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| **COURSE ID:** | **CIT 090** |
| **DEPARTMENT:** | **CIT/CS** |
| **SUBMITTED BY:** | **Reginald Metu** |
| **DATE SUBMITTED:** | **01/18/22** |

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

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| N/A |

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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| **Instructor will typically schedule office hours Weekly via zoom.** |

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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| I will schedule a weekly Zoom meeting with the links communicated to the students each week. I will publish weekly virtual office hours in Zoom and will email students the time and days I will be available. I will respond to the student email within 24 hours. I will maintain a zoom office each with published times and how students can connect and meet with me during the zoom office hours. |

<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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| I will provide a discussion board area for the students in Canvas in topic pertinent to the course of study. Students will have the opportunity to comment on each other’s postings and will be encouraged to provide helpful suggestions and advice to each other. I may also utilize zoom group meeting features where students can be grouped into smaller groups to solve real-time problems in their subgroups in the Zoom class. |

<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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| My students will access Canvas daily, read weekly activity notes from the instructor, which outlines all the activities. Students will note scheduled Zoom lecture times for the week, and students will complete labs and assignments on canvas. Students will respond to discussion topics and comment on their peer responses. Students will ask questions pertinent to the topic covered during and after zoom class meetings in my CIT 090. |

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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| All communication between students and the instructor will go through the Canvas Messenger, zoom chat, and through Valley College assigned email. I will respect student opinion and their rights to be had, and students will have the chance to express themselves and ask question while the lecture is going on in zoom. I will provide students with feedback on any assignment submitted within 24 hours. students will be able to view your feedback in Canvas, by clicking the Grade link, or Assignment link. |

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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| My students will access Canvas daily, read weekly activity notes from the instructor, which outlines all the activities. Students will note scheduled Zoom lecture times for the week, and students will complete labs and assignments on canvas. Students will respond to discussion topics and comment on their peer responses. Students will ask questions pertinent to the topic covered during and after zoom class meetings in my CIT 090. I will create a class environment where every student feels comfortable to express there contribute and ask relevant question about any topic in the class. |

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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| **Lab is embedded in the lecture. Instructor will designate time to demonstrate the labs to student. Then students will have time to practice on the lab and completed assigned projects based on the lab.** |

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

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| **Statement about SLO will be added to the course syllabus. Each student will be accessed at the end of the class.**  **Course objectives will also be included in the syllabus and communicated clearly to the students.** |

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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| **N/A** |

**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** |