

Online/Hybrid Course Delivery Proposal

Committee On Online Learning (COOL), Chabot College

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Faculty, Course, & Delivery Format Information

Faculty Name: Dmitriy Kalyagin	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: 2/15/2018	Contact Hours: 70
	Delivery Method: Hybrid (partially taught online and partially taught in-person) (If Hybrid: 25% online)
	First Semester To Be Offered: Summer 2018

Need/Justification/Benefits to Students

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

[In the summer, we offer this class fully online ONLY. Students demand an alternative modality of the course. Offering it as a hybrid proved to be successful during regular semesters. Giving students an alternative modality will improve student access and completion of the degrees/certificates.](#)

Develop Proposal and Consult with Colleagues

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

[Both faculty agreed with offering an additional hybrid section of the class in the summer to improve student access and completion.](#)

(REQUIRED) Name(s) of faculty with whom you consulted: [Business dept: Wanda Wong, Jas Bhangal](#)

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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	Students will complete assessments online (quizzes, tests)	1 hr per week / 2.5 hrs in the summer
online	Students will participate in optional discussion boards asking questions about the chapter material and homework.	0.5 hr per week / 1.25 hrs in the summer
online	Students will interact with each other using Canvas group options.	0.5 hr per week / 1.25 hrs in the summer
online		
online		
online lab		
in-person	Deliver class lectures with discussions and participation.	2 hrs per week / 5 hrs in the summer
in-person	Students will participate in small group in-class activities solving problems with the assistance of the professor.	1 hr per week / 2.5 hrs in the summer.
In-person lab		
TOTAL CONTACT HOURS: (Total Contact Hours According to the Course Outline: 70)		70 / 8 weeks in summer

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

(Note: These are NOT part of Contact Hours)

Completing homework and learning assignments using Connect (homework management system); watching chapter-related videos and Interactive presentations.

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.

Instructor will provide feedback on assignments and tests both online (comments) and in class. Instructor will answer any chapter-related and homework-related questions via Canvas email. The instructor will personally email (and contact in class) students who are missing more than 2 classes, have not finished assigned work, and are in the current F, D, or lower C ranges.

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 will have a chance to work in teams in class (1 hour per chapter). They will also continue working on cases and helping each other with homework in the online teams on Canvas using Groups.

Assessment of Student Learning & Academic Integrity

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

Quizzes, Homework, Learning Assignments, Graded team in-class activities, online tests. Each of these activities directly assesses student learning. Graded in-class activities allow students directly apply learned theories to practice. Learning Assignments teach students concepts; homework focuses on practical applications; quizzes and tests assess if students learned both.

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

All online tests and quizzes will be algorithmic; randomly chosen out of a large pool of exercises/problems. Each student, thus, will have a different set of problems/answers. Students won't be able to copy and paste or print quizzes or tests.

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 created Pages with links to PowerPoint slides, YouTube Videos, discussion boards for questions, and assignments and assessments in Canvas. I placed one page per Module (chapter).

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

2017-2018 COOL Chairs: Aldrian Estepa and Ryan Scherbart
COOL Website: <http://www.chabotcollege.edu/cool/>

Timestamp	3/5/2018 9:37:30 AM
Name	Kristin Lima
Division	Applied Technology & Business
Proposal Reviewed	BUS 1B by Dmitriy Kalyagin (Hybrid)
Approval Selection	I approve this proposal as presented.
Comments (optional)	