

# Online/Hybrid Course Delivery Proposal

## Committee On Online Learning (COOL), Chabot College

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Faculty, Course, & Delivery Format Information	
Faculty Name: <b>Cheryl Mackey</b>	Course: <b>ADMJ 50, Introduction to Administration of Justice</b>
Current Faculty Status for Online Teaching/Proposal Approval at Chabot College (Fast Track or New): <b>New</b>	Units: <b>3</b>
Date of Initial Proposal Submission: <b>2/16/2016</b>	Delivery Method: <b>Fully (100%) Online</b> (If Hybrid: % online)
	First Semester To Be Offered: <b>Fall 2016</b>

Need/Justification/Benefits to Students
<p>How will the online/hybrid delivery of this course meet student needs?</p> <p><b>Introduction to Administration of Justice is a required course of all Administration of Justice majors. It is transferable to the UC and CSU systems. The course is also taken by prelaw students who are interested in learning about basic aspects of the Law and Justice system. It is also popular with students with a desire to pursue careers in Law Enforcement and/or Corrections/Probation who wish to enhance their skills and knowledge base.</b></p> <p><b>The intent of an online offering is to expand student access. The course attracts those who work, need a flexible schedule, live remotely, and those who enjoy online study. The course has been offered online at many local community colleges for years, including Diablo Valley College, Solano Community College, Contra Costa College, Napa Valley College, and Peralta Community Colleges.</b></p>
<p>Are there learning opportunities made possible in an online or hybrid online course that might not be available in a traditional course?</p> <p><b>Currently, 100% of the Administration of Justice courses are offered face-to-face. By offering multiple course delivery modalities, the Administration of Justice Department provides greater flexibility, enhances student access, and expands educational opportunities to more members of the community. Chabot College has been offering Distance Learning as a modality for a</b></p>

# Online/Hybrid Course Delivery Proposal

## Committee On Online Learning (COOL), Chabot College

number of years. Therefore, Distance Learning is not new to Chabot College.

Additionally, Administration of Justice often attracts students who are older than the typical new high school graduate. These students are mature and often working full-time, many already within the justice system. Some who choose the distance learning modality do so to update their credentials or obtain a promotion. Others complete all or the majority of their courses online, but most tend to utilize both modalities. It is important that AJ meet the needs of these students.

### Preliminary Research and Input from Colleagues and Administrators

I have consulted with my Division Dean and discipline colleagues to secure \*preliminary\* support for offering this course in online/hybrid format (note that you will also need to obtain "formal" approval from the Dean and feedback from your discipline colleagues on your completed proposal)., 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:

According to the input from other instructors, this course is most successful if taught using interactive powerpoints, quizzes as well as traditional tests, critical thinking exercises, case studies, and a substantial paper or project.

Additionally, experienced colleagues have emphasized that I should be as detailed and clear in the organization of the course as possible, as well as give students different mechanism in which to find the information that they need for success in the course.

Name(s) of faculty with whom you consulted: Andrew Pierson, William Hanson, Lisa Ulibarri, and

# Online/Hybrid Course Delivery Proposal

Committee On Online Learning (COOL), Chabot College

Matthew Morrissey (AJ Department Chair at DVC and experienced online instructor)

## 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>.

Delivery Mode	Activity and Description	Contact Hours
online	The course will consist of 6 Workshop, each 2 or 3 weeks long (0.5 contact hours x 6 workshops = 3 weeks each). Each Workshop accounts for 8.75 hours of contact hours. (Not including reading the main courses texts.)  Instructor's written workshop intro and framing.	0.5
online	Rubric guided Original Discussion Board post with reasons and evidence, and two thoughtful rubric guided replies.	2
online	Administration of Justice Exploration Project. These vary some but typically include a combination of Web-based video, reporting/sharing/analyzing case studies or an experience in the AJ field, such as a participating in a ride-along with a police officer or visiting a courtroom, posting a position with reason and evidence for support, posting a reasoned critique of a reading or video, responding to classmates' posted positions to create and further discussion using thoughtful reflection, evidence and reason.	4.75
online	Exam, 90 minute, random, one at a time, no backup.	1.5
online		
in-person		
in-person		

# Online/Hybrid Course Delivery Proposal

Committee On Online Learning (COOL), Chabot College

<b>TOTAL CONTACT HOURS:</b>	<b>52.5</b>
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## Course Content Delivery - Preparatory or “Outside of Class” (Homework) Activities

(Note: These are NOT part of Contact Hours)

The course would be a Blackboard site consisting of 6 workshops, each workshop is two weeks long (there is an extra week at the beginning while students are getting oriented to the site, purchasing the book, and posting their introductions). The course will likely be late-start to allow students new to online to attend any general online orientations, visit the online help desk, or meet with me.

Students will be required to read the syllabus. Links to web sites including free online tutorials (if applicable to the individual subtopic). The section would be updated as to relevant current developments in the news that have a bearing to the subtopic of law enforcement, legal processes, our system of punishment and rehabilitation, professionalism and ethics, and juvenile processes.

Each workshop will include an introduction, that will not only introduce the workshop topic in general, but also connect the topic to relevant and current events. For example, I will describe an actual case or situation relevant to the workshop topic. The introduction allows me to relate the subject matter of each major topic area to actual events in real life. I will include encouragement and “hints for success” in the introductions.

Each workshop will also include a Directed Reading Study Guide where I will identify areas of focus in the reading so that students know which topics and concepts I think are most important to master. The Directed Reading Study Guide will not only help students focus their reading, it will also clearly identify material that will be included on the objective assessment at the end of each workshop.

Each workshop will also include a discussion board prompt written by me, that will communicate the tone, focus, and parameters of the discussion. Students will receive feedback from me on each of their discussion posts. At minimum each student will receive a graded score derived from a rubric that is shared with each student. In addition, a mix of individual email, class email, instructor discussion posts, and class announcements will be used to communicate with students about their discussion posts.

Similarly, each workshop will include an Administration of Justice Exploration Project (AJEP). Each Administration of Justice Exploration Project will include an introduction setting the tone, scope, and expectations for the project. This introduction will include insights and

# Online/Hybrid Course Delivery Proposal

Committee On Online Learning (COOL), Chabot College

encouragement. I will provide feedback on each student's AJ Exploration Project. At minimum each student will receive a graded score derived from a rubric that is shared with each student. In addition, a mix of individual email, class email, and class announcements will be used to communicate with students about their AJ Exploration Projects. Case studies, journal articles and Cengage homework assignments will be critical thinking exercises that allow students to apply weekly learning to actual criminal justice issues to demonstrate student reasoning, grasp of a selected topic of the course, and internet research skills. Material in the Lecture Notes will also include material not covered in the text as supplement or current criminal justice topics.

In addition, I will regularly post announcements with encouragement and due date reminders. I plan to regularly individually email students whom I identify as falling behind or performing poorly

## 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.

The course I have designed consists of 6 workshops, each workshop is two weeks long (there is an extra week at the beginning while students are getting oriented to the site, purchasing the book, and posting their introductions). The course will likely be late-start to allow students new to online to attend any general online orientations, visit the online help desk, or meet with me in person or via phone.

I will provide feedback on assignments through the feedback/comments text box when grading. This feedback shows to the student directly in their My Grades area, next to the score. Essays will be commented on directly on the submitted file and returned to the student through the My Grades area. While students will have access to their grades via the My Grades area, I will also send emails informing students of missed assignments, quizzes, and posts (which can result in online "absences"). I also directly recommend campus resources (such as tutoring services) that could assist in a student's success in the course. Instructor will monitor individual student performance and privately email any warnings, admonishments and suggestions as to estimated class grade and improvements.

# Online/Hybrid Course Delivery Proposal

Committee On Online Learning (COOL), Chabot College

It is important for an online instructor to remain a link for the student and the campus, despite the online medium of the class. As different college events and resources are announced, I will post this information to a dedicated content area. I also email important college announcements directly to students.

And while I am available via email and through the "Online Office" Discussion Forum, I also welcome and encourage students to meet with me on campus.

## 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.

The course I am designing consists of 6 workshops. Each workshop includes a structured student-to-student discussion. The first step in promoting student to student interaction would be an icebreaker requiring all students to introduce themselves through the discussion board as this would instill a sense of togetherness among other students.

Students are provided with a detailed discussion prompt and a rubric describing required evidence and reasons. The rubric serves to guide their post and to inform my assessment. Students are required to respond to their classmates' posts, typically a minimum of two replies. A corresponding rubric is provided for each reply; the reply rubric also specifies that reason and evidence must be provided to earn full credit. In addition to the discussion board in each workshop, there is also an Administration of Justice Exploration Project. Most of the Administration of Justice Exploration Projects include rubric guided student-to-student post and replies. Many of the Administration of Justice Exploration Projects also include interaction with people outside of class such as interviews and experiences in the field.

# Online/Hybrid Course Delivery Proposal

Committee On Online Learning (COOL), Chabot College

## Assessment of Student Learning & Academic Integrity

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

The student learning objectives for this course will be indicated in the course syllabus. I will use rubrics to assess assignments. This includes all graded items including homework, discussion grades, quizzes and case studies.

I will also provide rubrics for students to follow for discussions, projects, assessments, and other assignments. I will provide feedback to students on regular assignments through the discussion board responses and the "Feedback to Student" area when grading items. I will also use other mediums of communication to convey feedback, such as "My Grades," Collaborate and individual email.

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

Based on discussions with other more experienced online instructors, I have come to believe that having a greater number of smaller assignments, assignments that require students-to-student interaction, assignments that ask students to describe their interactions with the administration of justice field outside of class, assignments that require students to respond to active and changing sources of information like news feeds and blogs, and making it clear that I am paying close attention to their submitted work, are all factors likely to enhance the integrity of the course. In addition, setting timed, random, no backtrack, one question at a time quizzes increases assessment integrity.

Blackboard also has a variety of tools that improve the instructor's confidence in the academic integrity of the course including safeassign and the scrambling of questions and answers.

Assessment

results show "score only" until after the due date. I will assess learning in this course through questions asked in the forums, and overall participation in the forums. Lastly, statements of academic integrity and student conduct code will also be included and linked to the course.

## Technology and Accessibility

Indicate the technology tools (software, web-based tools, etc.) you plan to use in your course (Examples

# Online/Hybrid Course Delivery Proposal

## Committee On Online Learning (COOL), Chabot College

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.)

Learning Management System (example: Blackboard, etc.), Presentations (examples: PowerPoint, Camtasia, etc.), Audio/Video (examples: YouTube, 3CMedia, etc.), Publisher Content (examples: Pearson, Cengage, etc.)

For the technology tools you have listed above, please describe your plan for utilization in your course.

The course will be developed on Blackboard, I will use my own developed course materials (powerpoints and exams), videos and clips, external web links and other sources) and publisher (Cengage content) including powerpoints, and audio. Any required video will be close-captioned. On the advice of more experienced online instructors, I will provide alternative sources and assignments for students who, for whatever reasons, choose not to view the videos.

**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.



# Online/Hybrid Course Delivery Proposal

Committee On Online Learning (COOL), Chabot College

## 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), we suggest sharing/emailing a PDF copy of your proposal 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 as needed.

### DIVISION DEAN:

Instructions: 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!



*(Button not working? You may be viewing this document in Outlook "preview" mode. Please close the preview, right-click the file, and click "Open").*

**Questions or issues? Please send an email to [chabotcollegecool@gmail.com](mailto: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

<b>Timestamp</b>	3/2/2016 9:10:16 PM
<b>Name</b>	Deonne Kunkel
<b>Division</b>	Arts, Humanities and Social Sciences
<b>Proposal reviewed</b>	ADMJ 50 by Cheryl Mackey
<b>Approval Selection</b>	I approve this proposal as presented.
<b>Comments (optional)</b>	Thank you

# Online/Hybrid Course Delivery Proposal

Committee On Online Learning (COOL), Chabot College

<b>Timestamp</b>	4/20/2016 1:20:38 PM
<b>Reviewer Role</b>	COOL Chair
<b>Proposal Reviewed</b>	ADMJ 50 by Cheryl Mackey
<b>Recommendations</b>	<b>Review Team Recommends approval as proposed</b>
<b>Suggestions</b>	