

Section 1. Proposal Information

Course Developer:

Hisao Watanabe

Date: August 14, 2012

Catalog year to take effect : 2013-2014

Type of Proposal

☒ Revised course

☐ 199 Special Studies

☐ 299 Trends

Type of Course:

☒ Lower Division Collegiate (transfer)

☐ Professional/Technical (program requires)

☐ Professional/Technical (stand-alone)

☐ Developmental, numbered below 100

Rationale:

How does this proposal further the goals of the program or department?

Currently, Keyboard Skills I is set for 2 credits with 3 contact hours per week but not for Keyboard Skills II. This discrepancy has needed to be ironed out for quite some time. Due to the fact that Keyboard Skills II has been a 1-credit class with 2 contact hours per week, the instructor had to cover more advanced material in a shorter amount of time. This created a pedagogical strain for both the instructor and student. As a result of this credit revision, students will receive more in-depth instruction with keyboard exposure. It will enhance clarity, accurate assessment, and increase transferability of the course.

What evidence supports this proposal?

Most four-year institutions have an equal amount of contact hours and number of credits for both first-year Keyboard Skills and second-year Keyboard Skills.

(New courses) How do you know there is a demand for this course?

N/A

PREVIOUS Catalog/Course Information:

Course Number: MUS 215 Course Title in Banner: Keyboard Skills II (30 characters maximum)

Full Course Title in print catalog: MUS 215 Keyboard Skills II

Prerequisites: MUS 214 or proficiency test Co-requisites: Concurrent but not co-requisite will be Theory II, MUS 212 & Sight-reading/Ear Training MUS 225

Grade Option: ☒ Graded (with P/NP option) ☐ Pass/No Pass only

Number / Type Credits	Term Minimum Contact	Term Maximum Contact	11-Week Term Contact
<u>0</u> Lecture	<u>0</u> hours (lecture credits x 10)	<u>0</u> hours (lecture credits x 12)	<u>0</u> hours (lecture credits x 11)
<u>1</u> Lec/Lab	<u>20</u> hours (lec-lab credits x 20)	<u>24</u> hours (lec-lab credits x 24)	<u>22</u> hours (lec-lab credits x 22)
<u>0</u> Lab	<u>0</u> hours (lab credits x 30)	<u>0</u> hours (lab credits x 36)	<u>0</u> hours (lab credits x 33)
<u>1</u> Total credits (sum)	<u>20</u> Total hours (sum)	<u>24</u> Total hours (sum)	<u>22</u> Total hours (sum)

What will change in this course as a result of changing the credits?

☐ Course Description

☐ Course Outline

☒ Contact Hours

☐ Course Outcomes

☒ Other (explain): **Number of credits**

Section 2. Proposed Course Outline (A general statement of course content that informs class syllabus construction.)

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Grade Option: ☒ Graded (with P/NP option) ☐ Pass/No Pass only

Number / Type Credits	Term Minimum Contact	Term Maximum Contact	11-Week Term Contact
<u>0</u> Lecture	<u>0</u> hours (lecture credits x 10)	<u>0</u> hours (lecture credits x 12)	<u>0</u> hours (lecture credits x 11)
<u>2</u> Lec/Lab	<u>40</u> hours (lec-lab credits x 20)	<u>48</u> hours (lec-lab credits x 24)	<u>44</u> hours (lec-lab credits x 22)
<u>0</u> Lab	<u>0</u> hours (lab credits x 30)	<u>0</u> hours (lab credits x 36)	<u>0</u> hours (lab credits x 33)
<u>2</u> Total credits (sum)	<u>40</u> Total hours (sum)	<u>48</u> Total hours (sum)	<u>44</u> Total hours (sum)

Original Course Description:

This course is part of a six-term sequence. It is designed to develop piano skills essential for all music majors. Keyboard Skills II focuses on chromatic harmony. Skills include the performance of scales and arpeggios, chord progressions with modulations (including altered chords) with corrective voice leading and resolution, harmonization, transposition, improvisation, realization of figured bass, sight-reading of two-part piano texture.

New Course Description (1000 character limit):

N/A

Original Course Outcomes and Proficiencies

What did the student *know*, what could the student *do* at the end of the course, or what *attitudes* related to the subject would the student hold?

Upon successful completion of this course, the student:

1. Play all Major scales, two hands, two octaves
2. Play all Minor scales, one hand, one octave
3. Play all Major and minor arpeggios, two octaves, both hands
4. Play accompaniment for children's songs
5. Plan and play chromatic and enharmonic modulation
6. Harmonize unfamiliar melody with use of altered chords (N6, augmented sixths, common tone fully diminished 7th chord).
7. Play all types of cadential formulas (authentic, plagal, half, Phrygian, and deceptive) with insertions of chromatic chords (N6, augmented sixths, common tone fully diminished 7th chord).
8. Realize figured bass which includes all types of chromatically altered chords (see #5 & #6).
9. Read two-part excerpt in which one part is written in either alto or tenor clef.
10. Score-reading (orchestra score and string

Assessments Used

What evidence did you gather that students have achieved course outcomes? (assessment tools include departmental tests, written products, portfolios, juried performances, quizzes and exams, or alternative assessments such as qualitative studies, capstone projects, external reviewers, etc.)

How each outcome was assessed:

Review by perform #1-4 using correct fingerings

Perform #5 using correct voice leading and resolutions.

Perform #6 using appropriate chords and positions.

Perform #7 using appropriate chords, voice leading, and resolutions.

Perform #8 using correct voice leading and resolutions.

Perform #9 with reasonable fluency.

Perform #10 using appropriate reduction that captures both

quartet open score).

harmonic and rhythmic essence of the music.

New Course Outcomes and Proficiencies

What will the student *know* or *be able to do* at the end of the course, or what *attitudes* related to the subject will the student hold?

Since this is not a new course, original course outcomes and proficiencies and assessments planned will remain intact with no changes. See above.

Assessments Planned

What evidence will you have that students have achieved course outcomes? (assessment tools may include departmental tests, written products, portfolios, juried performances, quizzes and exams, or alternative assessments such as qualitative studies, capstone projects, external reviewers, etc.)

How each outcome will be assessed:

Upon successful completion of this course, the student will:

- A.
- B.
- C.
- D.
- E.

- A.
- B.
- C.
- D.
- E.

Original Course Content by Major Topics

What topics were originally presented? What were the main activities of the course? What were the central themes?

Review MUS214

Chord progressions and harmonizations which include all aspects of chromaticism (includes N6, augmented sixth chords, and common tone diminished 7th chord).

Realization of figured bass which includes modulation to remote key by use of chromatic chords.

Element of score reading and realization at the keyboard, plus introduction of C-clefs.

New Course Content by Major Topics

What topics will be presented? What are the main activities of the course? What are the central themes?

(See sample at <http://www.lanecc.edu/cops/format3.htm>.)

Since this is not a new course, original course content by major topics remains intact without change. See above.

Section 3. Curriculum Equity (<http://www.lanecc.edu/cops/curric.htm>)

To promote an environment where all learners are encouraged to develop their full potential, this course will support Lane's Curriculum Equity policy in the following way(s):

Anyone who has passed MUS214 may enter the class or anyone who demonstrates proficiency of MUS214 may enter the class.

Section 4. Required Signatures

Library Impact Statement

Under accreditation standards, Library consultation is essential for new programs, new courses and for substantively revised courses when the revisions entail any change in library use.

What assignments will require the use of library and information resources?

Each academic area has a Liaison Librarian (<http://www.lanecc.edu/library/liaison.htm>) to help faculty identify materials to be ordered to support the curriculum. Make an appointment with the designated librarian to discuss the library needs of your course at least a week ahead of the deadline for submission.

To be completed by Liaison Librarian:

- ☐ Library resources are adequate to support this proposal.
☐ Additional resources are needed but can be obtained from current funds.
☐ Significant additional Library funds/resources are required to support this proposal.

Liaison Librarian

Date

Divisional Approvals

Human, Physical, and Financial Resources (select one):

- ☐ Additional instructional costs (staff, materials, services or facilities) will be incurred to offer this course. Source of funding: _____
☒ No additional instructional resources (staff, materials, services or facilities) are needed to offer this course.
Explain: _____

Divisional Recommendation (select one):

- ☒ The Division Chair and Administrative Assistant have reviewed this course proposal and kept a copy for divisional files.
☐ Faculty review of this course was completed within the division on _____(date).
☐ New course outlines have been prepared for the Divisional binder containing all current course outlines.

Fees (select one):

- ☒ We have completed a fee request form to be submitted to ASA upon course approval.
☐ No special fees will be required for this course.

Required Certifications:

- ☒ We have developed minimum course certification standards for this course to be filed with ASA to allow compliance with the faculty contract.
☐ We have completed faculty certification form(s) (<http://www.lanecc.edu/cops/faccertf.pdf>) for this course to be filed with ASA and Human Resources so RIF grid information will be updated.

Divisional Recommendation (select one):

- ☒ Pass ☐ Do Not Pass

Office Administrator

Date

Division Chair

Date

College Approval

Curriculum Committee Chair

Date

Executive Dean for Academic Affairs

Date

Curriculum Approval Committee hearing:

Date

Vice President for Academic Affairs &
Chief Academic Officer

Date