

# Online/Hybrid Course Delivery Proposal

Committee On Online Learning (COOL), Chabot College

**PLEASE READ.** This proposal was created by submitting the [Online/Hybrid Course Proposal form](#) and responses submitted (which you can edit) are in **blue font**. Any changes you make to this Google document are saved automatically. **Please be sure that any changes made to your proposal are done so using this "live" proposal link/document, as this is what the COOL will use to post feedback.** When you are done making changes, simply close the browser tab and/or browser. You can return to this document at any time using the proposal link sent to your email inbox (Learn more: [Google Docs Getting Started Guide](#)).

Faculty, Course, & Delivery Format Information	
Faculty Name: <b>Jon Palacio Jr.</b>	Course: <b>MUSA 22A, Jazz Piano I</b>
Current Faculty Status for Online Teaching/Proposal Approval at Chabot College (Fast Track or New): <b>Fast Track</b>	Units: <b>1</b>
Date of Initial Proposal Submission: <b>10/3/2016</b>	Delivery Method: <b>Hybrid (partially taught online and partially taught in-person)</b> (If Hybrid: <b>50% online</b> )
	First Semester To Be Offered: <b>Spring 2017</b>

Need/Justification/Benefits to Students
How will the online/hybrid delivery of this course meet student needs?  <b>Students will have the ability to play along assignments; scales, jazz voicing with an online music software.</b>
Are there learning opportunities made possible in an online or hybrid online course that might not be available in a traditional course?  <b>Students can play along and record required assignments with the possibility of listening to their work before submission.</b>

Preliminary Research and Input from Colleagues and Administrators
<ul style="list-style-type: none"><li>• I have consulted with my Division Dean and discipline colleagues to secure *preliminary* support for offering this course in online/hybrid format.</li><li>• I have reviewed "What Distance Education Instructors Need to Know About Library Services" at <a href="http://www.chabotcollege.edu/library/ServicesforDE.asp">http://www.chabotcollege.edu/library/ServicesforDE.asp</a>.</li></ul>

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## 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:

None

Name(s) of faculty with whom you consulted: [Tim Harris](#)

## 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	<a href="#">Scale regiments, jazz voicings</a>	<a href="#">1 hour a week</a>
online	<a href="#">Required tunes</a>	<a href="#">1 hour a week</a>
online	.	.
online		
online		
in-person	<a href="#">Jazz theory and approaches to jazz piano playing.</a> <a href="#">Improvisational techniques and chord analysis.</a>	<a href="#">2 Hours a week</a>
in-person		
<b>TOTAL CONTACT HOURS:</b>		<b>70</b>

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

(Note: These are NOT part of Contact Hours)

Students need to prepare scales, voicings and work on improvisational motifs

## 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.

A lot of skill development will happen in class. Student needs can be addressed during in-class meetings as well practical skill development. Feedback on assignments can be addressed on an in person basis.

## 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 interaction will happen during in-class meetings.

## Assessment of Student Learning & Academic Integrity

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

Required playing playing assignments will be submitted via online music software.

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

Students must be able to perform in person assigned work that was submitted online.

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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.)

[Smart Music \(http://www.smartmusic.com/\)](http://www.smartmusic.com/)

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

Smart Music is an online software that can have multiple uses to improve musician skill development. Students will have an actual "play along" track as a means to practice; scales, voicings and a way to practice required tunes. The software will have unlimited times to record assigned work and students will have the ability to choose the "take" they see that best represents their work. There are also numerous tools that can help students; ability to slow down tempo, ability to look at difficult parts as a way to practice.

**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

<b>Timestamp</b>	10/14/2016 12:56:25 PM
<b>Name</b>	Deonne Kunkel
<b>Division</b>	Arts, Humanities and Social Sciences
<b>Proposal reviewed</b>	MUSA 22A by Jon Palacio Jr.
<b>Approval Selection</b>	I approve this proposal as presented.

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<b>Comments (optional)</b>	
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<b>Timestamp</b>	11/11/2016 11:26:34 AM
<b>Reviewer Role</b>	COOL Review Team Member
<b>Proposal Reviewed</b>	MUSA 22A by Jon Palacio Jr.
<b>Recommendations</b>	
<b>Suggestions</b>	

<b>Timestamp</b>	11/14/2016 8:38:09 PM
<b>Reviewer Role</b>	COOL Review Team Member
<b>Proposal Reviewed</b>	MUSA 22A by Jon Palacio Jr.
<b>Recommendations</b>	
<b>Suggestions</b>	

<b>Timestamp</b>	11/30/2016 8:17:13 PM
<b>Reviewer Role</b>	COOL Review Team Member
<b>Proposal Reviewed</b>	MUSA 22A by Jon Palacio Jr.
<b>Recommendations</b>	
<b>Suggestions</b>	

<b>Timestamp</b>	12/5/2016 8:50:34 PM
<b>Reviewer Role</b>	COOL Review Team Member
<b>Proposal Reviewed</b>	MUSA 22A by Jon Palacio Jr.
<b>Recommendations</b>	
<b>Suggestions</b>	

# Online/Hybrid Course Delivery Proposal

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<b>Timestamp</b>	12/20/2016 3:55:00 PM
<b>Reviewer Role</b>	COOL Chair
<b>Proposal Reviewed</b>	MUSA 22A by Jon Palacio Jr.
<b>Recommendations</b>	Review team recommends approval as proposed.
<b>Suggestions</b>	