

# Online/Hybrid Course Delivery Proposal

Committee On Online Learning (COOL), Chabot College

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Faculty, Course, & Delivery Format Information	
Faculty Name: <b>Rani Nijjar</b>	Course: <b>PSY 4, Brain, Mind, and Behavior</b>
Current Faculty Status for Online Teaching/Proposal Approval at Chabot College (Fast Track or New): <b>Fast Track</b>	Units: <b>3</b>
Date of Initial Proposal Submission: <b>&lt;&lt;Date&gt;&gt;</b>	Contact Hours: <b>54</b>
	Delivery Method: <b>Fully (100%) Online</b> (If Hybrid: <b>online</b> )
	First Semester To Be Offered: <b>Fall 2017</b>

Need/Justification/Benefits to Students
<p>What learning opportunities might be made possible by offering THIS particular course in online or hybrid delivery format?</p> <p>Based on enrollment data, there is an increased student demand for the BRAIN, MIND AND BEHAVIOR (PSY 4) course. Additionally, there is a demand for a more balanced offering of face-to-face and online sections of PSY 4. Currently we do not have any online PSY 4 sections on the schedule. PSY 4 is a required courses for the Psychology AA-T degree and offering an online section will directly benefit students by increasing access and availability to students. An online PSY 4 offering, will allow students to concurrently take other required PSY courses for faster completion of the PSY AA-T degree. The online format, will provide more accessibility to students who work, have caregiving responsibilities or have travel and transportation concerns that prevent them from enrolling in the campus courses.</p> <p>The BRAIN, MIND AND BEHAVIOR course can be a challenging course for students, who are asked to learn and understand terms of biology, anatomy and complexities of behavior from a physiological foundation. Designing the course for online format will allow me to incorporate more visual and interactive brain simulations and learning tools which will enhance and aid learning of the content. The online delivery format of the class will also allow students to individualize their learning pace. The class will be designed in workshops that will open for extensive two week periods allowing a more flexible pace of learning and instruction. The online format will also allow learning of the Brain, Mind and Behavior from several perspectives, such as readings, discussion board student-to-student interactions, visiting</p>

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neuroscience websites and personal reflective neuroscience projects.

## 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):

Brain, Mind and Behavior (PSY 4) is one of the required core courses for the Psychology AA-T degree. Students cannot graduate with the degree without completing the course. The PSY 4 course meets the CSU and UC general education breadth requirements in both Social Science and Life-Science GE area, and therefore a good fit for almost all students.

We have seen a significant increase in Psychology majors since the development of the PSY AA-T degree and there is an increasing demand for the course. Development of a PSY 4 online class will allow us to meet demand and make it more accessible to students who cannot take the class on campus. Based on the discussion with the Discipline faculty and the Division Dean, they support offering PSY 4 in online format.

**(REQUIRED)** Name(s) of faculty with whom you consulted: Sara Parker – Social Science Division Dean, Andrew Pierson Aldrian Estepa

## 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	The course will consist of 6 modules, each 2 or 3 weeks long. Each module will center on a topic-driven dialogue and will be built around three overall learning goals. First, the student develops knowledge and understanding about physiological foundations of behaviors through guided readings, posed	

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	<p>questions and assignments. Second, the student will be asked to apply knowledge using links to external websites/interactive brain applications, papers and short quizzes. Third, the student will be tested on mastery of the new knowledge through final timed exam.</p> <p>Each module accounts for 9 hours of contact hours. (not including reading the main course text).</p> <p>Reading/viewing course material. Reading Instructor's written module introduction and framing of content. This may consist of links to supplementary website, short videos and research articles that support learning key concepts in the course.</p>	1 hour
online	<p>Online discussion board posts. Students will respond to assignment prompts to compose an original post and reply posts to classmates. The expectations for each post will be explained in detail for each forum and graded according to a posted rubric.</p>	3.5 hours
online	<p>Psychology Exploration Project. The project will vary in form and may include a discussion board thread, a critique response to a neuroscience case study reading or video. Will be assessed by short paper or quiz. The exploration projects allow students to connect content to application of psychology.</p>	3 hours
online	<p>Module Exam, 90 minutes. Questions presented randomly, one at a time.</p>	1.5 hours
online		
online lab		
in-person		
in-person		
In-person lab		
<p><b>TOTAL CONTACT HOURS:</b> (Total Contact Hours According to the Course Outline: 54)</p>		54

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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 significant time reading the course textbook that will be the main bases of understanding neuroscience terms, definitions, structures and functions of the nervous system. Students will supplement their knowledge through reading assigned neuroscience articles, case studies and will research information from the linked websites and resources. Students will apply analytical and critical thinking skills in composing discussion board posts and/or completing short critique papers. Each module will include directed reading and a study guide to prepare for module exams.

## 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 send regular announcements to the class as a whole. The announcements will include a welcome to the class message, a “how to” navigate the class organization, “how to” succeed and stay motivated and other helpful information.

The course will consist of a series of organized modules, and announcements will be tailored to remind students of opening and closing dates of modules, as well as other due dates for submitting posts, papers and taking exams. Class announcements will also be used to inform students of exciting campus activities, tutoring services and other opportunities in psychology.

As I grade student discussion posts and papers, I will provide feedback to individual students. If a student has issues with a frozen\missed exam, an email will be sent to the student to resolve the issue. In addition to email communication with students, the course syllabus will include a specific day/hours during which students can email me and get an immediate response.

Students who are at-risk due to missed assignments, or low scores, will be contact privately via email and I will offer an in- person meeting during office hours or by phone to discuss a study plan with the student for improving participation in the class. I will recommend various campus resources (such as Psy GNST 115 tutoring in the Learning Connection).

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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.

The course consists of a series of organized modules. In the first module, students will begin by posting personal introductions prompted by a set of questions. Each module includes student-to-student discussion board threads prompted by a set of assignment questions. Students will be provided with detailed discussion assignments and a grading rubric that will assess reasoning and critical thinking skills, as well as composition of an informative thoughtful discussion post.

Each student will submit an original discussion post, and read/reply to at least two classmates' discussion posts. When replying to classmate discussion posts, students will be encouraged to interact with each other by including first names. By making the online conversation more personal, this will hopefully create a more personal invested experience in the class.

## Assessment of Student Learning & Academic Integrity

List and describe the methods of assessments you will use to assess learning in this course.

The course will be organized in topic driven sections that will include a variety of learning activities to help students focus on key concepts. A grading rubric will be used to evaluate students' responses to assignments. The final grade will be determined on the basis of cumulative points distributed across all assignments and exams during the course of the semester. Students will participate in the following:

Student Participation in weekly General Assignment.

Students will be asked to incorporate readings from the text, instructor lecture notes, as well as supplemental material from related websites, as a basis for completing different written assignments/activities.

Student Participation in weekly Group Discussion Board.

Asynchronous discussions will provide opportunities to discuss key concepts of psychology and encourage student-student interaction.

Weekly discussion questions will be posted by instructor to students to generate exchange of thoughts/ideas/perspectives/critical analysis.

Student Participation in weekly On-line Exams.

Over the course, there will be a series of objective exams. Using the online platform, the student will be presented with exam questions, one question at a time in random order. The

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exam will be available for designated period of days/time and once a student launches the exam, the exam must be completed in its entirety.

Student Reflective paper submitted during final week.

I will be checking course progress every other day and will monitor student performance and progress. Students will be contacted by e-mail regarding their progress when necessary.

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

The course syllabus will include a sections on Academic Integrity, and a Link to the Chabot College Academic Regulations and Student Rights and Responsibilities:

[www.chabotcollege.edu/Counseling /Academic Regulations](http://www.chabotcollege.edu/Counseling /Academic Regulations).

I will utilize SafeAssign to check papers and original sources. In the first workshop, I post an announcement to the entire class regarding Academic Integrity and the negative impact of plagiarizing.

## Technology and Accessibility

Indicate the technology tools (software, web-based tools, etc.) you plan to use in your course  
Learning Management System (example: Blackboard, Canvas, etc.), Presentations (examples: PowerPoint, Camtasia, etc.), Audio/Video (examples: YouTube, 3CMedia, etc.), Publisher Content (examples: Pearson, Cengage, etc.), External Websites (ex. American Psychological Association, International Neuroscience Society)

For the technology tools you have listed above, please describe your plan for utilization in your course.  
I will be using all of the above technology tools as the online platform and to build the class modules to convey content to 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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## Record of Approval, Comments, & Feedback

A record of approval, & comments, & feedback will be automatically recorded directly below

<b>Timestamp</b>	2/24/2017 3:08:40 PM
<b>Name</b>	Sara Parker
<b>Division</b>	Social Sciences
<b>Proposal reviewed</b>	PSY 4 by Rani Nijjar
<b>Approval Selection</b>	I approve this proposal as presented.
<b>Comments (optional)</b>	

<b>Timestamp</b>	4/12/2017 1:55:30 PM
<b>Reviewer Role</b>	COOL Review Team Member
<b>Proposal Reviewed</b>	PSY 4 by Rani Nijjar
<b>Recommendations</b>	
<b>Suggestions</b>	

<b>Timestamp</b>	4/16/2017 11:01:24 AM
<b>Reviewer Role</b>	COOL Review Team Member
<b>Proposal Reviewed</b>	PSY 4 by Rani Nijjar
<b>Recommendations</b>	
<b>Suggestions</b>	

<b>Timestamp</b>	4/26/2017 5:32:54 PM
<b>Reviewer Role</b>	COOL Chair
<b>Proposal Reviewed</b>	PSY 4 by Rani Nijjar