

Online/Hybrid Course Delivery Proposal

Committee On Online Learning (COOL), Chabot College

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Faculty, Course, & Delivery Format Information

Faculty Name: [Martin Medeiros](#)

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

Date of Initial Proposal Submission: [2/21/2018](#)

Course: [ECN 2, Principles of Macroeconomics](#)

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?

[More and more economic data and news are delivered online \(this is especially the case for macroeconomic data\). This information can be effectively and seamlessly transmitted to students in an online environment. This kind of online class can enhance learning and increase access to educational opportunities.](#)

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):

[Ken Williams recommended that I incorporate some web-based features of the Gregory Mankiw Principles of Economics text book into the microeconomics course.](#)

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

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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	Watch Recorded Lectures (lectures cover material in text book)	22.5 (1.5 hr. per wk)
online	View videos and answer questions on the videos	8 (35 min per wk)
online	Quiz (10 questions per chapter; questions will be a combination of multiple choice, numeric entry, cloze, matching, drag and drop, and select missing words)	15 (1.0 hr. per wk)
online	Discussion. Topics will deal with the subject matter of the current week.	4 (17 min. per wk)
online	Final Exam. Exam questions (about 25-30) will be a combination of multiple choice and numeric entries.	3
online lab		
in-person		
in-person		
In-person lab		
TOTAL CONTACT HOURS: (Total Contact Hours According to the Course Outline: 54)		52.5

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

(Note: These are NOT part of Contact Hours)

Read textbook, watch course introduction video

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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 participate in the weekly discussion assignments, respond to all student emails with 24 hours, and schedule online office hours (which will be record and posted to the class site).

I will contact students who are at risk and send out weekly reminders for each week's assignments. When students falter, they will receive assignment reminders and encouragement to communicate with me.

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 interact via the weekly discussion forums and office hours (office hours are not required). The office hours will be conducted though the free video conferencing application, Zoom. This will allow for face-to-face interaction between students.

Assessment of Student Learning & Academic Integrity

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

The SLO's (student learning outcomes) for this course will be listed under the weekly section of the class site on Canvas. Rubrics will be used to assess forum assignments. Each quiz and video question will be immediately graded after the due date and explanations will be provided for each question.

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

All weekly quiz questions will be scrambled and each quiz will be timed. The forum topics will be changed for each class.

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Chabot College's Academic Integrity policy will be listed on Canvas class site and on the class syllabus.

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)

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

Weekly sections on Canvas will contain a recorded narration of a powerpoint presentation for a particular topic.

The video questions use a specific tool in Canvas called Lessons. This tool allows for embedded multimedia content (like Youtube videos) to be used with multiple choice questions.

The weekly quizzes employ several different kinds of questions, such as: multiple choice, numerical, data hunt, colze, matching, and true/false.

All office hours will use the free online conferencing application, Zoom. This app allows for video conferencing, white board, chat, and application sharing.

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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<p>Record of Approval, Comments, & Feedback</p> <p>A record of approval, & comments, & feedback will be automatically recorded directly below</p>
<p>2017-2018 COOL Chairs: Aldrian Estepa and Ryan Scherbart COOL Website: http://www.chabotcollege.edu/cool/</p>

Timestamp	2/24/2018 8:55:49 PM
Name	Sara Parker
Division	Social Sciences
Proposal Reviewed	ECN 2 by Martin Medeiros
Approval Selection	I approve this proposal as presented.
Comments (optional)	

Timestamp	5/3/2018 8:55:07 AM
Name	Martin Medeiros
Course Proposal	ECN 2 by Martin Medeiros
Course Site Name	SANDBOX-MEDEIROS-MARTIN-ECN-2
Course Site Status	The site is now ready for review.
LMS	Canvas