

Chabot College
Distance Education Curriculum Support Committee

Course Proposal Form
(Send as an email attachment to DECSC chair)

2006-2007

These questions are meant to provide you, our faculty colleagues, a framework for your Distance Education Curriculum Proposal. These are *guidelines*, not mandates. Much of this emerged from an Academic Senate for California Community Colleges white paper, available in our resource area. We believe careful and thorough consideration of these issues will improve not just your proposal, but also your entire course design. Please feel free to elaborate where you think most important. Note: Please click on *File, Save As* to save this form as a document, so you can work on it and submit it electronically to the DE Curriculum Support Committee chair.

Each proposal or existing course, if delivered by distance education, shall be separately reviewed and approved by the curriculum committee prior to being offered. (Ed Code 55378)

Course Title & Number: CAS 58 ON1 - Introduction to Microsoft Access

Faculty Name: Desmond K.H. Chun

1. Need/Justification

- What is the intent in offering the course by distance education?
Allow students that cannot attend a scheduled “live action” class to take this course due to personal circumstances and commitments, job or other class time conflicts, students preferring to work on their own and not be tied down to a set traditional time schedule as in a “traditional, live” class setting, geographical and travel restrictions to appearing physically on campus. With the decision to cut Health Information Technologies (HIT) from Chabot College’s programs, CAS estimates that a sizeable fraction of students attending “live” sections will decline due to the loss of HIT. Only one section is planned for the Fall 2006 (online) and Spring 2007 (live) semesters.

To compensate for this possible loss of students, CAS would like to offer CAS 58 in an online mode. Currently, Online is attracting a large numbers of students in other disciplines. Currently, CAS 58 is the only database course offered on this campus.

- The course is based on a total Distance Education experience with no official course meetings on campus or as a “hybrid” with limited meetings. The Blackboard site **already exists** has been used in conjunction with previous CAS 58 sections I have already taught “live action”. This Blackboard site has already been “tested” under real student use.

2. Course Content Delivery

The core would be a Blackboard site including the following sections:

- Introduction, course subject and topic overview, course requirements, Microsoft's Access support section on its main web site, current text and any author/publisher auxiliary support web sites for this text and its topics. Instructor semester schedule, phone number and email address.
- Grading policies plus reference to the institutional policy on cheating. This would include the current semester drop date.
- Suggested course syllabus (since this is an online class, students may be proceeding at different paces) including text readings with page numbers and suggested testing dates during this semester.
- Instructor personal topic notes including examples. This would be tied to particular areas of the text with page numbers.
- Links to web sites including free online tutorials (if applicable to the individual subtopic). The section would be updated as to relevant current developments in Microsoft's Access becomes available.
- Online testing (quizzes and final). Quizzes and the final would be timed to be released according to the current course syllabus. Blackboard allows us to set an initial opening and closing time. Depending on the subject, testing would encompass question types such as:
 - Multiple Choice
 - True/False
 - Short Essay
 - Matching
 - Ordering of procedures
- Practice Quizzes to help familiarize beginning DE students with Blackboard's testing interface and capabilities as well as "build" student confidence in the material.
- Class participation would include set times online chats using Blackboard's chat capability or the Electric Blackboard if required.
- Instructor will monitor individual student performance and email any warnings, admonishments and suggestions as to estimated class grade and improvements.

Material in the Lecture Notes will also include material not covered in the text as supplement or "enrichment" topics such as an overview of Databases in a computerized information environment, the use of Visual Basic or ASP.NET to project Access over the web and Structured Query Language (SQL). Key strategic topics would have a downloadable Power Point slide presentation to provide a simpler presentation and summary of the text.

3. Nature and Frequency of Instructor-Student Interactions

The primary delivery method would rely primarily on Blackboard delivered via the web (clpccd.blackboard.com). This would require a disciplined student able to work alone and at a consistent pace to finish the required course tasks (i.e. online testing and any assignments) and text readings. Students, in the professional opinion of the instructor, who do not make satisfactory progress as determined by number of online quizzes or assignments submitted would be contacted via email or in extreme circumstances via voice phone or postal mail as to progress and whether they wish to remain in this class. Unfortunately, online students are not readily observable as in a "live action" class although students in "live action" classes also "simply disappear" too. DE students proceed at different paces.

Based on the original supposition that the typical DE student, who cannot attend a “live”, scheduled class, additional class contact is based on email. This is also based on the “assumed” discipline of this DE student to answer their email. Blackboard has chat room capabilities in which online “office” hours can be scheduled for instantaneous communication. Blackboard also has a Bulletin Board to post Frequency Asked Questions or observations on relevant topics in this course or fast breaking news of interest to the course.

4. Assignments & Methods of Evaluation

Primary method of evaluation would be by online quizzes and a comprehensive final. Blackboard allows a timed testing period that cuts down but does not totally eliminate the possibility of “cheating”. Additional evaluation is in the form of assignments. Assignments are submitted via email to the instructor. Plagiarism in a live class is cut down due to the difficulty of “trading” in a situation where the students cannot readily contact each other personally as in a “live” class.

5. Technical Support

Blackboard is accessible only from the World Wide Web which means that a student must have access to web capability as well as email. This is not a problem as most public libraries have web access and Chabot has multiple computer labs.

6. Student Services

Access topics are readily available from sites on the World Wide Web. Email allows students to contact the instructor or other students in the class.

7. Accommodations for Students with Disabilities

Power Point presentations containing large text with approved and suggested Federal Accessibility guidelines

8. Class Size & First Term to be offered

Class size is the current 30 students. Since this is an existing class, the first time this class format would be taught would be **Fall 2006**. Course has already been placed into the Fall 2006 schedule.