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: **The Entrepreneurial Mindset - ENTR5**  Course Units: **3** Total Contact Hours: **52.5**  First Semester To Be Offered: **Spring 2015** | Course Delivery Method (check one):  Online (all instruction is online)  Hybrid (instruction occurs both online and on campus)  **100** % online  **0** % on campus |
| Faculty Name: **Miguel Colon**  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?  The class will utilize the vast library of Internet videos related to history, economics, and government, making an online class the BEST way to offer this class. Offering the class online will also make it accessible to more students. |

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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 have taught online Entrepreneurship courses for more than 4 years. In the courses I've taught I've learned that both real-world cases and an active discussion board keeps students engaged. I consulted with Jan Novak and she approved this proposal. |
| Review your completed proposal with your subdivision colleagues (if required), Please provide a summary of those recommendations:  The Dean approved and supports this proposal. |

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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** |
|  | Threaded discussion for students to discuss and debate the material consumed during the week. (1 hour per week) | 18 |
|  | Viewing of YouTube and other videos related to entrepreneurs and entrepreneurship. As possible, I will include interviews/webinars with local entrepreneurs, which will be made available as close-captioned recordings for those unable to participate in real time. | 18 |
|  | 2 multiple choice quizzes on course content. | 2 |
|  | 2 scenario-based essay exams that assess understanding of course material. | 6 |
|  | Present (as either a PowerPoint or YouTube) a case study on a specific entrepreneur, or time in history where entrepreneurship played a role in transforming an economy. | 2 |
|  | Peer review of four classmate entrepreneurship presentations. | 2 |
|  | Read instructor lecture notes or recorded videos that go beyond the textbook and readings | 4.5 |
| TOTAL CONTACT HOURS: | | 52.5 |

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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** |
| Required Reading: Two assigned text books and additional readings. |
| Conducting research for and writing the research paper. |
| Searching for relevant historical sites on the Internet and in Chabot Library databases. |
| Searching for, and watching 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.  I will engage with students in many ways. First, 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 may also include a video lecture that will be posted to Vimeo or Youtuve for the student to view.  I'll be an active participant in discussion forums, providing both encouragement and guidance.  I will provide individual feedback on all course assignments.  I will be available by email 24/7, and via telephone at various times throughout the week.  I may offer an online webinar if an interesting or important topic presents itself. |

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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?  Students will interact with each other weekly on the discussion forum, chat rooms, and when possible, in person. These interactions will be graded. Students will peer review research presentations for at least 4 of their peers. |

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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 class will offer a variety of assessment techniques, including quizzes, exams (midterm and final), written papers, research reports and presentations, and discussions.  This assessment plan ensures academic integrity, as more than half of the points will be based on individual quizzes, written papers, and research reports. The discussion boards will require extensive student participation, and the exams will be scenario-based, where students will be required to draw from multiple sources and identify the appropriate course of action. |
| 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 on discussion board grades. I provide detailed instructions with examples and feedback 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 ensure that any included media on PowerPoint presentations will be accessbile. I will convert the PowerPoint files to .PDF for students do not have .PPT. |
| Publisher content/websites |  |
| 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) | I will use Quicktime to record weekly lectures and convert the file type so it can be posted on video sharing sites. |
| Audio (Audacity, iTunes) |  |
| Video (YouTube, 3CMedia) | I will use Quicktime to record weekly lectures and convert the file type so it can be posted on video sharing sites. |
| Web conferencing (CCCConfer) | I may use sites/software like Join.me or WebEx for one on one meetings with students, or with small groups. |
| 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.  **2014-2015 COOL Co-Chairs: Wanda Wong and Minta Winsor** | |
| **Faculty (Enter Name):** **Miguel Colon**  **By entering my name above and checking this box, I verify that this proposal accurately reflects my plans for the proposed course.**  **Date:** **10/28/2014** | **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:** **11/3/14** |