



San Bernardino

Valley College

DISTANCE EDUCATION ADDENDUM

COURSE ID:	POLIT 110 and POLIT 100H
DEPARTMENT:	Political Science
SUBMITTED BY:	Riase Jakpor
DATE SUBMITTED:	June 22, 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.**

- X 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 is required for the Political Science Transfer Degree. Further, because students who may not be able to take this course in an in-person format for any number of reasons can take this course online, we are meeting the needs of the College in multiple ways, including Student Access; Campus Strategic Plan; Campus Mission Statement; Online Education Initiative (OEI); Student Equity; and Student Needs.

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

- X No
- Yes - If yes, how?

- 4. How will the design of this course address student accessibility? Are you including any of the following?**

- X Captioned Videos
- X Transcripts for Audio Files
- X Alternative Text for Graphics
- X Formatted Headings
- Other – If other, please explain.



San Bernardino

Valley College

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.)

The course syllabus will spell out the days and time for the synchronous office hours. The instructor can choose one or more of the following methods of interactions: phone call, email, zoom, Pronto, and skype. The instructor can explore and use other means. Through these various ways, the instructor can discuss and clarify a variety of issues, concepts, discussion chats, exams, study guides, attendance policies, decorum, deadlines, etc.

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.)

At the beginning of each week the instructor will post the week's module, which will describe the course content of the week—the readings, assignments, chat room discussion topics, quizzes and study guides. During the week the instructor will give an update through Canvas Announcement page or emails. These updates could include friendly reminders such as "Ladies and gentlemen, your midterm is due Sunday, 11:59 p.m." The instructor will also initiate threaded discussions. All of this will be in addition to the interactions and communications that the office hours described above, will furnish. Moreover, the instructor will place on File in Canvas a document on Frequently Asked Questions and lecture notes for each topic.

<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.)

This course will try and ensure effective student-to student interactions through discussion forums. Students will be assigned their respective discussion groups at the beginning of the course. Each group will have its own chat room and a leader. The leader will be randomly picked by Canvas. The instructor will emphasize that chat room discussions be conducted civilly, and students will be encouraged to exchange email addresses if they so desire. The leader will help to coordinate those group discussion assignments that will be graded.

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.

After initial log in, students will be directed to go the Announcement page in Canvas. There, they will receive a formal welcome to the class. In addition, they will be informed to read the syllabus and the FAQ document thoroughly. Then, they will be asked to do the Course Orientation Quiz. This quiz is designed to ensure that they know what to expect in the course. It is also how they demonstrate that they were in class on the first day of class. There is a module for each week which spells out what will be done. Students are expected to do the assigned readings on the topics of the week, including readings from the texts, instructor lecture notes, and



DISTANCE EDUCATION ADDENDUM

videos; participate in discussion forums; use the office hours to address any questions they may have on the readings, study guides, exams, and any other issues that may arise.

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.

A statement that may be included in the syllabus that communicates to students the frequency and timeliness of instructor-initiated contacts and student feedback is: Office Hours MW 10-11 am; Th 1-2 pm; and by appointment. Email: jdoe@sbccd.cc.ca.us; Phone: (909) 384-XXXX. I will strive to respond to your messages within 48 hours or less. The syllabus will contain a line like "Ladies and gentlemen, please visit the Announcement page multiple times each week to be abreast of my messages. The instructor may also communicate updates through emails and discussion forums, and Announcement page."

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

An example of how an effective student-to-student interaction may occur in this course is through the group discussions that students are expected to participate in actively. Students are assigned to their respective groups and chat rooms where they are to submit their views on issues of the week. They are to read newspaper articles which speak to the topic, describe to their colleagues how the article speaks to the topic of the week, and what they may have learned from that article that improves their understanding of the topic. Students are expected to submit a post and respond to at least one post. This is to take place every week, unless the instructor announces otherwise.

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

One example of how an effective and regular instructor-student interaction may occur is through emails reinforcing what has already been published on the Announcement page of Canvas. Such emails may read like this: "Ladies and gentlemen, here is your study guide for the final exam. You can also access it on the Announcement page, File, and this week's module. Do not hesitate to reach me if you have any questions. Thank you." In addition, in the weekly discussion forum, the instructor could enter a chat room and post a thread that says, "I see some impassioned opinions on this issue, but could you include some reasoned rebuttals to views different from yours?" Further, the instructor can send an email saying, "Ladies and gentlemen, remember to use my office hours, and if you cannot make my office hours this week because of time conflict, please feel free to make an appointment with me for some other time."

12. Does this course include lab hours? X 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?

They are exactly the same as in the regular face-to-face class. They are contained and published as such in the course syllabus



DISTANCE EDUCATION ADDENDUM

14. Are modifications needed to SLOs or Course Objectives in order to teach this course in the online modality?

X 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:	Davena Burns-Peters	<input type="checkbox"/> YES <input type="checkbox"/> NO
CURRICULUM COMMITTEE DIVISION REPRESENTATIVE REVIEWED:		<input type="checkbox"/> YES <input type="checkbox"/> NO