

COURSE ID:	KINX 113 BX3
DEPARTMENT:	KIN/ATHLETICS
SUBMITTED BY:	KEN LAWLER
DATE SUBMITTED:	4-24-20

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

- 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.

THIS COURSE WILL BE ADMISTERED AS FOLLOWS: STUDENT ACCESS, SBVC MISSION, ONLINE EDUCATION INITIATIVE, STUDENT EQUITY, AND WILL BE CONDUCTED IN A MANNER THAT SATISFIES COMPLIANCE RULES, GUIDLINES OF THE CCCAA CONSTITUTION.

- Will this course require proctored exams?

No

Yes - If yes, how?

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- 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

(X) Formatted Headings

Other – If other, please explain.

- Provide a specific example of how the instructor will provide synchronous office hours for distance education students? (Ex: Online Conference Tool, Cranium Classroom, Zoom, Pisce, Skype, etc.)

CANVAS CHAT, CANVAS INBOX, CANVAS DISCUSSION, ONLINE CONFERENCE TOOL, ZOOM AND EMAIL.

- 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.)

DISCUSSION GROUPS, ~~TRI~~-WEEKLY ANNOUNCEMENTS/UPDATES, ASSIGNMENTS, POSTING VIDEO FILES, POSTING AUDIO FILES, SYNCHRONOUS ONLINE OFFICE HOURS, SYNCHRONOUS ONLINE MEETINGS, SYNCHRONOUS ONLINE LECTURES, ZOOM CONFERENCE MEETINGS, VIRTUAL PLAYBOOK, VIRTUAL WHITEBOARD INSTRUCTION AND SCREEN SHARE POP QUIZZES.

Commented [WH1]: "Weekly" should be added here, to ensure "regular" discussion. The rest looks good.

Commented [WH2]: Some concern about synchronous requirements. There should be asynchronous options for the student, or make sure synchronous components are clearly stated in schedule and syllabus.

<https://www.valleycollege.edu/online-classes/faculty-resources/reg-effective-contact.php>

- 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.)

ASSIGN WEEKLY GROUP BREAKOUT ZOOM MEETINGS/PROJECTS HOSTED BY INSTRUCTOR BY DEFENSIVE POSITION GROUPS, THREADED FOURM DISCUSSIONS TO FACILITATE PEER TO PEER FEEDBACK. FOR EXAMPLE HAVE STUDENTS IN GROUPS BREAKDOWN FILM OF AN OPPONENT STRENGHTS, WEAKNESSES AND RUN/PASS TENDENCIES.

Commented [WH3]: Great! But add "weekly" to ensure this contact is "regular."

- 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.

STUDENT-ATHLETE WILL LOG INTO CANVAS LANDING PAGE. THE STUDENT WILL SELECT THE APPROPRIATE LEARNING MODULE TO ACCESS ASSIGNMENTS, QUIZZES/TESTS. ON EACH MODULE THE STUDENT WILL BE ABLE TO VIEW/READ 1. INTRO TO THE UNIT, 2. INTRO TO COURSE SLO'S AND LEARNING OBJECTIVES, 3. PHYSICAL AND MENTAL TRAINING UNITS, 4. VIDEO AND/OR AUDIO LEARNING TOOLS/RESOURCES.

- 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 CAN COMMUNICATE WITH INSTRUCTOR THROUGH CANVAS INBOX, EMAIL 7-DAYS A WEEK, THE INSTRUCTOR WILL RESPOND WITHIN 24-48 HOURS. IN CASE OF EMERGENCY STUDENT CAN MAKE A APPOINTMENT TO MEET VIA ZOOM PLATFORM.

Commented [WH4]: Good.

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

STUDENT ASSIGNMENT OR WORKOUT POSTED FOR THE STUDENTS TO COMMENT ON A VARIETY OF WAYS.
1. EXPLAIN CHALLENGES AND HOW TO OVERCOME THEM, 2. GIVE POSITIVE AND NEGATIVE YET ENCOURAGING COMMENTS ON SUCCESS/FAILURES WITH WORKOUTS/EXAMS/QUIZZES/AND FILM STUDY

Commented [WH5]: While this seems like a fine assignment, the question is about where and how frequently? In a Canvas Discussions? Somewhere else? How often?

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

THE INSTRUCTOR MAY CALL STUDENT:
1. STUDENT MAY PHONE INSTRUCTOR 2. THE INSTRUCTOR MAY EMAIL/CANVAS INBOX STUDENT 3. STUDENT MAY EMAIL/CANVAS INBOX INSTRUCTOR 4. INSTRUCTOR MAY SEND A MESSAGE THROUGH STARFISH TO STUDENT 5. INSTRUCTOR MAY SUBMIT FEEDBACK ON INDIVIDUAL RESPONSES TO QUESTIONS 6. INSTRUCTOR MAY SUBMIT FEEDBACK TO STUDENT REGARDING EXAMS/QUIZZES,

ZOOM MEETING RECORDING, FUNDAMENTALS, TERMINOLOGY AND TECHNIQUES.

Commented [WH6]: Great. How frequently? Needs to show "regular" interaction.

- Does this course include lab hours? No (X) Yes – If yes, how are you going to accommodate the typical face to face activities in an online environment?

THE COURSE IS DESIGNED FOR OFF-SEASON FOOTBALL INSTRUCTION AND DEVELOPMENT IN PREPARATION FOR COMPETITION. THE COURSE IS DESIGNED TO TRAIN THE STUDENT IN DEFENSIVE FUNDAMENTALS, TECHNIQUES, SPECIFIC TO THE POSITION THEY PLAY. ALSO THE STUDENT IS INSTRUCTED ON THE RULES OF THE SPORT OF FOOTBALL, SPECIAL TEAMS AND SAFETY ISSUES. STUDENTS WILL BE ASSIGNED POSITION SPECIFIC DRILLS PROGRESSIONS TO PERFORM AND UPLOAD WEEKLY FOR INSTRUCTOR TO ASSESS AND PROVIDE FEEDBACK THAT FACILITATES IMPROVEMENT.

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

THROUGH THE USE OF TEST, QUIZZES, DISCUSSION GROUPS, ZOOM WHITEBOARD POP QUIZZES, AND DRILL PROGRESSION VIDEO ASSIGNMENTS.

Commented [WH7]: Good.

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

(X) 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

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The answer for student-to-student interaction is unclear. How will students have regular contact with each other?

Maggie: Agreed with Mary's comments. Please see track changes for suggestions.