For Academic Affairs and Research Use Only	
Proposal Number	
CIP Code:	
Degree Code:	

NEW OR MODIFIED COURSE PROPOSAL FORM

[ ] **Undergraduate Curriculum Council**

[X] **Graduate Council**

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

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

Sarah Labovitz 2/17/2021
Department Curriculum Committee Chair

ENTER DATE...
COPE Chair (if applicable)

Lauren Clark 2/17/2021
Department Chair

ENTER DATE...
Head of Unit (if applicable)

Mary Elizabeth Spence 2/19/2021
Office of Assessment

ENTER DATE...
Undergraduate Curriculum Council Chair

Warren Johnson 2/24/2021
College Curriculum Committee Chair

ENTER DATE...
Graduate Curriculum Committee Chair

Gina Hogue 2/25/2021
College Dean

Alan Utter 4/2/2021
Vice Chancellor for Academic Affairs

ENTER DATE
General Education Committee Chair (if applicable)

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1. **Contact Person (Name, Email Address, Phone Number)**
Sarah Labovitz, Dept. of Music, slabovitz@astate.edu, 870-972-2799

2. **Proposed starting term and Bulletin year for new course or modification to take effect**
Start Term: Fall 2021 Bulletin Year 2021-2022

Instructions:

Please complete all sections unless otherwise noted. For course modifications, sections with a "Modification requested?" prompt need not be completed if the answer is "No."

3.

	Current (Course Modifications Only)	**Proposed (New or Modified)** *(Indicate "N/A" if no modification)*
Prefix		**MUS**
Number*		**6370**
Title		**Concert Band**
Description**		**Open to all graduate students. This group performs concerts with possible tours.**

* (Confirm with the Registrar's Office that number chosen has not been used before and is available for use. For variable credit courses, indicate variable range. *Proposed number for experimental course is 9*.)
**Forty words or fewer as it should appear in the Bulletin.

4. Proposed prerequisites and major restrictions [Modification requested? YES/NO]
(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).

a. **No** Are there any prerequisites?
   a. If yes, which ones?
      Enter text...
   b. Why or why not?
      No specific coursework required, just proficiency on the instrument.

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

5. Proposed course frequency [Modification requested? YES/NO]
(e.g. Fall, Spring, Summer; if irregularly offered, please indicate, "irregular.") *Not applicable to Graduate courses.*
Spring

6. Proposed course type [Modification requested? YES/NO]
Will this course be lecture only, lab only, lecture and lab, activity (e.g., physical education), dissertation/thesis, capstone, independent study, internship/practicum, seminar, special topics, or studio? Please choose one.
Activity

7. Proposed grade type [Modification requested? YES/NO]
What is the grade type (i.e. standard letter, credit/no credit, pass/fail, no grade, developmental, or other [please elaborate])
Credit/No Credit

8. No Is this course dual-listed (undergraduate/graduate)?

9. **No** Is this course cross-listed?
(If it is, all course entries must be identical including course descriptions. Submit appropriate documentation for requested changes. It is important to check the course description of an existing course when adding a new cross-listed course.)

a. – If yes, please list the prefix and course number of the cross-listed course.
Enter text...

b. – **Yes / No** Can the cross-listed course be used to satisfy the prerequisite or degree requirements this course satisfies?
Enter text...

10. **No** Is this course in support of a new program?
a. If yes, what program?
Enter text...

11. **No** Will this course be a one-to-one equivalent to a deleted course or previous version of this course (please check with the Registrar if unsure)? No, as no course is deleted.
a. If yes, which course?
Enter text...

Course Details

12. Proposed outline **[Modification requested? Yes/No]**
(The course outline should be topical by weeks and should be sufficient in detail to allow for judgment of the content of the course.)
Week One: Introductions & Syllabus
Week Two: Work on First Concert Cycle Music
Week Three: Work on First Concert Cycle Music
Week Four: Work on First Concert Cycle Music
Week Five: Work on First Concert Cycle Music
Week Six: First Concert Cycle Performance
Week Seven: Work on Second Concert Cycle Music
Week Eight: Work on Second Concert Cycle Music
Week Nine: Work on Second Concert Cycle Music
Week Ten: Work on Second Concert Cycle Music
Week Eleven: Work on Second Concert Cycle Music
Week Twelve: Work on Second Concert Cycle Music
Week Thirteen: Work on Second Concert Cycle Music
Week Fourteen: Second Concert Cycle Performance
Week Fifteen: Ensemble Used as Lab for Conducting, Composition, or Arranging Students

13. Proposed special features **[Modification requested? Yes/No]**
(e.g. labs, exhibits, site visitations, etc.)
Concert Performances, Possible Concert Tours

14. Department staffing and classroom/lab resources

a. Will this require additional faculty, supplies, etc.?
no

15. Yes Does this course require course fees? Yes

If yes: please attach the New Program Tuition and Fees form, which is available from the UCC website.

Justification

Modification Justification (Course Modifications Only)

16. Justification for Modification(s)

New Course Justification (New Courses Only)

17. Justification for course. Must include:

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

This course exists for credit and no credit at the undergraduate level. We are creating a new course for 0 credit at the graduate level so that graduate students can take as many non-degree, elective performance classes as they wish without having to pay for the credit.

Students reinforce the skills and content knowledge gained by participating in a musical large ensemble. The main goal for this course is to work together as an ensemble to put on concerts performed at the highest possible level considering the skill and experience of those in the group and to improve the skills and content knowledge of those in the ensemble. A secondary goal is for the music education students in the ensemble to see great modeling of large ensemble instruction that they can take what they have observed to their future primary and secondary school experiences.

Concert band could also be a worthwhile experience for non-music graduate students to participate in as a hobby. This zero credit option would allow them to participate without paying for the credit.

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

Our mission is to prepare dynamic music educators, performers, and composers for leadership roles in our profession. We are committed to educating students as well as enhancing and enriching our community through music. This course enhances and enriches our students' education by giving them a creative outlet to express themselves and to gain performance skills. It helps us prepare dynamic music educators by giving them a large ensemble experience they can emulate in their future careers.

c. Student population served.

Graduate students

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

It is a graduate course so that graduate students can take advantage of as many performance experiences as possible.

Assessment

Assessment Plan Modifications (Course Modifications Only)

18. Yes / No Do the proposed modifications result in a change to the assessment plan?
If yes, please complete the Assessment section of the proposal

Relationship with Current Program-Level Assessment Process (Course modifications skip this section unless the answer to #18 is "Yes")

19. 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?
This course will help support pre-existing coursework in Master of Music degrees in the following program level outcome. Direct and indirect measures are already in place to measure this outcome but this course will contribute to those gains.

Demonstrate professional capability in the area of specialization

20. Considering the indicated program-level learning outcome/s (from question #20), 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.

Program-Level Outcome 1 (from question #23)	Demonstrate professional capability in the area of specialization
Assessment Measure	Direct measure of this PLO is done in students' jury performance assessment and indirect measure of this PLO is done in students' exit evaluation. The assessments in this course will be formative in nature and will measure skill and content gained that will help them ultimately display the needed capability in their area of specialization.
Assessment Timetable	The outcome is directly and indirectly summatively assessed for our students in their last semester on campus. The formative assessments for this course will occur throughout the semester it is taught.
Who is responsible for assessing and reporting on the results?	The summative direct and indirect measures will be reported yearly as they are collected from graduating graduate students by the Chair of our Department's Assessment Committee. The formative assessments from this course will be assessed by the professor.

(Repeat if this new course will support additional program-level outcomes)

Course-Level Outcomes

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

Outcome 1	Students will perform a diverse program of music of varied styles and time periods.
Which learning activities are responsible for this outcome?	Activities are the concert cycle rehearsals and concerts.

Assessment Measure	Students will be constantly aurally and visually assessed for their individual and group performance skills during rehearsals. A performance recording will be made an assessed for the product that was created from the ensemble's process.

(Repeat if needed for additional outcomes)

Bulletin Changes

Instructions

Please visit 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. Please include a before (with changed areas highlighted) and after of all affected sections.

***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.**

Graduate Bulletin 2020-2021, p. 363

BEFORE

MUS 6361. Jonesboro Chorale Open to all graduate students by audition. Scheduled concerts and possible tours. Special course fees may apply. Large ensemble courses may be repeated for credit.

MUS 6370. Concert Band Open to all graduate students. This group performs concerts with possible tours. Special course fees may apply.

MUS 6423. Graduate Theory II Styles, forms, and compositional techniques of the Classic, Romantic, and Twentieth Century periods examined through parametric analysis.

AFTER

MUS 6361. Jonesboro Chorale Open to all graduate students by audition. Scheduled concerts and possible tours. Special course fees may apply. Large ensemble courses may be repeated for credit.

MUS 6370. Concert Band Open to all graduate students. This group performs concerts with possible tours. Special course fees may apply.

MUS 6423. Graduate Theory II Styles, forms, and compositional techniques of the Classic, Romantic, and Twentieth Century periods examined through parametric analysis.