

Online/Hybrid Course Proposal

Committee On Online Learning (COOL), Chabot College

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Faculty, Course, & Delivery Format Information	
Faculty Name: Lisa Ulibarri Current Faculty Status for Online Teaching/Proposal Approval at Chabot College (Fast Track or New): FAST TRACK - I have received approval from the COOL in the past to teach a Chabot College course in online or hybrid delivery. Date of Initial Proposal Submission: 10/6/2015	Course: ENGL 7, Critical Thinking and Writing Across Disciplines Units: 3 Delivery Method: Hybrid (partially taught online and partially taught in-person) (If Hybrid: 0.93% online) First Semester To Be Offered: Fall 2015 (emergency division need)

Need/Justification/Benefits to Students
How will the online/hybrid delivery of this course meet student needs? The online format allows accessibility for the growing population of students who, for various reasons, cannot attend regularly scheduled classes. The intent is to offer this accessible transfer-level course to promote the ability of this demographic of students to complete their educational goals.
Are there learning opportunities made possible in an online or hybrid online course that might not be available in a traditional course? The online medium also allows for greater practice in written communication and critical reading, both which are essential in an English course. For example, to participate in an online class discussion every student would have to effectively communicate his or her own ideas about the assigned topic within a Discussion Board post. The student would then be required to critically read the post of another student in order to formulate a response. The current online format at Chabot, using a Learning Management System (currently Blackboard), allows for the student to benefit from all of the dynamic learning aspects of an on-campus course in an accessible format.

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Preliminary Research and Input from Colleagues Colleagues and Administrators

I have consulted with my Division Dean and subdivision colleagues to secure preliminary support for offering this course in online/hybrid format., I have reviewed online teaching resources & tools at <http://www.chabotcollege.edu/cws/onlineteaching/> (includes resources for Blackboard)., I have reviewed "What Distance Education Instructors Need to Know About Library Services" at <http://www.chabotcollege.edu/library/ServicesforDE.asp>.

Develop Proposal and Consult with Colleagues

Consult with faculty who are experienced teaching in online/hybrid delivery, and if required, review your completed proposal with subdivision colleagues to secure preliminary support for offering this course in online/hybrid format.

Comments, feedback & recommendations provided by colleagues:

This proposal was sent to TJ Puckett and Carmen Johnston... feedback and recommendations will be noted here.

Name(s) of faculty with whom you consulted: TJ Puckett, Carmen Johnston

Course Content Delivery - Contact Hour or "In-Class" Activities

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. Explain how the instructional contact hours will be implemented for each week of instruction. Please list and describe each activity as well as the contact hours for each activity (you may not use all fields). More explanation regarding contact hours can be found at <http://www.chabotcollege.edu/cool/contacthours/> and examples of proposals submitted by faculty can be viewed at <http://www.chabotcollege.edu/cool/proposals/default.asp>.

Delivery Mode	Activity and Description	Contact Hours
online	Reading through written course lectures or media (videos). These written lectures or media will be used to inform students about the different elements of the class, much like an on-campus lecture. Media may include interviews or	1hr per week (17 hours total)

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	discussions that relate to the ideas explored in the class and will always relate to an assignment.	
online	Online threaded discussions via the Discussion Board. The expectations for each post will be explained in detail for each forum. I will also require students to respond to the post of at least one other student per forum. Each Discussion Board post will be graded according to a posted rubric.	Ranging from 1-1.5hr per week (average of 1.25hr each week = 22 hours total)
online	Online assessments (sometimes deemed "quizzes," other times an assignment/ activity using the test function in Blackboard) on reading assignments and/ or writing conventions. These assessments, allow for important material to be emphasized. It will also assist with evaluation of student progress.	15-30 min per week (average of 22 min each week = 6.5 hours total)
online	Peer Review will also be used as a method of interaction between the students. While this can be a time-consuming process, collaboration with peers is an important aspect of a student-centered classroom.	3 hours per semester
online		
in-person	Two on-campus meetings, approximately 2 hours each. The first meeting will be an introduction to the class and in-person writing sample. I also use this first meeting to verify identification (check ID's) in-person. The last meeting will be an in-class writing at the end of the semester.	4 hrs per semester
in-person		
TOTAL CONTACT HOURS:		52.5

Course Content Delivery - Preparatory or "Outside of Class" (Homework) Activities

(Note: These are NOT part of Contact Hours)

Reading required texts, practicing active reading techniques. Weekly Journals (through the Journals area of Blackboard) based on the assigned reading or topic, often reflective. Essays and other written assignments (through Blackboard) based on the weekly readings and course topics. Reading of recommended texts and links in the effort to prepare for class activities, assignments, and essays. Internet and Library research for assignments, essays.

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Nature and Frequency of Student-Instructor Interactions

Describe the nature & frequency of how you will interact with the entire class and individual students, especially in terms of providing feedback on assignments, interventions when students are at risk of dropping or failing.

The rigorous demands of an online class, especially one centered on reading and writing, require that the instructor ensure that students clearly understand the expectations of the course. In an effort to clarify this, I will provide Announcements which detail the expectations and assignments for the week. I also keep the navigation for the course site simple, and explain it to the class, so that students know exactly where to locate the coursework.

Course "lectures" will be presented in both written and video form when possible, as students can benefit from different learning methods to allow for the most accessible form of learning environment. I will also participate in the weekly Discussion Board forums to help facilitate class discussion.

I will provide feedback on assignments and journals through the feedback/comments text box when grading. This feedback shows to the student directly in their My Grades area, next to the score. Essays will be commented on directly on the submitted file and returned to the student through the My Grades area.

It is important for an online instructor to remain a link for the student and the campus, despite the online medium of the class. As different college events and resources are announced, I will post this information to a dedicated content area. I also email important college announcements directly to students.

If students are at-risk of dropping or failing, I will communicate privately with them via email regarding their status in the course. While students will have access to their grades via the My Grades area, I will also send emails informing students of missed essays, assignments, posts (which can result in online "absences"). I also directly recommend campus resources (such as GNST 115 and tutoring services) that could assist in a student's success in the course. And while I am available via email and through the "Online Office" Discussion Forum, I also welcome students to meet with me on-campus.

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Nature and Frequency of Student-Student Interactions

Describe opportunities in your course for student-to-student interaction, such as discussions, group projects, peer review, and how you will build a collaborative, student-centered environment.

The main components of the course will involve asynchronous interaction. The demographic which is served by the online format can be best reached through a flexible learning environment. Students will be expected to respond to each other, but allowed flexibility in the exact time that might occur as the assignments will be based on a schedule by unit.

Students will be required to post to various Discussion Board forums each week. They will also be required, within that week, to respond to the posts of their classmates. This is similar to the method of a class discussion, but allows flexible scheduling through the online environment.

The course will also include a Peer Review process for essays conducted through the Discussion Board. Students will post their own draft to the Peer Review Discussion Forum. Students will then be expected to respond to the draft of another student using the criteria explained in the Peer Review assignment prompt. While Peer Review can be time-consuming, it is an important part of the writing process and allows for essential collaboration between classmates.

I will also include an Open Discussion forum on the Discussion Board to be used for casual, non-class-related conversation between students. While this is not important to the course material, it helps build a sense of community in the online classroom. Students are free to interact in a manner similar to the conversations they may have before or after an on-campus class meeting.

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Assessment of Student Learning & Academic Integrity

List and describe the methods of assessments you will use to assess learning in this course.

An on-campus orientation/ intake essay and final exam (within the two required on-campus meetings). These writings will be timed and used as a sample of the student's writing for comparison. An in-person writing sample is used to authenticate the student's writing, especially when student ID's are checked.

Essays, based on course topics, including a research essay. The essays will serve as an evaluation of student progress. I will grade based on a rubric and the expectations of college-level writing. The grading rubric, along with other grading policies, will be provided on the course syllabus. Essays will be scanned for plagiarism using SafeAssign.

Online threaded discussions via the Discussion Board. The expectations for each post will be explained in detail for each forum. I will also require students to respond to the post of at least one other student per forum. Each Discussion Board post will be graded according to a posted rubric. Students not completing the required Discussion Board assignments will be given an "absence" for that week, along with a score of zero on the assignment. These "absences" may result in being dropped from the course.

The Discussion Board also serves as a method of evaluation for critical thinking and reading. As the writing in the Discussion Board is reading-based, the student will have to have read and applied critical thinking skills to the topic in order to respond to the assignment. These posts will also serve as samples of the progress of the student's ability to communicate through writing.

Online quizzes/ assessments based on reading assignments and/ or writing conventions. These quizzes/ assessments allow for important material to be emphasized and be used as a way to evaluate student progress and learning.

Peer Reviews will demonstrate the process of writing and the importance of drafts. This will also serve as a method of ensuring the authenticity of the student's writing. As all reviewed drafts will be submitted to the instructor, I will be able to compare this to the final draft if necessary.

Describe the strategies you plan to use to promote academic integrity in your course.

Academic integrity is ensured through assignments that require the student to apply their own thoughts and interpretations of the topics and readings.

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Students will be expected to complete the assignments online through college-level writing. This will also provide a means to practice what they've learned each week and build up to the main essays. It is my hope that students can take what they've learned in regards to the course topics/ skills and apply it to other aspects of their lives.

Technology and Accessibility

Indicate the technology tools (software, web-based tools, etc.) you plan to use in your course (Examples provided include: Learning Management System (Blackboard), Presentations (examples: PowerPoint, Camtasia, etc.), Audio/Video (Examples: YouTube, 3CMedia, etc.), Web Conferencing (Example: CCCConfer), and Publisher Content (examples: Pearson, Cengage, etc.)

Learning Management System (Blackboard), Audio/Video (Examples: YouTube, 3CMedia, etc.), screenshots.

For the technology tools you have listed above, please describe your plan for utilization in your course.

I will be using several of the functions of Blackboard, including: Folders/ items within Content areas (for weekly units and organizing other main content areas), Announcements, Assessments (for quizzes and some assignments), Assignments/SafeAssign (for submission of essays and other written assignments), Discussion Board (for weekly discussions and Peer Review), Journals, Mash-ups (to integrate media) and links to outside websites (set to open in a new window).

Links to college websites (such as the Chabot Library) and outside websites will be provided (and always set to open in a new window).

SnagIt or other screen snipping tools will be used if needed to provide screen captures if I am trying to clarify instructions for using Blackboard or other websites.

YouTube or 3C Media - with captions already done.

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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I acknowledge and have read the above regarding accessibility/accommodations for students with disabilities.

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Verification of Content and Approval

FACULTY:

When you are ready to share your proposal with your Division Dean for review and approval (as well as division colleagues, if required), we suggest sharing/emailing a PDF copy of your proposal (instead of this “live” document) for ease of viewing and approval.

To download a PDF copy:

1. From the menu above, click **File**.
2. Select **Download as**.
3. Select **PDF Document (.pdf)**.

You can then attach the PDF copy to an email and send it to your Division Dean and/or colleagues. Please keep the PDF copy for your records. Approvals will be automatically recorded at the end of this “live” proposal document.

DIVISION DEAN:

In the COOL's continuous efforts to streamline the proposal process, you no longer need to save or email a copy of this proposal form to the chairs.

Instead, please [click on the “Approve” button/link below](#) to be taken to a very short web form to indicate/verify your approval, which also sends a notification to the COOL Chairs.

The record of your approval will automatically be recorded at the end of this document for improved record-keeping on the COOL website. Thank you!



Questions or issues? Please send an email to chabotcollegecool@gmail.com
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Record of Approval, Comments, & Feedback

A record of approval, & comments, & feedback will be automatically recorded directly below

Timestamp	10/23/2015 3:25:35 PM
Name:	Marcia Corcoran
Division/Department:	Language Arts
Proposal reviewed:	ENGL 7 by Lisa Ulibarri
Approval Selection	I approve this proposal as presented.
Comments (optional):	Well done, Marcia

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Timestamp	11/6/2015 4:46:22 PM
Reviewer Role	COOL Review Team Member
Proposal Reviewed	ENGL 7 by Lisa Ulibarri
Recommendations	
Suggestions	

Timestamp	12/3/2015 9:15:21 AM
Reviewer Role	COOL Review Team Member
Proposal Reviewed	ENGL 7 by Lisa Ulibarri
Recommendations	
Suggestions	

Timestamp	12/9/2015 3:32:21 PM
Reviewer Role	COOL Chair
Proposal Reviewed	ENGL 7 by Lisa Ulibarri
Recommendations	COOL REVIEW TEAM FINAL OUTCOME: Recommend approval.
Suggestions	