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/>.

|  |  |
| --- | --- |
| **Course Information and Delivery Format** | |
| Course Subject & Number: **Nursing 88**  Course Units: **3** Total Contact Hours: **54 hrs** | Course Delivery Method (check one):  Online (all instruction is online)  Hybrid (instruction occurs both online and on campus)  **33** % online  **66** % on campus |
| Faculty Name: **Karen S Lounsbury**  First Semester To Be Offered: **Spring 2015** |

|  |
| --- |
| **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?  Nursing Pathophysiology has a successful track record as a hybrid course. It blends reading, the discussion board and self study with on campus teaching to clarify topics.  Online discussion forums require all students to post comments. This provides more opportunities for participation for students who may be hesitant to speak up in a live class.  Another benefit to students is the Chabot Nursing Program encourages graduate nurses to continue their education at the baccalaureate level. Many BSN programs utilize the online and/hybrid learning format. This course provides additional experience with the hybrid format. |

|  |
| --- |
| **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/>) |

|  |
| --- |
| **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?  The course was discussed with Connie Telles, Nursing Program Director and Farah Mofidi, another hybrid nursing course instructor. This is a continuation of a successful hybrid course. The originating instructor, Kim Cristobal, MSN, discussed the class at a nursing faculty meeting 5-27-10. No objections, concerns or recommendations were raised by any of the faculty. |
| Review your completed proposal with your subdivision colleagues (if required), Please provide a summary of those recommendations:  The Chabot Nursing faculty is supportive of the Pathophysiology course in the current hybrid format. Connie Telles, RN, DNP, the Nursing Program Director requested the class continue in the hybrid format. |

|  |  |  |
| --- | --- | --- |
| **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** |
|  | 66% will be face-to face or “live” in classroom delivery method, Normal class time is from 0700-1000. Course will begin at 0800 (instead of 0700). 16 weeks x 2hrs lectures = 32 hrs  3 Exams, Final Exam = 4 hrs | 36 hrs |
|  | 33% will be online  Case Studies (3) = 6 hrs  Research Paper & Peer Review = 3 hrs  Discussion board posting = 4 hrs  Viewing multimedia sites = 5 hrs  18 hrs | 18 hrs |
|  |  |  |
|  |  |  |
|  |  |  |
|  |  |  |
|  |  |  |
| TOTAL CONTACT HOURS: | | 54 hrs |

|  |
| --- |
| **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** |
| Students will be provided with a syllabus including weekly reading assignments to complete outside of class |
| Students will be provided with study guides and encouraged to form study groups outside of class to prepare for the 3 exams and final exam |
| Students will be expected to prepare for the 3 Case Studies and the Research assignment outside of class |
| Students will be directed to multimedia sites to view as part of the work expected outside of class |

|  |
| --- |
| **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 interact with students both in class and online. Regular office hours will be scheduled on the Hayward campus. I respond to e-mail within 24-48 hrs and am available for individual appointments at either the Hayward or Livermore campuses |

|  |
| --- |
| **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?  Sixty-six percent of the course is a traditional live classroom-based class. There will be time designated during the live classroom sessions for discussion and student-student interaction There will also be online discussion board questions where students can post their responses and interact with each other in an asynchronous manner. |

|  |
| --- |
| **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?  Learning is assessed via case studies, a total of 4 proctored exams on BlackBoard or on paper, a research paper (with a rubric) and credit will be given for discussion questions on BlackBoard. The Chabot College Nursing program has a zero tolerance for cheating. Academic integrity will be upheld by proctored exams and original research writing. Lapses of academic integrity may result in disciplinary action and dismissal from the nursing program. |
| 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?  Study guides will be provided for the 4 exams. The syllabus and the study guides will be used to encourage the students to form study groups to work together to prepare for exams. The exams will be reviewed during class time to encourage discussion of the test questions. Discussion board questions will provide a forum for all students to discuss key points of the chapters. |

|  |  |
| --- | --- |
| **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) | Blackboard will be the platform for most of the course material |
| Presentations (PowerPoint) | Lectures will be posted in Blackboard using MS Word and PowerPoint format. |
| Publisher content/websites | Websites will be provided; students will be encouraged to share websites with additional information |
| Websites/links (Google Docs) | Students will be encouraged to share class related websites |
| Screen recording (Camtasia, Jing) |  |
| Audio (Audacity, iTunes) |  |
| Video (YouTube, 3CMedia) | Class related video will be shared with the class members |
| Web conferencing (CCCConfer) |  |
| Other software (please describe) | Lectures will be posted in BB using MS Word and PPT format. |
| **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). | |

|  |  |
| --- | --- |
| **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):** **Karen S Lounsbury RN-BC, DNP, CNL**  **By entering my name above and checking this box, I verify that this proposal accurately reflects my plans for the proposed course.**  **Date:** **September 22, 2014** | **Division Dean (Enter Name):** **Dale Wagoner**  **By entering my name above and checking this box, I approve this course proposal from the instructor as completed above.**  **Date:** **9/30/2014** |