

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

CGS Agenda Item: 17-16
Effective Fall 2017

Banner/Catalog Information (Coversheet)

1. ☐ New Course or ☒ Revision of Existing Course
2. **Course prefix and number:** MUS 5940
3. **Short title:** Graduate Performance Project
4. **Long title:** Graduate Performance Project
5. **Hours per week:** Arr Class Arr Lab Credit
6. **Terms:** ☒ Fall ☒ Spring ☒ Summer ☐ On demand
7. **Initial term:** ☒ Fall ☐ Spring ☐ Summer Year: 2017

Catalog course description: Performance in which a student demonstrates competency as a performer, composer, or conductor. May include a lecture component. Includes program notes.

8. Course attributes:

General education component:

☐ Cultural diversity ☐ Honors ☐ Writing centered ☐ Writing intensive ☐ Writing active

9. 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 _____

10. Course(s) to be deleted from the catalog once this course is approved.

11. Equivalent course(s):

a. **Are students allowed to take equivalent course(s) for credit?** ☐ Yes ☐ No

12. Prerequisite(s):

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)

13. Co-requisite(s): _____

14. Enrollment restrictions

a. Degrees, colleges, majors, levels, classes which may take the course: Any graduate student enrolled in the MA in Music program

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

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

16. Enter the limit, if any, on hours which may be applied to a major or minor: NA

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

18. 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: _____

19. Additional costs to students:

Supplemental Materials or Software NA _____

Course Fee ☐ No ☒ Yes, Explain if yes: To cover costs associated with presenting a recital

20. Community college transfer:

☐ 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 MA in Music, Composition, Conducting and Performance concentrations

☐ 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 revision is part of a larger program revision for the MA in Music Performance, Conducting, and Composition Concentrations.

The Graduate Performance Project is a revision of MUS 5940: Graduate Recital. The current Graduate Recital course requires both a recital/conducting performance and a systematic analysis project in the final semester. Music faculty agree that the current requirements are too extensive for a Masters level program. This change will put our program in line with other comparable programs. Currently students receive three credits for the Graduate Recital. In the revision, the Graduate Performance Project will be a required non-credit class. Applied lesson credits will be increased in the second year to reflect the additional work required for the final project. The revision also allows for a lecture component for students who might be interested in giving a lecture-recital. Finally, changing the name of the course will more accurately reflect the variety of performances given by instrumentalists, composers, and conductors in the program.

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

Similarity to other courses: NA

Prerequisites: NA

Co-requisites: NA

Enrollment restrictions: NA

Writing active, intensive, centered: NA

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

General education component:

Curriculum:

Instruction:

Assessment:

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

Online or hybrid delivery justification:

Instruction:

Integrity:

Interaction:

Model Syllabus (Part II)

Sample Syllabus for Conducting Concentration

Please include the following information:

1. Course number and title
MUS 5940 Graduate Performance Project
2. Catalog description
Performance in which a student demonstrates competency as a performer, composer, or conductor.
May include a lecture component. Includes program notes.
3. Learning objectives.
4. Learning objectives and correlation to Graduate Goals for learning
 - 1) Depth of content knowledge
 - 2) Effective critical thinking and problem solving
 - 3) Effective oral and written communication
 - 4) Advanced scholarship through research or creative activity
 - a) Demonstrate knowledge of repertoire and works that are representative of a variety of historical periods and styles; □ (1, 2, 4)
 - b) Receive constructive critical feedback from peers and instructor, apply feedback to teaching, evaluate results (2, 3)
 - c) Demonstrate preparation through harmonic and formal analysis, translation of foreign text and terms, and style considerations, taking into account the most recent research pertaining to performance practice issues (1, 2, 4)
 - d) Produce desired musical results through (1, 2, 3, 4):
 - a. effective gestures/rehearsal techniques (conductors)
 - b. effective compositional techniques (composers)
 - c. technical ability and artistic judgment (performers)
 - e) Read applicable journal articles, evaluate teaching ideas and practice application of ideas. (1, 2)
5. Identify the assignments/activities the instructor will use to determine how well students attained the learning objectives: **NA**
6. Course materials.
Scores chosen at the discretion of the instructor to reflect a variety of styles and genres
7. Weekly outline of content.
Sample weekly outline for conductor preparing for performance
Weeks 1-7 Research historical context and analyze score
Practice repertoire and work with applied teacher
Weeks 8-13 Rehearse with ensemble, review video recordings of rehearsals
Prepare program notes
Weeks 14-15 Dress rehearsal and performance with ensemble
8. Assignments and evaluation, including weights for final course grade.
CR/NC CR is awarded upon successful completion of the performance event.
9. Grading scale.

NA

10. Correlation of learning objectives to assignments and evaluation.

NA

Date approved by the department or school: November 18, 2016

Date approved by the college curriculum committee: February 8, 2017

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

Date approved by CAA: **CGS:**