

Online/Hybrid Course Delivery Proposal

Committee On Online Learning (COOL), Chabot College

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Faculty, Course, & Delivery Format Information	
Faculty Name: Carol Barton	Course: ECD 65, Administration I: Programs in Early Childhood Education
Current Faculty Status for Online Teaching/Proposal Approval at Chabot College (Fast Track or New): New	Units: 3
Date of Initial Proposal Submission: 10/6/2016	Delivery Method: Fully (100%) Online (If Hybrid: % online)
	First Semester To Be Offered: Spring 2017

Need/Justification/Benefits to Students
<p>How will the online/hybrid delivery of this course meet student needs?</p> <p>ECD 65 is an ideal course to teach online for the following reasons:</p> <ol style="list-style-type: none">1) This course meets the requirements for advancement at an Early Childhood program and so the majority of the student are currently working and the course allows for flexibility.2) It supports student’s ongoing connections with each other as they progress in their professional development and career pathways.3) It allows opportunities to reflect and respond thoughtfully, thus developing and reinforcing these essential skills of managers and directors.4) It allows students to complete assignments at their own pace so that they are able to work and take this course concurrently.5) This course is required for the ECE Site Supervisor or Director Permit.6) Online courses can reach non-traditional students or students for whom transportation is a challenge or are not able to travel to attend courses away from home and/or work.7) This course can be accessed by students anywhere in the Bay Area, State or country.8) Online courses allow students to “attend” when they are rested rather than during the evening or weekend after a long day or week.
<p>Are there learning opportunities made possible in an online or hybrid online course that might not be available in a traditional course?</p>

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There is more opportunity and flexibility to read, view videos, research, reflect, learn from fellow students and thoughtfully respond to all of these in the online model. Many students do not thrive in the classroom environment for reasons that might include their own learning style, temperament, abilities and comfort. In addition, written materials and even videos can be studied and even repeated, at a student's own pace rather than quickly reviewed once during a class period.

Online courses also provide the opportunity for more in-depth "discussions", and reflection.

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 have consulted with Edna Rodriggs and Hilal Ozdemir in the Chabot, ECD Department. Both instructors are experienced online instructors and extremely supportive and helpful with feedback and preparation of this proposal. Edna Rodriggs will be mentoring me as I develop the course modules.

Name(s) of faculty with whom you consulted: Edna Rodriggs ECD instructor and Hilal Ozdemir ECD instructor

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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	<p>Orientation:</p> <p>Introduce themselves on Blackboard’s Discussion Board and respond to classmates</p> <p>Read online syllabus, course requirements, technological requirements, and assignment instructions</p> <p>View video: “Chabot Blackboard Orientation to Online Learning “</p>	1.5 hours
online	<p>Participate in guided discussion on Blackboard- including student-to-student and student-to-instructor</p> <p>Respond to each other’s postings within each module</p>	1.5 hours per week= 25.5 hours
online	<p>View and respond to online videos</p> <p>Read text and respond to Check for Understanding Questions</p> <p>Respond to Peer;s submission (varies slightly by week)</p> <p>Complete written assignments</p> <p>Submit responses to peers using rubric provided</p>	1.5 hours per week= 25.5 hours
online		
TOTAL CONTACT HOURS:		52.5

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

(Note: These are NOT part of Contact Hours)

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For each contact hour students will spend 2 hours “outside of class” on”
Required textbook readings and additional assigned readings
Research information and complete assignments
Interview Directors of Early Childhood programs (The Director Interview and Observation Guide instructions is included in the assignment. I will provide very specific direction to make arrangements for students to identify and contact a site and the director well in advance.

Studying course information in preparation to complete assignments
Reflective writing
Reviewing lecture notes

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 communicate with students via email at the beginning of the semester, and include information about the course including the syllabus, calendar, requirements, assignments and expectations. I will respond to each student’s personal introduction and assignments, providing feedback using a rubric for each assignment.

“At risk” students will be informed via email of concerns and advised to seek additional help via the WRAC center, DSRC or mentoring. I will also review blackboard course messages as well as emails and respond to them on a weekly basis depending on the nature of the email message.

Clear guidelines, feedback and reminders of due dates will be provided to support student success.

Students will receive weekly announcements and I will hold online office hours

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 interact with each other on a weekly basis where they will be expected to both post and respond to classmates via Blackboard Discussion Board on specific topics. As they read other student’s postings and respond to each other, they will start to form a sense of

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community and support for each other. Assignments such as the parent and staff handbook will be peer reviewed using a feedback rubric , prior to the due dates.

Assessment of Student Learning & Academic Integrity

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

Students will be assessed on all of their discussion postings and responses to classmates in each module and posted assignments: program flyer, vision Statement, site visit and director interview, to name a few. For each assignment students will be given feedback on a grading rubric as well as instructor's comments. Students will be expected to research and complete assignments and to include practical application of information which will encourage critical thinking.

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

For each assignment students will be given feedback on a grading rubric as well as instructor's comments. Students will be expected to research and complete assignments and to include practical application of information which will encourage critical thinking.

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.), Specific Web sites

For the technology tools you have listed above, please describe your plan for utilization in your course. Blackboard: announcements, content areas, Discussion Board, Groups, Send email, Grade center, and Performance Dashboard will be a few of the Blackboard tools I will use.

Presentations: Power Point lectures will be modified for online presentations

Websites /links will be utilized by students for their research

Video: I will use YouTube videos which I will ensure are captioned properly.

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

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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

Timestamp	10/14/2016 12:55:41 PM
Name	Deonne Kunkel
Division	Arts, Humanities and Social Sciences
Proposal reviewed	ECD 65 by Carol Barton
Approval Selection	I approve this proposal as presented.

Timestamp	12/21/2016 12:50:47 PM
Reviewer Role	COOL Chair
Proposal Reviewed	ECD 65 by Carol Barton
Recommendations	
Suggestions	Thank you for responding to all of the questions from the review team members and making revisions in your proposal accordingly. Here's is one more additional comment, just in case it wasn't viewed yet: "These are all good ways of communicating with students. I have found, however, that many students don't receive my emails because they don't check their Zone mail. I always have an on-campus orientation for my classes, so I'm able to encourage students to enter another email address into Class-Web during that on-campus meeting--if they don't use the Zone. Since you're not going to have an on-campus orientation, you might want to post an announcement to that effect."