Directions: Complete this form in Microsoft Word. Click on the boxes where applicable and provide your responses within the expandable grey-shaded boxes. Submit the form via email as directed in the last section. For information on the complete proposal process, visit <http://www.chabotcollege.edu/cool/>.

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| **Course Information and Delivery Format** | |
| Course Subject & Number: **BUS 11**  Course Units: **3** Total Contact Hours: **54** | Course Delivery Method (check one):  Online (all instruction is online)  Hybrid (instruction occurs both online and on campus)  **94** % online  **6** % on campus  Other. Please Specify: |
| Faculty Name: **Gulnora Zakirova**  First Semester To Be Offered: **Fall 2014** |

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| **Need/Justification/Benefits to Students** |
| How will the online/hybrid delivery of this course meet student needs? Are there learning opportunities made possible in an online or hybrid online course that might not be available in a traditional course?  Governmental and nonprofit accounting gives accounting majors a well rounded foundation. By offering this course as an online course, we seek to reach those students who cannot attend a scheduled live action class due to time constraints, geographical distance, physical disabilities or transportation limitations. It also allows employed workers to update their accounting knowledge at their places of employment. The course is one of the four extremely popular electives (students have to choose three) toward the AS in Accounting degree. Additionally, CPA candidates will take the class as it is counted toward the educational requirement for the certification. |

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| **Preliminary Research andInput from Colleagues and Administrators** |
| Reviewed online teaching resources & tools at <http://www.chabotcollege.edu/cws/onlineteaching/>. |
| Met with Division Dean and subdivision colleagues to secure preliminary support for offering this course in online/hybrid format. |
| Reviewed similar courses at other colleges (CVC Distance Education Catalog <http://www.cvc.edu/>) |

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| **Develop Proposal and Consult with Colleagues** |
| Consult with other faculty experienced teaching online. If this course has previously been offered at Chabot in this delivery method, what are some of the recommendations from prior instructors that will influence your instruction in this course?    - Research other textbooks for easier material. Current texbook is too complex for this class, because of no prerequisites for the class  - Discussed online vs. live class options, but decided that online method should be more beneficial for students for this class.  Faculty members participated in consultation: Dmitriy Kalyagin, Catherine Pinkas, Wanda Wong. |
| Review your completed proposal with your subdivision colleagues (if required). Please provide a summary of those recommendations:  See previous section for discussion points and recommendations |

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| **Course Content Delivery - Contact Hour or “In-Class” Activities** | | | | |
| In the following section, explain how each instructional/contact hour will be implemented throughout each week of the proposed online or hybrid course. Contact hours are usually 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. The total number of contact hours in your course should approximate the equivalent number of hours required in an on-campus setting. For example, a 3-unit course typically meets on campus for 54 contact hours of instruction, assessment, discussion, and group activities.  The following list illustrates some sample “in-class” activities for an online class. These are suggestions and each instructor would use whichever activities are best suited to the course. | | | | |
| * Reading lectures/content. * Viewing presentations from the instructor. * Reading another student’s blog or presentation. * “In class” reading of scenarios or quick discussion questions. | | * Participating in discussion board forums. * Reading students posts and posting feedback. * Peer reviewing other student’s papers on the discussion board or group forum. | * Group problem solving. * Group projects that include multiple posts to each group member within their designated group forum space. * Assessments – quizzes, tests, exams, surveys. | |
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| **Delivery Mode**  ***(online or***  ***in-person)*** | **Activity and Description**  ***(For hybrid courses, please be sure in include in-person activities)*** | | | **Hours or %** |
|  | Reading lecture/content, viewing presentations from instructor | | | 30% |
|  | Participating in discussion board forums, group excercises, reading posts and posting feedback, case studies | | | 45% |
|  | Tests, quizzes | | | 19% |
|  | Final exam | | | 6% |
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| TOTAL CONTACT HOURS: | | | | 54 |

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| **Course Content Delivery - Preparatory or “Outside of Class” Activities (not part of contact hours)** | | |
| For each contact hour, students should be expected to spend two preparatory hours “outside of class” on reading, studying, preparing assignments, and other homework. Note that these additional hours are not considered to be “contact hours.” The list below reflects sample instructional, preparatory “outside of class” activities. | | |
| * Reading textbooks * Research * Preparing assignments * Viewing internet sites * Individual reflective writing * Writing/composing a blog * Journaling | * Analyzing another student’s ideas individually * Using a wiki for posting ideas to other class members in preparation for a group project * Reviewing class notes. | * Outside reading of additional texts pertaining to the course subject matter as homework preparation. * Preparing an individual class presentation. |
| **Activity and Description (note: each text box will expand as needed)** | | |
| Research - review financial statements of local government units and non-profit organizations of choice | | |
| Preparing assignments - write analysis of financial statements with conclusions reached | | |
| Reading case studies and preparation for discussions (discussion will be done through forums) | | |
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| **Nature and Frequency of Student-Instructor Interactions** |
| How and how frequently will you interact with your students? This should include interactions with the entire class, providing feedback on assignments, and interventions when students are at-risk of dropping or failing due to poor performance or participation. For each type of interaction, describe why you believe it will be effective for this particular course. |

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| **Nature and Frequency of Student-Student Interactions** |
| Describe opportunities in your course for student to student interaction. This may include discussions, group projects, peer review of assignments, and other approaches. Consider how students interact in this course when taught on campus; how can you build this type of learning community online?  Some of the assignments will include group discussions/analysis. Will consider including exercises where students review each others' conclusions/analysis and provide opinion/comments. Students will be interacting through the graded and ungraded discussion boards with a minimum of three required qualitative replies to peers. Students will be encouraged to form study groups. Students will be provided with information on receiving peer tutorial service through the Learning Connections, as well as encouraged to participate in our Accounting club on campus. The instructor will be involved in the discussion through asking questions to start/lead the discussions. I will provide individualized feedback to student via discussion board grading feature. |

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| **Assessment of Student Learning** |
| How will you assess learning in this course?  Through questions asked at the forums, and overall participation at the forums, through research, writing assignments, quizzes, tests and final exam |
| Given the nature of online courses, how does your assessment plan ensure a level of academic integrity with which you’re comfortable?  Quality of questions students ask demonstrate the depth of understanding of the subject, and overall interest to learn more. Quzzes and tests will be based on materials learned in class, but will be modified to the extent that the asnwers will have to be the results of students' work during the class. Final exam will be in the face-to-face modality. |
| Describe how your assessment plan is consistent with your stated goals in the student benefits and student-student interactions sections of your proposal. How will you provide feedback to students?  Based on knowledge acquired during the class, students are expected to be able to have a general idea about governmental and nonprofit accounting, which will help them to make a decision whether they would like to have a career in one of these sectors. Student-student interactions is a part of forum participation, and will be included in the assessment process. Feedback in a constructive manner will be provided in one-on-one mode based on observations made (unless it will be a part of discussion at the forum). |

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| **Technology and Accessibility** | |
| Indicate the technology tools (software, web-based tools, etc.) and the plan for utilization in your course. Most commonly used are listed below; additional tools and information are available on the COOL website. | |
| CMS/LMS (Blackboard) |  |
| Presentations (PowerPoint) |  |
| Publisher content/websites |  |
| Websites/links (Google Docs) |  |
| Screen recording (Camtasia, Jing) |  |
| Audio (Audacity, iTunes) |  |
| Video (YouTube, EduStream) |  |
| Web conferencing (CCCConfer) |  |
| Other software (please describe) |  |
| **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). | |

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| **Verification of Content and Approval**  **Faculty**: Please email your completed proposal to your Division Dean for approval.  **Division** **Dean**: Upon your approval of this proposal, please email this proposal to the COOL Co-Chairs. | |
| **Faculty (Enter Name):** **Gulnora Zakirova**  **By entering my name above and checking this box, I verify that this proposal accurately reflects my plans for the proposed course.**  **Date:** **2/21/14** | **Division Dean (Enter Name):** **Tom Clark**  **By entering my name above and checking this box, I approve this course proposal from the instructor as completed above.**  **Date:** **2/26/14** |

**2013-2014 COOL Co-Chairs: Wanda Wong and Minta Winsor**