

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: Alice Hale	Course: ECD 98, Quality Standards In ECD Programs
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: Spring 2019

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 intended for working professional preschool teachers and directors who are involved with the state QRIS program and need unit-bearing classes for professional development. Since these professionals are working full time, and since this class is unique and be of interest to students outside of our immediate area, the 100% online method works best for this 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 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 and reflection	3 hours
online	Watching video/multi-media	2 hours
online	Discussion posts and peer replies	5 hours
online	Assignments	5 hours
online	Final reflection and documentation	3 hours
online lab		
in-person		
in-person		
In-person lab		
TOTAL CONTACT HOURS: (Total Contact Hours According to the Course Outline: 18)		18

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

(Note: These are NOT part of Contact Hours)

Students are expected to read assignments, watch videos and write reflections.

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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.

I will be contacting students through email and the announcement area of the CANVAS platform, and discussion posts. I will also contact students when I see a need for intervention or clarification

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 have contact through discussion posts and peer responses and collaborative projects.

Assessment of Student Learning & Academic Integrity

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

Discussion posts, reflections and assignments will be graded and individual feedback will be given.

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

The course syllabus will discuss academic integrity, assignments, posts and reflections will be designed in a way that only students can write them, requiring personal experience, feedback and reflection.

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, etc.)

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

I will use PowerPoint slides, online reading materials, and videos on YouTube to share course content.

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	2/26/2018 8:38:09 PM
Name	Sara Parker
Division	Social Sciences
Proposal Reviewed	ECD 98 by Alice Hale

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Approval Selection	I approve this proposal as presented.
Comments (optional)	