San Bernardino Valley College

DISTANCE EDUCATION ADDENDUM

COURSE ID:	**HUMSVC 173**
DEPARTMENT:	**Human Services**
SUBMITTED BY:	**Melinda Moneymaker – Chair**
DATE SUBMITTED:	**6/15/2020**

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 part of the case management and human services certificates that prepare students for working in a variety of entry level professions in the public and community sector and behavioral health fields. 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, and is a Zero Cost text book course.

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.)**

Office hours will be held on Zoom during scheduled times set by the instructor.

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.)**

Students will have weekly discussions, weekly assignments, lectures, video files, group exercises and weekly announcements. Instructor prepared course material examples would be pre-corded lecture and power points covering the essentials of Helping and Interpersonal skills while utilizing technology to complete assignments such as vignettes and role plays in training videos uploaded and captioned, TED Talks and small group exercises for various interpersonal skills done through zoom.

    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 and practicing on interpersonal skills with each other will happen in break out groups 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 this course students will study the dynamics operating in groups and families including the identification of healthy versus dysfunctional groups/families; methods of intervention, and techniques in groups facilitation. Online this will be done through the use of instructor prepared lectures and powerpoints, films and training videos, threaded discussions with student to student peer feedback, zoom hour with instructor and entire class in full online version and a face to face weekly meeting in the hybrid version. In a typical week students can be expected to review: 1. Instructor prepared material including pre-recorded lecture and power point slides

> 2. Students first assignment will be a discussion introducing themselves after reading the welcome page. Then students will have assignments posted that they will complete weekly such as: watching videos, readings, threaded group discussions with peer to peer feedback, and kahoot games.
> 3. Students that are available will participate in a zoom lecture and the lecture will be recorded for students that are unavailable to watch on their own time.

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.**

> Weekly discussions will be posted and need to be responded to by the required due date each Sunday by 11:59pm. You will be required to respond to the discussion prompt and respond to two other students to receive full credit for the discussion. There will be a weekly zoom lecture and the time and date will be selected based on students response to the first discussion post. This is a question in that post so it is imperative that you respond so that the time and date most students are available we can schedule our zoom lecture.

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

> Student-student interaction will consist of weekly zoom lecture, discussion boards, and peer to peer feedback on discussion posts.

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

> Instructor-student interaction will consist of weekly zoom lecture, pre-recorded lecture and power point, weekly announcements and reminders, weekly office hours and discussion boards.

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?**

> The objectives will be met the same way. Students will have assignments, lectures, exams, videos, written assignments, group exercises and discussions. This is how assessments will be conducted to ensure students have met SLO and Course Objectives. SLO's and course objective in this course will include students being able to formulate and express the principles, skills, and techniques of the helping process.

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