

Eastern Illinois University
NEW/REVISED COURSE PROPOSAL FORMAT
(Approved by CAA on 4/13/06 and CGS on 4/18/06)

This format is to be used for all courses submitted to the Council on Academic Affairs and/or the Council on Graduate Studies. (See <http://www.eiu.edu/~eiucaa/Directions.pdf> for directions on completing this form.)

Please check one: ☒ New course ☐ Revised course

PART I: CATALOG DESCRIPTION

1. **Course prefix and number, such as ART 1000:** MUS 5578
2. **Title (may not exceed 30 characters, including spaces):** Grad. Applied Wind Conducting
3. **Long title, if any (may not exceed 100 characters, including spaces):** Graduate Applied Wind Conducting
4. **Class hours per week, lab hours per week, and credit [e.g., (3-0-3)]:** Arr.-Arr., 1 to 2
5. **Term(s) to be offered:** ☒ Fall ☒ Spring ☐ Summer ☐ On demand
6. **Initial term of offering:** ☒ Fall ☐ Spring ☐ Summer **Year:** 2010
7. **Course description (not to exceed four lines):** Applied wind conducting skills for graduate students in music taught on an individual basis.
8. **Registration restrictions:**

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

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.

Admission to the graduate program in music, a conducting audition, and permission of the instructor.

a. Who can waive the prerequisite(s)?

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

b. Co-requisites (course(s) which MUST be taken concurrently with this one): None

c. Repeat status: ☐ Course may not be repeated.

☒ Course may be repeated to a maximum of 8 hours or 4 times.

Degree, college, major(s), level, or class to which registration in the course is restricted, if any: None

d. 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 II: ASSURANCE OF STUDENT LEARNING

1. List the student learning objectives of this course:

- 1.) Demonstrate, with increasing skill, the physical gestures required for competent wind conducting at an advanced level;
- 2.) demonstrate knowledge of significant wind repertoire and works that are representative of a variety of historical periods and styles;
- 3.) prepare wind scores for rehearsal and/or performance through harmonic and form analysis, translation of foreign text and terms, and style considerations, taking into account the most recent research pertaining to performance practice issues;
- 4.) elicit desired musical results through effective rehearsal techniques;
- 5.) demonstrate skills in recognizing and teaching correct intonation;
- 6.) exhibit error detection skills within the rehearsal setting;
- 7.) demonstrate detailed knowledge of the physical and artistic aspects of conducting as well as organizational aspects of ensemble rehearsal techniques.

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 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:

Studio Lesson: preparation	30%
Assessment of rehearsal and sectionals	30%
Score preparation and analysis	20%
Mid-semester conducting project	10%
Final conducting project	10%

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

- a. This is not a technology-delivered course.
- b. **For courses numbered 4750-4999, specify additional or more stringent requirements for students enrolling for graduate credit.** This course is not numbered 4750-4999

5. 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 not writing-active, writing-intensive, or writing-centered.

PART III: OUTLINE OF THE COURSE

Provide a week-by-week outline of the course's content. Specify units of time (e.g., for a 3-0-3 course, 45 fifty-minute class periods over 15 weeks) for each major topic in the outline. Provide clear and sufficient details about content and procedures so that possible questions of overlap with other courses can be addressed. For technology-delivered or other nontraditional-delivered courses/sections, explain how the course content "units" are sufficiently equivalent to the traditional on-campus semester hour units of time described above.

a. This course will meet for 15 fifty-minute class periods over 15 weeks. Since the course is structured as a graduate studio class, the outline will be determined according to the individual needs of the student. The following elements of wind conducting will be incorporated:

Repertoire

Wind repertoire will be chosen from different historical periods representing a variety of musical styles.

Ensemble Development

Students will learn to develop a wind ensemble/concert band in areas such as intonation, balance, articulation and tone quality.

Score Preparation

Students will learn to prepare a score using analysis and through the application of research.

Rehearsal Technique

Students will learn to develop effective rehearsal technique using a clear and concise rehearsal outline.

Conducting Technique

Students will learn to use gesture, body language and other nonverbal methods of communication to convey aspects of musical style and interpretation.

Error Detection and Correction

Students will learn to detect errors in the ensemble, to formulate solutions to the problems, and to convey those solutions to the performers.

PART IV: PURPOSE AND NEED

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

MUS 5576 (Graduate Choral Conducting), MUS 5577 (Graduate Orchestral Conducting), and MUS 5578 (Graduate Wind Conducting) will allow for more focused areas of graduate conducting study. This proposal will also ensure that the transcript reflects specific areas of conducting.

- 2. Justify the level of the course and any course prerequisites, co-requisites, or registration restrictions.**
The graduate course number and prerequisites ensure that students have acquired the level of skill necessary to meet the expectation of the course.

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

This course, in addition to new courses MUS 5577 (Orchestral) and MUS 5576 (Choral) allow the flexibility needed in the conducting program to serve students more focused areas of conducting study.

- a. Cite course(s) to be deleted if the new course is approved. If no deletions are planned, note the exceptional need to be met or the curricular gap to be filled.**

MUS 5575: Graduate Applied Conducting is replaced by these new courses. The addition of these courses allows for more specific focus in the current music conducting curriculum.

- 4. Impact on Program(s):**

- a. For graduate programs, specify whether this course will be a core requirement for all candidates in a degree or certificate program or an approved elective.**

This course is a core requirement for all students seeking the Master of Arts in Music with an emphasis in wind conducting, and as an option for secondary student for those pursuing emphasis in orchestral or choral conducting.

If the proposed course changes a major, minor, or certificate program in or outside of the department, you must submit a separate proposal requesting that change along with the course proposal. Provide a copy of the existing program in the current catalog with the requested changes noted.

PART V: IMPLEMENTATION

- 1. Faculty member(s) to whom the course may be assigned:** Initially to Dr. Milton Allen

- 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 may be asked to purchase music chosen to address individual needs.

PART VI: COMMUNITY COLLEGE TRANSFER

If the proposed course is a 1000- or 2000-level course, state either, "A community college course may be judged equivalent to this course" OR "A community college course will not be judged equivalent to this course." A community college course will not be judged equivalent to a 3000- or 4000-level course but may be accepted as a substitute; however, upper-division credit will not be awarded.

A community college course will not be judged as equivalent to this course.

PART VII: APPROVALS

Date approved by the department or school: 1/19/2010

Date approved by the college curriculum committee: 1/27/2010

Date approved by the Honors Council (*if this is an honors course*):

Date approved by CAA: CGS:

***In writing-active courses**, frequent, brief writing activities and assignments are required. Such activities -- some of which are to be graded -- might include five-minute in-class writing assignments, journal keeping, lab reports, essay examinations, short papers, longer papers, or a variety of other writing-to-learn activities of the instructor's invention. Writing assignments and activities in writing-active courses are designed primarily to assist students in mastering course content, secondarily to strengthen students' writing skills. In **writing-intensive courses**, several writing assignments and writing activities are required. These assignments and activities, which are to be spread over the course of the semester, serve the dual purpose of strengthening writing skills and deepening understanding of course content. At least one writing assignment is to be revised by the student after it has been read and commented on by the instructor. In writing-intensive courses, students' writing should constitute no less than 35% of the final course grade. In **writing-centered courses** (English 1001G, English 1002G, and their honors equivalents), students learn the principles and the process of writing in all of its stages, from inception to completion. The quality of students' writing is the principal determinant of the course grade. The minimum writing requirement is 20 pages (5,000 words).

**Student
Success
Center**

<http://www.eiu.edu/~success/>

581-6696



<http://www.eiu.edu/~counsctr/>

581-3413

**Career
Services**

<http://www.eiu.edu/~careers/>

581-2412

**Disability
Services**

<http://www.eiu.edu/~disabty/>

581-6583