

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: Sadie (Sadaf) Ashraf	Course: PSCN 10, Career and Educational Planning
Current Faculty Status for Online Teaching/Proposal Approval at Chabot College (Fast Track or New): Fast Track	Units: 2
Date of Initial Proposal Submission: 9/22/2016	Delivery Method: Hybrid (partially taught online and partially taught in-person) (If Hybrid: 50%% online)
	First Semester To Be Offered: Summer 2017

Need/Justification/Benefits to Students
How will the online/hybrid delivery of this course meet student needs? In addition to providing access offering this course as a hybrid allows students to utilize online resources and videos related to career planning that they can utilize at their convenience.
Are there learning opportunities made possible in an online or hybrid online course that might not be available in a traditional course? What is exciting about offering this course as a hybrid is that face to face portion of the class is used primarily for experiential exercises that reinforce lectures while researching one's career paths and utilizing self assessments can be done online and then reflected on through journal assignments. Discussion can happen both through the discussion board as well as face to face and can be continued in both formats.

Preliminary Research and Input from Colleagues and Administrators
<ul style="list-style-type: none">• I have consulted with my Division Dean and discipline colleagues to secure *preliminary* support for offering this course in online/hybrid format.• I have reviewed online teaching resources & tools at

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<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:

There was support of offering this course as a hybrid as it has either been taught face to face or online. I am the first instructor in our division to pursue a hybrid method.

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

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	Video Responses	3
online	Discussion Board Participation and Scenario discussions	4
online	Assessments	3
online	Lecture Materials	5
online	Exploration of Career websites	1

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in-person	Class visits to Transfer Day, Career Transfer Center, Campus Events and Guest Speakers	6
in-person	Experiential Exercises based on lecture and informal assessments	10
TOTAL CONTACT HOURS:		32 hours

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

(Note: These are NOT part of Contact Hours)

Reflection Journals; review of lecture material; prep for exams

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.

Since the class is hybrid I can reach out to students in person if they are showing up and reach out via email to those that aren't coming to the face to face class. My response policy for online is 3 working days; I do inform students about my feedback policy on my course syllabus.

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 class activities will help facilitate student engagement and interaction as most of the class activities are experiential and in groups/teams. Discussion is also used both in person and online. Online etiquette is detailed in my course syllabus, particularly around giving responses to peers in a supportive constructive manner.

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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.

Quiz, Exam, Journal reflections, completion of assessments and integrating results of assessments into research about career choices; research on careers; development of a resume;

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

This course is personal so there is no benefit to cheating; this course helps one to find out what is a major and career choice suited to them personally. Exams are short answers based on the personal reflections and research.

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.

Tools? My plan for utilization is to use powerpoint as part of some of my lecture materials. I also use youtube videos. For example I have a youtube video on motivation and I make sure it's closed captioned and I would share the weblink for students to see and be inspired

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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Record of Approval, Comments, & Feedback

A record of approval, & comments, & feedback will be automatically recorded directly below

Timestamp	10/28/2016 11:06:34 AM
Name	ValJean Dale
Division	General Counseling
Proposal reviewed	PSCN 10 by Sadie (Sadaf) Ashraf
Approval Selection	I approve this proposal as presented.

Timestamp	11/28/2016 4:41:52 PM
Reviewer Role	COOL Review Team Member
Proposal Reviewed	PSCN 10 by Sadie (Sadaf) Ashraf

Timestamp	11/30/2016 7:50:09 PM
Reviewer Role	COOL Review Team Member
Proposal Reviewed	PSCN 10 by Sadie (Sadaf) Ashraf

Timestamp	12/1/2016 8:00:46 PM
Reviewer Role	COOL Review Team Member
Proposal Reviewed	PSCN 10 by Sadie (Sadaf) Ashraf
Recommendations	Just want to make sure the contact hrs questions brought up by Laura is resolved. Other than that issue (which I am not sure of), this looks great. I hope it works our wonderfully!

Timestamp	12/2/2016 10:38:17 AM
Reviewer Role	COOL Review Team Member

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Proposal Reviewed	PSCN 10 by Sadie (Sadaf) Ashraf
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Timestamp	12/7/2016 4:46:56 PM
Reviewer Role	COOL Chair
Proposal Reviewed	PSCN 10 by Sadie (Sadaf) Ashraf
Recommendations	Review team recommends approval.