Chabot College

**Online Course Proposal Form**

Fall 2012

**Course Title & Number: Business 22, Introduction to Management**

**Faculty Name: Lynn Klein**

**Course Delivery Method (check one):**

**X⁫ Online (all instruction is online)**

**⁫ Hybrid online (instruction occurs both online and on campus)**

**⁫ Other (please describe)**

**First Semester To Be Offered: Fall 2012**

1. ***Preliminary* Input from Colleagues and Administrators**

As you develop your proposal and *consider* your course, please consult with your division and do some background research, including the following:

**⁫ a.** *Consult Online Learning Support staff (**bbhelp@chabotcollege.edu**) for Blackboard resources/training and information on this proposal/approval process.*

* Date(s) completed: February 2007

**⁫ b.** Review similar courses. Are similar courses offered online at other

 colleges? If so, **note the college(s).**

* Business 22 online has been offered at Chabot every semester since Summer 2006. Los Positas College offers BUSN 56 Online and DVC offers BUSMG 120 online, which are equivalents. The course is a standard requirement for a business administration degree or certificate and can be readily found at other community colleges in the area.

⁫ **c**. Meet with your Division Dean and subdivision colleagues to secure *preliminary*

 support for offering this course *in online/hybrid format*.

* Date completed: November 2011.
1. **Develop Proposal And Consult With Colleagues:**

⁫ **a**. Consult with other faculty experienced in DE. **With whom did you consult?**

**Attach a separate page** ***listing the meeting dates and a summary of your discussion.***

* See Attachment

**⁫ b.** Review your *completed* proposal with your subdivision colleagues. **Attach a separate page** listing attendees, meeting date, and a summary of the recommendations or reservations of your division/subdivision.

* See Attachment

**3. Student Benefits**

* How will this course meet student needs? Are there learning opportunities made possible in an online or hybrid online course that might not be available in a traditional course?
* Introduction to Management is a popular course that covers basic management and supervisory skills. It is offered every semester with one day and one evening section on campus. The course attracts both degree/certificate candidates and business people seeking to develop administrative proficiency. Offering this class online improves student access and makes the department more flexible in its course offerings. It also speeds the process of completing AS degrees and vocational certificates for students majoring in Business and its various fields at Chabot. On-campus and online sections fill quickly every semester.
* Offering this 3-unit course completely online provides accessibility to potential students that might not otherwise come to campus to take Business courses: single parents, people with disabilities, full-time employees, newly promoted supervisors, those who are geographically distant from Chabot campus, etc.
* If this course has previously been offered at Chabot using this delivery method, what have you learned from prior instructors that will influence your instruction in this course?
* Dmitriy Kalyagin has been teaching this course online for approximately five years. He has shared his assignments and assessments, and we have discussed the use of discussion boards and assignments to engage and challenge the students. I will continue to collaborate with him and Jan Novak (who will be teaching Bus 22 on campus beginning in Fall 2012) as the first semester rolls out to ensure SLOs are met and that consistency between on-campus and online venues is achieved.

**4. Course Content Delivery**

* The total number of contact hours in your course should approximate the equivalent number of hours required in an on-campus setting. For example, a 3-unit course typically meets on campus for 54 contact hours of instruction, assessment, discussion, and group activities. In the Carnegie unit system, students are also expected to invest two hours “outside of class” for every hour in class on reading, studying, preparing assignments, and other homework; these additional hours are not considered to be “contact hours”. Account for the contact hours in your proposal ***in a clear, detailed and specific way***. (*PLEASE NOTE: For a more detailed explanation of “contact hours”, be sure to see the Addendum attached to this form.)*
* The course will be offered completely online. Business 22 is a 3-unit lecture course that meets on campus for approximately 54 hours for a semester. The online class will include the same number of hours with the following approximate schedule of the time allocated for each modality:
* Online lectures and PowerPoint presentations 13 hours
* Online assignments: 6 hours
* Discussion boards, peer reviews, and group collaboration: 20 hours
* Online quizzes and exams: 15 hours
* What percentage of the course will be on-campus, if any? What percentage of the course will consist of online lecture *(text, presentations, podcasts, video), class discussions (discussion board forums), group projects (blogs, journals), online resources (Publisher content/websites*, *course* *cartridges/packages), assignments, student research, reading, writing, & assessments?* ***Please be sure to list each of your contact hour/instructional activities and indicate how these will be delivered throughout the course and the amount of hours or percentage that they will entail.***
* This class will be offered completely online. See bullet point #1 above for the detailed breakdown of instructional activities.
* Will any portion of your course be synchronous, requiring students to be online at the same time? If so, describe those activities, and how you will provide flexibility for students who may be unable to participate at any given time.
* None of the course portion will be synchronous. The entire online component will be designed as an asynchronous course.

**5. Nature and Frequency of Instructor-Student Interactions**

* How and how frequently will you interact with your students? This should include interactions with the entire class, providing feedback on assignments, and interventions when students are at-risk of dropping or failing due to poor performance or participation.
* For each type of interaction, describe why you believe it will be effective for this particular course.
* Instruction will be completely asynchronous-online. The instructor will provide e-lectures, handouts, PowerPoints, Discussion Board topics, Web-links, assignments (individual and group), and assessments. Publisher Web resources will be incorporated to provide additional variety and supplemental learning resources.
* Instructor will monitor Discussion Board postings and provide positive and constructive feedback or clarification as necessary. Students will be required to post at least one substantive question or comment and respond to two other questions or comments per chapter and collaborate on at least one assignment. Those students not meeting the minimum participation requirement will be contacted via e-mail or phone to determine the reason and to develop a plan to get back on track.
* Those students not making satisfactory progress on assignments and assessments will be contacted via e-mail or phone to determine the reason and to develop a plan to get back on track.
* Instructor will respond to student inquiries within 24 hours.
* Instructor will hold office hours on campus and be available for telephone or face-to-face communications at specified hours on specified days of the week. Students will be encouraged to take advantage of this one-on-one time.
* The Announcement section of Blackboard will be used to remind students of upcoming due dates and to inform them of any changes or “heads-up” notes related to assignments.
* Instructor will update grades promptly so that students are fully informed of their progress and able to take preemptive action if necessary.
* Instructional modalities will lead to student-centered learning. The course design will encourage students to take responsibility for their learning and help them develop better communication and critical thinking skills.

**6. Nature and Frequency of Student-Student Interactions**

* Describe opportunities in your course for student to student interaction. This may include discussions, group projects, peer review of assignments, and other approaches. Consider how students interact in this course when taught on campus; how can you build this type of learning community online?
* Students will be required to participate in Discussion Board topics with substantive comments, questions, and responses.
* Students will be required to participate in at least one team assignment.
* Students will be required to peer review some of the assignments to provide constructive feedback. This approach will not only benefit the recipient, it will provide ideas and insight to the reviewers as they are exposed to various approaches to the same topic.
* Students will be encouraged and instructed in how to form study partners or groups.

**7. Assessment of Student Learning**

* How will you assess learning in this course? Given the nature of online courses, how does your assessment plan ensure a level of academic integrity with which you’re comfortable?
* Student progress will be evaluated as follows:
	+ Chapter quizzes will provide frequent feedback to help students assess their understanding of the materials (20% of the grade).
	+ Exams following every two-three chapters will consist of true/false, multiple choice, and short answer (30% of the grade).
	+ Discussion Board participation per chapter and including peer reviews of research papers (15% of the grade)
	+ Five research papers, including one team paper (35% of the grade).
* To ensure academic integrity, quizzes and exams will be available only during specified time windows. Detailed feedback will not be available until immediately after the deadline. Students will be required to submit papers via SafeAssign.
* Describe how your assessment plan is consistent with your stated goals in the student benefits and student-student interactions sections of your proposal. How will you provide feedback to students?
* Students will provide feedback to each other on research papers via discussion board postings so that they can make corrections before submission for the grade by me. They will collaborate on at least one research paper. Students will be provided with assignment rubrics, in advance, so that they clearly understand how points/grades will be awarded. I will also provide prompt and detailed feedback on all graded items.
* As previously mentioned, those students not making satisfactory progress on assignments and assessments will be contacted via e-mail or phone to determine the reason and to develop a plan to get back on track.

**8. Technology**

* Describe any software or multimedia tools you plan to utilize in your course: *PowerPoint (with or without audio),* *Publisher content/websites*, Course *Cartridges/Packages*, Camtasia, *Jing*, *Dragon Naturally Speaking*, Flash, *Audio (including Audacity and podcasts)*, *YouTube/EduStream/Web-based videos*, etc.). This is helpful to determine technology support needs. ***Please be specific in listing the technological tools you intend to use for your online or hybrid course***
* The course cartridge from the publisher will be utilized, which includes PowerPoint presentations and additional publisher resources.
* YouTube and other web-based videos will be incorporated.
* Links to software needed, such as Microsoft Office viewers and Adobe Acrobat Reader, will be made available on the course site.
* Links to the Chabot College library and other reference sites will be made available on the course site.
* Links to SafeAssign will be readily available with the assignment details.

**9. Accommodations for Students with Disabilities**

* Is any required video close-captioned? Is there any required audio accompanied by a transcript? If you plan to use any multimedia (video, audio, publisher sites specialized software), is that accessible to your students in terms of both software availability at home and on campus and accessible for students with disabilities? Have you provided alt-tags for your key images used in your course? Please *contact* the *Chabot* DSRC *(Disabled Students Resource Center-http://www.chabotcollege.edu/DSRC/)* if you need help in ensuring accessibility for your students.
* Blackboard meets the basic requirements for accessibility for students with disabilities. If students with disabilities require additional assistance, they will be referred to DSRC. Every effort will be made to accommodate students with special needs.

**10. Submit your proposal (electronic version via email and hard copy via campus mail)**

 **to the chair of the Committee on Online Learning.**

Faculty signature: \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_ Date: \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_

Division Dean signature: \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_ Date: \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_

Online Course Proposal

Business 22, Introduction to Management

Attachment

1. **Develop Proposal And Consult With Colleagues:**

⁫ **a**. Consult with other faculty experienced in DE. **With whom did you consult?**

**Attach a separate page** ***listing the meeting dates and a summary of your discussion.***

* I met with Dmitriy Kalyagin (current Bus 22 online instructor) and Jan Novak numerous times between November 2011 and January 2012. We discussed the learning objectives, course materials, assessment options, and Dmitriy has made his existing site available for my reference.

**⁫ b.** Review your *completed* proposal with your subdivision colleagues. **Attach a separate page** listing attendees, meeting date, and a summary of the recommendations or reservations of your division/subdivision.

* Meeting date: February 5, 2012
* Attendees: Dmitriy Kalyagin and Jan Novak
* Recommendations were made and implemented in the final draft of this proposal to modify the online content to add more student-to-student interactive activities.