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 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: 2/14/2018	Course: BUS 20, Law and Society Units: 3 Contact Hours: 54 Delivery Method: Fully (100%) Online 　　(If Hybrid:　online) First Semester To Be Offered: Fall 2018

Need/Justification/Benefits to Students
What learning opportunities might be made possible by offering THIS particular course in online or hybrid delivery format? Allows students to have access to the class from anywhere and anytime. Helps students have a life/work/school life balance. Transfers: CSU; UC; CSU/GE; IGETC. (UC credit/unit limitations may apply).

Develop Proposal and Consult with Colleagues
Comments, feedback & recommendations provided by colleagues (NOTE: If the faculty you consulted did not provide any feedback or recommendations, please note that below): Jan was wonderful to share her current class content and made suggestions for future improvements to the online course. We reviewed online assignments that engage the student for this class subject.

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(**REQUIRED**) Name(s) of faculty with whom you consulted: Jan Novak

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	Discussions: Each week there will be a discussion on each chapter. Example, students will research the topic using outside sources (homework), then respond to prompts about an example law case on each topic. Students will then respond to at least 3 other student's posts	20 hours/semester
online	Group work, using discussion tool. Preparation for final law paper is normally completed in class if the class was a traditional classroom, so are contact hours. Students will work in small groups and share ideas, research, and form groups to complete final law report.	18 hours/semester
online	Weekly quizzes: 15 questions each	9 hours/semester
online	Exams: multiple choice and short answer	7 hours/semester
online		
online lab		
in-person		
in-person		
In-person lab		
TOTAL CONTACT HOURS: **(Total Contact Hours According to the Course Outline: 54)**		54

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

Read textbook, compete McGraw-HII LearnSmart Assignments, find, read, and use outside research sources.

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, 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.

I provide detailed feedback on all discussions, group work, and 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 interact with each other through weekly discussions, three required responses, and small group discussions. Students are encouraged to start study groups, which I provide a group discussion each week, if they wish to use the Canvas tool.

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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 are provided for all assignments prior to due date. Assignment feedback will take place in both Canvas' grade center, using speed grader, and comments are made on student's MS file format when submitted. 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 also provide private feedback to each student's on each week's discussion and other assignments, helping them improve their work and provide positive feedback on 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 as well as 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: Canvas), 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.

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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.

Record of Approval, Comments, & Feedback

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

2017-2018 COOL Chairs: Aldrian Estepa and Ryan Scherbart
COOL Website: http://www.chabotcollege.edu/cool/

Timestamp	3/5/2018 9:36:24 AM
Name	Kristin Lima
Division	Applied Technology & Business
Proposal Reviewed	BUS 20 by Melissa Patterson
Approval Selection	I approve this proposal as presented.
Comments	

(optional)	