

# Online/Hybrid Course Delivery Proposal

## Committee On Online Learning (COOL), Chabot College

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### Faculty, Course, & Delivery Format Information

Faculty Name: **Laura Alarcon**

Current Faculty Status for Online

Teaching/Proposal Approval at Chabot College

(Fast Track or New): **Fast Track**

Date of Initial Proposal Submission: **9/29/2016**

Course: **PSCN 4, Multiethnic/Cultural Communication**

Units: **3**

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?

**By offering this class online students will be able to complete all core classes for the Human Services degree online.**

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

**Many of the students who want to complete a Human Services degree are re-entry students who have full time jobs and family responsibilities. Offering PSCN 4 online will increase access for this population, helping them to achieve their degree goals while successfully balancing other personal responsibilities.**

### 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.**
- 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>.**

# Online/Hybrid Course Delivery Proposal

Committee On Online Learning (COOL), Chabot College

## 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 welcomed the move to offer this class online. Both expressed their support of the proposal as presented to the COOL committee

Name(s) of faculty with whom you consulted: Dara Greene and 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	Instructor's Lecture (PPP or voice over PPP)	0.5
online	Each workshop will have an Original Discussion Board per post with reasons and evidence, and two thoughtful replies (rubric provided)	2
online	Cultural Communications Exploration Projects. These include a combination of reporting/sharing of news articles, posting a critique of a reading or video, web-based videos, reading students posts and posting feedback.	5
online	Bi-weekly timed Exam/quizzes (no backtracking)	1.5
online	6 Workshop, each 2 or 3 weeks long. Each workshop accounts for 9 hours of counted hours (reading other	45

# Online/Hybrid Course Delivery Proposal

Committee On Online Learning (COOL), Chabot College

	students' presentation, group projects that include multiple posts to each group member within their designated group forum space, "reading of short texts, scenarios or quick discussion questions.)	
in-person		
in-person		
<b>TOTAL CONTACT HOURS:</b>		<b>54</b>

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

(Note: These are NOT part of Contact Hours)

Reading textbook, research, analyzing another student's ideas individually, preparing assignments.

## 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.

- Blackboard Announcements: As often as needed in order to keep students engage in the class and on top of deadlines and assignments.

- E-mail: Send e-mail to students who are not participating in class discussions or are missing assignments. This type of personalize communication will let students know that the instructor is paying attention to their performance and it might open the door to meaningful interactions and interventions to help the student persist in the class.

- Blackboard: Send feedback for assignments using Blackboard (feedback will be sent weekly). Timely feedback of assignment and tests will allow the student to know how he/she is doing in class and the areas that might need improvement in order to be successful in class.

# Online/Hybrid Course Delivery Proposal

Committee On Online Learning (COOL), Chabot College

## 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, students' blog, students communicating within their designated group forum space.

## Assessment of Student Learning & Academic Integrity

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

- Discussion Board and Replies
- Group Project and weekly reading responses, most of which include significant student to student interaction including posting replies to other classmates' evidence and arguments.
- Timed tests/quizzes.

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

Some of the strategies that I use to ensure academic integrity in my course are: greater number of smaller assignments, assignments that require students-to-student interaction, assignments that ask students to describe their interactions with people outside of class, assignments that require students to respond to active and changing sources of information like news feeds and blogs.

Timely feedback to assignments and tests makes it clear to the student that I am paying close attention to their submitted work and performance in class.

## 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 with captions (examples: YouTube, 3CMedia, etc.), Publisher Content (examples: Pearson, Cengage, etc.)

# Online/Hybrid Course Delivery Proposal

## Committee On Online Learning (COOL), Chabot College

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

**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.](#)

### Record of Approval, Comments, & Feedback

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

<b>Timestamp</b>	10/12/2016 9:23:55 AM
<b>Name</b>	ValJean Dale
<b>Division</b>	General Counseling
<b>Proposal reviewed</b>	PSCN 4 by Laura Alarcon
<b>Approval Selection</b>	I approve this proposal as presented.
<b>Comments (optional)</b>	Thank you for the feedback on the present attendance/registration. I hope this added modality will possibly encourage students to register. Generally, students are still "challenged" when taking courses online and it is most critical, especially for classes offered by the Counseling division, that we consider learning styles AND that we offer face-to-face on more than 50% of our classes. We know students need the in-class collaboration with students and in person support from the professors.

<b>Timestamp</b>	11/15/2016 12:51:13 PM
<b>Reviewer Role</b>	COOL Review Team Member
<b>Proposal Reviewed</b>	PSCN 4 by Laura Alarcon

# Online/Hybrid Course Delivery Proposal

Committee On Online Learning (COOL), Chabot College

<b>Timestamp</b>	12/2/2016 10:38:42 AM
<b>Reviewer Role</b>	COOL Review Team Member
<b>Proposal Reviewed</b>	PSCN 4 by Laura Alarcon

<b>Timestamp</b>	12/7/2016 4:47:23 PM
<b>Reviewer Role</b>	COOL Chair
<b>Proposal Reviewed</b>	PSCN 4 by Laura Alarcon
<b>Recommendations</b>	Review team recommends approval.