

Online/Hybrid Course Delivery Proposal

Committee On Online Learning (COOL), Chabot College

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Faculty, Course, & Delivery Format Information	
Faculty Name: Dara Greene	Course: PSCN 15, Study Skills
Current Faculty Status for Online Teaching/Proposal Approval at Chabot College (Fast Track or New): Fast Track	Units: 2
Date of Initial Proposal Submission: 2/16/2016	Delivery Method: Fully (100%) Online (If Hybrid: % online)
	First Semester To Be Offered: Fall 2016

Need/Justification/Benefits to Students
How will the online/hybrid delivery of this course meet student needs? Deliver critical college success skills to students with limited access to Chabot campus.
Are there learning opportunities made possible in an online or hybrid online course that might not be available in a traditional course? I have found some of my students in my other online class, PSCN 10, suffer from social anxiety so an online class can reach some students who may not have the courage to come to campus. As a counselor I like that I can reach out to students who disclose this issue and refer them to appropriate resources. Online study skills is a great way for students to test out their study habits, particularly if they think they want to take full online classes. Intrinsic motivation and procrastination are two topics that can be tackled head on.

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

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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:

From Sadie Ashraf:

Your proposal looks good. The learning opportunities question is referring to students so you'll need to go back and answer that one. The contact hours I didn't do the math but I'm hoping you did double check that it does add up to the amount needed for a 2 unit course. I would also just add that I think the youtube videos are a great idea and I use them when I teach PSCN 15 as well. I always make sure to double check links and make sure there is closed captioning. If I can be of additional support, let me know.

From Laura Alarcon:

Hi Dara,

This looks good.

I suggest not to mention the textbook so much because the approval is not connected to the textbook and it will give you more flexibility in the future when you decide to change your textbook.

For example: "Show videos made available by publishers and other sources"

This question refers to students

Are there learning opportunities made possible in an online or hybrid online course that might not be available in a traditional course?

You could mention that this class is popular among our students and more sections will benefit a greater number of students.

Adding greater flexibility for students who juggle work and school.

(get the picture?)

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Contact hours must add to 35

Example

Instructor's chapter review, highlighting important pieces of the textbook. Drawing attention to specific topics to be covered that week in class

Contact hours = 5

(total contact hours in a semester)

I suggest that you consider adjusting the activity of watching videos and discussion Boards to something like this:

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.

Total contact hours 8

(that will include the watching of the video, reflection, posting and it will increase the contact hour)

Name(s) of faculty with whom you consulted:

Sadie Ashraf

Laura Alarcon

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	Instructor's chapter review, highlighting important pieces of the textbook. Drawing attention to specific topics to be covered that week in class.	3 hours total (10 min per week)

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online	Weekly "in class" quiz on textbook.	5 hours total (approximately 15-20 min per week)
online	Student Success Projects that are a combination of reporting/sharing of 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.	9 hours total (30 min per week)
online	Weekly journals after viewing videos or reading other student vignettes.	9 hours total (30 min per week)
online	Discussion Board Posts	9 hours total (30 min per week)
in-person		
in-person		
TOTAL CONTACT HOURS:		35

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

(Note: These are NOT part of Contact Hours)

Reading Textbook, OnCourse Study Skills Plus, 2nd edition
 Chapter Outlines
 Completing essays on their personal success plan based on their individualized needs to study skills
 Chapter outlines

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 post 2 announcements weekly with homework due date reminders. Will use Remind App (a free texting tool) for students who sign up for the service.

Office hours available via phone, skype or in person.

Homework will be due on Monday nights and Grade book will be updated by the following Friday.

For student feedback I will write feedback in the text book on the grade center for each assignment.

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 Board posts on topics in textbook.

Group projects where students offer each other feedback on specific assignments. In my current online class I create small groups for students and ask them to post an assignment one week and then ask their group members to respond the following week. I intend to do something similar for this class. I also will try to use Voice Thread if the school buys the license again.

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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.

Will compare (and have students compare) their first chapter outline to their final chapter outlines.

Offer a self-assessment that is taken in the first chapter and repeated in the last chapter.
CLO's

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

Study Skills is all about self-development and personal insight. Its pretty difficult to cheat because each student's pathway is unique. Quizzes will be repeatable and open book so I'm not concerned about cheating in that respect.

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.

I am familiar with BB already (currently teach PSCN 10 online)

Will use PowerPoint for lecture summaries and highlights (converted to pdfs).

Will use my youtube account to post and inbed videos into BB

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

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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!



(Button not working? You may be viewing this document in Outlook "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	3/2/2016 12:44:14 PM
Name	ValJean Dale
Division	General Counseling
Proposal reviewed	PSCN 15 by Dara Greene
Approval Selection	I approve this proposal as presented.
Comments (optional)	The online format for PSCN 15 is a great addition to our course offerings. Many times students will choose not to take the PSCN 15 class, when strongly recommended, because of time constraints. This format provides them the flexibility which is an excellent solution and provides "added value" to their academic experiences.

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	The comments from Counselor colleagues was also enlightening; verification of the hours required for a 2 unit course is critical, of course. Great job. Thank you for submitting the course.
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Timestamp	4/20/2016 1:33:09 PM
Reviewer Role	COOL Review Team Member
Proposal Reviewed	PSCN 15 by Dara Greene
Recommendations	
Suggestions	

Timestamp	4/20/2016 4:22:14 PM
Reviewer Role	COOL Chair
Proposal Reviewed	PSCN 15 by Dara Greene
Recommendations	Review Team Recommends approval as proposed
Suggestions	