Chabot College

**Online Course Proposal Form**

Spring 2012

**Course Title & Number: Psychology Counseling 10 – Career and Educational Planning**

**Faculty Name: Dara Greene**

**Course Delivery Method (check one):**

**X ⁫ Online (all instruction is online)**

**⁫ Hybrid online (instruction occurs both online and on campus)**

**⁫ Other (please describe)**

**First Semester To Be Offered: Spring 2012**

1. **1. *Preliminary* Input from Colleagues and Administrators**

As you develop your proposal and *consider* your course, please consult with your division and do some background research, including the following:

**⁫ a.** *Consult Online Learning Support staff (*[*bbhelp@chabotcollege.edu*](mailto:bbhelp@chabotcollege.edu)*) for Blackboard resources/training and information on this proposal/approval process.* **Date(s) completed: 1/11/2012**

**⁫ b.** Review similar courses. Are similar courses offered online at other

colleges? If so, **note the college(s).**

**Yes, LPC, Mira Costa College, Bakersfield College, Peralta College, etc. (Too many to list all)**

**⁫ c**. Meet with your Division Dean and subdivision colleagues to secure *preliminary*

support for offering this course *in online/hybrid format*. **Date completed:1/10/2012**

1. **2. Develop Proposal And Consult With Colleagues:**

**⁫ a**. Consult with other faculty experienced in DE. **With whom did you consult?**

**Attach a separate page *listing the meeting dates and a summary of your discussion.***

**⁫ b.** Review your *completed* proposal with your subdivision colleagues. **Attach a separate page** listing attendees, meeting date, and a summary of the recommendations or reservations of your division/subdivision.

1. a. I met with Christina Lee from Las Positas College on 1/10/2012 to talk about teaching online and how to set up a Blackboard class for PSCN 10. She had already allowed me access to her PSCN 10 online course in Fall 2011 and I had specific questions for her on how she taught online some of the topics covered in the class. We discussed materials and shared our own materials developed while teaching PSCN 10. When I met with her, I had just been given the opportunity to cover Sadie Ashraf’s online PSCN 10 for Spring 2012 and Christina Lee was kind enough to offer me her shell since I needed to get the course prepared in 5 days. I am currently using the shell the Christina Lee developed for LPC.
2. b. I met with Carey Harbin on February 1st, 2012 to show him my completed proposal and my online course on Blackboard. He is the only counselor/instructor in the PSCN division with any online teaching experience available for me to meet with at this time. Carey recommended that I use more highlighted words on my online units to express deadlines. He also thought that the lecture notes needed to be rewritten and made more relevant to the assignments. Additionally, since there are some images used in the units, he suggested I write descriptions of the images for students using Dragon as their reader (or alt-tags). He also suggested that I rewrite a couple of folders that were titled FAQs but were not, in actual fact, FAQs.

**3. Student Benefits**

* How will this course meet student needs? Are there learning opportunities made possible in an online or hybrid online course that might not be available in a traditional course?

Career and Educational Planning is one of those courses that people take at all ages and from all walks of life. The advantage in having this course online is that it then becomes available to students who work full time or stay at home parents who are looking for new career and educational opportunities but can’t attend classes on campus at this point in their life. There is so much career and educational planning information online so in some ways taking this course online can offer an exciting melding of instruction and online access. There are videos on Youtube about every aspect of career exploration, websites for taking career assessments; all career research is now accessed primarily online via such websites as Eureka or Onet.

* If this course has previously been offered at Chabot using this delivery method, what have you learned from prior instructors that will influence your instruction in this course?

This course has been taught online at Chabot by Joe Kuwabara and Sadie Ashraf. Unfortunately, due to unusual circumstances, I have not been able to speak with them about their experiences. I did meet with Chris Lee from Las Positas College who has been teaching this class online for many years there and she was kind enough to share her course shell with me.

**4. Course Content Delivery**

* The total number of contact hours in your course should approximate the equivalent number of hours required in an on-campus setting. For example, a 3-unit course typically meets on campus for 54 contact hours of instruction, assessment, discussion, and group activities. In the Carnegie unit system, students are also expected to invest two hours “outside of class” for every hour in class on reading, studying, preparing assignments, and other homework; these additional hours are not considered to be “contact hours”. Account for the contact hours in your proposal ***in a clear, detailed and specific way***. (*PLEASE NOTE: For a more detailed explanation of “contact hours”, be sure to see the Addendum attached to this form.)*
* • Activities include:
* • Lecture notes
* • 1 chapter per week of textbook reading
* • Weekly Discussion Board posts
* • Group Activities
* • Weekly quizzes
* • Interest and Personality Inventories
* • Self-assessment homework
* • Career Online Research
* • Informational Interviews
* • Resume Writing and Feedback
* • Interview Skills and Feedback
* • Final Paper
* • Final Exam

* What percentage of the course will be on-campus, if any? What percentage of the course will consist of online lecture *(text, presentations, podcasts, video), class discussions (discussion board forums), group projects (blogs, journals), online resources (Publisher content/websites*, *course cartridges/packages), assignments, student research, reading, writing, & assessments?* ***Please be sure to list each of your contact hour/instructional activities and indicate how these will be delivered throughout the course and the amount of hours or percentage that they will entail.***

The course is fully online

Lecture Notes-10%

Textbook Reading – 10%

Discussion Board Posts and group assignments-30%

Assignments -30%

Quizzes -10%

Final Paper -5%

Final Exam -5%

* Will any portion of your course be synchronous, requiring students to be online at the same time? If so, describe those activities, and how you will provide flexibility for students who may be unable to participate at any given time.

No

**5. Nature and Frequency of Instructor-Student Interactions**

* How and how frequently will you interact with your students? This should include interactions with the entire class, providing feedback on assignments, and interventions when students are at-risk of dropping or failing due to poor performance or participation.
* For each type of interaction, describe why you believe it will be effective for this particular course.
* • Twice weekly announcement posts
* • 48 hour response time on emails or discussion board questions, Monday-Friday
* • Homework will be graded and posted on BB within a week of Module closing.
* • Individual feedback to assignments will be given.

**6. Nature and Frequency of Student-Student Interactions**

* • Describe opportunities in your course for student to student interaction. This may include discussions, group projects, peer review of assignments, and other approaches. Consider how students interact in this course when taught on campus; how can you build this type of learning community online?
* • Students will post weekly on the discussion board and the class is invited to review other students’ posts but this is not required.
* • When the students complete their resumes and their interview skills modules, they will be divided into groups to respond, give feedback and critique resume and interview questions answered.

**7. Assessment of Student Learning**

* How will you assess learning in this course? Given the nature of online courses, how does your assessment plan ensure a level of academic integrity with which you’re comfortable?
* Describe how your assessment plan is consistent with your stated goals in the student benefits and student-student interactions sections of your proposal. How will you provide feedback to students?

Learning will be assessed through answers on discussion board posts, weekly quizzes, a final paper, and a final exam. PSCN 10 is a course that is based on self-reflection and research related to personal career and academic interests. It will be evident in the way that students respond to assignments that they have spent time completing the exercises and have used the information to deepen self-knowledge.

Student feedback will be given individually after the completion of assignments and discussion board posts. Students will also be given the opportunity to interact during the resume and interview skills modules when they will be broken into groups and asked to provide feedback to other members in their groups.

**8. Technology**

* • Describe any software or multimedia tools you plan to utilize in your course: *PowerPoint (with or without audio),Publisher content/websites*, Course *Cartridges/Packages*, Camtasia, *Jing*, *Dragon Naturally Speaking*, Flash, *Audio (including Audacity and podcasts)*,*YouTube/EduStream/Web-based videos*, etc.). This is helpful to determine technology support needs. ***Please be specific in listing the technological tools you intend to use for your online or hybrid course***.

At this time the course has very minimal usage of multimedia tools. There is one youtube video used during the interview skills module. All other assignments use the use of a textbook, online assessments or websites and lecture notes in a pdf format.

**9. Accommodations for Students with Disabilities**

* Is any required video close-captioned? Is there any required audio accompanied by a transcript? If you plan to use any multimedia (video, audio, publisher sites specialized software), is that accessible to your students in terms of both software availability at home and on campus and accessible for students with disabilities? Have you provided alt-tags for your key images used in your course? Please *contact* the *Chabot* DSRC *(Disabled Students Resource Center http://www.chabotcollege.edu/DSRC/)* if you need help in ensuring accessibility for your students.

I intend to include a transcript for the one Youtube video utilized in the course, and add descriptions or alt-tags to the images.

**10. Submit your proposal (electronic version via email and hard copy via campus mail)**

**to the chair of the Committee on Online Learning.**

Faculty signature: \_\_\_\_Dara Greene\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_ Date: \_\_1/6/2012\_\_\_\_\_\_\_

Division Dean signature: \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_ Date: \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_