Chabot College

**Online Course Proposal Form**

Fall 2011

**Course Title & Number: History 2, Western Civilization**

**Faculty Name: Rick Moniz**

**Course Delivery Method (check one):**

**⁫ Online (all instruction is online)**

**⁫ Hybrid online (instruction occurs both online and on campus) Both**

**⁫ Other (please describe)**

**First Semester To Be Offered: Spring 2012 (please note course is available as telecourse).**

1. ***Preliminary* Input from Colleagues and Administrators**

As you develop your proposal and *consider* your course, please consult with your division and do some background research, including the following:

**⁫ a.** *Consult Online Learning Support staff (**bbhelp@chabotcollege.edu**) for Blackboard resources/training and information on this proposal/approval process.* **Date(s) completed: September 8, 2011**

**⁫ b.** Review similar courses. Are similar courses offered online at other

 colleges? If so, **note the college(s).**

⁫ **c**. Meet with your Division Dean and subdivision colleagues to secure *preliminary*

 support for offering this course *in online/hybrid format*. **Date completed: 31 August**

1. **Develop Proposal And Consult With Colleagues:**

⁫ **a**. Consult with other faculty experienced in DE. **With whom did you consult?**

**Attach a separate page** ***listing the meeting dates and a summary of your discussion.* Discussed with Sherri Yeager informally and formally, 9/3/2012**

**⁫ b.** Review your *completed* proposal with your subdivision colleagues. **Attach a separate page** listing attendees, meeting date, and a summary of the recommendations or reservations of your division/subdivision.

**In addition to discussing with Sherri Yeager-September 3-, I have been discussing with Mark Stephens on an annual basis. I will speak with Mark about this change in delivery the week of September 5, 2011. Our goal, to date, is to keep the two separate offerings in the evenings. Our plan is offer on separate evenings: Monday and Wednesday. Mark will take the Monday night slot and I will follow with the Wednesday night slot.**

**3. Student Benefits**

* How will this course meet student needs? Are there learning opportunities made possible in an online or hybrid online course that might not be available in a traditional course?
* **Our students have been clear: there is a large population working full time and looking for courses that reduce the impact on their schedules. Many of these students are working with families and have experience with online courses. This course will be offered on a one time per month basis. Attendance is mandatory. The opportunity herein is that the course provides flexibility in scheduling. Moreover, the rigors of this course are in keeping with courses that meet regularly on campus.**
* If this course has previously been offered at Chabot using this delivery method, what have you learned from prior instructors that will influence your instruction in this course?
* **I have been teaching this course for the past eight years (until three years ago in the summers). During the last two school years, I have expanded this course offering, in consultation with colleagues, in the telecourse format throughout the school year. Since the 2010-11 school year, I have delivered the course online, while continuing the one time per month meeting schedule. It seems that students want to skip meeting entirely; however, I find that they do better with the monthly meeting. The one drawback is that they will drop out the first session upon discovering that attendance is mandatory. I believe part of the problem is how the course is listed in the schedule. I will discuss this more with classified staff working in attendance and scheduling.**

**4. Course Content Delivery**

* The total number of contact hours in your course should approximate the equivalent number of hours required in an on-campus setting. For example, a 3-unit course typically meets on campus for 54 contact hours of instruction, assessment, discussion, and group activities. In the Carnegie unit system, students are also expected to invest two hours “outside of class” for every hour in class on reading, studying, preparing assignments, and other homework; these additional hours are not considered to be “contact hours”. Account for the contact hours in your proposal ***in a clear, detailed and specific way***. (*PLEASE NOTE: For a more detailed explanation of “contact hours”, be sure to see the Addendum attached to this form.)*
* **In addition to our monthly meeting, the students are required to view The Western Tradition offered by WGBH and a free online telecourse with Dr. Eugene Weber. I include 27 episodes for viewing and there is a test that covers all of these programs. Moreover, the text is required reading: Jackson Spielvogel, West Civilization. Their readings require a thorough understanding of the text measured through three quizzes, a mid-term and a final exam. During my initial class orientation, I present the students an overview of how to read the text, study, and prepare for exams. It is imperative for students to set aside three to five hours per week in preparation to satisfactorily meet the requirements of the course. In addition, the students must participate each week online. I have a discussion board assignment that requires postings each week. They are assigned two questions to post. Moreover, they must take one of twelve questions everyone six weeks and write an essay. This is posted to the grade book and reviewed, scored and tallied towards their grade. There are two other essays. One is based upon reading of a novel, which varies, and writing a paper. There is one bonus: a movie critique. Every class session I am available one hour before class and after. There is my regular contact hours and by arrangement to meet with the student.**
* What percentage of the course will be on-campus, if any? What percentage of the course will consist of online lecture *(text, presentations, podcasts, video), class discussions (discussion board forums), group projects (blogs, journals), online resources (Publisher content/websites*, *course* *cartridges/packages), assignments, student research, reading, writing, & assessments?* ***Please be sure to list each of your contact hour/instructional activities and indicate how these will be delivered throughout the course and the amount of hours or percentage that they will entail.***
* Will any portion of your course be synchronous, requiring students to be online at the same time? If so, describe those activities, and how you will provide flexibility for students who may be unable to participate at any given time.
* **This hybrid/online course is offered one time per month on Wednesday evenings. While I will provide a lecture format during these meetings, I will supplement these lectures with that of Eugen Weber’s Western Tradition. His more than two dozen lectures account for thirteen hours of materials. There are ten hours of lectures during our meetings. Testing runs a total of eight hours: quizzes, mid-term, exam and take home video exam. Each week there are two questions for posting over the semester and two essays to support these postings. I expect ten hours of postings over the semester based upon 30 minutes per week and two essays in support. I review postings, respond to them and write to individuals about their efforts over the course of the semester. The thirteen chapters in the text, represents forty hours of reading and one supplemental novel accounting for an additional fifteen hours or a total of fifty five plus hours of reading. As I indicated, I will work over the course of the next two school years on podcasts and videos to supplement the course. Presently, I estimate that students are spending close to one-hundred hours in this course. There are no synchronous activities.**

**5. Nature and Frequency of Instructor-Student Interactions**

* How and how frequently will you interact with your students? This should include interactions with the entire class, providing feedback on assignments, and interventions when students are at-risk of dropping or failing due to poor performance or participation.
* For each type of interaction, describe why you believe it will be effective for this particular course.
* **My reputation with students is that they hear from me within, at most, twelve hour period. Most often they hear in a shorter time frame. I monitor the courses four to six times daily. I am responding to emails-under Email Mr.Moniz, responding to their Discussion Board responses and providing feedback to their assignments as they are called due. I monitor frequently their performance via the performance dashboard and grade book. When there are problems, the students receive an email providing them with directions. These interventions and responses help to keep the students, who are committed to their success, on track and indeed successful.**

**6. Nature and Frequency of Student-Student Interactions**

* Describe opportunities in your course for student to student interaction. This may include discussions, group projects, peer review of assignments, and other approaches. Consider how students interact in this course when taught on campus; how can you build this type of learning community online?
* **In addition to the remarks noted above, the students respond to one another in the Discussion Board. Their two essays from these postings require students to revisit the work of their classmates and incorporate those remarks into their essays. It is clear that students are participating in a like manner in other online courses. They ask at the outset about this feature and liken it to those other online courses. Presently, I use this method in my regular on campus courses to further interaction in those classes.**

**7. Assessment of Student Learning**

* How will you assess learning in this course? Given the nature of online courses, how does your assessment plan ensure a level of academic integrity with which you’re comfortable?
* **I assess the students by their attendance to course assignments. I use the performance dashboard to assist in this respect on a weekly basis to keep students on task with their assignments. The testing regime-a total of six objective type totaling 300 points monitors their proficiency in lectures, viewing and reading of materials. Moreover, the importance of critical thinking and writing is assessed in the form of weekly postings to discussion board questions, four essays and participation online that requires attention to Bb online tasks. The rigors of my instruction are in keeping with the demands of my regular face-to-face course offerings. Integrity is insured and students are clear that the course is demanding and rigorous.**
* Describe how your assessment plan is consistent with your stated goals in the student benefits and student-student interactions sections of your proposal. How will you provide feedback to students?

**8. Technology**

* Describe any software or multimedia tools you plan to utilize in your course: *PowerPoint (with or without audio),* *Publisher content/websites*, Course *Cartridges/Packages*, Camtasia, *Jing*, *Dragon Naturally Speaking*, Flash, *Audio (including Audacity and podcasts)*, *YouTube/EduStream/Web-based videos*, etc.). This is helpful to determine technology support needs. ***Please be specific in listing the technological tools you intend to use for your online or hybrid course***.
* **I utilize Podcasts, PowerPoint and YouTube materials in my several history courses. These were developed during my sabbatical in 2009-10 and specifically designed for U.S. History and The History of California. I am beginning to conceive/develop these multimedia content supports for the Western Civilization course. At present, this is in the developmental phase. I enrolled in courses offered by Donna Eyestone for both Podcasting and Video work.**

**9. Accommodations for Students with Disabilities**

* Is any required video close-captioned? Is there any required audio accompanied by a transcript? If you plan to use any multimedia (video, audio, publisher sites specialized software), is that accessible to your students in terms of both software availability at home and on campus and accessible for students with disabilities? Have you provided alt-tags for your key images used in your course? Please *contact* the *Chabot* DSRC *(Disabled Students Resource Center-http://www.chabotcollege.edu/DSRC/)* if you need help in ensuring accessibility for your students.
* **At the beginning of each course, I attempt to assess the special needs of students by soliciting what students may require for success. Are you able to view the videos in a traditional manner? Do you have any special software needs? I hope to eliminate any uncertainty and delays in providing any services. I make any adjustments required for those students with special needs.**

**10. Submit your proposal (electronic version via email and hard copy via campus mail)**

 **to the chair of the Committee on Online Learning.**

Faculty signature: \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_ Date: \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_

Division Dean signature: \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_ Date: \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_

**Online/Hybrid Proposal Form Addendum:**

**Committee On Online Learning/Chabot College**

**What are Actual Contact Hours?**

*The total number of contact hours in your course should approximate the equivalent number of hours required in an on-campus setting. For example, a 3-unit course typically meets on campus for 54 contact hours of instruction, assessment, discussion, and group activities, (Note: Instructional Hours are 50 minutes long). In the Carnegie unit system, students are also expected to invest two hours “outside of class” for every hour in class on reading, studying, preparing assignments, and other homework; these additional hours are not considered to be “contact hours”. Thus, you will need to account for the actual contact hours in your proposal.*

In accounting for contact hours an instructor needs to consider how each hour will be dispersed throughout each week of his/her online or hybrid course. In addition, students should be expected to spend two preparatory hours “outside of class” per every contact hour.

*The following chart illustrates some sample activities for an online class*. *These are suggestions and each instructor would use whichever activities, best suited to the type of course and discipline being offered:*

|  |
| --- |
| **Contact Hour or “In-class” Activities** |
| Read lectures/ content |
| Participate in Discussion Board Forums |
| Assessments – quizzes, tests, surveys |
| Presentations From the Instructor |
| View multimedia content |
| Group Problem Solving |
| Transformative Learning Activities in class: Responding to other learners in regard to certain questions that challenge a learner’s perspective on key issues in the course materials. |
| Reading another Student’s Blog |
| Posting feedback, Reading student posts, and Peer Reviewing other Student’s papers on the discussion board or group forum. |
| Group Projects that include multiple posts to each group member within their designated group forum space. |
| “In class” reading of short texts, scenarios or quick discussion questions. |
| Reading another student’s presentation. (This would be the equivalent of listening and viewing a student presentation in a face-to-face class.) |
| Constructivist Assignments that target real-life applications for class discussion on the Discussion Board. |

Therefore, in preparing the online or hybrid proposal an instructor will need to explain how each instructional hour will be implemented throughout each week of his/her online or hybrid course. This can be done using percentages or actual hourly increments. For example an instructor may determine that 25 percent of his/her course will offer lectures and presentations, (13.5 contact hours), while another 25 percent of the contact hours will be used in constructivist assignments or *asynchronistic* discussion and peer responses, (13.5 contact hours). These are the same kinds of methods of instructional contact that are often used in a face-to-face class.

However, there are certain learning activities that may not meet the criteria of actual “contact hours”.

***This chart reflects instructional, preparatory “outside of class” activities that in some cases would not necessarily be considered actual contact hours.***

|  |
| --- |
| **Preparatory or “Outside of Class” Activities** |
| Read Textbooks |
| Research |
| Preparing assignments |
| Viewing an internet site for one’s own research purposes. |
| Individual Reflective Writing |
| Journaling |
| Writing /Composing a Blog |
| Analyzing another student’s ideas individually. |
| Using a WIKI for posting ideas to other class members in preparation for a Group Project. |
| Outside reading of additional texts pertaining to the course subject matter as homework preparation. |
| Preparing an individual class presentation. |
| Reviewing class notes. |

In summary, “contact hours” are usually those segments of instructional time where the student is actively engaged in learning activities and would reflect the same type of instruction implemented in a traditional face-to-face classroom. Therefore, instructors are encouraged to offer a clear breakdown of “contact hours” in the section of the proposal entitled, “Course Content Delivery”.