



DISTANCE **EMERGENCY** EDUCATION ADDENDUM

COURSE ID:	KINS 124A Beginning Volleyball
DEPARTMENT:	Kinesiology
SUBMITTED BY:	John Banola
DATE SUBMITTED:	6/14/2020

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. 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.

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?

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.)**

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.

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 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.

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>

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.)**



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- 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.

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.

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
- Workouts for the week
- Pre-workout dynamic warm-up
- Post-workout static cool-down
- Safety reminders

The students will complete the following for the module:

- Attend the weekly class zoom meeting
- Individual workouts for the week which include
 - Core exercises
 - Bodyweight strength development exercises
 - Cardiovascular exercise
 - Volleyball techniques
- Group or partner workouts for the week (with assigned groupings)
- One discussion board forum



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- One quiz reviewing the week's material (an example would be a body part quiz, labeling the muscles of the body)

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.

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.

10. 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.

11. 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 the core portion of the workout and submits their video and stats data, the instructor will give specific feedback such as technique corrections and body positioning to ensure the students get maximum benefits and results from completing the workouts while minimizing injury. 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 workout.

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



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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 an activity-based lab class within the subject of Kinesiology. This course is designed to teach the skills, techniques, strategies, etiquette and rules of volleyball at the beginning level of performance. Students may also improve their overall physical fitness. Workouts will be posted weekly and student's will be required to submit time-stamped time-lapse videos of their workouts.

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

Students will complete fitness and skills tests at the beginning of the semester and the repeat the same test at the end of the course to assess growth in the targeted areas. In addition, students will complete workouts, assignments, quizzes and discussions board forums throughout the semester that will address and meet the course objectives, as well as the student learning outcomes.

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:		<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