



DISTANCE EMERGENCY EDUCATION ADDENDUM

COURSE ID:	KINX-115AX3 Intercollegiate Soccer - Women
DEPARTMENT:	Kinesiology/Athletics
SUBMITTED BY:	Kristin Hauge
DATE SUBMITTED:	6-15-2020

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. 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 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.



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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.)**

Online Conference Tool Zoom and email will be utilized.

For example, every Monday, the instructor will hold a zoom meeting to discuss the week's assignments, give instruction and answer any questions the students may have. This meeting will be recorded and available for students to access all week. The instructor will also hold synchronous email office hours from 1pm to 2pm, Monday through Friday.

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.)**

Threaded discussion forums, weekly announcements, instructor prepared materials, posting video files, posting audio files, timely feedback on workout results and assignments, synchronous online office hours, synchronous online meetings, synchronous online lectures, zoom conference meetings, MySoccerTraining tracking application will be used to record student results.

For example, each week the instructor will post an announcement in Canvas with the week's assignments and instructions, a link to the zoom meeting for the week and a reminder about the week's email office hours.

In addition, at the conclusion of each week, an announcement will be made by the instructor discussing the week's assignments. This is not a student specific announcement but an announcement acknowledging the overall progress of the class, successes, areas of growth and suggestions for improvements/workouts moving into the next week.

<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.)**

Threaded discussion forums, assigned group projects, assigned partner workouts, workouts assigned by positions played in soccer, peer-to-peer feedback on discussions and videos, peer to peer feedback on assigned partner work, peer to peer feedback on assigned workouts by position and synchronous online meetings.

For example, during the weekly zoom meetings held on Monday's after the instructor finishes the weekly announcements and assignment instructions, students will engage in a moderated zoom meeting to discuss the previous week's assignments. Details should include student's successes, struggles, how they would like to improve and in what specific areas and encouragement of their classmates.

In addition, weekly threaded discussion posts will be assigned in which students will be required to respond to at least two classmates' posts.



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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.

The student will log into Canvas and select the appropriate learning module for that week.

Within the learning module the student will find:

The instructor's introduction to the module

The week's zoom meeting information

The module's (week's) objectives and desired student learning outcomes

A detailed workout schedule for the week (this schedule will include the below workouts with the days of the week and the order in which they should be completed)

Written materials

Videos or audio resources for the unit

Pre-exercise dynamic warm-up

Post-exercise static cool-down

Safety reminders

The students will find links to the following assignments for the module (week):

Attend weekly class zoom meeting

Two group technical workouts for the week via Zoom

Three individual technical workouts for the week via MySoccerTraining

Three agility workouts for the week

One speed workout for the week

Two aerobic and two anaerobic workouts for the week

Group or partner workouts for the week (with assigned groupings)

Positional workouts for the week

Two extended stretching routines

Two discussion board forums

A character/teamwork development assignment

One quiz reviewing the week's tactical materials

Material presented and assignments required will correspond with the course description, outcomes, and objectives.

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.

Weekly announcements will be posted in Canvas regarding upcoming assignments, lessons, and workouts. Upon submission of assignments, the student will receive feedback within two business days through the comments option for their assignment.



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Students may contact the instructor through the specific course in CANVAS or by email. Monday through Friday the instructor will respond within 24 hours. If more direct support is needed, students may contact the instructor to set up a private zoom meeting.

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

One example of regular and effective student-to-student interaction may be the inclusion of moderated discussion board forums.

For example, at the beginning of each week threaded discussion posts will be assigned. Within this assignment, the student is responsible to provide a personal response to the thread by Wednesday of that week. In addition, the student must respond to a minimum of two classmates posts, these are called peer responses and they must be completed by Sunday of that week. Peer responses would consist of constructive comments and feedback.

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

One example of regular and effective instructor-to-student interaction would be feedback through the comments section of a student's assignment. For example, the student completes a technical soccer workout and submits their video and results. The instructor will give specific feedback in a timely matter so the students can make corrections and improvements to the skill within their next workout.

In addition, the instructor will use direct emailing, personal zoom meetings and messaging through Canvas to communicate with students individually and promptly.

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 course is an activity lab course within the subject of Kinesiology. It is designed for in-season soccer skill development and maintenance for athletic participation. The course includes sport specific training with the purpose of improving technical, tactical, psychological skills. Workouts will be posted weekly, results will be collected, use of a training application MySoccerTraining will track individual progress, activity, and consistency of each individual student athlete. In addition, student's will be required to submit time stamped videos, time lapse videos, participate in synchronous zoom workouts and meetings.

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

Students will complete skills test at the beginning of the semester and the same test at the end of the course to document growth in all areas. In addition, students will complete workouts, assignments, quizzes, and discussions board forums that will address and meet the course objectives and the student learning outcomes.



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Use of an online soccer application for tracking workouts will be used such as MySoccerTraining. It is an application that allows students to log in and track their workouts. The instructor can log in to see the progress and consistency of workout usage. Progress will be tracked, and performance ability will be analyzed in preparation for athletic competition.

14. Are modifications needed to SLOs or Course Objectives 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