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 14**  Course Units: **3** Total Contact Hours: **54** | 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: **Kyle Robinson**  First Semester To Be Offered: **Fall 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?  Offering this course online will allow students who are unable to attend a classroom setting gain an understanding of health and fitness disabilities. Students will gain knowledge of disabilites and how to acclimate those with disabilities to perform a level exercise suitible for the student. With such a wide variety of physical disabilites the online course makes indiviualization much more attainable.  (4/24)Through discussion with Ken Grace, he feels that a good portion of students in his class would find it difficult to physically attend this course due to either work schedules or their own physical disabilities. |

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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?    I have discussed and observed Ken Grace teach this course online and am fascinated with the results he receives. The flexibility students have through the online course allows them to be hands on and engaged as Ken has the opportunity to give individualized feedback based upon each individuals disability. |
| Review your completed proposal with your subdivision colleagues (if required). Please provide a summary of those recommendations:  Discussed with colleagues and online learning seems to be a great way for students enhance their knowledge and improve their ability to create and enhance their personalized exercise plans.  The online learning envirornment for this course provides a comfortable atmosphere for students to propose their questions and concerns about their personal health and fitness levels. Myself and various others feel like some students are more likely to express their comments and concerns through email and discussions boards than they would have been in an open classroom settings.  (4/24) Nathaniel Rice mentioned stressed the importance of accessibility specifically for this course as it is geared for those with or working with individuals with disabilites. Making sure that course materials are OCR (Optimal Character Recognition) compatible along with having documents saved as an RTF file as well for hearing impaired students. Displaying alternate text for all images and having all assessments on blackboard saved as text files for those who need assistance. Nathaniel had great input and was extremely willing to provide input for any technical questions I may have as I further develop my online learning 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 %** |
| Course Readings- Coinciding with the text book will be writren lectures and articles | | | 20% |
| Weekly viewing multimedia content- YouTube & other course related multi-media | | | 15% |
| In Class readings of short texts relating to the development of course projects. (ex: Goal Setting/ Time Management/ Choosing activities for variety of fitness levels and disabilities, etc…) | | | 15% |
| Weekly assessments checking for understanding of course materials and concepts (Competion of short informational surveys ex: family health histories, stress test. | | | 20% |
| Constuctive assignments targeting personal progression of physical activities and cognitive awareness. | | | 10% |
| Weekly Participate in discussion board problem solving (scenario based responses) | | | 10% |
| Constructive Asssignments (Development of a personal Health Plan. Small task will be performed each week progressing knowledge for students to use in their personal exercise journals) | | | 10% |
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| TOTAL CONTACT HOURS: | | | 100% |

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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 course materials- The textbook "Fit & Well" does a great job of simply presenting health and wellness along with detailing common illness & disabilities and how they pertain to wellness. Other course materials will consist of supplemental articles, web pages and videos related to the course material. | | |
| Internet research- Students will periodically be asked to complete small research assignments based on the . Students will be given a tutorial on how to search for peer reviewed articles. | | |
| Creating an activity journal- Students will monitor activities they do along with the improvements they see. Improvements can also be made visible through use of a heart rate monitor. They will receive weekly feedback, including tips and suggestions while addressing any questions and concerns the student may have. | | |
| Viewing internet websites related to the weekly content along with finding outside readings to supplement content being learned in the course. | | |
| Individual Reflective writing- Based upon responses to discussion board questions, students will reflect upon | | |

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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 interact with students individually at least twice weekly through email and blackboard. All assignments will be graded and given personal feedback within 48 hours of student submission. An email, with a personal invitation to communicate in person will be sent to students with issues concerning course materials. Students struggling or neglecting will be contacted, encouraged and invited to talk about concerns in person. |

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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?  Each week there will be a discussion board topic or problem to solve. These will be presented and discussed on the discussion board. Each student will present their views and methods in which how they would handle or solve the issue. |

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| **Assessment of Student Learning** |
| How will you assess learning in this course?  Through quizzes, discussion board participation, & 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 discussion boards, individual assignments and the reporting of improvements in journals, it would be extremely difficult for a student to falsify assignments. |
| 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?  Ultimately, the goal of the course is into improve oneself abilitiy improve general health and fitness of individuals with disabilities. How their disability relates to health and how it relates to performance in basic physical activity. Based on the results of the quizzes, completion of assignments and taking part in discussion board activities, I will be able to provide feedback and steer students in the desired direction in which to achieve our course goals. |

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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) | Assessments through Blackboard with also be available through PDF files if needed. |
| Presentations (PowerPoint) | Accessible RTF files |
| Publisher content/websites |  |
| Websites/links (Google Docs) |  |
| Screen recording (Camtasia, Jing) |  |
| Audio (Audacity, iTunes) | Any auditory presentations will be supplemented with a text version |
| Video (YouTube, EduStream) | All audio will be sure to have closed-caption |
| 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):** **Kyle Robinson**  **By entering my name above and checking this box, I verify that this completed proposal accurately reflects my plans for the proposed course.**  **Date:** | **Division Dean (Enter Name):**  **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:** |

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