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: Hilal H. Ozdemir Current Faculty Status for Online Teaching/Proposal Approval at Chabot College (Fast Track or New): Fast Track Date of Initial Proposal Submission: 2/19/2018	Course: ECD 32, Math: Preschool Foundations Units: 1 unit Contact Hours: 18 Delivery Method: Fully (100%) Online (If Hybrid: online) First Semester To Be Offered: Summer 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 is designed to support 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 method works best for this particular population. Yes, this class will have just like any face-to face class "teaching times" as well. The students will gain course content knowledge through "power point" presentation slides which cover the intended course outline outcomes from beginning to end, lecture notes, discussion posts, peer replies, and videos. Also, I will upload the CA Preschool Curriculum Framework and CA Preschool Early Learning" Foundation document (math section). Student will read from the uploaded course material and this will prepare the ground for "student-to-student and instructor-to-student" discussions.

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

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(**REQUIRED**) Name(s) of faculty with whom you consulted: Edna Rodriggs & Alice Hale

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	This course will be made of 3 modules	6 hours will be allocated for each module
online	Reading and reflections The lecture/teaching portion of this class will be approximately 10 hours. Yes, this class will have just like any face-to face class "teaching times" as well. The students will gain course content knowledge through "power point" presentation slides which cover the intended course outline outcomes from beginning to end, lecture notes, discussion posts, peer replies, and videos. Also, I will upload the CA Preschool Curriculum Framework and CA Preschool Early Learning" Foundation document (math section). Student will read from the uploaded course material and this will prepare the ground for "student-to-student and instructor-to-student" discussions. Also, I am planning to provide a "summary/recapturing" lecture after I read all of the discussion posts. Based on the comments, trends, responses, or identified misconceptions I will summarize my lecture, outcomes and the students are going to be included in this review section. Changing the total hours of "in-class-lecture" to 10 hours. Also adding 2-hours of "video"	5 hours

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	Revised Contact Hours: • 10 hours of Lecture Notes, Powerpoint slides, summary/feedback after each module is completed • 2 hours videos • 6 hours discussion posts, peer responses • 1 hour final/test/reflection • Total: 19 hours	
online	Discussion posts and peer replies After reading your comments I am changing the time that the students will spent on discussion posts and peer responses to 6 hours-there will be minimum of 4 discussion posts and 9 peer responses	5 hours
online	Curriculum planning and implementation This will be removed to "outside of the class time activities" section	2 hours
online	This will be removed to "outside of the class time activities" section however t**he reflection part of this project is really "final exam" for this course because students will be assessed based on their knowledge of the course content -unless they read the assigned sections, view the "lecture notes", interact with peers, instructor, they cannot be successful. The final outcome that they will share is equal to their test taking. Final reflection test-1 hour**	Final assignment and final reflection with documentation
online lab		
in-person		
in-person		
In-person lab		
TOTAL CONTACT HOURS: **(Total Contact Hours According to the Course Outline: 18)**		18 hours Yes, this class will have just like any face-to face class "teaching times" as well. The students

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will gain course content knowledge through "power point" presentation slides which cover the intended course outline outcomes from beginning to end, lecture notes, and videos, and discussion posts/peer replies. Also, I will upload the CA Preschool Curriculum Framework and CA Preschool Early Learning" Foundation document (math section). Student will read from the uploaded course
material and this will prepare the ground for "student-to-student and instructor-to-student" discussions. Also, I am planning to provide a "summary/recapturing" lecture after I read all of the discussion posts. I will recapture comments, trends, responses and highlights of the lecture in my "lecture summary". I will also take this opportunity and clarify if there is any misconceptions in the students' posts. There will be "weekly topic" related videos as well.

Course Content Delivery - Preparatory or "Outside of Class" (Homework) Activities
(Note: These are NOT part of Contact Hours)
Reading, research, & reflection, curriculum planning, curriculum implementation,

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documentation

Yes, I made the recommended changes.

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.

CANVAS teaching platform and email will be used to communicate with students. Based on the online "attendance and participation" status I will get in touch with students if they are at risk of dropping or failing the class.   I will also use the "announcement" section for reminders, lecture summary, feedback, etc. Also, each peer reply, and assignments will receive feedback from the instructor.

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 be able to interact through discussion posts and peer replies.

Yes, students can ask each other questions through discussion posts, also through the "peer support center". (Peer Support Center-- I will be creating it in the discussion post section.) This class is only 1 unit, 3-week-long, there will be 3 discussion posts, and 9 peer responses (minimum)

Assessment of Student Learning & Academic Integrity

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

Graded assignments: reflections, discussion posts, peer replies, assignment (curriculum planning) and documentation.

Students will be asked to upload pictures and or video of their curriculum implementation along with their completed "curriculum report".

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

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First, the course syllabus will include the "academic integrity" policy and I will bring the students' attention to this particular section. Also the assignments will be designed in a way that would only allow students to write/work on this assignment.

I will use Canvas plagiarism detection software "Vericite"

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 use videos, powerpoint slides, online articles

Thanks for the suggestion, I included the powerpoint lecture slides and also videos in the "in-class" activities sections-when I wrote this proposal the course site was not ready. Now it is mostly complete and I can see what kind of teaching materials will be included.. I have several videos that contribute to students' learning as well as my lecture notes.

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.

Not sure what I need to do here! I had many students with accomodations in many of my online courses and I was able to work with them. I had students who needed extra exam time, which was easy to provide. I always use videos that are closed captioning, etc. Also ECD tutors are available through the Chabot Learning Connection and I am available during my office hours and through email. I will provide additional time for those students who would

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need extra time based on their accommodations when it is needed and also all videos will have the closed-captioning or a transcript is provided, audio is accompanied with a transcript.

Record of Approval, Comments, & Feedback

A record of approval, & comments, & feelldback will be automatically recorded directly below

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

Timestamp	2/24/2018 8:54:45 PM
Name	Sara Parker
Division	Social Sciences
Proposal Reviewed	ECD 32 by Hilal H. Ozdemir
Approval Selection	I approve this proposal as presented.
Comments (optional)	