I. Approval of the February 14, 2013 CAA Meeting Minutes.

II. Communications:
   a. College Curriculum Committee Minutes:
      1. Minutes of the February 11, 2013 Lumpkin College of Business & Applied Sciences Curriculum Committee meeting.

III. Committee Reports:
     None at this time.

IV. Items to be Added to the Agenda:
   1. 13-36, B.A. in Music (New Major)
   2. 13-37, MUS 3594, Music History & Literature I, Honors (Revised Course)
   3. 13-38, MUS 3595, Music History & Literature II, Honors (Revised Course)
   4. 13-39, MUS 3596, Music History & Literature III, Honors (Revised Course)
   5. 13-40, WST 2309G, Women, Men, and Culture (Revised Course; Added Technology Delivered)

V. Items to be Acted Upon:
   1. 13-21, REC 1200, Discovering Opportunities in Recreation (New Course)
   2. 13-22, REC 4700, Employee and Volunteer Management in Recreation. (New Course)
   3. 13-23, Recreation Administration (Revised Major)
   4. 13-24, HIS 3390, The Black Atlantic (New Course)
   5. 13-25, HIS 3395, The Transatlantic Slave Trade (New Course)
   6. 13-26, MUS 1501, Comprehensive Musicianship I (New Course)
   7. 13-27, MUS 1502, Comprehensive Musicianship II (New Course)
   8. 13-28, MUS 2501, Comprehensive Musicianship III (New Course)
   9. 13-29, MUS 2502, Comprehensive Musicianship IV (New Course)
   10. 13-30, Music with Performance Option (Revised Option)
    11. 13-31, Music Minor (Revised Minor)
    12. 13-32, Jazz Studies Minor (Revised Minor)

VI. Pending:
   1. 11-117, Review of Integration, Instructional Practices, and Effectiveness of EIU’s Four University Learning Goals (Ongoing)
   2. 11-132R, Course Proposal Format Form (Revised Form)
   3. 12-66, EIU 4100G, Senior Seminar: Advanced Interdisciplinary Studies in Matters of Culture. (Revised Course)
   4. 13-30, MUS 3584, Music History and Literature I (Revised Course)
   5. 13-31, MUS 3585, Music History and Literature II (Revised Course)
   6. 13-32, MUS 3586, Music History and Literature III (Revised Course)

VII. Executive Actions:
     1. February 4, 2013 email from Associate Dean Poulter, College of Arts & Humanities, requesting executive action to revise several music courses.

VIII. Other:
     1. Provost Lord requests assistance in selecting the Integrative Learning Award.

CAA Website: http://castle.eiu.edu/~eiucca/

Curriculum Approval Process Website: http://castle.eiu.edu/acaffair/Curriculum/

Links to Other Councils’ Websites or Latest Minutes:

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## Agenda for the February 14, 2013 CAA Meeting

### Items Approved:
- 13-16, PLS 2703, Introduction to Public Policy (New Course)
- 13-17, Political Science (Revised Program)
- 13-18, BIO 4956, Mammalogy (Revised Course)
- 13-19, PSY 4265 (formerly PSY 3765), Methods in Behavior Management (Revised Course; Technology Delivery)
- 13-20, PSY 4585A, B, D, E, F, H, Special Topics in Psychology (Revised Course; Technology Delivery)

### Items Pending:
- 11-117, Review of Integration, Instructional Practices, and Effectiveness of EIU's four University Learning Goals (Ongoing)
- 11-122R, Course Proposal Format Form (Revised Form)
- 12-66, EIU 4100G, Senior Seminar: Advanced Interdisciplinary Studies in Matters of Culture (Revised Course)
- 13-21, REC 1200, Discovering Opportunities in Recreation (New Course)
- 13-22, REC 4700, Employee and Volunteer Management in Recreation (New Course)
- 13-23, Recreation Administration (Revised Major)
- 13-24, HIS 3390, The Black Atlantic (New Course)
- 13-25, HIS 3395, The Transatlantic Slave Trade (New Course)
- 13-26, MUS 1501, Comprehensive Musicianship I (New Course)
- 13-27, MUS 1502, Comprehensive Musicianship II (New Course)
- 13-28, MUS 2501, Comprehensive Musicianship III (New Course)
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- 13-30, MUS 3584, Music History and Literature I (Revised Course)
- 13-31, MUS 3585, Music History and Literature II (Revised Course)
- 13-32, MUS 3586, Music History and Literature III (Revised Course)
- 13-33, Music with Performance Option (Revised Option)
- 13-34, Music Minor (Revised Minor)
- 13-35, Jazz Studies Minor (Revised Minor)
- 13-36, B.A. in Music (New Major)

## Council on Academic Affairs Minutes

*February 14, 2013*

The February 14, 2013 meeting of the Council on Academic Affairs was held at 3:02 p.m. in Room 4440, Booth Library.

### Members Present:
- Ms. English, Ms. Eskew, Ms. Green, Dr. Gronnvoll, Dr. Klarup, Dr. Lucas, Dr. Ruholl, Dr. Steinke, Mr. Thedford, Dr. Throneburg, and Dr. White.

### Members Absent:
- Dr. Reid and Dr. Rhoads.

### Staff Present:
- Provost Lord and Ms. Fopay.

### Guests Present:
- Dr. Deppe, Biological Sciences; Ms. Markham, *Daily Eastern News*; Dr. Stowell, Psychology; Dr. Wandling, Political Science; and Dr. Wilson, Psychology.

### I. Approval of the January 31, 2013 CAA Meeting Minutes.

The minutes of January 31, 2013 were approved as written.

### II. Other:

1. Council members introduced themselves to Mr. Reggie Thedford who fills the student representative position on the council left vacant by Ms. Shari Upton.

### III. Communications:

#### a. College Curriculum Committee Minutes:

1. Minutes of the January 23, 2013 College of Arts & Humanities Curriculum Committee meeting.
3. Minutes of the February 1, 2013 College of Sciences Curriculum Committee meeting.

Ms. English arrived at the meeting.

#### b. Executive Action Request:

1. January 30, 2013 memorandum from Dean Ornes, College of Sciences, requesting executive action to revise the repeat information for BIO 4555.
2. February 1, 2013 memorandum from Dean Ornes, College of Sciences, requesting executive action to change the course title, description, and prerequisites for PSY 2999.

4. February 1, 2013 memorandum from Dean Ornes, College of Sciences, requesting executive action to revise the prerequisites for BIO 2200.

5. February 1, 2013 memorandum from Dean Ornes, College of Sciences, requesting executive action to revise the prerequisites for BIO 3210.

6. February 1, 2013 memorandum from Dean Ornes, College of Sciences, requesting executive action to amend the Clinical Laboratory Science major to reflect the course hours change in BIO 3210 which was approved by CAA on January 17, 2013.

Ms. Green noted that total number of hours required for programs doesn’t appear in the undergraduate catalog for every academic program. She wondered if the total number of hours could be added to the Clinical Laboratory Sciences major, as well as included in all academic programs shown in the undergraduate catalog. The council discussed whether it is better to ask for the hours to be added whenever program changes are acted upon by the council or to request that the departments submit the information as catalog edits. In the end, it was suggested that the council might come up with a resolution asking departments to submit the information as catalog edits for the 2013-14 Undergraduate Catalog.

7. February 4, 2012 email from Associate Dean Poulter, College of Arts & Humanities, requesting executive action to revise several music courses.

Dr. White suggested that this executive action be held until after the music course proposals on the CAA agenda have been approved.

c. Waiver Reports:

IV. Committee Reports:
   1. Dr. White reported on the Program Analysis Steering Committee.
   2. Dr. Klarup reported on the Academic Technology Advisory Committee (ATAC).

V. Item To Be Added to the Agenda:
   1. 13-36, B.A. in Music (New Major)

Dr. White noted three music course proposals were submitted since this week’s CAA meeting agenda was posted. The new titles for those courses weren’t reflected on agenda item 13-36, so that proposal will be revised and should be resubmitted in time to be added to the agenda next week along with the three course proposals.

VI. Items Acted Upon:
   1. 13-16, PLS 2703, Introduction to Public Policy (New Course).
      Dr. Wandling presented the proposal and answered questions of the council. The council requested revisions to the proposal.

      Dr. Klarup moved and Ms. Green seconded the motion to approve the proposal. The motion passed unanimously.

      The proposal, with revisions, was approved, effective Spring 2014. Note: This course will delete PLS 3413.

      PLS 2703. Introduction to Public Policy. (3-0-3) F, S. An introduction to the study of public policy, with a focus on the United States. Topics include the political environment of policymaking; theories and models of policy processes; major types of public policy; methods and techniques in policy analysis and program evaluation; and key developments, issues and debates in policy areas such as education, social welfare and energy and the environment. WA
2. **13-17, Political Science (Revised Program).**
Dr. Wandling presented the proposal and answered questions of the council. The council requested revisions to the proposal.

Ms. Eskew moved and Mr. Thedford seconded the motion to approve the proposal. The motion passed unanimously.

The proposal *(See Attachment A)*, with revisions, was approved, effective Fall 2013.

3. **13-18, BIO 4956, Mammalogy (Revised Course).**
Dr. Deppe presented the proposal and answered questions of the council. The council requested revisions to the proposal.

Dr. Klarup moved and Dr. Steinke seconded the motion to approve the proposal. The motion passed unanimously.

The proposal, with revisions, was approved, effective Fall 2013, *pending course fee approval*.

**BIO 4956. Mammalogy. (2-3-3) F.** A study of mammals with emphasis on mammalian evolution, classification, distribution, physiology, natural history and ecology. Prerequisite: BIO 3800 or permission of instructor.

4. **13-19, PSY 4265 (formerly PSY 3765), Methods in Behavior Management (Revised Course; Technology Delivered).**
Dr. Stowell and Dr. Wilson presented the proposal and answered questions of the council. The council requested revisions to the proposal.

Dr. Klarup moved and Dr. Steinke seconded the motion to approve the proposal. The motion passed unanimously.

The proposal, with revisions, was approved, effective Summer 2013. *Note: This course will delete PSY 3765.*


5. **13-20, PSY 4585A, B, D, E, F, H, Special Topics in Psychology (Revised Course; Technology Delivery).**
Dr. Stowell presented the proposal and answered questions of the council. The council requested revisions to the proposal.

Ms. Ruholl moved and Mr. Thedford seconded the motion to approve the proposal. The motion passed unanimously.

The proposal, with revisions, was approved, effective Summer 2013.

**PSY 4585A, B, D, E, F, H. Special Topics in Psychology. (3-0-3) On Demand.** Specific areas within the discipline will be given intensive study through lectures, readings, reports, papers, and discussion. The topic for each semester will be announced in advance by the department chairperson. Prerequisites: [PSY 1879G] and [6 additional credits in psychology or permission of the instructor].
VII. Other:

1. **Follow up to waiver questions asked at the January 10, 2013 CAA meeting:**
   Dr. White shared the responses he received from Dr. Gaines and Dean Ornes regarding questions and concerns expressed about several waivers at the January 10, 2013 CAA meeting. In addition, Provost Lord explained the waivers don’t run afoul of the Illinois Articulation Initiative or the EIU’s waiver rules. He noted the EIU’s waiver rules do allow the handling of waivers in the manner in which the waivers were processed, although it hasn’t been the standard practice here. Provost Lord indicated he has asked the Academic Waiver Appeals Committee (AWAC) to discuss it, share suggestions, and make comments.

2. **Integrative Learning Awards**
   Provost Lord invited CAA to consider forming a subcommittee, which it has done the past two years, to review materials and make award recommendations for this year’s Integrative Learning Awards. He asked the council members to think about it and possibly form a subcommittee at the next CAA meeting.

VIII. Pending:

1. 11-117, Review of Integration, Instructional Practices, and Effectiveness of EIU’s Four University Learning Goals (Ongoing)
2. 11-132R, Course Proposal Format Form (Revised Form)
3. 12-66, EIU 4100G, Senior Seminar: Advanced Interdisciplinary Studies in Matters of Culture. (Revised Course)
4. 13-21, REC 1200, Discovering Opportunities in Recreation (New Course)
5. 13-22, REC 4700, Employee an Volunteer Management in Recreation (New Course)
6. 13-23, Recreation Administration (Revised Major)
7. 13-24, HIS 3390, The Black Atlantic (New Course)
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9. 13-26, MUS 1501, Comprehensive Musicianship I (New Course)
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11. 13-28, MUS 2501, Comprehensive Musicianship III (New Course)
12. 13-29, MUS 2502, Comprehensive Musicianship IV (New Course)
13. 13-30, MUS 3584, Music History and Literature I (Revised Course)
14. 13-31, MUS 3585, Music History and Literature II (Revised Course)
15. 13-32, MUS 3586, Music History and Literature III (Revised Course)
16. 13-33, Music with Performance Option (Revised Option)
17. 13-34, Music Minor (Revised Minor)
18. 13-35, Jazz Studies Minor (Revised Minor)

VII. Meeting Adjournment:

The meeting adjourned at 3:59 p.m.

The next meeting will be held at 2 p.m. on Thursday, February 21, 2013.

–Minutes prepared by Ms. Janet Fopay, Recording Secretary

The current agenda and all CAA council minutes are available on the Web at [http://www.eiu.edu/~eiucaa/](http://www.eiu.edu/~eiucaa/).
In addition, an electronic course library is available at [http://www.eiu.edu/~eiucaa/elibrary/](http://www.eiu.edu/~eiucaa/elibrary/).

********** ANNOUNCEMENT OF NEXT MEETING **********

February 21, 2013
Conference Room 4440 – Booth Library @ 2:00 p.m.

Agenda:

1. 13-21, REC 1200, Discovering Opportunities in Recreation (New Course)
2. 13-22, REC 4700, Employee an Volunteer Management in Recreation (New Course)
3. 13-23, Recreation Administration (Revised Major)
4. 13-24, HIS 3390, The Black Atlantic (New Course)
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10. 13-33, Music with Performance Option (Revised Option)
11. 13-34, Music Minor (Revised Minor)
12. 13-35, Jazz Studies Minor (Revised Minor)

Pending:
1. 11-117, Review of Integration, Instructional Practices, and Effectiveness of EIU's Four University Learning Goals (Ongoing)
2. 11-132R, Course Proposal Format Form (Revised Form)
3. 12-66, EIU 4100G, Senior Seminar: Advanced Interdisciplinary Studies in Matters of Culture. (Revised Course)
4. 13-30, MUS 3584, Music History and Literature I (Revised Course)
5. 13-31, MUS 3585, Music History and Literature II (Revised Course)
6. 13-32, MUS 3586, Music History and Literature III (Revised Course)

Approved Executive Actions:
None.

Pending Executive Actions:

COS Effective Fall 2013
1. Change the course prerequisite for BIO 2200.

**BIO 2200 - Human Anatomy. (3-3-4)** Models and cadaver study of normal human structure of muscular, skeletal, respiratory, cardiovascular, lymphatic, nervous, digestive, and urogenital systems. Prerequisites and Notes: BIO 1001G or BIO 1100, and BIO 2001G or BIO 1300G, or permission of the instructor. Kinesiology & Sports Studies majors may enroll if they have successfully completed BIO 2001G. Credits: 4

2. Revise the course prerequisite for BIO 4555.

**BIO 4555 - Honors Research. (Arr.-Arr.-1-3)** Original experimental or theoretical research in Biological Sciences conducted in consultation with a faculty mentor. Students will conduct a research project using current scientific protocols. Prerequisites and Notes: Admission to the Departmental Honors Program and permission of the Departmental Honors coordinator. May be taken twice for credit up to six semester hours. Credits: 1 to 3

3. Amend the course prerequisite for BIO 3210.

**BIO 3210 - Immunology. (2-3-3)** Basic principles and laboratory procedures for the study of immune responses. Prerequisites and Notes: BIO 3120 or BIO 3200 or concurrent enrollment. Credits: 3

4. Update the course title, description, and prerequisite for PSY 2999.

**PSY 2999 - Psychological Forum Orientation to the Psychology Major. (1-0-1) F, S.** A variety of methods and resources (e.g., surveys, archival data, Internet sites) will be used to introduce students to the profession of psychology. Includes coverage of such topics as sub-fields in psychology. An introduction to the discipline and profession of psychology, including such topics as curricular and extra-curricular opportunities in psychology, careers in psychology, and graduate training in psychology and related fields. Prerequisites and Notes: PSY 1879G, academic standing as a sophomore psychology major or permission of the instructor. Credits: 1
5. Revise the Clinical Laboratory Science (B.S.) as shown below:

Clinical Laboratory Science (B.S.)
This cooperative degree program, administered by the Pre-Health Professions Advisor, leads to the Bachelor of Science degree. It is a four-year program including three years of college work followed by one year of work in an affiliated hospital. The degree requires 120 semester hours of credit including 90 semester hours at EIU (or a combination of transfer credits and credits earned at Eastern totaling 90 semester hours) and 32 semester hours credit for successful completion of a one-year program in clinical laboratory science at an affiliated hospital. The clinical hours taken at the affiliated hospital will be treated as courses taken at EIU counting in residency hours and will be included in EIU grade point average. Since the clinical hours are treated as EIU residency hours, CLS majors are required to satisfy the standard 42 EIU residency hours, the 32 hour junior/senior year and 12 hour senior year residency hours despite being cooperative degree students. EIU cannot guarantee admission to any of its affiliated hospitals.

Major
The Clinical Laboratory Science Major comprises:

Biology Requirements
• BIO 1100 - General Biology. Credits: 4
• BIO 1300G - Animal Diversity. Credits: 4
• BIO 3120 - Molecular and Cellular Biology. Credits: 4
• BIO 3210 - Immunology. Credits: 3
• BIO 3300 - General Microbiology. Credits: 4
AND
• BIO 2001G - Human Physiology. Credits: 4
OR
• BIO 3520 - Animal Physiology. Credits: 4

CAH
Effective Fall 2013
(Note: The following executive action items from the College of Arts & Humanities will be held until after the pending music course proposals have been approved -- see page 2 of these minutes.)

1. Revise the course description for MUS 0541.

MUS 0541 - Music Theory Rudiments. (3-0-3) F. Development of fundamental musical knowledge and skills, including the notation, identification, and aural recognition of pitch, rhythm and meter, major and minor scales, keys, intervals, triads and seventh chords, and musical terms. Preparation for MUS 1541 Music Theory I and MUS 1543 Aural Training I. MUS 1501 - Comprehensive Musicianship I. Credits: 3

2. Change the course prerequisites for MUS 1070.

MUS 1070 - Introduction to Music Technology. (2-0-2) S. An overview of computers, peripherals, and software, and how they can be used effectively in a musical environment. Prerequisites and Notes: MUS 1541, 1501. Credits: 2

3. Amend the course prerequisites for MUS 1530.

MUS 1530 - Jazz Improvisation I. (0-2-1) S. An introduction to the basic skills of the jazz player. The course includes the study of jazz nomenclature, scales and standard jazz repertoire. Numerous jazz artists and their solos are discussed and analyzed. Prerequisites and Notes: MUS 1541, 1543 1501 or competence. Open to all students. Required of all students in the Jazz Studies Option. Credits: 1
4. Update the course prerequisites for MUS 1560.

**MUS 1560 - Introduction to Music Composition. (2-0-2) F.** The composition seminar will explore trends, philosophies, and methods associated with music composition practices. The class will focus on hands-on composing experience in a broad range of styles and aesthetics while incorporating a variety of listening and reading assignments. Other topics will include music organization, notation, and media types. Prerequisites and Notes: MUS 1542 1502 or permission of instructor. Course restricted to Music majors or minors. Credits: 2

5. Revise the course prerequisites for MUS 2155.

**MUS 2155 - Conducting I. (3-0-2) F.** A course designed to teach the language and gestures of effective conducting from both vocal and instrumental perspectives. The class serves as a laboratory chorus and an instrumental ensemble. For Music Majors and Music Minors only. Prerequisites and Notes: Completion of MUS 1541 and MUS 1542 1502 with a “C” or better. Credits: 2

6. Modify the course prerequisites for MUS 2203.

**MUS 2203 - Functional Skills in Piano. (0-2-1) F, S.** A course for music majors and minors. Prerequisites and Notes: MUS 1541, 1542, 1502 or placement by audition during enrollment. Credits: 1

7. Adjust the course prerequisites for MUS 2205.

**MUS 2205 - Keyboard Skills I. (0-2-1) F.** A course for keyboard majors or other qualified students to develop functional skills in harmonization, sight-reading, improvisation, and transposition. Prerequisites and Notes: MUS 1542 1502 or permission of the instructor. Credits: 1

8. Change the course prerequisites for MUS 2581.

**MUS 2581 - Jazz History. (2-0-2) On Demand.** A survey of the developmental periods of American jazz and the personalities significant to each period. Music from each period is listened to and analyzed. WI Prerequisites and Notes: MUS 1501, 1502, 1530, 1530, 1541, 1542, 1543, 1544 or permission of instructor. Open to music majors and minors only. Required for jazz studies option majors. Credits: 2

9. Update the course prerequisites for MUS 3541.

**MUS 3541 - Music Analysis I: Music of the Common Practice Period. (3-0-3) F.** The detailed study of selected compositions from the common practice period (Baroque, Classic, or Romantic eras). Prerequisites and Notes: MUS 2542 2502 or permission of instructor. Credits: 3

10. Amend the course prerequisites for MUS 3542.

**MUS 3542 - Music Analysis II: Music of the Post-Tonal Period. (3-0-3) S.** The detailed study of selected compositions from the post-tonal period (20th century to the present). Prerequisites and Notes: MUS 2542 2502 or permission of instructor. Credits: 3

11. Revise the course prerequisites for MUS 3547.

**MUS 3547 - Orchestration. (2-0-2) F.** Beginning practical experience in scoring for orchestra. Prerequisites and Notes: MUS 2541 2501. Credits: 2
12. Modify the course prerequisites for MUS 3591.

**MUS 3591 - Music Analysis, Honors. (3-0-3) On Demand.** The detailed study of a few musical compositions from either the 18th, 19th, or 20th centuries; the specific century to be announced in advance. WI. Prerequisites and Notes: MUS 2541 2501 and permission of instructor or MUS 2452 2502, admission to the Departmental Honors Program. Credits: 3

13. Change the course prerequisites for MUS 3800.

**MUS 3800 - Jazz Theory I. (1-1-1) On Demand.** A study of basic jazz skills as they relate to an understanding of modern harmonic/melodic concepts of theory at the keyboard. Open to all students. Prerequisites and Notes: Two semesters of class piano and two semesters of music theory including 1541 and 1542 1501 and 1502, or permission of instructor. Required of all students in the Jazz Studies Option. Credits: 1

14. Adjust the course prerequisites for MUS 4541.

**MUS 4541 - Sixteenth Century Counterpoint. (2-0-2) S-even-numbered years.** A basic study of techniques in polyphonic literature. Includes the styles of Palestrina and the English madrigalists. Prerequisites and Notes: MUS 2541 2501. Credits: 2

15. Revise the course prerequisites for MUS 4542.

**MUS 4542 - Eighteenth Century Counterpoint. (2-0-2) S-odd-numbered years.** A basic study of contrapuntal harmonic practices, including inventions, canon, fugue, and forms based upon the chorale. Prerequisites and Notes: MUS 2541 2501. Credits: 2

16. Amend the course prerequisites for MUS 4750.

**MUS 4750 - Choral Arranging. (2-0-2) S.** A practical approach to developing skill in scoring and arranging for various vocal ensemble combinations. Prerequisites and Notes: MUS 1541, 1542, and 2541 2501. Credits: 2

17. Change the course prerequisites for MUS 4840.

**MUS 4840 - Band Arranging. (2-0-2) S.** A course in scoring and arranging materials for instrumental ensembles. Prerequisites and Notes: MUS 2541 2501. Credits: 2
**Political Science (B.A.)**
The major in Political Science comprises:

Total Semester Hours: 46

**Core Introductory Requirements (19–22 hours)**
All Political Science majors will complete the following hours:
- PLS 1003 - Introduction to Comparative Politics. Credits: 3
- PLS 1153G - American Government and Constitution. Credits: 3
  OR
- PLS 1193G - American Government and Constitution, Honors. Credits: 3
- PLS 2001 - Introduction to Research Methods in Political Science. Credits: 1
  (1 hour)
- PLS 2033 - Research Methods in Political Science. Credits: 3
- PLS 2103 - Introduction to Political Theory. Credits: 3
- PLS 2253G - Introduction to International Relations. Credits: 3
  OR
- PLS 2293G - Introduction to International Relations, Honors. Credits: 3
- PLS 2603 - State and Local Government. Credits: 3
- **PLS 2703 - Introduction to Public Policy. Credits: 3**

**Field Requirements (21–18 hours):**
Political Science majors will take at least one course from each of the three areas listed below. In addition, students will complete 12–9 additional hours from these courses.

**Comparative Politics & International Relations**
- PLS 3100 - Global Threats and Problems. Credits: 3
- PLS 3203 - American Foreign Policy. Credits: 3
- PLS 3223 - International Organizations. Credits: 3
- PLS 3233 - International Terrorism. Credits: 3
- PLS 3253 - International Criminal Law. Credits: 3
- PLS 3303 - European Politics and Governments Credits: 3
- PLS 3333 - Politics of Latin America and the Caribbean. Credits: 3
- PLS 3343 - Government and Politics of the Middle East. Credits: 3
- PLS 3353 - Politics of Sub-Saharan Africa. Credits: 3
- PLS 3363 - Government and Politics in Asia-Pacific Rim. Credits: 3
- PLS 3373 - International Political Economy. Credits: 3
- PLS 4823 - International Policy Issues. Credits: 3

**American Politics, Public Policy & Public Administration**
- **PLS 3413 - Introduction to Public Administration. Credits: 3**
- PLS 3653 - American Indian Politics. Credits: 3
- PLS 3703 - African American Politics. Credits: 3
- PLS 3713 - Political Parties and Elections. Credits: 3
- PLS 3723 - Political Behavior. Credits: 3
- PLS 3733 - Interest Groups and Lobbying. Credits: 3
- PLS 3743 - Congress. Credits: 3
- PLS 3753 - The American Presidency. Credits: 3
- PLS 3763 - Environmental Politics and Policy. Credits: 3
- PLS 4793 - Public Organization Theory. Credits: 3
- PLS 4873 - Human Resource Management in Government. Credits: 3
- PLS 4893 - Government Budgeting and Politics. Credits: 3
Public Law & Political Theory

- PLS 3513 - Politics and the Legal Process. Credits: 3
- PLS 3523 - Criminal Law. Credits: 3
- PLS 3543 - Civil Liberties in America. Credits: 3
- PLS 3553 - Federal Indian Law and Policy. Credits: 3
- PLS 3903 - Gender, Public Policy and the Law. Credits: 3
- PLS 4774 - American Constitutional Law. Credits: 3
- PLS 4853 - Contemporary Constitutional Development. Credits: 3
- PLS 4903 - Classic Political Theory. Credits: 3
- PLS 4913 - Contemporary Political Theory. Credits: 3
- PLS 4923 - African American Political Thought. Credits: 3
- PLS 4933 - Ideologies of the Developing World. Credits: 3
- PLS 4943 - American Political Thought. Credits: 3

Applied Political Science Experience (3 hours):
Political Science majors will complete at least three hours in one or more of the following experiences:

- PLS 3970 - Study Abroad. Credits: 1 to 15
  (See Footnote *)
- PLS 4275 - Internship. Credits: 1 to 12
  (See Footnote **)
- PLS 4503 - Independent Study. Credits: 1 to 6
  (See Footnote ***)
- PLS 4444 - Honors Independent Study. Credits: 3
  (See footnote #)
- PLS 4555 - Honors Research. Credits: 3
  (See footnote #)
- PLS 4644 - Honors Thesis. Credits: 3
  (See footnote #)
- PLS 25131 - Moot Court I. Credits: 1
  or PLS 25132 or PLS 25133
  (Limited to 3 hours of Political Science Credit)
- PLS 26111 - Model Illinois Government I. Credits: 1
  or PLS 26112
  (Limited to 3 hours of Political Science Credit)

Political Science Capstone Course (3 hours):
All Political Science majors will complete a capstone course (PLS 4600), taken after students have completed at least 75 hours, including all Core Introductory Political Science requirements, and at least nine hours of Field Requirements.

- PLS 4600 - Political Science Capstone. Credits: 3

Footnotes:
* Three credit hours will count for this requirement. Additional credit hours may be substituted for Field Requirements, with departmental approval.

** Three credit hours will count for this requirement. Additional credit hours cannot be substituted for Field Requirements, but will count towards degree completion.

*** Three credit hours will count for this requirement. Additional credit hours cannot be substituted for Field Requirements, but will be included in computing the major g.p.a.

# Students enrolled in Honors Independent Study must be enrolled in Political Science Departmental Honors.
Public Administration Concentration for Political Science Majors
In addition to meeting all requirements for the Political Science Major, students will take a total of 12 hours from two groups of courses. All courses with a PLS prefix taken to meet Public Administration concentration requirements must be in addition to requirements for the major.

Total Semester Hours: 12

Group One (9 Hours)
Students will take three courses from Group One, excluding the course taken to meet the public administration requirement for the major.

• PLS 3413 - Introduction to Public Administration. Credits: 3
• PLS 4793 - Public Organization Theory. Credits: 3
• PLS 4873 - Human Resource Management in Government. Credits: 3
• PLS 4893 - Government Budgeting and Politics. Credits: 3

Group Two (3 Hours)
Students will take one of the following courses:

• ECN 3851 - Public Finance. Credits: 3
  (See Footnote *)
• GEG 3800 - Introduction to Cartography. Credits: 3
  (See Footnote *)
• PLS 3763 - Environmental Politics and Policy. Credits: 3
• PLS 3903 - Gender, Public Policy and the Law. Credits: 3
• SOC 4000 - Sociology of Work and Occupations. Credits: 3

Footnotes:
(Major GPA based on all political science courses taken at EIU.)

*Students wishing a more specialized background to prepare for graduate studies in public administration or a public administration career should give special consideration to either of the following: (1) the Economics sequence of ECN 2801G, 2802G and 3851 or (2) GEG 3800 along with Geographic Information Systems (GIS) coursework offered by the Geology-Geography Department.
The LCBAS Curriculum Committee met at 10:00 a.m. in the Dean’s Conference Room.

Members Present: Eric Savickas, Carla Honselman, Jeanne Snyder, Jerry Cloward, Jim Sysko, Henry Simmons (student replacing Jacob Dallas for this meeting)

Members Absent: Jacob Dallas (student)

Guest Present: Thomas Hawkins, Gabe Grant

The meeting was called to order by Carla Honselman at 10:03.

Minutes
The minutes of the December 3, 2012 meeting were approved as published.

Communications
College of Sciences – 12/7/12; 1/18/13; 2/1/13
College of Education and Professional Studies – 11/26/12; 12/10/12; 1/28/13
College of Arts and Humanities – 11/14/12; 1/23/13

CAA/CGS Update
a. New Course Proposal – OPD 4864 – originally sent to CAA as 4875 but notified that 4875 was reserved for special topics courses by School of Continuing Education so course number changed to 4864 (approved CAA 11/8/12; pending CGS approval)
b. AET General Concentration Revision (approved CAA 1/10/13)
c. New Course Proposal – OPD 3020 (approved CAA 1/17/13)
d. New Course Proposal - OPD 4430 (approved CAA 1/10/13)
e. New Course Proposal – BUS 4000 (approved CAA 11/29/12)
f. Proposal for Dual Degree Programs by M.S. in Technology and M.S. in Sustainable Energy (approved CGS 1/15/13)
g. Proposal for School of Technology Graduate Certificate Program (pending CGS approval)
h. Proposal to change the course description for AET 4823 (approved CAA 1/17/13 and CGS 1/15/13)

New Course Proposal – AET 4333, Trends in Digital Media Technology
Grant presented the proposal. Snyder suggested that an oral component be added to the course and proposed other minor revisions. Motion made (Cloward) and seconded (Savickas) to place the proposal with revisions on the agenda for voting at the next meeting. Approved.

New Course Proposal – AET 4963, Digital Medical Publishing Technologies
Grant presented the proposal. Snyder suggested that an oral component be added to the course and proposed other minor revisions. Motion made (Savickas) and seconded (Sysko) to place the proposal with revisions on the agenda for voting at the next meeting. Approved.
Proposal to Revise AET Technical Development Area
Cloward presented the proposal. Minor revisions were suggested. Motion made (Cloward) and seconded (Savickas) to place the proposal with revisions on the agenda for voting at the next meeting. Approved.

Next Meeting
The next meeting is scheduled for March 4th at 10:00 a.m.

Meeting adjourned at 10:30 a.m.

Respectfully submitted
Mary Hennig, Recorder
College of Education and Professional Studies
Curriculum Committee Minutes
February 11, 2013

Members Participating: James Barkley (REC); Dean Jackman; Mark Kattenbraker (KSS); Jim Kestner (STG); James Ochwa-Echel (SED/EDF); Catherine Polydore (CSD); Linda Reven (EC/ELE/MLE); Misty Rhoads (HST); Bridget Singer, Student Representative (KSS); Adriane Tschantz, Student Representative (CSD); Todd Vilardo, Charleston Public Schools; Bonnie Wilson

Guests: Doug Bower, Stephen Lucas, Jill Owen, John Storsved, and Clinton Warren

Mark Kattenbraker called the meeting to order.

Adriane Tschantz was introduced as the new student representative from Counseling and Student Development.

The minutes from the January 28, 2013, meeting were approved.

**CEPS 13-04, Revised Course, KSS 2440 Structural Kinesiology**
Jill Owen presented the proposal for this course revision. Misty Rhoads moved and James Ochwa-Echel seconded the motion to approve the proposal. Following discussion, the proposal was approved unanimously as amended. Effective date is Fall 2013.

**CEPS 13-05, Revised Course, KSS 2761 Introduction to Sport Management**
Clinton Warren presented the proposal for this course revision. James Ochwa-Echel moved and Misty Rhoads seconded the motion to approve the proposal. Following discussion, the proposal was approved unanimously as amended. Effective date is Fall 2013.

**CEPS 13-06, New Course, KSS 3181 Athletic Training Field Experience**
John Storsved presented the proposal for this new course. Bridget Singer moved and Catherine Polydore seconded the motion to approve the proposal. Following discussion, the proposal was approved unanimously. Effective date is Spring 2014.

**CEPS 13-07, Revised Course, KSS 3900 Technology in Kinesiology and Sports Studies**
Jill Owen presented the proposal for this course revision. Misty Rhoads moved and James Ochwa-Echel seconded the motion to approve the proposal. Following discussion, the proposal was approved unanimously as amended. Effective date is Fall 2013.

**CEPS 13-08, Revised Course, KSS 4236 Psychosocial Aspects of Sport**
Clinton Warren presented the proposal for this course revision. Misty Rhoads moved and James Barkley seconded the motion to approve the proposal. Following discussion, the proposal was approved unanimously as amended. Effective date is Fall 2013.

**CEPS 13-09, Revised Course, KSS 4327 Ethics in Sport**
Clinton Warren presented the proposal for this course revision. Jim Kestner moved and Misty Rhoads seconded the motion to approve the proposal. Following discussion, the proposal was approved unanimously as amended. Effective date is Fall 2013.

**CEPS 13-10, Revised Course, KSS 4328 Governance in Sport**
Clinton Warren presented the proposal for this course revision. Misty Rhoads moved and Bridget Singer seconded the motion to approve the proposal. Following discussion, the proposal was approved unanimously as amended. Effective date is Fall 2013.

**CEPS 13-11, Revised Course, KSS 4340 Principles of Exercise Physiology**
Jill Owen presented the proposal for this course revision. Misty Rhoads moved and Catherine Polydore seconded the motion to approve the proposal. Following discussion, the proposal was approved unanimously as amended. Effective date is Fall 2013.

**CEPS 13-12, Revised Course, KSS 4760 Sport Law**
Clinton Warren presented the proposal for this course revision. Catherine Polydore moved and Jim Kestner seconded the motion to approve the proposal. Following discussion, the proposal was approved unanimously as amended. Effective date is Fall 2013.

(Dean Jackman left the meeting)

**CEPS 13-13, New Course, KSS 4764 Sport Management Principles**
Clinton Warren presented the proposal for this new course. Bridget Singer moved and James Ochwa-Echel seconded the motion to approve the proposal. Following discussion, the proposal was approved unanimously as amended. Effective date is Fall 2013.
(Jim Kestner and Bridget Singer left the meeting)

CEPS 13-14, New Course, KSS 4765 Marketing in Sport
Clinton Warren presented the proposal for this new course. Misty Rhoads moved and James Ochwa-Echel seconded the motion to approve the proposal. Following discussion, the proposal was approved unanimously as amended. Effective date is Fall 2013.

CEPS 13-15, Program Revision, B.S. in Athletic Training
John Storsved presented the proposal for this revision. Misty Rhoads moved and Todd Vilardo seconded the motion to approve the proposal. Following discussion, the proposal was approved unanimously. Effective date is Fall 2013.

CEPS 13-16, Program Revision, B.S. in Kinesiology and Sports Studies, Sport Management Concentration
Clinton Warren presented the proposal for this revision. Misty Rhoads moved and James Barkley seconded the motion to approve the proposal. Following discussion, the proposal was approved unanimously. Effective date is Fall 2013.

Executive Action Request
An executive action request will be sent forward by Dean Jackman to request changes to KSS 4275. The course title will be changed to Internship and the credits will be changed to 3-9 (variable credit).

CAA University Learning Goals Committee Update
Stephen Lucas gave an overview of the charge to the Learning Goals Review Committee. He also distributed handouts. After a brief discussion with committee members and because we were running short on time, Dr. Lucas asked that members email him with any other questions or comments.

The meeting was adjourned at 3:32 p.m.

Respectfully submitted,

Bonnie Wilson

*************************************************************************

Spring 2013 Meeting Schedule

February 25, 2013
March 25, 2013
April 8, 2013
April 22, 2013

2:00 - 3:30 p.m.
Room 2444 Buzzard Hall
*************************************************************************
Bachelor of Arts in Music

The Bachelor of Arts in Music degree provides for the study of music within the context of a liberal arts framework. The limited hours in music provides a strong background in music while allowing ample time for study outside of music.

Rationale
Currently the Music Department offers the Bachelor of Music degree with specialized options in Teacher Certification and Performance. The Bachelor of Arts degree in Music provides a course of study in music for students whose interests lie outside of music education or performance. The limited number of hours in music allows ample opportunity for interdisciplinary study of music combined with a broad range of liberal arts subjects.

This degree could provide a springboard for further curricular innovation for the study of music and technology, music and business, or any other interdisciplinary studies. The flexibility of this degree would allow the department to maintain relevancy in a rapidly changing world.

Total Semester Hours: 74–79

Core Requirements (39 credit hours)

Music Theory (16 credit hours)
MUS 1501 – Comprehensive Musicianship I. Credits: 4
MUS 1502 – Comprehensive Musicianship II. Credits: 4
MUS 2501 – Comprehensive Musicianship III. Credits: 4
MUS 2502 – Comprehensive Musicianship IV. Credits: 4

Music History (9 credit hours)
MUS 3584 – Music History & Literature I. Credits: 3
MUS 3585 – Music History & Literature II. Credits: 3
MUS 3586 – Music History & Literature III. Credits: 3
or
MUS 3594 – Music History & Literature I, Honors. Credits: 3
MUS 3595 – Music History & Literature II, Honors. Credits: 3
MUS 3596 – Music History & Literature III, Honors. Credits: 3

Ensemble (8 credit hours)

Applied (4 credit hours)

Piano (2 credit hours) selected from
MUS 2203 – Functional Skills in Piano. Credits: 1
MUS 2204 – Functional Skills in Piano. Credits: 1
MUS 2205 – Keyboard Skills I. Credits: 1
MUS 2206 – Keyboard Skills II. Credits: 1

Recital (Audit Only)
MUS 1103 – Recital. Credits: Audit only
Open Studies Concentration (15 credit hours)
MUS 3970 – Study Abroad. Credits: 1-15
MUS 4600 – Independent Study. Credits: 1-3
or
MUS 4644 Honors Thesis. Credits: 1-3
(3 credits required)

Open electives (6 hours) in consultation with a music academic advisor
Upper-level electives (6 credit hours)

Music Theory and Composition Concentration (20 credit hours)
MUS 1070 – Introduction to Music Technology. Credits: 2
MUS 1560 – Introduction to Music Composition. Credits: 2

MUS 1570A - Intermediate Composition I. Credits: 1, 2, or 4
or
MUS 1570B - Intermediate Composition II. Credits: 1, 2, or 4
(3 credit hours)

MUS 2070 - Electronic Music Studio Techniques. Credits: 2

MUS 3541 - Music Analysis I: Music of the Common Practice Period. Credits: 3
or
MUS 3542 - Music Analysis II: Music of the Post-Tonal Period. Credits: 3

MUS 3547 - Orchestration. Credits: 2

MUS 3570A - Advanced Composition I. Credits: 1, 2, or 4
or
MUS 3570B - Advanced Composition II. Credits: 1, 2, or 4
(4 credit hours)

MUS 4541 - Sixteenth Century Counterpoint. Credits: 2
or
MUS 4542 - Eighteenth Century Counterpoint. Credits: 2

APPROVALS:

Date approved by the department or school: December 5, 2012

Date approved by the college curriculum committee: January 30, 2013

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

Date approved by CAA: CGS:
Eastern Illinois University  
Revised Course Proposal  
MUS 3594, Music History & Literature I, Honors

This format is to be used for all courses submitted to the Council on Academic Affairs and/or the Council on Graduate Studies.

Please check one:  
- [ ] New course  
- [X] Revised course

PART I: CATALOG DESCRIPTION

1. Course prefix and number, such as ART 1000:  
MUS 3594

2. Title (may not exceed 30 characters, including spaces):  
Music History & Lit. I, Honors

3. Long title, if any (may not exceed 100 characters, including spaces):  
Music History & Literature I, Honors

4. Class hours per week, lab hours per week, and credit [e.g., (3-0-3)]:  
3-0-3

5. Term(s) to be offered:  
- [X] Fall  
- [ ] Spring  
- [ ] Summer  
- [ ] On demand

6. Initial term of offering:  
- [X] Fall  
- [ ] Spring  
- [ ] Summer  
- [ ] Year: 2013

7. Course description:  
Music history and literature from the Medieval Period through the Renaissance.

8. Registration restrictions:
   a. Equivalent Courses
      - Identify any equivalent courses (e.g., cross-listed course, non-honors version of an honors course).
      MUS 3584 Music History and Literature I

     Indicate whether coding should be added to Banner to restrict students from registering for the equivalent course(s) of this course.  
- [ ] Yes  
- [X] No

   b. Prerequisite(s)
      - Identify the 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.
      MUS 1502 or permission of instructor; and admission to Departmental Honors

      Indicate whether coding should be added to Banner to prevent students from registering for this course if they haven’t successfully completed the prerequisite course(s).  
- [X] Yes  
- [ ] No

     If yes, identify the minimum grade requirement and any equivalent courses for each prerequisite course:

     A “C” is required in MUS 1502.

   c. Who can waive the prerequisite(s)?
      - [ ] No one  
      - [X] Chair  
      - [X] Instructor  
      - [ ] Advisor  
      - [ ] Other (Please specify)

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

   e. Repeat status:  
      - [X] Course may not be repeated.
Course may be repeated once with credit.

Please also specify the limit (if any) on hours which may be applied to a major or minor.

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]
   Honors
   Writing intensive

10. Grading methods (check all that apply):   X  Standard letter   CR/NC   Audit   ABC/NC
    (“Standard letter”—i.e., ABCDF—is assumed to be the default grading method unless the course description indicates otherwise.)

Please check any special grading provision that applies to this course:
   ___ The grade for this course will not count in a student’s grade point average.
   ___ The credit for this course will not count in hours towards graduation.

If the student already has credit for or is registered in an equivalent or mutually exclusive course, check any that apply:
   ___ The grade for this course will be removed from the student’s grade point average if he/she already has credit for or is registered in ____________ (insert course prefix and number).
   ___ Credit hours for this course will be removed from a student’s hours towards graduation if he/she already has credit for or is registered in ____________ (insert course prefix and number).

11. Instructional delivery method:   (Check all that apply.)
    X  lecture  lab  lecture/lab combined  independent study/research
    internship  performance  practicum or clinical  study abroad
    Internet  hybrid  other (Please specify)

PART II: ASSURANCE OF STUDENT LEARNING

1. List the student learning objectives of this course:
   Upon completion of this course, students will be able to:
   1. identify the names of the great composers from these periods and identify their masterpieces by sound and score recognition;
   2. describe the historical narrative surrounding the music from these periods;
3. describe the role of music in various societies;
4. explain how musical ideas relate to ideas in other fields in the Fine and Liberal Arts,
5. use methods of aural and score analysis to identify musical styles, forms, and genres;
6. apply standard methods and tools in research about music at a level that meets the high expectations for Departmental Honors students;
7. demonstrate critical and reflective thinking about music through written and verbal means at a level that meets the high expectations for Departmental Honors students.

a. If this is a general education course, indicate which objectives are designed to help students achieve one or more of the following goals of general education and university-wide assessment:
   • EIU graduates will write and speak effectively.
   • EIU graduates will think critically.
   • EIU graduates will function as responsible citizens.

b. If this is a graduate-level course, indicate which objectives are designed to help students achieve established goals for learning at the graduate level:
   • Depth of content knowledge
   • Effective critical thinking and problem solving
   • Effective oral and written communication
   • Advanced scholarship through research or creative activity

2. Identify the assignments/activities the instructor will use to determine how well students attained the learning objectives:

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<thead>
<tr>
<th>Objective</th>
<th>Mid-term 1</th>
<th>Paper 1</th>
<th>Mid-term 2</th>
<th>Paper 2</th>
<th>Final Exam</th>
<th>Mini-research projects and oral presentation</th>
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<tr>
<td>Objective 1</td>
<td>X</td>
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<td>Objective 2</td>
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<td>Objective 3</td>
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<td>Objective 7</td>
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</table>

1. Explain how the instructor will determine students’ grades for the course:

   Mid-term Exam No. 1 (music identification; essays) 15%
   Paper No. 1 (15% first submission, 10% second submission) 25%
   Mid-term Exam No. 2 (music identification; essays) 15%
   Paper No. 2 15%
   Final Exam (music identification; essays) 15%
   Mini-research projects and oral presentation 15%
2. For technology-delivered and other nontraditional-delivered courses/sections, address the following:
   a. Describe how the format/technology will be used to support and assess students’ achievement of the specified learning objectives:
   b. Describe how the integrity of student work will be assured:
   c. Describe provisions for and requirements of instructor-student and student-student interaction, including the kinds of technologies that will be used to support the interaction (e.g., e-mail, web-based discussions, computer conferences, etc.):

3. For courses numbered 4750–4999, specify additional or more stringent requirements for students enrolling for graduate credit. These include:
   a. course objectives;
   b. projects that require application and analysis of the course content; and
   c. separate methods of evaluation for undergraduate and graduate students.

4. 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 writing intensive. More than 35% of the course grade is determined from written work. Essay questions are included in all exams, and students complete two formal papers over the course of the semester. The first paper includes two drafts so that students can complete a revision following suggestions offered by the instructor.

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.

Sample Course Outline
This course will meet for 45 fifty-minute class periods over 15 weeks.

Week 1
Introduction
Medieval music as one of the seven liberal arts; trivium and quadrivium
Antiquity to the Middle Ages: the transmission of musical tradition, both speculative and practical
Boethius
Later medieval music theory: modes and related concepts

Week 2
Chant typology
The Mass: Ordinary and Proper
The Office: function, structure, typical chants
TOPIC PROPOSALS DUE

Week 3
Sequence, trope: classification, structure, form, development, known composers
Liturgical drama: origin, development, known composers

Week 4
*Ars antiqua*
Organum
Notre Dame Polyphony: Leonin and Perotin
Conductus
13th century motet
MINI-RESEARCH PROJECT I DUE

Week 5
Troubadours and trouveres
Minnesingers and Meistersingers
*Ars nova*: historical and cultural context
*Ars nova*: theoretical foundations; notation; Philippe de Vitry

Week 6
The isorhythmic motet in the fourteenth century
Guillaume de Machaut: masses and motets
Guillaume de Machaut: secular music
The Italian *Trecento; ars subtilior*
MID-TERM EXAMINATION I
FIRST DRAFT OF FIRST PAPER DUE

Week 7
The Renaissance as a cultural movement
The Renaissance: musical styles, genres, compositional techniques
Renaissance music theory

Week 8
England: the *contenance angloise*
English genres
Dunstable
Music in the Burgundian lands: DuFay, Binchois

Week 9
The polyphonic mass: plainsong, cantus firmus, motto, imitation; four-voice texture
DuFay, Ockeghem, Busnoys
Josquin de Prez: masses, motets, and chansons
MINI-RESEARCH PROJECT II DUE

Week 10
Parisian chanson, musique mesurée: Sermisy, Le Jeune
Lied: Isaac, Senfl
MID-TERM EXAMINATION II
SECOND DRAFT OF FIRST PAPER DUE
Week 11
Early music printing and publishing: Petrucci, Attaignant
The Italian madrigal (I): the sonnet and its musical setting; Cardinal Pietro Bembo’s Petrarchan revival
The Italian madrigal (II): Arcadelt, Willaert, Rore, Marenzio; word painting and other text-setting techniques; women’s vocal ensembles
SECOND TOPIC PROPOSAL DUE

Week 12
Sacred music of the Reformation in Germany (Martin Luther), England (William Byrd)
Sacred music of the Reformation in France (Calvin; metrical psalms; the French Psalter)

Week 13
The Counter-Reformation: historical context
The Counter-Reformation: Palestrina—stylistic characteristics of his vocal music; Palestrina as a model

Week 14
The Counter-Reformation: Victoria, Lasso
Elizabethan England: Morley, Dowland, Byrd
PUBLIC ORAL PRESENTATIONS (invited faculty)

Week 15
COMPREHENSIVE REVIEW
SECOND PAPER DUE

Week 16
FINAL EXAMINATION

PART IV: PURPOSE AND NEED

1. Explain the department’s rationale for developing and proposing the course.
This revised course along with MUS 3595 and 3596 will form a three-semester music history sequence that is organized chronologically. Currently, the courses are not chronological. The revised format will provide a better framework for understanding the subject matter.

   a. If this is a general education course, you also must indicate the segment of the general education program into which it will be placed, and describe how the course meets the requirements of that segment.

   b. If the course or some sections of the course may be technology delivered, explain why.

2. Justify the level of the course and any course prerequisites, co-requisites, or registration restrictions. Music History & Literature I, Honors is appropriately placed at the 3000-level. As students are expected to be musically literate to satisfy the goals of the course, MUS 1502 Comprehensive Musicianship II is a prerequisite for this course.

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

   a. If the contents substantially duplicate those of an existing course, the new proposal should be discussed with the appropriate chairpersons, deans, or curriculum committees and their responses noted in the proposal.
b. 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.

This course is a revision of an existing course.

3. Impact on Program(s):
This course will be required of all undergraduate music majors.
   a. For undergraduate programs, specify whether this course will be required for a major or minor or used as an approved elective.
   b. 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.

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: Dr. Luminita Florea or other qualified Music faculty members

   If this is a graduate course and the department does not currently offer a graduate program, it must document that it employs faculty qualified to teach graduate courses.

2. Additional costs to students:

   Include those for supplemental packets, hardware/software, or any other additional instructional, technical, or technological requirements. (Course fees must be approved by the President’s Council.)

   None.

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

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 equivalent to this course.
PART VII: APPROVALS

Date approved by the department or school: December 5, 2012

Date approved by the college curriculum committee: January 30, 2013

Date approved by the Honors Council (if this is an honors course): February 8, 2013

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).
Eastern Illinois University  
Revised Course Proposal  
MUS 3595, Music History & Literature II, Honors

This format is to be used for all courses submitted to the Council on Academic Affairs and/or the Council on Graduate Studies.

Please check one:  
[ ] New course  [X] Revised course

PART I: CATALOG DESCRIPTION

1. Course prefix and number, such as ART 1000: MUS 3595
2. Title (may not exceed 30 characters, including spaces): Music History & Lit. II, Honors
3. Long title, if any (may not exceed 100 characters, including spaces): Music History & Literature II, Honors
4. Class hours per week, lab hours per week, and credit [e.g., (3-0-3)]: 3-0-3
5. Term(s) to be offered:  
[ ] Fall  [X] Spring  [ ] Summer  [ ] On demand
6. Initial term of offering:  
[ ] Fall  [X] Spring  [ ] Summer  [ ] Year: 2014
7. Course description: Music history and literature from the Baroque Period through the end of the Classical Period.

8. Registration restrictions:
   a. Equivalent Courses
      • Identify any equivalent courses (e.g., cross-listed course, non-honors version of an honors course).
        MUS 3585 Music History & Literature II

        Indicate whether coding should be added to Banner to restrict students from registering for the equivalent course(s) of this course.  
        [ ] Yes  [X] No

   b. Prerequisite(s)
      • Identify the 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.
        MUS 3584 Music History & Literature I or MUS 3594 Music History & Literature I, Honors, or permission of instructor; and admission to Departmental Honors

      • Indicate whether coding should be added to Banner to prevent students from registering for this course if they haven’t successfully completed the prerequisite course(s).  
        [X] Yes  [ ] No

      If yes, identify the minimum grade requirement and any equivalent courses for each prerequisite course:

      A “C” is required in MUS 3584 or 3594.

   c. Who can waive the prerequisite(s)?
      [ ] No one  [X] Chair  [X] Instructor  [ ] Advisor  [ ] Other (Please specify)

   d. Co-requisites (course(s) which MUST be taken concurrently with this one):
      None.
e. **Repeat status:**  
   - [X] Course may not be repeated.  
   - [ ] Course may be repeated once with credit.  
   
   Please also specify the limit (if any) on hours which may be applied to a major or minor.

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]  
   Writing intensive

10. **Grading methods** (check all that apply):  
   - [X] Standard letter  
   - [ ] CR/NC  
   - [ ] Audit  
   - [ ] ABC/NC  
   
   (“Standard letter”—i.e., ABCDF—is assumed to be the default grading method unless the course description indicates otherwise.)  

   Please check any special grading provision that applies to this course:  
   - [ ] The grade for this course will not count in a student’s grade point average.  
   - [ ] The credit for this course will not count in hours towards graduation.

If the student already has credit for or is registered in an equivalent or mutually exclusive course, check any that apply:  
   - [ ] The grade for this course will be removed from the student’s grade point average if he/she already has credit for or is registered in ______________ (insert course prefix and number).  
   - [ ] Credit hours for this course will be removed from a student’s hours towards graduation if he/she already has credit for or is registered in ______________ (insert course prefix and number).

11. **Instructional delivery method:**  
   (Check all that apply.)  
   - [X] lecture  
   - [ ] lab  
   - [ ] lecture/lab combined  
   - [ ] independent study/research  
   - [ ] internship  
   - [ ] performance  
   - [ ] practicum or clinical  
   - [ ] study abroad  
   - [ ] Internet  
   - [ ] hybrid  
   - [ ] other (Please specify)

**PART II: ASSURANCE OF STUDENT LEARNING**

1. **List the student learning objectives of this course:**  
   Upon completion of this course, students will be able to:  
   1. identify the names of the great composers from these periods and identify their masterpieces by sound and score recognition;  
   2. describe the historical narrative surrounding the music from these periods;
3. describe the role of music in various societies;
4. explain how musical ideas relate to ideas in other fields in the Fine and Liberal Arts,
5. use methods of aural and score analysis to identify musical styles, forms, and genres;
6. apply standard methods and tools in research about music at a level that meets the high expectations for Departmental Honors students;
7. demonstrate critical and reflective thinking about music through written and verbal means at a level that meets the high expectations for Departmental Honors students.

a. If this is a general education course, indicate which objectives are designed to help students achieve one or more of the following goals of general education and university-wide assessment:
   - EIU graduates will write and speak effectively.
   - EIU graduates will think critically.
   - EIU graduates will function as responsible citizens.

b. If this is a graduate-level course, indicate which objectives are designed to help students achieve established goals for learning at the graduate level:
   - Depth of content knowledge
   - Effective critical thinking and problem solving
   - Effective oral and written communication
   - Advanced scholarship through research or creative activity

2. Identify the assignments/activities the instructor will use to determine how well students attained the learning objectives:

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<th>Final Exam</th>
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</table>

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

- Mid-term Exam No. 1 (music identification; essays) 15%
- Paper No. 1 (15% first submission, 10% second submission) 25%
- Mid-term Exam No. 2 (music identification; essays) 15%
- Paper No. 2 15%
- Final Exam (music identification; essays) 15%
- Mini-research projects and oral presentation 15%
4. For technology-delivered and other nontraditional-delivered courses/sections, address the following:
   a. Describe how the format/technology will be used to support and assess students’ achievement of the specified learning objectives:
   b. Describe how the integrity of student work will be assured:
   c. Describe provisions for and requirements of instructor-student and student-student interaction, including the kinds of technologies that will be used to support the interaction (e.g., e-mail, web-based discussions, computer conferences, etc.):

5. For courses numbered 4750–4999, specify additional or more stringent requirements for students enrolling for graduate credit. These include:
   a. course objectives;
   b. projects that require application and analysis of the course content; and
   c. separate methods of evaluation for undergraduate and graduate students.

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 writing intensive. More than 35% of the course grade is determined from written work. Essay questions are included in all exams, and students complete two formal papers over the course of the semester. The first paper includes two drafts so that students can complete a revision following suggestions offered by the instructor.

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.

Sample Course Outline

This course will meet for 45 fifty-minute class periods over 15 weeks.

Week 1: Introduction to the Baroque; Secunda Pratitca Madrigal
   • Aesthetics
   • Gesualdo
   • Caccini
   • Monteverdi

Week 2: Florentine Opera; Oratorio
   • Monteverdi
   • Carissimi

TOPIC PROPOSALS DUE

Week 3: Cantata; Venetian opera
   • Strozzi
   • Monteverdi
• Cavalli

Week 4: Sacred Concerto; Dance Suite
• Gabrieli
• Schütz
• Gaultier
• Couperin
MINI-RESEARCH PROJECT I DUE

Week 5: French Baroque Opera; English Baroque Opera
• Lully
• Purcell

Week 6: Italian Instrumental Music
• Corelli Trio Sonata
• Vivaldi Concertos
MID-TERM EXAMINATION I
FIRST DRAFT OF FIRST PAPER DUE

Week 7: Music of Johann Sebastian Bach
• Keyboard and orchestral music
• Cantatas, Passions, and Mass

Week 8: Music of George Frideric Handel
• Italian operas
• Oratorios

Week 9: Introduction to the Classical Period; Comic Opera
• Aesthetics
• Early Eighteenth-Century Opera buffa
• Ballad Opera
• Opéra comique
MINI-RESEARCH PROJECT II DUE

Week 10: Serious Opera of the Mid-Eighteenth Century
• Hasse
• Gluck (Sturm und Drang)
MID-TERM EXAMINATION II
SECOND DRAFT OF FIRST PAPER DUE

Week 11: Mid-Eighteenth-Century Keyboard Music
• Scarlatti
• C. P. E. Bach (empfindsamer Stil)
SECOND TOPIC PROPOSAL DUE

Week 12: Early Symphony
• Opera Sinfonia
• Sammartini
• Stamitz

GUIDED MINI-RESEARCH PROJECT DUE

Week 13: Music of Franz Joseph Haydn
• Symphonies
• String Quartets

Week 14: Music of Wolfgang Amadeus Mozart
• Concertos
• Symphonies
• Operas
PUBLIC ORAL PRESENTATIONS (invited faculty)

Week 15: Music of Ludwig van Beethoven
• Piano Sonata
• Symphonies
• String Quartets
SECOND PAPER DUE

Week 16
FINAL EXAMINATION

PART IV: PURPOSE AND NEED

1. Explain the department’s rationale for developing and proposing the course.
   This revised course along with MUS 3594 and 3596 will form a three-semester music history sequence that is organized chronologically. Currently, the courses are not chronological. The revised format will provide a better framework for understanding the subject matter.
   a. If this is a general education course, you also must indicate the segment of the general education program into which it will be placed, and describe how the course meets the requirements of that segment.
   b. If the course or some sections of the course may be technology delivered, explain why.

2. Justify the level of the course and any course prerequisites, co-requisites, or registration restrictions. *Music History & Literature II, Honors* is appropriately placed at the 3000-level. Since this course revision is designed to make the study of music history chronological, MUS 3584 *Music History & Literature I* or MUS 3594 *Music History & Literature I, Honors* is listed as a prerequisite for this course.

   If the course is similar to an existing course or courses, justify its development and offering.
   a. If the contents substantially duplicate those of an existing course, the new proposal should be discussed with the appropriate chairpersons, deans, or curriculum committees and their responses noted in the proposal.
   b. 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.

   This course is a revision of an existing course.
3. Impact on Program(s):
This course will be required of all undergraduate music majors.
   a. For undergraduate programs, specify whether this course will be required for a major or
      minor or used as an approved elective.
   b. 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.

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: Dr. Luminita Florea or other qualified Music
   faculty members

   If this is a graduate course and the department does not currently offer a graduate program, it must
   document that it employs faculty qualified to teach graduate courses.

2. Additional costs to students:

   Include those for supplemental packets, hardware/software, or any other additional instructional,
   technical, or technological requirements. (Course fees must be approved by the President’s Council.)

   None.

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

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 equivalent to this course.
PART VII: APPROVALS

Date approved by the department or school: December 5, 2012

Date approved by the college curriculum committee: January 30, 2013

Date approved by the Honors Council (if this is an honors course): February 8, 2013

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).
Eastern Illinois University
Revised Course Proposal
MUS 3596, Music History & Literature III, Honors

This format is to be used for all courses submitted to the Council on Academic Affairs and/or the Council on Graduate Studies.

Please check one:   [ ] New course   [x] Revised course

PART I: CATALOG DESCRIPTION

1. Course prefix and number, such as ART 1000:   MUS 3596
2. Title (may not exceed 30 characters, including spaces):   Music History & Lit. III, Honors
3. Long title, if any (may not exceed 100 characters, including spaces):   Music History & Literature III, Honors
4. Class hours per week, lab hours per week, and credit [e.g., (3-0-3)]:   3-0-3
5. Term(s) to be offered:   [x] Fall   [ ] Spring   [ ] Summer   [ ] On demand
6. Initial term of offering:   [x] Fall   [ ] Spring   [ ] Summer   Year:   2014
7. Course description:   Music history and literature from the Romantic Period through the Modern Period.

8. Registration restrictions:
   a. Equivalent Courses
      • Identify any equivalent courses (e.g., cross-listed course, non-honors version of an honors course).
        MUS 3586 Music History & Literature III

        Indicate whether coding should be added to Banner to restrict students from registering for the equivalent course(s) of this course.   [ ] Yes   [x] No

   b. Prerequisite(s)
      • Identify the 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.
        MUS 3585 Music History & Literature II or MUS 3595 Music History & Literature II, Honors, or permission of instructor; and admission to Departmental Honors

        • Indicate whether coding should be added to Banner to prevent students from registering for this course if they haven’t successfully completed the prerequisite course(s).   [x] Yes   [ ] No

        If yes, identify the minimum grade requirement and any equivalent courses for each prerequisite course:

          A “C” is required in MUS 3585 or 3595.

   c. Who can waive the prerequisite(s)?
      [ ] No one   [x] Chair   [x] Instructor   [ ] Advisor   [ ] Other (Please specify)

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

   e. Repeat status:   [x] Course may not be repeated.
Course may be repeated once with credit.

Please also specify the limit (if any) on hours which may be applied to a major or minor.

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]
   Writing intensive

10. **Grading methods** (check all that apply): _X_ Standard letter  ___ CR/NC  ___ Audit  ___ ABC/NC
    (“Standard letter”—i.e., ABCDF—is assumed to be the default grading method unless the course description indicates otherwise.)

    Please check any special grading provision that applies to this course:
    ____ The grade for this course will not count in a student’s grade point average.
    ____ The credit for this course will not count in hours towards graduation.

    If the student already has credit for or is registered in an equivalent or mutually exclusive course, check any that apply:
    ____ The grade for this course will be removed from the student’s grade point average if he/she already has credit for or is registered in ______________ (insert course prefix and number).
    ____ Credit hours for this course will be removed from a student’s hours towards graduation if he/she already has credit for or is registered in ______________ (insert course prefix and number).

11. **Instructional delivery method**: (Check all that apply.)
    _X_ lecture  ___ lab  ___ lecture/lab combined  ___ independent study/research
    ___ internship  ___ performance  ___ practicum or clinical  ___ study abroad
    ___ Internet  ___ hybrid  ___ other (Please specify)

**PART II: ASSURANCE OF STUDENT LEARNING**

1. **List the student learning objectives of this course**:
   Upon completion of this course, students will be able to:
   1. identify the names of the great composers from these periods and identify their masterpieces by sound and score recognition;
   2. describe the historical narrative surrounding the music from these periods;
   3. describe the role of music in various societies;
4. explain how musical ideas relate to ideas in other fields in the Fine and Liberal Arts,
5. use methods of aural and score analysis to identify musical styles, forms, and genres;
6. apply standard methods and tools in research about music at a level that meets the high expectations for Departmental Honors students;
7. demonstrate critical and reflective thinking about music through written and verbal means at a level that meets the high expectations for Departmental Honors students.

a. If this is a general education course, indicate which objectives are designed to help students achieve one or more of the following goals of general education and university-wide assessment:
   - EIU graduates will write and speak effectively.
   - EIU graduates will think critically.
   - EIU graduates will function as responsible citizens.

b. If this is a graduate-level course, indicate which objectives are designed to help students achieve established goals for learning at the graduate level:
   - Depth of content knowledge
   - Effective critical thinking and problem solving
   - Effective oral and written communication
   - Advanced scholarship through research or creative activity

2. Identify the assignments/activities the instructor will use to determine how well students attained the learning objectives:

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

   - Mid-term Exam No. 1 (music identification; essays) 15%
   - Paper No. 1 (15% first submission, 10% second submission) 25%
   - Mid-term Exam No. 2 (music identification; essays) 15%
   - Paper No. 2 15%
   - Final Exam (music identification; essays) 15%
   - Mini-research projects and oral presentation 15%

4. For technology-delivered and other nontraditional-delivered courses/sections, address the following:
   a. Describe how the format/technology will be used to support and assess students’ achievement of the specified learning objectives:
   b. Describe how the integrity of student work will be assured:
c. Describe provisions for and requirements of instructor-student and student-student interaction, including the kinds of technologies that will be used to support the interaction (e.g., e-mail, web-based discussions, computer conferences, etc.):

5. For courses numbered 4750-4999, specify additional or more stringent requirements for students enrolling for graduate credit. These include:
   a. course objectives;
   b. projects that require application and analysis of the course content; and
   c. separate methods of evaluation for undergraduate and graduate students.

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 writing intensive. More than 35% of the course grade is determined from written work. Essay questions are included in all exams, and students complete two formal papers over the course of the semester. The first paper includes two drafts so that students can complete a revision following suggestions offered by the instructor.

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.

Sample Course Outline
This course will meet for 45 fifty-minute class periods over 15 weeks.

Week 1: Introduction to the Music of the Romantic Period; The Lied
• Aesthetics
• Schubert

Week 2: Early German Romantic Opera; Early Nineteenth-Century Italian Opera
• Weber
• Rossini Opera
• Code Rossini
• Bellini
TOPIC PROPOSALS DUE

Week 3: Orchestral Music of the Parisian Avant-garde; French and German Keyboard Music
• Berlioz
• Chopin
• Liszt

Week 4: Mid-Nineteenth-Century German Romanticism and Neo-classicism
• Mendelssohn
• Schumann
• Brahms
MINI-RESEARCH PROJECT I DUE

Week 5: French Grand Opera; Verdi Opera
• Meyerbeer
• Verdi
• Verismo opera

Week 6: New German School (Liszt; Wagner)
• Symphonic Poem
• Opera
MID-TERM EXAMINATION I
FIRST DRAFT OF FIRST PAPER DUE

Week 7: New German School continued (Strauss; Mahler)
• Tone Poem
• Programmatic Symphony
• Orchestral Lied

Week 8: Introduction to Modernism; Russian Modernism
• Aesthetics
• Mussorgsky
• Skryabin

Week 9: French Modernism
• Fauré
• Debussy
• Satie
• Ravel
MINI-RESEARCH PROJECT II DUE

Week 10: Second Viennese School
• Schoenberg
• Berg
MID-TERM EXAMINATION II
SECOND DRAFT OF FIRST PAPER DUE

Week 11: Modernism and Nationalism: Eastern Europe; England
• Bartók
• Stravinsky
• Shostakovich
• Britten
SECOND TOPIC PROPOSAL DUE

Week 12: Nationalism continued; Neo-classicism
• Ives
• Copland
• Stravinsky
• Hindemith

Week 13: Serialism; Integral Serialism
• Schoenberg
• Webern
• Darmstadt School: Messiaen, Stockhausen, Boulez

Week 14: Music after 1945 (Electronic Music; Chance; Third Stream)
• Cage
• Babbitt
• Crumb
• Schuller
PUBLIC ORAL PRESENTATIONS (invited faculty)

Week 15: Music after 1945 continued (Chamber Music; Minimalism; Postmodernism)
• Carter
• Adams
• Zwilich
SECOND PAPER DUE

Week 16
FINAL EXAMINATION

PART IV: PURPOSE AND NEED

1. Explain the department’s rationale for developing and proposing the course.
This revised course along with MUS 3594 and 3595 will form a three-semester music history sequence that is organized chronologically. Currently, the courses are not chronological. The revised format will provide a better framework for understanding the subject matter.

   a. If this is a general education course, you also must indicate the segment of the general education program into which it will be placed, and describe how the course meets the requirements of that segment.

   b. If the course or some sections of the course may be technology delivered, explain why.

2. Justify the level of the course and any course prerequisites, co-requisites, or registration restrictions. Music History & Literature III, Honors is appropriately placed at the 3000-level. Since this course revision is designed to make the study of music history chronological, MUS 3585 Music History & Literature II or MUS 3594 Music History & Literature I, Honors is listed as a prerequisite for this course.

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

   a. If the contents substantially duplicate those of an existing course, the new proposal should be discussed with the appropriate chairpersons, deans, or curriculum committees and their responses noted in the proposal.
b. 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.

This course is a revision of an existing course.

3. Impact on Program(s):
This course will be required of all undergraduate music majors.

a. For undergraduate programs, specify whether this course will be required for a major or minor or used as an approved elective.

b. 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.

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: Dr. Luminita Florea or other qualified Music faculty members

If this is a graduate course and the department does not currently offer a graduate program, it must document that it employs faculty qualified to teach graduate courses.

2. Additional costs to students:

Include those for supplemental packets, hardware/software, or any other additional instructional, technical, or technological requirements. (Course fees must be approved by the President’s Council.)

None.

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


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 equivalent to this course.
PART VII: APPROVALS

Date approved by the department or school: December 5, 2012

Date approved by the college curriculum committee: January 30, 2013

Date approved by the Honors Council (if this is an honors course): February 8, 2013

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).
Eastern Illinois University
Revised Course Proposal
WST 2309G, Women, Men, and Culture

This format is to be used for all courses submitted to the Council on Academic Affairs and/or the Council on Graduate Studies.

Please check one: [ ] New course [X] Revised course

PART I: CATALOG DESCRIPTION

1. Course prefix and number, such as ART 1000: WST 2309G
2. Title (may not exceed 30 characters, including spaces): Women, Men, and Culture
3. Long title, if any (may not exceed 100 characters, including spaces):

4. Class hours per week, lab hours per week, and credit [e.g., (3-0-3)]: 3-0-3
5. Term(s) to be offered: [X] Fall [X] Spring [ ] Summer [ ] On demand
6. Initial term of offering: [X] Fall [ ] Spring [ ] Summer Year: 2013
7. Course description: Examines gender roles and development in a historical context from a variety of theoretical and disciplinary perspectives and within a variety of frameworks: political, economic, cultural, religious, and social (WI).

8. Registration restrictions:
   a. Equivalent Courses
      • Identify any equivalent courses (e.g., cross-listed course, non-honors version of an honors course).

      WST 2309G will be both an on-campus and an on-line offering (based on semester-by-semester scheduling by the coordinator of the Women’s Studies Program). Thus, the on-line version and on-campus version are equivalent. The electronic/on-line version will NOT be open to enrollment by on-campus students.

      • Indicate whether coding should be added to Banner to restrict students from registering for the equivalent course(s) of this course. [X] Yes [ ] No

   b. Prerequisite(s)
      • Identify the 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.

      No prerequisites

      • Indicate whether coding should be added to Banner to prevent students from registering for this course if they haven’t successfully completed the prerequisite course(s). [ ] Yes [X] No

      If yes, identify the minimum grade requirement and any equivalent courses for each prerequisite 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): None
e. **Repeat status:**  
- **X** Course may not be repeated.  
- ___ Course may be repeated once with credit.  
  
  Please also specify the limit (if any) on hours which may be applied to a major or minor.

f. **Degree, college, major(s), level, or class** to which registration in the course is restricted, if any:

g. **Degree, college, major(s), level, or class** to be excluded from the course, if any:

WST 2309G is a general education course open to all EIU students. Yet, the electronic/on-line version of WST 2309G should be restricted to off-campus students.

9. **Special course attributes** [cultural diversity, general education (indicate component), honors, remedial, writing centered or writing intensive]:

- Cultural Diversity
- General Education (Social and Behavioral Sciences)
- Writing Intensive

10. **Grading methods** (check all that apply):  
- **X** Standard letter  
- ___ CR/NC  
- ___ Audit  
- ___ ABC/NC  

(“Standard letter”—i.e., ABCDF—is assumed to be the default grading method unless the course description indicates otherwise.)

Please check any special grading provision that applies to this course:

- ___ The grade for this course will not count in a student’s grade point average.
- ___ The credit for this course will not count in hours towards graduation.

If the student already has credit for or is registered in an equivalent or mutually exclusive course, check any that apply:

- ___ The grade for this course will be removed from the student’s grade point average if he/she already has credit for or is registered in ____________ (insert course prefix and number).
- ___ Credit hours for this course will be removed from a student’s hours towards graduation if he/she already has credit for or is registered in ____________ (insert course prefix and number).

11. **Instructional delivery method:** (Check all that apply.)

- **X** lecture  
- ___ lab  
- ___ lecture/lab combined  
- ___ independent study/research  
- ___ internship  
- ___ performance  
- ___ practicum or clinical  
- ___ study abroad  
- **X** Internet  
- ___ hybrid  
- ___ other (Please specify)
PART II: ASSURANCE OF STUDENT LEARNING

1. List the student learning objectives of this course:

   a. If this is a general education course, indicate which objectives are designed to help students achieve one or more of the following goals of general education and university-wide assessment:
      - EIU graduates will write and speak effectively.
      - EIU graduates will think critically.
      - EIU graduates will function as responsible citizens.

WST 2309G student learning objectives
1) articulate concepts and arguments relevant to gender issues in formal communication and within peer discussion (GE)
2) develop written and oral communication skills (GE)
3) identify world-shaping forces and events (GE)
4) describe the diverse experiences and perspectives that shape human culture (GE)
5) identify historical events that have shaped gender in the U.S. and in world cultures (GE)

Overall, WST 2309G promotes responsible global citizenship (cultural diversity) by teaching students to appreciate the diverse experiences and perspectives that shape human culture (emphasizing the contributions of ethnicity/culture of Europeans, Africans, Native Americans, Latinas/os and Asians and gendered perspective to American society).

2. Identify the assignments/activities the instructor will use to determine how well students attained the learning objectives:

<table>
<thead>
<tr>
<th></th>
<th>Written Assignments, incl. research project (50% total)</th>
<th>Exams/Quizzes (20% total)</th>
<th>Participation &amp; Weekly Discussions/Reflections (20% total)</th>
<th>Analysis of Current Events (10% total)</th>
</tr>
</thead>
<tbody>
<tr>
<td>articulate concepts and arguments relevant to gender issues in formal communication and within peer discussion (GE)</td>
<td>X</td>
<td>X</td>
<td></td>
<td>X</td>
</tr>
<tr>
<td>develop written and oral communication skills (GE)</td>
<td>X</td>
<td>X</td>
<td></td>
<td></td>
</tr>
<tr>
<td>identify world-shaping forces and events (GE)</td>
<td>X</td>
<td>X</td>
<td></td>
<td>X</td>
</tr>
<tr>
<td>describe the diverse experiences and perspectives that shape human culture</td>
<td>X</td>
<td>X</td>
<td>X</td>
<td>X</td>
</tr>
</tbody>
</table>
3. **Explain how the instructor will determine students’ grades for the course:**

   Student achievement of the stated objectives will be evaluated based on the following activities and grades assigned according to the given percentages:

   Achievement of student learning will be evaluated based on the following:
   1) performance on writing assignments, including research project-50%
   2) performance on quizzes/exams-20%
   3) class participation/discussions and weekly writings-20%
   4) analysis of current issues in context of course goals-10%

4. **For technology-delivered and other nontraditional-delivered courses/sections, address the following:**
   a. **Describe how the format/technology will be used to support and assess students’ achievement of the specified learning objectives:**
   b. **Describe how the integrity of student work will be assured:**
   c. **Describe provisions for and requirements of instructor-student and student-student interaction, including the kinds of technologies that will be used to support the interaction (e.g., e-mail, web-based discussions, computer conferences, etc.):**

   The electronic version of WST 2309G is designed to utilize EIU’s on-line course delivery system. The pilot course site, designed by Debra Reid during Summer 2012 and used by her since, complies with Quality Matters standards. The course developer passed EIU’s On-line Course Development Institute in Summer 2012.

   Each lesson will include goals of the week (aligned to student learning objectives for the course), brief lectures illustrated with presentation software (recorded using Elluminate or equivalent web-based instructional technology), reading assignments, and discussion prompts that facilitate synchronous and asynchronous class engagement and response. Regular quizzes will test reading comprehension. Discussion prompts will encourage students to read and respond; collective responses and faculty-group exchange will help students comprehend the material and will create a learning community. Synchronous or live sessions (each topic offered twice to ensure student access) will allow students to break into groups to discuss readings with instructor input, engage in group discussions on selected topics, and document these by completing writing assignments in a learning context resembling “in-class” sessions.

   The integrity of student work will be assured by creation of questions that require analysis of specific sources and integration of those sources into individual written responses. This should make plagiarism difficult and obvious. Evaluation of students in the on-line course will be open book (exams, papers, etc.) but based on questions that require critical analysis and synthesis of primary and secondary sources.
5. For courses numbered 4750-4999 – N/A

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 writing-intensive. At least 35 percent of the grade will be based on students’ written work. Students will re-write at least one assignment.

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.

The following outline provides an example of content delivered during this course. The on-line sections of the course are equivalent to the on-campus units. The same material is covered in the same time frame. On-line course material will be released the Thursday evening before the week of instruction in a 15 week version of the course providing ample opportunity for students to access readings, communicate as required, engage in synthesis activities and complete all work for the week (including the live synchronous sessions with related “in-class” work) before moving on to the next lesson, available by the next Thursday evening.

1st week: Students are introduced to the field of Women’s Studies, which is placed in the context of the history of the Women’s Movement in the United States. This portion of the class includes materials about the history of women’s rights in the United States as well as primary historical material. Students engage in discussions about the materials and prepare written documentation of the discussions.

2nd and 3rd week: Students read materials that help them understand the relationship between various multi-cultural issues and gender issues. Class materials during this week focus on the experiences of women from a variety of backgrounds. Students discuss these materials and document the discussions in writing.

4th week: Students discuss the construction of masculinities, the role of men in the Women’s Movement, and other gender issues that affect men. Students will read about these issues from a variety of perspectives and will engage in discussions about the materials and prepare written documentation of the discussions.

5th week: Students will explore a variety of perspectives on gender and biology. In particular, class materials will focus on the question of nature vs. nurture, considering different theories about the roles of biology and socialization in the establishment of gender differences.

6th week: Students present ideas from their research papers about a group of women different in some way than the student researcher. Students will concentrate on a single problem or set of problems faced by these women. The entire week will be focused on student research. At the beginning of the week, students will workshop drafts of papers to be presented during the second part of the week. After the teacher comments, students will have the opportunity to rewrite their papers. Note: This scenario will work just as well on-line
as it will in the classroom given the resources that on-line course delivery systems include to facilitate file exchange and group discussion.

**7th week:** Students begin considering a variety of cross-disciplinary gender issues from several perspectives. So many different issues might be discussed from so many different disciplines and perspectives that variety should be expected here. In general, we begin with a discussion of family and gender. Students read texts that consider such issues as child care responsibilities, family roles, and domestic violence and will discuss the materials and prepare written documentation of the discussions.

**8th week:** Students will take a mid-term exam at the beginning of the week. For the remainder of the week students will learn about feminist ethics and will discuss the materials and prepare written documentation of the discussions.

**9th week:** Students will read materials to help them understand gender roles in the workplace, including readings on women and economics, and will discuss the materials and prepare written documentation of the discussions.

**10th week:** Students will consider questions about women in education, including women as students and as teachers, gender parity in the classroom, differences in learning styles, and technology education. Students will discuss the materials and prepare written documentation of the discussions.

**11th week:** Students will consider questions about women in law and politics and will discuss the materials and prepare written documentation of the discussions.

**12th week:** Classroom materials will focus on images of women in the media and arguments about how these images affect women, including problems of body image, ageism and racism in the media. Students will discuss the materials and prepare written documentation of the discussions.

**13th week:** Students will consider women’s health issues and will discuss the materials and prepare written documentation of the discussions.

**14th week:** Students will consider women in art and literature, including the lives of women artists and writers as well as depictions of women in the arts. Students will discuss the materials and prepare written documentation of the discussions.

**15th week:** This week will be devoted to student presentations. Students will write research papers on issues relevant to topics covered during the second half of the class. Students will workshop papers at the beginning of the week, have a chance for revision, and present papers at the end of the week. Note: This scenario will work just as well on-line as it will in the classroom given the resources that on-line course delivery systems include to facilitate file exchange and group discussion.

**PART IV: PURPOSE AND NEED**

1. Explain the department’s rationale for developing and proposing the course.
   a. If this is a general education course, you also must indicate the segment of the general education program into which it will be placed, and describe how the course meets the requirements of that segment.
The Women’s Studies Program faculty developed WST 2309G as an introduction to the field of study known as Women’s Studies and, thus, to provide interdisciplinary coverage of women’s rights issues and gender relations in historical context. Students may think that discrimination on the basis of related concepts of gender, sexual orientation, ethnicity and race is a thing of the past. The course introduces students to women’s rights and the ways that increasing rights that women hold can affect the relationships between women and men. It addresses the perspective of other genders, affirming that the bi-gender system of female and male must be considered as a part, but not the whole, of understanding gender assignment, role, identity, and attribution as constructed by society, politics, culture, religion, class, and economics. In turn, the course addresses the ways that changing relationships between women and men and others can construct society and culture and affect politics, religion, class and economics.

WST 2309G: Women, Men, and Culture will be part of the Social/Behavior Sciences segment of General Education.

Although the course draws from many different disciplines, its focus is the social problems and dynamics that result from gender roles and gender inequities, which makes it appropriate for the Social/Behavioral Sciences segment.

b. If the course or some sections of the course may be technology delivered, explain why.

The technologically-delivered version of WST 2309G is designed to reach students enrolled in on-line degree programs at EIU and served by offerings through the School of Continuing Education. This will include working professionals and others whose life experiences will enrich written and verbal discussions conducted via the on-line course delivery system. WST 2309G also satisfies the cultural diversity requirement, which few regularly offered electronically-delivered courses do. Finally, Continuing Education expressed need for an on-line general education course to satisfy the Social and Behavioral Sciences requirement, which WST 2309G does. Thus, the Women’s Studies Program is being proactive by revising WST 2309G to reach an underserved student body whose life experiences will make the course materials even more meaningful and relevant to their educational growth.

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

WST 2309G introduces the field of Women’s Studies in its historic context to students, and explores how Women’s Studies affects and is affected by each of the more traditional disciplines that constitute it. This content is most relevant to students in the early stages of their college career, but some college-level experience in history, anthropology, sociology, economics, and/or philosophy can create a well-informed WST 2309G student. Thus, WST 2309G should carry the 2000-level designation. Because the on-line version and on-campus version are equivalent, the electronic/on-line version will NOT be open to enrollment by on-campus students.

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

The course has some similarity to a course in Family and Consumer Sciences, FCS 2831: Women in Contemporary Society. FCS 2831, however, is an issues-oriented class described as “an interdisciplinary study of the emergence of women as a viable force in contemporary society.” Women, Men, and Culture, on the other hand, is an introduction to the field of study known as Women’s Studies and takes a more historical and discipline-specific approach.
a. If the contents substantially duplicate those of an existing course, the new proposal should be discussed with the appropriate chairpersons, deans, or curriculum committees and their responses noted in the proposal.

b. 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.

4. Impact on Program(s):

   a. For undergraduate programs, specify whether this course will be required for a major or minor or used as an approved elective.

   WST 2309G: Women, Men, and Culture was approved in AY 1999-2000 as a required course for the Women’s Studies Minor. This remains the case. It will not count as an elective for any other major or minor.

PART V: IMPLEMENTATION

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

   Any member of the Women’s Studies faculty who has passed EIU’s On-line Course Delivery Institute (or equivalent) may teach the on-line version of WST 2309G.

2. Additional costs to students: None

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

   The textbooks will change as the instructors change.

   Dr. Reid used the following in the Summer 2012 prototype:
   Larsen, Nella. *Quicksand and Passing* (*Quicksand* 1928; *Passing* 1929; reprint NJ: Rutgers University Press, 1986, edited and with an introduction by Deborah E. McDowell)
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 may be judged equivalent to this course.

PART VII: APPROVALS

Date approved by the department or school: Nov. 20, 2012

Date approved by the college curriculum committee: Feb. 6, 2013

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).
Eastern Illinois University
New Course Proposal
REC 1200, Discovering Opportunities in Recreation

This format is to be used for all courses submitted to the Council on Academic Affairs and/or the Council on Graduate Studies.

Please check one:  

X New course  
___ Revised course

PART I: CATALOG DESCRIPTION

1. Course prefix and number, such as ART 1000: REC 1200
2. Title *(may not exceed 30 characters, including spaces)*: Opportunities in Recreation
3. Long title, if any *(may not exceed 100 characters, including spaces)*: Discovering Opportunities in Recreation
4. Class hours per week, lab hours per week, and credit *[e.g., (3-0-3)]*: 1-0-1
5. Term(s) to be offered:  
   ____ Fall  
   ____ Spring  
   ____ Summer  
   X On demand
6. Initial term of offering:  
   X Fall  
   ____ Spring  
   ____ Summer  
   Year: 2013
7. Course description: An investigation into the field of parks and recreation. Topics covered in the course include: the significance of recreation in society, careers in parks and recreation, and an exploration of outdoor recreation, camp services, resort industries, park districts/public agencies, private, non-profit and campus recreation services, and therapeutic recreation professions.

8. Registration restrictions:
   a. Equivalent Courses
      • **Identify any equivalent courses** *(e.g., cross-listed course, non-honors version of an honors course).*

         • Indicate whether coding should be added to Banner to restrict students from registering for the equivalent course(s) of this course.  
           ___ Yes  
           ___ No

   b. Prerequisite(s)
      • **Identify the 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.  
        NONE

         • Indicate whether coding should be added to Banner to prevent students from registering for this course if they haven’t successfully completed the prerequisite course(s).  
           ___ Yes  
           ___ No

            If yes, identify the minimum grade requirement and any equivalent courses for each prerequisite 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):* 

   e. **Repeat status:**  
      X Course may not be repeated.

      ___ Course may be repeated once with credit.
Eastern Illinois University Course Proposal Format

Please also specify the limit (if any) on hours which may be applied to a major or minor.

f. Degree, college, major(s), level, or class to which registration in the course is restricted, if any:

g. Degree, college, major(s), level, or class to be excluded from the course, if any: Recreation Administration majors.

9. Special course attributes [cultural diversity, general education (indicate component), honors, remedial, writing centered or writing intensive]

10. Grading methods (check all that apply): X Standard letter ___ CR/NC ___ Audit ___ ABC/NC
(“Standard letter”—i.e., ABCDF—is assumed to be the default grading method unless the course description indicates otherwise.)

Please check any special grading provision that applies to this course:

___ The grade for this course will not count in a student’s grade point average.

___ The credit for this course will not count in hours towards graduation.

If the student already has credit for or is registered in an equivalent or mutually exclusive course, check any that apply:

___ The grade for this course will be removed from the student’s grade point average if he/she already has credit for or is registered in ____________ (insert course prefix and number).

___ Credit hours for this course will be removed from a student’s hours towards graduation if he/she already has credit for or is registered in ____________ (insert course prefix and number).

11. Instructional delivery method: (Check all that apply.)

___ lecture ___ lab ___ lecture/lab combined ___ independent study/research ___ internship ___ performance ___ practicum or clinical ___ study abroad ___ Internet ___ hybrid ___ other (Please specify)

PART II: ASSURANCE OF STUDENT LEARNING

1. List the student learning objectives of this course:
At the conclusion of the course, the student will be able to demonstrate knowledge of the opportunities within the field of parks and recreation. To achieve this goal, the following objectives will be addressed:

1. Students will recognize leisure, recreation, and play concepts.
2. Students will discuss the significance of recreation in society.
3. Students will review the characteristics of the various leisure service agencies and their processes of service delivery.
4. Students will identify careers in the parks and recreation profession.
a. If this is a general education course, indicate which objectives are designed to help students achieve one or more of the following goals of general education and university-wide assessment:
   • EIU graduates will write and speak effectively.
   • EIU graduates will think critically.
   • EIU graduates will function as responsible citizens.

b. If this is a graduate-level course, indicate which objectives are designed to help students achieve established goals for learning at the graduate level:
   • Depth of content knowledge
   • Effective critical thinking and problem solving
   • Effective oral and written communication
   • Advanced scholarship through research or creative activity

2. Identify the assignments/activities the instructor will use to determine how well students attained the learning objectives:

<table>
<thead>
<tr>
<th>Objective</th>
<th>Experiential Reflection Assignments (40%)</th>
<th>Class Activities (40%)</th>
<th>Self-Reflection Paper (20%)</th>
</tr>
</thead>
<tbody>
<tr>
<td>Students will recognize leisure, recreation, and play concepts.</td>
<td>X</td>
<td>X</td>
<td></td>
</tr>
<tr>
<td>Students will discuss the significance of recreation in society.</td>
<td>X</td>
<td>X</td>
<td></td>
</tr>
<tr>
<td>Students will review the characteristics of the various leisure service agencies and their processes of service delivery.</td>
<td>X</td>
<td>X</td>
<td>X</td>
</tr>
<tr>
<td>Students will identify careers in the parks and recreation profession.</td>
<td>X</td>
<td>X</td>
<td>X</td>
</tr>
</tbody>
</table>
3. Explain how the instructor will determine students’ grades for the course:

**Evaluation Criteria**

*Experiential Reflection Assignments:* Students will reflect and write a paper on the connections between the course content and the specific experiential learning activity (i.e., interpretation exercises in outdoor recreation, leading recreation programs, recreation activities, etc.)

*Class Activities:* A combination of in-class group projects, quizzes, reflection papers, etc. will be completed throughout the course.

*Self-Reflection Paper:* Students will reflect on the recreation profession and develop a paper that discusses their personal and career development plans.

<table>
<thead>
<tr>
<th>Evaluation Criteria</th>
<th>Percentage of Final Grade</th>
<th>Grading Scale</th>
</tr>
</thead>
<tbody>
<tr>
<td>Experiential Reflection Assignments (4)</td>
<td>40%</td>
<td>A = 100 – 90%</td>
</tr>
<tr>
<td>Class Activities (10)</td>
<td>40%</td>
<td>B = 89 – 80%</td>
</tr>
<tr>
<td>Self Reflection Paper (1)</td>
<td>20%</td>
<td>C = 79 – 70%</td>
</tr>
<tr>
<td></td>
<td></td>
<td>D = 69 – 60%</td>
</tr>
<tr>
<td></td>
<td></td>
<td>F = 59% - 0%</td>
</tr>
</tbody>
</table>

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

   a. Describe how the format/technology will be used to support and assess students’ achievement of the specified learning objectives:

   b. Describe how the integrity of student work will be assured:

   c. Describe provisions for and requirements of instructor-student and student-student interaction, including the kinds of technologies that will be used to support the interaction (e.g., e-mail, web-based discussions, computer conferences, etc.):

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

   a. course objectives;

   b. projects that require application and analysis of the course content; and

   c. separate methods of evaluation for undergraduate and graduate students.

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 *.)

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.

**Course layout/overview:** The course will meet one time per week (100 minutes per session) for 8 weeks. A course outline is provided below:
## Week 1
- Course introduction
- Conceptualization of leisure, recreation, and play

## Week 2
- Recreation & society – the development of a profession
- Experiential Learning Activity

## Week 3
- Outdoor recreation
- Commercial recreation – resorts, cruise lines, amusements parks, etc.

## Week 4
- Public recreation – park districts and park and recreation departments
- Experiential Learning Activity

## Week 5
- Public recreation – state & federal agencies
- Camps – day and residential

## Week 6
- Private & non-profit recreation – country clubs, YMCAs/YWCAs, boys/girls clubs, etc.
- Experiential Learning Activity

## Week 7
- Campus recreation
- Therapeutic recreation

## Week 8
- Careers in parks and recreation
- Experiential Learning Activity

### PART IV: PURPOSE AND NEED

1. **Explain the department’s rationale for developing and proposing the course.**
   
   The recreation profession is, oftentimes, one of discovery. In particular, research has found that a majority of recreation professionals learned of (and later pursued) careers in recreation through a mentor, academic experience (i.e., enrolled in a course), or family/friend (Parr, 2005). Guided by this research, the purpose of this 1-hour introductory level course is to explore the profession through experiential learning methods such as, interpretation exercises in outdoor recreation, leading recreation programs, activities, etc., and a scientific investigation of the concepts, various service sectors, and career opportunities in the field of parks and recreation. It is also worth mentioning that during annual meetings with the academic advising staff at EIU, a need for a 1-hour introductory level course was identified and recommended. The course will provide students interested in recreation administration an opportunity to learn more about the profession and its opportunities.

   a. **If this is a general education course, you also must indicate the segment of the general education program into which it will be placed, and describe how the course meets the requirements of that segment.**

   b. **If the course or some sections of the course may be technology delivered, explain why.**

2. **Justify the level of the course and any course prerequisites, co-requisites, or registration restrictions.**
   
   This course provides an overview of the leisure, recreation, and play concepts and careers within the parks and recreation profession. The content and requirements are consistent with courses at the 1000-level.

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

   a. **If the contents substantially duplicate those of an existing course, the new proposal should be discussed with the appropriate chairpersons, deans, or curriculum committees and their responses noted in the proposal.**

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

a. For undergraduate programs, specify whether this course will be required for a major or minor or used as an approved elective.
   The course is intended for undergraduate students interested in discovering the recreation profession and its opportunities. The course will be added to the list of recreation elective requirements for recreation administration majors.

b. 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.

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:
   Qualified faculty in Recreation Administration (William Higelmire, Peggy Holmes-Layman, James Barkley, & Michael Mulvaney)

   If this is a graduate course and the department does not currently offer a graduate program, it must document that it employs faculty qualified to teach graduate courses.

2. Additional costs to students:
   No additional costs beyond textbook rental.
   Include those for supplemental packets, hardware/software, or any other additional instructional, technical, or technologic requirements. (Course fees must be approved by the President’s Council.)

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

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 equivalent to this course.
PART VII: APPROVALS

Date approved by the department or school: October 23, 2012

Date approved by the college curriculum committee: January 28, 2013

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).
Eastern Illinois University  
New Course Proposal  
REC 4700, Employee and Volunteer Management in Recreation

This format is to be used for all courses submitted to the Council on Academic Affairs and/or the Council on Graduate Studies.

Please check one:  
□ X New course  □ Revised course

PART I: CATALOG DESCRIPTION

1. Course prefix and number, such as ART 1000: REC 4700
2. Title (may not exceed 30 characters, including spaces): Employee/Volunteer Mgmt in Rec
3. Long title, if any (may not exceed 100 characters, including spaces): Employee and Volunteer Management in Recreation
4. Class hours per week, lab hours per week, and credit [e.g., (3-0-3)]: 3-0-3
5. Term(s) to be offered:  
   □ Fall  □ Spring  □ Summer  □ On demand
6. Initial term of offering:  
   □ Fall  □ Spring  □ Summer  Year: 2014
7. Course description: A study of the theory, principles, and techniques of employee and volunteer management for park and recreation agencies. The course topics will focus on the human resource management functions of volunteers and front-line staff and cover the following topics: planning, job analysis and design, staff and volunteer turnover, recruitment, selection, orientation/placement, training, development, supervision, volunteer management, performance management, compensation, collective bargaining, and employee/volunteer relations.

8. Registration restrictions:
   a. Equivalent Courses
      • Identify any equivalent courses (e.g., cross-listed course, non-honors version of an honors course).

     - Indicate whether coding should be added to Banner to restrict students from registering for the equivalent course(s) of this course.  □ Yes  □ No

   b. Prerequisite(s)
      • Identify the 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.

     • REC 1320, REC 1780, REC 2290, & Junior/Senior standing

      • Indicate whether coding should be added to Banner to prevent students from registering for this course if they haven’t successfully completed the prerequisite course(s).  □ X Yes  □ No

     If yes, identify the minimum grade requirement and any equivalent courses for each prerequisite course:

   c. Who can waive the prerequisite(s)?
      □ No one  □ X Chair  □ Instructor  □ Advisor  □ Other (Please specify)
d. **Co-requisites** (course(s) which MUST be taken concurrently with this one):

e. **Repeat status:**
   - X Course may not be repeated.
   - ___ Course may be repeated once with credit.
   
   Please also specify the limit (if any) on hours which may be applied to a major or minor.

f. **Degree, college, major(s), level, or class** to which registration in the course is restricted, if any:
   - Recreation Administration Majors only

g. **Degree, college, major(s), level, or class** to be excluded from the course, if any:

9. **Special course attributes** [cultural diversity, general education (indicate component), honors, remedial, writing centered or writing intensive]

10. **Grading methods** (check all that apply):  
    - X Standard letter  
    - ___ CR/NC  
    - ___ Audit  
    - ___ ABC/NC  
    
    (“Standard letter”—i.e., ABCDF—is assumed to be the default grading method unless the course description indicates otherwise.)

    Please check any special grading provision that applies to this course:
    
    ___ The grade for this course will not count in a student’s grade point average.
    
    ___ The credit for this course will not count in hours towards graduation.

    If the student already has credit for or is registered in an equivalent or mutually exclusive course, check any that apply:
    
    ___ The grade for this course will be removed from the student’s grade point average if he/she already has credit for or is registered in __________ (insert course prefix and number).
    
    ___ Credit hours for this course will be removed from a student’s hours towards graduation if he/she already has credit for or is registered in __________ (insert course prefix and number).

11. **Instructional delivery method:**  
    (Check all that apply.)
    
    - X lecture  
    - ___ lab  
    - ___ lecture/lab combined  
    - ___ independent study/research  
    - ___ internship  
    - ___ performance  
    - ___ practicum or clinical  
    - ___ study abroad  
    - ___ Internet  
    - ___ hybrid  
    - ___ other (Please specify)

**PART II: ASSURANCE OF STUDENT LEARNING**

1. **List the student learning objectives of this course:**
   At the conclusion of the course, the student will be able to explain the theory, principles, and techniques of personnel management for park and recreation agencies. To achieve this goal, the following objectives will be addressed:
   
   1. Analyze the role of the park and recreation professional in an agency’s personnel management functions.
   2. Appraise the strategies and activities associated with staff/volunteer planning (i.e., internal
needs/environment, external scanning, trend identification, etc.).
3. Interpret legal aspects of personnel management in park and recreation agencies.
4. Categorize employee and volunteer retention strategies in the management of turnover for park and recreation agencies.
5. Prepare employee and volunteer work schedules.
6. Apply the tasks associated with developing job descriptions for volunteers and front-line staff of park and recreation agencies.
7. Examine the steps and activities associated with recruiting, selecting, orientating, and training volunteers and front-line staff of park and recreation agencies.
8. Create a performance appraisal instrument for front-line staff of park and recreation agencies.
9. Examine issues of motivation for volunteers and front-line staff of park and recreation agencies.
10. Analyze disciplinary procedures for volunteers and front-line staff of park and recreation agencies.
11. Interpret the processes associated with making recommendations for retention, renewal, dismissal, or termination for volunteers and front-line staff of park and recreation agencies.

a. If this is a general education course, indicate which objectives are designed to help students achieve one or more of the following goals of general education and university-wide assessment:
   • EIU graduates will write and speak effectively.
   • EIU graduates will think critically.
   • EIU graduates will function as responsible citizens.

b. If this is a graduate-level course, indicate which objectives are designed to help students achieve established goals for learning at the graduate level:
   • Depth of content knowledge
   • Effective critical thinking and problem solving
   • Effective oral and written communication
   • Advanced scholarship through research or creative activity
2. **Identify the assignments/activities the instructor will use to determine how well students attained the learning objectives:**

<table>
<thead>
<tr>
<th>Assignment</th>
<th>Exams (30%)</th>
<th>Quizzes/In-Class Activities (20%)</th>
<th>Employee/Volunteer Work Schedule Assignment (10%)</th>
<th>Job Analysis &amp; Job Description Assignment (10%)</th>
<th>Employee/Volunteer Recruitment &amp; Placement Plan Assignment (15%)</th>
<th>Mock Interviews (10%)</th>
<th>Performance Appraisal Instrument (5%)</th>
</tr>
</thead>
<tbody>
<tr>
<td>Analyze the role of the park and recreation professional in an agency’s personnel management functions.</td>
<td>X</td>
<td>X</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Appraise the strategies and activities associated with staff/volunteer planning (i.e., internal needs/environment, external scanning, trend identification, etc.).</td>
<td>X</td>
<td>X</td>
<td></td>
<td>X</td>
<td></td>
<td>X</td>
<td></td>
</tr>
<tr>
<td>Interpret legal aspects of personnel management in park and recreation agencies.</td>
<td>X</td>
<td>X</td>
<td>X</td>
<td></td>
<td>X</td>
<td>X</td>
<td>X</td>
</tr>
<tr>
<td>Categorize employee and volunteer retention strategies in the management of turnover for park and recreation agencies.</td>
<td>X</td>
<td>X</td>
<td>X</td>
<td></td>
<td>X</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Prepare employee and volunteer work schedules.</td>
<td>X</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Apply the tasks associated with developing job descriptions for volunteers and front-line staff of park and recreation agencies.</td>
<td>X</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Examine the steps and activities associated with recruiting, selecting, orientating, and training volunteers and front-line staff of park and recreation agencies.</td>
<td>X</td>
<td>X</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Create a performance appraisal instrument for front-line staff of park and recreation agencies.</td>
<td>X</td>
<td>X</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td>X</td>
</tr>
<tr>
<td>Objectives (cont.)</td>
<td>Exams (30%)</td>
<td>Quizzes/In-Class Activities (20%)</td>
<td>Employee/Volunteer Work Schedule Assignment (10%)</td>
<td>Job Analysis &amp; Job Description Assignment (10%)</td>
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</tr>
<tr>
<td>-------------------</td>
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<td>--------------------------------------------------</td>
<td>-----------------------------------------------</td>
<td>---------------------------------------------------------------</td>
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<td>--------------------------------------</td>
</tr>
<tr>
<td>Examine issues of motivation for volunteers and front-line staff of park and recreation agencies.</td>
<td>X</td>
<td>X</td>
<td>X</td>
<td>X</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Analyze disciplinary procedures for volunteers and front-line staff of park and recreation agencies.</td>
<td>X</td>
<td>X</td>
<td>X</td>
<td></td>
<td>X</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Interpret the processes associated with making recommendations for retention, renewal, dismissal, or termination for volunteers and front-line staff of park and recreation agencies.</td>
<td>X</td>
<td>X</td>
<td></td>
<td></td>
<td></td>
<td>X</td>
<td></td>
</tr>
</tbody>
</table>
3. Explain how the instructor will determine students’ grades for the course:

*Exams:* Exams will cover course content and include a combination of essay, short answer, and multiple choice items.

*Quizzes/In-Class Activities:* A combination of in-class group projects, quizzes, reflection papers, etc. will be completed throughout the course.

*Employee/Volunteer Work Schedule:* Students will be presented with a case study scenario for a recreation facility, program, and/or event and required to prepare staffing schedules that are consistent with standards and needs.

*Job Analysis & Job Description:* Students will select a job title and complete a job analysis leading to the development of a job description for the specific job title.

*Employee/Volunteer Recruitment & Placement Plan:* Students will develop a written plan that includes a recruitment philosophy for the identified agency, recruitment goals & objectives, specific policies and procedures for the recruitment process, and staff needs in the process. In addition, students will develop an applicant review and selection process as well as an orientation plan for the newly hired employee/volunteer.

*Mock Interviews:* Students will develop job specific interview questions (structured format), an interview assessment form, and conduct an interview of another student.

*Performance Appraisal Instrument:* Drawing from the job description developed earlier in the course, students will develop a job specific performance appraisal instrument.

<table>
<thead>
<tr>
<th>Evaluation Criteria</th>
<th>Percentage of Final Grade</th>
<th>Grading Scale</th>
</tr>
</thead>
<tbody>
<tr>
<td>Exams (3)</td>
<td>30%</td>
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</tr>
<tr>
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<td>Job Analysis &amp; Job Description</td>
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<tr>
<td>Emp./Vol. Recruitment &amp; Placement Plan</td>
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<td>F = 59 – 0%</td>
</tr>
<tr>
<td>Mock Interviews</td>
<td>10%</td>
<td></td>
</tr>
<tr>
<td>Performance Appraisal Instrument</td>
<td>5%</td>
<td></td>
</tr>
</tbody>
</table>

4. For technology-delivered and other nontraditional-delivered courses/sections, address the following:
   a. Describe how the format/technology will be used to support and assess students’ achievement of the specified learning objectives:
   b. Describe how the integrity of student work will be assured:
   c. Describe provisions for and requirements of instructor-student and student-student interaction, including the kinds of technologies that will be used to support the interaction (e.g., e-mail, web-based discussions, computer conferences, etc.):

5. For courses numbered 4750-4999, specify additional or more stringent requirements for students enrolling for graduate credit. These include:
a. course objectives;
b. projects that require application and analysis of the course content; and
c. separate methods of evaluation for undergraduate and graduate students.

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 *.)

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.

<table>
<thead>
<tr>
<th>Week 1</th>
<th>Environment of Personnel Management in Parks and Recreation Agencies</th>
</tr>
</thead>
<tbody>
<tr>
<td>Week 2</td>
<td>Personnel Management Planning in Parks and Recreation Agencies</td>
</tr>
<tr>
<td>Week 3</td>
<td>Legal Aspects of Personnel Management in Parks and Recreation Agencies</td>
</tr>
<tr>
<td>Week 4</td>
<td>Legal Aspects of Personnel Management in Parks and Recreation Agencies (cont.)</td>
</tr>
<tr>
<td>Week 5</td>
<td>Jobs in Parks and Recreation Agencies</td>
</tr>
<tr>
<td>Week 6</td>
<td>Designing Jobs in Parks and Recreation Agencies</td>
</tr>
<tr>
<td>Week 7</td>
<td>Employee and Volunteer Recruitment in Parks and Recreation Agencies</td>
</tr>
<tr>
<td>Week 8</td>
<td>Employee and Volunteer Selection in Parks and Recreation Agencies</td>
</tr>
<tr>
<td>Week 9</td>
<td>Training &amp; Development for Employees &amp; Volunteers in Parks and Recreation Agencies</td>
</tr>
<tr>
<td>Week 10</td>
<td>Employees and Volunteer Performance Appraisals in Parks and Recreation Agencies</td>
</tr>
<tr>
<td>Week 11</td>
<td>Supervision of Employees and Volunteers in Parks and Recreation Agencies</td>
</tr>
<tr>
<td>Week 12</td>
<td>Compensation &amp; Benefits Administration in Parks and Recreation Agencies</td>
</tr>
<tr>
<td>Week 13</td>
<td>Merit-Based &amp; Other Incentive Plans in Parks and Recreation Agencies</td>
</tr>
<tr>
<td>Week 14</td>
<td>Managing Employee &amp; Volunteer Relations in Parks and Recreation Agencies</td>
</tr>
<tr>
<td>Week 15</td>
<td>Managing Employee &amp; Volunteer Relations in Parks and Recreation Agencies (cont.)</td>
</tr>
<tr>
<td>Week 16</td>
<td>Final Exam</td>
</tr>
</tbody>
</table>

PART IV: PURPOSE AND NEED

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

   Our accrediting body, the National Recreation & Park Association, has announced changes to their accreditation standards. In response to this change, the department is attempting to more clearly match their department learning objectives with the changing NRPA Accreditation Standards. Several departmental meetings were held to review our department’s mission, purpose, and goals. Based upon these discussions, a strategic priority emerged. Specifically, our department identified the Certified Park and Recreation Professional (CPRP) certification as the core priority for our undergraduate generalist student majors. The content of the CPRP certification and exam were reviewed and compared against our course requirements and content. This review identified an area of deficiency within the human resource management functions domain. According to the National Recreation & Park Association’s new accreditation standards, programs are expected to provide outcome-based evidence to support the program’s priority area(s). Currently, the Department of Recreation Administration provides outcome-based evidence in all content areas of the CPRP with the exception of the human resources management domain. In response to this deficiency and in an effort to meet the accreditation requirements, the proposed course seeks to fill this void in our curriculum by preparing students majoring in
recreation administration with the needed competencies in the management of front-line/seasonal/part-time/contractual staff and volunteers.

a. If this is a general education course, you also must indicate the segment of the general education program into which it will be placed, and describe how the course meets the requirements of that segment.

b. If the course or some sections of the course may be technology delivered, explain why.

2. Justify the level of the course and any course prerequisites, co-requisites, or registration restrictions. This course provides an overview of the theoretical tenets and activities associated with managing part-time/seasonal/contractual employees and volunteers within the park and recreation profession. The content and requirements are consistent with courses at the 4000-level.

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

a. If the contents substantially duplicate those of an existing course, the new proposal should be discussed with the appropriate chairpersons, deans, or curriculum committees and their responses noted in the proposal.

A meeting was held with the Chair of the Business School and HR instructor in the School of Business to discuss the proposal and content. The faculty and Chair from the School of Business felt the proposed course and content was specific to the field of parks and recreation. In particular, issues such as volunteer management and supervision of seasonal, part-time, and contractual employees were primary content areas within the proposed course and did not overlap with the content within the HR courses offered within the School of Business.

b. 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.

4. Impact on Program(s):

a. For undergraduate programs, specify whether this course will be required for a major or minor or used as an approved elective.

The addition of the course will assist undergraduate students majoring in Recreation Administration obtain the personnel management competencies necessary in the recreation field and will be added as a core course requirement.

b. 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.

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:

Qualified faculty in Recreation Administration (Michael Mulvaney, James Barkley, Bill Higelmire)

If this is a graduate course and the department does not currently offer a graduate program, it must document that it employs faculty qualified to teach graduate courses.
2. **Additional costs to students:**
   No additional costs beyond textbook rental.
   **Include those for supplemental packets, hardware/software, or any other additional instructional, technical, or technological requirements.** (Course fees must be approved by the President’s Council.)

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

**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.

**PART VII: APPROVALS**

Date approved by the department or school: October 23, 2012

Date approved by the college curriculum committee: January 28, 2013

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).**
Program Revision Request: B.S. in Recreation Administration (Generalist)
Core and elective course revisions

Reason for the Request:

The Department of Recreation Administration is accredited by the Council on Accreditation for Parks, Recreation, Tourism, and Related Professions (COAPRT). Generalist students graduating from our (accredited) program are eligible to sit for the Certified Park and Recreation Professional (CPRP) examination. Recognized as one of the most desirable certifications in the field of parks and recreation, the CPRP exam represents the most reliable and valid measure of the knowledge required for professional practice in the field of park and recreation services. More specifically, items included on the exam are job related and intended to test the minimal knowledge, skills, an abilities required of entry level leisure professionals. Recently, a job analysis was conducted to update the content areas within the CPRP exam. The findings from the job analysis resulted in the identification of four main content domains (with 47 tasks included within the four domains) of the CPRP examination. One of the four main domains on the exam is Human Resources. Human Resources is concerned with the design of formal systems in a public park and recreation agency to ensure effective and efficient use of human talent to accomplish organizational goals. To be successful, the park and recreation professional must be competent in several human resource management functions, including: planning, recruitment, selection, placement, development, performance management, compensation and benefits, and employee health/safety/security. To maintain our accredited status, it is expected that our department provide a course that meets the HR content within the CPRP exam. Our department currently does not have a course that addresses these HR management functions. Adding REC 4700 (Employee and Volunteer Management in Recreation) to the core course requirement will address our current deficiency (as it relates to the Human Resources domain of the CPRP exam) in the areas of volunteer and staff management in parks and recreation.

APPROVALS:

Date approved by the department: October 23, 2012
Date approved by the CEPS Curriculum Committee: January 28, 2013
Date approved by CAA:
Department of Recreation Administration programs are accredited by the Council on Accreditation for Parks, Recreation, Tourism, and Related Professions.

### Major

(65 total semester hours)

The Recreation Administration Major Comprises

<table>
<thead>
<tr>
<th>Course Code</th>
<th>Course Title</th>
<th>Credits</th>
</tr>
</thead>
<tbody>
<tr>
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<td>Leadership in Recreation</td>
<td>3</td>
</tr>
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<td>Fieldwork in Recreation I</td>
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<td>Microcomputers in Leisure Agencies</td>
<td>3</td>
</tr>
<tr>
<td>REC 4274</td>
<td>Pre-Internship</td>
<td>1</td>
</tr>
<tr>
<td>REC 4275</td>
<td>Internship</td>
<td>6</td>
</tr>
<tr>
<td>REC 4600</td>
<td>Planning and Design of Leisure Facilities</td>
<td>4</td>
</tr>
<tr>
<td>REC 4740</td>
<td>Research and Evaluation in Leisure Studies</td>
<td>3</td>
</tr>
<tr>
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<td>Administration of Leisure Services</td>
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</table>

15 Semester Hours of REC Electives

<table>
<thead>
<tr>
<th>Course Code</th>
<th>Course Title</th>
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</thead>
<tbody>
<tr>
<td>REC 2500</td>
<td>The Challenge of Leisure</td>
<td>3</td>
</tr>
<tr>
<td>REC 3300</td>
<td>Commercial and Employee Recreation</td>
<td>3</td>
</tr>
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<td>REC 3310</td>
<td>Travel and Tourism</td>
<td>3</td>
</tr>
<tr>
<td>REC 3320</td>
<td>Festivals and Special Events</td>
<td>3</td>
</tr>
</tbody>
</table>
REC 3510 - Camp Administration and Leadership, Credits: 2

REC 3560 - Outdoor Living Skills, Credits: 2

REC 3860 - Environmental Interpretation, Credits: 2

REC 3960A - Special Topics: Consortium, Credits: 3

or REC 3960B-M

REC 47411 - Independent Study, Credits: 1

or REC 47412 or REC 47413

REC 4950 - Leisure and Aging, Credits: 3

6 Semester Hours of Electives

6 hrs. of electives from ACC, BUS, ECN, MGT, and MAR approved by advisor and department chair.

PSY 1879G or other 3 Semester Hour Psychology elective approved by advisor and department chair.

Footnotes:

Prerequisite for Internship in Recreation – must have completed all other core courses in the Recreation Administration major or permission of the Chair or Internship Coordinator, and have at least a 2.0 cumulative and major GPA.

Fieldwork (REC 3551) requires 15 hours per week of practical experience at a field based site along with a one hour weekly class session for 15 weeks. Enrollment is limited as sites in the immediate area are limited.

(Major GPA based on all recreation courses taken at EIU.)
Recreation Administration (B.S.)

Department of Recreation Administration programs are accredited by the Council on Accreditation for Parks, Recreation, Tourism, and Related Professions.

Major

(65-68 total semester hours)

The Recreation Administration Major Comprises

REC 1320 - Leadership in Recreation, Credits: 3
REC 1780 - Introduction to Leisure Service Agencies, Credits: 3
REC 2250 - Recreation Services for People with Disabilities, Credits: 3
REC 2290 - Programming for Leisure Agencies, Credits: 3
REC 3550 - Fieldwork in Recreation I, Credits: 3
or
REC 3551 - Fieldwork in Recreation II, Credits: 3
REC 3900 - Operation of Leisure Facilities, Credits: 3
REC 3910 - Microcomputers in Leisure Agencies, Credits: 3
REC 4274 - Pre-Internship, Credits: 1
REC 4275 - Internship, Credits: 6
REC 4600 - Planning and Design of Leisure Facilities, Credits: 4
REC 4700 – Employee and Volunteer Management in Recreation, Credits: 3
REC 4740 - Research and Evaluation in Leisure Studies, Credits: 3
REC 4830 - Administration of Leisure Services, Credits: 3
REC 4850 - Financial Practices for Leisure Service Agencies, Credits: 3

15 Semester Hours of REC Electives

REC 1200 – Discovering Opportunities in Recreation: Credits: 1
REC 2500 - The Challenge of Leisure. Credits: 3
REC 3300 - Commercial and Employee Recreation. Credits: 3
REC 3310 - Travel and Tourism. Credits: 3
REC 3320 - Festivals and Special Events. Credits: 3
REC 3510 - Camp Administration and Leadership. Credits: 2
REC 3560 - Outdoor Living Skills. Credits: 2
REC 3860 - Environmental Interpretation. Credits: 2
REC 3960A - Special Topics: Consortium. Credits: 3
or REC 3960B-M
REC 47411 - Independent Study. Credits: 1
or REC 47412 or REC 47413
REC 4950 - Leisure and Aging. Credits: 3

6 Semester Hours of Electives

6 hrs. of electives from ACC, BUS, ECN, MGT, and MAR approved by advisor and department chair.

PSY 1879G or other 3 Semester Hour Psychology elective approved by advisor and department chair.

Footnotes:

Prerequisite for Internship in Recreation – must have completed all other core courses in the Recreation Administration major or permission of the Chair or Internship Coordinator, and have at least a 2.0 cumulative and major GPA.

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(Major GPA based on all recreation courses taken at EIU.)
Department of Recreation Administration programs are accredited by the Council on Accreditation for Parks, Recreation, Tourism, and Related Professions.

Major

(68 total semester hours)

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15 Semester Hours of REC Electives

REC 1200 - Discovering Opportunities in Recreation. Credits: 1
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(Major GPA based on all recreation courses taken at EIU.)
This format is to be used for all courses submitted to the Council on Academic Affairs and/or the Council on Graduate Studies.

Please check one:  

- [X] New course  - [ ] Revised course

PART I: CATALOG DESCRIPTION

1. Course prefix and number, such as ART 1000:  HIS 3390

2. Title (may not exceed 30 characters, including spaces):  The Black Atlantic

3. Long title, if any (may not exceed 100 characters, including spaces):  The Black Atlantic

4. Class hours per week, lab hours per week, and credit [e.g., (3-0-3)]:  3-0-3

5. Term(s) to be offered:  
   - [ ] Fall  - [ ] Spring  - [ ] Summer  - [X] On demand

6. Initial term of offering:  
   - [ ] Fall  - [X] Spring  - [ ] Summer  - Year:  [ ] 2014

7. Course Description:  This course will focus on the development and changing relationships between select societies in Europe, Africa, and the Americas. The emergence and evolution of colonialism, racism, nationalism, civil rights and black power as central components to the black diaspora experience will be analyzed and debated.

8. Registration restrictions:  
   a. Equivalent Courses
      - Identify any equivalent courses (e.g., cross-listed course, non-honors version of an honors course).  
        None
      - Indicate whether coding should be added to Banner to restrict students from registering for the equivalent course(s) of this course.  
        - [ ] Yes  - [X] No
   b. Prerequisite(s)
      - Identify the 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.  
        NONE
      - Indicate whether coding should be added to Banner to prevent students from registering for this course if they haven’t successfully completed the prerequisite course(s).  
        - [ ] Yes  - [ ] No

        If yes, identify the minimum grade requirement and any equivalent courses for each prerequisite course:

   c. Who can waive the prerequisite(s)?  
      - [X] No one  - [ ] Chair  - [ ] Instructor  - [ ] Advisor  - [ ] Other (Please specify)

   d. Co-requisites (course(s) which MUST be taken concurrently with this one):  

   e. Repeat status:  
      - [X] Course may not be repeated.
      - [ ] Course may be repeated once with credit.

        Please also specify the limit (if any) on hours which may be applied to a major or
f. **Degree, college, major(s), level, or class** to which registration in the course is restricted, if any:

g. **Degree, college, major(s), level, or class** to be excluded from the course, if any:

9. **Special course attributes** [cultural diversity, general education (indicate component), honors, remedial, writing centered or writing intensive] Cultural diversity

10. **Grading methods** (check all that apply): [X] Standard letter CR/NC Audit ABC/NC ("Standard letter"—i.e., ABCDF—is assumed to be the default grading method unless the course description indicates otherwise.)

Please check any special grading provision that applies to this course:

- [ ] The grade for this course will not count in a student’s grade point average.
- [ ] The credit for this course will not count in hours towards graduation.

If the student already has credit for or is registered in an equivalent or mutually exclusive course, check any that apply:

- [ ] The grade for this course will be removed from the student’s grade point average if he/she already has credit for or is registered in __________ (insert course prefix and number).
- [ ] Credit hours for this course will be removed from a student’s hours towards graduation if he/she already has credit for or is registered in __________ (insert course prefix and number).

11. **Instructional delivery method:** (Check all that apply.)

- [X] lecture
- [ ] lab
- [ ] lecture/lab combined
- [ ] independent study/research
- [ ] internship
- [ ] performance
- [ ] practicum or clinical
- [ ] study abroad
- [ ] Internet
- [ ] hybrid
- [ ] other (Please specify)

**PART II: ASSURANCE OF STUDENT LEARNING**

1. **List the student learning objectives of this course:** Upon completion of this course, students will:

   a) identify and comprehend the diaspora of African-born peoples throughout the Atlantic basin and how this diaspora changed peoples’ identities and shaped the cultures of the nations and places Africans migrated to;
   
   b) introduce students to interdisciplinary studies and the use of primary sources; and
   
   c) synthesize information from a variety of primary and secondary sources in a series of written assignments and class presentations that will develop critical thinking.

   a. If this is a general education course, indicate which objectives are designed to help students achieve one or more of the following goals of general education and university-wide assessment:
• EIU graduates will write and speak effectively.
• EIU graduates will think critically.
• EIU graduates will function as responsible citizens.

b. If this is a graduate-level course, indicate which objectives are designed to help students achieve established goals for learning at the graduate level:
• Depth of content knowledge
• Effective critical thinking and problem solving
• Effective oral and written communication
• Advanced scholarship through research or creative activity

2. Identify the assignments/activities the instructor will use to determine how well students attained the learning objectives:

<table>
<thead>
<tr>
<th>Learning Objectives</th>
<th>Film Response Papers</th>
<th>Short Papers</th>
<th>Mid-Term</th>
<th>Final Exam</th>
</tr>
</thead>
<tbody>
<tr>
<td>Identify &amp; understand the role that the African diaspora played in the nation’s culture &amp; development</td>
<td>X</td>
<td>X</td>
<td>X</td>
<td>X</td>
</tr>
<tr>
<td>Identify &amp; describe the major actors, events and developments in the Black Atlantic, 1400-present</td>
<td>X</td>
<td>X</td>
<td>X</td>
<td>X</td>
</tr>
<tr>
<td>Develop ability to use sources from a variety of disciplines and primary sources</td>
<td>X</td>
<td>X</td>
<td>X</td>
<td>X</td>
</tr>
<tr>
<td>Synthesize information from a variety of primary and secondary sources to develop critical thinking</td>
<td>X</td>
<td>X</td>
<td>X</td>
<td>X</td>
</tr>
</tbody>
</table>

3. Explain how the instructor will determine students’ grades for the course: Two film response papers: 20%; Short Papers 30%; Mid-Term 20%; and Final Exam 30%.

4. For technology-delivered and other nontraditional-delivered courses/sections, address the following:
   a. Describe how the format/technology will be used to support and assess students’ achievement of the specified learning objectives:
   b. Describe how the integrity of student work will be assured:
c. Describe provisions for and requirements of instructor-student and student-student interaction, including the kinds of technologies that will be used to support the interaction (e.g., e-mail, web-based discussions, computer conferences, etc.):

5. For courses numbered 4750-4999, specify additional or more stringent requirements for students enrolling for graduate credit. These include:
   a. course objectives;
   b. projects that require application and analysis of the course content; and
   c. separate methods of evaluation for undergraduate and graduate students.

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 *.) The course is writing active; written assignments comprise 50% of the course grade.

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.

Week 1. Introduction
Class One What is the Black Atlantic?
Class Two Movement, Identity and Race

Week 2. Trade, Encounters, Movement
Class One A Trade in Persons
Class Two Comoditization and Culture

Week 3. New World Economies – Crafting a Present
Class One Producing Slavery—What slave societies make.
Class Two Slave Women’s Work

Week 4 Cultural Circruity/African Pasts
Class One Atlantico Negro
Class Two Equiano’s African Past

Week 5 Freedoms Taken
Class One The Haitian Revolution
Class Two The Common Wind of Revolution

Week 6 Freedoms Disallowed
Class One Kidnapping, Prize Negroes & Re-enslavement
Class Two Silencing the Past: Power and the Production of History

Week 7 Slavery Reviled
Class One: Reversing Diaspora: Voyagers to Sierra Leone
Class Two: Persistence of Slavery in the Age of Freedom

Week 8: Loss, Insurance and the Police
Class One: The Zong case – Histories and Reverbartions
Class Two: Persistence of Slavery in the Age of Freedom

Week 9: Claiming Africa
Class One: Acquisitions of Africa - Scrambles
Class Two: Acquisitions of Africa - Exhibitions

Week 10: Renaissances and Nationalism
Class One: Haitian Occupation
Class Two: The Diaspora Moment

Week 11: Civil Rights and Black Power
Class One: Circuits of Nationalisms
Class Two: Black Power & American Diplomacy

Week 12: Connections Claimed: Afros and Ali
Class One: Once We Were Kings
Class Two: DNA, Genealogy and Memories

Week 13: Consuming Pleasures
Class One: Africa as a Site of Tours and Shopping
Class Two: Consumer Goods/Civil Wars

Week 14: Bodies for Sale?
Class One: Modern trades: basketball, body parts, and babies
Class Two: The search for Pharaoh’s Daughter

Week 15: Circulating Violations
Class One: Complicated notions of home
Class Two: Haiti: here and now

PART IV: PURPOSE AND NEED

1. Explain the department’s rationale for developing and proposing the course. This course will be one of four undergraduate history course offerings in the growing field of Atlantic History. It will provide students with the means to understand how transatlantic migrations of peoples from Africa helped create an interconnected Black Atlantic world.

   a. If this is a general education course, you also must indicate the segment of the general education program into which it will be placed, and describe how the course meets the requirements of that segment.

   b. If the course or some sections of the course may be technology delivered, explain why.
2. Justify the level of the course and any course prerequisites, co-requisites, or registration restrictions. The 3000 level is appropriate for a course with significant reading, writing and analytical requirements, and which provides intensive study of a specific topic.

3. If the course is similar to an existing course or courses, justify its development and offering.
   
   a. If the contents substantially duplicate those of an existing course, the new proposal should be discussed with the appropriate chairpersons, deans, or curriculum committees and their responses noted in the proposal.
   
   b. 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.
   
   This course is not similar to any existing course.

4. Impact on Program(s):
   
   a. For undergraduate programs, specify whether this course will be required for a major or minor or used as an approved elective. The course will be an approved elective for History, History (International Studies) and History (Teacher Certification) majors, as well as History minors.
   
   b. 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. N/A

   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:
   
   Charles R. Foy and other qualified faculty.

   If this is a graduate course and the department does not currently offer a graduate program, it must document that it employs faculty qualified to teach graduate courses.

2. Additional costs to students:
   
   There are no additional costs.
   
   Include those for supplemental packets, hardware/software, or any other additional instructional, technical, or technological requirements. (Course fees must be approved by the President’s Council.)

3. Text and supplementary materials to be used (Include publication dates):
   
   
   
   
   Lisa A. Lindsay, *Captives as Commodities: the Transatlantic Slave Trade* (New Jersey: Pearson/Prentice Hall, 2008).
   

   A variety of articles from JSTOR. Examples include:


Articles from on-line sources through Booth Library. Examples include:


Films such as *Once We Were Kings*.

A variety of primary documents such as *Walker's Appeal* and Dr. Foy’s *Black Mariner Database*.

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.

PART VII: APPROVALS

Date approved by the department or school: October 1, 2012

Date approved by the college curriculum committee: Jan. 30, 2013

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).*
This format is to be used for all courses submitted to the Council on Academic Affairs and/or the Council on Graduate Studies.

Please check one:   X New course   ___ Revised course

PART I: CATALOG DESCRIPTION

1. Course prefix and number, such as ART 1000: HIS 3395

2. Title (may not exceed 30 characters, including spaces): The Transatlantic Slave Trade

3. Long title, if any (may not exceed 100 characters, including spaces): The Transatlantic Slave Trade

4. Class hours per week, lab hours per week, and credit [e.g., (3-0-3)]: 3-0-3

5. Term(s) to be offered:   ___ Fall   ___ Spring   ___ Summer   X On demand

6. Initial term of offering:   X Fall   ___ Spring   ___ Summer   Year: 2014

7. Course description: This course introduces students to the broad economic, political, social, and cultural impact of the slave trade in Africa, the Americas, and Europe. In addition to learning the basic historical narrative, students will analyze a range of primary documents and evidence, and learn about some of the major historiographic debates.

8. Registration restrictions:
   a. Equivalent Courses
      • Identify any equivalent courses (e.g., cross-listed course, non-honors version of an honors course).

      • Indicate whether coding should be added to Banner to restrict students from registering for the equivalent course(s) of this course.   ___ Yes   X No

   b. Prerequisite(s)
      • Identify the 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. NONE

      • Indicate whether coding should be added to Banner to prevent students from registering for this course if they haven't successfully completed the prerequisite course(s).   ___ Yes   ___ No

         If yes, identify the minimum grade requirement and any equivalent courses for each prerequisite course:

   c. Who can waive the prerequisite(s)?   X No one   ___ Chair   ___ Instructor   ___ Advisor   ___ Other (Please specify)

   d. Co-requisites (course(s) which MUST be taken concurrently with this one):

   e. Repeat status:   X Course may not be repeated.   ___ Course may be repeated once with credit.

         Please also specify the limit (if any) on hours which may be applied to a major or
Eastern Illinois University Course Proposal Format

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] Cultural diversity and writing intensive.

10. **Grading methods** (check all that apply): _X__ Standard letter  ____ CR/NC  ____ Audit  ____ ABC/NC (“Standard letter”—i.e., ABCDF—is assumed to be the default grading method unless the course description indicates otherwise.)

Please check any special grading provision that applies to this course:

___ The grade for this course will not count in a student’s grade point average.

___ The credit for this course will not count in hours towards graduation.

If the student already has credit for or is registered in an equivalent or mutually exclusive course, check any that apply:

___ The grade for this course will be removed from the student’s grade point average if he/she already has credit for or is registered in __________ (insert course prefix and number).

___ Credit hours for this course will be removed from a student’s hours towards graduation if he/she already has credit for or is registered in __________ (insert course prefix and number).

11. **Instructional delivery method:** (Check all that apply.)

   _X__ lecture  ____ lab  ____ lecture/lab combined  ____ independent study/research  ____ internship  ____ performance  ____ practicum or clinical  ____ study abroad  ____ Internet  ____ hybrid  ____ other (Please specify)

**PART II: ASSURANCE OF STUDENT LEARNING**

1. **List the student learning objectives of this course:** Upon completion of this course, students will:

   a) identify and comprehend the development and expansion of the transatlantic slave trade and its impact on peoples and nations throughout the Atlantic basin;
   b) identify and describe the major actors, events and developments in the Atlantic slave trade during the period from 1400 to the present;
   c) Introduce students to interdisciplinary studies and the use of primary sources; and
   d) synthesize information from a variety of primary and secondary sources in a series of written assignments and class presentations that will develop critical thinking.

   a. **If this is a general education course, indicate which objectives are designed to help students achieve one or more of the following goals of general education and university-wide assessment:**
• EIU graduates will write and speak effectively.
• EIU graduates will think critically.
• EIU graduates will function as responsible citizens.

b. If this is a graduate-level course, indicate which objectives are designed to help students achieve established goals for learning at the graduate level:
   • Depth of content knowledge
   • Effective critical thinking and problem solving
   • Effective oral and written communication
   • Advanced scholarship through research or creative activity

2. Identify the assignments/activities the instructor will use to determine how well students attained the learning objectives:

<table>
<thead>
<tr>
<th>Learning Objectives</th>
<th>Position Papers</th>
<th>Class Discussions</th>
<th>Research Paper</th>
<th>Final Exam</th>
</tr>
</thead>
<tbody>
<tr>
<td>Identify &amp; understand the role that the Transatlantic slave trade played in nation’s culture &amp; development</td>
<td>X</td>
<td>X</td>
<td>X</td>
<td>X</td>
</tr>
<tr>
<td>Identify &amp; describe the major actors, events and developments in the Transatlantic slave trade</td>
<td>X</td>
<td>X</td>
<td>X</td>
<td>X</td>
</tr>
<tr>
<td>Develop ability to use sources from a variety of disciplines and primary sources</td>
<td>X</td>
<td>X</td>
<td>X</td>
<td>X</td>
</tr>
<tr>
<td>Synthesize information from a variety of primary and secondary sources to develop critical thinking</td>
<td>X</td>
<td>X</td>
<td>X</td>
<td>X</td>
</tr>
</tbody>
</table>

3. Explain how the instructor will determine students’ grades for the course: Position Papers 30%; Discussion & participation 15%; Research Paper 35%; and Final Exam 20%

4. For technology-delivered and other nontraditional-delivered courses/sections, address the following:
   a. Describe how the format/technology will be used to support and assess students’ achievement of the specified learning objectives:
   b. Describe how the integrity of student work will be assured:
   c. Describe provisions for and requirements of instructor-student and student-student interaction, including the kinds of technologies that will be used to support the interaction (e.g., e-mail, web-based discussions, computer conferences, etc.):
5. For courses numbered 4750–4999, specify additional or more stringent requirements for students enrolling for graduate credit. These include:
   a. course objectives;
   b. projects that require application and analysis of the course content; and
   c. separate methods of evaluation for undergraduate and graduate students.

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.*) The course is writing intensive; written assignments comprise 65% of the course grade. Students will re-write their first position paper after having received comments on it from their course instructor.

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.

Week 1.  Introduction
Class One  Topic Overview
Class Two  Technology of the Atlantic Slave Trade

Week 2.  Sources: Oral and Quantitative
Class One  Oral sources
Class Two  Quantitative sources

Week 3.  Individual Lives
Class One  Biography as Source Material
Class Two  Equiano & Other Black Mariners

Week 4:  African Slavery
Class One  Arab Slavery
Class Two  West African Slavery

Week 5:  Elites and Princes
Class One  Atlantic Creoles
Class Two  Two Princes of Calabar

Week 6:  States and Stateless Societies
Class One  African Warrior States
Class Two  African Decentralized Societies

Week 7:  Europeans Come to West Africa
Class One  Iberian-African Slave Trade
Class Two  English/French/Dutch-African Slave Trade
Week 8: How Gender Shaped the Slave Trade
Class One  African Conceptions of Gender
Class Two  European Conceptions of Gender

Week 9: Transformations in Africa
Class One  Changes in Family Structure Caused by Slave Trade
Class Two  African Strategies of Resistance to Slave Trade

Week 10: The Middle Passage
Class One  Ibos into Africans: Transformations Aboard Slavers
Class Two  African Guardians: Power Dynamics on Slavers

Week 11: Africans in the Americas: Ethnicity
Class One  Charter v Creole Generations
Class Two  Ethnic Groups in Louisiana

Week 12: African Cultures in the New World: Religion and Culture
Class One  African Healing
Class Two  African Religions

Class One  Africa’s Contribution to the Columbian Exchange
Class Two  Black Rice

Week 14: Slave Resistance and Rebellion in the Atlantic World
Class One  White Fears
Class Two  Slave Agency

Week 15: Slave Societies & Societies With Slaves
Class One  Plantation Slavery
Class Two  Urban Slavery

PART IV: PURPOSE AND NEED

1. Explain the department’s rationale for developing and proposing the course.
   This course will be one of four undergraduate history course offerings in the growing field of Atlantic History. It will provide students with the means to understand both the critical role the Transatlantic Slave Trade played in American and Global history, as well as the globalization of the Atlantic World.
   a. If this is a general education course, you also must indicate the segment of the general education program into which it will be placed, and describe how the course meets the requirements of that segment.
   b. If the course or some sections of the course may be technology delivered, explain why.

2. Justify the level of the course and any course prerequisites, co-requisites, or registration restrictions.
   The 3000 level is appropriate for a course with significant reading, writing and analytical requirements, and which provides intensive study of a specific topic.
3. **If the course is similar to an existing course or courses, justify its development and offering.** The History Department presently offers several one-credit courses (HIS 3988 Slavery in the Americas; HIS 3989 The Transatlantic Slave Trade; and HIS 3989M The Slave Trade) that are limited in scope as well as time period (only the 18th and 19th centuries). This proposed course will be a comprehensive consideration of the Transatlantic Slave Trade by all nations and throughout the Atlantic basin and from the 1400s to the present.

   a. If the contents substantially duplicate those of an existing course, the new proposal should be discussed with the appropriate chairpersons, deans, or curriculum committees and their responses noted in the proposal.
   
   b. 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.

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

   a. **For undergraduate programs, specify whether this course will be required for a major or minor or used as an approved elective.** The course will be an approved elective for History, History (International Studies) and History (Teacher Certification) majors, as well as History minors.
   
   b. **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.**

   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. N.A.

**PART V: IMPLEMENTATION**

1. **Faculty member(s) to whom the course may be assigned:**
   Charles R. Foy, David Smith and other qualified faculty.

   If this is a graduate course and the department does not currently offer a graduate program, it must document that it employs faculty qualified to teach graduate courses.

2. **Additional costs to students:**
   None

   Include those for supplemental packets, hardware/software, or any other additional instructional, technical, or technological requirements. (Course fees must be approved by the President’s Council.)

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


A variety of articles from JSTOR. Examples include:


On-line databases such *The Transatlantic Slave Trade Database*.

**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.

**PART VII: APPROVALS**

**Date approved by the department or school:** October 1, 2012

**Date approved by the college curriculum committee:** Jan. 30, 2013

**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

Career Services
http://www.eiu.edu/~careers/
581-2412

Disability Services
http://www.eiu.edu/~disablty/
581-6583
Eastern Illinois University

New Course Proposal

MUS 1501, Comprehensive Musicianship I

This format is to be used for all courses submitted to the Council on Academic Affairs and/or the Council on Graduate Studies.

Please check one:  ☒ New course  ☐ Revised course

PART I: CATALOG DESCRIPTION

1. Course prefix and number, such as ART 1000:  MUS 1501
2. Title (may not exceed 30 characters, including spaces):  Comprehensive Musicianship I
3. Long title, if any (may not exceed 100 characters, including spaces):
4. Class hours per week, lab hours per week, and credit [e.g., (3-0-3)]:  3-2-4
5. Term(s) to be offered:  ☒ Fall  ☒ Spring  ☐ Summer  ☐ On demand
6. Initial term of offering:  ☒ Fall  ☐ Spring  ☐ Summer  Year:  2013
7. Course description (not to exceed four lines):
   (3-2-4) Following a review of fundamental concepts, this course focuses on part-writing, analysis, and performance of basic diatonic phrases, first in the context of two-voice counterpoint, then in four-voice chorale and piano textures. Students analyze, write, recognize, perform, and explain basic diatonic phrases and become familiar with the most common non-chord tones and voice leading rules. Credit: 4

8. Registration restrictions:
   a. Equivalent Courses
      • Identify any equivalent courses (e.g., cross-listed course, non-honors version of an honors course).
        None.

      • Indicate whether coding should be added to Banner to restrict students from registering for the equivalent course(s) of this course.  ___ Yes  ☒ No

   b. Prerequisite(s)
      • Identify the 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.
        Placement through either the Musicianship Diagnostic Test or Transfer Exam or successful completion of MUS 0541 Music Theory Rudiments with a C or better.

      • Indicate whether coding should be added to Banner to prevent students from registering for this course if they haven’t successfully completed the prerequisite course(s).  ___ Yes  ☒ No

       If yes, identify the minimum grade requirement and any equivalent courses for each prerequisite course: C or better in MUS 0541 Music Theory Rudiments

   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): None

e. Repeat status:  

- Course may not be repeated.
- Course may be repeated once with credit.

Please also specify the limit (if any) on hours which may be applied to a major or minor: 4

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  
- CR/NC  
- Audit  
- ABC/NC

(“Standard letter”—i.e., ABCDF—is assumed to be the default grading method unless the course description indicates otherwise.)

Please check any special grading provision that applies to this course:

- The grade for this course will not count in a student’s grade point average.
- The credit for this course will not count in hours towards graduation.

If the student already has credit for or is registered in an equivalent or mutually exclusive course, check any that apply:

- The grade for this course will be removed from the student’s grade point average if he/she already has credit for or is registered in _________ (insert course prefix and number).
- Credit hours for this course will be removed from a student’s hours towards graduation if he/she already has credit for or is registered in _________ (insert course prefix and number).

11. Instructional delivery method:  

- lecture  
- lab  
- lecture/lab combined  
- independent study/research  
- internship  
- performance  
- practicum or clinical  
- study abroad  
- Internet  
- hybrid  
- other (Please specify)

PART II: ASSURANCE OF STUDENT LEARNING

1. List the student learning objectives of this course:  

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

- analyze the harmonic foundation of basic diatonic phrases using Roman numeral analysis and distinguish between chordal and non-chordal tones;
- write harmonic and melodic realizations of basic diatonic phrases and apply voice leading rules;
- recognize basic harmonic and melodic phrase models and their realizations within the repertoire;
(d) perform simple diatonic melodies using movable-Do Solfège and simple harmonic progressions on the piano;
(e) perform and conduct rhythms (duple and triple meters in simple and compound subdivisions);
(f) explain how basic diatonic phrases work, including the Tonic-Dominant relationship, the function of tendency tones, chordal seventh, non-chord tones, and cadences.

a. If this is a general education course, indicate which objectives are designed to help students achieve one or more of the following goals of general education and university-wide assessment:
- EIU graduates will write and speak effectively.
- EIU graduates will think critically.
- EIU graduates will function as responsible citizens.

b. If this is a graduate-level course, indicate which objectives are designed to help students achieve established goals for learning at the graduate level:
- Depth of content knowledge
- Effective critical thinking and problem solving
- Effective oral and written communication
- Advanced scholarship through research or creative activity

2. Identify the assignments/activities the instructor will use to determine how well students attained the learning objectives:

<table>
<thead>
<tr>
<th></th>
<th>Written Assignments</th>
<th>Listening Assignments</th>
<th>Fundamental Skills Quizzes</th>
<th>Performance of Harmonic Progressions</th>
<th>Composition Project</th>
<th>Exams</th>
</tr>
</thead>
<tbody>
<tr>
<td>Objective a</td>
<td>X</td>
<td>X</td>
<td>X</td>
<td>X</td>
<td>X</td>
<td>X</td>
</tr>
<tr>
<td>Objective b</td>
<td>X</td>
<td></td>
<td></td>
<td>X</td>
<td>X</td>
<td>X</td>
</tr>
<tr>
<td>Objective c</td>
<td>X</td>
<td>X</td>
<td>X</td>
<td>X</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Objective d</td>
<td></td>
<td></td>
<td></td>
<td>X</td>
<td>X</td>
<td>X</td>
</tr>
<tr>
<td>Objective e</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td>X</td>
<td></td>
</tr>
<tr>
<td>Objective f</td>
<td>X</td>
<td>X</td>
<td>X</td>
<td>X</td>
<td>X</td>
<td>X</td>
</tr>
</tbody>
</table>

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

<table>
<thead>
<tr>
<th>Assignment</th>
<th>Percentage</th>
</tr>
</thead>
<tbody>
<tr>
<td>Written Assignments</td>
<td>15%</td>
</tr>
<tr>
<td>Listening Assignments</td>
<td>15%</td>
</tr>
<tr>
<td>Fundamental Skills Quizzes</td>
<td>10%</td>
</tr>
<tr>
<td>Performance of Harmonic Progressions on the Keyboard</td>
<td>10%</td>
</tr>
<tr>
<td>Composition Project</td>
<td>10%</td>
</tr>
<tr>
<td>Exams (Written Theory 20%, Dictation and Singing 20%)</td>
<td>40%</td>
</tr>
</tbody>
</table>

4. For technology-delivered and other nontraditional-delivered courses/sections, address the following:
   a. Describe how the format/technology will be used to support and assess students’ achievement of the specified learning objectives:
   b. Describe how the integrity of student work will be assured:
c. Describe provisions for and requirements of instructor-student and student-student interaction, including the kinds of technologies that will be used to support the interaction (e.g., e-mail, web-based discussions, computer conferences, etc.):

N/A

5. For courses numbered 4750-4999, specify additional or more stringent requirements for students enrolling for graduate credit. These include:
   a. course objectives;
   b. projects that require application and analysis of the course content; and
   c. separate methods of evaluation for undergraduate and graduate students.

N/A

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 *.)

N/A

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.

This course will meet for 75 fifty-minute class periods over 15 weeks.

Sample Course Outline
Weeks 1–5: Fundamentals Review

Week 1
- The Pitch Realm, Charting Musical Sound: Staff and Clef, Pitch and Pitch Class, Accidentals, Scales, Enharmonicism, Scale Degree Numbers and Names, Specific Scale Types: Major and Minor, Relative Major and Minor Keys, and Key Signatures and the Circle of Fifths.
- Stepwise Melodies, Major Keys and Simple Meters, Beat Subdivision into Two.

Week 2
- Intervals, Naming Generic Intervals, Melodic and Harmonic Intervals, Simple and Compound Intervals, Naming Specific Intervals, Transforming Intervals: Augmented and Diminished Intervals, Interval Inversion, Enharmonic Intervals, and Consonant and Dissonant Intervals.
- Stepwise Melodies, Major Keys and Simple Meters, Beat Subdivision into Two.

Week 3
- Rhythm and Meter, Rhythm and Durational Symbols, Dots and Ties, Meter, Beat Division and Simple and Compound Meters, Meter Signature, Asymmetrical Meters, Clarifying Meter, More Rhythmic Procedures, Accent in Music, Temporal Accents, Non-temporal Accents, Metrical Disturbance, Syncopation, and Hemiola.
- Stepwise Melodies, Major Keys and Simple Meters, Beat Subdivision into Two.

Week 4
- Triads and Seventh Chords, Definitions and Types, and Harmonic Analysis.
• Stepwise Melodies, Major Keys and Simple Meters, Beat Subdivision into Two.

**Week 5**
• Triads and Seventh Chords, Definitions and Types, and Harmonic Analysis.
• Stepwise Melodies, Major Keys and Simple Meters, Beat Subdivision into Two.
• Unit 1 Exams: Written Theory Exam 1 (Class), Keyboard Progressions 1 (Individual), Dictation Exam 1 (Class), Singing Exam 1 (Individual).

**Weeks 6–10: Counterpoint**

**Week 6**
• Introduction to Melody and Two-Voice Counterpoint, Melody: Characteristics and Writing.
• Melodies with Skips in the Tonic Triad: Major Keys, Simple Meters, Beat Subdivision into Two.

**Week 7**
• Controlling Consonance and Dissonance: Introduction to Two-Voice Counterpoint, First-Species Counterpoint.
• Melodies with Skips in the Tonic Triad: Major Keys, Simple Meters, Beat Subdivision into Two.

**Week 8**
• Second-Species Counterpoint, Weak-Beat Consonance, Weak-Beat Dissonance, More on Perfect Consonances,
• Melodies with Skips in the Tonic Triad: Minor Keys, Simple Meters, Beat Subdivision into Three.

**Week 9**
• Adding Voices: Triads and Seventh Chords, Chord Voicing, Spacing, and Doubling.
• Melodies with Skips in the Tonic Triad: Minor Keys, Simple Meters, Beat Subdivision into Three.

**Week 10**
• First and Second Species Counterpoint and Chord Voicing, Spacing and Doubling.
• Melodies with Skips in the Tonic Triad: Minor Keys, Simple Meters, Beat Subdivision into Three.
• Unit 2 Exams: Written Theory Exam 2 (Class), Keyboard Progressions 2 (Individual), Dictation Exam 2 (Class), Singing Exam 2 (Individual).

**Weeks 11–15: I\(^{(6)}\) and V\(^{(6)}\) and V\(^{7}\), vii\(^{07}\), and vii\(^{07}\) in Root position and Inversions**

**Week 11**
• Tonal Hierarchy in Music, Embellishing Tones, the Importance of Context in Analysis, Analytical Interlude, Melodic Fluency, Melody as Harmony, Characteristics and Effect of V and I, the Cadence, Introduction to Voice Leading, Texture and Register, Creating the Best Sound: Incomplete and Complete Chords, Doubling, and Spacing.
• Melodies with Skips in the Dominant Triad: Major and Minor Keys, Simple and Compound Meters.

**Week 12**
• The Interaction of Harmony, Melody, Meter, and Rhythm: Embellishment and Reduction, Embellishment, Reduction, The Dominant Seventh and Chordal Dissonance, Derivation and New Melodic Possibilities, Part Writing with the Dominant Seventh Chords, and Harmonizing Florid Melodies.
• Melodies with Skips in the Dominant Triad: Major and Minor Keys, Simple and Compound Meters.

**Week 13**
• Chordal Leaps in the Bass: I6 and V6, Neighbor Tones in the Bass (V6), Second Level Analysis, Passing Tones in the Bass: viio6, Tonic Expansion with an Arpeggiating Bass: IV6, Dominant Expansion with Passing Tones: IV6, Combining First-Inversion Chords, V7 and Its Inversions.
• Melodies with Skips in the Dominant Triad: Major and Minor Keys, Simple and Compound Meters.
• Assignment of Composition Project (Small assignments throughout the second half of the semester prepare students for this final project.)

Week 14
• V7 and Its Inversions, Voice-Leading Inversions of V7, Combining Inversions of V7, Compositional Impact of Contrapuntal Chords.
• Melodies with Skips in the Dominant Triad: Major and Minor Keys, Simple and Compound Meters.

Week 15
• Leading-Tone Seventh Chords: viiø7 and viiø7.
• Melodies with Skips in the Dominant Triad: Major and Minor Keys, Simple and Compound Meters.
• Performance of Composition Project

Final Examination
• Final Written Theory Exam (Class), Final Keyboard Progressions (Individual), Final Dictation Exam (Class), and Final Singing Exam (Individual)

PART IV: PURPOSE AND NEED

1. Explain the department’s rationale for developing and proposing the course.
   All music majors currently take a four-semester music theory sequence along with a four-semester aural training sequence. These courses help students develop fluency in reading, writing, and understanding music. By integrating the music theory and aural training classes into a single comprehensive musicianship class, we are able to:
   (1) emphasize the interrelated nature of musical concepts and their aural perception.
   (2) offer a holistic approach to the curriculum which will stimulate students’ interest and involvement.
   (3) provide continuity within the curriculum by meeting five days a week with the same teacher (instead of three times for music theory and twice for aural training often with different teachers).
   (4) provide flexibility within the curriculum so it is possible to integrate theoretical understanding, aural recognition, and performance aspects of musical concepts.

   a. If this is a general education course, you also must indicate the segment of the general education program into which it will be placed, and describe how the course meets the requirements of that segment. N/A
   b. If the course or some sections of the course may be technology delivered, explain why. N/A

2. Justify the level of the course and any course prerequisites, co-requisites, or registration restrictions.
   This course replaces MUS 1541 Music Theory I and MUS 1543 Aural Training and is appropriately placed at the 1000 level.

3. If the course is similar to an existing course or courses, justify its development and offering.
a. If the contents substantially duplicate those of an existing course, the new proposal should be discussed with the appropriate chairpersons, deans, or curriculum committees and their responses noted in the proposal.
This does not duplicate another course.

b. 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 1541 Music Theory I and MUS 1543 Aural Training

4. Impact on Program(s):

a. For undergraduate programs, specify whether this course will be required for a major or minor or used as an approved elective.
This course will be required of any music major or minor.

b. 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.

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.

see attached

PART V: IMPLEMENTATION

1. Faculty member(s) to whom the course may be assigned: Bernard Borah, Bradley Decker, Stefan Eckert, and other qualified music faculty members.

If this is a graduate course and the department does not currently offer a graduate program, it must document that it employs faculty qualified to teach graduate courses.
N/A

2. Additional costs to students:

Include those for supplemental packets, hardware/software, or any other additional instructional, technical, or technological requirements. (Course fees must be approved by the President’s Council.)
None

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

Textbook Rental:

Supplemental:
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 may not be judged as equivalent to this course.

PART VII: APPROVALS

Date approved by the department or school: December 5, 2012

Date approved by the college curriculum committee: January 23, 2013

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

Date approved by CAA:  

Date approved by 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).
Eastern Illinois University
New Course Proposal
MUS 1502, Comprehensive Musicianship II

This format is to be used for all courses submitted to the Council on Academic Affairs and/or the Council on Graduate Studies.

Please check one:  ☑ New course  ☐ Revised course

PART I: CATALOG DESCRIPTION

1. Course prefix and number, such as ART 1000: MUS 1502
2. Title (may not exceed 30 characters, including spaces): Comprehensive Musicianship II
3. Long title, if any (may not exceed 100 characters, including spaces):
4. Class hours per week, lab hours per week, and credit [e.g., (3-0-3)]: 3-2-4
5. Term(s) to be offered: ☑ Fall  ☑ Spring  ☐ Summer  ☐ On demand
6. Initial term of offering: ☐ Fall  ☑ Spring  ☐ Summer  Year: 2014
7. Course description (not to exceed four lines):
   (3-2-4) Building on the basic diatonic phrase covered in MUS 1501, this course focuses on part-writing, analysis, and performance of extended diatonic phrases in four-voice chorale and various ensemble textures. Students analyze, write, recognize, perform, and explain two-part compositions containing any diatonic triads and seventh chords, sequences, and selected applied chords and modulations. Credit: 4

8. Registration restrictions:
   a. Equivalent Courses
      • Identify any equivalent courses (e.g., cross-listed course, non-honors version of an honors course).
        None.

      • Indicate whether coding should be added to Banner to restrict students from registering for the equivalent course(s) of this course.  ☐ Yes  ☑ No

   b. Prerequisite(s)
      • Identify the 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.
        Placement through either the Transfer Exam or successful completion of MUS 1501 Comprehensive Musicianship I with a C or better.

      • Indicate whether coding should be added to Banner to prevent students from registering for this course if they haven’t successfully completed the prerequisite course(s).  ☑ Yes  ☐ No

        If yes, identify the minimum grade requirement and any equivalent courses for each prerequisite course: C or better in MUS 1501 Comprehensive Musicianship I

   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): None

e. Repeat status:  
   - X Course may not be repeated.
   - [ ] Course may be repeated once with credit.

Please also specify the limit (if any) on hours which may be applied to a major or minor. 4

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):  
   - X Standard letter  
   - [ ] CR/NC  
   - [ ] Audit  
   - [ ] ABC/NC

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

Please check any special grading provision that applies to this course:

- [ ] The grade for this course will not count in a student’s grade point average.
- [ ] The credit for this course will not count in hours towards graduation.

If the student already has credit for or is registered in an equivalent or mutually exclusive course, check any that apply:

- [ ] The grade for this course will be removed from the student’s grade point average if he/she already has credit for or is registered in ____________ (insert course prefix and number).
- [ ] Credit hours for this course will be removed from a student’s hours towards graduation if he/she already has credit for or is registered in ____________ (insert course prefix and number).

11. Instructional delivery method: (Check all that apply.)

- [ ] lecture  
- [ ] lab  
- [X] lecture/lab combined  
- [ ] independent study/research  
- [ ] internship  
- [ ] performance  
- [ ] practicum or clinical  
- [ ] study abroad  
- [ ] Internet  
- [ ] hybrid  
- [ ] other (Please specify)

PART II: ASSURANCE OF STUDENT LEARNING

1. List the student learning objectives of this course:
   Upon completion of this course, students will be able to:
   (a) analyze extended diatonic phrases using Roman numeral analysis and distinguish between chordal and non-chordal tones;
   (b) write harmonic and melodic realizations of extended diatonic phrases and apply voice leading rules;
   (c) recognize extended diatonic harmonic and melodic phrase models and their realizations within the repertoire;
(d) perform extended diatonic melodies using movable-Do Solfège and harmonic progressions on the piano;
(e) perform and conduct rhythms (duple and triple meters with subdivisions in 4 and 6 and syncopations);
(f) explain how extended diatonic phrases work, including any diatonic triad and seventh chord, sequences, and applied chord and/or modulations to the dominant and the relative minor or major.

a. If this is a general education course, indicate which objectives are designed to help students achieve one or more of the following goals of general education and university-wide assessment:
   • EIU graduates will write and speak effectively.
   • EIU graduates will think critically.
   • EIU graduates will function as responsible citizens.

b. If this is a graduate-level course, indicate which objectives are designed to help students achieve established goals for learning at the graduate level:
   • Depth of content knowledge
   • Effective critical thinking and problem solving
   • Effective oral and written communication
   • Advanced scholarship through research or creative activity

2. Identify the assignments/activities the instructor will use to determine how well students attained the learning objectives:

<table>
<thead>
<tr>
<th></th>
<th>Written Assignments</th>
<th>Listening Assignments</th>
<th>Fundamental Skills Quizzes</th>
<th>Performance of Harmonic Progressions</th>
<th>Composition Project</th>
<th>Exams</th>
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<td>Objective a</td>
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<td>Objective f</td>
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<td>X</td>
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</tbody>
</table>

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

<table>
<thead>
<tr>
<th>Assignment Type</th>
<th>Percentage</th>
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</thead>
<tbody>
<tr>
<td>Written Assignments</td>
<td>15%</td>
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<tr>
<td>Listening Assignments</td>
<td>15%</td>
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<tr>
<td>Fundamental Skills Quizzes</td>
<td>10%</td>
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<tr>
<td>Performance of Harmonic Progressions on the Keyboard</td>
<td>10%</td>
</tr>
<tr>
<td>Composition Project</td>
<td>10%</td>
</tr>
<tr>
<td>Exams (Written Theory 20%, Dictation and Singing 20%)</td>
<td>40%</td>
</tr>
</tbody>
</table>

4. For technology-delivered and other nontraditional-delivered courses/sections, address the following:
   a. Describe how the format/technology will be used to support and assess students’ achievement of the specified learning objectives:
   b. Describe how the integrity of student work will be assured:
c. Describe provisions for and requirements of instructor-student and student-student interaction, including the kinds of technologies that will be used to support the interaction (e.g., e-mail, web-based discussions, computer conferences, etc.):

N/A

5. For courses numbered 4750–4999, specify additional or more stringent requirements for students enrolling for graduate credit. These include:
   a. course objectives;
   b. projects that require application and analysis of the course content; and
   c. separate methods of evaluation for undergraduate and graduate students.

N/A

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 *.)

N/A

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.

This course will meet for 75 fifty-minute class periods over 15 weeks.

Sample Course Outline

Weeks 1–5: Diatonic Harmony I

Week 1
- Review of V7 and Its Inversions, Voice-Leading Inversions of V7, Combining Inversions of V7, Compositional Impact of Contrapuntal Chords, and Leading-Tone Seventh Chords: vii7 and vii7.
- Melodies in Alto/Tenor Clefs with Further Use of Diatonic Intervals, Beat Subdivision into 4 and 6.

Week 2
- The Pre-Dominant Function, Subdominant (IV in Major, iv in Minor), Supertonic (ii in Major, iio in Minor), Pre-Dominants and the Stepwise Ascending Bass, Part Writing for Pre-Dominants, Extending the Pre-Dominant, and Introduction to the Phrase Model.
- Melodies in Alto/Tenor Clefs with Further Use of Diatonic Intervals, Beat Subdivision into 4 and 6.

Week 3
- Accented and Chromatic Embellishing Tones: Accented Passing Tone (APT), Chromatic Passing Tone (CPT), Accented Neighbor Tone (AN), Chromatic Neighbor Tone (CN), Appoggiatura (APP), Suspension (S), Labeling Suspensions, Writing Suspensions, Additional Suspension Techniques, Anticipation (ANT), and Pedal (PED).
- Melodies in Alto/Tenor Clefs with Further Use of Diatonic Intervals, Beat Subdivision into 4 and 6.

Week 4
- Six-Four Chords: Unaccented Six-Four Chords and Accented Six-Four Chords.
• Melodies in Alto/Tenor Clefs with Further Use of Diatonic Intervals, Beat Subdivision into 4 and 6.

**Week 5**
• Melodies in Alto/Tenor Clefs with Further Use of Diatonic Intervals, Beat Subdivision into 4 and 6.
• Unit 1 Exams: Written Theory Exam 1 (Class), Keyboard Progressions 1 (Individual), Dictation Exam 1 (Class), Singing Exam 1 (Individual).

**Weeks 6–10: Diatonic Harmony II**

**Week 6**
• Nondominant Seventh Chords: IV\(^7\) (IV6/5) and ii\(^7\) (ii6/5), and Embedding the Phrase Model.
• Melodies with Intervals from the Dominant Seventh Chord (V7), Other Diatonic Intervals of the Seventh, Beat Subdivision into 4 and 6.

**Week 7**
• Contrapuntal Cadences, Expanding the Pre-Dominant, Subphrases, and Composite Phrases.
• Melodies with Intervals from the Dominant Seventh Chord (V7), Other Diatonic Intervals of the Seventh, Beat Subdivision into 4 and 6.

**Week 8**
• The Submediant (vi in Major, VI in Minor), and Step Descent in the Bass.
• Melodies with Intervals from the Tonic and Dominant Triads containing Syncopation.

**Week 9**
• The Mediant (iii in Major, III in Minor), the Back-Relating Dominant, and Synthesis of Root-Motion Principles.
• Melodies with Intervals from the Tonic and Dominant Triads containing Syncopation.

**Week 10**
• The Period: Aspects of Melody and Harmony in Periods, Representing Form: The Formal Diagram.
• Melodies with Intervals from the Tonic and Dominant Triads containing Syncopation.
• Unit 2 Exams: Written Theory Exam 2 (Class), Keyboard Progressions 2 (Individual), Dictation Exam 2 (Class), Singing Exam 2 (Individual)

**Weeks 11–15: Small Forms**

**Week 11**
• Other Small Musical Structures: Sentences, Double Periods, and Modified Periods.
• Melodies with Further Use of Diatonic Intervals and Syncopation.

**Week 12**
• *Harmonic Sequences*: Components and Types of Sequences.
• Melodies with Further Use of Diatonic Intervals and Syncopation.

**Week 13**
• *Applied Chords*: Applied Dominant, Applied Leading-Tone Chords.
• Melodies with Further Use of Diatonic Intervals and Syncopation.
• Assignment of Composition Project (Small assignments throughout the second half of the semester prepare students for this final project.)

Week 14
• Tonicization and Modulation: Extended Tonicization, Modulation.
• Melodies with Further Use of Diatonic Intervals and Syncopation.

Week 15
• Binary Form and Variations: Binary Form.
• Melodies with Further Use of Diatonic Intervals and Syncopation.
• Performance of Composition Project

Final Examination
• Final Written Theory Exam (Class), Final Keyboard Progressions (Individual), Final Dictation Exam (Class), and Final Singing Exam (Individual)

PART IV: PURPOSE AND NEED

1. Explain the department’s rationale for developing and proposing the course.
   All music majors currently take a four-semester music theory sequence along with a four-semester aural training sequence. These courses help students develop fluency in reading, writing, and understanding music. By integrating the music theory and aural training classes into a single comprehensive musicianship class, we are able to:
   (1) emphasize the interrelated nature of musical concepts and their aural perception.
   (2) offer a holistic approach to the curriculum which will stimulate students’ interest and involvement.
   (3) provide continuity within the curriculum by meeting five days a week with the same teacher (instead of three times for music theory and twice for aural training often with different teachers).
   (4) provide flexibility within the curriculum so it is possible to integrate theoretical understanding, aural recognition, and performance aspects of musical concepts.

   a. If this is a general education course, you also must indicate the segment of the general education program into which it will be placed, and describe how the course meets the requirements of that segment. N/A
   b. If the course or some sections of the course may be technology delivered, explain why. N/A

2. Justify the level of the course and any course prerequisites, co-requisites, or registration restrictions.
   This course replaces MUS 1542 Music Theory II and MUS 1544 Aural Training and is appropriately placed at the 1000 level.

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

   a. If the contents substantially duplicate those of an existing course, the new proposal should be discussed with the appropriate chairpersons, deans, or curriculum committees and their responses noted in the proposal.
   This does not duplicate another course.
b. 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 1542 Music Theory II and MUS 1544 Aural Training

4. Impact on Program(s):
   a. For undergraduate programs, specify whether this course will be required for a major or minor or used as an approved elective.
   This course will be required of any music major or minor.
   b. 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.
   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.

see attached

PART V: IMPLEMENTATION

1. Faculty member(s) to whom the course may be assigned: Bernard Borah, Bradley Decker, Stefan Eckert, and other qualified music faculty members.

   If this is a graduate course and the department does not currently offer a graduate program, it must document that it employs faculty qualified to teach graduate courses.
   N/A

2. Additional costs to students:

   Include those for supplemental packets, hardware/software, or any other additional instructional, technical, or technological requirements. (Course fees must be approved by the President’s Council.)
   None

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

   Textbook Rental:

   Supplemental:
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 may not be judged as equivalent to this course.

PART VII: APPROVALS

Date approved by the department or school: December 5, 2012

Date approved by the college curriculum committee: January 23, 2013

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).
Eastern Illinois University
New Course Proposal
MUS 2501, Comprehensive Musicianship III

This format is to be used for all courses submitted to the Council on Academic Affairs and/or the Council on Graduate Studies.

Please check one: ☒ New course  ☐ Revised course

PART I: CATALOG DESCRIPTION

1. Course prefix and number, such as ART 1000: MUS 2501
2. Title (may not exceed 30 characters, including spaces): Comprehensive Musicianship III
3. Long title, if any (may not exceed 100 characters, including spaces):
4. Class hours per week, lab hours per week, and credit [e.g., (3-0-3)]: 3-2-4
5. Term(s) to be offered: ☒ Fall  ☒ Spring  ☐ Summer  ☐ On demand
6. Initial term of offering: ☒ Fall  ☐ Spring  ☐ Summer  Year: 2014
7. Course description (not to exceed four lines):

(3-2-4) Building on the diatonic materials covered in MUS 1501 and 1502, this course focuses on part-writing, analysis, and performance of nineteenth-century compositions containing chromatic alterations and extensions in four-voice chorale and various textures. Students analyze, write, recognize, perform, and explain compositions containing applied chords, modulations, and chromatically altered chords in various musical genres. Credit: 4

8. Registration restrictions:
   a. Equivalent Courses
      • Identify any equivalent courses (e.g., cross-listed course, non-honors version of an honors course). None.

         • Indicate whether coding should be added to Banner to restrict students from registering for the equivalent course(s) of this course.  ☐ Yes  ☒ No

   b. Prerequisite(s)
      • Identify the 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.
         Placement through the Transfer Exam or successful completion of MUS 1502 Comprehensive Musicianship II with a C or better.

         • Indicate whether coding should be added to Banner to prevent students from registering for this course if they haven’t successfully completed the prerequisite course(s). ☒ Yes  ☐ No

          If yes, identify the minimum grade requirement and any equivalent courses for each prerequisite course: C or better in MUS 1502 Comprehensive Musicianship II

   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): None

e. Repeat status:  
   X Course may not be repeated.  
   ___ Course may be repeated once with credit.  

   Please also specify the limit (if any) on hours which may be applied to a major or minor. 4

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):  
    X Standard letter  ___ CR/NC  ___ Audit  ___ ABC/NC  

    (“Standard letter”—i.e., ABCDF—is assumed to be the default grading method unless the course description indicates otherwise.)

    Please check any special grading provision that applies to this course:

    ___ The grade for this course will not count in a student’s grade point average.

    ___ The credit for this course will not count in hours towards graduation.

If the student already has credit for or is registered in an equivalent or mutually exclusive course, check any that apply:

    ___ The grade for this course will be removed from the student’s grade point average if he/she already has credit for or is registered in ____________ (insert course prefix and number).

    ___ Credit hours for this course will be removed from a student’s hours towards graduation if he/she already has credit for or is registered in ____________ (insert course prefix and number).

11. Instructional delivery method:  
    (Check all that apply.)  

    ___ lecture  ___ lab  X lecture/lab combined  ___ independent study/research  
    ___ internship  ___ performance  ___ practicum or clinical  ___ study abroad  
    ___ Internet  ___ hybrid  ___ other (Please specify)

PART II: ASSURANCE OF STUDENT LEARNING

1. List the student learning objectives of this course:

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

   (a) analyze the harmonic and melodic content of small- and large-scale musical compositions containing chromatic alterations and extensions using Roman numeral analysis and formal conceptions;

   (b) write harmonic and melodic realizations of chromatically altered and extended phrases and apply voice leading rules;
(c) recognize harmonic and melodic chromatically altered and extended phrase models and their realizations within the repertoire;
(d) perform chromatically altered and extended melodies using movable-Do Solfège and chromatically altered and extended progressions on the piano;
(e) perform and conduct rhythms (in any regular meter with additional subdivisions, syncopations, triplets and duplets, and hemiola);
(f) explain how chromatically altered and extended phrases work, including applied chords, modulations, and chromatically altered chords in various musical genres (small- and large scale musical forms).

a. If this is a general education course, indicate which objectives are designed to help students achieve one or more of the following goals of general education and university-wide assessment:
   • EIU graduates will write and speak effectively.
   • EIU graduates will think critically.
   • EIU graduates will function as responsible citizens.

b. If this is a graduate-level course, indicate which objectives are designed to help students achieve established goals for learning at the graduate level:
   • Depth of content knowledge
   • Effective critical thinking and problem solving
   • Effective oral and written communication
   • Advanced scholarship through research or creative activity

2. Identify the assignments/activities the instructor will use to determine how well students attained the learning objectives:

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<td>X</td>
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</tr>
</tbody>
</table>

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

- Written Assignments 15 %
- Listening Assignments 15 %
- Fundamental Skills Quizzes 10 %
- Performance of Harmonic Progressions on the Keyboard 10 %
- Composition Project 10 %
- Exams (Written Theory 20%, Dictation and Singing 20%) 40 %

4. For technology-delivered and other nontraditional-delivered courses/sections, address the following:
a. Describe how the format/technology will be used to support and assess students’ achievement of the specified learning objectives:

b. Describe how the integrity of student work will be assured:

c. Describe provisions for and requirements of instructor-student and student-student interaction, including the kinds of technologies that will be used to support the interaction (e.g., e-mail, web-based discussions, computer conferences, etc.):

N/A

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

   a. course objectives;
   b. projects that require application and analysis of the course content; and
   c. separate methods of evaluation for undergraduate and graduate students.

N/A

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 *.)

N/A

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.

This course will meet for 75 fifty-minute class periods over 15 weeks.

Sample Course Outline
Weeks 1–5: Tonicization and Modulation

Week 1
- Chromatic Melodies.

Week 2
- Applied Chords: Sequences with Applied Chords, Summary of Diatonic and Applied Chord Sequences.
- Chromatic Melodies.

Week 3
- Tonicization and Modulation: Extended Tonicization, Modulation, Closely Related Keys, Analyzing and Writing Modulations.
- Chromatic Melodies.

Week 4
- Tonicization and Modulation: Modulation in Larger Musical Context, and Sequence as a Tool in Modulation.
- Chromatic Melodies.
Week 5

- Binary Form and Variations.
- Chromatic Melodies.
- Exams: Written Theory Exam 1 (Class), Keyboard Progressions 1 (Individual), Dictation Exam 1 (Class), Singing Exam 1 (Individual).

Weeks 6–10: Expressive Chromaticism (Modal Mixture and Neapolitan and Augmented Sixth Chords)

**Week 6**

- Chromatic Melodies using Triplets and Duplets.

**Week 7**

- Modal Mixture: Chromatic Stepwise Bass Descents, Plagal Motions, Modal Mixture, Applied Chords, and Other Chromatic Harmonies, Modal Mixture and the German Lied.
- Chromatic Melodies using Triplets and Duplets.

**Week 8**

- Chromatic Melodies using Triplets and Duplets.

**Week 9**

- The Augmented Sixth Chord: Characteristics, Derivation, and Behavior, Types of Augmented Sixth Chords, Writing Augmented Sixth Chords, (b)VI and the Ger6/5 Chord, and Augmented Sixth Chords as Part of PD Expansions.
- Chromatic Melodies using Triplets and Duplets.

**Week 10**

- The Augmented Sixth Chord: Augmented Sixth Chord as Pivot in Modulations.
- Chromatic Melodies using Triplets and Duplets.
- Unit 2 Exams: Written Theory Exam 2 (Class), Keyboard Progressions 2 (Individual), Dictation Exam 2 (Class), Singing Exam 2 (Individual)

Weeks 11–15: Small and Large Forms

**Week 11**

- Binary Form and Variations and Ternary Form: Characteristics, Transitions and Retransitions, Da Capo Form: Compound Ternary Form, Da Capo Aria, Minuet-Trio Form, Ternary Form in the Nineteenth Century.

**Week 12**


**Week 13**
• Sonata Form: Historical Context and Tonal Background and Additional Characteristics and Element of Sonata Form.
• Chromatic Melodies using Changing Meter Signatures, Hemiola, Less Common Meter Signatures, and Further Subdivision of the Beat.
• Assignment of Composition Project (Small assignments throughout the second half of the semester prepare students for this final project.)

Week 14
• Sonata Form: Other Tonal Strategies and Sonata-Rondo Form.
• Chromatic Melodies using Changing Meter Signatures, Hemiola, Less Common Meter Signatures, and Further Subdivision of the Beat.

Week 15
• Sonata Form: Sonatas of Haydn and Mozart.
• Chromatic Melodies using Changing Meter Signatures, Hemiola, Less Common Meter Signatures, and Further Subdivision of the Beat.
• Performance of Composition Project

Final Examination
• Final Written Theory Exam (Class), Final Keyboard Progressions (Individual), Final Dictation Exam (Class), and Final Singing Exam (Individual)

PART IV: PURPOSE AND NEED

1. Explain the department’s rationale for developing and proposing the course.
   All music majors currently take a four-semester music theory sequence along with a four-semester aural training sequence. These courses help students develop fluency in reading, writing, and understanding music. By integrating the music theory and aural training classes into a single comprehensive musicianship class, we are able to:
   (1) emphasize the interrelated nature of musical concepts and their aural perception.
   (2) offer a holistic approach to the curriculum which will stimulate students’ interest and involvement.
   (3) provide continuity within the curriculum by meeting five days a week with the same teacher (instead of three times for music theory and twice for aural training often with different teachers).
   (4) provide flexibility within the curriculum so it is possible to integrate theoretical understanding, aural recognition, and performance aspects of musical concepts.

   a. If this is a general education course, you also must indicate the segment of the general education program into which it will be placed, and describe how the course meets the requirements of that segment. N/A
   b. If the course or some sections of the course may be technology delivered, explain why. N/A

2. Justify the level of the course and any course prerequisites, co-requisites, or registration restrictions.
   This course replaces MUS 2541 Music Theory III and MUS 2543 Aural Training and is appropriately placed at the 2000 level.

3. If the course is similar to an existing course or courses, justify its development and offering.
a. If the contents substantially duplicate those of an existing course, the new proposal should be discussed with the appropriate chairpersons, deans, or curriculum committees and their responses noted in the proposal.
This does not duplicate another course.

b. 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 2541 Music Theory III and MUS 2543 Aural Training

4. Impact on Program(s):

a. For undergraduate programs, specify whether this course will be required for a major or minor or used as an approved elective.
This course will be required of any music major or minor.

b. 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.

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.

see attached

PART V: IMPLEMENTATION

1. Faculty member(s) to whom the course may be assigned: Bernard Borah, Bradley Decker, Stefan Eckert, and other qualified music faculty members.

If this is a graduate course and the department does not currently offer a graduate program, it must document that it employs faculty qualified to teach graduate courses.
N/A

2. Additional costs to students:

Include those for supplemental packets, hardware/software, or any other additional instructional, technical, or technological requirements. (Course fees must be approved by the President’s Council.)
None

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

Supplemental:

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 may not be judged as equivalent to this course.

PART VII: APPROVALS

Date approved by the department or school: December 5, 2012

Date approved by the college curriculum committee: January 23, 2013

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).
Eastern Illinois University
New Course Proposal
MUS 2502, Comprehensive Musicianship IV

This format is to be used for all courses submitted to the Council on Academic Affairs and/or the Council on Graduate Studies.

Please check one:  ☒ New course  ☐ Revised course

PART I: CATALOG DESCRIPTION

1. Course prefix and number, such as ART 1000: MUS 2502
2. Title (may not exceed 30 characters, including spaces): Comprehensive Musicianship IV
3. Long title, if any (may not exceed 100 characters, including spaces):
4. Class hours per week, lab hours per week, and credit [e.g., (3-0-3)]: 3-2-4
5. Term(s) to be offered: ☒ Fall  ☒ Spring  ☐ Summer  ☐ On demand
6. Initial term of offering: ☐ Fall  ☒ Spring  ☐ Summer  Year: 2015
7. Course description (not to exceed four lines):
   (3-2-4) Building on the chromatic alterations and extensions covered in MUS 2501, this course focuses on part-writing, analysis, and performance of late-nineteenth century tonal and twentieth century post-tonal compositions. Students analyze, write, recognize, perform, and explain compositions using tonal theory, pitch-class set theory, and twelve-tone theory. Credit: 4

8. Registration restrictions:
   a. Equivalent Courses
      • Identify any equivalent courses (e.g., cross-listed course, non-honors version of an honors course). None.
      • Indicate whether coding should be added to Banner to restrict students from registering for the equivalent course(s) of this course.  ☑ Yes  ☐ No
   b. Prerequisite(s)
      • Identify the 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.
        Placement through the Transfer Exam or successful completion of MUS 2501 Comprehensive Musicianship III.
      • Indicate whether coding should be added to Banner to prevent students from registering for this course if they haven’t successfully completed the prerequisite course(s).  ☐ Yes  ☒ No
        If yes, identify the minimum grade requirement and any equivalent courses for each prerequisite course: C or better in MUS 2501 Comprehensive Musicianship III
   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): None

e. Repeat status:  
   - Course may not be repeated.  
   - Course may be repeated once with credit.

Please also specify the limit (if any) on hours which may be applied to a major or minor: 4

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  
    - CR/NC  
    - Audit  
    - ABC/NC  

   (“Standard letter”—i.e., ABCDF—is assumed to be the default grading method unless the course description indicates otherwise.)

Please check any special grading provision that applies to this course:

   - The grade for this course will not count in a student’s grade point average.
   - The credit for this course will not count in hours towards graduation.

If the student already has credit for or is registered in an equivalent or mutually exclusive course, check any that apply:

   - The grade for this course will be removed from the student’s grade point average if he/she already has credit for or is registered in ______________ (insert course prefix and number).
   - Credit hours for this course will be removed from a student’s hours towards graduation if he/she already has credit for or is registered in ______________ (insert course prefix and number).

11. Instructional delivery method:  
   (Check all that apply.)

   - lecture  
   - lab  
   - lecture/lab combined  
   - independent study/research  
   - internship  
   - performance  
   - practicum or clinical  
   - study abroad  

   - Internet  
   - hybrid  
   - other (Please specify)

PART II: ASSURANCE OF STUDENT LEARNING

1. List the student learning objectives of this course:

Upon completion of this course, students will be able to:
(a) analyze composition from the late-nineteenth century repertoire using tonal theory and post-tonal compositions using pitch-class set theory and twelve-tone theory;
(b) write harmonic and melodic realizations of tonal and post-tonal phrases;
(c) recognize harmonic and melodic tonal and post-tonal phrase models and their realizations within the repertoire;
(d) perform tonal melodies using movable-Do Solfège, post-tonal melodies using fixed number and tonal harmonic progressions on the piano;
(e) perform and conduct rhythms (regular and irregular meters with complex subdivisions, syncopations, triplets and duplets, hemiola, and metric modulations);
(f) explain how late-nineteenth century tonal and twentieth century post-tonal compositions work, working with concepts such as equal divisions of the octave, synthetic collections, pitch-class set theory, and twelve-tone theory.

a. If this is a general education course, indicate which objectives are designed to help students achieve one or more of the following goals of general education and university-wide assessment:
   - EIU graduates will write and speak effectively.
   - EIU graduates will think critically.
   - EIU graduates will function as responsible citizens.

b. If this is a graduate-level course, indicate which objectives are designed to help students achieve established goals for learning at the graduate level:
   - Depth of content knowledge
   - Effective critical thinking and problem solving
   - Effective oral and written communication
   - Advanced scholarship through research or creative activity

2. Identify the assignments/activities the instructor will use to determine how well students attained the learning objectives:

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<th>Written Assignments</th>
<th>Listening Assignments</th>
<th>Fundamental Skills Quizzes</th>
<th>Performance of Harmonic Progressions</th>
<th>Composition Project</th>
<th>Exams</th>
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3. Explain how the instructor will determine students’ grades for the course:

Written Assignments 15 %
Listening Assignments 15 %
Fundamental Skills Quizzes 15 %
Performance of Harmonic Progressions on the Keyboard 5 %
Composition Project 10 %
Exams (Written Theory 20%, Dictation and Singing 20%) 40 %
4. For technology-delivered and other nontraditional-delivered courses/sections, address the following:
   a. Describe how the format/technology will be used to support and assess students’ achievement of the specified learning objectives:
   b. Describe how the integrity of student work will be assured:
   c. Describe provisions for and requirements of instructor-student and student-student interaction, including the kinds of technologies that will be used to support the interaction (e.g., e-mail, web-based discussions, computer conferences, etc.):

   N/A

5. For courses numbered 4750-4999, specify additional or more stringent requirements for students enrolling for graduate credit. These include:
   a. course objectives;
   b. projects that require application and analysis of the course content; and
   c. separate methods of evaluation for undergraduate and graduate students.

   N/A

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 *.)

   N/A

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.

This course will meet for 75 fifty-minute class periods over 15 weeks.

Sample Course Outline

Weeks 1–5: Late Nineteenth Century Harmony – Equal Division of the Octave

Week 1
- 20th-Century Material: (3) Post-Tonal Melodies 2

Week 2
- The Augmented Triad, Altered Dominant Seventh Chords, The Common-Tone Diminished Seventh Chord, Common-Tone Augmented Sixth Chords.
- 20th-Century Material: (3) Post-Tonal Melodies 2

Week 3
- Chromatic Sequences: Distinctions Between Diatonic and Chromatic Sequences, Chromatic Sequence Types, Other Chromatic Step-Descent Basses, Writing Chromatic Sequences, and Chromatic Contrary Motion.
- 20th-Century Material: (3) Post-Tonal Melodies 3

Week 4
Eastern Illinois University Course Proposal – MUS 2502 Comprehensive *Musicianship IV*

- Sequential and Nonsequential Progressions, and Wagner, Tristan and Isolde.
- 20th-Century Material: (3) *Post-Tonal Melodies 4*

**Week 5**
- Scriabin, Prelude op. 39 no. 2.
- 20th-Century Material: (3) *Post-Tonal Melodies 4*
- Exams: Written Theory Exam 1 (Class), Keyboard Progressions (Individual), Dictation Exam 1 (Class), Singing Exam 1 (Individual).

**Weeks 6–10: Pitch-Class Set Theory**

**Week 6**
- 20th-Century Material: (3) *Post-Tonal Melodies 5* and (4) *Post-Tonal Sonorities 1*

**Week 7**
- 20th-Century Material: (3) *Post-Tonal Melodies 6* and (4) *Post-Tonal Sonorities 2*

**Week 8**
- 20th-Century Material: (3) *Post-Tonal Melodies 7* and (4) *Post-Tonal Sonorities 3*

**Week 9**
- 20th-Century Material: (3) *Post-Tonal Melodies 8* and (4) *Post-Tonal Sonorities 4*

**Week 10**
- 20th-Century Material: (3) *Post-Tonal Melodies 8* and (4) *Post-Tonal Sonorities 4*
- Exams: Written Theory Exam 2 (Class), (Individual), Dictation Exam 2 (Class), Singing Exam 2 (Individual).

**Weeks 11–15: Twelve-Tone and Other Serial Techniques**

**Week 11**
- 20th-Century Material: (3) *Post-Tonal Melodies 9* and (4) *Post-Tonal Sonorities 5*
Week 12
- 20th-Century Material: (3) *Post-Tonal Melodies* 10 and (4) *Post-Tonal Sonorities* 6

Week 13
- 20th-Century Material: (3) *Post-Tonal Melodies* 11 and (4) *Post-Tonal Sonorities* 7
- Assignment of Composition Project (Small assignments throughout the second half of the semester prepare students for this final project.)

Week 14
- 20th-Century Material: (3) *Post-Tonal Melodies* 12 and (4) *Post-Tonal Sonorities* 8

Week 15
- 20th-Century Material (2) *Twelve-Tone Theory*: Selected Analyses: Krenek, Twelve Short Piano Pieces.
- 20th-Century Material: (3) *Post-Tonal Melodies* 12 and (4) *Post-Tonal Sonorities* 8
- Performance of Composition Project

Final Examination
- Final Written Theory Exam (Class), Final Dictation Exam (Class), and Final Singing Exam (Individual)

**PART IV: PURPOSE AND NEED**

1. **Explain the department’s rationale for developing and proposing the course.**
   All music majors currently take a four-semester music theory sequence along with a four-semester aural training sequence. These courses help students develop fluency in reading, writing, and understanding music. By integrating the music theory and aural training classes into a single comprehensive musicianship class, we are able to:
   - (1) emphasize the interrelated nature of musical concepts and their aural perception.
   - (2) offer a holistic approach to the curriculum which will stimulate students’ interest and involvement.
   - (3) provide continuity within the curriculum by meeting five days a week with the same teacher (instead of three times for music theory and twice for aural training often with different teachers).
   - (4) provide flexibility within the curriculum so it is possible to integrate theoretical understanding, aural recognition, and performance aspects of musical concepts.

   a. If this is a general education course, you also must indicate the segment of the general education program into which it will be placed, and describe how the course meets the requirements of that segment. N/A

   b. If the course or some sections of the course may be technology delivered, explain why. N/A

2. **Justify the level of the course and any course prerequisites, co-requisites, or registration restrictions.**
This course replaces MUS 2542 *Music Theory IV* and MUS 2544 *Aural Training* and is appropriately placed at the 2000 level.

3. If the course is similar to an existing course or courses, justify its development and offering.
   a. If the contents substantially duplicate those of an existing course, the new proposal should be discussed with the appropriate chairpersons, deans, or curriculum committees and their responses noted in the proposal. This does not duplicate another course.
   b. 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 2542 *Music Theory IV* and MUS 2544 *Aural Training*

4. Impact on Program(s):
   a. For undergraduate programs, specify whether this course will be required for a major or minor or used as an approved elective. This course will be required of any music major.
   b. 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.

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.

see attached

PART V: IMPLEMENTATION

1. Faculty member(s) to whom the course may be assigned: Bernard Borah, Bradley Decker, Stefan Eckert, and other qualified music faculty members.

   If this is a graduate course and the department does not currently offer a graduate program, it must document that it employs faculty qualified to teach graduate courses.

   N/A

2. Additional costs to students:

   Include those for supplemental packets, hardware/software, or any other additional instructional, technical, or technological requirements. (Course fees must be approved by the President’s Council.) None

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

   Textbook Rental:

Supplemental:


20th-Century Material: (1) *Pitch-Class-Set Theory*, (2) *Twelve-Tone Theory*; 20th-Century Theory Material, (3) *Post-Tonal Melodies* and (4) *Post-Tonal Sonorities*; available on the D2L class website.

**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 may not be judged as equivalent to this course.

**PART VII: APPROVALS**

Date approved by the department or school: December 5, 2012

Date approved by the college curriculum committee: January 23, 2013

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).
Impact on Program:

**Music with Performance Option (B.Music)**

**Music Theory Courses (21 credit hours)**

- MUS 1501 – Comprehensive Musicianship I. Credits: 4
- MUS 1502 – Comprehensive Musicianship II. Credits: 4
- MUS 1541 – Music Theory I. Credits: 3
- MUS 1542 – Music Theory II. Credits: 3
- MUS 1543 – Aural Training in Music. Credits: 1
- MUS 1544 – Aural Training in Music. Credits: 1
- MUS 2501 – Comprehensive Musicianship III. Credits: 4
- MUS 2502 – Comprehensive Musicianship IV. Credits: 4
- MUS 2541 – Music Theory III. Credits: 3
- MUS 2542 – Music Theory IV. Credits: 3
- MUS 2543 – Aural Training in Music. Credits: 1
- MUS 2544 – Aural Training in Music. Credits: 1

**APPROVALS**

Date approved by the department or school: December 5, 2012

Date approved by the college curriculum committee: January 23, 2013

Date approved by CAA:
Music Theory/Aural Training Changes:

Rationale:

All music majors currently take a four-semester music theory sequence along with a four-semester aural training sequence. These courses help students develop fluency in reading, writing, and understanding music. By integrating the music theory and aural training classes into a single comprehensive musicianship class, we are able to:
(1) emphasize the interrelated nature of musical concepts and their aural perception.
(2) offer a holistic approach to the curriculum which will stimulate students’ interest and involvement.
(3) provide continuity within the curriculum by meeting five days a week with the same teacher (instead of three times for music theory and twice for aural training often with different teachers).
(4) provide flexibility within the curriculum so it is possible to integrate theoretical understanding, aural recognition, and performance aspects of musical concepts.

Impact on Staffing:

While shifting of assignments and class schedule is required, there are no additional staffing needs with this proposal. Contact hours and faculty CUs remain the same.

Impact on Students Currently in the Program:

In the Fall of 2012 the Department of Music offered MUS 0541: Music Theory Rudiments. It was designed to better prepare students for the Theory/Aural Training sequence. In addition, the Department Chair and Music Theory faculty met regularly to coordinate curriculum and maintain common curricular goals among all theory & aural training classes. As a result, all students who passed the theory component also passed the aural training component. We believe this trend will continue.

The proposal is for these courses to be phased in as follows:

MUS 1501: Fall 2013
MUS 1502: Spring 2014
MUS 2501: Fall 2014
MUS 2502: Spring 2015

We believe those student already in the sequence will not be impacted by the change. If students in Theory/Aural II, III, or IV need to repeat a course, they will have at least a semester to get back on track. We believe our coordinated efforts will produce a positive result for all those registered for Theory/Aural I, as it did during Fall 2012.
The proposal is for:

MUS 1501 Comprehensive Musicianship I to replace MUS 1541 Theory I (notation), 1543 Aural Training (sound)

MUS 1502 Comprehensive Musicianship II to replace MUS 1542 Theory II (notation), 1544 Aural Training (sound)

MUS 2501 Comprehensive Musicianship III to replace MUS 2541 Theory III (notation), 2543 Aural Training (sound)

MUS 2502 Comprehensive Musicianship IV to replace MUS 2542 Theory IV (notation), 2544 Aural Training (sound)
Impact on Program:

Music Minor
Total Hours: 23 22
Applied Study (4 credit hours)
Music Theory (9 credit hours)
Music Theory (8 credit hours)
☐ MUS 1501 – Comprehensive Musicianship I. Credits: 4
☐ MUS 1502 – Comprehensive Musicianship II. Credits: 4
☐ MUS 1541 – Music Theory I. Credits: 3
☐ MUS 1542 – Music Theory II. Credits: 3
☐ MUS 2541 – Music Theory III. Credits: 3

APPROVALS

Date approved by the department or school: December 5, 2012

Date approved by the college curriculum committee: January 23, 2013

Date approved by CAA:
Music Theory/Aural Training Changes:

Rationale:

All music majors currently take a four-semester music theory sequence along with a four-semester aural training sequence. These courses help students develop fluency in reading, writing, and understanding music. By integrating the music theory and aural training classes into a single comprehensive musicianship class, we are able to:

1. Emphasize the interrelated nature of musical concepts and their aural perception.
2. Offer a holistic approach to the curriculum which will stimulate students’ interest and involvement.
3. Provide continuity within the curriculum by meeting five days a week with the same teacher (instead of three times for music theory and twice for aural training often with different teachers).
4. Provide flexibility within the curriculum so it is possible to integrate theoretical understanding, aural recognition, and performance aspects of musical concepts.

Impact on Staffing:

While shifting of assignments and class schedule is required, there are no additional staffing needs with this proposal. Contact hours and faculty CUs remain the same.

Impact on Students Currently in the Program:

In the Fall of 2012 the Department of Music offered MUS 0541: Music Theory Rudiments. It was designed to better prepare students for the Theory/Aural Training sequence. In addition, the Department Chair and Music Theory faculty met regularly to coordinate curriculum and maintain common curricular goals among all theory & aural training classes. As a result, all students who passed the theory component also passed the aural training component. We believe this trend will continue.

The proposal is for these courses to be phased in as follows:

- MUS 1501: Fall 2013
- MUS 1502: Spring 2014
- MUS 2501: Fall 2014
- MUS 2502: Spring 2015

We believe those student already in the sequence will not be impacted by the change. If students in Theory/Aural II, III, or IV need to repeat a course, they will have at least a semester to get back on track. We believe our coordinated efforts will produce a positive result for all those registered for Theory/Aural I, as it did during Fall 2012.
The proposal is for:

MUS 1501 Comprehensive Musicianship I to replace MUS 1541 Theory I (notation), 1543 Aural Training (sound)

MUS 1502 Comprehensive Musicianship II to replace MUS 1542 Theory II (notation), 1544 Aural Training (sound)

MUS 2501 Comprehensive Musicianship III to replace MUS 2541 Theory III (notation), 2543 Aural Training (sound)

MUS 2502 Comprehensive Musicianship IV to replace MUS 2542 Theory IV (notation), 2544 Aural Training (sound)
Impact on Program:

Jazz Studies Minor

Musicianship (8 credit hours)
Music Theory (6 credit hours)

- MUS 1501 – Comprehensive Musicianship I. Credits: 4
- MUS 1502 – Comprehensive Musicianship II. Credits: 4
- MUS 1541 - Music Theory I. Credits: 3
- MUS 1542 - Music Theory II. Credits: 3

Aural Training (1 credit hour)
- MUS 1543 - Aural Training in Music. Credits: 1

APPROVALS

Date approved by the department or school: December 5, 2012

Date approved by the college curriculum committee: January 23, 2013

Date approved by CAA:
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MUS 2502 Comprehensive Musicianship IV to replace MUS 2542 Theory IV (notation), 2544 Aural Training (sound)
Janet-

Please accept the attached Executive Action request from Music. I fully support this request, as it reflects catalog copy changes that will result should CAA approve the course changes from a Music Theory / Aural Training sequence to a Comprehensive Musicianship model.

I understand that, should CAA not pass these courses, that this Executive Action request is null.

Please do not hesitate to contact me if you have any questions or need of additional information.

As always, thank you for all you do for so many people at EIU.

Sincerely,

Patty

*****
Patricia S. Poulter, Ed.D.
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MUSIC Executive Action Requests 2-4-13:

- **MUS 0541 - Music Theory Rudiments.**  
  (3-0-3) F. Development of fundamental musical knowledge and skills, including the notation, identification, and aural recognition of pitch, rhythm and meter, major and minor scales, keys, intervals, triads and seventh chords, and musical terms. Preparation for MUS 1541 Music Theory I and MUS 1543 Aural Training I MUS 1501 Comprehensive Musicianship I. Credits: 3

- **MUS 1070 - Introduction to Music Technology.**  
  (2-0-2) S. An overview of computers, peripherals, and software, and how they can be used effectively in a musical environment. Prerequisites & Notes: MUS 1541 1501. Credits: 2

- **MUS 1530 - Jazz Improvisation I.**  
  (0-2-1) S. An introduction to the basic skills of the jazz player. The course includes the study of jazz nomenclature, scales and standard jazz repertoire. Numerous jazz artists and their solos are discussed and analyzed. Prerequisites & Notes: MUS 1541 1543 1501 or competence. Open to all students. Required of all students in the Jazz Studies Option. Credits: 1

- **MUS 1560 - Introduction to Music Composition.**  
  (2-0-2) F. The composition seminar will explore trends, philosophies, and methods associated with music composition practices. The class will focus on hands-on composing experience in a broad range of styles and aesthetics while incorporating a variety of listening and reading assignments. Other topics will include music organization, notation, and media types. Prerequisites & Notes: MUS 1542 1502 or permission of instructor. Course restricted to Music majors or minors. Credits: 2

- **MUS 2155 - Conducting I.**  
  (3-0-2) F. A course designed to teach the language and gestures of effective conducting from both vocal and instrumental perspectives. The class serves as a laboratory chorus and an instrumental ensemble. For Music Majors and Music Minors only. Prerequisites & Notes: Completion of MUS 1541 and MUS 1542 1502 with a "C" or better. Credits: 2

- **MUS 2203 - Functional Skills in Piano.**  
  (0-2-1) F, S. A course for music majors and minors. Prerequisites & Notes: MUS 1541 1542 1502 or placement by audition during enrollment. Credits: 1

- **MUS 2205 - Keyboard Skills I.**  
  (0-2-1) F. A course for keyboard majors or other qualified students to develop functional skills in harmonization, sight-reading, improvisation, and transposition. Prerequisites & Notes: MUS 1542 1502 or permission of the instructor. Credits: 1

- **MUS 2581 - Jazz History.**  
  (2-0-2) On Demand. A survey of the developmental periods of American jazz and the personalities significant to each period. Music from each period is listened to and analyzed. WI Prerequisites & Notes: MUS 1501, 1502, 1530, 1541, 1542, 1543, 1544, or permission of instructor. Open to music majors and minors only. Required for jazz studies option majors. Credits: 2

- **MUS 2581 - Jazz History.**  
  (2-0-2) F. A course for keyboard majors or other qualified students to develop functional skills in harmonization, sight-reading, improvisation, and transposition. Prerequisites & Notes: MUS 1542 1502 or permission of the instructor. Credits: 1

- **MUS 3547 - Orchestration.**  
  (2-0-2) F. Beginning practical experience in scoring for orchestra. Prerequisites & Notes: MUS 2544 2501. Credits: 2

- **MUS 3541 - Music Analysis I: Music of the Common Practice Period.**  
  (3-0-3) F. The detailed study of selected compositions from the common practice period (Baroque, Classic, or Romantic eras). Prerequisites & Notes: MUS 2542 2502 or permission of instructor. Credits: 3

- **MUS 3542 - Music Analysis II: Music of the Post-Tonal Period.**  
  (3-0-3) S. The detailed study of selected compositions from the post-tonal period (20th century to the present). Prerequisites & Notes: MUS 2542 2502 or permission of instructor. Credits: 3

- **MUS 3591 - Music Analysis, Honors.**  
  (3-0-3) On Demand. The detailed study of a few musical compositions from either the 18th, 19th, or 20th centuries; the specific century to be announced in advance. WI Prerequisites & Notes: MUS 2541 2501 and permission of instructor or MUS 2452 2502; admission to the Departmental Honors Program. Credits: 3

- **MUS 3800 - Jazz Theory I.**  
  (1-1-1) On Demand. A study of basic jazz skills as they relate to an understanding of modern harmonic/tonal concepts of theory at the keyboard. Open to all students. Prerequisites & Notes: Two semesters of class piano and two semesters of music theory including 1541 and 1542 1501 and 1502, or permission of instructor. Required of all students in the Jazz Studies Option. Credits: 1
- **MUS 4541 - Sixteenth Century Counterpoint.**
  
  (2-0-2) S-even-numbered years. A basic study of techniques in polyphonic literature. Includes the styles of Palestrina and the English madrigalists. **Prerequisites & Notes:** MUS 2541 2501. Credits: 2

- **MUS 4542 - Eighteenth Century Counterpoint.**
  
  (2-0-2) S-odd-numbered years. A basic study of contrapuntal harmonic practices, including inventions, canon, fugue, and forms based upon the chorale. **Prerequisites & Notes:** MUS 2541 2501. Credits: 2

- **MUS 4750 - Choral Arranging.**
  
  (2-0-2) S. A practical approach to developing skill in scoring and arranging for various vocal ensemble combinations. **Prerequisites & Notes:** MUS 1541, 1542, and 2541 2501. Credits: 2

- **MUS 4840 - Band Arranging.**
  
  (2-0-2) S. A course in scoring and arranging materials for instrumental ensembles. **Prerequisites & Notes:** MUS 2541 2501. Credits: 2