

# Online/Hybrid Course Delivery Proposal

## Committee On Online Learning (COOL), Chabot College

**PLEASE READ.** This proposal was created by submitting the [Online/Hybrid Course Proposal form](#) and responses submitted (which you can edit) are in **blue font**. Any changes you make to this Google document are saved automatically. **Please be sure that any changes made to your proposal are done so using this “live” proposal link/document, as this is what the COOL will use to post feedback.** When you are done making changes, simply close the browser tab and/or browser. You can return to this document at any time using the proposal link sent to your email inbox (Learn more: [Google Docs Getting Started Guide](#)).

Faculty, Course, & Delivery Format Information	
Faculty Name: <b>Nazjit Bhangal</b>	Course: <b>BUS 33, Accounting Ethics</b>
Current Faculty Status for Online Teaching/Proposal Approval at Chabot College (Fast Track or New): <b>Fast Track</b>	Units: <b>3</b>
Date of Initial Proposal Submission: <b>4/14/2016</b>	Delivery Method: <b>Fully (100%) Online</b> (If Hybrid: % online)
	First Semester To Be Offered: <b>Spring 2017</b>

Need/Justification/Benefits to Students
<p>How will the online/hybrid delivery of this course meet student needs?</p> <p>As of January 1, 2017, the CPA education requirements dictate that a student is required to complete 10 semester units of Ethics Study in order to sit for the CPA Exam. Within these 10 semester units of Ethics Study, a student is required to take a 3 semester (or 4 quarter) unit course regarding accounting ethics or accountants' professional responsibilities. Students striving to be eligible to sit for the CPA exam can complete this requirement “at an upper division level or higher, unless it was completed at a community college”. With the creation of BUS 33 (Accounting Ethics), students will now have the opportunity to satisfy the updated CPA requirements at Chabot College.</p>
<p>Are there learning opportunities made possible in an online or hybrid online course that might not be available in a traditional course?</p> <p>Due to upcoming changes to the CPA education requirements dictating that students complete 10 semester units in Ethics Study (3 of which should relate to accounting ethics and/or accountants' professional responsibilities), students can use BUS 33 to achieve the required units in accounting ethics in order to sit for the CPA exam. Additionally, BUS 33 can contribute to students earning the following credentials: A.S. in Accounting and a certificate in CPA Exam Preparation. Subsequently, the aforementioned credentials can assist students in being considered for various part time and full time career opportunities in the accounting field.</p>

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More generally, an online course of can provide students with other obligations (children, employment, etc.) an opportunity to fulfill various educational milestones on their own terms. Additionally, students with limitations due to distance or disability can enroll in an online Business 33 course.

## Preliminary Research and Input from Colleagues and Administrators

I have consulted with my Division Dean and discipline colleagues to secure \*preliminary\* support for offering this course in online/hybrid format (note that you will also need to obtain "formal" approval from the Dean and feedback from your discipline colleagues on your completed proposal)., 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:

Most of the faculty mentioned the difficulties involved in organizing/executing a group project in an online course. Additionally, faculty suggested to more thoroughly explain the changes in the CPA requirements on the proposal along with adding the usage of an online collaboration tool (Skype, Go to Meeting, etc.).

Name(s) of faculty with whom you consulted: [Dimitriy Kalyagin](#), [Wanda Wang](#), [Lynn Klein](#), [Jan Novak](#)

## 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,

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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 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	PowerPoint Presentations/Lectures/Multimedia - Students will be required to review PowerPoint presentations and lecture note for each chapter of the textbook. In order to facilitate a more hands-on approach, YouTube videos containing demonstrations and theoretical explanations regarding each chapter will be made available.	16
online	Demonstration of concepts/theory and application of concepts/theory via practice problems/examples from the textbook.	8
online	Discussion Board – Students will be required to address a relevant topic on a weekly basis by providing their thoughts in an organized manner. In addition to providing their own thoughts, students will be required to respond to two peers in a manner which furthers the discussion and adds value to the discussion at hand.	10.5
online	Quizzes/Exams - Theoretical and hands-on assessment of the material covered in each chapter.	12
online	Supplemental hands-on demonstrations of the concepts via multimedia (YouTube and other instructional videos).	6
in-person		
in-person		
<b>TOTAL CONTACT HOURS:</b>		<b>52.5</b>

### Course Content Delivery - Preparatory or “Outside of Class” (Homework) Activities

(Note: These are NOT part of Contact Hours)

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1. Reading Chapters in the textbook.
2. Researching and reviewing publications regarding accounting ethics (IRS Circular 230 and the AICPA Code of Professional Conduct).
3. Graded assignments/Ungraded practice assignments.
4. Reviewing class notes.
5. Collaboration with peers for a group case study (Students will be encouraged to form groups/partnerships while attempting to analyze fictional scenarios using the principles of IRS Circular 230 and the AICPA Code of Professional Conduct. Students will be required to interact via an online collaboration tool (Skype, Adobe Connect, Go to Meeting, etc.), in person, or in other manners to complete the case study.)

### Nature and Frequency of Student-Instructor Interactions

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 instructor will specify two hours a day during two days of the week where the students can contact the instructor with any questions/concerns (office hours). Along with the aforementioned specified hours, 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/emails 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 instructor's willingness to assist them.

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 applicable publications, and exam/quiz reminders.

In addition to the aforementioned items, the following best practices will be applied by the instructor to facilitate an interactive experience: prompt replies to emails, regular monitoring of students' participation in the discussion board, communication via phone, online meeting or

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face to face (if necessary) and continuous updating of grades throughout the semester in order to provide consistent feedback.

## 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.

In order to facilitate student to student interaction immediately as of the start of the course, the first activity in the course will be an icebreaker requiring all students to introduce themselves personally and academically through the discussion board. The goal of this assignment is to establish bonds and a sense of togetherness among the students. Additionally, weekly discussion board assignments will require students to create their 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 relevant and effective interaction between students. Also, to promote a collaborative environment, a discussion board forum will be created for each chapter allowing students to assist each other with the curriculum. In order to incentivize collaboration, two extra credit points will be awarded to the first student to offer suitable assistance to their peers.

In addition, students will be required to interact and collaborate via an online collaboration tool (Skype, Adobe Connect, Go To Meeting, etc.), in person, or in other manners, for a group case study. The case study will require students to form teams and comprehend/analyze fictional scenarios while applying the applicable principles of accounting ethics.

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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.

An assignment per chapter, frequent quizzes, weekly discussions relevant to the material and the midterm/final exams are all assessments to ensure that the students are capturing the material from a theoretical and conceptual standpoint. The practical aspect of accounting ethics will be assessed via a case study involving the application of the principles of accounting ethics to various fictional scenarios. Students will be required to apply the principles of accounting ethics to these fictional scenarios and provide a detailed explanation/write-up for each scenario. For example, given a set of fictional scenarios involving a service provider and a client, students should determine whether the service provider is maintaining independence, integrity, and confidentiality and explain thoroughly in an essay format.

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

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.

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

The Blackboard site will contain all of the introductory course materials including the course syllabus, course schedule, assignment policies, discussion board posting, and quiz and exam policies. Blackboard will also include registration instructions, login instructions,

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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. Additionally, PowerPoint presentations will be used to supplement each chapter's reading assignment.

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 resources created by the publisher in order to facilitate the growth of the students in a more organized fashion.

YouTube videos will be available on the Blackboard site in order to provide a practical/hands-on approach to applying the principles of accounting ethics.

**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), we suggest sharing/emailing a PDF copy of your proposal 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 as needed.

### DIVISION DEAN:

Instructions: 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!



*(Button not working? You may be viewing this document in Outlook "preview" mode. Please close the preview, right-click the file, and click "Open").*

**Questions or issues? Please send an email to [chabotcollegecool@gmail.com](mailto:chabotcollegecool@gmail.com)  
Committee On Online Learning (COOL), Chabot College**

## Record of Approval, Comments, & Feedback

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

<b>Timestamp</b>	5/2/2016 4:54:26 PM
<b>Name</b>	Kristin Lima
<b>Division</b>	Applied Technology & Business
<b>Proposal reviewed</b>	BUS 33 by Nazjit Bhargal
<b>Approval Selection</b>	I approve this proposal as presented.
<b>Comments (optional)</b>	



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<b>Timestamp</b>	5/4/2016 9:39:12 AM
<b>Reviewer Role</b>	COOL Review Team Member
<b>Proposal Reviewed</b>	BUS 33 by Nazjit Bhangal
<b>Recommendations</b>	
<b>Suggestions</b>	

<b>Timestamp</b>	5/8/2016 4:17:45 PM
<b>Reviewer Role</b>	COOL Review Team Member
<b>Proposal Reviewed</b>	BUS 33 by Nazjit Bhangal
<b>Recommendations</b>	
<b>Suggestions</b>	

<b>Timestamp</b>	5/12/2016 12:29:46 PM
<b>Reviewer Role</b>	COOL Review Team Member
<b>Proposal Reviewed</b>	BUS 33 by Nazjit Bhangal
<b>Recommendations</b>	Instructor successfully addressed the areas of concern.
<b>Suggestions</b>	

<b>Timestamp</b>	9/2/2016 1:05:03 PM
<b>Reviewer Role</b>	COOL Chair
<b>Proposal Reviewed</b>	BUS 33 by Nazjit Bhangal
<b>Recommendations</b>	Recommend approval as proposed
<b>Suggestions</b>	