Code # FA08 (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 2241**

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).

**Instrumental Techniques for Vocalists**

**Short Title: Instrumental Techniques**

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

**Introduction to the content knowledge and skill required to play and teach instruments commonly found in elementary and secondary school music programs.**

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

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

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

Why or why not?

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

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

a. If yes, what program?

Enter text...

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

a. If yes, what course?

Enter text...

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

a. If yes, which course?

Enter text...

15. Has it been confirmed that this course number is available for use? **yes** 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: Commonalities between Singing and Playing an Instrument**

**Week 2: Flute & Piccolo**

**Week 3: The Clarinet Family**

**Week 4: The Saxophone Family**

**Week 5: Double Reeds**

**Week 6: Trumpet**

**Week 7: French Horn**

**Week 8: Trombone**

**Week 9: Tuba & Euphonium**

**Week 10: Snare Drum, Bass Drum, Timpani**

**Week 11: Mallet Percussion**

**Week 12: Auxiliary Percussion**

**Week 13: Strings**

**Week 14: Rehearsing a Band/Orchestra versus Rehearsing a Choir**

Enter text...

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

**no**

19. Department staffing and classroom/lab resources

As is

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

**No.**

20. Does this course require course fees? **No**

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

**Course Justification**

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

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

**All bachelor of music education students who seek and attain licensure are certified to teach vocal AND instrumental music in grades K-12. The current BME Vocal track only requires vocalists to take one instrumental techniques course. They graduate with the information to teach 1 out of all the instruments that can be taught in the elementary and secondary schools. This course will provide an introduction to many of the instruments they can expect to come into contact with if they find themselves teaching instrumental music. They will gain basic information on embouchure formation, sound production, and technique as well as be given the resources to further their instrumental music education.**

**This course will also help our vocal music education student meet the AR Competencies for Vocal Music Education Students and pass their Praxis Music Content Knowledge test, a mandatory test for licensure that requires all students to have knowledge of vocal AND instrumental music.**

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

**The mission statement of the department of music is “to prepare dynamic music educators, performers, and composers for leadership roles in our profession. “ This course will help make our vocal music education students more prepared to enter a diverse workforce.**

**The Arkansas Department of Education has “Competencies for Teachers” that all potential licensure candidates music have and that all education degree granting institutions must help their students achieve. Competencies 1.1 (knowledge of content, methodologies, philosophies, materials, technologies, and curriculum development in music education) 1.3 (knowledge of musicianship, vocal, and pedagogical skills sufficient to teach general music at the K-6, 4-8, and 7-12 grade levels), 1.4 (knowledge and skills sufficient to teach beginning students on instruments and/or in voice as appropriate to the chosen areas of specialization), and 7.1 (ability to teach music at various levels to different age groups and ina variety of classroom and ensemble setting …) will all be directly met by this proposed course.**

c. Student population served.

**All Vocal Music Education Majors**

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

**This course is being proposed at the lower level because it is an introductory survey course.**

**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?

**Demonstrate rehearsal skills required of public school teachers in the area of concentration. This will be an introductory course of instrumentalist techniques for vocalists.**

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)** | **Demonstrate rehearsal skills required of public school teachers in the area of concentration.** |
| Assessment Measure | Direct Measure: Throughout the student internship experience students will rehearse multiple ensembles assigned to that school. Both the university and clinical supervisors will evaluate the rehearsal skills of those ensembles.  Indirect Measures: In Instrumental Techniques for the Vocalist, the instructor will assess if the students have the necessary content and skill knowledge to address instrumental rehearsal issues on an individual level. |
| Assessment  Timetable | Direct Measure: Last semester prior to graduation. There will be a minimum of four formative assessments and one summative assessment.  Indirect Measure: Students will take Instrumental Techniques for the Vocalist any fall semester after their first semester but before their internship. |
| Who is responsible for assessing and reporting on the results? | Direct Measure: The University Supervisor and the Cooperating Music Teacher at the placement school.  Indirect Measures: The Music Education Division in coordination with the Music Department and PEP are collectively responsible. |

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

**Course-Level Outcomes**

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

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| **Outcome 1** | Students will be able to properly diagnose a problem with a beginning instrumentalist. |
| Which learning activities are responsible for this outcome? | Students will participate in lectures and discussions on instrumental embouchure formation, sound production, and technical issues. They will experience getting a sound out of the instruments. They will talk to professors and students that play those instruments to determine common troubleshooting procedures. |
| Assessment Measure and Benchmark | Students will physically see a person play an instrument and they will have to listen and watch to determine possible causes for problems in their playing. There will be an answer key that will contain numerous possible solutions. |

*(Repeat if needed for additional outcomes)*

**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 Vocal Music (cont.)

**Bachelor of Music Education**

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

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