

Online/Hybrid Course Delivery Proposal

Committee On Online Learning (COOL), Chabot College

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Faculty, Course, & Delivery Format Information	
Faculty Name: Manny Kang	Course: CSCI 14, Introduction to Structured Programming In C++
Current Faculty Status for Online Teaching/Proposal Approval at Chabot College (Fast Track or New): New	Units: 4
Date of Initial Proposal Submission: 9/1/2016	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? There are many advantages for online classes for students as well as college instructors. Since many of the students are working and would not like to take the classes onsite due to their busy schedule. The enrollment for onsite classes drops every year in the community colleges such as Chabot College. Many students would like to take hybrid CS classes, so that they can do their 50% class work online and 50% class work at college campus . This will make learning computer science subject or class more convenient and students can complete their activities anywhere as long as they have access to internet from computer systems. I have taught computer science and computer information systems at LPC along with other colleges such as Ohlone College, Evergreen Valley College, Devry University hybrid classes for more than 10 years. The Hybrid classes get the advantages of both onsite as well as online classes. The computer science, computer information systems are important parts of today's technology and the majority of community colleges and public or private universities have good success rates by offering hybrid CS/CIS/IT classes for students. The current information technology includes web based online learning course management system such as blackboard, eCollege, and Canvas used by many colleges such as EVC San Jose, CA. I have taught one hybrid class by using Canvas online learning system at EVC in summer 2016. The enrollment for the hybrid class at EVC was very high and students liked the online activities

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such as lecture presentations format, discussion, quizzes, assignments, labs, or project. The online learning system Blackboard is a very good tool for communication between students and faculty. Blackboard helps create a good educational environment, which is better than onsite class environment.

CSCI-14 - Introduction to Structured Programming in C++ is a good opportunity for students who would like to learn C++ programming in their busy schedule. They can complete about 50% of the course work at home and they can come to class once a week interact with the instructor and as well as with other students. There will be lectures in class, C++ programming demonstrations and faculty can provide them with hands on training in class. I provide very good support online by using blackboard and email to students. The 24 hour and 7 days week instructor support will be provided to students to resolve their homework or other problems.

Our Computer science department is already offering online classes, but it is a good idea to offer CSCI-14 hybrid class, so that students can come to college once a week so they can have face to face interaction with the instructor.

Since many other classes are offered online as well as Hybrid mode such as CSCI 7, CSCI 14, CSCI 19, and CSCI 41 in past by other CS faculty members at our college. I would also like to teach the above CSCI 14 class in Hybrid mode in spring 2017, if possible.

There are many advantages to offering the above class such as meeting the needs of the students. Students who have busy schedules can still have the benefits of going to class onsite while also having the ease of use of having classes online. This could help students find a balance between school and work life.

Are there learning opportunities made possible in an online or hybrid online course that might not be available in a traditional course?

By offering this course in a hybrid method students will have new opportunities to learn new material at home while still having the support of a classroom environment. We will be able to use online tools such as blackboard to help facilitate things like online discussions which can be contributed to by students whenever they have a connection to the internet. There will also be better avenues for communication using online methods such as email and messenger software.

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

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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:

The following feedback was provided by .Prof. Wanda Wong and this proposal is the updated with those feedback and suggestions.

Hi Manny,

Your overall CSCI 14 proposal looks good.

Just a few comments:

- (1) I know some faculty who gave out their cell phone numbers to students are soon regretted for doing so.
- (2) You should spell check and catch something like this in the first paragraph "...However, students would like to like to take hybrid CS classes,...."
- (3) According to the course outline, CSCI 14 should have a total of 105 contact hours.
- (4) You have weekly quizzes under both onsite and online, but later you stated that students will be evaluated with online quizzes every week. Need clarification.
- (5) You listed "Discussion....Communication" under both onsite and online. I think that should be all online. If you still want onsite portion, then should be labeled as classwork, onsite group work, Collaborative work, etc.
- (6) My guess is that you are only typing out the content in this pdf file, but you will fill out the actual online form (google doc) for your submission.
- (7) In the form, there is also a section asking about homework (not part of the contact hours). So you probably want to put programming assignments for that.
- (8) The 105 contact hours have to be for things you would do inside the classroom. Carefully label these activities is very crucial and will be the first thing COOL will be looking at. So 50% of 105 is 52.5 hours online for activities such as eLecture, quizzes, lab assignments, discussion board in Blackboard, etc.

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Hope this helps; but don't hesitate to let me know if you need further assistance.

Good luck,

Wanda

Name(s) of faculty with whom you consulted: 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	Lab Assignments	1.6 hours per week OR 28.5 hours per semester
online	Weekly Quiz	0.5 hours per week OR 9.0 hours per semester
online	Discussions	0.75 hours per week OR 15 hours per semester
Total online	Total Online Hours	28.5 + 9.0 + 15 = 52.5 hours
in-person	Lectures	Lectures 25.5 hours per semester
in-person	Class programming exercises activities work	class Exercise work (15+6)= 21

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		hours per semester
in-person	Midterm and Final Exam	6 hours per semester
Total Onsite	Total Onsite Hours	52.5
TOTAL CONTACT HOURS:		52.5 (online)+52.5(onsite) = 105 Hours

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

(Note: These are NOT part of Contact Hours)

Programming Assignments

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 provide very good support online by using blackboard and email to students. The 24 hour and 7 days week instructor support will be provided to students to resolve their homework or other problems.

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 online class discussion, so that they can interact with each other .
There can be online group project for students to work each other.

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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.

Students will be evaluated in the following ways:

- Online quizzes every week.
- Onsite Class programming exercises activities work and Online lab assignments using Dev C++ .
- Class discussions online
- One midterm and one final exam onsite.

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

I will add the following academic integrity in the syllabus for CSCI-14 class.

If any student caught doing anything that is academically dishonest, he or she will receive 0 points for that course work and a report will be submitted to the Dean of Student Services for investigation and disciplinary action.

Cheating or copying homework, quiz, or test will result in an F grade on that work.

I will verify each student's online work and make sure that each online homework or other work completed by authorized users by their proper login credentials. The in-class exams will be closed book. The online quizzes will be randomized for each student.

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.)

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

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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.](#)

Record of Approval, Comments, & Feedback

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

Timestamp	9/6/2016 8:39 PM
Name	Char Perlas
Division	Science & Mathematics
Proposal reviewed	CSCI 14 by Manny Kang
Approval Selection	I approve this proposal as presented.
Comments (optional)	

Timestamp	11/28/2016 5:58:24 PM
Reviewer Role	COOL Review Team Member
Proposal Reviewed	CSCI 14 by Manny Kang
Recommendations	
Suggestions	

Timestamp	12/1/2016 7:51:18 PM
Reviewer Role	COOL Review Team Member
Proposal Reviewed	CSCI 14 by Manny Kang

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Recommendations	Instructor was very responsive to all suggestions, and course looks good to go.
Suggestions	

Timestamp	12/2/2016 4:43:40 PM
Reviewer Role	COOL Chair
Proposal Reviewed	CSCI 14 by Manny Kang
Recommendations	The review team recommends approval.
Suggestions	