



**DISTANCE EMERGENCY EDUCATION ADDENDUM**

<b>COURSE ID:</b>	Mu 241x2 Applied Music/ Voice
<b>DEPARTMENT:</b>	Performing Arts (Music program)
<b>SUBMITTED BY:</b>	Madeleine Matie Manning Scully
<b>DATE SUBMITTED:</b>	May 16, 2020

*For additional resources on completing this form, please visit the DE Website:*

[www.valleycollege.edu/onlinefacultyresources](http://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 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.

This is a performance class & as such audio files will be sent back and forth on a daily basis. Such files will involve student performances and written commentary. Students will often preface performances with analysis of song/aria & sometimes a descriptions of the Opera from which the aria comes. Such descriptions may be offered by both audio files and written commentary.



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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 using Canvas. Timely feedback on vocalises, songs & arias will take place weekly during lessons & coachings. After lessons & coachings forms describing those lessons will be filled out by both instructors & coaches to be viewed by students. The primary medium is synchronous with some announcements & assignments taking place asynchronously. While office hours are primarily set up to be synchronous, additional meeting times may be arranged between students & instructors.

<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.)

Applied Voice students study independently with the instructor. Such lessons & coachings do NOT ensure regular and effective student-student contact because that is NOT a goal of the course. (I have taught such a course at Cal Poly, Pomona, it was called Voice Seminar & it might be worthwhile to create such a course here at SBVC!)

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 enter the online studio and immediately begin recording their lesson. The lesson will begin with vocalising and the instructor will carefully move through the vocalises with the student, stopping, commenting, correcting & encouraging throughout the process. Students will then move toward the rehearsing, rendering, & or performing of the song or aria. Students will then leave the lesson with the requirement that they transcribe their recording of the lesson, describing salient instructional comments and efforts during the lesson, posting it through Canvas to the Instructor under weekly lesson descriptions. Toward the end of the week, students will post to the Instructor what they learned that week from that lesson & from the week's rehearsals. A majority of the time spent by students in this class is in rehearsals & practice time. In the face to face structure students document such times partly with computer check ins during the week. In the online structure students will send in recordings of rehearsals twice weekly with an accompanying analysis of such rehearsals.

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.



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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.**

Many, if not all, students taking this class for the first time have already studied Voice in Mu 130 or Mu 131. They therefore have some knowledge of vocal function. At the conclusion of the class, students will observe the recordings of all the other applied voice students and send each an evaluation of the recordings of the Jury. Because of the nature of this individually taught class, student interaction is limited.

**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.



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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?

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 weekly performances and daily practice sessions. In addition to the performance demonstrations of the SLOS , the twice weekly written reviews that students send in through Canvas will also reflect an understanding of the SLOs & Course Objectives.

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.)*

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 Fall online & onsite courses during my break from teaching this summer (after I have completed this semester’s coursework!)

### To be completed by a member of the Curriculum Committee Review Team:

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