

Online/Hybrid Course Delivery Proposal

Committee On Online Learning (COOL), Chabot College

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Faculty, Course, & Delivery Format Information	
Faculty Name: Victoria Lington	Course: MUSL 8, History of Rock and Popular Music
Current Faculty Status for Online Teaching/Proposal Approval at Chabot College (Fast Track or New): Fast Track	Units: 3
Date of Initial Proposal Submission: 2/12/2016	Delivery Method: Fully (100%) Online (If Hybrid: % online)
	First Semester To Be Offered: Summer 2016

Need/Justification/Benefits to Students
<p>How will the online/hybrid delivery of this course meet student needs?</p> <p>MUSL 8 (History of Rock & Popular Music) is a high demand course in the Music Area. It is an IGETC/CSU transfer course, as well as a required course for the forthcoming Music Technology Certificate/Degree program. This course is currently being taught online by Eric Schultz during the regular semester with much success. Offering this course online during summer sessions as well will help to reach a broader spectrum of students who might be interested in this course, but unable to attend in person.</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>Given the media-centric nature of the subject matter, an online offering of this course perhaps would allow for a livelier, more "now" discussion of music/culture than the in-person lecture format might facilitate. I am also very familiar with the connect4education method of delivery, having taught two other classes using this online format, which allows me to confidently manage the delivery of the material to the students.</p>

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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 "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/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:

Although I currently teach an online World Music course at Chabot, I consulted with Eric Schultz about the History of Rock course, as he is the only one teaching that online at present. He shared some insights that are particularly relevant to this class, such as keeping a close eye on youtube content (especially with rock music) as it is frequently taken down for copyright infringement, and working to make course content emotionally relevant.

Name(s) of faculty with whom you consulted: [Eric Schultz](#)

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	Read lectures consisting of terms and ideas, as well as photos and musical examples to demonstrate the lecture topics more completely.	0.3
online	Listen to music.	0.15
online	Streaming videos.	0.15
online	Discussion forums on specific topics, where students can post an answer to the question at hand, or elaborate on a reply from another student. The discussions do not all happen at the same time, so I will read and comment on the posts that have been made by the students.	0.2
online	Weekly short quizzes over the individual lecture topics, which will lead up to the longer midterm and final exams which will be more encompassing in the topics covered.	0.2
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)

Short written assignments reflecting on listening examples will be spaced throughout the semester. Viewing online media of historical musical figures as assigned. Preparing for weekly assessments, studying materials, writing listening reports. Going out to see live music throughout the semester and writing about those experiences.

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.

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I will be interacting with students through emails and discussion boards on a daily basis. I will post weekly announcements on the website for students, and will monitor and reply to comments when they post them about assignments or questions they may have. I have benchmarks in place to monitor student success and have made some of the course available for self-pacing to suit the needs of online learners. Students will get feedback in discussion forums, after quizzes and exams, and with their written work. Students can also email or make arrangements to meet me with virtual 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.

Students will interact with one another in the discussion forums along with attending suggested live concerts as a group for students located in the Bay Area. The discussion forums are a series of questions that relate to some of the lecture topics, and provides a place where students can post their individual opinions and ideas on these areas. I grade them according to the thoughtfulness of their post, and how it relates to the topic at hand. As long as they are providing a logical opinion, there is really no “wrong” answer, but a one word response will not be adequate, either. I let them know these guidelines well in advance.

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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.

Written Assignments, Quizzes, Exams, Discussion Forums, and Concert Attendance. Students will get feedback in discussion forums, after quizzes and exams, and with their written work. Students can also email or make arrangements to meet me with virtual office hours.

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

There are anti-plagiarism features in Connect4Education in place and various modalities of assessment tools in place in the course modules.

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.)

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.

Connect for Education utilizes videos and examples that are embedded into the course, while also allowing for customization of discussion topics or assignments as deemed relevant by each instructor.

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!



(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	3/4/2016 5:24:54 PM
Name	Deonne Kunkel
Division	Arts, Humanities and Social Sciences
Proposal reviewed	MUSL 8 by Victoria Lington
Approval Selection	I approve this proposal as presented.
Comments (optional)	Thank you, Victoria

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Timestamp	4/20/2016 3:58:01 PM
Reviewer Role	COOL Chair
Proposal Reviewed	MUSL 8 by Victoria Lington
Recommendations	Review Team Recommends approval as proposed
Suggestions	