Directions: Complete this form in Microsoft Word. Click on the boxes where applicable and provide your responses within the expandable grey-shaded boxes. Submit the form via email as directed in the last section. For information on the complete proposal process, visit <http://www.chabotcollege.edu/cool/>.

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| **Course Information and Delivery Format** | |
| Course Subject& Number: **MUSL 3 World Music**  Course Units: **3**Total Contact Hours: **70.5** | 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: **Victoria Lington**  First Semester To Be Offered: **Summer 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?  This course is currently being taught by Tim Harris with much success. At this time he is the only facutly member in the music area certified to teach online and hybrid courses. With the demand for online courses in the music area, Professor Harris has asked and encouraged me to become certified by the COOL committee to teach current and additional online sections as needed. |

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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?    I met with Tim Harris. We will contine to use and offer the course via Connect4Education with their OnMusic of the World offering. |
| Review your completed proposal with your subdivision colleagues (if required). Please provide a summary of those recommendations:  Professor Harris showed me his current and past course offering via Connect4Education. He explained how to configure the course to meet the Chabot course outline of record filed with the state. |

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| **Course Content Delivery - Contact Hour or “In-Class” Activities** | | | | |
| In the following section, explain how each instructional/contact hourwill beimplemented throughout each week of the proposed online or hybrid course. 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 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 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. | | | | |
| * Reading lectures/content. * Viewing presentations from the instructor. * Reading another student’s blog or presentation. * “In class” reading of scenarios or quick discussion questions. | | * Participating in discussion board forums. * Reading students posts and posting feedback. * Peer reviewing other student’s papers on the discussion board or group forum. | * Group problem solving. * Group projects that include multiple posts to each group member within their designated group forum space. * Assessments – quizzes, tests, exams, surveys. | |
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| **Delivery Mode**  ***(online or***  ***in-person)*** | **Activity and Description**  ***(For hybrid courses, please be sure in include in-person activities)*** | | | **Hours or %** |
|  | Read Lectures | | | 30% |
|  | Listen to Music | | | 15% |
|  | Streaming Videos | | | 15% |
|  | Discussion Forums | | | 20% |
|  | Quizzes/Exams | | | 20% |
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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.”Thelistbelow 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)** | | |
| Short written assignments reflecting on listening examples. | | |
| Analyzing another student's discussion forum posts and responding. | | |
| Research on various composers and compositions. | | |
| Review notes and preparing study guides for exams. | | |
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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.  I will be interacting with students twice daily M-F and once over the weekend. I have clear benchmarks in place to monitor student success and have made some of the course available for self-pacing to suit the needs of online learners. I will post weekly announcments for students along with interacting with them individually and in group settings. |

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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 with one another in the discussion forums along with attending suggested live concerts as a group for students located in the Bay Area. |

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| **Assessment of Student Learning** |
| How will you assess learning in this course?  Written Assignments, Quizzes, Exams, Discussion Forums, and Concert Attendance. |
| Given the nature of online courses, how does your assessment plan ensure a level of academic integrity with which you’re comfortable?    There are anti-plagiarism features in Connect4Education in place and various modalities of assessement tools in place in the course modules. |
| 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?    They allign with the course outline of record. Students will get feedback in discussion forums, after quizzes and exams, and with their written work. Students can also email or make arragements to meet me with virtual office hours. |

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| **Technology and Accessibility** | |
| Indicatethe 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) | Syllabus and links to Connect for Education |
| Presentations (PowerPoint) |  |
| Publisher content/websites | Connect for Education |
| Websites/links (Google Docs) |  |
| Screen recording (Camtasia, Jing) |  |
| Audio (Audacity, iTunes) |  |
| Video (YouTube, EduStream) | Embedded into course sites |
| Web conferencing (CCCConfer) |  |
| Other software (please describe) |  |
| **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**: Please email your completed proposal to your Division Dean for approval.  **DivisionDean**: Upon your approval of this proposal, please email this proposal to the COOL Co-Chairs. | |
| **Faculty(Enter Name):****Victoria Lington**  **By entering my name above and checking this box, I verify that this proposal accurately reflects my plans for the proposed course.**  **Date:** **2/10/14** | **Division Dean (Enter Name):** **Timothy Harris, SOTA Coordinator**  **By entering my name above and checking this box, I approve this course proposal from the instructor as completed above.**  **Date:** **2/10/14** |

**2013-2014 COOL Co-Chairs: Wanda Wong and Minta Winsor**