



San Bernardino

Valley College

DISTANCE EDUCATION ADDENDUM

COURSE ID:	MATH-250
DEPARTMENT:	Mathematics
SUBMITTED BY:	Bethany Tasaka
DATE SUBMITTED:	04/28/2020

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.

Student Access, Student Equity, SBVC Mission Statement: MATH 250 is a gateway class for many STEM majors. Offering it in additional formats will increase student access to subsequent STEM courses. It will also increase student equity by providing a broader audience with access to the course. It will help close the equity gap by providing innovative instruction to our diverse student body through multiple platforms.

3. Will this course require proctored exams?

- No
- Yes - If yes, how?

Arranged online at a synchronous time using online proctoring tools such as Proctorio, or in person through a proctoring service or with the instructor. Arrangements will be made with the instructor.

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.)**

Synchronous office hours will be provided through online conference tools such as Zoom or instant-messaging services such as Chat or Pronto (via Canvas). Additionally, students can call their instructor by phone. For example:

I will be available via Zoom and Chat for Office Hours weekly on Tuesdays and Thursdays from 2 – 4 p.m. Additional hours can be scheduled by appointment. You are welcome to join me using the information below. You can join with your phone or computer using the phone number or provided links. You aren't required to share your video, but it's always nice to see your face. Please be aware of your surroundings during a video conference because your background may be visible and sounds in your environment may be heard by others.

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.)**

Instructors can incorporate threaded discussion forums, weekly announcements, instructor prepared materials, posting video and audio files, timely feedback on exams and projects, synchronous online office hours, and synchronous online meetings. For example:

Welcome to Week 12! I hope everyone is doing well. This week, we're going to learn about the First and Second Derivative Tests. Both tests will help us find the extrema of a function, but they take different approaches. This will set us up for Section 3.6 – we'll graph a function using Calculus! You need to remember derivatives from Chapter 2; I included a quick review of derivative rules so you can see what you remember. Leave a comment if you have questions or if you want to share your excitement for this week's material!

<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 can participate in threaded discussion, assigned group projects, threaded discussions, peer-to-peer feedback, synchronous online meetings. For example:

Welcome to the Q&A discussion board for this week! We're going to cover Sections 4.1 and 4.2 in this module. You'll see this discussion appear a few times in the module. Its purpose is to give you a chance to talk to your me and classmates about the material we're learning. Make one initial post before Wednesday at 11:59 p.m., then reply to two of your peers by Sunday at 11:59 p.m. Share a tip or trick you picked up or ask a question about something that's unclear to you. Remember to practice netiquette as you help each other.

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.**



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Students will find information on the Canvas homepage. The homepage will include links to resources for the student, such as tutoring availability, and it will direct them towards the week's module.

Information will be delivered using Modules filled with Pages and instructional videos. The first page will outline the week's content, outcomes, and assignments with due dates. Weekly discussions will be embedded in the Module; it will be directed at student questions and tips for the week's content, and it will be repeated after each assessment so that students have ample opportunity to ask questions. There will be an online homework tool that provides students with instant feedback. Additional resources such as links to tutoring or textbook information can be provided. The instructor will use an online conference tool to provide synchronous aid or an email/threaded discussion posts to interact with students.

- 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.**

Communication is an essential part of online education. You are welcome and encouraged to reach out when you need help. I will check my email regularly Monday – Friday and aim to respond within a 24-hour window. I will also maintain weekly office hours via Zoom; you are invited to join my virtual office hours to ask questions or just check-in. I will also both monitor and participate in your weekly discussions. The assignments given through the online homework tool will receive instant grading and feedback. I aim to grade other assignments within a week of their submission.

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

After reading through the instructional information, students will be given a set of problems to gauge how well they understand the material. The answers may be re-submitted, if needed. A discussion forum will be linked to the assignment with directions:

Group Q & A:

Discuss the questions covered in this section. You may ask a question about a problem, or provide a tip relating to a topic covered in this section. Did one particular problem stump you? Perhaps you discovered a trick to remembering the steps that could help someone else understand the topic? This is an opportunity to help your classmates and receive help in return. Be considerate as you interact with each other; remember that we all learn differently. To receive full credit, make one original post by Wednesday at 11:59 p.m. and reply to at least two of you peers by Sunday at 11:59 p.m.

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

The instructor will participate in the weekly discussion Q&A. Students will be required to participate as a weekly assignment. The instructor will monitor their responses to check for accuracy as well as provide feedback. Instructor responses will correct information, if needed, or highlight quality methodology. The instructor will directly contact students who do not participate for more than two subsequent discussions.

- 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?



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

SLOs in this course are math topics that easily convert to an online environment. They can be assessed either using an online exam feature such as Canvas' Quizzes or through an online homework site like WebAssign, MyOpenMath, or MyMathLab.

Course Objectives will not change. All objectives can be delivered in an online format.

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

Looks good. Recommend approval.