



DISTANCE EMERGENCY EDUCATION ADDENDUM

COURSE ID:	KINF 127B Intermediate Walking for Fitness
DEPARTMENT:	Kinesiology
SUBMITTED BY:	Devin Bennett
DATE SUBMITTED:	June 3rd, 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 in an emergency situation. 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 for emergency purposes only, 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.

<ul style="list-style-type: none"> <input checked="" type="checkbox"/> Student Access <input checked="" type="checkbox"/> Campus Strategic Plan <input checked="" type="checkbox"/> Campus Mission Statement <input checked="" type="checkbox"/> Online Education Initiative <input checked="" type="checkbox"/> Student Equity <input checked="" type="checkbox"/> Student Needs

3. Will this course require proctored exams?

- No
- Yes - If yes, how?

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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.)**

Zoom office hours: Synchronous online office hours- Tuesday, Wednesday, and Thursday from 10am- 11am on Zoom.
Zoom Meeting: Displaying the skill work that is related to walking fitness. Synchronous online meetings and lectures will occur 2:20-4:40pm Tuesday, and Thursday.
Students will be asked to submit a time stamped picture from map my run that will allow students to display the route, distance, number of steps and pace from their walk.

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.)**

Threaded discussions- Moderating threaded discussions
Weekly announcements- posts that update the student of the content or task of the class. They might consist of written, audio with transcribe, or Video with caption. This will occur at least once a week or more.
Instructor prepared materials
Posting video and audio files
Timely feedback on exams and projects
Synchronous online office hours- Monday, Tuesday, Wednesday, and Thursday from 10am- 11am on Zoom.
Synchronous online meetings and lectures will occur 2:20-4:40pm Tuesday, Wednesday, and Thursday.
Individual contact with students by email or phone.

<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.)**

Threaded discussion forums- Students will need to reply to two other students each week, also will have a question board. Where students can ask questions and answer questions that they may have with each other and the instructor.
Pronto App allows for communication among students and with instructors as well.
Synchronous online office hours- Monday, Tuesday, Wednesday, and Thursday from 10am- 11am on Zoom.
Synchronous online meetings and lectures will occur 2:20-4:40pm Tuesday, Wednesday, and Thursday. Students will have a chance to discuss during the zoom meeting.



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Individual contact with students by email or phone.

8. Describe what students in this online version of the course will do in a typical week in this class. Include the process starting after initial login.

. The student will log into the course front page where the course learning units are available. The students will select the appropriate learning unit and then access the resources and assignments.

- Available from the standardized learn unit page will be the following:
 - Instructor introduction to the unit
 - Weekly module that display each of the modules
 - Workouts for the unit
 - Assignments/ quizzes and due dates- it will include the current weekly discussion board
 - Complete a discussion thread each week that requires them to reply to the original post by Thursday at 11:59pm and then reply to two of the fellow students by Saturday at 11:59pm.
 - Students will follow through the module each week to instruct them on how to perform walking for fitness. They will learn through assignments and tests.
- Unit DSLOs desired student learning outcomes (as defined by the instructor based on the SLOs)
- asynchronous learning will be used for students to be able to read an article and write how it will pertain to the SLO's.
- Using Zoom, a practical will be given to evaluate each student to meet the SLO's.
- Synchronous meeting using Studio or 3Media- Videos of Stretching, walking workout, heart rate calculations is available for students to follow and be engaged.

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.

Instructor Contact:

My preferred way to contact me is through CANVAS inbox or during zoom office hours at the designated time. You should expect to receive a response from me within twenty-four hours Sunday-Thursday. If you don't receive a response from me in twenty-four hours, contact me again. Friday and Saturday, I may be out of town but I will try and get back to you as soon as I can. Emails received after 5:30pm on Thursday will be responded to on Sunday.

Student Response:

It is also expected that you respond to the instructor emails, notifications, and communication following the above protocol.



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

A student assignment or workout may be posted for students to comment on in a variety of ways.

- Identify what obstacles had or met challenges where made
- Comment constructively on the student success and failures with workouts
- Provide feedback on skill sets within the course student learning outcomes

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

- a. Instructor may call students
- b. The student may phone the instructor
- c. The instructor may email the student
- d. The student may email instructor
- e. The instructor may send a message through starfish to the student
- f. The instructor may submit direct feedback on individual responses to questions
- g. The instructor may submit direct feedback to the student regarding assignment or quiz
- h. Text between students and instructors may be implemented
- i. Example 1: student response to a workout was not as direct addressing the assigned task and questions given. The instructor will indicate "I was looking to see the progress made from the previous workout to this week's current ..."

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 class is an activity/lab class. Students and potential students will be asked to submit a time stamped video of them performing walking workouts, stretching, cool down, as well as an exercise test, and heart rate calculation to demonstrate an understanding. Also, the use of map my run app that will allow students to display the route, distance, number of steps and pace from their walk.

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

- A. Demonstrate a beginner, intermediate, or advanced level of cardiovascular fitness: Students will post results of their walking work out program that include the length of stretching, route taken for the walk through map my run app, number of steps taken, time taken to complete exercise, and pace in an assignment in canvas.



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- B. Design a walking program for students: Each Student will complete a final project that students will write a walking program for other students and will need to display in a zoom meeting what their walking program is about and how it will be performed.
- C. Calculate the target heart rate (THR): Each student will learn how to find their target heart rate and how to take their heart rate at the beginning, middle, and end of the semester. Each student will submit the results on a google drive or a sheet of paper to track their improvements that they will submit throughout the semester. Students will again at home after each walking workout post a time stamped video of them taking their heart rate to discover if they achieved their target heart rate for that exercise.

Course objectives

- D. Follow warm-up exercises: Students will follow instructor via zoom lectures on how to complete their warm-up exercises. Students will also be able to understand the purpose of each warm-up exercise by reading through the course modules.
- E. Demonstrate correct walking technique/ Demonstrate correct technique for all walking forms/Differentiate between various walking forms: Students will post a time stamped video of the different walking forms.
- F. Recognize correct form while performing warm-up exercises: Students will learn through course module how to perform correct warm-up exercises as well as with instructor via zoom.
- G. Measure active, resting and recovery heart rate/ Calculate and accurately measure target heart rate / Adjust walking variables to achieve target heart rate : Each student will learn how to find their target heart rate and how to take their heart rate at the beginning, middle, and end of the semester. Each student will submit the results on a google drive or a sheet of paper to track their improvements that they will submit throughout the semester. Students will again at home after each exercise post a time stamped video of them taking their heart rate to discover if they achieved their target heart rate for that exercise.
- H. Walk two miles in 40 minutes or less/ Walk three miles in 50 minutes or less/ Walk five miles in 75 minutes or less: the students will use the Map My Run app to record the distance and time of their walk. They will take a screen shot and post it in the assignment section in canvas. The students will start the semester with a baseline then midsemester and finally at the end of the semester. This will allow students to see their improvements as well.
- I. Create a warm-up routine: Students will create a warm-up routine exercise by videoing or written with pictures in as an assignment.
- J. Correct or adjust form of other students while leading warm-up exercises: Students will post a time stamped video of them correcting a peer or family member in correct warm up exercises.
- K. Teach others how to determine individual target heart rates: Via Zoom students will present a project instructing two fellow students on how to take their heart rate and determine how to find their target heart rate.

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.)



San Bernardino

Valley College

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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