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 DMP**  Course Units: **2.9** Total Contact Hours: **70**  First Semester To Be Offered: **Fall 2015** | Course Delivery Method (check one):  Online (all instruction is online)  Hybrid (instruction occurs both online and on campus)  **25** % online  **75** % on campus |
| Faculty Name: **Ken Grace**  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?  The hybrid delivery will allow the student a little more flexibility in their schedule. |

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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?  Needs to be fairly simple and laid out in a structured sequence. |
| Review your completed proposal with your subdivision colleagues (if required), Please provide a summary of those recommendations:  The key is that it is straight forward and easily understood. The material presented needs to be aplicable. |

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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** |
|  | Reading and academic assignments. | 1 hr/wk |
|  | Lab and discussion. | 3 hr/wk |
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| TOTAL CONTACT HOURS: | | 70 |

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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** |
| Read textbook. |
| Journaling & exercise diary. |
| Analysis of weekly exercise & nutrition journal. |
| Internet research. |

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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 interact a minimum of twice a week face to discuss both Blackboard assignments and in-class assignments. |

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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?  Each week students will interact both in class with partners and online in the discussion board. Each student will design his/her low glycemic dietary plan and review it with their training partner. |

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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?  Active participation in labs. Exams and quizzes on presented material. Review of each two week training plan & journal assignments completed inside of Blackboard. |
| 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?  The ultimate goal of this class is to lower the risk factors of adult diabetes. By reviewing personal progress, both in person and online, on a regular basis, we can keep the student moving in a healthy direction. |

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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) | These will have closed captions. |
| 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):** **Ken Grace**  **By entering my name above and checking this box, I verify that this proposal accurately reflects my plans for the proposed course.**  **Date:** **2/23/15** | **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:** **2/16/15** |