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| **COURSE ID:** | **ARAB 102** |
| **DEPARTMENT:** | **MODERN LANGUAGES** |
| **SUBMITTED BY:** | **NORI SOGOMONIAN** |
| **DATE SUBMITTED:** | **1/16/2022** |

***For additional resources on completing this form, please visit the DE Website:***

[www.valleycollege.edu/onlinefacultyresources](http://www.valleycollege.edu/onlinefacultyresources)

***Title 5 section 55002 requires all courses, or any portion of a course conducted through distance education include regular effective contact between instructor and student. In addition, the Accrediting Commission for Community and Junior Colleges (ACCJC) requires that Distance Education courses ensure that there is "regular substantive interaction" between instructor and student. SBVC's Distance Education Committee has stipulated that the requirements within Title 5 for "regular effective contact" is functionally equivalent to ACCJC's requirement for "regular substantive interaction."***

***Access and communication are equity issues. This form will clarify how these are being addressed in the online course format.***

1. **Please select the distance education method that describe how the course content will be delivered. These definitions have been pulled from the ASCCC Resolution 09.06 of Spring 2019.**

**Check ALL methods that will be used for offering this course, even if previously approved.**

FO – Fully Online: Instruction involving regular and effective online interaction that takes place synchronously or asynchronously and is supported by online materials and activities delivered through the college's learning management system and using other required materials. All approved instructional contact hours, including online proctored assessments, are delivered through these online interactions. No in-person assessments are required.

PO – Partially Online: Instruction involving regular and effective online interaction for some portion of the approved contact hours that takes place synchronously or asynchronously and is supported by materials and activities delivered in person and online through the college's learning management system, and through the use of other required materials. This would include periodic synchronously scheduled meetings for lecture, lab or testing where the instructor and student are together. Any portion of a class that is delivered online must follow a separate approval process. The approved online portion must meet the regular and effective contact regulation. The class schedule indicates when and where the in-person meetings occur and how many hours are to be completed online. Any scheduled or synchronous online meetings should also be included in the schedule of courses.

OPA – Online with In-Person Proctored Assessments: Instruction involving regular and effective online interaction in which all instruction takes place synchronously or asynchronously and is supported by online materials and activities delivered through the college's learning management system, with in-person proctored assessments. All assessments are offered at approved locations proximal to the student and over a designated range of dates and times. No activities or assessments may be scheduled at a designated time or location.

1. **In what way will this course, being offered in distance education format, meet the needs of the campus?**

**(Ex: Student Access, Campus Strategic Plan, Campus Mission Statement, Online Education Initiative (OEI), Student Equity, Student Needs). Please be specific.**

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| The course meets the Student Access initiative by providing an alternative delivery method for students with obstacles meeting face-to-face; The course offered in DE format aligns with the college mission as both an alternative method and culturally diverse content. The course in an online format addresses student equity because it allows more students challenged by meeting face-to-face to take a sequential course on-line thus making progress toward fulfilling their graduation, transfer, GE requirements. Additional delivery method allows students a greater opportunity to fulfill the requirements. |

1. **If OPA is marked above, indicate how proctored exams and assessments will be conducted.**

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| Proctored exams will be conducted in a college classroom on a pre-determined date and time with the instructor of record present to administer the exam including any written and oral portion of the exam. |

1. **How will the design of this course address student accessibility? Are you including any of the following?**

Captioned Videos

Transcripts for Audio Files

Alternative Text for Graphics

Formatted Headings

Other – If other, please explain.

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1. **Provide a specific example of how the instructor will provide synchronous office hours for distance education students? (Ex: Online Conference Tool, Cranium Classroom, Zoom, Pisces, Skype, etc.)**

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| The instructor may hold synchronous office hour sessions using via Zoom. The instructor may also incorporate Canvas tools such as discussion boards or Pronto to communicate with students synchronously. Both pronto and Zoom have audio and video capability. The instructor may use the telephone to call students if necessary. |

1. **Provide a specific example of how this course’s design ensures regular and effective *instructor-student* contact? (Ex: Threaded discussion forums, weekly announcements, instructor prepared materials, posting video and audio files, timely feedback on exams and projects, synchronous online office hours, synchronous online meetings, synchronous online lectures, etc.)**

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| The instructor will make full use of Modules in Canvas providing students with weekly work including readings, assignments, quizzes and exams. The instructor may post threaded discussion forums asking students to incorporate material from the lessons and also to interact with one or more students in the thread. Announcements will be used along with email to communicate updated assignments and reminders to students. The instructor may record within Canvas and Zoom or Pronto and make videos available to students within Canvas shells. The instructor will use the speed grading features in Canvas to provide feedback to students and post scores in a timely manner so students are able to see their progress in the course. |

<https://www.valleycollege.edu/online-classes/faculty-resources/reg-effective-contact.php>

1. **Provide a specific example of how this course will ensure regular and effective *student-student* contact?**

**(Ex: Threaded discussion forums, assigned group projects, threaded discussions, peer-to-peer feedback, synchronous online meetings, etc.)**

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| Regular and effective *Student-Student* contact may be achieved in the following ways: integrated external CMS (Course Management System) provided within Canvas where students complete Partner Chats; Integrated SI Leader in the classroom working in small groups with students; ConferZoom breakout rooms where students work in small groups or pairs on assignments; participation in threaded discussions with one or more classmate, peer-to-peer feedback within Canvas on writing assignments including compositions and presentations. The instructor may also create student work groups within Canvas to complete certain interactive assignments. Last, FlipGrid or Studio may also be used for student-Student interaction. |

<https://www.valleycollege.edu/online-classes/faculty-resources/reg-effective-contact.php>

1. **Describe what students in this online version of the course will do in a typical week on this class. Include the process starting after initial log in.**

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| Students will receive a Welcome letter and information about the course, syllabus, textbook and technical equipment. Students will be provided with campus resources and faculty contact information, office hours and the best way to contact instructor. Students will begin lessons per posted and published Modules and Assignments contained in the modules. Students will be provided detailed information in the syllabus and in the module about the weekly assignments. Faculty will post videos, conduct Zoom office hours and discussions as well as relevant textbook pages to read and videos to watch. Assessments may be provided within Canvas or course related CMS. The Announcement feature in Canvas will be used for reminders and updates. |

1. **Provide a sample statement that could be included in the syllabus for this course that communicates to students the frequency and timeliness of instructor-initiated contact and student feedback.**

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| The instructor will communicate with students on a weekly basis through Canvas Announcements, Modules and Assignments and email. Students may ask questions at any time during the week by emailing the instructor and the instructor will respond to student inquiries within 24 hours Monday-Friday and 48 hours on weekends. |

1. **How will you design and deliver your course to ensure disproportionately impacted students are reflected in your course content, and what communication methods do you plan to employ to ensure they remain engaged and succeed in your course with full access to all course materials and tools?**

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| When delivering content for language classes, both culture and linguistic phenomenon are addressed with the intention of establishing mutual respect. Students are invited to compare and contrast their personal customs and language use in a way to make connections between two or more cultures and communication styles. Family traditions and customs are also shared so students can see how their lives may be similar to or different from those speakers of other languages. Emphasis will be placed on appreciating ones’ own tradition as well as learning those of another group with the goal of broadening students’ global perspectives and seeing how they can interact with speakers of other languages confidently sharing who they are. As students increase their vocabulary and grammar, they will get to respond in the target language about themselves and contribute their uniqueness to class discussions whether via Zoom or in Discussion threads. Students will be provided constructive feedback and standards of evaluation will be clarified for them. Communication will be via Zoom videos and Canvas features such as Studio and audio recordings. Students will be provided video prompts of significant, cultural figures and be asked to provide their reflections on what they saw. The instructor will send weekly email communication, announcements and relevant updates on assignments for the course. |

1. **Does this course include lab hours?**  No  Yes – If yes, how are you going to accommodate the typical face to face activities in an online environment?

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1. **How will you accommodate the SLO and Course Objectives in an online environment?**

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| SLO and Course Objectives for this course could be met among the following ways:  A) Exams and quizzes will be taken either within Canvas or an integrated external CMS.  B) Student presentation will either be recorded and uploaded or presented during Zoom meetings synchronously. Audio and video input are required.  C) Cultural assignments, presentations and readings will be completed as out-of-class assignments and in-class. Demonstration of cultural competence may be done through written papers, presentations, class discussions (online or via conferencing) or exams. Video presentations will be made available to provide students with exposure to language and culture. |

1. **Are modifications needed to SLOs or Course Objectives in order to teach this course in the online modality?**

**No  Yes –** If yes, please explain the changes needed.

*(It is advised that if you are changing course content or objectives that you speak with the Curriculum Co-Chair or Articulation Officer for guidance moving forward)*

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**To be completed by a member of the Curriculum Committee Review Team:**

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| **CURRICULUM CHAIR REVIEWED:** |  | **YES  NO** |
| **DE REVIEW:** |  | **YES  NO** |
| **CURRICULUM COMMITTEE DIVISION REPRESENTATIVE REVIEWED:** |  | **YES  NO** |