



### DISTANCE EDUCATION ADDENDUM

<b>COURSE ID:</b>	<b>PSYCH 105</b>
<b>DEPARTMENT:</b>	<b>Psychology</b>
<b>SUBMITTED BY:</b>	<b>Sandra Moore</b>
<b>DATE SUBMITTED:</b>	<b>April 21, 2020</b>

*For additional resources on completing this form, please visit the DE Website:*

[www.valleycollege.edu/onlinefacultyresources](http://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.**

This course is one of the courses required for the Psychology Transfer Degree. By being offered in a distance format, the course meets the needs of the campus in terms of Student Access, Campus Strategic Plan, Campus Mission Statement, Online Education Initiative (OEI), Student Equity, and Student Needs. In terms of Student Access, the Campus Strategic Plan goal of Increasing Access, the Online Education Initiative (OEI), Student Equity, and Student Needs, students who may not be able to take this course in an in-person format (due to a variety of time constraints such as work hours and family obligations) will still be able to achieve their academic goals by being able to take this class online. Offering this class online also helps achieve the Campus Strategic Plan goal of Promoting Student success as well as supporting the Campus Mission Statement and Student Equity. Taking this class online will help students who want to obtain the Psychology Transfer degree, but who are not able to take the course in a regular format. Increasing the number of students transferring to a 4-year university and the number of students obtaining the Psychology Transfer Degree by offering this class online, demonstrates innovative education and helps with one of the most important Campus goals.

**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



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- 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.)**

The specific synchronous office hours described by the instructor in the syllabus and the Course Management System, may occur through Pronto (a chat application in Canvas) and this interaction may also occur through video conferencing with Zoom or Skype (students will be informed when video conferences will occur). For example, using Zoom, the instructor will discuss definitions and formulas for calculating the mean, median, and mode presented in the Course Management System and have students respond with questions about the information. The instructor will share the screen with students and have students interact through the chat or participants area during the session. The instructor will control the audio of all students, so that students are muted when entering the meeting and students can speak after using the participants area to raise their hand or asking questions in the chat area. Each time the instructor has a Zoom meeting, the instructor will indicate that the video meeting is for discussing specific course concepts.

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.)**

A specific example of how this course's design ensures regular and effective instructor-student is through weekly homework reminder announcements such as: 'Homework reminder: Hello students. Discussion post 1 is due by 8pm, Sept. 2 in the Discussions area of Canvas. Please go to the Discussions area of Canvas to read the instructions and make your posts by the deadline.' This announcement will also be posted in the Announcements area of Canvas. For threaded discussions, instructors will respond to student posts within 24 hours (except for weekends, holidays, and vacations). After the discussion deadline, the instructor will submit feedback (within 24 hours of the deadline except for weekends, holidays, and vacations) about the discussion along with the grade for the discussion. This will give students specific information on how well they are doing with the discussion part of their grade and this feedback will occur after each discussion deadline. The instructor will post materials related to the content of the course in a timely manner and notify students where to find this content in the Announcements area as well as sending messages to students through the Canvas Inbox. The instructor will also have specific synchronous office hours so students know when they can have a live interaction with the instructor. This may include using tools such as Zoom or Skype to have a synchronous discussion as well as using the chat tool, Pronto. This and the instructor usually responding to students' questions within 24 hours (except for weekends, holidays, and vacations) will provide regular and effective instructor-student interaction.

<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.)**

Regular and effective student-student interaction may occur through discussion forums and through group discussion forums. An example of using discussion forums is the following. An appropriate discussion topic for this



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class is asking students to discuss what nominal scales, ordinal scales, interval scales and ratio scales of measurement are. Students will discuss what each scale is and give an example of at least 2 of these scales in their own words. Students will view a video and/or read materials provided by the instructor related to this topic. Students will also be required to provide a question or comment for their classmates to respond to. Students will be required to respond to at least 3 posts of other students on this topic or on the question or comment posed by their classmate. Student-student interaction is facilitated by this type of discussion forum. The instructor will moderate these forums and students will be aware that their comments can be viewed by all class participants.

- 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 logging in, students will go the Modules area to view course material prepared by the instructor and course material from the textbook publisher (if appropriate) they were assigned to read for that week. During a typical week in the course, students will go to the Discussions area to respond to prompts regarding instructor prepared course material and/or textbook course material and videos related to the course material. Students will also ask questions in open Course Questions discussion forums related to the course material covered that week. The instructor may also offer a video conference (using Zoom or Skype) to discuss material with students and to have students ask questions as during the instructor's office hours. After reading the chapter and reviewing the material, students may answer quiz questions related to the material. These questions may be open-ended, essay, and multiple-choice. Students may also have a written assignment where they need to submit flashcards for key terms in the chapter for that week or respond to specific questions from the instructor related to the material.

- 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.**

Students will be able to interact with the instructor online during the specific office hours listed in the syllabus. Student interaction with the instructor for specific office hours may occur through Pronto (a chat application in Canvas) and this interaction may also occur through video conferencing with Zoom or Skype (students will be informed when video conferences will occur). The instructor will send weekly homework reminders to students and post announcements as needed regarding any changes in the class using the Course Management System. The instructor will usually respond to student questions within 24 hours (except for weekends, holidays, and vacations). Students are encouraged to use the Course Management System to communicate with the instructor when they have questions or issues they want to discuss privately with the instructor. Students will receive feedback immediately from online exams. The instructor will post an announcement regarding feedback for papers and written assignments that are not discussion post submissions. The instructor will inform students when and where feedback will be available for written assignments using the Announcements area of the Course Management System usually within 24 hours of the deadline (except for weekends, holidays, and vacations). The instructor will respond to student discussion post submissions usually within 24 hours of the submission (except for weekends, holidays, and vacations). Feedback for graded discussion posts will usually occur within 24 hours of the deadline for graded posts (except for weekends, holidays, and vacations).

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



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An example of how the instructor can facilitate student to student contact is to form small discussion groups. One type of small group discussion would be for students to review chapter concepts as directed by the instructor. Students would be required to respond to each other by a specific day and time with definitions, examples, and questions regarding chapter concepts as directed by the instructor. This will provide regular and effective student-student interaction.

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

Regular and effective instructor-student contact may occur through homework reminder announcements sent at least once per week to students. A homework announcement regarding a discussion topic will be posted in the Announcements area of the Course Management System and will also be sent to students as a message through the Course Management System, for example, 'Homework reminder: Hello students. Discussion post 1 is due by 8pm, Sept. 2 in the Discussions area of Canvas. Please go to the Discussions area of Canvas to read the instructions and make your posts by the deadline.' Aside from regular homework messages and announcements, the instructor will post announcements regarding the Writing Center, Tutoring Hours, and any other information useful to all students as well as send this information to students through the Course Management System. For graded online discussions, instructors will respond to student posts within 24 hours (except for weekends, holidays, and vacations). After the discussion deadline, the instructor will submit feedback (within 24 hours of the deadline except for weekends, holidays, and vacations) about the discussion along with the grade for the discussion. This will give students specific information on how well they are doing with the discussion part of their grade and this feedback will occur after each discussion deadline. The instructor may also moderate small group interactions between students and provide feedback to students after the deadline for the group discussion. The instructor will post materials related to the content of the course in a timely manner and notify students where to find this content in the Announcements area as well as sending messages to students through the Course Management System. The instructor will also have specific synchronous office hours so students know when they can have a live interaction with the instructor. This may include using tools such as Zoom or Skype to have a synchronous discussion as well as using the chat tool, Pronto. This and the instructor usually responding to students' questions within 24 hours (except for weekends, holidays, and vacations) will provide regular and effective instructor-student interaction.

**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 and Course Objectives will be the same in an online class. Providing the course in an online format does not require accommodation for the SLOs and Course Objectives. Course Objectives as given can be achieved in an online format through discussions, exams, and written assignments. SLOs can be assessed in an online format through exams and written assignments. Please see the actual SLOs and Course Objectives below.

PSYCH 105 SLOs

SLO#1



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Students will demonstrate the ability to understand such topics as measurement frequency distributions and the normal curve, measures of central tendency and variability, sampling and statistical inference, correlation, hypothesis testing, and ANOVA, as assessed by exams and homework assignments.

Assessment Method: Comprehensive final exam.

### SLO#2

Students will apply statistical concepts to real research examples, as assessed by handing in a successfully completed statistical analysis of a research project.

Assessment Method: Research Project.

### SLO#3

Students will be able to select the statistical test appropriate for analyzing data presented in research simulations.

Assessment Method: Embedded assessment (in final exam).

### PSYCH 105 Course Objectives

Upon successful completion of the course, students should be able to:

- A. Evaluate the nature and use of statistics in general and specifically in behavioral science research
- B. Compare and contrast the relationship between descriptive and inferential statistics
- C. Distinguish among different scales of measurement and their implications
- D. Interpret the data of samples and populations, using numerical and graphical summaries
- E. Apply concepts of sample space and probability
- F. Identify the standard methods of obtaining data and identify advantages and disadvantages of each
- G. Calculate measures of central tendency and variation for a given data set
- H. Calculate the mean and variance of a discrete distribution and calculate probabilities using normal and student's t-distributions
- I. Distinguish the difference between sample and population distributions and analyze the role played by the Central Limit Theorem
- J. Construct and interpret confidence intervals
- K. Determine and interpret levels of statistical significance including p-values
- L. Identify the basic concept of hypothesis testing including Type I and II errors
- M. Formulate hypothesis tests involving samples from one and two populations and select the appropriate technique for testing a hypothesis and interpret the result
- N. Use linear regression and ANOVA analysis for estimation and inference, and interpret the associated statistics
- O. Correctly use statistical technology (using software such as EXCEL or Minitab, or by using graphing calculators) to calculate, display, and interpret the output of a technology-based statistical analysis
- P. Use appropriate statistical techniques to analyze and interpret applications based on data from social science disciplines including psychology, sociology, education, business, life science, and health science

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



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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 nice

Well done. Recommend approval.