1. COLLEGE: Los Angeles Southwest College

2. SUBJECT (DISCIPLINE) NAME\(^1\) (40 characters, no abbreviations): Music

3. COURSE NUMBER: 201

4. COURSE TITLE: Harmony 1

5. UNITS: 3

6. CATALOG COURSE DESCRIPTION -- Provide a description of the course, including an overview of the topics covered:

   This course in diatonic harmony is correlated with Musicianship 1 (Music 211) and includes a study of triads in all inversions and seventh chords in all inversions. Non-chord tones consisting of passing and auxiliary tones are introduced through harmonization of simple melodies and writing of original musical phrases. Cadences are also covered. Harmonic analysis is an integral part of the course.

7. CLASS SCHEDULE COURSE DESCRIPTION -- Provide a brief description of the course, including an overview of the topics covered:

   This course includes a study of triads and seventh chords in all inversions. Non-chord tones are introduced. Cadences are covered. Harmonic analysis is an essential part of the course.

8. COLLEGE APPROVAL DATE: 1979

   COLLEGE OUTLINE APPROVAL DATE: 1/24/06

9. UPDATES (check all applicable boxes):

   - **Content** Last Update: 1999
   - **Objectives** Last Update: 1999
   - College Specific Course Attributes/Data Elements Last Update:
   - Districtwide Course Attributes/Data Elements Last Update:
   - Other (describe) Last Update:

   **Course Description; prerequisite and advisory revalidation**

---

\(^1\) Underlined course attributes are the same for the course throughout the LACCD; all other course attributes are college specific.
10. CLASS HOURS:

<table>
<thead>
<tr>
<th></th>
<th>Hours per week (based on 18 weeks)</th>
<th>Total Hours per term (hrs per week x 18)</th>
<th>Units</th>
</tr>
</thead>
<tbody>
<tr>
<td>Lecture:</td>
<td>3</td>
<td>54</td>
<td>3</td>
</tr>
<tr>
<td>Lab/activity (w/ homework):</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Lab/activity (w/o homework):</td>
<td></td>
<td></td>
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</tr>
<tr>
<td>Total:</td>
<td>3</td>
<td>54</td>
<td>3</td>
</tr>
</tbody>
</table>

Note: The Carnegie Rule and Title 5, section 55002 sets forth the following minimum standards: 1 unit = 1 hour lecture per week, 2 hours homework per week; OR 2 hours per week of lab with homework; OR 3 hours of lab per week without homework. The hours per week are based on a standard 18-week calendar. Lecture also includes discussion and/or demonstration hours, laboratory includes activity and/or studio hours.

11. PREREQUISITES, COREQUISITES, ADVISORIES ON RECOMMENDED PREPARATION, and LIMITATION ON ENROLLMENT

Note: The LACCD’s Policy on Prerequisites, Corequisites and Advisories requires that the curriculum committee take a separate action verifying that a course’s prerequisite, corequisite or advisory is an “appropriate and rational measure of a student’s readiness to enter the course or program” and that the prerequisite, corequisite or advisory meets the level of scrutiny delineated in the policy.

ENTRY SKILLS FOR COURSES WITH PREREQUISITES:
1. Be able to read musical notation in treble, bass, alto and tenor clefs. This will also include the ability to read and identify ledger lines.
2. Be able to perform non-complicated rhythms in both simple and compound meters.
3. Recognize by sound and sight major and minor scales including distinguishing among natural, harmonic and melodic minor.
4. Identify, by sight, interval quality and quantity.
5. Distinguish, by sight, the differences among major, minor, augmented and diminished triads.
6. Identify major and minor keys from the given key signatures.
7. Analyze, using figured bass symbols, roots, qualities and inversions of triads.

Prerequisites: Yes (If yes, complete information below)

<table>
<thead>
<tr>
<th>Subject</th>
<th>Number</th>
<th>Course Title</th>
<th>Units</th>
<th>Validation Approval Date (for official use only)</th>
</tr>
</thead>
<tbody>
<tr>
<td>Music</td>
<td>101</td>
<td>Fundamentals of Music</td>
<td>3</td>
<td>1/24/2006 (previously 8/31/99)</td>
</tr>
</tbody>
</table>

Corequisite: None (If yes, complete information below)
Advisories: Yes (If yes, complete information below)

<table>
<thead>
<tr>
<th>Subject</th>
<th>Number</th>
<th>Course Title</th>
<th>Units</th>
<th>Validation Approval Date (for official use only)</th>
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</thead>
<tbody>
<tr>
<td>Music</td>
<td>211</td>
<td>Musicianship I</td>
<td>2</td>
<td>1/24/2006 (previously 8/31/99)</td>
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</tbody>
</table>

12. OTHER LIMITATIONS ON ENROLLMENT (see Title 5, section 58106 and Board Rule 6803 for policy on allowable limitations. Other appropriate statutory or regulatory requirements may also apply):

None

SECTION II: COURSE CONTENT AND OBJECTIVES

1. COURSE CONTENT AND OBJECTIVES:

<table>
<thead>
<tr>
<th>COURSE CONTENT AND SCOPE – Lecture: If applicable, outline the topics included in the lecture portion of the course (Outline reflects course description, all topics covered in class).</th>
<th>Hours per topic</th>
<th>COURSE OBJECTIVES - Lecture (If applicable): upon successful completion of this course, the student will be able to… (Use action verbs – see Bloom’s Taxonomy below for “action verbs requiring cognitive outcomes.”)</th>
</tr>
</thead>
<tbody>
<tr>
<td>Review of Fundamentals: Elements of Pitch (The keyboard and octave registers, notation on the staff; Elements of Rhythm (Durational symbols, beat and tempo, meter, division of the beat)</td>
<td>6</td>
<td>As a result of completing this course, students will: 1. Demonstrate the ability to recognize and write all triads and dominant seventh chords in all major and minor keys and in all inversions. 2. Harmonize simple melodies and realize figured bass in four part style of the common practice era. 3. Recognize by sight and sound the various cadence types. 4. Complete harmonic analysis of literature from the common practice style period. Analysis will include written and aural recognition of chord qualities and chord connections. 5. Write original short musical phrases utilizing different cadence types and proper preparation and resolution of non-chord tones.</td>
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<tr>
<td>Introduction to Triads and Seventh Chords</td>
<td>3</td>
<td></td>
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<tr>
<td>Diatonic Chords in Major and Minor Keys</td>
<td>3</td>
<td></td>
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<tr>
<td>Principles of Voice Leading</td>
<td>3</td>
<td></td>
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<tr>
<td>Root Position Triads (analysis and part writing)</td>
<td>5</td>
<td></td>
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<tr>
<td>Harmonic Progression</td>
<td>3</td>
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<tr>
<td>Triads in First Inversion (analysis and part writing)</td>
<td>5</td>
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<tr>
<td>Triads in Second Inversion (analysis and part writing)</td>
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Student Learning Outcomes:
Upon completion of this course, test results show that the student can:
1. Analyze harmonically and
Cadences, Phrases and Periods
(recognition by sight and sound, writing, analysis)

Non-Chord Tones 1 (passing tones, neighboring tones, suspensions and retardations)

Non-Chord Tones 2 (appoggiaturas, escape tones, the neighbor group, anticipations, the pedal point.

The Dominant Seventh Chord (analysis, voice leading considerations.

<table>
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<tr>
<th>COURSE CONTENT AND SCOPE -- Laboratory:</th>
<th>Total lecture hours*</th>
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<tr>
<td>If applicable, outline the topics included in the laboratory portion of the course (Outline reflects course description, all topics covered in class).</td>
<td>54</td>
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</table>

<table>
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<tr>
<th>COURSE OBJECTIVES - Laboratory (If applicable):</th>
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<tr>
<td>Upon successful completion of this course, the student will be able to... (Use action verbs – see Bloom’s Taxonomy below for “action verbs requiring cognitive outcomes.”) ²</td>
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<tr>
<th>Total lab hours*</th>
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*Total lecture and laboratory hours (which includes the final examination) must equal totals on page 1.

Bloom’s Taxonomy

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² In general “activity” courses or portions of courses are classified a “laboratory.”
2. REQUIRED TEXTS:
Provide a representative list of textbooks and other required reading; include author, title and date of publication:

Tonal Harmony, with an introduction to twentieth-century music: Kotska and Payne
Fifth edition, 2004

3. SUPPLEMENTARY READINGS:
Reading assignments may include, but are not limited to the following:

Elementary Harmony, William Toutant

4. WRITING ASSIGNMENTS:
Title 5, section 55002 requires grades to be “based on demonstrated proficiency in subject matter and the ability to demonstrate that proficiency, at least in part, by means of essays or, in courses where the curriculum committee deems them to be appropriate, by problem solving exercises or skills demonstrations by students.” Writing assignments in this course may include, but are not limited to the following:

Students will be required to complete harmonic and melodic analysis of selected musical examples. The harmonic analysis will utilize standard functional harmony figured bass symbols.

5. REPRESENTATIVE OUTSIDE ASSIGNMENTS:
Out of class assignments may include, but are not limited to the following:

Each student will, in consultation with the instructor, select a musical composition on which he or she will, over the course of the semester complete a thorough harmonic, melodic and formal analysis within the limits the material studied during the semester.

6. REPRESENTATIVE ASSIGNMENTS THAT DEMONSTRATE CRITICAL THINKING:
Title 5, section 55002(a) requires that a degree applicable course have a level of rigor that includes “critical thinking and the understanding and application of concepts determined by the curriculum committee to be at college level”. Critical thinking may include, but is not limited to analysis, synthesis, and evaluation. Provide examples of assignments that demonstrate critical thinking.

A typical assignment would consist of a comparative analysis of the treatment of non-harmonic tones in a J.S. Bach chorale setting and in a choral setting by Johannes Brahms

7. METHODS OF EVALUATION:
Title 5, section 55002 requires grades to be “based on demonstrated proficiency in subject matter and the ability to demonstrate that proficiency, at least in part, by means of essays, or, in courses where the curriculum committee deems them to be appropriate, by problem solving exercises or skills demonstrations by students.” Methods of evaluation may include, but are not limited to the following (please note that evaluation should measure the outcomes detailed “Course Objectives” at the beginning of Section II):

Short essay assignments
Problem solving exercises
Skills demonstrations
Test/Quizzes
8. METHODS OF INSTRUCTION:
Methods of instruction may include, but are not limited to the following:
- Lecture
- Discussion
- Laboratory
- Activity
- Field Experience
- Independent Study
- Other (explain)

9. SUPPLIES:
List of supplies the student must provide.

Manuscript paper

10. COMPUTER/INFORMATION COMPETENCY:
If applicable, explain how computer/information competency is included in the course.

Students will use music notation programs such as Finale and Sibelius.

11. DIVERSITY:
If applicable, explain how diversity (e.g., cultural, gender, etc.) is included in the course.

Music from various cultures might be used to demonstrate different scale types.

12. SCANS COMPETENCIES (required for all courses with vocational TOP Codes; recommended for all courses):

SCANS (Secretary’s Commission on Necessary Skills) are skills the Department of Labor identified, in consultation with business and industry leaders, which reflect the skills necessary for success in the workplace. Check the appropriate boxes to indicate the areas where students will develop the following skills (please note that all SCANS competencies do not apply to all courses):

RESOURCES
- Managing Time: Selecting relevant goal-related activities, ranks them in order of importance, allocating time to activities, and understanding, preparing and following schedules.
- Managing Money: Using or preparing budgets, including making cost and revenue forecasts; keeping detailed records to track budget performance, and making appropriate adjustments.
- Managing Material and Facility Resources: Acquiring, storing, allocating, and distributing materials, supplies, parts, equipment, space or final products in order to make the best use of them.

INTERPERSONAL
- Participating as Member of a Team: Working cooperatively with others and contributing to group’s efforts with ideas, suggestions and effort.
- Teaching Others New Skills: Helping others learn needed knowledge and skills.
Exercising Leadership: Communicating thoughts, feelings, and ideas to justify a position, encouraging, persuading, convincing or otherwise motivating an individual or group, including responsibly challenging existing procedures, policies or authority.

Negotiating: Working toward agreement that may involve exchanging specific resources or resolving divergent interests.

Working with Cultural Diversity: Working well with men and women and with people from a variety of ethnic, social, or educational backgrounds.

INFORMATION

Acquiring and Evaluating Information: Identifying a need for data, obtaining the data from existing sources or creating them, and evaluating their relevance and accuracy.

Organizing and Maintaining Information: Organizing, processing and maintaining written or computerized records and other forms of information in a systematic fashion.

Interpreting and Communicating Information: Selecting and analyzing information and communicating the results of others, using oral, written, graphic, pictorial, or multimedia methods.

Using Computers to Process Information: Employing computers to acquire, organize, analyze and communicate information.

SYSTEMS

Understanding Systems: Knowing how social, organizational and technological systems work and operating effectively with them.

Monitoring and Correcting Performance: Distinguishing trends, predicting impacts of actions on system operations, diagnosing deviations in the functioning of a system/organization, and taking necessary steps to correct performance.

Improving or Designs Systems: Making suggestions to modify existing systems in order to improve the quality of products or services and developing new or alternative systems.

TECHNOLOGY

Selecting Technology: Judging which sets of procedures, tools or machines, including computers and their programs, will produce the desired results.

Applying Technology to Tasks: Understanding overall intent and proper procedures for setting up and operating machines, including computers and their reprogramming systems.

Maintaining and Troubleshooting Equipment: Preventing, identifying, or solving problems with equipment, including computers and other technologies.
Section III: RELATIONSHIP TO COLLEGE PROGRAMS

1. THIS COURSE WILL BE AN APPROVED REQUIREMENT\(^3\) FOR AN APPROVED ASSOCIATE DEGREE OR CERTIFICATE PROGRAM: \textbf{Yes}

If yes, the course will be a \textit{program requirement} portion of the “approved program” listed on the State Chancellor’s Inventory of Approved Programs (approved programs can be found on the State Chancellor’s Office website at \url{http://misweb.cccco.edu/esed/webproginv/prod/invmenu.htm}).

Required for AA in Music (Program ID # 02874)

Note: In order for a course to be approved as a requirement for an associate degree or certificate program, the program must be listed on the State Chancellor’s Office \textit{Inventory of Approved Programs} AND the course must be listed in the college catalog as either a requirement or an elective for the program. If course is not part of an approved program at the college adopting the course, it will be considered to be a “stand-alone” course, and is subject to the State Chancellor’s approval criteria and the college must complete and submit the Chancellor’s Office “APPLICATION FOR APPROVAL OF CREDIT” form. Certain courses are granted “blanket approval” by the State Chancellor’s Office and do not require approval. See the Chancellor’s Office Program and Course Approval Handbook for details. LACCD Skills Certificates are not State approved programs listed on the Chancellor’s Office Inventory of Approved Programs.

2. GENERAL EDUCATION REQUIREMENTS FOR THE ASSOCIATE DEGREE STATUS:

Area requested: \textbf{none}  Approval date:

If applicable, provide an explanation of how the course meets the General Education parameters for one of the five general education areas – \textit{Natural Sciences, Social and Behavioral Sciences, Humanities, Language and Rationality, Health and Physical Education} – contained in Board Rule 6201.14 -General Education Requirements \url{http://marlin.laccd.edu/district/BoardRules_AdmRegs/boardrules.htm}

\begin{itemize}
  \item 2\textsuperscript{nd} Area requested: \textbf{none}  Approval date:
\end{itemize}

If applicable, provide an explanation of how the course meets General Education parameters for an additional general education area – \textit{Natural Sciences, Social and Behavioral Sciences, Humanities, Language and Rationality, Health and Physical Education} – contained in Board Rule 6201.14 -General Education Requirements \url{http://marlin.laccd.edu/district/BoardRules_AdmRegs/boardrules.htm}
Section IV: Articulation Information
(Complete in consultation with College Articulation Officer)

1. Transfer Status:

University of California: Yes

UC approval date: before 1990

California State University: Yes

College approval date: before 1990

2. General Education for Transfer:

IGETC Certification:

Area requested: none
Date requested: IGETC approval date:

If applicable, provide an explanation of how the course meets the appropriate General Education parameters, as defined in IGETC Certification Guidelines.

CSU Certification:

Area requested: none
Date requested: CSU approval date:

If applicable, provide an explanation of how the course meets the appropriate General Education parameters, as defined in CSU Certification Guidelines.

2nd Area Requested: none
Date requested: IGETC approval date:

If applicable, provide an explanation of how the course meets the appropriate General Education parameters, as defined in IGETC Certification Guidelines.

2nd Area Requested: none
Date requested: CSU approval date:

If applicable, provide an explanation of how the course meets the appropriate General Education parameters, as defined in CSU Certification Guidelines.

3. Major Requirement for Transfer – Will this course be articulated to meet lower division major requirements?

YES

CAN Number: CAN Sequence Number:

CAN Approval -- Date requested: Date approved:
Section V: SUPPLEMENTAL COURSE INFORMATION

1. DEPARTMENT/DIVISION NAME: The Arts

2. DEPARTMENT/DIVISION CODE: 01

3. SUBJECT CODE -- 3 characters, assigned by District Office: 646

4. SUBJECT ABBREVIATION -- 7 characters, assigned by District Office: Music

5. SPC CODE -- 3 characters, assigned by District Office:

6. ABBREVIATION FOR TRANSCRIPTS -- 20 characters, assigned by District Office: Music

7. DEGREE CREDIT: Degree Applicable

8. CREDIT/NO CREDIT GRADING: No

9. REPETITIONS -- Number of times course may be repeated for credit (three maximum): 0

   How does the repetition of this course meet Title 5, section 58161 requirements? A course may be repeatable when, “course content differs each time it is offered, and that the student who repeats it is gaining an expanded educational experience for one of the following reasons: (A) Skills or proficiencies are enhanced by supervised repetition and practice within class periods; or (B) Active participatory experience in individual study or group assignments is the basic means by which learning objectives are obtained.”

10. PRIOR TO TRANSFERABLE LEVEL – This course attribute applies to English, writing, ESL, reading and mathematics courses ONLY. If applicable, indicate how many levels below the transferable level this course should be placed:

    Not applicable

11. CREDIT BASIC SKILLS -- Title 5, section 55502(d) defines basic skills as “courses in reading, writing, computation, and English as a Second Language, which are designated as non-degree credit courses pursuant to Title 5, section 55002(b).”

    No  If yes, course must be non-degree applicable

12. CROSS REFERENCE -- Is this course listed as equivalent in content to existing College/District courses in another discipline?

    No  If yes, list courses: (documentation of cross-discipline agreement must be provided)

13. COURSE SPECIFICALLY DESIGNED FOR STUDENTS WITH DISABILITIES -- Title 5, section 56029 allows a course to be repeatable when continuing success of the students with disabilities is dependent on additional repetitions of a specific class. Is this course designated as an “approved special class” for students with disabilities?

    No

    If yes, provide an explanation of how this course meets the requirements of Title 5, section 56029.
14. COOPERATIVE EDUCATION STATUS  -- Title 5, section 55252 allows for two types of Cooperative Education: 1) General Work Experience Education -- i.e., supervised employment, which is intended to assist students in acquiring desirable work habits, attitudes and career awareness, which need not be related to the students' educational goals; or 2) Occupational Work Experience Education -- i.e., supervised employment, extending classroom based occupational learning at an on-the-job learning station, which is related to the students' educational or occupational goal. Is this course part of the college's approved cooperative work experience education program, according to?

No

15. COURSE CLASSIFICATION:

Liberal Arts and Sciences

Note: A course's Classification, TOP Code and SAM code must be aligned – e.g., Courses with an “Occupational” Course Classification must have an “Occupational” TOP Code and a SAM Code of A, B, C, or D; courses that do not have an “Occupational” Course Classification cannot have an Occupational TOP Code and must have an “E” SAM Code.

16. TOP CODE – (6 digits XXXX.XX) 1004.00

Course content should match discipline description in Taxonomy of Programs found at www.cccco.edu/cccco/esed/curric/curriculum.htm.

17. SAM CODE (Student Accountability Model)

E – Non-Occupational

SAM Codes (see CCC Chancellor’s Office Student Accountability Model Operations Manual, 1984) should be assigned as follows:

Priority "A" – Apprenticeship: Courses designed for an indentured apprentice must have the approval of the State of California, Department of Industrial Relations Department, Division of Apprenticeship Standards.

Priority "B" – Advanced Occupational: Courses taken by students in the advanced stages of their occupational programs. Courses should be offered in one specific occupational area only. Priority letter “B” should be assigned sparingly; in most cases, no more than two courses in any one program should be labeled “B.” “B”-level courses must have Priority “C” prerequisites in the same program area.

Priority "C" – Clearly Occupational: Courses generally taken by students in the middle stages of their programs should have a difficulty level sufficient to detact "drop-ins." Courses may be offered in several occupational programs within a broad area. The "C" priority, however, should also be used for courses within a specific program area when the criteria for "B" classification are not met. A "C"-level course should provide the student with entry-level job skills.

Priority "D" -- Possibly Occupational: "D" courses are those taken by students in the beginning stages of their occupational programs. The "D" priority can also be used for service (or survey) courses for other occupational programs.

Priority “E” -- Non-occupational.
# SECTION VI: APPROVAL STATUS

1. **APPROVAL STATUS:**

<table>
<thead>
<tr>
<th>Type</th>
<th>Board Approval Date</th>
<th>Effective Semester</th>
</tr>
</thead>
<tbody>
<tr>
<td>New Course</td>
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<td></td>
</tr>
<tr>
<td>Addition of Existing District Course</td>
<td></td>
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<tr>
<td>Course Change*</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Outline Update</td>
<td>1/24/2006</td>
<td></td>
</tr>
</tbody>
</table>

*Changes to a course require the completion of a "Course Change Request" form and approval by the Curriculum Committee. In some cases districtwide approval is also required; see, Administrative Regulation E-65, section 3(c) for details.*
CONTENT REVIEW FOR PREREQUISITE VALIDATION

Target Course & Number, Title: Music 201, Harmony I
(Course to which pre/corequisite/advisory applies)

☐ Prerequisite: Course & Number, Title: Music 101, Fundamentals of Music
☐ Corequisite:
☐ Advisory:

A. Target Course Entry Skills: Course & Number, Title: Music 201, Harmony I
(For prerequisites/corequisites, list specific skills and/or knowledge necessary for students to succeed in the target class. For advisories, list skills/knowledge which will enrich or deepen the student's knowledge obtained from the course but without which the student may still succeed in the course. Attach additional sheet if necessary. NUMBER EACH SKILL.)

1. Be able to read musical notation in treble, bass, alto and tenor clefs. This will also include the ability to read and identify ledger lines.
2. Be able to perform non-complicated rhythms in both simple and compound meters.
3. Recognize by sound and sight major and minor scales including distinguishing among natural, harmonic and melodic minor.
4. Identify, by sight, interval quality and quantity.
5. Distinguish, by sight, the differences among major, minor, augmented and diminished triads.
6. Identify major and minor keys from the given key signatures.
7. Analyze, using figured bass symbols, roots, qualities and inversions of triads.

B. Exit Skills Provided By Prerequisite/Corequisite/Advisory Course or Assessment: Course & Number, Title: Music 101, Fundamentals of Music
(List specific skills and/or knowledge that are the outcome of the prerequisite/corequisite/advisory course or assessment. For courses already in the curriculum, these should be present in the course objectives in the course outline. Attach additional sheet if necessary. NUMBER EACH SKILL.)

1. Be able to read musical notation in treble, bass, alto and tenor clefs. This will also include the ability to read and identify ledger lines.
2. Be able to perform non-complicated rhythms in both simple and compound meters.
3. Recognize by sound and sight major and minor scales including distinguishing among natural, harmonic and melodic minor.
4. Identify, by sight, interval quality and quantity.
5. Distinguish, by sight, the differences among major, minor, augmented and diminished triads.
6. Identify major and minor keys from the given key signatures.
7. Analyze, using figured bass symbols, roots, qualities and inversions of triads.
CONTENT REVIEW SKILLS MATRIX FOR PREREQUISITE VALIDATION*

*Validation requires at least one match of each entry skill with any exit skill(s).

COURSE & NUMBER: Music 201
Course Title: Harmony I

Entering Skills of Target Course

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Was validation achieved?  _X_ YES or ___ NO

Comments:
(Include justification for assessments, health and safety, or non-course prerequisites)

PARTICIPANTS IN CONTENT REVIEW:
(Signatories should include instructors for both exit and entering skills courses.)

Name: Charles Ingram Title: Instructor Initial: C.I. Date: 06/12/06
Name: __________________________ Title: _________________________ Initial: _____ Date: _____
Name: __________________________ Title: _________________________ Initial: _____ Date: _____

CERTIFIED BY:

Charles Ingram 06/12/06
Initiator Date
Patricia Ann Lewis 06/07/06
Department Chairperson Date
Linda Larson-Singer 07/12/06
Curriculum Chairperson Date
CONTENT REVIEW FOR ADVISORY VALIDATION

Target Course & Number, Title: Music 201, Harmony I
(Course to which pre/corequisite/advisory applies)

☐ Prerequisite:
☐ Corequisite:
☒ Advisory: Course & Number, Title: Music 211, Musicianship I

A. Target Course Entry Skills: Course & Number, Title: Music 201, Harmony I
(For prerequisites/corequisites, list specific skills and/or knowledge necessary for students to succeed in the target class. For advisories, list skills/knowledge which will enrich or deepen the student's knowledge obtained from the course but without which the student may still succeed in the course. Attach additional sheet if necessary. NUMBER EACH SKILL.)

1. Be able to read musical notation in treble, bass, alto and tenor clefs. This will also include the ability to read and identify ledger lines.
2. Be able to perform non-complicated rhythms in both simple and compound meters.
3. Recognize by sound and sight major and minor scales including distinguishing among natural, harmonic and melodic minor.
4. Identify, by sight, interval quality and quantity.
5. Distinguish, by sight, the differences among major, minor, augmented and diminished triads.
6. Identify major and minor keys from the given key signatures.
7. Analyze, using figured bass symbols, roots, qualities and inversions of triads.

B. Exit Skills Provided By Prerequisite/Corequisite/Advisory Course or Assessment: Course & Number, Title: Music 211, Musicianship I
(List specific skills and/or knowledge that are the outcome of the prerequisite/corequisite/advisory course or assessment. For courses already in the curriculum, these should be present in the course objectives in the course outline. Attach additional sheet if necessary. NUMBER EACH SKILL.)

1. Identify the sound of major, minor, and perfect intervals both harmonic and melodic.
2. Sing simple diatonic melodies in treble and bass clef (translate symbol into sound).
3. Read and perform non-complicated rhythmic patterns in simple and compound meters (translate symbol into sound).
4. Hear and notate simple melodies (translate sound into symbol).
5. Recognize simple musical forms.
6. Identify the sound of major, minor, augmented and diminished triads.
CONTENT REVIEW SKILLS MATRIX FOR ADVISORY VALIDATION*

*Validation requires at least one match of each entry skill with any exit skill(s).

COURSE & NUMBER: Music 201
Course Title: Harmony I

Entering Skills of Target Course

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Was validation achieved?  _X_ YES or ___ NO

Comments:
(Include justification for assessments, health and safety, or non-course prerequisites)

PARTICIPANTS IN CONTENT REVIEW:
(Signatories should include instructors for both exit and entering skills courses.)

Name: Charles Ingram        Title: Instructor        Initial: C.I.        Date: 06/12/06

Name: ___________________________ Title: _________________________ Initial: _______ Date: ______

Name: ___________________________ Title: _________________________ Initial: _______ Date: ______

CERTIFIED BY:

Charles Ingram        06/12/06
Initiator

Patricia Ann Lewis        06/07/06
Department Chairperson

Linda Larson-Singer        07/12/06
Curriculum Chairperson

Approved 12/13/02
CERTIFICATION AND RECOMMENDATION

☒ This course meets Title 5 requirements for Associate Degree applicable college credit towards an Associate of Arts Degree.
☐ This course meets Title 5 requirements but does not satisfy the requirements for an Associate Degree applicable course.

We certify that the information and answers above properly represent this course.

Charles Ingram
Originator
06/12/06
Patricia Lewis
Department/Cluster Chairperson
06/07/06
Linda Larson Singer
Articulation Officer
06/08/06
Linda Brady
Librarian
05/12/06
Earnestine Thomas-Robertson
Dean (if applicable)
07/10/06
Linda Larson-Singer
Curriculum Committee Chairperson
06/08/06
Reggie Morris
Academic Senate President
07/10/06
Leige Henderson
Vice President, Academic Affairs
07/11/06
Leige Henderson
Acting College President
07/11/06