

# 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: <a href="#">Hilal H. Ozdemir</a>	Course: <a href="#">ECD 39, Physical Development: Foundations</a>
Current Faculty Status for Online Teaching/Proposal Approval at Chabot College (Fast Track or New): <a href="#">Fast Track</a>	Units: <a href="#">1</a>
Date of Initial Proposal Submission: <a href="#">2/19/2018</a>	Contact Hours: <a href="#">18</a>
	Delivery Method: <a href="#">Fully (100%) Online</a> (If Hybrid: <a href="#">online</a> )
	First Semester To Be Offered: <a href="#">Fall 2018</a>

### 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.](#)

### 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: [Edna Rodriggs](#)

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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><b>Reading and reflections</b></p> <p>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". 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 (Physical Education section). Student will read from the uploaded course material and this will prepare the ground for the "student-to-student and instructor-to-student" discussions. I will recapture comments, trends, responses and highlights of the discussion posts/online interactions in my "lecture summary". I will also take this opportunity and clarify if there is any misconceptions in student discussions in the "summary-lecture" section.</p> <p>Changing the total hours of "in-class-lecture" to 10 hours.</p> <p>Also adding 2-hours of "video"</p> <p>Revised Contact Hours:</p> <ul style="list-style-type: none"> <li>10 hours of Lecture Notes, Powerpoint slides, summary/feedback after each module is completed</li> </ul>	5 hours

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	<ul style="list-style-type: none"> <li>● 2 hours videos</li> <li>● 6 hours discussion posts, peer responses</li> <li>● 1 hour final/test/reflection</li> <li>● Total: 19 hours</li> </ul>	
online	<p>Reading, discussion posts and peer replies</p> <p>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</p>	5 hours
online	<p>Assignments, curriculum planning, implementation</p> <p>This will be removed to “outside of the class time activities” section</p>	5 hours
online	<p>Final reflection &amp; documentation</p> <p>This will be removed to “outside of the class time activities” section however the 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.</p> <p>Final reflection test-1 hour</p>	3 hours
online		
online lab		
in-person		
in-person		
In-person lab		
<p><b>TOTAL CONTACT HOURS:</b> (Total Contact Hours According to the Course Outline: 18)</p>		<p>18 hours</p> <p>Yes, this class will have just like any face-to face class “teaching times” as well. The students will gain</p>

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	<p>course content knowledge through “power point” presentation slides which cover the intended course outline outcomes from beginning to end, also lecture notes, discussion posts, peer responses, and videos.. Also, I will upload the CA Preschool Curriculum Framework and CA Preschool Early Learning” Foundation document (Physical Education 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 student discussions and will include those to my “lecture summary”. I will also take this opportunity and clarify if there is any misconceptions in students’ discussions in my "summary-post-lecture" section. There will be “weekly topic” related videos as well.</p>
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## Course Content Delivery - Preparatory or “Outside of Class” (Homework) Activities

(Note: These are NOT part of Contact Hours)

Students are expected to research, plan and implement a curriculum activity along with

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several reading assignments

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.

I will be contacting with my students through email and announcement section of CANVAS teaching platform. I will also get in touch with students as I see a need for intervention, clarifications, etc. Also, individual feedback for each assignments, posts, etc will be provided. I will also use the "announcement" section for reminders, lecture summary, feedback, etc. Also, each feedback, 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 communication through discussion posts and peer responses. 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.

Each discussion post, assignment will be graded and an individual feedback will be provided.

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

A section on the course syllabus will cover the "academic integrity". The assignments and posts will be designed in a way only students can write (it will require their feedback,

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experiences, and personal reflections.)

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 sharing the course content through powerpoint slides, online reading materials, videos, and PDF version of the Foundations document

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 that I have. 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 accommodations 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 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.

# Online/Hybrid Course Delivery Proposal

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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/>

<b>Timestamp</b>	2/24/2018 8:54:19 PM
<b>Name</b>	Sara Parker
<b>Division</b>	Social Sciences
<b>Proposal Reviewed</b>	ECD 39 by Hilal H. Ozdemir
<b>Approval Selection</b>	I approve this proposal as presented.
<b>Comments (optional)</b>	