

Submit originals and one copy and electronic copy to Governance/Faculty Senate Office
See <http://www.uaf.edu/uafgov/faculty/cd> for a complete description of the rules governing curriculum & course changes.

CHANGE COURSE (MAJOR) and DROP COURSE PROPOSAL

SUBMITTED BY:

Department	MUSIC	College/School	CLA
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1. COURSE IDENTIFICATION:

Dept **MUS** Course # **F601** No. of Credits **3**

COURSE TITLE **Introduction to Graduate Study**

2. ACTION DESIRED:

Change Course ☒ If Change, indicate below what change. Drop Course ☐

NUMBER		TITLE		DESCRIPTION	<input checked="" type="checkbox"/>
PREQUISITES	<input checked="" type="checkbox"/>			FREQUENCY OF OFFERING	<input checked="" type="checkbox"/>
CREDITS (including credit distribution)		<input checked="" type="checkbox"/>		COURSE CLASSIFICATION	
CROSS-LISTED		Dept.		(Requires approval of both departments and deans involved. Add lines at end of form for such signatures.)	
STACKED (400/600)		Dept.		Course #	
Include syllabi.					
OTHER (please specify)					

3. COURSE FORMAT

NOTE: Course hours may not be compressed into fewer than three days per credit. Any course compressed into fewer than six weeks must be approved by the college or school's curriculum council. Furthermore, any core course compressed to less than six weeks must be approved by the core review committee.

COURSE FORMAT: (check all that apply) ☐ 1 ☐ 2 ☐ 3 ☐ 4 ☐ 5 ☒ 6 weeks to full semester

OTHER FORMAT (specify all that apply)

Mode of delivery (specify lecture, field trips, labs, etc)

Lecture

4. COURSE CLASSIFICATIONS: (undergraduate courses only. Use approved criteria found on Page 10 & 17 of the manual. If justification is needed, attach on separate sheet.)

H = Humanities ☐ S = Social Sciences ☐

Will this course be used to fulfill a requirement for the baccalaureate core?

YES ☐ NO ☐

IF YES, check which core requirements it could be used to fulfill:

O = Oral Intensive, ☐ W = Writing Intensive, ☐ Natural Science, ☐
Format 6 also submitted ☐ Format 7 submitted ☐ Format 8 submitted ☐

5. COURSE REPEATABILITY:

Is this course repeatable for credit? YES ☐ NO ☒

Justification: Indicate why the course can be repeated (for example, the course follows a different theme each time).

How many times may the course be repeated for credit? ☐ TIMES

If the course can be repeated with variable credit, what is the maximum number of credit hours that may be earned for this course? ☐ CREDITS

6. **CURRENT CATALOG DESCRIPTION AS IT APPEARS IN THE CATALOG:** including dept., number, title and credits

MUS F601 Introduction to Graduate Study

3 Credits

Materials, techniques and procedures for research in music. Examination of bibliographic sources. Required of all graduate students in music. Students should register for this class during their first fall semester in residence. Prerequisites: Provisional admission to graduate study and permission of instructor. (3+0)

7. **COMPLETE CATALOG DESCRIPTION AS IT WILL APPEAR WITH THESE CHANGES:** (Underline new wording strike through old wording and use complete catalog format including dept., number, title, credits and cross-listed and stacked.) PLEASE SUBMIT NEW COURSE SYLLABUS. For stacked courses the syllabus must clearly indicate differences in required work and evaluation for students at different levels.

MUS F601 Introduction to Graduate Study

3 2 Credits Offered Spring

Students will gain experience with materials, Materials, techniques, bibliographic sources and procedures for conducting scholarly research and writing in music. Examination of bibliographic sources. Required of all graduate students in music. Students should register for this class during their first fall semester in residence. Prerequisites: Provisional admission to graduate study and permission of instructor. (3+0) Prerequisites: Graduate standing and permission of instructor. (2+0)

8. **IS THIS COURSE CURRENTLY CROSS-LISTED?**

YES/NO ☒ No

If Yes, DEPT

NUMBER

(Requires written notification of each department and dean involved. Attach a copy of written notification.)

9. **GRADING SYSTEM:** Specify only one

LETTER: ☒ X

PASS/FAIL: ☐

10. **ESTIMATED IMPACT**

WHAT IMPACT, IF ANY, WILL THIS HAVE ON BUDGET, FACILITIES/SPACE, FACULTY, ETC.

There are no impacts on budget, facilities/space, or faculty by the proposed changes.

11. **LIBRARY COLLECTIONS**

Have you contacted the library collection development officer (kljensen@alaska.edu, 474-6695) with regard to the adequacy of library/media collections, equipment, and services available for the proposed course? If so, give date of contact and resolution. If not, explain why not.

No ☒ X

Yes ☐

☐ N/A to proposed changes

12. **IMPACTS ON PROGRAMS/DEPTS:**

What programs/departments will be affected by this proposed action? Include information on the Programs/Departments contacted (e.g., email, memo)

No programs outside of the Department of Music would be affected by the proposed changes.

13. **POSITIVE AND NEGATIVE IMPACTS**

Please specify positive and negative impacts on other courses, programs and departments resulting from the proposed action.

There are no impacts positive or negative on other courses, programs and departments.

JUSTIFICATION FOR ACTION REQUESTED

The purpose of the department and campus-wide curriculum committees is to scrutinize course change and new course applications to make sure that the quality of UAF education is not lowered as a result of the proposed change. Please address this in your response. This section needs to be self-explanatory. If you ask for a change in # of credits, explain why; are you increasing the amount of material covered in the class? If you drop a prerequisite, is it because the material is covered elsewhere? If course is changing to stacked (400/600), explain higher level of effort and performance required on part of students earning graduate credit. Use as much space as needed to fully justify the proposed change and explain what has been done to ensure that the quality of the course is not compromised as a result.


This course would now be offered as a 2 credit course, meeting two hours per week in a lecture/discussion format. The reduction in contact hour and credit reflects the fact that a significant component in the course—the examination of bibliographic sources—has increasingly become an online database activity involving study directed outside of the classroom. The remaining topics and lecture can be accommodated fully within two contact hours per week. Also, the reduction in credit for MUS 601 provides more room in the program credits for a proposed new required course, MUS 632 Topics in Music Theory (3 credits), which is anticipated for Spring 2013.

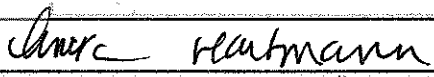
The changes to the course description reflect:

- 1) change in number of course credits
- 2) that the course will now be offered only in Spring semesters
- 3) change in the prerequisites, in response to the Spring-only offering. The former prerequisite, including “provisional admission to graduate study”, applied when the course was offered only in Fall, as incoming first-year students enrolling in the course had yet to complete all Department audition and entrance exam requirements. Given the proposed Spring semester offering, this situation no longer exists, and the prerequisite has been modified accordingly.

APPROVALS:

	Date	12/7/11
Signature, Chair, Program/Department of:		

	Date	12/7/2011
Signature, Chair, College/School Curriculum Council for: CCA		

	Date	12-15-11
Signature, Dean, College/School of: CCA		

	Date	
Signature of Provost (if applicable)		

Offerings above the level of approved programs must be approved in advance by the Provost.

ALL SIGNATURES MUST BE OBTAINED PRIOR TO SUBMISSION TO THE GOVERNANCE OFFICE.

	Date	
Signature, Chair, UAF Faculty Senate Curriculum Review Committee		

MUS 601 F01
Introduction to Graduate Studies

Spring 2012

Monday 10:00am-12:00pm (2credit hours)
Fine Arts Complex, MUSI 211

Instructor: Vincent Cee
e-mail: ycee@alaska.edu
Office phone: 907-474-5113
Office hours: Monday-Thursday 2pm-3pm
Office location: MUSI 211

Department of Music
University of Alaska Fairbanks

Introduction: Welcome to Introduction to Graduate Studies. I am pleased to work with you and I created this syllabus as a guide to assist you in understanding the course format. If at any time you have any questions, please feel free to ask, in person or via email/phone. It is a privilege and an opportunity to help you succeed in this course.

Prerequisites: Graduate standing or permission of instructor.

Textbook: There are no required textbooks for this course. Required readings are located at the Rasmuson circulation desk (reserve) or will be provided in class. Style manuals serve us depending on the type of research we are conducting, therefore, no one manual is favored over any other in this course. We will learn the basics of the Publication Manual of the American Psychological Association 6th ed. (APA), Chicago Manual of Style 16th ed. (CMS) (which for our purposes, includes Turabian), and a brief survey of the Modern Language Association 7th ed. (MLA) system.

Course readings warning: The literature for this course is not always easy to understand. The readings draw on massive bodies of knowledge and schools of thought that must be studied for years before widespread understanding can occur. However, we must begin somewhere, and to do this, we must seriously examine and study the readings. While the readings may be difficult, course discussion will be impossible without sufficient prior reading, re-reading and analysis.

UAF Course Description: Materials, techniques and procedures for research in music. Examination of bibliographic sources. Required of all graduate students in music. Students should register for this class during their first spring semester in residence. Prerequisites: Provisional admission to graduate study or permission of instructor. (2+0).

Goals: This course is designed to broaden understanding of academic research in music. Contextual understanding combined with an examination of the major research paradigms within music is sought. The following goals apply to this course:

- mastery of disciplinary knowledge and skill within student's selected research paradigm
- development of critical/analytical skills
- undergirding practice with theory
- reading and critiquing prior research
- conducting research, writing and communicating findings
- contributing to theory development

Student Learning Outcomes: Throughout the course and at course completion, students will be able to:

- 1) learn the vocabulary of research. The process of becoming a critical thinker demands that you learn new concepts and terminology and apply them to the analysis and design of research studies.
- 2) identify and choose the appropriate style manual for individual research projects.

- 3) make proper citations and understand bibliography in music research.
- 4) understand the concepts that define the central ideas that govern the ways one thinks in a profession.
- 5) research, write and communicate research findings at the graduate level while selecting a topic for one portion of your degree capstone.

Instructional Methods: This course depends heavily on small group discussion for which students must prepare through completing course readings before of each class. Some lecture will occur. The graded activities for this course center on research papers and an annotated bibliography. In this course we are not interested in necessarily agreeing with the research we read, but examining how the research we read aligns with the structural safeguards and rigorous methods outlined and circumscribed by the research community.

Tentative Course Calendar:

Week 1	Course introduction/Syllabus Contextual Musicology course readings (provided in class)
Week 2	Discussion: contextual course readings Find sources for readings; Use APA 6th ed. Final Project Goal New Readings: Research Chapter from Handbook (2002); Research handouts New Harvard Dictionary Definition: Musicology
Week 3	Discussion: Handbook; musicology; handouts Research journal selection New Readings: Rideout Dissertation Create bibliography for readings; Use Chicago 16th ed.
Week 4	Discussion: Rideout Dissertation; Journal selection; Final Project Create bibliography for readings; Use MLA 7th ed. New Readings: Quantitative Research Article; Handbook Chapter
Week 5	Discussion: Quantitative Article; Handbook Annotated bibliography: 2 new sources; appropriate style manual New Readings: Qualitative Research Article: Handbook Chapter
Week 6	Discussion: Qualitative Article; Handbook Annotated bibliography: 2 new sources; appropriate style manual New Readings: Historical Research Article: Handbook Chapter
Week 7	Discussion: Historical Article; Handbook Annotated bibliography: 2 new sources; appropriate style manual

New Readings: Philosophical Research Article: Handbook Chapter
Course Paper 1 Due: Journal Article Critique

March 12, 2012 SPRING BREAK

Week 8	Discussion: Philosophical Article; Handbook Annotated bibliography: 2 new sources; appropriate style manual New Readings: Ethnographic Research Article: Handbook Chapter
Week 9	Discussion: Ethnographic Article Annotated bibliography: 2 new sources; appropriate style manual
Week 10	Discussion: Ethics and Reporting Research Findings Annotated bibliography: 2 new sources; appropriate style manual
Week 11	Discussion: Final Project Annotated bibliography: 2 new sources; appropriate style manual Course Paper # 2 Due: Working Draft for Final
Week 12	Discussion: Final Project Annotated bibliography: 2 new sources; appropriate style manual
Week 13	Discussion: Final Project/Annotated bibliography clean-up Annotated bibliography: 2 new sources; appropriate style manual
Week 14	Discussion: Conclusions/Presentations

Evaluation:

Grading: Course Papers	35 points
Annotated Bibliography:	30 points
Final Paper	35 points

Final Project: Students will craft their paper toward a potential, appropriate journal in the field and conform to the style guidelines required for publication.

All grading is based on adherence to best practices within the research paradigms in music. Best practices are presented in the course readings with our major resource being: R. Colwell & C. Richardson (Eds.), (2002). *The new handbook of research on music teaching and learning*. New York: Oxford University Press.

Grading: I convert the points you earn in the course to a final grade based on the following scale:

92+ A	82-87 B	72-77 C	62-67 D
90-91 A-	80-81 B-	70-71 C-	60-61 D-

88-89 B+

78-79 C+

68-69 D+

59 or lower F

Attendance: This policy ought to reflect current practice within the music profession which means an unexcused absence would range from losing a gig to incurring permanent damage to your reputation. Because this course is reading/discussion based, attendance is imperative. Because life is complicated, each student is allowed one unexcused absence. After one, you will effectively lower your grade by one full letter grade for each absence. If you plan to miss a class, please let me know 24 hours in advance. Otherwise, please consider your absence unexcused.

For example: 1 unexcused absence = A
2 unexcused absences = B
3 unexcused absences = C
4 unexcused absences = D
5 unexcused absences = F

Disabilities Services: The University of Alaska Fairbanks is committed to equal opportunity for students with disabilities. Students with disabilities are encouraged to contact the coordinator of Disability Services (Mary Matthews) 907.474.5655 at the Center for Health & Counseling (208 Whittaker).