



DISTANCE EDUCATION ADDENDUM

COURSE ID:	WKEXP-099
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 WKEXP 099 through a distance education format will expand access to this class. Students who enroll in this course do so to gain hands on experience in a workplace while learning valuable skills to improve their employability. Historically, students enrolling in this course encounter transportation as a barrier. Since 2018, 99.9% of students enrolling in WKEXP-099 have been high school students who have gained employment at or near their homes and find it very difficult to safely get to the SBVC campus. In the past, some high schools have offered to bus their students to our campus to attend the first night of class while others have not, inequitably granting greater access to students from specific high school districts. By offering online classes, the barrier of transportation will no longer be an issue. (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.



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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 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.)**

Typically, this course features one in-person on-campus meeting. In recent past, faculty have elected to use canvas to ask for weekly or bi-weekly progress check-ins. The largest component of this course is the hours worked by the student at their worksite. The instructor then coordinates with the student's worksite supervisor to review the student's progress on their specific performance objectives.

If this course were to be offered entirely online, the weekly or bi-weekly canvas check ins would continue. During these check in, students are often asked to respond to a short prompt about using examples specific to their work experience. The instructor then can reply to those responses with information to enrich the student's general work experience.

This, combined with weekly synchronous office hours and timely feedback on any assignments, allows for regular and effective instructor-student contact.

<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 has been typical, because of the individual nature of this course most of the student-student contact has always been done through canvas discussion board posts. Either weekly or bi-weekly, students are asked to post a response to a prompt related to general work experience. They are then asked to provide meaningful feedback to several of their peer's posts with clear parameters about what qualifies as "meaningful." This format helps the students create a community of learners in a very individualized class.

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 initial log in, students will begin the week with a weekly announcement. The weekly announcement will feature a reminder and link to the synchronous office hours as well as a brief statement about the theme of the week and the discussion board posts due. Students will then have until Thursday to post a response to the discussion board prompt. At that point, students will be asked to post a reply to at least two of their peers' posts by Sunday, identifying either common ground or providing suggestions or insight about that particular response.



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Students can then expect instructor feedback by the following Monday. This feedback may take the form of a post reply, a personal email, follow up questions, or even information shared with the next week's theme and announcements.

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.

As described above, each week students will need to read and respond to the posts on the weekly threaded discussion board. For example, one of the weekly discussion board posts asks students to provide specific examples of how they have worked with others in their capacity as an employee/volunteer. They then are asked to evaluate their contributions to a team project or task and identify ways in which they feel their contributions could be improved or better utilized. Students are then asked to read the responses of their peers and provide suggestions of things their peers could do to improve their work and/or group environment. Students are then asked to read the insight given to them by their peers (as well as the feedback provided by the instructor) and then choose at least one suggestion to implement over the next week. The following week, students are asked to create a discussion board post reporting on the results of that implementation which includes the identification of what effect the new behavior had on the working environment and team relationships. Their peers then have the opportunity to provide insight on factors that could have impacted the success of the implementation.

Additionally, a thread for student-student collaboration will be available for students to ask each other questions and discuss topics in the class. To facilitate typical student-student classroom discussion, that particular thread will be lightly moderated (that is, the instructor will monitor to make sure posts are respectful and follow class guidelines, but will not necessarily respond to questions or make posts).

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

Continuing the example from above, the instructor-student contact begins with the announcement of the theme for the week and information about the importance of teamwork and its many facets. Then the instructor provides a detailed description of the weekly response, as well as providing a rubric for the evaluation of the responses. After students have responded to the initial discussion thread, as well as to their peers, the instructor then provides feedback to both the initial posts as well as the student replies, making suggestions for improvement and asking students to think critically about what impact each suggestion may have on a working environment. The student then has to choose one suggestion to implement, and the instructor can help guide the student toward professional



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ways to implement that idea. Once the student has completed their task and posted about it, the instructor can respond with insight about how the nuances of implementation can affect the success or failure of that particular activity. Finally, the instructor would ask students to assess the value teamwork has in their worksite and appraise their contributions to that teamwork in a short response, providing feedback once the student has completed the assignment.

As always, aside from posting materials, providing direct instruction through posts and announcements, and facilitating conversations on threaded discussion board posts, the instructor will also be available through regularly scheduled weekly synchronous office hours.

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?

The class requires work experience hours, which are slightly different than lab hours. Work experience hours are completed by the students at a worksite organized and arranged by the students and the instructor is not required or expected to be present. Those work hours could be completed remotely provided the student has the opportunity to identify measurable student performance objectives and work to complete those objectives. The instructor is required to meet with the worksite supervisor to review the performance objectives; however, recent updates by the California Community College Chancellor’s office allow for that meeting to occur virtually.

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

The SLO and Course objectives for this course lend themselves very well to a distance education model. In the above example, students were asked to identify and evaluate teamwork, which speaks exactly to one of the SLOs for this course. The other SLOs can be evaluated using submitted assignments. SLO 1 asks for demonstrated proficiency on specific measurable objectives, which is evaluated based on the supervisor evaluation of the student performance objectives (a required component of the course). That assignment can be submitted via Canvas or email. SLO 2 – establish and maintain a positive relationship with employers is evaluated in several ways, including employer final supervisor evaluation, student discussion board posts, as well as a thank-you letter sent to worksite supervisors upon completion of the required hours. Course objectives can similarly be evaluated using worksite evaluations, discussion board posts, completion of required hours, and submission of writing 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:



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CURRICULUM CHAIR REVIEWED:	Mary Copeland	<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