

Online/Hybrid Course Delivery Proposal

Committee On Online Learning (COOL), Chabot College

PLEASE READ. This proposal was created by submitting the [Online/Hybrid Course Proposal form](#) and responses submitted (which you can edit) are in **blue font**. Any changes you make to this Google document are saved automatically. **Please be sure that any changes made to your proposal are done so using this “live” proposal link/document, as this is what the COOL will use to post feedback.** When you are done making changes, simply close the browser tab and/or browser. 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: Mary Pastore	Course: FT 7, Health and Fitness for the Fire Service
Current Faculty Status for Online Teaching/Proposal Approval at Chabot College (Fast Track or New): Fast Track	Units: 3
Date of Initial Proposal Submission: 2/15/2016	Delivery Method: Fully (100%) Online (If Hybrid: % online)
	First Semester To Be Offered: Summer 2017

Need/Justification/Benefits to Students
How will the online/hybrid delivery of this course meet student needs? This new course targets current and future fire service personnel. Due to shift work demands, an online format is the most practical delivery for current fire fighters. Future personnel - who often work EMT/Paramedic jobs in preparation - also shift impacted - would be best served by an online delivery as well.
Are there learning opportunities made possible in an online or hybrid online course that might not be available in a traditional course? Almost 24 hour access would facilitate study opportunities for the on duty firefighter, fire officer and/or student.

Preliminary Research and Input from Colleagues and Administrators
I have consulted with my Division Dean and discipline colleagues to secure *preliminary* support for offering this course in online/hybrid format (note that you will also need to obtain "formal" approval from the Dean and feedback from your discipline colleagues on your completed proposal)., I have reviewed online teaching resources & tools at http://www.chabotcollege.edu/cws/onlineteaching/ (includes resources for Blackboard)., I

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have reviewed "What Distance Education Instructors Need to Know About Library Services" at <http://www.chabotcollege.edu/library/ServicesforDE.asp>.

Develop Proposal and Consult with Colleagues

Consult with faculty who are experienced teaching in online/hybrid delivery, and if required, review your completed proposal with subdivision colleagues to secure preliminary support for offering this course in online/hybrid format.

Comments, feedback & recommendations provided by colleagues:

Great class, much needed. Online offering will have the most impact.

Name(s) of faculty with whom you consulted: Bob Buell

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	Reading of course materials provided in written form or online websites/media. Media to include contemporary topics in addition to instructor-generated lectures or text materials.	18 hours per semester
online	Each week, students will maintain and review their Fitness Logs. Fit Logs detail the type, duration, intensity and frequency of their personal fitness programs. As students maintain these Logs, individually and remotely, (coming to campus is an option but not required), these Fit Logs are then turned in throughout the semester for credit by way of the Assignment Tool or by sending me an email.	25 hours per semester

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	Additionally, Fit Logs may include detail concerning diet, weight management, sleep and/or sleep quality, shift hours, shift response intensities, personal fitness level surveys and other appropriate occupational-specific elements to the student. The Fit Log is the discussion focus along with student physical fitness gains, goal relevance, and related topics. The Discussion Board would then be utilized for assigned topic discussion such as, Impact of High Protein diets on Endurance Training or Physical Training On Duty - Considerations and Cautions.	
online	Seven (7) timed quizzes at 30 minutes each. Quizzes are meant to help students stay on track with online content delivery and to prep them for more rigorous midterm and final exams.	3.5 hours per semester
online	MidTerm and Final exams. Two (2) hours each.	4 hours per semester
online	Students will read and respond to announcements and content-driven emails regarding course material delivery.	2 hours per semester
in-person		
in-person		
TOTAL CONTACT HOURS:		52.5

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

(Note: These are NOT part of Contact Hours)

Voluntary participation in physical activity appropriate to student (e.g. participation in a department-sponsored 5k run or Firefighter Combat Challenge event), reading of supplementary materials provided via directed web exploration. Viewing of appropriate occupational-specific media.

Nature and Frequency of Student-Instructor Interactions

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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.

Weekly announcements to the class regarding quiz preparation, text offerings, media offerings, contemporary, relevant events to class content (such as newly published fitness standards or changes in occupational health regulations).

Students are encouraged to communicate via email, phone or text with questions or concerns. Instructor discussions, depending upon the topic, I generally accomplish via email, as they tend to be more personal in nature. On campus office hours are announced and available to online students.

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.

Student to student interaction will be encouraged through Discussion Board posts addressing specific course content and Fitness Log submission(s). Student backgrounds will be diverse (incumbents to the "just curious") Students will be encouraged to openly exchange.

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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.

Quizzes to assess student progress within the Seven Dimensions of Wellness.

A mid-term addressing the first three (3) Dimensions.

A Final exam, comprehensive.

Students complete personal physical surveys two times a semester. (Surveys not graded)

Students maintain a personal Fitness Log and submit their logs three (3) times a semester.

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

Exams will be updated and changed each semester. Exams and Quizzes are timed, and questions scrambled. Content progress will be controlled via Adaptive Release. Students will be reminded that public service personnel are expected to demonstrate integrity at all times.

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: Blackboard, etc.), Audio/Video (examples: YouTube, 3CMedia, etc.)

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

Blackboard: I will be using content areas, links (open in a new window), YouTube links, exams, assignments and discussion board.

YouTube: I will use via Blackboard and via announcement links, as appropriate to the topic (in course content via Bb, and contemporary content such as news stories via announcements).

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

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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.

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Verification of Content and Approval

FACULTY:

When you are ready to share your proposal with your Division Dean for review and approval (as well as division colleagues), we suggest sharing/emailing a PDF copy of your proposal for ease of viewing and approval.

To download a PDF copy:

1. From the menu above, click **File**.
2. Select **Download as**.
3. Select **PDF Document (.pdf)**.

You can then attach the PDF copy to an email and send it to your Division Dean and/or colleagues as needed.

DIVISION DEAN:

Instructions: Please [click on the "Approve" button/link below](#) to be taken to a very short web form to indicate/verify your approval, which also sends a notification to the COOL Chairs.

The record of your approval will automatically be recorded at the end of this document for improved record-keeping on the COOL website. Thank you!



(Button not working? You may be viewing this document in Outlook "preview" mode. Please close the preview, right-click the file, and click "Open").

**Questions or issues? Please send an email to chabotcollegecool@gmail.com
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Record of Approval, Comments, & Feedback

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

Timestamp	3/2/2016 4:04:14 PM
Name	Kristin Lima
Division	Applied Technology & Business
Proposal reviewed	FT 7 by Mary Pastore
Approval Selection	I approve this proposal as presented.
Comments (optional)	

Timestamp	4/20/2016 4:26:29 PM
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Reviewer Role	COOL Review Team Member
Proposal Reviewed	FT 7 by Mary Pastore
Recommendations	Needs rewording of required physical examinations to remain 100% online. [Update: this has been addressed].
Suggestions	

Timestamp	4/20/2016 4:27:01 PM
Reviewer Role	COOL Review Team Member
Proposal Reviewed	FT 7 by Mary Pastore
Recommendations	As long as the physical requirements for participation are clear at the outset, and some method is set for students to understand what is expected (and questions about those expectations to be answered). [Update: this has been addressed].
Suggestions	

Timestamp	4/26/2016 6:33:19 AM
Reviewer Role	COOL Review Team Member
Proposal Reviewed	FT 7 by Mary Pastore
Recommendations	
Suggestions	

Timestamp	4/26/2016 2:53:53 PM
Reviewer Role	COOL Chair
Proposal Reviewed	FT 7 by Mary Pastore
Recommendations	Review team recommends approval as proposed
Suggestions	