Online/Hybrid Course Delivery Proposal

Committee On Online Learning (COOL), Chabot College

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Faculty, Course, & Delivery Format Information	
Faculty Name: Amber Hatter Current Faculty Status for Online Teaching/Proposal Approval at Chabot College (Fast Track or New): Fast Track Date of Initial Proposal Submission: 9/15/2017	Course: BUS 1A, Financial Accounting Units: 4.00 Units Contact Hours: 87.5 Delivery Method: Fully (100%) Online (If Hybrid: online) First Semester To Be Offered: Spring 2018

Need/Justification/Benefits to Students
What learning opportunities might be made possible by offering THIS particular course in online or hybrid delivery format?   Financial Accounting is a 4-unit transfer level course that has been successful both on campus and online. I am submitting this proposal to give the Business Department more flexibility to continue offering Bus-1A.

Develop Proposal and Consult with Colleagues
Comments, feedback & recommendations provided by colleagues (NOTE: Do not leave this section blank. If the faculty you consulted did not provide any feedback or recommendations, please note that below):   No recommendations at this time.   (**REQUIRED**) Name(s) of faculty with whom you consulted: Dimitriy Kalyagin

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

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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 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	Discussions in Canvas, including student-to-student and student-to-instructor interactions. Each chapter (a total of 12) will have two discussion forums: one will assist students with homework questions and another will focus on specific content items, which will require the students to search the internet, interview with co-workers/managers/small business owners, write business memos per topic assigned, etc. The help discussion boards will not be graded. The content will require a minimum of one main post and three replies to the peers.	27 hours
online	Homework problem discussion, assistance, student-to-student communication. This includes an accounting project that is done broken into teams using team forums. They can communicate with one another using Skype, messenger or the online Canvas chat tab.	15 hours
online	Online assessments: 12 Chapters quizzes, mid-term, and final exam (multiple choice and true-false questions).	22 hours
online	Familiarizing with course interface, reading announcements, email chat room, reviewing Canvas tutorial guide, syllabus, schedule, and taking & submitting a syllabus quiz. In addition, every 3 weeks a Sunday night ½ hour Q&A's session in Canvas chat room with instructor (me) and other students.	3.5 hours
online	Surveys (entrance, mid-term, and evaluation).	2.5 hours
online lab	McGraw-Hill Connect Software items	17.5
in-person		
in-person		
In-person lab		

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TOTAL CONTACT HOURS: (Total Contact Hours According to the Course Outline: 87.5)	87.50 hours

Course Content Delivery - Preparatory or "Outside of Class" (Homework) Activities
(Note: These are NOT part of Contact Hours)

Reading textbooks, research, using a wiki for posting ideas to others in preparation for a group project, reviewing class notes, outside reading of additional texts pertaining to the course subject matter as homework preparation, and preparing an individual part of a group project.

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.

Daily and on weekends, the instructor will be interacting with her students. Students will be responding to the instructor/classmates via the weekly asynchronous discussion board. Announcements will be used to remind students of assignment due dates, drop dates, and withdrawal dates. This will follow with an email to each student bcc. If needed, the instructor will call, chat online, or have a phone conferences with a student. Feedback will be provided in each student's grade columns.

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.

Instruction is asynchronous/online. Each chapter will contain e-lectures (i.e. power point), group and individual assignments, assessments, and discussions. Students are required to reply to at least 2 students in the chapter discussion board every week. Also, students will be put in a group wherein they must create a team charter (template provided), and each member of a team will fill out and submit a team evaluation at the conclusion of a project.

Assessment of Student Learning & Academic Integrity

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

The SLO's (student learning outcomes) for this course will be listed in the course syllabus. The instructor will use rubrics to assess assignments. A variety of tools in Canvas, such as SafeAssign, scrambling of questions, and clocks, are used. Essay items require original answers - application of concept of cases. There are so many assessments that no one assessment can significantly impact a student's final grade. The instructor will assess learning via questions asked in discussion forums, research, and writing assignments. To ensure academic integrity, the instructor will switch things up every semester as well have each student adhere to a statement of academic integrity as stated in the syllabus.

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

In order to promote academic integrity, the instructor will do the following: Scramble questions of graded assessments, time examinations, use algorithmic test questions. Also, she will have time blocks wherein student last names take a test (i.e. A-H from 2-4 pm; I-K from 4-6pm), etc. Include a statement of academic integrity within the course. As for a project (individual or group) each will be assigned a "different" company to analyse.

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.)

Learning Management System (example: Canvas), Presentations (examples: PowerPoint, Camtasia, etc.), Audio/Video (examples: YouTube, 3CMedia, etc.), Publisher Content (examples: Pearson, Cengage, etc.), Excel spreadsheets for accounting;

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

Since this is a fully online course, all technology will be used. Canvas, McGraw-Hill Connect Access Code, multi-media, social media where needed, etc.

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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I acknowledge and have read the above regarding accessibility/accommodations for students with disabilities.
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Record of Approval, Comments, & Feedback

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

Timestamp	11/21/2017 12:21:07 PM
Name	Kristin Lima
Division	Academic Pathways and Student Success
Proposal reviewed	BUS 1A by Amber Hatter
Approval Selection	I approve this proposal as presented.
Comments (optional)	