San Bernardino Valley College

DISTANCE EDUCATION ADDENDUM

COURSE ID:	**LST 606**
DEPARTMENT:	**Learning Skills and Tutoring**
SUBMITTED BY:	**Dr. Dirkson Lee and Jody Fehr**
DATE SUBMITTED:	**4-29-2020**

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 in conjunction with the tutoring services that it encompasses meets the needs of the campus in a distance education format in a number of vital ways which are as follows.
   - This course provides student access by allowing students who may not be able to commute to the college with tutoring and academic instructional support for the class(es) that they are taking. For instance, LST-606 can facilitate and promote academic success for students who either choose to take courses online as well as individuals who require flexible schedules. This aligns with the College's Strategic Initiative 1.10.1.
   - This course addresses the Campus Strategic Plan not only in terms of providing access but student success by helping to increase the percentage of students who succeed in basic skills courses (2.1) by providing greater accessibility to tutors who can assist them with their courses; providing more tutoring opportunities (2.1.1); and increasing the number of students receiving tutoring (2.1.2) since students will not be required to be limited to using on campus resources, but can receive assistance from services remotely from the convenience of where they are (e.g. home or work).
   - This course adheres to the Campus Mission Statement of providing "high-quality education, innovative instruction, and services to a diverse community of learners" by continually working on ways to address student need to promote academic success and achievement. For instance, the tutoring services have adopted online platforms and developed processes to effectively engage students in enriching and informative online tutoring experiences that are intended to increase student achievement and improve their performance in their classes.

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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.

The course is connected with tutoring services that collaborate with the Disability Services (DSPS) to provide support (i.e. interpreters) for students with disabilities such as the deaf and hard of hearing population. Tutoring services under LST-606 offer video based platforms such as Zoom, Skype, and Pisces that allow students with disabilities the opportunity to connect with tutors both visually and/or aurally.

   > **Commented [O1]:** Change to: connects
   >
   > **Commented [O2]:** Use a hypen here.

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.)**

   > **Commented [O3]:** Are there set hours the lead instructor will be available and how long?

Some examples of how this course will provide synchronous office hours/instructional time for distance education students are as follows: The lead instructor of the tutoring service associated with LST-606 may be available during set office hours to assist students via telephone conference, Zoom, or Skype to address student questions/concerns.   Tutors of said service may assist students synchronously via Zoom, Skype, Pisces, and or telephone conference. This can be arranged via a scheduling platform such as eSARS in which a student can book an appointment with a tutor and the tutor can contact the student via the aforementioned conference methods at the time of the appointment.

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.)**

Tutoring/support services associated with LST-606 can ensure regular and effective instructor/tutor/SI leader-student contact via posting video and audio files to the service's SBVC webpage. In addition, synchronous online office hours and appointment times can be made available so that students know exactly when to meet with instructors/tutors/SI leaders. Effective instructor/tutor/SI leader contact with students can be achieved via synchronous means such as through real time interactions through online platforms such as Zoom, Microsoft Teams, and Skype. Asynchronous means of effective contact can come in the form of student papers that have been emailed to instructors/tutors/SI leaders and reviewed by instructors/tutors/SI leaders with comments and questions directly added to the papers for students to review and update. In addition, effective contact can come in the form of group sessions or workshops in which instructors/tutors/SI leaders can provide an online presentation in which students are invited to attend at a specified time and day. These sessions may also be recorded for later viewing by students and interested parties (i.e. asynchronous contact). These types of interactions can be facilitated using online platforms such as Zoom, Skype, Pisces, and/or Microsoft Teams.

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.)

Due to the nature of LST-606, this course serves as a supplement to a student's primary course (e.g. English 101, Math 102, or Music 101). Therefore, student-student contact may not be applicable for some of the tutoring/support services associated with LST-606. However, for the tutoring/support services that are able to engage in student-student contact, this may come in the form of participation of discussion boards via Canvas and other online platforms such as Zoom, Skype, Pisces, and/or Microsoft Teams in which tutors can interact and respond to student posts and discussions about topics pertaining to and coming from their class(es).

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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.**

Tutoring/support services associated with LST-606 can enlist the following practices that promote student engagement and learning:

Students can initiate contact with the tutoring/support service by making an appointment to be assisted by a tutor. The students then can contact the tutor via email to be assisted either by asynchronous assistance (e.g. the tutor putting comments and feedback on the students' paper or by answering questions via email, or contributing to discussion boards via Canvas), or by synchronous assistance (e.g. assisting the student over the phone, or through online platforms such as Zoom, Skype, Pisces, and/or Microsoft Teams) . After the student has initiated contact with the tutoring/support service, instructors/tutors/SI leaders can also provide support to classes via group discussion boards and online platforms that support multiple users.

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.**

This is not applicable for a number of tutoring/support services at the college. However, one that can be used is as follows:

Students who use the tutor/support service can either be assisted in real time by instructors/tutors/SI leaders at the time of their appointment. If students wish to have assistance asynchronously, they should expect feedback from the instructors/tutors/SI leaders within 24 to 48 hours of submitting their paper to the tutor/support service.

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

Effective student-student interaction is not applicable for many tutoring/support services associated with LST-606.

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

An example of regular and effective instructor/tutor/SI leader-student interaction may come in the form of a Zoom session, in which the instructor/tutor/SI leader engages directly with a student on her/his assignment. For instance, a tutor can use various features of the online platform such as video recording, screen sharing, and/or conferencing with the student to assist the student with an assignment or question. In the case of LST-606, regular interaction with tutoring/support services is dependent on the needs of individual faculty and students.

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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?

N/A

13. How will you accommodate the SAO and Course Objectives in an online environment?

> **Commented [O6]:** The SAO is SLO

> **Commented [O7]:** Please describe how meeting the SLO and Objectives will be accommodated in an online environment.

There are a number of ways that the SAO and Course Objectives can be fulfilled and assessed in an online environment. For instance, personnel in tutoring/support services under LST-606 can be informed of and trained to meet the expectations of the SAOs and/or Course Objectives of the service. During the semester, surveys can be emailed to students to assess whether the tutoring service has met the goals of the SAOs and/or 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.)

N/A

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

There is good information. Please provide specific examples.