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 TMG (The Mental Game- An Introduction to Sports Psychology)**Course Units: **3** Total Contact Hours: **54**First Semester To Be Offered: **FALL 15** | Course Delivery Method (check one):[ ]  Online (all instruction is online)[x]  Hybrid (instruction occurs both online and on campus)**84** % online**16** % 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 [x]  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?Provide ALL students, not just student- athletes, introduction to sports psychology. I will provide opportunity to learn how to control "the mental game" of athletics and life. Goal setting, focus & concentration, time managament, dealing w adversity and setbacks, visualization, mental rehearsal, relaxation are all topics that will benefit young and old. |

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| **Preliminary Research andInput from Colleagues and Administrators** |
| [x]  Reviewed online teaching resources & tools at <http://www.chabotcollege.edu/cws/onlineteaching/>. |
| [x]  Met with Division Dean and subdivision colleagues to secure *preliminary* support for offering this course in online/hybrid format. |
| [x]  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: My colleagues thought by offering in this class in hybrid format we could reach a great audience in our local community.  |

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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** |
|  | Class introduction. Review the class and expectations for the class. Explain how the course will operate and basic about blackboard.  | 3 |
|  | Mid term meeting and review of work. Topics previously covered will be discussed in class. Expectations, topics and assignments for the final half of the class will be reviewed.  | 3 |
|  | Final Class meeting and review | 3 |
|  | Reading assignments and video on sports psychology and its relationship to stress and performance | 17 |
|  | Direct observation of sporting activies with written assignments to determine the proper arousal level based on the skill performed.  | 17 |
|  | Online discussion board assignments relating to the topic presented that week.  | 8 |
|  | tests and quizzes  | 12 |
| TOTAL CONTACT HOURS: | 54 |

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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** |
| Each student will be expected to read one to two chapters each week in preparation for the topic being presented.  |
| Students will be required to practice relaxation breathing exercises daily and record how they feel daily in a journal |
| Student will review their personal journal weekly and reflect in the discussion board how the relaxation techniques are working.  |
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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. I will email the entire class a minimum of once weekly and I will provide constant feedback with each student as assignments are submitted.  |

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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?We will meet three times face to face. Each week students will interact through the discussion board. Group observation assignments will be presented where students will also interact.  |

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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?Each week a variety of activities will be presented in a number of formats. Each week the student will have a minimum of one written assignment, a discussion board assignment and a quiz.  |
| 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?Again students will be provided the material in a number of formats. Through weekly written assignments, quizzes, observations and discussion board and the submission of their daily journal it will be easy to see if the student has grasped the material  |

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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. |
| [x]  CMS/LMS (Blackboard) |        |
| [x]  Presentations (PowerPoint) |       |
| [x]  Publisher content/websites |       |
| [x]  Websites/links (Google Docs) |       |
| [ ]  Screen recording (Camtasia, Jing) |       |
| [ ]  Audio (Audacity, iTunes) |       |
| [x]  Video (YouTube, 3CMedia) | I will include 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):** **Steve Friend****[x]  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****[x]  By entering my name above and checking this box, I approve this course proposal from the instructor as completed above.****Date:** **3/18/2015** |