



DISTANCE EDUCATION **EMERGENCY** ADDENDUM

COURSE ID:	BIOL 155
DEPARTMENT:	Biological Science
SUBMITTED BY:	Soha Sobhanian
DATE SUBMITTED:	04/26/2020

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.**

Biology 155, Introductory anatomy & physiology, is a pre-requisite course for a number of healthcare field careers (ex. psychiatric technician, radiology technician, pharmacy technician, etc.). Currently, the class is only offered as a face-to-face which benefits many students. However, conflicts such as work schedule, family life, or time overlap with other course limits students' enrollment in the course. This may pressure students to take the course elsewhere, or even have them reconsider their career decision. By offering distance education option for the course, we address the concerns listed above, providing high quality education to our students through multiple avenues and, therefore help our campus retain the student population and ensure their success.

- 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.



DISTANCE EDUCATION **EMERGENCY** ADDENDUM

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 can schedule weekly synchronous office hours using ConferZoom conferencing service and make the link available to students through Canvas. Students may join during the scheduled time to discuss their concerns about the course content, assignments, activities, course logistics or review their assessments. The online conference tool through Canvas is also another avenue for synchronous office hours.

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.)**

Student communication includes the following to ensure student success:

- 1) Availability of course material (lecture and lab) through the Canvas shell. The course material includes but not limited to PowerPoint presentations of lecture and lab, links to videos presentations, individual/group activities, homework and lab assignments that can be submitted through Canvas. Lecture and lab assessments are also available through Canvas.
- 2) Weekly announcement updates on lecture topics of the week and the appropriate links for either synchronous lecture, or previously recorded lectures.
- 3) Weekly announcement for upcoming lab activities and links to videos, and virtual labs
- 4) Synchronous office hours to address questions and concerns through ConferZoom or Conference tool on Canvas. Office hours are typically to be scheduled twice a week to ensure student accessibility.
- 5) Timely feedback on the exam through email communication or during synchronous office hours (usually within 72 hours of the exam end time)
- 6) Email correspondence through Canvas or campus email to answer questions (respond time within 24hours of the original communication).
- 7) Threaded discussion forums on Canvas to evaluate and draw conclusions on group data or class data for lab activities.
- 8) Group assignments following specific lectures to ensure students' comprehension of challenging topics.
- 9) Availability through phone on the day of the exam to answer any questions or make clarification

<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 may participate in group activities designed to evaluate their understanding of lecture content. Assignments are accessible through their online platform and the discussion board, where each student contribute to the completion of the assignment.

Specific lab activities also require students to collect individual data and share that with their assigned group or class using excel/ word files that can be modified, or threaded discussion board. Furthermore, students are required to evaluate the data and share their conclusions with the rest of the class and receive peer-to-peer feedback.

Lastly, students' interactions can take place during synchronous online meetings where they can participate in breakout sessions to review course content, complete assignments, or simply interact with one another.



San Bernardino

Valley College

DISTANCE EDUCATION **EMERGENCY** ADDENDUM

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 lecture portion could be synchronous, accessible through Conferzoom or Conference feature of Canvas or asynchronous with lecture prerecorded and accessible through provided links. The asynchronous lectures are broken down to 30 -40 min videos with closed captioning. Each lecture meeting has its corresponding assignment, that may be completed and submitted individually or as a group. Depending on the content being presented, students may need to complete an online quiz prior to the lecture or after completion of the assignment. To answer any questions related to the lecture, students, may participated in their online office hours and directly interact with their instructor and peers. Assessments for each unit will be completed using their online platform. Laboratory meeting include virtual labs (ex. Labster or McGrow Hill Connect) where students ask to complete laboratory exercises or watch specific videos, followed by completion of specific activities and/or assignments. Depending on the activity, labs can be conducted as groups, allowing students to share data through their online platform and evaluate class data. Assessments are accessible through their online platform.

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.

Students questions and concerns regarding the course content and/or logistics may be addressed during the regularly scheduled online office hours or through email correspondence within 24 hours of the original communication.

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

Students may participate in group activities designed to evaluate their understanding of lecture content. Assignments are accessible through their online platform and the discussion board, where each student contribute to the completion of the assignment. Lab activities where students collect individual data and share that with the rest of the class using excel/ word files that can be modified, followed by group discussion about the data analysis.

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

Students questions and concern can be addressed through effective and timely email communication. Weekly announcements though the online platform ensure students are aware of any upcoming assignments and assessments or any modification to the due dates (if any). Regularly scheduled online office hours are another avenue for instructor-student communication. Lastly students can receive individual/group feedback on their submitted assignments and assessment.

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?

A lab activity is designed for each week (except weeks with a scheduled lab assessment). Students are asked to complete the following to receive credit for the lab:



DISTANCE EDUCATION **EMERGENCY** ADDENDUM

- 1) Download a lab activity file from Canvas and read over the purpose and background section of the lab.
 - 2) Download and view the PowerPoint presentation for that week's lab (found on Canvas)
 - 3) Watch video presentation on anatomy of an organ system, dissection of specimen, demonstration of technique or lab procedures.
 - 4) Complete an anatomy or physiology lab or virtual lab (accessible through Labster, McGraw Hill Connect, etc.)
 - 5) Complete the lab assignment that may include labeling of organ systems and answering related questions or writing a lab report (*Note: depending on the lab, data can be collected and evaluated using Canvas discussion board and shared between previously assigned groups or the whole class*).
 - 6) Students submit the lab assignment (either as individuals or groups) through Canvas.
- Students may review their graded assignment for any corrections or comments.

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

- SLO can be completed using one of the following formats:
- 1) A multiple-choice question in a lecture or lab assessment
 - 2) An essay question in a lecture/lab assessment
 - 3) A graded lab assignment submitted through Canvas.
- Students will fulfill all the Course Objectives upon successfully completing the course as they would have done in a face-to-face class.

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:		<input type="checkbox"/> YES <input type="checkbox"/> NO
DE REVIEW:		<input type="checkbox"/> YES <input type="checkbox"/> NO
CURRICULUM COMMITTEE DIVISION REPRESENTATIVE REVIEWED:		<input type="checkbox"/> YES <input type="checkbox"/> NO

Mary: Looks good

Davena: well done, recommend approval