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| **COURSE ID:** | **CULART 042 Cake Decorating** |
| **DEPARTMENT:** | **Culinary arts** |
| **SUBMITTED BY:** | **Stacy Meyer** |
| **DATE SUBMITTED:** | **01/14/2022** |

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

[www.valleycollege.edu/onlinefacultyresources](http://www.valleycollege.edu/onlinefacultyresources)

***Title 5 section 55002 requires all courses, or any portion of a course conducted through distance education include regular effective contact between instructor and student. In addition, the Accrediting Commission for Community and Junior Colleges (ACCJC) requires that Distance Education courses ensure that there is "regular substantive interaction" between instructor and student. SBVC's Distance Education Committee has stipulated that the requirements within Title 5 for "regular effective contact" is functionally equivalent to ACCJC's requirement for "regular substantive interaction."***

***Access and communication are equity issues. This form will clarify how these are being addressed in the online course format.***

1. **Please select the distance education method that describe how the course content will be delivered. These definitions have been pulled from the ASCCC Resolution 09.06 of Spring 2019.**

**Check ALL methods that will be used for offering this course, even if previously approved.**

[ ]  FO – Fully Online: Instruction involving regular and effective online interaction that takes place synchronously or asynchronously and is supported by online materials and activities delivered through the college's learning management system and using other required materials. All approved instructional contact hours, including online proctored assessments, are delivered through these online interactions. No in-person assessments are required.

[x]  PO – Partially Online: Instruction involving regular and effective online interaction for some portion of the approved contact hours that takes place synchronously or asynchronously and is supported by materials and activities delivered in person and online through the college's learning management system, and through the use of other required materials. This would include periodic synchronously scheduled meetings for lecture, lab or testing where the instructor and student are together. Any portion of a class that is delivered online must follow a separate approval process. The approved online portion must meet the regular and effective contact regulation. The class schedule indicates when and where the in-person meetings occur and how many hours are to be completed online. Any scheduled or synchronous online meetings should also be included in the schedule of courses.

[ ]  OPA – Online with In-Person Proctored Assessments: Instruction involving regular and effective online interaction in which all instruction takes place synchronously or asynchronously and is supported by online materials and activities delivered through the college's learning management system, with in-person proctored assessments. All assessments are offered at approved locations proximal to the student and over a designated range of dates and times. No activities or assessments may be scheduled at a designated time or location.

1. **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.**

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| **This course meets the college mission statement as well as student equity and student needs. The textbook for this course is offered digitally for all students and at no cost.**  |

1. **If OPA is marked above, indicate how proctored exams and assessments will be conducted.**

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| N/A |

1. **How will the design of this course address student accessibility? Are you including any of the following?**

[x]  Captioned Videos

[x]  Transcripts for Audio Files

[x]  Alternative Text for Graphics

[x]  Formatted Headings

[ ]  Other – If other, please explain.

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1. **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.)**

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| **This course has a lab component which meets in-person, so students can meet with the instructor before or after the lab starts and ends. If the student would like to meet online with the instructor, office hours will be held synchronously and listed in the syllabus. The zoom link will also be sent out to all students at the start of the course via zoom.**  |

1. **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.)**

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| In this course the online component is asynchronous since the lab meets in person. The instructor will send out weekly announcements to all students as well as give timely feedback on assignments and exams. The instructor will also post to the canvas page, instructor prepared materials, post videos and audio files, in addition to the homework assignments. The instructor will also post weekly discussions and give feedback where appropriate.  |

<https://www.valleycollege.edu/online-classes/faculty-resources/reg-effective-contact.php>

1. **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, peer-to-peer feedback, synchronous online meetings, etc.)**

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| **The in-person labs will ensure student to student contact. There are also weekly threaded discussions with peer-to-peer feedback.**  |

<https://www.valleycollege.edu/online-classes/faculty-resources/reg-effective-contact.php>

1. **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.**

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| **In a typical week the students will login to canvas, read the weekly announcements from the instructor, complete the homework assignment, and participate in the weekly discussion. The student will also report to the in-person lab in order to learn hands-on skills sets.**  |

1. **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.**

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| **This course includes an online component and a in-person component. A working computer with internet access is required to complete the online component of this course. Please email the instructor with any questions you may have regarding this course.**  |

1. **How will you design and deliver your course to ensure disproportionately impacted students are reflected in your course content, and what communication methods do you plan to employ to ensure they remain engaged and succeed in your course with full access to all course materials and tools?**

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| All students will have access to the canvas page. All materials added to the canvas page will contain formatted headings, captioned videos, transcripts from lectures and student meetings and for graphics, alternate text. The communication method will be via zoom in asynchronous lectures. All announcements will go out to all students.  |

1. **Does this course include lab hours?** [ ]  No [x]  Yes – If yes, how are you going to accommodate the typical face to face activities in an online environment?

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| **The lab is not ideally held online. An in-person format for the lab portion is preferred. If this lab needs to be placed online, then the students would have to complete the assignments at home and send in a recording of them completing the assignment to the instructor who would then provide a grade to the student. As mentioned before this is not ideal.** |

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

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| **The SLO’s and course objectives can be met in the online environment in the lecture portion of the course. The hands-on SLOs would also be met if the students complete the assignments at home.**  |

1. **Are modifications needed to SLOs or Course Objectives in order to teach this course in the online modality?**

[x]  **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:**

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| **CURRICULUM CHAIR REVIEWED:** |  | [ ]  **YES** [ ]  **NO**  |
| **DE REVIEW:** |  | [ ]  **YES** [ ]  **NO**  |
| **CURRICULUM COMMITTEE DIVISION REPRESENTATIVE REVIEWED:** |  | [ ]  **YES** [ ]  **NO**  |