

## 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 Keyboard Skills 2 is not. This discrepancy has needed to be ironed out for quite some time. Due to the fact that Keyboard Skills 2 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 number 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 216 Course Title in Banner: Keyboard Skills 2 (30 characters maximum)

Full Course Title in print catalog: MUS 216 Keyboard Skills 2

Prerequisites: MUS 215 or proficiency test Co-requisites: Concurrent but not co-requisite will be Theory 2, MUS 213 & Sight-reading/Ear Training MUS 226

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.)

Course Number: MUS 216 Course Title for Banner: Keyboard Skills 2 (30 characters maximum)

Full Course Title for print catalog: MUS 216 Keyboard Skills 2

Prerequisites: MUS 215 or proficiency test Prerequisite/Co-requisites: MUS 213

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>1</u> Lecture	<u>10</u> hours (lecture credits x 10)	<u>12</u> hours (lecture credits x 12)	<u>11</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>2</u> Total credits (sum)	<u>40</u> Total hours (sum)	<u>36</u> Total hours (sum)	<u>33</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 2 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. Review of MUS 214 & 215 in preparation for transfer proficiency exam.
2. Play modal scales, one hand, one octave.
3. Realize a lead sheet.
4. Read two-voice passage of music at sight.
5. Read a Bach chorale at sight.
6. Play a mock keyboard skill proficiency exam.

### 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.**

Upon successful completion of this course, the student will:

A.

### 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:

Perform practice tests with fluency.

Perform #2 with fluency.

Perform #3, melody in right hand with accompaniment.

Perform #4 with fluency.

Perform #5 with reasonable fluency.

Perform #6 tasks from MUS 214, 215, and 216 with reasonable fluency.

### 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:

A.

B.  
C.  
D.  
E.

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?

### **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 MUS 215 may enter the class or anyone who demonstrates proficiency of MUS 215 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