



DISTANCE EMERGENCY EDUCATION ADDENDUM

COURSE ID:	RTVF 120
DEPARTMENT:	RTVF
SUBMITTED BY:	Lucas Cuny
DATE SUBMITTED:	4/24/20

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 in an emergency situation. 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 for emergency purposes only, 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 class being offered in distance format will meet the needs of the campus through increased student access for students. This increased access covers not only the students in our program that need this class as a prerequisite for further classes, but also for those that may need it to fulfill other transfer unit requirements either with the CSUGE or the IGETC. Also, providing this class in an online format in an emergency environment allows for greater student equity and fulfills student needs in terms of broadening what students can participate in this type of course.

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
- 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 instructor will provide synchronous office hours for the students through Zoom with a set schedule of times during the summer session. Utilizing Zoom's ability for the waiting room will provide the needed privacy for these meetings.

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.)**

Effective instructor-students contact will be met through this course by a weekly offering of either synchronous or asynchronous lecture. Meaning that faculty will provide students an option of either checking in live during lecture or give them time to review a recording of the lecture after the live feed. Following each lecture there will be a weekly discussion board post that will simulate standard classroom discussion based on lecture. As this is a lab class that teaches editing, faculty will consistently share various pieces of video footage via office 365. Students will then download that footage to use on various assignments and projects assigned throughout session. Beyond weekly lectures instructor will provide weekly announcements to students of any updates or activities that pertain to the class. The instructor will also provide feedback and comments via Speed Grader or direct emails on the scheduled weekly assignments turned in through LMS Canvas.

<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.)**

Through the discussion board posts, students will be required to reply to at least one other student's post on the weekly discussion board.

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.**

In a typical week the students will log into canvas to check their schedule each week. The instructor will offer opportunities for the students to participate live during that week's lectures or students will be able to answer lecture discussion questions in a discussion board post. Each week the students will work in either small groups or pairs conducting various audio recording exercises those exercises will be recorded via zoom. They will be given an opportunity towards the end of the week to share their work live via zoom later that week or post in an associated discussion board post where both faculty and fellow students can offer critique of work.

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.**



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The instructor will respond to voice mail or email questions or concerns within a 24-hour period, with the exception of weekends and holidays.

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

There will be weekly discussion board posts associated with a posted weekly video lecture. Students will need to comment on the question or comment posted by the faculty and comment on other students' comments.

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

A student will upload their work to the appropriate canvas link for discussion board post depending on the nature of the assignment. From there the instructor will provide feedback to the student based on that week's assignments goals and objectives. The instructor may utilize speed grader to post comments on students work or email student directly through canvas with more thorough notes if required.



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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?

Set up projects via zoom online conferencing and create projects that students can do with limited material access. Such as exercises with their smart phone or offer limited equipment check out as needed. Allow for scheduled equipment check-out and check-in. Also, faculty will utilize video conferencing to demonstrate how to use certain equipment that pertains to individual assignments. Also, the department’s Multi-Media Specialist staff member will be able to produce materials to support faculty lectures that provide basic tips that all students will be able to access.

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

In regard to the SLO that deals with operation of a basic audio equipment through access provided by campus IT department students will have access to sound mixing software which will simulate an actual mixing board or other audio equipment. Through analysis of various assignments, the faculty will be able to identify if materials were used correctly. There will also be opportunities for students to video themselves utilizing zoom or other accessible video equipment that shows their knowledge of the equipment. For the SLO that focuses on recording through final and weekly assignments the student will demonstrate how they will work with various sound sources. For the course objectives that speak to weekly assignments students will utilize a combination of Zoom video and audio recording with access to recording and mixing software provided through campus IT Amazon Workspace configurations. As noted in question 12 there will be times when the class may check out specific equipment utilizing PPE and social distancing practices to obtain the equipment needed for certain assignments.

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