San Bernardino Valley College
DISTANCE EDUCATION ADDENDUM

COURSE ID:	**ESL 612: Workforce Language Preparation for Entry Level Positions in the Food Service Industry**
DEPARTMENT:	**English**
SUBMITTED BY:	**Dr. Dirkson Lee**
DATE SUBMITTED:	**9-24-2020**

For additional resources on completing this form, please visit the DE Website:
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.

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.

   Offering noncredit ESL 612 in a distance education format will meet the needs of the campus and the campus community in the following ways:
   - Offering noncredit ESL classes in a distance education (DE) format will align with the Campus Strategic Initiative of "Improve[ing] access to classes for students who need a flexible schedule" (1.10.1) Since a large population

of ESL students are nontraditional in that they are adult learners; many have children; and a significant portion of them work, offering online courses will allow these students the flexibility they need to balance their personal and educational responsibilities. Furthermore, DE will allow students without the means of transportation to take classes online/remotely.

- According to data provided by the America Community Survey for 2015-2016, in San Bernardino City Unified School District, close to 40% of students were in ESL programs. This indicates that there is a great community need for ESL classes.

- It aligns with the Campus Mission Statement of providing high-quality education via "innovative instruction" to prepare students with the skills necessary for them "to improve the quality of life in the Inland Empire and beyond." One of the goals of the credit ESL program is to help English language learning students to gain the language skills needed to help them to be competitive not only in the workforce but to help them gain the confidence and skills needed to advance academically to mainstream college level courses. Offering ESL courses in an online format will help students who otherwise would not be able to take the courses needed to help them advance in various aspects of their lives.

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

This course may require proctored exams in the following ways:
- This course may require the use of CASAS to assess students at various points throughout the semester.
- Instructors may require students to take proctored assessments/exams at various times throughout the semester.
- Instructors may meet with students at the onset of the semester to provide an informal assessment of the students' language skills.

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.

In a hybrid format, initial student contact with students may be face-to-face. The focus of these initial sessions will be on topics such as to familiarize students with the use of computers, accessing and navigating Canvas, using the college email to send and receive information, and basic document formatting. The instructor can show the types of digital presentations that students can expect in distance education.

In a fully online format, the aforementioned sessions can be made into instructional video clips to be posted on Canvas or sent to students' emails for them to access and be familiar with the expectations of the course.

Textbook(s) required for the course can be Open Education Resources (OER).
Third party online subscription services such as BurlingtonEnglish may be acquired for the ESL course. This online service in particular is tailored to a wide range of students' levels of preparedness in listening, speaking, reading and writing. It is responsive to level-sensitive instruction in multi-level groups. It is CASAS compatible, and it supports standardized assessments and reporting.

DISTANCE EDUCATION ADDENDUM

Types of alternative text for graphics can include PowerPoint presentations as well as online Slideshare presentations that are pertinent to the topics being covered.

For students with disabilities, online support such as ConferZoom and captioned videos can allow interpreters and DSP&S support services to provide assistance to the instructor when presenting information such as lectures, discussions, etc.

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.)**

Instructors can provide flexible schedules to meet with students using online platforms such as ConferZoom or Microsoft Teams. For instance, times in which the instructor will be available for synchronous meetings will be clearly stated on the course syllabus. Flexible time offerings can be offered such as meeting twice a week: morning and/or afternoon/evening. Meeting times will depend on factors such as the instructors' and students' availability. Other platforms that can be used to deliver synchronous meetings such as teleconferencing or Skype.

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.)**

Specific examples of regular and effective instructor-student contact can include synchronous online meetings/lectures, on platforms such as ConferZoom or Microsoft Teams, 2 to 4 times per week that are recorded for students who are not able to attend the synchronous sessions. This is supported by synchronous online office hours in which students can talk with the instructor to receive clarification on the week's lessons. Weekly Canvas announcements are also sent to the students' email. Instructors will provide timely feedback on assignments and respond to student emails within 24 to 48 hours of receipt. Homework submissions can be done by students via Canvas Assignments and/or campus email by attaching documents and sending them to the instructor for feedback, and participating in discussion threads in which the instructor can provide comments and/or feedback to the student.

For instance, instructor-student contact can come in the form of a synchronous online lecture which would involve modeling the structure of a complete sentence to students on a platform such as ConferZoom. Using the Screen Share function in ConferZoom, the instructor will choose three student sentences to revise in order to model how students can strengthen their sentences and ensure that they are complete. The students will submit their sentences via the chat function in ConferZoom, and the instructor will choose the sentences to revise at that time. The instructor will use the students' writing to present the objective/activity for the day (e.g. how to write a clear and complete sentence). This allows other students to see their peers' writing and model their own writing accordingly as well as ensures that instructor-student contact and engagement is effective.

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, peer-to-peer feedback, synchronous online meetings, etc.)

Specific examples of regular and effective student-student contact can include synchronous online meetings, on platforms such as ConferZoom or Microsoft Teams, in which students will be informed of the days and times that the meetings will take place. These meetings can serve as a forum for students to interact with each other as well as allow them to discuss concepts and ideas in the lessons that were covered in the course. Canvas resources and tools can also be utilized for student-student contact such as Canvas mailbox, threaded discussion forums, and the Discussion Board.

For instance, in the course syllabus, it can be stated that students will be required to engage in discussion posts by responding to a topic presented by the instructor. Students will then be required to not only submit their response to the instructor's topic but positively add/contribute to another peer's response.
Another example of student-student contact may be through assigned group projects in which students will be assigned a day and time for them to meet with their group partners on an online platform such as ConferZoom. Using the Break-out Room function in ConferZoom, they can meet to discuss and complete their project. Furthermore, their instructor can be available to address any questions/concerns that the students may have.

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

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 class sessions will typically take place synchronously on specified days and times on a platform such as but not limited to ConferZoom or Microsoft Teams. Recordings of the sessions/meetings will either be posted in Canvas or emailed to students for future viewing and/or for students who were not able to attend the sessions/meetings.
An example of the activities that may take place in a typical week in an online version of the course entails the following:

*   After the initial log-in, students will be greeted by the instructor. This may be followed by a screen share of the lesson plan for the day. For example, the instructor will introduce the topic (e.g. vocabulary and language pattern of the week). The instructor may use PowerPoint and screen share to provide students with a visual aid of what the instructor is covering. The instructor will then ask for student volunteers to screen share their completed assignments for the class to discuss. After this activity has been completed, the instructor will ask students to submit their completed assignment(s) via Canvas or campus email. This may be followed with the instructor assigning the students new homework assignments via screen share and Microsoft word, in which the instructor may type or present the homework assignments that the students will complete. The objective of the lesson is for students to recognize and apply the new concept being taught.
*   For the next part of the lesson, students will engage in authentic or abridged reading. To provide students with reading practice, the instructor can use the Break-out Room function in ConferZoom to allow students the opportunity to read portions of the reading activity with their classmates. The instructor can monitor the students' activities and provide support when needed. The objective of the lesson is for students to locate the concept of the week in the text that they have been assigned to read.

> They will highlight or underline familiar and new patterns in sentences. Then they will practice applying the concept with several reading excerpts. The students will either be asked to share their work with the class via screen share, and/or they will be asked to submit their homework to the instructor via Canvas or campus email.
> - The instructor will model writing level-appropriate texts (i.e. a few sentences), incorporating the language pattern(s) of the week by using the Whiteboard function in the online platform, or use screen share in platforms such as ConferZoom to illustrate the lesson being learned. The objective of the lesson is for students to utilize the new concept(s) in prompt-based writing. They will highlight and underline linguistic elements in the writing and either screen share their work with the class or submit it directly to the instructor via Canvas or campus email. The instructor will engage in guided practice with the students by writing with the students.
> - As a final part of the lesson for the week, students will write on the topic of the students' choice, utilizing the concept of the week. The objective of the lesson is for students to create an original product using the new concept(s) learned for specific rhetorical purposes. This will involve independent practice. Students will submit their work directly to the instructor via Canvas or campus email.
> - A recording of the class session(s) can be posted in Canvas or a link to the recording can be shared via campus email.

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.**

> This course will be held online through ConferZoom twice a week for one hour and fifty minutes. If you are not able to attend a class, you will be responsible for reviewing the video recording of the class session that will be posted in Canvas.
> You will receive weekly announcements in Canvas. Announcements will list the activities for the week. Generally, you can expect to receive instructor comments/feedback on submitted assignments within 48 hours of the submission unless otherwise noted. In addition, you will receive information about resubmission options on certain assignments. In the event that you need to contact your instructor, your instructor may be reached at: XXXXX@valleycollege.edu or through Canvas.

10. **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?**

> Factors that promote the success of English language learning students include having clear lines of communication and clear expectations from the instructor. In addition, they need opportunities that allow them to engage and practice the target language with their peers. In a distance education format, the course will be designed to use Canvas as the hub where students can access to obtain the required materials for the course. It will also provide one means in which students can communicate not only with their instructor but their peers. For instance, part of the expectations for the course is for students to check their Canvas portals on a weekly if not daily basis for class updates as well as to complete discussion threads and class discussions.
>
> In addition to Canvas, instructors can communicate and promote student engagement via the use of platforms such as ConferZoom or Microsoft Teams in which they may host synchronous or record sessions in which students may be required to attend and/or view at their convenience.

DISTANCE EDUCATION ADDENDUM

Another population of students who are traditionally marginalized are students with disabilities and those who have special needs. A particular population of these students are those who are deaf and hard of hearing. In order to accommodate the needs of these students, lectures and videos will be captioned. Furthermore, interpreters requested by the student will be permitted to have access to ConferZoom sessions to aid in their understanding of the information being disseminated.

11. **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?

12. **How will you accommodate the SLO and Course Objectives in an online environment?**
- To accommodate the Course Objectives in an online environment, instructors can inform students at the beginning of the class, either synchronously or asynchronously via video or reading material, what the objective of the lesson is, so the students will know what to expect and work on.
- For hybrid versions of the course, students may be required to attend the class in person to fulfill requirements of the course such as projects, presentations, and/or exams. These activities may be used to assess SLOs and Course Objectives.
- For fully online versions of the course, students may be evaluated on mastery of SLOs and course objectives based on students' activities during synchronous sessions, asynchronous sessions (e.g. recorded presentations), submitted assignments and/or projects, and exams (i.e. via timed exams in Canvas or out-of-class/untimed exams).
- For SLOs and objectives that entail a listening/speaking component, these can be evaluated based on the feedback from online interactive platforms, such as BurlingtonEnglish. If such platforms are not utilized, students can place recordings on Vocaroo audio and/or the audio function in Canvas.

13. **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:	**M. Worsley**	☒ YES ☐ NO
CURRICULUM COMMITTEE DIVISION REPRESENTATIVE REVIEWED:		☐ YES ☐ NO

Note from Maggie
#3: It might be worth specifying CASAS (the e-testing tool), as this title looks like a typo from Canvas.

DISTANCE EDUCATION ADDENDUM

Everything else looks great.