![San Bernardino Valley College logo]

DISTANCE EMERGENCY EDUCATION ADDENDUM

COURSE ID:	KINX 111BX3-30
DEPARTMENT:	Kinesiology
SUBMITTED BY:	Eric Abrams
DATE SUBMITTED:	4/28/2020

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.**

   > The course will meet the following needs of the campus by incorporating the following; Student Access, Campus Strategic Plan, Campus Mission Statement, Online Education Initiative, Student Equity, Student Needs, and by following the California Community College Athletic Association guidelines and bylaws as it is an athletic course for intercollegiate athletics.

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
> Facetime hours for one on one meet to address student-instructors office hours.

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
> - Video and/or audio links that can be provided through a number of online means, ie Zoom.
> - Timely feedback on workouts, synchronous online office hours and online meetings.
> - GroupMe announcements for updates and feedback

Commented [WMH1]: Good.

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), weekly threaded discussions,
> Peer to peer feedback through GroupMe

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

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, analyze students results, provide feedback and give guidance to improve their performance.

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 via email or text Monday through Friday. I will respond swiftly but no longer than 24 hours. I am also available during the weekends and can set up a Zoom meeting if needed. Text and Mobile

Commented [WMH3]: Great.

calls will be encouraged for one on one communication. Group ME provides a thread conversation for all students to communicate at the click of a button.

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~~ will be posted on Canvas weekly for students to comment on in a variety of ways.
1. Identify what obstacles had or met challenges where made
2. Comment constructively on the student success and failures with workouts
3. Provide feedback on skill sets within the course student learning outcomes.
4. Constructive comments on success and failures with workouts will be provided based on the course Student Learning Outcomes (SLO). Canvas provides place for feedback and comment.
5. Group Me will be used to provide feedback on a twice weekly basis

> **Commented [WMH4]:** While this seems like a fine set of assignments, the question is about **where** and **how frequently**? In a Canvas Discussions? Somewhere else? How often? You may want to plug in GroupMe here too…

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;
*weekly announcements on Canvas
*instructor prepared materials
* phone calls
* text messages
* email
* Zoom meetings
* The instructor may submit direct feedback on individual responses to questions on a weekly basis
* The Instructor may submit direct feedback to the student regarding the assigned work through Group Me and other media such as Canvas on a weekly baisis

> **Commented [WMH5]:** Great. How frequently? Needs to show "regular" interaction.

> **Commented [WMH6]:** Again great, but does not show "regular" interaction.

> **Commented [WMH7]:** May want to pull material from #6 and plug here too.

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 women'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. Core routines will be taught and administered.

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. GPS tracking will allow students and instructors to track workouts providing feedback concerning distance, duration, pace heartrate and other important measures. Ex: Strava, Runkeeper.

> **Commented [WMH8]:** Seems like a useful tool for an online platform.

14. Are modifications needed to SLOs or Course Objectives in order to teach this course in the online modality?

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☒ **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

Seems okay

Maggie: I'm concerned with #7, #10, and #11. Please see feedback above.