

Online/Hybrid Course Delivery Proposal

Committee On Online Learning (COOL), Chabot College

PLEASE READ. This document was created by submitting the [Online/Hybrid Course Proposal form](#). Responses submitted are in [blue font](#). Any changes made here are saved automatically. When done making changes, simply close the browser tab and/or browser. A COOL Review Team will post feedback by way of the “Comments” tool in the upper-right hand corner. You can return to this document at any time using the proposal link sent to your email inbox (Learn more: [Google Docs Getting Started Guide](#)).

Faculty, Course, & Delivery Format Information

Faculty Name: [Melissa Patterson](#)

Current Faculty Status for Online Teaching/Proposal Approval at Chabot College (Fast Track or New): [Fast Track](#)

Date of Initial Proposal Submission: [2/25/2017](#)

Course: [BUS 10, Business Law](#)

Units: [4](#)

Contact Hours: [70](#)

Delivery Method: [Hybrid \(partially taught online and partially taught in-person\)](#)

(If Hybrid: [61% online](#))

First Semester To Be Offered: [Fall 2017](#)

Need/Justification/Benefits to Students

What learning opportunities might be made possible by offering THIS particular course in online or hybrid delivery format?

[Bus 10, Business Law](#), is offered as a short-term condensed hybrid over 9 weeks. This allows students to complete all general business class and quickly earn a certificate. After they complete their certificate, students can either pursue a new job using their new certificate and continue to complete an AS or AS-T.

[The hybrid allows students to both interact with classmates and instructor while still allowing them a more flexible schedule.](#)

Develop Proposal and Consult with Colleagues

Comments, feedback & recommendations provided by colleagues (NOTE: Do not leave this section blank. If the faculty you consulted did not provide any feedback or recommendations, please note that below):

[Jan Novak taught Bus 12 as a condensed hybrid last semester, first time offered. She had some insights on teaching a hybrid in a condensed format. She recommended being aware of how to translate in-class work to online work and how to combine both online and in-class](#)

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work for final project.

(REQUIRED) Name(s) of faculty with whom you consulted: Jan Novak and Norberto Ruiz

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 Board - Discuss each week's topics in an original post and then students will read and respond to three classmates. Using Canvas, I will set the discussion boards so students must complete their original post before reading or responding to their classmates.	14 hours/semester
online	Group discussion on each step of final paper. After researching topics (homework) students will compare and contrast with group members. Normally this work would be done in-class.	14 hours/semester
online	Review videos on Cengage and respond to prompts. Then share findings discussion board with classmates. Four posts per student. The group discussion boards will help students take their in-class experience and connections to the online portion of the class.	15 hours/semester
online		
online		
online lab		
in-person	Lecture - Review Business Law Topics including open discussion organized in small to large groups	18 hours/semester

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in-person	Case studies - Discuss and review current case studies that allow students to experience current business law cases and results. Students will be in pairs, small groups, and large groups.	9 hours/ semester
In-person lab		
TOTAL CONTACT HOURS: (Total Contact Hours According to the Course Outline: 70)		70

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

(Note: These are NOT part of Contact Hours)

Cengage LearnSmart Assignments
View PowerPoint slides
Final paper - Formal research and write paper
Read textbook

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 respond to each discussion board, providing positive and constructive comments to help students improve their work. I provide feedback on each assignment, either directly through Canvas or I use MS Word's review tools.

I contact students who are at risk, and I also send out a weekly reminders for each week's assignment. When students falter, they receive personalized assignment reminders and are encouraged to communicate with me.

Email, general discussion board on Canvas, and Skype are some methods students can use to contact me. Students may use my cell phone number when needed. I respond to all emails within 15 hours on weekdays and 24 hours on weekends. I respond to general discussion board questions within 24 hours.

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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.

Students will be in groups in class which will then become their final project discussion groups online. Students will also interact in each week's discussion board and in final project discussion boards. They will be able to take their in-class interaction into their online interaction, since they will attend class each week also. My goal is to create an extension of the in-class interaction into the online portion of the class.

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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 Canvas' grade center and with an attached file in MS word format. I will provide a rubric for each assignment and use the rubric for grading. Students are provided detailed feedback to help with future assignments. It also provide private feedback to each student's on each week's Discussion Board and other assignments, letting them know how to improve their work and also what they completed correctly.

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

All assignments are read and reviewed by instructor and all assignments are reviewed by a plagiarism program. Every written assignment will be submitted to Canvas' plagiarism checker for analysis. I then compare the plagiarism analysis to the actual work. I will then review each assignment, first for content, grammar, and spelling. Second for similarity to other student's work.

Chabot College's Academic Integrity policy will be listed on Canvas class site and on the class syllabus.

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, Canvas, etc.), Presentations (examples: PowerPoint, Camtasia, etc.), Publisher Content (examples: Pearson, Cengage, etc.)

For the technology tools you have listed above, please describe your plan for utilization in your course. Plan to use Canvas' tools, including using the discussion board option so students must

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complete their first post before they can read other students' posts or respond to them.

Cengage offers closed captioned videos and then students will discuss the videos using Canvas discussion board tool.

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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Record of Approval, Comments, & Feedback

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

Timestamp	2/28/2017 10:15:45 PM
Name	Kristin Lima
Division	Applied Technology & Business
Proposal reviewed	BUS 10 by Melissa Patterson
Approval Selection	I approve this proposal as presented.
Comments (optional)	

Timestamp	4/19/2017 11:35:48 AM
Reviewer Role	COOL Review Team Member
Proposal Reviewed	BUS 10 by Melissa Patterson
Recommendations	None
Suggestions	More of a comment rather than a suggestion; Very well put together. With the approval of Melissa I'd like to use this proposal to assist faculty members within my division to develop proposals.

Timestamp	4/26/2017 5:48:04 PM
Reviewer Role	COOL Chair
Proposal Reviewed	BUS 10 by Melissa Patterson
Recommendations	
Suggestions	