Code # FA12 (2015)

**New Course Proposal Form**

**Undergraduate Curriculum Council** - Print 1 copy for signatures and save 1 electronic copy.

**Graduate Council** - Print 1 copy for signatures and send 1 electronic copy to [pheath@astate.edu](mailto:pheath@astate.edu)

|  |
| --- |
| **New Course or**  **Experimental Course (1-time offering) (Check one box)**  *Please complete the following and attach a copy of the bulletin page(s) showing what changes are necessary.* |

|  |  |
| --- | --- |
| \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_ Enter date… **Department Curriculum Committee Chair** | \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_ Enter date…  **COPE Chair (if applicable)** |
| \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_ Enter date… **Department Chair:** | \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_ Enter date…  **General Education Committee Chair (If applicable)** |
| \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_ Enter date… **College Curriculum Committee Chair** | \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_ Enter date…  **Undergraduate Curriculum Council Chair** |
| \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_ Enter date… **College Dean** | \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_ Enter date…  **Graduate Curriculum Committee Chair** |
|  | \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_ Enter date…  **Vice Chancellor for Academic Affairs** |

1. Contact Person (Name, Email Address, Phone Number)

Kyle Chandler [kchandler@astate.edu](mailto:kchandler@astate.edu) ext 3793

2. Proposed Starting Term and Bulletin Year

Fall 2016

3. Proposed Course Prefix and Number (Confirm that number chosen has not been used before. For variable credit courses, indicate variable range. *Proposed number for experimental course is 9*. )

MUED 4662

4. Course Title – if title is more than 30 characters (including spaces), provide short title to be used on transcripts. Title cannot have any symbols (e.g. slash, colon, semi-colon, apostrophe, dash, and parenthesis). Please indicate if this course will have variable titles (e.g. independent study, thesis, special topics).

Methods and Materials for Teaching Vocal Choral Music

**Short Title**: Vocal Choral Methods

5. Brief course description (40 words or fewer) as it should appear in the bulletin.

Introduction to the types of music content, music skills, and music pedagogy knowledge areas needed to successfully teach vocal choral music in K-12 settings; continuing emphasis on developing types of music teacher disposition knowledge.

6. Prerequisites and major restrictions. (Indicate all prerequisites. If this course is restricted to a specific major, which major. If a student does not have the prerequisites or does not have the appropriate major, the student will not be allowed to register).

1. Are there any prerequisites? Yes
   1. If yes, which ones?

Must be admitted to the Teacher Education Program

* 1. Why or why not?

College of Education Teacher Education Requirement.

1. Is this course restricted to a specific major? Yes
   1. If yes, which major? Music Education

7. Course frequency(e.g. Fall, Spring, Summer). *Not applicable to Graduate courses.*

Fall

8. Will this course be lecture only, lab only, lecture and lab, activity, dissertation, experiential learning, independent study, internship, performance, practicum, recitation, seminar, special problems, special topics, studio, student exchange, occupational learning credit, or course for fee purpose only (e.g. an exam)? Please choose one.

Lecture and Lab

9. What is the grade type (i.e. standard letter, credit/no credit, pass/fail, no grade, developmental)?

Standard Letter

10. Is this course dual listed (undergraduate/graduate)?

No

11. Is this course cross listed? (If it is, all course entries must be identical including course descriptions. It is important to check the course description of an existing course when adding a new cross listed course.)

No

1. If yes, please list the prefix and course number of cross listed course.
2. Are these courses offered for equivalent credit? No

Please explain. Enter text...

12. Is this course in support of a new program? No

a. If yes, what program?

13. Does this course replace a course being deleted? No

a. If yes, what course?

14. Will this course be equivalent to a deleted course? No

a. If yes, which course?

Enter text...

15. Has it been confirmed that this course number is available for use? Yes

*If no: Contact Registrar’s Office for assistance.*

16. Does this course affect another program? No

If yes, provide contact information from the Dean, Department Head, and/or Program Director whose area this affects.

Enter text...

**Course Details**

17. Outline (The course outline should be topical by weeks and should be sufficient in detail to allow for judgment of the content of the course.)

Week 1 (Re)Introduction to the Choral Music Education Profession

Week 2 (Re)Introduction to Knowledge Areas – Music Content, Music Skill, Music Pedagogy, Music Teacher Dispositions

Week 3 Introduction to New State and New National Music Education Standards

Week 4 (Re)Introduction to Piano Skills for Vocal Warm-ups

Week 5 General and Children’s Vocal Anatomy

Week 6 Female Changing Voice

Week 7 Male Changing Voice

Week 8 Posture & Breath Support

Week 9 Developing Vocal Registers & Resonation

Week 10 Diction & Expression

Week 11 Reinforcement of Piano Skills for Vocal Warm-ups; Intro. to Piano Skills for Rehearsing a Choir

Week 12 Music Literature Styles: Medieval, Renaissance; Developing Piano Skills for Rehearsing a Choir

Week 13 Music Literature Styles: Baroque, Classical; Developing Piano Skills for Rehearsing a Choir

Week 14 Music Literature Styles: Romantic, Contemporary; Developing Piano Skills for Rehearsing a Choir

Enter text...

18. Special features (e.g. labs, exhibits, site visitations, etc.)

Micro-Teaching Experiences at Local Schools

19. Department staffing and classroom/lab resources

As is.

1. Will this require additional faculty, supplies, etc.?

No.

20. Does this course require course fees? No

*If yes: please attach the New Program Tuition and Fees form, which is available from the UCC website.*

**Course Justification**

21. Justification for course being included in program. Must include:

a. Academic rationale and goals for the course (skills or level of knowledge students can be expected to attain)

Many music education degrees in the U.S. require two (2) semesters of methods and materials classes for those seeking to teach K-12 music. Historically, Arkansas State has only required a one semester three credit course. Since the inception of this course, likely 40+ years ago, adherence to standards, accreditation, and assessment has become prevalent, but the number of hours to cover topics within the course has remained the same. At the same time the number of degree hours has been reduced from nearly 150 to about 120. This reduced amount of time to cover more items has been challenging. By taking the old one semester three-credit hour course and dividing it into two, two-credit hour courses over consecutive semesters, it provides the opportunity to not only address a wider range of music teaching knowledge students need to know, but also allows the reinforcement and development of music teaching knowledge areas.

b. How does the course fit with the mission established by the department for the curriculum? If course is mandated by an accrediting or certifying agency, include the directive.

The mission statement of the department of music is “to prepare dynamic music educators, performers, and composers for leadership roles in our profession. “ Dynamic music educators need to have preservice instruction on the blends of content, skill, pedagogical and disposition knowledge areas to apply to future music teaching learning contexts.

c. Student population served.

Vocal-Choral Music Education Majors

d. Rationale for the level of the course (lower, upper, or graduate).

Upper Undergraduate at the confluence of their music content, music skill, and music pedagogy knowledge coursework.

**Assessment**

**University Outcomes**

22. Please indicate the university-level student learning outcomes for which this new course will contribute. Check all that apply.

|  |  |  |
| --- | --- | --- |
| * 1. Global Awareness | * 1. Thinking Critically | * 1. Information Literacy |

**Relationship with Current Program-Level Assessment Process**

23. What is/are the intended program-level learning outcome/s for students enrolled in this course? Where will this course fit into an already existing program assessment process?

#1 Program-Level Assessment: Graduates will be able to demonstrate rehearsal skills required of public school teachers in vocal music. The course will fit where the current MUED 4643 course fits in the degree program and program-level assessment process.

24. Considering the indicated program-level learning outcome/s (from question #23), please fill out the following table to show how and where this course fits into the program’s continuous improvement assessment process.

*For further assistance, please see the ‘Expanded Instructions’ document available on the UCC - Forms website for guidance, or contact the Office of Assessment at 870-972-2989.*

|  |  |
| --- | --- |
| **Program-Level Outcome 1 (from question #23)** | Demonstrate rehearsal skills required of school vocal music teachers. |
| Assessment Measure | Direct Measure: Throughout the student internship experience students will rehearse the choirs assigned to that school. Both the university supervisor and cooperating teacher will evaluate the pedagogical content skill knowledge (PCSK) demonstrated in the rehearsing of those choirs.  Indirect Measures: Music Interns should demonstrate a large variety of rehearsal skills throughout their internship. A summary of the effectiveness of those large variety of rehearsal skills can be indirectly measured through the completion of an exit interview in addition to measuring how many graduated, how many passed the Praxis, and how many earned a music teacher license. |
| Assessment  Timetable | Direct Measure: Last Semester prior to graduation. There will be a minimum of four (4) formative assessments and one (1) summative assessment.  Indirect Measures: The data will be collected beginning with the completion of the Praxis Core exam and continue through the internship completion and followed-up after graduation to determine if a music teacher license was earned. |
| Who is responsible for assessing and reporting on the results? | Direct Measure: The University Supervisor and the Cooperating Music Teacher at the placement school.  Indirect Measures: The Music Education Division in coordination with the Music Department and PEP are collectively responsible. |

*(Repeat if this new course will support additional program-level outcomes)*

**Course-Level Outcomes**

25. What are the course-level outcomes for students enrolled in this course and the assessment measures and benchmarks for student-learning success?

|  |  |
| --- | --- |
| **Outcome 1** | Leading an individual or multiple individuals (i.e. choir) in vocal warm-ups utilizing appropriate keyboard skills and vocal pedagogical applications. |
| Which learning activities are responsible for this outcome? | Introduction, reinforcement and development of piano skills for vocal warm-ups |
| Assessment Measure and Benchmark | Rubric to evaluate application of keyboard skills. |

*(Repeat if needed for additional outcomes)*

|  |  |
| --- | --- |
| **Outcome 2** | Creating an executive summary to synthesize choral literature styles. |
| Which learning activities are responsible for this outcome? | Using multiple sources, students will learn musical elements characteristic to differing choral styles. |
| Assessment Measure and Benchmark | Rubric to evaluate executive summary of choral literature styles synthesis. |

**Bulletin Changes**

|  |
| --- |
| **Instructions** |
| **Please visit** [**http://www.astate.edu/a/registrar/students/bulletins/index.dot**](http://www.astate.edu/a/registrar/students/bulletins/index.dot) **and select the most recent version of the bulletin. Copy and paste all bulletin pages this proposal affects below. Follow the following guidelines for indicating necessary changes.**  **\*Please note: Courses are often listed in multiple sections of the bulletin. To ensure that all affected sections have been located, please search the bulletin (ctrl+F) for the appropriate courses before submission of this form.**  - Deleted courses/credit hours should be marked with a red strike-through (~~red strikethrough~~)  - New credit hours and text changes should be listed in blue using enlarged font (blue using enlarged font).  - Any new courses should be listed in blue bold italics using enlarged font (***blue bold italics using enlarged font***)  *You can easily apply any of these changes by selecting the example text in the instructions above, double-clicking the ‘format painter’ icon 🡪 , and selecting the text you would like to apply the change to.*  *Please visit* [*https://youtu.be/yjdL2n4lZm4*](https://youtu.be/yjdL2n4lZm4) *for more detailed instructions.* |

**DEPARTMENT OF MUSIC**

**Music Education (MUED)**

***MUED 2231. Vocal Techniques for Instrumentalists.*** Introduction to the content knowledge and skill required to teach and model vocal techniques appropriate to students in the elementary through secondary grades. Fall.

***MUED 2241. Instrumental Techniques for Vocalists.*** Introduction to the content knowledge and skill required to play and teach instruments commonly found in elementary and secondary school music programs. Fall.

***MUED 2512. Introduction to K-12 Music Education.*** Introduces prospective music educators to the historical, philosophical, legal, political, ethical, technological and professional foundations in K-12 music education and how this foundational knowledge helps develop music teacher competencies and dispositions. Fall.

**MUED 3612. Music and Methods for the Classroom Teacher** Development of procedures, skills, and approaches to the music program for the elementary classroom. For non music majors only. Fall, Spring, Summer.

***MUED 4002. Methods and Materials for Teaching Instrumental Music.***Overview of instrumental music programs, with study of program organization, teaching methods and repertoire. Focuses on ancillary concerns such as fund-raising and inventory control. Includes discussion on interview techniques and resume/cover letter construction for the aspirant music educator. Must be admitted to the Teacher Education Program. Fall.

***MUED 4102. Methods and Materials for Teaching Marching Band.*** Study of the academic and non-academic responsibilities of the marching band director. Topics will include show planning and design, rehearsal and performance philosophies and strategies, and professional development in the area of athletic bands. Must be admitted to the Teacher Education Program. Spring.

**MUED 4573. Methods and Materials for Teaching Instrumental Music** Overview of the instrumental music curriculum. Emphasis on teaching strategies appropriate to secondary school students. Opportunities to develop behavioral objectives, present demonstrations, plan rehearsals, and more. Must be admitted to the Teacher Education Program. Fall.

**MUED 4643. Methods and Materials for Teaching Vocal Music** Overview of the vocal music cur­riculum. Emphasis on teaching strategies to secondary school students. Opportunities to develop behavioral objectives, present demonstrations, plan rehearsals, and more. Must be admitted to the Teacher Education Program. Fall.

**MUED 4613. Methods and Materials for Teaching Vocal Music in the Middle Grades** Develop­ment of procedures, skills, and approaches to teaching general and choral music in grades 4-8. Demand.

**MUED 4623. Methods and Materials for Teaching Elementary School Music** Current philoso­phies and practices in curriculum planning for the elementary school music program. Music majors only. Spring.

**MUED 4633. Music Recording Techniques** Music recording techniques designed for the music educator. Special emphasis on essential electronic equipment, its use and maintenance. Demand.

**MUED 4642. Piano Pedagogy** Methods and materials of teaching piano. Permission of instructor required. Dual Listed MUED 5642. Demand.

**MUED 4651. Instrument Repair** Techniques for maintenance and minor repair of wind instru­ments. Spring.

***MUED 4662. Methods and Materials for Teaching Vocal Choral Music.*** Introduction to the types

of knowledge needed - music content, music skills and music pedagogy - to successfully teach vocal choral music in K-12 settings. Also, continuing emphasis on developing types of music teacher disposition knowledge. Must be admitted to the Teacher Education Program. Fall.

***MUED 4672. Administering the Choral Music Program.*** Administering the choral music program and learning how to assess choral music learning. Also, continuing emphasis on developing types of music teacher disposition knowledge. Must be admitted to the Teacher Education Program. Spring.

**MUED 466V. Special Problems in Music Education** Independent study of approved topics for juniors and seniors arranged in consultation with a professor. Must have Departmental approval. Fall, Spring, Summer.

458

Major in Vocal Music (cont.)

**Bachelor of Music Education**

A complete 8-semester degree plan is available at <http://registrar.astate.edu/>.

|  |  |
| --- | --- |
| ***MUED 2241, Instrumental Techniques for Vocalists***  ***MUED 2512, Introduction to K-12 Music Education***  \*MUED 4623, Methods and Materials for Teaching Elementary School Music  ~~\*MUED 4643, Methods and Materials for Teaching Vocal Music~~    **\* *MUED 4662, Methods and Materials for Teaching Vocal Choral Music***  **\* *MUED 4672, Administering the Choral Music Program***  **\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_**  **Sub-total**  226 | ***1***  ***2***  3    ~~3~~  ***2***  ***2***  **~~57~~**  ***61*** |