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| **COURSE ID:** | **KINF 150C** |
| **DEPARTMENT:** | **Kinesiology** |
| **SUBMITTED BY:** | **Mary Lawler** |
| **DATE SUBMITTED:** | **1/18/2022** |

***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.

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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| **Course will meet the following needs of the campus by incorporating the following: Student access through CANVAS and Zoom. Meet the needs of the Campus Strategic Plan.** |

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?**

Captioned Videos

Transcripts for Audio Files

Alternative Text for Graphics

Formatted Headings

Other – If other, please explain.

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| Recorded Zoom class meetings. |

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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| **The instructor will hold synchronous office hours for DE students using the following tools: Zoom.**  **Example: Instructor will post the following on the syllabus, as well as in multiple places on canvas: 10 days/time of availability, 2) link in module to meeting 3) announcement in Canvas. If student needs to meet asynchronously, we will use one of the following: Canvas, chat, Inbox, or email.** |

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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| Synchronous online lab meeting.  Posting video and/or audio files with instructions.  Threaded discussion forums  Weekly announcements on canvas  Zoom meetings  Example: Each week, the instructor may post the following on Canvas:  -Current assignments  -Instructions and tips for success  -The Zoom link to meet  -A reminder announcement on office hours  - A general announcement of overall progress of the class, success, areas of growth and suggestions for improvements moving into the next week.  - |

<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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| **On Canvas, create an assignment that is posted on Canvas/Discussion. Student will post their comment- pertaining to the assignment, by Thursday. Peer will comment on two peer postings, giving feedback, by Sunday.**  **(Threaded discussion forums, assigned group projects, threaded discussions, peer-to-peer feedback, synchronous online meetings, presentations and email.**   * **Discussion relating to topic/assignment-Instructor will give an example of topic.** * **Peer will comment and give feedback and engage students** * **Students will work with a partner in breakout rooms-on Zoom meetings.** * **Students will watch videos and discuss in break out groups** * **Students will be able to contact one another through Canvas** |

<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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| **Typical week of module:**  **-Students will watch a video on table tennis.**  **-Students will discuss the video- looking for instruction on how to play table tennis**  **-Complete assignments for the week.**  **-Pre-assessment for data of measuring student learning**  **-Post-assessment for data measuring student growth**  **-One discussion on board forum.** |

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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| **Students, this class meets weekly. (List day and time)**  **Course calendar: List specific content and date/week the work will be done for direction.**  **Office Hours- will be posted on the syllabus, and on Canvas and by appointment**  **Announcements- will be posted to keep students update and informed.**  **Emergency- student can email or text/call cell number.** |

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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| Canvas will serve as the main conduit where students can access and obtain the necessary information/videos/materials to be successful in the course.  Canvas will also provide one means in which students can communicate not only with their instructor, but with their peers as well. For example, part of the expectations for the course is for students to check their Canvas portals on a regular, if not daily, basis for class updates, as well as to complete discussion threads and class assignments.  In addition to Canvas, instructors can communicate and promote student engagement via the use of platforms such as ConferZoom, Google Meets or Microsoft Teams where they may host synchronous sessions (which will be recorded and shared) which students may be required to attend and/or view at their convenience.  For the population of students with disabilities and/or those who have special needs accommodations will be made to meet the needs of these students. For example, lectures and videos will be captioned. Furthermore, interpreters/aides requested by the student will be permitted to have access to ConferZoom/Google Meets/Microsoft Teams sessions to aid in their understanding of the information being disseminated to the students they are working with. |

1. **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?

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| This course is an activity-based lab class within the subject of Kinesiology. This course is designed to teach Table Tennis. Students will learn the fundamentals of learning the basics of Table Tennis.  Workouts to help students stay conditioned will be posted weekly and students will be required to submit time-stamped time-lapse videos of their workouts. |

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

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| Students will take a pre and posttest to measure the learning of growth in Table Tennis.  Hold weekly quizzes covering the rules, terminology, safety concerns and scoring procedure.  Assignments to identify proper court etiquette and good sportsmanship  Create a video to demonstrate basic skills associated with table tennis including forehand, backhand, spins, grips and serves  Assess current personal fitness level using a physical fitness test. |

1. **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:**

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