San Bernardino Valley College

DISTANCE EDUCATION ADDENDUM

COURSE ID:	**CD 111 (2-Unit Lecture, 1-Unit Lab)**
DEPARTMENT:	**Child Development**
SUBMITTED BY:	**Kathy Adams**
DATE SUBMITTED:	**May 26, 2020**

For additional resources on completing this form, please visit the DE Website:
www.valleycollege.edu/onlinefacultyresources

1. **Please select the distance education method that describe how the course content will be delivered.**
   Check ALL methods that will be used for offering this course, even if previously approved.

   ☒ FO – Fully Online
   ☒ PO – Partially Online
   ☐ OPA – Online with In-Person Proctored Assessments
   ☐ FOMA – Fully Online with Mutual Agreement

2. **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.

   By offering this course as either fully online or partially online format, the Child Development Department (CDD) is offering more **access** to students who cannot physically attend the class. Offering this course online or partially online will support the strategic plan and the SBVC Mission statement by providing opportunities to "a diverse community of learners." This course is required in the Child Development AA Degree and Early Childhood Education AS-T Degree as well as many of the CD Certificates. Offering this course through distance education (DE) will help encourage increased **access** to university transfer and certificate completion leading to work, which is a major goal of the SBVC Student Equity Plan.

   The guidelines for the Online Education Initiative (OEI) Rubric are followed for the lecture and lab components of the course.

   When offered as a partially online course, students can complete the lecture online with instructor-student contact and student-student contact, and the 1-unit lab in a classroom placement with children.

   When offered as a fully online course, the lab is completed using an online lab component in which students will complete laboratory modules in Canvas. These modules will include watching captioned videos of children, & completing the documentation & assessments using the captioned videos throughout the Canvas modules. Attendance & time spent in labs will be recorded in Canvas. The instructor will outline all requirements for completing lab hours & lab work within the orientation unit to the lab module.

   Lab time will be monitored through online attendance on Canvas, including time spent watching captioned videos and time spent creating written documentation on Canvas. The course will use captioned videos from the Early Ed Alliance, which was developed through a grant from Bill & Melinda Gates. Captioned videos from Head start & Sim School will also be used.

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3. **Will this course require proctored exams?**
   ☒ No
   ☐ Yes - If yes, how?

4. **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.

   - Captioned videos are used within Canvas pages throughout the lecture portion of the course when the course is offered in a partially online course.
   - When offered as a fully online course, each weekly lab module includes captioned videos of children for weekly lab assignments.
   - All videos will be screened for captioning before they are used.
   - When audio files are used, transcripts are included.
   - Alternative text is used for graphics in Canvas pages & in assignments.
   - All pages have formatted headings and will be double checked for accessibility before students have access to the course.
   - Other documents such as the syllabus, accompanying Word documents or PDF's files are assessed for accessibility and reformatted for accessibility when offered in a partially online or fully online format.
   - Appropriate text colors will be used for accessibility.
   - All pages will check for appropriate use of color in the Canvas accessibility checker.
   - Each page will be checked for accessibility by using the Canvas accessibility checker.

5. **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.)**

   The instructor will hold regular weekly office hours on Confer Zoom for this course. During specified Zoom office hours each week, the instructor will have Zoom open on the computer and welcome students into Zoom for meetings. General instructions for joining to office hours will be described in weekly announcements & in weekly units on Canvas pages. Confer Zoom office hours will be listed in the course syllabus. The link to the Zoom office hours & instructions for joining the Zoom office hours will be sent to students in announcements and listed in Canvas. Students may enter the office hours as needed. In addition to weekly Zoom Office hours, the instructor can schedule individual Zoom meetings as needed.

6. **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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This course is designed to ensure regular and effective instructor-student contact.   Communication is critical to success in this course. Here are some of the ways the instructor will ensure regular & effective instructor-student contact:

- The instructor will send **weekly** announcements to the students to introduce the upcoming weeks work. These announcements may also include video or audio files. Students will be able to respond to the announcements in case they have questions and the instructor can respond with answers to questions.
- There are **weekly** captioned video files from the instructor in the **lab assignments** to help students know what to do.
- There are instructor prepared materials inside each **weekly** module on Canvas.
- There are instructor prepared materials in the **weekly** lab modules.
- The instructor will check the Q &A discussion board **weekly** to make sure questions are being answered and respond to any questions or concerns as needed.
- The instructor will send students messages through the Canvas Inbox **within 24-48 hours after receiving a message.**
- The instructor will also respond to messages of students through email, the Canvas Inbox **within 24-48** hours etc.
- There will be **weekly** threaded discussion forums and the instructor will provide **weekly f**eedback through Canvas rubrics.
- The instructors will post video lectures and messages to students depending on the assignment.
- The instructors may post audio or written feedback to students weekly on assignments.
- The instructor may call the student or respond to a call by email **within 24-48 hours**.
- The instructor may email the student or contact the student through the Canvas Inbox.
- The student may email the instructor and the instructor will respond **within 24-48 hours**.
- The instructor may submit **weekly direct feedback** on individual responses to questions though Canvas.
- The instructor may submit direct feedback to the student regarding an assignment **within a week.**
- Students and instructor may text each other after phone contact information is shared.
- The instructor will have **weekly** Zoom office hours.
- The instructor will schedule **weekly** Zoom meeting in the lab modules which *may* be attended synchronously *or* taped and watched asynchronously to count for students lab hours.
- The instructor will provide feedback on assignments in a reasonable **amount of time (within 1 week)**.
- The instructor provides feedback using the Canvas rubrics for assignments **within one week after submission.**

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

7. **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, Notebowl, peer-to-peer feedback, synchronous online meetings, etc.)

In this course, students have **small group and large group threaded discussions on related to the textbook chapters & assignment within the weekly lessons**. Also:

- There is a Q & A discussion board in which students may share ideas with one another or answer questions about the course at any time during the semester.

- There are **weekly large group or small group** threaded discussions related to the observation and assessment videos when offered in both partially online and fully online.
- There are **weekly assignments** which require some student-to-student interaction including choices like:
  - Posting a project to Flip Grid for peer review.
  - Small group assignment projects to review assessment types such as the Desired Results Development Profiles & give each other peer feedback.
  - When offered as a fully online course, students have small group lab assignments, in which students must share child assessment information & interact to practice giving feedback to parents about individual child assessments.
  - Discussion boards where students must discuss & critique each other's documentation will be used.

8. **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.**

- The student will log into the course home page which will include a link to the Module page with the weekly lessons where the course learning units are available.
- The student will select the appropriate Learning Unit in Modules and then access the resources and assignments.
- Available from a standardized Learn Unit/lesson Page will be the following:
  a. Instructor's overview of the unit – which will include all directions for the unit/lesson
  b. Students will review the objectives & SLOs which apply to each unit
  c. Lecture information- information prepared by the instructor
  d. The reading resources and additional resources
  e. Videos or audio resources for the unit
  f. Complete weekly assignments for the units for points including some of the following:
    1. Small group or large group threaded discussion,
    2. Quizzes on weekly content,
    3. Video or audio review,
    4. Instructor prepared materials
    5. Individual or group assignments or projects related to the material,
    6. Peer feedback on projects or assignments,
    7. Major projects etc.
  G. Lab component for **partially online** class: In the partially online format, students will complete lab hours & assignments in an approved CD program & will submit the lab assignments on Canvas for each observation & assessment type in the ECE lab with children. Students will follow all the guidelines for working in the ECE lab and all directions for each assignment will be clearly listed in the lab section for the class in Canvas.

  H. Lab Component for **Fully Online** class: When offered as a fully online course, students must check in for attendance in the lab on Canvas. The hours students spend in the lab will be monitored for the time they spend viewing videos & writing documentation for assignments. The instructor will closely monitor the lab & provide students with feedback. In the separate lab modules in the course, students view captioned videos for each observation & assessment method. Students will

view the captioned videos of children & then complete lab work on each technique required in the course using the methods & tools. Documentation will be shared in the threaded discussion, on FlipGrid & through peer reviewed assignments in Canvas.

9. **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.**

I look forward to communicating with you during the semester and I believe that good communication between instructor and student and between students and other students is a key to your success in the course.

- I will send weekly announcements to you letting you know what to expect in the class each week. I encourage you to respond to the announcements & ask questions.
- I will have regular office hours and I look forward to interacting with you during weekly Zoom office hours.
- I will respond to your communications within 24-48 hours. Typically, I will respond within 24 hours, but sometimes it will take a little longer. Please note that I do not always respond to emails or calls on weekends.
- Canvas Inbox or Email: I prefer students to contact me by using the Canvas Inbox or email at kadams@valleycollege.edu. I answer emails more quickly than telephone calls. I will do my best to respond to your emails within 24 hours during the regular week, but on weekends I may not be available.   Please allow 24 hours for a response Monday through Thursday.   Friday emails may not be returned until the following Monday, although I usually respond over the weekend. As I stated earlier, during normal circumstances, I will do my best to answer your emails within 24 hours (except on the weekends).
- Telephone: My office telephone number is: 909-384-8549 or my cell which is: 626-482-8319. You can call me during my posted office hours or text me on my cell phone to schedule a time to talk. If you have an emergency or you need to speak with me regarding a sensitive matter, which is difficult to discuss in an email, please send me an email or text with your telephone number and I will call you back within 24-48 hours (again except on weekends).
- I am available through phone, FaceTime, text or Zoom during regular office hours or by appointment. Please send me a message through the Canvas Inbox with your number and available times, and we can set up a time to telephone, FaceTime, Skype or text.
- I do my best to grade assignments within one week after a submission. I may grade an assignment the day after it has been submitted or one week after it has been submitted, depending on the grading load that week. There may be a heavy load one week which may set me back, but I do my best to give you feedback within 1 week on Canvas.   I will use the grading rubric as feedback in most assignments. Please read the feedback in Canvas to make sure you are on track.

10. **Provide a specific example of how regular and effective student-student interaction may occur in this online course.**

Discussion boards where students must discuss & critique each other's documentation will be used. Examples from Question #7 above are repeated below & will be used to ensure regular and effective student-to-student interaction may occur. Also included here is a specific example of an assignment showing student-to-student interaction in the lab portion of the online course.

In this course, students have **small group and large group threaded discussions on related to the textbook chapters & assignment within the weekly lessons**. Also:

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- There is a Q & A discussion board in which students may share ideas with one another or answer questions about the course at any time during the semester.
- There are **weekly large group or small group** threaded discussions related to the observation and assessment videos when offered in both partially online and fully online.
- There are **weekly assignments** which require some student-to-student interaction including choices like:
  - Posting a project to Flip Grid for peer review.
  - Small group assignment projects to review assessment types such as the Desired Results Development Profiles & give each other peer feedback.
  - When offered as a fully online course, students have small group lab assignments, in which students must share child assessment information & interact to practice giving feedback to parents about individual child assessments.
- Discussions about accuracy of assessment ratings & communication with parents is important. **This is a sample assignment** using a discussion board for the Desired Results Developmental Profiles. Please see a summarized version of the assignment below:
  - **DRDP Discussion**: Instructions to students: Use the rubric provided and follow the instructions for the assessment before beginning the discussion. Then follow the steps below to discuss your assessment with your peers. You will make 1 post by Thursday at 11:59 and 2 replies by Sunday at 11:59 p.m. You will use what you learn from this discussion to improve your assignment before your final submission:
  - Follow the steps below to make your **Initial post by Thursday at 11:59 p.m.**:
    - Step 1: After watching videos on a specific child, assess the child's level on one measure on the DRDP 2015.   Include the name and measure number.
    - Step 2: List the Assessment Level providing a clear rationale for choosing the level.
    - Step 3: Include an explanation to parents for their child's level, using clear examples, a positive tone & parent friendly language (see the Canvas rubric).
  - Follow the steps below to make **2 replies to students** by Sunday at 11:59 p.m.
    - Step 1: Based on the DRDP level & rationale, do you agree or disagree with the assessment level your peer has chosen? Discuss & explain to your fellow student your reasoning using examples. Remember to use the DRDP name and level in your reply, and be specific with your explanation using the rubric.
    - Step 2: Assess the student's skill at presenting sensitive assessment information to a parent using the rubric.
    - Step 3: Using the student's feedback, make any necessary corrections in your assignment and submit your Assignment to the DRDP Lab Assignment.

11. **Provide a specific example of how regular and effective instructor-student interaction may occur in this online course.**

Each week, the instructor will:
- Send an announcement including an overview of activities for the week including lab work
- Provide a video lecture or detailed instructions with objectives and SLOs in the overview page
- Provide instructor generated materials to supplement the readings
- Provide feedback to students on the weekly discussion board
- Communicate to students through a captioned video lecture in the weekly lab

- Give written feedback on lecture & lab assignments
- Give students feedback about attendance by sending messages through the Canvas Inbox.
- Check the Q & A Discussion and give feedback to students about questions on the discussion board or individually
- Send messages and respond to students' messages through the Canvas Inbox
- Hold regular Confer Zoom Office hours
- Use rubrics to give feedback.
- Give specific detailed feedback related to lab assignments

Here is an example of detailed feedback the instructor will need to provide a student who did not submit an Anecdotal Record using the correct technique:

- Example: **Lab Assignment #2 Anecdotal Records**:
  If a student submits the assignment which does not meet the rubric, the instructor can show this in the Canvas rubric and then write the following in the student feedback:

  "I can see that you wrote a summary of the Alia's outdoor activity in **Lab Assignment #2 Anecdotal Records.** Good job turning the assignment in on time. For this assignment, instead of a summary, you will need to *describe* the child's actions using descriptive language. What did the child do? What did she say? Please resubmit this assignment describing the child's actions and words. Use quotation marks for the exact quotes. For example, Alia shivered and then said, "I am cold." Instead of writing: Alia was cold. Please review the rubric, make the corrections & resubmit this assignment for a higher score. If you have any questions, please send me a message to set up a meeting. Thank you."

12. **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?

In the fully online class, there are new laboratory modules each week, with detailed directions about how to observe and document children through video using each of the methods & tools listed below.   The videos within the modules come from a variety of sources including the Early Ed Alliance (supported from a grant from Bill & Melinda Gates), Head Start & Sim School.

When offered as a fully online course, students must check in with attendance in the lab & communicate with peers and the instructor in a weekly discussion board. Lab time is recorded on Canvas when working on written lab assignments & watching videos.

All students will watch the instructor's weekly video lecture regarding lab assignments. In the separate lab modules of the course, there are captioned videos for each observation & assessment type. Students view the captioned videos of children of different ages & then complete lab work on each technique & tool required in the course.

Students will observe and document for each of the following methods & tools listed in the course outline:
1. Early Childhood Environment Rating Scale-Revised
2. Desired Results Developmental Profile (DRDP)
3. Class List Logs
4. Anecdotal Records

5. Running Records
6. Checklists
7. Event Sampling
8. Time Sample
9. Frequency Count
10. Work Samples

There are synchronous office hours available each week to support the students with the lab and there are **optional** synchronous meetings for all students who wish to attend. The synchronous videos are taped and posted asynchronous viewing at a convenient time.

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

Please see the SLO's for CD 111 below. Our CD colleagues across the State have agreed that this course & lab can be effectively taught in an online format. All SLO's & objectives can be met using a fully online or partially online format.

Course SLO's for CD 111:

A. Evaluate the characteristics, strengths, limitations, and applications of contemporary observation and assessment tools
   - **Each assessment tool is evaluated and is regularly assessed on weekly quizzes & exams** for all formats of this course, hybrid & fully online.
B. Complete systematic observations and assessments using a variety of data collection methods to inform environment design, interactions, and curriculum
   - In the partially online course (hybrid), students will complete the observation hours at the CD Center or in approved placement sites.
   - **In the fully online course,** students will complete the systematic observations and assessments in the online lab component on Canvas, **using videos from the Early Ed Alliance and the California Department of Education & others. All observations & assessment methods will be used as in the partially online class in the video format.**
C. Explain the role of partnerships with families and other professionals in utilizing interpretations of observational and assessment data
   - This SLO can be met **by using peer to peer discussions, such as the example used in question #10 above,** and checked for understanding **using written exams or assignments** in the hybrid & fully online formats**.**

The SLO's and course objectives are built into every unit in the course in the Lesson Overview at the beginning of each lesson and in each assignment. For the lab, students will be able to view videos of children to make observations and assessments of children as they would in a face-to-face environment to meet all SLOs and course objectives. All lecture & laboratory content will be covered.

All course objectives can be met in a partially online or fully online format. No modifications to the course need to be made.

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a. **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.)

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

CURRICULUM CHAIR REVIEWED:		☐ YES ☐ NO
DE REVIEW:		☐ YES ☐ NO
CURRICULUM COMMITTEE DIVISION REPRESENTATIVE REVIEWED:		☐ YES ☐ NO

Notes:

The DE Addendum is very detailed and completely answers all questions as requested. Ready for approval.