

## Course Material Submission Form OAN Match Definition Form

**Today's Date:** 1/31/08

<b>Use this table to specify institutional data</b>	
<b>College/University:</b>	Terra State Community College
Name and title of individual submitting on behalf of the college/university	
<b>Name:</b>	Lyn Sullivan
<b>Title:</b>	Director, Institutional Research
<b>Address:</b>	2830 Napoleon Rd. Fremont, OH 43420
<b>Email:</b>	lsullivan@terra.edu
<b>Phone:</b>	419-559-2391
<b>Fax:</b>	419-334-3719

**Indicate the reason for this submission:**

New Course Match  
 Course Renumbering Only (do not use for calendar changes)  
 Revised Materials - Faculty review panel requested clarification  
 Revised Materials - Institution submitting additional information  
 Revised Materials - Course content revised by institution, including situations of both content and credit hour change  
 Revised Materials - Other

**Describe specific revisions being made for "Revised Materials" submissions:**

**Institutional Notes to Faculty Panel (the institution is encouraged to add any additional clarifications for this submission):**

**Table 1 – Use this table to describe the course match for which materials are being submitted for the first time or revised.**

Proposed effective year and term of match (Final effective date will depend on actual approval of match by faculty panel. Effective Year and Term is the first term in which students taking the course will receive matching credit.)

Semester institutions complete this row:  
 2008 Academic Year       Summer    Autumn    Spring

Quarter institutions complete this row:  
 20      Academic Year    Summer    Autumn    Winter    Spring

<b>Ohio Articulation</b>	<b>OAH019</b>
--------------------------	---------------

<b>Number (OAN)</b> (Use a separate form for each OAN.):	
<b>Number of courses in the match:</b>	2 (up to 10)
<b>Current status of match:</b>	<input checked="" type="checkbox"/> First time submission <input type="checkbox"/> Approved <input type="checkbox"/> Submitted <input type="checkbox"/> Disapproved <input type="checkbox"/> Error <input type="checkbox"/> Resubmitted <input type="checkbox"/> Pending <input type="checkbox"/> Error with enrollment <input type="checkbox"/> Not submitted
<b>Course or Courses being matched to or currently matched to the OAN listed above.</b> (Course Numbers must be exactly what will appear on a student's transcript.):	<b>Course Number</b>
	1.            MUS1410
	2.            MUS1420
	3.
	4.
	5.
	6.
	7.
	8.
	9.
10.	

**Table 2 - Use this table to submit course materials for the first time or to revise previously submitted course materials. You must submit each course in a separate form, repeating the match definition information in Table 1 above for each form submitted.**

<b>Course Number.</b> (Course Numbers must be exactly what will appear on a student's transcript.):	MUS1420	<b>Course Title:</b>	Class Piano II
<b>Hours</b> (be sure that the hours for this course matches the hours in the OAN.)			
<input checked="" type="checkbox"/> <b>Semester Hours</b>		<input type="checkbox"/> <b>Quarter Hours</b>	
<b>Total Credit Hours</b>	1	<b>Lecture Hours</b>	
		<b>Laboratory Hours (if applicable)</b>	2
<b>Course Placement in Major:</b>		<input checked="" type="checkbox"/> Major Requirement <input type="checkbox"/> Major Elective <input type="checkbox"/> Major Not Offered <input type="checkbox"/> Other	
<b>Pre-Requisite Course work (if applicable)</b> (Be sure this is consistent with the OAN definition):			
<b>Prerequisite(s):</b> MUS 1410 – CLASS PIANO I			
<b>Co-requisite(s):</b> (Suggested) MUS 1220 – MUSIC THEORY II / MUS 1250 – AURAL SKILLS II			
<b>Entry Level Skills and Knowledge:</b> MUS 1410 – CLASS PIANO I EQUIVALENT			

**Catalog/Course Description:**

**MUS1420** - A continuation of instruction in keyboard skills including technique, sight reading, harmonization, improvisation, and transposition. Integrates and incorporates Music Theory and Aural Skills concepts.

**Texts/Outside Readings/Ancillary Materials** (Be sure that the text meets performance expectations):

- Lindeman,Carolynn A., *Pianolab: An Introduction to Class Piano*, 5<sup>th</sup> ed., 2004, with CD.
- Staff paper, pencils (no pens), eraser, class handouts.

**Course Objectives and/or Plan of Work:**

(Provide a clear indication of how the course objectives align with the matched OAN's learning outcomes. This will facilitate the faculty panel course review process.)

**Course Learning Outcomes:**

From course demonstrations and materials, labs, exercises, and outside class preparation, students should be able to identify and understand the following course concepts and apply them to their musical studies at the end of the semester. These outcomes will be assessed through quizzes, tests, final exam, and semester project.

- 1.) Develop beginning level facility and reading skills at the piano.
- 2.) Improvise basic accompaniments using letter and Roman numeral chord symbols.
- 3.) Harmonize melodies using three to four different chords (I-ii-IV-V).
- 4.) Sight-read simple songs and exercises.
- 5.) Be able to play simple songs by ear and transpose basic piano repertoire.

**General Education Outcomes:**

General education learning outcomes reflect "the knowledge, perspective, and skills which are a part of the educational experience of all students." The faculty of Terra have identified the following general education outcomes for this course.

- 1.) Communicate Effectively
- 3.) Demonstrate an understanding of culture and knowledge of how to work effectively in a global and diverse culture and society.
- 4.) Employ methods of inquiry characteristics of natural sciences, social sciences, mathematics, and the arts and humanities.

**Assessment of Student Learning:**

This course includes a semester jury that is one of several exams be used by faculty to assess student academic performance in keyboard development. The music faculty will review keyboard abilities to assess and summarize the academic performance of students at this point in the program. The results of this assessment will be shared among the department faculty, used to identify needed changes or improvements, and submitted to the Student Academic Assessment Committee as part of the college's overall student academic assessment effort.

**Plan of Work:**

Session	Activities: All major scales will be learned and played with two octaves.
Week 1	<b>Performing Dotted Notes, Upbeats, and Major Triads.</b> Performing Melodies with Dotted Notes <b>A Natural Minor Scale:</b> (to be performed one octave)
Week 2	Performing Melodies with Upbeats.

	<b>A Harmonic and Melodic Minor Scales.</b>
Week 3	Triads in root Position and Inversions. E minor scales, Assign individual pieces for semester. <b>Scale Quiz #1</b>
Week 4	More on the Major Tonic Triad. <b>E Harmonic and Melodic Scales.</b>
Week 5	Guidelines for Composing a Parallel Phrase. <b>B natural minor scale.</b>
Week 6	Guidelines for Composing a Contrasting Phrase. <b>B Harmonic and Melodic Scales.</b> <b>Scale Quiz #3</b>
Week 7	<b>Guidelines for Memorizing Music.</b> <b>F# Natural Minor Scale.</b>
Week 8	<b>Performing and Transposing Minor Key Melodies.</b> <b>F# Harmonic and Melodic Scales.</b> More on Rhythmic Reading. Concerted rhythm handout sheet.
Week 9	<b>Minor Triads:</b> Comparison of Major and Minor Triads. <b>C# Natural Minor Scales.</b> <b>Scale Quiz #4</b>
Week 10	<b>Primary Chords.</b> The Sub-Dominant Chord. Performing with the primary chords. The Twelve-Bar Blues Progression. <b>C# Harmonic and Melodic Minor Scales.</b>
Week 11	Chords and their Inversions. The Seventh Chord. Chord Inversions of Triads and Seventh chords. <b>D Natural Minor Scale</b>
Week 12	<b>Primary Chords in “Piano Position.”</b> Performing the <b>IV6/5 – V6/5</b> Chord Progression. <b>D Harmonic and Melodic Minor Scales.</b> <b>Scale Quiz #6</b>
Week 13	<b>Harmonizing.</b> Non-chord tones and harmonizing melodies with the primary chords. Guidelines for Harmonizing Melodies with Primary Chords. <b>C Natural Minor Scale.</b>
Week 14	Review semester concepts <b>C Harmonic and Melodic Scales.</b>
Week 15	<b>Review semester concepts.</b>
Week 16	<b>Final Exam</b>

**Description of Assessment and/or Evaluation of Student Learning** (The assessment plan needs to be appropriate for the expected rigor of the course) :

**Grading:**

This course is graded on a point system. Students are encouraged and may be asked to schedule one-on-one appointments with the instructor or to seek a tutor’s assistance. Tutoring is available at no cost through Terra Student Support Services. Contact your instructor for more information. The grading scale for this course follows that set by the college in the student handbook.

ASSIGNMENTS: 20%      TESTS: 20%      PROJECT: 20%

QUIZZES: 20%

PARTICIPATION: 20%

90-100% A

70-79% C

0-59% F

80-89% B

60-69% D

**Assessment of Student Learning:**

This course includes a semester jury that is one of several exams be used by faculty to assess student academic performance in keyboard development. The music faculty will review keyboard abilities to assess and summarize the academic performance of students at this point in the program. The results of this assessment will be shared among the department faculty, used to identify needed changes or improvements, and submitted to the Student Academic Assessment Committee as part of the college’s overall student academic assessment effort.

Assessment grades for Class Piano based on the following scale:

- **A:** Students demonstrating 90-100% accuracy of keyboard proficiency.
- **B:** Students demonstrating 80-89% accuracy of keyboard proficiency.
- **C:** Students demonstrating 70-79% accuracy of keyboard proficiency.
- **D:** Students demonstrating 60-69% accuracy of keyboard proficiency.
- **F:** Students demonstrating 0-59% accuracy of keyboard proficiency.

Students demonstrating a “C” average or below may be asked to enroll in special piano sessions offered through the Department or the Music Academy.



**Course Syllabus**

**MUS1420: Class Piano II**

**Department of Music & Performing Arts**

**Arts and Sciences Division**

\*\*\*\*\*

**Class Days: Monday and Wednesday**  
AM

**Class Time: 8:00 to 8:50**

**Location: D118**

**Credit Hours: 1**

**Contact Hours: 2**

**Lab Hours: 2**

**Lecture Hours: 0**

\*\*\*\*\*

**Instructor: John Cipiti**

**Office Location: D100**

**Phone: (419) 559-2378**

**Email Address:**

[jcipiti@terra.edu](mailto:jcipiti@terra.edu)

**Office Hours: By Appointment**

**Division Office/Location: Arts & Science - A 202**

**Division Fax: (419) 355-**

1248

**Full-time Contact Person: Michael Shirtz**

**Phone(s): (419) 559-2411**

\*\*\*\*\*

**Course Description:** A continuation of instruction in keyboard skills including technique, sight reading, harmonization, improvisation, and transposition. Integrates and incorporates Music Theory and Aural Skills concepts.

**Prerequisite(s):** MUS 1410 – CLASS PIANO I

**Co-requisite(s):** (Suggested) MUS 1220 – MUSIC THEORY II / MUS 1250 – AURAL SKILLS II

**Entry Level Skills and Knowledge:** MUS 1410 – CLASS PIANO I EQUIVALENT

**Required Texts, Supplies and Equipment:**

- Lindeman,Carolynn A., *Pianolab: An Introduction to Class Piano*, 5<sup>th</sup> ed., 2004, with CD.
- Staff paper, pencils (no pens), eraser, class handouts.

**Grading:**

This course is graded on a point system. Students are encouraged and may be asked to schedule one-on-one appointments with the instructor or to seek a tutor’s assistance. Tutoring is available at no cost through Terra Student Support Services. Contact your instructor for more information. The grading scale for this course follows that set by the college in the student handbook.

ASSIGNMENTS: 20%      TESTS: 20%      PROJECT: 20%  
QUIZZES: 20%      PARTICIPATION: 20%

90-100% A	70-79% C	0-59% F
80-89% B	60-69% D	

**Course Learning Outcomes:**

From course demonstrations and materials, labs, exercises, and outside class preparation, students should be able to identify and understand the following course concepts and apply them to their musical studies at the end of the semester. These outcomes will be assessed through quizzes, tests, final exam, and semester project.

- 6.) Develop beginning level facility and reading skills at the piano.
- 7.) Improvise basic accompaniments using letter and Roman numeral chord symbols.
- 8.) Harmonize melodies using three to four different chords (I-ii-IV-V).
- 9.) Sight-read simple songs and exercises.
- 10.) Be able to play simple songs by ear and transpose basic piano repertoire.

**General Education Outcomes:**

General education learning outcomes reflect “the knowledge, perspective, and skills which are a part of the educational experience of all students.” The faculty of Terra have identified the following general education outcomes for this course.

- 2.) Communicate Effectively
- 5.) Demonstrate an understanding of culture and knowledge of how to work effectively

- in a global and diverse culture and society.
- 6.) Employ methods of inquiry characteristics of natural sciences, social sciences, mathematics, and the arts and humanities.

**Course Requirements:**

**Participation**

It is the student’s responsibility to participate in every class. If a student is unable to participate in an activity or specific class, they must inform the instructor 24 hours prior to that class. Students may not make up lost participation points. Only with illness or emergency situations will exceptions be allotted to this policy. Students should attend each class with required text, notebook, assigned handouts and materials, and pencil. The usage of cell phones, pagers, and any electronic devices are prohibited in class (points will be taken away for consistent use of named devices). Students not participating in regular class activities will reflect in the lowering of their final grade.

**Assessment of Student Learning:**

This course includes a semester jury that is one of several exams be used by faculty to assess student academic performance in keyboard development. The music faculty will review keyboard abilities to assess and summarize the academic performance of students at this point in the program. The results of this assessment will be shared among the department faculty, used to identify needed changes or improvements, and submitted to the Student Academic Assessment Committee as part of the college’s overall student academic assessment effort.

Assessment grades for Class Piano based on the following scale:

- **A:** Students demonstrating 90-100% accuracy of keyboard proficiency.
- **B:** Students demonstrating 80-89% accuracy of keyboard proficiency.
- **C:** Students demonstrating 70-79% accuracy of keyboard proficiency.
- **D:** Students demonstrating 60-69% accuracy of keyboard proficiency.
- **F:** Students demonstrating 0-59% accuracy of keyboard proficiency.

Students demonstrating a “C” average or below may be asked to enroll in special piano sessions offered through the Department or the Music Academy.

**Technical**

Many students will find that five 30-minute practice periods per week are enough. However, if this course is difficult for you, 30 minutes of piano practice each and every day may be necessary.

Piano practices are like other courses in that one must do the work in order to gain the required skills. Frequent practice periods, even of a limited duration, are more productive than just a few long marathon sessions each week.

**Plan of Work:**

Session	Activities: All major scales will be learned and played with two octaves.
Week 1	<b>Performing Dotted Notes, Upbeats, and Major Triads.</b> Performing Melodies with Dotted Notes <b>A Natural Minor Scale:</b> (to be performed one octave)

Week 2	Performing Melodies with Upbeats. <b>A Harmonic and Melodic Minor Scales.</b>
Week 3	Triads in root Position and Inversions. E minor scales, Assign individual pieces for semester. <b>Scale Quiz #1</b>
Week 4	More on the Major Tonic Triad. <b>E Harmonic and Melodic Scales.</b>
Week 5	Guidelines for Composing a Parallel Phrase. <b>B natural minor scale.</b>
Week 6	Guidelines for Composing a Contrasting Phrase. <b>B Harmonic and Melodic Scales.</b> <b>Scale Quiz #3</b>
Week 7	<b>Guidelines for Memorizing Music.</b> <b>F# Natural Minor Scale.</b>
Week 8	<b>Performing and Transposing Minor Key Melodies.</b> <b>F# Harmonic and Melodic Scales.</b> More on Rhythmic Reading. Concerted rhythm handout sheet.
Week 9	<b>Minor Triads:</b> Comparison of Major and Minor Triads. <b>C# Natural Minor Scales.</b> <b>Scale Quiz #4</b>
Week 10	<b>Primary Chords.</b> The Sub-Dominant Chord. Performing with the primary chords. The Twelve-Bar Blues Progression. <b>C# Harmonic and Melodic Minor Scales.</b>
Week 11	Chords and their Inversions. The Seventh Chord. Chord Inversions of Triads and Seventh chords. <b>D Natural Minor Scale</b>
Week 12	<b>Primary Chords in “Piano Position.”</b> Performing the IV6/5 – V6/5 Chord Progression. <b>D Harmonic and Melodic Minor Scales.</b> <b>Scale Quiz #6</b>
Week 13	<b>Harmonizing.</b> Non-chord tones and harmonizing melodies with the primary chords. Guidelines for Harmonizing Melodies with Primary Chords. <b>C Natural Minor Scale.</b>
Week 14	Review semester concepts <b>C Harmonic and Melodic Scales.</b>
Week 15	<b>Review semester concepts.</b>
Week 16	<b>Final Exam</b>

## [Policies](#)

**Course Withdrawing:** If for any reason you need to withdraw from this course, be certain that you do so according to College procedure. It is your responsibility to know and follow this procedure. If you simply stop coming to class, without officially withdrawing from the course,

your grade is an automatic “F.” Please follow official College procedure for withdrawing from this or any course.

*College Academic Policies are located in the College Catalog. A copy of the current catalog may be picked up in any of the division offices or admissions. The list of college policies is also available online at <https://www.terra.edu/register/Collegecat/policies.asp>.*

**Support Services:** The College offers a number of support services to assist in your success in this course and all courses. Among these services are the Writing & Math Center in B105, the Office of Learning Support Services, which coordinates the campus disability services and tutoring programs, the computer labs, and the computers in the atriums.

Any student who feels he/she may need an accommodation based on the documentation of a disability should contact the Office of Learning Support Services privately to discuss his/her specific issues. Please contact the OLSS at (419) 334-8400 X 208 or visit 100 Roy Klay Hall (Building A) to coordinate reasonable accommodations.

*If you have a documented disability and are receiving academic accommodations through the Office of Learning Support Services, please schedule a meeting with your instructor in a timely manner so that we may discuss how these services will be arranged.*

Tutoring services are available to students beginning the second week of every quarter. Students requesting tutoring services should obtain a tutor request form from the OLSS in 100 Roy Klay Hall (Building A) or online at the Terra website. Please note that instructor verification and acceptance of the Student Learner Agreement is necessary for all tutoring requests. All requests should be submitted to 100 Roy Klay Hall (Building A).

**Additional Documentation:**

**OBR Use**

<b>Approved-Effective Date</b>	
<b>Pending (i.e. Additional Information Requested)</b>	
<b>Disapproved</b>	
<b>Today's Date</b>	

# Course Material Submission Form

## Instructions and notes

1. Submit completed forms to [atpanels@regents.state.oh.us](mailto:atpanels@regents.state.oh.us).
2. Use this form to define course matches and to submit new or revised course materials for faculty panel review. Please do not submit a form for multiple OANs or Courses.
3. For course renumbering and credit hour revision, remember to withdraw the old match.
4. For course renumbering and credit hour revision, you may want to include information about how the new numbers relate to the old in the Institutional Notes to the Faculty Panel.
5. Click check boxes to check the item. Text fields will expand as you enter information. Press tab to move forward through form. Press Shift-tab to move backward. Note that these tables are implemented as MS Word tables. Keep that in mind as you are copying and pasting between your syllabi and this form. It is possible to paste tables as nested tables. Use the Edit Menu "Paste as Nested Tables" selection.
6. Once you are done entering your information, save the data file. Under the File menu, choose "Save as" and then enter the name (no spaces!) of the file using the following naming conventions:
  - a. For course material submissions: **Institution-OAN-Course Number-Sequence-Version. Institution** is the 4 character HEI institution designation. **OAN** is the Ohio Articulation Number whose match is being defined or revised. **Course Number** is the **transcript** course number. **Sequence** is an indication of which course of a multi-course match is addressed in this form. The sequence is of the form (n of m) for an m-course match. For example, 1 of 1 for a single course match or 1 of 2 and 2 of 2 for a 2 course match. **Version** is a number indicating the revision number of this submission. Start with "Ver1" for the first time submission and include the "Ver".

### Example:

If you are submitting course materials for Rhodes Community College MATH110 for OMT005 the name of the file would be LMTC-OMT005-MATH110-(1 of 1)-Ver1.

If you are submitting course materials for Rhodes Community College MATH111 and MATH112 for OMT006 the name of the files would be LMTC-OMT006-MATH111-(1 of 2)-Ver1 and LMTC-OMT006-MATH112-(2 of 2)-Ver1.

7. Course materials must be submitted according to timelines below:

Considering the submissions of **new** courses for TAG matches, our goal is to work toward a timeline as follows:

Submit Course Material:	Start of Term 1
Faculty Panels Review Submitted Courses:	During Term 1
Approved course is effective:	Start of Term 2
Approved course is matched for transcript processing:	Term 3

A new match will have to be approved according to the timeframes below:

Course Approval Sample Timelines

Quarter Institutions

	Summer	Autumn	Winter	Spring
Course Material Submitted for Review	By 6/1	By 8/15	By 1/1	By 3/1
Faculty Panel Reviews Completed	By 8/1	By 12/31	By 2/28	By 5/31

Semester Institutions

	Summer	Autumn	Spring
Course Material Submitted for Review	By 6/1	By 8/15	By 1/1
Faculty Panel Reviews Completed	By 8/1	By 12/31	By 5/31

- If you want to submit supplementary supporting documentation, you may do that. Simply send the file along with this form and name the supplementary file **Institution-OAN-Course Number-Supplement. Institution, OAN, and Course Number** are as described in Number 6 above. Include the word **"Supplement"**. Just be sure to reference the supplement from the appropriate spot in this document.
- Remember that all institutions are required to have at least one course match for each OAN in all TAGs for which they have corresponding programs.
- This form should be used for all submissions or resubmissions starting immediately.
- If you encounter problems or have questions, please contact any of the individuals listed below:

Jim Ginzer (614) 752-9486 [jginzer@regents.state.oh.us](mailto:jginzer@regents.state.oh.us)  
 Sam Stoddard (614) 752-9532 [sstoddard@regents.state.oh.us](mailto:sstoddard@regents.state.oh.us)  
 Candice Grant (614) 644-0642 [cgrant@regents.state.oh.us](mailto:cgrant@regents.state.oh.us)