Los Angeles Community College District

COURSE OUTLINE
(Replaces PNCR and Course Outline)

SECTION I: BASIC COURSE INFORMATION

*  
1. COLLEGE: Los Angeles Southwest College
2. SUBJECT (DISCIPLINE) NAME¹ (40 characters, no abbreviations): Music
3. COURSE NUMBER: 203
4. COURSE TITLE: Harmony III
5. UNITS: 3
6. CATALOG COURSE DESCRIPTION -- Provide a description of the course, including an overview of the topics covered:
   This course offers a study of chromatic harmony and modulation to distantly related keys through analysis and composition. The course also introduces the student to the techniques of Twentieth-Century music.

7. CLASS SCHEDULE COURSE DESCRIPTION -- Provide a brief description of the course, including an overview of the topics covered:
   This course offers a study of chromatic harmony and modulation to distantly related keys through analysis and composition. The course also introduces the student to the techniques of Twentieth-Century music.

8. COLLEGE COURSE APPROVAL DATE: before 1990
   COLLEGE OUTLINE APPROVAL DATE: 1/24/2006

9. UPDATES (check all applicable boxes):
   - Content Last Update: 1997
   - Objectives Last Update: 1997
   - College Specific Course Attributes/Data Elements Last Update:
   - Districtwide Course Attributes/Data Elements Last Update:
   - Other (describe) Last Update:
     Slight change in Course Description; Prerequisite validation

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>0</td>
<td>0</td>
<td>0</td>
</tr>
<tr>
<td>Lab/activity (w/o homework)</td>
<td></td>
<td></td>
<td></td>
</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.

¹ Underlined course attributes are the same for the course throughout the LACCD; all other course attributes are college specific.
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. Demonstrate the ability to write all seventh, ninth, eleventh and thirteenth chords in all keys and resolve those chords regularly and irregularly.
2. Harmonize melodies (through composition) utilizing augmented sixth chords and extended harmonies (9\textsuperscript{th}, 11\textsuperscript{th}, and 13\textsuperscript{th} chords).
3. Analyze harmonically, formally, and melodically music of the mid-nineteenth century through the first decade of the twentieth century.
4. Arrange short musical compositions utilizing the harmonic materials covered in the course.

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>202</td>
<td>Harmony II</td>
<td>3</td>
<td>1/24/2006 (Previously 8/31/99)</td>
</tr>
</tbody>
</table>

Corequisite: None (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>
</table>

Advisories: None (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>
</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:</th>
<th>Hours per topic</th>
<th>COURSE OBJECTIVES - Lecture (If applicable):</th>
</tr>
</thead>
<tbody>
<tr>
<td>If applicable, outline the topics included in the lecture portion of the course (Outline reflects course description, all topics covered in class).</td>
<td></td>
<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.”)</td>
</tr>
<tr>
<td>1. Review of materials covered in Harmony 202, Harmony II. Use of music notation programs</td>
<td>6</td>
<td>Upon successful completion of this course the student will be able to:</td>
</tr>
<tr>
<td>2. Chromaticism:</td>
<td></td>
<td>1. Analyze complex musical compositions which use chromatic modulations to distant keys.</td>
</tr>
<tr>
<td>a. Borrowed chords in Minor</td>
<td>8</td>
<td>2. Illustrate through composition the correct voice leading involved in complex chord connections.</td>
</tr>
<tr>
<td>b. The use of flat 6th in Major</td>
<td></td>
<td>3. Interpret enharmonic spellings in various musical contexts.</td>
</tr>
<tr>
<td>c. Other borrowed chords in Major</td>
<td></td>
<td>4. Create musical examples utilizing the elements of 20th century musical techniques learned in the course.</td>
</tr>
<tr>
<td>d. Modulation involving mode mixture</td>
<td></td>
<td><strong>Student Learning Outcomes:</strong></td>
</tr>
<tr>
<td>3. Enharmonic spellings and enharmonic modulations:</td>
<td>8</td>
<td>1. As shown through the completion of the major project, the student can compose a medium length composition (60-80 measures) using Twelve-tone techniques of presentation of the tone row, retrograde, inversion and retrograde inversion</td>
</tr>
<tr>
<td>a. Enharmonic reinterpretation</td>
<td></td>
<td></td>
</tr>
<tr>
<td>b. Enharmonic modulations using the diminished seventh chord</td>
<td>6</td>
<td></td>
</tr>
<tr>
<td>c. Other examples of Enharmonicism</td>
<td></td>
<td></td>
</tr>
<tr>
<td>4. Further elements of the harmonic vocabulary:</td>
<td>4</td>
<td></td>
</tr>
<tr>
<td>a. The dominant with a substituted sixth/raised fifth</td>
<td>8</td>
<td></td>
</tr>
<tr>
<td>b. Simultaneities/coloristic chord successions</td>
<td></td>
<td></td>
</tr>
<tr>
<td>5. Expanded tonality: composing original pieces utilizing avoidance and disguising of the tonic</td>
<td>8</td>
<td></td>
</tr>
<tr>
<td>6. Introduction to 20th century music:</td>
<td></td>
<td></td>
</tr>
<tr>
<td>a. Impressionism</td>
<td>6</td>
<td></td>
</tr>
<tr>
<td>b. Extended tertian harmony</td>
<td></td>
<td></td>
</tr>
<tr>
<td>c. Polyharmony</td>
<td></td>
<td></td>
</tr>
<tr>
<td>d. Quartal and Secundal harmony</td>
<td>4</td>
<td></td>
</tr>
<tr>
<td>e. Parallelism/panditonicism</td>
<td></td>
<td></td>
</tr>
<tr>
<td>f. Atonal theory</td>
<td></td>
<td></td>
</tr>
<tr>
<td>g. Twelve-tone serialism (composing original tone rows, their retrogrades, inversions and retrograde inversions.)</td>
<td>54</td>
<td></td>
</tr>
<tr>
<td>h. Total serialization</td>
<td></td>
<td></td>
</tr>
<tr>
<td>i. Aleatory or chance music</td>
<td></td>
<td></td>
</tr>
<tr>
<td>j. Electronic music</td>
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<td></td>
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<tr>
<td>(All music that is studied in all levels of harmony is done based on the works of composers.)</td>
<td></td>
<td></td>
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<tr>
<td>Total lecture hours*</td>
<td>54</td>
<td></td>
</tr>
</tbody>
</table>

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

<table>
<thead>
<tr>
<th>Hours per topic</th>
<th>COURSE OBJECTIVES - <strong>Laboratory (if applicable):</strong> Upon successful completion of this course, the student will be able to… <em>(Use action verbs – see Bloom’s Taxonomy below for “action verbs requiring cognitive outcomes.”)</em></th>
</tr>
</thead>
<tbody>
<tr>
<td>0</td>
<td></td>
</tr>
<tr>
<td><strong>Total lab hours</strong></td>
<td></td>
</tr>
</tbody>
</table>

*Total lecture and laboratory hours (which includes the final examination) must equal totals on page 1.*

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## Bloom’s Taxonomy

<table>
<thead>
<tr>
<th>SIMPLE SKILLS &lt;&lt;------------------------&gt;&gt; COMPLEX SKILLS</th>
</tr>
</thead>
<tbody>
<tr>
<td>Knowledge</td>
</tr>
<tr>
<td>define</td>
</tr>
<tr>
<td>repeat</td>
</tr>
<tr>
<td>record</td>
</tr>
<tr>
<td>record</td>
</tr>
<tr>
<td>list</td>
</tr>
<tr>
<td>recall</td>
</tr>
<tr>
<td>name</td>
</tr>
<tr>
<td>relate</td>
</tr>
<tr>
<td>underline</td>
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</tbody>
</table>

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2 In general “activity” courses or portions of courses are classified a “laboratory.”
7. 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.** Kostka/Payne
Publisher: McGraw/Hill Fifth edition 2004

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

*Harmony* by Arnold Schoenberg
*Harmony and Melody* by Elie Siegmeister
(They are expansions on the material covered in class. Different takes by important composers.)

9. 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:

A typical essay assignment would be for the student to discuss the rise of pandiatonicism in the 20th century as a
 reaction against the hyper chromaticism of the late 19th century.

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

A typical outside assignment would be for the student to select a 20th century composition and analyze the
 traditional and non-traditional elements used. The conclusions of the analysis is then presented to the instructor
 as an essay.

11. 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.

An example of an assignment requiring critical thinking would be for the student to compare and contrast the use
 of serial techniques in the works of Alban Berg and Milton Babbitt.

12. 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):

Skills demonstration in analysis of scores and original composition.

13. 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)

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

Manuscript paper

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

Musical notation programs such as Finale and Sibelius

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

Musical examples are taken from male and female composers of diverse cultures.

17. 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: Yes

   If yes, the course will be a "restricted" elective 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 http://misweb.cccco.edu/esed/webproginv/prod/invmenu.htm).

   Restricted elective for an 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 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 course 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: 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 – Natural Sciences, Social and Behavioral Sciences, Humanities, Language and Rationality, Health and Physical Education -- contained in Board Rule 6201.14 -General Education Requirements http://marlin.laccd.edu/district/BoardRules_AdmRegs/boardrules.htm

   2\(^\text{nd}\) Area requested: none Approval date:

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

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): None

   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 detract "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:

- [ ] New Course
- [ ] Addition of Existing District Course
- [x] Course Change*
- [x] Outline Update

<table>
<thead>
<tr>
<th></th>
<th>Board Approval Date</th>
<th>Effective Semester</th>
</tr>
</thead>
<tbody>
<tr>
<td>Course Change*</td>
<td>1/24/2006</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.
Using the Official Course Outline, please determine whether or not the above listed credit course meets the following standards and criteria required in Title V, Part VI of the California Administrative Code, and which has been designated as appropriate to the Associate Degree. Place a (X) in the appropriate box.

<table>
<thead>
<tr>
<th>CRITERIA AND STANDARDS</th>
<th>RATING CRITERION</th>
</tr>
</thead>
<tbody>
<tr>
<td>Is recommended by the responsible college officials, and the academic senate or other</td>
<td></td>
</tr>
<tr>
<td>appropriate faculty body as meeting the requirements of this subsection and has been</td>
<td>X</td>
</tr>
<tr>
<td>approved by the local district governing board as a course meeting the needs of the</td>
<td></td>
</tr>
<tr>
<td>students for admission.</td>
<td></td>
</tr>
<tr>
<td>Is taught by a credentialed instructor in the discipline.</td>
<td>X</td>
</tr>
<tr>
<td>Is offered as described in an outline in official college files. That the outline</td>
<td></td>
</tr>
<tr>
<td>shall specify the unit value, scope, objectives, content in terms of a specific body</td>
<td>X</td>
</tr>
<tr>
<td>of knowledge, appropriate reading and writing assignments, outside of class assignments, instructional methodology and methods of evaluation for determining whether the stated objectives have been met by students.</td>
<td></td>
</tr>
<tr>
<td>Is taught in accordance with a set of instructional objectives common to all students.</td>
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</tr>
<tr>
<td>Provides for measurement of students performance in terms of the stated course</td>
<td></td>
</tr>
<tr>
<td>objectives and culminates in a formal recorded grade based upon uniform standards in</td>
<td></td>
</tr>
<tr>
<td>accordance with Section 55578 of Title 5, which is permanently recorded as an</td>
<td></td>
</tr>
<tr>
<td>evaluation of student performance; bases grades on demonstrated proficiency in subject</td>
<td></td>
</tr>
<tr>
<td>matter determined by multiple measurement for evaluation; and has examinations,</td>
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<td>including essays and/or, where appropriate, uses appropriate symbol systems and/or</td>
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<td>skills demonstrations by students.</td>
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<td>Grants units of credit based upon a specified relationship between the number of</td>
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<td>lecture and/or laboratory hours or performance criteria specified in the course outline; and requires a minimum of three hours of work per week including class time for each unit of credit, prorated for short-term, lab and activity courses.</td>
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<td>Treats subject matter with a scope and intensity which requires students to study</td>
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<td>independently outside of class time.</td>
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<td>Requires, when appropriate, entrance skills and consequent prerequisites for the</td>
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<td>course before students are enrolled.</td>
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<td>Requires the ability to think critically and to understand and apply concepts in</td>
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<td>order to participate in the course.</td>
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<td>Requires learning skills and a vocabulary appropriate for a college course.</td>
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<td>Requires the use of college level educational materials.</td>
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X: Met

X: Not Met
CONTENT REVIEW FOR PREREQUISITE VALIDATION

Target Course & Number, Title: Music 203, Harmony III
(Course to which pre/corequisite/advisory applies)

Check Applicable Box

☑ Prerequisite: Course & Number, Title: Music 202, Harmony II
☐ Corequisite:
☐ Advisory:

A. Target Course Entry Skills: Course & Number, Title: Music 203, Harmony III
(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. Demonstrate the ability to write all seventh, ninth, eleventh and thirteenth chords in all keys and resolve those chords regularly and irregularly.
2. Harmonize melodies (through composition) utilizing augmented sixth chords and extended harmonies (9th, 11th and 13th chords).
3. Analyze harmonically, formally, and melodically music of the mid-nineteenth century through the first decade of the twentieth century.
4. Arrange short musical compositions utilizing the harmonic materials covered in the course.

B. Exit Skills Provided By Prerequisite/Corequisite/Advisory Course or Assessment: Course & Number, Title: Music 202
(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. Demonstrate the ability to write all seventh, ninth, eleventh and thirteenth chords in all keys and resolve those chords regularly and irregularly.
2. Harmonize melodies (through composition) utilizing augmented sixth chords and extended harmonies (9th, 11th and 13th chords).
3. Analyze harmonically, formally, and melodically music of the mid-nineteenth century through the first decade of the twentieth century.
4. Arrange short musical compositions utilizing the harmonic materials covered in the course.
**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 203  
**Course Title:** Harmony III

### Entering Skills of Target Course

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### Exit Skills of Prerequisite 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: ___________________________  Title: ___________________________  Initial: _______  Date: ______

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

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

**CERTIFIED BY:**

Charles Ingram        01/24/06
Initiator  Date
Patricia Ann Lewis        01/24/06
Department Chairperson  Date
Linda Larson-Singer        01/26/06
Curriculum Chairperson  Date
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 01/26/06
Originator

Patricia Ann Lewis 01/24/06
Department/Cluster Chairperson

Linda Larson Singer 01/24/06
Articulation Officer

Shelley Werts 01/26/06
Librarian

Earnestine Thomas-Robertson 01/24/06
Dean (if applicable)

Linda Larson-Singer 01/24/06
Curriculum Committee Chairperson

Reggie Morris 01/24/06
Academic Senate President

Vincent Jackson for Leige Henderson 01/24/06
Vice President, Academic Affairs

Audre Levy 02/03/06
College President