

Chabot College
Distance Education Curriculum Support Committee

Course Proposal Form
(Send as an email attachment to DECSC chair)

2006-2007

These questions are meant to provide you, our faculty colleagues, a framework for your Distance Education Curriculum Proposal. These are *guidelines*, not mandates. Much of this emerged from an Academic Senate for California Community Colleges white paper, available in our resource area. We believe careful and thorough consideration of these issues will improve not just your proposal, but also your entire course design. Please feel free to elaborate where you think most important. Note: Please click on *File, Save As* to save this form as a document, so you can work on it and submit it electronically to the DE Curriculum Support Committee chair.

Each proposal or existing course, if delivered by distance education, shall be separately reviewed and approved by the curriculum committee prior to being offered. (Ed Code 55378)

Course Title & Number: ***Psychology-Counseling 10 –
“Career-Educational Planning”***

Faculty Name: ***Joseph Kuwabara - Counseling – extension: 6742***

1. Need/Justification

To offer the course to students who may not be able to attend classes on a regular basis. The course would be available to students outside of the district. Career and education planning are needed not only for our district students. The class size several years ago was 24 because it was viewed as an extension of individual career counseling. Through contract negotiations many courses were increased to a standard size of 40 students. The small class size allowed individual interaction between each student and the instructor. With the increase in class size, this aspect of the course was lost. By moving the course to the online format, it is hoped that this weekly individual interaction between each student and the instructor will be reestablished. Each student will again receive individual personal evaluation and feedback on each class assignment.

2. Course Content Delivery

- Describe the distance education modalities used to deliver the course content and provide an approximate schedule of the time allocated to each modality. How much of the class will be on-campus lecture, video, email, web, CD-ROM, etc.

The course content, lecture, and assignments will be web-based – online. The course assignments will be modular with specific a due “date & time” schedule. Students will be able to respond to specific questions asked by the instructor and post their responses. Students will be able to post their assignments and other students will respond to their assignments. The instructor will respond to each student’s assignments to each specific student. Students will be able to respond to the instructor via email if any problems or difficulties arise. Students will have the option of making individual counseling appointments with the instructor through the Counseling Division.

- Note that the total number of contact hours should approximate the equivalent number of hours required in an on-campus setting. And, because indicators to date suggest that many community college students do better with some face-to-face contact with their instructors, there should be some provision for on-campus or in-person contact.

The total number of student contact hours will be the same as the “on-campus” section of this course. The class assignments and expectation will be the same. The on-line students will be expected to perform more evaluation and individual responses than the “on-campus” students. Weekly interaction with the instructor will have each student responding immediately to class assignments rather than waiting until mid-term testing. Students will be able to respond to the instructor via email if any problems or difficulties arise. If students need or request face-to-face contact with the instructor, as a counseling-faculty member, I have many weekly office hours available for all Chabot College students.

3. Nature and Frequency of Instructor-Student Interactions

- Provide examples of course components taught using distance education technology. This will include either or both synchronous—online at the same time and asynchronous—online at different times.
- Describe the number and frequency of interaction for students making satisfactory progress and for intervention when students are at-risk of dropping or failing due to poor performance or participation.
- For each type of interaction listed above, describe why you believe it will be effective for this particular curriculum and delivery model.
- Describe how the interactions will facilitate student learning and how students will benefit from the DE modalities selected.

“Asynchronous” – Each student will be able to read/view each class lecture and complete each modular assignment within specific time limits of each class module. Each student will receive individual responses from

the instructor. The student may be able to post their responses and/or class assignment and receive responses from other students in the class. The class assignment of the “Field Interview” will allow each student to interview someone who is working in an occupation that is interesting to him or her. The student will post their “Field Interview” and other students will be allowed to ask questions or respond to each “Field Interview”.

“Synchronous” – The instructor plans to set up a time for group discussion. Students will be expected to respond during this group/chat time. The instructor will post a question(s) and the students will respond. An example of this will be the assignment of asking the students to respond to how each of their “Field Interviews” has gone. A time period will be established for a group discussion about the “Field Interview” assignment.

The class will be set up for the instructor to be able to pose individual questions to each student and respond to each student during each module. Students will receive individual responses from the instructor on a weekly basis as they complete each class module. Career planning is an individual process. Each student possesses his or her own individual set of values, goals, personality traits, skills, and lifestyle. The instructor needs to assist each student evaluate each of these in order for him or her to be able to make more effective and productive career decisions. The interaction between each student and the instructor are the most important and essential part of this type of course. With each module of the class, the instructor will be giving each student specific feedback to their class assignments and responses.

Interaction with each student will be on a weekly basis. Each student will be required to respond to the instructor with his or her reactions to each course assignment. There will be weekly evaluations and feedback of each student’s performance. Students will be able to respond to the instructor via email if any problems or difficulties arise. Students at risk will be identified immediately and notified of his or her status from the instructor.

4. Assignments & Methods of Evaluation

- List the criteria that will be used to substantiate student learning, and describe the methods of evaluating student progress.
- Describe planned interactions and evaluations to ensure participation and verification of student learning that permit timely instructor intervention.

Methods of evaluation will be the evaluation of each class assignment, mid-term quizzes, and a final examination. The class will be set up for the instructor to be able to pose individual questions to each student and respond to each student during each module. Students will receive individual responses and evaluation from the instructor on a weekly basis as they complete each class module. Career planning is an individual process. Each student possesses his or her own individual set of values, goals, personality traits, skills, and lifestyle. The instructor needs to assist each student evaluate each of these in order for him or her to be able to make more effective and productive career decisions. The interaction between each student and the instructor are the most important and essential part of this type of course. With each module of the class, the instructor will be giving each student specific, individual feedback to his or her class assignments and responses.

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The final grade will be a total earned of all the class assignments, mid-term quizzes, and final examination.

5. Technical Support

- Describe the technology necessary to carry out your proposal for an effective DE course. Include an assessment of the adequacy of support personnel required to maintain hardware & software, for both faculty and students.

6. Student Services

- Describe how students might access services such as tutoring, counseling, financial aid, and supporting course materials, library materials, learning resources, etc.

On the course website, there will be links to the Tutorials Center, Counseling, Financial Aid, Chabot College Learning Resources Center, Chabot College Bookstore, Class Web, Chabot College website, supporting course materials, etc.

7. Accommodations for Students with Disabilities

- Describe how you will accommodate students with disabilities. For a telecourse, is the video close-captioned? If you plan to use Blackboard, please review the

accessibility information at <http://www.blackboard.com/products/access/faqs.htm>. For online accessibility, please email your web site to the DSRC Alternative Media Specialist or coordinator. For more information on accessibility resources, visit <http://www.w3.org/WAI/>.

8. Class Size & First Term to be offered

- Indicate the standard limit for the class and the first term you plan to offer this course.

The class will remain at its current same of 40 students. The first that this course will be offered is the upcoming Spring Semester, 2007. The class size several years ago was 24 because it was viewed as an extension of individual career counseling. Through contract negotiations many courses were increased to a standard size of 40 students. The small class size allowed individual interaction between each student and the instructor. With the increase in class size, this aspect of the course was lost. By moving the course to the online format, it is hoped that this weekly individual interaction between each student and the instructor will be reestablished. Each student will again receive individual personal evaluation and feedback on every class assignment.