Directions: Complete all sections. Submit the form via email attachment as directed in the last section.

For information on the complete proposal process, visit <http://www.chabotcollege.edu/cool/>.

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| **Course Information and Delivery Format** | |
| Course Subject & Number: **Bus 36**  Course Units: **3** Total Contact Hours: **54**  First Semester To Be Offered: **Fall 2015** | Course Delivery Method (check one):  Online (all instruction is online)  Hybrid (instruction occurs both online and on campus)  **100**  % online  % on campus |
| Faculty Name: **Catherine Pinkas**  Have you ever completed the Online/Hybrid Course Proposal process (at Chabot College) for a course and received approval?  yes  no |

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| **Need/Justification/Benefits to Students** |
| How will the online/hybrid delivery of 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?  Marketing online will allow students to take the course who otherwise couldn’t come to regular in-class time. Students will have the opportunity to learn marketing and explore its influence on everyone’s everyday life and how businesses build a marketing plan before a new product is designed. Assist entreprneurs in developing marketing for their businesses.  Students will be given the opportunity to learn and expand their business marketing skills. The students will be able to work around their busy work schedule and complete an intensive course. Students will have access to the class 24 hours-a-day to complete course assignments. |

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| **Preliminary Research andInput from Colleagues and Administrators** |
| Reviewed online teaching resources & tools at <http://www.chabotcollege.edu/cws/onlineteaching/>. |
| Met with Division Dean and subdivision colleagues to secure *preliminary* support for offering this course in online/hybrid format. |
| Reviewed similar courses at other colleges (CVC Distance Education Catalog <http://www.cvc.edu/>) |

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| **Develop Proposal and Consult with Colleagues** |
| Consult with faculty experienced teaching online. What are some of the recommendations that may influence your instruction in this course?  Solicited recommendation from the primary instructor, Jan Novak. Added the personal consumption journal and made the marketing plan optional for extra credit based on her recommendations. |
| Review your completed proposal with your subdivision colleagues (if required), Please provide a summary of those recommendations:  Forwarded to the Business Faculty for review and suggestions. |

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| **Course Content Delivery - Contact Hour or “In-Class” Activities** | | |
| Explain how the instructional contact hours will be implemented for each week of instruction. 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. Examples can be found at: <http://www.chabotcollege.edu/cool/forms/>. | | |
| **Delivery Mode**  ***(online or***  ***in-person)*** | **Activity and Description**  ***(For hybrid courses, please be sure in include in-person activities)*** | **Contact Hours** |
|  | Exams/Quizzes 1X per week. Includes both multiiple choice questions and written responses. Final exam | 21 |
|  | e-Lecture/powerpoint slides, podcasts, video content, web readings | 16 |
|  | Discussion Board 4 times per week . Answers to questions about material, additional research questions. | 12 |
|  | Group Project Create Marketing Plan. Collaborative work using Blackboard and other web based tools (for extra credit). | 0 |
|  | Personal Consumption Journal to help students analyze what they have learned in course and apply critical thinking to their understanding of the company's marketing strategy and their personal choices | 5 |
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| TOTAL CONTACT HOURS: | | 54 |

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| **Course Content Delivery - Preparatory or “Outside of Class” Activities (NOT part of contact hours)** |
| For each contact hour, explain how students will be expected to spend preparatory hours outside of class, such as reading, writing, studying, preparing assignments/projects/presentations, and other homework.  Examples can be found at: <http://www.chabotcollege.edu/cool/forms/> |
| **Activity and Description** |
| Reading: required text, online materials |
| Conduct research for personal consumption journal and discussion questions. |
| Searching for relevant sites Internet and in Chabot Library databases. |
| Searching and watching for internet videos |

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| **Nature and Frequency of Student-Instructor Interactions** |
| All courses shall include regular effective contact between students and the instructor. 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.  The instructor will list their Chabot phone number on the syllabus along with office hours. In addition, the instructor will invite students to ask for an individual phone appointment should their schedules not match office hours. Instructor will encourage students to ask questions by email and will respond to email questions within 24 hours on school days in order to facilitate immediate student support. The instructor will create three collaborate sessions as needed throughout the semester to help facilitate work on the personal consumption journal and the extra credit marketing plan. These sessions will be recorded so students who miss the session will be able to hear the discussion on their own time. The instructor will also use the discussion board to facilitate open dialog about assignments or specific questions about the materials. |

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| **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 a collaborative, student-centered environment in which a community of learners is created?  An open environment in which effective feedback is exchanged is critical to establishing useful student to student interaction. The first activity in the course would be an icebreaker requiring all students to introduce themselves personally and academically through the discussion board in order to establish bonds and a sense of togetherness amongst the students. Additionally, weekly discussion board assignments will require a student to create his/her own thread on a discussion board topic and also respond to three peers by adding value and contributing to the discussion in a constructive manner. Clear discussion board rubric with graded points will be established and published to ensure relavent and effective interaction between students. Also, to promote a collaboartive environment, a discussion board forum will be created for each chapter allowing students to assist each other with the material. |

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| **Assessment of Student Learning** |
| What methods of assessments will you use to assess learning in this course?  What strategies do you plan to use to ensure academic integrity in your course?  An assignment per chapter, frequent quizzes, weekly discussions relevant to the material and the final exam and personal consumption journal along with optional group project are all assessments to ensure that the students understand the materials. Instructor feedback for each quiz and discussion helps guide students in their learning. |
| 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 purpose of the course is to build the foundation of understanding through the lectures and materials. The weekly quiz, research for discussion topics and information sharing on the discussion board help the students apply their learning. These are graded weekly so the student has a clear up to date understanding of their performance thoughout the course. The personal consumption journal and optional marketing plan demonstrates their ability to create a signficiant work product, which is essential to their ability to translate these skills into use in a workplace. |

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| **Technology and Accessibility** | |
| Indicate the technology tools (software, web-based tools, etc.) and the plan for utilization in your course. Most commonly used are listed below; additional tools and information are available on the COOL website. | |
| CMS/LMS (Blackboard) | The Blackboard site will contain all of the introductory course materials including the course syllabus, course schedule, assignment policies, discussion board posting, and quizz and exam policies. Blackboard will also include registration instructions, login instructions, troubleshooting instructions, and IT support links for any external assignment management system used, i.e.Connect. In addition, Blackboard will be one vehicle for instructor-student and student-student interaction. |
| Presentations (PowerPoint) | e-Lecture/powerpoint slides, podcasts, video content, web readings supplement the written materials. |
| Publisher content/websites | As an external assignment management system is a preferred method of instruction for this course, a publisher website will need to be used. Additionally, the instructor will take advantage of the instructor resourses created by the publisher in order to facilitate the growth of the students in an organized fashion. |
| Websites/links (Google Docs) | Website inks will be available to suppliment the respective chapter material. |
| Screen recording (Camtasia, Jing) |  |
| Audio (Audacity, iTunes) |  |
| Video (YouTube, 3CMedia) | YouTube videos will be identified and shared throughout the course in order to help students identify marketing trends. |
| Web conferencing (CCCConfer) | Web conferences will be held to allow students to discuss the worki assignments with the instructor and each other. |
| Other software (please describe) |  |
| **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). | |

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| **Verification of Content and Approval**  **Faculty**: Please enter your name, check the box, and enter today’s date in the appropriate box below. Email your completed proposal to your Division Dean for approval.  **Division** **Dean**: Upon your approval of this proposal, please enter your name, check the box, and enter today’s date in the appropriate box below. Email this proposal to the COOL Co-Chairs.  **Spring 2015 COOL Co-Chairs: Scott Hildreth and Minta Winsor** | |
| **Faculty (Enter Name):** **Catherine Pinkas**  **By entering my name above and checking this box, I verify that this proposal accurately reflects my plans for the proposed course.**  **Date:** **3/12/2014** | **Division Dean (Enter Name):** **Wanda Wong**  **By entering my name above and checking this box, I approve this course proposal from the instructor as completed above.**  **Date:** **3/16/2015** |