

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: Elementary Computer Keyboarding II (CAS 72B)

Faculty Name: Anne Brichacek

1. Need/Justification

CAS 72B is the second of three individualized, open-enrollment, self-paced keyboarding modules that are currently being offered in the CAS lab. It is designed to provide students with computer keyboard skill development for improving keyboarding accuracy and speed as well as an introduction to basic word processing techniques to produce a variety of business documents.

Even though the open lab offers students some flexibility as to when they attend class, a section of the course presented online would benefit students who need more flexibility in their schedule because of work requirements or family responsibilities. Those who are seeking a career change or are in job transition would be free to seek employment while they build skills or complete degrees or certifications at a time and place convenient to them.

California colleges and universities are enduring increasingly severe budget cuts and are seeking to find ways of providing instruction and solving enrollment problems while limiting expenses. An online section of a popular course is one viable option.

2. Course Content Delivery

If approved the course is proposed to begin in the spring 2007 and will be offered completely online, using Blackboard as the platform. An optional on campus orientation will be scheduled just prior to the beginning of the semester. Students who do not choose to attend in person or who enroll after the semester has begun will be able to access the information in an "Orientation" section in the online course.

A software program is required in the course. Students who are enrolled in this class need to purchase a textbook and either use the CAS lab where the program has been installed or to purchase the software and install it in the pc they intend to use for the class. Students who mean to take the class online will be required to purchase both the textbook and the software program.

Typically students should allow 54 hours or less to complete the course. The contact between the instructor and student varies depending mostly on the student's familiarity with computer

technology. First, he/she will need to install the program. This may require more than average instructor support. Once the program has been installed, the student can proceed with the assignments at his/her own pace. When an assignment is finished and sent to the instructor, the instructor needs to review it for accuracy and completeness and mark it in the grade book. Many community college students do better with some face-to-face contact with their instructors. Students who enroll in the online section would have the option of coming to the CAS lab either to work on an assignment or to discuss a problem with the instructor on duty.

3. Nature and Frequency of Instructor-Student Interactions

Communication between the instructor and students is integral to the success of the course. Students can contact the instructor via E-mail. This option is a component in Blackboard and enables simple access to the instructor as desired or needed. The instructor will make every effort to reply within 24 hours. Students have the option of coming to the CAS lab to discuss a problem with the instructor on duty.

Since this course is a credit/no credit self-paced course, the time frames for assignments is much broader than in a class that is not self-paced. Typically, all coursework must be completed one day prior to the last day of instruction. The final must be completed by the last day of instruction. Students will be strongly urged to turn in assignments at least once a week. An Email will be sent to remind students to turn in assignments. No more than three reminders will be sent. The instructor may determine that intervention is needed and will provide further direction (such as to the counseling department).

The self-paced nature of the course in the f2f environment is very similar to what would be experienced online. Course content includes:

- Keyboard review and mastery
- Timed writings to reach established goals
- Introduction to word processing techniques including proofreading, editing, and formatting techniques
- Introduction to producing basic business documents using MS Word

The method of presentation is the keyboarding computer software which guides the student towards building the desired proficiency and skill level.

4. Assignments & Methods of Evaluation

Typical Assignments

- Observe simulated computer software demonstrations
- Key alpha and numeric drills from computer software and from textbook
- Complete 1-minute, 2-minute, and 3-minute timed writings
- Key and center paragraphs
- Key, proofread, and edit business documents including letters and reports
- Print lesson reports

Method of Evaluating Student Progress:

- Keyboarding speed and accuracy drills
- Production of business documents
- Timed writings
- Final Exam

Desired Student Outcomes

Upon completion of the course the student should be able to

- keyboard alpha characters and numbers at a speed of at least 25 words per minute on a 3-minute timing with 5 errors or less

- demonstrate basic word processing editing techniques including proofreading
- keyboard business documents such as letters, reports, and memos using proper formatting techniques.

5. Technical Support

It is vital that the instructor and students be able to access technical support for Blackboard and that response be prompt and meaningful. Students will have access to the services of Chabot College and college library through the websites.

6. Student Services

Students will have access to the services of Chabot College through the websites and through contact with the instructor.

7. Accommodations for Students with Disabilities

Course content delivered in Blackboard satisfies accessibility issues and can be customized when the need arises. Every effort will be made to accommodate students with special needs, including consultation with the DSRC Media Specialist.

8. Class Size & First Term to be offered

Although the class is open-entry, it should be limited to no more than 44 students per section. When enrollment reaches 44 students, it would be desirable to offer a new section. If possible, a class limit of 30 students per section would be preferable in the first term the class is offered.