Code # FA09 (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)

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| --- |
| **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.* |

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| \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_ 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)

**Sarah Labovitz,** [**slabovitz@astate.edu**](mailto:slabovitz@astate.edu)**, 870-972-2799**

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 2512**

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).

**Introduction to K12 Music Education**

**Short Title: Intro to K12 Music Ed**

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

**Introduction to the historical, philosophical, legal, political, ethical, technological and professional foundations in K-12 music education and the development of music teacher competencies and dispositions.**

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?

**Students must have successfully completed 15 hours of college credit and be a music education major.**

* 1. Why or why not?

**Successful completion of 15 hours of college credit provides evidence a student can potentially be successful in an introductory class with a variety of topics. The restriction to music education majors is to address the licensure requirements specific to those who seek a K-12 music teaching license.**

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 & Field Experience (6 Hours Observation)**

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.

Enter text...

1. 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?

Enter text...

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

a. If yes, what course?

Enter text...

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 – Teaching in a Changing World – Why Music Education & Music Teacher Dispositions**

**Week 2 – Historical Perspectives in Education and A History of American Music Education**

**Week 3 – Legal Perspectives of Education and The Role of Government in School Music**

**Week 4 – Introducing Teaching-Learning Theories**

**Week 5 – The NEW National Standards for Teaching K-12 Music & AR Frameworks for Teaching Music**

**Week 6 – The Music Curriculum for All Students - Diversity**

**Week 7 – The Music Curriculum for Vocal and Instrumental Performers**

**Week 8 – The Music Educator’s Communities & Music Education Research**

**Week 9 – Professional Associations: The Third Community**

**Week 10 – Technology in the Music Classroom**

**Week 11 – What Music Teachers Need to Know to Be Successful – Classroom/Rehearsal Management**

**Week 12 – What Music Teachers Need to Know to Be Successful – Assessment**

**Week 13 – What Music Teachers Need to Know to Be Successful – Advocacy and Connecting w/Community**

**Week 14 – Building a Music Education Philosophy, Ethics & Reviewing Music Teacher Dispositions**

Enter text...

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

**There will be 6 hours of observation in music teaching-learning contexts**

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)

**75.5% (n=83) of NASM-accredited public institutions\*\*\*, like Arkansas State, require and Introduction to Music Education class to help meet NASM accreditation requirements. This course will address our accrediting requirements (NASM). \*\*\*There were 110 NASM-accredited public institutions randomly sampled from 292 that offer a degree leading to a music teaching license.**

**Goals for the Course – Students should know and/or be able to:**

**Demonstrate orally and/or via written medium historical perspectives of education and music education in relation to the role of government.**

**Demonstrate orally and/or via written medium legal and ethical perspectives and how they philosophically relate to the music teaching-learning process**

**Demonstrate orally and/or via written medium the NEW National Music Standards & the AR Benchmarks as they relate to K-12 music curriculum.**

**Demonstrate orally and/or via written medium how professional learning communities/music education research endeavors can help inform the teaching-learning process.**

**Observe qualified music teachers implementing effective music teaching instructional practices.**

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 of the music education area within the music department is to provide students with the types of knowledge (content, technical skill, pedagogical) and experiences needed for a successful music teaching career. This aligns with the College of Fine Arts mission in developing students for professional careers and enriching lives through cultural education. Furthermore, this course aligns with the present ASU teacher education framework through introducing students to professionalism, diversity, communication, curriculum, subject area, teaching, models, classroom management, assessment and reflective teaching concepts. These concepts, realized throughout the program of study anchored by ADE licensure competencies and NASM accredited directives, are first formally introduced in this course for preservice music teachers.**

c. Student population served.

**Undergraduate BME Instrumental and BME Vocal Majors**

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

**This course is a lower/mid level course designed to provide a beginning context for the music teaching profession.**

**Assessment**

**University Outcomes**

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

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| * 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?

**Display instructional skills sufficient to teach and/or assist vocalists/instrumentalists in public school ensembles. This will be the students’ introduction to this program level learning outcome.**

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.*

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| **Program-Level Outcome 1 (from question #23)** | Display instructional skills sufficient to teach and/or assist vocalists/instrumentalists in public school ensembles |
| Assessment Measure | Direct Measure: Throughout the student internship experience students will rehearse the choirs & bands assigned to that school. Both the university supervisor and clinical supervisor will evaluate the instructional skills demonstrated in the rehearsing of those choirs & bands.  Indirect Measure: Intro to Music Education students will observe music teachers in music teaching contexts employ strategies aimed to help their students learn. The Intro to Music Education students will write down the strategies observed, reflect on how that strategy connect with what they have learned in the class, and then project how they might utilize that strategy in their future music teaching-learning contexts.  Indirect Measure: Vocal and Instrumental students will be evaluated in their Elementary Conducting Class on the instructional skills they demonstrate while rehearsing peer ensembles. |
| 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 Measure: Introduction to K-12 Music Education students will be initially measured in the fall semester of their sophomore year and Elementary Conducting students in the spring semester of their junior year. |
| Who is responsible for assessing and reporting on the results? | Direct Measure: The University Supervisor and the Clinical Supervisor 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?

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| **Outcome 1** | Students will be able to describe the components of the Teaching Cycle (objectives, instruction, assessment, and reflection) as they relate to a school year of instruction and daily rehearsals and utilize them to develop music curriculum and comprehensive lesson plans. |
| Which learning activities are responsible for this outcome? | Students will participate in class discussions led by the instructor using the Socratic method to connect assigned reading to the educational concepts that comprise the Teaching Cycle.  The discussion on the New National Standards will be connected with creating objectives and teaching-learning theories will be connected with instruction.   Assessment will be defined and discussed as it relates to measuring objectives and reflection will be defined to not only include the students’ thoughts alone but also existing music education research and resources from music education professional associations. |
| Assessment Measure and Benchmark | Students will write their own lesson plans utilizing their understanding of the Teaching Cycle and its components of objectives, instruction, assessment, and reflection. A rubric will be utilized to assess their plans. Students will also be given examples of music curricula that are incomplete and asked to fill in the gaps to make smooth teaching cycles. For example, students would be given the objectives for a particular program and asked to give examples of possible instruction or assessment as they relate to the given objectives. A rubric will be utilized to assess their curricula. |

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| **Outcome 2** | Intro to Music Education students will identify strategies employed by music teachers to help students learn and reflect how those strategies could potentially be used in their future music teaching-learning contexts. |
| Which learning activities are responsible for this outcome? | Intro to Music Education students will observe music teachers in music teaching contexts employ strategies aimed to help their students learn. The Intro to Music Education students will write down the strategies observed, reflect on how that strategy connect with what they have learned in the class, and then project how they might utilize that strategy in their future music teaching-learning contexts. |
| Assessment Measure and Benchmark | Intro to Music Education students will keep a notebook writing down their perspectives as they complete their field observations. This notebook will then be the source for writing a reflection pertaining to how they connect what they observed to what has been discussed in class. Then students will write that reflection to demonstrate their thinking process about their evolving understanding of teaching-learning dynamics. A rubric will be used to assess this product. |

**Bulletin Changes**

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| **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.

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Major in Instrumental Music (cont.)

**Bachelor of Music Education**

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

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| --- | --- |
| ***MUED 2231, Vocal Techniques for Instrumentalists***  ***MUED 2512, Introduction to K-12 Music Education***  **\* *MUED 4002, Methods and Materials for Teaching Instrumental Music***  **\* *MUED 4102, Methods and Materials for Teaching Marching Band***  \*MUED 4623, Methods and Materials for Teaching Elementary School Music | ***1***  ***2***  ***2***    ***2***  3 |
| ~~\*MUED 4573, Methods and Materials for Teaching Instrumental Music~~ | ~~3~~ |
| **\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_**  **Sub-total** | **~~57~~** |

***61***

224

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Major in Vocal Music (cont.)

**Bachelor of Music Education**

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

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| --- | --- |
| ***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*** |