San Bernardino Valley College
DISTANCE EDUCATION ADDENDUM

COURSE ID:	**Art 180 Beginning 3D Computer Animation**
DEPARTMENT:	**Art**
SUBMITTED BY:	**Mandi Batalo**
DATE SUBMITTED:	

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 class offered in the online format will give students greater and access and flexibility to students who work or have other obligations that make it difficult for them to attended during a scheduled class time. To address student success the instructor will inform the students of their role in the support and assistance of the student and provide information on campus resources that also support student success, campus resources, use multiple tools to support instructor-to student and student-to-student interaction. The course is transferrable to the CSU and UC systems, is Associate Degree applicable, is a required course for the AA-T Studio Arts Degree, is a required course for the AA Degree in Art, a required course for the AA Degree in Graphic Design, a required course for the Graphic Design Certificate of Achievement.

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.)**

> The instructor will provide synchronous office hours through a video conferencing tool such as Zoom. The instructor will schedule an online office hour where students can drop in online during the office hour. Through the use of the waiting room in Zoom students will have privacy during their Zoom meeting with the instructor.
>
> The instructor may also use the scheduling tool in Canvas to set specified office hour appointments with students via Zoom.

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.)**

> The course design of the class will ensure regular and effective instructor-student contact by weekly threaded discussion forums on a topic related to a beginning 3D computer animation class. For example, the instructor can ask the student to create a storyboard for a 3D animation scene and describe how the scene will look and feel with motion and timing.
>
> The course design will also include instructor prepared materials on computer modeling, the principles of 3D modeling, the principles of animation, and the use of 3D software and the material can be uploaded to the Files section of Canvas and to Modules in Canvas each week. Topics of the course will also be presented through video links to YouTube and recorded demonstrations in the designated modules and made available along with the printed materials as the topics of each module are presented to the students in a weekly format. The instructor can also provide live demonstrations through the use of Zoom at prespecified times and scheduled into the course through the use of the calendar.
>
> Students can upload .pdf or jpg files and submit those into Canvas at specified times according to the instructor's due dates. The instructor can then use SpeedGrader to annotate on top of the image. Marks and dropped pinned comments can be placed on the images, which is much more specific than just written comments. Students can also upload images and the instructor can download the images and share the images through Zoom or in weekly threaded discussions for classroom critiques or at times indicated in the syllabus.

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.)**

Students will upload their storyboards and computer-–generated animations to Canvas according to weekly assignments. The instructor can download the files from the Grade function of Canvas and present the images to the students for a classroom critiques using Zoom for an online meeting or with threaded discussions, peer evaluations, group work and Zoom breakout room where students comment on each other's artwork.

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 are given a weekly assignment on Canvas and will find this in the Assignments tab in Canvas. The weekly assignments will have a specified due date, typically a week from when the assignment was posted. The project may be a multi-part assignment and they will be given time to work on each part.

On Canvas the students will find a class front page for the course and in that front page they will find a link to modules for each project. The class front page is based on the syllabus for the class and will list the various projects to be worked on. In each module the student will find the assignment, instructional information for the specific project, links to demonstration videos, links to videos that support how to use 3D animation software, instructions and examples of of 3D and anything more that may be relevant to the course, such as online examples, and links to animation websites. Through email or virtual office hours the students may ask for assistance and have one-on-one tutoring arranged at specific times. Using virtual office hours, arranged Zoom presentations and threaded discussions students may ask questions or see what the others are doing. Students are expected to work on their projects for three hours per week and also work on any preliminary handouts assigned as part of the project so when the work is submitted it should reflect this effort in its quality. When the student submits their artwork, the instructor will assess the quality of the storyboards and animations with the use of rubrics and written forms and determine if the student has put the effort required to address the course objectives. To reiterate, the students will receive an assignment, they will work on the project with the instructor's assistance and guidance through demonstration videos and face-to-face Zoom meetings if needed and by email. At the end of the week the students will submit the assigned project for grading.

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.**

The instructor will respond to voice mail or email questions or concerns within a 24-hour period, with the exception of weekends and holidays.

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

Topics or prompts related to storyboards, 3D animation and animation software will be initiated by the instructor and students may interact with each other through weekly threaded discussions with required responses, and prescheduled Zoom breakout sessions, peer evaluations and group work using Canvas.

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

A student can upload work to Canvas is the assignments folder according to specific due dates listed in the syllabus or announced through the announcements feature in Canvas. The instructor can comment on the work using the

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comments feature of the SpeedGrader. The instructor can make weekly or bi-weekly announcements about assignments, due dates, online gallery shows and campus information on Canvas to provide regular instructor-student interaction. If the student has a question about an assignment, the student can email the instructor through Canvas and ask for a one-on-one Zoom session at an agreed upon specified time or schedule a meeting for an online chat at an agreed upon specified time.

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?

Through uploaded instructional files and written handouts, threaded discussions, recorded and live demonstrations, chat rooms, and student critiques through threaded discussions and video conferencing.

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

The course objectives to analyze and arrange the placement of cameras, and lights in a still scene, analyze and arrange the movement of cameras and lights in an animation, plan and execute an animation through the use of key frames and motion paths, create and use both global and spotlights in a scene, create a Boolean object in a can be accommodated through uploaded assignment files, threaded discussions, links to instructional videos created by the instructor and uploaded to Canvas, uploaded student assignments, and synchronous video conferencing, The student learning outcomes that the student will be able to demonstrate the use of an entry-level three-dimensional animation application to both model and construct solid objects and make them into an illusional, three-dimensional space and demonstrate how to design animation material so that it is visually clear, logical and exciting can be accommodated in the same manner. The students will have access to the computer programs needed for the class either through their own Adobe licenses, the SBVC Adobe license, the Maya software license or with cloud-based software is free to the user.

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:	Mary Copeland	☐ YES	☐ NO
DE REVIEW:		☐ YES	☐ NO
CURRICULUM COMMITTEE DIVISION REPRESENTATIVE REVIEWED:		☐ YES	☐ NO

Reviewed: Mandi Batalo