

**Chabot College  
Distance Education Curriculum Support Committee**

**Distance Education Course Delivery Plan Checklist/Tracking Form**

(Send via campus mail to DECSC chair)

2005-2006

Use this form to request review of and support for:

1. *A course already approved and in the Chabot College Catalog to be delivered in a distance education format for the first time;*
2. *A new course to be submitted to the curriculum committee that may also be delivered in a distance education format;*
3. *An existing course already approved for DE delivery, but to be offered for the first time by a faculty member new to teaching in DE mode, or by an experienced DE faculty member changing delivery plans from one form to another (e.g., telecourse to on-line).*

<b>Course Area &amp; Number</b>	Religious Studies 50
<b>Course Title</b>	Religious Studies
<b>Division</b>	Humanities
<b>Faculty Proposers</b>	Richard Dinwiddie & Ramona Silver
<b>Type of Distance Education Course:</b>	On-line w/ required on-campus meetings (“Hybrid”}

(Continued next page)

Steps	Description	Date Completed	Signatures/Verification
1	<p><b>Preliminary Research</b></p> <p>Initial Consultation with DE Curriculum Support Committee</p> <p>Meet with instructional Designer</p> <p>Review similar DE courses elsewhere</p> <p>Talk with Dean of Area</p> <p>Talk with Subdivision Colleagues</p> <p>Talk with other faculty experienced in DE</p>		None required
2	<p>Creation of a DE Course Delivery Plan</p> <p><b>Review Plan with Subdivision Colleagues</b></p> <p>Amend Plan as needed based on input.</p>		<p>This proposal was created at the request of Mr. Gene Groppetti. We met with Mr. Groppetti on June 14, 2006 &amp; September 6, 2006. He read it in our presence and approved it on Wed. September 6, 2006. Thus we are submitting it with his approval.</p>
3	<p><b>Submit DE Course Delivery Plan and Tracking Form (please keep a copy of the Tracking Form in order to complete Box #9) to DE Curriculum Support Committee.</b></p>		<p><i>Faculty: Richard Dinwiddie &amp; Ramona Silver</i></p> <p><i>Area Dean: Gene Groppetti</i></p>
4	<p>Formative Evaluation of the Course's Shell. Meet with the Instructional Designer to conduct this evaluation (see form in Curriculum Handbook or at the DECSC web site.)</p>	<p>First meeting date with Instructional Designer:</p>	<p><i>Instructional Designer:</i></p>
5	<p>DECSC Review of Proposed Course Delivery Plan</p>		<p><i>DECSC Chair:</i></p>
6	<p><i>DECSC Recommendation: (circled)</i></p> <p><b>Recommended as Proposed:</b> We agree that the proposed sections of this course should be scheduled in distance education format.</p> <p><b>Recommended with Reservations</b> (described in attached note)</p>		

	<p><b>Not Recommended as Proposed:</b> A possible mismatch exists between the course delivery plan and available technologies, support, resources, student capabilities, or other factors. More details about the specific concerns are attached.</p>		
7	<p><b>DECSC Recommendations sent to:</b></p> <ul style="list-style-type: none"> <li>• <i>Faculty Proposer</i></li> <li>• <i>Area Dean</i></li> <li>• <i>Chair, Curriculum Committee</i></li> <li>• <i>Office of Academic Services</i></li> </ul>	<p><b>Date Completed:</b></p>	<p><i>DECSC Chair:</i></p>
8	<p><b>Curriculum Committee Review</b></p>		<p><i>Curriculum Committee Chair:</i></p> <p>Course/class may be placed in the catalog and/or schedule once the delivery plan is approved.</p>
9	<p><b>Formative Evaluation Completed</b></p>		<p><i>Instructional Designer:</i></p> <p>Once the Formative Evaluation has been completed, the class is ready to “go live.”</p>
10	<p><b>Once the Instructional Designer has signed Box 9, please forward this page of the tracking form to:</b></p> <ul style="list-style-type: none"> <li>• <i>Faculty Proposer</i></li> <li>• <i>Area Dean</i></li> <li>• <i>Chair, Curriculum Committee</i></li> <li>• <i>Office of Academic Services</i></li> </ul>		<p><i>Instructional Designer:</i></p>

**Course Proposal Form:**

Distance Education Curriculum Support Committee

**Course Title:**

Religious Studies 50

**Faculty:**

Richard Dinwiddie

Ramona Silver

**1. Need/Justification:**

The intent for offering a distance education Religious Studies 50 course (Religions of the World) in an online format is to provide a basic major world religions course that fulfills the general education requirements for the basic A.A. degree and a course that is transferable to the university level. There is a significant number of students attending Chabot College who have frequently indicated that many of the required classes for transfer to the university are not offered at times that meet their particular scheduling needs. Moreover, a distance education/online format of a transferable credit Religious Studies course will provide convenient access that meets a larger learner population, including non-traditional learners, not only locally but also globally to expand the Chabot learning community. Additionally, we propose that we can successfully facilitate a transformative learning experience that will engage the students in the course texts and ideas for a deeper level of understanding. Further, using a distance education/online format for a Religious Studies 50 course will provide innovative instruction that has the potential to transcend the traditional classroom setting that allows for a rich educational environment facilitating meaningful learning for its participants. Finally, an online format for a Religious Studies course can instruct the participants via virtual field trips, visual presentations, audio presentations and free online texts of the course readings that will offer students both an economical and exciting learning experience. We believe that our unique and distinctive approach--which draws from a solid scholarly and practical background of broad experience, including national conferences and published writing, in both the history and theology of the major world religions, literature, painting and the visual arts, music and the performing arts, Asian studies, and classical and Sanskrit languages combined with training in adult education and distance education and has consistently made each student feel that their personal religion has been handled objectively and with dignity--will inspire our learners to become successful in the pursuit of their own particular educational goals.

**2. Course Content Delivery:**

The method of delivery of the course content for Religious Studies 50 will include a combination of instruction modes that include e-mail forum discussion, collaborative learning techniques, 3 internet virtual field trips, 3 films via DVD which will be available in the library or can be obtained locally or from the internet. The majority of the course texts will be available either via online or from the bookstore. Additionally, the instructor will provide course handouts via CD-ROM or via the Blackboard course content site to accommodate the student's general needs. The methods of instruction include the following percentage-based delivery:

- 2 class meetings for face-to-face presentation/lecture during the course of the semester.
- 20% Web/internet use
- 40% Asynchronous/Forum Discussion
- 20% CD-ROM /DVD Use
- 20% Content/Handouts via the Blackboard Content Area

**3. Nature and Frequency of Instructor-Student Interaction:**

Moore (1998) has indicated that online distance education instruction benefits greatly from balanced student-instructor interaction. In fact, it has been documented that the greater the student-instructor interaction, the

better the student will perform overall in meeting his/her learning outcomes. Thus the overall structure of the syllabus for the Religious Studies 50 course in the online format will accommodate a great amount of student-instructor interaction. To accomplish the maximum possible result, the interaction will take place via frequent instructor-monitored e-mail, face-to-face office hours, scheduled phone-access and a discussion forum through asynchronous meetings. The students will have assurance of contact with the instructor as much as it is possible to provide.

For satisfactory progress the student and instructor would need to have some interaction at least 1-2 times per week. That would include at least 2 postings on the forum and asynchronous discussion as well as at least one contact via e-mail with the instructor per two weeks. It is imperative that the instructor be fully and continually involved in monitoring student input and interaction especially with regard to promoting motivation and relevance within the course content and methods of presentation. Students cannot be left entirely alone to pace their own study in a distance education course. Students must be encouraged to contribute to discussions and collaborations within the learning process and this would need to be mediated by the instructor at all times.

**Interaction will be facilitated through the following methods:**

E-Mail access

Discussion Forums/ Asynchronous discussion mediated by the instructor

Collaborative learning activities

Written Reflection assignments

Pacing help for students at the beginning of the course with instructor feedback

Many experienced online educators and distance education specialists have cited the above instructional modes as ways to improve student to teacher interaction. For example with reference to collaboration, asynchronous discussion and use of e-mail, see (Ko and Rosen 2004); for pacing and student learning forms, see (Olgren 2000).

**4. Assignments and Methods of Evaluation:**

For the Religious Studies 50 course methods of evaluations, students will need to complete several different kinds of assignments that include the following:

- Short papers that encourage them to reflect on the reading material
- Short response assignments to aid learners in keeping their focus
- Transformative Learning/Journaling Reflection assignments for motivation and relevance
- Jigsaws/Collaborative Learning assignments to promote relevance and interaction
- Homework Portfolios containing weekly written assignments via e-mail
- Final Project with 3 options to meet the needs of each learner
- Student Blogs (optional)
- Student Audio File Presentations
- Short Student Discussion Forum Presentations (optional)
- Short Video Presentations (optional)

The approach to the assignments for this course will be via the constructivist method. Thus the instructor will use “problem solving”, “case studies”, “situational learning” and “scenarios” as a way to facilitate the relevance of the course material to the particular interests of the learners. Additionally, the instructor will use a variety of transformative learning techniques with reference to reflection and journaling assignments to foster learner engagement. Finally, each required assignment will have a specific and measurable learning outcome.

**5. Technical Support:**

Through the Chabot and Las Positas Online Web Site, there is substantial and clearly accessible student support including a list of what operating systems will work best, search engines, and troubleshooting. The learners for the Religious Studies 50 course will need a minimum of 6 hours of access time to a computer that has either the Windows XP or later version operating system, or the Mac OS X or above operating system. On the Blackboard site, students will need to download Internet Explorer 6 for PCs, or Firefox for the Mac operating system. (The Safari browser is included as part of OS X.) Additionally, the students will need to be able to use Microsoft Word and be able to invest a certain amount of self-study time per week responding to homework assignment readings, visual presentations or audio presentations.

#### **6. Student Services:**

Chabot College Distance Education Department provides a variety of advising and support services to assist the distance learner. These include: a web site for online support that lists system requirements and potential problems for the online learner. The Chabot Library Web site provides research aids and also support for the Chabot students. However, the instructors will also offer student support for the use of the Library in many of the course assignments. The Library is an important component for a successful online course and we will be sure to aid students in using it effectively.

#### **7. Accommodations for Students with Disabilities:**

Currently, the Chabot College Distance Education Web Site provides access for students with disabilities to additional sites for help with access. However, we intend to provide alternative assignments and or content materials to meet the needs of most students who may have these concerns. Every effort will be made to assure that all students have access and opportunity to participate in the course on a level in keeping with their learning goals.

#### **8. Class Size & First Term to Be offered:**

The standard class limit for a Religious Studies course at Chabot College is 45 students. We intend to offer this course in the Spring of 2007 at the suggestion of the Dean of Humanities and Fine Arts: Gene Groppetti.