Online/Hybrid Course Delivery Proposal

Committee On Online Learning (COOL), Chabot College

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Faculty, Course, & Delivery Format Information	
Faculty Name: Zhicheng Liang Current Faculty Status for Online Teaching/Proposal Approval at Chabot College (Fast Track or New): New Date of Initial Proposal Submission: 2/26/2018	Course: ECN 2, Principles of Macroeconomics Units: 3 Contact Hours: 54 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?

Currently, no Macroeconomics courses (ECN 2) are offered online through Chabot College. The course of "Principles of Macroeconomics" (ECN 2) is a required course of all Economics majors, and it is transferable to the UC and CSU systems. The course is popular with students who want to pursue careers in business consulting and economics research, and students who wish to enhance their skills and knowledge base in learning the economic system. The intent offering of an online Macroeconomics course at Chabot College is to expand and enhance student access and learning. It will expand educational opportunities to more members of the community.

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):

I have consulted with my Division Dean and subdivision colleagues to secure preliminary support for offering this course in online/hybrid format. Their recommendations include: designing consistent online course structure and making consistent use of discussion boards throughout the course so that it enhances interactions and engagements between professor and students and/or student to student.

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(**REQUIRED**) Name(s) of faculty with whom you consulted: Prof. Sara Parker (Dean, Social Sciences Department, Chabot College); Thomas Menendez and Souleymane Gueye (Experienced online economics instructor at CCSF).

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	Lecture powerpoint, instructional video and podcasting. The instructor will create multi-media powerpoint files that will go with each lesson to supplement the textbook. The powerpoint files will tell students to complete the reading quiz at the beginning of class, and go on explaining the key concepts for the day. The Powerpoint files may also tell students to complete a practice problem after presenting them an example (Before the lecture, students will be required to read course materials, such as textbook assignment chapters, articles, and videos that illustrate key concepts in the course and are directly relevant to discussions and assessments).	18 hours per semester
online	Participating in interactive online group projects, composing online discussion board posts, and responding to other classmates' discussion posts and arguments.	18 hours per semester
online	Four timed (2 hours each) exams are given over the course of the semester. These exams also include short-answer and essay questions to better assess students' abilities of problem solving and critical thinking.	8 hours per semester
online	Timed quizzes (20 minute each) based on reading material from text and modules. I will create multi-media powerpoint files that will go with each lesson to supplement the textbook. Each reading or video assignment will be associated with a mini-quiz to make sure students are comprehending the	6 hours per semester

	textbook and the assigned videos contents. Therefore, I am anticipating at least one mini quiz a week.	
online	Online course assignments.	4 hours per semester
online lab		
in-person		
in-person		
In-person lab		
TOTAL CONTACT HOURS: **(Total Contact Hours According to the Course Outline: 54)**		54

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

(Note: These are NOT part of Contact Hours)

Reading supplementary textual materials, writing summaries, working on research papers and concept analysis essays, engaging in writing assignments, preparing for assessments and exams using all course materials and provided study guides, and reading recommended extra articles or viewing recommended extra films.

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.

Email and general discussion board on Canvas are some methods students can use to contact me. I will communicate regularly via whole class announcements, and contact individual student directly.

Regular class announcements will be updated timely to reflect what's important to students, like due date reminders, information about college events, and encouragements. Students who are showing signs of falling behind or performing poorly will be contact privately via email.

As I grade student discussion posts, assignments and papers, I will provide positive and constructive feedback to help students improve their work. Lastly, while I am available via email and through the Online Discussion Board on Canvas, I also welcome and encourage students to meet with me on campus to discuss their study plan for improving participation

and performance in the class. Meanwhile, with the help of Canvas, I can effectively view Activity, Assignment Submissions & Grades analytics for my course. For instance, by using "Student Analytics" in Canvas, I will know how well a particular student is doing in my course. In addition, I can view more useful information on each student in my course, such as when each student last accessed my course (called "Last Activity" in Canvas), and how long each student has been active in your course (called "Total Activity" in Canvas).

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.

 Our online course modules include a structured student-to-student discussion. Students begin by introducing themselves to one another. They are encouraged to seek out each other on the discussion board with further questions, either about the course or about Canvas. Online class discussion will bring together everyone to share their ideas and doing response posts will give them more direct opportunities to share knowledge.
Students will also have a chance to work together when they are assigned group work. Various investigative assignments of current events can deepen their understanding of topics from the textbook. In addition, students may be asked to do "Peer Review" so they can provide feedback/comment on other students' work. I plan to assign weekly discussion board assignments to encourage students to engage and learn about and from each other. .

Assessment of Student Learning & Academic Integrity

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

The course learning objectives and assessment methods will be clearly indicated in the course syllabus. Assessment of student learning will include 4 exams, weekly assignments, quizzes, and discussions, plus any extra credit during the course of the semester. Rubrics will be available for all discussions and written assignments.
While students will have access to their grades via Canvas, I will also send emails informing students of missed assignments, quizzes, and posts bi-monthly.

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

The class syllabus will have clear statements, pertaining to academic integrity and the consequences of dishonesty. All written assignments will be reviewed by the online plagiarism detection tools (such as "VeriCite", which is built into Canvas) for analysis. Moreover, students will be assigned to complete a short opinion survey after each written assignment that asks

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students to describe some facts and their thoughts about the assignments.
All multiple-choice assessments will be set up with tools from Canvas to maximize integrity by adding a time limit, shuffling questions, shuffling answer choices, showing one question at a time and only showing correct answers after the assignment due date.
In addition, I will try to write assignments that require students to respond to active and changing sources of information like news feeds and blogs. This can be an effective tool to minimize plagiarizing.

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.)

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. I strive to create engaging discussions using a mix of audio, video, and text. Discussions can be centered around images, PowerPoint slides, or videos. By complying with Section 508 and WCAG 2.0 AA requirements, all the learning materials for my online courses (including interfaces, images, sounds, multimedia elements, and all other forms of information) will be accessible to all students, regardless of who is enrolled. I plan to use captioning options such as 3C Media Solutions, CaptionSync video captioning service, and DIYCaptions' video captioning service to make material accessible. In addition, major steps will also be taken to 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.

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<table>
<tr><td colspan="2" align="center">Record of Approval, Comments, & Feedback
A record of approval, & comments, & feedback will be automatically recorded directly below</td></tr>
<tr><td colspan="2" align="center">2017-2018 COOL Chairs: Aldrian Estepa and Ryan Scherbart
COOL Website: http://www.chabotcollege.edu/cool/</td></tr>
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Timestamp	2/26/2018 8:37:14 PM
Name	Sara Parker
Division	Social Sciences
Proposal Reviewed	ECN 2 by Zhicheng Liang
Approval Selection	I approve this proposal as presented.
Comments (optional)	

Timestamp	5/4/2018 6:39:42 AM
Name	Zhicheng Liang
Course Proposal	ECN 2 by Zhicheng Liang
Course Site Name	Economics CC 2 Sec EN1 (23180) Fall 2018
Course Site Status	The site is now ready for review.
LMS	Canvas