

Online/Hybrid Course Proposal Form
Chabot College Committee On Online Learning (COOL)
2014-2015

Directions: Complete all sections. Submit the form via email attachment as directed in the last section. For information on the complete proposal process, visit <http://www.chabotcollege.edu/cool/>.

Course Information and Delivery Format	
Course Subject & Number: Social/Cultural Anthropology, ANTH 3 Course Units: 3 Total Contact Hours: 54 Hours	Course Delivery Method (check one): <input checked="" type="checkbox"/> Online (all instruction is online) <input type="checkbox"/> Hybrid (instruction occurs both online and on campus) _____ % online _____ % on campus
Faculty Name: Carmen Cuellar First Semester To Be Offered: Spring 2015	

Need/Justification/Benefits to Students
<p>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?</p> <p>All the ANTH 3 sections currently on schedule at Chabot meet on campus. We propose to offer an online section of ANTH 3 to provide our students with a different option. This online section will be offered in lieu of one on-campus section, or possibly in addition to the existing on-campus sections. It will attract students from the Chabot-Las Positas attendance area who need a flexible schedule and/or do not want to drive to campus. It will also attract students who live further away. The online ANTH 3 course will offer the same quality education, with more flexibility for students. This online course offering will include various writing assignments, therefore improving students writing skills as the term advances. Today's students have learned new technologies and expect to use it in the classroom. Online courses adapt themselves to these technologies, both in the presentation of material and students submitting their assignments. More Web-links and videos may be included online.</p>

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

Develop Proposal and Consult with Colleagues
<p>Consult with faculty experienced teaching online. What are some of the recommendations that may influence your instruction in this course?</p> <p>I consulted with Beverly Muller (Health Science) at DVC and Jo Rogers, (Anthropology) at Ohlone College. Giving prompt feedback and encouraging interaction via email with instructor were suggested by both. Keeping the same course structure as the syllabus states at the start of the course was also mentioned as highly important. Another suggestion was to use outside materials in addition to textbook. Those could be on the same topic but cover slightly different</p>

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material than is not covered in the textbook. Those could be introduced in PowerPoint outside web link or videos.

Review your completed proposal with your subdivision colleagues (if required), Please provide a summary of those recommendations:

The only recommendation was to adjust the contact hours section having to do with written papers. This has been done. Communication while building the ANTH 3 course will also be important.

Course Content Delivery - Contact Hour or "In-Class" Activities

Explain how the instructional contact hours will be implemented for each week of instruction. Contact hours are 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. For example, a 3-unit course typically meets on campus for 54 contact hours of instruction, assessment, discussion, and group activities. Examples can be found at: <http://www.chabotcollege.edu/cool/forms/>.

Delivery Mode (online or in-person)	Activity and Description (For hybrid courses, please be sure to include in-person activities)	Contact Hours
online	Reading and viewing topic introductions, glossary, learning outcomes, supplemental articles, or videos. All of these will reinforce the assigned topic for the week and be essential for discussion and the quizzes.	11 hrs (20%)
online	Blackboard Discussion Boards, including reading other students posts and making replies. These are based on the topics presented in course readings or other materials. There may be one debate group project in place of one discussion board.	21 hrs (39%)
online	Weekly untimed quizzes in Blackboard, based on the topic readings, and discussions. These encourage understanding the topic as well as assessing.	9 hrs (17%)
online	Written research paper or others papers submitted through Blackboard Assignments section.	3 hrs (6%)
online	Assessments given/taken through Blackboard, three times per term. Two midterms and one final exam.	5 hrs (9%)

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click to select	Reviewing Announcements, personal and class feedback, Topic feedback, Instructor Remarks and emails from instructor. Respond to all that need attention and make proper adjustments.	5 hrs 9%
click to select		
TOTAL CONTACT HOURS:		54 hrs

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Course Content Delivery - Preparatory or "Outside of Class" Activities (NOT part of contact hours)
For each contact hour, explain how students will be expected to spend preparatory hours outside of class, such as reading, writing, studying, preparing assignments/projects/presentations, and other homework. Examples can be found at: http://www.chabotcollege.edu/cool/forms/
Activity and Description
Taking notes on required textbook reading, articles and videos. Learning from, "research on your own" websites that pertain to topic. Reading other students discussion posts.
Preparing for assignments from readings, ideas and research.
Working individually or in study groups, to prepare for assessments from notes and with posted study guide.
Communicating with students or instructor as needed via Blackboard Messages, or the posted "questions" discussion area. Also, respond to these questions to help other students.

Nature and Frequency of Student-Instructor Interactions
All courses shall include regular effective contact between students and the instructor. 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.
Instructor will provide assignments formatted the same in each week in the "Learning Modules" Blackboard folder. Here students will find all due dates for the topics assignment and instructions. A topic introduction, required readings, glossary, learning outcomes, discussion topic and the quiz be located here. In addition there will be a link to last week's discussion feedback, which is open all term.
There will be a folder labeled "Instructors Remarks" in Blackboard. Instructor will post comments on any issues here. Comments will not apply to all students but will clarify any issues and point out how to improve discussions or assessments. At times these same remarks will be posted as an "Announcement" to be sure all students have read them.
Individual feedback will be posted with students graded assignment scores. In addition to positive comments, comments to help understand a low score or how to improve work will be included.
Intervention: It is important to observe students that are not actively participating in the course frequently making the same errors. Instructor will contact these students via email to suggest meeting in person to discuss issues.
There will be a discussion area labeled, "questions" which will be open the entire term. Students may ask any type of question here. The instructor will answer most of these questions, although students can also respond.

Nature and Frequency of Student-Student Interactions

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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 a collaborative, student-centered environment in which a community of learners is created?

There will be two separate discussion boards per week. Students will be required to post an original response to the instructor posted questions. Students are also required to reply to two other students. This simulates a classroom discussion and will involve all students during the term.

Instructor will set up a "questions" discussion board that will be open all term. If one student has a question, it is likely that a few others have the same one. Students are encouraged to post anything they need help with here. It can be computer issues or confusion over a posted question.

Students will be encouraged to email each other to ask questions about the course, clarification of assignments or set up study groups.

Assessment of Student Learning

What methods of assessments will you use to assess learning in this course?

What strategies do you plan to use to ensure academic integrity in your course?

This course has a variety of assessments. Weekly quizzes ensure that students understand the topic and don't just memorize the material. Exams (2 midterms and a final) indicate the student remembers the material. In addition the term research paper applies what the student has learned during the term and relates it in the real world. The assessments cannot be completed with high scores without reading the material, participation in the discussion and understanding the terms glossary. Conceptual and applied questions insure critical thinking.

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?

Instructor will provide feedback on weekly assignments along with the score earned. Students will find this in Grade Center with the assignment score. Feedback will also be found in Blackboard email, "Instructors Remarks", Announcements and weekly Topic Feedback. Discussion Board assignments have a posted rubric to follow.

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.

<input checked="" type="checkbox"/> CMS/LMS (Blackboard)	Email, Grade Center, Learning Modules, Discussion Boards, Assessments, Groups.
<input checked="" type="checkbox"/> Presentations (PowerPoint)	To enhance readings or videos instructor will include PowerPoint presentations for illustration, photos or additional lecture readings. All materials will be accessible.
<input type="checkbox"/> Publisher content/websites	

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<input checked="" type="checkbox"/> Websites/links (Google Docs)	Some web-links will be posted to outside websites to added information on topics. All links will be accessible with either captioning or transcripts.
<input type="checkbox"/> Screen recording (Camtasia, Jing)	
<input type="checkbox"/> Audio (Audacity, iTunes)	
<input checked="" type="checkbox"/> Video (YouTube, 3CMedia)	Video clips from EduStream, Films on Demand or YouTube will be included to illustrate topic. All material posted will be captioned or have a transcripts.
<input type="checkbox"/> Web conferencing (CCCConfer)	
<input type="checkbox"/> Other software (please describe)	
<p>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).</p>	

Verification of Content and Approval	
<p>Faculty: Please enter your name, check the box, and enter today's date in the appropriate box below. Email your completed proposal to your Division Dean for approval.</p> <p>Division Dean: Upon your approval of this proposal, please enter your name, check the box, and enter today's date in the appropriate box below. Email this proposal to the COOL Co-Chairs.</p> <p style="text-align: center;">2014-2015 COOL Co-Chairs: Wanda Wong and Minta Winsor</p>	
<p>Faculty (Enter Name): Carmen Cuellar</p> <p><input checked="" type="checkbox"/> By entering my name above and checking this box, I verify that this proposal accurately reflects my plans for the proposed course.</p> <p>Date: 9/8/14</p>	<p>Division Dean (Enter Name): Carla Walter</p> <p><input checked="" type="checkbox"/> By entering my name above and checking this box, I approve this course proposal from the instructor as completed above.</p> <p>Date: 9/10/2014</p>