



DISTANCE EDUCATION ADDENDUM

COURSE ID:	CD 215 (2-unit lecture, 2-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 a partially online format, the Child Development Department (CDD) is offering more **access** to students who cannot physically attend the lecture portion of the class. Offering this course 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 Early Intervention & Inclusion Certificate & AA Degree. Offering this course through distance education (DE) will help encourage increased **access** to certificate & degree completion, leading to work, which is a goal of the SBVC Student Equity Plan. The guidelines for the Online Education Initiative (OEI) Rubric are followed in this course.

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.
- 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.



San Bernardino

Valley College

DISTANCE EDUCATION ADDENDUM

- All pages have formatted headings and will be double checked for accessibility before students have access to the course.
- Use of color in Canvas pages is checked for accessibility.
- 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.

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 synchronous office hours on Confer Zoom for this course. Instructions for joining to office hours will be described in weekly announcements & in weekly units on Canvas pages. 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

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 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. 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 instructor prepared materials inside each **weekly** module on Canvas.
- 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** feedback through Canvas rubrics.
- 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 1 week.**
- The instructor will have **weekly** Zoom office hours.
- The instructor will provide feedback on assignments in a reasonable amount of time (**within 1 week**).

<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.)



San Bernardino

Valley College

DISTANCE EDUCATION ADDENDUM

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:
 - Small group assignment projects.
 - Optional Zoom meetings which include student-to-student interactions which are taped & can be viewed later.
 - Peer feedback on assignments

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.

1. 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.
2. The student will select the appropriate Learning Unit in Modules and then access the resources and assignments.
3. 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. Complete weekly assignments for the units for points including some of the following:
 1. Small group or large group threaded discussion,
 2. Journal assignment
 3. Quizzes on weekly content,
 4. Instructor prepared materials
 5. Individual or group assignments or projects related to the material,
 6. Major projects etc.

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 regularly this semester.

- I will be available each week by email. Please contact me by email at swalters@valleycollege.edu.
- I will send you weekly announcements.
- I will have weekly Zoom office hours.
- I will respond to your emails within 24-48 hours.
- I will give you weekly feedback on assignments within 1 week after the assignment is submitted.
- I will interact with you weekly through Canvas Discussion Boards.



DISTANCE EDUCATION ADDENDUM

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.

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

- 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 available at any time.
- There are **weekly large group or small group** threaded discussions related to course content.
- 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.
 - When offered as a fully online course, students have small group assignments, in which students must work together to come up with a final project.

For example:

- In Flip Grid, Students each post a video of a themselves presenting an intervention strategy designed for a child in the internship lab.
- All students must view at least 5 presentations & give peer feedback to 2 students, based on the Canvas rubric.
- Students will submit an intervention activity plan incorporating the peer feedback.

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

In a typical week, the instructor will:

- Send **weekly** announcements including an overview of activities
- Provide instructor generated materials to supplement the readings in **each** learning unit.
- Provide feedback to students on the **weekly** discussion board
- Give written feedback on **weekly** assignments in Canvas
- Send messages and respond to students' messages through email **within 24-48 hours**.
- Hold **weekly** ConferZoom Office hours

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?

Since this course is **only to be offered in a partially online format**, lab hours will be offered face-to-face only & not in an online format. **Only the lecture portion of the course will be online**. Since this course is an Early Intervention & Inclusion Internship, students need a face-to-face experience for their internship lab.



DISTANCE EDUCATION ADDENDUM

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

This course is only offered in a **partially online format**. Only the lecture will be offered online. The lab portion must be met by working directly with children.

The SLO's and objectives do not need modification to offer this course in a partially online format. The lecture portion of the course can be taught using the Canvas pages, threaded discussions and assignments aligned with the specific course objectives, unit objectives & SLO's.

The SLO's & Course Objectives are aligned with specific assignments which are built into the relevant module in Canvas. Each module overview page lists the specific SLO or Course Objective addressed in the subject matter for the unit.

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:		<input type="checkbox"/> YES <input type="checkbox"/> NO
DE REVIEW:		<input type="checkbox"/> YES <input type="checkbox"/> NO
CURRICULUM COMMITTEE DIVISION REPRESENTATIVE REVIEWED:		<input type="checkbox"/> YES <input type="checkbox"/> NO

Excellent