



DISTANCE EDUCATION ADDENDUM

COURSE ID:	ELEC 091
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

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.

Elec 091 is listed as lecture only. Offering this course through a distance education format will provide more opportunities for students who are currently working in their field and had a very minimal time to go to a school campus. This approach will help to grow our Electrical/Electronics Department in terms of our student population. With this class we normally request a field trip for (Student needs, Student Access, and Student equity)

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.)

Online Conference Tool, Microsoft Office Teams, and Zoom

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, threaded discussion forums, weekly Announcements and Assignments. If needed, conduct online meetings and online lectures.

<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, assigned group projects, threaded discussions

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.

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.

Through discussion topics and monitoring student performance weekly. Email reminders and announcements. Phone calls and text messages if required. Instructor initiated contact and student feedback are implemented and will be listed in the syllabus course design and implemented in DE format as follows:

- A good design for weekly assignments and projects that promote collaboration among students.
- The presentation or materials in an online format and other appropriate media (such as audio, video, PPT slides, Word and PDF files will be check for accessibility.
- 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?")

Ask students for feedback about the course on a regular basis and revise content as needed.



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

To gain high level of student-student interaction in this course, it will be accomplished 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. This will happen naturally when students will be collaborating and discussing their approach or solutions to a given real-world Solar installation scenario in this Inspec 014 class. Example: Student will be gathering data they need for a particular permit in various cities. Collaborations on these data are vital factors in their design and will save them time when each of them will share and collaborate the date they gathered in very city permit applications. 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. Then work on the given quiz for that week.

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

As always, first day goes a long way in setting the tone of the course. An effective instructor-student interaction implemented in this Elec 091 class will be to encourage students in participating in discussions on their ideas and plans when implementing their Solar design, then providing students with feedback, listing the office hours availability and consistent communications. This can include:

- Designing Solar PhotoVoltaic System using Solar Simulation Software.
- Reminders or previews of upcoming assignments
- Comments on or a summary of a current discussion
- General comments on how the class did on their design assignment
- Remediation on a misunderstood or muddy learning point, based on student work
- A link to a relevant video or article
- Personal news you would like to share with the class

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 way this course will accommodate the SLO and Course objective is through weekly assessments such as quizzes threaded discussions and submission of assignments. For example, the Elec 091 class: On completion of this course, students should be able to determine the required solar equipment’s and materials needed to do the complete installation. Students will be assessed on a five-point scale using the following:

- Students will be assessed in the successful implementation of the fundamental concepts of Solar Energy
- Check their ability to conduct site visit, design layout for plans and preparing the list of materials needed for a residential and commercial installations.



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- The student will be assessed in presenting correct design plans for permit applications.
- Students will apply the most appropriate locations in installing Solar Panels and required major equipment's.
- Students will demonstrate skills in monitoring Solar System performance.
- Students will be asked to provide a real-world application to demonstrate the theories they've learned in this course.

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