Chabot College

**Online Course Proposal Form**

Fall 2012

**Course Title & Number: Nutrition 1 – The Science of Nutrition**

**Faculty Name: Begoña Cirera Pérez**

**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 2013**

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:** Online instructor for 2 years.

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

 colleges? If so, **note the college(s):** West Valley College, Mission College.

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

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

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.*** Online instructor for 3 years.

**⁫ 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. N/A.

1. **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?**  I am proposing to change my NUTR 1 evening course to a hybrid setup. All my students (from all my 4 face-to-face courses) at this time have to submit all assignments on Blackboard. I demonstrate how to do this periodically during the semester, as assignments come closer to their due date. In addition, class notes, handouts and syllabi are also available on Bb, which has students using Bb for reasons other than submitting assignments. My face-to-face courses are setup on Bb exactly as my full Nutr 1 OL course. One of my Nutrition 1 courses is a once-a-week evening course, which I have taught since 2005. I have become familiar with Bb as a teaching tool; I have noticed that students on my face-to-face courses DO appreciate the heavy reliance on Blackboard. My evening students tend to be older adults who tend to have families and day-time jobs. Many of them enquiry about the Online class offering, but I am not able to transfer them to the Online course since it fills up so quickly. Some of my students are skeptical of an online setting, BUT they admit enjoying the flexibility of using Blackboard and not having to print assignments. Both types of students, those who are very willing to enroll in a fully online setting, and those who still want that human interaction at some point during the semester, have the same complaints at some point during the semester to miss class, or leave class 1.5 hours early: distance from work/home/Chabot; very long days, when a class meets from 6-9pm and they have had to work all day; and family responsibilities. For this reason, I would like to propose the same course but meeting only 6 weeks out of the 16 to 18-week semester to give our adult students the flexibility they require, and still that human interaction that most of them prefer. In addition, I believe that this method of delivery WILL encourage more students to join this class, because they will not have to commit to 16-18 evenings a semester, but only 6.
* **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?** This course has never been offered as a hybrid course. I personally developed Nutrition 1 with an online format for the first time in our campus. This course has been offered since the Summer of 2009, and every semester after that. It is the first of my five courses to be filled within two weeks of being open to enrollment.

**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.)*

54 hours

* 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.***

On Campus: 33% (18 hours)

1. Assessments/Exams: 28% (5 hours)
2. Assignment Review/Discussions: 44% (8 hours)
3. Documentary Discussions: 28% (5 hours)

Online Lecture: 66% (36 hours)

1. Textbook presentations: 24 hours (67%)
2. Discussion Boards: 6 hours (17%)
3. Reading and replying to peer’s Discussion Boards: 5 hours (14%)
* 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. N/A

**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.
* Entire class: 1-2/week via Class Announcements
* Individual Feedback: 1-2/month via Assignment Feedback Comments
* Individual Feedback: 12/semester via Discussion Boards (online attendance)
* Individual Feedback: 6/semester during classroom meetings
* For each type of interaction, describe why you believe it will be effective for this particular course.
* Class Announcements: Helpful for the entire class to know how the class is doing in general. For example, after exams I post average grades, as well as congratulate the highest scorers. After Discussion Boards, I choose the best 3-4 posts and discuss them further. I believe this gives students incentives to work a little harder to see their names on the announcements listed in a positive way (+ reinforcements).
* Individual feedback when grading assignments is CRUCIAL for students to know what they did wrong, why, and how to correct their mistakes. It is important to let students know why they are earning the grade they are earning, whether it is a good grade or not, so that they feel the responsibility of being enrolled in a course.

**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?
* Student-student interaction will occur in class (6x/semester) as well as during discussion boards (have to be active replying and commenting on peers’ posts), and finally, they have a “Student Lounge” corner, where they can ask each other questions and/or write comments regarding anything to do with the class. This is for them, but I check it regularly to see if students are generating similar questions, this means that I need to explain a topic clearer, in which case I will send a Class Announcement to clarify points that may not be clear to some of the students.

**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?
* Assessment will occur via exams (4 total), assignments (explained in detail in class), and discussion boards. Exams will be in-class, closed book and closed notes.
* 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?
* Consistently, the majority of my evening students are F/T daytime workers with families. Nutrition 1 – Section 071 meets Tuesdays from 6pm to 8:50pm. Many of my students run into conflicts with work schedules (having to come to class 30 minutes late to finish work, or to drive from work to Chabot), and/or family schedules (having to leave class early and missing parts of lecture and discussions). This causes for students to have a bigger challenge to finish this course. The flexibility of a hybrid course would impact our adult students in a positive by given them the opportunity to work and come to school, but mainly completing this course online, with 6 meetings during the semester, instead of the standard 18. The online setting, plus the physical meetings will help me stay in close contact with my students, where I will be sure to address general class obstacles, as well as focus on individuals that may find the course/schedule challenging. Feedback will constantly be provided online, and the face-to-face meetings will reinforce that feedback with follow-up class discussions.

**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, videos, documentaries, websites to help research peer-reviewed literature.

**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.
* Documentaries and videos required are close-captioned. When DSRC students enroll in class, they are always provided with extra time to finish/complete assignments and exams.

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