

Online/Hybrid Course Delivery Proposal

Committee On Online Learning (COOL), Chabot College

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Faculty, Course, & Delivery Format Information	
Faculty Name: Daihyun (Daniel) Yoo	Course: Bus 1A, Financial Accounting
Current Faculty Status for Online Teaching/Proposal Approval at Chabot College (Fast Track or New):	Units: 4
Date of Initial Proposal Submission: 08/31/2016	Delivery Method: Hybrid (partially taught online and partially taught in-person) (If Hybrid: 40% 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?
This course has been already offered in a hybrid format. This format will meet the needs of students whose learning patterns require more flexibility in utilizing available resources and time. It will allow them enough time to study the subject step by step on their own schedule, and it will be helpful in improving skills that can be applied in their jobs.
Are there learning opportunities made possible in an online or hybrid online course that might not be available in a traditional course?
Hybrid format will be beneficial to disabled students and single parents since it allows them enough time to absorb the subject according to their time and mobility needs. It will be also beneficial to those who tend to be hesitant in expressing their thoughts during the group sessions in a classroom.

Preliminary Research and Input from Colleagues and Administrators
<ul style="list-style-type: none">I have consulted with my discipline colleagues to secure preliminary support for offering this course in a hybrid format.I have reviewed online teaching resources & tools at

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<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:

Colleges have provided valuable tips in managing online portion of the course, including how to manage an online test and how to use discussion board effectively. In addition, they have suggested which portion of in-class activities could be taught online.

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

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	Twelve weekly quizzes	12
online	Four exams	8
online	One group project (normally done in lab session on-site, not part of the homework exercises)	6
online	Online discussion and e-mail communication	9

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online		
in-person	Lecture	42.5
in-person	Group works	10
TOTAL CONTACT HOURS:		87.5

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

(Note: These are NOT part of Contact Hours)

Reading text.
Homework assignments in Connect.
Reviewing the lecture.

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.

Most of the student-instructor interactions will take place in class. Instructor can be accessed through e-mail and Blackboard. Students who need extra help can meet with me during my office hours or by appointment.

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.

Student-student interactions will take place in class and through the discussion board in Blackboard.

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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.

- (1) Four Exams – each exam will cover three chapters, consists of both multiple choice and problem solving questions.
- (2) Twelve sets of Learn Smart assignments - each set will cover one chapter and will be automatically graded by Connect.
- (3) One project – accounting cycle project will be completed by each student by Week 4.
- (4) Twelve quizzes – each quiz will cover one chapter and will consists of both multiple choice and problem solving questions.

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

Academic integrity in the course will be clarified on our first day of the class. To prevent any violation of academic integrity, I will use a random selection method from a pool of questions.

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.)

I plan to use the following tools: Blackboard, PowerPoint Presentations, YouTube, and McGraw Hill Connect.

For the technology tools you have listed above, please describe your plan for utilization in your course. This course will be available in Blackboard. Student can finish online portion in Blackboard. Connect homework assignments will be also available through Blackboard. PowerPoint and YouTube will be used in class lectures.

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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Record of Approval, Comments, & Feedback

A record of approval, & comments, & feedback will be automatically recorded directly below

Timestamp	10/18/2016 11:00:03 AM
Name	Kristin Lima
Division	Applied Technology & Business
Proposal reviewed	BUS 1A by Daihyun Yoo
Approval Selection	I approve this proposal as presented.

Timestamp	11/15/2016 8:45:34 AM
Reviewer Role	COOL Review Team Member
Proposal Reviewed	BUS 1A by Daihyun Yoo

Timestamp	11/30/2016 10:01:33 AM
Reviewer Role	COOL Review Team Member
Proposal Reviewed	BUS 1A by Daihyun Yoo

Timestamp	11/30/2016 2:35:10 PM
Reviewer Role	COOL Chair
Proposal Reviewed	BUS 1A by Daihyun Yoo
Recommendations	The COOL review team recommends approval.

Timestamp	12/2/2016 10:37:47 AM
Reviewer Role	COOL Review Team Member
Proposal Reviewed	BUS 1A by Daihyun Yoo