Online/Hybrid Course Delivery Proposal

Committee On Online Learning (COOL), Chabot College

PLEASE READ. This proposal was created by submitting the Online/Hybrid Course Proposal form and responses submitted (which you can edit) are in blue font. Any changes you make to this Google document are saved automatically. **Please be sure that any changes made to your proposal are done so using this "live" proposal link/document, as this is what the COOL will use to post feedback.** When you are done making changes, simply close the browser tab and/or browser. You can return to this document at any time using the proposal link sent to your email inbox (Learn more: Google Docs Getting Started Guide).

Faculty, Course, & Delivery Format Information	
Faculty Name: Jessica Gallucci Current Faculty Status for Online Teaching/Proposal Approval at Chabot College (Fast Track or New): Not sure/Don't know Date of Initial Proposal Submission: 2/18/2016	Course: POSC 1, Introduction to American Government 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? This course is one of the post popular courses in Social Science and the "bread and butter" of the Political Science discipline. This course routinely meets 100% of capacity across sections and delivery methods each semester. It is imperative that all instructors in Political Science are trained to offer this course online.
Are there learning opportunities made possible in an online or hybrid online course that might not be available in a traditional course?   In addition to the obvious fact that many students juggle multiple responsibilities -- making online course delivery attractive to many students -- online delivery of the introductory American Government course lends itself particularly well to online delivery. Political life in the United States is increasingly debated and negotiated online. Online course delivery allows students to tap into these resources and use their richness to add a dimension to the course that is missing face to face, and can help to compensate for much of what is missed in the classroom.

Preliminary Research and Input from Colleagues and Administrators

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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:

I asked my colleague Dr. Sara Parker to be added as a Teaching Assistant on her current online course. I studied in-depth her online instruction techniques, and learned a great deal about best practices. In addition, I am currently completing a distance learning graduate program, and have personal experience as a student in an online learning environment. I discussed some of what I liked and disliked from the courses I took with Dr. Parker, and we discussed some of what might work, and what might not, with online students at Chabot.

Name(s) of faculty with whom you consulted: Dr. Sara Parker

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	Video lecture viewing either instructor in front of camera or recorded voice over PowerPoint slides	45 minutes per week

		13.5 hours total
online	Web Content Short Assignments i.e. watching newcasts, talks, pundit debates, legislative floor debates, speeches, etc. available online and responding to critical thinking questions. OR Document analysis: reading primary governmental documents and doing a document analysis on the text	60 minutes per week 18 hours total
online	Discussion Board -- Self-directed learning: students will be asked to find a text (journal article, newspaper article, photograph, painting, song, poem, etc.) that has a connection with any of the core themes covered in the chapter. The student will post the text to the discussion board and answer a standard series of questions on it which provide a summary of the text, its connections to the core theory covered along with a reflection on their personal connection to the learning they gleaned from their reflection on the text. Students will then respond to a predetermined number of peer posts. This could also be done in a journal/blog/portfolio format.	60 minutes per week 18 hours total
online	Contributions to the course wiki - students will post and questions they have on terminology and provide definitions they were able to glean from the book or online	15 minutes per week 4.5 hours total
online		
in-person		
in-person		
TOTAL CONTACT HOURS:		54 total (my previous 52.5 number was a miscalculation).

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

(Note: These are NOT part of Contact Hours)

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Reading the assigned textbook and academic articles: 3 hours per week
Reviewing the material, taking notes: 1.5 hours per week
Preparing for quizzes: 30 minutes per week
Preparation and writing of essay Exams (3) 36 hours per semester.

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.

Assigning of work through Blackboard posts
One on one emails to students
Monitoring the discussion board
Feedback on discussion board/self-directed learning
Feedback on Web Content Short Assignments
Feedback on Essay Exams

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.

Open student comments on web content short assignments
Student responses to the Discussion boards/self-directed learning assignments
Student feedback to each other on the wiki

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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. Participation in discussion boards (weekly) Short Assignment submission (weekly) Quizzes (weekly or biweekly) Essay exams (3 total) Instructor assessment of what students understand as time goes by through monitoring the wiki
Describe the strategies you plan to use to promote academic integrity in your course. I would record a short video in which I give an overview of the academic integrity guidelines. This course's main assessments do not lend themselves to plagiarism, and in many occasions group collaboration and sharing of information learned is encouraged by the instructor.

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.) Learning Management System (example: Blackboard, etc.), Presentations (examples: PowerPoint, Camtasia, etc.), Audio/Video (examples: YouTube, 3CMedia, etc.), Web Conferencing (example: CCCConfer), Publisher Content (examples: Pearson, Cengage, etc.) For the technology tools you have listed above, please describe your plan for utilization in your course. BB: the main LMS PowerPoint/YouTube: lectures CCConfer or Google Meetup: online office hours Publisher Content: I think I will utilize the quizzes provided by the publisher as low-stakes short assignments for students so that they can gauge their understanding of what they read. **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

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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), 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!

Approve

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

Timestamp	2/26/2016 5:06:54 PM
Name	Deonne Kunkel
Division	Arts, Humanities and Social Sciences
Proposal reviewed	POSC 1 by Jessica Gallucci
Approval Selection	I approve this proposal as presented.
Comments (optional)	Thank you

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Timestamp	4/20/2016 4:03:57 PM
Reviewer Role	COOL Chair
Proposal Reviewed	POSC 1 by Jessica Gallucci
Recommendations	**Review Team Recommends approval as proposed**
Suggestions	