Directions: Complete this form in Microsoft Word. Click on the boxes where applicable and enter your responses by clicking on the grey-shaded boxes (     ) within each text box. Each text box will expand as needed. Submit a saved copy of this form via email to the COOL chair(s).

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| **Course Information and Delivery Format** | |
| Course Subject & Number: **Kine 21**  Course Units: **3** Total Contact Hours: **52.5** | Course Delivery Method (check one):  Online (all instruction is online)  Hybrid (instruction occurs both online and on campus)  **80** % online  **20** % on campus  Other. Please Specify: |
| Faculty Name: **Ken Grace**  First Semester To Be Offered: **Spring 2015** |

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| **Need/Justification/Benefits to Students** |
| How will the online/hybrid delivery of this course meet student needs? Are there learning opportunities made possible in an online or hybrid online course that might not be available in a traditional course?  Offering this course as a hybrid will allow the student an opportunity to meet with the instructor and classmates face to face to discussion and practice teaching a group fitness class. |

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| **Preliminary Research andInput from Colleagues and Administrators** |
| Reviewed online teaching resources & tools at <http://www.chabotcollege.edu/cws/onlineteaching/>. |
| Met with Division Dean and subdivision colleagues to secure preliminary support for offering this course in online/hybrid format. |
| Reviewed similar courses at other colleges (CVC Distance Education Catalog <http://www.cvc.edu/>) |

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| **Develop Proposal and Consult with Colleagues** |
| Consult with other faculty experienced teaching online. If this course has previously been offered at Chabot in this delivery method, what are some of the recommendations from prior instructors that will influence your instruction in this course?    This is a brand new course, but after observing Charlotte Loft teach business law course I felt a hybrid would be the best way to allow students the time flexibility of learning through an online course and the ability to get hands on practice and discusson in the classroom. |
| Review your completed proposal with your subdivision colleagues (if required). Please provide a summary of those recommendations:  Discussed with my colleagues. Hybrid seems the best way to meet our student's needs. |

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| **Course Content Delivery - Contact Hour or “In-Class” Activities** | | | |
| In the following section, explain how each instructional hour” will be implemented throughout each week of the proposed online or hybrid course. Instructional hours, or “contact hours” are usually 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.  The following list illustrates some sample “in-class” activities for an online class. These are suggestions and each instructor would use whichever activities are best suited to the course. | | | |
| * Read lectures/content * Presentations from the instructor * View multimedia content * Reading another student’s blog * “In class” reading of short texts, scenarios or quick discussion questions. * Reading another student’s presentation. | * Participate in discussion board forums * Posting feedback, reading students posts, and peer reviewing other student’s papers on the discussion board or group forum. * Transformative Learning Activities: Responding to other learners in regard to certain questions that challenge a learner’s perspective on key issues in the course materials. | * Constructivist assignments that target real-life applications for class discussion on the discussion board. * Group problem solving * Group Projects that include multiple posts to each group member within their designated group forum space. * Assessments – quizzes, tests, exams, surveys | |
| The total number of contact hours in your course should approximate the equivalent number of hours required in an on-campus setting. For example, a 3-unit course typically meets on campus for 54 contact hours of instruction, assessment, discussion, and group activities. The breakdown of contact hours can be done using percentages or actual hourly increments. Account for the contact hours in your proposal ***in a clear, detailed and specific way***. | | | |
| **Activity and Description (note: each text box will expand as needed)** | | | **Hours or %** |
| Read and listen to lectures | | | 10 |
| Weekly Assignments | | | 8.5 |
| Weekly Discussion board problem solving | | | 8.5 |
| Weekly quizzes | | | 8.5 |
| Weekly viewing of multimedia content | | | 8.5 |
| Group presentations | | | 8.5 |
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| TOTAL CONTACT HOURS: | | | 52.5 |

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| **Course Content Delivery - Preparatory or “Outside of Class” Activities (not part of contact hours)** | | |
| For each contact hour, students should be expected to spend two preparatory hours “outside of class” on reading, studying, preparing assignments, and other homework. Note that these additional hours are not considered to be “contact hours.” The list below reflects sample instructional, preparatory “outside of class” activities. | | |
| * Reading textbooks * Research * Preparing assignments * Viewing internet sites * Individual reflective writing * Writing/composing a blog * Journaling | * Analyzing another student’s ideas individually * Using a wiki for posting ideas to other class members in preparation for a group project * Reviewing class notes. | * Outside reading of additional texts pertaining to the course subject matter as homework preparation. * Preparing an individual class presentation. |
| **Activity and Description (note: each text box will expand as needed)** | | |
| Reading textbook and other materials provided | | |
| Keeping a journal on activity | | |
| Internet research | | |
| Preparing for individual presentation for group class | | |
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| **Nature and Frequency of Student-Instructor Interactions** |
| How and how frequently will you interact with your students? This should include interactions with the entire class, providing feedback on assignments, and interventions when students are at-risk of dropping or failing due to poor performance or participation. For each type of interaction, describe why you believe it will be effective for this particular course.  The instructor will interact with the students at least twice weekly. Interaction will be provided both individually through email and through blackboard. All assignments will be graded and given personal feedback with a 48 hour period of submission. An email, with an invitation to talk in person, will be extended to all student's who are struggling in the course. |

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| **Nature and Frequency of Student-Student Interactions** |
| Describe opportunities in your course for student to student interaction. This may include discussions, group projects, peer review of assignments, and other approaches. Consider how students interact in this course when taught on campus; how can you build this type of learning community online?  When we come together on campus the class will participate in group presentations on fitness. Online, each week, a problem will be presented and discussed in the discussion board. Each student will present their views on how to solve the problem. |

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| **Assessment of Student Learning** |
| How will you assess learning in this course?  Through quizzes, class participation, and completion of assignments. |
| Given the nature of online courses, how does your assessment plan ensure a level of academic integrity with which you’re comfortable?  Through the interaction on campus and individual writing assignments and presentations on campus it would extremely hard to cheat in this course. |
| Describe how your assessment plan is consistent with your stated goals in the student benefits and student-student interactions sections of your proposal. How will you provide feedback to students?  Utimately in the course the goal is to pass the ACE National Certification to become a Certified Group Instructor. Through the results of the quizzes, the completion of assignments and class participation it will become readily apparent on where the student stands in the course and what we need address immediately. |

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| **Technology and Accessibility** | |
| Indicate the technology tools (software, web-based tools, etc.) and the plan for utilization in your course. Most commonly used are listed below; additional tools and information are available on the COOL website. | |
| CMS/LMS (Blackboard) |  |
| Presentations (PowerPoint) |  |
| Publisher content/websites |  |
| Websites/links (Google Docs) |  |
| Screen recording (Camtasia, Jing) |  |
| Audio (Audacity, iTunes) |  |
| Video (YouTube, EduStream) |  |
| Web conferencing (CCCConfer) |  |
| Other software (please describe) |  |
| **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). | |

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| **Verification of Content and Approval** | |
| **Faculty (Enter Name):** **Ken Grace**  **By entering my name above and checking this box, I verify that this completed proposal accurately reflects my plans for the proposed course.**  **Date:** **1/31/2014** | **Division Dean (Enter Name):** **Dale Wagoner**  **By entering my name above and checking this box, I approve this course proposal from the instructor as completed above** (Verification of approval may be conducted by the COOL Chairs).  **Date:** **1/31/2014** |

**Please email your completed proposal to the Committee On Online Learning (COOL) chairs.**