

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: Jacob Adams	Course: HIS 7, U.S. History: Colonial to 1877
Current Faculty Status for Online Teaching/Proposal Approval at Chabot College (Fast Track or New): Fast Track	Units: 3
Date of Initial Proposal Submission: 9/20/2017	Contact Hours: 52.5
	Delivery Method: Fully (100%) Online (If Hybrid: online)
	First Semester To Be Offered: TBD

Need/Justification/Benefits to Students

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

[History 8 is a course in which is always in demand by students. Most courses fill up well before the semester begins and mine sometimes within weeks of the start of registration. This will allow me to reach more students. We have a lot of students that take night classes because they work, but those tend to drop throughout the semester due to attendance. An online course will allow them to work at their own pace on a week to week basis. Also, history online courses allows me to introduce different materials \(audio, video, documents, pictures, etc.\) that I cannot use in a traditional class setting. For this history course, students will have a different lecture experience by looking at the slides; however, it will be more personal and interactive than a regular history class. For example, most students shy away from discussion if I tried to show a picture for the students to review and analyze in my traditional class. They sometimes feel like they are on the spot and their thought process is not the same. When I do the same online, students are comfortable and willing to share their thoughts because they have more time to reflect and process the information.](#)

Develop Proposal and Consult with Colleagues

Comments, feedback & recommendations provided by colleagues:
[no recommendations provided at this time](#)

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(REQUIRED) Name(s) of faculty with whom you consulted: [Sara Parker](#)

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	Read lectures/ content from PowerPoint to other Lecture based platforms. This will also include podcasts from the instructor	16 hours 1 hour a week
online	Assessments – quizzes and surveys	10 Hours (30 minutes per quiz)
online	"In class" reading of short texts to write their historical analysis. Critical thinking is important to the understanding of historical events.	10 Hours (between 30-45 minutes a week)
online	Write an opinion piece or formal writing assignment. Each week will have either an opinion piece, where the students view a picture or video, to analyze. Some weeks will be a formal writing assignment where they must examine a primary source and use historical facts in their analysis. The main difference is the opinion piece is not formal and I want them to express what they see and use their knowledge of current events to expand on their argument. Formal writing assignments stick with the historical time period. The opinion pieces are worth a little less, so they take less time.	14 opinion pieces (1 hour each)
online	Final Exam. This covers the material for the whole semester. There is a written portion and a multiple choice part.	2.5 hours
online		
in-person		

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TOTAL CONTACT HOURS: (Total Contact Hours According to the Course Outline: 52.5)	52.5
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Course Content Delivery - Preparatory or "Outside of Class" (Homework) Activities

(Note: These are NOT part of Contact Hours)

Reading the textbook.
Analyzing another student's ideas.
Outside reading that supplements the textbook.
Prepare for their writing assignments.
Independent research for a project

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 contact them every week in an announcement that covers the material.
-I will check the "People" tab to check "last activity" and "last login" to find the students that have failed to keep up with the course.
-Assignments: I will provide feedback and commentary for each individual student.
-Online Office Hours: I will hold office hours once a week where the students can message me. Also, they can visit me during my normal office hours on campus.
-Intervention: I'll directly contact students that fall behind on the assignments or are struggling.

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.

There is a discussion board link for students to ask me or the rest of the class a question. I have used it in the past and sometimes other students are quicker to respond. Students will also be required to submit some, not all, of their opinion pieces to the discussion board for peer-review.

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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.

Small writing assignments, quizzes, opinion pieces, and final exam grades.

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

I discuss plagiarism, have a link to several sources to clarify and misunderstanding, and all writing assignments are submitted into Canvas' Vericite. I provide a lot of instructions and even do personal checks if I suspect the system missed the plagiarism (sometimes that happens when they copy from the textbook).

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.

I already use Canvas for online classes and to supplement my lecture based course, so I will build from what I have to create a more comprehensive course. My PowerPoint slides will need to provide more detail, but I will provide podcasts of my lecture to help. I will use YouTube videos (mostly documentaries) of important speeches and debates from the early U.S. history. Each one will have a transcript. Also, the publisher provides video from the author of the textbook that discusses his insights on how the concept of freedom has changed throughout American history.

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).

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I acknowledge and have read the above regarding accessibility/accommodations for students with disabilities.

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Verification of Content and Approval

Once a proposal has been submitted to the OOL chair(s), a copy of the proposal, along with a link to indicate/verify approval, is automatically submitted to the email address of the Division Dean. Once the Division Dean has reviewed the proposal and submitted the approval form, the record of Dean approval will be automatically recorded below. Faculty also have the option to share this proposal with division/department colleagues by using the "Share" button in the upper-right hand corner.

Record of Approval, Comments, & Feedback

A record of approval, & comments, & feedback will be automatically recorded directly below

Timestamp	9/22/2017 12:41:46 PM
Name	Sara Parker
Division	Social Sciences
Proposal reviewed	HIS 7 by Jacob Adams
Approval Selection	I approve this proposal as presented.
Comments (optional)	