



DISTANCE EDUCATION EMERGENCY ADDENDUM

COURSE ID:	Culart 050
DEPARTMENT:	Food and Nutrition
SUBMITTED BY:	Stacy Meyer
DATE SUBMITTED:	09/17/20

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

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.

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.

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.

This course meets the campus mission statement, Student Equity, Student Needs and student access.



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

No OPA Needed for this course.

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.

This course will have Captioned Videos that occur weekly and transcripts, both zoom and YouTube will be used for this course. If pictures are used there will be alternate text for graphics. Formatted headings will be used on instructor created material as well as any other material used for this course.

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 provide synchronous office hours using zoom and will hold his/her office hours weekly during the designated times listed on the syllabus.

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 will include threaded weekly discussions, weekly announcements, instructor prepared materials, posting YouTube videos and audio files to give the students various perspectives on the subject matter. The instructor will give timely feedback on exams and projects as well as homework assignments. Synchronous office hours will be kept weekly, the instructor will hold synchronous and a synchronous lectures and meetings, however the meetings will be posted if students are not able to attend the synchronous session. Students are also encouraged to email instructors if they cannot attend the synchronous office hours.

<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, peer-to-peer feedback, synchronous online meetings, etc.)

This course will ensure effective student to student contact by completing the weekly discussions and group project. The students if available will meet in the synchronous lectures or class meetings.

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



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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.

A typical week will start off with an announcement from the instructor the student will be guided through the weekly module, followed by a synchronous or a synchronous zoom session with the instructor where further guidance will be given for the module, then the students will read materials and complete assignments due weekly. A class discussion will be posted weekly so the students can communicate with their peers. The discussion will have two components, the first for each student to discuss the question and post, the second for the students to respond to their peers.

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.

This course has assignments due weekly. The instructor will guide you through the course with weekly announcements and zoom lectures. The instructor will give regular feedback on all assignments, exams and projects.

10. 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?

All modules are built with access in mind. Headers are used for all topics; empty space is left between topics. The course is built to be accessible to all students. The instructor will stay in touch with each student and let them know if they are falling behind and maybe suggest that the student and instructor meet in a zoom office hour where the instructor can further assist the student with their course work. If the students are not engaged a letter will be sent to the student via email with suggestions of how they can catch up with missing assignments or in worse cases how the student can drop the course. The instructor will post on the syllabus and in the welcome letter post helpful links the student may need, for example, the help desk phone number or the link to the library and link to DSPS offices.

11. 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?

This is the first time this course is being offered. The class is made up of lecture and lab. The department chair has requested that this course to be taught in a hybrid setting. Face to face labs and online lecture. The instructor can split the course, so all students are able to social distance while learning. If the course is not allowed to be taught in a hybrid situation, then the instructor will post videos to support student learning and assign each student to prepare healthy dishes and send a recording of the student preparing said dish.

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

The instructor will include the SLO and Course Objectives in his/her syllabus and make sure each SLO and course objective is covered in several modules so that all students can complete and have exposure to each SLO and course objective.

13. 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.



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(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:		<input type="checkbox"/> YES <input type="checkbox"/> NO
DE REVIEW:	M. Worsley	<input checked="" type="checkbox"/> YES <input type="checkbox"/> NO
CURRICULUM COMMITTEE DIVISION REPRESENTATIVE REVIEWED:		<input type="checkbox"/> YES <input type="checkbox"/> NO

Maggie: This looks great!