

Online/Hybrid Course Delivery Proposal

Committee On Online Learning (COOL), Chabot College

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Faculty, Course, & Delivery Format Information

Faculty Name: Bernadette Zermeno	Course: ECD 30, CA Prschl: English Lang Devel
Current Faculty Status for Online Teaching/Proposal Approval at Chabot College (Fast Track or New): New	Units: 1
Date of Initial Proposal Submission: 2/15/2018	Contact Hours: 17.5
	Delivery Method: Fully (100%) Online (If Hybrid: 0 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?

[This course would benefit working TK teachers in Alameda County that need to complete units. Many current TK teachers in the Bay Area work full days, 7:30am-4pm. This class would allow students flexible hours to complete online and still work full time.](#)

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](#)

(REQUIRED) Name(s) of faculty with whom you consulted: [Hilal Ozdemir](#)

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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	Research on language development lecture and readings	3.5 hours per week
online	Online discussion thread, responding to 3 other students	3.5 hours per week
online	Online assignment about own language development	3.5 hours per week
online	Online assignment about emergent bilingual students	3.5 hours per week
online	Assessment	3.5 hours per week
online lab		
in-person		
in-person		
In-person lab		
TOTAL CONTACT HOURS: (Total Contact Hours According to the Course Outline: 17.5)		17.5

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

(Note: These are NOT part of Contact Hours)

Student and teacher observation in ECD lab school or other preschools

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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.

Since the class is online, I would make sure to try to make as humanizing as possible by first providing a space for students to get to know me, my history and why I do the work I do. I would place a video of me welcoming the students. I would opening share my story through the video. The students would then be able to ask questions. I would interact by email and or office hours if students would want to meet in person. Feedback on assignments and discussions would be timely to avoid disconnection to the course or any type of student isolation. If a student is at risk of dropping or failing, I would first reach out offering support and asking if the student needed anything to make the course easier or even social services I would be able to connect the student to.

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.

Just like the teacher to student humanizing experience, I would create a space where students would also share their story. All assignments or discussion postings would have the opportunity and need to post 3 comments to another students writing. There would be an agreement that we discuss, question and wonder about peers' work in a positive way. Feedback from peers heighten social presence, making the class more inclusive where students can openly share and bounce back ideas.

Assessment of Student Learning & Academic Integrity

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

Reflection
Essay questions
Online testing
Research
ECD Observations

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

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I would make sure to have very clear instructions on what is allowed on each assignment and be open to questions. Also, I would educate students in how to cite resources, the importance of academic integrity and also model through example that all my material is cited.

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.)

Presentations (examples: PowerPoint, Canvas, 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.

students will view material that relates to the topic

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.

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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	5/1/2018 3:27:29 PM
Name	Sara Parker
Division	Social Sciences
Proposal Reviewed	ECD 30 by Bernadette Zermeno
Approval Selection	Total contact hours is not accurate - should add up to 17.5
Comments (optional)	

Timestamp	5/6/2018 3:05:46 PM
Name	Sara Parker
Division	Social Sciences
Proposal Reviewed	ECD 30 by Bernadette Zermeno
Approval Selection	I approve this proposal as presented.
Comments (optional)	