Code # Enter text…

**New Course Proposal Form**

**[X] Undergraduate Curriculum Council**

**[ ] Graduate Council**

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| --- |
| **[X] New Course or [ ]Experimental Course (1-time offering) (Check one box)** |

Signed paper copies of proposals submitted for consideration are no longer required. Please type approver name and enter date of approval.

Email completed proposals to curriculum@astate.edu for inclusion in curriculum committee agenda.

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| Sarah Labovitz 11/15/2016**Department Curriculum Committee Chair** | \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_ Enter date…**COPE Chair (if applicable)** |
| Marika Kyriakos 11/16/2016**Department Chair:**  | \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_ Enter date…**General Education Committee Chair (If applicable)**   |
| Shelley Gipson 12/12/2016**College Curriculum Committee Chair** | \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_ Enter date…**Undergraduate Curriculum Council Chair** |
| Deborah Chappel Traylor 12/12/2016**College Dean** | \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_ Enter date…**Graduate Curriculum Committee Chair** |
|  | \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_ Enter date…**Vice Chancellor for Academic Affairs** |

1. Contact Person (Name, Email Address, Phone Number)

Sarah Labovitz, slabovitz@astate.edu

2. Proposed Starting Term and Bulletin Year

Fall 2017

3. Proposed Course Prefix and Number (Confirm that number chosen has not been used before. For variable credit courses, indicate variable range. *Proposed number for experimental course is 9*. )

MUS 1503

4. Course Title – if title is more than 30 characters (including spaces), provide short title to be used on transcripts. Title cannot have any symbols (e.g. slash, colon, semi-colon, apostrophe, dash, and parenthesis). Please indicate if this course will have variable titles (e.g. independent study, thesis, special topics).

Fundamentals of Music

5. Brief course description (40 words or fewer) as it should appear in the bulletin.

Basic skills in reading and realizing musical notation. No previous musical experience necessary. Open to all university students.

6. Prerequisites and major restrictions. (Indicate all prerequisites. If this course is restricted to a specific major, which major. If a student does not have the prerequisites or does not have the appropriate major, the student will not be allowed to register).

1. Are there any prerequisites? No
	1. If yes, which ones?

N/A

* 1. Why or why not?

This is a remedial/entry level course offering for those students who have an interest in pursuing music as a major or minor but need basic skills in reading and writing pitch and rhythm as well as recognizing basic patterns such as scales and triads.

1. Is this course restricted to a specific major? No
	1. If yes, which major? Enter text...

7. Course frequency(e.g. Fall, Spring, Summer). *Not applicable to Graduate courses.*

Fall

8. Will this course be lecture only, lab only, lecture and lab, activity, dissertation, experiential learning, independent study, internship, performance, practicum, recitation, seminar, special problems, special topics, studio, student exchange, occupational learning credit, or course for fee purpose only (e.g. an exam)? Please choose one.

Lecture and experiential learning

9. What is the grade type (i.e. standard letter, credit/no credit, pass/fail, no grade, developmental, or other [please elaborate])

Standard letter

10. Is this course dual listed (undergraduate/graduate)?

No

11. Is this course cross listed? (If it is, all course entries must be identical including course descriptions. It is important to check the course description of an existing course when adding a new cross listed course.)

No

1. If yes, please list the prefix and course number of cross listed course.

 N/A

1. Are these courses offered for equivalent credit? No

 Please explain. Enter text...

12. Is this course in support of a new program? No

a. If yes, what program?

13. Does this course replace a course being deleted? No

a. If yes, what course?

N/A

14. Will this course be equivalent to a deleted course? No

a. If yes, which course?

N/A

15. Has it been confirmed that this course number is available for use? Yes

16. Does this course affect another program? No

If yes, provide contact information from the Dean, Department Head, and/or Program Director whose area this affects.

Enter text...

**Course Details**

17. Outline (The course outline should be topical by weeks and should be sufficient in detail to allow for judgment of the content of the course.)

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| Week 1 | Staff: Treble clef, bass clef, grand staffKeyboard navigation |
| Week 2 | Sharps, flats, and enharmonic pitches |
| Week 3 | Rhythmic divisions in simple metersDots, ties, slurs and restsSimple meters in duple, triple, and quadrupleConducting patterns |
| Week 4 | Compound metersAsymmetrical metersSyncopation |
| Week 5 | Major scalesMajor key signaturesCircle of fifths patterns |
| Week 6 | Scale degrees Natural minor scalesMinor key signatures |
| Week 7 | Harmonic MinorMelodic MinorRelative scales and parallel scales |
| Week 8 | Identifying scales in contextChromatic scale |
| Week 9 | Intervals |
| Week 10 | Transposition |
| Week 11 | Triads and inversions |
| Week 12 | Seventh chords and inversions |
| Week 13 | Reading scores and lead sheets |
| Week 14 | Recognizing dynamics, articulations, and expressive markings |

18. Special features (e.g. labs, exhibits, site visitations, etc.)

Requirement to attend concerts and write reports using terminology learned in class.

19. Department staffing and classroom/lab resources

Rooms 118 and 119 could be used for this course; it could also feasibly be held in the piano lab. No new faculty or facilities will be required to teach this course.

1. Will this require additional faculty, supplies, etc.?

No.

20. Does this course require course fees? No

**Course Justification**

21. Justification for course being included in program. Must include:

 a. Academic rationale and goals for the course (skills or level of knowledge students can be expected to attain)

 Some of our incoming music students show great talent in music performance but do not have the requisite note reading, scale construction, and interval knowledge to enter the music theory sequence that is required of all BME, BA, and BM students. This course is designed to address the knowledge gap between the performing talents of entry-level students and their actual skill in decoding scores. Students who enter our programs deficient will take this course to prepare them for success when they take Theory I the spring of their freshmen year. We will determine their level of proficiency by administering an online theory placement exam between their live audition and their freshmen orientation. Over the last 5 years, 25% (59 students) have needed to retake Theory 1 and 16% (35 students) have needed to retake Aural Theory 1. The addition of this remedial class for those deemed deficient by skill examination should help lower the need for students to retake theory and help to move them more efficiently through their music degree plan.

b. How does the course fit with the mission established by the department for the curriculum? If course is mandated by an accrediting or certifying agency, include the directive.

 The course will be taken by music majors and minors that are deficient in music reading skills as determined by their theory placement test in order to prepare them to enter the Theory sequence the spring semester of their freshmen year. Four semesters of theory are required for graduation and this class will lay the groundwork for deficient students to start that sequence in a successful manner. This course will only add 3 credit hours to the degree program of those that are deemed deficient. For the students who are proficient, this course will not be required and therefore will not be part of the their degree plan. Also, this class is open to any student. Any university student could take this music class, thus addressing the second component of our department mission: “We are committed to educating students as well as enhancing and enriching our community through music.”

c. Student population served.

This course will serve music students who do not pass their theory placement examination as incoming music majors, those who wish to take private lessons as a major or minor but lack music reading experience, and any university student who would like to learn to become musically literate.

d. Rationale for the level of the course (lower, upper, or graduate).

As this is an introduction course in music reading, this course is best suited for lower-division students.

**Assessment**

**University Outcomes**

22. Please indicate the university-level student learning outcomes for which this new course will contribute. Check all that apply.

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| * 1. **[X]** Global Awareness
 | * 1. **[X]** Thinking Critically
 | * 1. **[X]** Information Literacy
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**Relationship with Current Program-Level Assessment Process**

23. What is/are the intended program-level learning outcome/s for students enrolled in this course? Where will this course fit into an already existing program assessment process?

BME: Interpret music from a cross-section of musical styles in the major performance area.

BM: Apply aural, improvisational, and language skills, knowledge of styles and performance practices, and general historical and cultural knowledge as required by the focus of the major.

BA: Read and realize musical notation

24. Considering the indicated program-level learning outcome/s (from question #23), please fill out the following table to show how and where this course fits into the program’s continuous improvement assessment process.

*For further assistance, please see the ‘Expanded Instructions’ document available on the UCC - Forms website for guidance, or contact the Office of Assessment at 870-972-2989.*

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| **Program-Level Outcomes (from question #23)** | BME- Interpret music from a cross section of musical styles in the major performance area. BM-Apply aural, improvisational, and language skills, knowledge of styles and performance practices, and general historical and cultural knowledge as required by the focus of the major. BA- Read and realize musical notation.  |
| Assessment Measure | These PLOs are directly measured by the student’s performance in juries each semester of their degree. This new course will contain indirect assessments that will measure music content knowledge that will eventually inform the direct assessment of music performance. The indirect assessments in this course may include but are not limited to homework, quizzes, and tests where students demonstrate basic music reading and writing skills as well as listening tests where students identify basic components of music.  |
| Assessment Timetable | These PLOs are directly assessed during music jury performances each semester. Indirectly, these PLOs will be assessed during this new course formatively throughout the semester and summative at the midterm and final.  |
| Who is responsible for assessing and reporting on the results? | The applied teachers are responsible for assessing and reporting the results of the direct assessment. The instructor for Fundamentals of Music will be responsible for assessing the indirect measures and reporting them via assignment, test, and semester grades.  |

**Course-Level Outcomes**

25. What are the course-level outcomes for students enrolled in this course and the associated assessment measures?

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| **Outcome 1** | Students will be able to read and realize basic music notation.Avoid ands – maybe just realize – don’t they have to read to do it? AND means two outcomes.  |
| Which learning activities are responsible for this outcome? | Learning activities for this outcome could include but are not limited to simple decoding activities, listening to examples of music for specific musical phenomena such as dynamics, tempo, and relative pitch or mode, writing short melodies, taking melodic dictation of scales, and transcribing basic rhythms. |
| Assessment Measure  | Students will complete skill tests on pitch, rhythm, and scales to specified mastery levels (e.g., Identify 50 pitches on the grand staff in 3 minutes or less with at least 90% accuracy). They will perform simple melodies on their chosen instruments, apply lead sheet symbols to scores, and create lead sheets for short pieces. Assignments and final grades will be based on the traditional grading scale with a grade of C or better signifying a base level of understanding to pass the course.  |

**Bulletin Changes**

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| **Instructions**  |
| **Please visit** [**http://www.astate.edu/a/registrar/students/bulletins/index.dot**](http://www.astate.edu/a/registrar/students/bulletins/index.dot) **and select the most recent version of the bulletin. Copy and paste all bulletin pages this proposal affects below. Follow the following guidelines for indicating necessary changes.** **\*Please note: Courses are often listed in multiple sections of the bulletin. To ensure that all affected sections have been located, please search the bulletin (ctrl+F) for the appropriate courses before submission of this form.** - Deleted courses/credit hours should be marked with a red strike-through (~~red strikethrough~~)- New credit hours and text changes should be listed in blue using enlarged font (blue using enlarged font). - Any new courses should be listed in blue bold italics using enlarged font (***blue bold italics using enlarged font***)*You can easily apply any of these changes by selecting the example text in the instructions above, double-clicking the ‘format painter’ icon 🡪 , and selecting the text you would like to apply the change to.* *Please visit* [*https://youtu.be/yjdL2n4lZm4*](https://youtu.be/yjdL2n4lZm4) *for more detailed instructions.* |

**MUS 1340. Marching Band** LARGE ENSEMBLES CHORAL AND INSTRUMENTAL. Non credit course. Membership is open to all interested university students. This group performs at all regular and post season home football games with some travel to away games. Rehearsals are held TWRF from 3:30 to 5:00 p.m. during the football season. Mandatory pre school rehearsals held the week prior to registration. Special course fees may apply. Large ensemble courses may be repeated for credit. Fall.

**MUS 1341. Marching Band** LARGE ENSEMBLES CHORAL AND INSTRUMENTAL. Membership is open to all interested university students. This group performs at all regular and post season home football games with some travel to away games. Rehearsals are held TWRF from 3:30 to 5:00 p.m. during the football season. Mandatory pre school rehearsals held the week prior to registration. Special course fees may apply. Large ensemble courses may be repeated for credit. Fall.

**MUS 1350. Concert Choir** LARGE ENSEMBLES CHORALAND INSTRUMENTAL. Non credit course. Open to all university students by audition. Consists of scheduled concerts and possible tours. Special course fees may apply. Large ensemble courses may be repeated for credit. Fall, Spring.

**MUS 1351. Concert Choir** LARGE ENSEMBLES CHORAL AND INSTRUMENTAL. Open to all university students by audition. Consists of scheduled concerts and possible tours. Special course fees may apply. Large ensemble courses may be repeated for credit. Fall, Spring.

**MUS 1360. University Singers** LARGE ENSEMBLES CHORAL AND INSTRUMENTAL. Non credit course. Open to all university students by audition. Consists of scheduled concerts and possible tours. Special course fees may apply. Large ensemble courses my be repeated for credit. Fall, Spring.

**MUS 1361. University Singers** LARGE ENSEMBLES CHORAL AND INSTRUMENTAL. Open to all university students by audition. Consists of scheduled concerts and possible tours. Special course fees may apply. Large ensemble courses my be repeated for credit. Fall, Spring.

**MUS 1403. Music Connections** Required course for all rst semester freshmen music majors. Course content is centered around the skills and knowledge needed to be a successful ASU music student, including introductory musical concepts, practice habits, academic performance, problem solving, critical thinking, self-management and group-building skills, university policies, and other relevant issues. Fall.

***MUS 1503 Music Fundamentals. Training in reading music, notation, and realization. Basics of score decoding and music vocabulary. No previous musical experience necessary. Open to all university students. Fall.***

**MUS 1511. Aural Theory I** BASIC MUSIC THEORY. Training in oral perception and the basic skills of sight singing. Two class periods per week. Spring.

**MUS 1513. Theory I** BASIC MUSIC THEORY. Basic fundamentals of music with emphasis on notation of pitch and rhythm. Studies in the construction of scales, intervals, key signature and simple diatonic melodies. ~~No previous musical experience necessary. Open to all university students.~~ Prerequisite: Passing grade on skills examination before registration or C or better in MUS 1501: Music Fundamentals. Spring.

**MUS 1521. Aural Theory II** BASIC MUSIC THEORY. Continued training in aural and sight singing skills with emphasis on diatonic melody and harmony. Two class periods per week. Prerequisite, C or better in MUS 1511. Fall.

**MUS 1523. Theory II** BASIC MUSIC THEORY. BASIC MUSIC THEORY. Diatonic harmony with emphasis on music practices of the 16th and 17th centuries. Prerequisite, C or better in MUS 1513. Fall.

**MUS 1611. Keyboard Skills 1** PERFORMANCE COURSES GROUP INSTRUCTION. For non pianist Music Majors. To develop piano sight reading and repertoire, and to enhance corresponding courses, Music Theory I and Aural Theory I. Non music majors admitted with permission of instructor. Special course fees may apply. Fall, Spring, Summer.

**MUS 1621. Keyboard Skills 2** PERFORMANCE COURSES GROUP INSTRUCTION. For non pianist Music Majors. To develop piano sight reading and repertoire, and to enhance corresponding courses, Music Theory II and Aural Theory II. Prerequisites, MUS 1611 or permission of instructor. Special course fees may apply. Fall, Spring, Summer.

*The bulletin can be accessed at http://www.astate.edu/a/registrar/students/*

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