

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: [Christie Verarde](#)

Current Faculty Status for Online Teaching/Proposal Approval at Chabot College (Fast Track or New): [New](#)

Date of Initial Proposal Submission: [2/23/2018](#)

Course: [ECD 83, Adult Supervision](#)

Units: [2](#)

Contact Hours: [36](#)

Delivery Method: [Fully \(100%\) Online](#)
(If Hybrid: [100% 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?

[Being that this is a "supervision" course, ensuring students can navigate the online process will aide in preparing them for their upcoming supervisory positions. Also, bringing this class to an online format will bring it to a wider audience and allow previously under-served students the ability to complete this course which is a requirement for Early Childhood Permit advancement as well as the California Early Childhood Mentor Program.](#)

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):

[Hilal suggested creating the course as a 12 week course instead of 18 weeks or 8 weeks.](#)

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

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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	Participate in Discussion Boards - One original post and 3 reply posts per a twelve week course	45 minutes per week - total 9 hours
online	Uploading assignments. Visiting “office hour” module to post any questions, comments or problems with said assignments.	15 minutes per week - 3 hours total
online	Small group preparation	30 minutes per week - total 6 hours
online	Pair summary paper on textbook and article reading	30 minutes per week - 6 hours
online	View mini-lecture, videos, articles, and assignment instructions.	1 hour per week - 12 hours
online lab	N/A	N/A
in-person		
in-person		
In-person lab		
TOTAL CONTACT HOURS: (Total Contact Hours According to the Course Outline: 36)		36

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

(Note: These are NOT part of Contact Hours)

reading - textbook and articles; interviews of current directors and ECE teachers; online

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research related to advocacy, family services and professional organizations within the Early Care and Education Field.

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.

Online student lounge to leave questions (answered 3 times a week), 2 hour call-in office availability each weekend.

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.

Pair summary of reading materials each week. Group project/presentation. Discussion Board.

Assessment of Student Learning & Academic Integrity

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

Graded assignments, feedback on discussion board posts, 2 quizzes and 1 final exam.

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

Plagiarism will be described in the syllabus using Chabot College description.

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,

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[Camtasia, etc.](#), [Audio/Video \(examples: YouTube, 3CMedia, Compsat, Kanopy, etc.\)](#)

For the technology tools you have listed above, please describe your plan for utilization in your course.

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/>

Timestamp	2/24/2018 8:53:39 PM
Name	Sara Parker
Division	Social Sciences
Proposal Reviewed	ECD 83 by Christie Verarde
Approval Selection	I approve this proposal as presented.

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Comments (optional)	
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Timestamp	5/9/2018 11:47:33 AM
Name	Christie Verarde
Course Proposal	ECD 83 by Christie Verarde
Course Site Name	Early Childhood Development 83
Course Site Status	The site is now ready for review.
LMS	Canvas