



DISTANCE EMERGENCY EDUCATION ADDENDUM

COURSE ID:	KINX 114BX3
DEPARTMENT:	Kinesiology
SUBMITTED BY:	Joshua Brown
DATE SUBMITTED:	4/25/2020

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 access.

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/Google meets meetings will occur four times a week, Monday through Thursday.

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, posted videos and audio files, timely feedback on workouts, synchronous online 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.)

Synchronous online meetings (Zoom) and peer to peer feedback.

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.

Students will log into Canvas to view a weekly workout including skill and technical development, and game strategies. Students will attend a Zoom meeting on Mondays to preview the targeted skill of the week which will focus on a single individual technical skill with the ball, feedback, and how each skill can build on offensive/defensive game strategies. Each student will be given a weekly target to increase their skill level and efficiency with the ball. Students will perform the workouts and record their results and input feedback on Canvas. Every Wednesday, students will perform an active fitness session with their instructor to review their skill from Monday in addition to reviewing game footage, discussing offensive and defensive strategies, decision-making skills on the field, and overall fitness goals. Student meetings will take place to discuss the workouts, hear students results, provide feedback and provide peer support 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 within 24 hours. I am also available during the weekends and can set up a Zoom or Google meets session if needed.

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



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Feedback will be provided through threaded discussions for each workout/training session completed and submitted on Canvas. Students will be required to submit a minimum of two posts per week and also submit a minimum of 2 peer responses by Sunday evening

- 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 and Zoom sessions and through Google meets. Constructive comments on success and failures with workouts will be provided based on the course student learning outcomes (SLO).



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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 class is an activity/lab class. The instructor is available for a teleconference by phone, email or via Google meets Monday-Thursday from 9:00 am to 11:45 am.

Asynchronous instruction will be provided in various formats including email, phone or a Google meet session. Synchronous instruction will be provided through Zoom and Instructor will provide examples of each skill and concept through weekly live sessions.

Students will be required to document their activities and provide proof through time stamped videos, recordings, etc. as part of their participation in each zoom session.

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

Students will demonstrate effective levels of communications with each other by using threaded discussions, live interactions through Zoom and Google meets to display how communication will occur on the soccer field. Students will be able to evaluate opponents and develop strategies for successful competition.

Zoom meetings will encompass previous season's film and professional soccer game film to be analyzed and discussed. Students will also be asked to submit a time stamped video of individual skills including but not limited to dribbling, passing, offensive and defensive techniques, juggling, fitness, and body conditioning.

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