



## DISTANCE EDUCATION ADDENDUM

**Course ID:** MUS 101L

**Department:** Music

**Submitted by:** Margaret Worsley

**Date Submitted:** April 8, 2020

**1. Please select the distance education methods that describe how the course content will be delivered.**

**NOTE: Please check ALL methods that will be used for offering this course, even if previously approved.**

- Online – Course delivered fully online using online LMS with no face-to-face meetings.
- Hybrid – Course has a portion, but not all, of the regular student contact conducted online.
- Interactive Video – Synchronous interaction

**2. In what way will this course, being offered in distance education format, meet the needs of the campus?**

**(Check all that apply):**

- Student Access
- Campus Strategic Plan
- Campus Mission Statement
- Online Education Initiative
- Student Equity
- Student Needs

**3. Will this course require proctored exams?**

- No
- Yes - If yes, how? The decision for proctored exams will be left to the instructor of the course. If a proctored exam is used, it will be through the appropriate available tool (such as Proctorio).

**4. How will this course design 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.

**5. How will you provide synchronous office hours for distance education students? (Check all that apply):**

- Online Conference Tool
- Worldwide Whiteboard
- Cranium Classroom
- Other – If other, please explain. Zoom and Skype are specific options.

**6. How will your online course design ensure regular and effective instructor-student contact?**

**(Check all that apply):**

- Threaded Discussion Forums
- Weekly Announcements
- Instructor Prepared Materials
- Posting Video Files
- Posting Audio Files
- Timely Feedback on Exams and Projects



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- Synchronous Online Office Hours
- Synchronous Online Meetings
- Synchronous Online Lectures

**7. How will your online course design ensure regular and effective student-student contact? (Check all that apply):**

- Threaded Discussion Forums
- Assigned Group Projects
- Threaded Discussions
- Noteboard
- Peer-to-Peer Feedback
- Synchronous Online Meetings
- Other – If other, please explain. Zoom Breakout rooms may be used.

**8. Describe what students in this online version of the course will do in a typical week on this class. Include the process from the point of logging in.**

Students will access their MUS 101L course through the LMS and be directed to a main page of necessary tasks, either in the form of a To-Do list, Announcement, or other directive. The course will be divided into Modules or sections which correlate to the textbook used. Each week, content material presented and assignments required will correspond with the course description, outcomes, and objectives. Using solfeggio syllables, the playing of scales and identification of pitches on the keyboard, recognition and performance of intervals, and some ear-training through melodic dictation will be practiced either synchronously or asynchronously per the instructor's preference. Given the content, it is reasonable to require weekly singing or piano assignments, rhythm sheets, discussions and/or peer review of material, and weekly or regular assessments through quizzes and exams.

**9. Provide the statement that will 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. Students may also message directly through LMS messenger or email questions or concerns, which will be responded to within a 24-hour period.

A statement will also be included in the syllabus about technology requirements which should include a web cam, system microphone, and access to a keyboard.

**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 Boards. Assignments will be given and submitted by students, with a requirement of two or more responses to others for full credit on the assignment. Engagement between students would consist of constructive comments, feedback, and questions.

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



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One example of regular and effective instructor-to-student interaction would be feedback through the comments section of a student's assignment. For example, if an instructor creates a solfege assignment to be submitted by the student in the form of a voice recording (acceptable file formats are up to the instructor), the instructor would listen to the submission, and give individual feedback about this recording in a timely manner.