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: 10/12/2015	Course: TUTR 1B-D, Intermediate-Advanced Tutoring Theory and 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: Dr. Christina Mendoza

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	Challenging Tutoring Situations Videos: students will view six short videos. These videos focus on six new situations, not the same six that are covered in TUTR 1A. 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	Video, reading assignment and discussion: Students will first view the TED Talk by Stanford Professor Carol Dweck to give them an introduction to her Mindset theory. They will then read "The Effort Effect" by Marina Krakovsky in Stanford Magazine online that further details Dweck's Mindset theory. Students will answer questions that require them to think about how the Mindset theory applies to their own learning and how they might use it to improve their tutoring skills. Submission via BB.	1
online	Active Listening and Questioning Readings and Exercises: theses readings focus on educating students about how to become become better listeners and communicators. There are a series of exercises that reinforce the content. Submission via BB.	**1**
online	Campus Resources Activity: students will be given twelve brief written scenarios pertaining to assisting tutees with needs beyond class content (learning disabilities, mental health, etc.). Students will visit various campus resource locations and take selfies of themselves by the location signage and post on BB. Students can do this activity in groups, pairs, or solo. Submission via BB.	1.5
online	**Angela Duckworth and Grit Assignment: Students will read the article in Educational Leadership entitled"Resilience and Learning: The Significance of Grit: A Conversation with Angela Duckworth and then view her TED Talk, which is mentioned in the article. Students will take the "Grit Test." Submission via BB.**	**1**

in-person	First class session: Orientation to TUTR 1B (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). Hand in hard copies for observations, final exam, course evaluation. Electronic or hard-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)
Reading Carol Dweck's "Mindset" book and completing assignments online that focus on incorporating "growth mindset" theory into their tutoring practice..

Nature and Frequency of Student-Instructor Interactions
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. Instructor will grade written assessment and facilitate discussions for three online class sessions. Instructor will email students if they fail to turn in work and request in-person meetings if student is at risk of failing.

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. Discussion boards on mindset theory, cultural sensitivity, GRIT, and pairing up for observation assignment.

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Assessment of Student Learning & Academic Integrity
List and describe the methods of assessments you will use to assess learning in this course. Assessing observation assignment to ensure quality of tutoring practice and meeting with students who appear to be struggling, commenting on student responses to reading assignments and discussion board posts.
Describe the strategies you plan to use to promote academic integrity in your course. Observations need to be signed off by LC staff to ensure observations took place, students will not receive credit for assignments that are copied (word-for-word), selfies attached to campus resources assignment.

Technology and Accessibility
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.) For the technology tools you have listed above, please describe your plan for utilization in your course. BB for announcements and downloading assignments, ppt for observation instructions, and cultural sensitivity instruction, YouTube for scenarios, TED talks. **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 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? 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
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Record of Approval, Comments, & Feedback
A record of approval, & comments, & feedback will be automatically recorded directly below

Timestamp	11/3/2015 2:00:15 PM
Name:	Amy Mattern
Division/Department:	Academic Pathways and Student Success
Online/Hybrid Course Proposal you	TUTR 1B-D by Jane Wolford

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

Timestamp	11/9/2015 1:49:03 PM
Reviewer Role	COOL Review Team Member
Proposal Reviewed	TUTR 1B-D by Jane Wolford
Recommendations	Great proposal with interesting assignments.
Suggestions	

Timestamp	11/15/2015 2:25:41 PM
Reviewer Role	COOL Review Team Member
Proposal Reviewed	TUTR 1B-D by Jane Wolford
Recommendations	
Suggestions	

Timestamp	11/16/2015 5:33:51 PM
Reviewer Role	COOL Review Team Member
Proposal Reviewed	TUTR 1B-D by Jane Wolford
Recommendations	
Suggestions	

Timestamp	12/16/2015 4:19:18 PM
Reviewer Role	COOL Chair
Proposal Reviewed	TUTR 1B-D by Jane Wolford

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Recommendations	COOL REVIEW TEAM FINAL OUTCOME: Recommend approval.
Suggestions	