Chabot College

**Online Course Proposal Form**

Spring 2013

**Course Title & Number:**

**Faculty Name:**

**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 2013**

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:**

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

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

* Several Bay area community colleges, including Diablo Valley College, Skyline College, and City College of San Francisco offer an International Business course online.

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

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

* **Date completed:**
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.***

**⁫ 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.

**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?
* Business 40, International Business, has been offered online at Chabot College for several years now. It provides students with the opportunity to learn about and expand their international knowledge as they move ahead in their learning and working career. This is especially true since Chabot is a community college located in the Bay Area with close proximity to world-renowned Silicon Valley.
* Business-40 fulfills the Social and Behavioral Science GE requirement for Chabot’s AA/AS degree.
* This course attracts both degree-seeking students as well as those seeking to enrich their lives through life-long learning.
* Continuing to offer this class online will provide students with the opportunity to learn at their own pace while still interacting with peers and the instructor. The online format of the course is the perfect fit for today’s students who are on a busy schedule. Furthermore, the ability to take a class without any specific day or time commitment will increase the number of students willing to enroll in the course. This is especially helpful to those students in the process of completing their online business certificate or degree. In addition, students taking this course online can easily complete degree and certificate requirements without putting their daily life on hold. This is especially true for those students with small children or those with disabilities.
* 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 since the fall of 2007. He has shared with me online access to the course including his syllabus as well as his assignments and assessments. I will continue using his successful use of the discussion boards and assignments to engage and challenge the students. I will continue to seek his feedback and advice as I go through the transition of teaching this course online.

**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.)*
* Business 40 is a 3-unit course that meets on online for approximately 54 hours during a semester. The course will have the following approximate schedule of the time.
* E-lectures, Research & Assignments – 30 hours (55 percent)
* Quizzes – 4 hours (8 percent)
* Exams – 8 hours (15 percent)
* Online discussion – 10 hours (18 percent)
* E-mail communication – 2 hours (4 percent)
* 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.***
* All classes and instruction will be conducted entirely online in an interactive format.
* 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.
* While the entire course will be offered in asynchronous format, the instructor will offer one hour live, synchronous, chat session the first week of class to answer any questions students might have.

**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.
* Since all instruction will be asynchronous, the instructor will provide students with e-lectures, handouts, and PowerPoint presentations based on chapter readings.
* The instructor will use email, the announcement section, and the new early warning system feature of Blackboard to remind students of weekly assignments and deadlines.
* The instructor will monitor and participate in the online discussions by providing relevant and accurate feedback to students’ postings.
* The instructor will update the grades on a weekly basis so that students are able to keep track of their progress and make adjustments as necessary.
* Students at-risk of dropping or failing due to poor performance or participation will be contacted individually by the instructor via email and or phone to discuss their lack of progress and will be provided with an action plan for improvement in the course.
* The instructor will provide a variety of resources that will be incorporated into this course as needed so that there is a variety of learning tools available to different types of learning styles. These resources will come in the form of added readings, news articles, and publisher provided resources.

**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?
* The students will interact with each other and the instructor through the online discussion board, email, and during the scheduled synchronous online sessions. The instructor will use Blackboard’s new discussion rating feature as a peer review option to allow students to evaluate each other’s postings. A rubric will be provided to show students how their postings will be graded. The students will participate in the discussion board according to the following rules:
* Each student will have to log in to the class website and post an introduction within the first three days of class.
* Each student will have to post once to every discussion topic and reply to the posting of at least two other students.
* The postings must be of significant learning value and relevant to the topics discussed.

**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?
* Each chapter will be followed by a quiz to help students assess their understanding of the material. The quizzes will be 15 percent of the grade
* Exams will consist of short answers, Multiples Choice and True/False questions and will account for 30 percent of the grade.
* The Discussion Board will be used as an interactive tool between students and their peers and between the students and instructor. The students will post questions, engage in chapter discussions, and improve their communications skills. This component will be 20 percent of the total grade.
* Following every chapter, students will have to complete several assignments and critical thinking cases. Students will be required to spend 2-3 hrs per chapter preparing for and completing the assignments. These assignments will be 15 percent of the grade.
* As a final culminating project, the students will be placed in groups and complete a research paper where they will apply all acquired knowledge. This paper will be completed by the end of the semester and will account for 20 percent of the grade.
* 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?
* The discussion board will allow students to provide feedback to each other on a weekly basis. Additionally, students will collaborate on the final research paper.
* The instructor will provide students with feedback on their assignments and grades as well as ways to improve if needed

**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 online components of this course will be managed through Blackboard, which is very user friendly and has many built-in support features. Blackboard can be accessed from any computer with internet access, whether at home, on campus, and even in smart phones and mobile devices using the Blackboard app. Blackboard is supported by the Chabot Blackboard Distance Education Department.
* The course will include topic-related videos, links, and multimedia tools to help students remain engaged.
* If needed, the instructor will provide students with links to free software viewer for Microsoft Office and Adobe viewer.

**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. The basic development of the course materials will also follow such requirements. Every effort will be made to accommodate students with special needs. If students with disabilities require additional assistance, they will be referred to DSRC

**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/Hybrid Proposal Form Addendum:**

**Committee On Online Learning/Chabot College**

**What are Actual Contact Hours?**

*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, (Note: Instructional Hours are 50 minutes long). 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”. Thus, you will need to account for the actual contact hours in your proposal.*

In accounting for contact hours an instructor needs to consider how each hour will be dispersed throughout each week of his/her online or hybrid course. In addition, students should be expected to spend two preparatory hours “outside of class” per every contact hour.

*The following chart illustrates some sample activities for an online class*. *These are suggestions and each instructor would use whichever activities, best suited to the type of course and discipline being offered:*

|  |
| --- |
| **Contact Hour or “In-class” Activities** |
| Read lectures/ content |
| Participate in Discussion Board Forums |
| Assessments – quizzes, tests, surveys |
| Presentations From the Instructor |
| View multimedia content |
| Group Problem Solving |
| Transformative Learning Activities in class: Responding to other learners in regard to certain questions that challenge a learner’s perspective on key issues in the course materials. |
| Reading another Student’s Blog |
| Posting feedback, Reading student posts, and Peer Reviewing other Student’s papers on the discussion board or group forum. |
| Group Projects that include multiple posts to each group member within their designated group forum space. |
| “In class” reading of short texts, scenarios or quick discussion questions. |
| Reading another student’s presentation. (This would be the equivalent of listening and viewing a student presentation in a face-to-face class.) |
| Constructivist Assignments that target real-life applications for class discussion on the Discussion Board. |

Therefore, in preparing the online or hybrid proposal an instructor will need to explain how each instructional hour will be implemented throughout each week of his/her online or hybrid course. This can be done using percentages or actual hourly increments. For example an instructor may determine that 25 percent of his/her course will offer lectures and presentations, (13.5 contact hours), while another 25 percent of the contact hours will be used in constructivist assignments or *asynchronistic* discussion and peer responses, (13.5 contact hours). These are the same kinds of methods of instructional contact that are often used in a face-to-face class.

However, there are certain learning activities that may not meet the criteria of actual “contact hours”.

***This chart reflects instructional, preparatory “outside of class” activities that in some cases would not necessarily be considered actual contact hours.***

|  |
| --- |
| **Preparatory or “Outside of Class” Activities** |
| Read Textbooks |
| Research |
| Preparing assignments |
| Viewing an internet site for one’s own research purposes. |
| Individual Reflective Writing |
| Journaling |
| Writing /Composing a Blog |
| Analyzing another student’s ideas individually. |
| Using a WIKI for posting ideas to other class members in preparation for a Group Project. |
| Outside reading of additional texts pertaining to the course subject matter as homework preparation. |
| Preparing an individual class presentation. |
| Reviewing class notes. |

In summary, “contact hours” are usually 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. Therefore, instructors are encouraged to offer a clear breakdown of “contact hours” in the section of the proposal entitled, “Course Content Delivery”.