San Bernardino Valley College

DISTANCE EDUCATION ADDENDUM

COURSE ID:	**ELECTR 270**
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.

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.)**

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: • 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. • 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?") Ask students for feedback about the course on a regular basis and revise content as needed.

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 demonstrate their ability to interpret various amplifier circuits and using the proper technical reference data and diagrams, determine the correct fix to the various problems associated with these amplifiers. As a student, you can expect to interact with me 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. Then work on the given quiz for that week. You may contact me through email, and phone calls or text messages if the need arises.

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 class will be to encourage students in participating in discussions, providing students with feedback in their exams and quizzes, listing the office hours availability and consistent communications. For example, after a quiz, the instructor will check each student's solutions and will send a feedback on their performance and result. Instructor-student interaction in this class can include:
- 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

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?

By providing students the list of required materials and tool kits. Simulation software (MultiSim) and recorded step-by-step videos in performing weekly laboratory exercises. Or any defective electronic appliances that students want to fix with instructor's guidance.

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

Through weekly assessments, quizzes and submission of laboratory work.

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:		☐ YES ☐ NO
DE REVIEW:		☐ YES ☐ NO
CURRICULUM COMMITTEE DIVISION REPRESENTATIVE REVIEWED:		☐ YES ☐ NO