San Bernardino
Valley College
DISTANCE EDUCATION ADDENDUM

COURSE ID:	**KINX 112 BX3**
DEPARTMENT:	**Kinesiology**
SUBMITTED BY:	**Daniel Algattas**
DATE SUBMITTED:	**4/30/2020**

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.**

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

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.**

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.)**

   > **Live/synchronous (and recorded) instructor-led lecture/lab instruction, weekly announcements on Canvas, timely feedback on assignments, exams, and workouts, Instructor prepared materials, posting video and audio files, synchronous online office hours and online meetings.**

   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.)**

   > - **Full class synchronous online meetings (via Zoom 3-4 times per week).**
   >   - **Recorded synchronous online meetings will be posted immediately after they conclude to give an asynchronous option.**
   > - **Small group synchronous online meetings (Zoom)**
   > - **1-on-1 synchronous online meetings (Zoom) to be scheduled at a time convenient to student and instructor.**
   > - **Peer-to-peer feedback via synchronous Zoom (3-4 times per week).**
   > - **Peer-to-peer feedback via weekly Canvas threaded discussions.**

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:**
   > 1. **Monday (posted Sunday): View the weekly overview/announcement video (with closed captions and transcript).**
   > 2. **Monday: Full-class synchronous online meeting followed by breakout group sessions.**
   > 3. **Monday: View skills, drills and techniques video lesson. Student will record and upload execution of skill, drills, and techniques workout.**
   > 4. **Tuesday: Post to threaded group discussion.**
   > 5. **Tuesday: Review feedback of skills, drills, and techniques (written or 1-on-1 online synchronous meeting). Re-record and upload execution of skill, drills, and techniques workout.**
   > 6. **Wednesday: Group online synchronous meeting: Lecture; Application of individual skills, drills, and techniques to team/unit execution.**
   > 7. **Wednesday: Complete skill improvement and conditioning workout. Use quiz module via Canvas to update findings and progress.**

> 8. **Thursday: Full-class synchronous online meeting, followed by breakout group sessions.**
> 9. **Complete skill improvement and conditioning workout.**
> 10. **Sunday (due date): Upload completed football skills, knowledge, and situational awareness assignment.**

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 will post video and written anouncements via Canvas every Monday. Synchronous online meetings will be held 3-4 days per week (weekdays only). Weekly quizzes and assignments will be completed or uploaded via Canvas. Students may contact the instructor through the specific course in Canvas, via email or text Monday through Friday with an expected 24 hour response time.**

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

> - **Students will be able to attend synchronous online meetings 3-4 times weekly. However, students that cannot attend at that time will be able to watch the recording of the class instruction/meeting immediately after the conclusion of class via Canvas.**
> - **Weekly group/football position meetings, and work with other students to complete group assignments will be instructor facilitated via Zoom. Students will complete work through school/team-supplied football-specific collaborative software: HUDL.com (video study, sharing, and review) and JustPlaySS (quizzes, tests, and diagramming).**
> - **Utilizing a threaded discussion via Canvas, students will be asked to post their findings and results weekly.**
> - **Students will watch/study football video (HUDL.com) to:**
>   - **Complete self-evaluations (once weekly).**
>   - **Opponent evaluations (once weekly).**
>   - **Compile a statistical analysis of opponent or case-study (once weekly).**
>   - **Complete a scouting report of opponent or case-study via Google Docs/HUDL.com (once weekly).**

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

> **Instructor-student interaction will occur via:**
> - **Email: Instructor will return student emails within 24 hours (Monday – Friday).**
>   - **The instructor will also send a copy of weekly Canvas Announcements via email.**
> - **Zoom meetings: Instruction will be done synchronously via Zoom 3-4 times a week.**
> - **Pre-recorded instructor lectures/lessons**
>   - **Recorded Zoom instruction/meetings will be posted 3-4 times a week.**
>   - **Supplemental instructional videos will be posted to Canvas 1-2 times weekly.**
> - **Online office hour availability via synchronous online meeting software solution twice per week.**
> - **The instructor may submit direct feedback on individual responses to weekly threaded discussions. Feedback will be returned to students within 48 hours of the due date or activity date.**
> - **Annoucements: Will be posted to the class Canvas page every week. Weekly announcements will be posted 1-2 days prior to the beginning of the week.**
>   - **Frequent whole-class feedback, distance education experience improvement tips, and encouragement can also be expected multiple times per week via Canvas.**

> - **Direct feedback to the student regarding the assigned work via synchronous online meetings and written feedback via Canvas on a weekly basis, but could be more frequent where appropriate.**
> - **Text messages may be exchanged between student-athlete and instructor-coach. Responses will be given to student-athletes within 24 hours.**

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 intercollegiate football team. This class is designed for simultaneous skill and cognitive development and conditioning. Through the use of video, interactive software solutions, and visual guides (that can be consumed via computer or mobile devices) student will be able to execute skill development exercises, mental-physical exercises, and cognitive development activities. These activities can be recorded and uploaded for instructor to view, and respond with timely feedback for improvement. Group activities/instruction may also be completed via synchronous online where face-to-face instruction finds its greatest parallel.**

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. Some workout performances will be tracked by GPS devices/apps and/or video upload.**

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:		☐ YES ☐ NO
CURRICULUM COMMITTEE DIVISION REPRESENTATIVE REVIEWED:		☐ YES ☐ NO