Chabot College

**Online Course Proposal Form**

Fall 2013

**Course Title & Number: PAD1**

**Faculty Name: Ken Grace, Jeff Douin, Ella Vilche, Amber Sammons, Steve Friend, Wil Tavis, Greg Kubicki, Begona Cirera, Danny Calcagno, Kyle Robinson, Rick Morris, Dan Miller, Pete Davis**

**Course Delivery Method (check one):**

**⁫ Online (all instruction is online) X**

**⁫**

**First Semester To Be Offered: Fall 2013**

1. ***Preliminary* Input from Colleagues and Administrators**

As you develop your proposal and *consider* your course, please consult with your division and do some background research, including the following:

**⁫ a.** *Consult Online Learning Support staff (**bbhelp@chabotcollege.edu**) for Blackboard resources/training and information on this proposal/approval process.*

**Date(s) completed: January 18, 2013**

**⁫ b.** Review similar courses. Are similar courses offered online at other

 colleges? None

⁫ **c**. Meet with your Division Dean and subdivision colleagues to secure *preliminary*

 support for offering this course *in online/hybrid format*.

1. **Develop Proposal And Consult With Colleagues:**

⁫ **a**. Consult with other faculty experienced in DE. Jeff Drouin, Dan Miller and Ella Vilche

**b.** Review your *completed* proposal with your subdivision colleagues. **Attach a separate page** listing attendees, meeting date, and a summary of the recommendations or reservations of your division/subdivision.

**Date completed:**

January 22, 2013 – Meeting at 3:00 PM

Ken Grace, Jeff Douin, Ella Vilche, Amber Sammons, Steve Friend, Wil Tavis, Greg Kubicki, Danny Calcagno, Kyle Robinson, Rick Morris, Dan Miller, Pete Davis

Discussion – Course needs to be straight forward and self contained. It will evolve over time. Students need to be provided with information and simple lifestyle changes that can be easily applied to create a positive impact on the risk factors of adult type II diabetes and metabolic syndrome. We need to make students aware of long term problems brought about by the consumption of a high sugar, high fat diet combined with a sedentary lifestyle. They need to become cognizant of their blood pressure, their blood sugar level and their waist size.

**⁫**

**3. Student Benefits**

* How will this course meet student needs? The present population of today’s college student will have a shorter life span then their parents. This shorter life span will be caused by chronic health problems brought on by Adult Type II Diabetes and Metabolic Syndrome. The purpose of this online class is to provide every new student, in a Chabot Physical Education activity course, with information and applicable life style changes to prevent and lower the risk factors of Adult Type II Diabetes and Metabolic Syndrome.

**4. Course Content Delivery**

* 9 hours total. .5 hour per week for ½ unit. Course will be offered totally online while the new student is actively engaged in a Chabot physical education activity course.

* Course is asynchronous.

|  |
| --- |
| **Contact Hour or “In-class” Activities** |
| Read lectures/ content – 20 min per week.  |
| Participate in Discussion Board Forums – 10 min per week.  |
| Assessments – quizzes, tests, surveys – 10 min per week |
| Presentations From the Instructor – 10 min per week |
| View multimedia content – 10 min per week |
| Posting feedback, Reading student posts, and Peer Reviewing other Student’s papers on the discussion board or group forum – 5 min per week |
| “In class” reading of short texts, scenarios or quick discussion questions. – 5 min per week.  |
| Constructivist Assignments that target real-life applications for class discussion on the Discussion Board - 5 min per week |

|  |
| --- |
| **Preparatory or “Outside of Class” Activities** |
| Read Textbooks – 30 min per week |
| Preparing assignments – 30 min per week |
| Journaling – 35 min per week.  |
| Reviewing class notes. – 30 min per week |

**5. Nature and Frequency of Instructor-Student Interactions**

* Each of instructors will interact at least once each week online.
* Interaction will also take place in person, within the activity course, twice per week.

**6. Nature and Frequency of Student-Student Interactions**

* Students will interact with each other online on a weekly basis through the discussion board assignments. They will also interact in person twice per week face to face.

**7. Assessment of Student Learning**

* How will you assess learning in this course? Weekly assignments, quizzes and discussion board items. All students will complete a final and turn in eating and exercise journal at the end of the semester.
* Students will be given weekly feedback through interaction with the instructor both on results on assignments, quiz results and discussion board feedback.

**8. Technology**

* We plan to use the following: some **PowerPoint presentations, some** websites links, and some YouTube/EduStream/Web-based videos, etc.

**9. Accommodations for Students with Disabilities**

* All video will be close-captioned along with a transcript. All multimedia will be tagged and approved by the Chabot DSRC.

**10. Submit your proposal (electronic version via email and hard copy via campus mail)**

 **to the chair of the Committee on Online Learning.**

Faculty signature: \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_ Date: \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_

Division Dean signature: \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_ Date: \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_