

Online/Hybrid Course Delivery Proposal

Committee On Online Learning (COOL), Chabot College

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Faculty, Course, & Delivery Format Information

Faculty Name: Maryam Younessi	Course: GEOG 1, Physical Geography 1
Current Faculty Status for Online Teaching/Proposal Approval at Chabot College (Fast Track or New): New	Units: 3
Date of Initial Proposal Submission: 9/18/2017	Contact Hours: 52.5
	Delivery Method: Fully (100%) Online (If Hybrid: 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?

[By offering this online course, many working students who cannot attend face-to-face classes, due to the lack of access, transportation, cultural limitation, and to those who are very interested in distance learning, are able to fulfill their required courses such as GE. Also, taking online courses and using technology helps students, who are not able to drive, come to school, be out of home, due to cultural limitation, to provide students with valuable technological literacy.](#)

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 was recommended by Dr. Parker to consult with other professors who have many experiences in online teaching.](#)

(REQUIRED) Name(s) of faculty with whom you consulted: [I have consulted with my dean, Dr. Sara Parker, to make sure I have her support and also with and Ms. Suzanne Maher to learn](#)

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[about the department needs about online courses.](#)

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	Posting responses to regular discussion forum questions, reading students' postings and replying	13/Semester
online	Virtual field trips using Google Earth and outside clouds observation	5/Semester
online	Two midterms and a final exam	6/Semester
online	Using instructional video and podcasting	8.5/Semester
online	Lecture PPT and weekly quizzes	15/Semester
online lab	Group project/Students will be assigned in groups using Group Discussion tool or via Google Doc.	5/Semester
in-person		
in-person		
In-person lab		
TOTAL CONTACT HOURS: (Total Contact Hours According to the Course Outline: 52.5)		52.5 hours

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

(Note: These are NOT part of Contact Hours)

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Cloud observation and field trip to Farmer's Market and write up: 2 hours/Semester

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 be using Canvas email and also discussion board to communicate with students, answer their questions, ask questions, read and reply to their posts and comments. Also, I will make myself available in campus every two weeks, if they need to see me face-to-face. It terms of dropping and failing from the course, I will keep track of their log activities and will contact them as soon as I found there is a lack of communication and missed assignment submission.

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.

Collaborative Learning: Online group project- Students will gain the ability of group work and interaction with other individuals. I will put them in groups and have them to use google doc or discussion board. I will assign them a group project and encourage them to meet in a coffee shop and take a picture while enjoying a soft drink and post it in their group discussion page. Also, I will make groups' projects available to the other groups for peer review.

Class discussions: Using discussions board- Students will be required to post comments and reply feedback to each other's posts and comments as well as replying to instructor's comments and posts.

Assessment of Student Learning & Academic Integrity

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

There will be two midterms and one final exam and also weekly quizzes.

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

I will make sure that the online students assignments and quizzes are checked with safe

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assignment tools.

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.), Web Conferencing (example: CCCConfer), Publisher Content (examples: Pearson, Cengage, etc.), Online demonstration of some concepts such as air pressure and instruments using either pod-cast or recording videos.

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

I will be using Learning Management Systems, such as Canvas, PPT's presentation, YouTube videos, animations, Pearson online class materials, e-handouts, e-maps, Google Earth, Socrative quizzes (real-time quizzes).

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	9/22/2017 11:31:01 AM
Name	Sara Parker
Division	Social Sciences

Online/Hybrid Course Delivery Proposal

Committee On Online Learning (COOL), Chabot College

Proposal reviewed	GEOG 1 by Maryam Younessi
Approval Selection	I approve this proposal as presented.
Comments (optional)	The section with activities/hours should be updated so that the activities are all listed on the left, the hours on the right.

Timestamp	12/4/2017 2:51:20 PM
Name	Maryam Younessi
Course Proposal	GEOG 1 by Maryam Younessi
Course Site Name	SANDBOX : Two Weeks Test Box
Course Site Status	The site is now ready for review.
LMS	Canvas