

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:

BUSAD141: Introduction to Management

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.*

It is important that Glendale meet the diverse needs of their students. Some students prefer to enroll in an online class in order to accomodate their work or personal schedule and/or their learning style. The BUSAD 141 Online Course expands access to populations that may not be able to benefit from the traditional classroom approach. The course provides students with an integrated opportunity to improve and apply technical and computer skills and allows the instructor increased flexibility in using a range of instructional tools.

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?

48

- 2(b) What instructional material will be used to fulfill this time?

On-campus and online Orientation Materials, PowerPoint Slide Shows, Discussion Board Postings, Group Chats with classmates and instructor, Chats between student and instructor, Email Communication between student and instructor, phone conversations (when necessary), Online Support materials.

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: Publisher E-Pack with Instructor revisions (Instructor makes numerous changes to publisher's e-pack to customize the material to meet the needs of the students); Email; Asynchronous Discussion Boards; Synchronous Chat Rooms.

Other Tools: CCC Confer (may be used for class Chats); PowerPoint Reader; Publisher's Online Support Materials (Website materials to tie to Textbook); Instructor created materials.

3(b) Instructional Material Source(s):

Instructor, Publisher, WebCT, Internet, CCC Confer

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.

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

Distance Learning Course Outline Addendum

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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

Orientation Meeting (synchronous): Held first week during the semester.

Estimated time: 2 hours.

Online Orientation within course (asynchronous): Held during first 10 days of semester (alternative Orientation for students unable to attend face-to-face orientation meeting.) Estimated time: 2 hours.

Emails and Discussion Board Contact (asynchronous): Between student and instructor before census (required by Online Orientation). Estimated time: reflected in Online Orientation above.

Email Communication (asynchronous): Ongoing throughout the semester. Estimated time: 15 minutes per week, 4 total hours.

Grade Comments: (asynchronous): Ongoing throughout the semester. Estimated time: 5-7 minutes per week, 1.5 hours per semester.

Discussion Board Postings (asynchronous): 8 Discussion Board Topics with classmates and instructor (held throughout the semester). Estimated time: 1.25 hours each, 10 total hours.

Chat Discussions (synchronous): 4 Chat Discussion Topics with classmates and Instructor (held throughout the semester). Estimated time spent per Chat Topic is 1.5 hours each, 6 total hours.

Progress Chat Discussion Sessions (synchronous): 2 Progress Chat Discussion sessions with the Instructor (held throughout the semester). Estimated time spent per Progress Chat Session is 15 minutes each, .5 total hours.

Chat Discussions (synchronous): 3 Chat "Concept Review Sessions" with classmates and Instructor (held throughout the semester). Estimated time spent

per Chat "Concept Review Sessions" is 2 hours each, 6 total hours.

Weekly PowerPoint Slide Shows (asynchronous): 16 PowerPoint Slide Shows. Estimated time spent per Slide Show is 1.0 hours each, 16 hours total.

Estimated Total Instructional Time (not including Exams or additional educational activities/homework): 48 Hours.

4(b) Method(s) of Intervention with Students at Risk of Dropping Course:

All students advised during on-campus and online orientations to speak to instructor prior to dropping course. Instructor can often provide additional information and feedback needed by the student in order to make a rational decision regarding course enrollment.

Instructor attempts to contact the student using the course phone list if student indicates that he/she is considering "dropping" course.

Progress Chat Discussion Sessions (synchronous): 2 Progress Chat Discussion sessions with the Instructor (held at approximately Week 5 and Week 10) during the semester.

Online Weekly Office Hour: held in Chat room to provide all students with an additional synchronous opportunity to discuss course concerns and receive answers to questions.

"Early alert" rosters may be used.

If an online course complete the following:

4(c) Method(s) of Contact Prior to Census Day

Orientation Meeting (synchronous): Held first week during the semester. Estimated time: 2 hours.

Online Orientation within course (asynchronous): Held during first 10 days of semester (alternative Orientation for students unable to attend face-to-face orientation meeting.) Estimated time: 2 hours.

Email(s) and Discussion Board Contact (asynchronous): Between student and instructor before census (required by Online Orientation). Estimated time: reflected in Online Orientation above.

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.

5) Describe the methods used to evaluate students.

Evaluation and Testing Method(s):

Testing: Online Exams (4): 1 hour each, total 4 hours.

On-campus Final Exam: 2 hours. Estimated Total Testing: 6 hours.

Other Evaluations:

Written Essays/Cases (8), time estimate: 3.0 hours each, 24 hours total.

Self Assessment Activities (8), time estimate: 1.5 hours each, 12 hours total.

Preparation for Discussion Board Topics/Chats (12), time estimate: .75 hours each, 9.0 hours total.

Progress Chat Sessions (2), time estimate: 15 minutes each, .5 hour total.

Group Project (1), time estimate: 6 hours.

Reading: Weekly, time estimate: 4 hours per week, 64 hours total.

Estimated Total Additional Educational Activities: 121.5 hours total.

Note: Textbook Information

Management: A Practical Introduction, 3rd Edition; Authors: Kinicki, Williams.

Publisher: McGraw Hill Irwin.

It is important that the textbook chosen for the online course provide adequate online resources for the course. The book that has been chosen for the Online BUSAD 141 course was chosen to best meet the needs of the online students.