



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 # 44
College:	Arts and Humanities	<input checked="" type="checkbox"/> Undergraduate	Effective Date of Change:
Department:	Theatre and Dance	<input type="checkbox"/> Graduate	Academic Year 07-08
Program:		CIP #	(For Office Use Only)
Type of Change	COURSE PROPOSALS		Course Designator and Number
Proposed:	New Course		
Title Current:			
Title Proposed:	Music Skills for Theatre II		THEA 213
24-Char. Abbrev:	Mus. Skills Thea II		2
			(if applicable)

Include a course or program description for the Bulletin (30-40 words maximum for courses, 100 for programs):
 A continuation of Music Skills for Theatre I, this course will focus on recent developments in the American Musical Theatre while increasing skills learned in the previous class.

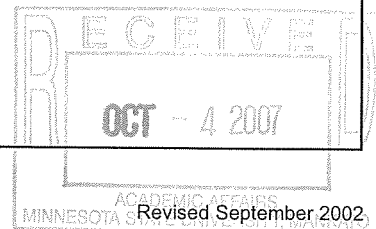
Rationale or Justification for change:

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

General Education Course:		Cultural Diversity Course: (Please check one.)
GE Category #	GE Category Name (Maximum of 3 Categories)	
	N/A	<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.) <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.)
	N/A	
	N/A	
<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:</p> <ol style="list-style-type: none"> Syllabus or course outline. Course's student learning outcomes associated with each GE competency or CD designation. List of strategies to be used to assess students' achievement of each GE competency or CD designation. 		

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

(Check all that apply):	Instructional Type: <input type="checkbox"/> Lecture/Lab	Course will be offered:
<input checked="" type="checkbox"/> Course is an elective.	Grading Format: <input checked="" type="checkbox"/> Grade <input type="checkbox"/> P/N	<input type="checkbox"/> Fall Semester
<input checked="" type="checkbox"/> Course is required for program	BFA in Musical Theatre	<input checked="" type="checkbox"/> Spring Semester
<input checked="" type="checkbox"/> Pre- or Co-requisites:	THEA 212	<input type="checkbox"/> Summer Session
<input checked="" type="checkbox"/> Other courses are being changed or eliminated. (Explain.) This course (along with THEA 212) would replace MUS 131, 132, 133, 134 in the BFA Musical Theatre program		
<input checked="" 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: <ol style="list-style-type: none"> Syllabus or course outline. Course's student learning outcomes. A list of resources required to offer and support this course. A description of how teaching this course will affect department staffing. 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 _____)



 Department Chair

8/23/07
 Date

Comments:

College Curriculum Committee

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


 Committee Chair

9/26/07
 Date

Comments:

College Dean

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


 Dean

10/01/07
 Date

Comments:

General Education Subcommittee

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

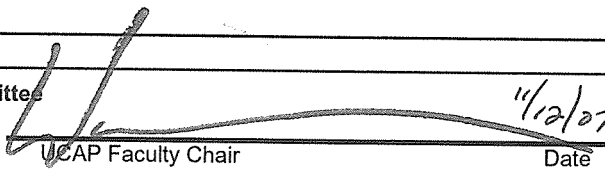
General Education Subcommittee Chair

Date

Comments:

Undergraduate Curriculum and Academic Policy Committee

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


 UCAP Faculty Chair

11/12/07
 Date

Comments:

Faculty Association Graduate Committee

Recommended
 Not Recommended

Faculty Association Graduate Chair

Date

Comments:

Graduate Dean

Recommended
 Not Recommended

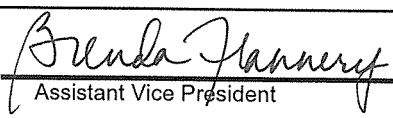
Graduate Dean

Date

Comments:

Academic Affairs Council

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


 Assistant Vice President

11/19/07
 Date

Comments:

Senior Vice President and Vice President for Academic Affairs

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


 Sr. Vice President / Vice Pres. Academic Affairs

11/20/07
 Date

Comments:

DEPARTMENT OF THEATER AND DANCE
New Course Proposal

THEA 213: Music Skills for Theatre II

Rationale

[Please note that this class is a continuation of Music Skills for Theatre I and the information below is simply replicated from that course proposal—with some variation in the course syllabus.]

With the inception of the Bachelor of Fine Arts degree in Music Theatre in 2005, we began to require that new majors take the fundamental music theory sequence in the Department of Music, namely: MUS 131 Music Theory I, MUS 132 Music Theory II, MUS 133 Aural Skills I and MUS 134 Aural Skills II. We knew this would be a challenge for our students because: 1. The degree was approved at 84 hours for the major, an extraordinary amount, including the above mentioned 8 credits; and 2. It might cause an inter-department scheduling difficulty given the nature of the other required courses in the major.

Now that we have “lived” with this requirement we have concluded two things. First and most importantly, the content in the 8-credit music sequence is considerably more advanced than that needed for a non-music major and, second, the scheduling difficulties were as complicated as we anticipated.

In addition, we have now been able to hire a Music Director for the Theatre and Dance Department who has the skills and the knowledge to tailor these classes “down” to our specific needs.

Therefore, we have devised a specialized curriculum do deal with the specific kinds of skills that a typical theatre professional would need in dealing with the musical theatre genre.

a. See attached Course Outline

b. Learning Outcomes: Students will . . .

1. Be able to recognize various aspects of fundamental music theory, including the basic forms of music notation.

2. Be able to recognize and utilize expanded harmonies used by 20th and 21st century musical theater composers such as Sondheim, Yeston, and Schwartz.
3. Learn how to use a piano as a tool to help themselves learn solo music and choral pieces. This will include playing warm-ups and melody lines of songs and choral pieces on the piano, as well as learning to teach others the same techniques.
4. Learn how to read rhythms, melodies, lead sheets, and combinations of the three in order to “find” their way around a keyboard.
5. Learn how to sight sing a melody without the help of a keyboard so that they can learn new songs with limited resources.
6. Enhance their overall musicality. They will be able to take pride in understanding how their particular instrument, their voice, is working within the framework of the pieces they are learning.

c. No new resources will be required.

d. No new staffing will be required.

e. Not applicable



July 27, 2007

To whom it may concern:

Dr. Paul Hustoles, Chair of the Department of Theatre and Dance, has asked me to write a letter in support of curricular changes that are being proposed for the BFA in Musical Theatre.

Those changes include:

- Dropping four courses taught in the Department of Music, and replacing them with two new courses (Theatre 212 and 213).
- Adding four credits of Private Voice for Actors

The Department of Music supports the Department of Theatre and Dance in this curricular change. We assisted in the development of their new courses (Musical Skills for Theatre I and II), and believe that these courses are much more closely tailored to the needs of their program than the classes offered in the Department of Music. The new course, 311-Private Voice for the Actor, deals with techniques specifically appropriate to dramatic productions, and, again, fits the needs of their program.

We support these proposals.

A handwritten signature in cursive script that reads "John E. Lindberg".

John E. Lindberg
Chair, Department of Music

Department of Theatre and Dance
Minnesota State University

Course: THEA 213 Music Skills for Theatre II

Course Description:

Music Skills for Theatre II, a continuation of Music Skills for Theatre I, is a group instruction course covering the various aspects of music theory as it specifically relates to the theatre stage musical performer. This course will continue to introduce students to a wide variety of musical theatre composers in order to further enhance the many concepts they will be studying in class.

Students will continue to learn how to use a piano as a tool. Students will learn how to read advanced rhythms and complicated melodies to help them become more conversant with piano technique as a way to learn complex musical forms.

Students will perfect their sight singing skills and enhance their overall musicality. They will be able to take pride in understanding how their voice works and how to adapt it to the work needed to be performed.

Required Text:

TBA

Class Requirements:

1. Attend class.
2. Read the required material.
3. Listen to all required pieces.
4. Participate in the discussions.
5. Prepare a final project
6. Take four exams.

Grading:

Participation, including:

-Attendance	
-Quizzes	
-Reading/Homework	
-Discussion	30%
Final Presentation	20%
Exams	50%

Calendar (Subject to Change):

Week

1. Introduction
2. Sight Singing/Piano Lab
3. Chord Symbols/Figured Bass
4. Sight Singing/Piano Lab
5. Harmonic Cadences
6. Sight Singing/Piano Lab
7. Triads and Seventh Chords in Various Inversion
8. Sight Singing/Piano Lab
9. Large Scale Melodic Relationships
10. Sight Singing/Piano Lab
11. Melodic Structure (phrase relationships, periods, etc.)
12. Sight Singing/Piano Lab
13. Secondary Functions and their Prominent Use and Symbols on Lead Sheets
14. Sight Singing/Piano Lab
15. Modulation/Dramatic Shape in Music/Binary & Ternary Forms
16. Review

MINUTES FOR THE FACULTY MEETING
DEPARTMENT OF THEATRE AND DANCE
August 23, 2007

[Excerpt]

B. Academics

8. Official Curriculum action:
 - a. Number changes—Students need to take 40 credits at the 300/400 level. To help with this the following changes will be made.
 - i. THEA 200 to 315—Careers in Theatre
 - ii. THEA 211 to 410—Musical Theatre Acting I
 - iii. THEA 281 to 381—Play Analysis
 - b. Credit Change:
 - i. THEA 311 from 0 to 1 credit
 - c. New Music Skills classes:
 - i. THEA 212 Music Skills for Theatre I
 - ii. THEA 213 Music Skills for Theatre II
 - d. BFA in Musical Theatre adjustment—distributed.

All of the above were approved.