Online/Hybrid Course Proposal

Committee On Online Learning (COOL), Chabot College

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Faculty, Course, & Delivery Format Information	
Faculty Name: Jane Wolford Current Faculty Status for Online Teaching/Proposal Approval at Chabot College (Fast Track or New): NEW - This will be my first proposal submitted to the COOL / my first time teaching an online or hybrid course at Chabot College. Instructors in this category will be required to conduct a course demonstration. Date of Initial Proposal Submission: 10/4/2015	Course: TUTR 1A, Beginning Tutoring Theory & Practice Units: 0.5 Delivery Method: Hybrid (partially taught online and partially taught in-person) (If Hybrid: 60% online) First Semester To Be Offered: Spring 2016

Need/Justification/Benefits to Students
How will the online/hybrid delivery of this course meet student needs? This hybrid course is designed to better meet the needs of our busy peer tutors. Finding a time to schedule the class on campus has been very challenging. Most of these students carry 12+ units, including time-consuming labs, as well as hold jobs to support themselves and their families. Anecdotally, many instructors have commented that more than a few of their best students choose not to work in Chabot's learning support program because they can't fit the mandatory training courses into their schedules. TUTR 1A student surveys indicate that the majority (approximately 70%) of our tutors/Learning Assistants prefer that the course be offered in online/hybrid format.
Are there learning opportunities made possible in an online or hybrid online course that might not be available in a traditional course? The hybrid format will give students the opportunity to connect with each other in person at the first meeting. Tutors will partner with classmates to complete an observation assignment during the semester, providing each student the opportunity to observe/share skills to improve

practice. Other theory and practice lessons/exercises will be completed online to build tutoring skill sets, including trouble-shooting exercises designed to help tutors manage challenging tutee habits and behaviors.

Preliminary Research and Input from Colleagues Colleagues and Administrators

I have consulted with my Division Dean and subdivision colleagues to secure preliminary support for offering this course in online/hybrid format., I have reviewed online teaching resources & tools at http://www.chabotcollege.edu/cws/onlineteaching/ (includes resources for Blackboard)., I have reviewed "What Distance Education Instructors Need to Know About Library Services" at http://www.chabotcollege.edu/library/ServicesforDE.asp.

Develop Proposal and Consult with Colleagues

Consult with faculty who are experienced teaching in online/hybrid delivery,and if required, review your completed proposal with subdivision colleagues to secure preliminary support for offering this course in online/hybrid format.

Comments, feedback & recommendations provided by colleagues: Keep on top of student progress with frequent announcements and checking in with those who aren't submitting the work. Don't get in the habit of putting an online class on the "back burner". Keep on top of assessing and giving feedback. If the instructor doesn't make the course a priority, neither will the students.

Name(s) of faculty with whom you consulted: Christina Mendoza

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

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. Explain how the instructional contact hours will be implemented for each week of instruction. Please list and describe each activity as well as the contact hours for each activity (you may not use all fields). More explanation regarding contact hours can be found at http://www.chabotcollege.edu/cool/contacthours/ and examples of proposals submitted by faculty can be viewed at http://www.chabotcollege.edu/cool/proposals/default.asp.
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Delivery Mode	Activity and Description	Contact Hours
online	Learning Connection Scholar's Handbook Procedures Quiz: a link to the handbook (40 pages) will be posted on BB. Students will take an open-book Procedures Quiz. This exercise is intended to familiarize students with LC procedures such as time-sheets, LA weekly time logs, how to check their LC appointments and other important information. Submission via BB.	1.5
online	Challenging Tutoring Situations Videos: students will view six short videos. Each video starts with a brief definition of a particular tutoring challenge, and then moves into a Chabot student produced/acted scenario that illustrates the challenge. After viewing each video students will discuss three ways that a tutor might handle the situation effectively. Submission via BB.	1.5
online	Learning Styles Readings and Assignments: students will read about and complete related assignments focused on sensory modalities, hemispheric dominance, and the Myers-Briggs Type Indicator. Submission via BB.	1
online	Cultural Diversity Awareness Assignment: students will view a Powerpoint presentation on cultural diversity. This includes a brief video of the classic Diversity Day exercise conducted by Steve Carell on "The Office". They will individually complete a mapping exercise that requires them to think about their surface, shallow and deep culture (approximately 30 questions). Submission via BB.	1.5

online	Discussion board activity that focuses on how students can apply cultural diversity awareness to improve their tutoring practice.	.5
in-person	First class session: Orientation to TUTR 1A (syllabus, class introductions exercise, observations assignment overview, "Structuring a Tutoring Session small-group exercise).	1.5
in-person	Last class session: Turn-in observations assignment and debrief discussion, brief written short-answer final exam, course evaluation (discussion and written assessment). Hard-copy submission of observations, final exam, course evaluations. Hard-copy or electronic copy submission for LA assignment.	1.5
TOTAL CONTACT HOURS:		9

Course Content Delivery - Preparatory or "Outside of Class" (Homework) Activities
(Note: These are NOT part of Contact Hours)

Tutor Observation Assignment (4 hours total): students will observe another tutor and be observed by a fellow tutor. Time includes identifying partners, exchanging contact information, setting up the observations, doing the 50-minute observation, writing up the observation, reviewing the observation with their partner, and revising the observation after the review meeting.

"Why I Think I Was Recommended To Be A Learning Connection Scholar" Assignment (2 hours total): students will read "Tips for Selecting Learning Connection Scholars" on the LC website to assist them in writing a one-page typed paper discussing three personal characteristics that they think led to their recommendation.

"Scaling Community" Assignment (1 hour total): students will view "A Case For Connection: Scaling Community through Learning Support" on the LC website and post their responses to three quotes from the video that resonate with them. Students will post a response to another student's post.

Nature and Frequency of Student-Instructor Interactions

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Describe the nature & frequency of how you will interact with the entire class and individual students, especially in terms of providing feedback on assignments, interventions when students are at risk of dropping or failing.

I will read student responses to the tutoring scenarios videos carefully to make sure that they are displaying the maturity and social skills required to effectively handle difficult tutoring situations. I want to catch potential problems early. The Learning Styles lesson is designed to be informative and interactive as students will assess their own learning styles and personality types while learning about those of their fellow students.

Nature and Frequency of Student-Student Interactions

Describe opportunities in your course for student-to-student interaction, such as discussions, group projects, peer review, and how you will build a collaborative, student-centered environment.

Students will be required to partner with other tutors to complete the observation assignment. The Cultural Diversity lesson is designed to teach students about themselves and the diversity within the tutor population. This lesson worked well face-to-face and I'm hoping for similar results online as students post about their own cultures and comment about what they've learned about other cultures.

Assessment of Student Learning & Academic Integrity

List and describe the methods of assessments you will use to assess learning in this course.

Student work, including quizzes, will be checked for completion but not graded. This is a non-transferable, low-unit, fee-waived class. Attendance is required at the first and last meetings.

Describe the strategies you plan to use to promote academic integrity in your course.

Assignments can't be plagiarized but students may copy each other's work. If I see exact duplication of answers I will contact students for an in-person meeting. They will be given a second chance to complete the work on their own.

Technology and Accessibility

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Indicate the technology tools (software, web-based tools, etc.) you plan to use in your course (Examples provided include: Learning Management System (Blackboard), Presentations (examples: PowerPoint, Camtasia, etc.), Audio/Video (Examples: YouTube, 3CMedia, etc.), Web Conferencing (Example: CCCConfer), and Publisher Content (examples: Pearson, Cengage, etc.)

Learning Management System (Blackboard), Presentations (examples: PowerPoint, Camtasia, etc.), Audio/Video (Examples: YouTube, 3CMedia, etc.), Publisher Content (examples: Pearson, Cengage, etc.)

For the technology tools you have listed above, please describe your plan for utilization in your course.

All reading, assignments, and relevant links will be posted on BB. Tutoring scenarios videos are being produced by our Comm Studies tutors and edited with assistance from our television studio and linked through BB. Powerpoints will be linked as well, one focused on the observation assignment and the other on Cultural Diversity.

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).

I acknowledge and have read the above regarding accessibility/accommodations for students with disabilities.

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Verification of Content and Approval	
FACULTY: When you are ready to share your proposal with your Division Dean for review and approval (as well as division colleagues, if required), we suggest sharing/emailing a PDF copy of your proposal (instead of this "live" document) for ease of viewing and approval. To download a PDF copy: 1. From the menu above, click **File**. 2. Select **Download as.** 3. Select **PDF Document (.pdf)**. You can then attach the PDF copy to an email and send it to your Division Dean and/or colleagues (please let them know they need to "Open" the file, as the "Approve" button may not work in "Preview"). Please keep the PDF copy for your records. Approvals will be automatically recorded at the end of this "live" proposal document.	**DIVISION DEAN:** In the COOL's continuous efforts to streamline the proposal process, you no longer need to save or email a copy of this proposal form to the COOL chairs. **Instead, please click on the "Approve" button/link below to be taken to a very short web form to indicate/verify your approval, which also sends a notification to the COOL Chairs.** The record of your approval will automatically be recorded at the end of this document for improved record-keeping on the COOL website. Thank you! Approve (Button not working? If clicking the "Approve" button does not open a web page, you may be viewing this document in "preview" mode - please close the preview, right-click the file, and click "Open").
Questions or issues? Please send an email to chabotcollegecool@gmail.com **Committee On Online Learning (COOL), Chabot College**	

Record of Approval, Comments, & Feedback	
A record of approval, & comments, & feedback will be automatically recorded directly below	

Timestamp	11/3/2015 1:59:38 PM
Name:	Amy Mattern
Division/Department:	Academic Pathways and Student Success
Online/Hybrid Course	TUTR 1A by Jane Wolford

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Proposal you reviewed:	
Approval Selection	I approve this proposal as presented.
Comments (optional):	

Timestamp	11/9/2015 1:46:08 PM
Reviewer Role	COOL Review Team Member
Proposal Reviewed	TUTR 1A by Jane Wolford
Recommendations	Great proposal with interesting assignments.
Suggestions	

Timestamp	11/15/2015 2:23:14 PM
Reviewer Role	COOL Review Team Member
Proposal Reviewed	TUTR 1A by Jane Wolford
Recommendations	
Suggestions	I think this is a great idea, given how difficult it is to manage the schedules for so many tutors. My only real concern is that I see so much team building happening in the tutor training classes -- and that includes team building between the tutors and team building between me & the tutors. In thinking about whether or not I want to propose English's tutor training class as a hybrid, I'd be concerned that I would lose that in-person contact with some of the tutors (as many of them I don't run into in WRAC, depending on their schedule). So I'd say, just think about how you will be able to foster relationships with the tutors -- ones that aren't necessarily about the class, but more about the fact that you supervise and support their work as tutors. If that makes sense!

Timestamp	11/16/2015 5:33:23 PM
Reviewer Role	COOL Review Team Member
Proposal Reviewed	TUTR 1A by Jane Wolford

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Recommendations	
Suggestions	

Timestamp	12/16/2015 4:19:02 PM
Reviewer Role	COOL Chair
Proposal Reviewed	TUTR 1A by Jane Wolford
Recommendations	COOL REVIEW TEAM FINAL OUTCOME: Recommend approval.
Suggestions	