

## Glendale Community College Distance Education Course Approval Form

This form fulfills three objectives: 1) It justifies the need for the course to be taught in online or hybrid format; 2) it assures that the educational objectives of the course can indeed be achieved via distance delivery; and 3) it makes clear how students will be able to communicate with the instructor.

These are legal requirements of all Distance Education courses, and this Form is your opportunity to attest that your course can fully comply with these requirements. **The more thorough your responses and rationale are, the more readily the course can be approved.** The remainder of this document will provide guidelines, regulations, and support available.

### **DIRECTIONS:**

Address the following questions. **This is a document template, so the fields will expand as you type. Use as many pages as necessary to fully answer each question. Please also attach a current course outline.**

### **COURSE TITLE & NUMBER:**

**Fundamentals of Music, Music 101**

### **NUMBER OF UNITS:**

**3**

### **PROPOSED COURSE TYPE:**

**HYBRID** If hybrid, percentage of instruction to be delivered online

**ONLINE**

Each proposed or existing course, if delivered by distance education, shall be separately reviewed and approved by the curriculum committee prior to being offered. [Education Code '55378]

Distance Education is the use of technological devices to bring the teaching and learning process to students who are at a different location(s) and/or at different time(s) from the instructor. In this context distance education includes online and/or hybrid courses utilizing the Internet and possibly other technologies such as CD-Rom, video, audio, and interactive exercises.

**RATIONALE FOR DISTANCE EDUCATION FORMAT:**

- 1) **Describe the rationale for offering this course as either a hybrid or online course as opposed to using only traditional classroom-based approaches. See *Distance Education Guidebook for more information.***

Fundamentals of Music (Music 101) is being offered online to accommodate the needs of working adult students who may be parents of young children, caring for aging parents in the home and/or working full time. All students in these situations benefit from the flexible scheduling of taking an online class. They can study at a time when they can fully concentrate on their course work.

All Fundamentals of Music students are required to attend live concerts and write written reports about their concert experience. This requirement ensures that online students are not working in isolation at their computers. They must go out and experience live concerts in the community. Students are always encouraged to attend concerts on the Glendale Community College campus, supporting their peers.

Many students who would not speak up in a face to face classroom benefit from the ability to participate in online class discussions. They have adequate time to prepare a thoughtful response to discussion questions. Online classes especially benefit visual and aural learners with the colorful text and quality audio available to them 24 hours a day.

Online Fundamentals of Music students are required to load free software on their computers in preparation for using the course software. With the able assistance of technical support provided by Connect for Education, students learn to install and use Flash Player, Sibelius Scorch and Real Player.

Instructors teaching online Fundamentals of Music have the flexibility to alter the course software in creative ways, expanding course content to accommodate the needs of their students, especially students with disabilities. Extra concert reports may be added, and written assignments may be changed or added as needed.

**INSTRUCTIONAL TIME:**

*As in a traditional course, you are expected to fulfill the hours of instruction required by the number of course units specified in the course outline on file.*

*Note: Homework assignments and exams can not be counted towards hours of instruction.*

- 2(a) **Based on the official course outline on file, how much instructional time is required for this course per term?**

3 hours per week X 16 weeks= 48 hours

**2(b) What instructional material will be used to fulfill this time?**

A. Degrees of Pitch 5 hours

1. The grand staff
2. Bass and treble clef systems
3. The piano keyboard
4. Pitch identification for C to c3
5. the relation of lines and spaces of the staff to the piano keyboard

B. Musical Notation 4 hours

1. Notes: whole, half, quarter, eighth, and sixteenth
2. Rests: whole, half, quarter, eighth, and sixteenth
3. Relative value of notes

C. Rhythm and Its Expression by the Use of Notes 6 hours

1. The beat
2. The accent and its relation to rhythm
3. Meter
4. The time signature
5. The bar-line
6. Rhythm and meter as represented by musical notation

D. The Major Scale 4 hours

1. The pattern of the major scale
2. Whole steps and half steps
3. The white and black keys on the piano keyboard
4. The use and effect of sharp, flat, and natural symbols
5. Writing the major scale

E. The Key Signature 6 hours

1. Sharps and flats in the major scale as a source of the key signature
2. Placing the signature on the staff according to a pattern
3. The effect of the signature upon musical notation
4. Transposition
5. Transposition of melodies from one key to another by the use of scale numbers and syllables

F. Intervals 5 hours

1. Identification of quantity of interval
2. Identification of quality of interval

G. Triads 4 hours

1. Structure of a major triad
2. Structure of a minor triad
3. Structure of augmented and diminished triads
4. Inversion of triads

<u>H. Relation of the Triad to the Major Scale</u>	<u>3 hours</u>
1. <u>Labeling of triads according to scale position</u>	
2. <u>Labeling of triads according to type</u>	
3. <u>Labeling of triads according to inversion</u>	
<u>I. Harmonizing Melody</u>	
<u>3 hours</u>	
1. <u>Relationship of chord to the degrees of a scale</u>	
2. <u>Relation of chord to a melody</u>	
<u>J. Minor Scales and Keys</u>	
<u>5 hours</u>	
1. <u>The natural minor scale</u>	
2. <u>The harmonic and melodic minor sales</u>	
3. <u>The relationship of the natural minor scale to the major scale</u>	
4. <u>Relative and Parallel scales</u>	
<u>K. Musical Terminology</u>	<u>3 hours</u>
1. <u>Music terminology</u>	
2. <u>Music symbols</u>	

### **COURSE CONTENT DELIVERY:**

*GCC provides faculty and students access and support for WebCT and a number of other software programs. GCC also provides support for content development and acquisition. Section 508 regulations (36 C.F.R. §§ 1194.1 et seq.) require that electronic and information technology purchased or used by federal agencies must be accessible for use by persons with disabilities. With a course designed for distance education, the instructor needs to make provisions to accommodate disabled students in a comparable manner to traditional courses, such as ensuring that websites are accessible to screen readers for the visually impaired.*

*If any web-based course material is identified as inaccessible, it is the instructor's responsibility to put the material in an accessible format in a timely manner. Technical support from ITS will be available if needed. See Distance Education Guidebook for further explanation, approaches, and available support.*

### **3) Describe how the course content is delivered.**

**(a) Indicate if you plan to use WebCT or another course delivery system. If you are not using the technologies supported by the College (such as**

WebCT), specify what technology support provisions are in place.

**(b) Describe the methods used to provide access to instructional materials such as publisher material, e-packs, or instructor created material.**

**3(a) Tool(s) used to Deliver Content:**

Fundamentals of Music is taught online with Connect for Education course software. Technical support is available by telephone Monday through Friday during regular business hours. E-mail support is available 24 hours a day. There is also a Student Support website with a Troubleshooting page. This provides detailed descriptions of common technical problems and suggested solutions for students to try on their own.

**3(b) Instructional Material Source(s):**

Students log on to the course via the Glendale College Music Department web page. All course content is available online directly through Connect for Education. Supplemental instructor created materials can be made available to students directly from the instructor via e-mail attachments or posted as links directly on the Connect for Education classroom.

#### **INSTRUCTOR-STUDENT INTERACTIONS:**

*Per Title 5 regulations (55376), all approved courses offered at distance shall include regular weekly contact between instructor and students.*

*Additionally, the District REQUIRES that ONLINE courses also include the following:*

- One on-campus, face to face orientation session within the first week of the term. Faculty must provide alternative orientation for students unable to attend the face to face orientation.*
- One contact between student and instructor after orientation session and before census day*

*See Distance Education Guidebook for further explanation, approaches, and available support.*

**4) Describe the nature and frequency of instructor-student interactions.**

**a) Include the synchronous and asynchronous communication components of the course, the number and frequency of different types of instructor-student interaction for students making satisfactory progress, and the**

**(b) nature and methods of instructor-student communications designed to intervene when students are at risk of dropping the course.**

**4(a) Method(s) of Regular Weekly Contact**

Synchronous communication occurs at the face to face orientation session at the beginning of the class. All other communication with the entire class is asynchronous. Instructors communicate weekly with students making satisfactory progress, via announcements posted to the entire class. In these announcements, instructors repeatedly offer to answer all individual student questions via telephone, e-mail or during their regular office hours.

**4(b) Method(s) of Intervention with Students at Risk of Dropping Course:**

Instructors e-mail students who are falling behind with their assignments, from the very beginning of the class, reminding students to stay on task and ask for help if they have questions.

*If an online course complete the following:*

**4(c) Method(s) of Contact Prior to Census Day**

As soon as students have registered their CD-ROM texts with Connect for Education (required within two days of the start of the semester), instructors send a detailed welcome message to everyone in the class via the class message board. At this time, instructors point out the link to the course syllabus, offer course navigation tips, invite students to their office hours and offer to answer individual questions via telephone or e-mail.

**EVALUATION:**

*As with a traditional course, examinations, tests, and quizzes should follow the guidelines specified in the Full-Time and Adjunct Handbook. For further explanation on how these guidelines apply to distance education, as well as approaches and available support, see Distance Education Guidebook for more information.*

**5) Describe the methods used to evaluate students.**

**Evaluation and Testing Method(s):**

Online Fundamentals of Music students take 15 quizzes, a mid-term exam and a final exam directly on the course software. These quizzes and exams include interactive components. There are also practice tests provided with each lesson, so that students can drill as many times as they would like. At least one written concert report is assigned

each semester. Instructors grade concert reports on the course software. There is a text box available to provide detailed feedback on each report, and to allow students to have as many opportunities as needed to improve upon their work, turning it in again.

Students take at least one quiz per week, turning in at least one written concert report during the semester. On every quiz and exam question, there is a space for students to leave a comment for the instructor. These comments provide a link directly to the question that the student is commenting on. The link provides the instructor with the exact wording of the question, so that the instructor can give detailed feedback on why the student arrived at an incorrect answer to a quiz or exam question.