Online/Hybrid Course Delivery Proposal

Committee On Online Learning (COOL), Chabot College

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Faculty, Course, & Delivery Format Information	
Faculty Name: Kay Fischer Current Faculty Status for Online Teaching/Proposal Approval at Chabot College (Fast Track or New): Fast Track Date of Initial Proposal Submission: 9/13/2016	Course: ES 1, Introduction to Ethnic Studies 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? Currently there are no online Ethnic Studies courses offered at Chabot College. In fact, as Ethnic Studies is still a relatively small program and beginning to grow, having at least one online course will offer students flexibility and accessibility when signing up for an Ethnic Studies course. Furthermore, Ethnic Studies 1 fulfills general education requirements for both Social and Behavioral Sciences and American culture. ES 1 is also one of the required courses for students interested in earning an Ethnic Studies Associate in Arts degree. Secondly, Ethnic Studies is a discipline that centralizes and redefines the experiences of people of color in the U.S. As Chabot College's student population includes Latinos (38%), African Americans (12%), Asian Americans (16%), and Filipinos (8%), a majority of whom are first-generation college students, having more options for Ethnic Studies courses will support Chabot's overall retention and achievement rates, especially among underserved populations which supports the college's goals around equity. Overall, online courses are about accessibility and considering Chabot College's diverse student demographic, it's important to offer as many educational opportunities for students of all backgrounds. Those who might best benefit from an online learning platform include: students who have physical or learning disabilities whose needs cannot be met through a traditional face-to-face course, students with strict work schedules, students who must travel from a distance, students who manage multiple responsibilities such as work, parenting, elder

care, etc., community members who work full-time and are interested in taking only one or two courses that qualify for professional or personal development.

In the past I have had K-12 teachers take Ethnic Studies classes online in order to gain cultural competency as a majority of California's public schools (71%) serve students of color. This trend is likely to increase as Ethnic Studies becomes adopted in K-12 classrooms across California (LAUSD, SFUSD, and OUSD have all adopted ethnic studies, also AB 2016 [Alejo], which would include ethnic studies in all CA high schools, has just passed CA Senate Appropriations). California's educational institutions are moving toward developing culturally diverse and relevant curriculum that studies have shown to close achievement gaps and better prepare traditionally underserved student populations to be college and career-ready. Chabot College is a part of this trend, therefore offering ES 1 as an online course would support this direction.

Are there learning opportunities made possible in an online or hybrid online course that might not be available in a traditional course?

Ethnic Studies requires critical thinking, analysis, and application of current social issues as they relate to complex theories around race and race relations in the United States. Critical discussion and reflection is a major part of any ethnic studies class, and discussion forums for online courses actually provide all students to contribute to the discussion, rather than traditionally more "talkative" students in face-to-face courses. Further, an online course will provide supplemental material, such as lecture notes, that will help students understand advanced concepts addressed in readings and discussed in video-recorded lectures. Having readings, lectures, and notes available to students while they complete quizzes, papers, and postings on discussion forums will most likely increase engagements among 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.   - 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.

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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 discussed my interest in proposing an online course with Andrew Pierson who consulted with me and shared best practices, tips, and explained the process on how to propose an online course. I also discussed my past experience teaching online at other colleges and we discussed online teaching methodologies in addition to challenges and strategies for teaching and supporting students online. Some examples of what we discussed are:
Emphasize as much teacher-student and student-student interaction as possible through various methods (discussion, peer work, one-on-one check-in or office hours, regular email communication, setting up various options for meeting with instructor such as video conferencing or in-person, etc.)
Clear, specific instruction, repeatedly presented throughout Blackboard
Setting up course blocks in advance so students are able to manage their time in order to meet deadlines
Set up clear expectations about what skills, experience, and knowledge and access to technological tools will be necessary to successfully complete the course
Provide timely, frequent, and specific feedback on assignments

He also reviewed my proposal before submission.

Name(s) of faculty with whom you consulted: Andrew Pierson

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	Posting responses to regular discussion forum questions, reading classmates' postings and replying	16 hours
online	Midterm exam	2 hours
online	Watching video lectures on each week's topics and reading notes and PowerPoints related to the lectures	16 hours
online	Assessment - regular quizzes and surveys based on course readings	15 hours
online	Research Tutorial - interactive power point and quizzes. Working in groups to provide peer reviews for research topics. Watching research presentations and providing feedback and questions for their classmates' presentations	4 hours
in-person		
in-person		
TOTAL CONTACT HOURS:		53 hours

Course Content Delivery - Preparatory or "Outside of Class" (Homework) Activities
(Note: These are NOT part of Contact Hours)
Weekly readings, up to 2-3 hours a week Taking notes on readings and video lectures, up to 1-2 hours a week Preparing research assignment and video presentation - 6-10 hours in total over a course of 4-5 weeks. Studying for weekly quizzes (2 hours/week) and midterm exam (3-5 hours) Online or in-office "office hours" or appointment in person (optional but for extra credit) - up to 5 hours a week.

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.

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 In my syllabus I will clearly stress the importance of regular online communication through Blackboard announcements and emails. 3 Students should expect up to 2-emails a week, as this will be the main way I communicate with students since we won't meet in person. These weekly emails to all enrolled students will include: assignment updates and reminders, overall feedback on assignments/forum discussions, introduction of new course modules or units, extra credit opportunities, and any recent news or media on related topics. I will also use Blackboard's assignment function to give specific feedback on assignments to each student. Finally, I will be holding regular office hours where students have the option of communicating with me through Blackboard, Skype, by phone, or visiting in person. I will encourage this by providing extra credit to students who visit during office hours before week 8. Students also have the option of making an appointment to meet with me outside of office hours.

As for interaction with individual students, I will email students directly in the event that an assignment was not submitted, an assignment/essay should be rewritten, or to provide specific feedback on assignments. As for students at risk of dropping or failing, I will use email to reach out to the student and to set up an appointment (online, over the phone, or in person) to discuss what they will need to do in order to pass the course.

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 will be expected to interact with each other 1-3 times a week through discussion forums. They will be required to post a response to each week's questions related to readings, films, and lectures, then reply to at least 2 of their classmates' posts. Secondly, students will be required to submit and present on a final research paper related to course topics. In the process of preparing for this, I will have students work in groups to provide peer review and feedback on their research topics. Also, as a part of their finals, student will present on their research topic by recording a 3-min video and posting that on a discussion forum. Students will be asked to watch each other's presentations and provide feedback or ask questions.

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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.

Regular quizzes based on each unit's reading assignments, videos, and video lectures
Quizzes will be formatted to present in randomized order, questions will be presented one at a time (typically 5 total) with no backtracking, and it will not be timed, but only open for a limited time
Regular discussion forum posts where students will need to respond to questions based on that unit's readings, videos, and lectures and include in-text citation in their responses
Full credit will require 2 responses to classmates' posts
Midterm exam will be given on Blackboard based on course material/content up until that point - students will need to respond to comprehension, critical thinking, analysis/application questions
Midterm exam will be more of a take-home exam where students will need to select 10 out of 20 terms/theories/events/concepts related to the course and define them using in-text citation plus answer a few short critical essay questions
Final research paper and presentation - where students will demonstrate understanding of course content, ability to analyze and apply the significance of course content to real issues that are personally relevant to them, and organize and present the paper according to appropriate academic standards (citation, spelling, mechanics, organization, grammar)
Students will be expected to complete trainings and quizzes on research skills, citation, plagiarism, and how to utilize the library database for academically appropriate/reliable sources.

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

I will review the college and course policies around academic integrity and plagiarism in my syllabus and welcome video. Students will be required to complete an interactive PowerPoint and quiz on academic integrity and research skills including utilizing the library's database, how to find credible academic sources for their research, and how to properly cite their research papers using MLA or APA formatting. I will also utilize SafeAssign to check for plagiarism.

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,

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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)

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

I will use Blackboard to organize the course and include access to technology tools I have listed above. I will upload PowerPoints used for my video lectures, and also include links to Vimeo or YouTube videos I record based on my lectures using the shared PowerPoint presentations. Some films shown through the class will be accessible via YouTube, Vimeo, or Films on Demand - all of which will require secure sign-in.

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	9/28/2016 2:18:57 PM
Name	Deonne Kunkel
Division	Arts, Humanities and Social Sciences
Proposal reviewed	ES 1 by Kay Fischer
Approval Selection	I approve this proposal as presented.
Comments (optional)	

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Timestamp	11/30/2016 10:35:56 AM
Reviewer Role	COOL Review Team Member
Proposal Reviewed	ES 1 by Kay Fischer
Recommendations	
Suggestions	

Timestamp	11/30/2016 8:16:43 PM
Reviewer Role	COOL Review Team Member
Proposal Reviewed	ES 1 by Kay Fischer
Recommendations	
Suggestions	

Timestamp	12/1/2016 1:51:46 PM
Reviewer Role	COOL Chair
Proposal Reviewed	ES 1 by Kay Fischer
Recommendations	The review team recommends approval.
Suggestions	