



San Bernardino

Valley College

DISTANCE EDUCATION ADDENDUM

COURSE ID:	ELEC 216
DEPARTMENT:	Electrical/Electronics
SUBMITTED BY:	Anthony S. Ababat
DATE SUBMITTED:	6/30/20

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.

Student needs and OEI (Online Education Initiative)

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.)

The instructor will provide regular scheduled synchronous office hours using Online Conference Tool, Microsoft Office Teams, and Zoom. Instructor will also develop an asynchronous material through Canvas for this purpose since it will be a Hybrid form.

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.

<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, Note bowl, peer-to-peer feedback, synchronous online meetings, etc.)

Students will be assigned a laboratory activity to perform at the campus and following a social distancing guideline. This course will also include threaded discussion forums, assigned group projects, and work on Laboratory exercises using the Mockup board for Electrical Residential and Commercial wiring available on Campus.

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 real world hands-on exercises using the available Electrical materials and equipment that the students will build from scratch.

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-216 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 lecture presentation or materials in an online format and other appropriate media (such as audio, video, PPT slides, Word and PDF files) will be checked for accessibility.
- A good design for weekly assignments and projects that promote collaboration among students.



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- 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 hands-on practice to build Residential and Commercial Electrical wiring.
- Watching Simulation safety exercise to correctly analyze, explain, and identify specific electrical circuits from blueprints using the code book.
- Select the proper tools and equipment to use in both commercial and residential wiring and troubleshoot problems if necessary, using the current National Electrical Code book.

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 testing and running wires through the mock up board that they are going to build from to demonstrate how a residential and commercial wiring needs to be done in real world applications.

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 216 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:

- Analyze an existing blueprint and determine the required Electrical route from a residential outlet to the main Electrical Panel.
- 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 using available parts for Residential and Commercial wiring.
- Instructor will assist and evaluate students work after performing each laboratory activity and will provide feedback and demonstration to successfully implement the required laboratory 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?

The laboratory will be implemented by following the required social distancing guidelines and assigned approved schedule to perform the required weekly laboratory work. The students will troubleshoot and correct any



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problems on these different systems and then perform an operational checkout to determine if the problem is fixed with 100% accuracy and pass a written exam with a minimum score of 70%.

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

Through weekly assessments, quizzes, and submission of laboratory work. In this class, students are expected to demonstrate their ability to correctly explain and apply the general principles of AC and DC Wirings and perform an operational checkout to determine if there is no fault in an existing wiring using Resistance and Voltage check. Students will demonstrate their ability to identify the different types of AC generating systems, analyze various problems with AC transmission and explain and comprehend the use of the electrical codes. Students will also demonstrate their ability to correctly analyze, explain, and identify specific electrical circuits from blueprints using the code book and select the proper tools and equipment to use in both commercial and residential wiring and troubleshoot problems if necessary using the current National Electrical Code book version 2020.

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