

Online/Hybrid Course Delivery Proposal

Committee On Online Learning (COOL), Chabot College

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Faculty, Course, & Delivery Format Information	
Faculty Name: Jerome Manos	Course: PSCN 13, Psychology Counseling, Multicultural Issues
Current Faculty Status for Online Teaching/Proposal Approval at Chabot College (Fast Track or New): Fast Track	Units: 3
Date of Initial Proposal Submission: 2/22/2016	Delivery Method: Fully (100%) Online (If Hybrid: % online)
	First Semester To Be Offered: Fall 2016

Need/Justification/Benefits to Students
<p>How will the online/hybrid delivery of this course meet student needs?</p> <p>This course will meet the students' needs by accommodating 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 the traditional classroom. This class will be taught in an engaging way that leads students to learn and think independently, and prepare for the challenges that they may meet in an multicultural environment.</p>
<p>Are there learning opportunities made possible in an online or hybrid online course that might not be available in a traditional course?</p> <p>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 schedule wise. Like many disciplines, I believe our Athletic Programs have students who juggle work, classes, family responsibilities, along with practice in their perspective sport. Offering online courses makes it possible for many students to get the units they need to achieve their academic and athletic goals. By offering an alternative way for student athletes to learn at Chabot, they will be able to work towards earning their AA degrees in a more efficient, timely manner. Because of a student</p>

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athlete's complex responsibilities, they might not be able to take as many face to face units as they would like. Offering these extra online sections will make it easier for students to take the load they need and want in effect fostering the timely achievement of their goals at Chabot.

Preliminary Research and Input from Colleagues and Administrators

I have consulted with my Division Dean and discipline colleagues to secure *preliminary* support for offering this course in online/hybrid format (note that you will also need to obtain "formal" approval from the Dean and feedback from your discipline colleagues on your completed proposal)., 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:

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, as well as Psychology Counseling faculty, Sandra Genera and Patricia Molina. I have read the prior proposals used for teaching online courses at Chabot in the past and plan to include many of the same strategies and resources used in other models. I will continue to consult and seek advice from the veteran online professors that are familiar with the environment of online courses.

Name(s) of faculty with whom you consulted: Dr. Wilson, Dale Wagner, Jeff Drouin, Ken Grace, Sandra Genera, Patricia Molina, Sadie Ashraf

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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>.

Delivery Mode	Activity and Description	Contact Hours
online	Reading lecture notes related to course in the form of PDF or powerpoint files and also from the course textbook. Students will also read PDF format items that are not from our textbook, but relative to the course.	12
online	Lecture Content (Current Events, On Campus Interviews, etc.) that are consistent with the course material and reading assignments. Students will also share once a week using the blackboard discussion feature, one current event relative to the multicultural issues covered over the course of the semester. Students will compose an original post based on a specific prompt and then respond to the posts of other students at least once. This dialogic exercise allows students to show their understanding of an issue and critically engage with others.	12
online	Posting feedback on each assignment and reading student posts. I will also utilize weekly group discussion boards for problem solving.	13
online	Powerpoint and other multimedia presentations relative to course material.	8.5
online	Weekly Quizzes. And one final exam using the test feature on blackboard.	8.5
online		
in-person		
TOTAL CONTACT HOURS:		54

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Course Content Delivery - Preparatory or “Outside of Class” (Homework) Activities

(Note: These are NOT part of Contact Hours)

Journal writing that will explore their thoughts and feelings as related to the course material. Students will upload using the journal feature on blackboard.

Examining and utilizing curricular options and institutional resources that directly support the student's educational experience at Chabot.

Preparing for 3 essay projects as they relate to course material.

Reading the assigned textbook and academic articles.

Material in the Lecture Notes will also include material not covered in the text as supplement on current events relative to the course.

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.

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 will also create an instructor question and answer discussion board, providing feedback and prompting students for more engagement.

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 regular basis (more than 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, such as discussions, group projects, peer review, and how you will build a collaborative, student-centered environment.

In this course, student to student interaction will take place through the group discussion board, on a weekly basis. 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 & Academic Integrity

List and describe the methods of assessments you will use to assess learning in this 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. I will have regular check-ins with my students in a variety of ways. I will utilize the group email, announcement page and the question and answer discussion board as a regular way to communicate with students. My main goal with assessment will be for each student to demonstrate their understanding and relateness of the material in the form of written assignments. They will need to be able to relay to me the understanding of multicultural issues in America, while also being able to come up with a plan for how they deal with those issues relative to their experiences. I will provide immediate feedback in the comment box and provide an 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.

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

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.

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 (example: Blackboard, etc.), 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.

****For Blackboard: Announcements, Content areas, Discussion Board, Assessments - Tests**

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and Surveys features, Groups, Send Email, Grade Center.

****For Presentations:** I will modify my in-class PowerPoint presentations as well as create additional ones for the online class. I will ensure that any included media on PowerPoint presentations will be accessible.

****For Audio/Video:** I will use video clips from YouTube, TedX and also from other items relative to course material. The subject of this course lends itself really well to online websites. I will use reputable websites to share ideas with the class. I will also use the Chabot Library resources and catalog.

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), we suggest sharing/emailing a PDF copy of your proposal 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 as needed.

DIVISION DEAN:

Instructions: 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!



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**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	2/29/2016 11:15:47 AM
Name	Jeanne Wilson
Division	Other
Proposal reviewed	PSCN 13 by Jerome Manos
Approval Selection	I approve this proposal as presented.
Comments (optional)	Great job Jerome!

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Timestamp	3/14/2016 9:58:31 AM
Name	ValJean Dale
Division	General Counseling
Proposal reviewed	PSCN 13 by Jerome Manos
Approval Selection	I approve this proposal as presented.
Comments (optional)	

Timestamp	4/20/2016 4:21:29 PM
Reviewer Role	COOL Chair
Proposal Reviewed	PSCN 13 by Jerome Manos
Recommendations	Review Team Recommends approval as proposed
Suggestions	