

Curriculum Action Request (CAR) Form  
**COURSE** (New Course, Course Modification, Five Year Review)  
University of Hawai'i Maui College

Curriculum Proposal # 2015.59  
(for CURCOM use only)

1. Curriculum Action

- New Course       Course Modification       Five Year Review

2. Proposer

Keoa Donaghy

3. Department

- Allied Health       Business & Hospitality       Career & Tech Education  
 English       Humanities       Social Science  
 Science/Tech/Eng/Math

4. Course Alpha

MUS

5. Course Number

122G

6. Course Title

Intermediate Hawaiian Steel Guitar

7. If this is a course modification or a five year review, please check the curriculum items being modified.

1. Course Alpha       2. Course Number       3. Course Title  
 4. Credits       5. Contact Hours       6. Course Description  
 7. Prerequisites       8. Corequisites       9. Rec Prep  
 10. Cross-list w other course       13. Grading Method       14. Repeatable for credit?  
 15. SLOs       16. Course Competencies       17. Content & Timeline  
 18. PLOs       19. CASLOs       21. Method of Delivery  
 22. Text and Materials       23. Maximum Enrollment       29. Course Designation  
 31. Catalog Modification  
 Other

8. Proposed Semester

Fall 2016

9. Effective Semester (1 Year from Proposed Semester)

Fall 2016

**UNIVERSITY OF HAWAII MAUI COLLEGE  
ASSOCIATE IN ARTS DEGREE  
REVIEW OF COURSES FOR DIVERSIFICATION REQUIREMENTS**

Any UH course with a diversification or equivalent designation that transfers to another UH campus will be accepted with the sending campus' designation. At each participating UH campus, the diversification designation is consistent with the hallmarks described below. Courses are approved through a campus level process and reviewed at least every five years to ensure that the course continues to meet the hallmarks.

**SUBJECT ALPHA: MUS COURSE NUMBER: 122G**

If the course is cross-listed, please provide the cross-listing: Subject \_\_\_\_\_ Course # \_\_\_\_\_

**COURSE TITLE: Intermediate Hawaiian Steel Guitar**

**UH MANOA DIVERSIFICATION CATEGORY: DA**

**UHMC RECOMMENDED CATEGORY: DA**  
(Refer to attached Hallmarks)

Banner Input Date: \_\_\_\_\_

Catalog Input Date: \_\_\_\_\_

STAR Check Date: \_\_\_\_\_

AA Advising Sheet  
Update Date: \_\_\_\_\_

Is the course outline, on file with the UHMC Curriculum Committee, consistent with the stated Hallmarks?  Yes  No

If "No" and you wish to submit changes to correspond with the Hallmarks, attach a University of Hawaii Maui College Curriculum Action Request (CAR) (Form 4-93) with new course outline.

OR

Recommend course be changed to another sub-category: \_\_\_\_\_

OR

Recommend course be used only as general elective

Keola Donaghy  
Instructor's Printed Name

 11/17/15  
Instructor's Signature Date

Michael Takemoto  
Approved by: Diversification Chair Printed Name

 11/17/15  
Diversification Chair Signature Date

**University of Hawaii Maui College**  
**MUS 122G - Intermediate Hawaiian Steel Guitar**

**1. Course Alpha.**

MUS

**2. Course Number.**

122G

**3. Course Title/Catalog Title.**

Intermediate Hawaiian Steel Guitar

**4. Number of Credits.**

2

**5. Contact Hours/Type.**

- Hour lecture/lab (3)

**6. Course Description.**

Expands the study of performance in melody and vocal accompaniment playing styles demonstrated during in-class and outside performances. Continues the examination of styles of influential Hawaiian steel guitar performers, repertoire, and technique.

**7. Pre-Requisites.**

MUS 121G with grade C or better, or consent.

Students must own or have regular access to a steel guitar in adequate condition for class use and practice. Students should have prior musical performance experience and an understanding of basic music theory and harmony.

**8. Co-requisites.**

None

**9. Recommended Preparation.**

**10. Is this a cross-listed course?**

NO

**11. Reason for Proposal. Why is this course being proposed or modified? This question requires specific information as part of the explanation.**

MUS121G has been a very successful course since its addition to music studies, and we have taught Intermediate Hawaiian Steel Guitar as a Special Topics course (MUS190v). Like MUS121G, the addition of this course is part of planned program modification request that will be made for the A.S.C in Hawaiian Music and will allow students to have greater flexibility (in the form of elective classes) in relevant instrumental

performance course offerings that can count toward the A.S.C.

**12. Effective Semester and Year.**

Fall 2016

**13. Grading Method. What grading methods may be used for this course?**

- Standard (Letter,Cr/NCr,Audit) (0)

**14. Is this course repeatable for credit? How often can this course be counted toward a degree or certificate?**

YES

**15. Course Student Learning Outcomes (SLOs).**

Course SLO/Competency	Use Internet and UHMC library to locate songs, historic and performer information, and listen to classic Hawaiian steel guitar recordings	Create and read chord charts that identify chord progressions.	Perform musical parts that are appropriate for accompanying and answer a vocalist,	Perform using intermediate performance techniques including bar control and string muting.
Locate and analyze playing styles from recordings of important steel guitar players	<input checked="" type="checkbox"/>			
Demonstrate acquired, genre-specific knowledge and Hawaiian musical repertoire in presentations, live performance and/or recording sessions.		<input checked="" type="checkbox"/>		
Identify and demonstrate performance techniques specific to accompanying vocalists.			<input checked="" type="checkbox"/>	
Demonstrate intermediate performance techniques that are characteristic of the Hawaiian steel guitar style.				<input checked="" type="checkbox"/>

Course SLO/PSLO	Demonstrate an understanding of theories, practices, histories, and key issues of a field of study using essential terminology and concepts of the discipline.	Apply theories and/or methods of a field of study to perform practical, scholarly, and/or creative tasks that respond to social, cultural, environmental, or economic issues.
Locate and analyze playing styles from recordings of important steel guitar players	<input checked="" type="checkbox"/>	
Demonstrate acquired, genre-specific knowledge and Hawaiian musical repertoire in presentations, live performance and/or recording sessions.	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>
Identify and demonstrate performance techniques specific to accompanying vocalists.	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>
Demonstrate intermediate performance techniques that are characteristic of the Hawaiian steel guitar style.		<input checked="" type="checkbox"/>

**16. Course Competencies.**

Competency
Use Internet and UHMC library to locate songs, historic and performer information, and listen to classic Hawaiian steel guitar recordings
Create and read chord charts that identify chord progressions.
Perform musical parts that are appropriate for accompanying and answer a vocalist,
Perform using intermediate performance techniques including bar control and string muting.

**17. Recommended Course Content and Timeline. The course content facilitates the course competencies. Course content may be organized by weeks, units, topics or the like.**

Content
2-3 weeks: Review of beginning Hawaiian Steel Guitar course content.
2 weeks: Review the C6 Tuning and “home base” straight bar positions on the fretboard
1 week: The “twins” complimentary V chord positions
2 weeks: Develop a “phrase vocabulary” for I to VI7 progressions.
2 weeks: Learn songs in melody and accompaniment styles.
1 week: Develop a “phrase vocabulary” for I I7 to IV progressions.
2 weeks: Melodic phrases for dominant 7 <sup>th</sup> for the II7 and V7 chords
1 week: Examine minor chord positions and applications using straight bar and slants
1 week: Study use of diminished chords and two string positions
2 weeks: Develop a “phrase vocabulary” for II7 V7 progressions

**18. Program Learning Outcomes.**

Program SLO
Demonstrate an understanding of theories, practices, histories, and key issues of a field of study using essential terminology and concepts of the discipline.
Apply theories and/or methods of a field of study to perform practical, scholarly, and/or creative tasks that respond to social, cultural, environmental, or economic issues.

**19. College-wide Academic Student Learning Outcomes (CASLOs).**

<input checked="" type="checkbox"/>	<b>Creativity</b> - Able to express originality through a variety of forms. <input checked="" type="checkbox"/> Preparatory Level
<input checked="" type="checkbox"/>	<b>Critical Thinking</b> - Apply critical thinking skills to effectively address the challenges and solve problems. <input checked="" type="checkbox"/> Preparatory Level
<input checked="" type="checkbox"/>	<b>Information Retrieval and Technology</b> - Access, evaluate, and utilize information effectively, ethically, and responsibly. <input checked="" type="checkbox"/> Preparatory Level
	<b>Oral Communication</b> - Practice ethical and responsible oral communications appropriately to a variety of audiences and purposes.
	<b>Quantitative Reasoning</b> - Synthesize and articulate information using appropriate mathematical methods to solve problems of quantitative reasoning accurately and appropriately.
	<b>Written Communication</b> - Write effectively to convey ideas that meet the needs of specific audiences and purposes.

**20. Linking.**

**21. Method(s) of delivery appropriate for this course.**

- Cable TV (0)
- Classroom/Lab (0)
- HITS/Interactive TV (0)

**22. Text and Materials, Reference Materials, and Auxiliary Materials.**

- Elbert, Samuel H., & Mahoe, Noelani. Na Mele o Hawaii nei [101 Hawaiian songs]. University of Hawaii Press, 1970, 0870222198.

- Wilcox, Carol. He Mele Aloha. Booklines Hawaii, 2008, 0974256420..
- Kanahele, George S. (Author, Editor) & Berger, John (Editor). Hawaiian Music & Musicians: An Encyclopedic History. Second. Mutual Pub Co, 2012, 1566479673.
- Hood, Mantle. Musical Ornamentation as History: The Hawaiian Steel Guitar. Yearbook for Traditional Music, Vol. 15, East Asian Musics, pp. 141-148., 1983.

**23. Maximum enrollment.**

15

**24. Particular room type requirement. Is this course restricted to particular room type?**

NO

Room must have chairs without arms so that students can place the lap steel instruments on their laps or on table tops.

**25. Special scheduling considerations. Are there special scheduling considerations for this course?**

NO

**26. Are special or additional resources needed for this course?**

None

**27. Does this course require special fees to be paid for by students?**

NO

**28. Does this course change the number of required credit hours in a degree or certificate?**

No

**29. Course designation(s) for the Liberal Arts A.A. degree and/or for the college's other associate degrees.**

Degree	Program	Category
Associate in Arts:	Liberal Arts	DA - Arts LE - Elective
AS:	ANY	HU - Humanities
AAS:	ANY	HU - Humanities
BAS:	ANY	HU - Humanities
Developmental/Remedial:		

Diversification of Arts (DA)

**30. Course designation(s) for other colleges in the UH system.**

A search of the UH master course list did not reveal any other current steel guitar class being offered nor any offered in future semesters listed besides MUS121G offered at UHMC.

**31. Indicate the year and page # of UHMC catalog referred to. For new or modified courses, please indicate the catalog pages that need to be modified and provide a sheet outlining those changes.**

Add to Music department pages at pg 133 in the 2015-16 catalog.

**32. College-wide Academic Student Learner Outcomes (CASLOs).**

<b>Standard 1 - Written Communication</b> Write effectively to convey ideas that meet the needs of specific audiences and purposes.	
Outcome 1.1 - Use writing to discover and articulate ideas.	0
Outcome 1.2 - Identify and analyze the audience and purpose for any intended communication.	0
Outcome 1.3 - Choose language, style, and organization appropriate to particular purposes and audiences.	1
Outcome 1.4 - Gather information and document sources appropriately.	0
Outcome 1.5 - Express a main idea as a thesis, hypothesis, or other appropriate statement.	0
Outcome 1.6 - Develop a main idea clearly and concisely with appropriate content.	2
Outcome 1.7 - Demonstrate a mastery of the conventions of writing, including grammar, spelling, and mechanics.	0
Outcome 1.8 - Demonstrate proficiency in revision and editing.	0
Outcome 1.9 - Develop a personal voice in written communication.	0
<b>Standard 2 - Quantitative Reasoning</b> Synthesize and articulate information using appropriate mathematical methods to solve problems of quantitative reasoning accurately and appropriately.	
Outcome 2.1 - Apply numeric, graphic, and symbolic skills and other forms of quantitative reasoning accurately and appropriately.	0
Outcome 2.2 - Demonstrate mastery of mathematical concepts, skills, and applications, using technology when appropriate.	0
Outcome 2.3 - Communicate clearly and concisely the methods and results of quantitative problem solving.	0
Outcome 2.4 - Formulate and test hypotheses using numerical experimentation.	0
Outcome 2.5 - Define quantitative issues and problems, gather relevant information, analyze that information, and present results.	0
Outcome 2.6 - Assess the validity of statistical conclusions.	0
<b>Standard 3 - Information Retrieval and Technology.</b> Access, evaluate, and utilize information effectively, ethically, and responsibly.	
Outcome 3.1 - Use print and electronic information technology ethically and responsibly.	2
Outcome 3.2 - Demonstrate knowledge of basic vocabulary, concepts, and operations of information retrieval and technology.	1
Outcome 3.3 - Recognize, identify, and define an information need.	3
Outcome 3.4 - Access and retrieve information through print and electronic media, evaluating the accuracy and authenticity of that information.	3
Outcome 3.5 - Create, manage, organize, and communicate information through electronic media.	2
Outcome 3.6 - Recognize changing technologies and make informed choices about their appropriateness and use.	1
<b>Standard 4 - Oral Communication</b> Practice ethical and responsible oral communications appropriately to a variety of audiences and purposes.	
Outcome 4.1 - Identify and analyze the audience and purpose of any intended communication.	1
Outcome 4.2 - Gather, evaluate, select, and organize information for the communication.	1
Outcome 4.3 - Use language, techniques, and strategies appropriate to the audience and occasion.	1
Outcome 4.4 - Speak clearly and confidently, using the voice, volume, tone, and articulation appropriate to the audience and occasion.	0
Outcome 4.5 - Summarize, analyze, and evaluate oral communications and ask coherent questions as needed.	1
Outcome 4.6 - Use competent oral expression to initiate and sustain discussions.	1
<b>Standard 5 - Critical Thinking</b> Apply critical thinking skills to effectively address the challenges and solve problems.	
Outcome 5.1 - Identify and state problems, issues, arguments, and questions contained in a body of information.	0
Outcome 5.2 - Identify and analyze assumptions and underlying points of view relating to an issue or problem.	0

Outcome 5.3 - Formulate research questions that require descriptive and explanatory analyses.	2
Outcome 5.4 - Recognize and understand multiple modes of inquiry, including investigative methods based on observation and analysis.	2
Outcome 5.5 - Evaluate a problem, distinguishing between relevant and irrelevant facts, opinions, assumptions, issues, values, and biases through the use of appropriate evidence.	0
Outcome 5.6 - Apply problem-solving techniques and skills, including the rules of logic and logical sequence.	2
Outcome 5.7 - Synthesize information from various sources, drawing appropriate conclusions.	2
Outcome 5.8 - Communicate clearly and concisely the methods and results of logical reasoning.	1
Outcome 5.9 - Reflect upon and evaluate their thought processes, value system, and world views in comparison to those of others.	0
<b>Standard 6 - Creativity</b> Able to express originality through a variety of forms.	
Outcome 6.1: Generate responses to problems and challenges through intuition and non-linear thinking.	1
Outcome 6.2: Explore diverse approaches to solving a problem or addressing a challenge.	2
Outcome 6.3: Sustain engagement in activities without a preconceived purpose.	2
Outcome 6.4: Apply creative principles to discover and express new ideas.	3
Outcome 6.5: Demonstrate the ability to trust and follow one's instincts in the absence of external direction	2
Outcome 6.6: Build upon or adapt the ideas of others to create novel expressions or new solutions.	3

### 33. Additional Information