

Online/Hybrid Course Delivery Proposal

Committee On Online Learning (COOL), Chabot College

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Faculty, Course, & Delivery Format Information	
Faculty Name: Yetunde Osikomaiya	Course: PSCN 36, Women In Transition
Current Faculty Status for Online Teaching/Proposal Approval at Chabot College (Fast Track or New): New	Units: 2
Date of Initial Proposal Submission: 2/22/2016	Delivery Method: Hybrid (partially taught online and partially taught in-person) (If Hybrid: 50% 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? A hybrid delivery of this course would allow for more student access. A hybrid format allows students to come to campus only when necessary. This course is a support course for students who are returning to school after major life changes and are often working parents in addition to being students.
Are there learning opportunities made possible in an online or hybrid online course that might not be available in a traditional course? Many students in this demographic are fearful of returning to school, modern technology, and demands of college. A hybrid course would bridge that learning curve. Students would have a safe space to develop presentation skills, learn modern course delivery methods, learn how to communicate their needs and values effectively and learn how to utilize campus resources at their own pace.

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

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"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/onlinelearning/> (includes resources for Blackboard).

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:

Colleagues have shared recommendations on possible assignments; methods of fostering a sense of community, how to use discussion board effectively, and what parts should be online versus presented at class meetings. At the suggestion of our division Dean and fellow counselors the course will be delivered 50/50 format.

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

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	Participate in Discussion Board - respond to Instructor led discussion topics and post possible follow up questions	5
online	Career Assessments and Quizzes	7
online	Read articles/lectures/videos	6
online		

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online		
in-person	Library Orientation and research assignment	2
in-person	8 class meetings for approximately 2 hours each	16
TOTAL CONTACT HOURS:		36

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

(Note: These are NOT part of Contact Hours)

journaling, self-reflection assignments i.e. identifying values, steps to increase self-esteem; reading; preparing for presentations (2)

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.

The first class meeting will be face-face so that students have an opportunity to meet each other, decide on groups, and learn how to use Blackboard. This will also be an opportunity for community building.

In person office hours: I will be available in my office everyday to provide counseling appointments as needed.

Email: students will be able to email me as necessary to answer questions and provide clarity on Assignments

Blackboard: I plan to use the Blackboard calendar to provide students with updated information and provide reminders of assignment due dates, and announcements of campus activities, etc.

Nature and Frequency of Student-Student Interactions

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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 have regular discussion board topics and will be required to respond to posts and questions from other students. They will also be working in groups to complete presentations for in class meetings. Students will be given time during our in person meetings to work on their presentation topics. Students will have 2 assignments that must be completed in groups/pairs. Students who are at risk will be required to make an appointment with me during the semester to discuss possible strategies to complete the class successfully.

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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.

Quizzes will be based on reading assignments and include such topics as campus resources, study skills and strategies, current issues for women, etc.

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

The syllabus will include a section on academic integrity, confidentiality, and online etiquette. Since this course is mostly self-reflective students will have complete control over the degree of personal information they wish to share. However, clarity will be provided at our first class meeting on what is expected in terms of confidentiality and etiquette.

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.), Publisher Content (examples: Pearson, Cengage, etc.)

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

This course would require 9 on campus meetings to allow for students to present their research findings and participate in experiential activities. Students will be required to use Powerpoint to present some research findings on current women's issues, and will use Blackboard to read posted articles. Students will be required to view motivational and informative videos on YouTube to enhance learning.

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).

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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!



(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	3/8/2016 8:04:16 PM
Name	ValJean Dale
Division	General Counseling
Proposal reviewed	PSCN 36 by Yetunde Osikomaiya
Approval Selection	I approve this proposal as presented.
Comments (optional)	Ordinarily I would have concern for the general "Women in Transition" student who has generally appreciated the opportunity for person-to-person connection that the face-to-face format provides. Many feel very isolated in their respective "transition"

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	<p>status or experience. It was not infrequent that students might take both PSCN 36 and 11 and I have heard directly from students when I taught the PSCN 11 - Interpersonal Relationships class that they expanded their personal circle of support with the classmates they met in the respective classes.</p> <p>With this hybrid format, hopefully, they will also be able to develop that same sense of connection, belonging, friendships, support, etc. Thank you for adding to our PSCN Course offerings.</p>
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Timestamp	4/20/2016 4:23:41 PM
Reviewer Role	COOL Chair
Proposal Reviewed	PSCN 36 by Yetunde Osikomaiya
Recommendations	Review Team Recommends approval as proposed
Suggestions	