Directions: Complete all sections. Submit the form via email attachment as directed in the last section.

For information on the complete proposal process, visit <http://www.chabotcollege.edu/cool/>.

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| **Course Information and Delivery Format** | |
| Course Subject & Number: **KINE BBOD - Defensive Theory of Baseball)**  Course Units: **2** Total Contact Hours: **35**  First Semester To Be Offered: **FALL 15** | Course Delivery Method (check one):  Online (all instruction is online)  Hybrid (instruction occurs both online and on campus)  **83** % online  **17** % on campus |
| Faculty Name: **Steven K. Friend**  Have you ever completed the Online/Hybrid Course Proposal process (at Chabot College) for a course and received approval?  yes  no |

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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?  Many students would love to take this class but do not have the time to do so in person. In this course, using a varity of mediums to teach the student how to throw, catch and field in baseball. This course will allow the little league Dad/Coach the opportunity to teach his kid's how to play baseball properly. |

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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 faculty experienced teaching online. What are some of the recommendations that may influence your instruction in this course?  I spoke with Jeff Drouin and Ken Grace and they both suggested many small assignments each week delivered in a number of formats from text and weblinks to video and live observations. |
| Review your completed proposal with your subdivision colleagues (if required), Please provide a summary of those recommendations:  Spoke with my colleagues and the key emphasis I heard was to keep constant communication throughout the course and to provide learning opportunities. |

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| **Course Content Delivery - Contact Hour or “In-Class” Activities** | | |
| Explain how the instructional contact hours will be implemented for each week of instruction. 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. Examples can be found at: <http://www.chabotcollege.edu/cool/forms/>. | | |
| **Delivery Mode**  ***(online or***  ***in-person)*** | **Activity and Description**  ***(For hybrid courses, please be sure in include in-person activities)*** | **Contact Hours** |
|  | Opening day - Welcome to the class. Review how the class will operate and the requirements- Face-to-Face: 1st meetings are a must to provide relevant info- syllabus, methodologies, etc. | 2 |
|  | Mid term reflection on student progress in class | 2 |
|  | Final review of class and evaluation | 2 |
|  | Reading/lectures on material presented- Students will be participating in hands-on "lab" exercises, quizzes, etc- on a day-to-day & week-to-week basis. Students can submit work via blackboard & email- Blackboard will be used for quizzes & discussions- as well as email- students will be able to submit work via those vehicles. Weekly materials, subject matters, quizzes will offset the time in between our face-to-face meetings- students will be participating in hands-on "lab" exercises as well as discussions & quizzes on a day-to-day & week-to-week basis | 12 |
|  | Video observations+ Students will be able to contact and communicate via email, text, twitter, etc. Intitated contact w be a "2-way street"- students do not have to be reactive BUT proactive. | 6 |
|  | Quizzes-Reading/lectures on material presented- Students will be participating in hands-on "lab" exercises, quizzes, etc- on a day-to-day & week-to-week basis. Students can submit work via blackboard & email- Blackboard will be used for quizzes & discussions- as well as email- students will be able to submit work via those vehicles. Weekly materials, subject matters, quizzes will offset the time in between our face-to-face meetings- students will be participating in hands-on "lab" exercises as well as discussions & quizzes on a day-to-day & week-to-week basis | 6 |
|  | Discussion board- Video observations+ Students will be able to contact and communicate via email, text, twitter, etc. Intitated contact w be a "2-way street"- students do not have to be reactive BUT proactive. | 5 |
| TOTAL CONTACT HOURS: | | 35 |

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| **Course Content Delivery - Preparatory or “Outside of Class” Activities (NOT part of contact hours)** |
| For each contact hour, explain how students will be expected to spend preparatory hours outside of class, such as reading, writing, studying, preparing assignments/projects/presentations, and other homework.  Examples can be found at: <http://www.chabotcollege.edu/cool/forms/> |
| **Activity and Description** |
| Outside observations of throwing, catching and fielding skills |
| Outside observations of field play |
| Outside observation on learning to throw to the lead runner |
| Journal on teaching infield and outfield skills |

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| **Nature and Frequency of Student-Instructor Interactions** |
| All courses shall include regular effective contact between students and the instructor. 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.  We will meet three times in person. I will personally email the entire class each week to keep students on topic. |

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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 a collaborative, student-centered environment in which a community of learners is created?  The entire class will meet three times as an entire group. There will be weekly discussion board interactions and two group activities |

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| **Assessment of Student Learning** |
| What methods of assessments will you use to assess learning in this course?  What strategies do you plan to use to ensure academic integrity in your course?  I will use their weekly assignments, their quiz scores and their responses in the discussion board. With this variety of assessments I will know if the student understands the material and will be able to determine authenticity. |
| 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?  Teaching this course in this format will allow the sports coach parent who works full time to take this course to an pass the material on to his children. |

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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, 3CMedia) | I will include 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**: Please enter your name, check the box, and enter today’s date in the appropriate box below. Email your completed proposal to your Division Dean for approval.  **Division** **Dean**: Upon your approval of this proposal, please enter your name, check the box, and enter today’s date in the appropriate box below. Email this proposal to the COOL Co-Chairs.  **Spring 2015 COOL Co-Chairs: Scott Hildreth and Minta Winsor** | |
| **Faculty (Enter Name):** **Steve Friend**  **By entering my name above and checking this box, I verify that this proposal accurately reflects my plans for the proposed course.**  **Date:** **3/16/2015** | **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.**  **Date:** **3/18/2015** |