Glendale Community College
Distance Education Course Approval Form

This form fulfills three objectives: 1) It justifies the need for the course to be taught in online or hybrid format; 2) it assures that the educational objectives of the course can indeed be achieved via distance delivery; and 3) it makes clear how students will be able to communicate with the instructor.

These are legal requirements of all Distance Education courses, and this Form is your opportunity to attest that your course can fully comply with these requirements. **The more thorough your responses and rationale are, the more readily the course can be approved.** The remainder of this document will provide guidelines, regulations, and support available.

DIRECTIONS:
Address the following questions. **This is a document template, so the fields will expand as you type. Use as many pages as necessary to fully answer each question. Please also attach a current course outline.**

COURSE TITLE & NUMBER:
√ Personnel Management -- Business Administration 144

NUMBER OF UNITS:
3

PROPOSED COURSE TYPE:

☐ **HYBRID** **If hybrid, percentage of instruction to be delivered online** _____

☒ **ONLINE**

Each proposed or existing course, if delivered by distance education, shall be separately reviewed and approved by the curriculum committee prior to being offered. **[Education Code '55378]**

Distance Education is the use of technological devices to bring the teaching and learning process to students who are at a different location(s) and/or at different time(s) from the instructor. In this context distance education includes online and/or hybrid courses utilizing the Internet and possibly other technologies such as CD-Rom, video, audio, and interactive exercises.

RATIONALE FOR DISTANCE EDUCATION FORMAT:

1) **Describe the rationale for offering this course as either a hybrid or online course as opposed to using only traditional classroom-based approaches.** *See Distance Education Guidebook for more information.*

The students that this course seeks to reach are most often working adults interested in management skills and potential promotion to supervisory positions. Many are also from the retail and supermarket fields, taking the course as part of the Retail Certificate. Many students have varying work schedules that do not match our traditional classroom hours and therefore they do not enroll or tend to drop out due to absenteeism. In an online offering, they will still complete the same number of hours of learning but should be able to better fit those hours into their work and employer schedules.

INSTRUCTIONAL TIME:

As in a traditional course, you are expected to fulfill the hours of instruction required by the number of course units specified in the course outline on file.

Note: Homework assignments and exams can not be counted towards hours of instruction.

2(a) **Based on the official course outline on file, how much instructional time is required for this course per term?**
Approximately 50 - 55.

2(b) **What instructional material will be used to fulfill this time?**
Material will include a review of the Workbook currently required for the course: Personnel Management. It is a 57-page workbook that includes discussion material, narrative text, supervisory exercises, subject quizzes, suggested references, and real-life management assignments. The material will be covered through individual and group discussions, written submitted assignments, email and instant messaging, and chatroom meetings. Students will be required to supplement this material with individual presentations, group projects, and by accessing various websites of magazines, businesses and management associations.

COURSE CONTENT DELIVERY:

GCC provides faculty and students access and support for WebCT and a number of other software programs. GCC also provides support for content development and acquisition. Section 508 regulations (36 C.F.R. §§ 1194.1 et seq.) require that electronic and information technology purchased or used by federal agencies must be accessible for use by persons with disabilities. With a course designed for distance education, the instructor needs to make provisions to accommodate disabled students in a comparable manner to traditional courses, such as ensuring that websites are accessible to screen

readers for the visually impaired.

If any web-based course material is identified as inaccessible, it is the instructor's responsibility to put the material in an accessible format in a timely manner. Technical support from ITS will be available if needed. See Distance Education Guidebook for further explanation, approaches, and available support.

3) **Describe how the course content is delivered.**

(a) **Indicate if you plan to use WebCT or another course delivery system. If you are not using the technologies supported by the College (such as WebCT), specify what technology support provisions are in place.**

(b) **Describe the methods used to provide access to instructional materials such as publisher material, e-packs, or instructor created material.**

3(a) **Tool(s) used to Deliver Content:**
WebCT through GCC

3(b) **Instructional Material Source(s):**
The course Workbork, Personnel Management, will be able to be accessed through WebCT, as will other instructor created material such as case studies and discussion problems. Links to online material and articles will also be provided (ie.websites for associations such as the American Society for Training and Development, Workforce Management magazine, etc.)

INSTRUCTOR-STUDENT INTERACTIONS:

Per Title 5 regulations (55376), all approved courses offered at distance shall include regular weekly contact between instructor and students.

Additionally, the District REQUIRES that ONLINE courses also include the following:
- *One on-campus, face to face orientation session within the first week of the term. Faculty must provide alternative orientation for students unable to attend the face to face orientation.*
- *One contact between student and instructor after orientation session and before census day*

See Distance Education Guidebook for further explanation, approaches, and available support.

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4) **Describe the nature and frequency of instructor-student interactions.**

a) **Include the synchronous and asynchronous communication components of the course, the number and frequency of different types of instructor-student interaction for students making satisfactory progress, and the**

(b) **nature and methods of instructor-student communications designed to intervene when students are at risk of dropping the course.**

4(a) Method(s) of Regular Weekly Contact
Students will be required to contact the instructor through email or instant messaging to discuss the supervison topic on selected days (See sample of subjects from previous course outline). Homework will also be required weekly as will responses to discussion board items and chatroom subjects. There will also be an orientation session the first week, an in-person meeting once during each half of the semester (either on campus or at a student's workplace), and meetings held for a midterm exam and the final exam.

4(b) Method(s) of Intervention with Students at Risk of Dropping Course:
Students will be encouraged to visit the instructor during office hours on campus or request a visit at the student's workplace. Students will also be encouraged to email and/or telephone the instructor if any problems develop that might cause the student to consider dropping the course

If an online course complete the following:

4(c) Method(s) of Contact Prior to Census Day
As listed above in 4(a) and 4(b), students will be required to contact the instructor regularly as part of their classroom and homework assignments. They will also be encouraged to meet in person with the instructor to discuss any phase of classwork that requires additional instruction or if circumstances lean toward a student considering dropping the course.

EVALUATION:
As with a traditional course, examinations, tests, and quizzes should follow the guidelines specified in the Full-Time and Adjunct Handbook. For further explanation on how these guidelines apply to distance education, as well as approaches and available support, see Distance Education Guidebook for more information.

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5) **Describe the methods used to evaluate students.**

Evaluation and Testing Method(s):

Students will be evaluated by their participation in the online processes of the course: email, discussion board, chatrooms, website reviews; as well as their assignments related to homework and subject quizzes; their individual management presentation; their participation in a group project; and their grades on the mid-term and final exams. They will also be offered opportunities at extra-credit that relate to topical items of interest from various supervisory/human resource/business areas.