

Online/Hybrid Course Delivery Proposal

Committee On Online Learning (COOL), Chabot College

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Faculty, Course, & Delivery Format Information	
Faculty Name: Wayne Phillips	Course: INDT 74, Measurements and Calculations
Current Faculty Status for Online Teaching/Proposal Approval at Chabot College (Fast Track or New): Fast Track	Units: 3
Date of Initial Proposal Submission: 9/30/2016	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? CTE students generally prefer evening courses because they fit better with work schedules. The 100% f2f course scheduled for Spring 2017 meets two nights per week, and the class times conflict with evening courses in many programs. A 50% hybrid course will have one f2f meeting per week, presenting fewer conflicts with other CTE courses, notably Fire Science and Electronic Systems Tech.
Are there learning opportunities made possible in an online or hybrid online course that might not be available in a traditional course? The hybrid format will leverage the large quantity and high quality of the learning resources available through Khan Academy.

Preliminary Research and Input from Colleagues and Administrators
<ul style="list-style-type: none">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:

Hybrid format is supported.

Name(s) of faculty with whom you consulted: [Ashley Long](#)

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	View instructional videos on Khan Academy	0.9 hours per week
online	Take online module quizzes (11 quizzes over 17 weeks)	Average of 0.4 hours per week
online		
online	Post questions, answers, and comments on discussion board	0.2 hours per week

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in-person	Introduction and demonstration of module topics	1 hour per week
in-person	Guided groupwork of module exercises	0.5 hours per week
TOTAL CONTACT HOURS:		52.5

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

(Note: These are NOT part of Contact Hours)

Review class notes, complete homework problem worksheets.

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.

Hybrid format provides weekly f2f contact. Students may also contact instructor via email and/or post questions on discussion board between in-class meetings.

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 complete practice problems in groups during in-class meetings, and may post questions, answers, and comments on the discussion board.

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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.

Khan Academy tracks time spent on activities and progress on exercises and provides reports to students and their coach (instructor). Online module quizzes (approx. every other week) and in-class final exam will assess progress. Students will self-assess their skills during the group practice problems.

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

Instructor will ensure that the students' online progress aligns with the in-class performance during directed group problem solving and questioning during in-class demonstrations. In-class final exam ensures that students are submitting their own work.

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.), Khan Academy

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

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	10/14/2016 10:08:02 PM
Name	Kristin Lima
Division	Applied Technology & Business
Proposal reviewed	INDT 74 by Wayne Phillips
Approval Selection	I approve this proposal as presented.

Timestamp	12/7/2016 9:27:16 AM
Reviewer Role	COOL Review Team Member
Proposal Reviewed	INDT 74 by Wayne Phillips

Timestamp	12/10/2016 12:59:23 PM
Reviewer Role	COOL Review Team Member
Proposal Reviewed	INDT 74 by Wayne Phillips

Timestamp	12/14/2016 1:35:09 PM
Reviewer Role	COOL Chair
Proposal Reviewed	INDT 74 by Wayne Phillips
Recommendations	Review team recommends approval.