

Online/Hybrid Course Delivery Proposal

Committee On Online Learning (COOL), Chabot College

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Faculty, Course, & Delivery Format Information	
Faculty Name: Melissa Patterson	Course: Bus 12, Introduction to Business
Current Faculty Status for Online Teaching/Proposal Approval at Chabot College (Fast Track or New): Fast Track	Units: 3
Date of Initial Proposal Submission: 2/14/2016	Delivery Method: Hybrid (partially taught online and partially taught in-person) (If Hybrid: 62% online)
	First Semester To Be Offered: Fall 2016

Need/Justification/Benefits to Students
<p>How will the online/hybrid delivery of this course meet student needs?</p> <p>Short condensed semester classes are offered to students whose goals are to complete their degree quickly. Introduction to business is one of the courses offered in the condensed version, so students can register for two different class each semester. By designing this class as a hybrid students will be in the classroom each week to discuss and explore required topics and continue their work each week online. The online portion will still be at the student's' convenience (organized by weeks). Students will have flexibility and still be able to complete two short-term course each semester if they wish and have the flexibility to continue their work or personal life.</p>
<p>Are there learning opportunities made possible in an online or hybrid online course that might not be available in a traditional course?</p> <p>Since we offer 1/2 semester courses, by delivering Bus 12's content in a hybrid format allows students to both work with in instructor in-person and online. Students can participate in live case studies in-class, then apply the same concepts in online case studies. They will complete exams at a convenient for them within a 24 hour window. Discussion boards will allow students to explore business concepts and encourage student interaction started in the in-person portions. Students can learn each concept in class, then go deeper into their analysis online. They will explore the big picture of the business world around them and can still interact with their fellow classmates in-class and online.</p>

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Preliminary Research and Input from Colleagues and Administrators

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:

I reviewed my hybrid proposal with Dmitriy Kalyagin. He emphasized the importance of using a hybrid to help students complete their studies by being able to register and complete two courses each semester in the condensed format. I will review my proposal with my Dean in a few weeks.

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 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	Discussion Boards with required responses to other student's post. Discuss in depth details of chosen topics, provided by	10 hours/semester

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	instructor. Students can choose two out of six prompts to respond to. Once they have completed their original post, they must respond to at least two other student's posts. BB	
online	Provide case studies for students to read and respond to. Provide current case studies that will challenge students to use their new knowledge and apply it to the case studies. They will answer questions that challenge students newly learned skills. Students will be required to complete 5 case studies each semester.	8.5 hours/semester
online	Investopedia.com = a site where students are invited by instructor to join a stock investment game. Students are provided 100,000 dollars to "invest" by purchasing and selling company stocks. The game is tied directly into the market, with an hour delay. Students will review companies, view investopedia video help, and learn how to invest through Investopedia and decide how best to invest.. Outside of their online work, students will write up three different reports during the semester, see details in non contact section. The top five performing students at the end of the assignment will receive extra credit. This creates a friendly competitive environment to encourage them to research their investment choices.	8 hours/semester
online	Students will complete three exams during the semester. All questions will be in multiple choice format. Students will be given a 24 hour window to start their exam and 2 hours to complete each one.	6 hours/semester
online		
in-person	Lecture - Review and discuss topics covered in the textbook. Encourage students to interact and debate business concepts, including in-class small group activities, such as SWOT, accounting and financial analysis, and other activities using current recent business news and changes.	10 hours/semester
in-person	In-class case studies. Students will read and discuss current case studies, either individually or in small groups. Also each student will find a current business article, read it, then present a summary, their opinion and discuss the article	10 hours/semester

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	with classmates. Time will be provided for students to connect and work in-person with their group project group members.	
TOTAL CONTACT HOURS:		52.5

Course Content Delivery - Preparatory or "Outside of Class" (Homework) Activities

(Note: These are NOT part of Contact Hours)

Investopeida.com - After research, online learning videos, and purchase/sell stocks on investopeida.com, student must write three reports during the semester. These reports will contain, what stocks and amount they purchased or sold, why did they choose the stocks they did, what research did they do, and what they plan to change between this report and their next.

Business analysis = students will complete a business analysis, including a SWOT, Product/Service Analysis, Business Plan for 5 and 10 years into the future.

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.

I will respond to each discussion board, review and comment, and leave both positive and constructive comments to help students improve their work. I will provide feedback on each assignment, either directly through BB or using MS Word's review tools.

I contact students who are at risk, and I also send out a weekly reminders of which assignments due each week.

Email, general discussion board on BB, and Skype are all methods for students to contact me. I also offer my cell phone number when needed. I respond to all emails within 18 hours weekdays and 24 hours on weekends. I respond to general discussion board questions within 20 hours. I send out a message the first week plus during the semester reminding students to communicate with their instructor

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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.

Every week we will use Blackboard's Discussion Board to go over each chapter's topics in detail and current business concepts. As part of the Discussion Board assignment, students must participate with each other. Students are required to create their first post then respond to at least two other student's posts. Discussion Board will also be used to provide students with a location to work together. Students will also participate in peer review of writing assignments. They are encouraged to provide feedback that will help their classmates improve their work.

Students will also be provided a group discussion board where they can connect with each other outside of the classroom.

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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.

I will set up rubric for each written assignment and attach it to each student's assignment. Every written assignment will be submitted to SafeAssign for analysis. I warn any student whose assignment tests as 20% plagiarized or higher. If the student continues to turn in assignments that score high plagiarized work, the student will receive a zero for the assignment.

Exams results will be provided immediately upon submission by each student.

Assignment feedback will take place in both Blackboard's grade center and with an attached file in MS Word format, using MS Word review tools. I will provide a rubric for each assignment to students and use the rubric for grading. Students will be provided with detailed feedback to help with future assignments. I will also provide private feedback to each student's on each week's Discussion Board.

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

All written assignments will be submitted to SafeAssign. Any work that scores 20% or higher is reviewed by me. Each line reported as plagiarism is reviewed and feedback and suggestions are provided to the student. Students who turn in another assignment that contains plagiarism will earn a zero on the assignment. The plagiarism policy is noted on the syllabus and also on the announcement page.

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 (example: Blackboard, etc.), Publisher Content (examples: Pearson, Cengage, etc.)

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

I have used both these technologies in the past.

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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), we suggest sharing/emailing a PDF copy of your proposal 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 as needed.

DIVISION DEAN:

Instructions: 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!



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**Questions or issues? Please send an email to chabotcollegecool@gmail.com
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Record of Approval, Comments, & Feedback

A record of approval, & comments, & feedback will be automatically recorded directly below

Timestamp	3/3/2016 3:34:13 PM
Name	Kristin Lima
Division	Applied Technology & Business
Proposal reviewed	BUS 12 by Melissa Patterson (Hybrid)
Approval Selection	I approve this proposal as presented.
Comments (optional)	

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Timestamp	4/20/2016 3:09:48 PM
Reviewer Role	COOL Chair
Proposal Reviewed	BUS 12 by Melissa Patterson (Hybrid)
Recommendations	Review Team Recommends approval as proposed
Suggestions	