

Online/Hybrid Course Proposal

Committee On Online Learning (COOL), Chabot College

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Faculty, Course, & Delivery Format Information	
<p>Faculty Name: Amber Hatter</p> <p>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.</p> <p>Date of Initial Proposal Submission: 11/7/2015</p>	<p>Course: BUS-1A, Financial Accounting</p> <p>Units: 4</p> <p>Delivery Method: Hybrid (partially taught online and partially taught in-person) (If Hybrid: 50% online)</p> <p>First Semester To Be Offered: Summer 2016</p>

Need/Justification/Benefits to Students
<p>How will the online/hybrid delivery of this course meet student needs?</p> <p>Financial Accounting is a business course that has been offered at Chabot College for decades. The purpose of a hybrid offering is to improve student access. This hybrid format will allow us to offer more sections of this popular course. We offer sections of this course per year in both traditional and online formats.</p>
<p>Are there learning opportunities made possible in an online or hybrid online course that might not be available in a traditional course?</p> <p>This hybrid offering allows us to meet course demand and provide greater scheduling flexibility. Students have the benefit a traditional lecture environment with in-person contact with faculty as well contact via the web. Specifically, the chance for interaction in a hybrid format may increase student interaction by allowing everyone to have a voice. Students can think longer about what they want to say and add their comments when ready. Online communication can help a student feel more comfortable talking opening via online chats, emails, and discussions rather than face-to-face.</p>

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Preliminary Research and Input from 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:

Some of the recommendations provide to me that my influence my instruction of this course include the following:

- * A summer session is ideal for the hybrid platform. The class will be taught in 7 weeks.
- * Meeting 2 times per week is convenient for working adults.

Name(s) of faculty with whom you consulted: [Dmitriy Kalyagin](#)

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	Activity and Description	Contact Hours
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Mode		
online	*Twelve chapter of online discussions in Blackboard, including student-to-student and student-to-instructor interactions. Each chapter (a total of 12) will have two discussion forums: one will assist students with any homework questions and another will focus on a specific content item, which will require students to search the internet, interview co-workers/managers/small business owners, write business memos per topic assigned, etc. The help discussion boards will not be graded. The content discussion will require at a minimum one main post and three replies to the peers.	10 hours
online	View and discuss: Video, powerpoints, and lecture notes.	16 hours
online	Twelve online quizzes	18 hours
in-person	Lecture, discussion, small group work, exams	43.5 hours
TOTAL CONTACT HOURS:		87.5 hours

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

(Note: These are NOT part of Contact Hours)

Students are also expected to invest 2 hours “outside of class” for every hour in class. These activities include reading, studying, preparing assignments, and other homework. These additional hours are not considered to be “contact hours”.

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.

I will interact with the entire class weekly via email, class announcements, my participation/feedback in discussion, my feedback on homework problems. I will grade discussions and provide feedback to students via comments in discussions and Gradebook.

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For each type of interaction, I will describe why I believe it will be effective for this particular course:

- Weekly announcements in Blackboard summarize and reiterate what is expected from the class each week.
- Graded discussion forums I will manually grade and give short feedback to each student on their participation in discussions for every chapter.
- Graded homework problems I will use the publisher's homework management system to grade students' homework. It provides immediate feedback about correct/incorrect answers while students complete the homework. I will also provide additional feedback via email and comments as needed.

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.

I will describe the opportunities in my course for student to student interaction. I will consider how students interact in this course when taught on campus and explain how I can build this type of learning community online.

- Required Discussion Board postings will help students stay connected. The homework assistance discussion forums will offer an opportunity for students to ask each other questions and offer solutions. I will most likely build in extra credit for those students who provide assistance to their peers on questions about homework problems.
- Students will meet face-to-face twice a week and interact with one another. I am devoting about 1 hour per chapter to be spent in small group work.

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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.

I will list and describe the methods of assessments that I will use to assess learning in this course.

- Assessment of student learning will be similar to on-campus classes including four exams and 12 quizzes: I will conduct some assessment on line and some on campus. Additionally, 12 sets of homework problems and 12 sets of LearnSmart assignments will be automatically graded by Connect. Participation in discussions will also be part of student assessment.
- Students receive feedback via e-mail, LearnSmart, Connect, and Blackboard. Discussions will be graded within 2 days.

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

Proctoring of any & all in-person assignments or assessments.
Randomization of questions of any & all online work.
Usage of SafeAssign for any written essays, papers, or projects.

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.), Publisher Content (examples: Pearson, Cengage, etc.)

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

- Students will complete the homework and learning assignments using Connect, developed by McGraw-Hill. This is a powerful online assignment venue, which includes visuals, artificial intelligence, feedback, etc. Specifically, students will engage in chapter lessons which entail watching a video and answering questions that pertain to it. Also, they will use learnsmart which helps them learn the material.

Accessibility/Accommodations for Students with Disabilities: All materials must be accessible to

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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.

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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 let them know they need to “Open” the file, as the “Approve” button may not work in “Preview”). 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!



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**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	3/3/2016 3:28:28 PM
Name	Kristin Lima
Division	Applied Technology & Business
Proposal reviewed	BUS 1A by Amber Hatter

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Approval Selection	I approve this proposal as presented.
Comments (optional)	

Timestamp	4/21/2016 4:02:52 PM
Reviewer Role	COOL Review Team Member
Proposal Reviewed	BUS 1A by Amber Hatter
Recommendations	
Suggestions	

Timestamp	4/22/2016 3:33:30 PM
Reviewer Role	COOL Chair
Proposal Reviewed	BUS 1A by Amber Hatter
Recommendations	Review team recommends approval as proposed
Suggestions	