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 21 Strategies for College Success.**  Course Units: **1** Total Contact Hours: **17.5** | Course Delivery Method (check one):  Online (all instruction is online)  Hybrid (instruction occurs both online and on campus)  % online  % on campus |
| Faculty Name: **Jerome Manos**  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?  This course will meet the students’ needs by accomadating their scheduling desires and allowing for them to manage their school work in a manner that is appropriate for them. I would argue that the online learning opportunities are just as great as if it were a traditional classroom. I believe this course will facilitate our efforts to close the readiness gap. This course will teach young adults the strategies necessary to help with reading, writing and math skills they must have to succeed in the workplace or college. This class will be taught in an engaging way that leads students to learn and think independently, and prepare for the challenge of being a successful student. |

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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 have consulted with several faculty members who have taught online classes before. After observing others in the past, and having also taught online courses before, I believe that this is a great way to allow students the time flexibility of learning through an online course and the ability to have a course that meets the students needs scheudule wise. |
| Review your completed proposal with your subdivision colleagues (if required), Please provide a summary of those recommendations:  I have had several conversations with Dale Wagoner and Jeff Drouin as well as obtaining advice from Dr. Wilson in regards to the demands and expectations of online courses. I have also consulted with Ken Grace who has taught numerous online courses. I have read the prior proposal used for teaching CSA taught at Chabot in the past and plan to include many of the same strategies and resources used in that model. I will continue to consult and seek advice from the veteran online professors that are familiar with the enivornment of online courses. |

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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** |
|  | Reading content related to course in the form of PDF files and On Course Study Skills Edition textbook. | 3.5 |
|  | Weekly assignments (Journals, interviews, etc.) that are consistent with the course material and reading assignments. | 3.5 |
|  | Posting feedback on each assisgnment and reading student posts. Also will utilize weekly group discussion boards for problem solving. | 3.5 |
|  | Powerpoint and other multimedia presentations relative to course material. | 3.5 |
|  | Weekly Quizzes. | 3.5 |
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| TOTAL CONTACT HOURS: | | 17.5 |

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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** |
| Reviewing the following materials:  1. On Course Study Skills Edition, by Skip Downing.  2. IGETC Requirements.  3. CSU Breadth  4. Financial Aid PP  5. Reading other materials related to the topic.  6. Exploration of the the Chabot College website as it relates to available resources on campus.  7. Chabot Catalog |
| Completion of an SEP with the athletic counselor.  Examining and utilizing curricular options and institutional resources that directly support the students educational plan. |
| Journal writing that will explore their thoughts and feelings as related to the course material.  Study Skill Planning (Reading, Taking Notes, Organizing Study Materials, Taking Test) |
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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.      I will check my email daily and respond to any questions regarding the course. I will give individual feedback on each assignment for each student. I will also keep my grading up to date on a daily basis, when assignments are completed and turned in. I will communicate with the class via announcements on the class webpage that includes reminders about assignments and other related material. I will also communicate through group email. Email is critical when teaching an online course; it may be your only source of communication. I have also left my phone number for students to contact me if they feel necessary. If I see that students are not completing assignments on a regualr basis (more that two assignments behind) I will contact them individually through email. |

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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?  In this course, student to student interaction will take place through the group discussion board. Although students will gain knowledge of the course through the discussion board, all assignments are all completed on an individual basis. . |

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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?  Through quizzes, Blackboard discussions, and completion of assignments.The assignments are based off of the course material located on blackboard. Students are required to self-reflect and are evaluated on their written work. Each assignment has a point value. Students will use blackboard as a way of submitting assignments. Although academic integrity is critical in any class, an online course does present its challenges. My hope is that all students have read and understand the Student Conduct and Due Process Policy of Chabot College. |
| 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?  I will have regular check-ins with my students in a variety of ways. My main goal with assessement will be for each student to demonstrate their understanding and relativeness of the material in the form of written assignments. They will need to be able to relay to me the understanding of realistic expectations of competing at the college level, while also being able to come up with a plan for life after college. I will provide immediate feedback in the comment box and provide and explanation if necessary for the earned grade. I will make myself available for all students to meet face to face to answer any questions that they may have regarding the course by appointment only. I also enjoy giving students other items to explore such as websites, related reading material, and contacts to assist in any way that I can. |

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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):** **Jerome Manos**  **By entering my name above and checking this box, I verify that this proposal accurately reflects my plans for the proposed course.**  **Date:** **8/22/2014** | **Division Dean (Enter Name):** **Dr. Jeanne Wilson**  **By entering my name above and checking this box, I approve this course proposal from the instructor as completed above.**  **Date:** **9/12/2014** |