



DISTANCE EMERGENCY EDUCATION ADDENDUM

COURSE ID:	CCC000429854 (SDEV 015)
DEPARTMENT:	Counseling
SUBMITTED BY:	Elizabeth Banuelos
DATE SUBMITTED:	05/04/20

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.

Student Equity: Every student who is part of the Puente program will have the opportunity to register and make progress in both courses that are required for eligibility (English 101/87) and participation for an entire academic year. As faculty, I will provide all resources that were available face-to-face via online such as instruction from Canvas and Zoom, course materials in Canvas, individual online counseling appointments in Cranium Cafe, and online group participation to various activities such as virtual Family Night, Virtual Campus Visits, and online Presentations from guest speakers using Zoom.

Student Access: Puente has access to 30 google chrome books which have been used for the past two years and can be used on a student need basis each semester.

Campus Mission Statement: Puente has been part of the SBVC community for over 35 years helping students attain different academic goals such as certificates, A.A/A. S degrees, and transfer to four-year universities. Improving their quality of life in the Inland Empire and beyond. Puente has provided high quality education and will maintain the same quality online to a group of diverse learners.

Student Needs: Students will meet the Student Learning Outcomes for SDEV- 015 by utilizing Canvas (asynchronous), Zoom (synchronized) , and Cranium Café (synchronized).

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



San Bernardino

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DISTANCE EMERGENCY EDUCATION ADDENDUM

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

We will maintain open closed caption feature available in every counseling appointment as well.



DISTANCE EMERGENCY 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.)

Cranium Café : Counseling appointments (individual) and Cranium Classroom for Q&A general questions (whole class)

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.)

Canvas: Threaded discussion forums from peer-to-peer and instructor to students, moderator of discussion boards, bi-weekly class announcements, instructor prepared course materials which includes assignments and course support resources, timely feedback on small group and individual projects, updated grades on grading book consistently, posting video and audio files, group projects, synchronous online lectures, synchronous Q&A during office hours, feedback career related assessments, and feedback on student presentations. Students will experience guest speakers through zoom interaction (synchronous). For example, during the Spring semester our program was unable to attend our annual UC campus visit and admission conference due to COVID 19, but the admissions representative was able to meet us through a zoom video conference call in class where he presented and covered a transfer information workshop additionally he answered student questions. The campus tour was completed virtually, and students were able to ask questions with a virtual assistant. It was a success; students had the opportunity to provide feedback and the results were encouraging. At the end, students shared they did not feel they missed out on a learning experience. We keep counseling appointments via Cranium Café (synchronous) and I'm able to see students on-on-one and discuss what was covered in previous session and make changes appropriately to a new goal or updated educational goal.

<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.)

Puente small groups (Familias) Families will have small group projects assigned throughout the semester in both English and SDEV 015 courses. For example, in English 101 students have to write a piece in regard to their definition of home, this is discussed amongst the family members in their group using threaded discussions and student board assigned for peer-to-peer feedback (Canvas). The SDEV 015 course will co-operate on this assignment and assign an online presentation using an example from Wix.com for students to present to our class on their definition of home and their academic journey. They will each post the link for their presentation on Canvas. This will help students interact outside of their families and provide feedback to 4 new peers. They will provide detailed and constructive feedback using their presentation rubric which has been created and provided by instructor. Students will be encouraged to create online markers to place on their student discussion board created for SDEV 015 and to place these additionally to their rubric. They will each send their completed rubric to their 4 peers. This will help course reflections and overall course support on the Canvas peer-to-peer discussion board.



San Bernardino

Valley College

DISTANCE EMERGENCY EDUCATION ADDENDUM

I will assign a Q&A peer-to-peer board where students can write general questions regarding content, resources, or notes. If students respond to three classmates, they will be awarded extra credit. This will be stated on syllabus. Cranium Classroom lectures (synchronized) for Q&A amongst students (chat feature).

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.

Initial Log in: Students will receive a welcome message displayed on a computer-generated banner, then students will receive instruction on how to access an introduction to my course video. On this video I share a small piece of my story, and how the course will work as part of the Puente Program. Then students will be guided to the syllabus page, which will be the set homepage.

Moreover, on a typical week each student will be greeted by instructor with a quote connected to our chapter, take role, then students will be directed to a module that is specifically assigned for that chapter displaying that weeks' course objectives, use discussion board for quote thoughts and application to the chapters' readings, lectures include video and written material, wrap up for the weeks' chapter, directed to assignment at the end. The assignment will vary for each chapter. Quizzes and tests will be highlighted on syllabus for students to review.

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.

Please note: Your instructor will have your assignment feedback ready after a week it has been turned in. Quizzes and tests will be ready within two weeks of turned in date. I want to make sure I provide a thorough response to each assignment, quizzes, and tests. You can always e-mail me if you have any questions from your feedback or check in with me during office hours. I will respond to e-mails within 2 business days. Please keep in mind to check your e-mail consistently as I will e-mail everyone in class when an emergency arises and last-minute changes to our classes need to be arranged. Also, when I want to schedule your counseling appointment via cranium café, I want to confirm dates and times.

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

Students are placed into small group of students in Puente called "Familias" or Families referring to the English course as they support each other in the writing process of Puente. I plan to keep the concept of small Families in SDEV 015. Small group feedback on the peer-to-peer discussion board related to the Families check-ins and plans, which includes answering a set of questions for example: How are the family members feeling with this unit, what resources do you plan to use to complete this assignment. Then all families can read each other's answer and collaborate. They are all required to answer at least two peers as part of the assignment overall grade. They will need to write the name of the two peers that they responded to attached to their response.

For example, English 101 covers a unit on autobiography and students are assigned to write an essay about their autobiography. At the beginning of this unit, students are assigned to write one line about their life as an activity and post it around the classroom. They are instructed to not write their name on the large note paper placed throughout the classroom. The instructor then tells students to place a post-it (what, how, and why) to different lines based on the statement. Students then have a thorough discussion in class about life and experiences then they are separated into small groups and develop a more thoughtful discussion on why they selected those three statements for their post-its. This activity creates a supportive community and serves as an opener for the material that the author discusses in his/her autobiography. A similar activity for SDEV 015 will be provided for students on Canvas. Students will be asked to share an autobiography fact and how can this be included to obtain your



DISTANCE **EMERGENCY** EDUCATION ADDENDUM

educational goals. How can we collaborate in this class for your academic success? Students will then create online post-its and place their what, how, and why to three statements written by their peers. This will be available on their threaded peer-peer discussion board and provide a space for responses after they collaborate with each other's responses. The Zoom lecture covering this unit on autobiography will be addressed as part of the whole discussion.

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

Zoom Presentations will create an effective instructor-student interaction for a unit related to the "I am" poem presentation as a cultural-academic activity we complete during the middle of the semester. For example, when students present their home artefact, or an example of a visual. I can provide live feedback and collaborate with the student.

Having established availability for contact via e-mail and Canvas. Consistent Q&A sessions on Cranium Classrooms (synchronized) and checking-in during counseling appointments (cranium café). Threaded discussion board with instructor feedback.

Looks good with the following comments

#9, first sentence: after a week [from when it was] turned in – small update

#10, third line: Small group feedback [on a weekly basis OR is regularly required] on the – small update

#10, last line on page: autobiographical instead of autobiography

#10, second line on page 5: post-its – typo

#11, line 3: artefact, should it be artifact? Sp

#11, line 6: "weekly or regular threaded discussion board is included in class" – small update

I'm guessing they only wanted Emergency because in the learning communities as the face-to-face method is the most effective? So, they do not plan to offer this as DE in the future?



DISTANCE **EMERGENCY** EDUCATION ADDENDUM

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?

I will be able to provide the existent online tools used for career/major exploration, four-year transfer process, student’s success, and student support services. I will walk students through this process using online lectures, videos and images, discussions, and office hours.

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:	GEP	<input checked="" type="checkbox"/> YES <input type="checkbox"/> NO
CURRICULUM COMMITTEE DIVISION REPRESENTATIVE REVIEWED:		<input type="checkbox"/> YES <input type="checkbox"/> NO