Directions: Complete this form in Microsoft Word. Click on the boxes where applicable and enter your responses by clicking on the grey-shaded boxes (     ) within each text box. Each text box will expand as needed. Submit a saved copy of this form via email to the COOL chair(s).

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| **Course Information and Delivery Format** | |
| Course Subject & Number: **CNT 84 & 85**  Course Units: **3 / 4** Total Contact Hours: **70 / 105** | Course Delivery Method (check one):  Online (all instruction is online)  Hybrid (instruction occurs both online and on campus)  % online  % on campus  Other. Please Specify: |
| Faculty Name: **Wayne Phillips**  First Semester To Be Offered: **Fall 2014** |

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| **Need/Justification/Benefits to Students** |
| How will the online/hybrid delivery of 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?  The online format allows resource sharing and program coordintation between Las Positas and Chabot. Most students in the CNT programs prefer online instruction to on-campus meetings. |

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| **Preliminary Research andInput from Colleagues and Administrators** |
| Reviewed online teaching resources & tools at <http://www.chabotcollege.edu/cws/onlineteaching/>. |
| Met with Division Dean and subdivision colleagues to secure preliminary support for offering this course in online/hybrid format. |
| Reviewed similar courses at other colleges (CVC Distance Education Catalog <http://www.cvc.edu/>) |

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| **Develop Proposal and Consult with Colleagues** |
| Consult with other faculty experienced teaching online. If this course has previously been offered at Chabot in this delivery method, what are some of the recommendations from prior instructors that will influence your instruction in this course?    These are new courses at Chabot and Las Positas. The online format allows us to expand the course offerings at Chabot and Las Positas within the current enrollment allocation. |
| Review your completed proposal with your subdivision colleagues (if required). Please provide a summary of those recommendations:  These online courses are the result of multiple meetings and conversations among CNT faculty at CC and LPC, and are recommend for online delivery. |

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| **Course Content Delivery - Contact Hour or “In-Class” Activities** | | | |
| In the following section, explain how each instructional hour” will be implemented throughout each week of the proposed online or hybrid course. Instructional hours, or “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.  The following list illustrates some sample “in-class” activities for an online class. These are suggestions and each instructor would use whichever activities are best suited to the course. | | | |
| * Read lectures/content * Presentations from the instructor * View multimedia content * Reading another student’s blog * “In class” reading of short texts, scenarios or quick discussion questions. * Reading another student’s presentation. | * Participate in discussion board forums * Posting feedback, reading students posts, and peer reviewing other student’s papers on the discussion board or group forum. * Transformative Learning Activities: Responding to other learners in regard to certain questions that challenge a learner’s perspective on key issues in the course materials. | * Constructivist assignments that target real-life applications for class discussion on the discussion board. * Group problem solving * Group Projects that include multiple posts to each group member within their designated group forum space. * Assessments – quizzes, tests, exams, surveys | |
| 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. The breakdown of contact hours can be done using percentages or actual hourly increments. Account for the contact hours in your proposal ***in a clear, detailed and specific way***. | | | |
| **Activity and Description (note: each text box will expand as needed)** | | | **Hours or %** |
| Multimedia content: EMC vendor-supplied presentations and ACM.org certification prep activites | | | 15% |
| Discussion board forums: Students will discuss weekly topics and reply to other student's postings | | | 10% |
| Remote-access lab activities on networking hardware via the Netlab+ system | | | 50% |
| Chapter quizzes | | | 10% |
| Web conference (live and/or recorded) | | | 15% |
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| TOTAL CONTACT HOURS: | | | 100% |

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| **Course Content Delivery - Preparatory or “Outside of Class” Activities (not part of contact hours)** | | |
| For each contact hour, students should be expected to spend two preparatory hours “outside of class” on reading, studying, preparing assignments, and other homework. Note that these additional hours are not considered to be “contact hours.” The list below reflects sample instructional, preparatory “outside of class” activities. | | |
| * Reading textbooks * Research * Preparing assignments * Viewing internet sites * Individual reflective writing * Writing/composing a blog * Journaling | * Analyzing another student’s ideas individually * Using a wiki for posting ideas to other class members in preparation for a group project * Reviewing class notes. | * Outside reading of additional texts pertaining to the course subject matter as homework preparation. * Preparing an individual class presentation. |
| **Activity and Description (note: each text box will expand as needed)** | | |
| Reading textbooks | | |
| SillSoft Certification Exam prep exercises via ACM.org | | |
| Reviewing chapter exam results and following remedial instruction links | | |
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| **Nature and Frequency of Student-Instructor 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. For each type of interaction, describe why you believe it will be effective for this particular course.  Instructor-initiated contact:  Pre-start contact and Start-of-course email to all students with syllabus  and welcome message  Reminders of upcoming assignment due dates and comments on class overall  performance at least once a week  Direct email to students falling behind on work or not performing at a  passing level.  Instructor comments on weekly discussion board contacts.  Piazza.com common FAQ and discussion site for all students in all  sections. Teachers and Students can post information, notes, advisories,  ask and answer questions for all to see in a single location.  Student-initated contact:  Weekly discussion board postings  Piazza.com common FAQ and discussion site for all students in all  sections. Teachers and Students can post information, notes, advisories,  ask and answer questions for all to see in a single location.  Direct email to instructor as needed. |

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| **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 will interact online through weekly topics on discussion boards.  Netlab+ remote-access lab activities also have teamwork capabilities.  Piazza.com common FAQ and discussion site for all students in all  sections. Teachers and Students can post information, notes, advisories,  ask and answer questions for all to see in a single location. This  additionally builds a key job skill; the ability to ask questions well,  answer them usefully, and interact with others having varied ideas in a  collegial and constructive manner. |

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| **Assessment of Student Learning** |
| How will you assess learning in this course?  Chapter quizzes, final exams, lab activities |
| Given the nature of online courses, how does your assessment plan ensure a level of academic integrity with which you’re comfortable?  These courses are targeted at students preparing for industry-recognized certifications and entry to the workforce, so students are self-motivated to learn the material. The weekly chapter quizzes provide periodic samples of progress though the course. |
| 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?  Students can share problems and solutions to lab activities though discussion boards, among their classmates on Blackboard. |

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| **Technology and Accessibility** | |
| Indicate the technology tools (software, web-based tools, etc.) and the plan for utilization in your course. Most commonly used are listed below; additional tools and information are available on the COOL website. | |
| CMS/LMS (Blackboard) | Discussion boards and links to content |
| Presentations (PowerPoint) | from instructor and open-source |
| Publisher content/websites |  |
| Websites/links (Google Docs) | Association of Computing Machinery learning center and ebooks |
| Screen recording (Camtasia, Jing) | Recordings of web presentations |
| Audio (Audacity, iTunes) |  |
| Video (YouTube, EduStream) |  |
| Web conferencing (CCCConfer) | Instructor presentations and Q/A |
| Other software (please describe) | Netlab+ remote-access labs |
| **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). | |

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| **Verification of Content and Approval** | |
| **Faculty (Enter Name):** **Wayne Phillips, David Casini**  **By entering my name above and checking this box, I verify that this completed proposal accurately reflects my plans for the proposed course.**  **Date:** **2/13/14** | **Division Dean (Enter Name):** **Thomas Clark**  **By entering my name above and checking this box, I approve this course proposal from the instructor as completed above** (Verification of approval may be conducted by the COOL Chairs).  **Date:** **2/13/14** |

**Please email your completed proposal to the Committee On Online Learning (COOL) chairs.**