San Bernardino Valley College

DISTANCE EMERGENCY EDUCATION ADDENDUM

COURSE ID:	**Mu 153x4 Chamber chorale**
DEPARTMENT:	**Music**
SUBMITTED BY:	**Madeleine Matie Manning Scully**
DATE SUBMITTED:	**April 26, 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.

    All students will receive sheet music and parts recordings prior to an extensive synchronous zoom lecture on the individual piece of music. Each student will then rehearse, in front of the class, their competence level of working with the recording, reading the music, as well as the incorporation of musical suggestions made by the professor to improve the quality of the musical line. At the end of the class session, all students will have demonstrated their ability to learn their part as well as an understanding of how it "fits in" with the other parts of the ensemble. Much, if not all of this process, will occur on Canvas using Zoom.

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 provide synchronous office hours for distance education students through Zoom. Students will also be able to access the professor by cell phone between 6-8pm M-Th and 8-11am on Fridays.**

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 professor will post audio files, timely feedback on homework assignments, exams & projects on Canvas. The invitations to office hours will also be posted on Canvas. Much of this information will found in the syllabus and a duplication of much of this information will be sent to all students in Announcements.

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.)**

> **It is inherent in the nature of an ensemble such as this to incorporate sectional rehearsals as an integral part of the learning process. The sectional rehearsal is very effective student-student contact. The group decides the time/date of such "get togethers" and the section leader is responsible for leading, demonstrating & discussing the particular problems the section is having in the rehearsing and performance of the music in front of the rest of the class. These sectional rehearsals will take place through Canvas using Zoom technology.**

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.**

> **After listening to and participating in a brief lecture on the nature of choral music, the specific piece at hand and the significance of their part in the piece, the lecture/discussion may well turn to the text and how it is "wed" to the musical line. Following this time, each student will be asked to "present" his understanding of her part in a specific piece. After rendering her part, he may well be asked by the professor or students where she is experiencing problems (either vocally, musically or in some other way connecting with the musical line). Students will take an active part in assessing, evaluating, identifying and of course helping other students. This increases student's understanding of the learning process as well as building "esprit de corps". Because of the synchronous instruction that Zoom offers to the online learner, much of the ensemble experience the classroom offers may still be experienced by the online singer. Both in the online classroom rehearsal & the online sectional rehearsal, students will help one another while being guided by the professor in this educational process. Periodically, students will be assigned "projects" wherein a section of the ensemble will present a portrait of a studied composer, or an aspect of a piece, or its placement and importance in music history or its reflection of history in general. All such activities will take place on a weekly basis as these students engage in the singing of and understanding of the sublime art of choral music. Eventually, it is hoped by this author, that many students**

> **who cannot access & experience this sublime art form in person because of remote location or disability, will be able to do so through this online Virtual Choir format!**

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 i.e. it exists in time. It is imperative that timely communication between the individual musician & conductor be adhered to, always. So, it is between the student & professor. Synchronous transmission of ideas, information, concepts and even the creative process stands or falls with clear, accurate, honest, timely communication. A musical metaphor might be "Call & Response".   One without the other fails utterly! So it is in the classroom, so it becomes even more imperative online. For thousands of years, in the educational process, the link between teacher & student has been communication. Let this "sacred bond" between us NOT be interrupted or otherwise impeded by the online format!**

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

> In the parts sectionals where like - minded parts singers gather to rehearse & discuss their parts & experiences with the learning of the music. It is here that students discuss individual responsibility as well as integral (group) responsibility. Such sectionals are regular weekly occurrences and provide an excellent opportunity for student-student interaction.

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

> As students rehearse & perform their part individually in the online classroom there is an immediate interaction with instructor and student. In that interaction, problems, solutions, doubts & fears, successes & failures are all brought up with some interactions delayed for a private time. As I have found with onsite education, students will avail themselves of office hours to interact with the instructor concerning the myriad problems that many of our students are experiencing in their lives. So my online students do as well during office hours.

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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?

> An ensemble of this nature is entirely comprised of lab hours. As the ensemble presents individually in front of the class (which meets synchronously) there is a great deal of face to face activity, both in the presentation (performance) and in the evaluation.

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.)

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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