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-02**  Course Units: **3** Total Contact Hours: **54** | 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: **Steve Smith**  First Semester To Be Offered: **Fall 2015** |

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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?  Currently there are few geography courses offered in an online format and this course would help expand the online offerings in geography. Additionally, the online format will provide students an opportunity to collaborate in ways that they may not otherwise have in a traditional, on-ground format., e.g. discussion boards, wikis, etc. |

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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? |
| 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 hour will be implemented 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 %** |
|  | Complete MateringGeography (course supplement) (1 hour per chapter x 13 chapters) | | | 13 hrs |
|  | Work in collaboration via the Blackboard Wiki based on course readings/materials. Student-student collaboration is required. (1 hr per week) | | | 18hrs |
|  | Weekly, timed quizzes in Blackboard. (1 hr per week) | | | 18 hrs |
|  | Three exams with both essay and multipice choice questions exams. (2 hrs each) | | | 6hrs |
|  | One final exam (2 hours) | | | 2hrs |
|  | Student syllabus/Blackboard orientation quiz | | | 1hr |
|  | Extra Credit Discussion Board on current event topics related to the material being covered in the course | | | this will vary |
| TOTAL CONTACT HOURS: | | | | 54 hrs (100%) |

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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.” The list below 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)** | | |
| Required Reading: Text, prompts in MasteringGeography, and time spent reviewing the atlas for map quizzes | | |
| Students will spent time reviewing, editing, and following other students' entries on the Weekly Wiki assignment | | |
| Time spent watching instructor-created short chapter videos | | |
| Reviewing class notes for exams | | |
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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.  I will provide an welcome announcement each week to instroduce the week's content, assignments, and address any course management issues that students may need to be aware of for that week. Often this is an opportunity to remind students of importance assignments coming up, such as exams, as well as welcome them to ask me questions they may have about the course material.  I will send a mid-week weekly update email to the entire class, commenting on the last week's work and providing overall suggestions for the current week's work.  I will provide "lectures" in the form of Powerpoint presentations posted on Blackboard these will have have a voice-over componet when I will narrate the PowerPoint using Camtasia.  Upon grading assignments and assessments, I always offer comments and feedback to help students understand their scores/grades and improve for future assignments.    I |

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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?  Students will intercact weekly through the weekly course Wiki, offering suggestions on one another's postings.  Students will have the opportunity to particiapte in additional discussion boards for extra credit. |

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| **Assessment of Student Learning** |
| How will you assess learning in this course?  The class will offer a variety of assessment techniques, including quizzes, exams (three unit exams and a final), wikis, and MasteringGeography assessments. |
| Given the nature of online courses, how does your assessment plan ensure a level of academic integrity with which you’re comfortable?  Blackboard provides the ability to use randomization and "lock down" broswers options. While these do not prohibit cheating, they do make it more difficult. Moreover, I will not make any one assessment worth too much of the course total grade as to decrease the insenstive to cheat. |
| 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?  I will use the feedback functionality in Blabckboard in order to support student assessment and learning. This willl be used in the Wiki section, as well as in the exam sections. Moreover, MasteringGeography allows for ease of student feedback, as well. I believe this will be comparable to on-ground instructional feedback. |

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| **Technology and Accessibility** | |
| Indicate the 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) | Announcements, Content areas, Discussion Board, Assessments - Tests and Wiki features, Groups, Send Email, Grade Center. |
| Presentations (PowerPoint) | I will provide PowerPoints that go along with the Camtasia videos each will outline each chapter in the course. |
| Publisher content/websites | Course will be paired with MasteringGeography quiz and activity features. |
| Websites/links (Google Docs) | This course will make use of valuable resources from government agencies and from reputable news sources these may be websites with text or websites with text and video. |
| Screen recording (Camtasia, Jing) | Each week there will be at least one Camastia video for each chapter |
| Audio (Audacity, iTunes) |  |
| Video (YouTube, EduStream) | This course will make use of valuable resources from government agencies and from reputable news sources this may be websites with text or websites with text and video |
| Web conferencing (CCCConfer) | This is something that I may work with, especially if I conduct group work with the students. |
| 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.  **Division** **Dean**: Upon your approval of this proposal, please email this proposal to the COOL Co-Chairs. | |
| **Faculty (Enter Name):** **Steve Smith**  **By entering my name above and checking this box, I verify that this proposal accurately reflects my plans for the proposed course.**  **Date:** **3/15/2015** | **Division Dean (Enter Name):** **Carla Walter**  **By entering my name above and checking this box, I approve this course proposal from the instructor as completed above.**  **Date:** **3/15/2015** |

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