Faculty, Course, & Delivery Format Information	
Faculty Name: Bonnie Stipe Current Faculty Status for Online Teaching/Proposal Approval at Chabot College (Fast Track or New): New Date of Initial Proposal Submission: 9/23/2016	Course: ART 23, 2-D Foundations Units: 3 Delivery Method: Hybrid (partially taught online and partially taught in-person) (If Hybrid:50% online) First Semester To Be Offered: Spring 2017

Need/Justification/Benefits to Students
How will the online/hybrid delivery of this course meet student needs? Hybrid delivery of this course will meet student needs by allowing the instructor to teach to multiple learning modalities. In an art course, students have a limited time period to watch the studio demonstration. There are many students who need to be able to see in closer detail or hear directions over again. The online delivery of some demonstrations will allow students to be able to see demonstrations up close, in slow-motion, or even sped-up through time. Offering this course as a hybrid will also alleviate some of the scheduling issues students have when trying to take a studio course. Studio courses require a weekly time commitment of 6 hours. For some students this can present an issue. Students who have work commitments, childcare, or need to schedule other courses can be affected by the required time block. We would like to offer this course to our FYE students specifically because of the reduced in-person time requirements. It will allow more flexibility within the students' schedules.
Are there learning opportunities made possible in an online or hybrid online course that might not be available in a traditional course? 2D Foundations focuses on providing students with the core set of knowledge and vocabulary needed to pursue a career in the Arts. The class focuses on providing students with the building blocks of art terminology while allowing students to create practical applications of each Art Element and Principal. For a hybrid course, this allows for many

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exciting learning opportunities. PowerPoints and quizzes can be easily accessed through Blackboard, empowering students to take control of their own learning. Studio demonstrations have even more exciting possibilities in an online format. Step-by-step instructions with photographs can be made available. Time-lapse video of a work-in-progress can be provided, enabling a demonstration that would be too time-consuming in person to occur. Close-up videos will also help students who need to see a demonstration in greater detail to understand a technique.

Online capabilities for group critique is also something that I am interested in exploring in the Hybrid format. For some students, in-person critiques can be intimidating. The structure of a discussion board online could be a way for these students to feel more comfortable with the critique process. In a Hybrid course, students will also be required to create an online portfolio, something that is essential in the contemporary art world.

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.
- 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:

Spring of 2016, we held a meeting with all full-time Art faculty to discuss the possibility of offering a hybrid version of Art 23. Overall, the Art faculty were excited by the possibilities of a hybrid format. Clayton Thiel specifically recommended that I try out various time-lapse applications including Lapse and Snap. He believes the possibilities for recording, speeding-up, or slowing down demonstrations are something that could really enhance

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students learning and could be specifically exploited in a hybrid format. Patricia Shannon also is excited by the possibility in a hybrid course and its ability to reach multiple learning modalities. In addition, the course will be easier to schedule classrooms, because the amount of time needed for in-person instruction is less.

Some of the faculty that I spoke with are concerned about losing the one-on-one interaction of an in-person course. They felt the students would be missing out on aspects of personal interaction and critique, and this could impact student success. With in the course, I still plan to allow space for one-on-one interactions, both online and in-person. The online portion of the class may actually allow students to feel more comfortable with the critiquing process.

Name(s) of faculty with whom you consulted: Clayton Thiel, Patricia Shannon, Janice Golojuch

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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	Viewing of media (video) or reading of course lectures. These lectures will be used to inform students about the elements and principles of art, much like an on-campus lecture. The lecture will relate to each project and will be followed by a quiz on vocabulary.	30 minutes per week, 8.5 hours total
online	Online Critique and Discussion Board. This activity will allow students to discuss the different elements of art and critique their own work, as well as their classmates. I will structure these posts with leaded questions and require each student to reply to two of their classmates posts.	1 hour per week, 17 hours total
online	Online Assessments. This assessments will allow for for the evaluation of student comprehension of vocabulary as well as student progress. The inclusion of quizzes after each	15- 30 minutes per week, 6 hours total

	lecture will also allow for important material to be emphasized.	
online	Online demonstrations. This activity will allow for the demonstration of specific art techniques that are relevant to each unit of study. Students will be able to see up close examples of different Elements and Principles of Art played out in real time or through step-by-step instructions.	1 hour per week, 17 total hours
online	Creation of a Student Online Portfolio. Students will create an online portfolio of work from pieces completed during the course. This digital portfolio will prepare them a career in the Arts.	6 hours total
in-person	Lectures and demonstrations. Some of the demonstrations and vocabulary will be introduced in person. Particular units, for example our unit on color, will work better through in-person instruction.	1 hour per week, 17.5 total
in-person	Studio. Students will work in class on projects and receive one-on-one demonstrations and assistance.	2 hours per week, 35 total hours
TOTAL CONTACT HOURS:		105

Course Content Delivery - Preparatory or "Outside of Class" (Homework) Activities
(Note: These are NOT part of Contact Hours)

Students will conduct research for projects by working in their sketchbooks. Sketchbook activities include: thumbnail sketches, compositional studies, brainstorming, and accumulation of visual resources. Students will also be required to work on their final projects for each unit outside of class time, making sure they turn in a piece of the highest craftsmanship. Completion of their online portfolio will also require preparatory activities including editing images of their work and writing an artist statement.

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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Student-Instructor interaction will happen every week and very frequently. During the on-campus portion, I will be able to work one-on-one with students, providing feedback on their assignments as they work. In the online portion, I will respond to the students' discussion board responses. The hybrid class provides even more opportunity for intervention when students are at risk of failure. Blackboard features many opportunities for reminders, in addition to allowing students to see their grade progression throughout the semester.

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 be responding to their classmates' discussion posts. This provides an inclusive opportunity for student-to-student interaction. In addition, we will be having in-person critiques. This peer review process will allow students to use their vocabulary learned throughout the course. I also have opportunities for collaboration within the projects, having the students trade and alter their own ideas.

Assessment of Student Learning & Academic Integrity

List and describe the methods of assessments you will use to assess learning in this course.

Class participation in oral and written critiques.
Development of a design portfolio, which reflects the goals of each activity.
Written essay comparing and contrasting thematic and contextual elements including historical, cultural, and social and analysis of elements and principles of design.
Objective exams and quizzes on the terminology.
Final critique of student work.

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

Students will be working on projects both online, and in-person. Student progress will be tracked through multiple types of learning modalities. By getting to know the students one-on-one, I will be able to promote and maintain the highest of academic standards.

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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.), Online portfolio through Weebly or Wix For the technology tools you have listed above, please describe your plan for utilization in your course. I have described the use of each of these tools in my responses above. **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.

Record of Approval, Comments, & Feedback
A record of approval, & comments, & feedback will be automatically recorded directly below

Timestamp	10/14/2016 12:55:14 PM
Name	Deonne Kunkel
Division	Arts, Humanities and Social Sciences
Proposal reviewed	ART 23 by Bonnie Stipe
Approval Selection	I approve this proposal as presented.
Comments (optional)	

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Committee On Online Learning (COOL), Chabot College

Timestamp	11/29/2016 12:56:02 PM
Reviewer Role	COOL Review Team Member
Proposal Reviewed	ART 23 by Bonnie Stipe
Recommendations	Looks good.
Suggestions	

Timestamp	11/30/2016 7:49:27 PM
Reviewer Role	COOL Review Team Member
Proposal Reviewed	ART 23 by Bonnie Stipe
Recommendations	
Suggestions	

Timestamp	12/2/2016 10:37:21 AM
Reviewer Role	COOL Review Team Member
Proposal Reviewed	ART 23 by Bonnie Stipe
Recommendations	
Suggestions	

Timestamp	12/2/2016 4:25:00 PM
Reviewer Role	COOL Chair
Proposal Reviewed	ART 23 by Bonnie Stipe
Recommendations	The review team recommends this proposal for approval.
Suggestions	