New Undergraduate Course Approval Cover Form
Montana State University

This four-page form collects basic information about the proposed new course, provides information on the approval process, and includes all required approvals. Additional information (see INFO sheet) is also required as part of the New Course Packet.

Proposed New Course Information

Requested Rubric, Course Number, Core Designation (if needed):

Example: PHL 361 RH

Course Title: MUSE 239

Abbreviated Course Title (≤30 chars):

First Semester to be Offered: Spring 2015

Submitted by:

Submitter's Contact Info: Phone, Email:

Instructor: Tobin Stewart

Department: Music

College: CAA

New Course Review Process

Instructor completes the New Course Packet, with Core information if a Core designation is requested.

Instructor checks for "equivalent" course in the MUS system and recommends a common or unique course number.

Department Head's signature indicates that course has been approved by the process used within the Department.

The Chair of the College Curriculum Committee signs to indicate College academic approval.

The College Dean signs to indicate that adequate resources are available to offer the course. Supporting information (Dean's Statement) is typically required.

The New Course Packet (as PDF) is uploaded to the Provost's Office server for distribution to other committees.

Course requests are sent to Curriculum and Program Committee (CPC). Core reviews are sent to appropriate Core subcommittee. Committees work in parallel when possible to speed approval process. Special topics courses (291,491) may skip the CPC review (limited to two years.)

Provost's Office reviews the new course request. New courses are submitted to MUS for Common Course Number (CCN) review. Dean and Department informed upon approval.

Approved new course sent to Registrar for inclusion in the Catalog and Schedule of Classes

APPROVALS

Submitter*

Department Head

Chair, College Curriculum Comm.

Provost's Office

Chair, Core Subcommittee (if app.)

Assoc. Provost *

Note: This diagram illustrates the typical flow path, but at any review step there can be a request for additional information or modifications. Careful review in early steps is the best way to speed the overall process. * Special topics courses (x91) require fewer signatures, but cannot be offered more than two times without committee review.
INFORMATION NEEDED FOR COMMON COURSE NUMBERING

The process for identifying a common course number for a new course is as follows:

1. Course learning outcomes are prepared for the new course.
2. The person submitting the new course request looks at the CCN website to see if a course with similar outcomes already exists in the MUS system.

   www.mus.edu/Qttools/CCN/ccn_default.asp

   - If a course exists with at least 80% of the same outcomes, the course is considered “equivalent” to the proposed new course, and the new course should use the existing rubric and course number.
   - If no “equivalent” course is found, the person submitting the new course request should identify a unique course number that has not been used by any other course in the MUS system.
3. The requested rubric and course number are submitted as part of the new course packet.
4. The Provost’s Office submits the learning outcomes and the requested rubric and course number to the MUS to have a course number assigned to the course. (This will typically be the requested course number, but it could be changed.)
5. The assigned common course number is reported back to the person submitting the new course request.

Requested Rubric, Course Number, Core Designation (if needed):

   MUSE 239
   Course Title: Beginning Conducting
   Abbrev. Course Title (≤ 30 char):
   Credits: 1
   Department Offering Course: Music
   College: CAA

Is this course “equivalent” to a course in the MUS System?: ☐ Yes ☐ No

Learning Outcomes for the Course:

Upon successful completion of MUSE 239, students will be able to:

1. Demonstrate adequate score preparation and knowledge of the music through singing, and conducting exercises
2. Demonstrate a basic level of hand independence
3. Demonstrate the ability to conduct in patterns of 1 to 12 beats per measure, as well as asymmetrical meters (e.g. 5/8, 7/8, etc.) with appropriate style to the music
4. Demonstrate the ability to conduct entrances, releases, continuations after a fermata, crescendi, diminuendi, with a variety of styles and rhythmic complexities
5. Demonstrate the ability to assimilate all of the above, and conduct with expression appropriate to the music with eye contact and proper posture
INFORMATION REQUIRED BY THE REGISTRAR

The data needed to enter the new course into the MSU Catalog and Schedule of Classes is collected on this page. Once the new course has been approved, this page is automatically forwarded to the Registrar for data entry.

Assigned Rubric, Course Number, Core Designation (if needed):
Course Title (for Catalog):
Course Title (for Schedule of Classes, 30 characters, max.):
First Semester to be Offered:
Restricted Entry/Consent of Instructor Required:
Instructor's GID (last 4 digits only):
Department Offering Course:
College:

Is the requested course number available? (x4155 to check):
Frequency of course offering:
Semester(s) offered (check all that apply):
Summer Options (check all that apply):

Credits by mode of instruction:
Lecture:
Seminar:
Independent Study:
Lab/Studio:
Recitation/Discussion:
TOTAL CREDITS:

Primary Mode(s) of Delivery:
Face-to-face
On-Line Only
Web-Enhanced (small on-line comp.)
Blended (significant on-line portion)

Time and Location – Call the Registrar’s Office at x4155 to find a time and location for the course.

Assigned Day(s):
Assigned Time(s):
Assigned Building:
Assigned Room:
Capacity (room capacity, or enrollment “cap”):

Co- and Pre-Requisites – Courses numbered 200 and above are normally expected to have prerequisites. When listing multiple prerequisites, please separate courses with “and” if both are required, or “or” if only one is required.

Prerequisite(s):
Co-Requisite(s):

MUSI 240 and MUSI 205 and MUSI 231
MUSI 241 and MUSI 206 and MUSI 232

Course Description – Provide a course description of 40 words or less for the MSU Catalog.
DEAN’S STATEMENT

The reviewing committees are being asked to take a closer look at the resources required for each proposed new course. In many cases new courses will replace existing courses and the new course request is effectively resource neutral, however that is not always the case. For example, a new elective course that would result in distributing an existing student population across a larger number of courses would represent a significant increase in expenditures for the new course, and no increase in total student credit hours. A funding mechanism for such a course would need to be identified. The Dean’s Statement is the place to document how the costs of the proposed new course will be covered.

This course does not add any credit load for faculty, nor is any additional funding required. This one-credit 200-level class replaces a one-credit class from the 300-level.
New Undergraduate Course Narrative
Montana State University
Updated August 23, 2012

Please provide the following information in narrative format. Substantive responses to all criteria are required. Although not required, a draft syllabus can also be helpful to the committee in understanding the details of the proposed course.

General Course Information
1. Requested Rubric, Course Number, and Core Designation (if any)

> MUSE 239

2. Course Title

> Beginning Conducting

3. Provide a general description of the course explaining the need for the course, its goals, and its overall structure. This is the most important part of the application and should offer a good sense of what students will experience by taking this class.

> Course Description
This course will introduce students to the aural and technical skills necessary to conduct an ensemble. It provides an introduction to practice strategies, issues related to movement and sound and basic conducting technique.

Rationale:
At the Current time, the Music Education Students spend only two semesters in conducting courses. The faculty does not believe that this limited time adequately prepares our students for student teaching (EDU 495). Paired with the Choral Conducting course is a 1 credit Conducting Practicum, which is built into the normal class time of the Choral Conducting class. The faculty feels that it would be more beneficial for the students to have an extra semester to develop their conducting skills. We would like to replace the 1 credit MUSE 339, currently required during junior year, with the 1 credit MUSE 229, and require it during sophomore year. Skills develop over time, and adding this course would allow students one more semester to develop the techniques necessary for conducting.

The proposed Beginning Conducting course will be offered in the spring semester during the second year of the music education sequence. As a 1-credit class, it would meet 1 day a week. All of these MUED students will be in Aural Perception IV on Monday and Wednesday. This course will meet during the same time slot on Friday. The same instructor will teach Aural Perception and the Beginning Conducting course. Meeting only once a week will work well as students need time to practice to develop skills.
Having this introductory course will prepare students to enter Instrumental and Choral Conducting with a basic technique in place. This will allow more focus on the specific aspects of Instrumental versus Choral conducting techniques and literature. Students will not be so overwhelmed with developing a new skill in a short amount of time.

4. Based on what types of student work (e.g., tests, homework assignments, papers, performances, etc.) will grades be determined?

> Conducting involves developed skills, so students will be graded on their aural imaging skills through singing and on their technical skills through conducting performances in class. Rubrics will be used to assess their skill development. Students will perform singing and conducting exercises during every class period.

5. Provide a course content outline containing all major topics plus a brief description of the material to be covered under each major topic heading.

> Week 1- Introduction to Score Study, Posture and Movement
  - Basic Score study for melodic conducting
  - Body movement principles

Week 2- Sound and Movement
  - Reaction to versus influencing sound
  - Bouncing/flowing movements/ joints/ tension

Week 3- Introduction to Basic Patterns (2,3,4)
  - Simple time signatures of 2/4, ¾, and 4/4
  - Begin Hand independence drills

Week 4- Continue Basic Patterns (2,3,4)

Week 5- Introduction to Compound Patterns (6,9,12)
  - Compound time signature- 6/8, 9/8, 12/8

Week 6- Continue Compound Patterns

Week 7- Introduction to Divided Meters
  - subdivision of the beat into 2 and three parts

Week 8- Continue Divided Meters

Week 9- Introduction to the Fermata
  - Different kinds of fermata and how to get into and out of each

Week 10- Continue the Fermata

Week 11- Introduction to Asymmetrical Meters
  - 5/8, 7/8, meters

Week 12- Continue Asymmetrical Meters

Week 13- Review and Practice Session

Week 14- No Class University Day- Review for the Final Exam

Week 15- Final Conducting Exam
  - 2 melodies
  - Hand independence drills

6. List required texts or other required references.

> No Required texts. The instructor will provide all materials used for the course on D2L, or in class.
7. What are the estimated enrollment and student credit hour (SCH) production? 
   \[SCH = \text{enrollment} \times \text{credits}\] 
   > 6 - 12 students enrolled 

8. Will there be an enrollment cap that restricts enrollment below the level of student demand? If so, what is the enrollment cap and why is it necessary? 
   > No cap 

9. Will course be a "restricted enrollment" course? If so, why is restricted enrollment necessary? 
   > No 

10. Describe how the success of the course will be evaluated? (“End-of-semester student evaluations” is not the answer to this question. How will the instructor determine if the learning outcomes are being met, and how will the department determine if the course is fulfilling its intended purpose?) 
   > The instructor will use Skill Rubrics for aural imaging and for each new technical conducting skill. Students will be able to demonstrate each skill by the end of the course. The true assessment of the value of adding this course to the conducting sequence will be determined after the first class completes all three courses. The Music Education faculty will then be able to compare the student teachers’ conducting levels compared to the current student teaching candidates. If we are able to cover more material in the 2nd and 3rd conducting courses, we will know the model is working better than the current situation. If students are conducting higher-level material by the end of the conducting sequence, we will know the model is working. 

11. Is the instructor a member of the regular faculty (i.e., tenured or tenure-track)? If no, please describe the instructor’s qualifications, attach a Vita, and provide a separate letter of support, signed by the department head (or appropriate unit director), addressing the instructor’s qualifications to teach this course. 
   > Yes, the instructor will be a tenure-track faculty that is already teaching in the conducting area. 

**Level of Offering** 
12. Has the course been offered previously under 280/291 or 480/491? If so, when? Under what number? What was the enrollment? What level of students took the course? 
   > No. 

13. Justify the level of course offering, 
   > The course will be offered in the spring of the sophomore year of the Music Education Curriculum. It will precede the 335 conducting course. 

**Relationship to other Courses, Curricula, and Departments** 
14. Does this course build on or interrelate with other courses in your curriculum or related curricula? If so, which ones?
This course directly relates to MUSI 335 Instrumental Conducting and MUSI 336 Choral Conducting. It will be the introductory course to begin the sequence. The course also relates to MUSI 240 Aural Perception I and MUSI 231 Keyboard Skills as these prerequisite skills are necessary to begin the conducting sequence.

15. Do the topics in the proposed course duplicate or reiterate those in other courses in this or any other department? If so, how do the coverage and educational experience differ and how is this duplication or reiteration justified? Also, what liaison (which is expected in cases of apparent overlap) has been conducted with other departments? Report reactions, both favorable and unfavorable.

This course will take content that is currently being taught in MUSI 335. This content will be reviewed in both MUSI 335 and 336, but introducing these skills in the first class will allow 335 and 336 to go much deeper and to cover areas that currently have been left out because of time constraints.

16. What programs (departments, colleges) will be impacted by the SCH production of this course? That is, where do you think the SCH in the proposed course are likely to come from? If the expected SCH production of the proposed course is greater than 1000, and the SCH are expected to come from other colleges, what steps have been taken to make the other units aware of the potential loss of SCH? Report reactions, both favorable and unfavorable.

There should be no change.

17. If this proposed course has a significant interdisciplinary component, please explain briefly. Otherwise, indicate n/a.

n/a

Students Served

18. Does the proposed course serve majors only? Non-majors only? Both majors and non-majors? What other majors might be interested in this course? State areas or disciplines to be served and indicate the specific efforts that will be made to make the course material relevant to all disciplines served.

Majors only.

Resources

19. What additional resources (e.g., additional instructional FTE, required technologies), if any, will be required to offer this course? Are there any resource issues for the students who will take the course (e.g., required technologies, travel, on-line access requirements)? Will there be an additional fee charged to students taking this course? Please explain.

It will only add one hour per week of instruction from a faculty member that is not currently teaching this hour. This faculty member will no longer teach MUSE 339 Conducting Practicum.

20. What existing information resources – print (books, journals, documents), audiovisual (videos, DVDs, CDs or other), and/or electronic (e-books, databases, electronic journals and web sites) – provided by the MSU Libraries will be used by students in this course? Provide examples as well as descriptive information. If additional information resources are necessary, please discuss those acquisitions.
with the library (x5549 Collection Development) at least three months prior to the beginning of the semester in which this course will be taught.

> None required

**Other Supporting Material**

2.1. Include any additional information you feel is needed to support this request.

>
Montana State University
College of Arts and Architecture
School of Music
Beginning Conducting
MUSE 239
Credit hours: 1.0
Spring 2014

CRN:
Meeting Time: F, 1:10-2:00 p.m. in Howard Hall 179
Instructor: Dr. Tobin Stewart
Phone: 994-5790
Office Hours:

Office: 177 Howard Hall
Email: tobin.stewart@montana.edu

Course Description:
This course will introduce students to the aural and technical skills necessary to conduct an ensemble. It provides an introduction to practice strategies, issues related to movement and sound and basic conducting technique.

Prerequisites:
MUSI 240, MUSI 205, and MUSI 231

Corequisites:
MUSI 241, MUSI 206 and MUSI 232

Learning Outcomes:
Upon successful completion of MUSE 239, students will be able to:

1. Demonstrate score preparation and basic knowledge of the music through singing, and conducting exercises
2. Demonstrate a basic level of hand independence
3. Demonstrate the ability to conduct in patterns of 1 to 12 beats per measure, as well as asymmetrical meters (e.g. 5/8, 7/8, etc.) with appropriate style to the music
4. Demonstrate the ability to conduct entrances, releases, continuations after a fermata, crescendi, diminuendo, with a variety of styles and rhythmic complexities
5. Demonstrate the ability to assimilate all of the above, and conduct with expression appropriate to the music with eye contact and proper posture

Evaluation:
1. Conducting Skills
   You will conduct melodies for each unit. Some of your conducting will be in silence, some will be with your own singing and some will be with a choral ensemble of the class. You will also perform hand independence drills. You will observe and critique recordings of your conducting. There will also be frequent feedback and evaluation from the instructor.

2. Score Study and Aural Image Skills
   You will be asked to sing through the melodies and play them on the piano. Skills will be assessed with rubrics as to the accuracy of pitch and the expression of dynamics, mood, character, etc.
3. Participation  10%
   You are expected to actively engage in all instructional activities including conducting exercises and drills and movement exercises. A conductor is a “doer” not just a “knower,” and therefore your full participation is crucial.

4. Final Conducting Project  20%
   You will have the opportunity to conduct the MSU Symphony Orchestra for 1 or 2 pieces during the final week of class.

Grades are based on a scale of 0 to 100:
A=93-100, A-=90-92, B+=88-89, B=83-87, B-=80-82, C+=78-79, C=73-77

Be aware that to pass this class you need a C or better (73%).

Attendance:
Attendance in all class sessions is mandatory. Critical to the training of a conductor is the ability to conduct an ensemble. Equally critical is the observation of other conductors in classroom settings as well as rehearsals and performance. The organization of this class requires that each class member serve as ensemble participants for each conductor. Therefore attendance is critical to both the success of the class and each other’s learning experience. Each unexcused absence will result in lowering your final grade by half a letter.

In preparation for becoming professional educators, students are expected to be members of NAfME.

Assignments:
Due dates for course assignments and activities are listed on the course calendar. If dates change, this will be communicated in class. Assignments are due at the beginning of the class period in which the assignment is due. Late, un-submitted and/or unprepared assignments will result in a grade reduction or no credit at the instructor’s discretion. Conducting examples may not be made up without prior consent from the instructor.

Cell Phones:
Cell phones may not be used for talking or texting during class. If you choose to text in class, the instructor reserved the right to take the phone. Cell phones may, however, be used for recording of conducting sessions.

Academic Misconduct

Section 420 of the Student Conduct Code describes academic misconduct as including but not limited to plagiarism, cheating, multiple submissions, or facilitating others’ misconduct. Possible sanctions for academic misconduct range from an oral reprimand to expulsion from the university.

Please follow this link to see the full MSU Student conduct code.
http://shiva.msu.montana.edu/courses/conduct.html

State of Montana Professional Educator Preparation Program Standards: Music

This course works towards satisfying the following two State of Montana Music Education Standards:
   f. demonstrate competence in performing and teaching voice, winds, string, and percussion instruments in order to conduct choral and instrumental ensembles;
   i. demonstrate a comprehensive knowledge and skill in conducting and score reading for choral and instrumental ensembles;
Students with Disabilities

If you have a documented disability for which you are or may be requesting an accommodation(s), you are encouraged to contact your instructor and Disabled Student Services as soon as possible.

Schedule:

Week 1- Introduction to Score Study, Posture and Movement
Week 2- Sound and Movement
Week 3- Introduction to Basic Patterns (2,3,4)
Week 4- Continue Basic Patterns (2,3,4)
Week 5- Introduction to Compound Patterns (6,9,12)
Week 6- Continue Compound Patterns
Week 7- Introduction to Divided Meters
Week 8- Continue Divided Meters
Week 9- Introduction to the Fermata
Week 10- Continue the Fermata
Week 11- Introduction to Asymmetrical Meters
Week 12- Continue Asymmetrical Meters
Week 13- Review and Practice Session
Week 14- No Class University Day
Week 15- Final Conducting Exam