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)  **96** % online  **4** % on campus  Other. Please Specify: |
| Faculty Name: **Gulnora Zakirova**  First Semester To Be Offered: **Spring 2015** |

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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 non-profit accounting gives accouting majors a well rounded foundation. By offering this course as an online course, we seek to reach those students who can not attend a scheduled live class due to time constraints, geographical location/distance learners, 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 popular electives toward the AS in Accounting degree. Additionally, CPA candidates will take the class as it is counted toward the educational requirements 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. The texbook that was used previously was too complex for this class, because of no prerequisites for the class. For fall 2014 new easier book was selected, but it came with minimal problem solving materials and no homework assignments. Instructor created homework and added problem solving tips for students.  - 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 | | | 36% |
|  | Participating in discussion board forums, comment on other students' posts, discussion materials reads | | | 25% |
|  | Projects/group exercises | | | 15% |
|  | Tests, quizzes | | | 20% |
|  | Final exam | | | 4% |
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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.” 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)** | | |
| Read textbook and ask questions on Discussion Board | | |
| Watch videos on non-profit related subjects/read articles. Share thoughts on Discussion Board | | |
| Read other students' comments and respond | | |
| Do a test every week on material learned | | |
| Prepare 2 power point presentations (project 1 and 2) on non-profit and governmental entities financial statements | | |

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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.  I will interact with students several times a week. Students are required to log-in and post on DB on at least 3 different days to get maximum Discussion Board particpation points. During the first 2 weeks of the class, I will send students reminders about posting on Discussion board, as well as homework assignments. Every time I grade students for Discussion Board participation or test, I send e-mails to those who got low score or did not participate in discussion, or missed a test. After each test I post on DB asking students what was hard during the test and provide guidance. |

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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?  Students are required to comment on other students' posts on Discussion Board to get maximum points. Every week when I grade Discussion Board participation, I send feedback to students encouraging them to actively participate on DB if they have not done so. There are 2 projects for this course, and students have a choice of working individually or in groups. Final exam is on campus. |

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| **Assessment of Student Learning** |
| How will you assess learning in this course?  There is a test after each week of studying that test understanding of main concepts. Also, I post various other information (youtube videos, articles) for students to read and comment about what is their takeaway. Sutdents will also receive grades for 2 projects. |
| 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. Tests are based on materials learned in 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, unless questions/answers are posted on DB. |

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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) | As a main tool to learn material. Tests/DB, Grades, etc. |
| Presentations (PowerPoint) | Chapter summary, students will be submitting presentations for Projects |
| Publisher content/websites |  |
| Websites/links (Google Docs) | I post some weblines at times to provide content for the students. Students will be researching additional information based on materials. Also, for their projects they need to find entities that will be doing projects on. |
| Screen recording (Camtasia, Jing) |  |
| Audio (Audacity, iTunes) |  |
| Video (YouTube, EduStream) | Students will be watching youtube videos |
| 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:** **9/12/14** | **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:** |

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