

Chabot College  
**Distance Education Curriculum Support Committee**

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

2005-2006

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 54B – Microsoft Excel® II**

**Faculty Name: Wayne Phillips**

---

**1. Need/Justification**

- What is the intent in offering the course by distance education?

Online delivery will reach more potential students. As this is an advanced computer course, the students are already computer-savvy and well qualified for an online format. This course is included in many CAS degrees and certificates, but has not attracted enough students to be offered regularly. Online delivery should allow the class to be offered yearly with acceptable productivity.

**2. Course Content Delivery**

- Describe the distance education modalities used to deliver the course content and provide an approximate schedule of the time allocated to each modality. How much of the class will be on-campus lecture, video, email, web, CD-ROM, etc.

The primary delivery modality will be podcasted lectures and demonstrations. 60% will be prerecorded modules. 40% will be delivered live over the web with student interaction, recorded for students that cannot participate at the scheduled time or who wish to review the live session at a later time.

- Note that the total number of contact hours should approximate the equivalent number of hours required in an on-campus setting. And, because indicators to date

suggest that many community college students do better with some face-to-face contact with their instructors, there should be some provision for on-campus or in-person contact.

Students may contact the instructor during office hours in-person, by telephone, or through email.

### **3. Nature and Frequency of Instructor-Student Interactions**

- Provide examples of course components taught using distance education technology. This will include either or both synchronous—online at the same time and asynchronous—online at different times.

A typical asynchronous module would cover an advanced feature of Excel, such as exporting data to other applications. The module will include PowerPoint slides illustrating the uses for the export function, and demonstrations of the export function recorded with Camtasia, showing the step-by-step actions in real time of the instructor performing the demonstration.

Synchronous delivery will utilize the CCCConfer online/telephone conference system. A typical synchronous presentation would cover the details of a new project assignment, including demonstration of new Excel features, discussion of the grading criteria, and questions from the students attending the live presentation. The discussion will be archived and available on CCCConfer and recorded locally and converted to podcast format with Camtasia software.

- Describe the number and frequency of interaction for students making satisfactory progress and for intervention when students are at-risk of dropping or failing due to poor performance or participation.

Each week there will be at least one webcast lecture on CCCConfer. The students will have the opportunity to interact with the instructor through the webcast/conference call, or attend face-to-face on campus. Additionally, they can replay the archived lecture from CCCConfer. There will be at least one assignment per week for monitoring student progress. Active participation in online discussions will be required of all students.

Students can monitor their own progress by viewing the Blackboard gradebook, and individual emails will be sent by the instructor to encourage progress and to assist at-risk students.

- For each type of interaction listed above, describe why you believe it will be effective for this particular curriculum and delivery model.

This is primarily a project-based course. Providing the students with multiple avenues for project support and requiring regular submission of projects will keep the student actively participating in the class.

- Describe how the interactions will facilitate student learning and how students will benefit from the DE modalities selected.

The recorded demonstrations enable the students to play, stop, and rewind any lesson as they work on their projects. The animated Camtasia presentations let the student follow the instructor's example, one click at a time if necessary, to perform the desired task.

#### **4. Assignments & Methods of Evaluation**

- List the criteria that will be used to substantiate student learning, and describe the methods of evaluating student progress.

Projects will be graded according to accuracy, completeness, and timeliness of submission.

Participation in online discussions will be graded by the frequency of postings and description of methods and uses for the Excel features being taught.

- Describe planned interactions and evaluations to ensure participation and verification of student learning that permit timely instructor intervention.

Student projects (approximately one per week), online discussions, and short quizzes on key concepts will be used to monitor student progress. Active participation in the discussions by the instructor will help stimulate the students' analysis of potential applications for the skills being learned.

#### **5. Technical Support**

- Describe the technology necessary to carry out your proposal for an effective DE course. Include an assessment of the adequacy of support personnel required to maintain hardware & software, for both faculty and students.

Blackboard will be the primary interface for posting and collecting assignments, online discussion, and archiving lecture and demonstration podcasts. Additional storage and web access may be provided by servers in the Chabot Cisco Networking Academy lab. For students limited to dial-up internet access, the recorded podcasts can be provided on CD-ROM.

#### **6. Student Services**

- Describe how students might access services such as tutoring, counseling, financial aid, and supporting course materials, library materials, learning resources, etc.

Library materials or other supporting course materials should not be required. Should a student need tutoring, counseling, or other student services, the student may make

contact through any channel provided by the appropriate student service center.

## **7. Accommodations for Students with Disabilities**

- Describe how you will accommodate students with disabilities. For a telecourse, is the video close-captioned? If you plan to use Blackboard, please review the accessibility information at <http://www.blackboard.com/products/access/faqs.htm>. For online accessibility, please email your web site to the DSRC Alternative Media Specialist or coordinator. For more information on accessibility resources, visit <http://www.w3.org/WAI/>.

FYI, the URL for Blackboard accessibility FAQs listed above is a dead link. The correct URL is <http://www.blackboard.com/company/accessfaqs.htm>

Text study notes will supplement all podcasts. For detailed procedural demonstrations, a transcript of the podcast audio can be provided on Blackboard.

## **8. Class Size & First Term to be offered**

- Indicate the standard limit for the class and the first term you plan to offer this course.

Standard class enrollment limit is 30. I plan to first offer this course in Spring 2007.