University of Hawai‘i – Honolulu Community College
GENERAL EDUCATION - Diversification Designation
Certification and Recertification
Application Form
(as of Spring 2011)

APPLICANT: Marcia Roberts-Deutsch  E-MAIL: robertsd@hawaii.edu
COURSE ALPHA and NUMBER: MUS 122D
COURSE TITLE: Guitar 2
ESTIMATED NUMBER OF SECTIONS: Fall 1  Spring 1
Is this request for a: ☐ New Course  ☑ Modified Course  ☐ Existing Course
☐ Re-designation
Is this request for a: ☐ Certification  ☑ Re-Certification. Date of last certification: unknown

DIVERSIFICATION AREA DESIGNATION SOUGHT:
☑ DA (Arts)  ☐ DP (Physical Sciences)
☐ DB (Biological Sciences)  ☐ DS (Social Sciences)
☐ DH (Humanities)  ☐ DY (Laboratory)
☐ DL (Literature and Language)
What percentage of the CONTENT of this course focuses on this diversification area? 100%
What percentage of CLASS MEETINGS focuses on this diversification area? 100%

1. Please explain how the course SLOs align with the diversification area’s hallmarks.

DA.1: uses the definitions, descriptions, and terminology of the visual arts, performing arts, or other creative arts;
SLO 1: Demonstrate basic playing skills (major and minor scales, etudes, tremolos, and other exercises on an intermediate level.
SLO 4: Demonstrate an understanding of more advanced notation and style interpretation.
These SLOs, while also requiring evidence of performance-based skill, require the student to know the basic vocabulary/terminology of music production and performance.

DA.2: emphasizes the acquisition of practical and theoretical skills necessary to produce visual, performing, or other creatives arts for primarily aesthetic purposes;
SLO 1. Demonstrate basic playing skills (major and minor scales, etudes, tremolos, and other
exercises on an intermediate level.
SLO 2: Demonstrate the ability to plan accompaniments and solo works.
SLO 3: Demonstrate the ability to play accompaniments and solo works.
Perform solo and ensemble literature in public recitals/concerts.
These SLOs require the student to demonstrate skills through performance, with the understanding
that that skill is based in a conceptual/theoretical knowledge of music production and
performance.

DA.3: develops creative abilities in which artistic conventions are applied and originality is
sought.
SLO 3: Perform solo and ensemble literature in public recitals/concerts.
SLO 4: Demonstrate an understanding of more advanced notation and style interpretation.
These SLOs require the student to understand the conventions of music performance, which
involves an understanding of styles of interpretation thorough performance, which in turn provides
opportunity for the students' creative/original expression.

Explanatory notes. The hallmarks (three for each designation) are posted on the HCC Intranet. In
the text-box below, (a) re-state the hallmarks for the diversification designation you are seeking; (b)
for each hallmark provide the course SLO(s) that meet each hallmark (statement of the SLOs and
their numbers, e.g., SLO#1, should match what is given in the curriculum action form or course
syllabus; and (c) explain how the SLO(s) meet each hallmark.

2. Explain assessment strategies you plan to use (or have used, in the case of recertification) to
measure the degree to which students exit the course with the expected SLOs. If there are multiple
sections of the course, please discuss how assessment will be carried through all sections.

As noted in the syllabus, an array of assessment measures will be used. Homework assignments
and quizzes will assess the students' mastery of the factual, conceptual and/or theoretical aspect of
musical form and guitar repertoire. In addition, students' solo and ensemble performances will be
assessed for the acquisition of performance-based skills and musical interpretation.

Explanatory notes. For this question, provide a clear connection between the course SLOs (e.g.,
understand research methodology) with assessment strategies (e.g., quizzes, final project). For multiple
sections of the same course, provide a plan for coordinating and assessing these SLOs across sections.

3. How have you used the assessment findings to modify or improve this course?

Although this course has been in the campus database for some time, it has not been taught for
several years and therefore for all intents and purposes is a "new" course. Curriculum forms for
course reactivation and modification (to show new SLOs and requirements) have been revised and
resubmitted to the DCC. A standard course outline form (not syllabus) is included here.

Explanatory notes. If this is a new course, enter "N/A" as an answer. Courses being re-certified should
include a summary of how assessment strategies and measures (Question #2) were used to modify or
improve the course. Again, if multiple sections of the course are offered, provide an explanation for
review of assessment across sections.
Reminder: If this is an application for an EXISTING or MODIFIED course, please attach a copy of your course syllabus that includes information described in the instruction part of this form. If this is a new course proposal, please attach a copy of the Curriculum Action Proposal for a new course.

DIVERSIFICATION BOARD DECISION:

☑ Approved

Re-Certification Due: Fall 2016

☐ Not approved

If not approved, reasons for disapproval:

Diversification Chair Signature: __________________________ Date: 9/28/11
## Course Outline

**See Instructions for Information on each item.**

<table>
<thead>
<tr>
<th>Course Alpha &amp; No.:</th>
<th>MUS 122D</th>
<th>Semester Credit Hours:</th>
<th>2</th>
<th>Effective Term:</th>
<th>Fall 2012</th>
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</thead>
<tbody>
<tr>
<td><strong>Course Title:</strong></td>
<td>Guitar 2</td>
<td><strong>Prerequisites:</strong></td>
<td>&quot;C&quot; or higher in MUS 121D OR Instructor Approval</td>
<td>Co-requisites:</td>
<td></td>
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<tr>
<td></td>
<td></td>
<td><strong>Prerequisites or Co-requisites:</strong></td>
<td>Recommended Prep:</td>
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<td></td>
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<td><strong>Major Restrictions:</strong></td>
<td>Instructor Approval or other Approval</td>
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### 1. Catalog Course Description:
Basic principles of classical guitar performance. Relevant problems in guitar literature at the intermediate-early advanced level.

### 2. Student Learning Outcomes:
Upon successful completion of this course, a student will be able to:
1. Demonstrate basic playing skills (major and minor scales, arpeggios, etudes, tremolos, and other exercises on an intermediate level).
2. Demonstrate the ability to play accompaniments and solo works.
3. Perform solo and ensemble literature in public recitals/concerts.
4. Demonstrate an understanding of more advanced notation and style interpretation.

### 3. Means by which the assessment of the SLOs will be accomplished:
Homework assignments, quizzes, solo and ensemble performances, final solo performance.

### 4. Program Learning Outcomes addressed by this course:
Demonstrate a knowledge of one or more art forms and the role that the Arts play in history and culture.

### 5. Method(s) of Instruction:
Lectures, demonstrations, listening to performances.

### 6. Method(s) of Evaluation:
See #3 above; both theoretical and technical knowledge on the one hand and performance skills on the other are subject to evaluation.

### 7. Course Content:
Specialized topics in music theory as applied to the classical guitar (major and minor keys, scales, harmony, triads; mastery of repertoire for solo and ensemble performance).

### 8. Possible Texts:
Alfred's Essentials of Music Theory (Complete) (Surmani, et al.)

### 9. Reference and/or Auxiliary Materials (if any):
Solo Guitar Playing Book I and II (F. Noad)
Pumping Nylon Book I (S. Tennant)

### 10. Resource Requirements (if applicable):
Students are required to have their own six-string acoustic guitar (nylon strings preferable) and amplifier.

### 11. Relationship to other courses in the program (if applicable):

### 12. General Education or other requirement(s) satisfied:
AA: Diversification-Arts; AS/AAS/ATS: ASGD (World Cultures and Values)

### 13. Articulation (if applicable):
Course also taught at KCC

### 14. Additional information of importance: