



San Bernardino

Valley College

DISTANCE EDUCATION ADDENDUM

COURSE ID:	MATH-251 – Single Variable Calculus II
DEPARTMENT:	Mathematics
SUBMITTED BY:	24 April 2020
DATE SUBMITTED:	Teri Strong

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.**

SBVC is a place of access. Offering the course in different formats will give members of the community opportunities to take the course in formats suited to their needs. The online delivery of this course supports the mission of SBVC in that it maintains a culture of continuous improvement and a commitment to provide high-quality education, innovative instruction, and services to a diverse community of learners. Offering the course in an online format will help close the equity gap and is providing an additional platform for student access.

- 3. Will this course require proctored exams?**

- No
- Yes - If yes, how?

Exams will be arranged online asynchronously utilizing online proctoring tools such as Proctorio. If online proctoring tools are unavailable, exams can be arranged in person with the instructor or designated proctor. For cases of students who don't live near SBVC, students can arrange a proctor at a local college/university, testing center, or other professional individuals approved by 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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All course material and operation of the course will be developed to be ADA-compliant to the best of our ability. The @One trainings, now being offer at SBVC, will help inform our instructors' so that their courses move toward ADA compliance.

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.)**

Communication tools will be utilized for synchronous office hours such as online conference tools, phone, Pronto, and other applications within the Canvas course management system. An example of a synchronous office hour policy is the following:

I will host weekly office hours on Monday and Wednesday from 1:00pm to 3:00pm in Physical Science 100. If you are not able to attend in person, you can still participate by calling my office phone number or we can meet via Zoom app. Zoom is an online conference tool that can be found on the navigation sidebar on Canvas. For further details, please use link below.

[Join a Meeting](#)

Other office hours are available by appointment. Please email me at instructor@valleycollege.edu to arrange an 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.)**

To ensure effective instructor to student contact, the course can be designed to include communication through threaded discussion forums, weekly announcements, instructor prepared materials, posting video files, posting audio files, timely feedback on exams and projects, synchronous online office hours, and synchronous online meetings.

<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.)**

To ensure regular and effective student to student contact, the course will utilize threaded discussion forums to engage interaction, assign group projects to allow for collaboration, peer-to-peer feedback for educational growth and synchronize online meetings to continue communication among students.

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 weekly outlines of assignments posted in announcements; they will be directed to access weekly posted modules. Utilizing the sequential functionality of modules in the learning management system, students will be provided with learning resources (e.g. assigned reading from the textbook, Powerpoint files, video presentations, pencasts) followed by assignments (e.g. homework exercise sets, quizzes, exams, discussion participation, group assignments, worksheets) to be completed and submitted electronically each 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.

How You Can Contact Me:

- Send me a message anytime using the Canvas Inbox.
- Email me at tstrong@valleycollege.edu
- Post your question or concern in the 'Ask Dr. Strong' discussion thread located in Canvas Discussion area. Click on my bitmoji anywhere to be linked to this thread.
- Meet me during on campus office hours (PS177) or online office hours (ConferZoom). Individual appoints can be arranged.
- Phone me using my office phone.
- Pearson's MyMathLab "Ask my Instructor" allows you to ask questions about specific homework/quiz exercises by attaching the question you are asking about to an email.
- Response time: I will respond within 24 - 48 hours Monday - Friday

How I Will Contact You:

- Announcements: I typically post announcements each Monday morning.
- Canvas Inbox: I will occasionally send out messages to check up on you or to notify you of important updates.
- Canvas Discussion: I am actively engaged in all Mathematical Content discussion threads each week. I generally respond within 24 - 48 hours. Responses may contain audio, text, graphs, video and/or pencast.
- Assignment Feedback: I will periodically leave instructor comments on homework/quiz questions in MyMath Lab when it is deemed helpful. Assignments in MyMathLab will be graded upon submission.

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

Week 1 – Icebreaker

We will have eighteen weeks together on this mathematical adventure. Let's get to know who we will be learning with this semester! We might discover some similarities and differences that attract us as learners and foster the development of learning groups so we can succeed together.

Creating a community of learners where we feel at greater ease will enhance our ability to communicate with and learn from each other. For this discussion do the following:



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1. Choose one question from the list below to respond to.
2. Post an initial response to the question chosen by Thursday night of this week (11:59pm). Your response to the question should be at least one paragraph in length.
3. After your initial response post has been submitted, respond to one of your peers by Sunday night (11:59pm). In your peer response, comment on why you chose to respond to that peer. Include what you found interesting, funny, curious, challenging, etc... about your classmate's post. Your response should be at least one paragraph in length.

Keep in mind that in order to receive discussion participation credit for this week, your initial post must be submitted by 11:59pm on Thursday and your peer response must be submitted by Sunday at 11:59pm.

Questions

1. What is your favorite movie line and why is it your favorite movie line?
2. If your life was being turned into a feature length movie, who would play you? And why?
3. What is your "15 minutes" of fame? Tell the story.
4. If your superpower was invisibility, how would you use it and why?
5. What song and lyrics of the song best describe your academic pursuits and why do you choose this song and lyrics?
6. Approximately, how many books have you read in the past year (excluding school books)? Which has been your favorite and why?
7. If you could be a famous actor, writer, athlete, artist or musician, which would you choose and why?
8. What two television channels do you watch most frequently and why?
9. Other than the standard items (credit cards, money, drivers license, etc.), what interesting items do you keep in your wallet/purse and why?
10. What is your lifelong dream and why?
11. What hobby have you always wanted to pick up and why?
12. If you could be a member of a TV sitcom family, which would it be and why?
13. What event or technological breakthrough do you think will revolutionize the future and why?
14. What three adjectives best describe you and why?
15. If you were on a desert island what two books would you want with you and why?
16. What is the best costume you ever wore for Halloween and why do you believe it was the best?
17. What are you most proud of and why?
18. What's the best advice you've ever received? Who gave you the advice and why do you believe it is the best?

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

Discuss at least one question you have about the mathematical material we are covering in sections 6.3 and 6.7 of the text. Use the equation editor to type mathematical symbols not found on a standard keyboard, if necessary. You can find the equation editor using the ribbon above the dialogue box in the Discussion area of Canvas. If needed, please attach or embed graphs and/or charts to further illustrate your question or concern. Post this question in the Discussions Area of Canvas by Thursday night to receive credit for this week's discussion participation. This question may come from the Powerpoint files, the video lectures and/or the ebook; it may also be a general question about the content. Be sure that the question is clearly and completely stated.



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Don't just retype a homework or quiz question with a statement that you don't understand. Be sure to include what you do understand and/or what you have tried in order to receive credit for your participation; your inclusion of what you understand will provide a springboard and context for a helpful response from your instructor.

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?

SLOs will be given in an online exam format. Students will submit their answers to SLO questions electronically. For example, Canvas Quizzes can be used to collect student responses.

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

Janice Comments- DE addendum is very detailed, and all questions were answered thoughtfully.