

Online/Hybrid Course Delivery Proposal

Committee On Online Learning (COOL), Chabot College

PLEASE READ. This document was created by submitting the [Online/Hybrid Course Proposal form](#). Responses submitted are in **blue font**. Any changes made here are saved automatically. When done making changes, simply close the browser tab and/or browser. A COOL Review Team will post feedback by way of the “Comments” tool in the upper-right hand corner. 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: Stanley Hom	Course: BUS 1B, Managerial Accounting
Current Faculty Status for Online Teaching/Proposal Approval at Chabot College (Fast Track or New): Fast Track	Units: 4
Date of Initial Proposal Submission: 9/2/2017	Contact Hours: 70
	Delivery Method: Hybrid (partially taught online and partially taught in-person) (If Hybrid: 25% online)
	First Semester To Be Offered: Spring 2018

Need/Justification/Benefits to Students

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

This course is a core Business/Accounting course required for transfer, various degree and certificate programs, as well as credit toward qualifying for the CPA exam. This course is currently offered in the classroom, hybrid online, and 100% online.

The intent is to offer this course in the hybrid format to provide flexibility and promote the ability for the growing population of students who, for various reasons, cannot attend regularly scheduled classes to complete their educational goals. The hybrid format allows the class to meet one night a week instead of two nights a week as a fully on-campus course would. The combination of traditional classroom interaction and online format allows for the student to benefit from all the dynamic learning aspects of a fully on-campus course with the expanded flexibility in time and utilizing resources.

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 been scheduled to teach BUS 1B in the hybrid format for the Spring 2018 semester

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and as a result development of this proposal is necessary for teaching the course. Discipline faculty have recommended a 75% and 25% split between on campus and online contact hours or 3 hours of classroom time and 1 hour of online content per week for a hybrid format of this course. I have taught this course in the classroom and having already used the textbook and the publisher's rich online learning management and assessment tools (McGraw Hill Connect) can adapt the course material to be delivered in a 75%/25% hybrid split between on campus and online format.

(REQUIRED) 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	Online assessments that are time-allotted single attempt activities using the publisher's test bank and assessment materials. These assessments allow for important material to be emphasized and reinforced. It will also assist with evaluation of student progress. (12 Quizzes and 4 Exams)	1 hour per week
online	N/A	N/A
online	N/A	N/A
online		
online		
online lab		
in-person	Classroom lecture and discussion	3 hours per week
in-person		
In-person lab		

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TOTAL CONTACT HOURS: (Total Contact Hours According to the Course Outline: 70)	70
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Course Content Delivery - Preparatory or "Outside of Class" (Homework) Activities

(Note: These are NOT part of Contact Hours)

Reading required of textbook chapters and PowerPoint charts.
Weekly chapter assignments of questions and problems through the publisher's Connect site based on the assigned reading.
Additional viewing of interactive video and audio presentations complementing the course textbook and class lectures through publisher's Connect online learning and assignment management tool.
Reading of recommended links to recent articles and other resource materials to supplement textbook material.

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 student-instructor interactions will take place in the classroom where class will meet for three hours weekly. Instructor can also be accessed through email and discussion board. Students who need extra help can meet with instructor during office hours.
Students who are at-risk of dropping or failing will be communicated with privately via email, in the classroom, or arranged office hour meeting regarding student's status in the course.
Students will always have access to grades via the Publisher's website and My Grades area. I will also communicate privately with students on missed assignments, or excessive class absences. I also can recommend campus resources that could assist in a student's success in the course

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-to-student interaction will take place mostly in the classroom where class will meet weekly for three hours. Students will also engage in various small group activities during class time. I will also include a Questions and Problems Help Discussion forum in Discussion

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Board to be used for ad-hoc conversation between students and the instructor. Students are free to interact in a manner similar to the conversations they may have before or after an on-campus class meeting.

Assessment of Student Learning & Academic Integrity

List and describe the methods of assessments you will use to assess learning in this course. Online assessments such as LearnSmart quiz questions and other time allotted single attempt assignments using the publisher's assessment materials and test banks for quizzes, section exams and final exam. These assessments allow for important material to be emphasized and reinforced and be used to evaluate student progress and learning. Assignment questions and problems will also reinforce understanding of concepts and principles and allow for practice in implementation.

Describe the strategies you plan to use to promote academic integrity in your course. Academic integrity will rely on honor system and student personal integrity complemented by assessments that are time allotted, required to be completed in one sitting, and use of algorithmic questions whenever possible.

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

For the technology tools you have listed above, please describe your plan for utilization in your course. This course will be available in Canvas where students will be able to access Course Materials, Powerpoints, McGraw Hill Connect for assignments, assessments and learning tools, supplemental outside website links, and discussion board (for ad-hoc questions). McGraw Hill Connect will be synced to Canvas allowing for seamless traveling between the different systems.

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

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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	9/15/2017 4:15:58 PM
Name	Kristin Lima
Division	Applied Technology & Business
Proposal reviewed	BUS 1B by Stanley Hom
Approval Selection	I approve this proposal as presented.
Comments (optional)	

Timestamp	11/21/2017 12:21:30 PM
Name	Kristin Lima
Division	Academic Pathways and Student Success
Proposal reviewed	BUS 1B by Stanley Hom
Approval Selection	I approve this proposal as presented.
Comments (optional)	