# UNDERGRADUATE CURRICULUM COMMITTEE (UCC)PROPOSAL FORMhttp://www.ric.edu/webcommunications/images/SealWithText_Small_Black.png

## Cover page scroll over blue text to see further important [instructions](#1v1yuxt): please read.

**N.B. DO NOT USE HIGHLIGHT, PLEASE DELETE THE WORDS THAT DO NOT APPLY TO YOUR PROPOSAL**

**ALL numbers in section (A) need to be completed, including the impact ones.**

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| A.1. [Course or program](#30j0zll) | **MUS 104 - Class Piano I** |  |
| A.2. [Proposal type](#tyjcwt) | **Course: revision** |
| A.3. [Originator](#4d34og8) | **Patricia Kammerer** | [Home department](#2s8eyo1) | **Music, Theatre, and Dance** |
| A.4. [Context and Rationale](#17dp8vu)  | The Music Area in the Department of Music, Theatre, and Dance has carefully reviewed the courses and the course sequence in the Music Education program. Due to the new guidelines by the Rhode Island Department of Education and addition of coursework in SPED and TESL, existing courses have been re-sequenced and modified to provide learning opportunities that will prepare our graduates to teach K-12 music in a variety of settings. As a result of this review, MUSE 104 has undergone the following changes: * Change in the course description;
* Decrease in credit hours;
* Decrease in contact hours;
* A targeted focus on piano skills for general music and ensemble settings.
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| A.5. [Student impact](#3rdcrjn) |  Students will no longer be required to read in C clef  |
| A.6. [Impact on other programs](#19c6y18)  | **Music in Performance B.M. - decrease in credit hours from 2 to 1 credit** |
| A.7. [Resource impact](#3tbugp1) | [*Faculty PT & FT*](#28h4qwu):  | **potential decrease in load credit for part-time faculty** |
| [*Library*:](#nmf14n) | **none** |
| [*Technology*](#37m2jsg) | **none** |
| [*Facilities*](#1mrcu09): | **none** |
| A.8. [Semester effective](#35nkun2) | **Fall 2019** | A.9. [Rationale if sooner than next Fall](#35nkun2) |  |
| A.10. INSTRUCTIONS FOR CATALOG COPY: This single file copy must include ALL relevant pages from the college catalog, and show how the catalog will be revised. (1) Go to the “Forms and Information” page on the UCC website. Scroll down until you see the Word files for the current catalog. (2) Download ALL catalog sections relevant for this proposal, including course descriptions and/or other affected programs. (3) Place ALL relevant catalog copy into a single file. Put page breaks between sections and delete any catalog pages not relevant for this proposal. (4) Using the track changes function, revise the catalog pages to demonstrate what the information should look like in next year’s catalog. (5) Check the revised catalog pages against the proposal form, especially making sure that program totals are correct if adding/deleting course credits. If new copy, indicate where it should go in the catalog. If making related proposals a single catalog copy that includes all is acceptable. Send as a separate file along with this form. |

B. [NEW OR REVISED COURSES](#46r0co2)  **DO NOT USE HIGHLIGHT. DELETE THIS WHOLE PAGE IF THE PROPOSAL DOES NOT INCLUDE A NEW OR REVISED COURSE.**

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|  | Old ([for revisions only](#2lwamvv))Only include information that is being revised, otherwise leave blank (delete provided examples that do not apply) | NewExamples are provided for guidance, delete the ones that do not apply |
| B.1. [Course prefix and number](#1ksv4uv)  |  | **MUS 104** |
| B.3. [Course title](#44sinio)  |  | **Class Piano I** |
| B.4. [Course description](#2jxsxqh)  | Students develop keyboard manipulative skills, the use of primary triads in accompaniment patterns, transposition, sight reading, improvisation, and basic pedaling technique. | Students will develop keyboard manipulative skills, including the use of primary triads in accompaniment patterns, transposition, sight reading, improvisation, and basic pedaling technique.  |
| B.5. [Prerequisite(s)](#z337ya) |  |  |
| B.6. [Offered](#111kx3o) |  |  |
| B.7. [Contact hours](#1y810tw)  | **4** | **3** |
| B.8. [Credit hours](#4i7ojhp) | **2** | **1** |
| B.9. [Justify differences if any](#2xcytpi) |  Differences will mean a reduction of supervised practice time in the midi laboratory classroom. Credit to contact hour ratio is consistent with similar coursework for other instrument areas (for example, MUS 107 & MUS 110, MUS 111, and MUS 112). |
| B.10. [Grading system](#206ipza)  |  | **Letter grade**  |
| B.11. [Instructional methods](#1ci93xb) |  | **Laboratory | Lecture | Small group | Individual**  |
| B.12.[Categories](#3whwml4) |  | **Required for major | Required for Certification** |
| B.13. Is this an Honors course? |  | **NO** |
| B.14. [General Education](#2bn6wsx)N.B. Connections must include at least 50% Standard Classroom instruction. |  | **NO**  |
| B.15. [How will student performance be evaluated?](#qsh70q) |  | **Attendance | Class participation | Exams | Class Work | Performance Protocols | Quizzes** |
| B.16. [Redundancy statement](#3as4poj) |  |  |
| B. 17. Other changes, if any |  |

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| B.18**.** [**Course learning outcomes**](#1pxezwc)**: List each one in a separate row** | [**Professional Org.Standard(s)**](#49x2ik5)**, if relevant** | [**How will each outcome be measured**](#2p2csry)**?** |
| Play the piano using proper technique on 5-finger patterns, major scales, arpeggios, and primary chordal patterns; | FSEHD 1; RIPTS 1, 2; NASM VIII.B.1.e | * Quizzes and performance exams
* Class participation
* Attendance
 |
| Read musical notation in the treble and bass clefs, including key signatures and interval reading; | FSEHD 1; RIPTS 1, 2; NASM VIII.B.1.e | * Quizzes and performance exams
* Class participation
* Attendance
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| Play selected repertoire at the appropriate skill level, accompany simple melodies and transposing selected keyboard examples;  | FSEHD 1; RIPTS 1, 2; NASM IX.O.3.b.3; NASM IX.O.3.c.2.d | * Quizzes and performance exams
* Class participation
* Attendance
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| Perform as part of an ensemble;  | FSEHD 1; RIPTS 1, 2; NASM VIII.B.1.f | * Quizzes and performance exams
* Class participation
* Attendance
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| B.19. [**Topical outline**](#147n2zr)**: Do NOT insert whole syllabus, we just need a two-tier outline** |
| 1. Technique
	1. Keyboard posture
	2. Finger numbers
	3. Slurs
	4. Phrases
	5. Technical studies
		1. Parallel motion
		2. Contrary motion
		3. Crossing
		4. Extension
		5. Substitution
2. Treble and Bass Clef Reading
	1. Note names
	2. Interval reading
	3. Meter
	4. Rhythmic studies/exercises
	5. Accidentals
	6. Intervals
3. Key Signatures
	1. Circle of 5ths
	2. Major key signatures
4. 5-Finger Patterns and Major Scales and Arpeggios
	1. 5-Finger patterns in G, F and D
	2. 5- Finger melodies
	3. One-octave major scales
	4. Two-octave major scales
	5. One and two-octave arpeggios
5. Chord Patterns
	1. Primary triads
	2. Dominant 7th chords
	3. Subdominant chords
	4. Chord progressions
	5. Cadences
6. Accompaniment
	1. Pieces with primary-chord accompaniments
	2. Transposition
	3. Broken chord and arpeggio accompaniment patterns
7. Ensemble Playing
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## D. Signatures

* Changes that affect General Education in any way MUST be approved by ALL Deans and COGE Chair.
* Changes that directly impact more than one department/program MUST have the signatures of all relevant department chairs, program directors, and relevant dean (e.g. when creating/revising a program using courses from other departments/programs). Check UCC manual 4.2 for further guidelines on whether the signatures need to be approval or acknowledgement.
* Proposals that do not have appropriate approval signatures will not be considered.
* Type in name of person signing and their position/affiliation.
* Send electronic files of this proposal and accompanying catalog copy to curriculum@ric.edu and a printed or electronic signature copy of this form to the current Chair of UCC. Check UCC website for due dates.

##### D.1. Approvals: required from programs/departments/deans who originate the proposal. may include multiple departments, e.g., for joint/interdisciplinary prposals.

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| Name | Position/affiliation | [Signature](#_2zbgiuw) | Date |
| Patricia Kammerer | Co-Program Coordinator, Music Education |  |  |
| Robert Franzblau | Co-Program Coordinator, Music Education |  |  |
| Ian Greitzer | Chair of Music, Theatre, and Dance |  |  |
| Lesley Bogad | Chair of Educational Studies |  |  |
| Gerri August or Julie Horwitz | Dean of FSEHD |  |  |
| Earl Simpson | Dean of Arts and Sciences |  |  |

##### D.2. [Acknowledgements](#vx1227): REQUIRED from OTHER PROGRAMS/DEPARTMENTS IMPACTED BY THE PROPOSAL. SIGNATURE DOES NOT INDICATE APPROVAL, ONLY AWARENESS THAT THE PROPOSAL IS BEING SUBMITTED. CONCERNS SHOULD BE BROUGHT TO THE UCC COMMITTEE MEETING FOR DISCUSSION

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| Name | Position/affiliation | [Signature](#3fwokq0) | Date |