

Online/Hybrid Course Delivery Proposal

Committee On Online Learning (COOL), Chabot College

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Faculty, Course, & Delivery Format Information

Faculty Name: Alice Hale	Course: ECD 31, Performing Arts Preschool Foundations
Current Faculty Status for Online Teaching/Proposal Approval at Chabot College (Fast Track or New): New	Units: 1
Date of Initial Proposal Submission: 2/25/2018	Contact Hours: 18
	Delivery Method: Fully (100%) Online (If Hybrid: 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 class is designed to support preschool teachers' and transitional kindergarten teachers' professional development and for those who need unit-bearing classes for professional development specific to their work. Since these professionals are working full-time, 100% online format works best for this particular population. This is new course both for me and for Chabot.](#)

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 at this time](#)

(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	Reading PowerPoint slides and short pieces, and listening to recorded (captioned) lectures that will explain and expand on the "text" of the class (the California Preschool Foundations in Performing Arts).	3 hours
online	Viewing online multimedia presentations (from YouTube and other sources, videos will be captioned) that illustrate concepts from the lectures.	2 hours
online	Online threaded discussions based on short readings or videos; students will be required to post one response without seeing other students responses; and then respond to two classmates posts. Posts will be graded according to a rubric.	5 hours
online	Posting initial idea for curriculum project for peer feedback and giving feedback to classmates' curriculum project ideas	4 hours
online	Responding to teacher survey and taking 3 quizzes	2 hours
online	Final reflection and documentation	2 hours
in-person		
in-person		
In-person lab		
TOTAL CONTACT HOURS: (Total Contact Hours According to the Course Outline: 18)		18 hours

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

(Note: These are NOT part of Contact Hours)

Students will be expected to read the text; read supplemental materials; research, plan and implement a curriculum activity; document the activity according to instructions and reflect on activity.

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 contacting students through email, announcement area of Canvas teaching platform, and discussion posts. I will also contact students as I see a need for intervention, clarifications, etc. Also, I will provide individual feedback for assignments, posts, etc., and give students times that I am available at my office phone.

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 through discussion posts, responses and peer feedback on project ideas.

Assessment of Student Learning & Academic Integrity

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

Required discussion posts, peer feedback to curriculum ideas and assignments will be graded according to posted rubrics and feedback will be provided. Students will take 3 quizzes.

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

The syllabus will discuss academic integrity. Assignments and posts will be designed to require students personal feedback, experiences and personal reflection. I will use Canvas plagiarism detection software "Vericite"

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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: 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 Powerpoint slides, video and multimedia on YouTube and other platforms (captioned) , recorded lectures, online reading materials, and PDFs of CDE Performing Arts Preschool Foundations.

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/>

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Timestamp	2/26/2018 8:37:40 PM
Name	Sara Parker
Division	Social Sciences
Proposal Reviewed	ECD 31 by Alice Hale
Approval Selection	I approve this proposal as presented.
Comments (optional)	

Timestamp	5/3/2018 9:04:46 AM
Name	Alice Hale
Course Proposal	ECD 31 by Alice Hale
Course Site Name	Early Childhood Development 31 Sec EN1 (23305) Fall 2018
Course Site Status	The site is now ready for review.
LMS	Canvas