



San Bernardino

Valley College

## DISTANCE EDUCATION ADDENDUM

<b>COURSE ID:</b>	<b>COMMST 111</b>
<b>DEPARTMENT:</b>	<b>COMMUNICATION STUDIES</b>
<b>SUBMITTED BY:</b>	<b>Susan Mattson</b>
<b>DATE SUBMITTED:</b>	<b>4/28/20</b>

*For additional resources on completing this form, please visit the DE Website:*

[www.valleycollege.edu/onlinefacultyresources](http://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.**

Offering the course online will help increase Student access and student equity because it has only been offered as a face to face course in the department’s history. Offering it online opens access to students who might not have been able to attend otherwise. The course is one of the core requirements for an AA-T degree in Communication Studies and is also a required course for many certificate programs. Offering the course online will also help increase the department’s numbers reflected in OEI because new online course materials can be utilized to add or replace previous hard copy only textbooks.

- 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.)**

Instructors will need to utilize a variety of tools for online synchronous office hours, specifically zoom, cranium, Canvas conference, skype, etc. so the students can have access to the instructor just as they would with typical office hours for face to face classes. Instructors will remain consistent with SBCCD policy, “Synchronous Office Hours: These are specific hours of specific days when a student can interact with an instructor. These can be physical synchronous office hours where the instructor is present on campus in a specific office. But these synchronous office hours could also be times when the instructor is available via various technologies: telephone, audio/video conferencing (i.e. Zoom), “chat rooms,” or multi-point multi-interactive programs. Please make note that email is not synchronous” (<https://www.valleycollege.edu/online-classes/faculty-resources/reg-effective-contact.php>).

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 will remain consistent with the course outline of record and the assignments and presentations will be adjusted to accommodate the student’s on-line forum. Students will be required to be able to utilize the campus supported virtual streaming tool (currently zoom) to be able to participate in synchronous oral presentations, or be able to utilize the campus supported learning system to record presentations. Instructors will be able to decide which option works best for them. If synchronous presentations are going to be used it will need to be clearly indicated in the schedule so students and instructors can schedule accordingly. If recordings of presentations are what the instructors prefer, scheduling does not need to be an issue. This would need to be something clearly explained and determined by the department in scheduling. Students will be required to engage in weekly threaded discussions and or skill building activities and assignments that require the students and instructor to engage and interact. Examples of discussion topics are responses and reflections on posted videos and scholarly journal articles. Lectures can be pre-recorded or held synchronously and if students are unable to log in on the designated time, they can watch a recorded version. Instructors will be encouraged to provide weekly announcements and updates that ensure students are being led through the course. Weekly synchronous office hours will be required. Instructors will be required to observe SBCCD policy about student contact and asynchronous office hours which states, “Asynchronous Office Hours: When contacted via voice mail or e-mail by a student, the instructor usually responds within 24 hours (except weekends, holidays, and vacations) so the contact with the student will be timely, albeit not instantaneous. This contact is effective because it responds to specific concerns and questions of individual students” (<https://www.valleycollege.edu/online-classes/faculty-resources/reg-effective-contact.php>).

In addition to synchronous and asynchronous office hours instructor will be required to follow policy on feedback on student work which states, “Feedback on Student Work: Instructors are responsible for verifying the participation of the students in the class as well as monitoring their performance status. When faculty give students feedback on their work, this type of contact is effective because it allows the student opportunities to adjust their performance and adjust their understandings or misunderstandings of the material. As in the on-ground classroom, this contact is crucial in the learning process. The timing of this feedback is at the discretion of the instructor and dependent on the type of learning that is being



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achieved. But timely appropriate feedback is essential. Computer generated exams can provide immediate feedback. Feedback on written work will not be instantaneous, but students should be made aware of the parameters of the feedback. The feedback can consist of written, aural, or video material” (<https://www.valleycollege.edu/online-classes/faculty-resources/reg-effective-contact.php>).

<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.)**

The students engage in skill building activities that can be completed in break-out sessions or as group projects completed on their own time to accommodate the student to student contact. One example of a bi-weekly group activity is a power-point presentation created by the students in groups that they post on a discussion thread. They create the presentation as a group then post it to a thread where they also to get to see and respond to other groups. The assignment requires the students to complete the assignment together (and this is often challenging because people work on their own time) however the end product usually ends up great and they get to see and hear about other group challenges as well. The group projects go on throughout the entirety of the semester. Other examples of discussion threads and student to student interaction are reviews of TedTalks and specific course related discussion threads.

- 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.**

Beginning with Module 1. Here students will find the list for the required reading, lecture notes, required discussions, exam and the first major paper/ presentation assignment. Each module is designed in the same fashion for continuity. The modules are fluid and move the students through the requirements as well as include the zoom links necessary for presentations when that time in the semester hits. Students typically present themselves to the class after the semester of discovering their communication patterns in various relationships and contexts.

- 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.**

This course is online however there will be opportunities to interact frequently. Instructors should be available for weekly virtual office hours where students can discuss their research and have guidance with assignments. Students will be interacting with one another through weekly discussions and presentations as well as through group projects. Instructor and student email interaction indicates that students should hear back from their instructor within 24 hours unless it is a weekend or holiday. If the student has not heard back from the instructor, they are then encouraged to login to the weekly synchronous office hours.

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



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An example of student to student contact might include an assignment where students are required to present a video about a chapter from the textbook and lead a discussion with their peers one time during the semester. Students would end up facilitating weekly discussions throughout the entirety of the semester because each student would be assigned a specific date. Discussion topics could be from the textbook and are limited to within the same week as the student is assigned to present. This can be a recorded video of the student that they post to a discussion board. In addition to posting a video of themselves presenting the course content, they will type the discussion questions they wish their peers to discuss. Students are required to take part in the discussions. They are graded assignments.

The same type of interactive format is also used in the discussion boards when addressing group projects, posted videos and articles.

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

Weekly lectures, weekly discussion boards, and synchronous on-line activities are a few examples instructors might utilize to facilitate effective instructor to student interaction.

**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?

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

The SLO's and course objectives will remain the same. The current course outline of record reflects our SLO's and course objectives. The current SLO's are:

**SLO #1:** Students will demonstrate their understanding of the concepts and theories of interpersonal communication by evaluating their own communication patterns and making changes to improve their personal relationships when needed as described in their personal journals and or paper assignments.

**SLO #2:** Students will demonstrate the influence of personal variables (self-concept perception and emotions) impact their communication behavior by using exercises designed to illustrate these concepts, followed by discussion.

**SLO #3:** Students will demonstrate their knowledge of the impact gender and culture play in communication by participating in activities that are specifically designed to show the differences, followed by group discussion.

The methods for assessing the SLO's might be different because instructors are given the flexibility in how they will assess the student learning outcomes. Traditional forms for assessment included course assignments and projects which can still be used to assess the learning outcomes. No additional tools or resources other than the campus supported learning system is needed. Instructors will be able to assess the learning outcomes through assignments and presentations which can all occur online.

**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.)*



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**To be completed by a member of the Curriculum Committee Review Team:**

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

This course is already approved for DE

Already DE approved, but nicely done