

Online/Hybrid Course Proposal

Committee On Online Learning (COOL), Chabot College

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Faculty, Course, & Delivery Format Information	
Faculty Name: Stanley Hom Current Faculty Status for Online Teaching/Proposal Approval at Chabot College (Fast Track or New): NEW - This will be my first proposal submitted to the COOL / my first time teaching an online or hybrid course at Chabot College. Instructors in this category will be required to conduct a course demonstration. Date of Initial Proposal Submission: 10/4/2015	Course: BUS 1A, Financial Accounting Units: 4 Delivery Method: Fully (100%) online (If Hybrid: % online) First Semester To Be Offered: Fall 2016

Need/Justification/Benefits to Students
How will the online/hybrid delivery of this course meet student needs? This course is a core Business/Accounting course required for various degree and certificate programs, credit toward qualifying for the CPA exam, and is a transferable course for CSU and UC. This course is currently offered in the classroom, hybrid online, and 100% online. The online format allows accessibility for the growing population of students who, for various reasons, cannot attend regularly scheduled classes and many of whom are interested in completing their program fully online.
Are there learning opportunities made possible in an online or hybrid online course that might not be available in a traditional course? The intent is to offer this accessible course to promote the ability of this demographic of students to complete their educational goals. The current online format at Chabot, using a Learning Management System (Blackboard), allows for the student to benefit from all the dynamic learning aspects of an on-campus course in an accessible format.

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Preliminary Research and Input from Colleagues Colleagues and Administrators

I have consulted with my Division Dean and subdivision colleagues to secure preliminary support for offering this course in online/hybrid format., I have reviewed online teaching resources & tools at <http://www.chabotcollege.edu/cws/onlineteaching/> (includes resources for Blackboard)., I have reviewed "What Distance Education Instructors Need to Know About Library Services" at <http://www.chabotcollege.edu/library/ServicesforDE.asp>.

Develop Proposal and Consult with Colleagues

Consult with faculty who are experienced teaching in online/hybrid delivery, and if required, review your completed proposal with subdivision colleagues to secure preliminary support for offering this course in online/hybrid format.

Comments, feedback & recommendations provided by colleagues:

The full time subdivision colleagues all agreed that they wanted me to complete and submit the BUS-1A online proposal to meet future demands for offering this course online. I have taught this course in the classroom and have already used the textbook and the publisher's rich online learning management and assessment tools (McGraw Hill Connect). The course is taught fairly uniformly among the full time instructors teaching this course and they have shared with me course content, use of Connect and Blackboard Discussion Board, and have reviewed and commented on this online proposal. The comments provided were positive and recommendations were specific to the course content such as use of two Discussion Board forums one for topic question discussion and another for questions about homework assignments/content. I have also worked with Mr. Ruiz this past summer on the development of another 100% online course in the use and formatting of Blackboard to present the course materials online to the students.

Name(s) of faculty with whom you consulted: Norberto Ruiz, Dmitriy Kalyagin, Lynn Klein

Course Content Delivery - Contact Hour or "In-Class" Activities

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. Explain how the instructional contact hours will be implemented for each week of instruction. Please list and describe each activity as well as the contact

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hours for each activity (you may not use all fields). More explanation regarding contact hours can be found at <http://www.chabotcollege.edu/cool/contacthours/> and examples of proposals submitted by faculty can be viewed at <http://www.chabotcollege.edu/cool/proposals/default.asp>.

Delivery Mode	Activity and Description	Contact Hours
online	Reading through written course powerpoint lectures and viewing interactive video and audio presentations complementing the course text book through publisher's Connect online learning and assignment management tool. The powerpoint lectures and Connect site will be accessible and integrated with Blackboard, the current online format at Chabot, allowing for the student to benefit from all the dynamic learning aspects of an on-campus course in an accessible format. These written powerpoint lectures and publisher's interactive presentations will be used to inform students about the different elements of the class, much like an on-campus lecture.	1.25 hours per week
online	Online threaded discussion questions via the Discussion Board. The expectations for each post and response to other student's post will be explained in detail for each forum. Each Discussion Board question post will be graded according to its depth and content. Additionally, a Questions and Problem Help Discussion Board forum will be offered for students to interact with the instructor and other students on questions and help with concepts and assignments.	1.0 hours per week
online	Online assessments that are time allotted single attempt assignment/ activity using the publisher's test bank and assessment materials. These assessments allow for important material to be emphasized and reinforced. It will also assist with evaluation of student progress.	.75 hours per week
online	Publisher's LearnSmart activities and quizzes via Connect. LearnSmart is a self-paced, interactive and adaptive learning system designed to help students measure and monitor their knowledge levels so content can be personalized to student's needs.	1.0 hours per week

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online	Laboratory - Completion of Accounting Cycle Project for Service Corporation. This is a comprehensive manual practice set which allows the student to experience and apply accounting principles learned in the course to a set of transactions that would occur in a service business. The project is designed to cover activities for the complete accounting cycle and includes: Identifying and analyzing business transactions using T-accounts and debits/credits; Journalizing transactions; Posting transactions to the general ledger; Completing a worksheet, including a trial balance and an adjusted trial balance; Recording and analyzing adjusting entries (accruals and deferrals); Recording closing entries; Preparing a post-closing trial balance; and Financial Statement analysis. The student will be provided a packet with instructions, listing of business transactions, and manual templates to perform work. Additional directions will be provided in announcements and also addressed in discussion board questions and problem help.	1.0 hours per week
in-person	N/A	
in-person	N/A	
TOTAL CONTACT HOURS:		87.5 hours

Course Content Delivery - Preparatory or "Outside of Class" (Homework) Activities

(Note: These are NOT part of Contact Hours)

Reading required of textbook chapters each week.

Weekly Chapter Assignments of questions and problems through the publisher's Connect site based on the assigned reading.

Reading of recommended links to recent articles and other resource materials to supplement textbook material.

Nature and Frequency of Student-Instructor Interactions

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Describe the nature & frequency of how you will interact with the entire class and individual students, especially in terms of providing feedback on assignments, interventions when students are at risk of dropping or failing.

The rigorous demands of an online class require that the instructor ensure that students clearly understand the expectations of the course. This starts with a Course Syllabus that provides details to expectations, assignments, and assignment due dates for each week throughout the semester. I will provide additional details through weekly Announcements posted in Blackboard. I also keep the navigation for the course site simple, intuitive, and provide detailed explanations to the class so that students know exactly where to locate and complete the coursework.

Course lectures will be presented in both written and video/audio form, as students can benefit from different learning methods to allow for the most accessible form of learning environment. I will also participate in the weekly Discussion Board forums to help facilitate class discussion.

It is important for an online instructor to remain a link for the student and the campus, despite the online medium of the class. As different college events and resources are announced, I will post this information as additional Announcements. I also email important college announcements directly to students.

If students are at-risk of dropping or failing, I will communicate privately with them via email regarding their status in the course. While students will have access to their grades via the Publisher's website and My Grades area, I will also send emails informing students of missed assignments, posts (which can result in online "absences"). I also can recommend campus resources that could assist in a student's success in the course. And while I am available via email and through the Questions and Problems Help Discussion Forum, I also welcome students to meet with me on-campus where I have a posted office hour or at a mutually agreeable time.

Nature and Frequency of Student-Student Interactions

Describe opportunities in your course for student-to-student interaction, such as discussions, group projects, peer review, and how you will build a collaborative, student-centered environment.

Students will be required to post to Topic Question Discussion Board forum each week. Students will also be required to respond to other student's post to provide constructive feedback and develop camaraderie. This is similar to the method of a class discussion, but

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allows flexible scheduling through the online environment.

I will also include a Questions and Problem Help Discussion forum on the Discussion Board to be used for ad-hoc conversation between students and the instructor. Students are free to interact in a manner similar to the conversations they may have before or after an on-campus class meeting.

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Assessment of Student Learning & Academic Integrity

List and describe the methods of assessments you will use to assess learning in this course.

Online assessments such as LearnSmart quiz questions and other time allotted single attempt assignment/ activity using the publisher's assessment materials and test banks for section exams and final exam. These assessments allow for important material to be emphasized and reinforced and be used to evaluate student progress and learning. Assignment problems and questions will also reinforce understanding of concepts and principles and allow for practice in implementation.

The Discussion Board also serves as a method of evaluation for critical thinking and reading. As the writing in the Discussion Board is reading-based, the student will have to have read and apply critical thinking skills to the topic question in order to respond to the assignment.

Describe the strategies you plan to use to promote academic integrity in your course.

Students will be expected to complete the assignments and quizzes online and will also provide a means to practice what they've learned each week and build up to the section and final exams. Academic integrity will rely on honor system and student personal integrity complemented by assessments that are time allotted, required to be completed in one sitting, and use of algorithmic questions whenever possible. The class follows the standards set in the Student Code of Conduct of the Chabot College Student Handbook and are subject to disciplinary action for violation of that code.

Students will receive instant feedback while completing assignments from the publisher's website. Feedback on assessments/exams will be delayed until after the submission due dates for grading integrity purposes. The feedback will show what the student did and explain what the correct solution to the problem or questions should have been.

Technology and Accessibility

Indicate the technology tools (software, web-based tools, etc.) you plan to use in your course (Examples provided include: Learning Management System (Blackboard), Presentations (examples: PowerPoint, Camtasia, etc.), Audio/Video (Examples: YouTube, 3CMedia, etc.), Web Conferencing (Example: CCCConfer), and Publisher Content (examples: Pearson, Cengage, etc.)

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Learning Management System (Blackboard), Presentations (examples: PowerPoint, Camtasia, etc.), Audio/Video (Examples: YouTube, 3CMedia, etc.), Publisher Content (examples: Pearson, Cengage, etc.)

For the technology tools you have listed above, please describe your plan for utilization in your course.

Using several of the functions of Blackboard, including: Organizing Folders/ items within Content areas into Announcements, Getting Started (detailed course instructions), Online Learning Links, Syllabus, Course Materials (access to Connect for publisher's audio and video presentations, LearnSmart, assignments, assessments plus supplemental outside website links), Powerpoints (chapter powerpoints), and Discussion Board (for weekly topic discussions and ad- hoc questions).

McGraw Connect synced to Blackboard allowing for seamless traveling between the different systems

Links to outside websites will be provided

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).

I acknowledge and have read the above regarding accessibility/accommodations for students with disabilities.

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Verification of Content and Approval

FACULTY:

When you are ready to share your proposal with your Division Dean for review and approval (as well as division colleagues, if required), we suggest sharing/emailing a PDF copy of your proposal (instead of this “live” document) for ease of viewing and approval.

To download a PDF copy:

1. From the menu above, click **File**.
2. Select **Download as**.
3. Select **PDF Document (.pdf)**.

You can then attach the PDF copy to an email and send it to your Division Dean and/or colleagues. Please keep the PDF copy for your records. Approvals will be automatically recorded at the end of this “live” proposal document.

DIVISION DEAN:

In the COOL's continuous efforts to streamline the proposal process, you no longer need to save or email a copy of this proposal form to the chairs.

Instead, please [click on the “Approve” button/link below](#) to be taken to a very short web form to indicate/verify your approval, which also sends a notification to the COOL Chairs.

The record of your approval will automatically be recorded at the end of this document for improved record-keeping on the COOL website. Thank you!



Questions or issues? Please send an email to chabotcollegecool@gmail.com
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Record of Approval, Comments, & Feedback

A record of approval, & comments, & feedback will be automatically recorded directly below

Timestamp	10/9/2015 10:32:42 AM
Name:	Kristin Lima
Division/Department:	Applied Technology and Business
Proposal reviewed:	Online/Hybrid Course Proposal: BUS 1A by Stanley Hom
Approval Selection	I approve this proposal as presented.
Comments (optional):	

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Timestamp	11/8/2015 12:46:49 PM
Reviewer Role	COOL Review Team Member
Proposal Reviewed	BUS 1A by Stanley Hom
Recommendations	
Suggestions	Very good proposal, no changes suggested--K. Olson

Timestamp	11/15/2015 11:59:49 AM
Reviewer Role	COOL Review Team Member
Proposal Reviewed	BUS 1A by Stanley Hom
Recommendations	address minor comments, good proposal
Suggestions	

Timestamp	12/3/2015 6:29:09 AM
Reviewer Role	COOL Review Team Member
Proposal Reviewed	BUS 1A by Stanley Hom
Recommendations	
Suggestions	

Timestamp	12/16/2015 11:53:46 AM
Reviewer Role	COOL Review Team Member
Proposal Reviewed	BUS 1A by Stanley Hom
Recommendations	
Suggestions	

Timestamp	12/16/2015 4:15:27 PM
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Reviewer Role	COOL Chair
Proposal Reviewed	BUS 1A by Stanley Hom
Recommendations	COOL REVIEW TEAM FINAL OUTCOME: Recommend approval.
Suggestions	