Chabot College

**Online Course Proposal Form**

Fall 2011

**Course Title & Number: IT Essentials: PC Hardware and Software II, ESYS 63B**

**Faculty Name: David Casini / Wayne Phillips**

**Course Delivery Method (check one):**

**⁫ Online (all instruction is online)**

**X Hybrid online (instruction occurs both online and on campus)**

**⁫ Other (please describe)**

**First Semester To Be Offered: Fall 2012**

1. ***Preliminary* Input from Colleagues and Administrators**

As you develop your proposal and *consider* your course, please consult with your division and do some background research, including the following:

**⁫ a.** *Consult Online Learning Support staff (**bbhelp@chabotcollege.edu**) for Blackboard resources/training and information on this proposal/approval process.* **Date(s) completed:**

**X b.** Review similar courses. Are similar courses offered online at other

 colleges? If so, **note the college(s). Ohlone College, CNET 105**

⁫ **c**. Meet with your Division Dean and subdivision colleagues to secure *preliminary*

 support for offering this course *in online/hybrid format*. **Date completed: 11/3/11**

1. **Develop Proposal And Consult With Colleagues:**

⁫ **a**. Consult with other faculty experienced in DE. **With whom did you consult?**

**Attach a separate page** ***listing the meeting dates and a summary of your discussion.***

**X b.** Review your *completed* proposal with your subdivision colleagues. **Attach a separate page** listing attendees, meeting date, and a summary of the recommendations or reservations of your division/subdivision.

**3. Student Benefits**

* *How will this course meet student needs? Are there learning opportunities made possible in an online or hybrid online course that might not be available in a traditional course?* ESYS 63A and 63B are replacements for ESYS 53 and 59. These courses are required courses for the ESYS A.S. degree and the Certificate of Achievement in Consumer Technology. The hybrid format allows the course to be linked with another ESYS course, which is required in order to offer all courses needed for the degree and certificates within the FTEF allotment for the program.
* *If this course has previously been offered at Chabot using this delivery method, what have you learned from prior instructors that will influence your instruction in this course?* The course objectives and outcomes of ESYS 63A and 63B are predominately the same as ESYS 53 and 59. The change that necessitated creating new courses was the sequence of topic delivery. We decided to make this change so that we can incorporate the Cisco Networking Academy IT Essentials curriculum to enhance the online delivery.

**4. Course Content Delivery**

* The total number of contact hours in your course should approximate the equivalent number of hours required in an on-campus setting. For example, a 3-unit course typically meets on campus for 54 contact hours of instruction, assessment, discussion, and group activities. In the Carnegie unit system, students are also expected to invest two hours “outside of class” for every hour in class on reading, studying, preparing assignments, and other homework; these additional hours are not considered to be “contact hours”. Account for the contact hours in your proposal ***in a clear, detailed and specific way***. (*PLEASE NOTE: For a more detailed explanation of “contact hours”, be sure to see the Addendum attached to this form.)* The online component of this hybrid course is designated as one unit lecture. There will be 18 nominal contact hours in the form of interactive online curriculum, simulation software, online quizzes, and group discussion boards with weekly topics.
* What percentage of the course will be on-campus, if any? What percentage of the course will consist of online lecture *(text, presentations, podcasts, video), class discussions (discussion board forums), group projects (blogs, journals), online resources (Publisher content/websites*, *course* *cartridges/packages), assignments, student research, reading, writing, & assessments?* ***Please be sure to list each of your contact hour/instructional activities and indicate how these will be delivered throughout the course and the amount of hours or percentage that they will entail.*** The weekly on-campus meeting is the lab component of the course. Students will utilize the knowledge from their online assignments as they develop their hands-on skills. The final exam and hands-on skills-based assessment is completed on-campus. The breakdown of online contact time is:
* 60% Interactive online curriculum (Cisco content)
* 25% Software simulations (Cisco content)
* 10% Online quizzes
* 5% Discussion boards
* *Will any portion of your course be synchronous, requiring students to be online at the same time? If so, describe those activities, and how you will provide flexibility for students who may be unable to participate at any given time.* There is no synchronous online requirement.

**5. Nature and Frequency of Instructor-Student Interactions**

* *How and how frequently will you interact with your students? This should include interactions with the entire class, providing feedback on assignments, and interventions when students are at-risk of dropping or failing due to poor performance or participation.* The instructor will meet with the class weekly for the on-campus lab time. Between the on-campus meetings, the instructor is available through email and on the Q&A discussion board. The online quizzes provide instant feedback. The online curriculum also has ungraded practice quizzes and embedded activities for instant feedback. Students must complete weekly online assignments in order to stay synchronized with the on-campus lab activity.
* *For each type of interaction, describe why you believe it will be effective for this particular course*. This is the same format utilized for all of the ESYS courses and for the CAS Cisco Networking Academy courses. Success rates, student feedback, and evaluation by an outside agency (FAA, for internship program) have all validated this model.

**6. Nature and Frequency of Student-Student Interactions**

* *Describe opportunities in your course for student to student interaction. This may include discussions, group projects, peer review of assignments, and other approaches. Consider how students interact in this course when taught on campus; how can you build this type of learning community online?* Students meet weekly for lab activities, working in teams of two or three. Between the on-campus meetings students interact on the discussion boards, and history has shown that some students will also arrange to meet for additional lab time on other evenings.

**7. Assessment of Student Learning**

* *How will you assess learning in this course? Given the nature of online courses, how does your assessment plan ensure a level of academic integrity with which you’re comfortable?* Students will be assessed predominately by the online chapter quizzes, lab reports, on-campus final exam, and on-campus skills-based assessment. Additionally, the instructor can assess student learning through the discussion board postings and direct observation during the lab activities. Any potential for student dishonesty on the online assessments will be to the student’s detriment for the on-campus final exam and skills-based assessment.
* *Describe how your assessment plan is consistent with your stated goals in the student benefits and student-student interactions sections of your proposal. How will you provide feedback to students?*  The online quizzes and online grade book provide a continuous feedback for the online components of the course. Students will compare results and share techniques during the on-campus lab activities.

**8. Technology**

* Describe any software or multimedia tools you plan to utilize in your course: *PowerPoint (with or without audio),* *Publisher content/websites*, Course *Cartridges/Packages*, Camtasia, *Jing*, *Dragon Naturally Speaking*, Flash, *Audio (including Audacity and podcasts)*, *YouTube/EduStream/Web-based videos*, etc.). This is helpful to determine technology support needs. ***Please be specific in listing the technological tools you intend to use for your online or hybrid course***. This course utilizes the Cisco Networking Academy IT Essentials online curriculum. As with the Cisco Networking Academy CCNA Discovery curriculum, the interactive lessons are hosted on Cisco’s server, and the content is mirrored on the Chabot web server. The online chapter quizzes are hosted on the Cisco Academy server. The simulation software is provided by Cisco free of charge to all enrolled students. Students will need a XP-or-better PC (or Linux) to run the simulation software. A recent version of Flash is needed to display the online curriculum. Additional information on Cisco’s curriculum, including a sample chapter of the online interactive curriculum, is at: <http://www.cisco.com/web/learning/netacad/course_catalog/IT1.html>

**9. Accommodations for Students with Disabilities**

* Is any required video close-captioned? Is there any required audio accompanied by a transcript? If you plan to use any multimedia (video, audio, publisher sites specialized software), is that accessible to your students in terms of both software availability at home and on campus and accessible for students with disabilities? Have you provided alt-tags for your key images used in your course? Please *contact* the *Chabot* DSRC *(Disabled Students Resource Center-http://www.chabotcollege.edu/DSRC/)* if you need help in ensuring accessibility for your students.
* Cisco IT Essentials: PC Hardware and Software is currently available in English, Arabic, French, Russian, and Spanish. IT Essentials: PC Hardware and Software is also compatible with screen readers for students with accessible needs—including those with visual and dexterity limitations.

**10. Submit your proposal (electronic version via email and hard copy via campus mail)**

 **to the chair of the Committee on Online Learning.**

Faculty signature: \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_ Date: \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_

Faculty signature: \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_ Date: \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_

Division Dean signature: \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_ Date: \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_

Minutes of ESYS subdivision meeting 11/2/11

Attending: Wayne Phillips and David Casini (100% of ESYS faculty)

The online course proposal forms for ESYS 63A and ESYS 63B were reviewed. All present fully support offering these courses in a hybrid, online lecture and on-campus lab format. This change has been in the planning stages since March 2011, and is consistent with the delivery format of all courses in the ESYS program.

**Online/Hybrid Proposal Form Addendum:**

**Committee On Online Learning/Chabot College**

**What are Actual Contact Hours?**

*The total number of contact hours in your course should approximate the equivalent number of hours required in an on-campus setting. For example, a 3-unit course typically meets on campus for 54 contact hours of instruction, assessment, discussion, and group activities, (Note: Instructional Hours are 50 minutes long). In the Carnegie unit system, students are also expected to invest two hours “outside of class” for every hour in class on reading, studying, preparing assignments, and other homework; these additional hours are not considered to be “contact hours”. Thus, you will need to account for the actual contact hours in your proposal.*

In accounting for contact hours an instructor needs to consider how each hour will be dispersed throughout each week of his/her online or hybrid course. In addition, students should be expected to spend two preparatory hours “outside of class” per every contact hour.

*The following chart illustrates some sample activities for an online class*. *These are suggestions and each instructor would use whichever activities, best suited to the type of course and discipline being offered:*

|  |
| --- |
| **Contact Hour or “In-class” Activities** |
| Read lectures/ content |
| Participate in Discussion Board Forums |
| Assessments – quizzes, tests, surveys |
| Presentations From the Instructor |
| View multimedia content |
| Group Problem Solving |
| Transformative Learning Activities in class: Responding to other learners in regard to certain questions that challenge a learner’s perspective on key issues in the course materials. |
| Reading another Student’s Blog |
| Posting feedback, Reading student posts, and Peer Reviewing other Student’s papers on the discussion board or group forum. |
| Group Projects that include multiple posts to each group member within their designated group forum space. |
| “In class” reading of short texts, scenarios or quick discussion questions. |
| Reading another student’s presentation. (This would be the equivalent of listening and viewing a student presentation in a face-to-face class.) |
| Constructivist Assignments that target real-life applications for class discussion on the Discussion Board. |

Therefore, in preparing the online or hybrid proposal an instructor will need to explain how each instructional hour will be implemented throughout each week of his/her online or hybrid course. This can be done using percentages or actual hourly increments. For example an instructor may determine that 25 percent of his/her course will offer lectures and presentations, (13.5 contact hours), while another 25 percent of the contact hours will be used in constructivist assignments or *asynchronistic* discussion and peer responses, (13.5 contact hours). These are the same kinds of methods of instructional contact that are often used in a face-to-face class.

However, there are certain learning activities that may not meet the criteria of actual “contact hours”.

***This chart reflects instructional, preparatory “outside of class” activities that in some cases would not necessarily be considered actual contact hours.***

|  |
| --- |
| **Preparatory or “Outside of Class” Activities** |
| Read Textbooks |
| Research |
| Preparing assignments |
| Viewing an internet site for one’s own research purposes. |
| Individual Reflective Writing |
| Journaling |
| Writing /Composing a Blog |
| Analyzing another student’s ideas individually. |
| Using a WIKI for posting ideas to other class members in preparation for a Group Project. |
| Outside reading of additional texts pertaining to the course subject matter as homework preparation. |
| Preparing an individual class presentation. |
| Reviewing class notes. |

In summary, “contact hours” are usually 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. Therefore, instructors are encouraged to offer a clear breakdown of “contact hours” in the section of the proposal entitled, “Course Content Delivery”.