Online/Hybrid Course Delivery Proposal

Committee On Online Learning (COOL), Chabot College

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Faculty, Course, & Delivery Format Information	
Faculty Name: Kirsten A. Olson Current Faculty Status for Online Teaching/Proposal Approval at Chabot College (Fast Track or New): Fast Track Date of Initial Proposal Submission: 9/12/2016	Course: ANTH 1, Biological/Physical Anthropology Units: 3 Delivery Method: Fully (100%) Online (If Hybrid:% online) First Semester To Be Offered: Spring 2017

Need/Justification/Benefits to Students
How will the online/hybrid delivery of this course meet student needs? Anth 1 is a popular course with students looking to fulfill a general education requirement in the Natural Sciences, for both the AA and AS degrees. Many students who are looking to transfer to other schools choose this course to fulfill their required transfer units, as it satisfies CSU and UC/IGETC requirements. There is a high demand for the online version of this course, as it allows students to complete their requirements from a distance or on a schedule of their choosing. This course fills a clear need for students who would like to take this specific course and require the flexibility that the online course format has to offer. This format will be especially useful for possible late-start or summer course offerings.
Are there learning opportunities made possible in an online or hybrid online course that might not be available in a traditional course? Anth 1 online will present students with course materials in a number of formats, from module text, videos, and images to interactive discussion boards and online assignments. Weekly task-flows will encourage students to engage with the material and employ critical thinking to problem-solve and interact with one another in the course work-space. The online format encourages students to employ good reading comprehension skills and develop effective writing habits in order to maximize their success.

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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. ● 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: Several faculty with whom I have spoken have recommended that students receive multiple forms of assessment and types of assignments. Anth 1 covers a particularly wide range of materials, so dividing the course into clearly defined subsections is helpful. In addition, shorter, weekly quizzes with immediate feedback to the student have been successful in preparing students for more substantial exams. Name(s) of faculty with whom you consulted: Mireille Giovanola, Marianne Waters

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**

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online	Reading/viewing course module materials. These consist of original textual information (may or may not be in presentation format), links to supplementary articles, and short to medium length videos that illustrate key concepts in the course. These materials cover the key ideas in the course outline and are directly relevant to all other course materials, including discussions and assessments.	17 total
online	Online discussion board posts. Students will respond to several prompts during the semester and compose original posts based on class materials, using critical thinking and analytical skills. Asynchronous dialog will occur by requiring response posts within set time frames. Expectations for discussion posts are clearly expressed in terms of content and format.	15 total
online	Weekly Quizzes based on reading material from text and from modules. These quizzes are untimed, but due on a weekly basis. Students can immediately see the results of their quizzes for feedback. These short quizzes aid students in assessing their own knowledge over the course of the semester and prepare for longer exams.	6.5 total
online	Four exams given over the course of the semester. These exams are timed (2.5 hrs each), and are several times longer than the quizzes, and include some written portions. These exams are critical for determining that students are grasping key concepts.	10 total
online	Online course assignments. In the course modules, students will complete activities concerning specific concepts of molecular biology, inheritance, and natural selection. Online assignments such as these reinforce some of the major learning objectives in the class.	4 total
in-person		
in-person		
TOTAL CONTACT HOURS:		52.5

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Course Content Delivery - Preparatory or "Outside of Class" (Homework) Activities
(Note: These are NOT part of Contact Hours)
Students will spend time reading the assigned textbook, taking notes, and organizing notes from online materials. Students will research information necessary for posting to discussions, using the text, articles, videos, or outside materials. Students will engage in writing assignments based on articles and course topics. Students will prepare for exams using all course materials and provided study guides.

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.

Students will receive regular announcements sent to the class as a whole regarding upcoming materials and deadlines. I begin with announcements that summarize the week's material, then send reminders to participate in discussions or complete quizzes over the course of the week. Due dates for specific assignments are always announced ahead of time. Any necessary clarifications are sent to the entire class.
I start off each discussion post and provide feedback to every student's contribution. While I also use a rubric for grading, written feedback is important so that students know more specifically how they have excelled or how they might improve their work. Rubrics are used for all written assignments as well, although students will receive written feedback to specify what could be improved.
Students who are at-risk due to lack of participation or low scores are contacted privately by email to let them know their status and recommendations on how to improve. This may involve referring them to the WRAC tutoring\Learning Connection center. |

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.

Students begin by introducing themselves to one another, sharing their status at school, their familiarity with online learning, tips for other online learners, and an "ice breaker" question. Students are encouraged to seek out each other on a "Student Lounge" area of the discussion board with further questions, either about the course or about Blackboard. Class |

discussion exercises will bring together members of the class to share their ideas based on what they have learned in the course and assess one another in response posts. While asynchronous, these interactions are essential to maintaining a sense of community learning. All of these discussion boards are monitored by the instructor.

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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.

Assessments will include a syllabus/plagiarism quiz (required during the first week of the course), weekly quizzes on course modules (brief 10-12 question quizzes, multiple choice/true false, top 10 quiz scores count towards final grade), assignments (inheritance/natural selection: assessing understanding of molecular biology, genetics and the forces of evolution through objective questions; hominin evolution: written assignment researching and analyzing articles), exams (a total of 4, 2.5 hours each, multiple question formats), and discussions (students must respond to a detailed prompt, then respond to another student's post). Rubrics are made available ahead of time for all discussions and written assignments.

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

My syllabus and "welcome" module to the course have clear sections outlining the definition of academic integrity and in particular, plagiarism. Students are required to pass (with a score of 100%) a syllabus/plagiarism quiz covering these topics in order to participate in the course. Many students are not well-informed about what constitutes plagiarism, and it is necessary to educate students about this issue up front and make policies clear in the syllabus. My syllabus states that evidence of plagiarism or other forms of academic dishonesty result in a zero for the assignment.
All questions on quizzes and exams come from larger pools of sorted questions; no student will receive the same questions in the same order. This reduces the chance that students can work together during exams in particular. All written assignments are submitted through SafeAssign. Students are made aware that they are submitting their work through a plagiarism checker. Additionally, I spot-check phrases from submitted materials as well to ensure students have submitted their own work.
Discussions are set up so that students must submit their own post before they can see the posts of other students. This discourages students from simply reading another student's posts and contributing similar materials.

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.), Publisher Content (examples: Pearson, Cengage, etc.)

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

The entire course is presented in the Blackboard LMS, organized into weekly modules. A few PowerPoint and Prezi presentations will be used to present course materials. YouTube is the main source of class video, used to illustrate key concepts such as basic biology (DNA replication, protein synthesis, meiosis, mitosis), primate behavior, or topics in hominin evolution. Regarding Publisher Content, I will selectively utilize the test banks associated with the course textbook for class use; however I will edit and add to these test banks to include class-specific questions.

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.

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

Timestamp	10/14/2016 12:53:49 PM
Name	Deonne Kunkel
Division	Arts, Humanities and Social Sciences
Proposal reviewed	ANTH 1 by Kirsten A. Olson
Approval Selection	I approve this proposal as presented.
Comments (optional)	

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Timestamp	11/9/2016 11:08:19 AM
Reviewer Role	COOL Review Team Member
Proposal Reviewed	ANTH 1 by Kirsten A. Olson
Recommendations	
Suggestions	

Timestamp	11/11/2016 11:25:59 AM
Reviewer Role	COOL Review Team Member
Proposal Reviewed	ANTH 1 by Kirsten A. Olson
Recommendations	
Suggestions	

Timestamp	11/28/2016 3:03:30 PM
Reviewer Role	COOL Chair
Proposal Reviewed	ANTH 1 by Kirsten A. Olson
Recommendations	The COOL review team has approved this proposal.
Suggestions	