

# Online/Hybrid Course Delivery Proposal

## Committee On Online Learning (COOL), Chabot College

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Faculty, Course, & Delivery Format Information	
Faculty Name: <a href="#">Cheryl Mackey</a>	Course: <a href="#">ADMJ 80, Criminal Court Process</a>
Current Faculty Status for Online Teaching/Proposal Approval at Chabot College (Fast Track or New): <a href="#">Fast Track</a>	Units: <a href="#">3</a>
Date of Initial Proposal Submission: <a href="#">9/26/2017</a>	Contact Hours: <a href="#">52.5</a>
	Delivery Method: <a href="#">Fully (100%) Online</a> (If Hybrid: <a href="#">online</a> )
	First Semester To Be Offered: <a href="#">Spring 2018</a>

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>It is transferable to the UC and CSU systems. The course is also taken by prelaw students who are interested in learning about basic aspects of the Law and Justice system. It is also popular with students with a desire to pursue careers in Law Enforcement and/or Corrections/Probation who wish to enhance their skills and knowledge base.</p> <p>The intent of an online offering is to expand student access. The course attracts those who work, need a flexible schedule, live remotely, and those who enjoy online study. The course has been offered online at many local community colleges for years, including Diablo Valley College, Solano Community College, Contra Costa College, Napa Valley College, and Peralta Community Colleges.</p> <p>Currently, all but two of the Administration of Justice courses are offered face-to-face. By offering multiple course delivery modalities, the Administration of Justice Department provides greater flexibility, enhances student access, and expands educational opportunities to more members of the community. Chabot College has been offering Distance Learning as a modality for a number of years. Therefore, Distance Learning is not new to Chabot College.</p> <p>Additionally, Administration of Justice often attracts students who are older than the typical new high school graduate. These students are mature and often working full-time, many</p>

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already within the justice system. Some who choose the distance learning modality do so to update their credentials or obtain a promotion. Others complete all or the majority of their courses online, but most tend to utilize both modalities. It is important that AJ meet the needs of these students.

## 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):

According to the input from other instructors, this course is most successful if taught using interactive powerpoints, quizzes as well as traditional tests, critical thinking exercises, case studies, and a substantial paper or project. This has also been my own experience teaching ADMJ 50 & 60 as online courses.

Additionally, experienced colleagues have emphasized that I should be as detailed and clear in the organization of the course as possible, as well as give students different mechanism in which to find the information that they need for success in the course.

(**REQUIRED**) Name(s) of faculty with whom you consulted: William Hanson, Sara Parker, 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
online	The course will consist of 6 Workshops, each 2 or 3 weeks long. Each Workshop accounts for 8.75 hours of contact hours totaling 52.5 hours for the semester. (Not including	0.5

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	reading the main courses texts.)  Instructor's written workshop intro and framing.	
online	Rubric guided Original Discussion Board post with reasons and evidence, as well as two thoughtful rubric guided replies to other students posts.	2
online	Administration of Justice Exploration Project. These vary some but typically include a combination of Web-based video, reporting/sharing/analyzing case studies or an experience in the AJ field, such as a participating in a ride-along with a police officer or visiting a courtroom, posting a position with reason and evidence for support, posting a reasoned critique of a reading or video, responding to classmates' posted positions to create and further discussion using thoughtful reflection, evidence and reason.	4.75
online	Exam, 90 minute, random, one at a time, no backup.	1.5
online		
online lab		
in-person		
in-person		
In-person lab		
<b>TOTAL CONTACT HOURS:</b> (Total Contact Hours According to the Course Outline: 52.5)		52.5

## Course Content Delivery - Preparatory or "Outside of Class" (Homework) Activities

(Note: These are NOT part of Contact Hours)

The course would be a Canvas site consisting of 6 workshops, each workshop is two weeks long (there is an extra week at the beginning while students are getting oriented to the site, purchasing the book, and posting their introductions). The course will likely be late-start to allow students new to online to attend any general online orientations, visit the online help

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desk, or meet with me.

Students will be required to read the syllabus. Links to appropriate ADA compliant web sites including free online tutorials (if applicable to the individual subtopic). The section would be updated as to relevant current developments in the news that have a bearing to the subtopic of legal processes, the courts, our system of punishment and rehabilitation, professionalism and ethics, and juvenile processes.

Each workshop will include an introduction that will not only introduce the workshop topic in general, but also connect the topic to relevant and current events. For example, I will describe an actual case or situation relevant to the workshop topic. The introduction allows me to relate the subject matter of each major topic area to actual events in real life. I will include encouragement and "hints for success" in the introductions.

Each workshop will also include a Directed Reading Study Guide for students to review and study where I will identify areas of focus in the reading so that students know which topics and concepts I think are most important to master. The Directed Reading Study Guide will not only help students focus their reading, it will also clearly identify material that will be included on the objective assessment at the end of each workshop.

Each workshop will also include a discussion board prompt written by me, that will communicate the tone, focus, and parameters of the discussion. The discussion board prompt will require the students to review and analyze class material and content in preparation for their post. Articles, case studies and appropriate closed-captioned videos and podcasts will be assigned for review and analysis in order to answer the discussion board prompt and reply to other student posts.

Similarly, each workshop will include an Administration of Justice Exploration Project (AJEP). Each Administration of Justice Exploration Project will include an introduction setting the tone, scope, and expectations for the project. The AJEP will include articles, case studies, appropriate closed-captioned videos and podcasts for students to review and analyze. Case studies and journal articles will be critical thinking exercises that will provide students outside study to apply weekly learning to actual criminal justice issues to demonstrate student reasoning, grasp of a selected topic of the course, and internet research skills. Material in the Lecture Notes will also include material not covered in the text as supplement or current criminal justice topics.

In addition, I will regularly post announcements with encouragement and due date reminders so that students stay on top of their homework and class assignments. I plan to regularly individually message students whom I identify as falling behind or performing poorly.

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## 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.

The course I have designed consists of 6 workshops, each workshop is two weeks long (there is an extra week at the beginning while students are getting oriented to the site, purchasing the book, and posting their introductions). The course will likely be late-start to allow students new to online to attend any general online orientations, visit the online help desk, or meet with me in person or via phone.

I will provide feedback on assignments through the feedback/comments text box when grading. This feedback shows to the student directly in their Grades area, next to the score. Essays will be commented on directly on the submitted file and returned to the student through the Grades area. While students will have access to their grades via the Grades area, I will also send messages via the Inbox Message system informing students of missed assignments, quizzes, and posts (which can result in online "absences"). I also directly recommend campus resources (such as tutoring services) that could assist in a student's success in the course. Instructor will monitor individual student performance and privately message any warnings, admonishments and suggestions as to estimated class grade and improvements.

It is important for an online instructor to remain a link for the student and the campus, despite the online medium of the class. As different college events and resources are announced, I will post this information to a dedicated content area. I also email via the Inbox message system important college announcements directly to students.

And while I am available via email and via telephone, I also welcome and encourage students to meet with me on campus.

## 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 I am designing consists of 6 workshops. Each workshop includes a structured student-to-student discussion. The first step in promoting student to student interaction would be an icebreaker requiring all students to introduce themselves through the discussion board as this would instill a sense of togetherness among other students.

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Students are provided with a detailed discussion prompt and a rubric describing required evidence and reasons. The rubric serves to guide their post and to inform my assessment. Students are required to respond to their classmates' posts, typically a minimum of two replies. A corresponding rubric is provided for each reply; the reply rubric also specifies that reason and evidence must be provided to earn full credit. In addition to the discussion board in each workshop, there is also an Administration of Justice Exploration Project. Most of the Administration of Justice Exploration Projects include rubric guided student-to-student post and replies. Many of the Administration of Justice Exploration Projects also include interaction with people outside of class such as interviews and experiences in the field.

## Assessment of Student Learning & Academic Integrity

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

The student learning objectives for this course will be indicated in the course syllabus. I will use rubrics to assess assignments. This includes all graded items including homework, discussion grades, quizzes and case studies.

I will also provide rubrics for students to follow for discussions, projects, assessments, and other assignments. I will provide feedback to students on regular assignments through the discussion board responses and the "Feedback to Student" area when grading items. I will also use other mediums of communication to convey feedback, such as Grades, Collaborate and individual message via the Inbox system.

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

Based on discussions with other more experienced online instructors, I have come to believe that having a greater number of smaller assignments, assignments that require students-to-student interaction, assignments that ask students to describe their interactions with the administration of justice field outside of class, assignments that require students to respond to active and changing sources of information like news feeds and blogs, and making it clear that I am paying close attention to their submitted work, are all factors likely to enhance the integrity of the course. In addition, setting timed, random, no backtrack, one question at a time quizzes increases assessment integrity.

Canvas also has a variety of tools that improve the instructor's confidence in the academic integrity of the course including vericite and the scrambling of questions and answers. Assessment results show "score only" until after the due date. I will assess learning in this course through questions asked in the forums, and overall participation in the forums. Lastly, statements of academic integrity and student conduct code will also be included and linked to

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the course.

## 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 (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.

**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	9/29/2017 11:01:29 AM
Name	Sara Parker
Division	Social Sciences
Proposal reviewed	ADMJ 80 by Cheryl Mackey
Approval Selection	I approve this proposal as presented.
Comments (optional)	

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