Online/Hybrid Course Proposal

Committee On Online Learning (COOL), Chabot College

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Faculty, Course, & Delivery Format Information	
Faculty Name: Ryan Scherbart Current Faculty Status for Online Teaching/Proposal Approval at Chabot College (Fast Track or New): NEW - This will be my first proposal submitted to the COOL / my first time teaching an online or hybrid course at Chabot College. Instructors in this category will be required to conduct a course demonstration. Date of Initial Proposal Submission: 9/29/2015	Course: RELS 50, Religions of the World Units: 3 Delivery Method: Fully (100%) online (If Hybrid:% online) First Semester To Be Offered: Fall 2016

Need/Justification/Benefits to Students
How will the online/hybrid delivery of this course meet student needs? I met with Patricia Shannon and Carla Walter this semester, and we discussed enrollment trends in Religious Studies and Humanities. Currently, we offer an average of one online section in each of these disciplines each term. They consistently fill with 50+. In fact, this semester (F'15), HUMN 65 online had a cap of 100 and had 101 at census; RELS 50 had a cap of 65 with an enrollment of 80 at census. Given these trends, our program is seeking to increase our online offerings by adding at least two additional online sections (we are hoping to add another RELS 50 online and another HUMN 65 online), beginning Fall '16.
Are there learning opportunities made possible in an online or hybrid online course that might not be available in a traditional course? Like many disciplines, the Humanities and Religious Studies programs have students who juggle work, classes, family responsibilities, etc. Offering online sections makes it possible for many students to get the units they need to achieve their academic goals. By offering an alternative way for students to learn at Chabot, students will be able to get their degrees (or

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just complete units) in a more efficient, timely manner. Because of our students' complex responsibilities, they might not be able to take as many face-to-face units as they would like. Offering these extra online sections will make it easier for students to take the load they need and want -- in effect fostering the timely achievement of their goals at Chabot.

Unlike in face-to-face sections, online students can pause and re-watch video lectures to grapple with the portions of lecture that didn't sink in the first time. This isn't something that really happens with a face-to-face section.

Preliminary Research and Input from Colleagues Colleagues and Administrators

I have consulted with my Division Dean and subdivision colleagues to secure preliminary support for offering this course in online/hybrid format., I have reviewed online teaching resources & tools at http://www.chabotcollege.edu/cws/onlineteaching/ (includes resources for Blackboard)., I have reviewed "What Distance Education Instructors Need to Know About Library Services" at http://www.chabotcollege.edu/library/ServicesforDE.asp.

Develop Proposal and Consult with Colleagues

Consult with faculty who are experienced teaching in online/hybrid delivery,and if required, review your completed proposal with subdivision colleagues to secure preliminary support for offering this course in online/hybrid format.

Comments, feedback & recommendations provided by colleagues:

I hadn't thought of the importance of having closed-captions for video lectures until Scott Hildreth mentioned them to me in a chance conversation.

I spoke with Andrew Pierson about the general organization of content. He emphasized the value of keeping the online experience as straightforward as possible.

I have exchanged emails with Ramona Silver about content for HUMN 65 online.

Two members of my tenure committee: Michael Thompson and Eric Schultz teach online, and I plan to have discussions with them about their approaches to distance education.

Name(s) of faculty with whom you consulted: Scott Hildreth, Andrew Pierson, Ramona Silver

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<table>
<tr>
<td colspan="3">Course Content Delivery - Contact Hour or "In-Class" Activities

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. Explain how the instructional contact hours will be implemented for each week of instruction. Please list and describe each activity as well as the contact hours for each activity (you may not use all fields). More explanation regarding contact hours can be found at http://www.chabotcollege.edu/cool/contacthours/ and examples of proposals submitted by faculty can be viewed at http://www.chabotcollege.edu/cool/proposals/default.asp.</td>
</tr>
<tr>
<th>Delivery Mode</th>
<th>Activity and Description</th>
<th>Contact Hours</th>
</tr>
<tr>
<td>online</td>
<td>Viewing recorded video lectures for each topic of the class. I create these by taking the PowerPoint slides from the face-to-face version of the course and recording myself lecturing over them. (To be made available with closed captions.) Sample: https://www.youtube.com/watch?v=RSuZBPgXpW0</td>
<td>1.5 hours per week</td>
</tr>
<tr>
<td>online</td>
<td>Discussion board. Students will be required to post questions and review answers. They will have the option to provide answers to each others' questions. Students will also be able to review my answers to their questions. The idea behind this exercise is to generate a set of FAQs (frequently asked questions) about the material, and further, to answer those questions.</td>
<td>1 hour per week</td>
</tr>
<tr>
<td>online</td>
<td>Viewing multimedia content including short video clips, audio recordings, and portions of films.</td>
<td>2 hours per semester</td>
</tr>
<tr>
<td>online</td>
<td>Peer-review of essays. Students will exchange essays over the web, and provide and received peer feedback.</td>
<td>2 hours per semester</td>
</tr>
<tr>
<td>online</td>
<td>Assessment: weekly quizzes, 1 midterm, and 1 final.

Final exam 2 hours.
Midterm 1 hour.
Weekly quizzes ~10 minutes per week.

Total: 6 hours</td>
<td>6 hours per semester</td>
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<tr>
<td>in-person</td>
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<td>in-person</td>
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</table>

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TOTAL CONTACT HOURS:	52.5

Course Content Delivery - Preparatory or "Outside of Class" (Homework) Activities

(Note: These are NOT part of Contact Hours)

Readings (about 50 pgs. per week, i.e., about 2.5 hours per week).
Studying -- including intermittent studying and exam preparation (about 2.5 hours per week).
Writing essays (about 8-10 hours).

Nature and Frequency of Student-Instructor Interactions

Describe the nature & frequency of how you will interact with the entire class and individual students, especially in terms of providing feedback on assignments, interventions when students are at risk of dropping or failing.

General emails & Blackboard announcements. (Twice a week.) Emailing/messaging individual students. (Reoccurring throughout the term.)
Checking 'last login' for potential at risk students. (Twice a week.)
Checking last activity (Once a week.) Since last login isn't necessarily the last time a student was active in the course, I will also be checking for students who have failed/late on discussion board posts, quizzes, exams and essays. These check-ins will also serve to assess at-risk students. These students will be contacted by email. Ideally, the system will be set up to also automatically send an email to students who have not turned in work.
Discussion board posts by instructor. (Twice a week.) Students will be required to post questions and review answers. They will have the option to provide answers to each others' questions. Students will also be able to review my answers to their questions.
Feedback on weekly objective quizzes. (Once a week.) Ideally, this feedback will be automatically given on Blackboard. For instance, on a multiple choice quiz, if a student selects the incorrect answer, the correct answer will eventually be revealed along with a brief explanation of why. Ideally, wrong answers will also come with explanations for why they are incorrect.
Feedback on midterm & final. (Twice a semester.)
Feedback on essays. (Once a semester.) In Blackboard, I will make comments using the comments tool (on portions I highlight in the essay), as well as a general comment in the 'feedback to students' section.

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Nature and Frequency of Student-Student Interactions
Describe opportunities in your course for student-to-student interaction, such as discussions, group projects, peer review, and how you will build a collaborative, student-centered environment.

Discussion board/online group discussion (available 24/7, required twice a week). Students will be required -- twice a week -- to post questions on the discussion board and review answers. These postings will be recorded and be worth a portion of the their final grade. They will have the option to provide answers to each others' questions. Students will also be able to review my answers to their questions.

Peer reviewing of essays (once a semester). Students will exchange a draft of at least one of their essays with at least one peer. They will be required to read and provide feedback on their peer's draft. Proof of the feedback will be recorded (e.g., with the discussion board tool on Blackboard or with the 'add comments' tool in Microsoft Word), sent to the instructor, and will count for a portion of their final grade.

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Assessment of Student Learning & Academic Integrity

List and describe the methods of assessments you will use to assess learning in this course.

 (After each method, I indicate how each might be weighted.)
1. Discussion board activity. Students will be required -- twice a week -- to post and answer questions on the discussion board. I plan to use a rubric to assess this. (20%)
2. Weekly objective quizzes (multiple choice, T/F, fill in the blank). (20%)
3. One midterm exam. (15%)
4. One final exam. (20%)
5. One essay. (20%)
6. Peer-reviewing essay. (5%)

Describe the strategies you plan to use to promote academic integrity in your course.

Students will be required to take a pledge of academic honesty.
For 'subjective' grading (i.e., grading essay questions on exams, papers/essays, etc., I will be just as vigilant with respect to plagiarism, copying, cheating as I am in my face-to-face courses. Students will be warned that essays will be scanned by SafeAssign to check for plagiarism.
For 'objective' grading (i.e., multiple choice, T/F, fill in the blank questions), every student will take a different weekly quiz. Each student's quiz will be different because it will be randomly generated from a large bank of questions.
I will make students aware that I have failed two online students 'just last year' for cheating/plagiarism (which is true, unfortunately), and that their behavior is scrutinized that much more because of the greater temptation to be academically dishonest in distance education.

Technology and Accessibility

Indicate the technology tools (software, web-based tools, etc.) you plan to use in your course (Examples provided include: Learning Management System (Blackboard), Presentations (examples: PowerPoint, Camtasia, etc.), Audio/Video (Examples: YouTube, 3CMedia, etc.), Web Conferencing (Example: CCCConfer), and Publisher Content (examples: Pearson, Cengage, etc.)

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Learning Management System (Blackboard), Presentations (examples: PowerPoint, Camtasia, etc.), Audio/Video (Examples: YouTube, 3CMedia, etc.)

For the technology tools you have listed above, please describe your plan for utilization in your course.
Learning Management System: Blackboard: Course materials, Syllabus, Staff info, Course information, Discussion board, Course calendar, Course messages, Tests (for weekly quizzes), Course reports, Performance dashboard, Grade center, Assignments (for essays).

Presentations: PowerPoints will be posted in course materials under 'lectures'. A PDF and RFT of each PPT file will also be posted.

Audio/Video: Video lectures will be posted on YouTube and a link provided from Blackboard (available with closed captions).

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).

I acknowledge and have read the above regarding accessibility/accommodations for students with disabilities.

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Verification of Content and Approval	
FACULTY: When you are ready to share your proposal with your Division Dean for review and approval (as well as division colleagues, if required), we suggest sharing/emailing a PDF copy of your proposal (instead of this "live" document) for ease of viewing and approval. To download a PDF copy: 1. From the menu above, click **File**. 2. Select **Download as.** 3. Select **PDF Document (.pdf)**. You can then attach the PDF copy to an email and send it to your Division Dean and/or colleagues. Please keep the PDF copy for your records. Approvals will be automatically recorded at the end of this "live" proposal document.	**DIVISION DEAN**: **Division Dean (Enter Name):** In the COOL's continuous efforts to streamline the proposal process, you no longer need to save or email a copy of this proposal form to the COOL chairs. **Instead, please click on the "Approve" button/link below to be taken to a very short web form to indicate/verify your approval, which also sends a notification to the COOL Chairs.** The record of your approval will automatically be recorded at the end of this document for improved record-keeping on the COOL website. Thank you! Approve
Questions or issues? Please send an email to chabotcollegecool@gmail.com **Committee On Online Learning (COOL), Chabot College**	

Record of Approval, Comments, & Feedback	
A record of approval, & comments, & feedback will be automatically recorded directly below	

Timestamp	10/1/2015 2:59:52 PM
Name:	Carla Walter
Division/Department:	Arts and Humanities
Proposal reviewed:	Online/Hybrid Course Proposal: RELS 50 by Ryan Scherbart
Approval Selection	I approve this proposal as presented.

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Timestamp	11/16/2015 7:40:18 PM
Reviewer Role	COOL Review Team Member
Proposal Reviewed	RELS 50 by Ryan Scherbart
Recommendations	
Suggestions	

Timestamp	11/16/2015 7:41:37 PM
Reviewer Role	COOL Review Team Member
Proposal Reviewed	RELS 50 by Ryan Scherbart
Recommendations	
Suggestions	

Timestamp	11/18/2015 12:21:09 PM
Reviewer Role	Other
Proposal Reviewed	RELS 50 by Ryan Scherbart
Recommendations	
Suggestions	

Timestamp	12/16/2015 4:18:44 PM
Reviewer Role	COOL Chair
Proposal Reviewed	RELS 50 by Ryan Scherbart
Recommendations	COOL REVIEW TEAM FINAL OUTCOME: Recommend approval.
Suggestions	