

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 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: [Christopher Collins](#)

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

Date of Initial Proposal Submission: [2/28/2018](#)

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?

[This proposed course being facilitated in an online format will provide learning opportunities and benefits to students by ensuring greater access to students who may not be able to attend a course that historically has only been offered in a traditional face to face setting. In order to guarantee student success and equity for all students \(specifically students who have work, family obligations, and live a geographic distance from the campus\), it is necessary to provide an online option for History 7.](#)

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):

[No recommendation other than be sure to have effective contact with students.](#)

(REQUIRED) Name(s) of faculty with whom you consulted: [Juan Pablo Mercado and Michael Thompson](#)

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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	Read lectures/ content-Reading through written course lectures will be used to inform students about the different elements in the class. Media may be used to include interviews, discussions, and presentations that relate to the information examined in the course.	20
online	Posting feedback, Reading student posts, and Peer Reviewing other Student's papers on the discussion board or group forum.-Online threaded discussions will be interactive to provide instructor to student and student to student contact. The expectations for each post will be about one page worth of writing, but will also include reading and commenting on the post of fellow classmates. Each discussion board post will be graded according to a posted rubric.	8
online	View multimedia content- Public Domain multimedia will be used to provide visual depictions of historical events. These will all be ADA compliant with captions.	5
online	Transformative Learning Activities in class: Responding to other learners in regard to certain questions that challenge a learner's perspective on key issues in the course materials.- Peer review will be used as a method to facilitate interaction between students. Collaboration in an integral part of building an online sense of community to better understand the course material. Canvas Discussions Tool and Zoom Conferencing will be the mode by which students will be able to respond participate in these activities.	6
online	Presentations From the Instructor- The instructor will provide additional lecture content in the form of digital media with	15

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	ADA compliance. This will expound on course material and provide a constant instructor presence in the course.	
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)

Read Textbooks- Students are expected to read 50-80 pages per week within the textbook or academic journal articles (50 hours)

Preparing Assignments- There will be assignments that require student to prepare by reading the course materials and writing an essay that delves into critical analysis on historical issues. This also includes the preparation of discussion boards. (50 hours)

Reviewing class notes- In preparation for the final examination students are expected to compile and study their notes. (8 hours)

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.

Announcements/Bulletin Boards - Instructor will weekly initiate interaction with students to determine that they are accessing and comprehending course material and that they are participating regularly in the activities in the course. Students will receive these contacts via announcement, emails, video messages, phone and text messaging, and in community chat room and web conference.

Email Communication - Instructors weekly initiate interaction with students to determine that they are accessing and comprehending course material, participating regularly in all required

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activities of the course, and progressing through the course in timely fashion in accordance with the published course syllabus

Discussion Boards - Every two weeks threaded discussion board posts, Confer Zoom, CCCConfer and InBox will allow students to engage with each other and the instructor. Threaded discussions will be maintained throughout the semester with the participation of instructor and students.

Office hours - Weekly Web Conference Chats will be available at various times online. Contact shall be distributed in a manner that will ensure that regular contact is maintained, given the nature of asynchronous and synchronous instructional methodologies, over the course of a week and should occur as often as is appropriate for the course, but not less than once per week.

Chat Rooms - Instructor will weekly initiate interaction with students to determine that they are accessing and comprehending course material and that they are participating regularly in the activities in the course. Students will receive these contacts via announcement, emails, video messages, phone and text messaging, and in community chat room and web conference.

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.

Discussion Boards - Every two weeks threaded discussion board posts, Confer Zoom, CCCConfer and InBox will allow students to engage with each other and the instructor. Threaded discussions will be maintained throughout the semester with the participation of instructor and students.

Chat Rooms - Students will participate in weekly chats with their fellow peers to discuss their understanding and concerns regarding historical topics and the their online class experience.

Transformative Learning Activities- Every two weeks an opportunity will be provided for student to student contact to discuss historical topics and relate them to contemporary issues.

Assessment of Student Learning & Academic Integrity

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

Online quizzes, exams, & assignments, weekly homework submitted electronically, questions

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for review and discussion, group projects, portfolios, online forums for participation, student created collaborative wikis, online presentations, surveys, journals, and reflections.

In combination with the instructional methodologies, the evaluation methods are designed to encourage student interaction, build opportunities for learner-learner contact and instructor learner contact.

Attendance will be tracked via student participation in weekly collaborative activities, e.g. discussion forums, group projects, and wikis.

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

At the beginning of the semester there will be a formal contract and quiz about academic integrity.

Clear, explicit definition of what is cheating on your syllabus.

Clear explicit definition of what is cheating within test instruction prior to taking.

A district approved plagiarism software will be used to promote academic integrity.

Instructor will hold student accountable for any form of plagiarism or cheating.

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.

Learning Management System Canvas will be used to facilitate the course.

Presentation in the form of PowerPoint and Camtasia will be used to provide lecture content.

Audio/Video in the form of YouTube will be used to provide lecture content that is captioned.

Web Conferencing will be used to facilitate instructor and student interactions.

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

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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.

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	5/1/2018 9:58:55 PM
Name	Sara Parker
Division	Social Sciences
Proposal Reviewed	HIS 7 by Christopher Collins
Approval Selection	I approve this proposal as presented.
Comments (optional)	