

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: Fully (100%) Online (If Hybrid: % online)
	First Semester To Be Offered: Spring 2017

Need/Justification/Benefits to Students
<p>How will the online/hybrid delivery of this course meet student needs?</p> <p>Introduction to business has been offered as an online course for years. By adding another instructor students will have more opportunity to take online classes. Students will be able to take a full-semester course online and continue working full-time. This allows students to take a full-load each semester. If the online class wasn't offered, they might not be able to register for a full-load due to time constraints.</p> <p>Introduction is a required course for many certificates and AS and AS-T degrees in the business department. Also this course can be transferred to University of California, Berkeley. Since it is a required course, the enrollment is high and online courses fill quickly.</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>Students will have the opportunity to work full-time and also complete this course. They will complete the same type of assignments and I will create an online class community using tools such as discussion board and group assignments.</p>

Preliminary Research and Input from Colleagues and Administrators

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I have reviewed online teaching resources & tools at <http://www.chabotcollege.edu/cws/onlinelearning/> (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 spoke to colleagues concerning introduction to business. The recommendation was to create an interactive course that follows SLO's.

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 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	17.5 hours/semester
online	I will provide case studies, including multiple case studies on business ethics, for students to read and respond to. Provide current case studies that will challenge students to use their	8 hours/semester

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	new knowledge and apply it to the case studies. They will answer questions that challenge students newly learned skills. Students will share ideas and solutions and discuss best practices. Students will be required to complete 5 case studies each semester.	
online	Three exams will be given during the semester. Each exam will be open to students for 24 hours and have 2 hours to complete the multiple choice exam.	6 hours/semester
online	Investopeida.com - a site where students are invited to join a stock investment game. Students are giving 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 use the site to research companies, review how to choose stocks, and buy and sell stocks. This ties into a outside of classroom assignment.	8 hours/semester
online	Students will complete interactive chapter reviews. These will challenge their new knowledge.	13 hours/semester
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)

Investopeida.com = After researching, buying, and selling stocks throughout the semester, students will write up three reports. The reports will cover, the research they did, what stocks they purchased or sold, what stocks them own, and current value. The top five performers at the end of the semester will earn extra credit.

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

Business ethics = students will be give a case study on business ethics. Students will write a

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report responding to 8 to 10 prompts on the ethics case.

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, but 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 reminder of each assignment due each week.

Email, general discussion board on BB, and Skype are all methods form 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

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. Groups will be set up and a group discussion board will be provided and monitored by instructor. Also, I set up a general group discussion where students can and do respond to each other's comments and discuss assignments.

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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.

Rubrics will be provided for all assignments prior to due date.

Assignment feedback will take place in both Blackboard's grade center and with an attached file in MS word format. 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, letting them know how to improve their work and what they did correct.

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

I will set up rubrics for each written assignment and attach it to each student's assignment. Every written assignment will be submitted to SafeAssign for analysis. I will warn any student whose assignment tests as 20% plagiarized or higher. What an assignment scores more than 20% I will review each line. If the student continues to turn in assignments that score high plagiarized work, the student will receive a zero for the assignment. I also send out announcements reminding students to avoid plagiarism and how to rewrite the work in their own words.

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 the above technology.

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

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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!



(Button not working? You may be viewing this document in Outlook "preview" mode. Please close the preview, right-click the file, and click "Open").

**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 3:33:23 PM
Name	Kristin Lima
Division	Applied Technology & Business
Proposal reviewed	BUS 12 by Melissa Patterson (Online)
Approval Selection	I approve this proposal as presented.
Comments (optional)	

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Timestamp	4/20/2016 3:10:01 PM
Reviewer Role	COOL Chair
Proposal Reviewed	BUS 12 by Melissa Patterson (Online)
Recommendations	Review Team Recommends approval as proposed
Suggestions	