

## NEW MUSIC COURSE PROPOSAL

**Please check one:** ☒ New course ☐ Revised course

### PART I: CATALOG DESCRIPTION

1. **Course prefix and number:** MUS 5554 (Guitar)
2. **Title (may not exceed 30 characters, including spaces):** Applied Study
3. **Long title, if any (may not exceed 100 characters, including spaces):** Applied Study
4. **Class hours per week, lab hours per week, and credit [e.g., (3-0-3)]:** Arr-Arr-1, -2, or -4
5. **Term(s) to be offered:** ☐ Fall ☐ Spring ☐ Summer ☒ On demand
6. **Initial term of offering:** ☒ Fall ☐ Spring ☐ Summer ☐ Year 2009
7. **Course description (not to exceed four lines):**

Graduate study in music performance on a one-to-one basis with a studio instructor. May be repeated for credit.

### 8. Registration restrictions:

**a. Identify any equivalent courses** (e.g., cross-listed course, non-honors version of an honors course). None

**b. Prerequisite(s)**, including required test scores, courses, grades in courses, and technical skills. Indicate whether any prerequisite course(s) MAY be taken concurrently with the proposed/revised course.

Auditions are required for initial placement in this course.

### c. Who can waive the prerequisite(s)?

☒ No one ☐ Chair ☐ Instructor ☐ Advisor ☐ Other (Please specify)

### d. Co-requisites

 (course(s) which MUST be taken concurrently with this one):

There are no co-requisites.

### e. Repeat status:

 X Course may be repeated.

### f. Degree, college, major(s), level, or class

 to which registration in the course is restricted, if any: None

### g. Degree, college, major(s), level, or class

 to be excluded from the course, if any: None

### 9. Special course attributes

 [cultural diversity, general education (indicate component), honors, remedial, writing centered or writing intensive] None

### 10. Grading methods

 (check all that apply): ☒ Standard letter ☐ C/NC ☐ Audit ☐

ABC/NC ("Standard letter"—i.e., ABCDF—is assumed to be the default grading method unless the course description indicates otherwise.)

### 11. Instructional delivery method:

☐ lecture ☐ lab ☐ lecture/lab combined ☐ independent study/research ☐ internship ☐ performance ☐ practicum or clinical ☐ study abroad ☒ other

## PART TWO: ASSURANCE OF STUDENT LEARNING

(See the CAA website for examples of items 1, 2, and 3.)

### 1. List the student learning objectives of this course:

Upon completion of the course, students will be able to:

1. understand the common elements and organizational patterns of music in graduate-level repertoire;
  2. understand how cultural and historical context impacts performance of assigned repertoire;
  3. demonstrate technical skills requisite for artistic self-expression in graduate-level repertoire;
  4. demonstrate the ability to analyze the performance of others and provide methods of improving;
  5. exhibit competent musicianship in graduate-level repertoire.
2. Identify the assignments/activities the instructor will use to determine how well students attained the learning objectives:

| Graduate                               | Lesson Preparation | Seminar Participation | Recital or Seminar Performance |
|--|--------------------|-----------------------|--------------------------------|
| Understand common elements             | X                  | X                     | X                              |
| Understand cultural/historical context | X                  | X                     |                                |
| Demonstrate technical skills           | X                  |                       | X                              |
| Analyze the performance of others      |                    | X                     |                                |
| Exhibit competent musicianship         | X                  |                       | X                              |

### 3. Explain how the instructor will determine students' grades for the course:

Assessment of objective achievement includes the following:

Performance of repertoire at lessons 80%

Participation on departmental recitals/seminars 10%

Final Jury performance 10%

Expectations: Higher credit hour enrollment increases the level of expectations for the amount of repertoire studied, the difficulty of that repertoire, and the quality of the performance.

### Grading Policy

A = Consistently shows clear evidence of substantial outside practice and a mastery of skills. Is exceptionally well prepared at all times.

B = Usually shows clear evidence of considerable outside practice and a beginning mastery of skills. Well prepared.

- C = Shows evidence of outside practice but needs more outside work to improve skills. There is an attempt to master skills and some preparation is evident.  
D = Shows evidence of very little outside practice and few skills.  
F = Little or no preparation.

4. For technology-delivered and other nontraditional-delivered courses/sections, address the following:

This course is not a technology-delivered course.

5. For courses numbered 4750-4999, specify additional or more stringent requirements for students enrolling for graduate credit.

This course is not numbered 4750-4999.

6. If applicable, indicate whether this course is writing-active, writing-intensive, or writing-centered, and describe how the course satisfies the criteria for the type of writing course identified. (See Appendix \*.)

This course is neither writing-active, writing-intensive, or writing-centered.

### **PART III: OUTLINE OF THE COURSE**

The course will meet for 15 fifty-minute lessons over 15 weeks.

#### **Lesson Content & Procedures**

##### **Technical skill:**

Repertoire and/or exercises (scales, etudes, etc.) appropriate for graduate-level skill development are assigned. Students demonstrate their understanding of the techniques for improvement through its application to the repertoire and/or exercises assigned.

##### **Musicianship: (Dynamics, Rhythm, Phrasing, Expression, Style)**

Graduate-level repertoire is assigned. Principles of musicianship appropriate for the assigned repertoire are discussed and demonstrated. Students demonstrate their understanding of those principles through the application of the principle to repertoire performance.

##### **Sight Reading:**

Sight reading materials are chosen. Common elements and organizational patterns are identified. Performance is attempted and analyzed with recommendations for improvement.

##### **Pedagogy:**

Principles of pedagogy and their application in age-appropriate settings are presented.

### **PART IV: PURPOSE AND NEED**

1. Explain the department's rationale for developing and proposing the course.

Each graduate student is expected to gain in-depth knowledge and competence in one or more fields of specialization, to pursue musical studies that support the specialization, and

to demonstrate a breadth of competence across the discipline. Three levels of enrollment allow applied guitar study at the level appropriate to the specialization. This course expands a list of 19 already existing areas of applied study to 20.

Three levels of enrollment reflect the following in practice:

- 1 hour enrollment - 1 hour daily practice
- 2 hour enrollment - 2 hours daily practice
- 4 hour enrollment - 3-4 hours daily practice

2. Justify the level of the course and any course prerequisites, co-requisites, or registration restrictions.

The number of this course is similar to other courses of graduate-level applied study (MUS 5510-5575).

3. If the course is similar to an existing course or courses, justify its development and offering.

This course is not similar to any existing courses.

4. Impact on Program(s):  
Graduate-level applied study is a requirement for all graduate students in music.

MUS 5554.001 is appropriate for students with concentrations other than performance.  
MUS 5554.002 is appropriate for students with concentrations in performance and others who demonstrate through audition that they can work at this level.  
MUS 5554.004 is appropriate for students with concentrations in performance.

## **PART V: IMPLEMENTATION**

1. Faculty member(s) to whom the course may be assigned:

This course will initially be assigned to Scott Hesse.

2. Additional costs to students:

Additional costs to the student are incidental and relevant to the particular repertoire assigned.

3. Text and supplementary materials to be used (Include publication dates):

Since assigned repertoire is skill specific, each student will purchase music chosen to address individual needs.

## **PART VI: COMMUNITY COLLEGE TRANSFER**

NA

## **PART VII: APPROVALS**

Date approved by the department or school \_\_\_\_\_ February 12, 2008 \_\_\_\_\_

Date approved by the college curriculum committee \_\_\_\_\_ January 4, 2009 \_\_\_\_\_

Date approved by the Honors Council (if this is an honors course) \_\_\_\_\_

Date approved by CAA \_\_\_\_\_ CGS \_\_\_\_\_