Riverside Community College District

Distance Education Addendum

Please send completed form and discipline minutes to techreview@rccd.edu

This form is used by the RCCD Curriculum Committee to document the proposal and approval of a course to offer sections fully online and/or partially online as a hybrid course. All fields must be completed and relevant curriculum deadlines met for a proposal to be reviewed by the Curriculum Committee.

RELEVANT TITLE 5 SECTIONS

§ 55202. Course Quality Standards.
The same standards of course quality shall be applied to any portion of a course conducted through distance education as are applied to traditional classroom courses, in regard to the course quality judgment made pursuant to the requirements of section 55002, and in regard to any local course quality determination or review process. Determinations and judgments about the quality of distance education under the course quality standards shall be made with the full involvement of faculty in accordance with the provisions of subchapter 2 (commencing with section 53200) of chapter 2.

Note: Authority cited: Sections 66700 and 70901, Education Code. Reference: Section 70901, Education Code.

§ 55206. Separate Course Approval.
If any portion of the instruction in a new or existing course is to be provided through distance education, an addendum to the official course outline of record shall be required. In addition to addressing how course outcomes will be achieved in a distance education mode, the addendum shall at a minimum specify how the portion of instruction delivered via distance education meets:

>   (a) Regular and effective contact between instructors and students and among students as referenced in title 5, section 55204(a), and

>   (b) Requirements of the Americans with Disabilities Act (42 U.S.C. § 12100 et seq.) and section 508 of the Rehabilitation Act of 1973, as amended, (29 U.S.C. § 749d)

The addendum shall be separately approved according to the district's adopted curriculum approval procedures.

> *Note: Authority cited: Sections 66700 and 70901, Education Code. Reference: Sections 70901 and 70902, Education Code

§ 55204. Instructor Contact.
In addition to the requirements of section 55002 and any locally established requirements applicable to all courses, district governing boards shall ensure that:

>   (a) Any portion of a course conducted through distance education includes regular effective contact between instructor and students, and among students, either synchronously or asynchronously, through group or individual meetings, orientation and review sessions, supplemental seminar or study sessions, field trips, library workshops,

telephone contact, voice mail, e-mail, or other activities. Regular effective contact is an academic and professional matter pursuant to sections 53200 et seq. [Note: All RCCD faculty must be prepared to provide evidence of such contact when requested.]

(b) Any portion of a course provided through distance education is conducted consistent with guidelines issued by the Chancellor pursuant to section 409 of the Procedures and Standing Orders of the Board of Governors.

*Note: Authority cited: Sections 66700 and 70901, Education Code. Reference: Sections 70901 and 70902, Education Code.

☒ I understand the above Title 5 regulations.

COURSE INFORMATION

Date: January 25, 2022

Discipline: Child Development

Originator: Melissa Thompson

Course Number and Title: EAR 810 (Family Child Care – Our Business), 811 (Family Child Care – Our Curriculum) and 812   (Family Child Care – Our Family and Community)

First semester planned to be offered via DE: Spring 2022

Format:

☐ Fully Online
☐ Hybrid
☒ Both

PREPARATION TO SUBMIT THIS PROPOSAL

Originators proposing to offer this course through a distance education delivery mode should have knowledge and training, as provided through the Online Canvas Academy certification course, in the following areas.

- RCCD policies and procedures for distance education
- College-adopted Course Management System (CMS)
- Accreditation/Federal requirements for online courses:
  - Regular Effective Contact requirements and options for providing substantive interaction to and among online students
  - Section 504 of federal Rehabilitation Act regarding student access to accommodations and Section 508 of Rehabilitation Act regarding accessibility of course material, instruction, and student services for students with disabilities
- Academic integrity, student authentication, student privacy, and online attendance accounting
- Standards for quality course design and delivery

A careful review of the RCCD Guide to Best Practices in Regular and Substantive Contact and Distance Education section of the Curriculum Handbook is required prior to the completion of this proposal.

⊠ I certify that the originators of this proposal have read and understood both the RCCD Guide to Best Practices in Regular and Substantive Contact and Distance Education section of the Curriculum Handbook:

VALIDATION THAT COURSE IS APPROPRIATE FOR DISTANCE EDUCATION DELIVERY MODE

Explain why this course is particularly suited to be offered through distance education. Be sure to reference specific course objectives, core content, and/or student learning outcomes that can be effectively addressed in an online environment and provide examples of online activities or online tools that support the instruction of the specific course objectives and core content.

> The Family Childcare Provider courses are all suited to be offered through distance education. The course will make use of a variety of online tools that promotes regular and effective contact with students and instructors, and between students. Course content will be covered through pre-recorded videotaped lectures, interactive group activities, links to journal articles and other reading materials, and videos that illustrate examples of different topics. Students are then able to take this information and apply it directly to their business. Offering the course in a hybrid or fully online format will make the course more accessible.
>
> The course objectives will require students to define elements of program quality through the 10 standards developed by NAEYC; demonstrate the ability to use rating scale used for family child care to prepare for a licensing inspection; apply child development basic to design an optimal child safe learning environment; identify state licensing requirements and locate resources to obtain license; demonstrate developmentally appropriate practices in an early childhood classroom; understand children's development and needs to develop and maintain healthy, safe, respectful, supportive, and challenging learning environments for all children; model and facilitate appropriate language and social behavior with children and adults including problem solving and conflict resolution strategies; practice positive discipline strategies; Apply culture relevance to play-based curriculum; plan present and evaluate a week long curriculum plan with inclusion of three activities appropriate for ages 0-8; Identify and use materials that demonstrate acceptance of all children's gender, family, race, language, culture and special needs; and evaluate personal dwelling for appropriateness as a quality Early Childhood Education Family Child Care learning environment.

Identify how this course fits into an overall plan for distance education development within your department or program. Cite supporting evidence, including course and program data analysis from program review, discussions at discipline or department meetings, minutes from advisory committee meetings, or other sources.

> In an effort to increase the number of students who enroll in ECE courses and complete certificates, offering these courses in an online format will enable more students to enroll in and complete courses.

METHODS OF INSTRUCTION AND EVALUATION

Describe teaching methods, materials, and any other components that may be used to ensure quality instruction in the distance education (DE) delivery mode so that the course's unique course objectives are met, and students are able to perform the course student learning outcomes. These methods or materials may include the use of hard copy or digital texts, video, VoiceThread, etc.

Students will participate in a number of on-line activities in order to learn about setting up high quality environments that align with Licensing regulations, and to plan curriculum for ages 0-8:

1. They will be required to view instructor created narrated videos of PowerPoints related to topics such as business plans, curriculum design, NAEYC standards, Environmental Rating Scale and developmental domains, with possible embedded questions/conversations or quizzes

2. They will participate in asynchronous discussion boards that require responses to instructor posted questions related to such topics as developmentally appropriate practices, NAEYC code of ethics, collaborating with families and the community, leadership, staff and personnel, watching videos or locating resources associated with various related topics.

3. They will be invited to synchronous class meetings to discuss content, assignments, address concerns, and to ensure understanding of material.

 4. They will have a series of pages created in Canvas Modules specifically to disseminate content knowledge, including theory, curriculum, program approaches, classroom design, and business plans embedded with links to additional resources such as videos, additional instructor created videos, websites, and an overview about upcoming assignments.

5. They will complete a variety of assignments as individuals to demonstrate competency in the material/content, including a weekly lesson plan.

6. The use of internal tools such as Studio or Pronto will provide alternative methods by which the students can engage with the class content, the instructor, and their peers.

Describe methods, materials, and any other components that may be used to ensure assessments in your course align with Student Learning Outcomes in the course outline. Describe specific strategies rather than generic approaches.

Written discussion board assignments that require students to define program policies, NAEYC Code of Ethics, ECERS and state and federal regulations and guidelines.

Quizzes and exams to demonstrate conceptual understanding, licensing regulations, professionals and community and quality indicators for a designing a safe and healthy learning environment (CLASS).

Presentations/performance via zoom to demonstrate practices that support and respect the diverse values and beliefs of families and caregivers.

Discussion board assignments that enable students to demonstrate knowledge of reflective practice, cultural responsiveness, confidentiality, and professional practices when working with children and families

Poster projects and other assignments that require students to design modifications and accommodations based on observation, evidenced-based practices, and legal requirements to support children's development.

SAMPLE ASSIGNMENTS IN THE DISTANCE ED DELIVERY MODE

Provide examples of the types of assignments that will be delivered and assessed in the distance education delivery mode. How will these assignments be administered, and what CMS tools will an instructor use to assess student performance and give feedback?

Reading assignments

- Read about principles of child development.
- Read about developmentally appropriate practices, anti-bias curriculum, and learning environments.
- Read about California Child Care licensing regulations, contracts and policies, and their impact on the operation of the family child care home.
- Read about strategies for establishing collaborative relationships between family child care providers and community resources that support families and children.
- Read about strategies for using appropriate positive guidance techniques with children.
- Read about basic health and safety practices as part of the routine care of children, including child abuse.

Writing assignments

- Take a quiz on state licensing requirements
- Create a document that will explain NAEYC code of ethical conduct
- Design and evaluate environments for mixed-age groups of children using the Family Child Care Environment Rating Scale- Revised (FCCERS-R)
- Write a handbook that can be implemented in a family child care home program.
- Create an activity plan based upon principles of child development that meets the needs of a diverse group of children including those with special needs.
- Create a display of a culturally sensitive and inclusive materials for a family home care setting.
- Create a display of the milestones of birth through 8 years old, Including a description of each developmental stage.
- Describe in writing effective guidance techniques, including communication skills, and apply techniques to the child care environment.
- Role play a variety of effective communication activities when given prompts.
- Watch vignettes of positive discipline strategies and give a written response as to why this is considered positive.

Other assignments

None

Does the course have a lab component?
- ☐ YES
- ☒ NO

If yes, what core content or objectives will be the focus of the lab instruction, and how will they be addressed online?

ACCESSIBILITY AND UNIVERSAL DESIGN

Per Riverside Community College District AP No. 4105, all Distance Education faculty receive training to ensure courses, documents, videos and other online instructional materials are compliant with Section 508 Amendment to the Rehabilitation Act of 1973. Section 508 requirements also apply to any outside websites which will be used, including publisher content.

Confirm that each of the accessibility requirements below will be used when an instructor designs a section of the course for distance education delivery. Check all boxes that apply.

☒ Provide an uncluttered interface with consistent layout and navigation.
☒ Avoid moving or flashing images and self-starting video or audio.
☒ Ensure access for people with diverse abilities.
☒ Accommodate a wide range of individual preferences and abilities.
☒ Communicate necessary information to the user regardless of ambient conditions or the user's sensory abilities.
☒ Any images will have alternative text or alternative descriptions to provide access for students with visual impairments.
☒ Instructional videos will have accurate closed captioning.
☒ Audio recordings will include transcripts.
☒ Pages will use structured headings (such as Header 2 for section headings) accessible to a screen reader.
☒ Hyperlinks will be presented using meaningful link text rather than URLs.
☒ Content will provide adequate color contrast (such black on white background), font size (such as 12-14), and font style (such Arial or Tahoma) to ensure readability.
☒ Any PDF files will be text-based, not scanned, and use true headings (such as those created with the Styles menu in MS Word prior to saving as PDF).

If you did not check one or more of the confirmation boxes for accessibility, explain in the field below.

[blank box]

REGULAR EFFECTIVE CONTACT

The Title 5 term "regular effective contact" means that the instructor regularly initiates interaction with enrolled students and provides regular opportunities for interaction among students. Regarding regular contact, the frequency of instructor-initiated contact should be equivalent to contact in a face-to-face delivery of the course, following the Carnegie Unit. For example, in a three-unit course, an instructor should initiate a minimum of three hours of contact with students per week, using a variety of methods as described in RCCD Guide to Best Practices in Regular and Substantive Contact.

Response should focus on proactive methods an *instructor* uses to regularly initiate interaction with students and foster student-to-student interaction rather than student-initiated methods to contact the instructor. Check the methods that will be used as documentation of regular effective contact:

☒ Weekly content-based announcements in the CMS
☒ Threaded discussions of course content in the CMS with required student-to-student interaction
☒ Regular instructor participation in threaded discussions within the CMS
☒ Closed-captioned Instructor-created lectures
☒ Timely and frequent feedback for student work
☒ Group or individual meetings
☐ Class events such as orientations and workshops
☒ Instructor-initiated contact by CMS inbox, RCCD email, telephone, or chat
☒ Video conferencing
☐ Other:

Describe how a combination of the above methods will be used together to provide "regular effective contact."

Students will be assigned specific topics for which discussion posts are required. In addition, students will be required to provide feedback to other students in their discussion groups.

Instructors will provide captioned video lessons covering the course content.

Instructors will assign homework or projects to students and will provide feedback within a time-period that the instructor indicates in her/his syllabus.

Instructors may hold synchronous office hours using TechConnect Zoom.

Instructors may post weekly announcements in the LMS, notifying students of upcoming class events and deadlines.

USE OF PUBLISHER or OER APPLICATIONS AND WEBSITES

Distance education courses must be conducted within the college-adopted Course Management System (CMS). If any component of this course will be conducted via a publisher or OER application in the CMS or a website outside of the CMS, this component must meet the college's requirements for accessibility, authentication, and student privacy and must be approved before submitting a DE proposal. If publisher/OER products will be used in a section of a course taught using a distance education delivery mode, whenever possible they should be integrated within the CMS. These materials should be included in the Course Materials section of the course outline of record as a required or optional text/material.

Will any components of this course be conducted via a publisher application in the CMS or a website outside of the CMS?
    ☐ YES
    ☒ NO

If yes, please list each application/website and explain how its use is essential to meet specific course objectives and student learning outcomes. If no, type "Not Applicable" in the text box below.

For any application or website listed above, explain and document how the following requirements are met. Leave blank if not applicable.

Accessibility: Provide evidence that this application or website meets Section 508 requirements, including the Technology Specialist for Accessibility and Compliance's written review.

Student authentication: Describe how the website or application meets accreditation standards by requiring that students validate their identity. Examples: individual login,. password protected, optional proctored exams by departments/disciplines, optional use of anti-plagiarism software.

Student privacy: Explain and document how student privacy is safeguarded when students use this application or website. Note: Third-party gradebooks are not recommended, and must provide proof of FERPA compliance.

REQUIRED INSTRUCTIONAL MATERIAL FEES AND ACCESS CODES

If students are required to purchase materials for a section of this course delivered via distance education, the materials must 1) be added to the Course Materials section of the official Course Outline of Record and 2) comply with Title 5 regulations.

Title 5 §59400(b): Students cannot be required to pay for access to electronic materials "designed primarily for administrative purposes, class management, course management or supervision."

Title 5 §59400(c): "Where instructional materials are available to a student temporarily through a license or access fee, the student shall be provided options at the time of purchase to maintain full access to the instructional materials for varying periods of time ranging from the length of the class up to at least two years. The terms of the license or access fee shall be provided to the student in a clear and understandable manner prior to purchase."

If this course requires students to purchase an access code, license, or any other electronic materials, name those materials below and explain and document how they comply with Title 5 regulations.