

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: Danny Calcagno	Course: KINE 19, Health & Fitness for Law Enforcement
Current Faculty Status for Online Teaching/Proposal Approval at Chabot College (Fast Track or New): Fast Track	Units: 3
Date of Initial Proposal Submission: 4/17/2017	Contact Hours: 52.5
	Delivery Method: Fully (100%) Online (If Hybrid: online)
	First Semester To Be Offered: Fall 2017

Need/Justification/Benefits to Students

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

[It allows for law enforcement officers who are not able to attend classes in person because of their job learn how to be fit for their job.](#)

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):

[No recommendations provided at this time](#)

(REQUIRED) Name(s) of faculty with whom you consulted: [Jeff Drouin / Scott Hildreth](#)

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

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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	Watch 40 videos on strength training / fitness testing- Provided from the textbook.	30 minutes per week
online	Discussion -Students will read my discussion posts about the videos and content in the book, and those of their classmates, they will add their own in response.	1 hour per week
online	Quizzes	1 hour per week.
online	Final Exam	1.5 hours per semester
online	Questions and Answers - will take place through the discussion board.	20 minutes a week
online lab		
in-person		
in-person		
In-person lab		
TOTAL CONTACT HOURS: (Total Contact Hours According to the Course Outline: 52.5)		52.5

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

(Note: These are NOT part of Contact Hours)

Students will read / study for quizzes and test/ physical fitness testing and exercise. Part of the homework assignments students will videotape themselves doing the exercises. They will also watch videos and keep a log of how weight and reps they do.

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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.

Through discussion board, emailing and phone. I plan to identify students not getting assignments in on time by monitoring the discussion board and their login frequency, I will reach out to them weekly if they aren't passing and are on the verge of dropping the class.

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.

Students will engage in dialogue through discussion board. I will have students share their results from the activities and what worked for them personally. I will also ask where they work, and how their individual departments require them to stay fit. The students can share personal stories to help the others how to maintain a healthy lifestyle.

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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 each student through quizzes, tests, discussion board, and written assignments.

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

I will inform the students and they will 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.

In canvas I will be using powerpoint presentations with tables, fitness logs, 1RM charts, etc... in regards to fitness training. I will also be using fitness videos and YouTube videos for training.

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.

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Record of Approval, Comments, & Feedback

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

Timestamp	5/2/2017 3:45:33 PM
Name	Dale Wagoner
Division	Health, Kinesiology & Athletics
Proposal reviewed	KINE 19 by Danny Calcagno
Approval Selection	I approve this proposal as presented.
Comments (optional)	

Timestamp	5/4/2017 4:27:04 PM
Reviewer Role	COOL Chair
Proposal Reviewed	KINE 19 by Danny Calcagno
Recommendations	As this will be a new CANVAS class, we need to work together and as a faculty overall to ensure that features and capabilities of Canvas are integrated into our online classes.
Suggestions	