

# 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: [Juan Pablo Mercado](#)

Current Faculty Status for Online Teaching/Proposal Approval at Chabot College (Fast Track or New): [Fast Track](#)

Date of Initial Proposal Submission: [9/25/2017](#)

Course: [HIS 7, US History Through Reconstruction](#)

Units: [3](#)

Contact Hours: [52.5](#)

Delivery Method: [Fully \(100%\) Online](#)  
(If Hybrid: [online](#))

First Semester To Be Offered: fall 2018

## Need/Justification/Benefits to Students

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

[Offering History 7 online will allow the Social Sciences division to address the ever-changing needs of our student population by allowing for flexible learning hours as well as incorporating up to date technological alternatives to access their educational needs and offering this course in an online format helps students to get the units they need to achieve their academic goals.](#)

## 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):

[No recommendations provided at this time](#)

(REQUIRED) Name(s) of faculty with whom you consulted: [Jane Wolford](#)

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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	Review of lecture slides and audio lecture via Voice Thread as well as Chapter(s) outline via canvas content page. Voice Thread is an app within canvas that allows for you to upload audio commentary behind the lecture slides. For the hearing impaired the detailed chapter outline is used as a transcript for the lecture	1.5 hours per week
online	Weekly chapter quiz	0.5 hours
online	Primary source readings (PS) and assignment; Image Video Reflection (IVR) and assignment - IVR's include a discussion board response with classmates	1.0 hours
online	Review companion films/videos	0.5 hours
online	<b>Midterm and final</b>	
online lab	no lab	n/a
in-person		
in-person		
In-person lab		
<b>TOTAL CONTACT HOURS:</b> (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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Typically each week student will read 1-2 chapters of the assigned textbook, as well as 3-5 primary source documents from assigned collection. In addition they will be asked to submit seven primary source responses and three image/video reflections throughout the semester as part of their homework.

## 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.

Will post regular video-casts introducing the weekly theme(s), highlighting important course information including exams, as well as making general comments on the contribution/participation of the class. Additionally I will be available for online office hours via email, phone and/or Canvas Conference for at least two hours each week. I will also send out a weekly announcement that include helpful hints for canvas, in addition to introducing the course content. I will also use the sortable email function in the grading section to remind students of missing work and follow up on class participation/activity.

## 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.

As part of the Image/Video Reflection (IVR) homework students will be required to offer peer assessment by commenting on the work/response of another classmate. Students must post a reflection response based on an image or a video via the discussion board feature. There will be five IVR assignments during the course of the semester. \*Students will be required to post their submission before they can make a peer assessment.

## Assessment of Student Learning & Academic Integrity

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

Review of lecture slides and audio lecture via Voice Thread as well as Chapter(s) outline via canvas content page. Voice Thread is an app within canvas that allows for you to upload audio commentary behind the lecture slides. For the hearing impaired the detailed chapter

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outline is used as a transcript for the lecture. Also Weekly chapter quiz; Primary source readings (PS) and assignment; Image Video Reflection (IVR) and assignment - IVR's include a discussion board response with classmates; Review companion films/videos, and one midterm and one final.

Weekly chapter quizzes, short analytical responses, midterm exam featuring ID terms, multiple choice questions and a short essay portion, and a final exam with ID terms, multiple choice questions and an essay.

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

In all IVR activities students will have to submit their responses before they can access the work of their fellow classmates, moreover the quizzes and exams will all be time-constrained with the intent to discourage academic dishonesty. Additionally all assigned primary source responses, midterm exam and final will conform to the plagiarism tool - Vericite.

## 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), Audio/Video (examples: YouTube, 3CMedia, etc.), Publisher Content (examples: Pearson, Cengage, etc.), VoiceThread

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

**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>	9/29/2017 11:02:01 AM
<b>Name</b>	Sara Parker
<b>Division</b>	Social Sciences
<b>Proposal reviewed</b>	HIS 7 by Juan Pablo Mercado
<b>Approval Selection</b>	I approve this proposal as presented.
<b>Comments (optional)</b>	