Course Material Submission Form
OAN Match Definition Form

Today’s Date:  1/31/08

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

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 |

Ohio Articulation: OAH052
### Course or Courses being matched to or currently matched to the OAN listed above.

<table>
<thead>
<tr>
<th>Course Number</th>
<th>Course Title</th>
</tr>
</thead>
<tbody>
<tr>
<td>MUS1210</td>
<td>Music Theory I</td>
</tr>
<tr>
<td>MUS1220</td>
<td>Music Theory II</td>
</tr>
<tr>
<td>MUS1240</td>
<td>Aural Skills I</td>
</tr>
<tr>
<td>MUS1250</td>
<td>Aural Skills II</td>
</tr>
<tr>
<td>MUS2210</td>
<td>Class Piano I</td>
</tr>
<tr>
<td>MUS2220</td>
<td>Class Piano II</td>
</tr>
<tr>
<td>MUS2240</td>
<td>Class Piano III</td>
</tr>
<tr>
<td>MUS2250</td>
<td>Class Piano IV</td>
</tr>
</tbody>
</table>

### 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.

<table>
<thead>
<tr>
<th>Course Number (Course Numbers must be exactly what will appear on a student’s transcript.)</th>
<th>Course Title</th>
<th>Hours (be sure that the hours for this course matches the hours in the OAN.)</th>
</tr>
</thead>
<tbody>
<tr>
<td>MUS1220</td>
<td>Music Theory II</td>
<td>Lecture Hours</td>
</tr>
<tr>
<td></td>
<td>Major Requirement</td>
<td></td>
</tr>
<tr>
<td></td>
<td>Major Elective</td>
<td></td>
</tr>
<tr>
<td></td>
<td>Major Not Offered</td>
<td></td>
</tr>
<tr>
<td></td>
<td>Other</td>
<td></td>
</tr>
</tbody>
</table>

### Entry Level Skills and Knowledge
- MUS 1210 – Music Theory I
- MUS 1240 – Aural Skills I
- MUS 1250 – Aural Skills II
- MUS 1420 – Class Piano II

### Catalog/Course Description
MUS1220 - This course continues an intensive study of the structure of music of the Common Practice period. Examines, through analysis and composition, the musical practice of the Baroque and Classical periods. Begins with harmonic progressions and concludes with an intro to secondary dominants.

Texts/Outside Readings/Ancillary Materials (Be sure that the text meets performance expectations):
- Staff Paper Book
- Notebook (3 ring binder)
- Pencils ONLY

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 Chapters 8-15 of the text, course lectures and materials, labs, readings, 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.) Identify and practice of first and second inversion triads, dominant seventh chords, and diatonic seventh chords.
2.) Identify musical forms and compositional design, phrases, periods, and cadences.
3.) Continue development of harmonic progressions with application of four-part and three-part writing methods.
4.) Analyze musical scores and identify diatonic harmonic progressions, phrase structures, cadences and non-chord tones.
5.) Complete a chorale composition that involves instrumental part transposition and performance. (See Semester Project).

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

Course Requirements:
Assessment of Student Learning:
This course includes a semester project that is one of several that will be used by faculty to
assess student academic performance in Music Theory I-IV. The music theory faculty will review all projects and activities 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:**

<table>
<thead>
<tr>
<th>Session</th>
<th>Activities</th>
</tr>
</thead>
<tbody>
<tr>
<td>Week 1</td>
<td><strong>Chapter 1-7 Review</strong></td>
</tr>
</tbody>
</table>
| Week 2  | **Chapter 8**  
Triads in First Inversion  
Substituted First Inversion Chord / Parallel Sixth Chords |
| Week 3  | Chapter 8  
Part Writing First Inversion Triad – Four-part / three-part  
Counterpoint |
| Week 4  | Chapter 9  
Triads in Second Inversion  
Cadential Six-Four / Passing Six-Four / Pedal Six-Four  
Part Writing for Six-Four Chords |
| Week 5  | Chapter 10  
Musical Forms / Cadences / Harmonic Rhythms  
Motives / Phrases / Periods |
| Week 6  | Chapter 11 & 12  
Non-Chord Tones / Passing Tones / Neighboring Tones  
Suspensions & Retardations  
Score Analysis |
| Week 7  | Chapter 11 & 12  
Appoggiaturas / Escape Tones / Neighboring Group / Anticipations / Pedal Point  
Score Analysis  
Exam |
| Week 8  | **(Spring Break)** |
| Week 9  | Chapter 13  
Diatonic Seventh Chords  
V\(^7\) Chord – Root Position / 1\(^{st}\) Inversion / 2\(^{nd}\) Inversion / 3\(^{rd}\) Inversion  
Score Analysis |
| Week 10 | Chapter 13  
V\(^7\) in three-parts / Approach of the 7\(^{th}\) / V\(^7\) Resolutions  
Score Analysis |
| Week 11 | Chapter 14  
II\(^7\) & VII\(^7\) Chords – Major & Minor functions  
Score Analysis |
### 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.

<table>
<thead>
<tr>
<th>ASSIGNMENTS</th>
<th>TESTS</th>
<th>PROJECT</th>
</tr>
</thead>
<tbody>
<tr>
<td>20%</td>
<td>20%</td>
<td>20%</td>
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<table>
<thead>
<tr>
<th>QUIZZES</th>
<th>PARTICIPATION</th>
</tr>
</thead>
<tbody>
<tr>
<td>20%</td>
<td>20%</td>
</tr>
</tbody>
</table>

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

**Course Requirements:**

**Assessment of Student Learning:**

This course includes a semester project that is one of several that will be used by faculty to assess student academic performance in Music Theory I-IV. The music theory faculty will review all projects and activities 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.
Class Days: MWF  
Class Time: 10:00am – 10:50am
Location: Choir Room, E110  
Laboratory: NA
Credit Hours: 3  
Contact Hours: 3  
Lab Hours: 0  
Lecture Hours: 3
Instructor: Michael Shirtz  
Office Location: D100
Phone: (419) 559-2147  
Email Address: mshirtz@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) 559-2147
Course Description:
This course continues an intensive study of the structure of music of the Common Practice period. Examines, through analysis and composition, the musical practice of the Baroque and Classical periods. Begins with harmonic progressions and concludes with an intro to secondary dominants.

Prerequisite(s): MUS 1210 – Music Theory I / MUS 1240 – Aural Skills I
Co-requisite(s): MUS 1250 – Aural Skills II
MUS 1420 – Class Piano II
Entry Level Skills and Knowledge: MUS 1210 – Music Theory I / MUS 1240 – Aural Skills I

Required Texts, Supplies and Equipment:
• Staff Paper Book
• Notebook (3 ring binder)
• Pencils ONLY
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%
Course Learning Outcomes:
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6.) Identify and practice of first and second inversion triads, dominant seventh chords, and diatonic seventh chords.
7.) Identify musical forms and compositional design, phrases, periods, and cadences.
8.) Continue development of harmonic progressions with application of four-part and three-part writing methods.
9.) Analyze musical scores and identify diatonic harmonic progressions, phrase structures, cadences and non-chord tones.
10.) Complete a chorale composition that involves instrumental part transposition and performance. (See Semester Project).

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Substituted First Inversion Chord / Parallel Sixth Chords |
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Counterpoint |
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Motives / Phrases / Periods |
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Suspensions & Retardations  
Score Analysis |
| Week 7 | **Chapter 11 & 12**  
Appoggiaturas / Escape Tones / Neighboring Group / Anticipations / Pedal Point  
Score Analysis  
Exam |
| Week 8 | **(Spring Break)** |
| Week 9 | **Chapter 13**  
Diatonic Seventh Chords  
$V^7$ Chord – Root Position / 1$^{st}$ Inversion / 2$^{nd}$ Inversion / 3$^{rd}$ Inversion  
Score Analysis |
| Week 10 | **Chapter 13**  
$V^7$ in three-parts / Approach of the 7$^{th}$ / $V^7$ Resolutions  
Score Analysis |
| Week 11 | **Chapter 14**  
$II^7$ & $VII^7$ Chords – Major & Minor functions  
Score Analysis |
| Week 12 | **Chapter 15**  
Continuing Diatonic Seventh Chords  
$IV^7$ Chord / $VI^7$ Chord / $I^7$ Chords / $III^7$ Chords |
| Week 13 | **Chorale Writing**  
Chapter 14 & 15 Review  
Chorale Analysis |
| Week 14 | **Chapter Catch –Up and Review Chapter 8-15**  
Score Analysis |
| Week 15 | **Semester Chorale Projects (In Class Work)** |
| Week 16 | **Review & Chorale Composition Performances** |
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.

Assignments
Students will be given assignments to prepare and review before upcoming classes. It is the student’s responsibility to prepare assignments before coming to class. Assignments may include exercises and readings from their text, handouts, analysis activities, and assigned listening examples and projects. Students may be quizzed on assignments with out notice. All assignments must be completed by dates announced in class or no credit will be awarded. Students are required to keep a notebook that includes all handouts, assignments, materials, projects, past quizzes and tests, and all class notes. These notebooks will be checked during all quizzes and exams. Any late or missing work will not be accepted unless arrangements have been made with the instructor due to illness or special circumstances.

Semester Project: At the end of the semester students are required to compose a Bach Chorale style composition. Constructed using Finale software, students must develop their composition and transpose and create instrumental parts for a brass quartet. Member of the Terra Brass Choir will perform student compositions during the last week of classes. Detailed instructions will be discussed in class.

Quizzes & Exams
Students will be graded on both written, verbal, and aural quizzes and exams conducted in class, small assigned groups, or one-on-one appointments with instructor. Students may be given study materials for examinations and should review text examples as preparation to all quizzes and exams. Students that miss a quiz or an exam with out notifying the instructor 24 hours prior to class will not be allowed to make up their missed test. Arrangements may be made with the instructor due to illness or special circumstances.

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:

<table>
<thead>
<tr>
<th>OBR Use</th>
<th>Approved-Effective Date</th>
<th>Pending (i.e. Additional Information Requested)</th>
<th>Disapproved</th>
<th>Today’s Date</th>
</tr>
</thead>
</table>
Course Material Submission Form
Instructions and notes

1. Submit completed forms to 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:

<table>
<thead>
<tr>
<th>Event</th>
<th>Timeline</th>
</tr>
</thead>
<tbody>
<tr>
<td>Submit Course Material:</td>
<td>Start of Term 1</td>
</tr>
<tr>
<td>Faculty Panels Review Submitted Courses:</td>
<td>During Term 1</td>
</tr>
<tr>
<td>Approved course is effective:</td>
<td>Start of Term 2</td>
</tr>
<tr>
<td>Approved course is matched for transcript processing:</td>
<td>Term 3</td>
</tr>
</tbody>
</table>

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

Course Approval Sample Timelines

**Quarter Institutions**

<table>
<thead>
<tr>
<th>Event</th>
<th>Summer</th>
<th>Autumn</th>
<th>Winter</th>
<th>Spring</th>
</tr>
</thead>
<tbody>
<tr>
<td>Course Material Submitted for Review</td>
<td>By 6/1</td>
<td>By 8/15</td>
<td>By 1/1</td>
<td>By 3/1</td>
</tr>
<tr>
<td>Faculty Panel Reviews Completed</td>
<td>By 8/1</td>
<td>By 12/31</td>
<td>By 2/28</td>
<td>By 5/31</td>
</tr>
</tbody>
</table>

**Semester Institutions**

<table>
<thead>
<tr>
<th>Event</th>
<th>Summer</th>
<th>Autumn</th>
<th>Spring</th>
</tr>
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<td>By 8/15</td>
<td>By 1/1</td>
</tr>
<tr>
<td>Faculty Panel Reviews Completed</td>
<td>By 8/1</td>
<td>By 12/31</td>
<td>By 5/31</td>
</tr>
</tbody>
</table>

8. 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.

9. 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.

10. This form should be used for all submissions or resubmissions starting immediately.

11. 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
   - Sam Stoddard (614) 752-9532 ssstoddard@regents.state.oh.us
   - Candice Grant (614) 644-0642 cgrant@regents.state.oh.us