

# Online/Hybrid Course Delivery Proposal

Committee On Online Learning (COOL), Chabot College

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## Faculty, Course, & Delivery Format Information

Faculty Name: <a href="#">Eric Fanene</a>	Course: <a href="#">KINE 3FT, Introduction to Coaching Football</a>
Current Faculty Status for Online Teaching/Proposal Approval at Chabot College (Fast Track or New): <a href="#">New</a>	Units: <a href="#">2</a>
Date of Initial Proposal Submission: <a href="#">3/8/2017</a>	Contact Hours: <a href="#">35</a>
	Delivery Method: <a href="#">Fully (100%) Online</a> (If Hybrid: <a href="#">online</a> )
	First Semester To Be Offered: <a href="#">Summer 2017</a>

## Need/Justification/Benefits to Students

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

[This 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 break into the football coaching profession.](#)

[Similar courses have been delivered in an online format and have been, and still are, popular and successful. Kine 3FT will offer that same format, but will be specific to coaching football. Having coached here for over 6 years, I have met multiple students who have registered or attempted to register in football theory and conditioning courses in hopes to learn the coaching philosophy and organization of the sport 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, 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 undergraduate and graduate levels, KINE 3FT would be a successful course to teach and offer online.

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. Students will complete assignments and/or quizzes	12

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	based on these readings/lectures.	
online	Guided discussions via the Canvas Discussion Board based on course reading/materials. Peer responses required.	10
online	Weekly, quizzes in Canvas using test feature	8
online	4 hours of outside videos in addition to lectures that will be found online relevant to course content.	4
online	Final Overall Quiz	1
online lab		
in-person		
in-person		
In-person lab		
<b>TOTAL CONTACT HOURS:</b> (Total Contact Hours According to the Course Outline: 35)		<b>35</b>

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

(Note: These are NOT part of Contact Hours)

Individual Reflective Writing/Journal (in the Assignment function on CANVAS) writing that will explore their thoughts and opinions as related to the course material.

Additional reading of texts pertaining to the course subject matter as homework preparation

## 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 Discussions, Journals & Quizzes

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I will use the gradebook to post grades and give students a chance to ask questions and respond to comments entered in the CANVAS gradebook.  
I will check my email on a daily basis and respond to any questions regarding the course.  
I will communicate through CANVAS calendar 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 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. Students will be required to read and respond to the posts of other students on a weekly basis. Threads will be designed for each chapter assignment and will provide a lasting record on the issues pertaining to the course.

## 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 assignments. The assignments are based off of the course material located on Canvas. (i.e PowerPoint lectures, Videos, reading material) 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.

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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. Coaching Philosophy, Position-Specific Football Training, Team Building, Developing An Efficient Practice Plan)

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 will use reputable coaching and football 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. In addition, upon starting the semester, I will ask students if any have a disability or are in need of necessary accommodations. If any respond that they do, I will

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assess how much help they might need.

## Record of Approval, Comments, & Feedback

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

<b>Timestamp</b>	3/9/2017
<b>Name</b>	Dale Wagoner
<b>Division</b>	Health, Kinesiology & Athletics
<b>Proposal reviewed</b>	KINE 3FT by Eric Fanene
<b>Approval Selection</b>	I approve this proposal as presented.

<b>Timestamp</b>	5/4/2017 3:36:34 PM
<b>Reviewer Role</b>	COOL Review Team Member
<b>Proposal Reviewed</b>	KINE 3FT by Eric Fanene

<b>Timestamp</b>	5/4/2017 4:28:22 PM
<b>Reviewer Role</b>	COOL Chair
<b>Proposal Reviewed</b>	KINE 3FT by Eric Fanene
<b>Recommendations</b>	As this will be Eric's first Canvas class, we need to make sure that tricks, techniques, and tools in canvas are explored and utilized to their fullest. Outreach on a weekly basis of "Canvas Tip of the Week" or some such thing would be great.