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: **Chem 10**  Course Units: **4** Total Contact Hours: **108** | Course Delivery Method (check one):  Online (all instruction is online)  Hybrid (instruction occurs both online and on campus)  **50** % online  **50** % on campus |
| Faculty Name: **Margaret Schumacher**  First Semester To Be Offered: **Spring 2015** |

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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?  Chemistry 10 is one of a few options at Chabot College for students to fulfil their laboratory science requirements. With only one section offered each semester, it is helpful to offer it in a hybrid format to accommodate working students who need a more flexible schedule. The hybrid format also allows for enough face-to-face contact to deal adequately with the complex nature of the material covered with the benefit of the flexibility of online videos and take-home labs that can be completed on the student's own schedule. |

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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?  Consulted with Donna Gibson (current instructor of course), recommendations include having a very detailed syllabus and clear instructions posted on blackboard as to due dates and assignment details. Also, several announcements as reminders of due dates go a long way. |
| Review your completed proposal with your subdivision colleagues (if required), Please provide a summary of those recommendations:  n/a |

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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** |
|  | Biweekly 3 hour lecture/discussion meetings to cover course material | 27 hours (25%) |
|  | Biweekly 3 hour laboratory meetings to perform chemistry experiments and group activities. | 27 hours (25%) |
|  | Biweekly assignments of online videos, assigned worksheets (homework), and online quizzes covering course material. | 23 hours 21.3%) |
|  | Biweekly experiments that are performed at home with simple household items that are posted on blackboard | 27 hours (25%) |
|  | Exams | 4 hours (3.7%) |
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| TOTAL CONTACT HOURS: | | 108 |

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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** |
| Required readings from textbook |
| Visits to outside websites and working on the website - Conceptual Academy - that accompanies the textbook. |
| Studying for quizzes/exams and completing laboratory reports. |
| Additional communication between group members to complete a required group project and presentation as needed. |

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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.  I will meet with students for a total of 3 contact hours each week, alternating between lecture and laboratory sessions.  I will post assignments/answer keys via email (Blackboard) throughout the semester as well as provide individual feedback on laboratory reports each week.  On-campus office hours as well as online office hours will be provided each week.  I will contact students via email to address performance concerns or talk with them directly at the weekly class 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?  Every other week, students will work in groups to perform an experiment or complete a group activity during the 3 hour class meeting time.  Students are required to complete a group project and give a group presentation at the end of the course. Students will have some time to work on the project during class meetings, but the nature of the project will require them to communicate outside of the inclass meeting times.  The discussion board will be available for students to post questions and offer assistance to each other. |

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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?  There will be an online quiz for each chapter covered during the semester.  There will be online quizzes specific to the online videos required throughout the semester.  There will be online exams that are comprised of questions requiring students to apply concepts covered in the course.  There will be a minimum of 15 graded laboratory reports submitted by each student.  Exam questions are written in a way that requires students not to simply look up an answer, but to apply the concepts covered in a meaningful way. Also, since I will meet with the students weekly and grade handwritten laboratory reports weekly, it is much easier to ensure the academic integrity over a course that is completely online. |
| 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 will get instant feedback for the online quizzes/exams. I will provide handwritten feedback on all laboratory reports and practice pages given as part of homework assignments.  Students will be provided with a grading rubric that will be used to evaluate their required group project/presentations. |

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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) |  |
| Presentations (PowerPoint) |  |
| Publisher content/websites |  |
| Websites/links (Google Docs) |  |
| Screen recording (Camtasia, Jing) |  |
| Audio (Audacity, iTunes) |  |
| Video (YouTube, 3CMedia) |  |
| 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 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.  **2014-2015 COOL Co-Chairs: Wanda Wong and Minta Winsor** | |
| **Faculty (Enter Name):** **Margaret Schumacher**  **By entering my name above and checking this box, I verify that this proposal accurately reflects my plans for the proposed course.**  **Date:** **9/10/14** | **Division Dean (Enter Name):** **Timothy Dave**  **By entering my name above and checking this box, I approve this course proposal from the instructor as completed above.**  **Date:** **9/10/14** |