Online/Hybrid Course Delivery Proposal

Committee On Online Learning (COOL), Chabot College

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Faculty, Course, & Delivery Format Information	
Faculty Name: Nathaniel Rice Current Faculty Status for Online Teaching/Proposal Approval at Chabot College (Fast Track or New): New Date of Initial Proposal Submission: 10/5/2017	Course: CAS 102, INTRODUCTION TO ASSISTIVE TECHNOLOGY Units: 1 Contact Hours: 54 Delivery Method: Hybrid (partially taught online and partially taught in-person) (If Hybrid: 33% 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? Greater accessibility, in both senses of the term, for students to have more ability to complete work on their own schedule. This class is specifically a support class, or a "tools" class as I refer to it, for DSPS students Making it a hybrid class will allow for greater flexibility in scheduling and better accessibility for the students that need it the most.

Develop Proposal and Consult with Colleagues
Comments, feedback & recommendations provided by colleagues (NOTE: If the faculty you consulted did not provide any feedback or recommendations, please note that below): no concerns, just concurring thought that this would be a good alternative for the course (**REQUIRED**) Name(s) of faculty with whom you consulted: Lisa Ulibarri, Linda Phan

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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 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	Working in the program either online or via the installed application, at home or on campus, to practice the topic covered during that week. All the time when the student is logged in and using the program (Kurzweil) is tracked and accessible to the instructor. *The handouts featuring that weeks skill topic will be delivered ahead of time via Canvas, but paper copies will be available in class during the demonstration time as well.* --- *For reference, the program being taught in this class is Kurzweil 3000, which is an accessible technology program with three main functions:* *1) Scan and Read - students scans their textbook, handout, or other material into the computer, and has it read back to them. They control reading speed and voice, background and foreground colors, and several other parameters. There are other tools, such as a built-in dictionary, to also help with reading comprehension.* *2) Highlight/notate and extract - students create a highlighting color scheme (main ideas, supporting ideas, and vocabulary), read the content and highlight, and then extract their notes into an outline format, which helps with essay creation and exam preparation. Student can also add notes directly into the text, mirroring using a physical book, but with the digital benefits of search and extraction.* *3) Writing tools - beyond the outline creation mentioned above, a mind mapping features is also included in the program, to further assist with essay creation.* *Additionally, there are two more tools, one for "filling in the blanks" to be able to complete paper tests Kurzweil, and a*	1 hour per week

	read the web function, to have web pages read to the student. *The purpose of the program is to help student with numerous disabilities (vision, processing, dyslexia, etc), though with the multimodal input of seeing and hearing the text all students could potentially benefit from using Kurzweil as part of their study plan.*	
online	n/a	0
online	n/a	0
online		
online		
online lab		
in-person	Twice weekly 1 hour lab demonstrations of the weekly topic and in-person assistance as the student learns and practices the skills needed to use the Kurzweil program. Each week of the semester focuses on one function of Kurzweil, with demonstration, in-class practice, and the chance receive assistance on problematic concepts or processes. The in-class portions for a hybrid class will focus on demonstration and assistance, with the majority of practice taking place during the online portion. For clarification, the program has two parts to it - an installed program, and a web version that is accessible to the student (with all their work that has been saved to their cloud account) via any internet connected device.	2 hours per week
in-person		
In-person lab		
TOTAL CONTACT HOURS: **(Total Contact Hours According to the Course Outline: 52.5)**		52.5

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

(Note: These are NOT part of Contact Hours)

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Outside class activities include using the study tools learned during that week to assist them in accessing their books and other print materials for other classes. This includes scanning books, listening to books, highlighting books, creating outlines, using the writing and reference tools built into Kurzweil, creating study guides for other courses, and ultimately writing essays using all of the tools in Kurzweil to assist them, from content consumption, to methods of study, to creation of their own responses using a framework created inside of Kurzweil.

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.

As this will be a hybrid course, 2/3 of the class time will be in-person. *This in-person time will be spent 1) doing demonstrations and 2) assisting students with issues they've come across while working in the program on their own.* Students will receive progress reports during the semester to inform them of their progress in terms of homework, attendance, and tracked usage of the software. Additionally, any student seeming to fall behind will be encouraged to spend extra time in the lab, get assistance from lab staff, and/or utilize office hours to better grasp the subject.

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.

During the twice-weekly face-to-face lab times, students will have opportunity to interact with each other, ask questions, and learn as a group. Also, since the DSPS high tech lab and center is open all week, they will have ample opportunity to interact, seek assistance, and receive help. All computers in the DSRC have Kurzweil installed, and so interaction about course topics can happen any time, as many DSPS students spend a lot of their time using computers in the DSRC.

Assessment of Student Learning & Academic Integrity

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

There are weekly assignments to demonstrate knowledge and understanding of each week's

topic, as well as a comprehensive final, which is mandatory to pass the class. Also, there is extensive opportunity for the students to interact with the instructor, seek assistance, and be reviewed. Weekly assignments will assess the level of knowledge and mastery by each student, but the final exam is the main assessment method.

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

This class is a tools class, to support learning for all other classes. There is not really many ways a student could cheat in the class, as assessments are designed to see if the students knows how to use the software, not if they have memorized specific data. I also stress in lectures that knowing how to use the software will support them in all their other classes, so motivation to cheat is at a minimum. Tools such as VeriSite are not applicable to this class. As 2/3 of the class is in person, I can visually verify that students are doing their own work and know how to use the software. Also, the final is open note (there is no book), so everyone is on equal footing and has every possible means to demonstrate that they can effectively use the software. The final is submitted digitally, so I can determine proper understanding of the tools via the way the test has been answered and the tools used, in the digital file.

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.)

Live demonstrations of the software

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

The course is a technology course, every aspect is about using the program effectively.

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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Record of Approval, Comments, & Feedback

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