San Bernardino
## Valley College
# DISTANCE EDUCATION ADDENDUM

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| **COURSE ID:** | MUS 210: Conducting |
| **DEPARTMENT:** | MUSIC |
| **SUBMITTED BY:** | Margaret Worsley |
| **DATE SUBMITTED:** | 9.21.2020 |

*For additional resources on completing this form, please visit the DE Website:*
www.valleycollege.edu/onlinefacultyresources

*Title 5 section 55002 requires all courses, or any portion of a course conducted through distance education include regular effective contact between instructor and student. In addition, the Accrediting Commission for Community and Junior Colleges (ACCJC) requires that Distance Education courses ensure that there is "regular substantive interaction" between instructor and student. SBVC's Distance Education Committee has stipulated that the requirements within Title 5 for "regular effective contact" is functionally equivalent to ACCJC's requirement for "regular substantive interaction."*

*Access and communication are equity issues. This form will clarify how these are being addressed in the online course format.*

1.  **Please select the distance education method that describe how the course content will be delivered. These definitions have been pulled from the ASCCC Resolution 09.06 of Spring 2019.**
    **Check ALL methods that will be used for offering this course, even if previously approved.**

    ☒ **FO – Fully Online:** Instruction involving regular and effective online interaction that takes place synchronously or asynchronously and is supported by online materials and activities delivered through the college's learning management system and using other required materials. All approved instructional contact hours, including online proctored assessments, are delivered through these online interactions. No in-person assessments are required.

    ☒ **PO – Partially Online:** Instruction involving regular and effective online interaction for some portion of the approved contact hours that takes place synchronously or asynchronously and is supported by materials and activities delivered in person and online through the college's learning management system, and through the use of other required materials. This would include periodic synchronously scheduled meetings for lecture, lab or testing where the instructor and student are together. Any portion of a class that is delivered online must follow a separate approval process. The approved online portion must meet the regular and effective contact regulation. The class schedule indicates when and where the in-person meetings occur and how many hours are to be completed online. Any scheduled or synchronous online meetings should also be included in the schedule of courses.

    ☐ **OPA – Online with In-Person Proctored Assessments:** Instruction involving regular and effective online interaction in which all instruction takes place synchronously or asynchronously and is supported by online materials and activities delivered through the college's learning management system, with in-person proctored assessments. All assessments are offered at approved locations proximal to the student and over a designated range of dates and times. No activities or assessments may be scheduled at a designated time or location.

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.**

    By being available online, this course will meet the need for student access, the Campus Strategic Plan (mentioned in Music's latest EMP and Program Review, a goal to increase online offerings is explicitly stated), the Campus Mission Statement (offering Conducting online directly aligns with "a commitment to provide high-quality education, innovative instruction, and services to a diverse community of learners" as this class is high-quality education and an online format

is considered innovative), and fills a gap from an Equity perspective in offering another Music course online which can be taken by students who prefer or need online classes.

3. **If OPA is marked above, indicate how proctored exams and assessments will be conducted.**

N/A

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.

   Potential use of external tools such as Zoom with captions and transcripts, PlayPosit, and Flipgrid.

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.)**

   Office Hours will be provided at least once-a-week in synchronous format, either through Zoom, telephone, or in-person. It should be noted that instructor preference is not limited to these three options, as they may use comparable alternative tools with the advisory being "in real time." Email is not considered synchronous in this context.

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.)**

   Specific examples of regular and effective instructor-student contact in this course include the use of weekly threaded discussions that are moderated regularly by the instructor, weekly announcements of upcoming content and deadlines sent by the instructor with comments by student-enabled in threads, at least one hour of synchronous commitment by the instructor in office hour form or webinar, and other scenarios made by the instructor.

   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, peer-to-peer feedback, synchronous online meetings, etc.)**

   Specific examples of regular and effective student-student contact in this course include the use of weekly threaded discussion forums, assigned group projects, peer review assignments, the use of breakout rooms, and other methods the instructor sees fit for students to communicate with each other.

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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 will access their MUS 210 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 (if applicable) and syllabus. Each week, content material presented and assignments required will correspond with the course description, outcomes, and objectives. Utilizing effective beat patterns, reading music from a full score, conducting singers and/or instrumentalists in a rehearsal, demonstrating effective rehearsal techniques, applying basic music terminology commonly found in musical scores to conducting techniques, demonstrating effective leadership qualities, and demonstrating elementary command of simple left hand gestures will all be introduced either synchronously or asynchronously per the instructor's preference. Given the content, it is reasonable to require weekly readings, weekly assignments, discussions and/or peer review of material, and weekly or regular assessments through quizzes and exams. Some third party sources may be used by the instructor to supplement learning, i.e. publisher's integrated tools, Flipgrid, or PlayPosit.

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.**

A sample statement might look like: "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 and standard class supplies such as the textbook, a baton, and staff paper.

10. **How will you design and deliver your course to ensure disproportionately impacted students are reflected in your course content, and what communication methods do you plan to employ to ensure they remain engaged and succeed in your course with full access to all course materials and tools?**

It is encouraged that faculty teaching this course explore the study of musicians who are/were women, persons of color, and underrepresented, along with standards in the celebrated curriculum. Communication methods used to ensure student engagement will include regular reminders through Announcements and emails, as well as "Dear Struggling Student" emails sent at important time markers of the class for support (i.e. upon completion of first week, before census, before drop deadline, etc.).

11. **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 musical collaboration), Flipgrid (potentially for student-to-student feedback), and other resources to ensure lab activity fulfills the objectives of the course.

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

Since the purpose of the Course Objectives in this course mostly 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.

**13. 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:** | | ☐ YES  ☐ NO |
| **DE REVIEW:** | | ☐ YES  ☐ NO |
| **CURRICULUM COMMITTEE DIVISION REPRESENTATIVE REVIEWED:** | | ☐ YES  ☐ NO |