

FORMAT 2

Submit originals (including syllabus) and one copy and electronic copy to the **Faculty Senate Office**
See <http://www.uaf.edu/uafgov/faculty-senate/curriculum/course-degree-procedures/> for a complete description of the rules governing curriculum & course changes.

CHANGE COURSE (MAJOR) and DROP COURSE PROPOSAL
Attach a syllabus, except if dropping a course.

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. COURSE IDENTIFICATION: As the course now exists.

Dept	MUS	Course #	153	No. of Credits	1
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COURSE TITLE	Functional Piano II
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2. ACTION DESIRED: Check the changes to be made to the existing course.

Change Course	<input checked="" type="checkbox"/>	If Change, indicate below what is changing.	Drop Course	<input type="checkbox"/>
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NUMBER	<input type="checkbox"/>	TITLE	<input checked="" type="checkbox"/>	DESCRIPTION	<input checked="" type="checkbox"/>
PREREQUISITES*	<input checked="" type="checkbox"/>	FREQUENCY OF OFFERING			<input checked="" type="checkbox"/>

*Prerequisites will be *required* before a student is allowed to enroll in the course.

CREDITS (including credit distribution)	1+0	COURSE CLASSIFICATION	
STACKED (400/600) Include syllabi.	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.

ADD NEW CROSS-LISTING	<input type="checkbox"/>	Dept. & No.	<input type="checkbox"/>	Requires approval of both departments and deans involved. Add lines at end of form for additional signatures.
STOP EXISTING CROSS-LISTING	<input type="checkbox"/>	Dept. & No.	<input type="checkbox"/>	Requires notification of other department(s) and mutual agreement. Attach copy of email or memo.
OTHER (specify)	<input type="text"/>			

3. 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 and the appropriate Faculty Senate curriculum committee. Furthermore, any core course compressed to less than six weeks must be approved by the core review committee.

COURSE FORMAT: (check all that apply)	<input type="checkbox"/>	1	<input type="checkbox"/>	2	<input type="checkbox"/>	3	<input type="checkbox"/>	4	<input type="checkbox"/>	5	<input checked="" type="checkbox"/>	6 weeks to full semester
OTHER FORMAT (specify all that apply)	<input type="text"/>											
Mode of delivery (specify lecture, field trips, labs, etc.)	Lecture											

4. COURSE CLASSIFICATIONS: (undergraduate courses only. Use approved criteria found on Page 10 & 17 of the manual. If justification is needed, attach on separate sheet.)

H = Humanities S = Social Sciences

Will this course be used to fulfill a requirement for the baccalaureate core? YES NO X

IF YES*, check which core requirements it could be used to fulfill:

O = Oral Intensive, *Format 6 also submitted W = Writing Intensive, *Format 7 submitted Natural Science, *Format 8 submitted

4.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 NO X

5. COURSE REPEATABILITY:

Is this course repeatable for credit? YES NO X

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? TIMES

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

6. COMPLETE CATALOG DESCRIPTION including dept., number, title, credits, credit distribution, cross-listings and/or stacking, clearly showing the changes you want made. (Underline new wording strike through old wording and use complete catalog format including dept., number, title, credits and cross-listed and stacked.)

Example of a complete description:

PS F450 Comparative Aboriginal Indigenous Rights and Policies (s)
 3 Credits
 Offered As Demand Warrants
 Case-study Comparative approach in-assessing-Aboriginal to analyzing Indigenous rights and policies in different nation-state systems. ~~Seven-Aboriginal-situations~~ Multiple countries and specific policy developments examined for factors promoting or limiting self-determination.
 Prerequisites: Upper division standing or permission of instructor. (Cross-listed with ANS F450.)
 (3+0)

MUS F153 Functional Piano II
 1 Credit Every Spring

~~Laboratory instruction to help music majors obtain~~ Emphasis on intermediate keyboard performance skills, sight-reading, and harmonization and transposition. skills needed to pass the piano proficiency examination. It also provides non music majors an opportunity to study basic piano skills on a space available basis. Course may not be audited. ~~Special fees apply.~~
 Prerequisites: MUS F152. ~~For music majors, MUS F131 or equivalent or concurrent Enrollment in MUS F131.~~ For non music majors only, permission of instructor required. (1+0)

7. COMPLETE CATALOG DESCRIPTION AS IT SHOULD APPEAR AFTER ALL CHANGES ARE MADE:

MUS F153 Functional Piano II
 1 credit Every Spring

Emphasis on intermediate keyboard performance skills, sight-reading, harmonization and transposition. Course may not be audited. Prerequisites: MUS 152.
For music majors only, permission of instructor required. (1+0)

8. GRADING SYSTEM: Specify only one.

LETTER: PASS/FAIL:

9. 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.

10. 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 Yes All necessary resources are current and available.

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

12. 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 proficiency requirements in a more timely and structured fashion. There do not seem to be any negative impacts.

13. 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. If you ask for a change in # of credits, explain why; are you increasing the amount of material covered in the class? If you drop a prerequisite, is it because the material is covered elsewhere? **If course is changing to stacked (400/600), explain higher level of effort and performance required on part of students earning graduate credit.** Use as much space as needed to fully justify the proposed change and explain what has been done to ensure that the quality of the course is not compromised as a result.

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.

action by the affected department(s). If degree programs are affected, a Format 5 program change form must also be submitted.

REVISED COPY

MUS 153 Functional Piano II

1 Credit

Spring 2014

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 intermediate keyboard performance skills, sight-reading, harmonization and transposition. Course may not be audited. *Prerequisites: MUS 152.* For music majors only, permission of instructor. (1+0)

Course Goals

MUS 153 Functional Piano is a course designed to:

- Along with MUS 152 and MUS154, fulfill the UAF piano proficiency requirement.
- Develop intermediate 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 play modal scales, chromatic scales, the pentatonic scale, black-key group major scales (C,G,D,A,E), Ab Major scale and the white-key minor scales (c,d,e,g,a) in natural, harmonic and melodic

forms.

- You will play chord progressions in inversions in these keys.
- You will transpose Bb clarinet excerpts, read in alto clef and transpose simple pieces up to a tritone.
- You will accompany melodies using different accompanying styles and also use secondary dominants.
- You will learn 12 bar blues, the blues pentascale and improvise in a blues style.
- You will play and perform easy intermediate repertoire.

Course Policies

MUS 153 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. As we meet only one hour per week, no absences will be considered excused. 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 D+ 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 153 Functional Piano II

Course Calendar Spring 2014

<u>Week</u>	<u>Date</u>	<u>Topics/Activities</u>	<u>Text</u>	<u>Testing</u>
1	M	1/20	Black Key Pentascales Chord Progressions	CH5 Pg. 110-122
2	M	1/27	Ensembles/Transposition	Pg.123-126
3	M	2/3	Black Key Scales Chord Progressions	CH 6 Pg. 138-148
4	M	2/10	Ensemble/ Repertoire	Pg. 148-169 Quiz 1: Scales Progressions
5	M	2/17	Review CH 6	
6	M	2/14	White Key Scales Chord Progressions	CH 7 Pg. 170-180 Quiz: Repertoire
7	M	3/3	Ensemble/Repertoire	Pg. 182-199
8	M	3/10	Mid-Term	Mid-Term

SPRING BREAK

9	M	3/24	Scale Review Chord Progression Review		
10	M	3/31	White Key Minor Scales Chords	CH 8 Pg. 200-212	
11	M	4/7	Harmonization Ensemble/Repertoire	Pg.213-229	Quiz 3: Scales
12	M	4/14	Chapter 8 Review		
13	M	4/21	Ensemble/Repertoire	CH 9 Pg. 248-259	Quiz 4: Repertoire
14	M	4/28	Review Chapters 5-9		
15	M	5/5	Review for Final Exams (12/16-19)		