Directions: Complete all sections. Submit the form via email attachment 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 18 - Taxation of Business Entities**  Course Units: **3** Total Contact Hours: **54**  First Semester To Be Offered: **Fall 2015** | Course Delivery Method (check one):  Online (all instruction is online)  Hybrid (instruction occurs both online and on campus)  % online  % on campus |
| Faculty Name: **Nazjit Bhangal**  Have you ever completed the Online/Hybrid Course Proposal process (at Chabot College) for a course and received approval?  yes  no |

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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 18 assists students in acquiring an A.S. in Accounting, an Accounting Technician Certificate, a CPA license, and a CTEC license through fulfillment of educational requirements and sharing of the required technical knowledge. In turn, the acquisition of the aforementioned credentials can possibly open doors to a large amount of part time and full time career opportunities surrounding corporate/business tax offered throughout the Silicon Valley. Additionally, business owners and entrepreneuers can use the knowledge absorbed to arrive at the most advantageous tax situations for their businesses.  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 business tax knowledge while maintaining a full time job. Additionally, students with limitations due to distance or disability can enroll in an online Business 18 course and expand their knowledge of the rules and regulations without leaving 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 faculty experienced teaching online. What are some of the recommendations that may influence your instruction in this course?  This course has not been taught at Chabot College in the recent past; however, my prior experience and the experience of other instructors in the BUS department dictates that clear guidelines and expectations need to be laid out ahead of time in order to avoid miscommunication and confusion in the long run. Consequently, the instructor in this BUS 18 course will include an introductory section which communicates the guidelines and policies for submitting assignments, posting on the discussion boards, grading on locked exams and quizzes, and the functionality/layout of the course's Blackboard site. Furthermore, these guildelines and policies will explain grading of past due assessments, discussion board ettiquete, provide a list of IT resources available (for Blackboard and any other applications used), and encourage an open, honest, and direct course where everyone can contribute and ask questions. In addition, the use of a learning assistant and/or an on campus tutor seems to give the students a sense of comfort in terms of asking questions; therefore, the instructor will be exploring the possibility of having a learning assistant and creating a discussion board forum where students can ask the learning assistant/tutor questions about the material. Additionally, a forum where students can ask the instructor questions and a forum where students can ask their peers questions will be established in order to encourage student to instructor and student to student communication/collaboration. |
| Review your completed proposal with your subdivision colleagues (if required), Please provide a summary of those recommendations:  Colleagues recommended that BUS 1A and BUS 7 be listed as a prequesite to BUS 18 as the expected outcomes of BUS 1A and BUS 7 strongly correlate to the foundation one should possess prior to layering on tax knowledge. This suggestion is extremely critical in ensuring students get the most out of the course as a stong base of financial statement analysis should exist prior to translating book income to taxable income (especially in Corporate taxation). Additionally it was strongly recommended that inventories of the following items be produced:  • Expected outcomes for students taking the course.  • Course content alligned with the expected outcomes for students taking the course.  • Methods of presentation/instruction of the relavent material.  • Expected types of assessments, assignments, and projects. |

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| **Course Content Delivery - Contact Hour or “In-Class” Activities** | | |
| Explain how the instructional contact hours will be implemented for each week of instruction. Contact hours are 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. For example, a 3-unit course typically meets on campus for 54 contact hours of instruction, assessment, discussion, and group activities. Examples can be found at: <http://www.chabotcollege.edu/cool/forms/>. | | |
| **Delivery Mode**  ***(online or***  ***in-person)*** | **Activity and Description**  ***(For hybrid courses, please be sure in include in-person activities)*** | **Contact Hours** |
|  | PowerPoint Presentations/Lectures | 10 |
|  | Group Case Study (analyzing fictional scenarios and completing tax forms accordingly) | 6 |
|  | Discussion Board | 12 |
|  | Quizzes/Exams | 12 |
|  | Conceptual, Theoretical, and Numerical Problems | 8 |
|  | Group Project (analyzing fictional scenarios and completing tax forms accordingly) | 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, explain how students will be expected to spend preparatory hours outside of class, such as reading, writing, studying, preparing assignments/projects/presentations, and other homework.  Examples can be found at: <http://www.chabotcollege.edu/cool/forms/> |
| **Activity and Description** |
| Reading Chapters in Textbook and performing practice problems in textbook |
| Tax Research/Updates/Rules & Regulations on external websites such as www.IRS.gov. |
| Graded Assignments/Ungraded Practice Assignments  Reviewing Class Notes  Collaboartion with Peers for Group Projects |

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| **Nature and Frequency of Student-Instructor Interactions** |
| All courses shall include regular effective contact between students and the instructor. 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.  The instructor will list their cell phone number on the syllabus along with clear guidelines and ettiquite for contact hours in order to promote an open and direct environment more conducive to asking questions and fully understanding the material. The guidelines (listed in an introductory section in Blackboard) will specify two hours a day for two days a week where the students can contact the instructor with any questions. The discussion board will be another critical contributor to the open door policy as a forum will be created where the students can ask the instructor general questions about the course or specific questions about the material. The instructor will respond to all discussion board messages within 24 hours in order to ensure that concerns/questions get addressed in a timely fashion; in turn, this will increase the student's confidence in their instructors willingness to assist them. To aid the students in feeling more comfortable and empowered 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 date. 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 best practices will be applied by the instructor to 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. |

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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 a collaborative, student-centered environment in which a community of learners is created?  An open environment in which effective feedback is exchanged is critical to establishing useful student to student interaction. The first activity in the course would be an icebreaker requiring all students to introduce themselves personally and academically through the discussion board in order to establish bonds and a sense of togetherness amongst the students. Additionally, weekly discussion board assignments will require a student to create his/her own thread on a discussion board topic and also respond to two peers by adding value and contributing to the discussion in a constructive manner. Clear discussion board posting and responding guidelines will be established and published to ensure relavent and effective interaction between students. Also, to promote a collaboartive environment, a discussion board forum will be created for each chapter allowing students to assist each other with the material. In order to incentivize collaboration, two extra credit points will be awared to the first student to offer correct advice in each thread of the aforementioned forum.  In addition, students will be required to interact and collaborate on and off campus during the case studies and group project, which will consist of the students forming teams/pairs to comprehend a fictional scenario and calculate/determine tax liability through the use of tax forms. |

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| **Assessment of Student Learning** |
| What methods of assessments will you use to assess learning in this course?  What strategies do you plan to use to ensure academic integrity in your course?  An assignment per chapter, frequent quizzes, weekly discussions relavent to the material and the midterm/final exams are all assessments to ensure that the students are capturing the material from a theoritical and conceptual standpoint. Just as important as the theorretical/conceptual perspective of tax knowledge is the practical aspect of preparing tax forms using the knowledge gained. To assess the ability of students to apply the knowledge absorbed, group case studies and a group project containing fictional tax scenarios will presented to the students. Subsequently, students will be required to translate these fictional tax scenarios into tax forms.  In order to ensure academic integrity in the course, the instructors will clearly lay out "standards of conduct" and list consequences for misbehavior in the "Course Introduction" section of the Blackboard site. Additionally, exams and quizzes will be set to a reasonable time limit and will need to be completed in one sitting rather than containing the ability to save progress and resume at a later time. |
| 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?  As stated previously, a discussion board forum will be created for each chapter and will serve as an avenue of collaboration and communication between the students. In this aforementioned forum, students will be assisting each other with general queries about the chapter material, specifics from chapter homework assignments, and discussion board brain storming. In order to further encourage the student to student interaction, assisting a peer will be incentivised in the form of two extra credit points. Meanwhile, the weekly assignments and quizzes will prepare the students for the recurring mid-terms and comprehensive final exam.  However, the core objective of the course is to establish a foundation and build on it to the point where practical scenarios can be translated into tax forms. Student will be given the opportunity to work in pairs, small groups or large groups to collaborate and complete the case studies and group projects. Students will need to interact via Blackboard, email, phone, or face to face in order to decipher the practical scenarios given in the case studies and group project convert them into tax forms.    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. Additionally, rubrics will be designed for applicable assignments to establish clear expectations and to guide the instructor in giving accurate and concise feedback. 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 introductory course materials including the course syllabus, course schedule, assignment policies, discussion board posting, and quizz and exam policies. Blackboard will also include registration instructions, login instructions, troubleshooting instructions, and IT support links for any external assignment management system used, i.e., MyItLab and CengageNOW. In addition, Blackboard will be one vehicle for instructor-student and student-student interaction. |
| Presentations (PowerPoint) | A PowerPoint presentation will be used to suppliment each chapter's reading assignment. |
| Publisher content/websites | As an external assignment management system is a preferred method of instruction for this course, a publisher website will need to be used. Additionally, the instructor will take advantage of the instructor resourses created by the publisher in order to facilitate the growth of the students in a more organized fashion. |
| 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, 3CMedia) | YouTube videos will be available in order to provide a practical approach to preparing tax forms and to supplement chapter reading assignments. |
| Web conferencing (CCCConfer) |  |
| Other software (please describe) | The instructor will consider the use of tax software for the case studies and group project if an external assessment management system does not have sufficient exercises involving the completion of tax forms. However, most assignment management systems have the tax forms capability; therefore, external software may not be necessary. |
| **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 enter your name, check the box, and enter today’s date in the appropriate box below. Email your completed proposal to your Division Dean for approval.  **Division** **Dean**: Upon your approval of this proposal, please enter your name, check the box, and enter today’s date in the appropriate box below. Email this proposal to the COOL Co-Chairs.  **2014-2015 COOL Co-Chairs: Wanda Wong and Minta Winsor** | |
| **Faculty (Enter Name):** **Nazjit Bhangal**  **By entering my name above and checking this box, I verify that this proposal accurately reflects my plans for the proposed course.**  **Date:** **10/31/14** | **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:** **11/3/14** |