

**Academic Activity Proposal Form**  
**[Level 1—New Course, Minor or Concentration]**

**Send the completed form electronically to Senate Chair Gary Raduns**  
**(raduns\_gary@roberts.edu)**

**Note: If this change will also require NYSED approval, please complete requisite forms at the following link: <http://www.highered.nysed.gov/ocue/aipr/register.html>**

**Check One or More of the Following and Complete the Appropriate Sections:**

New Course Proposal (non-Gen. Ed.)                       New Course Proposal (Gen. Ed.)  
 New Minor     New Concentration

- If a new course will change existing degree requirements, attach a revised Check Sheet
- Note: For new degree programs, follow RWC format for New Program Proposals.

Proposed Course/Minor/Concentration \_\_\_\_\_ Aural Skills IV

Department/Division \_\_\_\_\_ Music and Performing Arts

Proposed Effective Date -- Semester: Spring                      Year 2019

**New Courses**

**I. Basic Information**

Course Prefix and Number \_\_\_\_\_ MUS 205A

Course Title \_\_\_\_\_ Aural Skills IV

Credit Hours \_\_\_\_\_ 1

Prerequisites \_\_\_\_\_ Aural Skills III

Liberal arts (check one)        Yes                       No

Frequency of offering (check appropriate category):

Offered Every Year                       Offered Alternate Years

Offered in Summer Only                       Offered on Demand

Description:

**II. Justification**

**A. Rationale for Proposal**

The aural skills sequence is one of the most important series of courses designed to impart to first-year and sophomore music majors the skills required to be successful in the rest of their degree plans and in professional careers in music. At other institutions, this class may be known as Aural Skills, Musicianship, Ear-Training, or some other name, but the sequence is typically four semesters in length with all four semesters being required of majors in music education or music performance. We propose adding Aural Skills IV to the sequence available to our students not only to match standard expectations across higher education but also to assure that they are afforded the opportunity to develop skills in holistic music literacy that includes mastery of concepts not covered in the first three semesters (e.g., irregular beat divisions, hemiola and cross-rhythms, asymmetrical and mixed meters, chromaticism, chromatic alterations, and non-Western scales).

**B. Impact on Other Courses/Programs**

***Not entirely certain what is meant by this.***

### III. Additional Information (for all new courses)

Attach Syllabus/Course Outline

Instructor Adam Potter

Instructor Qualifications: Ph.D.

- Suggested Text Krueger, Carol J. (2017). *Progressive sight singing* (Third ed.). New York: Oxford University Press. ISBN 9780199395163

#### Intended Learning Outcomes:

For the Major:

1. The ability to hear and identify various elements of music.
2. The ability to read and realize musical notation.
3. The ability to perform a cross-section of repertory at a level commensurate with the concentration. ***(These are the Program Learning Outcomes copied from previous syllabi; please let me know if I should revise for this proposal.)***

For General Education: ***Do we need anything here?***

#### Instructional Methods:

- Demonstration
- Repetition
- Guided reading of musical notation
- Guided listening of musical sound
- In-class reading/performance
- Ensemble skls deveopment

#### Methods of Evaluation:

- In-class and private performace/sight-singing assessments
- Online homework (using the EarMaster software and Moodle)
- Paper homework (e.g., repertoire analysis, dictation skills, etc.)
- Formal mid-term and final examinations

### IV. Additional Information (for new courses meeting General Education requirements)

- A. Does the course or experience address directly institutional general education goals?
  1. In general terms, how does this course connect with others to round out the General Education program at RWC?
  2. What are this course's unique contributions to the General Education program?
- B. Is the experience suitable for non-majors? Explain.
- C. Is the experience designed to help students explore the connectedness of faith with other areas of disciplined knowledge and life? If so, how? If not, how might this be incorporated?
- D. Is understanding of the complementary nature of academic disciplines promoted? Explain.
- E. Does the experience permit methods that are most appropriate for:
  - (a) specific course content; and
  - (b) students' developing maturity, varying levels of ability, and increasing responsibility for learning?

- F. Does the course or experience provide opportunities to think critically and creatively, to solve problems, to make decisions, and to analyze, synthesize, and evaluate options and opinions?
- G. Does the course or experience promote a method of inquiry appropriate to the liberal arts?
- H. Does the experience help students examine values, identify and value their own beliefs, recognize ethical dilemmas and make decisions, develop a sense of responsibility, and establish life goals?
- I. How will this course help students develop the following primary intellectual skills?
  - 1. Writing:
  - 2. Reading:
  - 3. Speaking/Presentation skills:
  - 4. Skill in use of Language and Symbols:
  - 5. Critical Thinking skills:
  - 6. Information Literacy:
  - 7. Computer Usage skills:
- J. How will this course help students develop global perspective, including tolerance for differences among people (gender, race, culture)?

**New (modified) Minor or Concentration (NOT APPLICABLE)**

**I. If a new minor, concentration, or certificate program, list the course requirements. If a modified minor, concentration, or certificate program, indicate the course requirements added or deleted.**

**II. Justification**

**A. Rationale for Proposal**

**B. Impact on Other Courses/Majors/Programs**

**Resources and Funding Required (for New Course/Minor/Concentration)**

Resource	\$Amount	FTE
Faculty	<u>  X (FT)  </u>	<u>  2  </u>
Other Personnel	<u>  X  </u>	<u>      </u>
Equipment	<u>  X  </u>	
Supplies	<u>  X  </u>	
Travel	<u>  X  </u>	
New Books	<u>  X  </u>	
New Journals	<u>  X  </u>	
Other (Specify)	<u>  X  </u>	
Total	<u>  0  </u>	

**Funding Required Beyond Current Base Budget of the Division**      \$   0

**Course Master Form (to be completed by the New Course Sponsor). Required for all new courses.**

Discipline (department) Music and Performing Arts

Division \_\_\_\_\_

Course Number 205A

Course Title Aural Skills IV

**(Note: Limit of 16 spaces)**

Class Credit Hours 1 Lab Credit Hours 0

Proposed Effective Date: Semester/Year S 19

Prerequisites : Aural Skills III

\_\_\_\_\_

Class size limits 15

Type of Class:

Lecture  Lecture-Lab  Lab  Lesson  Skills  Studio  Performance

Special Equipment Needed (if any):

**Course has fee(s)?**  Yes  No. **If yes, list the fee(s):**