San Bernardino Valley College

DISTANCE EMERGENCY EDUCATION ADDENDUM

COURSE ID:	**RTVF 134**
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 course will meet the needs of the campus through increased Student Access, aligning with the Campus Strategic Plan, fulfilling parts of the Campus Mission Statement, accommodating Student Equity, and addressing Student Needs.

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.

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 weekly days and 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.)**

> As this is a lab class that relies on interaction and collaboration students will be placed in groups where they will complete various acting and directing exercises utilizing Zoom or other equipment as available to record their final projects for each week. Students will have an option of sharing their week's work in a live ZoomConfer meeting or uploading their links through a discussion board post in Canvas where both fellow students and faculty provide feedback and critique.

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 the LMS Canvas to check their schedule each week. The instructor will have posted opportunities for the students to participate live during that week's lectures, and 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 acting or directing exercises dictated by the course syllabus. Those exercises will be recorded via Zoom or other video equipment and posted for weekly discussion. That discussion will occur weekly and

will be shared either via a live zoom session or posted in an associated discussion board; where both faculty and fellow students will offer feedback and 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.**

Students may contact the instructor via phone, Canvas messenger, or email. The instructor will respond to voice mail, Canvas messages, and 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 comment on the prompt posted by the faculty and comment on other students' comments. Students will also be placed in groups where they will perform with one another utilizing Zoom to record their final projects for each week. Those projects will go into a weekly discussion forum or Peer Review Assignment that is focused on that week's topic where all students and faculty will comment and provide timely feedback on the work.

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

The instructor will keep weekly office hours through Zoom that the students can check into. Also, students will be encouraged to frequently email the instructor with questions as their needs arise. The instructor will provide video lectures both synchronously and asynchronously. These lectures will be posted to individual Modules per weekly schedule of assignments. The instructor will also post any lecture notes or additional materials as needed for the lesson. Through online applications systems, a specific schedule of equipment checkout will be posted. This schedule will allow for all students to access equipment as needed. With Zoom and some other camera applications students will utilize their desktop or workstation as a simulator for various exercises. Students will be able to access hands-on materials as needed to meet course outcomes. Students will be given timely feedback from instructor for each project directly during a live Zoom session, Speed Grader Comments, or direct email/messages through Canvas, with input and appropriate insight on how well they completed the project or in what areas they need to improve.

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?

> Projects will be set up via Zoom online conferencing tool, with students completing assignments using limited material access. Exercises and assignments will be completed with a smart phone, home computer/laptop/tablet, or other limited-equipment options checked out as needed. The FTVM Department will allow for a scheduled equipment check-out and check-in process.

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

> The SLOs will be met by students through interactions created via Zoom or shared footage. The interesting component of filmmaking or TV production is there are often times where performers are not always needed at the same time/day. This is part of how they will learn to interpret scripts, as they coordinate what actors are needed at a given moment for a given shot, or series of shots. In order to complete certain course objectives, weekly lectures and discussions will be posted, where theories pertaining to how an actor behaves and how to plan shots will be discussed. Students will practice these elements in their own Zoom sessions and Breakout Rooms. Students will demonstrate their understanding of how to communicate to actors as directors and how to access the director's needs through exercises and projects assigned. If students need a two-shot (two actors in the same scene), they will follow a discussion on stand-ins and discuss how to shoot around someone not in the room. Part of every project will be an approach to rehearsal, which will be included in the lecture, and with faculty-guided practice will ensure understanding of those objectives.

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.)

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To be completed by a member of the Curriculum Committee Review Team:

CURRICULUM CHAIR REVIEWED:		☐ YES ☐ NO
DE REVIEW:		☐ YES ☐ NO
CURRICULUM COMMITTEE DIVISION REPRESENTATIVE REVIEWED:		☐ YES ☐ NO