San Bernardino Valley College

DISTANCE EDUCATION ADDENDUM

COURSE ID:	**VOCED 602**
DEPARTMENT:	**Vocational Education**
SUBMITTED BY:	**Virginia Evans-Perry and Kimberly Miller**
DATE SUBMITTED:	

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 VOCED 602 through a distance education format will expand access to this class. Students who enroll in this course do so to help learn essential workplace traits and skills. Historically, students enrolling in this course encounter transportation as a barrier. Since 2018, 99.9% of students enrolling in VOCED 602 have been high school students. In order to reduce that barrier, many high schools have offered this on their campuses; however, recruiting sufficient enrollment from one campus can be challenging. Consequently, students at high schools with recruitment pools and low enrollment often do not have access to these classes. By offering online classes, students from multiple schools could enroll in a single class thereby making it easier to meet minimum enrollment.
   > (Student Access, Student Equity, 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 offer regularly scheduled synchronous office hours through zoom. The link and meeting code will be listed 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.)**

> This course could ensure regular and effective instructor-student contact through a variety of methods. This would include:
> - Synchronous online meetings with instructor prepared materials
> - Posted audio/video files
> - Threaded discussion forms with meaningful, timely feedback
> - Weekly announcements
> - Synchronous online office hours
> - Timely feedback on projects
>
> For example, in order to discuss interview skills, we will begin with a synchronous zoom meeting. In that meeting, the instructor would provide information traits and behaviors that are helpful in an interview as well as discuss typical interview questions. The video recording of that synchronous meeting would then be posted as soon as it is available, along with any additional videos that reinforce the topic. After the meeting, students could be split into groups to discuss frequent interview questions and good ways to answer difficult questions. In their groups, students could practice asking each other questions and responding to those questions. Any questions could be addressed in a discussion thread on canvas, as well as in synchronous office hours. Then, during a synchronous meeting, students would participate in mock interviews via Zoom (again, with the recording of that meeting posted as soon as it is available). The synchronous nature of the presentations would allow for immediate feedback; alternatively, feedback could be given through the speedgrader on Canvas. To check for deeper understanding, students could then be asked to respond to the interviews on a discussion thread by a specific date, and then further information can be given in response to student discussions.

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 discuss student-student contact, we can continue the example given above on interview skills. In that example students are assigned a group project and presentation on which they must collaborate. Because the mock interviews are done synchronously, students can provide immediate feedback. After the presentation, students would be required to ask questions or provide meaningful feedback in response to the presentations given by their peers on a threaded discussion forum. A deadline for those questions/responses would be given that would 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. This thread will be monitored, but instructor involvement will be limited to preserve the student-student dynamic.

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 initially, students will read the weekly announcement identifying themes and tasks for the week. Typical weekly tasks would include:
- Viewing synchronous lecture
- Completing a group project
- Completing an individual assignment
- Providing feedback and responding to feedback from the previous week's assignments on a threaded discussion board.

After reading the announcement, the students sign on to the synchronous meeting where the instructor delivers a lecture and verbally explains the tasks and assignments for the week. The students will then have to work on the current group projects, with the instructor providing guidance and feedback as needed. If students have questions beyond this initial synchronous time, they can post on either student-student or student-instructor discussion board.

For a second synchronous meeting, groups will present on their projects and provide feedback on have three days to log into the discussion board and respond to at least two presentations done by other groups. Responses must be meaningful (for example, asking clarifying questions or providing additional insight to a topic). After responses are posted, groups will need to respond to the responses on their topic. The instructor will also provide feedback and respond to posts as is needed to further students' understanding of the topic.

The students will work asynchronously on their individual project, uploading on or before a specified date. The instructor will provide timely feedback for that assignment and assign any follow up tasks as needed. If appropriate, individual assignments may be posted on the discussion board and follow the feedback/response pattern described above for group projects. Alternatively, individual projects may lead into the following week's group project. For example, one week individual students may be asked to research the cost of attending three colleges of their choice, and the next week the group project may ask students to develop a detailed budget based on the cost of living for one of the colleges previously researched.

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.**

"In online courses, both students and instructors need to be vigilant about maintaining frequent communication. As a student, you can expect to interact with me throughout the week, beginning with the weekly announcement posted each Monday. 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 once to respond to feedback. Additionally, students should expect to get individual feedback on assignments from me at least once a week. It is possible that this feedback may be intended to initiate a conversation and I will expect a response within three days. As always,

if you have any questions about anything, you are welcome to contact me via email, discussion board post, or during my office hours."

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

To discuss regular and effective student-student contact for this course, we can start with a new example. For this example, we'll consider a lesson on resumes and cover letters. When this topic is taught in person, typically students are given a lecture on when a resume and cover letter is used, the purpose of a cover letter, and the importance of honesty, language, and formatting. Samples of both good and bad resumes and cover letters are also provided. These methods could easily transfer to the the DE format. As is typical in person, information would be provided using synchronous meetings (with the recordings of that synchronous lecture being posted as soon as it is available). Students would then work in small groups to peer edit each other's resumes and cover letters prior to submitting a final draft. Additionally, a discussion board post would be available for students to ask for help or advice from their peers would be available on Canvas.

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

Each week, students should expect to receive a synchronous lecture, ask questions on a discussion board post (and receive feedback within 2 days), submit an individual assignment that would receive individual feedback (through speedgrader), and receive direction, insight, and feedback on group projects. Additionally, students can always utilize synchronous office hours for meaningful instructor-student conversation.

Continuing the example from above, students can expect to have several different types of instructor-student interactions throughout the process. The example began with a synchronous lecture, where students can receive information but also ask questions and get immediate clarification. They then went into small groups but, because of the synchronous nature of those meetings, instructor interaction would also be available.

Once the student's resume and cover letter are submitted, students could expect timely feedback from their instructor.

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?**

Typically, SLOs and Course Objectives are addressed in lectures and evaluated based on assignments, discussions, and group presentations. These methods are still absolutely viable using a DE format. For example, in face-to-face courses, students are asked to conduct market research and search for jobs in a chosen field. In order to evaluate the SLO and course objective students are sometimes asked to either give a presentation or submit a report on the results of their market research, linking jobs that they have found in their chosen field. Both the presentation and the assignment could still be completed virtually either during synchronous meetings or via Canvas.

Additionally, meaningful conversations using threaded discussion board posts can be used to help analyze the achievement of SLOs and course objectives. For example, students could respond to a discussion board thread posted after a lecture on technical skills, soft skills, and transferable skills. Students could define those terms in their own words, provide two examples of each kind of skill along with an explanation of why their examples should be categorized in the way being proposed. Students could also evaluate other students' explanations and determine if they agree or disagree with the arguments proposed. Based on the students' responses, the instructor can asses whether or not they have a achieved the course objective.

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

Looks nice

Well done, recommend approval