

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: Psyc 1: General Psychology

Faculty Name: Andrew Pierson

1. Need/Justification

- *What is the intent in offering the course by distance education?*

It is my understanding that Chabot College has been offering a Psyc 1 General Psychology course online for approximately five years. The assigned instructor for the online course recently retired, therefore there is a need to continue to offer this course with another instructor. I understand that demand for an online version of General Psychology has been very high, and that the course always filled quickly during each semester it was offered. This indicates the community's desire for an online version of this course. Continuing to offer the course will serve the community. Offering online courses, such as General Psychology, can be viewed as part of a larger effort to make higher education available and accessible to an increasing number of potential students. Online classes are often well suited for students with unique needs or situations who, for whatever reason, might not be likely to enroll in face-to-face courses.

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.*
- *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.

With the exception of a one hour on campus orientation at the start of the semester, the entire course will be offered online. As indicated below, the majority of the course content and assignments will be delivered using the Blackboard system. Students will communicate with the instructor by e-mail, upload assignments, link to internet resources, and participate in Discussion Boards through the Blackboard course website. Additionally, students will utilize a variety of free internet websites to gather relevant information and to view occasional short video clips. Students will also receive an activity oriented CD-ROM that accompanies their textbook (at no extra charge), titled *PsychInquiry: Student Activities in Research and Critical Thinking*.

A major source of learning for this course will be the topic-driven community dialogue generated through student to student discourse using the Discussion Board feature of Blackboard. The course is designed such that every student will be a regular participant in the community dialogue. Participation in the community dialogue will be structured to include both layered student to student discussion, as well as instructor to student feedback. The instructor will participate in the community dialogue via the Discussion Board.

The Psyc 1 face-to-face course meets for 45-50 hours during a semester. This online course will be comprised of the same number of hours, as follows:

- Face to face orientation, 1-1.5 hours
- Online Discussion, two postings a week, 18 to 36 hours
- Exams, 8 hours
- Participating in internet and CD-ROM activities including experiments, simulations, and videos, 18-30 hours
- E-mail contact with instructor, 2-5 hours
- Office hour contact by phone or in person, 0-5

Online students will also be able to talk by phone or meet in person with the instructor during regular office hours. If regular office hours are inconvenient online students will be offered alternative appointment times outside of regular office hours. Additionally, the instructor will typically respond to student e-mails within 24-48 hours.

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.*
- *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.*
- *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.*

This course is an interactive online course. Students will respond to the instructor and each other through twice weekly Discussion Board postings. Through the Course Materials section of the website, students will have access to the instructor's study guide to help students identify and focus on key elements of each week's reading. The key elements of the reading will be further reinforced through various internet and CD-ROM activities, community Discussion Board questions, postings and responses, as well as written assignments submitted to the instructor. Each week, students will participate in the class by posting two Discussion Board contributions in response to a specific question posted by the instructor, completing the accompanying instructor's study guide, and either submitting a writing/activity response assignment or completing a graded exam. Students will be tested on material every other week.

Following the suggestion of Palloff and Pratt's *Lessons from the Cyberspace Classroom: The Realities of Online Teaching* (2001) and others, instruction will be primarily asynchronous/online. It has been suggested that compared with synchronous discussion, asynchronous discussion encourages a more reflective and thoughtful dialogue. In addition, asynchronous discussion allows for a considerably more flexible schedule, thereby enhancing a strength of online learning.

Students will be submitting at least two assignments per week in the course. This will allow the instructor to monitor the students' progress and offer appropriate feedback and encouragement. The instructor will communicate via e-mail with individual students whose progress or performance is in question. In addition, the instructor will share information about campus resources with students as appropriate, such as the WRAC Center, tutoring and learning skills, counseling, and the DSRC. The Blackboard site will also provide External Links to online resources beyond campus for help with study and writing skills.

The weekly study guide, provided by the instructor, focuses each student's attention to the key material in the text, just as a face-to-face lecture might. The Discussion Board allows students to interact with each other and with the instructor. The weekly assignments challenge the students' writing and critical thinking skills by engaging them with a particular activity or by applying a particular concept. Some of the weekly assignments will be internet-based, asking students to use external links to find and engage with material beyond the text. For example, students will go to www.ipsyhexpts.com and participate in psychology experiments appropriate for an introductory class. The CD-ROM provides students with video and hands on activities. E-mail and phone contact with the instructor allows students to privately get help and ask questions.

4. Assignments & Methods of Evaluation

- *List the criteria that will be used to substantiate student learning, and describe the methods of evaluating student progress.*
- *Describe planned interactions and evaluations to ensure participation and verification of student learning that permit timely instructor intervention.*

This course includes the following assignments:

1. **On alternating weeks** students will be given a written activity/response assignment, with detailed instructions provided for each by the instructor on the Blackboard site. These assignments will be graded papers of approximately two pages each. They will include activities from the CD-ROM, personal reflections/reactions to topics related to the reading material, as well as responses to video available on the internet, for example the free Psychology videos available through the Annenberg Center at www.learner.org. Or, students may be given this assignment during the first week of the course: “Using the *PsychInquiry* CD-ROM, complete the Chapter 1 activity ‘Distinguishing Correlational and Experimental Research’, then submit a one to two page written response to the following question: Why might it be valuable in everyday life to be able to distinguish between correlational and experimental research findings? Your response should include a discussion of correlation and cause. Your response should also include one example of a correlation.” Students will submit these written assignments to the instructor through Blackboard. Each written activity/response assignment will be graded.
2. **On alternating weeks** students will complete an online exam through Blackboard. These exams will be timed and graded.
3. Students will be asked to post at least two contributions to the Discussion Board each week, at least one of which must be a response to another student’s posting. Guidelines and detailed expectations will be provided by the instructor to ensure that posting are appropriate both in quality and quantity. The Discussion Board dialogue will be guided by questions posted by the instructor. The Discussion Board postings will be evaluated on a check plus, check, check minus basis, and will count as a measure of attendance.
4. Students will be given weekly reading assignments from the text, *Exploring Psychology, Sixth Edition* (Myers, 2005).
5. Students will be provided with a downloadable study guide through Blackboard, that they will be encouraged to complete with each reading assignment. This will help students to focus on key concepts, terms, and studies. Students will be encouraged to complete their study guide while doing the reading. The study guide will not be graded, but students will be reminded that items on the exams will be drawn from the study guide.

The instructor will be able to monitor student performance, progress, and effort through these activities; students will be contacted by e-mail regarding their progress when necessary.

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.*

Students will be required to have regular access to a computer that allows them to login to Blackboard, create, save, and upload files in rich text format, and exchange email. Students will

also need to have at least occasional access to a computer with a CD-ROM drive, as well as the occasional capacity to watch short videos via the internet; occasional here means about 30 minutes a week. The instructor will provide information about how students should save and upload files in the proper format. Students will also need to have an e-mail account. The Instructional Technology Center and Blackboard Help Desk should be the primary source of support with the Blackboard technology. The instructor will provide links to various campus support sites including a link to the Distance Education "Help Request Form."

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 instructor will provide links to WRAC, Counseling, DSRC, Financial Aid, and the Library. The instructor will provide referral information to campus resources and guidance to online students as appropriate.

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/>.*

I will work with the DSRC, the DSRC alternative media specialist or coordinator, and the Instructional Technology Center (ITC) at Chabot College to accommodate the needs of students with disabilities.

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.*

There is a plan to begin offering this course online starting spring 2007. The enrollment cap is still under discussion, but likely 35 or 44.