Code # FA10 (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 4002**

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 Instrumental Music**

**Short Title: Instrumental Methods**

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

**Instrumental music programs overview, program organization, teaching methods and repertoire, ancillary concerns and job preparation.**

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** Choose an item.
   1. If yes, which ones?

**Must be admitted to the Teacher Education Program**

* 1. Why or why not?

**Successful screening into the PEP will provide evidence that the student will be successful in this upper level class that combines content knowledge, skill knowledge, and pedagogical knowledge. The restriction to music education majors is to ensure students have the requisite musical knowledge to understand the content of the course.**

1. Is this course restricted to a specific major? Choose an item.
   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**

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** Choose an item.

a. If yes, what program?

Enter text...

13. Does this course replace a course being deleted? **no** Choose an item.

a. If yes, what course?

14. Will this course be equivalent to a deleted course? **no**Choose an item.

a. If yes, which course?

Enter text...

15. Has it been confirmed that this course number is available for use? **yes** Choose an item.

*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: Resumes, Cover Letters, Interview Questions & Techniques**

**Week 2: National Core Arts Standards & Lesson Planning as they Relate to Instrumental Music**

**Week 3: Communication, Calendars, Special Needs**

**Week 4: Recruitment & Retention**

**Week 5: Quality in Music & Programming**

**Week 6: Beginning Band Method Books & Repertoire**

**Week 7: Mock Interviews**

**Week 8: Junior High Method Books & Repertoire**

**Week 9: High School Method Books & Repertoire**

**Week 10: Rehearsal & Concert Cycle Planning**

**Week 11: Rehearsing the Band**

**Week 12: Professional Organizations & Resources**

**Week 13: Advocacy, Professional Development, & Director Health Issues**

**Week 14: Mock Interviews**

Enter text...

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

**no**

19. Department staffing and classroom/lab resources

Enter text...

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 Methods and Materials for Instrumental Methods and dividing it into two, two-credit hour courses over consecutive semesters (this course and Methods and Materials for Teaching Marching Band), 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.**

**This course is designed for the pre-service instrumental music teacher working in elementary and secondary schools, and is a synthesis of previous work in music education courses. The course contents will include understanding the academic and non-academic responsibilities of music teaching as well as rehearsal and performance philosophy, planning, and techniques. Other topics will include repertoire, curriculum development and continued professional and personal growth. Upon satisfactory completion of this course, students will be prepared to begin their teaching internship.**

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 course fits in the same place of the degree program as the course it will eventually replace (the 3 credit hour Methods and Materials for Teaching Instrumental Music); the competencies within the course are required by the Arkansas Department of Education.**

c. Student population served.

**This course will serve all candidates seeking the Bachelor of Music Education-Instrumental degree. Currently there are 90 students seeking this degree plan.**

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

**This course is being proposed as an upper level course so that the music education students have the requisite knowledge gained in their lower level courses and have successfully entered the Teacher Education Program.**

**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 instrumentalists in public school ensembles. This course will come after the introductory courses of Introduction to K-12 Music Education and Elementary Conducting but before the terminal direct assessment in their student internship.

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 instrumentalists in public school ensembles. |
| Assessment Measure | Direct Measure: Throughout the student internship experience students will rehearse the bands assigned to that school. Both the university supervisor and the clinical supervisor will evaluate the instructional skills demonstrated in the rehearsing of those 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.  Indirect Measure: Students in Methods and Materials for Teaching Instrumental Music will complete lesson plan assignments and an assignment that asks them to find multiple instructional solutions for common rehearsal problems. |
| Assessment  Timetable | Direct Measure: Last semester prior to graduation. There will be a minimum of four formative assessments and one 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. Methods and Materials for Teaching Instrumental Music students will be assed the fall of their senior 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 prepared to successfully apply and interview for an instrumental music job. |
| Which learning activities are responsible for this outcome? | After lectures and examples are given, students will create a resume and cover letter and email the professor as if they are applying for one of the provided job postings. Students will then come to class with hard copies of their resume and cover letter, dressed professionally , so that they may participate in two mock interviews throughout the semester. The first interview is with the professor acting as a principal and the second is with a committee of professionals. |
| Assessment Measure and Benchmark | Rubrics and feedback from the professionals who comprise the final interview panel. |

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| **Outcome 2** | Students will be prepared to program high quality, educational music for a variety of instrumental ensembles and grade levels. |
| Which learning activities are responsible for this outcome? | Students will participate in lectures and discussions on the topics of quality in music, programming, and repertoire. Students will then be given an assignment where they need to program three concerts for three ensembles, meeting criteria given to them by the instructor. |
| Assessment Measure and Benchmark | Students will turn in a physical program for one concert worth of pieces and a spreadsheet for the entire programming project that includes objective for programming, pieces, composers, difficulty, and running time. A rubric will be used to assess these products. |

**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~~ |
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