

# Online/Hybrid Course Delivery Proposal

Committee On Online Learning (COOL), Chabot College

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Faculty, Course, & Delivery Format Information	
Faculty Name: <b>Christine Coreno</b>	Course: <b>TUTR 2, Tutor Content Training Math</b> Units: <b>0.5</b>
Current Faculty Status for Online Teaching/Proposal Approval at Chabot College (Fast Track or New): <b>New</b>	Delivery Method: <b>Hybrid (partially taught online and partially taught in-person)</b> (If Hybrid: <b>75% online</b> )
Date of Initial Proposal Submission: <b>5/5/2016</b>	First Semester To Be Offered: <b>Spring 2017</b>

Need/Justification/Benefits to Students
How will the online/hybrid delivery of this course meet student needs?  <b>This hybrid course is to better meet the needs of our busy tutors. It is very challenging to find a course time for the Tutor 2 course that works for ALL math tutors and we have even lost some great tutors due to scheduling issues.</b>  <b>I also believe the tutors need ongoing support rather than once a month. Hybrid will allow us to have smaller discussions more often.</b>
Are there learning opportunities made possible in an online or hybrid online course that might not be available in a traditional course?  <b>Tutors will meet in the first class to get to know each other and hybrid will allow me and the tutors to have ongoing discussions about any topics they may want to review in math or any struggles that come up at anytime in the semester (rather than waiting until the next in class meeting).</b>

Preliminary Research and Input from Colleagues and Administrators
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- 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:

Be sure to send email reminders. Have clear expectations for online discussion requirements. Create a clear rubric for grading online discussions.

Name(s) of faculty with whom you consulted: Jane Wolford, Scott Hildreth, Matt Davis

## 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	Discussion on active learning vs passive learning. Students will watch a video and discuss on BB how they can change certain passive situations to more active. We will relate this to the open ended question discussion from in class. Discussion will require 2 replies to classmates.	1.5

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online	Math review. Basic skills, statistics and higher math tutors all have very different needs in terms of math review. On BB, there will be various discussions to review challenging topics in the student's subject. Assignment will include completing a challenge problem and discussing where students might get stuck. Discussion will require 2 replies to classmates.	1.5
online	Difficult tutoring situations. I will start the discussion on BB about how to handle difficult situations. Discussion will require 2 replies to classmates.  For example, students asking for help on a Take Home Exam or how to help students who think they just can't do math.	1.5
online	Second round of math review. Basic skills, statistics and higher math tutors all have very different needs in terms of math review. On BB, there will be various discussions to review challenging topics in the student's subject. Assignment will include completing a challenge problem and discussing where students might get stuck. Discussion will require 2 replies to classmates.	1.5
online	Last class session: Debrief discussion. Share challenge problems with students from same subjects. Brief short-answer final. Class evaluation.	1
in-person	First class session: Icebreaker to get to know each other. Returning tutors (and me) share advice for tutoring sessions. Quick activity on math anxiety. We will discuss open ended vs closed ended questions and relate to math. In groups, students will practice asking productive questions during tutoring sessions.	2
in-person		
<b>TOTAL CONTACT HOURS:</b>		<b>9</b>

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

(Note: These are NOT part of Contact Hours)

"Challenge Math Problems" (twice) students will have to work on challenge problems and

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may need to go back and review notes from previous math courses. These problems will cover topics that students struggle to tutor (Such as geometry proofs, limits in calculus, hypothesis tests in statistics). Topics will vary based on the tutor needs each semester. Students will be required to work in groups of 2-3 and submit the work to my office or through Assignments in Blackboard.

## 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 read and participate in the BB discussions. My responses will include follow up questions as I see needed. Always available by email. I will contact students by email if they are not completing assignments or participating. Most math tutors spend a significant amount of time in the STEM center, so I will make them aware of when I am there and stop by often to check in, in person.

## 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 meet in rotating groups the first class to hopefully meet everyone. BB discussions will encourage students to interact with each other. Original posts will have minimum word counts and students will be required to reply to at least 2 students. I will encourage students to work together outside of class and BB on the challenge problems.

## Assessment of Student Learning & Academic Integrity

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

Student work will be checked for completion but not graded. This is a non-transferable, low-unit, fee-waived class. Attendance is required at the first meeting.

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

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Assignments cannot be plagiarized but students may work together on discussions and assignments. If I see exact duplication of answers I will contact students for an in-person meeting. They will be given a second chance to complete the work on their own.

## 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.), 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.

All assignments will be posted on Blackboard. Any video or article assigned will have a link from BB. The discussion board will be used to facilitate discussions and submit required assignments. Blackboard will include a Course Materials tab to explain the class assignments and include any needed materials for the current assignment/discussion.

**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>	5/18/2016 3:52:39 PM
<b>Name</b>	Amy Mattern
<b>Division</b>	Academic Pathways and Student Success

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<b>Proposal reviewed</b>	TUTR 2 by Christine Coreno
<b>Approval Selection</b>	I approve this proposal as presented.
<b>Comments (optional)</b>	

<b>Timestamp</b>	11/28/2016 6:00:25 PM
<b>Reviewer Role</b>	COOL Review Team Member
<b>Proposal Reviewed</b>	TUTR 2 by Christine Coreno
<b>Recommendations</b>	
<b>Suggestions</b>	

<b>Timestamp</b>	11/29/2016 1:10:38 PM
<b>Reviewer Role</b>	COOL Review Team Member
<b>Proposal Reviewed</b>	TUTR 2 by Christine Coreno
<b>Recommendations</b>	
<b>Suggestions</b>	

<b>Timestamp</b>	11/29/2016 3:36:02 PM
<b>Reviewer Role</b>	COOL Chair
<b>Proposal Reviewed</b>	TUTR 2 by Christine Coreno
<b>Recommendations</b>	The COOL Review Team recommends approval.
<b>Suggestions</b>	