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 CSA-EN1 32247**  Course Units: **1** Total Contact Hours: **17.5** | Course Delivery Method (check one):  Online (all instruction is online)  Hybrid (instruction occurs both online and on campus)  % online  % on campus  Other. Please Specify: |
| Faculty Name: **Jerome Manos**  First Semester To Be Offered: **Spring 2014** |

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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?  This course will meet the students’ needs by accomadating their scheduling desires and allowing for them to manage their school work in a manner that is appropriate for them. I would argue that the online learning opportunities are just as great as if it were a traditional classroom. |

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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 class has been taught before and I have learned that the courses are convenient not only for the student but also for the instructor. I also learned to allow myself enough time to properly manage my class. |
| Review your completed proposal with your subdivision colleagues (if required). Please provide a summary of those recommendations:  I have reviewed and completed a meeting with the current dean at the time, Jeff Drouin, back in August of 2013. I have also consulted with Ken Grace who has taught numerous online courses. I have read the prior proposal used for teaching CSA taught at Chabot in the past and plan to include many of the same strategies and resources used in that model. I will continue to consult and seek advice from the veteran online professors that are familiar with the enivornment of online courses. |

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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 %** |
| Reading content related to course in the form of PDF files. | | | 5.83 |
| Weekly assignments that are consistent with the course material and reading assignments. | | | 5.83 |
| Posting feedback on each assisgnment and reading student posts. | | | 5.83 |
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| TOTAL CONTACT HOURS: | | | 17.5 |

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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)** | | |
| Reviewing the following materials:  1. CSU Breath Requirements.  2. Division 1 Manuel  3. Division 2 Manuel  4. NAIA Guide  5. Internet Reserach | | |
| Proof of completion of the Assessment test in English and Math. | | |
| Completing an SEP on their own with a counselor. | | |
| Researching recruiting opportunities available for athletics. | | |
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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.  I will check my email daily and respond to any questions regarding the course. I will give individual feedback on each assignment for each student. I will also keep my grading up to date on a daily basis, when assignments are completed and turned in. I will communicate with the class via announcements on the class webpage that includes reminders about assignments and other related material. I will also communicate through group email. Email is critical when teaching an online course; it may be your only source of communication. I have also left my phone number for students to contact me if they feel necessary. If I see that students are not completing assignments on a regualr basis (more that two assignments behind) I will contact them individually through email. |

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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?  In this course, there are no assignments that require student to student interaction, other than group discussions boards. All assignments are all completed on an individual basis. |

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| **Assessment of Student Learning** |
| How will you assess learning in this course?  The assignments are based off of the course material located on blackboard. Students are required to self-reflect and are evaluated on their written work. Each assignment has a point value. |
| Given the nature of online courses, how does your assessment plan ensure a level of academic integrity with which you’re comfortable?  Students will use blackboard as a way of submitting assignments. Although academic integrity is critical in any class, an online course does present its challenges. My hope is that all students have read and understand the Student Conduct and Due Process Policy of Chabot College. |
| 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?  I will have regular check-ins with my students in a variety of ways. My main goal with assessement will be for each student to demonstrate their understanding and relativeness of the material in the form of written assignments. They will need to be able to relay to me the understanding of realistic expectations of competing at the college level, while also being able to come up with a plan for life after college. I will provide immediate feedback in the comment box and provide and explanation if necessary for the earned grade. I will make myself available for all students to meet face to face to answer any questions that they may have regarding the course by appointment only. I also enjoy giving students other items to explore such as websites, related reading material, and contacts to assist in any way that I can. |

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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):** **Jerome Manos**  **By entering my name above and checking this box, I verify that this completed proposal accurately reflects my plans for the proposed course.**  **Date:** **1/31/14** | **Division Dean (Enter Name):** **Jeff Drouin**  **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:** **8/7/13** |

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