Online/Hybrid Course Delivery Proposal

Committee On Online Learning (COOL), Chabot College

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Faculty, Course, & Delivery Format Information	
Faculty Name: Jacob Adams Current Faculty Status for Online Teaching/Proposal Approval at Chabot College (Fast Track or New): New Date of Initial Proposal Submission: 2/14/2016	Course: History 8, United State History: Post-Reconstruction Units: 3 Delivery Method: Fully (100%) Online (If Hybrid:% online) First Semester To Be Offered: Fall 2016

Need/Justification/Benefits to Students
How will the online/hybrid delivery of this course meet student needs? History 8 is a course in which is always in demand by students. Most courses fill up well before the semester begins and mine sometimes within weeks of the start of registration. This will allow me to reach more students. We have a lot of students that take night classes because they work, but those tend to drop throughout the semester due to attendance. An online course will allow them to work at their own pace on a week-to-week basis. It's already offered online; however, with the retirement of Sherri Yeager, there will be a need for someone to teach it.
Are there learning opportunities made possible in an online or hybrid online course that might not be available in a traditional course?   Offering this particular course will allow me to use other methods besides the traditional lecture format. The activities I have planned include: primary document analysis, use of supplemental video, and student-to-student discussions. Most students do not have a printed copy of the particular primary documents during lecture; however, Blackboard will allow me to attach those documents and they will have it while posting on the discussion boards. The discussion board will allow normally shy students to participate in complex discussions which they would otherwise avoid in a normal classroom setting.

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Preliminary Research and Input from Colleagues and Administrators
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: I have consulted a few faculty that already teach online courses and they recommend the following: -Be precise in your instructions and do not leave any room for interpretation. -Since many students normally need guidance, be available as much as possible. -Set up the course blocks into weeks so the students can budget their time. -Use material from the publisher. I've already discuss this course with Julia Dickinson, who teaches an online course on another campus. She had a high retention rate last semester. I also discussed with a colleague at Mission College, Rae Ann Ramsey, about her experiences teaching online. Also, I know several colleagues at Chabot that are always willing to help. For example, Sara Parker and Andrew Pierson. I will continue to reach out to faculty for advice. Name(s) of faculty with whom you consulted: Julia Dickinson

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

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Delivery Mode	Activity and Description	Contact Hours
online	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.	
online	Read lectures/ content from PowerPoint to other lecture-based platforms. This will also include podcasts from the instructor by using ExplainEverything, an application that makes it easier to create podcasts.	16 hours
online	Assessments – quizzes and surveys	10 hours
online	"In class" reading of short texts to write their historical analysis. Critical thinking is important to the understanding of historical events.	10 hours
online	Assessments in the form of a test. Three exams that consist of written answers.	8 hours
online	Constructivist Assignments that target real-life applications for class discussion on the Discussion Board	10 hours
in-person		
in-person		
TOTAL CONTACT HOURS:		54

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

(Note: These are NOT part of Contact Hours)

Reading the textbook.
Analyzing another student's ideas.
Outside reading that supplements the textbook.
Prepare for their writing assignments.
Independent research for a project

Nature and Frequency of Student-Instructor Interactions

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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.

-Class Attention: I will communicate with the class every week with the "Announcements" page to help keep them on track. I always monitor my email to respond in a timely manner.
-Assignments: I will provide confidential feedback and commentary for each individual student via the comments box in the assignments grading section.
-Online Office Hours: I will hold office hours once a week where the students can message me. We can also chat, but most of all, students that have conflicts in their schedule can always email me since I constantly monitor my Gmail account. I also do this for my on campus students and have responded to their emails within an hour or sometimes within minutes. Another option is that they can visit me during my normal office hours on campus or we can schedule a meeting.
-Intervention: I'll directly contact students that fall behind on the assignments or are struggling.
-Students with Disabilities: Once a student identifies that they have a disability, I will offer more material, if needed, refer them to the DSRC and WRAC, give them more time on exams and quizzes, and provide closed captions and additional material that describes videos in case a student is blind and has someone read the closed captions.
-As it gets closer for each assignment, I will send out reminders. I already use Blackboard Announcements for my other classes and many students find it very helpful.

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.

There will be several assignments where students will need to respond to each other. Also, in place of a traditional paper I plan to utilize the Wiki assignment in Blackboard. This can be done in a collaborated way by creating groups. Therefore, each student may recommend/comment on each other's progress.

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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. This course will be separated into six segments that will each follow a respected time period. By the end of each segment, the students will be required to take quizzes, complete a short answers, and participate in the discussion board page to have an understanding of that segment. After every two segments (two, four, and six) there will be an exam. By the end of the semester, there will be an assignment where they create their own Wiki page using Blackboard.
Describe the strategies you plan to use to promote academic integrity in your course. Since there will be a lot of writing assignments, the course will use SafeAssign to check for plagiarism and copying. At the beginning of the course, I will emphasize the consequences of plagiarism. Also, the students will take a short quiz that I'll create to teach them about plagiarism. This quiz will follow a refresher of the definition of plagiarism.

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 (example: Blackboard, etc.), 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. I already use Blackboard to supplement my lecture-based course, so I will build from what I have to create a more comprehensive course. My PowerPoint slides will need to provide more detail, but I will provide podcasts of my lecture to help. I will use ExplainEverything.com to create the podcasts to upload onto Blackboard. They will come with complete transcripts. I will use YouTube videos of important speeches and debates from the 1900s. Each one will have a transcript. Also, the publisher provides video from the author of the textbook that discusses his insights on how the concept of freedom has changed throughout American history.

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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.

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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!

Approve

(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

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Timestamp	3/2/2016 5:43:16 PM
Name	Deonne Kunkel
Division	Arts, Humanities and Social Sciences
Proposal reviewed	HIS 8 by Jacob Adams
Approval Selection	I approve this proposal as presented.
Comments (optional)	Consultation with full time faculty is needed. Whether a class will be available isn't certain. Regardless, he can qualify to teach online with the understanding that course scheduling differs from the approval process. Jacob should feel free to discuss with me

	any questions around scheduling. Thank you.

Timestamp	4/20/2016 3:39:23 PM
Reviewer Role	COOL Chair
Proposal Reviewed	HIS 8 by Jacob Adams
Recommendations	**Review Team Recommends approval as proposed**
Suggestions	