



DISTANCE EDUCATION ADDENDUM

COURSE ID:	Math 252-Multivariable Calculus
DEPARTMENT:	Mathematics
SUBMITTED BY:	20 April 2020
DATE SUBMITTED:	Anthony Castro

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, Campus Strategic Plan, Campus Mission Statement, Online Education Initiative, Student Equity, Student Needs

3. Will this course require proctored exams?

- No
- Yes - If yes, how?

Arranged online asynchronously utilizing online proctoring capability (e.g. Proctorio)

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.



DISTANCE EDUCATION ADDENDUM

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.)

Online Conference Tool, Synchronous office hours can be conducted by phone and applications in the Canvas course management system (e.g. Pronto)

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.)

Threaded Discussion Forums, Weekly Announcements, Instructor Prepared Materials, Posting Video Files, Posting Audio Files, Timely Feedback on Exams and Projects, Synchronous Online Office Hours, 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.)

Threaded Discussion Forums, Assigned Group Projects, Threaded Discussions, Peer-to-Peer Feedback, Synchronous Online Meetings

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.

Weekly agendas will be posted on the homepage upon log in. Students will be prompted to access the module system of Canvas where students will be provided with learning resources (e.g. assigned readings from the text, assigned readings from instructor created notes, Powerpoint files, video presentations). Students will then have electronic weekly assignments (e.g. homework exercise sets, quizzes, exams, discussions, group assignments, worksheets) assigned in the module system.

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.

Instructor will be engaged frequently and consistently with students. Students will be required to respond to instructor-initiated online discussion prompts each week involving both the course content and/or issues related to the affective domain. Anticipated instructor response time is 48 hours (excluding weekends). Assigned grades for weekly discussion participation will be posted within one week of the due date.

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



DISTANCE EDUCATION ADDENDUM

Discussion. Find and give an application of the material we learned this week and post on discussion board. Post does not have to be on full understanding of application, just give an area where the material is being applied. For example surface integrals in electrodynamics. Initial posts are due by Thursday 11:59pm. Respond to two of your classmates posts by Sunday 11:59pm.

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 7.1 and 7.2 of the text. The question can be about a specific assigned homework problem, application of the material, theorem, connections of material to other stem fields, or any problem you see of interest in the exercise set. Use the equation editor to type mathematical symbols. You may also attach a screenshot or photo the problem you are asking. Post this question in the Discussions Area of Canvas by Thursday night by 11:59pm to receive credit for this week's discussion participation.

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?

SLO's will be given in an online-proctored exam format. Students will submit their answers to SLO questions electronically.

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

See comments below:



San Bernardino
Valley College

DISTANCE EDUCATION ADDENDUM

#6. Methods of instructor-student contact are listed, but only the announcements use “weekly” to demonstrate “regular” contact. There could be more evidence of regular contact. Should synchronous online meetings include taping them for students who cannot attend at a specific time in the fully online format?

#7. Methods of student-student contact are listed, but there is no indication of **how often** student-student contact takes place.

#8. Looks good.

*Even though there is not an indication of how regular student-to-student contact in #7, in #8 “weekly assignments” includes “group assignments” which are student-student. (Discussions are also listed, but later the instructor gives an example of regular Instructor-student discussions and 1 example of a student-student discussion but never says weekly etc.).

#9. Looks okay. This statement includes regular faculty-initiated contact using weekly instructor-initiated discussion prompts & faculty response time.

#10. Looks okay. There is specific example of student-student interaction – but how often is still not addressed.

#11. It seems to be a good example of instructor-student interaction.

#12. There are **no** lab hours in this class.

#13. This section includes this statement: “SLO’s will be given in an online-proctored exam format.” I think this means that instructors will assess SLOs for this course through proctored exams.

*On the first page of the document, the OPA box is checked for “online with In-Person Proctored Assessments.” Are the assessments online using Proctoro or are they in-person? Or is OPA just an option? Should this be addressed?

*Since this class does not have a lab, it seems like most content is explained except for how often student-student interaction takes place.