

Chabot College

Distance Education Curriculum Support Committee

Course Proposal Form

(Send as an email attachment to DECSC chair)

2005-2006

These questions are meant to provide you, our faculty colleagues, a framework for your Distance Education Curriculum Proposal. These are *guidelines*, not mandates. Much of this emerged from an Academic Senate for California Community Colleges white paper, available in our resource area. We believe careful and thorough consideration of these issues will improve not just your proposal, but also your entire course design. Please feel free to elaborate where you think most important. Note: Please click on *File, Save As* to save this form as a document, so you can work on it and submit it electronically to the DE Curriculum Support Committee chair.

Each proposal or existing course, if delivered by distance education, shall be separately reviewed and approved by the curriculum committee prior to being offered. (Ed Code 55378)

Course Title & Number: Critical Thinking/ English 7

Faculty Name: Richard Flynn

1. Need/Justification

- What is the intent in offering the course by distance education? The main justification is that our students often need this option because of their busy lives. Also, I've trained fully for teaching an online course through the University of Phoenix (Fall 2005) and would love to take what I've learned from the nearly 80 course I've taught with an online component (Blackboard, Web Ct) and use it in a fully online environment.

2. Course Content Delivery

- Describe the distance education modalities used to deliver the course content and provide an approximate schedule of the time allocated to each modality. How much of the class will be on-campus lecture, video, email, web, CD-ROM, etc.
- I'm thinking of focusing the seminar on the AIDS Epidemic as I've had experience as an educator in this field and have met hundreds of patients. I want to use Randy Shilts' And The Band Played On, Katherine Mayberry's For Argument's Sake, and many electronic sources for the course content. We'll be examining many of the underlying assumptions about the epidemic from its earliest days to the present. I've researched this for a larger writing project and will bring lots and lots of excellent supplemental material,
- Besides hosting all of the supplemental readings, I can link to excellent audio archives from PBS and I place some excellent documentaries on hand.

- I will expect each student to spend the equivalent of the face-to-face time engaged in discussion forums and online group projects, both of which will be integral parts of the course from the beginning.
- Note that the total number of contact hours should approximate the equivalent number of hours required in an on-campus setting. And, because indicators to date suggest that many community college students do better with some face-to-face contact with their instructors, there should be some provision for on-campus or in-person contact.
- Should I be fortunate enough to have this, I'll also have office hours for the course proximate to my face-to-face class (es) and I will arrange a virtual chat time (or times) each week so students can find me one way or the other. Of course, email is also an option. I could, too, hook up an audio line.

3. Nature and Frequency of Instructor-Student Interactions

- Provide examples of course components taught using distance education technology. This will include either or both synchronous—online at the same time and asynchronous—online at different times.
- Discussion forums, weekly individual and group writing assignments can all be done asynchronously, while the virtual classroom must be done synchronously. I'll try and arrange two synchronous hours of availability each week to suit the needs of my students.
- Describe the number and frequency of interaction for students making satisfactory progress and for intervention when students are at-risk of dropping or failing due to poor performance or participation. I would expect at least four hours combined from reading and writing each week. Students who are at-risk of dropping would receive encouragement (nagging) from me and the other members of their group. Weekly feedback on the performance of all students will be required, especially in the beginning, so they can get a clear idea of what it will take them to pass the course.
- For each type of interaction listed above, describe why you believe it will be effective for this particular curriculum and delivery model.
- Describe how the interactions will facilitate student learning and how students will benefit from the DE modalities selected.
- Discussion forums are an excellent way for students, especially the shy ones, to develop an independent voice. Group projects will help them with team working skills. Finally, an in-depth understanding of the AIDS epidemic will help all of our students live informed, something that yet is lacking in the general population.

4. Assignments & Methods of Evaluation

- List the criteria that will be used to substantiate student learning, and describe the methods of evaluating student progress.
- Most of their output will be judged as all writing is: form and content: but since this is a fully online class, I'll also need to judge their work by quantity. Their "showing up" will in essence be their participation in the discussion forums and group work; hence, a certain number of pages will also come into consideration.

- Describe planned interactions and evaluations to ensure participation and verification of student learning that permit timely instructor intervention.
- At first, weekly evaluations of all performance just to make sure that students understand what is expected and what their grade will likely be in what may very well be a new environment. Once the expectations are clear, perhaps a bi-weekly evaluation of individual student grades. However, the discussion forums and group projects will constantly be monitored. I'll also have a policy of responding to all emails within 24 hours, save on Sunday.

5. Technical Support

- Describe the technology necessary to carry out your proposal for an effective DE course. Include an assessment of the adequacy of support personnel required to maintain hardware & software, for both faculty and students.
- I think the Blackboard will provide most of the technological support I'll need for this one.

6. Student Services

- Describe how students might access services such as tutoring, counseling, financial aid, and supporting course materials, library materials, learning resources, etc.
- The Electronic Library will be invaluable for providing supplemental materials. Tutoring, electronic resources on writing/composition, and Chabot's Writing Center could all provide crucial support for this class.

7. Accommodations for Students with Disabilities

- Describe how you will accommodate students with disabilities. For a telecourse, is the video close-captioned? If you plan to use Blackboard, please review the accessibility information at <http://www.blackboard.com/products/access/faqs.htm>. For online accessibility, please email your web site to the DSRC Alternative Media Specialist or coordinator. For more information on accessibility resources, visit <http://www.w3.org/WAI/>.
- Every means the Blackboard has for facilitating the disabled will be used by me.

8. Class Size & First Term to be offered

- Indicate the standard limit for the class and the first term you plan to offer this course.
- Normal caps, I suppose: 30-35.

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