

Graduate Council Minutes

April 19, 2010

Present: Drs. Sustich, Salah (Holman), Traylor, Owen, Miao, Neeley (McDaniel),  
Christneberry, Xu (Armah), and Ms. Finch. Visiting: Dr. Chandler.

1. New Courses

MUED 6653 Assessment and Statistics in Music Education **APPROVED**

MUS 6212 Introduction to Research, Writing and Bibliography in Music **APPROVED**

MUS 6222 Teaching and Learning Music **APPROVED**

SOC 560V Special Problems **APPROVED**

ESPE 6173 International Sports Venues **TABLED**

ESPE 6183 International Sports Culture **TABLED**

AGRI 5523 Applied Modern Biotechnology **APPROVED contingent upon passing UCC and MBS approval because it is cross-listed**

2. Course Deletion

MUS 6533 Research Techniques **APPROVED**

3. Bulletin Change

MUED 6533 change title from Research Techniques to Research in Music Education **APPROVED**

MUED 6613 change title from Administration of the Music Program to Leadership in Contemporary Music **APPROVED**

MUED 6623 change title from Music Education Seminar to Historical and Philosophical Foundation in Music Education **APPROVED**

MME coursework change **APPROVED**

4. Other

Transfer Credit Policy **TABLED**

## New/Special Course Proposal-Bulletin Change Transmittal Form

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

**New Course** or  **Special Course (Check one box)**

Please complete the following and attach a copy of the catalogue page(s) showing what changes are necessary.

Department Curriculum Committee Chair	Date	COPE Chair (if applicable)	Date
Department Chair	Date	General Education Committee Chair (if applicable)	Date
College Curriculum Committee Chair	Date	Undergraduate Curriculum Council Chair	Date
College Dean	Date	Graduate Curriculum Committee Chair	Date
		Vice Chancellor for Academic Affairs	Date

<b>1. Proposed Course Prefix and Number (For variable credit courses, indicate variable range.)</b> <b>MUED 6653</b>
<b>2. Course Title – if title is more than 30 character (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).</b> <b>Assessment and Statistics in Music Education</b> <b>Short title: MuEd Assessment and Statistics</b>
<b>3. 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 problems, student exchange, occupational learning credit, or course for fee purpose only (e.g. an exam)? Please choose one.</b> <b>Lecture</b>
<b>4. What is the grade type (i.e. standard letter, credit/no credit, pass/fail, no grade, developmental)?</b> <b>Standard letter</b>
<b>1. Is this course dual listed (undergraduate/graduate)?</b> <b>No</b>
<b>6. 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.)</b> <b>No</b>
<b>7. Brief course description (40 words or less) as it should appear in the bulletin.</b> This course introduces the various components of assessment in music education. Specifically, students will learn about the uses of statistics and how they help measure and evaluate student learning within the preK-12 school music curriculum.
<b>8. Indicate all prerequisites and 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, they will not be allowed to register).</b> <b>MUS 6212, Introduction to Research, Writing, and Bibliography in Music</b>
<b>9. Course frequency (e.g. Fall, Spring, Summer, or Demand). Not applicable to Graduate courses.</b>
<b>10. Contact Person (Name, Name of Institution, Address, Email Address, Phone Number)</b> <b>Dr. Ed Owen, Department of Music, FA 235, <a href="mailto:eowen@astate.edu">eowen@astate.edu</a>, 972-3862</b>
<b>11. Proposed Starting Term/Year</b>

<b>Fall 2010</b>
12. Is this course in support of a new program? If yes, what program? <b>No</b>
13. Does this course replace a course being deleted? no  b. If yes, what course?  c. Has this course number been used in the past? no
14. Does this course affect another program? If yes, provide contact information from the Dean, Department Head, and/or Program Director whose area this affects. <b>No</b>
15. Justification should include: A. Academic rationale and goals for the course (skills or level of knowledge students can be expected to attain). <b>Understanding how assessment works in education is important for all educators. For music educators, knowing how assessment functions within the unique prek-12 school music curriculum has become a needed professional skill. Upon completion, students will be able to apply basic assessment tools to enhance student learning specific to the music classroom.</b>  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. <b>While the National Association of Schools of Music (NASM) does not mandate specific music courses for MME program accreditation, our analysis of 20 “quality” MME degree programs indicate that most require assessment coursework. The ASU music department aims, in part, to supply teachers with training who can apply these learned skills in their respective music teaching positions. This course directly supports that aim.</b>  C. Student population served. <b>Graduate Music Education Students</b>  D. Rationale for the level of the course (lower, upper, or graduate). <b>This course is required of all graduate music education students. The interdisciplinary approach of statistics, measurement and evaluation specific to the music education curriculum of school music programs and the individual students they serve is not available in traditional undergraduate music education degree programs.</b>
16. <b>Outline</b> (The course outline should be topical by weeks and should be sufficient in detail as to allow for judgment of the content of the course.) <b>Week 1 – Class Overview; Introduction to Assessment</b> <b>Week 2 – Levels of Measurement and their Importance</b> <b>Week 3 – Descriptive Statistics: Means, Variance, Graphs</b> <b>Week 4 – Reliability</b> <b>Week 5 – Validity</b> <b>Week 6 – Degrees of Strength: Correlation vs. Causation</b> <b>Week 7 – Hypothesis Testing &amp; Defining Scores: Raw, Percentile, Stanine, Standard Deviation</b> <b>Week 8 – Measuring Basic Understanding in Music: True-False, Matching, Short Answer</b> <b>Week 9 – Measuring Critical Thinking in Music: Multiple Choice, Essay and Rubrics</b> <b>Week 10 – Measuring Creative Thinking and Musical Performance</b> <b>Week 11 – Evaluation of Musical Ability: Music Aptitude Tests</b> <b>Week 12 – Evaluation of Musical Ability: Music Achievement Tests</b> <b>Week 13 – Student Presentations of Constructed Music Assessment – Written Medium</b> <b>Week 14 – Student Presentations of Constructed Music Assessment – Performance Medium</b>
17. <b>Course requirements</b> (e.g. research papers, projects, interviews, tests, etc.) <b>Writing assignments, class presentations, examinations, and Music Assessment Construction.</b>
18. <b>Special features</b> (e.g. labs, exhibits, site visitations, etc.)
19. <b>Required reading</b> <b>“Tests &amp; Measurement for People Who (Think They) Hate Tests &amp; Measurements” by Neil Salkind.</b>

“Statistics for People Who (Think They) Hate Statistics” by Neil Salkind. [on Reserve](#)  
“Measurement and Assessment in Teaching. Tenth Edition.” by Miller, Linn & Gronlund. [on Reserve](#)  
“Measurement and Evaluation of Musical Experience.” by Boyle & Radocy. [on Reserve](#)  
“National Standards for Arts Education: What Every Young American Should Know and Be Able to Do in the Arts” by MENC. [on Reserve](#)  
“Performance Standards for Music: Strategies and Benchmarks for Assessing Progress Toward the National Standards, Grades PreK-12” by MENC. [on Reserve](#)  
“Spotlight on Assessment in Music Education” by MENC (2001) [on Reserve](#)  
“Handbook of Research on Music Teaching and Learning” ed. by Richard Colwell (1992 & 2002). [on Reserve](#)

21. What is the primary goal of this course?

The primary goals are for students to understand the roles of assessment tools and descriptive statistics applicable to learning in the music classroom.

22. If this proposal is for a general education course, please check the primary goal this course addresses:

- |   |   |
|---|---|
| <input type="checkbox"/> Communicating effectively                                      | <input type="checkbox"/> Thinking Critically  |
| <input type="checkbox"/> Using mathematics  | <input type="checkbox"/> Using Technology   |
| <input type="checkbox"/> Understanding global issues                                    | <input type="checkbox"/> Understanding interdependence                                  |
| <input type="checkbox"/> Developing a life-long appreciation of the arts and humanities | <input type="checkbox"/> Developing a strong foundation in the social sciences          |
| <input type="checkbox"/> Using science to accomplish common goals                       | <input type="checkbox"/> Providing foundations necessary to achieve health and wellness |

23. Considering the indicated primary goal, provide up to three outcomes that you expect of students after completion of this course. For example, what will students who meet this goal know or be able to do as a result of this course?

**Primary Goal Outcome #1:** To gain a basic understanding of descriptive statistics and their application within education in general and specifically within the music classroom.

**Learning Activity:** Pre-Test followed by reading texts and completing basic statistics assignments individually and in small groups during multiple class meetings.

**Assessment Tool:** Mid-Term test to determine level of understanding and improvement over Pre-Test.

**Primary Goal Outcome #2:** To gain skills writing descriptive rubrics specific to music performance that increase objectivity over subjectivity.

**Learning Activity:** Writing performance rubrics as a class, then in small groups, then individually.

**Assessment Tool:** Create a rubric document that could be used for AAA individual or ensemble music performances.

**Primary Goal Outcome #3:** To gain experience creating a performance assessment to be used in the learners' music classroom.

**Learning Activity:** Develop a music class assessment and present a mini-lecture on its potential use within the music content area..

**Assessment Tool:** Present a mini-lecture (class presentation) on the potential use of the music class assessment.

**From t-he most current electronic version of the bulletin, copy all bulletin pages that this proposal affects and paste it to the end of this proposal.**

To copy from the bulletin:

1. Minimize this form.
2. Go to <http://registrar.astate.edu/bulletin.htm> and choose either undergraduate or graduate.
3. This will take you to a list of the bulletins by year, please open the most current bulletin.
4. Find the page(s) you wish to copy, click on the "select" button and highlight the pages you want to copy.
5. Right-click on the highlighted area.
6. Click on "copy".
7. Minimize the bulletin and maximize this page.
8. Right-click immediately below this area and choose "paste".
9. For additions to the bulletin, please change font color and make the font size larger than the surrounding text. Make it noticeable.
10. For deletions, strike through the text, change the font color, and enlarge the font size. Make it noticeable.

## From 2009-2010 Graduate Bulletin, Page 151

structures, and techniques in choral music from the medieval period to the present and in opera music from the sixteenth through the twentieth centuries.

**MUS 6533 Research Techniques** A study of research procedures in music.

### **MUS 6801-3 Independent Study**

#### **Music Education**

**MUED 5623 Music in the Elementary School** The emphasis is placed on current philosophies and practices in curriculum planning for the elementary school. Non-music majors who have had some experience with classroom music may be accepted via permission of professor.

**MUED 5642 Piano Pedagogy** Prerequisite: Master's level piano performance or piano performance and pedagogy major, or non-major with the completion of the Piano Proficiency exam, or with permission of instructor. Offer as needed. Emphasis on teaching piano to children from preschool through grade 12.

**MUED 5651 Instrument Repair** A laboratory approach to the maintenance and repair of wind instruments.

**MUED 6121-2 Pedagogy and Performance** The study of the literature and pedagogical techniques as related to performance. (May be repeated one time.)

**MUED 6433 Advanced Conducting** An advanced study of conducting techniques combined with practical score reading application. This course is for the experienced choral and/or instrumental conductor.

**MUED 6533 Research Techniques** A study of research procedures in music education.

**MUED 6613 Administration of the Music Program** An advanced study in planning, organizing, teaching the total music program; elementary through collegiate level covering all areas of concern, including non-musical aspects.

**MUED 6623 Music Education Seminar** The history of music in the American public schools is studied as a means of tracing the development of principles and procedures generally followed in today's school music program.

**MUED 6632 Graduate Piano Pedagogy** Prerequisite: Piano Pedagogy (MUED 4642) and Pedagogy and Performance (MUSD 6122), or by permission of instructor. Offered as needed. Emphasis on teaching Keyboard Skills classes for non-piano music majors, and teaching college non-piano music majors.

### **MUED 6641-6 Thesis**

**MUED 6653 Assessment and Statistics in Music Education** This course introduces the various components of assessment in music education. Specifically, students will learn about the uses of statistics and how they help measure and evaluate student learning within the preK-12 school music curriculum.

### **MUED 6801-3 Independent Study**

**EDMU 5573 Methods and Materials for Teaching Music** A study of instrumental music programs, with in-depth study of program organization, teaching methods and marching band techniques. Includes study of a variety of beginning, intermediate and advanced method books. Focuses on ancillary concerns such as fund raising, instrument maintenance and inventory control.

**EDMU 5643 Methods and Materials for Teaching Vocal Music** An overview of the music curriculum K-12. Emphasis on teaching strategies incorporating cognitive, psychomotor and affective techniques appropriate to secondary school students in vocal music. Opportunities to develop behavioral objectives, demonstrations, plan rehearsals, observe public school music students, and more.

**New/Special Course Proposal-Bulletin Change Transmittal Form**

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**New Course** or  **Special Course (Check one box)**

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College Curriculum Committee Chair	Date	Undergraduate Curriculum Council Chair	Date
College Dean	Date	Graduate Curriculum Committee Chair	Date
		Vice Chancellor for Academic Affairs	Date

1. <b>Proposed Course Prefix and Number (For variable credit courses, indicate variable range.)</b> <b>MUS 6212</b>
2. <b>Course Title – if title is more than 30 character (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).</b> <b>Introduction to Research, Writing, and Bibliography in Music</b> <b>Short title: Intro to Research in Music</b>
3. <b>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 problems, student exchange, occupational learning credit, or course for fee purpose only (e.g. an exam)? Please choose one.</b> <b>Lecture</b>
4. <b>What is the grade type (i.e. standard letter, credit/no credit, pass/fail, no grade, developmental)?</b> <b>Standard letter</b>
1. <b>Is this course dual listed (undergraduate/graduate)?</b> <b>No</b>
6. <b>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.)</b> <b>No</b>
7. <b>Brief course description (40 words or less) as it should appear in the bulletin.</b> <b>An introduction to bibliography of music resources and its application in research and writing.</b>
8. <b>Indicate all prerequisites and 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, they will not be allowed to register).</b> <b>None</b>
9. <b>Course frequency (e.g. Fall, Spring, Summer, or Demand). Not applicable to Graduate courses.</b>
10. <b>Contact Person (Name, Name of Institution, Address, Email Address, Phone Number)</b> <b>Dr. Ed Owen, Department of Music, FA 235, <a href="mailto:ewen@astate.edu">ewen@astate.edu</a>, 972-3862</b>
11. <b>Proposed Starting Term/Year</b> <b>Fall 2010</b>

12. Is this course in support of a new program? If yes, what program?  
**No**

13. Does this course replace a course being deleted? yes

b. If yes, what course? MUS 6533, Research Techniques

c. Has this course number been used in the past? no

**Attach Course Deletion Proposal-Bulletin Change Transmittal Form.**

14. Does this course affect another program? If yes, provide contact information from the Dean, Department Head, and/or Program Director whose area this affects.  
**No**

15. Justification should include:

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

**Introduction to research courses are a cornerstone of graduate coursework. The primary goal of this course is to emphasize the major research, writing, and citation tools that all graduate music students need to know.**

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.

**Introduction to Research is one of the core academic courses in all graduate music degree programs. All master's students should have basic competency in the area of research, writing, and bibliography.**

C. Student population served.

**Graduate Music Students**

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

**This course is designed for all graduate music students and will require a significant amount of research and graduate level writing skills. The course is designed to prepare Master of Music candidates to conduct independent research in preparing the capstone graduate recital document; it will also prepare Master of Music Education candidates for the Research in Music Education course.**

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

**Week 1 – Class Overview; Research in Music; Guides to the Research Process and Research Tools**

**Week 2 – Writing About Music and Writing Music Analysis; Style in Writing; Style Manuals**

**Week 3 – General & Special Music Encyclopedias and Dictionaries**

**Week 4 – Library Catalogs**

**Week 5 – Periodical Indexes for Music**

**Week 6 – Indexes to Music Dissertations, Theses, Conference Papers, and Festschriften**

**Week 7 – Indexes to Music in Complete Works Editions, Musical Monuments, Historical Sets, and Anthologies; Thematic Catalogs**

**Week 8 – Music Histories, Source Readings, and Chronologies**

**Week 9 – Bibliographies of Music and Music Literature**

**Week 10 – Discographies**

**Week 11 – Music Iconographies; Music Directories**

**Week 12 – Internet Resources for Music**

**Week 13 and 14 – Class Presentations**

17. **Course requirements** (e.g. research papers, projects, interviews, tests, etc.)

**Writing assignments, library research assignments, class presentations, examinations, and a 15-20 page research paper.**

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

19. **Required reading**

**“A Short Guide to Writing About Music” by Jonathan D. Bellman**

**“Music Research: A Handbook” by Laurie J. Sampsel**

**“Music Library and Research Skills” by Jane Gottlieb**

**“Music Reference and Research Materials: An Annotated Bibliography” by Vincent Duckles**  
**“A Manual for Writers of Research Papers, Theses, and Dissertations” by Kate Turabian**  
**“Publication Manual of the American Psychological Association”**

20. Department staffing and classroom/lab resources (Will this require additional faculty, supplies, etc.?)  
**No additional faculty or resources are needed.**

21. What is the primary goal of this course?  
**The primary goal of this course is for students to become familiar with and proficient in using the major research, writing, and citation tools that all graduate music students need to know.**

22. If this proposal is for a general education course, please check the primary goal this course addresses:

- |   |   |
|---|---|
| <input type="checkbox"/> Communicating effectively                                      | <input type="checkbox"/> Thinking Critically  |
| <input type="checkbox"/> Using mathematics  | <input type="checkbox"/> Using Technology   |
| <input type="checkbox"/> Understanding global issues                                    | <input type="checkbox"/> Understanding interdependence                                  |
| <input type="checkbox"/> Developing a life-long appreciation of the arts and humanities | <input type="checkbox"/> Developing a strong foundation in the social sciences          |
| <input type="checkbox"/> Using science to accomplish common goals                       | <input type="checkbox"/> Providing foundations necessary to achieve health and wellness |

23. Considering the indicated primary goal, provide up to three outcomes that you expect of students after completion of this course. For example, what will students who meet this goal know or be able to do as a result of this course?

**Primary Goal Outcome #1: Students will gain a working knowledge of the research materials available in the library.**

**Learning Activity: Library Research “Treasure Hunt”**

**Assessment Tool: Timed Quiz**

**Primary Goal Outcome #2: Students will learn specific strategies and techniques used in writing about music.**

**Learning Activity: Recording and New Publication Review**

**Assessment Tool: Students will write a review of a newly released recording or newly published music manuscript that would be published in a professional journal.**

**Primary Goal Outcome #3: Students will gain an understanding of proper citation tools.**

**Learning Activity: Bibliographical assignment**

**Assessment Tool: Students will create an annotated bibliography on an assigned topic.**

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**MUS 6413 Graduate Theory I** Styles of the Medieval, Renaissance, and Baroque periods examined through parametric analysis.

**MUS 6423 Graduate Theory II** Styles, forms, and compositional techniques of the Classic, Romantic, and Twentieth Century periods examined through parametric analysis.

**MUS 6433 Advanced Conducting** An advanced study of conducting techniques combined with practical score reading application. This course is for the experienced choral and/or instrumental conductor.

## New/Special Course Proposal-Bulletin Change Transmittal Form

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College Dean	Date	Graduate Curriculum Committee Chair	Date
		Vice Chancellor for Academic Affairs	Date

<b>1. Proposed Course Prefix and Number (For variable credit courses, indicate variable range.)</b> <b>MUS 6222</b>
<b>2. Course Title – if title is more than 30 character (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).</b> <b>Teaching and Learning Music</b> <b>Short title: Teaching and Learning Music</b>
<b>3. 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 problems, student exchange, occupational learning credit, or course for fee purpose only (e.g. an exam)? Please choose one.</b> <b>Lecture</b>
<b>4. What is the grade type (i.e. standard letter, credit/no credit, pass/fail, no grade, developmental)?</b> <b>Standard letter</b>
<b>1. Is this course dual listed (undergraduate/graduate)?</b> <b>No</b>
<b>6. 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.)</b> <b>No</b>
<b>7. Brief course description (40 words or less) as it should appear in the bulletin.</b> Students will explore the combined academic fields of psychology, sociology, teaching methods, motivation, and developmental aspects within learning music. Students will benefit learning how music performance can be enhanced through understanding how people learn music.
<b>8. Indicate all prerequisites and 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, they will not be allowed to register).</b>
<b>9. Course frequency (e.g. Fall, Spring, Summer, or Demand). Not applicable to Graduate courses.</b>
<b>10. Contact Person (Name, Name of Institution, Address, Email Address, Phone Number)</b> <b>Dr. Ed Owen, Department of Music, FA 235, <a href="mailto:eowen@astate.edu">eowen@astate.edu</a>, 972-3862</b>
<b>11. Proposed Starting Term/Year</b>

<b>Fall 2010</b>
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13. Does this course replace a course being deleted? no  b. If yes, what course?  c. Has this course number been used in the past? no
14. Does this course affect another program? If yes, provide contact information from the Dean, Department Head, and/or Program Director whose area this affects. <b>No</b>
15. Justification should include: A. Academic rationale and goals for the course (skills or level of knowledge students can be expected to attain). <b>Graduate music students will survey how different academic disciplines study how music is learned. Specifically, they will learn how music performance and music learning can be enhanced by understanding how the brain functions. This is key to helping students learn and musicians perform to the best of their abilities.</b>  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. <b>While the National Association of Schools of Music (NASM) does not mandate specific music courses for Master's degrees, a great number of reputable music departments require and/or offer a course in music psychology for both education and performance majors. The ASU music department aims, in part, to supply teachers with training who can apply these learned skills in their respective music teaching positions. This course directly supports that aim.</b>  C. Student population served. <b>Graduate Music Students</b>  D. Rationale for the level of the course (lower, upper, or graduate). <b>This course combines various fields of study (psychology, sociology, learning methods, music performance, child development, music skill acquisition) and the research of them individually and collectively. This course will help connect individual coursework at the undergraduate level in conjunction with students' music teaching responsibilities.</b>
16. <b>Outline</b> (The course outline should be topical by weeks and should be sufficient in detail as to allow for judgment of the content of the course.) <b>Week 1 – Class Overview; Introduction to Teaching and Learning Music</b> <b>Week 2 – Music Potential &amp; Skill Acquisition – Pre-Birth to Young Adolescence</b> <b>Week 3 – Music Potential &amp; Skill Acquisition – Young Adolescence to Adulthood</b> <b>Week 4 – Motivation Theories in Music - General</b> <b>Week 5 – Motivation Theories in Music – Specific</b> <b>Week 6 – Social and Environment Influences</b> <b>Week 7 – Music and the Brain</b> <b>Week 8 – Music and Emotion</b> <b>Week 9 – Sound and Sign – the Decoding/Coding Process</b> <b>Week 10 – Music as a Healing Influence</b> <b>Week 11 – Music Practice</b> <b>Week 12 – Performance Anxiety</b> <b>Week 13 – Musical Roles: The Performer &amp; Audience</b> <b>Week 14 – Musical Roles: The Teacher &amp; Student</b>
17. Course requirements (e.g. research papers, projects, interviews, tests, etc.) <b>Writing assignments, class presentations, examinations and research paper.</b>
18. Special features (e.g. labs, exhibits, site visitations, etc.)
19. Required reading <b>“The Science &amp; Psychology of Music Performance” by Parncutt &amp; McPherson.</b> <b>“Handbook of Research on Music Teaching and Learning” ed. by Richard Colwell (1992 &amp; 2002). <u>on Reserve</u></b> <b>“Oxford Handbook of Music Psychology” ed. by Hallam, Cross and Thaut. <u>on Reserve</u></b>

**“The Developmental Psychology of Music” by David Hargreaves. [on Reserve](#)**  
**“Exploring the Musical Mind: Cognition, Emotion, Ability, Function” by John Sloboda. [on Reserve](#)**  
**“Psychology for Musicians: Understanding and Acquiring the Skills” by Andreas Lehmann. [on Reserve](#)**  
**“Music, Thought, and Feeling: Understanding the Psychology of Music” by William Thompson. [on Reserve](#)**

21. What is the primary goal of this course?  
**The primary goal is for students to understand the various disciplines involved in studying music, and how these fields can contribute to more meaningful music performances and learning settings.**

22. If this proposal is for a general education course, please check the primary goal this course addresses:

- |   |   |
|---|---|
| <input type="checkbox"/> Communicating effectively                                      | <input type="checkbox"/> Thinking Critically  |
| <input type="checkbox"/> Using mathematics  | <input type="checkbox"/> Using Technology   |
| <input type="checkbox"/> Understanding global issues                                    | <input type="checkbox"/> Understanding interdependence                                  |
| <input type="checkbox"/> Developing a life-long appreciation of the arts and humanities | <input type="checkbox"/> Developing a strong foundation in the social sciences          |
| <input type="checkbox"/> Using science to accomplish common goals                       | <input type="checkbox"/> Providing foundations necessary to achieve health and wellness |

23. Considering the indicated primary goal, provide up to three outcomes that you expect of students after completion of this course. For example, what will students who meet this goal know or be able to do as a result of this course?

**Primary Goal Outcome #1:** To gain a basic understanding of the professional sources available for use in teaching music more effectively.

**Learning Activity:** Students will investigate individually and collectively various evidence-based research sources that cover music psychology.

**Assessment Tool:** Literature review of music psychology sources.

**Primary Goal Outcome #2:** To explore music learning theories that could be used in a music teaching situation .

**Learning Activity:** Students will create a lesson plan highlighting a specific music learning theory(ies).

**Assessment Tool:** Class presentation.

**Primary Goal Outcome #3:** To explain relative understanding of the music psychology field.

**Learning Activity:** Students will write a paper detailing a topic(s) of their choice with respect to music psychology.

**Assessment Tool:** Research paper.

24.

**From the most current electronic version of the bulletin, copy all bulletin pages that this proposal affects and paste it to the end of this proposal.**

**To copy from the bulletin:**

1. Minimize this form.
2. Go to <http://registrar.astate.edu/bulletin.htm> and choose either undergraduate or graduate.
3. This will take you to a list of the bulletins by year, please open the most current bulletin.
4. Find the page(s) you wish to copy, click on the “select” button and highlight the pages you want to copy.
5. Right-click on the highlighted area.
6. Click on “copy”.
7. Minimize the bulletin and maximize this page.
8. Right-click immediately below this area and choose “paste”.
9. For additions to the bulletin, please change font color and make the font size larger than the surrounding text. Make it noticeable.
10. For deletions, strike through the text, change the font color, and enlarge the font size. Make it noticeable.

## From 2009-2010 Graduate Bulletin, Page 151

**ARTH 5563 Baroque and Rococo Art** A study of artists, styles, and developments of Baroque and Rococo Art immediately following the Renaissance.

**ARTH 5573 History of Graphic Design** The historical development of visual communication with emphasis on fifteenth-century printing and typography through the impact of industrial technology to contemporary graphic design.

**ARTH 5583 History of Non-Western Art** An introduction to the visual arts and cultures of non-European people. Specific focus will vary depending on student interest and professor's expertise.

**ARTH 5593 Greek Art and Architecture** A Survey of Greek Art and Architecture from the early Classical through Hellenistic periods.

**ARTH 5603 Art of the 20th and 21st Centuries** This Course examines major artists and works of art in western culture from the beginning of the twentieth century to the present day.

**ARTH 5613 American Art History** This survey of American Art from colonial times to the present examines major artistic and cultural developments in the United States, within the context of American history, and against the backdrop of European activity.

**ARTH 5623 Roman Art and Architecture** This course examines monuments and art styles in the city of Rome and the Roman provinces from the Republic to the Imperial period, with the reign of Constantine the Great.

**ARTH 5693 Contemporary Art: 1970 - Present** This course examines major artists and works of art in Western culture from 1970 to the present day.

**ARTH 653V Studies in Art History and Theory** Individual directed study and investigation of pertinent areas in art theory and the history of art.

**ARTH 655V Problems in Art History** Individuals directed study and investigation of pertinent areas in the history of art.

### DEPARTMENT OF MUSIC

#### Basic Music

**MUS 5223 Graduate Piano Literature** Prerequisite: Master's level piano major, or non-major with the completion of the Piano Proficiency exam. Offered as needed. This would be the graduate section of the current undergraduate course, MUS 3533.

**MUS 5412 Form and Analysis** Analysis of basic and larger forms of music. Additional requirements will consist of analysis of scores appropriate to the major performance area.

**MUS 6222 Teaching and Learning Music** Students will explore the combined academic fields of psychology, sociology, teaching methods, motivation, and developmental aspects within learning music. Students will benefit learning how music performance can be enhanced through understanding how people learn music.

**MUS 6413 Graduate Theory I** Styles of the Medieval, Renaissance, and Baroque periods examined through parametric analysis.

**MUS 6423 Graduate Theory II** Styles, forms, and compositional techniques of the Classic, Romantic, and Twentieth Century periods examined through parametric analysis.

**MUS 6433 Advanced Conducting** An advanced study of conducting techniques combined with practical score reading application. This course is for the experienced choral and/or instrumental conductor.

**MUS 6513 Symphonic and Chamber Literature** A study of the development in style, form, structure, and instrumental techniques in symphonic and chamber music extending from its beginnings to the twentieth century.

**MUS 6523 Choral and Opera Literature** A study of the development in style, form,

## New/Special Course Proposal-Bulletin Change Transmittal Form

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

**New Course** or  **Special Course (Check one box)**

Please complete the following and attach a copy of the catalogue page(s) showing what changes are necessary.

Department Curriculum Committee Chair	Date	COPE Chair (if applicable)	Date
Department Chair	Date	General Education Committee Chair (if applicable)	Date
College Curriculum Committee Chair	Date	Undergraduate Curriculum Council Chair	Date
College Dean	Date	Graduate Curriculum Committee Chair	Date
		Vice Chancellor for Academic Affairs	Date

**1. Proposed Course Prefix and Number (For variable credit courses, indicate variable range.)**

SOC 560V

**2. Course Title – if title is more than 30 character (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).**

Special Problems

**3. 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 problems, student exchange, occupational learning credit, or course for fee purpose only (e.g. an exam)? Please choose one.**

Seminar.

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

Standard letter.

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

Yes. SOC 460V

**6. 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.

**7. Brief course description (40 words or less) as it should appear in the bulletin.**

Seminar in sociology and criminology for graduate students. Must be arranged in consultation with a professor, and approved by the department chair.

**8. Indicate all prerequisites and 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, they will not be allowed to register).**

Restricted to graduate students.

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

Demand

**10. Contact Person (Name, Name of Institution, Address, Email Address, Phone Number)**

Michael Botts, PhD  
P.O. Box 2410  
State University, AR 72467-2410  
870-972-3165

**11. Proposed Starting Term/Year**

Fall 2010

**12. Is this course in support of a new program? If yes, what program?**

No.

**13. Does this course replace a course being deleted?**

No.

**b. If yes, what course?**

**c. Has this course number been used in the past?**

**Attach Course Deletion Proposal-Bulletin Change Transmittal Form.**

**14. Does this course affect another program? If yes, provide contact information from the Dean, Department Head, and/or Program Director whose area this affects.**

No.

**15. Justification should include:**

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

Have graduate criminal justice and sociology students develop social science knowledge.

**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.**

Facilitates understanding of our increasingly complex social universe.

**C. Student population served.**

Graduate students.

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

Opportunity for graduate students to advance social knowledge. Graduate students will conduct term papers, presentations, and produce a book review.

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

EXAMPLE

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

FALL/SPRING

Week 1

The Definition and Structure of Organized Crime/Explaining Organized Crime

- A. Anomie
- B. Differential Association
- C. Subcultures
- D. Social Dislocation
- E. Differential Opportunity
- F. Social Control Theory
- G. Ethnic Succession
- H. Conflict Theory

Week 2

History of Organized Crime

Writing assignment 1

Week 3

American Mafia

Presentation

Week 4

Italian Organized Crime

Presentation

Writing Assignment 2

Week 5  
Latino Organized Crime  
Presentation  
(Mid-term essay)

Week 6  
Russian Organized Crime  
Presentation  
Writing Assignment 3

Week 7  
Asian Organized Crime  
Presentation

Week 8  
African American and Black Organized Crime  
Presentation  
Writing Assignment 4

Week 9  
Outlaw Motorcycle Clubs  
Presentation

Week 10  
Gambling, Loansharking, Theft, Fencing, Sex, and Trafficking in Persons  
Presentation

Week 11  
Drug trafficking  
Presentation  
Book Review Due

Week 12  
Money Laundering  
Presentation

Week 13  
Organized Crime Committees, Commissions, and Statutes  
Presentation

Week 14  
Organized Crime Law Enforcement & State Organized Crime  
Presentation  
Term Paper Due

Final Exam (Essay)

**17. Course requirements** (e.g. research papers, projects, interviews, tests, etc.)

EXAMPLE

Two exams, four writing assignments, twenty page term paper, book review and presentation.

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

EXAMPLE

Utilize various internet links and discussion board through Black Board 8 to enhance understanding of various social issues.

**19. Required reading**

EXAMPLE

Assigned course text, edited anthology, and selected book for review.

**20. Department staffing and classroom/lab resources** (Will this require additional faculty, supplies, etc.?)

No additional faculty or supplies will be required.

**21. What is the primary goal of this course?**

Enhance knowledge of social scientists (criminologists and sociologists).

**22. If this proposal is for a general education course, please check the primary goal this course addresses:**

Varies according to course/instructor.

Communicating effectively

Thinking Critically

Using mathematics

Using Technology

- |   |   |
|---|---|
| <input type="checkbox"/> Understanding global issues                                    | <input type="checkbox"/> Understanding interdependence                                  |
| <input type="checkbox"/> Developing a life-long appreciation of the arts and humanities | <input type="checkbox"/> Developing a strong foundation in the social sciences          |
| <input type="checkbox"/> Using science to accomplish common goals                       | <input type="checkbox"/> Providing foundations necessary to achieve health and wellness |

23. Considering the indicated primary goal, provide up to three outcomes that you expect of students after completion of this course. For example, what will students who meet this goal know or be able to do as a result of this course?

N/A

**Primary Goal Outcome #1:**

Be able to understand, decipher, and critically evaluate special problems in sociology and criminology.

**Learning Activity:**

EXAMPLE

Utilize lecture, presentations, term papers, book reviews, and discussion boards to have students become engaged with the special problems in criminology and sociology.

**Assessment Tool:**

EXAMPLE

Students will produce presentation, term paper, and book review as evidence of their mastery of special problem subject matter.

(Graduate Bulletin page 170)

scales. Prerequisite: permission of the instructor.

**SOC 560V Seminar directed to problems in sociology and criminology for graduate students. Must be arranged in consultation with a professor, and approved by the department chair.**

**SOC 5923 Society Through Science Fiction** Societies and cultures portrayed in selected science fiction media are examined using sociological concepts and perspectives.

**SOC 6103 Social Change** An examination of the sources, mechanisms, and consequences of social and cultural change.

**SOC 6113 Seminar in Contemporary Sociology:** (subtitle varies) Controlled discussion of major social issues and problems as they relate to ongoing sociological research. (May be repeated for credit with different subtitle. ONLY six hours with the same course number will count toward the degree.)

**SOC 6123 Aging, Law and Social Issues** The operation and impact of various laws, policies, and regulations in the U.S. that affect later-life individuals and their families, with a discussion of possibilities for future trends.

**SOC 6133 Police and Society** Study of the evolution of policing and law enforcement as an instrument of formal social control including policing policy, organizational structure and design and various reform initiatives which have been attempted over time, including crime prevention and community problem solving.

## New/Special Course Proposal-Bulletin Change Transmittal 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 [mmcginnis@astate.edu](mailto:mmcginnis@astate.edu)

**New Course** or  **Special Course (Check one box)**

Please complete the following and attach a copy of the catalogue page(s) showing what changes are necessary.

Department Curriculum Committee Chair	Date	COPE Chair (if applicable)	Date
		Professional Education Head of Unit (If applicable)	Date
Department Chair	Date	General Education Committee Chair (if applicable)	Date
College Curriculum Committee Chair	Date	Undergraduate Curriculum Council Chair	Date
College Dean	Date	Graduate Curriculum Committee Chair	Date
		Vice Chancellor for Academic Affairs	Date

<b>1. Proposed Course Prefix and Number (For variable credit courses, indicate variable range.)</b> <b>AGRI 4523/AGRI 5523</b>
<b>2. Course Title – if title is more than 30 character (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).</b> <b>Applied Modern Biotechnology    Short title: AMBIOTECH</b>
<b>3. 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 problems, student exchange, occupational learning credit, or course for fee purpose only (e.g. an exam)? Please choose one.</b> <b>Lecture only</b>
<b>4. What is the grade type (i.e. standard letter, credit/no credit, pass/fail, no grade, developmental)?</b> <b>Standard letter</b>
<b>5. Is this course dual listed (undergraduate/graduate)?</b> <b>Yes</b>
<b>6. 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.)</b> <b>Yes, cross-listed as MBS course</b>
<b>7. Brief course description (40 words or less) as it should appear in the bulletin.</b> <b>An introduction to the principles and the applications of modern Biotechnology with emphasis on the applications of recombinant DNA technology to solve environmental and human health problems. The review of major biotechnology companies and bio-products is also included.</b>
<b>8. Indicate all prerequisites and 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, they will not be allowed to register).</b> <b>1) Senior undergraduate/graduate students who have successfully completed basic Biology, Biochemistry or related course; 2) MBS program graduate students</b>
<b>9. Course frequency (e.g. Fall, Spring, Summer, or Demand). Not applicable to Graduate courses.</b> <b>Fall</b>
<b>10. Contact Person (Name, Name of Institution, Address, Email Address, Phone Number)</b> <b>Jianfeng Xu, College of Agriculture and Technology; ABI, PO Box 639, State University, AR 72467, <a href="mailto:jxu@astate.edu">jxu@astate.edu</a>, 870-680-4812</b>

<p>11. <b>Proposed Starting Term/Year</b> <b>Fall/2010</b></p>
<p>12. <b>Is this course in support of a new program? If yes, what program?</b> <b>No</b></p>
<p>13. <b>Does this course replace a course being deleted?</b> <b>NO</b> b. <b>If yes, what course?</b> <b>N/A</b> c. <b>Has this course number been used in the past?</b> <b>NO</b> Attach Course Deletion Proposal-Bulletin Change Transmittal Form.</p>
<p>14. <b>Does this course affect another program? If yes, provide contact information from the Dean, Department Head, and/or Program Director whose area this affects.</b> <b>NO</b></p>
<p>15. <b>Justification should include:</b></p> <p>A. <b>Academic rationale and goals for the course (skills or level of knowledge students can be expected to attain).</b> <b>Biotechnology is a multidisciplinary field with great promises for new and exciting applications. By modifying the genetic makeup of living cells, modern biotechnology offers opportunities to produce new and cheaper medicines, improve nutrition and health, clean up the environment, and produce new materials and energy. The goal of this course is to provide students with a broad overview of the technologies and applications of today's biotechnology. By taking this course, students will learn how products of biotechnology are produced and how these bio-products help to improve our lives and generate cost-effective solutions for the industry with benefits for customers and the public as a whole. Furthermore, students will also be able to critically analyze statements for and against the various applications of genetic engineering and assess the future potential, as well as the risks and ethical issues associated with the use of modern biotechnology.</b></p> <p>B. <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.</b> <b>There is a need to increase the number of interdisciplinary courses offered for COAT students, in particular those broadening students' view of modern science and technology, those addressing current global issues such as human health, transgenic products, bio-energy, and those strengthening students' competitiveness in job market, etc. This course is developed to fit with this mission by providing students with a broad view of modern biotechnology and its applications including genetic engineering, bio-pharmaceuticals, plant and animal biotechnology, industrial biotechnology, environmental biotechnology and the emerging nanobiotechnology, etc. This knowledge will help students develop their critical thinking about certain global issues and shape their future career path.</b></p> <p>C. <b>Student population served.</b> <b>The students best served with this course would be senior undergraduate/graduate students who have completed basic biology, biochemistry, microbiology or related courses and have an interest in advances and applications of modern biotechnology as well as in pursuing career in biotechnology industry.</b></p> <p>D. <b>Rationale for the level of the course (lower, upper, or graduate).</b> <b>This course is targeted to senior undergraduate/graduate students because it covers a broad range of topics related to modern biotechnology and involves many assigned readings beyond the text book. Preliminary biology knowledge and independent study skills are required.</b></p>
<p>16. <b>Outline</b> (The course outline should be topical by weeks and should be sufficient in detail as to allow for judgment of the content of the course.)</p> <p><b><u>Week 1:</u></b></p> <ul style="list-style-type: none"> <li>• Course introduction and goals</li> <li>• Biotechnology overview <ul style="list-style-type: none"> <li>- History of biotechnology</li> <li>- Definition of modern biotechnology: from DNA to protein; Green, Red and White Biotechnology</li> <li>- Applications of modern biotechnology: biopharmaceuticals, diagnosis, biomaterials, bioenergy, and environmental sciences</li> </ul> </li> </ul>

**Week 2:**

- Biotechnology company introduction
- Major bio-products on the market
- Introduction to GMP, GLP, SOP and FDA regulations
- Career in biotechnology industry: what critical skills are needed?

**Week 3:**

- Basic principles of recombinant DNA technology
  - DNA, RNA, and genes
  - Plasmids and vectors
  - Restriction endonucleases; polymerases; DNA/RNA modifying enzymes
- Standard molecular cloning techniques
- Molecular biology detection techniques

**Week 4-5:**

- Green (or agricultural) Biotechnology (1)-Plant biotechnology
  - Plant cell and tissue culture technology
  - Pharmaceuticals from plants: small molecules, recombinant proteins (antibodies, vaccines, etc.)
  - Plant transformation: Stable expression and transient expression
  - Ethical Issues related to transgenic plants
- Green (or agricultural) biotechnology (2)-Animal biotechnology
  - Gene transfer methods in animals and mammalian cells
  - Transgenic animals
  - Animal propagation
  - Ethical Issues related to transgenic animals

**Week 6-7:**

- Red (or pharmaceutical) Biotechnology
  - Therapeutic protein and production: Antibody, vaccine and others
  - Gene therapy; Gene delivery methods
  - Tissue engineering
  - Drug delivery
- Human genome project
  - DNA sequencing
  - Genetic linkage map and physical map

**Week 8-9:**

- White (or Industrial) Biotechnology
  - Classification of microorganisms
  - Products from microorganisms: metabolites, enzyme, antibiotics, bio-plastics, etc.
  - Fermentation principles
  - Large scale cell culture methods (Mammalian, insect and plant cells)
- Product recovery, protein separation/purification technology

**Week 10:**

- Environmental biotechnology
  - Biotechnology advances in wastewater treatment
  - Bacterial metabolism in wastewater treatment system
  - Bioremediation: toxic metals removal; nutrient recovery; oil recovery

**Week 11-12:**

- Biofuels and bioenergy
  - Bioethanol, biodiesel, biobutanol, biogases, biohydrogen
  - Biomass pretreatment; Cellulosic ethanol production process

- Biodiesel production process (from oil crops and green algae)
- Major biofuel companies; Economic and environmental impacts of biofuels

**Week 13:**

- Nano biotechnology and applications
  - Nanomedicine: nanoparticle for gene delivery, aptamers, etc.
  - Nanosensors: Pathogen detection, medical diagnostics

**Week 14:**

- Ethics and intellectual properties of modern biotechnology
  - The coordinated biotechnology framework
  - Risk assessment
  - Biotechnology patent process; From intellectual property to licensing

17. **Course requirements** (e.g. research papers, projects, interviews, tests, etc.)

**Undergraduates: tests (2 in-class exams)**

**Graduate students: tests (2 in-class exams) and a 5-page assigned research paper**

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

**Guest lecture offered by ABI faculty members; Access to biotech lab at ABI to watch the bioproduction process such as transgenic plant cell culture, fermentation, biofuel production and protein separation/purification, etc.**

19. **Required reading**

**“Biotechnology: An Introduction”** By Susan R. Barnum

**The text will be used to provide much of the material, but ongoing development requires that pertinent topics from the current literature also be explored. Lecture outlines and power points will be available on Blackboard prior to class, with the expectation that the student will use them as note-taking guides.**

20. **Department staffing and classroom/lab resources** (Will this require additional faculty, supplies, etc.?)

**As a general introductory course, present faculty is adequate. Occasionally, some other ABI faculty members will be invited to give a guest lecture on certain topic. A classroom either at COAT or ABI is required.**

21. **What is the primary goal of this course?**

**Upon successful completion of this course, students should recognize the foundations of modern biotechnology and explain the principles that form the basis for recombinant DNA technology.**

22. **If this proposal is for a general education course, please check the primary goal this course addresses:**

- |   |   |
|---|---|
| <input type="checkbox"/> Communicating effectively                                      | <input type="checkbox"/> Thinking Critically  |
| <input type="checkbox"/> Using mathematics  | <input type="checkbox"/> Using Technology   |
| <input type="checkbox"/> Understanding global issues                                    | <input type="checkbox"/> Understanding interdependence                                  |
| <input type="checkbox"/> Developing a life-long appreciation of the arts and humanities | <input type="checkbox"/> Developing a strong foundation in the social sciences          |
| <input type="checkbox"/> Using science to accomplish common goals                       | <input type="checkbox"/> Providing foundations necessary to achieve health and wellness |

23. **Considering the indicated primary goal, provide up to three outcomes that you expect of students after completion of this course. For example, what will students who meet this goal know or be able to do as a result of this course?**

**Primary Goal Outcome #1: Students will be expected to show a thorough grasp of the critical elements of today’s biotechnology such as recombinant DNA technology or genetic engineering.**

**Learning Activity: In-class lecture, assigned reading and discussion.**

**Assessment Tool: Complete assignments and tests. Student will be able to respond accurately to questions of fact about details of the nature of the biotechnology process.**

**Primary Goal Outcome #2: Students will be expected to understand the major applications of modern**

**biotechnology to improve human life and solve environmental problems.**

**Learning Activity:** In-class lecture, assigned reading and research paper.

**Assessment Tool:** Complete assignments and tests. Students will be able to provide examples of current applications of biotechnology and advances in the different areas like medical, microbial, environmental, plant, animal and agricultural, etc.

**Primary Goal Outcome #3:** Students will be expected to be familiar with major biotechnology companies, major bio-products, and newly developed technologies and tools.

**Learning Activity:** In-class lecture, assigned reading and research paper.

**Assessment Tool:** Complete assignments and tests. Students will be able to discuss critically about the major and new biopharmaceuticals, and emerging biotechnology methods.

**From the most current electronic version of the bulletin, copy all bulletin pages that this proposal affects and paste it to the end of this proposal.**

**To copy from the bulletin:**

1. Minimize this form.
2. Go to <http://registrar.astate.edu/bulletin.htm> and choose either undergraduate or graduate.
3. This will take you to a list of the bulletins by year, please open the most current bulletin.
4. Find the page(s) you wish to copy, click on the "select" button and highlight the pages you want to copy.
5. Right-click on the highlighted area.
6. Click on "copy".
7. Minimize the bulletin and maximize this page.
8. Right-click immediately below this area and choose "paste".
9. For additions to the bulletin, please change font color and make the font size larger than the surrounding text. Make it noticeable.
10. For deletions, strike through the text, change the font color, and enlarge the font size. Make it noticeable.

## Program and/or Course Deletion Proposal-Bulletin Change Transmittal Form

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### Program and/or Course Deletion

Please complete the following and attach a copy of the catalogue page(s) showing what changes are necessary.

Department Curriculum Committee Chair	Date	COPE Chair (if applicable)	Date
Department Chair	Date	General Education Committee Chair (if applicable)	Date
College Curriculum Committee Chair	Date	Undergraduate Curriculum Council Chair	Date
College Dean	Date	Graduate Curriculum Committee Chair	Date
		Vice Chancellor for Academic Affairs	Date

<b>1. Program and/or Course Title, Prefix and Number</b>
MUS 6533, Research Techniques
<b>2. Contact Person</b> (Name, Name of Institution, Address, Email Address, Phone Number)
Dr. Ed Owen, ASU-J, College of Fine Arts, Department of Music, <a href="mailto:ewen@astate.edu">ewen@astate.edu</a> , 972-3862
<b>3. Last semester student can graduate with this degree and/or last semester course will be offered</b>
Summer 2010
<b>4. Student Population</b> The program and/or course was initially created for what student population? How will deletion of this program and/or course affect those students?
Graduate Music Students. This course will be offered as MUS 6212, Introduction to Research, Writing, and Bibliography in Music
<b>5. How will this affect the department? Does this program and/or course affect another department? If yes, please provide contact information from the Dean, Department Head, and/ or Program Director whose area this affects.</b>
No affect on the department.
<b>6. (For courses only) Will another course be substituted? If yes, what course?</b>
MUS 6212, Introduction to Research, Writing, and Bibliography in Music

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## **PROGRAM OF STUDY FOR THE MASTER OF MUSIC EDUCATION DEGREE ADMISSION REQUIREMENTS**

Students seeking admission into the Master of Music Education degree program must meet the admission requirements of the Graduate School and the specific program requirements. In addition, applicants must have completed a minimum of 18 semester hours of professional education courses including the requirements for a valid teaching certificate based on a four-year teacher education program. Applicants who do not meet the requirements for a valid teaching certificate based on a four-year teacher education program will be required to complete the undergraduate courses required for such a certificate. These courses may be completed concurrently with graduate work, but must be completed before the student is admitted to candidacy for the degree. Applicants must also take the ASU Department of Music entrance examinations in music education, music history, and written and aural music theory.

For unconditional admission, academic proficiency must be established through satisfaction of either of the following admission selection criteria:

A minimum cumulative undergraduate grade point average of 3.00 (or 3.25 on the last 60 hours) and a raw score of at least 30 on the Miller Analogies Test (MAT) or a minimum score of 790 on the combined verbal and quantitative sections of the Graduate Record Examination (GRE).

A minimum cumulative undergraduate grade point average of 2.75 (or 3.00 on the last 60 hours) and a raw score of at least 35 on the MAT or a minimum score of 820 on the combined verbal and quantitative sections of the GRE.

For conditional admission, academic proficiency must be established through satisfaction of either of the following admission selection criteria:

The total undergraduate GPA is 2.50 AND when the undergraduate GPA is multiplied by 10 and then multiplied by the MAT score the total is at least 600.

The total undergraduate GPA is 2.50 AND when the undergraduate GPA is multiplied by the GRE score the total is at least 1850.

### **~~Courses required of all candidates:~~**

## **Core Graduate Music Courses (10 Hours)**

- **MUS 6212, Introduction to Research Writing, and Bibliography**
- **MUED 6222, Psychology of Music Learning**
- **Three Hours Music Theory (6000 level)**
- **Three Hours Music History (6000 level)**

## **Core ~~of Professional~~ Music Education Courses (12 Hours)**

**~~Nine hours of Professional Education for Secondary Teaching Fields as listed on page 91.~~**

### **~~Courses in the Major Field~~**

- **MUED 6623, "Historical and Philosophical Foundations in Music Education"**
- **MUED 6533, "Research in Music Education"**

- MUED 6653, “Assessment and Statistics in Music Education”
- MUED 6613, “Leadership and Trends in Music Education”

~~MUED 6533, Research Techniques~~

~~MUED 6623, Music Education Seminar~~

~~A Minimum of Six Hours from Basic Music Courses (3 hours must be at 6000 level)~~

~~A Minimum of Two Hours in Performance or Pedagogy and Performance~~

~~Seven Additional Hours of Advised Electives, Four of Which Must Be in Music Education~~

## Emphasis Area – choose one (4 Hours)

- Choral Emphasis
  - MUED 6312, “Vocal Literature and Styles”
- General Emphasis
  - MUED 6322, “General Music Curriculum Approaches”
- Instrumental Emphasis
  - MUED 6332, “Instrumental Literature and Styles”
- All emphasis areas choose one course from the list below or an approved alternative in consultation with the Graduate Program Supervisor.
  - MUSP 6111-2, Applied Voice, Instrument, or Conducting
  - MUSP 6121-2, Pedagogy and Performance
  - MUED 6801-2, Independent Study

## Electives (4 Hours)

All electives are chosen in consultation with the Graduate Program Supervisor from amongst music courses and/or courses outside the Department of Music such as the College of Education, College of Fine Arts and/or related fields of study.

## Thesis and/or Approved Project (2 Hours)

- MUED 6641-2
- This written work is directed by the Graduate Program Supervisor and/or specific Faculty Topic Advisor after approval by the Graduate Committee and Music Chair.

Minimum hours required for this program: ~~30~~ 32

## From 2009-2010 Graduate Bulletin, Page 151

structures, and techniques in choral music from the medieval period to the present and in opera music from the sixteenth through the twentieth centuries.

**MUS 6533 Research Techniques** A study of research procedures in music.

### **MUS 6801-3 Independent Study**

#### **Music Education**

**MUED 5623 Music in the Elementary School** The emphasis is placed on current philosophies and practices in curriculum planning for the elementary school. Non-music majors who have had some experience with classroom music may be accepted via permission of professor.

**MUED 5642 Piano Pedagogy** Prerequisite: Master's level piano performance or piano performance and pedagogy major, or non-major with the completion of the Piano Proficiency exam, or with permission of instructor. Offer as needed. Emphasis on teaching piano to children from preschool through grade 12.

**MUED 5651 Instrument Repair** A laboratory approach to the maintenance and repair of wind instruments.

**MUED 6121-2 Pedagogy and Performance** The study of the literature and pedagogical techniques as related to performance. (May be repeated one time.)

**MUS 6212, Introduction to Research Writing, and Bibliography** An introduction to bibliography of music resources and its application in research and writing.

**MUED 6433 Advanced Conducting** An advanced study of conducting techniques combined with practical score reading application. This course is for the experienced choral and/or instrumental conductor.

~~**MUED 6533 Research Techniques A study of research procedures in music education.**~~

**MUED 6613 Administration of the Music Program** An advanced study in planning, organizing, teaching the total music program; elementary through collegiate level covering all areas of concern, including non-musical aspects.

**MUED 6623 Music Education Seminar** The history of music in the American public schools is studied as a means of tracing the development of principles and procedures generally followed in today's school music program.

**MUED 6632 Graduate Piano Pedagogy** Prerequisite: Piano Pedagogy (MUED 4642) and Pedagogy and Performance (MUSD 6122), or by permission of instructor. Offered as needed. Emphasis on teaching Keyboard Skills classes for non-piano music majors, and teaching college non-piano music majors.

### **MUED 6641-6 Thesis**

#### **MUED 6801-3 Independent Study**

**EDMU 5573 Methods and Materials for Teaching Music** A study of instrumental music programs, with in-depth study of program organization, teaching methods and marching band techniques. Includes study of a variety of beginning, intermediate and advanced method books. Focuses on ancillary concerns such as fund raising, instrument maintenance and inventory control.

**EDMU 5643 Methods and Materials for Teaching Vocal Music** An overview of the music curriculum K-12. Emphasis on teaching strategies incorporating cognitive, psychomotor and affective techniques appropriate to secondary school students in vocal music. Opportunities to develop behavioral objectives, demonstrations, plan rehearsals, observe public school music students, and more.

**MUS 6413 Graduate Theory I** Styles of the Medieval, Renaissance, and Baroque periods examined through parametric analysis.

**MUS 6423 Graduate Theory II** Styles, forms, and compositional techniques of the Classic, Romantic, and Twentieth Century periods examined through parametric analysis.

**MUS 6433 Advanced Conducting** An advanced study of conducting techniques combined with practical score reading application. This course is for the experienced choral and/or instrumental conductor.



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College Dean

Date

Graduate Curriculum Committee Chair

Date

Vice Chancellor for Academic Affairs

Date

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

**Dr. Ed Owen, Department of Music, FA 235, [eowen@astate.edu](mailto:eowen@astate.edu), 972-3862**

2. **Proposed Change**

**Change title of MUED 6533, "Research Techniques" to "Research in Music Education."**

**Short title: Research in Music Education**

3. **Effective Date**

**Fall 2010**

4. **Justification**

**MUED 6533, "Research Techniques" does not reflect the specificity needed towards music education. The new title, "Research in Music Education," will reflect two major thrusts of the course. First, students will be exposed to the various topics researched within music education and become familiar with the major scholarly journals such as the Journal of Research in Music Education and the Bulletin of the Council for Research in Music Education. Second, students will explore research designs used in music education. From these two areas, students will produce a scholarly paper implementing research design and topic skills. This assignment will serve as a major building block for the completion of their Master's Thesis. The primary texts to be utilized in the course are: "How to Design and Evaluate Research in Education – 7<sup>th</sup> edition - " by Fraenkel & Wallen; "Exploring Research in Music Education & Music Therapy" by Kenneth Phillips; "A Guide to Research in Music Education" by Phelps, Ferrara & Goolsby; "Research Design: Qualitative, Quantitative and Mixed Methods Approaches" by John Creswell; and "The Handbook of Research on Music Teaching and Learning" ed. by Richard Colwell (1992 & 2002). Students will know how to assess sound research designs in professional publications, how to create a viable research design, and have the knowledge of resources available to help them produce research that can positively impact the field of music education.**

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## From 2009-2010 Graduate Bulletin, Page 151

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**MUS 6533 Research Techniques** A study of research procedures in music.

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**MUED 5651 Instrument Repair** A laboratory approach to the maintenance and repair of wind instruments.

**MUED 6121-2 Pedagogy and Performance** The study of the literature and pedagogical techniques as related to performance. (May be repeated one time.)

**MUED 6433 Advanced Conducting** An advanced study of conducting techniques combined with practical score reading application. This course is for the experienced choral and/or instrumental conductor.

**MUED 6533 ~~Research Techniques~~ Research in Music Education** ~~A study of research procedures in music education.~~ **Students will develop a framework of research areas within music education by undertaking analytical reading and discussion of the major scholarly journals in the field. Additionally, students will learn the parameters involved in assessing and designing sound research practices.**

**MUED 6613 Administration of the Music Program** An advanced study in planning, organizing, teaching the total music program; elementary through collegiate level covering all areas of concern, including non-musical aspects.

**MUED 6623 Music Education Seminar** The history of music in the American public schools is studied as a means of tracing the development of principles and procedures generally followed in today's school music program.

**MUED 6632 Graduate Piano Pedagogy** Prerequisite: Piano Pedagogy (MUED 4642) and Pedagogy and Performance (MUSD 6122), or by permission of instructor. Offered as needed. Emphasis on teaching Keyboard Skills classes for non-piano music majors, and teaching college non-piano music majors.

### **MUED 6641-6 Thesis**

#### **MUED 6801-3 Independent Study**

**EDMU 5573 Methods and Materials for Teaching Music** A study of instrumental music programs, with in-depth study of program organization, teaching methods and marching band techniques. Includes study of a variety of beginning, intermediate and advanced method books. Focuses on ancillary concerns such as fund raising, instrument maintenance and inventory control.

**EDMU 5643 Methods and Materials for Teaching Vocal Music** An overview of the music curriculum K-12. Emphasis on teaching strategies incorporating cognitive, psychomotor and affective techniques appropriate to secondary school students in vocal music. Opportunities to develop behavioral objectives, demonstrations, plan rehearsals, observe public school music students, and more.

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Department Chair	Date	General Education Committee Chair (if applicable)	Date
College Curriculum Committee Chair	Date	Undergraduate Curriculum Council Chair	Date
College Dean	Date	Graduate Curriculum Committee Chair	Date
		Vice Chancellor for Academic Affairs	Date

1. <b>Contact Person</b> (Name, Name of Institution, Address, Email Address, Phone Number) <b>Dr. Ed Owen, Department of Music, FA 235, eowen@astate.edu, 972-3862</b>
2. <b>Proposed Change</b> <b>Change title of MUED 6613, "Administration of the Music Program" to "Leadership in Contemporary Music Education."</b> <b>Short title: Leadership in Contemporary MuEd</b>
3. <b>Effective Date</b> <b>Fall 2010</b>
4. <b>Justification</b> <b>MUED 6613, "Administration of the Music Program" focuses only on the administrative component typically involved in large school districts. The new title, "Leadership in Contemporary Music Education," encompasses the former aim, but also includes discussion of the current trends within the field beginning where MuEd 6623 ("Historical and Philosophical Foundations of Music Education") ends. Also, Arts advocacy and Art education policy, standards-based music curriculum, music students with special needs, individual school program management, and teacher leadership characteristics are explored. The primary texts to be utilized in the course are: "Contemporary Music Education" and "Music Education: Source Readings" by Michael Mark; "Vision 2020: The Housewright Symposium on the Future of Music Education" edited by Clifford Madsen for MENC; "Music in Special Education" by Adamek and Darrow; and "TIPS: Teaching Music to special Learners." Having a broad scope of 21<sup>st</sup> century music leadership topics will provide the practicing teacher with skills to thrive in the ever-changing education landscape.</b>

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## From 2009-2010 Graduate Bulletin, Page 151

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**MUED 5651 Instrument Repair** A laboratory approach to the maintenance and repair of wind instruments.

**MUED 6121-2 Pedagogy and Performance** The study of the literature and pedagogical techniques as related to performance. (May be repeated one time.)

**MUED 6433 Advanced Conducting** An advanced study of conducting techniques combined with practical score reading application. This course is for the experienced choral and/or instrumental conductor.

**MUED 6533 Research Techniques** A study of research procedures in music education.

**MUED 6613 ~~Administration of the Music Program~~ Leadership and Trends in Music Education** ~~An advanced study in planning, organizing, teaching the total music program; elementary through collegiate level covering all areas of concern, including non-musical aspects.~~ Students will examine current trends in music education including Arts advocacy and policy, standards-based education, inclusion, music program administration, and teacher and leadership characteristics. Furthermore, they will explore possible music education developments in coming years.

**MUED 6623 Music Education Seminar** The history of music in the American public schools is studied as a means of tracing the development of principles and procedures generally followed in today's school music program.

**MUED 6632 Graduate Piano Pedagogy** Prerequisite: Piano Pedagogy (MUED 4642) and Pedagogy and Performance (MUSD 6122), or by permission of instructor. Offered as needed. Emphasis on teaching Keyboard Skills classes for non-piano music majors, and teaching college non-piano music majors.

### **MUED 6641-6 Thesis**

#### **MUED 6801-3 Independent Study**

**EDMU 5573 Methods and Materials for Teaching Music** A study of instrumental music programs, with in-depth study of program organization, teaching methods and marching band techniques. Includes study of a variety of beginning, intermediate and advanced method books. Focuses on ancillary concerns such as fund raising, instrument maintenance and inventory control.

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1. <b>Contact Person</b> (Name, Name of Institution, Address, Email Address, Phone Number) <b>Dr. Ed Owen, Department of Music, FA 235, eowen@astate.edu, 972-3862</b>
2. <b>Proposed Change</b> <b>Change title of MUED 6623, "Music Education Seminar" to "Historical and Philosophical Foundations in Music Education."</b> <b>Short title: Foundations in Music Education</b>
3. <b>Effective Date</b> <b>Fall 2010</b>
4. <b>Justification</b> <b>MUED 6623, "Music Education Seminar" is a general music education course covering a wide variety of music education topics. The new title, "Historical and Philosophical Foundations in Music Education," reflects a shift to a more specific treatment of the basic foundations in music education. The primary texts to be utilized in the course are: "A History of American Music Education – Third Edition" by Mark &amp; Gary; "A Philosophy of Music Education – Third Edition" by Bennett Reimer; and "Music Matters: A New Philosophy of Music Education" by David Elliott. Additionally, the other topics covered previously in the "Music Education Seminar" course will receive more in depth treatment in the other (Psychology of Music Learning, Research in Music Education, Assessment and Statistics in Music Education and Leadership in Contemporary Music Education) music education courses. This will strengthen the overall training of our MME students and positively influence their PreK-12 teaching responsibilities.</b>

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## From 2009-2010 Graduate Bulletin, Page 151

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**MUED 6613 Administration of the Music Program** An advanced study in planning, organizing, teaching the total music program; elementary through collegiate level covering all areas of concern, including non-musical aspects.

~~**MUED 6623 Music Education Seminar** The history of music in the American public schools is studied as a means of tracing the development of principles and procedures generally followed in today's school music program.~~

### **MUED 6623 Historical and Philosophical Foundations in Music Education**

Students will explore the historical roots of music education within society and specifically in PreK-12 settings. Intertwined in this exploration will be a discussion on the major philosophies that have and continue to influence music education practices.

**MUED 6632 Graduate Piano Pedagogy** Prerequisite: Piano Pedagogy (MUED 4642) and Pedagogy and Performance (MUSD 6122), or by permission of instructor. Offered as needed. Emphasis on teaching Keyboard Skills classes for non-piano music majors, and teaching college non-piano music majors.

### **MUED 6641-6 Thesis**

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Vice Chancellor for Academic Affairs

Date

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

Dr. Ed Owen, ASU-J, College of Fine Arts, Department of Music, eowen@astate.edu, 872-3862

**2. Proposed Change**

The Department of Music Graduate Curriculum Committee proposes the changes in course work for the Master of Music Education degree as listed below.

**3. Effective Date**

Fall 2010

**4. Justification****Core Graduate Music Coursework (10 Hours)**

2 – MUS 6212, Introduction to Research, Writing, and Bibliography in Music

2 – MUS 6222, **Teaching and Learning Music**3 – Music Theory (**6000 level**)3 – Music History (**6000 level**)

**Rationale:** These four (4) classes constitute the “core” academic courses all graduate music students would take. These courses should have larger numbers and could potentially be offered more than once in a calendar year providing more flexibility when scheduled either fall, spring, summer and/or on-line. Also, all master’s students should have basic competencies in these areas. Even students who are not in music education should know some fundamentals about how music learning occurs as most, if not all, at some point will teach in a private studio.

**Music Education (12 Hours)**

3 – MUED 6623, Historical and Philosophical Foundations in Music Education

3 – MUED 6533, Research in Music Education

3 – MUED 6653, Assessment and Statistics in Music Education

3 - MUED 6613, Trends &amp; Leadership in Music Education

**Rationale:** The above courses hit all the major areas of MME degree. The basic Historical and Philosophical tenets of Music Education are covered in the Foundations course (MUED 6623). Research in Music Education (MUED 6533) focuses on the topics studied within the field and the different types of research approaches and designs. Descriptive statistics and assessment (MUED

6653) form the next course in the sequence, building on an understanding of research design approaches and the various areas of inquiry within the field. Finally, MUED 6613 explores the latest trends in the music education and education profession and the types of leadership needed to secure music education as a viable and highly desirable area of study for all. Collectively, these four courses cover the wide gamut of the music education profession in both breadth and depth.

**Emphasis Area – choose one emphasis area (4 Hours) \*\*\* denotes required course within emphasis**

Choral Emphasis

2 – MUED **6122, Pedagogy and Performance** - Vocal Literature & Styles \*\*\*

General Emphasis

2 – MUED **6122, Pedagogy and Performance** - General Music Curriculum Approaches \*\*\*

Instrumental Emphasis

2 – MUED **6122, Pedagogy and Performance** - Instrumental Literature & Styles \*\*\*

All Emphasis Areas Choose One (1) Additional Course

2 – MUSP 6111-2, Applied Voice, Piano, Instrument, or Conducting

2 – MUSP 6121-2, Pedagogy and Performance

2 – MUED 6121-2, Pedagogy and Performance

2 – MUED 6801-2, Independent Study

**Rationale:** Allowing MME students to choose an emphasis provides a specialty area. However, for those practitioners that needs expertise in multiple areas, having access to a variety of courses (e.g. choir teacher who helps with Marching Band or the Band Director at a small secondary school who also teaches choir) provides greater flexibility in meeting their needs.

**Music Education Research Project OR Thesis (choose one)**

**Music Education Research Project Option (4 + 2 Hours)**

**Electives (4 Hours)**

These are chosen in consultation with the Graduate advisor from amongst Music courses and/or courses outside the music department such as the College of Education/Fine Arts and/or related fields of study.

**Rationale:** Allowing MME students the opportunity to tailor this portion of the degree allows for individualization.

**AND**

**MUED 6662, Music Education Research Project (2 Hours)**

This written work is directed by the Graduate Advisor and/or specific Faculty Topic Advisor after approval by the Graduate Committee and Music Chair.

**Rationale:** This music education research project is a major presentation of applied learned coursework demonstrating a high level of academic rigor and scholarly contribution to the field of music education. This capstone experience is the culminating course work for degree completion.

**Thesis Option (6 Hours)**

**MUED 6641-6 (6 Hours)**

This written work is directed by the Graduate Advisor and/or specific Faculty Topic Advisor after approval by the Graduate Committee and Music Chair.

**Rationale:** This capstone thesis and/or project is a major presentation of applied learned coursework demonstrating a high level of academic rigor and scholarly contribution to the field of music education.

**Total Degree Credits (32 Hours)**

**From the most current electronic version of the bulletin, copy all bulletin pages that this proposal affects and paste it to the end of this proposal.**

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8. Right-click immediately below this area and choose "paste".
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10. For deletions, strike through the text, change the font color, and enlarge the font size. Make it noticeable.

**From 2009-2010 Graduate Bulletin, page 146**

~~**Courses required of all candidates:**~~

## **Core Graduate Music Courses (10 Hours)**

- **MUS 6212, Introduction to Research Writing, and Bibliography**
- **MUED 6222, Teaching and Learning Music**
- **Three Hours Music Theory (6000 level)**
- **Three Hours Music History (6000 level)**

## **Core of Professional Music Education Courses (12 Hours)**

~~**Nine hours of Professional Education for Secondary Teaching Fields as listed on page 91.**~~

~~**Courses in the Major Field**~~

- **MUED 6623, "Historical and Philosophical Foundations in Music Education"**
- **MUED 6533, "Research in Music Education"**
- **MUED 6653, "Assessment and Statistics in Music Education"**
- **MUED 6613, "Leadership and Trends in Music Education"**

~~**MUED 6533, Research Techniques**~~

~~**MUED 6623, Music Education Seminar**~~

~~**A Minimum of Six Hours from Basic Music Courses (3 hours must be at 6000 level)**~~

~~**A Minimum of Two Hours in Performance or Pedagogy and Performance**~~

~~**Seven Additional Hours of Advised Electives, Four of Which Must Be in Music Education**~~

## **Emphasis Area – choose one (4 Hours)**

- **Choral Emphasis**
  - **MUED 6212, Pedagogy and Performance - Vocal Literature and Styles**
- **General Emphasis**
  - **MUED 6212, Pedagogy and Performance - General Music Curriculum Approaches**
- **Instrumental Emphasis**
  - **MUED 6212, Pedagogy and Performance - Instrumental Literature and Styles**
- **All emphasis areas choose one additional course from the list below or an approved alternative in consultation with the Graduate Program Supervisor.**
  - **MUSP 6111-2, Applied Voice, Instrument, or Conducting**
  - **MUSP 6121-2, Pedagogy and Performance**
  - **MUED 6121-2, Pedagogy and Performance**
  - **MUED 6801-2, Independent Study**

## **Music Education Research Project OR Thesis – choose one**

- **Music Education Research Project Option (6 Hours)**
  - **Electives (4 Hours) Chosen in consultation with the Graduate advisor from amongst Music courses and/or courses outside the music department such as the College of Education/Fine Arts and/or related fields of study.**

## **AND**

- **MUED 6662, Music Education Research Project (2 Hours)**
  - **This written work is directed by the Graduate Advisor and/or specific Faculty Topic Advisor after approval by the Research Project Committee and Music Chair.**
- **Thesis Option (6 Hours)**
  - **MUED 6641-6 Thesis**
    - **This written work is directed by the Graduate Advisor and/or specific Faculty Topic Advisor after approval by the Thesis Committee and Music Chair.**