

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: [9/15/2017](#)

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

Units: [4](#)

Contact Hours: [70](#)

Delivery Method: [Fully \(100%\) Online](#)
(If Hybrid: [online](#))

First Semester To Be Offered: [Spring 2018](#)

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 is currently offered as an online course. Students are able to use a different modalities than either in-class or hybrid formats. Students will be able to adjust their class schedule around their personal and professional life.](#)

[BUS 10 is required for most business certificates, AS, and AS-T.](#)

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 shared her past experience and ideas to help me successfully create an online BUS 10 class. She provided insight, including discussion topics and style to increase student interaction with classmates and instructor.](#)

(REQUIRED) Name(s) of faculty with whom you consulted: [Jan Novak and 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	<p>Discussions Each week there will be a discussion on each chapter. Example, if we are discussing the 10 amendments students will have to pick an amendment, do in-depth research, analyze their findings, and write up a discussion . Students will then respond to at least 3 other student's posts</p>	25 hours/semester
online	<p>Case studies In-class case studies are used in both hybrid and in-class sections and an in-class activity. In this online class, students will read cases, respond in a discussion forum and respond to at least three other student's posts.</p>	25 hours/semester
online	<p>Group work (using discussion) Pre-work for final law paper is normally completed in class if the class was a traditional classroom, so are contact hours.</p>	15 hours/semester
online	<p>Exams (three per semester)</p>	5 hours/semester
online		
online lab		
in-person		
in-person		
In-person lab		
TOTAL CONTACT HOURS: (Total Contact Hours According to the Course Outline: 70)		70

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

(Note: These are NOT part of Contact Hours)

Read textbook, review PowerPoint slides, develop and write a law brief, complete interactive assignments on LearnSmart (McGraw-Hill) and final law report.

Nature and Frequency of Student-Instructor Interactions

I respond to each discussion, provide 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 assignments. When students falter, they receive personalized assignment reminders and are encouraged to communicate with me.

Email, text (I call them back), general discussion on Canvas, and Skype are some methods students can use to contact me. I respond to all emails within 15 hours on weekdays and 24 on weekends. I respond to general discussion questions within 24 hours. Canvas message will also be used to contact students and I make a note in Canvas “note” in the grade section to track which students were messaged concerning assignments.

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 online, which become their final project discussion groups for the final law report.

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Students will also interact with each other during each week's discussion and group discussions. Case assignments are also require student interaction. Most of the assignments use the discussion tool and responses between students is required.

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.

I'll also provide private feedback to each student's on each week's discussion and other assignments, showing them how they can 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 findings to the actual work. Discussions are also reviewed and checked for plagiarism.

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

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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: Canvas), 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 discussions, students must complete their first post before they can read or respond classmates' posts. Group discussion, where students "meet" up with the same group members each week.

Homework, McGraw-Hill Connect offers interactive homework options. The LearnSmart tool allows students to read the textbook, then respond to questions concerning the concepts students just read. The program learns from the students and alters the questions to match their current knowledge.

McGraw-Hill Connect 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	11/21/2017 12:20:13 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	11/21/2017 12:20:39 PM
Name	Kristin Lima
Division	Academic Pathways and Student Success
Proposal reviewed	BUS 10 by Melissa Patterson
Approval Selection	I approve this proposal as presented.
Comments (optional)	