



San Bernardino

Valley College

DISTANCE EDUCATION ADDENDUM

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| COURSE ID: | Mu 131 Intermediate Voice Class |
| DEPARTMENT: | Performing Arts Department (Music) |
| SUBMITTED BY: | Madeleine Matie Manning Scully |
| DATE SUBMITTED: | April 16, 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. 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, 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 complies with the 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.

I have long considered this class both focused on academic study and the study of voice from the performance side. Regarding the performance side, audio files will be sent back and forth daily. Such files will involve student performances and written commentary. Regarding the academic focus lectures will be recorded and archived,



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many projects will involve discussion groups developed in chat rooms and the use of Zoom for synchronous conversation & the sharing of ideas.



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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 professor will establish synchronous office hours via zoom as well as agreed upon hours where students may meet with the Professor.

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, instructor prepared materials and myriad audio files will pass back & forth between students & the professor. Timely feedback on projects & performances will take place daily as well as extensive use of synchronous online lectures, meetings and office hours.

<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.)

In addition to myriad performances throughout the semester, students will participate in group projects & synchronous online meetings. Students studying arias from the same opera or composer will participate in projects that detail & illuminate that opera or composer they have studied & discussed and subsequently present their combined project to the class. Additionally, students will discuss & evaluate student's performances on a weekly basis during the synchronous class meeting.

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 listen to lectures (which will be recorded, filed and made accessible to students), rehearse & work with professor in front of the synchronous class, perform in front of the class, listen & evaluate performances of other students, research, discuss, write and collect information to present group projects to the class. Students will learn to evaluate their own performances as well as evaluate other student performances. Students will present character analysis, operatic histories, operatic composers, punctuating such presentations with Operatic Disasters and interesting facts. A student's week will include much rehearsal at home, work with accompanist, work in groups of other students studying Opera History, Composers, Characters, Settings etc. Etc.



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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.

Music is a temporal art form & as such, exists in Time. Indeed, the entire Universe vibrates. Music is inextricably unified with Time & Vibration. For this class, we must work together to ask & respond in a timely fashion in order that the continuous vibration of the subject remain active, alive & vital. If you ask, I will respond while if I ask, you will respond. So, it MUST be, or this adventure upon which we shall embark, will wither & die only to be blown away, like so much astral dust that is of little consequence.

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

All students taking this class for the first time have already studied Voice in Mu 130. They therefore have some knowledge of vocal function. Students, both in and out of the synchronous class, will listen to one another's performances & discuss, evaluate, and critique those performances. This will occur in class by individual students and by group discussion & projects done communally. Such discussion groups will be established by the professor and recorded and subsequently graded.

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

It is inherent in a performance class that students constantly perform and instructors evaluate/critique/demonstrate with regard to such performances. In online courses such as this synchronous class, this guarantees such instructor-student interaction will occur.

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?

Synchronous teaching (through Zoom) accommodates the typical face to face activities.

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

With synchronous teaching, in this class students are constantly demonstrating their understanding of the SLOs through their daily performances and discussions of their performance.



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14. Are modifications needed to SLOs or Course Objectives in order to teach this course in the online modality?

X 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.)

While neither the SLOs nor the Course Objectives need to be changed in the online course, I will change both to align with the altered SLOs & Course Objectives in my onsite course, that I have not yet made. Because of this Emergency Distance Education experience, I plan to alter much that is in my syllabi for my online & onsite course this summer (after I have completed this semester’s coursework!)

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: | | <input type="checkbox"/> YES <input type="checkbox"/> NO |
| CURRICULUM COMMITTEE DIVISION REPRESENTATIVE REVIEWED: | | <input type="checkbox"/> YES <input type="checkbox"/> NO |