

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 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: Steven K. Friend	Course: KINE BBDT, Defensive Theory of Baseball
Current Faculty Status for Online Teaching/Proposal Approval at Chabot College (Fast Track or New): New	Units: 2
Date of Initial Proposal Submission: 2/22/2018	Contact Hours: 35
	Delivery Method: Fully (100%) Online (If Hybrid: online)
	First Semester To Be Offered: Spring 2019

Need/Justification/Benefits to Students

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

[Students who cannot enroll in our on-campus day offerings can take advantage of this course, especially current coaches seeking to increase their knowledge on Defensive Baseball Theories and Practices. This course has previously been approved as a hybrid \(Fall 2015\) but has been offered as an in-class on campus class only. This proposal requests a fully on-line class.](#)

Develop Proposal and Consult with Colleagues

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

[no](#)

(REQUIRED) Name(s) of faculty with whom you consulted: [Ken Grace, Jeff Drouin & Dan Calcagno](#)

Online/Hybrid Course Delivery Proposal

Committee On Online Learning (COOL), Chabot College

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 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	Instructor's written module introduction and framing (6 total introductions/6 modules in total): students are asked to post any questions about what is required and/or are polled via a pre-survey for what they think are module requirements.	20 minutes per module, 2 hours total per semester
online	<p>Module Lectures, Activities and Discussion Board Posts (1 discussion post per module/ 6 modules in total). These vary some but typically include a combination of Web-based video (You Tube), reporting/sharing out of documented out-of-class observations, posting short responses to assigned readings, reporting/sharing out of interview results, and/or posting a critique of a reading or video.</p> <p>Students read/watch key lessons and video lectures for that module. Students will write a discussion post answering philosophical coaching questions, apply coaching theories and concepts to specific issues, and dissect pertinent phenomena related to coaching athletics.</p> <p>For modules with written assignments, students complete them as homework (HW) and post their responses. Students will post discussion responses after the module's first week. Students read the posts of other students and post follow-ups to at least two during the second week of each module.</p> <p>Multi- media will be available through YouTube or on-line streaming for all students to access.</p>	3 hours per module, 18 hours total per semester
online	Module Coaching Issues Case Study Quiz: (1 quiz per module/ 6 modules in total). Students complete module quiz. Correct answers will be discussed in a follow-up summary.	1 hour per module, 6 hours per semester

Online/Hybrid Course Delivery Proposal

Committee On Online Learning (COOL), Chabot College

	Students review correct quiz answers and follow- up from the assignments at the end of the second week.	
online	Module Exam: (1 exam per module/6 modules in total). Students are required to take an exam on the textbook chapters. The exam is 90 minutes in length.	1.5 hour per module, 9 hours total per semester
online		
online lab		
in-person		
in-person		
In-person lab		
TOTAL CONTACT HOURS: (Total Contact Hours According to the Course Outline: 35)		35

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

(Note: These are NOT part of Contact Hours)

Students in this class will need to read the textbook and articles, they will watch videos in which web-based links will be provided, and they will need to either conduct participant observation, content analysis, data analysis, and/or first-person interviews to complete their discussion board posts.

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.

The course I have designed consists of 6 Modules, each module is two weeks long (there is an extra week in the middle of the semester, where students will be tackling some of the longer and more challenging topics). Each Module will include (1) an introduction, written in my voice where I provide a framing for each major topic area, (2) a list of all the assignments that are due for each module, and, (3) a list of the readings and links to videos that are assigned in each module. For each discussion board, I include a detailed introduction to the assignment and I describe the assignment to the students, with a list of exactly what they are expected to submit. I will be utilizing Canvas rubrics, where students will have access to the

Online/Hybrid Course Delivery Proposal

Committee On Online Learning (COOL), Chabot College

expectations of the assignment before they begin and they will receive feedback on exactly why points were deducted or when they met all expectations. As the instructor of the course, I will send reminders to my students via Canvas announcements. Students will regularly hear from me with reminders as to when assignments are due and with notifications that the module is has either been opened or will be closing. I plan to regularly individually email students whom I identify as falling behind or performing poorly.

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.

The course I am designing consists of 6 Modules. Each Module includes a structured student-to-student discussion. Students are provided with a detailed discussion prompt and a rubric describing required evidence and reasons. The rubric serves to guide their post and to inform my assessment. Students are required to respond to their classmates' posts, typically a minimum of two replies. A corresponding rubric is provided for each reply; the reply rubric also specifies that reason and evidence must be provided to earn full credit.

Assessment of Student Learning & Academic Integrity

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

Module Discussion Board Post and replies

Module Quiz

Module Exam

*See page 5, "Activities to Conducted Online" for a description of each

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

All exams and quizzes will largely be multiple choice, with limited written correspondence, while the majority of the written part of the course will be part of the discussion posts and replies

Technology and Accessibility

Indicate the technology tools (software, web-based tools, etc.) you plan to use in your course

Online/Hybrid Course Delivery Proposal

Committee On Online Learning (COOL), Chabot College

(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.), Publisher Content (examples: Pearson, Cengage, etc.)

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

Learning Management System (example: Canvas), Presentations (examples: PowerPoint, Camtasia, etc.), Audio/Video (examples: YouTube, 3CMedia, etc.), Chabot Library website for access to articles and video streaming and Publisher Content (Cengage, etc).

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

2017-2018 COOL Chairs: Aldrian Estepa and Ryan Scherbart
COOL Website: <http://www.chabotcollege.edu/cool/>

Timestamp	2/22/2018 1:22:48 PM
Name	Dale Wagoner

Online/Hybrid Course Delivery Proposal

Committee On Online Learning (COOL), Chabot College

Division	Health, Kinesiology & Athletics
Proposal Reviewed	KINE BBDT by Steven K. Friend
Approval Selection	I approve this proposal as presented.
Comments (optional)	

Timestamp	5/1/2018 1:25:50 PM
Name	Steven Friend
Course Proposal	KINE BBDT by Steven K. Friend
Course Site Name	SANDBOX-GRACE-FRIEND-THDBB
Course Site Status	The site is now ready for review.
LMS	

Timestamp	5/1/2018 1:27:30 PM
Name	Steven Friend
Course Proposal	KINE BBDT by Steven K. Friend
Course Site Name	SANDBOX-GRACE-FRIEND-THDBB
Course Site Status	The site is now ready for review.
LMS	Canvas