

Online/Hybrid Course Delivery Proposal

Committee On Online Learning (COOL), Chabot College

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Faculty, Course, & Delivery Format Information	
Faculty Name: Kurt Shadbolt	Course: ATEC 52, Automotive Career Exploration
Current Faculty Status for Online Teaching/Proposal Approval at Chabot College (Fast Track or New): New	Units: 1
Date of Initial Proposal Submission: 2/16/2016	Delivery Method: Fully (100%) Online (If Hybrid: % online)
	First Semester To Be Offered: future semester

Need/Justification/Benefits to Students
How will the online/hybrid delivery of this course meet student needs? This course was developed to support students who are considering careers in the automotive industry. It is especially applicable for current high school students, attending automotive classes or regional occupational programs, to learn more about potential careers and the pathways necessary to enter the automotive industry. The online delivery model allows students at any institution to complete their learning in a time frame that best meets their schedule.
Are there learning opportunities made possible in an online or hybrid online course that might not be available in a traditional course? Online delivery allows the discipline to provide college supported instruction to our current students, and to local high school programs, without the students having to overcome transportation and scheduling issues.

Preliminary Research and Input from Colleagues and Administrators
I have consulted with my Division Dean and discipline colleagues to secure *preliminary* support for offering this course in online/hybrid format (note that you will also need to obtain

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"formal" approval from the Dean and feedback from your discipline colleagues on your completed proposal)., I have reviewed online teaching resources & tools at <http://www.chabotcollege.edu/cws/onlinelearning/> (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:

As a member of the COOL committee, I have had the opportunity to hear from many experienced online faculty regarding best practices, reviewed and commented on proposals and instructional sites. I have also completed multiple courses as an online student.

Clarity, consistency, availability, and support are the most recommended items.

Name(s) of faculty with whom you consulted: [COOL committee participation](#)

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	Lecture, Presentations, View Multimedia (Students will read posted lecture and/or view presentations and/or view faculty provided videos or links relevant to the topic)	6.5

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online	Discussion board forum participation (question, response, respond to peers)	4.5
online	Transformative Learning Activities (research, post, discuss)	4.5
online	Assessment will be conducted via Blackboard	2.0
		Will you be using the Blackboard exam tool for your assessments? Cristina
TOTAL CONTACT HOURS:		17.5

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

(Note: These are NOT part of Contact Hours)

1. develop a career plan;
2. identify and contrast career options and salary expectations;
3. identify career education and training requirements;
4. use current data that projects job demand and wages;
5. identify and use sources that provide updated career information.

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.

To meet the demands of new to online learning students, especially High School students, I will take a very active role in clearly and concisely providing direction and support for the students. Regular announcements will provide time critical information to successfully

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complete assigned work, as well as provide other relevant information. The course will be structured in a clear and simple interface to provide an intuitive experience as much as possible.

Course assignments will be graded and commented on in a timely manner to provide feedback that can be applied to their following assignments. Grades will be maintained and current, fully accessible via Blackboard. Students who show signs of struggling (Academically or participation) or are in need of additional assistance will be contacted directly via email in a timely manner.

Support materials and communities for the student, course and college will be provided within the BB site. A discussion area will be utilized that can also provide support for instruction or other questions. I can also be contacted via email or on-campus office hours.

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 course is designed for asynchronous interaction between students and faculty. This will provide ample opportunity to complete assignments and participate in discussions in a manner that fits their schedule.

Discussion boards will be utilized for students to discuss findings, share experiences, and interact as a learning community. Faculty posted questions and responses will be utilized as a catalyst for these discussions and to guide them into related learning opportunities.

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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.

Rubrics will be utilized to provide students with a clear understanding of what is expected to successfully complete a given assignment (Career plans, resume, etc.)

Discussion board participation will be measured for participation and quality of responses.

Online quizzes or other assessments will be utilized to evaluate learning progress.

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

Since this course is focused on a self-directed exploration of potential career opportunities, it is unlikely that any materials that are expected to be produced would be available via other methods. Review of comments in discussion and completed assignments provide opportunities to compare “styles” to identify any changes in completed assignments that may question authenticity of the work.

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 (PowerPoint)

Audio/Video (YouTube, etc.)

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

Blackboard will be the primary point for instruction utilizing various capabilities of the system for completion / posting of assignments, discussion boards, assessment, support, and grading.

Presentation materials will be available in Blackboard, or directly linked via Blackboard.

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Any outside Audio / Video materials will either located in, or linked via Blackboard.

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).

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

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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), we suggest sharing/emailing a PDF copy of your proposal 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 as needed.

DIVISION DEAN:

Instructions: 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!



(Button not working? You may be viewing this document in Outlook "preview" mode. Please close the preview, right-click the file, and click "Open").

**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	3/2/2016 3:59:01 PM
Name	Kristin Lima
Division	Applied Technology & Business
Proposal reviewed	ATEC 52 by Kurt Shadbolt
Approval Selection	I approve this proposal as presented.
Comments (optional)	

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Timestamp	4/20/2016 2:55:24 PM
Reviewer Role	COOL Chair
Proposal Reviewed	ATEC 52 by Kurt Shadbolt
Recommendations	Review Team Recommends approval as proposed
Suggestions	