

Online/Hybrid Course Delivery Proposal

Committee On Online Learning (COOL), Chabot College

PLEASE READ. This proposal was created by submitting the [Online/Hybrid Course Proposal form](#) and responses submitted (which you can edit) are in **blue font**. Any changes you make to this Google document are saved automatically. **Please be sure that any changes made to your proposal are done so using this “live” proposal link/document, as this is what the COOL will use to post feedback.** When you are done making changes, simply close the browser tab and/or browser. You can return to this document at any time using the proposal link sent to your email inbox (Learn more: [Google Docs Getting Started Guide](#)).

Faculty, Course, & Delivery Format Information	
Faculty Name: Frances Fon	Course: PSCN 18, University Transfer Planning
Current Faculty Status for Online Teaching/Proposal Approval at Chabot College (Fast Track or New): New	Units: 1
Date of Initial Proposal Submission: 2/6/2016	Delivery Method: Fully (100%) Online (If Hybrid: % online)
	First Semester To Be Offered: Spring 2017

Need/Justification/Benefits to Students
How will the online/hybrid delivery of this course meet student needs?
This is a great way to offer the class for students who are unable to take the face-to-face version of the course. Offering the course online will likely reach a wider student audience and provide asynchronous learning options. This course is currently not offered online.
Are there learning opportunities made possible in an online or hybrid online course that might not be available in a traditional course?
Much of exploring, preparing for, and pursuing transfer to a college or university requires the use of technology and the internet. This includes accessing web resources, conducting research, participating in virtual fairs or chats with admissions representatives, and completing online applications and essays for admissions, housing, scholarships, etc.. By taking an online format of this course, students will develop skills useful to the transfer planning and application process. Furthermore, by participating in discussions and contributing their experiences or findings in discussion boards, students foster community with each other help each other through the mechanics of university transfer.

Preliminary Research and Input from Colleagues and Administrators

Online/Hybrid Course Delivery Proposal

Committee On Online Learning (COOL), Chabot College

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 consulted with former Transfer Coordinator who is familiar with university transfer and she supports making PSCN 18 available online so more students can take the class. She also teaches PSCN 10 online. I was added into her online PSCN 10 course as a teaching assistant so I can see how online classes are set up in order to develop a PSCN 18 that can serve students well.

I also consulted with the PSCN/GNST Coordinator and instructor for many PSCN courses, and she, too, is supportive of making PSCN 18 available as an online course. This course is currently only taught in a face-to-face format and it will benefit students to have the class made available for online enrollment.

I plan to inquire with additional PSCN faculty who have taught online to inquire about retention and success strategies and obtain additional ideas for how they engage with online students. I would like to inquire with COOL about netiquette language and content so I can include it in my course.

Name(s) of faculty with whom you consulted: [Dara Greene](#), [Felicia Tripp](#)

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

Online/Hybrid Course Delivery Proposal

Committee On Online Learning (COOL), Chabot College

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	Lectures will be delivered in the form of recorded voice over powerpoint slides or instructor on camera.	7.5 hours/semester
online	In-class learning activities. Instructor will provide overview of activity and release student to engage in activities followed by class debrief and mutual learning facilitated by instructor in discussion board forum.	4 hours/semester
online	Participate in discussion board forum; instructor will provide details, prompts, and expectations. This is the equivalent of in-class discussion that follows a lecture or in-class activity.	5 hours/semester
online	Quizzes. Assessments may include multiple choice questions, short answer questions, and case studies.	1 hour/semester
online	n/a	n/a
TOTAL CONTACT HOURS:		17.5

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

(Note: These are NOT part of Contact Hours)

*Review lecture materials to prepare for assignments, quizzes, and the development of their Transfer Action Plan.

*Assignments revolve around the development and assembling of the individualized Transfer Action Plan. This will be assigned by the instructor and may include:

- Visiting a college campus, participate in a campus tour (or attend a virtual campus tour)
- Schedule an appointment and meet with a university representative (at the Transfer Center, at the university, or even virtually (e.g. UC Santa Barbara) to make inquiries on topics pertaining to student's individual needs and interests as it pertains to their academic major, housing needs, child care needs, admissions application timeline, financial aid, etc..

Online/Hybrid Course Delivery Proposal

Committee On Online Learning (COOL), Chabot College

-Schedule and meet with your counselor to develop your education plan given research findings and personal reflection of short and long-term career and academic goals.
-Attend workshops or webinars on financial aid or scholarships and complete the FAFSA, CalDreamAct, and/or CollegeBoard Profile.
-Compile your individual calendar of transfer tasks and to do's that reflects admission application deadlines, TAGs, Chabot College to do's, Financial Aid and Housing related tasks.

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.

*Announcements: Weekly or as often as needed in order to keep students informed about and provide guidance on weekly lectures and assignments.

*Respond to student questions within 24-48 hours.

*Offer and be available for consult via email, phone, in-person, GChat.

*Provide feedback on assignments as assignments are graded and let students know when they are spot on and doing well, and if needed, how might they stretch and grow through the next assignment.

*Reach out by email to at-risk students and invite for phone or in-person appointment. Let student know I and their peers are interested and value his/her contribution and presence in class.

*Contribute and comment on on student posts in discussion board forums which let students know I am also engaged in their discussions with each other.

*Provide students an opportunity to "Ask Ms. Frances". I can address the question individually and/or post a response if I think other students may have the same question.

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.

I will create discussion board forums for specific topics so students can participate and contribute their thoughts as well as engage with each other. Some forums are meant to foster community since it gives students a way to share out their reflection. Their reflection may

Online/Hybrid Course Delivery Proposal

Committee On Online Learning (COOL), Chabot College

reflect confirmation of goals, action items, as well as questions and concerns. Students will be asked to read each other's post and comment on it to help foster a sense of mutual support that would normally occur in a face-to-face class. I will contribute and comment as I would normally in a face-to-face class to help guide students in their next steps and alleviate anxieties or confusions related to the transfer process.

Other forum topics are meant to generate handy resource sections on specific aspects to university transfer which students can reference and use when developing their own Transfer Action Plan. Since students contribute to these forums, they are developing and practicing skills needed for a smoother transfer experience. By helping each other navigate the transfer process, they know they aren't at it alone and can find like-minded peers and stay on track toward transfer.

Sample discussion board topics include:

*Assessing for Education Fit - Post reflection, additional concerns we have about deciding on a transfer university. Post a comment or suggestion on peer's post about how to manage concern or question.

*Affording a College Education - Post reflection and additional concerns/questions about this topic. On designated discussion board, post your brainstorm or tips for managing costs related to education. Comment on peers' post with additional thoughts or suggestions.

*Questions to Ask University Representatives - upon lecture viewing, contribute to the discussion thread with possible/additional questions to ask university representatives.

*Application Tips - On designated discussion board, post hiccups and questions you encountered from working on your online admission application. Post any tips you developed or discovered for navigating through tricky parts of the application.

*Personal Statement - Upon viewing of lecture, post your brainstorm of personal statement topics. Review peers' post to gain more ideas for ways you can approach your statement. Comment on peer post based on instructor provided rubric.

*Transfer Action Plan - review peer post of their Transfer Action Plan and comment based on rubric provided by instructor.

Assessment of Student Learning & Academic Integrity

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

Final grade in course is determined on a straight scale.

*Quizzes, in-class activities, and required discussion board forum posts are worth 50 points each.

*Assignments are worth 50 points each and relate to the development of the student's Transfer Action Plan.

*I will use a rubric I developed when it's time to evaluate student's Transfer Action Plan. The

Online/Hybrid Course Delivery Proposal

Committee On Online Learning (COOL), Chabot College

Transfer Action Plan is worth 100 points.

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

While the assignment is the same for each student, the work students produce is very individualized to their own transfer aspirations. The resulting Transfer Action Plan is their own self-developed plan for how to get from Chabot to their intended transfer universities. Because this is very individualized and relevant to their own academic future, the hope is academic integrity is upheld as there isn't a lot of room for "copying" each other.

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.

Blackboard - Primary LMS; will house course content, materials, assignments, syllabus, and discussion board forums. I'll record grading in Blackboard so students can monitor their academic progress in this course.

Presentations - If powerpoints are used, I'll record myself lecturing to the slides which students can view. This is equivalent to my lectures in a face--to-face class setting.

Youtube - This method represents the webinars that are delivered by experts in the field such as those from the University of California system who speak to topics such as the UC Personal Statement or Financing a College Education.

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

Online/Hybrid Course Delivery Proposal

Committee On Online Learning (COOL), Chabot College

with disabilities.

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
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	2/26/2016 11:40:37 AM
Name	ValJean Dale
Division	Other
Proposal reviewed	PSCN 18 by Frances Fon
Approval Selection	I approve this proposal as presented.
Comments (optional)	

Online/Hybrid Course Delivery Proposal

Committee On Online Learning (COOL), Chabot College

Timestamp	4/20/2016 4:22:41 PM
Reviewer Role	COOL Chair
Proposal Reviewed	PSCN 18 by Frances Fon
Recommendations	Review Team Recommends approval as proposed
Suggestions	