Chabot College

**Online Course Proposal Form**

Spring 2012

**Course Title & Number: 60C Adult health III (All sections)**

**Faculty Name: Jessica Symes**

**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: Spring 2012 (note this class was offered in this format last year by another instructor)**

1. **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:

**x a.** *Consult Online Learning Support staff (**bbhelp@chabotcollege.edu**) for Blackboard resources/training and information on this proposal/approval process.* **Date(s) completed: last year and 1/27/2012**

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

 colleges? If so, **note the college(s). CSUEB**

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

 support for offering this course *in online/hybrid format*. **Date completed: 1/26/2012**

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

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

**I consulted Connie Telles who taught the class last year in the same format. The students who take the bridge program at CSUEB will be taking the online leadership course required for their BSN at the same time as this course. This makes it streamline for the students. This meeting was on 1/26/2012.**

**x b.** Review your *completed* proposal with your subdivision colleagues.

 **I met with Connie Telles Nursing Director, Chris Gillis Assistant Director, Kim Cristabol Med/Surg Instructor and other faculty members to address this proposal at the faculty meeting. There were no reservations as this class being Hybrid works well for our students while they are in Preceptorships in the local hospitals working basically a full time nurse’s schedule. Completed on 1/26/2012.**

**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?

**Our students are in their preceptorships during this course and are basically working a full time nurse’s schedule in the local hospitals. Having the hybrid format will allow them to do the work for this course at their one time and pace while letting them interact with their classmates several times during the week. The ATI testing and other projects that will require them to be on campus will still remain in the traditional format on a day they must report to campus for other aspects of the nursing 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?

**Having this course in hybrid format really benefits the student’s schedule. It requires the student to do individual research at the hospital they are at and helps them learn how to find resources they will need when they graduate and are on their own in the institutions that have hired them.**

**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.

**Typical contact hours are 2 hours of lecture and 24 hours of clinical per week, x 6 weeks.**

**The Hybrid portion will make the 2 hours of lecture x 6 weeks mostly online. That’s a total of 24 contact hours. These 24 hours will be broken down as follows.**

**On Campus activities:**

**ATI testing 3 hours**

**Mock Interviews 3 hours**

**Online Activities:**

**PPT presentations, worksheets, assignments**

**and self assessments 6 hours**

**Discussion Questions 9 hours**

**Multimedia sites 3 hours**

**Total hours 24 hours of theory content**

* What percentage of the course will be on-campus, if any? **The students will do all of their clinical time at their assigned hospitals. 25% of the theory content will be on campus.** 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?* ***75% of the theory content will be Online as noted above.***
* 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. **NONE**

**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. **I will interact with my students with an online questions forum and online office hours on blackboard. They can also contact me by email. They are also required to be on campus each Monday where they can reach me in my office during my on campus office hours.**
* For each type of interaction, describe why you believe it will be effective for this particular course**. The online questions forum will help with questions that one student is willing to ask that perhaps others wanted to know. This will cut down on answering the same question multiple times. Online office hours allow the students to get online when I am online and get answers they are looking for more rapidly. Email works well to get an answer in writing relatively quickly and most of these students have smart phones so they can respond to my responses quickly while I am still online. The traditional office hours helps those students that struggle with online formats to get the help they need in person on an as needed basis.**

**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? **The students will have several projects that they can work together in group if they choose to help them through the material. The discussion questions are meant for the student to post their own ideas about the material and then discuss with their classmates other ideas that come about from their classmate’s experiences. There will be a “coffee shop” forum for the students to chat in about other topics going on that are not related to the material, this will hopefully help them remain social with their classmates even though they do not see them every day on campus as in the past.**

**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?  **There will be several assignments including discussion questions that will require the students to move through the text and materials. On each assignment the student is required to use the text and other materials to back up their ideas regarding the topics.**
* 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? **Some the assignments will need to be turned in by handing them in so I can see the formatting of their project. Others will be submitted online via blackboard site or email. Feedback will be delivered via blackboard site or email. Submitting online will allow the student to submit as soon as they have completed the assignment. Returning papers will allow the student to get the comments on the paper so they can see the formatting errors and make the changes appropriately. In the discussion questions the students will get feedback from me and their classmates that will further their thinking about the topic and learning.**

**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***.
* • **PowerPoint is used throughout the nursing program and will be used in this class.**
* • **YouTube may be used for helpful videos of examples of the topics at hand.**
* • **Specific websites will need to be accessed to complete assignments.**

**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.
* **To my knowledge there is no need for these accommodations at this time but I am aware of resources that would help a student with audio or visual problems and would access those resources as necessary if the accommodation was needed.**

**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: \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_

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

**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”.