

Online/Hybrid Course Delivery Proposal

Committee On Online Learning (COOL), Chabot College

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Faculty, Course, & Delivery Format Information

Faculty Name: [Eric Fanene](#)

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

Date of Initial Proposal Submission: [3/10/2017](#)

Course: [KINE 12FT, Introduction to Football Officiating](#)

Units: [2](#)

Contact Hours: [35](#)

Delivery Method: [Hybrid \(partially taught online and partially taught in-person\)](#)

(If Hybrid: [77% online](#))

First Semester To Be Offered: [Summer 2017](#)

Need/Justification/Benefits to Students

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

[This hybrid course will benefit students' needs by accommodating their scheduling desires and allowing them to manage their school work in a manner that is appropriate to them. The online offering will meet the needs of non-traditional, working students who want to learn the rules of the game of football.](#)

[Similar courses have been delivered in an online format and have been, and still are, popular and successful. Kine 12FT will offer that same format, but will be specific to officiating football. Having taught multiple football related courses throughout my coaching career, I have had multiple students who have inquired about a more detailed course related to the rules and officiating of the game of football.](#)

[This class will be taught in an engaging way that leads students to learn and think independently, while also working in group discussions, on-campus meetings, and prepare for the challenges that they may meet in a multicultural environment.](#)

Develop Proposal and Consult with Colleagues

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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):

After consulting with Dale Wagoner and Scott Hildreth, they both agree that, with my experience as a collegiate football coach and the education I received through online courses at both the undergrad and graduate levels, KINE 12FT would be a successful course to teach and offer in the hybrid format.

Scott Hildreth's recommendation is to begin with the course outline of record to develop a clear and well designed course to teach students. He also suggests to think of how I would teach it on campus, and then make the online portions what I would have students watch or discuss in groups.

I also consulted with Jerome Manos and Danny Calcagno who are experienced online instructors in our discipline. They recommend that I use a consistent structure of course design. This will minimize confusion when students access course content. They also suggest to use discussion board frequently with students to allow for more dialogue throughout the duration of a course.

(**REQUIRED**) Name(s) of faculty with whom you consulted: Dale Wagoner (Dean of Health Physical Education & Athletics) Scott Hildreth (Professor of Physics & Astronomy/COOL Committee); Danny Calcagno (Professor of PE/Athletics); Jerome Manos (Counseling/PE & Athletics)

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 and studying of lectures related to course in the form of PDF or powerpoint files and also from the course textbook.	9

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online	Guided discussions via the Canvas Discussion Board based on course reading/materials. Peer responses required.	8
online	Weekly, quizzes in Canvas using test feature	6
online	Powerpoint and other multimedia presentations relative to course material researched by student (Closed captioning on video content)	3
online	Final Overall Test	1
online lab		
in-person	Opening day- Introduction Session on Campus. Review expectations for the class. Explain how the course will operate and basics about Canvas. Powerpoint and other multimedia presentations relative to course material. (Closed captioning on video content)	3
in-person	Final on-campus session. Topics previously covered will be discussed in class. Expectations, topics, and assignments for the final half of the class will be reviewed. Powerpoint and other multimedia presentations relative to course material. (Closed captioning on video content) On field demonstrations of football officiating (i.e. pregame duties of officials, dimensions of field, location and duties of official referees during game, official signals)	5
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)

Individual Reflective Writing/Journal writing that will explore their thoughts and opinions as related to the course material.

Additional reading of texts, which supplements the 'in-class' online work, pertaining to the course subject matter as homework preparation

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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.

I will give individual feedback on each assignment, journal, and quiz for each student.
I will use the gradebook to post grades and give students a chance to ask questions.
I will check my email on a daily basis and respond to any questions regarding the course.
I will communicate through group email and via announcements on the class webpage of any deadlines of assignments and other related material.
I will invite students to communicate in-person during campus meetings and during office hours for issues concerning course material.
If students are not completing assignments on a regular basis, I will contact them individually through email.

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 take place through the group discussion board on a weekly basis and during on-campus meetings. Threads will be designed for each chapter assignment and will provide a lasting record on the issues pertaining to the course.

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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.

I will assess learning in this course through quizzes, Canvas discussions, and completion of Individual/Reflective writing assignments. The assignments are based off of the course material located on Canvas. Students are evaluated on their written work. Each assignment has a point value. Students will use Canvas as a way of submitting assignments. I will have regular check-ins with my students in a variety of ways. I will utilize the group email, announcement page and the question and answer discussion board as a regular way to communicate with students. My main goal with assessment will be for each student to demonstrate their understanding of the material in the form of online discussions, Journals, and other written assignments. I will provide immediate feedback within a 48 hour period in the comment box and provide an explanation if necessary for the earned grade. Students may email me with any questions that may be URGENT so I respond ASAP. I will make myself available for all students to meet face to face to answer any questions that they may have regarding the course by appointment only.

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

I will incorporate a variety of assessments that will ensure authentic participation (i.e. personal posts on topics or issues only they can answer)

Students must understand the Student Conduct and Due Process Policy of Chabot College.

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, Canvas, 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.

Canvas: Announcements, Content Areas, Discussion Board, Assessments/Tests and Surveys features, Groups, Send Email, Grade Center.

Presentations: I will create PowerPoint presentations that accommodate course content. (i.e.

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Principals of the game, Rules & Regulations, Physical Mechanics & Positioning for Calls on the Field, Approved/Accepted Mechanics & Signals)

Audio/Video: I will use video clips from YouTube that are relative to course material. The subject of this course lends itself well to online websites (i.e NFHS.org). I will use reputable football officiating websites to share ideas with the class. I will also use the Chabot Library resources catalog if applicable.

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	3/27/2017 2:41:35 PM
Name	Dale Wagoner
Division	Health, Kinesiology & Athletics
Proposal reviewed	KINE 12FT by Eric Fanene
Approval Selection	I approve this proposal as presented.
Comments (optional)	

Timestamp	5/4/2017 3:38:11 PM
Reviewer Role	COOL Review Team Member
Proposal Reviewed	KINE 12FT by Eric Fanene
Recommendations	The contact hours could be further clarified, but acceptable.

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Suggestions	
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Timestamp	5/5/2017 1:25:59 PM
Reviewer Role	COOL Chair
Proposal Reviewed	KINE 12FT by Eric Fanene
Recommendations	According to the dean, KINE 12FT will not be offered Summer 2017, so the recommendation is to PEND review team voting at this time. This will give Eric a chance to teach the KINE 3FT class first, and then review and revise KINE 12FT at a later date.
Suggestions	