Directions: Complete all sections. Submit the form via email attachment as directed in the last section.

For information on the complete proposal process, visit <http://www.chabotcollege.edu/cool/>.

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| **Course Information and Delivery Format** | |
| Course Subject & Number: **PSCN 15**  Course Units: **2** Total Contact Hours: **36** | 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: **Spring 2015** |

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| **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?  The department usually offers one or two online sessions of PSCN 15. However, the faculty member who usually teaches the online session will be on maternity leave next semester. I am hoping to teach this class in the Spring so we can continuw serving online students. |

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| **Preliminary Research andInput 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/>) |

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| **Develop Proposal and Consult with Colleagues** |
| Consult with faculty experienced teaching online. What are some of the recommendations that may influence your instruction in this course?  I consulted with Sadies Ashraf who is the other faculty member who is currently teaching this class online in our department. She concurred that it might be a good idea to have other faculty members teach this class online. |
| 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** | | |
| Explain how the instructional contact hours will be implemented for each week of instruction. 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. Examples can be found at: <http://www.chabotcollege.edu/cool/forms/>. | | |
| **Delivery Mode**  ***(online or***  ***in-person)*** | **Activity and Description**  ***(For hybrid courses, please be sure in include in-person activities)*** | **Contact Hours** |
|  | Instructor’s written Workshop Intro and framing | .5 |
|  | Rubric guided Original Discussion Board post with reasons and  evidence, and two thoughtful rubric guided replies | 2 |
|  | Student Success Projects that are a combination of reporting/sharing of informational interview results, learning style inventories, changing habits journey, 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. | 4 |
|  | Exam/quizzes, random , one at a time, no back up | 1.5 |
|  | 6 workshops and discussions each 1 or 2 weeks long. Each workshop accounts for 5 hours of counted hours . | 30 |
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| TOTAL CONTACT HOURS: | | 36 |

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| **Course Content Delivery - Preparatory or “Outside of Class” Activities (NOT part of contact hours)** |
| For each contact hour, explain how students will be expected to spend preparatory hours outside of class, such as reading, writing, studying, preparing assignments/projects/presentations, and other homework.  Examples can be found at: <http://www.chabotcollege.edu/cool/forms/> |
| **Activity and Description** |
| Reading textbook: On Course --7th edition, review class notes and prepare for tests |
| Conducting Informational interview with potential mentors in a field of study that the student might be interested in pursuing |
| Analyzing another student's ideas individually |
| Using a wiki for posting ideas to other class members in preparation for a group project |

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| **Nature and Frequency of Student-Instructor Interactions** |
| All courses shall include regular effective contact between students and the instructor. 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. |

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| **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 a collaborative, student-centered environment in which a community of learners is created?  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. |

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| **Assessment of Student Learning** |
| What methods of assessments will you use to assess learning in this course?  What strategies do you plan to use to ensure academic integrity in your 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.  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 Project (see above for more project detail), most of which include significant student to student interaction including posting replies to other classmates’ evidence and arguments.  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. |

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| **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, 3CMedia) |  |
| 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). | |

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| **Verification of Content and Approval**  **Faculty**: Please enter your name, check the box, and enter today’s date in the appropriate box below. Email your completed proposal to your Division Dean for approval.  **Division** **Dean**: Upon your approval of this proposal, please enter your name, check the box, and enter today’s date in the appropriate box below. Email this proposal to the COOL Co-Chairs.  **2014-2015 COOL Co-Chairs: Wanda Wong and Minta Winsor** | |
| **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:** **9/11/14** | **Division Dean (Enter Name):** **ValJean Dale**  **By entering my name above and checking this box, I approve this course proposal from the instructor as completed above.**  **Date:** **9/11/14** |