Online/Hybrid Course Delivery Proposal

Committee On Online Learning (COOL), Chabot College

PLEASE READ. This document was created by submitting the Online/Hybrid Course Proposal form. Responses submitted are in blue font. Any changes made here are saved automatically. When done making changes, simply close the browser tab and/or browser. A COOL Review Team will post feedback by way of the "Comments" tool in the upper-right hand corner. 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: Sandy Luong Current Faculty Status for Online Teaching/Proposal Approval at Chabot College (Fast Track or New): New Date of Initial Proposal Submission: 3/26/2017	Course: POSC 1, Introduction to American Government Units: 3 Contact Hours: 54 Delivery Method: Fully (100%) Online (If Hybrid: online) First Semester To Be Offered: future semester

Need/Justification/Benefits to Students
What learning opportunities might be made possible by offering THIS particular course in online or hybrid delivery format? With high demand, many students are unable to enrol in their selected section for reasons including personal schedule availability and enrollment caps. Our students often work in addition taking classes. They need a flexible option to complete the units of a required course. In addition, as an introductory course, the material lend itself to be suitable for distance learning. The flexibility of the course delivery makes it possible for far-reaching students to participate, allowing all students the benefits of a multicultural class when engaging in discussions and group work.

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): Transition between Blackboard and Canvas requires course to be developed twice. (**REQUIRED**) Name(s) of faculty with whom you consulted: Jessica Gallucci

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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
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Activity and Description
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Contact Hours
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<td>online</td>
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Video lecture using video recording of instructor or powerpoint lecture with recorded narrations to be played over a timed powerpoint presentation.

Based on great advice from Erin Kelly, lectures will be uploaded in "chunks" that are shorter in duration instead of one very long lecture video. Students will also be provided with a notes template to follow along with the lecture presentation.
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1 hour per week (18 hours total)
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Short Assignments based on media presentation or document review. Examples include listening to a U.S. Supreme Court session or analyzing government documents, legislation, news articles, press releases, etc.
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1 hour per week (18 hours total)
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Discussion Board Assignments: Students will be given individual, pair, and group assignments via the discussion board where students will need to work either individually or with other classmates to complete the assignment. Assignments reflect the week's material and content. Assignments take the form of written responses, pro-con arguments, and table/chart completions to demonstrate understanding of knowledge and application of knowledge.
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1 hour per week (18 hours total)
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Quizzes: Weekly short quizzes
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Exams: Midterm and Final
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TOTAL CONTACT HOURS:
(Total Contact Hours According to the Course Outline: 54)
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54
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Course Content Delivery - Preparatory or "Outside of Class" (Homework) Activities
(Note: These are NOT part of Contact Hours)

Reading assigned textbook readings (2 hours per week)
Reading assigned supplemental readings (1 hour per week)
Completing written assignments (1 hour per week)
Preparing and completing discussion board assignments with other classmates (1 hour per week)
Preparing and completing quizzes and exams (36 hours per semester)

Based on great advice from Cheryl Mackey, students will be provided tutorial links to supplement material introducing them to online teaching at the beginning of the course.

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.

Assignments posted via Blackboard and/or Canvas.
Monitoring and providing feedback to interactive Discussion Board assignments.
Emails to and from students in groups and as individuals.
Providing feedback to all assignments and exams.

Based on great advice from Cheryl Mackey, student-instructor interactions will also include weekly reminders of pending due dates.

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.

Student responses to Discussion Board assignments.
- Students will have one Discussion Board assignment per week.
- Length of response will be stated in the assignment and will vary based on the nature of the assignments.
- Assignment formats include:
    - Short question responses to lecture and reading material
    - Analyzing a document, graph or image and answering questions and/or write a

short response.

Student collaboration on Discussion Board assignments.
- Collaborative Discussion Board assignments will be assigned every other week.
- These assignments will consist of students working together in three capacities.
  - Students will be assigned to provide feedback/comment on other students' work.
    - For each discussion board assignment, student are required to complete their individual assignment <u>and</u> comment on one other student/group's work.
    - Commenting on another student/group's work is factored into each individual student's completion of the Discussion Board assignment.
  - Students will be assigned one partner to work with to:
    - Answer a particular question or
    - Provide analysis to a provided text, graph or image.
  - Students will be placed in groups to:
    - Answer a particular question or
    - Provide analysis to a provided text, graph or image or
    - Develop a group presentation on an assigned topic.

Students will be provided a guideline of all required tasks that need to be completed in order to receive full credit.

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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. Completion of written assignments. Completion of Discussion Board assignments. Completion of quizzes and exams.
Describe the strategies you plan to use to promote academic integrity in your course. Students will be informed of a class wide policy for plagiarism and the course will use online plagiarism detection tools. Students will be linked to statements of academic integrity and student conduct code to read at the beginning of the course. Students will be tested on the consequences of failure to abide by established student code of conduct rules and standards as part of the required academic integrity and student conduct code readings. Based on the great advice from Cheryl Mackey, quizzes will be formatted to entail one or more of the following perimeters: timed, no backtrack, or one question at a time quizzes to increase assessment integrity.

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, Canvas, 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 and Canvas: main LMS PowerPoint/YouTube: weekly lectures CCConfer or Google Meetup: online office hours and group work Publisher Content: Short quizzes and supplemental material.

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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.

Videos will be close-captioned.

When available, students will be provided alternative sources for the same topic (i.e. an audio recording or a separate reading instead of the video)

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

Timestamp	3/27/2017 11:40:18 AM
Name	Sara Parker
Division	Social Sciences
Proposal reviewed	POSC 1 by Sandy Luong
Approval Selection	I approve this proposal as presented.
Comments (optional)	

Timestamp	4/11/2017 3:10:08 PM
Reviewer Role	COOL Review Team Member
Proposal Reviewed	POSC 1 by Sandy Luong
Recommendations	
Suggestions	

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Timestamp	5/4/2017 3:40:15 PM
Reviewer Role	COOL Chair
Proposal Reviewed	POSC 1 by Sandy Luong
Recommendations	
Suggestions	

Timestamp	5/5/2017 02:01:54 PM
Name	Sandy Luong
Course Site Status	This course is for Fall 2017. I am working to develop the course on Canvas and am hoping to finish by the review dates.
Course Proposal	POSC 1 by Sandy Luong
Course Site Name	POSC 1 (Developmental)