San Bernardino Valley College

DISTANCE EMERGENCY EDUCATION ADDENDUM

COURSE ID:	**Biology 207**
DEPARTMENT:	**Biology**
SUBMITTED BY:	**Tatiana Vasquez**
DATE SUBMITTED:	**Sep 9 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 in an emergency situation. 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 for emergency purposes only, 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.**

   This course is the second or third introductory course for students entering majors in Biology, Biomedical, Environmental Science. It is also linked to AS and AS-T degrees in Biology and AS, Liberal Studies with area of emphasis in Biological and Physical Sciences. This course will be aimed to align with the OEI rubric and student equity goals.

3. **Will this course require proctored exams?**

   ☐ No
   ☒ Yes - If yes, how?

   Some sections may conduct proctored exams using Proctorio or via Zoom meetings live sessions. Contingent plans when internet instability occur will be clarified to students much in advance to holding exams. Proctorio will be tested by students and instructor prior to formal launching.

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.

   Transcripts for audio files will be included when Zoom software is used. If using Studio software, then videos will be accompanied by adequate captions.

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.)**

Synchronous office hours may be scheduled according to the surveyed availability of the class, thus selecting for most common hours but also the rare hours. The software used will be Zoom and supplemented with other software such as Discord or Pronto. In addition, Discord will allow by-appointment or unplanned meets using video or talk options.

The weekly schedule and adequate link of synchronous office hours will be posted on the course syllabus, and Canvas Modules.

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.)**

Synchronous lectures online will occur as scheduled and advertised at the time of registration, in addition to published scheduled laboratory meetings on campus.

Semester project is designed for frequent stepwise submissions thus written and/or audio feedback will be provided individually and with video/audio feedback for entire class.

Anonymous surveys will be carried throughout the semester to receive student feedback about lecture online course design/content and laboratory face-to-face course design/content.

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.)**

Threaded discussion forums on Canvas along with use of Pronto or Discord Talk and Chat channels created for informal group formation. These online formats will also be used for directed group assignments in both lecture and lab.

Use of Zoom break-out rooms with directed exercises for team efforts and student individual self-reflections when conducting synchronous lectures.

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 Home Page will have the weekly update and/or announcements of the week.
Syllabus Page will have the assignments updated by due date for the week and/or month and a direct link will be accessible to those assignments.

Modules Page will be titled separately for lecture and lab, with specific dates of the week, and associated pages will be set in sequential order, thus having an introduction with objectives and assignments of the week and an ending page for closing on what was accomplished.

Assignments will be embedded within the pages of the module to actively engage students in a flip-classroom process prior to having lectures online via Zoom or for laboratory on campus. Those active engagements will be *low stakes* assignments with *New Quizzes* feature on Canvas or Google Doc/Spreadsheet for class collaborations.

Recorded Zooms will also be available with a conspicuous sub-header within the week's module, along with relevant Powerpoint slides and/or handouts when used during break-out rooms.

There will also be separate modules to give students the opportunity to review weekly updates and announcements and an office hour module with link and hours available for easy access.

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.**

I believe in working with students toward a successful outcome so to do that I am committed to provide you with written and/or audio feedback for your formative and summative assessments. The feedback will be available within two weeks of assessment submission. I will also be intrusive in our interactions. Expect me to bug you frequently (via Canvas email, via Discord or Pronto, or with a face-to-face elbow nudge) if I notice that online or face-to-face activity has gone inert after a week.

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

Assignment would be a three-part interaction: 1. Initial submission of typed research proposal; 2. Peer review of one report submitted earlier in the week, peer review must include specific attention to rubric guidelines and provide the author a "how to" learning strategy that improves a major shortcoming of submitted assignment; 3. Author resubmits revised research proposal for grading.

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

One-on-one appointment via Zoom/Discord to interact over the first high stakes written/typed assignment or first exam to compare with practices of learning and teaching.

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?

Face-to-face lab activities will be supplemented with some online active engagement pre- or post- labs, but the core activities, projects, and lab exams will be on campus. Pre- or post- labs may include online simulations or instructor-created/YouTube videos and low stakes online quizzes.

A few labs may be offered online with online simulations such as PhET, HHMI's BioInteractive, researcher-based (e.g., QUBES, BioInteractive, Data Nuggets) or instructor data sharing, instructor-created or YouTube videos of lab procedures, or data collection from Live Web cams of various organisms in differing habitats/environmental conditions. A few labs may be conducted remotely with the use of department-constructed lab kits with non-hazardous supplies.

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

SLOs: Lecture-based can be assessed in the online exam format whereas lab-based will be within the scope of face-to-face hands-on activities and may be supplemented with Zoom meetings and lab-kits supplied by the department.

Course Objectives: The lecture-based course objectives will be met in an online version using multifactorial resources such as instructor-created videos, synchronous lecture meetings, online simulations, youtube videos, online textbook, etc, that support individual and group learning. Lab-based objectives will be met via face-to-face interactions on campus as performed traditionally and will be supplemented with online active learning methods.

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:	M. Worsley	☒ YES ☐ NO
CURRICULUM COMMITTEE DIVISION REPRESENTATIVE REVIEWED:		☐ YES ☐ NO

Maggie: looks good!