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-12**  Course Units: **3** Total Contact Hours: **54** | Course Delivery Method (check one):  Online (all instruction is online)  Hybrid (instruction occurs both online and on campus)  **100** % online  % on campus |
| Faculty Name: **Amber Hatter**  First Semester To Be Offered: **Spring 15'** |

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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?  An online course of this nature can serve as a great tool for the employed who are looking for the opportunity to conveniently increase their knowledge of this topic while maintaining a full time job. Additionally, students with limitations due to distance or disability can enroll in an online Bus-96 course and expand their knowledge without leaving their home. |

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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?  I consulted with experienced online instructors in similar dicsiplines, including Catherine Pinkas and Melissa Patterson (Business). Their recommendations include - Using a consistent structure of course design (i.e. learing modules). Also I have have been teaching fully online courses at Ohlone College for several years, and I have received a graduate online teaching certificate from University of Michigan - Flint. In addition, I own Look Realty, and I recently joined DECA.  -Communicating frequently with my students. I can demonstrate my own engagement in the cousre and help keep them engaged through frequence (if not constant) communication.  -Use online groups for more engaging collaboration and coversation about course topic. |
| Review your completed proposal with your subdivision colleagues (if required), Please provide a summary of those recommendations:  Although I have taught this course before online Ohlone and in-person at Chabot, I got some advice. Catherine Pinkas, who usually teaches this course online, has suggested to me to "shadow" her course. She has given me permission and access to her current course. I will continue to consult with her and other colleagues, if need, as I design and teach my online course. |

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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** |
|  | E-lectures and powerpoints covering course material | 22  (40.74)%) |
|  | Portfolio Research and Development – student portfolio which includes resume, cover letter, job research, salary research, skill and interest surveys, interview skills | 10  (18.52%) |
|  | Online Tests – comprehensive multiple choice tests given after each chapter to assure concept understanding | 10 (18.52%) |
|  | Online discussion – challenging chapter questions including current topics, case studies, and ethics issues | 10 (18.52%) |
|  | E-mail communication | 2 (3.70%) |
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| TOTAL CONTACT HOURS: | | 54 (100%) |

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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** |
| or each contact hour, students should be expected to spend six prepatory hours "outside of class" on reading, preparing assignments, etc. Note that these additional hours are not considered to be "contact hours." This list below reflect sample instructional, prepatory "outside of class" activities.  -Reading text - 2 hours  -Research and internet - .5 hours  -Preparing written assignments - 2 hour  -Analyzing another student's ideas individually - 1 hour  -Reviewing class notes - .5 hours |
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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.  On a daily basis the professor will interact with her students. On weekends too, but with some delay. All work will be graded within one week of submission. On or before the census drop date, the professor, using her discretion, will warn or drop students who have limited interaction or a lack thereof.  This course will be an interactive online course where students will be responding to instructor and/or online classmates through the weekly Discussion Board postings which will be asynchronous to encourage students' thoughtful responses and will also provide a flexible environment which will increase their success rate. They will be expected to post a response each week and respond to at least two other postings. Students will be able to access through the Instructor's Course Materials section; syllabus, posted readings, assignments, etc. There may be separate specific course materials as well.  Announcement section will be used to remind students of assignments. Each unit will be followed by an assessment. These assessments will be graded automatically in Bb. Students not participating in these assessments will be contacted via phone or email. Tests will consist of problems, multiple choice and true/false questions. Teams of three to five peers will develop a green business plan with assignments submitted for instructor feedback. |

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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?  Instruction will be completely asynchronous-online. For each chapter there will be e-lectures, group and individual assignments, assessments and discussion board.  The first step in promoting student to student interaction would be an icebreaker requiring all students to introduce themselves through the discussion board as this would instill a sense of togetherness amongst other students. In addition to a student creating his/her own thread on a discussion board topic, the student will have to submit relevant replies to two fellow students' threads. In order to promote an environment where students attempt to work together, a group forum will be designated for students to assist each other with the material.  Announcement section will be used to remind students of assignments. Each unit will be followed by an assessment. These assessments will be graded automatically in Bb. Students not participating in these assessments will be contacted via phone or email. Tests will consist of problems, multiple choice and true/false questions. Teams of three to five peers will develop a green business plan with assignments submitted for instructor feedback. |

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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?  Student progress will be evaluated as follows:  The student learning objectives for this course will be indicated in the course syllabus. I will use rubrics to assess assignments. Also I will assess learning in this course through questions asked in the forums, and overall participation in the forums, through research and writing assignments. In order to ensure academic integrity of the course, all of the previosly listed items will be carefully reviewed and assessed. A statement of academic integrity will also be included in the syllabus and linked to the course. |
| 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?  I will provide rubrics for students to follow for Discusion Board posts, journals, and any other written assignments. I will provide feedback to students on regular assignments through Discussion Board responses and the "Feedback to Student" area when grading writing assignments and journals. If the written work is a draft, I will include comments for revision throughout the draft. Email, face to face meetings, and communication via the phone is another medium the instructor will use to convey constructive feedback. |

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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) | Announcements, Content areas, Discussion Board, Journals, Groups, Send e-mail, Blackboard Collaborate, Grade Center, and Performance Dashboard. |
| Presentations (PowerPoint) | I will modify my Powerpoint presentations as well as create additional ones for the online class. I will ensure that any included media on Powerpoint is accessible. |
| Publisher content/websites | Access code for assessments and business lab. |
| Websites/links (Google Docs) | he subject of this course lends itself well to online websites. I will use .edu resources, studies published from reputable organizations, and contemporary media in the form of videos, articles, and podcasts. I will also use the Chabot Library resources and catalogue. Google Docs will be used for Group Projects. |
| Screen recording (Camtasia, Jing) |  |
| Audio (Audacity, iTunes) |  |
| Video (YouTube, 3CMedia) | I may use video clips from You Tube or EduStream as part of my course conent. I will ensure that these videos are captioned properly. |
| Web conferencing (CCCConfer) |  |
| Other software (please describe) | Resume and cover letter templates, SWOT, and Business Plan templates, etc. |
| **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.  **2014-2015 COOL Co-Chairs: Wanda Wong and Minta Winsor** | |
| **Faculty (Enter Name):** **Amber Hatter**  **By entering my name above and checking this box, I verify that this proposal accurately reflects my plans for the proposed course.**  **Date:** **September 12, 2014** | **Division Dean (Enter Name):** **Tom Clark**  **By entering my name above and checking this box, I approve this course proposal from the instructor as completed above.**  **Date:** **9/16/14** |