

Online/Hybrid Course Delivery Proposal

Committee On Online Learning (COOL), Chabot College

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Faculty, Course, & Delivery Format Information	
Faculty Name: Jamilya Ukudeeva	Course: POSC 20, Comparative Politics
Current Faculty Status for Online Teaching/Proposal Approval at Chabot College (Fast Track or New): Fast Track	Units: 3
Date of Initial Proposal Submission: 1/29/2016	Delivery Method: Fully (100%) Online (If Hybrid: 1% online)
	First Semester To Be Offered: Summer 2016

Need/Justification/Benefits to Students
<p>How will the online/hybrid delivery of this course meet student needs?</p> <ol style="list-style-type: none">1. An online class allows students to learn at their own pace as students can access assignments from anywhere at any time of the day, any day of the week.2. Comparative Politics class meets requirements for many majors, while many students have issues with financial and technical accessibility. Delivering political science class online saves students time and money.3. POSC 20 requires students to demonstrate their understanding of key concepts by applying them to current political events. Students who have trouble learning in a traditional classroom (shy students, introverts, students with disabilities) will be more likely to participate in online chat rooms and discussion forums.4. POSC 20 online contains more writing and reading assignments than a class in a face to face format. POSC 20 reinforces skills that are required in the job market, i.e., reading, writing, self-discipline, self-direction, netiquette, and learning to troubleshoot computer problems.
<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>Comparative Politics in particular would be greatly enhanced if delivered online. Taking the class online students will have empirical data at the tips of their hands - data on countries'</p>

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GDP, countries' ratings on Human Development, life expectancy, crime rates, access to clean water, and etc. Students will be able to do their research online while logged into Blackboard. Access to online videos, interviews, and images will give students greater depth and understanding of the subject. Students can also collaborate with each other without having the need to travel for scheduled meetings.

Preliminary Research and Input from 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 (you will also need to obtain "formal" approval from the Dean after this proposal is submitted)., 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:

[Organizing group projects online](#)

Name(s) of faculty with whom you consulted: [Professor Sara Parker](#), [Professor Jessica Gallucci](#)

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>.

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Delivery Mode	Activity and Description	Contact Hours
online	Reading online content, W.W. Norton's power points, Reviewing the upcoming assignments.	1 per week
online	Posting answers for discussion forum, completing written assignments, taking quiz, studying mistakes on the quiz, re-taking the quiz the second time.	1 per week
online	Reviewing instructor's powerpoints lecture notes, supplementary materials, study guides, flashcards. Responding to instructor's feedback and other student's posts.	1 per week
online		
online		
in-person		
in-person		
TOTAL CONTACT HOURS:		54

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

(Note: These are NOT part of Contact Hours)

Students should spend at least 1-1.5 hours reading assigned Chapters.
 Students should spend at least 30 minutes - 1 hr conducting research online to complete assignments.

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.

I will have weekly online office hours. Blackboard allows instructors to have online chats and use an online "blackboard" tool. I usually schedule one hour of online office hours during the

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daytime, and one hour during the evening to accommodate different schedules. I also let the students know that I am available for phone conversations if they provide me with their phone number. If I am teaching on campus that semester, I will also let my online students know when I am available on campus for face-to-face interaction.

I check my email three-four times a day to minimize the response time.

At the beginning of every week, I email the entire class an introductory email presenting what we are to work on during the upcoming week. Through out the week I email the entire class with reminders about the upcoming deadlines, warnings about the most common mistakes that see happening in the submitted assignments, and encouraging non-participating students to log in into the course. At the end of the week, I email the class again summarizing the week, and concluding our discussion forums. Students really appreciate this type of communication because it stimulates them to keep working on their assignments, and demonstrates the teacher's commitment to the class.

I communicate with students by providing them with a feedback on their graded assignments (quizzes, discussion forums and papers). Discussion forum posts usually are read by me and graded within 24 hrs of submission. The papers are grade within 2-4 days. The feedback can range from a short encouragement, such as "I know you can do better than that," to a more detailed feedback targeting a weakness in a student's work.

Communicating with students frequently and clearly is the main strategy to keep students engaged in an online class. In my responses to students, I make sure to call them by names and refer to our previous communication to signal my individualized attention to the students. At the beginning of the class, and a few times throughout the course, I post announcement on the front page of the course reminding students about the grading criteria for discussion forums. Also, providing students with individualized and detailed feedback on their posts and papers is also critical. I make sure to post my own responses to other students' posts in the discussion forums to keep myself more visible to the students. I put my name and my own posts in the discussion in a green color so that my own posts stand out visually and students can see that I am frequently present in each discussion forum.

If I see a student who has not logged into Blackboard for a week, or has missed a couple of assignments, Blackboard makes it very easy to email that student privately. Often, students appreciate this type of one-on-one contact and try to catch up with the work once I express my friendly concern.

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.

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Discussion Forums. Each week, students are expected to participate in one discussion forum. They are required not only to post their own answers to the questions, but also to respond to each other.

Chat Room: I also provide a chat room for students where they can hang out and ask each other questions. This is a place where students form and schedule study groups, arrange time to meet on campus, and ask each other questions about assignments, even share information about jobs and events.

Open Discussion Forum: A place where students can post their questions for Instructor and other students. The forum is asynchronous and can be transferred to future courses.

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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.

Quizzes. Each week students take one quiz consisting of 15 questions that are drawn randomly out of a bank of about 50-70 questions. Students are given 15 minutes to complete the quiz. Upon the expiration of 15 minutes, the quiz is automatically submitted into the gradebook. Each quiz is accessible only during a specific week. The questions are given to students one at a time, and they cannot back track once they have answered the questions. All the weekly quiz questions are accumulated into a midterm test and final test.

Discussion Forums: The forum questions draw heavily on the chapter readings, and many questions refer specifically to the chapter materials. Students won't be able to provide complete answers without reading the assigned materials.

Written Papers: The papers are also based on assigned readings. I grade the papers based on the demonstration of how well the students understand the assigned readings. The weekly quizzes also incorporate questions to test if students read the materials assigned for the written assignments. For example, one of the papers asks students to read a chapter on "States" and write a paper explaining how we measure the power of states (capacity, autonomy, and legitimacy). The chapters are rich in details and informative, which makes it easy for the instructor to identify students who try to write a paper without reading the assigned chapters.

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

Quiz questions are selected randomly from a pool of questions. The answers to the questions are randomized. All quizzes are also timed. Students are forced to submit the quiz upon expiration of time.

Quiz questions also are set up to cover material discussed in the forums and written papers.

Discussion forums are set up as "Post First", which means that students are not able to see the answers to the questions until they post their own answers first.

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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.), Publisher Content (examples: Pearson, Cengage, etc.), My Own blog on the subject <http://ps2cg.blogspot.com/>

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

YouTube is used widely in the online course to provide content. For example, students can watch PBS documentaries on economic reforms in developing countries, video recordings of interviews with historic figures.

Each lesson comes with supplementary materials, some of them are links to websites that are relevant to political science, such as World Bank's data on Economic Growth, UN's Data on Human Development.

W.W. Norton lecture slides are posted on Blackboard for students.

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), 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!



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**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 5:05:10 PM
Name	Deonne Kunkel
Division	Arts, Humanities and Social Sciences
Proposal reviewed	POSC 20 by Jamilya Ukukeeva
Approval Selection	I approve this proposal as presented.
Comments (optional)	

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Timestamp	4/20/2016 4:21:04 PM
Reviewer Role	COOL Chair
Proposal Reviewed	POSC 20 by Jamilya Ukudeeva
Recommendations	Review Team Recommends approval as proposed
Suggestions	