



San Bernardino

Valley College

## DISTANCE EDUCATION ADDENDUM

COURSE ID:	ELEC 021
DEPARTMENT:	Electrical/Electronics
SUBMITTED BY:	Anthony S. Ababat
DATE SUBMITTED:	4/19/20

*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.**

By Offering ELECTR 255C Course through distance education, the Online format will expand access to this class. Students who enroll in this course do so to enhance their skills in basic information for reading blueprints and construction drawings. It is designed for those who must assimilate information found in working drawings and specifications.

By statistics, Electrical and Electronic technicians enrolling in this course encounter time constraints in coming to School Campus and, in some cases, will have transportation as a barrier. There are numerous Electrical and Electronic technicians or students that want to join and complete the Blueprint Reading for Building Energy Systems course but having schedule problems in coming to campus. To eliminate these barriers, offering this course as Hybrid is a good alternative. By providing online classes, telecom, or wireless tech, working from various companies can enroll in this course and achieve their long-awaited career goals in life.

(Student Access, Student Equity, Student Needs)

**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



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- ☒ 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.)

Synchronous office hours can be implemented by the instructor using Online Conference Tool such as Microsoft Office Team or Confer Zoom meetings. And achieved by sending students the invitation link schedule deemed appropriate for this specific course to help students understand the course materials and complete the class.

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.)

Instructor prepared materials combination of synchronous and asynchronous types, threaded discussion forums, weekly Announcements and Assignments. If needed, conduct online meetings and online lectures. To ensure regular and effective instructor-student contact, the course design include "Expectations for the Student and Instructor". The specific example as provided in this online course is given below:

### Student Expectations

To be successful in this course, you are expected to:

- Complete the **Student Learning Contract** by Friday of the first week.
- Read the entire **Syllabus**.
- Consistently check **Announcements**, your school email account, and the Canvas Inbox.
- Review the **calendar** for due dates.
- Participate in **Discussions** (post weekly and respond to your classmates).
- Turn in your own work that has been thoughtfully completed. Proofread for errors in spelling and grammar.
- **Communicate** with your instructor of any problems or confusion well in advance of the due date.
- **Complete** all discussions, assignments, online quizzes, and/or exams on time.

### Instructor Expectations

As your instructor, I will

- **Communicate** to you via Canvas announcements and Inbox.
- **Post** weekly course-related announcements.
- **Respond** to your email or phone message within 24-48 hours.



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- **Monitor** all discussions and provide feedback to the entire class where needed at least weekly.
- Provide individual **feedback** on assignments/papers/projects within one week of the due date. (View [Finding Grades and Feedback](#))

Work with you so you will have a **successful learning experience** in this course!

<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 implementation of student-student contact through Threaded discussion forums where each student will reply to each of their peers in a weekly given topic. Assigned group projects for students to collaborate on their plans and ideas to complete the required project for this course. In this designed Online course, students will have the opportunity to collaborate with their classmates, discuss and share their ideas online and interact with each other. A student lounge module is created in the course design to enhanced student-student contact. Please see specific example below:

### Student Lounge

Welcome to your Virtual Student Union! You can use this space to converse with classmates about appropriate topics other than those related to the course material.

\*Note: Post course-specific questions to the appropriate discussion or send a Canvas Inbox message to your instructor.

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.**

Typically, the students will read the Module assigned every week. Then answer the discussion topics/s. Work on the Weekly assignments and answer the quiz given in that week. In addition, they will also perform Blueprint reading for Building Energy systems to build the skills required for this 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.**

The frequency and timeliness of instructor-initiated contact and student feedback in this ELEC-021 class can be implemented by weekly monitoring of student's performance and checking on the student's analytics through Canvas. It will be implemented in DE format as follows:

- The presentation or materials in an online format and other appropriate media (such as audio, video, PPT



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slides, Word and PDF files will be check for accessibility.

- A good design for weekly assignments and projects that promote collaboration among students.
- Model course netiquette at the beginning of the semester with instructor-guided introductions.
- Pose questions in the discussion boards which encourage various types of interaction and critical thinking skills among all course participants.
- Monitor content activity to ensure that students participate fully, and discussions remain on topic.
- Create a specific forum for questions regarding course assignments. (e.g. "Got a Question?")
- Guided practice through Simulation and On-Campus assigned laboratory activities.
- Interpret and translate architectural, electrical, HVAC, and building blueprints to convey information about their respective layouts

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

The effective student-student interaction may occur in this online course by providing socially focused exchanges such as a guided instruction, positive and healthy exchange of information, and participation in activities designed to increase a social rapport. For example, the collaborations and discussion among students in performing their labs on campus and building up the required Program to successfully implement the assigned laboratory work.

Discuss among themselves the appropriate strategy to perform the required program as well as the required the ability to draw appropriate solutions of assigned construction details.

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

An effective instructor-student interaction implemented in this ELEC 021 class will be to encourage students in participating in discussions, providing students with feedback, listing the office hours availability and consistent communications. As a student, they can expect to interact with their instructor throughout the week, beginning with the weekly announcement posted each Sunday. Students should plan on checking Canvas at least three times during the week – once to post initial assignments, once to post feedback to other assignments, and responding to your peer and instructor's feedback. This can include:

- Solving and working electrical tasks to assimilate information found in working drawings and specifications.
- Follow up reminders or previews of upcoming assignments
- Comments on or a summary of a current discussion
- General comments on how the class did on a test or assignment
- Remediation on a misunderstood or muddy learning point, based on student work
- A link to a relevant video or article
- Perform the required laboratory work and apply the process and sequence which is used to systematically represent 3-D structures in a 2-D format.

Instructor will assist and evaluate students work and will provide feedback and demonstration to successfully implement the required online tasks.

### 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?

Although laboratory experiment is not required students will still need to use Electrical AutoCad software



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

To accommodate the SLO and course objectives, required activities through weekly assessments, quizzes, and submission of laboratory work. Students will be able to identify a variety of necessary materials and components in the construction. Be prepared to read electrical and HVAC industries and their blueprints drawing equivalents.

Students will learn how to interpret and explain drawings and Blueprints from the construction, electrical, and HVAC industries as well as new Title 24 energy efficiency requirements and demonstrate the ability to draw appropriate solutions of assigned construction details. Students expected to understand and apply the process and sequence used to represent 3-D structures systematically in a 2-D format. And demonstrate the ability to represent construction details and sections by freehand sketching graphically

### 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:

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