



DISTANCE EDUCATION ADDENDUM

COURSE ID:	HUMSV 131 – Diverse Populations
DEPARTMENT:	Human Services
SUBMITTED BY:	Melinda Moneymaker – Chair
DATE SUBMITTED:	June 15th, 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 and in addition provides students the opportunity to enter the workforce of addiction counseling, without having to attend classes on campus.

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 with other students, receive prompt feedback from the instructor, engage in regular interaction with the instructor, provide 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



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- 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 synchronous office will occur with students in this course through canvas and confer zoom. Specific time slots will be available for students on certain days specified in the course syllabus, and the instructor will be available during those times to set appointments with students for office hours. The instructor having set incremented time slots through canvas, may use the waiting room to allow for individual student and instructor meetings. There will also be a pre-arranged zoom hour for the class to attend to ask questions regarding course material, and asking questions through chat messaging or by raising their hand.

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.)**

Weekly announcements through canvas will prompt students to check new assignments posted, due dates and other important communication from the instructor to the student. A specific example would be: "Students please review this week's film on LGBTQ youth and addiction. The link to the youtube closed caption film is available on canvas now, in this week's module. After reviewing the film your first assignment will be a discussion thread with an initial post from you considering key points brought up in the film, prompts and a rubric for the assignment are also available now for you to review on canvas." This assignment will be due on Thursday the 18th at midnight. You can access the discussion by going 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.**

Students in diverse populations in addiction studies will explore cultural impact of race, nationality, gender, sexual orientation, age, socio-economic status and religion on substance use and access to treatment. It will further



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explore fundamentals of cross-cultural counseling and common cultural barriers to seeking treatment and assistance for substance use and other services and resources available in the community to assist individuals and families.

The syllabus for the class will be posted on the homepage and will be the first thing the students see after logging in and clicking on the class. It includes course outline and objectives, student learning outcomes and expectations for the course. Contact information for the instructor is also included with office hours through canvas and zoom, any textbook information, student resources and accessibility options for the course. Modules will be opened every week on Monday which will include all of the assignments for the week. Students will locate modules on the left-hand column from the homepage.

In each weekly module students will find:

1. Instructor material including pre-recorded lecture and power point slides
2. Additional captioned film clips or articles to be reviewed prior to the weekly threaded discussion.
3. A threaded discussion prompt and rubric on the weeks' topic for individual post and peer review feedback.
4. It may also include an ice breaker activity, special small group project or other written assignments.

There will be a zoom hour will take place on Wednesday's between 6-7pm for the full online version of the course, directing students to access zoom using confer zoom on canvas, also on the left-hand column off the home page. The zoom hour is a great way for students to check in with the instructor and meet other students in the class. Zoom hours will be recorded and uploaded in text to the weekly module. In the hybrid version of the course, zoom hour will be replaced by a face to face weekly meeting with students on campus.

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.

As the instructor for the course it is my goal to assist you in any way I can to be successful in the course. My office hours are on Thursday evenings in scheduled time slots, 5:30-7:30pm. To schedule an individual office hour, you may use confer zoom off the homepage, left-hand column menu to view available time slots, canvas message me, email me or text to my cell phone that you need an appointment. Response time for inquiries about the course material or the need to schedule an office hour time slot will be within 24 hours, (except Sundays, holidays, and vacation). Your assignments will be graded each week using the posted rubric for guidelines and feedback from me to see how you might improve on future assignments. There may be additional extra credit assignments posted through out the course. Please contact me early if you are experiencing any difficulties in understanding or accessing the course material or any other resources you might need information on to assist you in being successful.

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

Weekly threaded discussions provide student to student feedback when they are asked to respond to at least two of their peers' posts. In addition, weekly zoom calls can provide student to student contact in small breakout groups. A specific example might be after viewing a film on youth substance abuse, students are asked to select and present the answers to a series of questions from the film. One group may be assigned to discuss how different populations communicate with each other, and another the risk and protective factors for early onset of drug use. After 10 to 15 minutes the groups would come back together as a large group in the zoom call with the answers to the questions they were given.



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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. Specific examples would be:

1. an announcement reminding students of an upcoming assignment due date
2. prompts and rubrics with clear expectations for the students on what they need to do for full points on an assignment
3. a threaded weekly discussion lead by instructor to the classes with prompts and clears directions on how the students should respond in their initial post, and how to respond to their peers with meaningful feedback on their posts.

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?

Assess and recognize personal biases, accessibility issues, emotional, educational and safety needs of individuals who have diverse social and cultural backgrounds by way of weekly threaded discussions, captioned viewing of films, reviewing existing and developing new policies and guidelines for treatment centers and reviewing best practices for individual and group facilitators in substance abuse counseling.

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