Please check one:  X New course  □ Revised course

PART I: CATALOG DESCRIPTION

1. Course prefix and number, such as ART 1000:  MUS 0203A, B, D, E, R
2. Title (may not exceed 30 characters, including spaces):  Eastern Symphonic Band
3. Long title, if any (may not exceed 100 characters, including spaces):  Eastern Symphonic Band I, II, III, IV
4. Class hours per week, lab hours per week, and credit [e.g., (3-0-3)]:  0-2-1
5. Term(s) to be offered:  X  Fall  X  Spring  □ Summer  On demand
6. Initial term of offering:  □  Fall  X  Spring  □  Summer  Year: 2011

Course description (not to exceed four lines): The Eastern Symphonic Band is a non-auditioned ensemble for students and community members who wish to continue in music performance. The ESB also provides music majors a large ensemble experience on a secondary instrument. The ensemble performs varied literature and presents at least one concert per semester. Open to music majors and non-music majors.

7. Registration restrictions:
   a. Identify any equivalent courses (e.g., cross-listed course, non-honors version of an honors course).  None
   b. Prerequisite(s), including required test scores, courses, grades in courses, and technical skills. Indicate whether any prerequisite course(s) MAY be taken concurrently with the proposed/revised course.  Previous instrumental experience
   c. Who can waive the prerequisite(s)?  □ No one  □ Chair  X 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.  X Course may be repeated to a maximum of 10 hours or 10 times.
   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

8. Special course attributes [cultural diversity, general education (indicate component), honors, remedial, writing centered or writing intensive]  None

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

10. Instructional delivery method:  □ lecture  □ lab  X lecture/lab combined  □ independent study/research
    □ internship  X performance  □ practicum or clinical  □ study abroad  □ other
PART II: ASSURANCE OF STUDENT LEARNING

1. List the student learning objectives of this course:
   Upon completion of the course, students will be able to:
   1. Demonstrate the common elements and organizational patterns of assigned repertoire.
   2. Identify how cultural and historical context impacts performance of assigned repertoire.
   3. Demonstrate technical skills requisite for artistic self-expression in assigned repertoire.
   4. Demonstrate an ability to adjust balance and intonation within the context of the large ensemble.
   5. Demonstrate the ability to respond to non-verbal communication via a conductor.
   6. Demonstrate the ability to analyze individual performance in the context of a large ensemble.

   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:

Assignments and activities will include individual practice, ensemble warm-up, ensemble rehearsal, and performance.

<table>
<thead>
<tr>
<th>Objective</th>
<th>Individual Practice</th>
<th>Ensemble Warm-up</th>
<th>Ensemble Rehearsal</th>
<th>Performance</th>
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</thead>
<tbody>
<tr>
<td>1. Demonstrate the common elements and organizational patterns of assigned repertoire.</td>
<td>X</td>
<td></td>
<td>X</td>
<td>X</td>
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<tr>
<td>2. Identify how cultural and historical context impacts performance of assigned repertoire.</td>
<td>X</td>
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<td>X</td>
<td>X</td>
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<tr>
<td>3. Demonstrate technical skills requisite for artistic self-expression in assigned repertoire.</td>
<td>X</td>
<td>X</td>
<td>X</td>
<td>X</td>
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<tr>
<td>4. Demonstrate an ability to adjust balance and intonation within the context of the large ensemble.</td>
<td></td>
<td>X</td>
<td>X</td>
<td>X</td>
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<tr>
<td>5. Demonstrate the ability to respond to non-verbal communication via a conductor.</td>
<td></td>
<td>X</td>
<td>X</td>
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</tbody>
</table>
6. Demonstrate the ability to analyze individual performance in the context of a large ensemble.

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

Grades for the course will be determined based on the following components:
- 30% - individual preparation for rehearsals
- 40% - attendance/rehearsal participation
- 30% - performance

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.

The repertoire programmed for the concerts will determine the course content. The class will meet on Monday evenings, from 7:00–8:40 p.m. The first class meeting will be for information only. Hearings for chair placement will take place during the second class meeting. All subsequent class meetings will be rehearsals. During each class meeting, approximately 10–15 minutes of the rehearsal will be devoted to warm-up exercises. The remainder of the rehearsal will be dedicated to repertoire refinement.
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.
   b. If the course or some sections of the course may be technology delivered, explain why.

The Eastern Symphonic Band will provide a place for music majors to actively participate on a secondary instrument, which will enhance skills needed as they enter the music education workforce. The ensemble also provides a non-auditioned, inviting atmosphere for both EIU and community members to continue and promote lifelong music making.

2. Justify the level of the course and any course prerequisites, co-requisites, or registration restrictions.
   This course number (0203) is similar to that of other music ensembles (MUS 0200 – 0242).

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 course does not substantially 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.

   No course will be deleted. The Eastern Symphonic Band differs from established programs in that it:
   1. Provides an opportunity where music education students may perform on secondary instruments.
   2. Provides an opportunity for students to play alongside community members, thereby helping to create and support a new generation of musicians and arts supporters.
   3. Provides an additional band ensemble to accommodate the growing number of wind/percussion students.

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 not be required for a major or minor. However, it can fulfill the ensemble requirement for music 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.

   This is not a graduate course.
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. Allen or Mr. Houser

   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):

   Performance materials will be selected from the department’s music archives.

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.

   N/A

PART VII: APPROVALS

Date approved by the department or school:  March 12, 2010

Date approved by the college curriculum committee:  April 7, 2010

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

Date approved by CAA:  April 22, 2010
*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).