San Bernardino Valley College

DISTANCE EDUCATION EMERGENCY ADDENDUM

COURSE ID:	**KINA 186B**
DEPARTMENT:	**Kinesiology**
SUBMITTED BY:	**Mary Lawler**
DATE SUBMITTED:	**04/12/2020**

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.**

   Course will meet the following needs of the campus by incorporating the following; Student Access, Campus Strategic Plan, Campus Mission Statement, Online Education Initiative(OEI), Student Equity, Student Needs, and DSP&S and Adults Disabilities Act (ADA) in a Least Restrictive Environment (LRE).

3. **Will this course require proctored exams?**
   - ☒ No
   - ☐ Yes - If yes, how?

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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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.)**

> Online Conference Tool, Zoom, Pronto and web conferencing
>
> Instructor will hold office hours, depending on Semester- posted on Syllabi and on the website.
>
> If the Instructor uses Pronto, the office hour can be through chat. If the Instructor uses other online- synchronous office hour/s, it will be at a time specified or an appointment, to meet student's needs.

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.)**

> On Canvas- a weekly announcement is created, instructing students to review the Discussion posted. The discussion requires peers to post two comments. Assignments are created on CANVAS, relative to the textbook used in class. There is a quiz after each chapter to collect data as to what the students knows. I will post previous recorded videos or videos demonstrating the content listed. Grading will be done electronically or at the end of each week. (Threaded Discussion Forums, Weekly Announcements, Instructor Prepared Materials, Posting Video and audio Files, Timely Feedback on Exams and Projects, Synchronous arranged online meetings using Zoom or web conferencing. Maybe use Lynda.com for tutorials.

> 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.)**

> On CANVAS, create an assignment that is posted on CANVAS/DISCUSSION, Student will post their comment- pertaining to the assignment, by Wednesday. 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 given that week.
> - Peer will comment and give feedback
> - Students will work with a partner- on Zoom meeting or Skype
> - Students will create a presentation of stretches and post on Studio and students will follow along and submit feedback.
> Student list and email provided for students to reach out to one another

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.**

> - Create a Zoom meeting ID for students to join.
> - Students must have internet and log onto CANVAS. On the Home page, will be a course calendar of what is

- expected of each meeting.
- Synchronous meeting using Studio or 3Media- Videos of Stretching and Stress Reduction is available for students to follow and be engaged.
- asynchronous learning will be used for students to be able to read an article and write how it will pertain to the SLO's.
- Students will create a workout using all different methods for stress reduction and stretching.
- A class assignment on CANVAS- discussion of the content performed or discussed.
- Student will create a video demonstration and submit on CANVAS.
- Using Zoom, a practical will be given to evaluate each student to meet the SLO's.

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.**

Students may contact instructor through the specific course via Canvas InBox or campus email, or through online ZOOM- at the designated time. Monday through Friday, instructor should respond with in 24 to 48 hours.

In case of urgency, students can contact through text or voice call.

> **Commented [WH1]:** This is good.

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

- Students will meet once a week in a Zoom meeting, to share ideas on their experience on class assignments.

- A class assignment on CANVAS, will be a discussion weekly for students to post.
    1. What did they find challenging in learning/doing the lesson?
    2. Students will comment an encouraging comment and discuss their own challenges.
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> **Commented [WH2]:** While this seems like a fine set of assignments, there are no parameters about how frequently (aka "regular"). It might also be worth mentioning other ways students can interact with each other, other than the Discussion Boards.

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

- Instructor will post a Zoom link for class meeting that can be used throughout the semester.
- Instructor may call or text student if there is a need/reason.
- Student may call or text instructor, if there is a need/reason.
- InBox on CANVAS or email by student or instructor, to respond to any questions.
- Instructor will provide direct/indirect feedback on assignments as they are graded.
- Instructor will create weekly practical/quizzes/assignments and student will submit data.
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> **Commented [WH3]:** This is great, but again there are no parameters to how "regular" (aka frequently) this interaction will be. Including words like "weekly" discussions, or "timely" feedback is important for this area.

> **Formatted:** Bulleted + Level: 1 + Aligned at: 0" + Indent at: 0.25"

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?

This course is activity/lab and will include all the above mentioned to accommodate the typical face to face activities for alternative learning environment.

The transition will include asynchronous material. Pre-recorded videos, that show demonstration. The student will record their workout, up to 10 minutes and submit, along with a paragraph, stating what was challenging, and what was easy. There will be mediation- pre-recorded and an article. An assignment or quiz will cover the reading material and information given. A weekly discussion on subject will be implemented to keep students engaged.
Pre-recorded lecture using power point, for students to refer to.

> **Commented [WMH4]:** This should be described.

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

Online Conference Tool, Zoom, Pronto and web conferencing- synchronous and asynchronous.
Student will post a pre-test of a physical fitness test and a post-test at the end. Student will post work outs and complete assignments, quizzes and discussions to meet the SLO and Course Objectives.

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.)

To be completed by a member of the Curriculum Committee Review Team:

CURRICULUM CHAIR REVIEWED:		☐ YES	☐ NO
DE REVIEW:	MW	☐ YES	☒☐ NO
CURRICULUM COMMITTEE DIVISION REPRESENTATIVE REVIEWED:		☐ YES	☐ NO

Technically, this course is a lab.

Would this course benefit with an emergency addendum? Acknowledging that the course can be taught online, but is best taught face to face?

I agree with Mary Copeland's comments above—an Emergency Addendum is ideal here, but it looks like that's been adjusted. Also #10 and #11 should be elaborated upon to indicate the "regular" in regular and effective contact.