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: Edna Rodriggs Current Faculty Status for Online Teaching/Proposal Approval at Chabot College (Fast Track or New): Fast Track Date of Initial Proposal Submission: 2/22/2018	Course: ECD 34, Literacy: Preschool Foundations Units: 1 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 and preschool teacher's professional development and for those who need unit bearing classes specific to their work. Since these professionals are working 100% full time a fully online course works best for them.

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 (**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	1. **Instruction power point and resources**	5
online	2. Discussion posting and peer replies	5
online	3. Assignment, curriculum planning and implementation	5
online	4. Final assessment: lesson plan, reflection on curriculum activity and documentation of project	3
online		
online lab		
in-person		
in-person		
In-person lab		
TOTAL CONTACT HOURS: (Total Contact Hours According to the Course Outline: 18)		18 hours

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

(Note: These are NOT part of Contact Hours)

Students will research, plan and implement a curriculum activity along with several reading assignments. Students will implement with preschool children a Literacy curriculum activity. Students will prepare for course modules by doing assigned reading.   **Written paper: Comparison of DRDP and Preschool Foundations**

Commented [1]: For research, please keep in mind Chabot Library has ERIC and a current trial of Education Research Complete (which given the votes we have received for our EBSCO 17 upgrade so far will likely be an addition). You can find and post articles in your Canvas course using the Curriculum Builder app. Link to the Curriculum Builder app is at: http://libraryguides.chabotcollege.edu/FlexWorkshop2018/CurriculumBuilder Information about our database trials is at: http://libraryguides.chabotcollege.edu/articledatabases/trial If you want your students to learn how to evaluate resources and how to search databases you can take a look at our Searchpath tutorial at: http://www.chabotcollege.edu/library/searchpathindex.asp

Commented [2]: Thanks for the information.

Commented [3]: The outside of class activities cannot be counted as contact hours, but the activities listed here match the activities listed in the contact hours area.

Contact hours should be things that are analogous to activities that would occur in a face-to-face class.

Outside of Class activities should be things that students do to prepare for class, things that would not typically occur during class-time.

Commented [4]: See changes in red on course proposal. Students will upload their curriculum plan, reflect/evaluate their curricuml activity and picture documentation of their activity. Students will have opportunit to give feedback to other student curriculum acctivity plans.

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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.

Contact will be made with students through email and announcements in Canvas teaching platform.   I will give individual feedback on each assignment. As there is a need for intervention students will be contacted.   Students will be contacted by email, phone or appointment at college.

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 communicating with each other through discussion posts and peer responses

Assessment of Student Learning & Academic Integrity

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

Discussion posts, replies and assignments will be graded according to a grading rubric and individual feedback will be given.

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

The assignments and posts will be designed in a way only students can write (it will require their feedback experiences and personal reflections).   I have specific questions of the reflection/evaluation of Literacy activity which only they are able to answer and they will be providing photo documentation.

Commented [5]: I have seen student's plagiarize personal reflections. How will you monitor for plagiarism?

Commented [6]: The questions that I give them can only be answered by them because it si specific to their activity that they did with children and they also need to submit documentation of their curriculum activity

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.

Course content will be enhanced with You Tube videos and student documentation of curriculum project. Videos will be CC

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.

> **Commented [7]:** Please make sure all videos are captioned for hearing-impaired students.
>
> **Commented [8]:** YouTube and other video materials should either be closed captioned or at least have subtitles. Sean Keegan from the Accessibility Center prefers these over static transcripts and even rolling transcripts. YouTube videos "automatic" captioning usually needs some editing.
>
> **Commented [9]:** Thanks I will comply.

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	2/24/2018 8:55:09 PM
Name	Sara Parker

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Division	Social Sciences
Proposal Reviewed	ECD 34 by Edna Rodriggs
Approval Selection	I approve this proposal as presented.
Comments (optional)	