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?  Introduction to Business is a required CORE course for the AS degree at Chabot College. This course provides a survey of the private enterprise system and basic business concepts, business economics, types of business ownership, ethics, globalization, and organization function (management, marketing, accounting, and finance).  The intent of an online offering is to improve student access. An online offering should increase demand by providing better access to working students, students that need or want a flexible schedule, and students that simply prefer online study. The course is successfully offered online at several local community colleges.  An online section will attract more of our very busy students, may enable us to attract new students to our business program, and will offer far more opportunity to leverage the power of the internet for research, discussion, and collaboration. |

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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?  The instructor 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. learning modules). Also the instructor has been teaching fully online courses at Ohlone College for several years, and she has received a graduate online teaching certificate from University of Michigan - Flint.  -Communicating frequently with her students. The instructor can demonstrate her own engagement in the course and help keep students 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 the instructor has taught this course before, online at Ohlone and in-person at Chabot, The instructor has received some advice from Lynn Klien. Also, the instructor has met with Catherine Pinkas, who usually teaches this course online. Catherine suggested for the instructor to "shadow" her course. Catherine has given her me permission and access to Catherine's current course. The instructor will continue to consult with her and other colleagues, if needed, as the instructor designs and teaches her 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** |
|  | Review interactive power point presentations linked to Blackbaord (30 min. x 17 chapters) | 8.5 hours (15.74%) |
|  | Weekly, timed quizzes in on course readings/materials in Blackboard (1 hr. x 17 chapters) | 17 hours (31.48%) |
|  | Graded discussions based on course readings/materials in Blackbard. Peer responsives required. (1.085 hr. x 18 weeks) | 19.53 hours  (36.17%) |
|  | Chapter videos (captioned) linked to Blackboard: Group Case Studies (7.10 min. x 17) | 2 hours (3.70%) |
|  | Two Essay Exams linked to Blackboard. (2 hours each). | 4 hours (7.40%) |
|  | Collaboration on a final resarch project by sharing and reviewing peer sources. | 3 hours  (5.55)% |
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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** |
| For each contact hour, students should be expected to spend two 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 books  -Research  -Preparing assignments  -Viewing internet cites  -Individual reflective writing  -Writing/composing a blog  -Journalizing  -Analyzing another student's ideas individually  -Using a wiki for posting ideas to other class members in preparation for a group project  -Reviewing class notes  -Outside reading of additioanl texts pertaining to the course subject matter as homework preparation.  -Preparing an individual part for a group project. |
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| -Required Reading: Text and some additional assigned reading  -Conducting research for a project  -Searching for releveant caes on the Internet and in Chabot Library databases  -Additional project communication may be required for the completion of the assignment (Students have the option of working alone or in a smal team). |
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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 instructor 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 instructor will use her discretion to 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 the 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. Intructor will provided one-on-one feedback if needed. 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 work on a final project over the semester (SWOT Analysis). Teams will submit a progress report at three designated dates for which the instructor will provide 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. Within each learning module, there will be additional detail and a "to do" list. Each unit will be followed by an assessment. Assessments will consist of problems, multiple choice and true/false questions in Bb. Each week the instructor will send an update email to the entire class, commenting on the prior week's work and providing suggestions for the current week's work. Teams of three to five peers will develop a final project.  The instructor will provide "lectures" in the form of Powerpoint presentations posted in Blackboard. This will mirror a brief lecture in a face-to-face class.  Also the instructor will participate in and facilitate class discussions via the Discussion Board. She will give feedback, answer questions, and prompt students for more engagement.  For the research project, she will provide detailed feedback on student's intial sources to all students working on the topic.  Upon grading assignments and assessments, the instructor will offer comments and feedback to help students understand their scores/grades and improve for future assignments.  Online office hours: The instructor has found online office hours to be ineffective, but she plans to experiment with Skype in this course. Also the instructor will hold face-to-face hours, and she has traditionally had quite a few online students either call or visit during those hours.  Intervention: The instructor will individually contact students (via email and/or phone) who are not activily participating in coursework. |

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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. The instructor will use rubrics to assess assignments.  BB has a variety of tools that improve the instructor's confidence in the academic integrity of the course. SafeAssign and scrambling of questions and answers. Essay exams require original answers - application of concepts to cases. The instructor's main source of confidence is that there are so many assessments in this course. No assessment is worth more than 10% of the final grade, so the tempation to cheat on a huge exam simply isn't there.  The instructor 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?  The instructor will provide rubrics for students to follow for discussions, journals, and any other written assignments. The instructor will provide feedback to students on regular assignments through Discussion Board responses and the "Feedback to Student" area when grading writing assignments. If the written work is a draft, the instructor will include comments for revision throughout the draft. The instructor will also use other mediums of communication to convey feedback, such as (My Grades), online chat, and telephone. |

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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, Assessments, Tests and Surveys feature, Groups, Send email, Grade Center, Blackboard Collaborate, and Performance Dashboard. |
| Presentations (PowerPoint) | The isntructor will modify her Powerpoint presentations as well as create additional ones for the online class. She will ensure that any included media on Powerpoint is accessible. |
| Publisher content/websites | Access code for assessments, and business lab. |
| Websites/links (Google Docs) | The subject of this course lends itself well to online websites. The instructor will use .edu resources, studies published from reputable organizations, and contemporary media in the form of videos, articles, and podcasts. She 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) | The instructor may use video clips from You Tube or EduStream as part of my course conent. She 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** |