Directions: Complete this form in Microsoft Word. Click on the boxes where applicable and provide your responses within the expandable grey-shaded boxes. Submit the form via email 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-20**  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)  % online  % on campus  Other. Please Specify: |
| Faculty Name: **Jan Novak**  First Semester To Be Offered: **Spring 2015** |

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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?  BUS-20, Law and Society, is a new course and the first IGETC course in the Business discipline. There are two reasons we propose to offer it online. First, as a new course, we believe that the online modality will make it much more broadly available to students, and thus is much more likely to fill. Second, this course is both theoretical and practical. Bringing the content to life requires bringing current real-world cases into the learning environment. The Internet provides abundant sources for real-world cases in a variety of mediums. These cases can serve as prompts for debates on the fairness of certain laws, or just who should have won a case based on the law being learned in the class. |

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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 other faculty experienced teaching online. If this course has previously been offered at Chabot in this delivery method, what are some of the recommendations from prior instructors that will influence your instruction in this course?    I have taught online courses for 12 years, including 10 years teaching a similar course online (Business Law). In that course, I've learned that both real-world cases and active debates on legal topics really engage students. I've also learned how to structure legal research projects and collaboration on those projects to build teamwork. I did consult with my colleagues both at Chabot and LPC. |
| Review your completed proposal with your subdivision colleagues (if required). Please provide a summary of those recommendations:  Proposal to offer the course online reviewed initially with subdivision colleagues in Spring 2014. The detailed proposal was reviewed by colleagues via email the week of 8/18, and all were supportive, with no suggested changes. |

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| **Course Content Delivery - Contact Hour or “In-Class” Activities** | | | | |
| In the following section, explain how each instructional/contact hour will be implemented throughout each week of the proposed online or hybrid course. 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. 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.  The following list illustrates some sample “in-class” activities for an online class. These are suggestions and each instructor would use whichever activities are best suited to the course. | | | | |
| * Reading lectures/content. * Viewing presentations from the instructor. * Reading another student’s blog or presentation. * “In class” reading of scenarios or quick discussion questions. | | * Participating in discussion board forums. * Reading students posts and posting feedback. * Peer reviewing other student’s papers on the discussion board or group forum. | * Group problem solving. * Group projects that include multiple posts to each group member within their designated group forum space. * Assessments – quizzes, tests, exams, surveys. | |
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| **Delivery Mode**  ***(online or***  ***in-person)*** | **Activity and Description**  ***(For hybrid courses, please be sure in include in-person activities)*** | | | **Hours or %** |
|  | Complete LearnSmart reading assessments which are linked to Blackboard. (30 minutes per chapter x 26 chapters) | | | 13hrs (24%) |
|  | Guided discussions via the Blackboard Discussion Board based on course readings/materials. Peer responses required. (1 hr per week) | | | 18hrs (33%) |
|  | Weekly, timed quizzes in Blackboard using the Tests feature. (1 hr per week) | | | 16 hrs (30%) |
|  | Two essay exams. (2 hrs each) | | | 4hrs (7%) |
|  | Collaboration on research project by sharing and reviewing peer sources. | | | 3hrs  (6%) |
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| TOTAL CONTACT HOURS: | | | | 54 hrs (100%) |

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| **Course Content Delivery - Preparatory or “Outside of Class” Activities (not part of contact hours)** | | |
| For each contact hour, students should be expected to spend two preparatory hours “outside of class” on reading, studying, preparing assignments, and other homework. Note that these additional hours are not considered to be “contact hours.” The list below reflects sample instructional, preparatory “outside of class” activities. | | |
| * Reading textbooks * Research * Preparing assignments * Viewing internet sites * Individual reflective writing * Writing/composing a blog * Journaling | * 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 additional texts pertaining to the course subject matter as homework preparation. * Preparing an individual class presentation. |
| **Activity and Description (note: each text box will expand as needed)** | | |
| Required Reading: Text and some additional assigned reading | | |
| Conducting research for and writing the research paper | | |
| Searching for relevant cases on the Internet and in Chabot Library databases | | |
| Additional project communication may be required for the completion of the assignment. (Students have the option or working alone or in a small team) | | |
| Viewing a relevant movie and writing a paper connecting that movie to course learning | | |

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| **Nature and Frequency of Student-Instructor 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.  I will provide an welcome announcement each week to instroduce the week's content, assignments, and anything else that they should be aware of. Within each week's learning module, there will be additional detail and a "to do" list.  I will send a weekly update email to the entire class, commenting on the last week's work and providing suggestions for the current week's work, and providing a link to a relevant case.  I will provide "lectures" in the form of Powerpoint presentations posted on Blackboard. This will mirror a brief lecture in a face-to-face class.  I will also participate in and facilitate class discussions via the Discussion Board. I will give feedback, ask questions, and prompt students for more engagement.  For the research project, I will provide detailed feedback on student's initial sources to all students working on that topic.  Upon grading assignments and assessments, I always offer comments and feedback to help students understand their scores/grades and improve for future assignments.  Online office hours: I have not found online office hours to be effective, but plan to experiment with Skype in the Spring. I will also hold face-to-face office hours, and have traditionally had quite a few online students either visit or call during those hours.  Intervention: I will individually contact students (via email) who are not actively participating by completing coursework. |

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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 this type of learning community online?  There will be weekly class discussions via the Blackboard Discussion Board in which students will be expected to both post and respond to posts from their classmates. Many of these discussions will be structured as mock trial debates, with students assigned to the plaintiff or defendant side. These have historically been very lively discussions.  Students will be required to collaborate on research for the major paper in the class. They will then have the option to work together to actually write the paper, or can write the paper as an individual paper. I've found that too much forced project collaboration in an online class doesn't seem to work well.  I may experiment with peer review of drafts of the paper in this course. |

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| **Assessment of Student Learning** |
| How will you assess learning in this course?  The class will offer a variety of assessment techniques, including quizzes, exams (midterm and final), two papers, discussions, and LearnSmart assessments. |
| Given the nature of online courses, how does your assessment plan ensure a level of academic integrity with which you’re comfortable?  Blackboard has a variety of tools that improve my confidence in the academic integrity of the course, including SafeAssign and scrambling of questions and answers. Essay exams require original answers--application of concepts to cases. Perhaps the largest source of my confidence is that there are so many assessments in this class. No assessment is worth more than 10% of the final grade, so the temptation to cheat on a huge exam simply isn't there. |
| 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 provide feedback to students on all assignments. I offer comments with every discussion board grade. I provide detailed feedback, using rubrics, on papers. I provide written feedback on essay questions. |

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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 features, Groups, Send Email, Grade Center. |
| Presentations (PowerPoint) | I will modify my in-class PowerPoint presentations as well as create additional ones for the online class. I will ensure that any included media on PowerPoint presentations will be accessbile. |
| Publisher content/websites | Course will be paired with Connect to access LearnSmart and quiz features. |
| Websites/links (Google Docs) | The subject of this course lends itself really well to online websites. I will use podcasts, videos and reputable websites to share cases with students. I will also use the Chabot Library resources and catalog. |
| Screen recording (Camtasia, Jing) |  |
| Audio (Audacity, iTunes) |  |
| Video (YouTube, EduStream) | I may use video clips from YouTube or EduStream as part of my course content. I will ensure that these videos are captioned properly. |
| Web conferencing (CCCConfer) |  |
| 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 email your completed proposal to your Division Dean for approval.  **Division** **Dean**: Upon your approval of this proposal, please email this proposal to the COOL Co-Chairs. | |
| **Faculty (Enter Name):** **Jan Novak**  **By entering my name above and checking this box, I verify that this proposal accurately reflects my plans for the proposed course.**  **Date:** **8/15/2014** | **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:** **8/25/14** |

**2013-2014 COOL Co-Chairs: Wanda Wong and Minta Winsor**