

Submit original with signatures + 1 copy + electronic copy to Faculty Senate (Box 7500).
 See <http://www.uaf.edu/uafgov/faculty-senate/curriculum/course-degree-procedures/> for a complete description of the rules governing curriculum & course changes.

TRIAL COURSE OR NEW COURSE PROPOSAL

SUBMITTED BY:

Department	Music	College/School	CLA
Prepared by	Dr. Lorna Eder	Phone	474-6576
Email Contact	leeder@alaska.edu	Faculty Contact	Dr. Lorna Eder

1. ACTION DESIRED (CHECK ONE):

Trial Course New Course

2. COURSE IDENTIFICATION:

Dept Course # No. of Credits

Justify upper/lower division status & number of credits: Required entry level music major requirement.

3. PROPOSED COURSE TITLE: Functional Piano I

4. To be CROSS LISTED? YES/NO

 If yes, Dept: Course #

(Requires approval of both departments and deans involved. Add lines at end of form for additional required signatures.)

5. To be STACKED? YES/NO

 If yes, Dept. Course #

Stacked course applications are reviewed by the (Undergraduate) Curricular Review Committee and by the Graduate Academic and Advising Committee. Creating two different syllabi—undergraduate and graduate versions—will help emphasize the different qualities of what are supposed to be two different courses. The committees will determine: 1) whether the two versions are sufficiently different (i.e. is there undergraduate and graduate level content being offered); 2) are undergraduates being overtaxed?; 3) are graduate students being undertaxed? In this context, the committees are looking out for the interests of the students taking the course. Typically, if either committee has qualms, they both do. More info online – see URL at top of this page.

6. FREQUENCY OF OFFERING: Every Fall

Fall, Spring, Summer (Every, or Even-numbered Years, or Odd-numbered Years) — or As Demand Warrants

7. SEMESTER & YEAR OF FIRST OFFERING (AY2013-14 if approved by 3/1/2013; otherwise AY2014-15)

AY2013-14

8. COURSE FORMAT:

NOTE: Course hours may not be compressed into fewer than three days per credit. Any course compressed into fewer than six weeks must be approved by the college or school's curriculum council. Furthermore, any core course compressed to less than six weeks must be approved by the core review committee.

COURSE FORMAT: (check all that apply)

1 2 3 4 5 6 weeks to full semester

OTHER FORMAT (specify)

Mode of delivery (specify lecture, field trips, labs, etc) Lecture

9. CONTACT HOURS PER WEEK:

LECTURE hours/weeks LAB hours /week PRACTICUM hours /week

Note: # of credits are based on contact hours. 800 minutes of lecture=1 credit. 2400 minutes of lab in a science course=1 credit. 1600 minutes in non-science lab=1 credit. 2400-4800 minutes of practicum=1 credit. 2400-8000 minutes of internship=1 credit. This must match with the syllabus. See <http://www.uaf.edu/uafgov/faculty-senate/curriculum/course-degree-procedures-guidelines-for-computing/> for more information on number of credits.

OTHER HOURS (specify type)

10. COMPLETE CATALOG DESCRIPTION including dept., number, title, credits, credit distribution, cross-listings and/or stacking (50 words or less if possible):

Example of a complete description:

FISH F487 W, O Fisheries Management
3 Credits Offered Spring

Theory and practice of fisheries management, with an emphasis on strategies utilized for the management of freshwater and marine fisheries. *Prerequisites: COMM F131X or COMM F141X; ENGL F111X; ENGL F211X or ENGL F213X; ENGL F414; FISH F425; or permission of instructor. Cross-listed with NRM F487. (3+0)*

MUS F152 Functional Piano I

1 Credit Every Fall

Emphasis on beginning keyboard performance skills, sight-reading, harmonization and transposition. Course may not be audited.

Prerequisites: MUS 131 or equivalent, or concurrent enrollment in MUS F131.

For music majors only, permission of instructor required. (1+0)

11. COURSE CLASSIFICATIONS: Undergraduate courses only. Consult with CLA Curriculum Council to apply S or H classification appropriately; otherwise leave fields blank.

H = Humanities S = Social Sciences

Will this course be used to fulfill a requirement for the baccalaureate core? **If YES, attach form.**

YES:	<input type="checkbox"/>	NO:	<input checked="" type="checkbox"/>
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IF YES, check which core requirements it could be used to fulfill:

O = Oral Intensive, Format 6	<input type="checkbox"/>	W = Writing Intensive, Format 7	<input type="checkbox"/>	Natural Science, ("X" for Core) Format 8	<input type="checkbox"/>
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11.A Is course content related to northern, arctic or circumpolar studies? If yes, a "snowflake" symbol will be added in the printed Catalog, and flagged in Banner.

YES	<input type="checkbox"/>	NO	<input checked="" type="checkbox"/>
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12. COURSE REPEATABILITY:

Is this course repeatable for credit? YES NO

Justification: Indicate why the course can be repeated (for example, the course follows a different theme each time).

How many times may the course be repeated for credit?

<input type="checkbox"/>	TIMES
<input type="checkbox"/>	CREDITS
<input type="checkbox"/>	CREDITS

If the course can be repeated for credit, what is the maximum number of credit hours that may be earned for this course?

If the course can be repeated with variable credit, what is the maximum number of credit hours that may be earned for this course?

13. GRADING SYSTEM: Specify only one. Note: Later changing the grading system for a course constitutes a Major Course Change.

LETTER: PASS/FAIL:

RESTRICTIONS ON ENROLLMENT (if any)

14. PREREQUISITES

MUS 131 or equivalent, or concurrent enrollment.

These will be required before the student is allowed to enroll in the course.

15. SPECIAL RESTRICTIONS, CONDITIONS

For music majors only, permission of instructor required.

16. PROPOSED COURSE FEES

\$150

Has a memo been submitted through your dean to the Provost for fee approval? Yes No

17. PREVIOUS HISTORY

Has the course been offered as special topics or trial course previously?

Yes/No

No

If yes, give semester, year, course #, etc.:

18. ESTIMATED IMPACT

WHAT IMPACT, IF ANY, WILL THIS HAVE ON BUDGET, FACILITIES/SPACE, FACULTY, ETC.

The budget, facilities/space and faculty are current and available for this course.

19. LIBRARY COLLECTIONS

Have you contacted the library collection development officer (kljensen@alaska.edu, 474-6695) with regard to the adequacy of library/media collections, equipment, and services available for the proposed course? If so, give date of contact and resolution. If not, explain why not.

No

X

Yes

All necessary resources are current and available.

20. IMPACTS ON PROGRAMS/DEPTS

What programs/departments will be affected by this proposed action?

Include information on the Programs/Departments contacted (e.g., email, memo)

The new course will affect only BA and BM students within the Department of Music and will have no impact outside of the department.

21. POSITIVE AND NEGATIVE IMPACTS

Please specify positive and negative impacts on other courses, programs and departments resulting from the proposed action.


Students will be able to fulfill their piano requirements in a more timely and structured fashion. There do not seem to be any negative impacts.

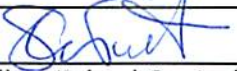
JUSTIFICATION FOR ACTION REQUESTED


The purpose of the department and campus-wide curriculum committees is to scrutinize course change and new course applications to make sure that the quality of UAF education is not lowered as a result of the proposed change. Please address this in your response. This section needs to be self-explanatory. Use as much space as needed to fully justify the proposed course.

One class, MUS F153, is currently meeting the music department's piano proficiency requirement. The class syllabus has four sections, each section designed to be completed in one semester, but students can complete up to four sections in one semester. The course is graded A/F. To receive an A, a student must perfectly perform his or her required section(s) on one of two testing dates per semester.
The current curriculum is not serving the students on many levels. Materials are not presented in a gradual, linear fashion. Each section is comprised of one skill – scales/chord progressions, patriotic songs, repertoire and sight-reading. The students have been learning the materials in a "rote memorization" fashion, with little understanding of what they are playing. The patriotic songs are not pertinent, the sight-reading too difficult and not enough actual piano skills are being learned. Students from all four sections are together in one class, thus making it difficult to actually teach. The testing is in a jury format and some students fail because of nerves. Because of these factors, many students are not completing their recitals on time and thus are not graduating in four years. Also, because the class can be repeated for credit, F's count towards the students' GPA.
The proposed 3-semester curriculum (MUS 152, 153 and 154) addresses these deficiencies by presenting keyboard skills, sight-reading, harmonization and transposition in a continuous, structured fashion over three consecutive semesters using one textbook. The course will be evaluated with letter grades, an average of daily assignments, quizzes, a mid-term and a final. This eliminates the possibility of failing because of performance nerves. Offering each section one time will eliminate the accumulation of F's affecting students' GPAs. The best result of this revised curriculum will be a higher level of piano skills demonstrated by students. Students will pass functional piano in a timely fashion, thus graduating on a four-year schedule.

APPROVALS: Add additional signature lines as needed.

	Date	12/3/12
Signature, Chair, Program/Department of:	music	

	Date	1-23-13
Signature, Chair, College/School Curriculum Council for:		

	Date	01/24/13
Signature, Dean, College/School of:	CLA	

Offerings above the level of approved programs must be approved in advance by the Provost.

	Date	
Signature of Provost (if above level of approved programs)		

ALL SIGNATURES MUST BE OBTAINED PRIOR TO SUBMISSION TO THE GOVERNANCE OFFICE

	Date	
Signature, Chair		
Faculty Senate Review Committee: <input type="checkbox"/> Curriculum Review <input type="checkbox"/> GAAC		
<input type="checkbox"/> Core Review <input type="checkbox"/> SADAC		

ADDITIONAL SIGNATURES: (As needed for cross-listing and/or stacking)

	Date	
Signature, Chair, Program/Department of:		

	Date	
Signature, Chair, College/School Curriculum Council for:		

	Date	
Signature, Dean, College/School of:		



MEMORANDUM

Date: December 4, 2012

To: Provost Heinrichs

Susan Amodeo Approved 1/24/13

Through: CLA Dean Sherman

[Signature] *OK*
[Signature]

From: Eduard Zilberkant, Department Chair

RE: Fee Proposals for MUS F152 and MUS F154

I am requesting that we attach a \$150 fee to each of these new courses to cover upkeep on the pianos that are used by the students. Just one tuning for one piano is \$145.00. We have nine pianos that must be kept in tune for student practice.

MUS 152 Functional Piano I

1 Credit

Fall 2013

Instructor: Dr. Lorna Eder
Office: Room 212
Office Hours: TBA

email: leeder@alaska.edu
Office phone: 474-6576
Cell phone: 661-904-6482

Required Text

Hilley/Olson. Music for the Developing Musician, 6th edition

Catalog Description

Emphasis on beginning keyboard performance skills, sight-reading, harmonization and transposition. Course may not be audited. *Prerequisites: MUS F131 or equivalent, or concurrent enrollment in MUS F131.* For music majors only, permission of instructor. (1+0)

Course Goals

MUS 152 Functional Piano is a course designed to:

- Along with MUS 153 and MUS154, fulfill the UAF piano proficiency requirement.
- Develop keyboard skills - technique/scales, sight-reading, chord progressions, harmonization, transposition, ensemble playing and repertoire - in a gradual and linear fashion.

Student Learning Outcomes

- You will be able to play all pentascales and recognize them in pieces.
- You will be able to play root and first inversion chords and recognize their shapes in pieces.
- You will drill and learn to recognize melodic shapes to aid in sight-reading of easy pieces.
- You will play I vi IV ii V V7 I in keys up to four sharps and flats and use these chords to harmonize simple melodies.
- You will transpose simple songs up or down a m/M2nd.
- You will play and perform beginning piano literature.

Course Policies

MUS 152 meets one hour per week in Room 225 of the Music Department. This is a lecture class and daily practice is expected to master weekly assignments given each class. We will be moving rapidly through the material and attendance is necessary to master the skills presented each week. Four absences will result in the lowering of a final grade by one letter, five absences two letter grades and more than this will result in you not passing the class.

Each weekly assignment will be graded (+) or (-). Quizzes will be given at least four times per semester and graded with a letter grade. There will also be a graded Mid-term and Final. All dates for the quizzes, Mid-term and Final are listed in the syllabus. No tests or quizzes will be made up without prior arrangements with me via phone or internet. Daily assignments cannot be made up.

This is a required course for music majors, therefore a grade of C- or lower will result in you having to retake the class.

Grading and Evaluation

Your grade for the course will be determined as follows:

25% Final Exam

25% Mid-term

25% Quizzes (4)

25% Daily Assignments

A+= 100-98% A= 97-94% A-= 93-90% B+= 89-88% B= 87-84% B-= 83-80% C+= 79-78%
C= 77-74% C-+ 73-70% D+= 69-68% D= 67-64% D-= 63-60% F= Below 60%

The Office of Disabilities Services implements the Americans with Disabilities Act (ADA), and insures that UAF students have equal access to the campus and course materials. Your instructor will work with the Office of Disabilities Services (208 WHIT, 474-5655) to provide reasonable accommodation to students with disabilities.

Please be courteous to your classmates and instructor – silence your phone when arriving to class.

MUS 152 Functional Piano I

Course Calendar Fall 2013

<u>Week</u>		<u>Date</u>	<u>Topics/Activities</u>	<u>Text</u>	<u>Testing</u>
1	M	9/9	Course Introduction Note Reading Drills	Pg. 5-21	
2	M	9/16	Learning Intervals	CH 1 Pg. 22-31	
3	M	9/23	Rhythm Review Ensemble/Repertoire	Pg. 34-35 Pg. 36-41	
4	M	9/30	Ensemble/ Repertoire Pentascals	Pg. 36-41 CH 2, pg. 43-48	
5	M	10/7	Harmonize Transposition	Pg. 49-50	Quiz 1: Repertoire Harmonize
6	M	10/14	Transposition Ensemble/Repertoire	Pg. 51-58	
7	M	10/21	Review Chapter 2	Pg. 43-58	Quiz 2: Pentascals
8	M	10/28	Root Position Triads	CH 3 Pg. 58-68	
9	M	11/4	Harmonization	Pg. 69-77	Mid-Term
10	M	11/11	Ensemble/Repertoire	Pg. 78-81	
11	M	11/18	Chapter 3 Review Use of Pentascals/Chords	CH 4, pg. 84-90	Quiz 3: Repertoire

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|----|---|-------|---|-------------|---------------------|
| 12 | M | 11/25 | Chord Progressions
Harmonize/Transpose | Pg. 91-99 | |
| 13 | M | 12/2 | Ensemble/Repertoire | Pg. 100-109 | Quiz 4: Chord Prog. |
| 14 | M | 12/9 | Review CH 1-4 | | |
| 15 | | | Final Exams (12/16-19) | | |