

# Online/Hybrid Course Proposal

Committee On Online Learning (COOL), Chabot College

**PLEASE READ.** This proposal was created by submitting the [Online/Hybrid Course Proposal form](#) and responses submitted (which you can edit) are in **blue font**. Any changes you make to this Google document are saved automatically. **Please be sure that any changes made to your proposal are done so using this “live” proposal link/document, as this is what the COOL will use to post feedback.** When you are done making changes, simply close the browser tab and/or browser. You can return to this document at any time using the proposal link sent to your email inbox (Learn more: [Google Docs Getting Started Guide](#)).

Faculty, Course, & Delivery Format Information	
Faculty Name: <b>April Wood</b>  Current Faculty Status for Online Teaching/Proposal Approval at Chabot College (Fast Track or New): <b>NEW - This will be my first proposal submitted to the COOL / my first time teaching an online or hybrid course at Chabot College. Instructors in this category will be required to conduct a course demonstration.</b>  Date of Initial Proposal Submission: <b>10/8/2015</b>	Course: <b>NURS 88, Pathophysiology</b> Units: <b>3</b>  Delivery Method: <b>Hybrid (partially taught online and partially taught in-person)</b> (If Hybrid: <b>0.33% online</b> )  First Semester To Be Offered: <b>Spring 2016</b>

Need/Justification/Benefits to Students
How will the online/hybrid delivery of this course meet student needs?  <b>Nursing Pathophysiology has a successful track record as a hybrid course blending self-study with classroom learning activities. Shortening the length of classroom time affords the student greater flexibility in their schedule. A hybrid format expands student knowledge of health informatics and available web based learning resources.</b>
Are there learning opportunities made possible in an online or hybrid online course that might not be available in a traditional course?  <b>Incorporation of library resources to promote using evidence-based research to support clinical practices.</b>  <b>Self-paced online learning modules to enhance in-depth understanding of specific pathological conditions.</b>  <b>Review of information presented in multiple formats including live lecture, independent study,</b>

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access to online mixed media materials and group projects.

## 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:

Students must come to class prepared to learn having completed the independent learning portion of each learning module.

Students will be evaluated in several different ways including in-class exams, online quizzes, case studies and group activities.

Name(s) of faculty with whom you consulted: [Connie Telles](#)

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## 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	Library research of an assigned pathological concepts that will presented by students in class as a group project	6 hours
online	Completion of 3 case studies	6 hours
online	Viewing multimedia materials and completing interactive online learning activities developed by professional organizations such as the Center for Disease Control (CDC) and other nursing and health care agencies	4 hours
online	Online quizzes to be taken before the start of class to evaluate mastery of basic theoretical content	2 hours
online		
in-person	In class lecture, discussion, and group presentations	32 hours
in-person	3 exams and one final exam	4 hours
<b>TOTAL CONTACT HOURS:</b>		<b>54 hours</b>

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## Course Content Delivery - Preparatory or “Outside of Class” (Homework) Activities

(Note: These are NOT part of Contact Hours)

Reading and completing study guides

## 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.

Two hours a week of in-class instructions will include lecture, discussion, presentation of group projects, and other interactive learning activities.

Instructor will also meet with students during office hours and interact with students online

## 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.

Students will interact with each other as a group during 66% of the course in the classroom. Students will also meet outside of class to work on their group presentations utilizing online resources from the library and other scholarly websites.

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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.

Online Quizzes  
In-class proctored Exams  
Case Studies  
Group Projects  
Completion of online learning activities

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

Students will be clearly informed about which class assignments they can complete in collaboration and which assignments will be graded as independent work.

Online quizzes will be available to students for a set duration and time frame and students are expected to answer the questions unassisted by other people or subject reference materials.

## 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), Presentations (examples: PowerPoint, Camtasia, etc.), Audio/Video (Examples: YouTube, 3CMedia, etc.), Publisher Content (examples: Pearson, Cengage, etc.)

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

Weekly lessons will be posted on Blackboard- this may include- power points, links to videos or other websites, textbook online resources for students.

Students will be expected to utilize online library and other web based resources to complete written assignments and case studies.

**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

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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).

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 COOL 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](mailto:chabotcollegecool@gmail.com) Committee On Online Learning (COOL), Chabot College**

## Record of Approval, Comments, & Feedback

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

<b>Timestamp</b>	10/28/2015 3:43:36 PM
<b>Name:</b>	Dale Wagoner
<b>Division/Department:</b>	Health, Physical Education and Athletics
<b>Proposal reviewed:</b>	NURS 88 by April Wood
<b>Approval Selection</b>	I approve this proposal as presented.

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<b>Timestamp</b>	11/9/2015 10:39:10 AM
<b>Reviewer Role</b>	COOL Review Team Member
<b>Proposal Reviewed</b>	NURS 88 by April Wood
<b>Recommendations</b>	
<b>Suggestions</b>	

<b>Timestamp</b>	11/16/2015 11:26:37 PM
<b>Reviewer Role</b>	COOL Review Team Member
<b>Proposal Reviewed</b>	NURS 88 by April Wood
<b>Recommendations</b>	I believe the proposal will work, although I'd like to see more detail about how students will use the case studies and multimedia resources in the online portion of the course outside of a homework role. This could be done with some clarification but my sense is that it will evolve over time as April offers the class the first time, and sees what students are accomplishing online.
<b>Suggestions</b>	

<b>Timestamp</b>	12/2/2015 6:34:20 PM
<b>Reviewer Role</b>	COOL Review Team Member
<b>Proposal Reviewed</b>	NURS 88 by April Wood
<b>Recommendations</b>	
<b>Suggestions</b>	

<b>Timestamp</b>	12/10/2015 1:44:10 PM
<b>Reviewer Role</b>	COOL Review Team Member
<b>Proposal Reviewed</b>	NURS 88 by April Wood
<b>Recommendations</b>	



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<b>Suggestions</b>	
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<b>Timestamp</b>	12/16/2015 4:17:03 PM
<b>Reviewer Role</b>	COOL Chair
<b>Proposal Reviewed</b>	NURS 88 by April Wood
<b>Recommendations</b>	COOL REVIEW TEAM FINAL OUTCOME: Recommend approval.
<b>Suggestions</b>	