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-95/96**  Course Units: **(1-3)** Total Contact Hours: **18** | 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 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-95/96 is a popular course taken at Chabot College. A student can earn college credits while working at least part time. The course helps students develop new skills and a possibility for advancement to new position at work.  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?  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. learning 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.  -Communicating frequently with my students. I can demonstrate my own engagement in the course 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:  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 needed, 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. Work orientation. | 1 (5.55%) |
|  | Development – student portfolio which includes resume, cover letter, job research, salary research, skill and interest surveys, interview skills | 9 (50.00%) |
|  | Assignments: work application form and supervisory work objectives | 5 (27.78%) |
|  | Online discussion – challenging real world questions including current topics, case studies, and ethics issues | 2 (11.11%) |
|  | Student critique of classmate's portfolio | 1 (5.56%) |
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| TOTAL CONTACT HOURS: | | 18 |

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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.  -Work experience - 10 hours  -Research and reading - 5  -Preparing written assignments - 10 hours  -Viewing internet websites - 3 hours  -Analyzing another student's ideas individually - 5 hours  -Reviewing class notes - 3 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 weekly Blackboard Discussion postings which will be asynchronous to encourage students’ thoughtful responses and will also provide a flexible environment which will increase their success rates. 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, work experience scenarios related to experience in the workplace. There may be separate specific course materials, and syllabi for general education and business students. Students will also access Internet resources which will enhance their learning and preparation to complete assignments. |

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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?  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. One of the tasks is for each student to critique another student's portfolio. |

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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?  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 listed items will be carefully reviewed and assessed. Due the nature of the class, most work is very individualized (i.e. work experience). 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 |  |
| Websites/links (Google Docs) | The 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) | Microsoft office; resume and cover letter 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:** **9/12/14** |