



Minnesota State University, Mankato HOLD and CLEAR buttons only compatible with Acrobat V. 4 and 5
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.

(Check all that apply):		Proposal # <u>1169</u>
College: <u>Arts and Humanities</u>	<input checked="" type="checkbox"/> Undergraduate	Effective Date of Change:
Department: <u>Music</u>	<input type="checkbox"/> Graduate	Academic Year <u>07-08</u>
Program: _____	CIP # _____	(For Office Use Only)
Type of Change: <u>COURSE PROPOSALS</u>	Course Designator Number of	
Proposed: <u>Change in Credits and Number Credits + Title & Description</u>	and Number	Credits
Title Current: <u>Opera Chorus</u>	<u>MUS 104</u>	<u>1</u>
Title Proposed: <u>Opera</u>	<u>MUS 104</u>	<u>2</u>
24-Char. Abbrev: _____	(if applicable)	

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

Solo and ensemble experience specializing in the performance of opera and opera repertoire. Audition required.

Rationale or Justification for change:

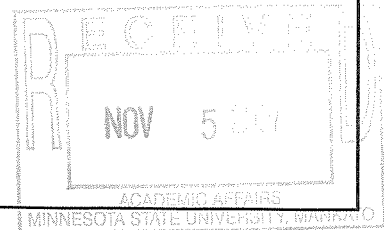
Clarifies the current offering.

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

<p align="center">General Education Course:</p> <table border="1" style="width:100%; border-collapse: collapse;"> <tr> <th style="width: 15%;">GE Category #</th> <th>GE Category Name (Maximum of 3 Categories)</th> </tr> <tr> <td align="center">N/A</td> <td>_____</td> </tr> <tr> <td align="center">N/A</td> <td>_____</td> </tr> <tr> <td align="center">N/A</td> <td>_____</td> </tr> </table> <p>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.</p> <p>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.</p>	GE Category #	GE Category Name (Maximum of 3 Categories)	N/A	_____	N/A	_____	N/A	_____	<p align="center">Cultural Diversity Course: (Please check one.)</p> <p><input type="checkbox"/> Core (At least 75% devoted to topics of race, gender, sexual orientation, age, class, and disabilities as they occur in United States Society.)</p> <p><input type="checkbox"/> 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.)</p>
GE Category #	GE Category Name (Maximum of 3 Categories)								
N/A	_____								
N/A	_____								
N/A	_____								

*****For New Courses*****

(Check all that apply):	Instructional Type: <u>Activity</u>	Course will be offered:
<input type="checkbox"/> Course is an elective.	Grading Format: <input checked="" type="checkbox"/> Grade <input type="checkbox"/> P/N	<input checked="" type="checkbox"/> Fall Semester
<input type="checkbox"/> Course is required for program	Audition required: _____	<input checked="" type="checkbox"/> Spring Semester
<input checked="" type="checkbox"/> Pre- or Co-requisites:		<input type="checkbox"/> Summer Session
<input type="checkbox"/> Other courses are being changed or eliminated. (Explain.) _____		
<input type="checkbox"/> 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

Signature Page

Department

Recommended (Category/ies _____)
 Not Recommended (Category/ies _____)

John S. L. 10-31-07
 Department Chair Date

Comments:

College Curriculum Committee

Recommended (Category/ies _____)
 Not Recommended (Category/ies _____)

Kristi P. Arnesen 11/7/07
 Committee Chair Date

Comments:

College Dean

Recommended (Category/ies _____)
 Not Recommended (Category/ies _____)

J. Harlow 11-13-07
 Dean Date

Comments:

General Education Subcommittee

Recommended (Category/ies _____)
 Not Recommended (Category/ies _____)

 General Education Subcommittee Chair Date

Comments:

Undergraduate Curriculum and Academic Policy Committee

Recommended (Category/ies _____)
 Not Recommended (Category/ies _____)

[Signature] 12/11/07
 UCAP Faculty Chair Date

Comments:

Faculty Association Graduate Committee

Recommended
 Not Recommended

 Faculty Association Graduate Chair Date

Comments:

Graduate Dean

Recommended
 Not Recommended

 Graduate Dean Date

Comments:

Academic Affairs Council

Recommended (Category/ies _____)
 Not Recommended (Category/ies _____)

[Signature] 1/24/08
 Assistant Vice President Date

Comments:

Senior Vice President and Vice President for Academic Affairs

Approved (Category/ies _____)
 Not Approved (Category/ies _____)

[Signature] 1/24/08
 Sr. Vice President / Vice Pres. Academic Affairs Date

Comments:

**Department of Music
Minnesota State University**

Course Number: Music 104, 304, 504

Credit Hours: 2

Instructor: Dr. Kimm Julian

Office Phone: 389-2171

E-Mail: kimm.julian@mnsu.edu

Title: Opera

Time: Tue. & Thurs. 4- 5:30

Wed. 4:30- 5:30

Office: PAC 232

COURSE DESCRIPTION

Opera encompasses traditional opera, operetta, American musical theatre and musically enhanced theatrical works.

COURSE PURPOSE

The main objective of this course is to combine the skills of singing and acting in an actual performance situation. For the 104 level supporting roles and introduction to basic stage movement. Expectations by level 304 are primary roles with advanced staging techniques. Level 504 should be able to perform at a level of expectation of a graduate student.

COURSE OBJECTIVES/LEARNING OUTCOMES:

- To develop the student's performance skills in the areas of singing and acting.
- To develop knowledge of characterization.
- To develop a knowledge of the physical aspects of stage performance.
- To demonstrate musical and dramatic understanding through performance.
- To develop knowledge of the repertoire of the lyric: opera, operetta, American musical theatre and contemporary theatre works.
- To acquire knowledge of the history and major performers of the lyric stage.
- To develop the dramatic and musical understanding to perform representative works in their proper style.
- To integrate these skills for success in graduate study and/or professional world of performing or teaching.

INSTRUCTIONAL MATERIALS

Each student should purchase a score to the work being performed. This adds to their library as a performer and teacher. If the production is a scenes program of short scenes, music will be provided.

INDIVIDUAL PRACTICE

Each student is expected to prepare for each rehearsal and should put in several hours of individual practice each week. Group rehearsals are not the time to learn notes, rhythms, dialogue, etc. Do not waste your colleague's time by stopping rehearsals for work you should have done on your own.

ATTENDANCE

Students will be responsible for attending all rehearsals at their assigned rehearsal time. It is impossible to fully rehearse when a member of the cast is absent. This makes attendance critical at all rehearsals for which a student is called. If for any reason a student misses a rehearsal, it is student's responsibility to notify Dr. Julian in advance. Rehearsals cannot be made up.

GRADING

Grading is competency-based and includes the following factors:

- Attendance and participation, including practice goals
- Achievement and growth reached for the performance

General Grading Standards (at discretion of the instructor):

- A. The student comes to rehearsal on time and is consistently well prepared. The student achieves consistent progress both musically and dramatically and performs at a level consistent with expected standards for the semester of study and level of enrollment. Students will achieve most or all goals established for the semester.
- B. The student is generally on time and usually prepared. Rehearsal time requires periodic correction of musical and dramatic errors. Students will demonstrate improvement and will achieve many of the goals established for the semester. Growth is evident, but not at the highest expected level.
- C. The student is frequently tardy to rehearsals. There are frequent musical and dramatic errors. The student is often unable to perform without numerous starts and stops. Improvement is modest, with the achievement of some goals established for the semester.
- D. The student is often tardy and may miss several rehearsals. There is seldom evidence of preparation. There are frequent musical and dramatic problems. Music development is not adequate. Few of the goals established for the semester are achieved.
- E. Frequent absences. There is consistent failure to achieve goals or complete assignments. There is little or no improvement or accomplishment of semester goals.

Resources required: No additional resources are required for this new course.

Department staffing will not be affected by this new course.

Name _____ Total Points _____

Student Assessment—Ensemble Participation

Attendance:

Missed performance: Failing grade for term

Missed rehearsal, setup/teardown: letter grade lowered by one grade

Preparation:

Tone

2 4 6 8 10

Ensemble Balance

2 4 6 8 10

Ensemble Blend

2 4 6 8 10

Ensemble Intonation

2 4 6 8 10

Style

2 4 6 8 10

Reading

2 4 6 8 10

Ear Training

2 4 6 8 10

Improvisation

2 4 6 8 10

Memorization

2 4 6 8 10

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

Department of Music
Faculty Meeting
October 2, 2007

Present: John Lindberg, Dale Haefner, David Viscoli, David Dickau, Doug Snapp, Karen Boubel, Kimm Julian, Paul Moxness, Diana Moxness, Gerard Aloisio, Joseph Rodgers, Sharon Wetzel

John reported on the Arts & Humanities Council Meeting. Academic Affairs reported there is a deficit that will have to be made up from Department base budgets.

Faculty wanting recordings done should contact Dave Schreiber.

New Admission Procedures for Graduate Students and Ensemble Registration was discussed. Paul moved to accept. Joseph seconded. All were in favor. The Graduate procedures will be put on the Music website.

Admission requirements with Normandale College were discussed.

Curriculum proposals for addition of new courses, changes in course numbers and program changes were discussed. Karen moved to accept, Kimm seconded, all were in favor.