Directions: Complete this form in Microsoft Word. Click on the boxes where applicable and provide your responses within the expandable grey-shaded boxes. Submit the form via email as directed in the last section. For information on the complete proposal process, visit <http://www.chabotcollege.edu/cool/>.

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| **Course Information and Delivery Format** | |
| Course Subject& Number: **GEOG 1**  Course Units: **3**Total Contact Hours: **52.5** | Course Delivery Method (check one):  Online (all instruction is online)  Hybrid (instruction occurs both online and on campus)  % online  % on campus  Other. Please Specify: |
| Faculty Name: **Don Plondke**  First Semester To Be Offered: **Fall 2014** |

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| **Need/Justification/Benefits to Students** |
| How will the online/hybrid delivery of 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?  From semester-to-semester, there is consistently high demand for enrollment in Geography 1, "Introduction to Physical Geography". We fill 6-7 face-to-face sections of the course every semester, and Geography 1 generates the highest WSCH/FTEF in our discipline. Over the six semesters from Fall 2010 to Spring 2013, GEOG 1 generated a WSCH/FTEF ratio of838. At least 600-700 students fulfill their GE requirement for Natural Science by successfully completing GEOG 1 each academic year. Online delivery will enable access to dozens of students normally turned away due limited space.  An online class will provide 2 major opportunities of access to students that can only partially be realized in a face-to-face format due to time constraints:  1. online content delivery systems specifically tailored to the course textbook, developed by the author and publisher; and 2. resources students may access asynchronously to interactively visualize physical processes through cutting-edge technologies. |

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| **Preliminary Research andInput from Colleagues and Administrators** |
| Reviewed online teaching resources& tools at <http://www.chabotcollege.edu/cws/onlineteaching/>. |
| Met with Division Dean and subdivision colleagues to secure preliminary support for offering this course in online/hybrid format. |
| Reviewed similar courses at other colleges (CVC Distance Education Catalog <http://www.cvc.edu/>) |

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| **Develop Proposal and Consult with Colleagues** |
| Consult with other faculty experienced teaching online. If this course has previously been offered at Chabot in this delivery method, what are some of the recommendations from prior instructors that will influence your instruction in this course?    N/A: not previously offered online at Chabot. I have been teaching GEOG 5, World Regional Geography, online every Spring semester since Spring, 2008. |
| Review your completed proposal with your subdivision colleagues (if required). Please provide a summary of those recommendations: |

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| **Course Content Delivery - Contact Hour or “In-Class” Activities** | | | | |
| In the following section, explain how each instructional/contact hourwill beimplemented throughout each week of the proposed online or hybrid course. 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. 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.  The following list illustrates some sample “in-class” activities for an online class. These are suggestions and each instructor would use whichever activities are best suited to the course. | | | | |
| * Reading lectures/content. * Viewing presentations from the instructor. * Reading another student’s blog or presentation. * “In class” reading of scenarios or quick discussion questions. | | * Participating in discussion board forums. * Reading students posts and posting feedback. * Peer reviewing other student’s papers on the discussion board or group forum. | * Group problem solving. * Group projects that include multiple posts to each group member within their designated group forum space. * Assessments – quizzes, tests, exams, surveys. | |
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| **Delivery Mode**  ***(online or***  ***in-person)*** | **Activity and Description**  ***(For hybrid courses, please be sure in include in-person activities)*** | | | **Hours or %** |
|  | Viewing presentations prepared by the instructor (PowerPoints, mostly; also: videos, online interactive tutorials) | | | 25 hrs |
|  | Participating in "live" discussion board forums, including reading other students' posts and posting feedback: equivalent to classroom discussions. | | | 6.25 hrs |
|  | group project(s) with discussion board preparation, joint development of a presentation (PowerPoint/video clips); e.g. Climate Change Impacts | | | 3.75 hrs |
|  | Taking assessments: chapter/topic quizzes, 2-3 midterm exams, final exam | | | 9.5 hrs |
|  | Taking course entry survey of science background; taking course exit survey for self-assessment and course evaluation | | | 3 hrs |
|  | Interactive online sessions between special topic groups and the instructor, via a "virtual classroom" or chat room | | | 5 hrs |
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| TOTAL CONTACT HOURS: | | | | 52.5 |

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| **Course Content Delivery - Preparatory or “Outside of Class” Activities(not part of contact hours)** | | |
| For each contact hour, students should be expected to spend two preparatory hours “outside of class” on reading, studying, preparing assignments, and other homework. Note that these additional hours are not considered to be “contact hours.”Thelistbelow reflects sample instructional, preparatory “outside of class” activities. | | |
| * Reading textbooks * Research * Preparing assignments * Viewing internet sites * Individual reflective writing * Writing/composing a blog * Journaling | * Analyzing another student’s ideas individually * Using a wiki for posting ideas to other class members in preparation for a group project * Reviewing class notes. | * Outside reading of additional texts pertaining to the course subject matter as homework preparation. * Preparing an individual class presentation. |
| **Activity and Description (note: each text box will expand as needed)** | | |
| analytical/critical thinking exercises; locating and identifying physical features on maps | | |
| viewing assigned online video presentations, video clips, and interactive learning modules | | |
| answering questions through online assessments on weekly special topics | | |
| reading the textbook and answering "chapter progress" questions via online assessments | | |
| viewing online "virtual tours" of physiographic regions of the world, Earth surface features, and processes in the physical environment via 'Google Earth' and other online geography sites. Answer questions based on these "virtual" observations. | | |

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| **Nature and Frequency of Student-Instructor 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.  1. Instructor's PowerPoint presentations are made up of slides which commonly use animated graphics elements to demonstrate or highlight concepts: e.g. arrows, flows, overlaying images--to demonstrate physical processes in the environment, representations of natural system components must be put in motion. These presentations are comparable to in-class lectures that students will be expected to spend 2-3 hours per week studying.  2. "virtual" office hours via Skype and "chat" sessions--some natural processes need alternate explanation in an instructor-with-student exchange format. On average, 1-2 hours per week.  3. Feedback on discussion forum posts via posted replies from instructor and Blackboard-delivered feedback on submitted assignments. Dialogue almost daily with students who post questions in a "Ask the instructor" discussion forum. |

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| **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?  1. student group development of a presentation--at least one collaborative term project  2. discussion board forums--5-6 through the semester requiring replies between students  3. student group "chat" sessions--6-8 through the semester on special topics or case studies |

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| **Assessment of Student Learning** |
| How will you assess learning in this course?  1. course exit survey calling for self-assessment in learning basic geographic concepts and skills;  2. 6 quizzes, 2-3 midterm examinations, final examination;  3. grading of completed analytical/critical thinking exercises;  4. automated scoring, feedback, and reporting of results (to instructor) imbedded in online learning modules;  4. grading of "chapter progress" questions based on the textbook reading assignments. |
| Given the nature of online courses, how does your assessment plan ensure a level of academic integrity with which you’re comfortable?  1. Some of the discussion board forums will be "live"; that is, scheduled during specific time intervals during which an appointed group of students will have to be logged-on the Blackboard website and asked to provide "real-time" feedback to each other and to the instructor.  2. Many of the interactive resources mentioned in the "student benefits" section are accessed asynchronously, but require the student to login with a personal password and answer questions and/or complete interactive operations as the activity progresses. Some of these learning modules then report completion and assessment results directly back to the instructor.  3. The midterm and final examinations will have to be completed by the student within a fairly narrow time window, synchronous with that of other students. This will promote, if not guarantee, the authenticity of test-takers. |
| 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?  1. All participants in a collaborative assignment, such as the term project, will be required to review and assess, with comments and scoring, the completed components of another group's project.  2. Many of the interactive learning modules, such as those imbedded in the publisher's content delivery system, report module completion by the individual student back to the instructor directly, verifying student participation.  3. Objective feedback from the instructor will be provided for assessments within the structure of Blackboard's system components.  4. Subjective feedback will be provided by the instructor though discussion forum replies and individual or group-directed emails. "Vitual" classroom times and office hours will also provide opportunities for feedback. |

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| **Technology and Accessibility** | |
| Indicatethe technology tools (software, web-based tools, etc.) and the plan for utilization in your course.Most commonly used are listed below; additional tools and information are available on the COOL website. | |
| CMS/LMS (Blackboard) | "Host" platform for the course |
| Presentations (PowerPoint) | "lectures" and animated graphical presentation of concepts |
| Publisher content/websites | video clips, self-tests, interactive maps. |
| Websites/links (Google Docs) | Google Earth, Google Maps,  "COMET" modules: media-rich, interactive graphic models of environmental processes developed by the University Center for Atmospheric Research (NCAR) and NOAA. |
| Screen recording (Camtasia, Jing) |  |
| Audio (Audacity, iTunes) |  |
| Video (YouTube, EduStream) | videos accessible online: e.g. National Geographic, NOVA; video clips from YouTube, online learning sites |
| Web conferencing (CCCConfer) |  |
| Other software (please describe) |  |
| **Accessibility/Accommodations for Students with Disabilities**: All materials must be accessible to students with disabilities.During the development of your course, please make sure that videos are closed-captioning or a transcript is provided, audio is accompanied with a transcript, images include alternative/alt tags, detailed visuals include text descriptions, and tables are formatted to include row and column headers.For information and support for ensuring accessibility for your students (including captioning), please contact the Chabot Disabled Students Resource Center (DSRC). | |

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| **Verification of Content and Approval**  **Faculty**: Please email your completed proposal to your Division Dean for approval.  **DivisionDean**: Upon your approval of this proposal, please email this proposal to the COOL Co-Chairs. | |
| **Faculty(Enter Name):****Don Plondke**  **By entering my name above and checking this box, I verify that this proposal accurately reflects my plans for the proposed course.**  **Date:** **2/21/14** | **Division Dean (Enter Name):** **Andrew Pierson (Social Science Coordinator)**  **By entering my name above and checking this box, I approve this course proposal from the instructor as completed above.**  **Date:** **2/21/14** |

**2013-2014 COOL Co-Chairs: Wanda Wong and Minta Winsor**