

# Online/Hybrid Course Delivery Proposal

Committee On Online Learning (COOL), Chabot College

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## Faculty, Course, & Delivery Format Information

Faculty Name: <a href="#">Megan Hansen</a>	Course: <a href="#">ENGL 1A, Critical Thinking and Composition</a>
Current Faculty Status for Online Teaching/Proposal Approval at Chabot College (Fast Track or New): <a href="#">New</a>	Units: <a href="#">3</a>
Date of Initial Proposal Submission: <a href="#">3/2/2017</a>	Contact Hours: <a href="#">54</a>
	Delivery Method: <a href="#">Hybrid (partially taught online and partially taught in-person)</a> (If Hybrid: <a href="#">90% online</a> )
	First Semester To Be Offered: <a href="#">Fall 2017</a>

## Need/Justification/Benefits to Students

What learning opportunities might be made possible by offering THIS particular course in online or hybrid delivery format?

[Students who may otherwise not have the time availability or physical ability to take a face-to-face English 1A course will have the opportunity with a hybrid course. In addition, students who may feel more comfortable with online learning will benefit from the opportunity to take this course. The two face-to-face classes will also allow time for students to get to know the instructor and their peers, and discuss important online learning strategies to aid them throughout the semester.](#)

## Develop Proposal and Consult with Colleagues

Comments, feedback & recommendations provided by colleagues (NOTE: Do not leave this section blank. If the faculty you consulted did not provide any feedback or recommendations, please note that below):

[I have yet to receive feedback from other faculty members.](#)

(REQUIRED) Name(s) of faculty with whom you consulted: [N/A](#)

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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	<a href="#">Weekly video reviewing course pages and assignments</a>	15 min
online	<a href="#">Students post responses to discussion questions and comment on at least two peers' comments.</a>	1 hour
online	<a href="#">Weekly quiz</a>	15-30 min
online	<a href="#">Watch videos, powerpoint presentations, lectures.</a>	1-1 and 1/2 hours
online	<a href="#">Weekly online office hours</a>	30 min
online lab		
in-person	<a href="#">Review syllabus and online learning strategies</a>	3 hours
in-person	<a href="#">Discuss conclusion of course</a>	3 hours
In-person lab		
<b>TOTAL CONTACT HOURS:</b> (Total Contact Hours According to the Course Outline: 54)		54

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

(Note: These are NOT part of Contact Hours)

[Reading, answering low-stakes assignment questions, writing essays.](#)

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## 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 am on Canvas daily to respond to student questions. I post a video at the beginning of each week that reviews the week's assignments, and discusses skills we're practicing. I have rubrics that I use to grade each assignment, but also give personal comments for further feedback. I post strong student examples of assignments, and review on video why the examples are strong. I hold online office hours, so students know they can video chat with me if needed, and I reach out to students early and often when I think they may be at risk of failing or dropping.

## 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 interact frequently. They are required to respond to each other's comments in weekly discussion posts about the readings, and they give peer-to-peer feedback on each essay assignment. In addition, students are assigned seminar discussions, in which 4-5 students lead discussion on an assigned reading.

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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.

Class discussions, small group discussions, quizzes, responses, and essays. All assignments have rubrics so students know how they will be graded.

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

I will use SafeAssign.

## 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, Canvas, etc.), Presentations (examples: PowerPoint, Camtasia, etc.), Audio/Video (examples: YouTube, 3CMedia, etc.), Web Conferencing (example: CCCConfer), Publisher Content (examples: Pearson, Cengage, etc.)

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

I will use Canvas. I include some lectures that utilize powerpoint, but often use Camtasia to review assignments, readings, discussions, and lectures. I include multiple Youtube videos and TED talks, and will web conference with students during office hours.

**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

<b>Timestamp</b>	3/9/2017 1:46:38 PM
<b>Name</b>	Marcia Corcoran
<b>Division</b>	Language Arts
<b>Proposal reviewed</b>	ENGL 1A by Megan Hansen
<b>Approval Selection</b>	Please change contact hour to 52.5
<b>Comments (optional)</b>	Please share with instructors TJ Puckett, Carmen Johnston, Michael Langdon for their feedback. Thanks, Marcia

(COOL Chair Note: Proposal rescinded as faculty was hired elsewhere).