Instruction in a small select jazz combo which demonstrates the student’s ability to read and improvise. Audition required.

Rationale or Justification for change:
Jazz Combo is currently offered under a section of Jazz Band II. This addition allows registration for a specific group under the proposed title.

### General Education Course:

<table>
<thead>
<tr>
<th>GE Category #</th>
<th>GE Category Name (Maximum of 3 Categories)</th>
</tr>
</thead>
<tbody>
<tr>
<td>11</td>
<td>Performance and Participation</td>
</tr>
<tr>
<td>N/A</td>
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*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.

### Cultural Diversity Course:

- Core (At least 75% devoted to topics of race, gender, sexual orientation, age, class, and disabilities as they occur in United States Society.)
- Related (At least 25% devoted to the above topics or to a global perspective on topics related to African American, Asian, Hispanic, and Native American inhabitants of the United States.)

### For New Courses***

- Course is an elective.
- Course is required for program.
- Pre- or Co-requisites: Audition required.
- Other courses are being changed or eliminated. (Explain.)

- 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.
### Minnesota State University, Mankato

**Curriculum Proposal**

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#### ***For Program Proposals***

Attach paper copies of the following:

- a. Student learning outcomes for the program.
- b. Minutes from department and college curriculum meetings in which action was taken on this proposal.
- c. Program Assessment Plan. Forms are available on the Academic Affairs Web site:
  
  [http://www.mnsu.edu/acadaf/pra/forms/](http://www.mnsu.edu/acadaf/pra/forms/)
- d. List of program requirements for New programs, or a list of Current and Proposed program requirements for Redesigned programs.
- e. A list of resources required to offer and support this program.
- f. A description of how offering this program will affect department staffing.
- g. A list of additional library holdings required for this program.

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

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#### ***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/acadaf/Curriculum/currformsprocess.html](http://www.mnsu.edu/acadaf/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.

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Revised September 2002
### Signature Page

**Department**
- **Recommended** (Category/ies: )
- **Not Recommended** (Category/ies: )
  
  Department Chair  
  Date: 10-7-06

**College Curriculum Committee**
- **Recommended** (Category/ies: )
- **Not Recommended** (Category/ies: )
  
  Committee Chair  
  Date: 11-3-06

**College Dean**
- **Recommended** (Category/ies: )
- **Not Recommended** (Category/ies: )
  
  Dean  
  Date: 11-8-06

**General Education Subcommittee**
- **Recommended** (Category/ies: )
- **Not Recommended** (Category/ies: )
  
  General Education Subcommittee Chair  
  Date: 3/29/07

**Undergraduate Curriculum and Academic Policy Committee**
- **Recommended** (Category/ies: )
- **Not Recommended** (Category/ies: )
  
  UCAP Faculty Chair  
  Date: 3/16/07

**Faculty Association Graduate Committee**
- **Recommended**
- **Not Recommended**
  
  Faculty Association Graduate Chair  
  Date

**Graduate Dean**
- **Recommended**
- **Not Recommended**
  
  Graduate Dean  
  Date

**Academic Affairs Council**
- **Recommended** (Category/ies: )
- **Not Recommended** (Category/ies: )
  
  Assistant Vice President  
  Date: 3/12/07

**Senior Vice President and Vice President for Academic Affairs**
- **Approved** (Category/ies: )
- **Not Approved** (Category/ies: )
  
  Sr. Vice President / Vice Pres. Academic Affairs  
  Date: 3/13/07
MINNESOTA STATE UNIVERSITY, MANKATO
DEPARTMENT OF MUSIC

MUS 118 Jazz Combo

Credit Hours 01

Overview:
Jazz Combo provides students with the opportunity to perform jazz in a small group setting. The intent of this course is for students to learn how to develop a small jazz group. Students choose their own music (under the guidance of the professor), rehearse once a week themselves, and then rehearse once a week with coaching from the professor. Each group performs a number of times during each semester. Students learn how to effectively rehearse in a small group setting, and they develop basic improvisation skills.

Expected Outcomes:
- Students learn how to choose music, rehearse, and develop a concert program for their combo.
- Students learn aspects of performing in a small group (i.e., interaction between musicians during performance).
- Students learn basic compositional arranging/orchestration in a small group setting (i.e., methods of varying the orchestration to add form to each tune).
- Students develop basic improvisation skills.

Course Requirements:
Students are expected to attend, prepare for, and contribute to all rehearsals and performances. Contribution is defined as:
- Bringing music and suggested ways to play the music to all rehearsals.
- Listening to and bringing in recordings for musical ideas
- Sharing available resources (pedagogical info, etc.)
- Performing in a way that enhances the group

Grading:
Grading is based on attendance, preparation, and attitude.
Name ________________________________ Total Points ______

Student Assessment—Jazz Ensemble

**Attendance:**

Missed performance: Failing grade for term
Missed rehearsal, setup/teardown: letter grade lowered by one grade

**Preparation:**

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<td>10</td>
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</tbody>
</table>

| Attitude      | 2 | 4 | 6 | 8 | 10 |

Below 60, F; 60-69 pts. D; 70-79 pts. C; 80-89 pts. B; 90-100 pts. A
October 10, 2006

Curriculum Proposal: MUS 118—JAZZ COMBO

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.

GE Goals:

Students will be able to:

1. participate effectively in a variety of artistic, educational, and social settings;

   Students in Jazz Combo satisfy this goal through rehearsal together, performances both on and off campus, while demonstrating their artistic abilities through performance.

2. interact with others of another culture in its indigenous setting through a structured experience.

   The course is designed to allow interaction for those students who play or perform on a musical instrument fitting the instrumentation of the combo.

3. participate cooperatively in a group artistic performance.

   This is achieved through public performances both on and off campus.
(e) evaluate critically environmental and natural resource issues in light of understandings about interrelationships, ecosystems, and institutions;
(f) propose and assess alternative solutions to environmental problems;
(g) articulate and defend the actions they would take on various environmental issues.

Course(s) which satisfy this category are as follows:
BIOL 201^  CHEM 133  EEC 205
ENVR 101  GEOG 100^  GEOG 101
GEOG 210  GEOL 100-lab  GEOL 121-lab
HLTH 101  PHIL 226  RPLS 282
URBS 150

**CATEGORY 11: PERFORMANCE AND PARTICIPATION**
(requires 2-3 credits)
**Goal:** To prepare students for responsible and effective participation in groups and communities.

Students will be able to:
(a) participate effectively in a variety of artistic, education, political, recreational, health and public service, or social service settings;
(b) interact with others of another culture in its indigenous setting through a structured experience;
(c) participate cooperatively in group athletic activity or artistic performance.

Course(s) which satisfy this category are as follows:
CDIS 205  EEC 222*  ENG 242  HLTH 210
HP 101  HP 103  HP 104  HP 105
HP 114  HP 117  HP 138  HP 139
HP 143  HP 145  HP 146  HP 147
HP 148  HP 149  HP 150  HP 152
HP 153  HP 154  HP 155  HP 156
HP 157  HP 158  HP 159  HP 161
HP 166  HP 174  HP 175  HP 176
HP 177  HP 178  HP 179  HP 182
HP 190  HP 241  HP 242  HP 245
HP 248  HP 250  HP 252  HP 257
HP 291  HP 130*  KSP 220*  MUS 101
MUS 102  MUS 103  MUS 104  MUS 105
MUS 106  MUS 111  MUS 112  MUS 113
MUS 114  MUS 115  MUS 116  MUS 117
NURS 101  POL 101  RPLS 278  SWOK 214
SPEE 220  SPEE 310  THEA 102  THEA 103
THEA 105  THEA 107  THEA 108  THEA 109
THEA 123*  THEA 125*  THEA 126  THEA 127
THEA 128  THEA 223*  THEA 225*  THEA 226
THEA 227*  THEA 228  THEA 229  THEA 328^  
URBS 230

**CATEGORY 12: FIRST YEAR EXPERIENCE**
(requires 0-1 credits)
**Goal:** To promote further development of student success skills, such as reading, writing and speaking; help students gain intellectual confidence; build in the expectation of academic success; and to provide assistance in making the transition to the University.

Students will be able to:
(a) experience higher personal expectations of his/her ability to meaningfully participate in academic life;
(b) define and give examples of critical thinking;
(c) interact with other students regarding academic matters;
(d) affirm that careful thinking is an important aspect of the educational process;
(e) make a comfortable transition to college life.

Course which satisfies this category is as follows:
FYEX 100

**CATEGORY 13: INFORMATION TECHNOLOGY**
(requires 0-2 credits)
**Goal:** To familiarize students with the tools, concepts and societal impact of information technology and to develop the skills necessary to use this technology critically and effectively.

Students will be able to:
(a) use electronic information technology ethically and responsibly;
(b) access and retrieve information through electronic media, evaluating the accuracy and authenticity of that information;
(c) create, manage, organize and communicate information through electronic media;
(d) demonstrate a working knowledge of information technology terms and concepts;
(e) understand how computers function and the limits of computation and information technology;
(f) recognize changing technologies and make informed choices in their use.

Course(s) which satisfy this category are as follows:
COMS 100  COMS 110  EET 115  EET 116  POL 105
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.