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: Heaven Walker Current Faculty Status for Online Teaching/Proposal Approval at Chabot College (Fast Track or New): New Date of Initial Proposal Submission: 9/25/2017	Course: RELS 64, The Nature of Islam Units: 3 Contact Hours: 52.5 Delivery Method: Fully (100%) Online (If Hybrid: online) First Semester To Be Offered: Spring 2018

Need/Justification/Benefits to Students
What learning opportunities might be made possible by offering THIS particular course in online or hybrid delivery format? I believe it would make it accessible to a broad range of students with diverse schedules and work/life situations. It would also be accessible to students who do not have transportation to Chabot. Offering RELS64 in an online format also helps students to get the units that are necessary to achieve their academic goals. Offering the Nature of Islam online also meets the increasing demand that our program is receiving for an online version of RELS 64.

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): Ryan Scherbart responded that he uses video conferences very frequently and assured me that if I wanted to use video conferences as much as on a weekly basis, that would be acceptable.

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(**REQUIRED**) Name(s) of faculty with whom you consulted: I asked Ryan Scherbart about his practice of using conferences as part of his online teaching as I would like to utilize this practice a lot.

Dr. Patricia Shannon gave me the following Feedback on my Syllabus on 10/4/2017:

"I think the thing that I would consider adding EVERY WEEK is a new first person essay/narrative (there are some great website) about what it has (historically) or does (presently) mean to be a practicing Muslim. And, I suggest this for a variety of reasons:
- You have a primary text that probably includes some of first person narratives but probably not enough.
- Help students to truly see the variety of "ways" of being Muslim being quite similar to the sects/strands of any of the historical traditions as evinced by people who live it.
- Help students understand the hijab or any other Muslim practice from the insider's perspective.
- Help students grapple with the idea that one in six or seven people in the world is Muslim, and that in many parts of the world, it is the fastest growing religious tradition on the planet.
- Help students to see that the dialogue over jihad, hijab, and how to be a Muslim in the 21st century is a question that many Muslims are grappling with."

I think you could chose narratives that complement the work of the week and use them to jumpstart class discussion and response……"

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	Read Lecture Content and View Multimedia. All video clips will include closed captions.	1.25
online	Every week there will be reading homework, resulting in a two page paper that summarizes the chapter content and	1

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	explores their personal thought on the topic of the reading. This paper will be turned in every week.	
online	Weekly Class Discussion via conference about questions I present to the class about the readings. Every person in the class will be expected to answer the questions presented during the conference session. Discussion boards will also be included and discussed during the conference calls.	1
online	**There will be eleven tests based on the reading material from the book.**	
online		
online lab		
in-person		
in-person		
In-person lab		
TOTAL CONTACT HOURS: (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)

Reading, Studying for tests, Preparing for Live video Conferences by reviewing summary/idea papers for the video conference. Weekly two page papers on reading content.

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 have weekly office hours by video conference that students can sign up for. I will also be available through email at Chabot, Email on Canvas, and office phone.   I will post Announcements weekly in the Announcements section of CANVAS to remind students of upcoming class activities. I will also monitor student attendance by checking the "last login"

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and "last activity" of all of the students.

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.

Conference Discussions and I am happy to set up a "cafe" space where students can pose questions to each other about the course or simply discuss content.

Assessment of Student Learning & Academic Integrity

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

Weekly written papers, 11 tests that may be in multiple choice, True False, or Essay form, One midterm paper, One Final paper, and one Final Presentation to be delivered during two online sessions the last two weeks of class.

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

Academic integrity requires that students: (1) submit work that is clearly and unmistakably their own; (2) properly represent information and give adequate acknowledgment to all sources that were used in the preparation of an assignment; (3) neither seek, accept, nor provide any assistance on tests, quizzes, and/or assignments unless explicitly permitted to do so by the instructor. To ensure academic honesty I will use use programs such as "turn it in" to ensure research and writing 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: Canvas), 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.

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I believe that I will be able to use all of these Technology Tools through the Canvas Platform.

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

Timestamp	11/30/2017 10:51:35 PM
Name	Heaven Walker
Course Proposal	RELS 64 by Heaven Walker
Course Site Name	SANDBOX_WALKER-HEAVEN-RELS-64
Course Site Status	The site is now ready for review.
LMS	Canvas

Timestamp	12/1/2017 12:46:58 PM
Name	Deonne Kunkel Wu
Division	Arts & Humanities
Proposal reviewed	RELS 64 by Heaven Walker
Approval	I approve this proposal as presented.

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Selection	
Comments (optional)	

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