

**Eastern Illinois University**  
**New/Revised Course Proposal Format**  
(Approved by CAA on 4/3/14 and CGS on 4/15/14, Effective Fall 2014)

**Banner/Catalog Information (Coversheet)**

1. ☒ **New Course** or ☐ **Revision of Existing Course**
2. **Course prefix and number:** MUS 5900
3. **Short title:** Capstone Project
4. **Long title:** Music Education Capstone Project
5. **Hours per week:** 3 Class 0 Lab 3 Credit
6. **Terms:** ☐ Fall ☐ Spring ☐ Summer ☒ On demand
7. **Initial term:** ☐ Fall ☐ Spring ☒ Summer Year: 2016
8. **Catalog course description:** The capstone project will be an original research project designed by the student and advisor. The student will demonstrate synthesis of knowledge through development of a project applicable to the student's specific area of interest in music learning and teaching. The project will be committee reviewed.
9. **Course attributes:**  
  
General education component: NA  
  
☐ Cultural diversity ☐ Honors ☐ Writing centered ☐ Writing intensive ☐ Writing active
10. **Instructional delivery**  
**Type of Course:**  
  
☒ Lecture ☐ Lab ☐ Lecture/lab combined ☒ Independent study/research  
☐ Internship ☐ Performance ☐ Practicum/clinical ☐ Other, specify: \_\_\_\_\_  
  
**Mode(s) of Delivery:**  
  
☐ Face to Face ☒ Online ☐ Study Abroad  
  
☒ Hybrid, specify approximate amount of on-line and face-to-face instruction. At this time we would like to offer the course online. However, in the future we might like to have sequence flexibility and offer the course during the summer with the one-week residency. If a hybrid version is offered, students would meet with the instructor during the one-week residency for no more than 10 hours of face to face instruction, and the remainder of the instruction would be online.
11. Course(s) to be deleted from the catalog once this course is approved. None
12. **Equivalent course(s):** None
  - a. **Are students allowed to take equivalent course(s) for credit?** ☐ Yes ☒ No
13. **Prerequisite(s):** Admission to the Master of Arts in Music Program, Music Education Concentration, and completion of Introduction to Research Methods for Music Education

a. Can prerequisite be taken concurrently? ☒ Yes ☐ No

b. Minimum grade required for the prerequisite course(s)? \_\_\_\_

c. Use Banner coding to enforce prerequisite course(s)? ☐ Yes ☐ No

d. Who may waive prerequisite(s)?

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

14. Co-requisite(s): \_\_\_\_N/A\_\_\_\_\_

**15. Enrollment restrictions**

a. Degrees, colleges, majors, levels, classes which may take the course: Students enrolled in the Master of Arts in Music Program

b. Degrees, colleges, majors, levels, classes which may not take the course: \_\_\_\_\_

16. Repeat status: ☒ May not be repeated ☐ May be repeated once with credit

17. Enter the limit, if any, on hours which may be applied to a major or minor: \_\_\_\_

18. Grading methods: ☒ Standard ☐ CR/NC ☐ Audit ☐ ABC/NC

**19. Special grading provisions:**

☐ Grade for course will not count in a student's grade point average.

☐ Grade for course will not count in hours toward graduation.

☐ Grade for course will be removed from GPA if student already has credit for or is registered in:  
\_\_\_\_\_

☐ Credit hours for course will be removed from student's hours toward graduation if student already has credit for or is registered in: \_\_\_\_\_

**20. Additional costs to students:**

Supplemental Materials or Software \_\_\_\_\_

Course Fee ☒ No ☐ Yes, Explain if yes \_\_\_\_\_

**21. Community college transfer: NA**

☐ A community college course may be judged equivalent.

☐ A community college may not be judged equivalent.

Note: Upper division credit (3000+) will not be granted for a community college course, even if the content is judged to be equivalent.

## **Rationale, Justifications, and Assurances (Part I)**

1. ☒ **X** Course is required for the major(s) of Master of Arts in Music, Music Education Concentration

☐ Course is required for the minor(s) of \_\_\_\_\_

☐ Course is required for the certificate program(s) of \_\_\_\_\_

☐ Course is used as an elective

2. **Rationale for proposal** : This course will replace the traditional thesis requirement in the program. The capstone project allows for flexibility in design of a culminating project that is of interest to each individual student. The focus will be action research in the classroom. This proposal will be part of a large curricular change for the MA in Music, Music Education Concentration that will increase the online offerings of the program, enabling us to attract a larger student population.

3. **Justifications for (answer N/A if not applicable)**

Similarity to other courses: N/A

Prerequisites: Introduction to Research Methods for Music Education provides an introduction to research methods in the field. Students will draw upon this knowledge to design, implement, and complete an original capstone project.

Co-requisites: N/A

Enrollment restrictions:

Writing active, intensive, centered: N/A

4. **General education assurances (answer N/A if not applicable)**

General education component: N/A

Curriculum:

Instruction:

Assessment:

5. **Online/Hybrid delivery justification & assurances (answer N/A if not applicable)**

Online or hybrid delivery justification: The fall 2015 revision of the Music Education Concentration creates an online degree program with a single week of residency. This hybrid program will make EIU competitive with similar degree programs that are being offered around the state and nation. The unique curriculum design allows working music educators to apply new ideas and teaching techniques directly to their classrooms as they advance through the program.

Instruction: Development of project ideas will begin in the Introduction to Research Methods for Music Education course, and project work will take place throughout the program. Students will enroll in credit for the capstone project during the last semester of the program. Individual independent study format will be implemented, and the assigned project advisor will work closely with the student. Collaboration will occur via the online course system, e-mail, telephone, discussion boards, video conferencing, and in person if/when applicable.

Integrity: Formal research methods will be implemented in the capstone project process, and each student will work closely with the assigned faculty advisor. The project will be committee reviewed.

Interaction: Students enrolled in the capstone project will interact with the faculty advisor as described above, and will also participate in peer discussions throughout the process.

## **Model Syllabus (Part II)**

Please include the following information:

1. Course number and title: MUS 5900, Music Education Capstone Project
2. Catalog description: The capstone project will be an original research project designed by the student and advisor. The student will demonstrate synthesis of knowledge through development of a project applicable to the student's specific area of interest in music learning and teaching. The project will be committee reviewed.
3. Learning objectives.  
University Graduate Learning Goals:
  - 1) develop a depth of content knowledge, 1, 2, 3
  - 2) gain critical thinking and problem-solving skills 1, 2, 3
  - 3) demonstrate effective oral and written communication skills 2, 3
  - 4) show evidence of advanced scholarship through research and/or creative activity, 2, 3

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

- 1) read, analyze, and evaluate music education research;
  - 2) create and design an original capstone project; and
  - 3) show evidence of advanced scholarship by completing a project and presenting the results.
4. Course materials: Resources recommended as needed for each individual project.
5. Weekly outline of content.  
Week 1: Review of capstone project expectations (project ideas have already been generated during MUS 5101)  
Week 2: Continue/edit literature review  
Weeks 3-4: Development of final project timeline, creation of project materials (example: lesson plans, assessments to be used in classroom research)  
Weeks 5-11: Implementation of research project/data collection  
Weeks 12-14: Analysis of results and creation of final document or presentation  
Week 15: Presentation of project results
6. Assignments and evaluation, including weights for final course grade.

Weekly Written Assignments (reflections/journals)	10%
Online Discussion/Peer Review	10%
Project Design, Outline, and Proposal Document	20%
Final Project Results and Analysis Document	30%
Final Capstone Project Presentation	30%

7. Grading scale.

90-100 = A  
80-89 = B  
70-79 = C

60-69 = D  
Below 60 = F

**8.** Correlation of learning objectives to assignments and evaluation.

Course Learning Objectives	Weekly Written Assignments (reflections, journals) (10%)	Class Discussion/Peer Review (10%)	Project Design, Outline, and Proposal Document (20%)	Final Project Results and Analysis Document (30%)	Final Capstone Project Presentation (30%)
1	X	X	X	X	
2		X	X		
3				X	X

**Date approved by the department or school: October 15, 2015**  
**Date approved by the college curriculum committee: November 4, 2015**  
**Date approved by the Honors Council (*if this is an honors course*):**  
**Date approved by CAA: CGS: 11/17/2015**