

Online/Hybrid Course Delivery Proposal

Committee On Online Learning (COOL), Chabot College

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Faculty, Course, & Delivery Format Information	
Faculty Name: Jas Bhangal	Course: TUTR 2A-D, Tutoring
Current Faculty Status for Online Teaching/Proposal Approval at Chabot College (Fast Track or New): Fast Track	Units: 0.5
Date of Initial Proposal Submission: 5/3/2016	Delivery Method: Hybrid (partially taught online and partially taught in-person) (If Hybrid: 80%% online)
	First Semester To Be Offered: Fall 2016

Need/Justification/Benefits to Students
<p>How will the online/hybrid delivery of this course meet student needs?</p> <p>Up until now the course has been taught on campus. Finding a time to schedule the class on campus has been very challenging. Our tutors are the cream of the crop and have very busy school and work schedules, often carry 12+ units, as well as hold jobs to support themselves and their families. Hybrid format will allow the students and instructor to be able to stay in touch with each other but still provide the flexibility of meeting on campus. Additionally and more importantly, content and matters related to Business tutoring can addressed in depth now. First meeting will be held on campus and there after, course will be held online with instructor accessibility available throughout the semester.</p>
<p>Are there learning opportunities made possible in an online or hybrid online course that might not be available in a traditional course?</p> <p>Students will be able to have an opportunity to virtually connect with each other, learn from each other, share their tutoring experiences and have research based meaningful course related discussions.</p>

Online/Hybrid Course Delivery Proposal

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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>.

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 am an experienced and seasoned online instructor in Business courses. For this course offering, I have consulted with my Division Dean and subdivision colleagues to secure preliminary support for offering this course in online/hybrid format. Business faculty applaud this offering as it will enrich the course and provide flexibility to students.

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>.

Name(s) of faculty with whom you consulted: [Dmitriy Kalyagin](#)

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>.

Online/Hybrid Course Delivery Proposal

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Delivery Mode	Activity and Description	Contact Hours
online	Discussion Forum - Student will introducing themselves, reasons for being a tutor, share the time and courses they will be tutoring and ask at least two questions pertaining to the courses they are tutoring.	1.5
online	Discussion Forum - Students will be asked to share their tutoring challenges, how they overcome these challenges and what is their advice to future tutors.	1.5
online	Students will be asked to watch short videos and discuss three tips that they will implement to improve their tutoring skills. Yes, these are also intended to be videos.	1.5
online	Discussion forum - Students will be provided various tutoring scenario and will be asked to discuss how they would handle these situations effectively.	1.5
online	Discussion forum - Course reflections - Students will be asked to reflect upon the course, lessons learnt and provide tutoring tips for future tutors.	1.5
in-person	First meeting will be held on campus. Tutoring syllabus, schedules, study groups and brief introductions will held.	1.5
in-person		
TOTAL CONTACT HOURS:		9

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

(Note: These are NOT part of Contact Hours)

Assignment 1(6 hours) -Tutor Observation Assignment: students will observe another

Online/Hybrid Course Delivery Proposal

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Business instructor for a course that they have already taken. They must observe someone other than they took the course from. Time includes, setting up the observations, 50-minute observation, writing up the observation, reviewing the observation, and revising the observation.

Assignment 2 (6 hours) -Tutor Observation Assignment: students will observe non Business course. Time includes, setting up the observations, 50-minute observation, writing up the observation, reviewing the observation, and revising the observation.

Assignment 2 (3 hours) - "Why I Think I Was Recommended To Be A Business Tutor"
Students will be one page (single spaced) typed paper discussing three personal characteristics that they think led to their recommendation.

Assignment 3 (3 hours)- Students will be asked to write a one page (single spaced) typed paper listing five traits/qualities of good Accounting/Business tutor.

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.

I will be interacting with the students before they start the course. I will be interviewing tutoring candidates and this process takes place towards the end of the earlier semester. Once the course starts, first meeting will be held face to face. In an online format, students will be participating in required assignments thru discussion forum. I will be providing feedback to students, encouraging and assisting them throughout the course. I am on campus every day and will meet students that are at risk or need help and support. I also use the 'Remind' application to stay in touch with my students.

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.

Students will be meeting face to face during the first on campus meeting. After that students

Online/Hybrid Course Delivery Proposal

Committee On Online Learning (COOL), Chabot College

will be interacting with each other thru discussion board. Students will be sharing their individual challenges, tutoring success stories and get tips from each other.

Online/Hybrid Course Delivery Proposal

Committee On Online Learning (COOL), Chabot College

Assessment of Student Learning & Academic Integrity

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

Most of the student work will be in the form of discussions or Word files. . It will be checked for completion and not graded. This is a non-transferable, low-unit, fee-waived class. Attendance is required at the first class meeting.

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

Since all assignment are research based and situational discussions, the room for plagiarism is slim to none. If I see exact duplication of answers I will contact students for an in-person meeting.

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.), Word, Internet, Audio/Video (examples: YouTube, 3CMedia, etc.)

For the technology tools you have listed above, please describe your plan for utilization in your course. All reading, assignments, and relevant links will be posted on BB. Students will use Word to complete written reports. Internet will be used for research assignment.

Reading links may be provided and Assignment feature will be used for submission.

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.

Online/Hybrid Course Delivery Proposal

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Record of Approval, Comments, & Feedback

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

Timestamp	10/14/2016 10:06:15 PM
Name	Kristin Lima
Division	Applied Technology & Business
Proposal reviewed	TUTR 2A-D by Jas Bhangal
Approval Selection	I approve this proposal as presented.
Comments (optional)	

Timestamp	11/17/2016 5:08:39 PM
Reviewer Role	COOL Review Team Member
Proposal Reviewed	TUTR 2A-D by Jas Bhangal
Recommendations	

Timestamp	11/28/2016 6:01:39 PM
Reviewer Role	COOL Review Team Member
Proposal Reviewed	TUTR 2A-D by Jas Bhangal
Recommendations	

Timestamp	11/29/2016 3:12:24 PM
Reviewer Role	COOL Chair
Proposal Reviewed	TUTR 2A-D by Jas Bhangal
Recommendations	The review team for this proposal recommends this proposal.