San Bernardino Valley College

DISTANCE EDUCATION ADDENDUM

COURSE ID:	**CHINESE 101**
DEPARTMENT:	**MODERN LANGUAGES**
SUBMITTED BY:	**NORI SOGOMONIAN**
DATE SUBMITTED:	**6/15/2020**

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.

   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.

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.

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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.)**

Instructor may hold synchronous office hour sessions using ConferZoom or Skype. Instructor may also incorporate Canvas tools such as discussion boards, Bulletin or Pronto to communicate with students synchronously. Instructor may use the telephone.

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.)**

Instructor will make full use of Modules in Canvas providing students with weekly work including readings, assignments, quizzes and exams. 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. Instructor may record within Canvas and Zoom and make videos available to students within Canvas shells. 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

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.)**

Regular 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 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.

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.**

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.

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.**

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.

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

Regular and effective student-student interaction will occur in Canvas discussions, Bulletin and in CMS recorded Partner Chats. Student-student interaction will also occur in breakout sessions during ConferZoom synchronous sessions.

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

Regular and effective instructor-student interactions may occur weekly within Canvas Learning Management System (LMS) as well as during instructor synchronous office hours conducted using Zoom or Skype. Class interviews and presentations may be held live during Zoom meetings or recorded and uploaded in Canvas for Instructor/Student viewing asynchronously.

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?**

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.

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.)

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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