



## DISTANCE EDUCATION ADDENDUM

COURSE ID:	WST 045
DEPARTMENT:	Water Supply Technology
SUBMITTED BY:	Melita Caldwell-Betties
DATE SUBMITTED:	June 13, 2020

*For additional resources on completing this form, please visit the DE Website:*

[www.valleycollege.edu/onlinefacultyresources](http://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 Access; Online Education Initiative (OEI):** Offering this course in a distance education format ensures that significantly more students are able to complete their educational goals by increasing both access to and success in high-quality online courses. Students will be introduced to what backflow is, under what conditions backflow can occur and the provisions to prevent backflow from occurring. Several key definitions will be presented and the operation of each type of backflow preventer is briefly explained. At the end of the course, students will have a workable understanding of backflow devices and how to troubleshoot breakdowns.

3. Will this course require proctored exams?

- No
- Yes - If yes, how?

Exams and/or tests will be submitted via the course management software and/or instructor e-mail. There may be also be a requirement for proctored, on-campus attendance for hands-on examinations on test procedures on reduced pressure principal assembly, and double check valve assembly. The testing procedures will be the same as for the standard county, state, federal regulations as well as, industry certification determined by the American Waterworks Association. The grading rubric will access the following industry competencies:

1. Recognition of indicators of normal and abnormal conditions
2. Identification of causes of abnormal conditions using proper troubleshooting techniques
3. Identification and description of all components of each type of backflow prevention assembly
4. Identification of operational characteristics of all testable assemblies and non-testable devices
5. Description of the operation of backflow assembly/components.

Examination and assignment grades will be delivered privately to students via the course management software. A written examination will be given at the conclusion of the course. Final course grades will only be available by requesting a transcript or using Web Advisor student access protocol.

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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Curriculum alignment across the subject area will be designed to meet accessibility requirements, for example, the use of screen readers for pdf files and alternative text, closed captioning for videos, and digital animations. Access to non-text information (images, photographs, drawings, or paintings, etc.) that convey meaning will describe the attribute in as short of a phrase as possible. When the graphics become more complex (i.e., charts, data, statistics, etc.) a more thorough description will be provided on the content page. Lastly, films will be closed captioned and audio will offer a transcript.



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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.)

Regular effective contact will be provided by using email, phone, voicemail, online discussion, video conferencing, and the use of ConferZoom. Furthermore, designated online office hours will be held regularly and immediate response to students' queries and/or feedback on work products will be provided by the instructor.

Scheduled face-to-face meetings will be determined by the instructor based on the offering of the course and should the need arise.

**Email Communication** - Students will be contacted via the announcement feature, email, voice mail, telephone contact or face to face meetings (if needed), virtual office hours, and/or Confer Zoom. Immediate response to students' queries will be provided within 48 hours excluding weekends and holidays.

**Voice mail** - Voice mail will be utilized to respond to students during non-office hours. Students will be allowed to leave a voice mail. Either a phone call or email response will be provided to deliver the requested information and/or address students' concerns or issues.

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.)

**Orientation at start of course** - A "Welcome Letter" introducing the course, its structure, required texts, along with academic support resources such as navigation of the Course Management System (CMS) will be made available to students via email and prior to the start date of the course. The instructor will also provide an overview of online instruction, grading criteria, and the importance of communication between student and instructor.

Zoom and chat opportunities will be provided with instructor participation. The instructor will post weekly announcements (or more frequent if necessary) in the CMS regarding course assignments, schedule of activities, and any other important information to keep students informed. Immediate response to students' queries will be provided within 48 hours excluding weekends and holidays. Furthermore, designated online office hours will be held regularly through the use of video conferencing. Interaction with other students and the instructor will also be accomplished through the use of online discussions, chat rooms, and the use of Confer Zoom. Feedback and comments on all grading products will be through the CMS assignment feature.

<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.)

**Chat Rooms** – A chat room type of discussion board will be posted to the CMS to encourage students to interact and work together on class assignments. The open discussion forum will be used for students to post questions and answers to one another. Students asking questions general in nature will be directed by the instructor to an interactive threaded discussion forum; dedicated to administrative questions about the course (i. e. Question and Answer Forum). The instructor will moderate the chat room and provide feedback as needed through the CMS within 48 hours excluding weekends and holidays.

Group discussions of critical thinking activities with an analysis of backflow prevention assemblies/devices and compliance with public health principles will also be facilitated in (instructor-led or student to peer) online discussion forums. Groups may be formed using the CMS group feature. Lessons will require students and instructors to engage in deliberations by responding to questions posed by the instructor and post responses to student peers within a specified time frame in the CMS. The written responses will assist in evaluating the student's ability to explain course concepts quantitatively, qualitatively, and through mixed methods such as observations and paperwork. Evaluation and grading will be based upon student's participation, demonstrated comprehension of the educational content areas. Feedback will be provided via the CMS discussion area or gradebook.



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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.

**Directed to the Students:**

Once the course starts you will be able to access the Canvas Learning Management system. Click the Quick Login link in the upper right corner of the main San Bernardino Valley College website <https://www.valleycollege.edu/> and open the Canvas Link. Or Login to Canvas by using the SBCCD Portal Link <https://idp.sbccd.edu/>. Within the course, Canvas site, you can access learning materials, such as the syllabus, class discussions, assignments, mid-term and final exams. Everything for your success in the course will be found there.

Throughout the semester, I will communicate with you in real time (synchronously) using the Zoom web conferencing tool during specific times posted in "Announcements." Lecture and demonstration will be accomplished through instruction mediated through the Canvas Course Management System (CMS) or related technologies (i.e., interactive whiteboard or multimedia software).

**Sample Assignment:**

A sample lesson plan on hydraulics and plumbing would evaluate the student's ability, for example, to demonstrate and explain field-test procedures for each backflow prevention device through the use of virtual wet lab simulation software. The Zoom video conference tool will be used to record the role-playing scenario and the audible interactions. The multi-media file of the performance would be uploaded into the CMS and evaluated for achievement of the desired learning outcome. Instructor comments would be provided via the CMS using both text and audio.

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.

**Sample Statement:** Your success in the course is important to me. Please do not hesitate to contact me if you are having difficulty with the course material(s). General questions about the course should be posted on the QUESTION FORUM. During the week, Monday thru Friday (M-F), I will monitor the QUESTION FORUM several times a day. If you have a concern that requires a response; please send me a direct message. The expected response time is usually within two days.

If you have questions that are more personal in nature; either utilize the "INBOX" feature of Canvas or my Microsoft Outlook email address: [mcaldwell@sbccd.cc.ca.us](mailto:mcaldwell@sbccd.cc.ca.us). My goal is to respond to your messages within 24 hours. Twice a week, I will also be available for virtual office hours—one morning and one evening session—using campus e-mail. You will also be able to communicate in real time (synchronously) using the Zoom web conferencing tool during the specific times designated in the course syllabus as virtual office hours. I look forward to working with you!

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

Collaborative learning groups involving synchronous and/or asynchronous communication will allow students to discuss the operating characteristics of backflow prevention assemblies and devices related to the content area and cooperatively reach conclusions. Student discussion of assigned reading materials (manufacturer's instructions, calibration procedures, reference manuals, test results, required reporting data, etc.) provided through the CMS may be achieved either via chat, threaded e-mail discussions, discussion board postings with other students and the instructor. Evaluation and grading will be based upon student's participation and demonstrated comprehension of the educational content areas.

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

The instructor will create threaded discussion forums or Course Content Boards with dialogue-based questions and investigative prompts. Case activities integrating key topics throughout the course will take place in an instructor mediated discussion board. Additionally, an instructor mediated discussion board will be initiated for difficult topics in each module. These discussion boards will encourage student-to-student connection and interaction via designated group settings within the CMS. Students will be required to respond weekly to discussion questions posted to CMS by the instructor and respond or comment to at least one student post on the discussion board per



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week. The instructor will moderate and actively participate in facilitating, responding to, and evaluating the discussions via the CMS comment tools. Grading of the work product will be within 48 hours of the assigned due date. Feedback will be provided through the CMS using text, an attached file, video, or audio.

Accessible multimedia presentations authored by industry professionals will be utilized to enhance student comprehension and expose students to workplace situations commonly encountered in water technology. Using the Rich Content Editor, all audio-visual content will be linked or embedded within the Announcements, Assignments, Discussions, and Pages features of the CMS. Films will be closed captioned and all audio will offer a transcript. Instructor and student to peer interaction will follow after viewing.

**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?

Backflow testing procedures taught in the virtual classroom will be put into practice in the wet lab. Tutorials and interactive web-based computer simulations will be used to facilitate content mastery related to key learning objectives. The tutorials and simulations will consist of integrated progress reviews and knowledge assessments with automatic scoring.

Publisher and/or instructor prepared simulations and animations will also be provided to reinforce key content areas. A videoconferencing tool such as Zoom, or Google Hangouts can be used to record individual video presentations, interactions, and other role play scenarios which students can submit to an assignment or share in a discussion. All content or links to content will be made available in the CMS.

Authentic assessments will be used to demonstrate skills and knowledge by performing realistic tasks within the discipline. The format for conducting wet laboratory hands-on type of assessments will be identical to the conventional on-campus course. Commonly used instructional strategies, experimentation through pictures, recorded presentations, simulations, and service learning will be utilized to elicit higher order thinking and evaluate the final work product. Self-tests, think-pair-share activities, and other low risk assignments will also allow students to demonstrate their knowledge, skills, and abilities.

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

Authentic assessments using real-life situations in the context of backflow prevention, testing, and controls will provide opportunities for students to simulate testing practices, consult resources requiring judgment, and refine their skills to demonstrate mastery. A grading rubric, performance, or role-playing demonstration will be employed to assess the students' ability to effectively solve structured problems and negotiate complex tasks.

**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