Online/Hybrid Course Delivery Proposal

Committee On Online Learning (COOL), Chabot College

PLEASE READ. This document was created by submitting the Online/Hybrid Course Proposal form. Responses submitted are in blue font. Any changes made here are saved automatically. When done making changes, simply close the browser tab or browser. A COOL Review Team will post feedback by way of the "Comments" tool in the upper-right hand corner. 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 Current Faculty Status for Online Teaching/Proposal Approval at Chabot College (Fast Track or New): Fast Track Date of Initial Proposal Submission: 2/25/2018	Course: PSCN 23, College Readiness Units: 3 Contact Hours: 52.5 Delivery Method: Hybrid (partially taught online and partially taught in-person) (If Hybrid: 50% online) First Semester To Be Offered: Fall 2018

Need/Justification/Benefits to Students

What learning opportunities might be made possible by offering THIS particular course in online or hybrid delivery format?

There are some great video resources out there for building academic skills and students can watch these from the comfort of wherever they like and come to class to engage in discussion.

Develop Proposal and Consult with Colleagues

Comments, feedback & recommendations provided by colleagues (NOTE: If the faculty you consulted did not provide any feedback or recommendations, please note that below):

no recommendations provided at this time; they say they support it

(**REQUIRED**) Name(s) of faculty with whom you consulted: Yetunde Osikomaiya--PSCN Coordinator; Christine Santiago; Mike Lai

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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	Reading course content/lectures in pdf files and powerpoints	6 hours total
online	Online assessments	5 hours total
online	watching ted talks, you tube videos and other multimedia presentations related to course content	5.5 hours total
online	Use of educational tools like eureka.org, assist.org, career websites, academic skill building websites	9.5 hours total
online		
online lab		
in-person	Lectures, group presentations, class discussion, small group work	18.25 hours total
in-person	quizzes, exams, final; campus tour and library visit	8 hours total
In-person lab		
TOTAL CONTACT HOURS: (Total Contact Hours According to the Course Outline: 52.5)		52.25

Course Content Delivery - Preparatory or "Outside of Class" (Homework) Activities
(Note: These are NOT part of Contact Hours)

self reflection journals, research and prep for group presentation, review for exams and preparing for assignments.

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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.

Will utilize Early Alert through counseling and inform the student I am concerned in person if they are coming to the class or via CANVAS reaching out online individually to the student. On CANVAS I will post reminders about drop dates and how I can be contacted for the entire class to see. I will reach out to students prior to the withdrawal date that may be at risk of failing of my class.

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.

Since this course is hybrid the interactions will happen in the classroom but then using CANVAS they can post their powerpoint presentations to share with the class. My class will have class discussions and a group presentation. We will also regularly work in dyads or small groups to practice skills.

Assessment of Student Learning & Academic Integrity

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

quizzes, exam, completion of journal assignments, group presentation and final

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

Academic integrity will be included in the course syllabus. Much of this course requires practicing skills and self reflection so in order to get the most out of the course one must be open and honest.

Technology and Accessibility

Indicate the technology tools (software, web-based tools, etc.) you plan to use in your course

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(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: Canvas), 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.

I will be using CANVAS, powerpoint, you tube videos and educational tools like eureka.org, assist.org and other career and academic websites.

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

2017-2018 COOL Chairs: Aldrian Estepa and Ryan Scherbart
COOL Website: http://www.chabotcollege.edu/cool/

Timestamp	3/1/2018 12:52:37 PM
Name	Debbie Trigg

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Division	General Counseling
Proposal Reviewed	PSCN 23 by Sadie (Sadaf) Ashraf
Approval Selection	I approve this proposal as presented.
Comments (optional)	Looking forward to this happening for our students!