Chabot College

**Online Course Proposal Form**

Spring 2012

**Course Title & Number: MUSL 3 “World Music”**

**Faculty Name: Timothy Harris**

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

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

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

**⁫ Other (please describe)**

**First Semester To Be Offered: Summer 2012**

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:**

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

 colleges? If so, **note the college(s). San Jose State University**

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

 support for offering this course *in online/hybrid format*. **Date completed: 2/1/2012**

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.*** I am currently teaching the course at San Jose State University and have taught online at Chabot for five years. I met with myself.

**⁫ 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. I met with my colleagues on 2/3/12 at Flex Day. Jon Palacio and Eric Schultz were in attendance. This is a course required by the CSU and needed by our music majors for transfer.

**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? The intent for offering Music 3 as an online/distance education course is based on several different but crucial issues. First, many of the students who attend Chabot College find it increasingly difficult to balance their semester schedules with their work, family and study obligations. Also, a great number of students express the need for more flexible class offerings to fit within their schedules. An online/distance education course in music can meet the needs of many students who would not otherwise be able to attend classes at all. Additionally, offering this course in an online format most definitely allows for a greater use of resources that would otherwise not be available in a traditional classroom setting. For example, students will be able to attend virtual field trips at any time of the day or night using streaming audio and video to view concerts, lectures and examples.
* 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? This course has been offered online and has been successful. We have learned that active listening guides are very important when introducing students to nonwestern music.

**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.)*

The method of delivery of the course content for Music 3 will be a course module from Connect for Education. It includes music listening libraries, interactive lectures, 2 live concerts, interactive maps, and a fully embedded text. Additionally the instructor will provide course handouts via the Blackboard course content site to accommodate most of student’s general needs. The methods of instruction include the following percentage-based delivery:

* 60% Web/internet use in Connect for Educations fully online module
* 20% Concert Attendance
* 20% Forum Discussion
* What percentage of the course will be on-campus, if any? None. 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?*

The 54 hours of instruction time will break down as follows:

* 10.8 hours of concert attendance
* 10.8 hours of music listening
* 10.8 hours of online discussions
* 21.6 hours of reading/lecture/exams
* 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. No

**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.

The overall structure of the syllabus for the Music 3 course in the online format will accommodate a great amount of instructor-student 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 forums. 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 interaction at least 4 times per week. That would include at least a minimum of 2-3 postings on the discussion forum per week as well as at two individual concert (writing) reports. 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.

**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?

Opportunities will be provided in this course for student-to-student interaction. This will include discussions, and most importantly group field trips to concerts.

**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?

For the Music 3 course, methods of evaluations, students will need to complete several different kinds of assignments that include the following:

* Short concert report papers that encourage students to reflect on the concerts attended
* Short response assignments to aid learners in keeping their focus
* Examinations (timed and plagiarism detection enabled)
* Final Project with suitable alternatives to meet the needs of each learner
* Audio File Presentations
* 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?

The access for the course if offered with flexible time frames. Students are given an entire week to participate in the discussion forum topic for the week to work with scheduling, Exam open on Thursday and the students have 4 days to submit them. Group concerts will be attending in which the students will be able to interact with one another and experience the terminology and concepts come to life. Additionally, the instructor will use a variety of transformative learning techniques with reference to reflection and writing assignments to foster learner engagement. Finally, each required assignment will have a specific and measurable learning outcome.

**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***.

We will be using Connect 4 Educations Fully Online Learning Module.

To use the module successfully, students will need the following free software installed on their computer.

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| --- | --- |
| **PC Users** | **Macintosh Users** |
| [**RealPlayer**](http://forms.real.com/real/player/blackjack.html?src=020819realhome_1,011204help) | [**RealPlayer**](http://forms.real.com/real/player/blackjack.html?src=020819realhome_1,011204help) |
| [**Flash Player**](http://www.adobe.com/shockwave/download/download.cgi?P1_Prod_Version=ShockwaveFlash) | [**Flash Player**](http://www.adobe.com/shockwave/download/download.cgi?P1_Prod_Version=ShockwaveFlash) |
| [**Windows Media Player\***](http://www.microsoft.com/windows/windowsmedia/player/9series/default.aspx) | [**Quicktime\***](http://www.apple.com/quicktime/download/) |
| [**Internet Explorer\***](http://www.microsoft.com/windows/downloads/ie/getitnow.mspx) | [**Mozilla Firefox**](http://www.mozilla.com/en-US/) |
| \*Windows Users: You do not need to install this. Most   likely it's already installed on your computer. | \*Macintosh Users: You do not need to install this. Most   likely it's already installed on your computer. |

**MINIMUM HARDWARE REQUIREMENTS**

|  |  |  |
| --- | --- | --- |
|  | **PC** | **Macintosh** |
| CPU | Pentium 2 GHz or better | G4, G5, Intel or better |
| Monitor | Thousands of colorsTo optimize viewing of this site we recommend1440 x 900 screen resolution or higher. | Thousands of colorsTo optimize viewing of this site we recommend1440 x 900 screen resolution or higher. |
| Memory | 1 GB RAM or more | 1 GB RAM or more |
| Sound | SoundBlaster compatible | Built in |
| OS | Windows XP, Vista, or better | Mac 10.4 or better |
| Connectivity | DSL or Cable Internet Access | DSL or Cable Internet Access |

**9. Accommodations for Students with Disabilities**

* Is any required video close-captioned? Yes for song. Purely instrumental there is nothing to close caption. Is there any required audio accompanied by a transcript? Text is provided for songs. 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? Yes. 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.

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.

**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”.