|  |
| --- |
| For Academic Affairs and Research Use Only |
| Proposal Number | LAC56 |
| CIP Code:  |  |
| Degree Code: |  |

**New or Modified Course Proposal Form**

**[X] Undergraduate Curriculum Council**

**[ ] Graduate Council**

|  |
| --- |
| **[X]New Course, [ ]Experimental Course (1-time offering), or [ ]Modified Course (Check one box)** |

Signed paper copies of proposals submitted for consideration are no longer required. Please type approver name and enter date of approval.

|  |  |
| --- | --- |
| Ryan Sullivan 1/15/2023**Department Curriculum Committee Chair** | Amanda Lambertus 3/13/2023**COPE Chair (if applicable)** |
| Dr. Sarah Labovitz. 1/17/2023**Department Chair** | Mary Jane Bradley 3/31/2023**Head of Unit (if applicable)**   |
| Warren Johnson 2/22/2023**College Curriculum Committee Chair** | \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_ Enter date…**Undergraduate Curriculum Council Chair** |
| Mary Elizabeth Spence 2/15/2023**Office of Accreditation and Assessment (new courses only)** | \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_ Enter date…**Graduate Curriculum Committee Chair** |
| Gina Hogue 2/22/2023**College Dean** | Len Frey 4/20/2023**Vice Chancellor for Academic Affairs** |
| \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_ Enter date…**General Education Committee Chair (if applicable)**   |  |

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

Dr. Colleen McNickle, Dept. of Music, cmcnickle@astate.edu, 972-3801

1. **Proposed starting term and Bulletin year for new course or modification to take effect**

Start term: Fall 2023 Bulletin year: 2023-2024

**Instructions:**

*Please complete all sections unless otherwise noted. For course modifications, sections with a “Modification requested?” prompt need not be completed if the answer is “No.”*

|  |  |  |
| --- | --- | --- |
|  | **Current (Course Modifications Only)** | **Proposed (New or Modified)** *(Indicate “N/A” if no modification)* |
| **Prefix** |  | **MUED** |
| **Number\*** |  | **4402** |
| **Title** (include a short title that’s 30 characters or fewer) |  | Methods and Materials for Choral Education Short title: METHODS MATERIALS CHORAL ED |
| **Description\*\*** |  | Procedural and theoretical aspects of choral education. Topics include classroom materials, critical issues in choral music education, ensemble management and procedures, handbook development, and job preparation and interview skills. |

 ***\**** Confirm with the Registrar’s Office that number chosen has not been used before and is available for use. For variable credit courses, indicate variable range. *Proposed number for experimental course is 9*.

\*\*Forty words or fewer (excepting prerequisites and other restrictions) as it should appear in the Bulletin.

1. **Proposed prerequisites and major restrictions** **[Modification requested? Yes/No]**

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

Admission to the Teacher Education Program

* 1. Why or why not?

 The content of this course is specific to students pursuing a career in teaching music. Students outside of that scope would be unlikely to have the requisite knowledge and skillset that are necessary to screen into the Teacher Education Program.

1. Yes Is this course restricted to a specific major?
	1. If yes, which major? BME Vocal
2. **Proposed course frequency [Modification requested? Yes/No]**

(e.g. Fall, Spring, Summer; if irregularly offered, please indicate, “irregular.”) *Not applicable to Graduate courses.*

Fall

1. **Proposed course type [Modification requested? Yes/No]**

Will this course be lecture only, lab only, lecture and lab, activity (e.g., physical education), dissertation/thesis, capstone, independent study, internship/practicum, seminar, special topics, or studio? Please choose one.

Lecture

1. **Proposed grade type [Modification requested? Yes/No]**

What is the grade type (i.e. standard letter, credit/no credit, pass/fail, no grade, developmental, or other [please elaborate])

Standard Letter

1. NO Is this course dual-listed (undergraduate/graduate)?
2. NO Is this course cross-listed?

*(If it is, all course entries must be identical including course descriptions. Submit appropriate documentation for requested changes. It is important to check the course description of an existing course when adding a new cross-listed course.)*

**a.** – If yes, please list the prefix and course number of the cross-listed course.

 Enter text...

 **b.** – **Yes / No** Can the cross-listed course be used to satisfy the prerequisite or degree requirements this course satisfies?

1. NO Is this course in support of a new program?

a. If yes, what program?

 Enter text...

1. YES Will this course be a one-to-one equivalent to a deleted course or previous version of this course (please check with the Registrar if unsure)?

a. If yes, which course?

MUED 4643

**Course Details**

1. **Proposed outline** **[Modification requested? Yes/No]**

(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 Critical Issues in Music Education: DEIB

Week 2 Critical Issues in Music Education: Gender, Vocal Physiology, Voicing

Week 3 Classroom Materials

Week 4 Program Budget, Procurement Procedures

Week 5 Curriculum Development

Week 6 Curriculum Development

Week 7 Classroom Management and Procedures

Week 8 Classroom Management and Procedures

Week 9 Job Preparation, Searching, and Interview Skills

Week 10 Job Preparation, Searching, and Interview Skills

Week 11 Understanding Arkansas Activities Association Procedures

Week 12 Professional Teaching Standards and Practices

Week 13 Choir Handbook

Week 14 Choir Handbook

Week 15 Philosophy of Music Education

1. **Proposed special features** **[Modification requested? Yes/No]**

(e.g. labs, exhibits, site visitations, etc.)

No

1. **Department staffing and classroom/lab resources**

One faculty member and classroom

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

 No

1. NO Does this course require course fees?

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

**Justification**

**Modification Justification (Course Modifications Only)**

1. Justification for Modification(s)

Enter text...

**New Course Justification (New Courses Only)**

1. Justification for course. Must include:

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

 We propose that Methods and Materials for Teaching Vocal Music (MUED 4643) be split into two separate one semester courses: Choral Conducting, Literature, and Sequencing (2 cr) and Methods and Materials for Choral Education

 (2 cr). The latter would absorb the current 1 credit Choral Conducting course (MUS 3451).Currently, choral music education students only spend one semester with focused study in their specialization. This proposed change would allow choral students a chance to dive more deeply into the art of teaching vocal music over a longer period of time (2 semesters). Methods and Materials for Instrumental Music Education completed a similar split several years ago. This proposed change would keep the expectations comparable between the choral and instrumental tracks.

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

 This course will replace an existing course that is required for BME Vocal students, a significant portion of the majors in our department. By preparing these students for success in the teaching field, we fulfill a major part of our mission as an arts education leader in the Mid South region. The competences of this course are mandated by the National Association of Schools of Music, an accrediting body, in Section O. 3. c. (2) on p. 125 of the 2022-2023 NASM Handbook.

c. Student population served.

Students in the BME Vocal degree

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

This course should be upper level because of the synthesis of content from lower level courses such as MUED 2512 and SCED 2513.

**Assessment**

**Assessment Plan Modifications (Course Modifications Only)**

1. NO Do the proposed modifications result in a change to the assessment plan?

 *If yes, please complete the Assessment section of the proposal*

**Relationship with Current Program-Level Assessment Process (Course modifications skip this section unless the answer to #18 is “Yes”)**

1. 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 vocal music

Display instructional skills sufficient to teach use of the voice

1. Considering the indicated program-level learning outcome/s (from question #19), please fill out the following table to show how and where this course fits into the program’s continuous improvement assessment process.

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

|  |  |
| --- | --- |
| **Program-Level Outcome 1 (from question #19)** | Demonstrate rehearsal skills required of public school teachers in vocal music  |
| Assessment Measure | Students craft lesson and unit rehearsal plans (direct measure), participate in class discussions about rehearsal skills (indirect measure), and lead in-class teaching workshops (direct measure) in which they demonstrate their rehearsal skills. Additionally, students observe public school teachers and reflect on their effectiveness (indirect measure).  |
| Assessment Timetable | This outcome is assessed in choral music education and conducting courses in the three semesters prior to their teaching internship.  |
| Who is responsible for assessing and reporting on the results? | These assessments will be administered by the course instructor and relayed to the chair of the department’s Assessment Committee.  |

|  |  |
| --- | --- |
| **Program-Level Outcome 2 (from question #19)** | Display instructional skills sufficient to teach use of the voice |
| Assessment Measure | Students are directly measured in their teaching workshops as well as in their “piano for choral leaders proficiencies.” |
| Assessment Timetable | This outcome is assessed in pedagogy and performance (sophomore fall) as well as in choral music education and conducting courses in the three semesters prior to their teaching internship.  |
| Who is responsible for assessing and reporting on the results? | These assessments will be administered by the course instructor and relayed to the chair of the department’s Assessment Committee. |

 **Course-Level Outcomes**

1. What are the course-level outcomes for students enrolled in this course and the associated assessment measures?

|  |  |
| --- | --- |
| **Outcome 1** | Students will be able to incorporate local, state, and national standards in planning and instruction. |
| Which learning activities are responsible for this outcome? | Class discussions, teaching workshop lesson planning, comprehensive musicianship through performance teaching plan, and choral handbook midterm. |
| Assessment Measure  | Formally, this outcome is one aspect of the rubrics for the teaching workshop lesson plans, for the comprehensive musicianship through performance teaching plan, and for the choral handbook midterm. Informally, class instructor will assess student understanding through 2-3 classroom discussions regarding these standards.  |

|  |  |
| --- | --- |
| **Outcome 2** | Students will be able to use a variety of classroom management techniques, plan and differentiate instruction, and modify instruction to accommodate student needs. |
| Which learning activities are responsible for this outcome? | Reading responses, teaching workshops, lesson plans, and reflections, comprehensive musicianship through performance teaching plan, choir classroom observations and reflections, choral handbook midterm and arranging assignment. |
| Assessment Measure  | Formally, this outcome is one aspect of the rubrics for teaching workshops, lesson plans, and the comprehensive musicianship through performance teaching plan. Informally, class instructor will assess student understanding during discussions throughout the course as this is a large topic of discussion.  |

|  |  |
| --- | --- |
| **Outcome 3** | Students will discuss current trends and issues in music education, build awareness of the major contributions to the history and philosophy of music education and their implications for curriculum, and describe philosophical reasons for inclusion of and advocacy for music in the curriculum. |
| Which learning activities are responsible for this outcome? | Reading responses, “5 Reasons…A Rationale Statement for Choral Music” Project, and Updated Philosophy and Elevator Pitch. |
| Assessment Measure  | Formally, this is assessed via a rubric for the Rationale Project and Philosophy Project. Informally, class instructor will assess student understanding during class discussions. |

|  |  |
| --- | --- |
| **Outcome 4** | Students will select appropriate repertoire and learning materials for the classroom and for performance ensembles with respect to a variety of factors. |
| Which learning activities are responsible for this outcome? | Annotated Choral Warm-Up List, Choral Handbook Midterm, Choir Concert Program, Repertoire Project, and Arranging Assignment. |
| Assessment Measure  | This outcome is one aspect of the rubrics for each of the activities listed above. |

|  |  |
| --- | --- |
| **Outcome 5** | Students will perform basic administrative responsibilities in a music program. |
| Which learning activities are responsible for this outcome? | Teaching workshop lesson plans and reflections, Choral Handbook midterm, Choir concert program, repertoire project, popular music presentations, and final portfolio |
| Assessment Measure  | The completion of the above assignments indicates students’ achievement of the outcome. |

**Bulletin Changes**

|  |
| --- |
| **Instructions**  |
| **Please visit** [**http://www.astate.edu/a/registrar/students/bulletins/index.dot**](http://www.astate.edu/a/registrar/students/bulletins/index.dot) **and select the most recent version of the bulletin. Copy and paste all bulletin pages this proposal affects below. Please include a before (with changed areas highlighted) and after of all affected sections.** **\*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.**  |

**Undergraduate Bulletin 2022-2023**

[https://catalog.astate.edu/content.php?filter%5B27%5D=MUED&filter%5B29%5D=&filter%5Bcourse\_type%5D=-1&filter%5Bkeyword%5D=&filter%5B32%5D=1&filter%5Bcpage%5D=1&cur\_cat\_oid=3&expand=&navoid=78&search\_database=Filter#acalog\_template\_course\_filter](https://catalog.astate.edu/content.php?filter%5B27%5D=MUED&filter%5B29%5D=&filter%5Bcourse_type%5D=-1&filter%5Bkeyword%5D=&filter%5B32%5D=1&filter%5Bcpage%5D=1&cur_cat_oid=3&expand=&navoid=78&search_database=Filter%23acalog_template_course_filter)

**CURRENT**

|  |  |
| --- | --- |
|   | •  [MUED 3612 - Music and Methods for the Classroom Teacher](https://catalog.astate.edu/preview_course_nopop.php?catoid=3&coid=5012) **Sem. Hrs:** **2** |
|    | •  [MUED 4002 - Methods and Materials for Teaching Concert Bands](https://catalog.astate.edu/preview_course_nopop.php?catoid=3&coid=5013) **Sem. Hrs:** **2** |
|    | •  [MUED 4102 - Methods and Materials for Teaching Marching Band](https://catalog.astate.edu/preview_course_nopop.php?catoid=3&coid=5014) **Sem. Hrs:** **2** |
|    | •  [MUED 4202 - Methods and Materials for Teaching Jazz Band](https://catalog.astate.edu/preview_course_nopop.php?catoid=3&coid=5015) **Sem. Hrs:** **2** |
|    | •  [MUED 4302 - Methods and Materials for Teaching Orchestra](https://catalog.astate.edu/preview_course_nopop.php?catoid=3&coid=5016) **Sem. Hrs:** **2****MUED 4402 - Methods and Materials for Choral Education****Sem. Hrs: 2**Procedural and theoretical aspects of choral education. Topics include classroom materials, critical issues in choral music education, ensemble management and procedures, handbook development, and job preparation and interview skills. Fall.Prerequisites: Admission to Teacher Education Program, declared Bachelor of Music Education Vocal major |
|    | •  [MUED 4613 - Methods and Materials for Teaching Vocal Music in the Middle Grades](https://catalog.astate.edu/preview_course_nopop.php?catoid=3&coid=5017) **Sem. Hrs:** **3** |
|    | •  [MUED 4623 - Methods and Materials for Teaching Elementary School Music](https://catalog.astate.edu/preview_course_nopop.php?catoid=3&coid=5018) **Sem. Hrs:** **3** |
|    | •  [MUED 4633 - Music Recording Technique](https://catalog.astate.edu/preview_course_nopop.php?catoid=3&coid=5019) **Sem. Hrs:** **3** |
|    | **PROPOSED**

|  |  |
| --- | --- |
|   | •  [MUED 3612 - Music and Methods for the Classroom Teacher](https://catalog.astate.edu/preview_course_nopop.php?catoid=3&coid=5012) **Sem. Hrs:** **2** |
|    | •  [MUED 4002 - Methods and Materials for Teaching Concert Bands](https://catalog.astate.edu/preview_course_nopop.php?catoid=3&coid=5013) **Sem. Hrs:** **2** |
|    | •  [MUED 4102 - Methods and Materials for Teaching Marching Band](https://catalog.astate.edu/preview_course_nopop.php?catoid=3&coid=5014) **Sem. Hrs:** **2** |
|    | •  [MUED 4202 - Methods and Materials for Teaching Jazz Band](https://catalog.astate.edu/preview_course_nopop.php?catoid=3&coid=5015) **Sem. Hrs:** **2** |
|    | •  [MUED 4302 - Methods and Materials for Teaching Orchestra](https://catalog.astate.edu/preview_course_nopop.php?catoid=3&coid=5016) **Sem. Hrs:** **2****MUED 4402 - Methods and Materials for Choral Education****Sem. Hrs: 2**Procedural and theoretical aspects of choral education. Topics include classroom materials, critical issues in choral music education, ensemble management and procedures, handbook development, and job preparation and interview skills. Fall.Prerequisites: Admission to Teacher Education Program, declared Bachelor of Music Education Vocal major |
|    | •  [MUED 4613 - Methods and Materials for Teaching Vocal Music in the Middle Grades](https://catalog.astate.edu/preview_course_nopop.php?catoid=3&coid=5017) **Sem. Hrs:** **3** |
|    | •  [MUED 4623 - Methods and Materials for Teaching Elementary School Music](https://catalog.astate.edu/preview_course_nopop.php?catoid=3&coid=5018) **Sem. Hrs:** **3** |
|    | •  [MUED 4633 - Music Recording Technique](https://catalog.astate.edu/preview_course_nopop.php?catoid=3&coid=5019) **Sem. Hrs:** **3** |
|    |  |

 |
|    |  |
|    |  |