San Bernardino Valley College

DISTANCE EDUCATION ADDENDUM

COURSE ID:	**AUTO 050**
DEPARTMENT:	**Automotive Mechanical**
SUBMITTED BY:	**Guy Hinrichs / Kenny Melancon**
DATE SUBMITTED:	**06/04/2020**

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.**

   Tutorials and interactive web-based computer simulations can be used to facilitate content related to key learning objectives. Publisher and/or instructor prepared simulations and animations may also be provided to reinforce key content areas. A videoconferencing tool such as Zoom, or Google Hangouts can be used to record individual video presentations, interactions, and other role play scenarios which students can submit to an assignment or share in a discussion.

   Authentic assessments will be used to demonstrate skills and knowledge by performing realistic tasks within the discipline. The format for conducting online lab will be identical to the conventional on-campus course. Students will be instructed in proper laboratory safety while performing standard laboratory techniques such as jacking up a vehicle. Self-tests, think-pair-share activities, and other low risk assignments will also allow students to demonstrate their knowledge, skills, and abilities.

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

San Bernardino Valley College

DISTANCE EDUCATION ADDENDUM

☒ Other – If other, please explain.

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.)**

Regular effective contact will be provided by using email, phone, voicemail, online discussion, video conferencing, and the use of ConferZoom. Furthermore, designated online office hours will be held regularly and immediate response to students' queries and/or feedback on work products will be provided by the instructor.

Scheduled face-to-face meetings will be determined by the instructor based on the offering of the course as a hybrid and should the need arise. The instructor will also be available to students during the scheduled laboratory period. The instructor will meet students face-to-face during scheduled laboratory periods to conduct experiments as well as to discuss difficult concepts.

Email Communication - Students will be contacted via the announcement feature, email, voice mail, telephone contact or face to face meetings (if needed), virtual office hours, and/or Confer Zoom. Immediate response to students' queries will be provided within 48 hours excluding weekends and holidays.

Voice mail - Voice mail will be utilized to respond to students during non-office hours. Students will be allowed to leave a voice mail. Either a phone call or email response will be provided to deliver the requested information and/or address students' concerns or issues.

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.)**

Orientation at start of course - A "Welcome Letter" introducing the course, its structure, required texts, along with academic support resources such as navigation of the Course Management System (CMS) will be made available to students via email and prior to the start date of the course. The instructor will also provide an overview of online instruction, grading criteria, and the importance of communication between student and instructor.

Zoom and chat opportunities will be provided with instructor participation. The instructor will post weekly announcements (or more frequent if necessary) in the CMS regarding course assignments, schedule of activities, and any other important information to keep students informed. Immediate response to students' queries will be provided within 48 hours excluding weekends and holidays. Furthermore, designated online office hours will be held regularly through the use of video conferencing. Interaction with other students and the instructor will also be accomplished through the use of online discussions, chat rooms, and the use of Confer Zoom. Feedback and comments on all grading products will be through the CMS assignment feature.

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

Chat Rooms – A chat room type of discussion board will be posted to the CMS to encourage students to interact and work together on class assignments. The open discussion forum will be used for students to post questions and answers to one another. Students asking questions general in nature will be directed by the instructor to an interactive threaded discussion forum; dedicated to administrative questions about the course (i. e., Question and Answer Forum). The instructor will moderate the chat room and provide feedback as needed through the CMS within 48 hours excluding weekends and holidays.

Group discussions of critical thinking activities outlining lab procedure will be facilitated in online discussion forums. Instructor-led deliberations will emphasize the models, theories, and principles addressed in lab procedure--giving students a conceptual framework of how the lab fits into the course content. Students will be required to respond to questions posed by the instructor and post responses to peer students' reflections within a specified time frame. The written responses will assist in evaluating the student's ability to explain course concepts quantitatively, qualitatively, and through mixed methods such as observations and paperwork. Evaluation and grading will be based upon student's participation, demonstrated comprehension of educational content areas including safety procedures and the use of relevant equipment in a regulatory context.

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.**

Instructors will assign lesson modules to student groups (classes). Students will work through these within the allotted time. Every screen within each module contains a formative assessment question. Students, using the provided text and interactive graphics or animations, are required to discover the correct answer prior to their being able to progress. The intent with the formative assessments is not to provide a grade; rather it is a means for students to explore the topic and pay attention actively to the work at hand and as a way for the instructor to see if students are making progress. Teachers may then offer quizzes as summative assessments to validate student retention of the content. If students are in school, they may also use the lab task activities included in the product in order to complete hands-on activities. If a school is using Electude's partner products (a separate purchase), students may use vehicle-specific service information to complete work on actual vehicles. We also have certain training aids from ConsuLab that have learning activities embedded in Electude that could be used as a pre-lab activity. Other partner products allow work on a safety course as well as a soft skills course.

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.**

Sample Statement: Your success in the course is important to me. Please do not hesitate to contact me if you are having difficulty with the course material(s). General questions about the course should be posted on the QUESTION FORUM. During the week, Monday thru Friday (M-F), I will monitor the QUESTION FORUM several times a day. If you have a concern that requires a response; please send me a direct message. The expected response time is usually within two days.

If you have questions that are more personal in nature; either utilize the "INBOX" feature of Canvas or my Microsoft Outlook email address: **instructor e mail address here**. My goal is to respond to your messages within 24 hours. Twice a week, I will also be available for virtual office hours–one morning and one evening session--using campus e-mail. You will also be able to communicate in real time (synchronously) using the Zoom web conferencing tool during the specific times designated in the course syllabus as virtual office hours. I look forward to working with you!

San Bernardino Valley College

DISTANCE EDUCATION ADDENDUM

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

Collaborative learning groups involving synchronous and/or asynchronous communication will allow students to discuss the proper repairs of vehicles and cooperatively reach conclusions. Student discussion of assigned reading materials (textbooks, instructor-generated hand-outs, and supplementary reading materials) may be achieved either via chat with other students and the instructor, threaded e-mail discussions with other students and the instructor, discussion board postings with other students and the instructor. Evaluation and grading will be based upon student's participation and demonstrated comprehension of educational content areas.

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

Every time a student uses Electude, regardless of what they do, instructors automatically receive data regarding their activity. Instructors may look at groups and compare individual students' results and can drill down into an individual student down to the level of the results for a single question. Because instructors can reach out to students from e-mail or the communication tool inside the Electude software, teachers can alert students to concerns they may have rapidly. Teachers are also able to download results and provide these to a student using a csv file. If a student has questions as to their performance, this method of exporting reports makes it very easy to demonstrate to a student where problems are.

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?

The online course will not be a face to face lab hours but will include lab/job sheets that will be equivalent in hours as lab. The process of repair for many components will need to be researched by the student to complete the correct action that is required to be equivalent to that of a specific lab function of the procedure within industry standards.

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

Authentic assessments using real-life situations in the context of Automotive repairs will provide opportunities for students to simulate testing practices through discussions in response to the video observation. Input/reviews from their peers will refine their skills to demonstrate procedures equal to the standards within the industry.

A grading rubric, performance, or role-playing demonstration will be employed to assess the students' ability to effectively solve structured problems and negotiate complex tasks.
Work job sheet produced in lab will be submitted as a file upload to YouTube, Canvas Studio, or Flip Grid to view the actual skill

14. Are modifications needed to SLOs or Course Objectives in order to teach this course in the online modality?

San Bernardino Valley College

DISTANCE EDUCATION ADDENDUM

☒ 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:		**☐ YES ☐ NO**
CURRICULUM COMMITTEE DIVISION REPRESENTATIVE REVIEWED:		**☐ YES ☐ NO**

Janice Comments

#1- Since this is not an Emergency DE, should the other DE delivery methods be checked off to accommodate the lab (3 contact hours per week) portion of the course?

#2 is very vague

Tutorials and interactive web-based computer simulations can be used to facilitate content related to key learning objectives. Publisher and/or instructor prepared simulations and animations may also be provided to reinforce key content areas. A videoconferencing tool such as Zoom, or Google Hangouts can be used to record individual video presentations, interactions, and other role play scenarios which students can submit to an assignment or share in a discussion.

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#3 states proctored exams will be required, but the explanation provided does not accurately indicate proctoring.
Requested revision have been made please provide feedback

#4- Per the "other" explanation provided, captioned videos should also be checked off.
Requested revision have been made please provide feedback

#5 does not provide a specific example on how the instructor will provide synchronous office hours.

Requested revision have been made please provide feedback

Regular effective contact will be provided by using email, phone, voicemail, online discussion, video conferencing, and the use of ConferZoom. Furthermore, designated online office hours will be held regularly and immediate response to students' queries and/or feedback on work products will be provided by the instructor.

San Bernardino Valley College

DISTANCE EDUCATION ADDENDUM

Scheduled face-to-face meetings will be determined by the instructor based on the offering of the course as a hybrid and should the need arise. The instructor will also be available to students during the scheduled laboratory period. The instructor will meet students face-to-face during scheduled laboratory periods to conduct experiments as well as to discuss difficult concepts.

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Voice mail - Voice mail will be utilized to respond to students during non-office hours. Students will be allowed to leave a voice mail. Either a phone call or email response will be provided to deliver the requested information and/or address students' concerns or issues.

#6- No specific example of how this course will provide instructor-student contact. Instead, what is provided is an explanation of the various functions of the Electude software program.

Requested revision have been made please provide feedback

Orientation at start of course - A "Welcome Letter" introducing the course, its structure, required texts, along with academic support resources such as navigation of the Course Management System (CMS) will be made available to students via email and prior to the start date of the course. The instructor will also provide an overview of online instruction, grading criteria, and the importance of communication between student and instructor.

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#7- No specific example of how this course will provide student-student contact. Instead, what is provided is an explanation of the various functions of the Electude software program.

Requested revision have been made please provide feedback section 7 will be rewritten to below comments

Chat Rooms – A chat room type of discussion board will be posted to the CMS to encourage students to interact and work together on class assignments. The open discussion forum will be used for students to post questions and answers to one another. Students asking questions general in nature will be directed by the instructor to an interactive threaded discussion forum; dedicated to administrative questions about the course (i. e., Question and Answer Forum). The instructor will moderate the chat room and provide feedback as needed through the CMS within 48 hours excluding weekends and holidays.

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students a conceptual framework of how the lab fits into the course content. Students will be required to respond to questions posed by the instructor and post responses to peer students' reflections within a specified time frame. The written responses will assist in evaluating the student's ability to explain course concepts quantitatively, qualitatively, and through mixed methods such as observations and paperwork. Evaluation and grading will be based upon student's participation, demonstrated comprehension of educational content areas including safety procedures and the use of relevant equipment in a regulatory context.

#9 does not provide a sample statement that could be included in the syllabus.

Requested revision have been made please provide feedback section 9 will be rewritten to below comments

Sample Statement: Your success in the course is important to me. Please do not hesitate to contact me if you are having difficulty with the course material(s). General questions about the course should be posted on the QUESTION FORUM. During the week, Monday thru Friday (M-F), I will monitor the QUESTION FORUM several times a day. If you have a concern that requires a response; please send me a direct message. The expected response time is usually within two days.

If you have questions that are more personal in nature; either utilize the "INBOX" feature of Canvas or my Microsoft Outlook email address: bmelancon@valleycollege.edu My goal is to respond to your messages within 24 hours. Twice a week, I will also be available for virtual office hours–one morning and one evening session--using campus e-mail. You will also be able to communicate in real time (synchronously) using the Zoom web conferencing tool during the specific times designated in the course syllabus as virtual office hours. I look forward to working with you!

#12- Per the COR, lab is apart of this course, however it is marked as no. The explanation provided also does not really address how the lab content (per the COR) will be addressed.

Requested revision have been made please provide feedback section

The online course will not be a face to face lab hours but will include lab/job sheets that will be equivalent in hours as lab. The process of repair for many components will need to be researched by the student to complete the correct action that is required to be equivalent to that of a specific lab function of the procedure within industry standards.

#13- Per the COR, one of the SLO's state "make minor repairs to the hydraulic brake system". How does the explanation provided address that SLO?

Requested revision have been made please provide feedback section

Authentic assessments using real-life situations in the context of Automotive repairs will provide opportunities for students to simulate testing practices through discussions in response to the video observation. Input/reviews from their peers will refine their skills to demonstrate procedures equal to the standards within the industry.

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San Bernardino Valley College

DISTANCE EDUCATION ADDENDUM

#14- See my comments from #13

Requested revision have been made please provide feedback section