



San Bernardino

Valley College

DISTANCE EDUCATION ADDENDUM

COURSE ID:	TECALC087
DEPARTMENT:	Electrical/Electronics
SUBMITTED BY:	Anthony S. Ababat
DATE SUBMITTED:	4/19/20

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.

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.

Offering Tecalc 087 through a distance education format will provide more opportunities for students who are currently working in their field and had a very minimal time to go to a school campus. This approach will help to grow our Electrical/Electronics Department in terms of our student population. Our Accelerated Program for an Online Tecalc 087 will significantly improve student's access to their classes and complete their course at an accelerated pace, thereby completing their certificate or degree in around ten months.
(Student needs, Student Access, and Student equity)

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 offer regularly scheduled synchronous office hours through confer zoom. The link and meeting code together the weekly password will be provided to the students through my weekly email and on both the syllabus and in Canvas announcements immediately preceding the office hours.

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.)**

In providing a regular and effective instructor-student contact, several methods used in this course are as follows:

- Instructor prepared materials such as PPT slides conducted and discuss in an asynchronous online meeting
- Published audio/video files in Canvas
- Weekly threaded discussion forms with meaningful, timely feedback
- Weekly announcements
- Synchronous online office hours

For example, to discuss Linear Equations, the class will begin with a synchronous zoom meeting. In that meeting, the instructor will explain the concept and provide necessary information and examples in working with this type of equation. The posted video recording of that synchronous meeting will then be available, along with any new videos that reinforce the topic.

After the meeting, students will have a set of practice problems to solve and submit; if students have some questions, they can email or post it in a discussion thread on canvas, as well as in synchronous office hours.

The synchronous nature of the presentations would allow for immediate feedback; alternatively, implement speedgrader in Canvas to provide feedback. A set of Assignment questions are provided to students to reinforce the specific concepts and to check for broader understanding.

<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.)**

To implement student-student contact, a set of group assignments provided to students to solve and apply the theories discussed in each topic. The assigned group problems will provide students the chance to collaborate and share each of their ideas on how everyone arrives on their specific solutions. In as much as the presentations of the topics are synchronous, students can provide immediate feedback. After the presentation, students would be



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required to ask questions and provide meaningful feedback in response to the presentations given in the lecture. They will also be given an opportunity to provide feedback given by their peers on a threaded discussion forum. A deadline for those questions/answers will allow the instructor to provide any additional information or clarification needed.

Students would also have access to a student-student discussion board, where they can ask questions and post comments to the other students in the course.

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.

When students log in to their Canvas Course, the home page will direct them to the weekly announcements. The announcement on the homepage will provide students the necessary task to complete in a week. Then the modules will follow to ensure them an idea of the topic discussed in that week. Typical weekly activities are as follows:

- Students will read the Module assigned every week.
- View synchronous lecture
- Solve practice exercises
- Work on group problem-solving
- Participate in the threaded discussion topic/s.
- Work on the Weekly assignments
- Answer the quiz given in that week.
- Provide feedback or questions through email or in the Canvas Inbox

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.

Through discussion topics and monitoring student performance weekly. Email reminders and announcements. Phone calls and text messages if required. Instructor initiated contact and student feedback are implemented and will be listed in the syllabus course design and implemented in DE format as follows:

- The presentation or materials in an online format and other appropriate media (such as audio, video, PPT slides, Word and PDF files will be check for accessibility.
- A good design for weekly assignments and projects that promote collaboration among students.
- Model course netiquette at the beginning of the semester with instructor-guided introductions.
- Pose questions in the discussion boards which encourage various types of interaction and critical thinking skills among all course participants.
- Monitor content activity to ensure that students participate fully, and discussions remain on topic.
- Create a specific forum for questions regarding course assignments. (e.g. "Got a Question?")
- Ask students for feedback about the course on a regular basis and revise content as needed.

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

To gain high level of student-student interaction in this course, it will be accomplished by providing socially



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focused exchanges such as a guided instruction, positive and healthy exchange of information, and participation in activities designed to increase a social rapport. This will happen naturally when students will be collaborating and discussing their approach or solutions to a given equations or mathematical operations which will always occur every meeting in this Tecalc 087 course. As a student, you can expect to interact with me throughout the week, beginning with the weekly announcement posted each Sunday. Students should plan on checking Canvas at least three times during the week – once to post initial assignments, once to post feedback to other assignments, and responding to your peer and instructor's feedback. Then work on the given quiz for that week. You may contact me through email, and phone calls or text messages if the need arises.

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

As always, first day goes a long way in setting the tone of the course. An effective instructor-student interaction implemented in this class will be to encourage students in participating in discussions, providing students with feedback, listing the office hours availability and consistent communications. This can include:

- Reminders or previews of upcoming assignments
- Comments on or a summary of a current discussion
- General comments on how the class did on a test or assignment
- Remediation on a misunderstood or muddy learning point, based on student work
- A link to a relevant video or article
- Personal news you would like to share with the class

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?

The way this course will accommodate the SLO and Course objective is through weekly assessments such as quizzes threaded discussions and submission of assignments. For example, the Tecalc 087 class: On completion of this course, students should be able to perform basic mathematical applications such as determining the most extended length or slope of the house roof by merely getting the distance and the height of the ceiling and applying the Pythagorean theorem. Students will be assessed on a five-point scale using the following:

- Students will be assessed in the successful implementation of the fundamental concepts of algebra relating to real-world applications.
- Checking their ability to solve equations, inequalities, and Mathematical Models
- The student will be assessing in presenting correct drawing graphs with the given mathematical function.
- Students will apply the most appropriate techniques in solving linear equations.
- Students will demonstrate skills in varying logarithmic skills and Exponential Expressions.
- Students will be asked to provide a real-world application where Trigonometric functions will apply.



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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:		<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