San Bernardino
Valley College
DISTANCE EDUCATION ADDENDUM

COURSE ID:	**HUMSV 131 – Co-Occur Disorders**
DEPARTMENT:	**Human Services**
SUBMITTED BY:	**Melinda Moneymaker - Chair**
DATE SUBMITTED:	**June 15, 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.

   This course is a requirement of the Addiction Studies Certificate, accredited by California Association of Alcohol and Drug Educators, CAADE. The addiction studies certificate is the first step in a 3-part process to become a certified alcohol and drug counselor per title 9 regulations of the Department of Health Care Services, DHCS, in the state of California. Offering this course online in full or in hybrid format allows student access and addresses student equity where the obligations of transportation needs, childcare needs and other barriers to attending face to face campus classes might prevent students being able to enroll. This aligns with the campus strategic plan of increasing student access and success. Offering this class in a DE format also promotes student equity on campus supporting the campus mission statement, but in the profession of addiction counselors across this diverse populated state.
   The DE format of this course also follows the guidelines of the online education initiative, OEI, meeting the regulations of DE guidelines in regards to student engagement and prompt feedback, student centered learning, rubrics for assessment and alignment to student learning outcomes, and accessibility to course and course content.

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

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☐ 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 schedule regular office hours utilizing zoom, canvas, email and phone scheduling times. The instructor will indicate on the syllabus for the course the times when they will be available to set appointments with students for office hours. During zoom office hours the instructor will set up synchronous time slots with students so they can have real time contact with the instructor. Using the waiting room for students will allow for individual student and instructor meetings.

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.)**

    Announcements through canvas will prompt students regarding the release of modules, assignments, and reminders of due dates. A specific example would be:
    "Your assignments are now reviewable in module 1. Your first assignment will be engaging in a discussion thread with your instructor and your peers with an initial post from you regarding the prepared course instructor material for the week. This initial post is due on Thursday the 18th at midnight. You can access the discussion after clicking on module 1, or go directly to the discussions area off the left-menu from your homepage. The instructor will review initial posts and provide feedback within 24 hours, (except Sundays, holidays and vacation)."

    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.)**

    Students will have the opportunity to engage in regular and effective student-student contact in the following ways:
    1. Weekly small and large threaded group discussion posts. After a student creates their own initial post, they will then be required to give feedback to at least two of their peers' posts.
    2. Zoom hour – each week students can engage in a scheduled zoom hour with their peers and the instructor where synchronous small and large group discussions can take place.
    3. Weekly group projects designed to have students working in small groups on canvas and then presenting to the larger class during zoom hour.

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.**

    Each week students will log onto canvas to review the course module which includes the weeks' assignments covering the instructor prepared material, recorded lectures, power points, textbook publisher (if textbook is used), captioned films and video clips and links to articles posted online. The assignments will be outlined in the module with rubrics and due dates. Students in full online format of this course students will view the instructor

prepared material for the week, and then will participate in a discussion forum with other students and the instructor other students in the class, having an opportunity to share questions, feedback and related opinions on the week's course material. Other assignments in the full online version may include small group projects that will be presented to the class on the course material through shared power points, shared weblinks to articles, films, case study plans and videos developed by students. Students in a hybrid format will meet face to face at a designated time by the instructor to view some on this prepared material and have an opportunity to practice in class with hands on learning and small group projects and presentations, and then will have assignments online to further research and display learned knowledge of the content material prepared by the instructor. In both the full online and hybrid format of the course there will be quizzes each week which will also offer assessment on learned material by the instructor.

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.**

You can reach out to me though canvas messaging system and / or by email, bscott@sbccd.cc.ca.us anytime that you have questions regarding the course, accessibility concerns, or if you wish to schedule an office time appointment with me on canvas through confer zoom. I will respond to student inquiries within 24 hours, (except Sundays, holidays and vacations). My goal is to assist you in your learning so that can be successful in class, even if this is your first online course.

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

Students will have the opportunity in threaded discussions to provide feedback to their peers' posts, after creating an initial post of their own. There will also be weekly zoom calls that will provide opportunities for the entire class to interact with each and the instructor.

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

The instructor will have weekly communications with students through the use of announcements, discussion threads, prompt feedback to their submitted work, and office hours offered in confer zoom scheduled time slots, canvas messaging, email and if needed scheduled call with the student. A specific example would be:
"As you instructor I will be available to you daily, Monday thru Saturday, to answer questions regarding the course, the field of addiction studies, and other questions regarding human services and job opportunities , or transfer requirements to higher degrees. You can reach me at: bscott@sbccd.cc.ca.us or through canvas messaging, (quickest response time within 24 hours except Sundays, holidays and vacations).

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?**

Students will identify the relationships among trauma, health disorders, substance use disorder and psychiatric disorders, the interactions between cultural, social and familial roles and stigmas. They will describe and

demonstrate critical analysis through written assignments, zoom meetings, and treaded group discussions of the material presented.

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