



## DISTANCE EMERGENCY EDUCATION ADDENDUM

COURSE ID:	KINX 110BX3
DEPARTMENT:	Kinesiology
SUBMITTED BY:	James Ratigan
DATE SUBMITTED:	4/27/2020

For additional resources on completing this form, please visit the DE Website:

[www.valleycollege.edu/onlinefacultyresources](http://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.

Student access, Campus Strategic Plan, Campus Mission Statement, OEI, Student Equity, 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.)

Zoom meetings three times a week, Cranium Classroom

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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.)

Weekly announcements on Canvas, Instructor prepared materials, posting video and audio files, timely feedback on workouts, synchronous online office hours and online meetings.

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Commented [WMH1]: This works.

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<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.)

Synchronous online meetings (Zoom), peer to peer feedback

Commented [WMH2]: Weekly threaded discussions should be added to this, as there should be an asynchronous option for student-to-student engagement.

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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.

After logging into Canvas Students will:

- \* View the week's workouts and training plans.
- \* Attend a Zoom meeting on Monday's to discuss the cardiovascular workouts, weight training and core workouts and stretching routines that will be assigned for the given week.
- \* Perform the workouts and record their results and feedback on Canvas.
- \* Attend a Zoom meeting every Wednesday and Friday to discuss the workouts, hear students results, provide feedback and give guidance to improve their performance.

Commented [WMH3]: Is this synchronous, or can Zoom meeting be recorded and posted?

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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 the instructor through the specific course in Canvas, via email or text Monday through Friday. I will respond within 24 hours. I am also available during the weekends and can set up a Zoom meeting if needed.

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Commented [WMH4]: Good.

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

Students will be asked to post their individual results in a threaded discussion, as well as be required to provide feedback to at least three other posts. A threaded discussion on how the workouts were successful or failures will be held with the requirement that students submitting at least one constructive critique for improvement.

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Commented [WMH5]: This is good.

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

Instructor-student interaction will occur in multiple ways;

- \* phone calls
- \* text messages
- \* email
- \* Zoom meetings
- \* The instructor may submit direct feedback on individual responses to questions
- \* The Instructor may submit direct feedback to the student regarding the assigned work

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Commented [WMH6]: This is also a good place to include your methods from earlier: Weekly announcements on Canvas, Instructor prepared materials, posting video and audio files, timely feedback on workouts, synchronous online office hours and online meetings.

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 is a lab class for the men's cross country team. This class is designed for skill development and conditioning for the upcoming season. Students will be performing various warmup routines, running workouts and body weight based strength routines.

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

The SLO and Course Objectives will be accommodated with Zoom meetings, personal feedback (email and text messages) and videos of students performing the SLO's and class objectives. Workout performances will be tracked by GPS watches, Strava (GPS based tracking app) and video.

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

Mary: This seems ok to me; Is there some reason we are only doing 110Bx3 and not 110Ax3 and 110C?

Maggie: I agree. This is passable.