Directions: Complete this form in Microsoft Word. Click on the boxes where applicable and enter your responses by clicking on the grey-shaded boxes (     ) within each text box. Each text box will expand as needed. Submit a saved copy of this form via email to the COOL chair(s).

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| **Course Information and Delivery Format** | |
| Course Subject & Number: **Business 3 - Income Tax Accounting**  Course Units: **4** Total Contact Hours: **72** | Course Delivery Method (check one):  Online (all instruction is online)  Hybrid (instruction occurs both online and on campus)  % online  % on campus  Other. Please Specify: |
| Faculty Name: **Nazjit Bhangal**  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?  Business 3 meets the requirements for students striving to achieve an A.S. in Accounting, a Bookkeeping Certificate, an Accounting Technician Certificate, a CPA license, and assists in acquiring a CTEC license. Not only is individual income tax knowledge a requirement to acquire the aforementioned credentials, several part time and full time career opportunities are available around individual income tax. In addition, entrepreneurs and self-employed persons can learn how to manage their tax situations while owning small to large sized businesses. Additionally, corporate employees with or without families can use the knowledge provided in this course to achieve the most advantageous tax circumstances.  An online course of this nature can serve as a great tool for the employed who are looking for an opportunity to conveniently increase their individual income tax knowledge while maintaining a full time job. Additionally, students with limitations due to distance or disability can enroll in an online Business 3 course and expand their knowledge of the rules and regulations without leaving their home. |

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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?    Prior instructors of this course have experienced that if an individual lays out clear guidelines ahead of time, there is less room for miscommunication between the student and instructor in the long run. Consequently, the instructor in this Business 3 course will include an introductory section which communicates the guidelines for submitting assignments, posting on the discussion boards, grading on locked exams and quizzes, and the functionality of Blackboard. In addition, the use of an a learning assistant and/or an on campus tutor seems to give the students a sense of comfort in terms of asking questions. The instructor will be exploring the possibility of having a learning assistant and creating a discussion board forum where students can ask him/her questions about the material in addition to a forum where students can ask the instructor questions. |
| Review your completed proposal with your subdivision colleagues (if required). Please provide a summary of those recommendations:  Colleagues recommended being more descriptive about the group case study; as a result, some specifics were listed surrounding the nature of the case study. In addition, it was recommended I make some minute spelling/gramatical. Another recommendation, perhaps the most relevant and significant, encouraged mentioning the course's ability to provide accounting credits for CPA licensure. |

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| **Course Content Delivery - Contact Hour or “In-Class” Activities** | | | |
| In the following section, explain how each instructional hour” will be implemented throughout each week of the proposed online or hybrid course. Instructional hours, or “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 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. | | | |
| * Read lectures/content * Presentations from the instructor * View multimedia content * Reading another student’s blog * “In class” reading of short texts, scenarios or quick discussion questions. * Reading another student’s presentation. | * Participate in discussion board forums * Posting feedback, reading students posts, and peer reviewing other student’s papers on the discussion board or group forum. * Transformative Learning Activities: Responding to other learners in regard to certain questions that challenge a learner’s perspective on key issues in the course materials. | * Constructivist assignments that target real-life applications for class discussion on the discussion board. * Group problem solving * Group Projects that include multiple posts to each group member within their designated group forum space. * Assessments – quizzes, tests, exams, surveys | |
| 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 breakdown of contact hours can be done using percentages or actual hourly increments. Account for the contact hours in your proposal ***in a clear, detailed and specific way***. | | | |
| **Activity and Description (note: each text box will expand as needed)** | | | **Hours or %** |
| PowerPoint Presentations/Lectures | | | 14 |
| Group Case Study/Problems | | | 20 |
| Discussion Board Participation | | | 20 |
| Quizzes/Exams | | | 18 |
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| TOTAL CONTACT HOURS: | | | 72 |

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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)** | | |
| Reading Chapters in Textbook - 40 Hours | | |
| Tax Research/Updates/Rules & Regulations - 30 Hours | | |
| Graded Assignments/Ungraded Practice Assignments - 54 Hours | | |
| Multimedia (YouTube Videos, IRS Links, Other Resources) - 10 Hours | | |
| Reviewing Class Notes - 10 Hours | | |

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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.  In order to promote an open environment, the instructor will explore listing his/her cell phone number on the syllabus along with clear guidelines for contact hours. The guidelines (listed in an introductory section in Blackboard) will specify two hours a day for two days a week where the students could contact the instructor with any questions. Another contributor to the open door policy will be a discussion board forum devoted to asking the instructor any questions. This in addition, to ease the students into feeling more comfortable with “Instructor-Student Interactions” the instructor will explore the opportunity of working with a learning assistant in order to bridge the gap between the students and teacher. The instructor will continuously monitor the students’ online participation through “Grade Book” which displays the students’ last login. Consequently, students lacking participation will be emailed biweekly. Several announcements will be relayed to the class consisting of: homework reminders, links to helpful individual tax tips, and exam/quiz reminders. In addition to the aforementioned items, the following steps taken by the instructor will also encourage an interactive experience: prompt replies to emails, regular monitoring of students’ participation in the discussion board, communication via phone or face to face if necessary and continuous updating of grades throughout the semester in order to provide frequent feedback.  Weekly discussion boards allow students to address any questions or concerns they may have with the course material of the week. Multiple students may have the same question so this discussion board is a very valuable tool for students to reference when a question arises. Email and communication via phone will allow the instructor to encourage those students who lack participation and need extra motivation. |

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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?  The first step in promoting student to student interaction would be an icebreaker requiring all students to introduce themselves through the discussion board as this would instill a sense of togetherness amongst the students. In addition to a student creating his/her own thread on a discussion board topic, the student will have to submit relevant replies to two fellow students’ threads. In order to promote an environment where students attempt to work together, a discussion board forum will be designated for students to assist each other with the material.  In addition, students will be required to interact and collaborate on and off campus during the case study, which will consist of the students forming teams to comprehend a fictional scenario and calculating/determining the most beneficial method of filing an individual return. |

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| **Assessment of Student Learning** |
| How will you assess learning in this course?  Students will have to complete the following in order to illustrate their understanding of the material: weekly quizzes, an assignment per chapter, meaningful and relevant discussions through the discussion board, a group case study, a midterm and a comprehensive final. All of these assessments will require the students to recollect material covered throughout the semester; as a result, understanding of the material will be required to complete the aforementioned tasks with accuracy. |
| Given the nature of online courses, how does your assessment plan ensure a level of academic integrity with which you’re comfortable?  In order to ensure the academic integrity of the course, all of the previously listed items will be carefully reviewed and assessed. |
| 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?  The discussion board assignments serve as a channel to make the students collaborate as well as understand the material. Meanwhile, the weekly assignments and quizzes will prepare the students for the comprehensive final exam. However, the core objective of the course is to prepare the students for workplace scenarios through practical examples on all methods of assessment (assignments, discussion boards, case studies, quizzes, and exams).  Students will be given feedback consistently through the “Grade Book” feature. The “Grade Book” will be one of the many vehicles for the instructor to communicate the status of the students’ understanding of the material. Email, face to face meetings, and communication via the phone is another medium the instructor will use to convey constructive feedback. |

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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) | The Blackboard site will contain all of the course guidelines surrounding expectations (course syllabus and schedule), assignments, discussion board posting, quizzes and exams. In addition, Blackboard will be the vehicle for discussion board communication and completing various assessments. |
| Presentations (PowerPoint) | A PowerPoint presentation will be used to suppliment each chapter. |
| Publisher content/websites | As textbooks usually contain data files which refer to the chapter examples, these data files will be available to students. |
| Websites/links (Google Docs) | IRS website links will be available to suppliment the respective chapter material. |
| Screen recording (Camtasia, Jing) |  |
| Audio (Audacity, iTunes) |  |
| Video (YouTube, EduStream) | YouTube videos will be available in order to provide a practical approach to preparing tax forms. |
| Web conferencing (CCCConfer) |  |
| Other software (please describe) | If the text comes with an assignment software (such as MyItLab) this software will be used to generate homework assignments. |
| **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 (Enter Name):** **Nazjit Bhangal**  **By entering my name above and checking this box, I verify that this completed proposal accurately reflects my plans for the proposed course.**  **Date:** **February 6, 2014** | **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** (Verification of approval may be conducted by the COOL Chairs).  **Date:** 2/25/14 |

**Please email your completed proposal to the Committee On Online Learning (COOL) chairs.**