



DISTANCE EDUCATION ADDENDUM

COURSE ID:	KIN 232
DEPARTMENT:	Kinesiology
SUBMITTED BY:	John Banola
DATE SUBMITTED:	6/18/20

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.

The course will meet the needs of the campus by incorporating the following: Student Access, Campus Strategic Plan, Campus Mission Statement, Online Education Initiative, Student Equity and Student Needs.

3. Will this course require proctored exams?

- No
- Yes - If yes, how?

Students will meet the instructor at pre-assigned designated times to complete practical exam skills testing. All participants will adhere to the following:

- Wear masks while in class
- Wash their hands if a sink is available or use hand sanitizer when it is not
- Gloves removal will be taught and practiced
 - Wear gloves if in direct physical contact with another participant
 - Gloves will be changed when performing skills on different individuals
- Learn proper disinfection techniques while in the first lab and will disinfect areas before using them, after performing a skill, and at the end of the lab
- Students will learn skills at home through online lectures and Zoom calls in order to be prepared for face-to-face labs in order to decrease the amount of contact time
- Some labs will be taught through Zoom when hands-on skills are not necessary.
 - An example would be the lab where students learn to fill out paperwork and legal responsibilities.



DISTANCE EDUCATION ADDENDUM

- While in the lab and not in direct contact with other classmates everyone will perform social distance of at least 6 feet apart.

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.

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.)

Both an Online Conference Tool, Zoom or Google Meets (GM), as well as email, will be used.

As an example, every Monday, the instructor will hold a Zoom/GM meeting to give instructions re: the week's workouts and/or assignments, as well as answer any questions the students may have. This meeting will be recorded and available for students to access all week. The instructor will also hold synchronous email office hours at a dedicated time from Monday through Friday.

5. 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.)

- Threaded discussion forums
- Weekly announcements on Canvas
- Instructor prepared materials
- Posting video and/or audio files
- Timely feedback on workout results and assignments
- Synchronous online office hours via Zoom/GM
- Synchronous online meetings
- Synchronous online lectures
- Zoom/GM conference meetings

For example, each week the instructor will post the following on Canvas:

- The current workouts and/or assignments
- Instructions and tips for success
- The link to the Zoom/GM meeting for the week
- A reminder about the week's email office hours.



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DISTANCE EDUCATION ADDENDUM

At the conclusion of each week, the instructor will post an announcement discussing/recapping the week's assignments. This will be a general announcement acknowledging the overall progress of the class, successes, areas of growth and suggestions for improvements/workouts moving into the next week.

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

6. **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.)**

- Threaded discussion forums
- Assigned group and/or partner workouts via Zoom/GM
- Peer-to-peer feedback on
 - Discussions and videos
 - Assigned group and/or partner work
 - Group assignments
- Synchronous online meetings.

For example, after the instructor finishes the weekly announcements and assignment instructions during the Monday Zoom/GM meetings, students will engage in a moderated Zoom/GM meeting to discuss the previous week's assignments. Discussion would include student's successes, struggles, how they would like to improve in specific areas and positive encouragement of their classmates.

Another example is weekly threaded discussion board posts in which students will be required to respond to at least two posts submitted by their classmates.

7. **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.**

The student will select the learning module for the current week.

Within the learning module the student will find:

- The instructor's introduction to the module
- The week's zoom meeting information
- Objectives and desired student learning outcomes
- Written materials
- Video or audio resources for the unit
- Skills for the week
- Safety reminders

The students will complete the following for the module:

- Attend (or view the recording of) the weekly class zoom meeting
- Skills for the week



DISTANCE EDUCATION ADDENDUM

- Group or partner skills practice for the week (with assigned groupings)
- One discussion board forum
- Record and upload video of skill practice
- One quiz reviewing the week's material (an example would be a body part quiz, labeling the muscles of the body)

8. 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.

Weekly announcements will be posted in Canvas regarding upcoming assignments, lessons and workouts. Upon submission of assignments, the student will receive feedback within two business days through the comments option for their assignment.

Students may contact the instructor through CANVAS or by direct email. The instructor will respond within 24-hours Monday through Friday. If more direct support is needed, students may contact the instructor to set up a private Zoom/GM meeting.

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

One example of regular and effective student-to-student interaction may be the inclusion of moderated discussion board forums.

For example, at the beginning of each week threaded discussion posts will be assigned. Within this assignment, the student is responsible to provide a personal response to the prompt presented by 11:59P on Wednesday of that week. Additionally, the student must complete peer responses for a minimum of two classmates posts by 11:59P on Saturday of that week. Peer responses would consist of constructive comments and feedback.

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

One example of regular and effective instructor-to-student interaction would be feedback through the comments section of a student's assignment. For example, after the student completes a specific skill and submits their video, the instructor will give specific feedback such as technique corrections and body positioning to ensure the students are maximizing success while minimizing errors. This will be done in a timely matter so the students can use the instructor's critiques to make corrections to their technique and positioning within their next skill practice session.

In addition, the instructor will also use direct emailing, personal Zoom/GM meetings, and messaging through Canvas to communicate with students individually and promptly.

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?



DISTANCE EDUCATION ADDENDUM

This course is a lecture/lab class within the subject of Kinesiology. This is an introductory course in the recognition, assessment, management, care, and prevention of injuries occurring during physical activities. Basic taping techniques, as well as the proper selection and use of treatment modalities, are included. Skills to be assessed will be posted weekly and student’s will be required to submit time-stamped videos of their skill practices.

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

Students will complete practical skills tests during the course of the semester and complete a final practical exam at the end of the semester. These will be conducted via Zoom for to allow for feedback and evaluation as well as be recorded for further critique. In addition, students will complete assignments, quizzes, written exams and discussions board forums throughout the semester that will address and meet the course objectives, as well as the student learning outcomes.

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.

(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:		<input type="checkbox"/> YES <input type="checkbox"/> NO
CURRICULUM COMMITTEE DIVISION REPRESENTATIVE REVIEWED:		<input type="checkbox"/> YES <input type="checkbox"/> NO