Online/Hybrid Course Proposal

Committee On Online Learning (COOL), Chabot College

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Faculty, Course, & Delivery Format Information	
Faculty Name: Catherine Pinkas Current Faculty Status for Online Teaching/Proposal Approval at Chabot College (Fast Track or New): FAST TRACK - I have received approval from the COOL in the past to teach a Chabot College course in online or hybrid delivery. Date of Initial Proposal Submission: 10/4/2015	Course: Business 10, Business Law Units: 4 Delivery Method: Fully (100%) online (If Hybrid:% online) First Semester To Be Offered: Spring 2016

Need/Justification/Benefits to Students
How will the online/hybrid delivery of this course meet student needs? Business Law is a required course of all Business and Accounting majors. It is transferable to the UC and CSU systems. The course is also taken by pre-law students who are interested in learning about basic aspects of Business Law. It is also popular with business owners and/or workers who wish to enhance their skills and knowledge base. The intent of an online offering is to expand student access. The course attracts those who work, need a flexible schedule, live remotely, and those who enjoy online study. The course has been offered for over 10 years online at Chabot by various other instructors. Also, it has been offered online at many local community colleges.
Are there learning opportunities made possible in an online or hybrid online course that might not be available in a traditional course?   An online section will offer far more opportunity to leverage the power of the internet for research, collaboration, and discussion.

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Preliminary Research and Input from Colleagues Colleagues and Administrators
I have consulted with my Division Dean and subdivision colleagues to secure preliminary support for offering this course in online/hybrid format., I have reviewed online teaching resources & tools at http://www.chabotcollege.edu/cws/onlineteaching/ (includes resources for Blackboard)., I have reviewed "What Distance Education Instructors Need to Know About Library Services" at http://www.chabotcollege.edu/library/ServicesforDE.asp.

Develop Proposal and Consult with Colleagues
Consult with faculty who are experienced teaching in online/hybrid delivery,and if required, review your completed proposal with subdivision colleagues to secure preliminary support for offering this course in online/hybrid format. Comments, feedback & recommendations provided by colleagues: The instructor consulted with experienced Business online instructors including Norberto Ruiz and Jan Novak, both of whom teach this online course. Jan and Norberto provided suggestions to meet the Chabot English requirements to add information literacy and a substantial paper. The instructor has taught this course at community colleges and currently teaches a variety of popular online business courses. According to the input from other instructors, this course is most successful if taught using interactive powerpoints, practice quizzes as well as traditional tests,critical thinking exercises, case studies, and a substantial paper. Name(s) of faculty with whom you consulted: Jan Novak, Norberto Ruiz

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Course Content Delivery - Contact Hour or "In-Class" Activities
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. Explain how the instructional contact hours will be implemented for each week of instruction. Please list and describe each activity as well as the contact hours for each activity (you may not use all fields). More explanation regarding contact hours can be found at http://www.chabotcollege.edu/cool/contacthours/ and examples of proposals submitted by faculty can be viewed at http://www.chabotcollege.edu/cool/proposals/default.asp.

Delivery Mode	Activity and Description	Contact Hours
online	Weekly engagement in interactive power point presentations linked to Blackboard (1.2 hour (approx) x 18 weeks). This includes reviewing the study notes, hyperlinks, and textbook and Learnsmart assignments.	21 hours
online	Weekly practice quizzes and timed quizzes on course readings/materials in Blackboard (1.5 hour x 18 weeks) plus comprehensive final exam.	30 hours
online	Weekly graded discussions based on course readings/materials in Blackboard. Students apply weekly learning to real world issues, and to interact extensively with other students and the instructor.Three peer responses required (1.0 h x 19 discussions)	19 hours
online		
online		
in-person		
in-person		
TOTAL CONTACT HOURS:		70 hours

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Course Content Delivery - Preparatory or "Outside of Class" (Homework) Activities
(Note: These are NOT part of Contact Hours)

The course would be a Blackboard site including the following sections:
• Students will be required to read the syllabus.
Links to web sites including free online tutorials (if applicable to the individual subtopic). The section would be updated as to relevant current developments in the news that have a bearing to the subtopic such as a change in federal or state laws, a court's case or verdict, noted expert opinions or editorials, or changes to in the law.

• Non-graded practice quizzes. Non-graded practice quizzes to help familiarize beginning DE students with Blackboard's testing interface and capabilities as well as build student confidence in the material..

• Case studies and Learnsmart homework assignments will be critical thinking exercises that allow students to apply weekly learning to actual business cases to demonstrate student reasoning, grasp of a selected topic of the course, and internet research skills. A 3-5 page research paper analyzing a business problem which requires legal research. Student will prepare a recommendation which demonstrates writing skills and critical thinking.

Material in the Lecture Notes will also include material not covered in the text as supplement or current legal topics.

Nature and Frequency of Student-Instructor Interactions

Describe the nature & frequency of how you will interact with the entire class and individual students, especially in terms of providing feedback on assignments, interventions when students are at risk of dropping or failing.

 Instructor will conduct two collaborative sessions (conference calls or Collaborate) per week and interact with her students on Blackboard. Instructor will answer questions on a daily basis (except weekends and holidays). 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.

Instructor will monitor individual student performance and email any warnings, admonishments and suggestions as to estimated class grade and improvements

This course will be an interactive online course where students will be responding to the

instructor and at least three online classmates through the weekly Discussion Board postings. These will be asynchronous to encourage students' thoughtful responses and will also provide a flexible environment which will increase their success rate. Collaborative sessions will be conducted to allow students to interact with regard to case studies and discussion regarding course topics.

Nature and Frequency of Student-Student Interactions

Describe opportunities in your course for student-to-student interaction, such as discussions, group projects, peer review, and how you will build a collaborative, student-centered environment.

 Instruction will be completely asynchronous-online. For each chapter there will be e-lectures, group and individual assignments, assessments, and discussion board.

Class participation would include set times online chats using Blackboard's chat capability. Participation in the chat will be voluntary.

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 among 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 three 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.

There will be several discussions to encourage students to share learning tips, resources, and lessons learned.

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Assessment of Student Learning & Academic Integrity

List and describe the methods of assessments you will use to assess learning in this course.

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 objective for this course will be indicated in the course syllabus. The instructor will use rubrics to assess assignments. This includes all graded items including homework, discussion grades, quizzes and case studies.

BB has a variety of tools that improve the instructor's confidence in the academic integrity of the course including Safeassign and the scrambling of questions and answers. Assessment results show "score only" - until after the due date. The instructor will assess learning in this course through questions asked in the forums, and overall participation in the forums.

The instructor will provide rubrics for students to follow for discussions, projects, assessments, and other assignments. The instructor will provide feedback to students on regular assignments through the discussion board responses and the "Feedback to Student" area when grading items. The instructor will also use other mediums of communication to convey feedback, such as "My Grades," Collaborate and individual email.

Describe the strategies you plan to use to promote academic integrity in your course.

In order to ensure the academic integrity of the course, all of the previously listed items will be carefully reviewed and assessed. Statements of academic integrity and student conduct code will also be included and linked to the course.

Technology and Accessibility

Indicate the technology tools (software, web-based tools, etc.) you plan to use in your course (Examples provided include: Learning Management System (Blackboard), Presentations (examples: PowerPoint, Camtasia, etc.), Audio/Video (Examples: YouTube, 3CMedia, etc.), Web Conferencing (Example: CCCConfer), and Publisher Content (examples: Pearson, Cengage, etc.)

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For the technology tools you have listed above, please describe your plan for utilization in your course.

Course developed on Blackboard, uses publisher (McGraw Hill content) including powerpoints, and audio. CCCConfer used for weekly discussions and interactions. Instructor will also include presentations of her own in the course materials.

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).

I acknowledge and have read the above regarding accessibility/accommodations for students with disabilities.

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Verification of Content and Approval	
FACULTY: When you are ready to share your proposal with your Division Dean for review and approval (as well as division colleagues, if required), we suggest sharing/emailing a PDF copy of your proposal (instead of this "live" document) for ease of viewing and approval. To download a PDF copy: 1. From the menu above, click **File**. 2. Select **Download as.** 3. Select **PDF Document (.pdf)**. You can then attach the PDF copy to an email and send it to your Division Dean and/or colleagues. Please keep the PDF copy for your records. Approvals will be automatically recorded at the end of this "live" proposal document.	**DIVISION DEAN**: In the COOL's continuous efforts to streamline the proposal process, you no longer need to save or email a copy of this proposal form to the chairs. **Instead, please click on the "Approve" button/link below to be taken to a very short web form to indicate/verify your approval, which also sends a notification to the COOL Chairs.** The record of your approval will automatically be recorded at the end of this document for improved record-keeping on the COOL website. Thank you! Approve
Questions or issues? Please send an email to chabotcollegecool@gmail.com **Committee On Online Learning (COOL), Chabot College**	

Record of Approval, Comments, & Feedback	
A record of approval, & comments, & feedback will be automatically recorded directly below	

Timestamp	10/23/2015 11:15:05 AM
Name:	Kristin Lima
Division/Department:	Applied Technology and Business
Proposal reviewed:	BUS 10 by Catherine Pinkas
Approval Selection	I approve this proposal as presented.
Comments (optional):	

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Timestamp	11/15/2015 11:58:05 AM
Reviewer Role	COOL Review Team Member
Proposal Reviewed	BUS 10 by Catherine Pinkas
Recommendations	Address minor comments, good proposal
Suggestions	

Timestamp	12/3/2015 6:28:33 AM
Reviewer Role	COOL Review Team Member
Proposal Reviewed	BUS 10 by Catherine Pinkas
Recommendations	
Suggestions	

Timestamp	12/9/2015 3:29:24 PM
Reviewer Role	COOL Chair
Proposal Reviewed	BUS 10 by Catherine Pinkas
Recommendations	COOL REVIEW TEAM FINAL OUTCOME: Recommend approval.
Suggestions	