

Online/Hybrid Course Delivery Proposal

Committee On Online Learning (COOL), Chabot College

PLEASE READ. This document was created by submitting the [Online/Hybrid Course Proposal form](#). Responses submitted are in [blue font](#). Any changes made here are saved automatically. When done making changes, simply close the browser tab and/or browser. A COOL Review Team will post feedback by way of the "Comments" tool in the upper-right hand corner. You can return to this document at any time using the proposal link sent to your email inbox (Learn more: [Google Docs Getting Started Guide](#)).

Faculty, Course, & Delivery Format Information

Faculty Name: [Ken Grace](#)

Current Faculty Status for Online Teaching/Proposal Approval at Chabot College (Fast Track or New): [Fast Track](#)

Date of Initial Proposal Submission: [8/29/2017](#)

Course: [PEAC WLK1 , Walking for Fitness](#)
Units: [variable: typically .5 \(summer\) or 1.0 units \(Fall/Spring\), though up to 1.5 units.](#)

Contact Hours:

[.5 units = 35 hours](#)

[1.0 unit = 52.5 hours](#)

[1.5 units = 105 hours](#)

Delivery Method: [Fully \(100%\) Online](#)
(If Hybrid: [100 online](#))

First Semester To Be Offered: [Summer 2018](#)

Need/Justification/Benefits to Students

What learning opportunities might be made possible by offering THIS particular course in online or hybrid delivery format?

[We have a large number of students who cannot make it physically to the campus, yet they want to improve their health and fitness \(this is demonstrated by the large enrollments in Basic Heart Rate Training and Nutrition for Fitness and Fat Loss\). By utilizing today's technology we can provide an education in fitness and at the same time verify the student's compliance to the activity portion of the course.](#)

Develop Proposal and Consult with Colleagues

Comments, feedback & recommendations provided by colleagues (NOTE: Do not leave this section blank. If the faculty you consulted did not provide any feedback or recommendations, please note that below):

[We need to identify the large number of different devices that can be used to record activity and how well those devices can be uploaded into canvas](#)

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(REQUIRED) Name(s) of faculty with whom you consulted: [Steve Friend](#), [Jeff Drouin](#) and [Kyle Robinson](#)

Course Content Delivery - Contact Hour or "In-Class" Activities

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. Explain how the instructional contact hours will be implemented for each week of instruction. Please list and describe each activity as well as the contact hours for each activity (you may not use all fields). More explanation regarding contact hours can be found at <http://www.chabotcollege.edu/cool/contacthours/> and examples of proposals submitted by faculty can be viewed at <http://www.chabotcollege.edu/cool/proposals/default.asp>.

Delivery Mode	Activity and Description	Contact Hours
online	Read Chapter on Heart Rate Training and Calculate Your Target Heart Rate Training Numbers -	1 hour assignment read then calculate heart rate training numbers. Report findings in an assignment
online	1 hour - Wear heart rate monitor for a day and keep a record on what you discovered in an electronic journal. It is also a good idea to write it down in a paper journal.	After wearing heart rate monitor all day student will share with the class, via discussion board, their findings
online	1 hour - put on heart rate monitor and move just fast enough to bring heart rate to 70% of its predicted maximum. Do this activity for at least 20 minutes.	1 hour - In Canvas both as an assignment and in the discussion board report back how you felt and how it went.
online		
online		
online lab	There will be a total of 3 hours per week for 1 unit, or 2 hours per week for .5 unit credit of online lab activities.	The online activity to be performed will total 2 hours /week

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		for .5 and 3 hours/week for 1 unit. This lab activity will be verified via an upload from their smart device into canvas.
in-person		
in-person		
In-person lab		
TOTAL CONTACT HOURS: (Total Contact Hours According to the Course Outline: 54)		.5 units = 35 hours 1.0 unit = 52.5 hours 1.5 units = 105 hours

Course Content Delivery - Preparatory or "Outside of Class" (Homework) Activities

(Note: These are NOT part of Contact Hours)

Reading, preparing heart rate monitor, writing of training plan based on target heart rate findings

Nature and Frequency of Student-Instructor Interactions

Describe the nature & frequency of how you will interact with the entire class and individual students, especially in terms of providing feedback on assignments, interventions when students are at risk of dropping or failing.

Instructor will interact with student via email and discussion board. Instructor will notify the student within 48 hours of any assignment completed incorrectly

Nature and Frequency of Student-Student Interactions

Describe opportunities in your course for student-to-student interaction, such as discussions, group projects, peer review, and how you will build a collaborative, student-centered environment.

group discussion, group activities,

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Assessment of Student Learning & Academic Integrity

List and describe the methods of assessments you will use to assess learning in this course.

assignments, discussion board, bi-weekly self assessments of cardiovascular fitness, journal

Describe the strategies you plan to use to promote academic integrity in your course.

With the advancement of technology, all the movement activities performed in this class can be verified. Everything will be legit

Technology and Accessibility

Indicate the technology tools (software, web-based tools, etc.) you plan to use in your course (Examples provided include: Learning Management System (Blackboard), Presentations (examples: PowerPoint, Camtasia, etc.), Audio/Video (Examples: YouTube, 3CMedia, etc.), Web Conferencing (Example: CCCConfer), and Publisher Content (examples: Pearson, Cengage, etc.)

Learning Management System (example: Canvas), Presentations (examples: PowerPoint, Camtasia, etc.), Audio/Video (examples: YouTube, 3CMedia, etc.)

For the technology tools you have listed above, please describe your plan for utilization in your course.

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).

I acknowledge and have read the above regarding accessibility/accommodations for students with disabilities.

Record of Approval, Comments, & Feedback

A record of approval, & comments, & feedback will be automatically recorded directly below