



San Bernardino

Valley College

DISTANCE EDUCATION ADDENDUM

COURSE ID:	ELECTR 110
DEPARTMENT:	Electrical/Electronics
SUBMITTED BY:	Samuel Valle
DATE SUBMITTED:	6/8/2020

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. 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.**

ELECTR 110 helps maintain the Online Education Initiatives goal of ensuring more students complete their educational goals by giving students the flexibility when to learn instead of mandating a specific date and time. In addition, this format would also increase student access by eliminating, or reducing, the need to travel to campus and saving the student the expense of needing to be on campus.

- 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 be utilizing online conferencing software, such as Microsoft Office teams or Zoom, for synchronous office hours in meeting with students.

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.)**

ELECTR 110 will utilize weekly announcements, threaded discussion boards, feedback on quizzes and assignments, and instructor prepared material, in addition to synchronous office hours. In addition, if asynchronous lecture videos are not used, synchronous lectures will provide additional contact with students.

<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.)**

ELECTR 110 will utilize group discussions for specific assignments and projects and general discussion forums to communicate with each other. In addition, if synchronous online lectures are used, with Zoom for example, students can be grouped to further enhance student to student contact.

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.**

After logging in, students will read their school emails and view announcements posted on Canvas. The modules or pages will have the lectures, assignments, and quizzes that are required that week and students will begin with the lecture, viewing it at their convenience. Assignments will follow after the lecture, as well as quizzes, since the lecture will provide necessary background information that is required.

On Wednesday, synchronous office hours would be conducted, as well as a general discussion forum, so students can interact with the instructor, as well as fellow students, and ask questions or make insightful comments. In addition, students would observe their feedback from completed assignments.

On Friday, another synchronous office time is setup, as well as reminders on turning in initial assignments or labs (if due). During the weekend, Students could go back to the discussion forums to ask or comment on any issues related to the assignments or quizzes, as well as look at feedback from the instructor on completed assignments.

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.**



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During this course, you will often communicate with me, directly and indirectly. Here are the ways in which contact will be made (and when you'll receive responses or feedback):

1. School Email – Although I will not communicate frequently through email, it should be part of your daily routine to look at your *school email*. I may send special announcements through email, as well as individual messages, and you should expect a response to an email you send me within 48 hours.
2. Announcements – Right below the 'Home' link on Canvas, the 'Announcements' link is where you will check for any special messages or updates to the class. You will get an alert on the home page if I post a new announcement.
3. Synchronous office hours – This is where you will actually speak to me 'Live'. This will happen on Wednesdays at 7:00 pm and Fridays at 5:00 pm.
4. General Discussion forum – Here you can post a question and I will respond to it within 24 hours of your post during the weekdays (specifically, I will check out the Discussion forum at 2:00 pm and 10:00 pm and respond to questions then). On the weekend I will respond to questions at 10:00 pm Saturday and Sunday)

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

Regular and effective student to student contact is done through moderated threaded discussion forums for specific assignments for student questions. Group assignments may be done utilizing its own discussion forum. Synchronous office hours would also provide the opportunity for students to communicate with each other as they meet with instructors. Also, if instructors choose to do synchronous online lectures, students would be able to interact with each other.

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

The instructor would post announcements for any specific information or updates to the class. In addition, class lectures would be done synchronously, using Zoom or other Conference tool, and recorded for students to view later or an asynchronous video lecture is posted instead. When assignments are required, they include a discussion thread to allow students and instructors to interact with questions and insights as well as feedback given when they are turned in. Beyond discussion forums for assignments, a separate discussion thread is available for general questions or concerns from the student that the instructor answers, as well as synchronous office hours.

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?



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

Online, ELECTR 110 can satisfy the SLO and course objectives by utilizing the quiz feature in Canvas to satisfy testing requirements. Also, all the objectives will be taught using various tools of Canvas and online conference software, such as Zoom, and then tested using online quizzes.

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