



DISTANCE EMERGENCY EDUCATION ADDENDUM

COURSE ID:	KINX-120DX4
DEPARTMENT:	Kinesiology
SUBMITTED BY:	Quincy Brewer
DATE SUBMITTED:	May 1, 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.

<input checked="" type="checkbox"/> Student Access <input checked="" type="checkbox"/> Campus Strategic Plan <input checked="" type="checkbox"/> Campus Mission Statement <input checked="" type="checkbox"/> Online Education Initiative <input checked="" type="checkbox"/> Student Equity <input checked="" type="checkbox"/> Student Needs

3. Will this course require proctored exams?

- No
- Yes - If yes, how?

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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.)

The Online Conference tool to be utilized will be Zoom. Students can also correspond via email.

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Specific Example:

Instructor will have daily Zoom meetings with students on Monday, Tuesday, Wednesday, and Thursday of each week from 8:00am to 9:00am. During the zoom meetings instruction will be given and questions can be asked and answered between the students and instructor. Synchronous online meetings and lectures will occur 9am to 10:45am Monday to Thursday.

Zoom office hours: Synchronous online offices hours Monday to Thursday from 8am to 9:00am

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Zoom Meeting: Displaying the skill work that is related to the sport of Basketball to display talent. Synchronous online meetings and lectures will occur 9am to 10:45am Monday to Thursday.

Students will be asked to submit a time stamped video of them performing passing, dribbling, pivoting, sliding feet defensively, and other basketball related task to demonstrate understanding.

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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 and audio files, timely feedback on exams and projects, synchronous online office hours, synchronous online meetings, and synchronous online lectures.

Specific Example:

On the Sunday before each week the instructor will provide a recorded video to students via email and within the Announcement section of Canvas. This communication will introduce the forthcoming weekly tasks and will include a link for the zoom meetings, reminder of office hours and the specified tasks that are due by the end of the week in bullet format.

Instructor will also provide weekly feedback regarding student progress, areas of growth, recommendations for improvements and team objectives.

Zoom meetings three times a week

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Cranium Classroom

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

Commented [WH1]: We would suggest adding Weekly Announcements here, as well as timely feedback, and regular communication through the LMS Canvas.

<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.)



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Threaded discussion forums, assigned group projects, assigned partner workouts, peer-to-peer feedback on discussions and videos, peer to peer feedback on assigned partner work, peer to peer feedback on group assignments and synchronous online meetings.

Specific examples:

- Students will be required to respond to at least one other students Discussion question within the threaded discussion forum.
- Students will work together via zoom to complete assignments and workouts.
- Each Wednesday on the zoom meetings there will be a 10-minute time allotment for students to discuss progress with each other.

Live Communication via telephone or text message

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

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Commented [WH3]: These are wonderful examples for instructor-student contact, not student-student. Please revise.

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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.

Students-The student will access the course via Canvas. From the point of login students will select the appropriate module for that week, work within each Unit to meet objectives relative to the Student Learning Outcome(SLO) Goals. Corresponding SLO's and tasks are as follows:

Each module will contain:

A start up video with the instructor providing specific directions for the week's tasks

The links for each zoom meeting

The SLO and desired learning outcomes

Video or audio sources for the unit

Assignments and due dates for the week in bullet format

This is one example of what students will do in a typical week;

(SLO)Students will be able to demonstrate the intermediate skills necessary to compete in intercollegiate basketball.

Specified target activities to achieve required outcome

- Answer questions on quizzes about how to use correct fundamentals when shooting, passingpassing, and dribbling a basketball.
- Sufficiently explain the importance of offensive spacing in a half-court basketball set in the Discussion board.
- Research resources and present articles and videos from reliable sources that illustrate the appropriate fundamentals for playing zone and man to man defense.
- Demonstrate understanding by identifying and explain Skill Development in 2 Reflective Essays. One after a week of the class and one during the last week of the class. Understanding is expected to be enhanced on second Reflective Essay.

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e. Students will complete skill development workouts conducive to competing at the Intercollegiate level. Example:

- Make 100 Overhead, Bounce and Chest passes against the wall with 80% accuracy
- Complete 3 sets of ~~figure~~figures 8 Dribbling 4 times for 3 minutes
- Slide in a defense stance in the chair position 5 yards to the left and right
- Dribble using ~~finger tips~~ ~~finger tips~~ one hand a time without watching the ball in a sideways motion, monitor and record mistakes

(SLO) Students will be able to demonstrate an intermediate level of physical conditioning to compete in intercollegiate basketball.

Download free Nike App and chart heart rate, burned calories and distance where applicable for each exercise

- a. Jump rope for 10 minutes
- b. Run in place for 10 minutes Record Distance on Nike App
- c. Defense slide in both directions for 5 yards going to the left then returning to original position 4 sets of 10
- d. Close out on an imaginary defender 4 sets of 5
- e. Complete 100 ~~Push ups~~ ~~Pushups~~ and sit ups 4 days a week

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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 through the specific course in Canvas, 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 meeting if needed.

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- Commented [WH4]: This is good.
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10. Provide a specific example of how regular and effective student-student interaction may occur in this online course.

~~Students will post discussion questions and responses to each others post within the Discussion each week. Mandatory Virtual Classroom Zoom meetings will occur twice each week. Students will complete Group Assignments that require Cooperative Learning and Communication. Each week threaded discussion posts will be assigned. Students will answer a question and provide a personal opinionated response to at least one student's discussion question. The peer responses will be due by Sunday of each week.~~

Students will also have group assignments that will require peer to peer interaction. The group assignments will require students to communicate and work together to complete the assignment. Communication will be done within the assigned discussion thread and will be a part of the student's grade for the course.

In zoom meetings on Thursday the instructor will ask students to share their progress with the class. This time is an opportunity for the students to discuss challenges and what has worked well for them.

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- Commented [WH5]: Required synchronous components are concerning. There should be asynchronous options for students in an online class. If course requires synchronous components, these dates and times should be clearly stated in the course schedule and instructor syllabus.

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, ~~Group Me~~, email and Zoom meetings. The instructor will respond to phone calls and text messages within 24 hours. Weekly Feedback will be

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given for each workout/training session completed and submitted via Canvas. The instructor and students will communicate each day in zoom meetings Monday to Thursday from 8am to 9am.

~~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.~~

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Commented [WH6]: This is all very good, but nothing indicates "regular" interaction. We suggest including time-related parameters, for example "timely feedback," "weekly discussions," etc.

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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?

- a. Instructor is available for video, ~~telephone~~telephone, or email interaction in Live time Monday to Thursday from 8:00am to 10:45am
- b. Guided instruction in individual and group formats via email correspondence, Zoom, Group me and Facetime sessions.
- c. Instructive Videos with Lectures and step by step explanation of expectations on assignments.
- d. Exemplify demonstrated skill or concept in live format via video through Zoom.

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Commented [WH7]: Good.

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

The SLO and course objectives will be accommodated by visually assessing skills in zoom meetings each day, reading student discussion responses, and providing timely feedback to ensure students are understanding. Instructor will also respond to email questions or phone messages about workouts and assignments within 24 hours.

~~Skills and conditioning levels will be assessed and recorded at the beginning of the course and compared at the conclusion of the course. Students will be able to exhibit advanced levels of communication skills with teammates. This will occur by using threaded discussions. Online zoom will allow live interaction of skills to display how communication will occur on the basketball court.~~

~~Students will be able to evaluate opponents and develop strategies for successful competition. Zoom meetings, will watch previous seasons and other programs game film and discuss strategies. Also, students will be asked to submit a time stamped video of them performing passing, dribbling, pivoting, sliding feet defensively and other basketball related task to demonstrate an understanding.~~

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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:



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CURRICULUM CHAIR REVIEWED:		<input type="checkbox"/> YES <input type="checkbox"/> NO
DE REVIEW:	MW	<input type="checkbox"/> YES <input checked="" type="checkbox"/> NO
CURRICULUM COMMITTEE DIVISION REPRESENTATIVE REVIEWED:		<input type="checkbox"/> YES <input type="checkbox"/> NO

Looks nice

[Maggie: Most of this is great, but I have some concerns, particularly with #10 and #11. See track changes for suggestions.](#)