Online/Hybrid Course Proposal Form
Chabot College Committee On Online Learning (COOL)

Directions: Complete this form in Microsoft Word. Click on the boxes where applicable and provide your responses within the expandable grey-shaded boxes. Submit the form via email as directed in the last section. For information on the complete proposal process, visit http://www.chabotcollege.edu/cool/.

Course Information and Delivery Format	
Course Subject & Number: **PSCN 2** Course Units: **3** Total Contact Hours: **54**	Course Delivery Method (check one): ☒ Online (all instruction is online) ☐ Hybrid (instruction occurs both online and on campus) _____ % online _____ % on campus
Faculty Name: **Laura J. Alarcón** First Semester To Be Offered: **Fall 2014**	☐ Other. Please Specify:

Need/Justification/Benefits to Students
How will the online/hybrid delivery of 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? This class has been offered online for at least 5 years. The faculty member who teaches this class will retire at the end of the Spring 2014. The division must continue to offer this class online as it is a core class for our Human Services degrees.

Preliminary Research and Input from Colleagues and Administrators
☒ Reviewed online teaching resources & tools at http://www.chabotcollege.edu/cws/onlineteaching/.
☒ Met with Division Dean and subdivision colleagues to secure preliminary support for offering this course in online/hybrid format.
☒ Reviewed similar courses at other colleges (CVC Distance Education Catalog http://www.cvc.edu/)

Develop Proposal and Consult with Colleagues
Consult with other faculty experienced teaching online. If this course has previously been offered at Chabot in this delivery method, what are some of the recommendations from prior instructors that will influence your instruction in this course? I consulted with Sadies Ashraf who is the other person who is currently teaching online in our department. She concurred that we must have other faculty members teach online and specifically the PSCN 2 that has been traditionally offered in this format.
Review your completed proposal with your subdivision colleagues (if required). Please provide a summary of those recommendations:

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Course Content Delivery - Contact Hour or "In-Class" Activities

In the following section, explain how each instructional/contact hour will be implemented throughout each week of the proposed online or hybrid course. Contact hours are usually 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. 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.

The following list illustrates some sample "in-class" activities for an online class. These are suggestions and each instructor would use whichever activities are best suited to the course.

- Reading lectures/content.

- Viewing presentations from the instructor.

- Reading another student's blog or presentation.

- "In class" reading of scenarios or quick discussion questions.

- Participating in discussion board forums.

- Reading students posts and posting feedback.

- Peer reviewing other student's papers on the discussion board or group forum.

- Group problem solving.

- Group projects that include multiple posts to each group member within their designated group forum space.

- Assessments – quizzes, tests, exams, surveys.

Delivery Mode (online or in-person)	Activity and Description (For hybrid courses, please be sure in include in-person activities)	Hours or %
online	Instructor's written Workshop Intro and framing	.5
online	Rubric guided Original Discussion Board post with reasons and evidence, and two thoughtful rubric guided replies	2
online	Human Services Exploration Projects. These include a combination of reporting/sharing of informational interview results, posting a critique of a reading or video, participation in discussion board forum, web-based videos, reading students posts and posting feedback, group projects that include multiple posts to each group member within their designated group forum space.	5
online	Exam/quizzes, random , one at a time, no back up	1.5
click to select		
click to select		

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click to select	6 Workshop, each 2 or 3 weeks long. Each workshop accounts for 9 hours of counted hours .	
	TOTAL CONTACT HOURS:	9 hrs per wksp. Total 54 hrs per semester

Course Content Delivery - Preparatory or "Outside of Class" Activities (not part of contact hours)

For each contact hour, students should be expected to spend two preparatory hours "outside of class" on reading, studying, preparing assignments, and other homework. Note that these additional hours are not considered to be "contact hours." The list below reflects sample instructional, preparatory "outside of class" activities.

- Reading textbooks
- Research
- Preparing assignments
- Viewing internet sites
- Individual reflective writing
- Writing/composing a blog
- Journaling

- Analyzing another student's ideas individually
- Using a wiki for posting ideas to other class members in preparation for a group project
- Reviewing class notes.

- Outside reading of additional texts pertaining to the course subject matter as homework preparation.
- Preparing an individual class presentation.

Activity and Description (note: each text box will expand as needed)

Reading Textbooks - Generalist Case Management: A Method of Human Service Delivery and Case Management by Design: Reflections on Principles and Practices, review class notes and pepare for tests.

Conducting Informational interview with case managers or others in human services field

Watching videos such as "Girl Interrupted" and viewing internet sites

Analyzing another student's ideas individually

Using a wiki for posting ideas to other class members in preparation for a group project

Nature and Frequency of Student-Instructor 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.

•Skype: I will be available via Skype for office hours (one hour per week). This interaction might be helpful for those students who might need a different kind of interaction with the instructor in order to feel more comfortable and engage in the course.
•Blackboard Announcements: As often as needed in order to keep students engage in the class and on top of deadlines and assignments.
•E-mail: Send e-mail to students who are not participating in class discussions or are missing assignments. This type of personalize communication will let students know that the instructor is paying attention to their performance and it might open the door to meaningful interactions and interventations to help the student persist in the class.
•Blackboard: Send feedback for assignments using Blackboard (feedback will be sent weekly). Timely

feedback of assignmnet and tests will allow the student to know how he/she is doing in class and the areas that might need improvement in order to be successful in class.

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 interact weekly by posting a bi-weekly critique of a reading or video, participation in weekly discussion board forum.
Weekly reading of classmates posts and posting feedback.
One or two group projects that include multiple posts to each group member within their designated group forum space.

Assessment of Student Learning

How will you assess learning in this course?
Discussion Board and Replies including information derived from textbook and videos.
Group Project and weekly reading responses, most of which include significant student to student interaction including posting replies to other classmates' evidence and arguments.
Timed tests/quizzes.

Given the nature of online courses, how does your assessment plan ensure a level of academic integrity with which you're comfortable?

Based on conversations with colleagues who teach online and my own experience teaching online courses, there are teaching practices likely to enhance the academic integrity of the course. Some of those teaching practices are: greater number of smaller assignments, assignments that require students-to-student interaction, assignments that ask students to describe their interactions with people outside of class, assignments that require students to respond to active and changing sources of information like news feeds and blogs.
Timely feedback to assignmnets and tests makes it clear to the student that I am paying close attention to their submitted work and performance in class.

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?
For each workshop the assessment plan will go as follow:
30% of the grade is based on the Discussion Board and Replies.
30% is based on the Human Services Exploration Project, most of which include significant student to student interaction including posting replies to other classmates' evidence and arguments.

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40% of each workshop is based on an objective assessment this includes, quizzes, tests and/or participation in the group project (monitoring student progress towards group presentation)
Timely feedback will be provided by e-mail and blackboard.

Technology and Accessibility
Indicate the technology tools (software, web-based tools, etc.) and the plan for utilization in your course. Most commonly used are listed below; additional tools and information are available on the COOL website.

☒ CMS/LMS (Blackboard)	
☒ Presentations (PowerPoint)	
☐ Publisher content/websites	
☒ Websites/links (Google Docs)	
☒ Screen recording (Camtasia, Jing)	
☐ Audio (Audacity, iTunes)	
☒ Video (YouTube, EduStream)	
☐ Web conferencing (CCCConfer)	
☐ Other software (please describe)	

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).

Verification of Content and Approval
Faculty: Please email your completed proposal to your Division Dean for approval. **Division Dean**: Upon your approval of this proposal, please email this proposal to the COOL Co-Chairs.

Faculty (Enter Name): Laura J. Alarcón ☒ **By entering my name above and checking this box, I verify that this proposal accurately reflects my plans for the proposed course.** **Date: 02/21/14**	**Division Dean (Enter Name):** Matthew Kritscher ☒ **By entering my name above and checking this box, I approve this course proposal from the instructor as completed above.** **Date:** approved via email 2/24/14

2013-2014 COOL Co-Chairs: Wanda Wong and Minta Winsor