San Bernardino Valley College
DISTANCE EDUCATION ADDENDUM

COURSE ID:	**CD 130**
DEPARTMENT:	**Child Development**
SUBMITTED BY:	**Denise Knight**
DATE SUBMITTED:	**June 15, 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.

   > This course explores the importance of music and movement in the development of children ages two through eight. Because children's physical and motor maturation influences all other aspects of development this course focuses on planning for motor skill progression though creative and teacher-guided movement. There is equal emphasis on developmentally appropriate musical activities and on rhythmic experiences with musical instruments and creative props.
   >
   > By offering this course in either a fully or partially online format, the Child Development Department (CDD) can increase **access** to those 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 offered in three of the eight Child Development Certificates as well as the AA degree in Child Development. 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) are followed for the course. Both formats include assignments organized in a series of modules. These modules include assignments requiring students to watch captioned videos of child development teachers implementing age appropriate music and movement activities with children in early childhood educational settings. Students will identify the teachers' role in early childhood program, including planning, implementing and evaluating activities and environments throughout the weekly modules. There are clear procedures for online attendance, participation and instructor supervision to meet the time and activity requirements for the course. When offered in a partially online format the course requires students to complete the assignments identified in each module and participate in an online lecture with instructor-student and student-student contact. When the module requires the presentation of a lesson plan activity the student will demonstrate the activity during the regularly scheduled face-to-face meeting. When offered in a fully online format, students will complete the lecture online with instructor-student and student-student contact and present their activity plans using an online component ie. (Zoom).

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.

- When offered as a fully online course, each weekly module includes captioned videos of child development teachers implementing developmentally appropriate music and movement activities as well as utilizing appropriate musical props in early childhood educational settings both indoor and outside. The students will identify the activities the teacher is facilitating and its developmental appropriateness.
- All pages have formatted headings and will be double checked for accessibility before students have access to the course.
- Captioned videos are used within Canvas pages throughout the lecture portion of the course when the course is offered in a partially online format.
- 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 and in assignments.
- Other documents such as the syllabus, accompanying Word documents or PDF's files are evaluated for accessibility and reformatted for accessibility when offered in a partially or fully online format.

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 utilize Zoom to conduct regularly scheduled office hours on a weekly basis. During the specified Zoom office hours, the instructor will have Zoom open on the computer and welcome students into Zoom for instructor-student meetings. When necessary (in the event the student wants to discuss their grade or any confidential information) the Zoom office hours will take place in breakout rooms. General instructions will be listed in weekly modules on Canvas. Zoom office hours will be listed in the course syllabus, weekly modules, and in weekly Canvas Announcements. Specific instructions for joining the Zoom office hours will be sent to students in weekly announcements. Students may enter the office hours as needed. When a student cannot attend regularly scheduled Zoom office hours, the instructor can schedule individual Zoom meetings.

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.)**

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

- At the beginning of each week the instructor will post an announcement informing students of upcoming assignments. These announcements may also include video or audio files.
- Students will be able to respond to the announcements. In the event they have questions the instructor can respond with answers to their questions.
- Captioned video files may be provided in each module to assist students in understanding the assignment.
- The modules may also contain instructor prepared materials.
- Students are encouraged to ask questions utilizing the discussion board. These questions may be directed to either the instructor or fellow students.
- The instructor will utilize the Canvas Inbox to send students messages when they appear to be struggling or are failing to attend.
- Instructors will also utilize Starfish if attendance and weekly engagement are lacking.
- The instructor will respond to student messages through email, the Canvas Inbox, text etc.
- There will be threaded discussion forums.
- The instructors may post video and audio lectures and messages to students.
- The instructors may post audio or written feedback to students on assignments.
- The instructor may call the student.
- The instructor may submit direct feedback to individual students though Canvas.
- The instructor may submit direct feedback to the student regarding the assignment or quiz on Canvas.
- The instructor will have regularly scheduled Zoom office hours.
- The instructor will provide feedback on assignments in a reasonable amount of time (within 24-48 hours).
- The instructor will provide an assignment rubric to assist students in evaluating their assignments before 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, Note bowl, peer-to-peer feedback, synchronous online meetings, etc.)**

> In this course, students will have small and large group threaded discussions on course related assignment including chapter related readings:
> - There is a question and answer discussion in which students may share ideas with one another or answer questions about the course.
> - There are regular large group discussions in the Discussion Boards related to the developmentally appropriate practices and activity videos when offered in both partially and fully online formats.
> - When offered as a fully online course, students will have small group assignments, in which students must plan, prepare and present an activity that provides a learning experience list in the DRDP or in the curriculum areas music and movement and how they relate to visual and performing arts, literature, math, science and language development.
> - When the course is offered in a fully online format, peer-to-peer constructive feedback is provided when students peer review each others activity lesson plans using the provided rubric.

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.**

> - At the beginning of each week students will receive an Announcement describing the weeks assignments, Zoom office hours, and any additional information relevant to that week's work.
> - Students will select the Module link and proceed to the appropriate learning Module and review the instructions for that week
> - The Module Instructions include an inspirational quote, an overview of the week's assignments, weekly objectives, SLOs if assigned to that module and a reminder of Zoom office hours.
> - Module assignments include but are not limited to the following:
>   a. Chapter lecture/ instructor prepared materials
>   b. Chapter readings
>   c. Chapter quizzes
>   d. Reading and additional resources
>   e. Videos or audio resources for the unit (there are video lectures for each curriculum area from the instructor. Students will also view the captioned developmentally appropriate curriculum videos which is required in the course.
>   f. Small group/large group threaded discussion
>   g. Individual or group assignments or projects related to the course content,
>   h. Peer feedback on projects or assignments,
>   i. Weekly check-in describing what assignments students will be working on that week
>   j. Weekly check-out describing what assignments the students completed for that week
> - In the partially online format, students will develop and submit activity lesson plans on Canvas, once approved by the instructor the student will present the activity to the class.
> - If offered as a fully online format, students will submit activity lesson plans on Canvas, once approved by the instructor the student will present the activity to the class using Zoom.
> - After the presentation students will peer review the presentation using the rubric provided in order to give the presenter feedback.

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.**

> Communication is the key to your success in this course. If there is something you do not understand, please do not hesitate to ask, there is no such thing as a stupid question. If an assignment is not clear to you it is probably not clear to one of your classmates. I will make every effort to make sure you understand my expectations and are informed on a consistent basis regarding your progress in this course.
>
> - The syllabus and calendar are posted on the Canvas homepage and as well as on the syllabus link.
> - At the beginning of each week I will send you an announcement explaining my expectations for the particular week. Feel free to respond to the announcements and ask questions.
> - I will have regularly scheduled office hours utilizing Zoom to facilitate our interaction. If you have a question or need to meet outside of my scheduled office hours please feel free to contact me via email, inbox or text. I will respond to your communications within 24-48 hours.
> - I prefer students to contact me using the Canvas inbox or email at dknight@valleycollege.edu but feel free to contact me on cell as well. My contact information can be found on the Canvas Homepage. I answer emails more quickly than telephone calls. I will do my best to respond to your emails within 24 hours during the regular work 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).
> - I am available through phone, Face Time, 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, Face Time, Skype or text.
> - Assignments submitted on time will be graded and posted by the following Monday. If for any reason I cannot have your assignments scored I will post an announcement informing you when your grade will be posted. Most assignments are scored using an assignment rubric.
> - If you have a question about the grade you received please contact me sooner than later especially in the event you would like to resubmit the assignment.

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

> Students will have small and large group threaded discussions on chapter or video related assignments:
> - There is a question and answer discussion in which students may share ideas with one another or answer questions about the course.
> - There are regular large group discussions in the Discussion Boards related to the developmentally appropriate practices and activity videos when offered in both partially and fully online formats.
> - When offered as a fully online course, students will have small group assignments, in which students must plan, prepare and present an activity that provides a learning experience listed in the DRDP or in one of the following the curriculum areas: art, literature, math, science, music and movement.
>
> When the course is offered in a fully online format, peer-to-peer constructive feedback is provided when students peer review each other's activity lesson plans.
>
> The following is an example of student-to-student interaction when this course is offered in a fully online format.
>
> **Video Observation:** After viewing the assigned video on teacher guided, teacher directed and child Initiated activities the student will break into assigned groups and review the handout provided to identify additional examples of teacher guided, teacher directed and child initiated activities.
>
> - After the discussion students will use the lesson plan template provided to create a developmentally appropriate activity plan illustrating one of the activities observed. Please post your activity plan by Thursday at 11:59.
> - Using the rubric provided peer review the activity plan of at least one group member and post the review on Canvas no later than Sunday at 11:59
> - Bring your reviews to the next class meeting and discuss them during the small group breakout session.
> - Share the results of the breakout session during the whole group discussion.
> - Using the input received by your peers submit a final draft of your activity lesson plan to your instructor by 11:59 Sunday.

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

> **On a weekly basis the instructor will:**
> - Send an announcement including an overview of activities for the week
> - 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 with students through a captioned video lecture
> - Give written feedback on written assignments and activity lesson plans
> - Check the people link on Canvas to ensure students complete the weekly check-in/out. This serves as attendance for the course.
> - If students have not posted the weekly check-in/out, follow up with student support email and or Starfish.
> - Check the question and answer Discussion and provide feedback as needed
> - Send messages and respond to students' messages through the Canvas Inbox
> - Hold regular Zoom Office hours
> - Rubrics are used for all assignments.
> - A rubric may be used to give feedback along with comments providing encouragement.

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?

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

> The SLO's and Course Objectives are assignment specific and are built into the appropriate module. Each module lists the specific SLO or Course Objective addressed in the subject matter for the unit or chapters covered by that module. Students will be able to view videos or participate in lectures or discussions aligned with specific course objectives. The SLO's are measured in accordance with the method identified in each SLO. We prefer to offer this course in a hybrid format over a fully online format, but all SLOs and course objectives can be met in a fully online format.

14. 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