Online/Hybrid Course Proposal

Committee On Online Learning (COOL), Chabot College

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Faculty, Course, & Delivery Format Information	
Faculty Name: Drew Patterson Current Faculty Status for Online Teaching/Proposal Approval at Chabot College (Fast Track or New): NEW - This will be my first proposal submitted to the COOL / my first time teaching an online or hybrid course at Chabot College. Instructors in this category will be required to conduct a course demonstration. Date of Initial Proposal Submission: 9/30/2015	Course: Bus 28, Human Relations in the Workplace Units: 3 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? The online format allows accessibility for the growing population of students who, for various reasons, cannot attend regularly scheduled classes. The course attracts both degree/certificate candidates and business people looking to build their management and leadership skills. The online medium also allows for greater practice in written communication and critical reading, both which are essential in an Business/Management course. For example, to participate in an online class discussion, students would have to effectively communicate their ideas about the assigned topic within a Discussion Board post.
Are there learning opportunities made possible in an online or hybrid online course that might not be available in a traditional course?   Technology, many of the assignments are built around using Youtube, Blackboard, and other

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online technology tools. This will allow students to have an interactive experience and work at their own pace. Many students interested in this course might have conflicting schedules with work, families, and other priorities.

In addition to scheduling and pace, the business world is growing more fast paced, diverse, and communication styles and methods changing. Many companies have employees working remotely and/or from other countries around the world. This class will give students the practice of what it would be like communicating to others that you might not see day to day with varying communication styles and preferred channels (text, e-mail, phone, in-person).

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:

Dmitriy Kalyagin looked over the proposal and mentioned a few minor changes which have been implemented.

Name(s) of faculty with whom you consulted: Dmitriy Kalyagin

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

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<table>
<tr><td colspan="3">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.</td></tr>
</table>

Delivery Mode	Activity and Description	Contact Hours
online	Reading case studies or watching real-world examples of how leaders make decisions, motivate and inspire followers, and lead strategically. Case studies and media will be used to inform students about the different leadership styles. Other written resources such as articles, blogs, or business journals will provide examples of relevant leadership topics including ethics, creativity and innovation, social responsibility, etc. Selected readings may be accompanied by short videos created by the instructor, similar to an in-class lecture. Media may include interviews, video clips, an entire movie, or case studies related to course topics and assignments.	1 hour per week
online	Online threaded discussions via the Discussion Board. The expectations for each post will be explained in detail for each forum. Students will be expected to post throughout the week and to respond to at least one other student per forum. Each Discussion Board forum will be graded according to a posted rubric.	1 hour per week
online	Online assessments (sometimes deemed "quizzes," other times assignments or activities, using the test function in Blackboard) will help students understand the concepts covered in the text and the topics discussed in online forums.. These assessments, allow for important material to be emphasized. They will also assist with evaluating students' understanding of the material and progress in the course.	.5 hour per week
online	Final project - Students will write a comprehensive paper that summarizes what they learned in the class and what they learned about themselves. In addition to a guided self-reflection section, students will create an action plan. The plan will include specific steps and a timeline (3 months, 6 months and one year) to improve their management and leadership skills. Students will specify how they will hold	.5 hour per week

	themselves accountable for completing the plan and moving forward as a leader. After completing the final project there will be a peer review with another classmate with feedback required.	
online		
in-person		
in-person		
TOTAL CONTACT HOURS:		52.5

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

Reading required texts, using resources provided by the author of the textbook for practice and clarification. Textbook will be Human Relations in Organizations by Robert N Lussier, 9th edition. McGraw-Hill.

Watching and listening to movies, podcasts, and other multi-media content. These are in addition to in class assignments. For example, there may be a mandatory video as part of an assignment, in addition to the assignment video there would be additional related videos for students looking to learn more or get a more in depth understanding.

Reading of recommended texts and links to prepare for class activities, assignments, and essays. Internet and library research for assignments, essays.

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.

 In an online class, especially one focused on soft-skills and management theory, students must understand the instructor's expectations. In an effort to clarify expectations, I will provide Announcements related to weekly assignments. I also make the navigation of the site simple and user-friendly. Instructions and visuals will help to explain where to find information and how to get help. Additional resources, such as sample assignments, may also be included so

that students know how to approach weekly tasks.

Course "lectures" will be presented in both written and video form when possible, so students can benefit from different learning method. I will also provide feedback in the weekly Discussion Board forums to expand on or to clarify concepts.

It is important for an online instructor to remain a link for the student and the campus, despite the online medium of the class. As different college events and resources are announced, I will post this information to a dedicated content area. I will also email important college announcements directly to students.

If students are at-risk of dropping or failing, I will communicate privately with them via email regarding their status in the course. While students will have access to their grades via the My Grades area, I will also send emails informing students of missed essays, assignments, posts (which can result in online "absences"). I will also recommend campus resources (such as GNST 115 and tutoring services) that could assist in a student's success in the course. And while I am available via email and through the "Online Office" Discussion Forum, I also welcome students to meet with me on-campus.

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.

Students will be required to post to various Discussion Board forums each week. They will also be required, within that week, to respond to the posts of their classmates. This is similar to the method of a class discussion, but allows flexible scheduling through the online environment.

The course will also include a Peer Review/Response process for the responses students have to videos, the textbook, and audio content through the Discussion Board. Students will post their own draft to the Peer Review/Response Discussion Forum. Students will then be expected to respond to their classmates using the criteria explained in the Peer Review/Response assignment prompt

Open Discussion forum on the Discussion Board to be used for casual, non-class-related conversation between students. While this is not important to the course material, it helps build a sense of community in the online classroom. Students are free to interact in a manner

similar to the conversations they may have before or after an on-campus class meeting.

Lastly, the Discussion Board will also have a section for class-related questions. Many questions are applicable to other students; this forum allows several students to get the answer to their question, rather than waiting for the instructor to respond to individual questions.

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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.

Students will be expected to demonstrate college-level writing to complete the assignments online. Written assignments will also provide a means to practice what they've learned each week and to compile information and examples for the final project. My goal is for students to apply what they've learned in the course to other aspects of their lives.

I will provide feedback on assignments and discussion boards through the feedback/comments text box when grading. This feedback appears in the My Grades area, next to the score. Using "tracking" or "comments" in Word or other word processing programs, I will provide feedback directly on submitted papers. Students can view comments on the paper using the My Grades area.

Each assignment will have a grading rubric, demonstrating all the elements, length, and other requirements to earn the highest possible grade.

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

Using safe assign to check for Plagiarism. On the syllabus and syllabus quiz there will be questions stating the high level of Academic Integrity required for the course. In addition,tie into the student student conduct and due process policy at Chabot College.

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.)

Learning Management System (Blackboard), Presentations (examples: PowerPoint, Camtasia, etc.), Audio/Video (Examples: YouTube, 3CMedia, etc.), Publisher Content (examples: Pearson, Cengage, etc.)

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

YouTube or 3C Media - with captions already done
Podcasts on related topics

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Publishers Powerpoint slides and test banks.
SnagIt or other screen snipping tools will be used if needed to provide screen captures if I am trying to clarify instructions for using Blackboard or other websites. Camtasia will be used for lectures.

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	10/9/2015 10:32:42 AM
Name:	Kristin Lima
Division/Department:	Applied Technology and Business
Proposal reviewed:	Online/Hybrid Course Proposal: BUS 28 by Drew Patterson
Approval Selection	I approve this proposal as presented.
Comments (optional):	

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Timestamp	11/8/2015 2:27:42 PM
Reviewer Role	COOL Review Team Member
Proposal Reviewed	BUS 28 by Drew Patterson
Recommendations	
Suggestions	Issues are minor, clarification due in part due to nature of course content. Good proposal.

Timestamp	11/15/2015 12:01:39 PM
Reviewer Role	COOL Review Team Member
Proposal Reviewed	BUS 28 by Drew Patterson
Recommendations	Please address reviewers suggestions and address as necessary
Suggestions	

Timestamp	12/2/2015 6:33:58 PM
Reviewer Role	COOL Review Team Member
Proposal Reviewed	BUS 28 by Drew Patterson
Recommendations	
Suggestions	

Timestamp	12/3/2015 6:29:41 AM
Reviewer Role	COOL Review Team Member
Proposal Reviewed	BUS 28 by Drew Patterson
Recommendations	
Suggestions	

Timestamp	12/16/2015 11:54:21 AM

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Reviewer Role	COOL Review Team Member
Proposal Reviewed	BUS 28 by Drew Patterson
Recommendations	
Suggestions	

Timestamp	12/16/2015 4:15:44 PM
Reviewer Role	COOL Chair
Proposal Reviewed	BUS 28 by Drew Patterson
Recommendations	COOL REVIEW TEAM FINAL OUTCOME: Recommend approval.
Suggestions	