



DISTANCE EDUCATION ADDENDUM

COURSE ID:	HVAC/R 050c Compressors, Condensers, and Cooling Towers
DEPARTMENT:	Heating, Ventilation, Air Conditioning and Refrigeration
SUBMITTED BY:	Senobio Aguilera
DATE SUBMITTED:	6/12/2020

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.

The 050c Compressors, Condensers, and Cooling Towers course will be offered online. This course will prepare the student to enter the commercial work force and is an elective class that every student needs to complete to earn a degree or certificate in this field. Publisher prepared and interactive web-based computer simulations will be used to facilitate content related to key learning objectives.

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.

Simulations and animated demonstrations from Interplay and Good-Heart Wilcox publishing



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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.)**

Class will meet on Zoom two hours a week; day would be normal lecture time. Instructor will hold a 1-hour synchronous virtual office hours to interact with students, day to be determined by 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.)**

Instructor will send weekly announcements to the students to introduce the upcoming weeks work. Modules will be set up to correspond with chapters in the book, homework, and exams to be set up in the assignment section and linked to the module. A welcome letter will be sent out one week before the class starts and prior to the start of the class and will encompass a short video on "Introduction to Online learning" as already approved by the CCC. The instructor will also provide an overview of online instruction, grading criteria, use of rubrics for grading, and the importance of communication between student and instructor.

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, peer-to-peer feedback, synchronous online meetings, etc.)**

There are weekly assignments and group discussions which require some student-to-student interactions with peer feedback on group discussion assignments. Lecture meetings will be done through Conference Zoom and be recorded for students to review later within that module's files section. The instructor will oversee the group discussions and give an example to foster student learning.

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.**

First day of the week is a synchronous meeting with the instructor. Instructor will meet with students via zoom conference and explain the format of the course. Instructor will do a share screen-allowing the students to follow along in learning to navigate the canvas shell. Instructor will show the students how the course modules will work and how new modules will open each week. Students will have a reading assignment followed by review questions based on what they read. Discussion group forums will be set up-to bring the class together. Power points and additional you tube links to go over some aspects of the lecture will be provided. Time will be given for students to work on projects and assignments before the second synchronous online meeting. Instructor will explain the exam process and grading to all the students and set up a time when to take the exam. Instructor will email students individually to update on their progress weekly.

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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Instructor will email students individually to update on their progress weekly-at the end of the week. If students have questions-they can email the instructor, who will respond within 24 to 48 hours, and on Sunday during the weekend. A sample statement: Student name inserted, your success in the course is important to me. Please contact me with any questions or difficulties you may be having in the course. Instructor email to be stated. There is a section in the student’s resource module for additional resources, Canvas help, Valley college help desk, and student disability help. Both phone numbers and hyperlinks will be inserted. My goal is to respond back within 24 hours, or on Sunday if the weekend. I will have virtual office hours on insert day and time, via zoom meeting or by email if you wish for another time. All times will be stated in the course syllabus.

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

When applicable student group discussions will occur after a power point or you tube assignment allowing the students to share ideas and discuss solutions to problems. A grading rubric will be used for each discussion assignment. Students will be required to make two replies to a student’s submission in the threaded discussion.

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

Through assignments and lecture meetings for each module. The instructor will create threaded discussion forums for each module, to encourage student-to-student interaction. A grading rubric will be used for each discussion assignment. After each module is completed, the instructor will update the student on their progress in the course, weekly.

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?

They will be met as if it was a face to face class-through readings, lectures, discussions, and exams. A grading rubric will be employed to assess the student’s ability to meet all SLO and course objectives.

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
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San Bernardino

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	DE REVIEW:	<input type="checkbox"/> YES <input type="checkbox"/> NO
CURRICULUM COMMITTEE DIVISION REPRESENTATIVE REVIEWED:		<input type="checkbox"/> YES <input type="checkbox"/> NO