Faculty, Course, & Delivery Format Information	
Faculty Name: Christina Milner-Rose Current Faculty Status for Online Teaching/Proposal Approval at Chabot College (Fast Track or New): New Date of Initial Proposal Submission: 2/23/2017	Course: ANTH 1, Physical Anthropology Units: 3 Contact Hours: 54 Delivery Method: Hybrid (partially taught online and partially taught in-person) (If Hybrid: 77% online) First Semester To Be Offered: Fall 2017

Need/Justification/Benefits to Students
What learning opportunities might be made possible by offering THIS particular course in online or hybrid delivery format? Besides the usual students who benefit from distance education such as mothers, the physically challenged, those who lack transportation, those with tough work schedules, I believe the hybrid offers the best of both settings. The four face-to-face classes can be scheduled enough ahead for them to experience being with the instructor and the other students with whom they have been interacting online, to handle the skeletal material in Unit 3, and to simply identify with being a Chabot College student. If they are new to the college it will expand their self-definition, they will bond with the instructor and the other students, and encourage their resolve to complete the class.

Develop Proposal and Consult with Colleagues
Comments, feedback & recommendations provided by colleagues (NOTE: Do not leave this section blank. If the faculty you consulted did not provide any feedback or recommendations, please note that below): No recommendations provided at this time.

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(**REQUIRED**) Name(s) of faculty with whom you consulted: Mireille Giovanola

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	Reading Instructor's Course Notes document (text and charts), answering the Instructor's weekly discussion question, politely responding 8x during the semester to other student's posts on discussion thread. Watching Instructor's webcam podcasts.	30 minutes x 16= 8 hours
online	Taking the initial True/False Survey, taking weekly quizzes from reading each chapter and assigned articles, listing page numbers where located in the textbook and correcting their own study guides based on feedback from the online quiz grading.	1 hour x 15= 15 hours
online	Viewing Power Points and taking wwnorton's Inquisitives online for the current chapter in Essentials of Physical Anthropology.	30 minutes x14 weeks= 7 hours
online	Viewing assigned online videos and answering questions or required TED talks, animations, interactives. Reading extra articles for extra credit and writing summaries online would be extra credit, take extra time and is uncounted.	30 minutes x 14 weeks= 7 hours
online	Filling out Chart of Hominin Evolution, researching dates for chronology of major fossils, features, and migrations in a 6 million year Time-Line. Working with other students in an online group to construct the Chart.	1 hour x 5 weeks= 5 hours
online lab	N/A	

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in-person	Checking IDs, providing orientation to the online course, site tour, lecture introducing the subfield of Physical Anthropology in relation to Anthropology, discussion of the True/False Survey questions taken online before the first meeting.	3. hours
in-person	Three lecture/discussion/review sessions prior to the two midterms and the Final, taking an Anatomy Quiz, introduction to and comparison of models of fossil hominins.	9 hours
In-person lab	N/A	
TOTAL CONTACT HOURS: **(Total Contact Hours According to the Course Outline: 54)**		54

Course Content Delivery - Preparatory or "Outside of Class" (Homework) Activities (Note: These are NOT part of Contact Hours)
Reading textbook chapter assignments, doing more Inquisitives (publisher's activities connected with increasing conceptual understanding of physical anthropology), preparing their portion of group projects, making flashcards for studying, writing summaries, researching True/False Essay questions, researching their answers to the weekly discussion question and researching their responses to other students' discussion posts. Viewing recommended extra films or reading recommended extra articles.

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. By answering texts and email from individual students, weighing in every week on their posts on the thread regarding the discussion question of the week, guiding discussion during 4 three hour campus sessions in which groups present in the Study Sessions and reviews, appearing in permanent web-cam spots on various lecture topics and getting feedback from students, checking the % grades of record of their Inquisitives responses and giving them evaluations of their progress, advice and encouragement delivered through writing, telephone, and in person.

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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. 1.Students will be doing group projects online and must coordinate their research to provide facts in constructing the Chart of Hominin Evolution in Unit 3. In so doing they will be engaged in critiquing and cross-checking each other's input. 2.From the beginning of the course they must provide feedback 8x to different students on the weekly discussion question thread. 3.In the live study sessions each student must present at least 1x their analysis of a question from the weekly quizzes in a Study Group to the rest of the class during campus class sessions. The members of their group must contribute to their presentation by researching terminology and the rationale for why the other incorrect answers to a multiple choice question are wrong, incomplete, or irrelevant.

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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. I provide a clear rubric regarding the quality of written work and how I grade, but because these are for the most part in short answer form none of these assignments is long enough to require a plagiarism filter. If a student elects to do an extra credit T/F Survey Essay I could use the plagiarism check. The sum of points for posts, weekly quizzes and major exams, plus any extra credit, earns a grade by % of required points. 90% earns an A, 80% earns B, and so forth determines their final grade. Preparation and participation in class presentations will count for points. Group work during the project to construct the Hominin Chart counts for points. The number of Inquisitives completed counts for points towards the final grade as well.
Describe the strategies you plan to use to promote academic integrity in your course. I will check all IDs before each on-campus class meeting. The timing of online quizzes and major exams will be set as continuous, no breaks. These will be asynchronous but timed to finish at a set interval. Anyone needing extra time would have to registered with DSRC before the class begins.

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 (Canvas), Presentations (PowerPoint, Camtasia,), Audio/Video (YouTube, 3CMedia, etc.), Publisher Content (Inquisitives from WWNorton), and my own website cmilner-rose.com will provide resources also. For the technology tools you have listed above, please describe your plan for utilization in your course. I will refer students to the general preparation modules for online learning and give them points for watching and answering "what they learned" from each one. This is to help the students to understand how to use Canvas. In the first face-to-face session I will demonstrate how to navigate to view films, publisher's content in ww Norton's Inquisitive, and to get to my website through links in the course. This information about tools will also be available in

written form online in the syllabus. All films will be captioned and extra time for quizzes will be set for individual students. Magnification as an option for sight impaired students is available. Students needing other accommodations beyond what the Canvas program's technology can provide such would need to contact DSRC.

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

Date	2/24/2017
Name	Sara Parker
Division	Social Sciences
Proposal reviewed	ANTH 1 by Christina Milner-Rose
Approval Selection	I approve this proposal as presented.
Comments (optional)	

Timestamp	4/18/2017 11:06:54 AM
Reviewer Role	COOL Review Team Member
Proposal Reviewed	ANTH 1 by Christina Milner-Rose
Recommendations	

Suggestions	

Timestamp	5/4/2017 4:52:10 PM
Reviewer Role	COOL Review Team Member/COOL Chair
Proposal Reviewed	ANTH 1 by Christina Milner-Rose
Recommendations	
Suggestions	

Timestamp	5/5/2017 11:07:29 AM
Reviewer Role	COOL Chair
Proposal Reviewed	ANTH 1 by Christina Milner-Rose
Recommendations	
Suggestions	