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: **CAS 50**  Course Units: **3**Total Contact Hours: **8/18/14 to 12/12/2014** | 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: **Jane S. Wong**  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?  This is an Introduction to computer applications for business and home use class. Includes hardware and common software applications such as Word, Excel, PowerPoint, and Access, plus an understanding of an Internet Browser for the World Wide Web, HTML, personal computer, and familiarization with its capabilities in a Windows environment. Students can finish online MYITLAB class at home or at work. |

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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?    CAS 50 has been using MYITLAB web site for many semesters. This is a great tool for computer classes. |
| Review your completed proposal with your subdivision colleagues (if required). Please provide a summary of those recommendations:  By using Myitlab and our Chabot College blackboard platform CAS 50 students will learn:  1. use computerized information systems within an organization's environment;  2. discuss the impact of the computer's capabilities upon society;  3. describe basic computer hardware components;  4. use basic commands in Windows or other operating system;  5. identify applications such as word processors, spreadsheets, databases, and graphics packages;  6. demonstrate the capabilities, use, and characteristics of programming languages in a computer environment;  7. identify current issues in computer environments such as security, society and business ethics over the use of computer data, and organization of data processing resources within the organization |

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| **Course Content Delivery - Contact Hour or “In-Class” Activities** | | | | |
| In the following section, explain how each instructional/contact hourwill beimplemented 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 %** |
|  | MYITLAB and Blackboard | | | 100% |
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| TOTAL CONTACT HOURS: | | | |  |

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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.”Thelistbelow 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)** | | |
| 1. End-user critical thinking, and what computer can, cannot, and should not do | | |
| 2. Technological progress, computer history from first through the latest generation of computers | | |
| 3. Computer information systems including input, processing, output and storage; software applications, and data types | | |
| 4. Using software for multimedia, Windows and language translators | | |
| 5. Word processing including editing, formatting, page layouts, and file integration for electronic offices and classrooms  6. Spreadsheets, including screen layouts, operations and expanded use of data  7. Graphics including types of graphs, free-drawing, and graphic packages  8. File and databases management including organizing data and managing file systems.  9. Processing hardware, including real-time, multi-processing and timeshare, hardware binary codes, hexadecimal, bits and bytes  10. Peripheral hardware, including I/O ports, terminals, keyboards, scanners, magnetic tape and disk, optical disk, and mass storage  11. Data communications, including transmitting and managing Network application web  pages, email and voice mail  12. Management and employment opportunities in the computer area  13. Systems design and implementation including the selecting of hardware, programs and people. The process of testing, installation, evaluation and maintenance  14. Software development, defining the problem, design, testing, writing a program, debugging, and system test  15. Privacy, ethics, crime and security  16. Keeping up with changes, including issues of the cashless society, consumer electronics  and skills updating | | |

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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.    online |

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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?  online chats |

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| **Assessment of Student Learning** |
| How will you assess learning in this course?  Trainings, Projects and Examinations |
| Given the nature of online courses, how does your assessment plan ensure a level of academic integrity with which you’re comfortable?  MYITLAB and Blackboard are good platforms to communicate with students and instructor |
| 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?  “MyITLab helps students develop essential Microsoft Office skills, while also developing their self-discipline, ability to manage time, and attention to detail. Students are up and running at the start of the semester, and appreciate the learning advantage that MyITLab offers,” says Kelly Archibald, Lab Coordinator and Online Professor at Humber College in Ontario, Canada.  Archibald used MyITLab in a three-credit course, PC Essentials and considers MyITLab’s grader projects to be, “phenomenal.” She not only assigns the projects for her course but uses them to curb academic misconduct. 100% of the course’s assessments are assigned through MyITLab. The specific breakdown for the course is:   50% MyITLab skill-based simulation exams   35% MyITLab Grader projects   15% MyITLab skill-based simulation assignments  Results of Archibald’s course structure are good. Students participating in a spring 2013 survey indicate that an overwhelming majority of them believe that MyITLab helped them to better understand the course material, and that it had a positive impact on their course grade.  - from http://www.myitlabcommunity.com/training-tips-guidance/assessment-and-training/using-a-self-directed-formatted-course-to-inspire-students-to-take-control-of-their-learning-a-myitlab-case-study/ |

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| **Technology and Accessibility** | |
| Indicatethe 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) | Chabot College Blackboard |
| Presentations (PowerPoint) | PowerPoint files from Myitlab |
| Publisher content/websites |  |
| Websites/links (Google Docs) |  |
| Screen recording (Camtasia, Jing) |  |
| Audio (Audacity, iTunes) |  |
| Video (YouTube, EduStream) | Instructor will use Jing and youtubeself taped videos |
| Web conferencing (CCCConfer) |  |
| Other software (please describe) | google voice |
| **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.  **DivisionDean**: Upon your approval of this proposal, please email this proposal to the COOL Co-Chairs. | |
| **Faculty(Enter Name):****Jane S. Wong**  **By entering my name above and checking this box, I verify that this proposal accurately reflects my plans for the proposed course.**  **Date:** **3/6/2014** | **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.**  **Date:** **Emailed 3/10/14** |

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