Minnesota State University, Mankato

Curriculum Proposal

Please type or select the requested information. Print completed forms, add appropriate paper attachments, and route through MSU's curricular process for recommendations and decisions.

<table>
<thead>
<tr>
<th>College: Arts and Humanities</th>
<th>Proposal #</th>
<th>274</th>
</tr>
</thead>
<tbody>
<tr>
<td>Department: Music</td>
<td>Effective Date of Change:</td>
<td>Q4-07</td>
</tr>
<tr>
<td>Program: Undergraduate</td>
<td>Academic Year:</td>
<td>Q4-07</td>
</tr>
<tr>
<td>Type of Change: COURSE PROPOSALS</td>
<td>(For Office Use Only)</td>
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<tr>
<td>Proposed: New Course</td>
<td>Course Designator:</td>
<td>MUS 235</td>
</tr>
<tr>
<td>Title Current:</td>
<td>Number of Credits:</td>
<td>1</td>
</tr>
<tr>
<td>Title Proposed: Jazz Pedagogy and Improvisation</td>
<td>(if applicable)</td>
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<tr>
<td>24-Char. Abbrev: Jazz Ped. &amp; improv.</td>
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</tbody>
</table>

Include a course or program description for the Bulletin (30-40 words maximum for courses, 100 for programs):

Introduction to the basic concepts of jazz pedagogy/theory and improvisation used in teaching and playing jazz and contemporary music.

Rationale or Justification for change:

This new course brings the B.S. Music Education Degree into compliance with the accreditation requirements for all music education students to demonstrate their knowledge and skills in improvisation and strengthens the program to include jazz pedagogy and teaching in their course requirements.

***For General Education or Cultural Diversity Courses Only***

<table>
<thead>
<tr>
<th>GE Category #</th>
<th>GE Category Name (Maximum of 3 Categories)</th>
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</thead>
<tbody>
<tr>
<td>N/A</td>
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<td></td>
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<td>N/A</td>
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</table>

? For Writing Intensive Courses, attach a description of the kind and quantity of writing.

? For Upper Division Courses, include a description of the respects in which it is broad and general rather than narrow and specific, and so suitable as GE.

Attach paper copies of the following:

a. Syllabus or course outline.

b. Course's student learning outcomes associated with each GE competency or CD designation.

c. List of strategies to be used to assess students' achievement of each GE competency or CD designation.

***For New Courses***

<table>
<thead>
<tr>
<th>(Check all that apply:)</th>
<th>Instructional Type:</th>
<th>Lecture/Lab</th>
<th>Course will be offered:</th>
</tr>
</thead>
<tbody>
<tr>
<td>Course is an elective.</td>
<td>Grading Format:</td>
<td>☑ Grade</td>
<td>☑ Fall Semester</td>
</tr>
<tr>
<td>☑ Course is required for program</td>
<td>☑ P/N</td>
<td></td>
<td>☑ Spring Semester</td>
</tr>
<tr>
<td>☑ Pre- or Co-requisites:</td>
<td>MUS 131, MUS 133</td>
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<td>☑ Other courses are being changed or eliminated. (Explain.)</td>
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</tbody>
</table>

☐ Course content or title is similar to courses in other departments. (Attach copy of letter of agreement with other program(s) contacted. Indicate the nature of the discussions and/or resolution of differences or potential conflicts.)

Attach paper copies of the following:

a. Syllabus or course outline.

b. Course's student learning outcomes.

c. A list of resources required to offer and support this course.

d. A description of how teaching this course will affect department staffing.

e. If 400/500 level course, an explanation of added expectations of graduate students.

Received NOV - 6 2006

ACADEMIC AFFAIRS
MINNESOTA STATE UNIVERSITY, MANKATO

Revised September 2002
### For Program Proposals

Attach paper copies of the following:

- Student learning outcomes for the program.
- Minutes from department and college curriculum meetings in which action was taken on this proposal.
- List of program requirements for New programs, or a list of Current and Proposed program requirements for Redesigned programs.
- A list of resources required to offer and support this program.
- A description of how offering this program will affect department staffing.
- A list of additional library holdings required for this program.

Please include rationale for any proposed changes in number of program credits:

### For Programs Requiring MnSCU Approval

If any of the following changes are proposed, please fill out and attach MnSCU Program Approval Forms, which are available on the Academic Affairs Web site: [http://www.mnsu.edu/acadaff/Curriculum/currformsprocess.html](http://www.mnsu.edu/acadaff/Curriculum/currformsprocess.html)

1. **Creation** of an entirely new program.
2. **Redesign** of existing programs, which takes any of the following forms:
   - Addition or deletion of a program option. Options are part of program design in which 30-50% of the courses are required as part of a common core for all students, and which offers curriculum alternatives greater than 30% of the total number of credits in the major. Options are appropriate to baccalaureate or masters programs.
   - Addition or deletion of a program emphasis. Emphases are part of program design in which more than 50% of the courses are required as part of a common core for all students, and which offers curriculum alternatives with a minimum of nine credits. Emphases are appropriate to associate and baccalaureate programs.
   - Change in program name.
   - Change in program CIP #.
   - Change in TOTAL program credits.
   - Change in degree award. For example, changing a B.A. to B.S.
   - Creation of a new degree award in a related academic area. Examples include creation of a certificate program from an existing degree program, or a new degree program from an existing degree program (e.g., Art History BA from Art BA.)
3. **Relocation** of an existing program. This is a proposal to move an existing program from one site to be exclusively offered at another site, and requires closing the program offered at the original site. For example, a program offered both on-campus and through extended campus is to be offered only at the extended campus site.
4. **Replication** of an existing program. This is a proposal to offer an existing program at a new site, which may be an existing MnSCU-approved site, or another campus of the same institution. Replicated programs are offered at both the original site and the new location.
5. **Suspension** or **reinstatement** of a program. This proposal suspends admission of students into an existing program, and is good for three years. Reinstatement proposals request the reopening of student admissions into a given program.
6. **Closure** of a program. This proposal requests closure of an existing program and its from an institution's official inventory of academic programs. Unless a department seeks to re-open a suspended program, it should be closed within three years of suspension.
<table>
<thead>
<tr>
<th>Section</th>
<th>Recommended</th>
<th>Not Recommended</th>
<th>Comments</th>
<th>Initials</th>
<th>Date</th>
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<td>Department</td>
<td></td>
<td></td>
<td></td>
<td>John</td>
<td>10-10-06</td>
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<tr>
<td>College Curriculum Committee</td>
<td></td>
<td></td>
<td></td>
<td>Kris</td>
<td>11-3-06</td>
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<tr>
<td>College Dean</td>
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<td>11/03/06</td>
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<td>General Education Subcommittee</td>
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<td>Undergraduate Curriculum and Academic Policy Committee</td>
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<td>3-1-07</td>
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<td>Faculty Association Graduate Committee</td>
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<td>Graduate Dean</td>
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<td>Academic Affairs Council</td>
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<tr>
<td>Senior Vice President and Vice President for Academic Affairs</td>
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<td>3/13/09</td>
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MUS 235  Jazz Pedagogy and Improvisation

Credit Hours: 01

Overview:
This course is designed to introduce students to the basic concepts of music theory, improvisation and performance practice used in jazz and contemporary music, along with pedagogical approaches to teaching these concepts in a school setting.

Required texts:
*The Jazz Language* by Dan Haerle
Studio PR

Expected Outcomes:
- Students would gain a basic understanding of pedagogical techniques used in jazz settings (i.e., jazz bands, jazz combos, vocal jazz ensembles, theater “pit” orchestras, etc.).
- Students would gain a basic understanding of music theory concepts as they apply to jazz and contemporary music (i.e., nomenclature, chord substitution and function, voicing and voice leading, altered chords/scales)
- Students would gain a basic understanding of improvisation (i.e., chordSCALE relationships, improvisational devices, performance practice).

Course Requirements:
Students will be required to attend each class, participate in class discussions, and complete assignments as required by the instructor. Class will meet twice a week. One class each week is devoted to classroom work (i.e., jazz theory, jazz pedagogy for each of the jazz instruments and vocal jazz). The second class each week is devoted to performance (i.e., jazz performance practice and improvisation).

Grading: Students will be graded on attendance, class participation, assignments, performance skills (scales and jazz licks/patterns as assigned), and tests.

Grading will be based on:
- Class Theory Assignments 20%
- Performance of Scales 20%
- Class Performance Assignments 20%
- Midterm 15%
- Final 15%
- Class Participation/Attitude 10%

Topics Covered:
- Jazz Drums: pedagogy, styles/grooves, drum figures
- Jazz Bass: pedagogy, styles/grooves, walking bass lines
- Jazz Piano/Gtr: pedagogy, voicings/voice leading, comping patterns
- Winds (tpt,tbn, sax): pedagogy, articulation in jazz style
- Vocal Jazz: pedagogy, vocal jazz style, repertoire, working with mics
- Improvisation: pedagogy, chord/scale relationships, jazz patterns, solo transcriptions, solo forms (blues, rhythm changes, etc.)
- Jazz Theory: Jazz Chords, nomenclature, polychords, chord function, modes, altered chords/scales, chord substitution
October 10, 2006

Curriculum Proposal: MUS 235—JAZZ PEDAGOGY AND IMPROVISATION

Course syllabus: Included

Learning outcomes: Included in syllabus

No additional resources are required to offer or support this course

No additional staffing is required to offer this course.
Department of Music
Faculty Meeting
October 10, 2006

Curriculum proposals were discussed.

Proposed Change in Title:
Music 103   Chamber Ensemble to Chamber Singers
Music 115   Jazz Band II to Jazz Ensemble
Music 160   Beginning Class Piano to Class Piano I
Music 162   Piano Proficiency Exam to Class Piano III

Proposed New Courses:
Music 118   Jazz Combo
Music 235   Jazz Pedagogy & Improvisation
Music 163   Piano Proficiency Exam

Doug motioned to approve the curriculum changes. Diana seconded. All in favor.