

Online/Hybrid Course Delivery Proposal

Committee On Online Learning (COOL), Chabot College

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Faculty, Course, & Delivery Format Information

Faculty Name: **Greg Kubicki**

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

Date of Initial Proposal Submission: **9/23/2016**

Course: **KINE 6, Performance Enhancement Thru Mental Training**

Units: **3**

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?

Meets Area "E", LIFE LONG LEARNING of the CSU GE Breadth. In addition, our discipline has expanded online offerings to meet the needs of non-traditional, working students and allows them to become certified to coach high school sports in California as well as serving to complete an advanced degree in Kinesiology at the CSU.

Are there learning opportunities made possible in an online or hybrid online course that might not be available in a traditional course?

I have taught this class for several semesters in the traditional format, however a specific benefit of putting the class online would be the systematic access to course instruction/information that could be accessed and used in "real" time by the student before/during/after a practice session, or in the field if they are currently working as a coach.

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.**
- I have reviewed online teaching resources & tools at**

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<http://www.chabotcollege.edu/cws/onlineteaching/> (includes resources for Blackboard).

- I 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:

I consulted with Jeff Drouin and Ken Grace. Their recommendations were specifically linked with showing consistent structure in course design and to minimize confusion for the student when accessing course content. In addition, make consistent use of discussion boards throughout the course so that it enhances discussion of presented material between professor and students and/or student to student.

Name(s) of faculty with whom you consulted: [Jeff Drouin](#), [Ken Grace](#).

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 and review lectures via Powerpoint presentations as well as videos that will be posted or linked to Blackboard. Lectures presented in this format will relate to assigned readings in the textbook and other assigned readings.	0.50 hours per week. (9 contact hours).

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online	Guided discussions using Blackboard Discussion Board based on course readings, materials and assignments. Peer response will be required.	1.0 hours per week. (17.5 contact hours).
online	Weekly quizzes in Blackboard using the Tests Feature.	1.0 hours per week. (17.5 contact hours).
online	Additional written assignments submitted through the Blackboard Assignments feature.	0.5 hours per week. (8.75 contact hours).
online		
in-person		
in-person		
TOTAL CONTACT HOURS:		52.5 contact hours.

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

(Note: These are NOT part of Contact Hours)

Outside reading of additional texts that pertain to course subject matter as homework preparation as well as Reflective writing.

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.

Primary contact will be through use of Discussion Boards and/or Email. All submissions will be responded to within 48 hours of the initial student submission. At the onset of the course, the instructor will send an email to all students to encourage them to contact me with any questions concerning course content and/or materials presented. Any issues, etc. can be handled through electronic or face to face meeting with the instructor.

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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 interactions in this class will take place using the online discussion boards. Threads will be in place for each of the chapter assignments. These discussion Threads will provide self-paced learning, as well as provide the student with the ability to review/access previously presented material.

Assessment of Student Learning & Academic Integrity

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

Students will be assessed based on performance of tests, quizzes, discussion board participation/content, and completion of assignments. Each assignment will have a point value. Assignments will be based on course material presented on Blackboard. Students will use Blackboard to submit course work.

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

I will post the link of the: "Student Conduct and Due Process Policy of Chabot College. In addition, written responses submitted by each student either on assignments, quizzes and tests will be reviewed by the instructor to glean not only for content, but on original thought and presentation.

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.), 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.

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BLACKBOARD: Announcements, Content areas, Discussion Board, Assessments-Tests, Quizzes, Group Email, Grade Center. Assessments using Blackboard will be available in PDF format if needed.

POWERPOINT: Course lectures will be in slide format with links to video content as needed to support/accentuate lecture material. At the end of each lecture presentation, an interactive summary review will be presented for the student to ensure understanding of lecture content that may be presented in quizzes and tests, as well as for use in discussion boards.

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

Timestamp	10/7/2016 12:15:27 PM
Name	Dale Wagoner
Division	Health, Kinesiology & Athletics
Proposal reviewed	KINE 6 by Greg Kubicki
Approval Selection	I approve this proposal as presented.
Comments (optional)	none at this time

Timestamp	11/14/2016 8:37:26 PM
Reviewer Role	COOL Review Team Member
Proposal Reviewed	KINE 6 by Greg Kubicki

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Timestamp	12/6/2016 6:41:07 AM
Reviewer Role	COOL Review Team Member
Proposal Reviewed	KINE 6 by Greg Kubicki
Recommendations	Hours calculation corrections listed on proposal. Needs to be 52.5 hours to meet course outline [<i>Update: corrected on 12/10</i>].

Timestamp	12/14/2016 12:36:44 PM
Reviewer Role	COOL Chair
Proposal Reviewed	KINE 6 by Greg Kubicki
Recommendations	Review team recommends approval.