San Bernardino Valley College
DISTANCE EDUCATION ADDENDUM

COURSE ID:	**AUTO 068 Engine Performance, Ignition Systems**
DEPARTMENT:	**Applied Technology, Auto Department**
SUBMITTED BY:	**Kenny Melancon**
DATE SUBMITTED:	**5/22/2020**

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 Auto 068 Engine Performance Ignition systems course will be offered in both online and Hybrid courses. A well-supported distance education program will support the college's mission statement and prepare students from diverse background to succeed academically and/or prepare the student to enter the workforce by completing the courses needed to earn a degree or certificate. In addition to the services that distance education provides to our students, DE offers the college an eco-friendly means of maintaining, supporting, and expanding programs through a wide spectrum of educational experiences flexible methodologies, and support services.

   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

San Bernardino Valley College
DISTANCE EDUCATION ADDENDUM

☐ 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.

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.)

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.**

The student will log into the course via canvas.

The student will register to the web site of instructor choice, to get access the assigned training module, take the online test then comment on the discussion board in CANVAS, comment on what you have learned within the chapter, review 3 classmates discussions and reply to each of them with your thoughts and concerns and finally test at the end of each week. There will also be work sheets that will pertain to a lab function to complete by doing research on specific procedures and comment in the discussion board about the procedure you have researched There will be a weekly assignment with a rubric that explain the points to be earned with each project within the weekly assignment.

The student will review the announcement which will have instructions of what is to be covered/ reviewed and/or completed this day or week

The list of assignment for the week include

    1: End of Chapter questions
     2: ASE questions
     3: Matching
     4: Discussion board
     5: Weekly Test

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: 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!

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.

DISTANCE EDUCATION ADDENDUM

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

> The instructor will create threaded discussion forums or Course Content Boards with dialogue-based questions and investigative prompts. Virtual lab activities and simulations integrating key topics throughout the course will take place. Additionally, an instructor mediated discussion board will be initiated for difficult topics in each module. These discussion boards will encourage student-to-student connection and interaction via designated group settings within the CMS. Students will be required to respond weekly to discussion questions posted to CMS by the instructor and respond or comment to at least one student post on the discussion board per week. The instructor will moderate and actively participate in facilitating, responding to, and evaluating the discussions via the CMS comment tools. Grading of the work product will be within 48 hours of the assigned due date. Feedback will be provided through the CMS using text, an attached file, video, or audio.
>
> Accessible multimedia presentations authored by industry professionals will be utilized to enhance student comprehension and expose students to workplace situations commonly encountered in Automotive technology. Using the Rich Content Editor, all audio-visual content will be linked or embedded within the Announcements, Assignments, Discussions, and Pages features of the CMS. Films will be closed captioned and all audio will offer a transcript. Instructor and student to peer interaction will follow after viewing.

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 Hybrid course will include lab hours which will be at the facility,
>
> 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.

San Bernardino Valley College

DISTANCE EDUCATION ADDENDUM

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?
☒ **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

#1. Partially online & fully online are checked, please see comments in #2

#2. "an appropriate portion of a core class to be offed online, while requiring essential elements that must be conducted in a laboratory to remain in the onsite lab area." In view of this statement, can this course be offered in a fully online format? If some of the must lab must be offered in the onsite lab area, would this course be more effective as a hybrid course?

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.

#5. This question asks about synchronous office hours. Several ways are listed for office hours including, online chat & video conferencing etc.   It seems that it would be helpful to have synchronous office hours before every lab instead of the announcements before every office hour. Is the following statement referring to office hours? "There are a few different ways to complete the synchronous e-learning."

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. asks about how the course's design ensures regular & effective instructor-student contact. **However, the response explains what students will do during the course.** This section should include examples of how the course ensures instructor-student contact on a regular basis, such as having weekly discussions, sending weekly announcements, or giving weekly 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.

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. There are examples of student-to-student discussion interactions and "each week" is used. Examples were included which were not student-student interactions

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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.

#9. asks to communicate to students the frequency & timeliness of instructor-initiated contact and feedback, however, neither is listed here.

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!

#10. Although it addresses "regular" contact, is not a **specific example** of how regular & effective student-student contact occurs: "The student to student interaction will happen 3 times per discussion within each week."

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. There are examples of regular instructor-student interaction in this section including: Tuesdays and Thursdays announcements listed. There are assignments listed in this section as well

The instructor will create threaded discussion forums or Course Content Boards with dialogue-based questions and investigative prompts. Virtual lab activities and simulations integrating key topics throughout the course will take place. Additionally, an instructor mediated discussion board will be initiated for difficult topics in each module. These discussion boards will encourage student-to-student connection and interaction via designated group settings within the CMS. Students will be required to respond weekly to discussion questions posted to CMS by the instructor and respond or comment to at least one student post on the discussion board per week. The instructor will moderate and actively participate in facilitating, responding to, and evaluating the discussions via the CMS comment tools. Grading of the work product will be within 48 hours of the assigned due date. Feedback will be provided through the CMS using text, an attached file, video, or audio.

Accessible multimedia presentations authored by industry professionals will be utilized to enhance student comprehension and expose students to workplace situations commonly encountered in Automotive technology. Using the Rich Content Editor, all audio-visual content will be linked or embedded within the Announcements, Assignments, Discussions, and Pages features of the CMS. Films will be closed captioned and all audio will offer a transcript. Instructor and student to peer interaction will follow after viewing.

#12. This course is being proposed for partially & fully online & it does have a lab. In the hybrid format, lab hours will be at the facility.

"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, with many components that will need to be researched to complete the correct action that is required to be equivalent to that of a specific lab function."

 For the fully online it says, "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, with many components that will need to be researched to complete the correct action that is required to be equivalent to that of a specific lab function."

If "many components" still need to be researched to make this course equivalent for fully online, should this course be offer in a hybrid format instead?

"In the full online course, the student must be employed within the industry and be able to perform the skills needed within the business they are working."

My question is, can a program require students to be employed in the field to take a fully online class? If so, does it need to be explained in the schedule?

Revised ;

The Hybrid course will include lab hours which will be at the facility,

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. In SLO 2 #3 or C on the Course outline, "…..demonstrate the ability to make repairs on the automotive ignition systems" Can students be working in the field & taping themselves doing the skill to demonstrate the skill? Are they able to demonstrate it using the simulator?

Requested revisions have been made please provide feedback
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.

#14.   This question about modifications needed in the SLO's is answered "No", but same question as in #13. Can they demonstrate the skill? Yes it does