Directions: Complete all sections. Submit the form via email attachment 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: **All ESYS series courses**  Course Units: **2** Total Contact Hours: **17.5 lecture,  35 lab**  First Semester To Be Offered: **Fall 2015** | Course Delivery Method (check one):  Online (all instruction is online)  Hybrid (instruction occurs both online and on campus)  **33** % online  **67** % on campus |
| Faculty Name: **Francis Reyes (with Wayne Phillips mentoring)**  Have you ever completed the Online/Hybrid Course Proposal process (at Chabot College) for a course and received approval?  yes  no |

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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?  All ESYS courses are delivered in hybrid format. Mr. Reyes is starting as a part-time ESYS and CNT instructor and needs to continue the hybrid format. |

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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 faculty experienced teaching online. What are some of the recommendations that may influence your instruction in this course?  All online content developed by Wayne Phillips is provided for instructor use and modification. |
| Review your completed proposal with your subdivision colleagues (if required), Please provide a summary of those recommendations:  Start with existing content and course organization and adapt for your personal teaching style. |

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| **Course Content Delivery - Contact Hour or “In-Class” Activities** | | |
| Explain how the instructional contact hours will be implemented for each week of instruction. Contact hours are 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. For example, a 3-unit course typically meets on campus for 54 contact hours of instruction, assessment, discussion, and group activities. Examples can be found at: <http://www.chabotcollege.edu/cool/forms/>. | | |
| **Delivery Mode**  ***(online or***  ***in-person)*** | **Activity and Description**  ***(For hybrid courses, please be sure in include in-person activities)*** | **Contact Hours** |
|  | Note: all ESYS courses are 8-week short-term Weeks 1 through 7: 0.25 hour discussion and Q&A, 4 hours hands-on lab activities | 1.75 lec 28 lab |
|  | Week 8: (depending on specific course) Final Exam, Hands-on Skills-Based Assessment, Student project presentations | 2 lec 2 lab |
|  | Interactive online exercises (Flash-based activities, SCORM-compliant learning modules) | 10 lec |
|  | Online quizzes, 20 minutes each for weeks 2 through 7 | 2 lec |
|  | Group discussion postings on weekly topics | 1.75 lec |
|  | Interactive circuit simulated lab activities | 5 lab |
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| TOTAL CONTACT HOURS: | | 17.5 lec 35 lab |

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| **Course Content Delivery - Preparatory or “Outside of Class” Activities (NOT part of contact hours)** |
| For each contact hour, explain how students will be expected to spend preparatory hours outside of class, such as reading, writing, studying, preparing assignments/projects/presentations, and other homework.  Examples can be found at: <http://www.chabotcollege.edu/cool/forms/> |
| **Activity and Description** |
| Reading textbooks (predominately open-source PDF), primary source product and circuit data from manufacturers' websites, and online instruction sources (work-readyelectronics.org) |
| Summarizing data and answering summary questions from weekly in-class lab activities |
| Watching YouTube videos and performing web searches to find supplemental information relevant to the weekly topic. |
| Studying Khan Academy videos and completing assigned skill activities |

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| **Nature and Frequency of Student-Instructor Interactions** |
| All courses shall include regular effective contact between students and the instructor. 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.  Students are on-campus for weeky lab activities, Q&A, and discussion. Students can also contact the instructor via email or posting a question in the Q&A discussion board in between the weekly on-campus meetings. |

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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 a collaborative, student-centered environment in which a community of learners is created?  Students work in teams on the in-class lab activities, so the majority of class hours are spent with student-student interactions. In addition, students post and respond to other student posts on weekly discussion topics. |

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| **Assessment of Student Learning** |
| What methods of assessments will you use to assess learning in this course?  What strategies do you plan to use to ensure academic integrity in your course?  Weekly progress is monitored through submission of online activitiy assignments, weekly online quizzes, and attendance for the weekly on-campus lab activities. The final exams, hands-on skills-based assessments, and/or project presentations are done in class on the final on-campus meeting of the class. |
| 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?  Scores for online activities and in-class labs are posted in the Blackboard grade book. To provide an enhanced student expericnce and detailed assessment of discussion forum, we are considering Piazza.com in lieu of the Blackboard discussion forum. |

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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) | Consistent LMS interface for ESYS courses |
| Presentations (PowerPoint) | Slide-show and audio/animated (including SCORM-compliant embedded quizzes) |
| Publisher content/websites | Open-source textbook, ibiblio.org/kuphaldt/electricCircuits/ |
| Websites/links (Google Docs) | Work-ReadyElectronics.org, AllAboutCircuits.com, YouTube, manufacturers' websites |
| Screen recording (Camtasia, Jing) | Including embedded SCORM-compliant quizzed |
| Audio (Audacity, iTunes) |  |
| Video (YouTube, 3CMedia) | Public videos of related content |
| Web conferencing (CCCConfer) | optional for synchronous online meetings (most online course content is asynchronous) |
| Other software (please describe) | "Circuit Challenge" interactive circuit simulation activities, MultiSim circuit simulation, Visio drawing software, |
| **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 enter your name, check the box, and enter today’s date in the appropriate box below. Email your completed proposal to your Division Dean for approval.  **Division** **Dean**: Upon your approval of this proposal, please enter your name, check the box, and enter today’s date in the appropriate box below. Email this proposal to the COOL Co-Chairs.  **Spring 2015 COOL Co-Chairs: Scott Hildreth and Minta Winsor** | |
| **Faculty (Enter Name):** **Wayne Phillips, for Francis Reyes**  **By entering my name above and checking this box, I verify that this proposal accurately reflects my plans for the proposed course.**  **Date:** **3/14/15** | **Division Dean (Enter Name):** **Wanda Wong**  **By entering my name above and checking this box, I approve this course proposal from the instructor as completed above.**  **Date:** **3/16/2015** |