San Bernardino
Valley College
DISTANCE EDUCATION ADDENDUM

COURSE ID:	**MACH 041**
DEPARTMENT:	**Machinist Technology**
SUBMITTED BY:	**Miguel Ortiz**
DATE SUBMITTED:	**8-20-20**

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.

Student Success: 2.5 Improve performance on all Student Success Scorecard measures 2.5.1 – 2.5.2

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.

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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.)**

    Weekly office hours scheduled for private meeting via Zoom

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.)**

    Recorded sessions demonstrating the use of software and instructor prepared materials. Regular weekly announcement, new material released weekly, and quizzes administered at the beginning of class to maximize student participation using quiz component of Canvas students will receive feedback via comments and grading, students will complete assignments, quizzes on a given time line on a weekly basis

    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.)

    Questions proposed for discussion and posted on Canvas students are given a time frame to read and respond to peers. Questions posted at the beginning of the week; students will reply as well as comment on peers' responses by the end of the week using the discussions component of Canvas.

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 will log into Canvas on a weekly basis for instructional information posted by the instructor and follow the module and complete assignments and work as appropriate on a given timeline basis. Recording weekly for students to follow along, students upload assignments in Canvas, instructor returns graded assignment via Canvas. Students to complete as needed lab hours synchronous via student/teacher arranged scheduled times otherwise student will complete lab hour on their own.

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.**

    All quizzes posted in modules via Canvas weekly. Student quizzes and question submitted; the instructor will respond by the following scheduled weekly posting.

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

    Discussions will be set up in the watercooler area in Canvas so that students and interact hang out and rely on each other.

Commented [TB1]: What about outside of Zoom? Do students have other opportunities to interact with each other?

Commented [OMA2R1]: How many opportunities are required?

Commented [TB3]: Detail what happens after a student logs onto Canvas.

Commented [OMA4R3]: After logging on to Canvas the student will have access to the assignment, quiz, and instructions how to complete assignment, when it is do and a link to the videos required for the assignment

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

Instructor will post instructional information at the beginning of the week on Campus

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?

Lab conducted via Zoom where instructor assists answering questions or by student sharing. Students to complete as needed lab hours synchronous via student/teacher arranged scheduled times otherwise student will complete lab hour on their own.

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

No change is needed to accommodate SLO and course objectives since SLO's and objectives are measured via portfolio and testing, the only foreseeable accommodation is how to collect portfolios and administer testing online

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:		☐ YES ☐ NO
DE REVIEW:		☐ YES ☐ NO
CURRICULUM COMMITTEE DIVISION REPRESENTATIVE REVIEWED:	**Bethany Tasaka**	☐ YES ☐ NO