DISTANCE EMERGENCY EDUCATION ADDENDUM

COURSE ID:	DANCE 105B Beginning/Intermediate Jazz Dance
DEPARTMENT:	Dance
SUBMITTED BY:	Margaret Worsley
DATE SUBMITTED:	06/15/2020

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 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.**

   This course, in an online format, aligns with the school's mission statement to provide high-quality education, innovative instruction, and services to a diverse community of learners.

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.

DISTANCE EMERGENCY EDUCATION ADDENDUM

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.)**

> There are a variety of tools an instructor may use to provide synchronous office hours including the use of a recurring Zoom meeting, Skype, the Canvas chat tool, or another synchronous tool an individual instructor prefers.

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.)**

> The design of DANCE 105B (which is stacked with DANCE 105A, DANCE 106A, and DANCE 106B) will incorporate regular weekly synchronous Office hours through Zoom or some other synchronous means, Weekly Announcements which host interactive threads for student-to-instructor opportunities, prompted Discussions which will receive timely feedback from instructor, and the use of other tools by the instructor (like Flipgrid) to ensure regular and effective instructor-student contact.

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.)**

> The design of 105B (which is stacked with DANCE 105A, DANCE 106A, and DANCE 106B) will incorporate weekly Discussions with required prompts for regular and meaningful student-to-student engagement, the use of breakout rooms during Zoom sessions, and other tools (such as Flipgrid) which the instructor may wish to use to ensure regular and effective student-to-student interaction.

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 access their DANCE 105B course through the LMS and be directed to a main page of necessary tasks, either in the form of a To-Do list, Weekly Announcement, or other directive. The course will be divided into Modules or sections which correlate to the syllabus. Each week, content material presented and assignments required will correspond with the course description, outcomes, and objectives. Students will demonstrate an understanding of musical composition, as it applies to dance, including but not limited to concepts of dynamics, phrasing, accents, syncopation, beat, rhythm and counting; students will demonstrate combinations taught in class with stylistic variety, rhythmic and spatial interest and integrity of performance; students will perform jazz dance technique appropriate to the beginning level, including but not limited to battements, hitch kicks, turns, floor work, locomotor movement, and aerial work; and students will demonstrate the ability to use jazz dance terminology effectively and correctly— either synchronously or asynchronously per the instructor's preference. Given the content, it is reasonable to require weekly assignments, discussions and/or peer review of material and recorded performances, and weekly or regular assessments through quizzes and exams. Some third party sources may be used by the instructor to supplement learning, i.e. the A Capella app, Flipgrid, GarageBand, etc.

DISTANCE EMERGENCY EDUCATION ADDENDUM

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.**

I will be posting Announcements weekly on our upcoming Lessons, Assignments, and Assessments. Upon submission of Assignments, the student may expect feedback within 7-10 business days through the form of private comments using the comment tool in the LMS. Students may also message directly through LMS messenger or email questions or concerns, which will be responded to by the instructor within a 24-hour period.

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

The design of 105B (which is stacked with DANCE 105A, DANCE 106A, and DANCE 106B) will incorporate weekly Discussions with required prompts for regular and meaningful student-to-student engagement, the use of breakout rooms during Zoom sessions, and other tools (such as Flipgrid) which the instructor may wish to use to ensure regular and effective student-to-student interaction.

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

The design of 105B (which is stacked with DANCE 105A, DANCE 106A, and DANCE 106B) will incorporate regular weekly synchronous Office hours through Zoom or some other synchronous means, Weekly Announcements which host interactive threads for student-to-instructor opportunities, prompted Discussions which will receive timely feedback from instructor, and the use of other tools by the instructor (like Flipgrid) to ensure regular and effective instructor-student contact.

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?

To accommodate face-to-face lab activities, this course will incorporate tools such as embedded media (like a recording) in Discussion posts, A Capella (potentially for student-to-student dance collaboration), Flipgrid (potentially for student-to-student feedback), and other resources to ensure lab activity fulfills the objectives of the course.

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

Since the purpose of the SLOs in this course all deal with the understanding of such through demonstration by performance, students will demonstrate their understanding by individual performances at regular intervals in the online classroom, and by submission of recordings through Canvas.

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.)

San Bernardino Valley College

DISTANCE EMERGENCY EDUCATION ADDENDUM

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