San Bernardino Valley College

DISTANCE EDUCATION ADDENDUM

COURSE ID:	INSPEC 030
DEPARTMENT:	Inspection
SUBMITTED BY:	Joshua Milligan and Bryce Cacho
DATE SUBMITTED:	10/29/2020

For additional resources on completing this form, please visit the DE Website:
www.valleycollege.edu/onlinefacultyresources

Title 5 section 55002 requires all courses, or any portion of a course conducted through distance education include regular effective contact between instructor and student. In addition, the Accrediting Commission for Community and Junior Colleges (ACCJC) requires that Distance Education courses ensure that there is "regular substantive interaction" between instructor and student. SBVC's Distance Education Committee has stipulated that the requirements within Title 5 for "regular effective contact" is functionally equivalent to ACCJC's requirement for "regular substantive interaction."

Access and communication are equity issues. This form will clarify how these are being addressed in the online course format.

1. **Please select the distance education method that describe how the course content will be delivered. These definitions have been pulled from the ASCCC Resolution 09.06 of Spring 2019.**
    Check ALL methods that will be used for offering this course, even if previously approved.

    ☒ FO – Fully Online: Instruction involving regular and effective online interaction that takes place synchronously or asynchronously and is supported by online materials and activities delivered through the college's learning management system and using other required materials. All approved instructional contact hours, including online proctored assessments, are delivered through these online interactions. No in-person assessments are required.

    ☐ PO – Partially Online: Instruction involving regular and effective online interaction for some portion of the approved contact hours that takes place synchronously or asynchronously and is supported by materials and activities delivered in person and online through the college's learning management system, and through the use of other required materials. This would include periodic synchronously scheduled meetings for lecture, lab or testing where the instructor and student are together. Any portion of a class that is delivered online must follow a separate approval process. The approved online portion must meet the regular and effective contact regulation. The class schedule indicates when and where the in-person meetings occur and how many hours are to be completed online. Any scheduled or synchronous online meetings should also be included in the schedule of courses.

    ☐ OPA – Online with In-Person Proctored Assessments: Instruction involving regular and effective online interaction in which all instruction takes place synchronously or asynchronously and is supported by online materials and activities delivered through the college's learning management system, with in-person proctored assessments. All assessments are offered at approved locations proximal to the student and over a designated range of dates and times. No activities or assessments may be scheduled at a designated time or location.

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 Access, SBVC Mission Statement and Student needs

DISTANCE EDUCATION ADDENDUM

3. **If OPA is marked above, indicate how proctored exams and assessments will be conducted.**

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.

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.)**

Instructors will hold synchronous office hours at the times that are posted on the syllabus using Zoom. Links for the zoom meeting will be sent to students via email on the day of and prior to each posted office hour. The instructor will also be available on Canvas Chat and Email.

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

Threaded discussion forums, assigned group projects, threaded discussions
https://www.valleycollege.edu/online-classes/faculty-resources/reg-effective-contact.php

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.**

The frequency and timeliness of instructor-initiated contact and student feedback in this Inspec 030 class can be implemented by weekly monitoring of student's performance and checking on the student's analytics through Canvas. It will be 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).
- A good design for weekly assignments and projects that promote collaboration among students.
- Model course etiquette 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?")

10. **How will you design and deliver your course to ensure disproportionately impacted students are reflected in your course content, and what communication methods do you plan to employ to ensure they remain engaged and succeed in your course with full access to all course materials and tools?**

Effective course design, delivery and communication will occur in this online course 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. For example, the collaborations and discussion among students on Title 25 (Housing and Community Development) and the role code enforcement plays in disproportionately impacted neighborhoods.

11. **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?

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

Through weekly assessments, quizzes and tests.

13. **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:

San Bernardino Valley College
DISTANCE EDUCATION ADDENDUM

CURRICULUM CHAIR REVIEWED:		☐ YES ☐ NO
DE REVIEW:	**M. Worsley**	☒ YES ☐ NO
CURRICULUM COMMITTEE DIVISION REPRESENTATIVE REVIEWED:		☐ YES ☐ NO

Note from Maggie: looks good.