Code # FA11 (2015)

**New Course Proposal Form**

[x]  **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

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| --- |
| [x] **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****, 870-972-2799**

2. Proposed Starting Term and Bulletin Year

**Spring 2017**

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 4102**

4. Course Title – if title is more than 30 characters (including spaces), provide short title to be used on transcripts. Title cannot have any symbols (e.g. slash, colon, semi-colon, apostrophe, dash, and parenthesis). Please indicate if this course will have variable titles (e.g. independent study, thesis, special topics).

**Methods and Materials for Teaching Marching Band**

**Short Title: Marching Band Methods**

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

**Study of the academic and non-academic responsibilities of a marching band director including show planning, show design, rehearsal, performance philosophies and strategies, and professional development.**

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?

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

* 1. Why or why not?

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

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

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

**Spring**

8. Will this course be lecture only, lab only, lecture and lab, activity, dissertation, experiential learning, independent study, internship, performance, practicum, recitation, seminar, special problems, special topics, studio, student exchange, occupational learning credit, or course for fee purpose only (e.g. an exam)? Please choose one.

**lecture**

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

**Standard letter**

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

**no**

11. Is this course cross listed? (If it is, all course entries must be identical including course descriptions. It is important to check the course description of an existing course when adding a new cross listed course.)

**no**

1. If yes, please list the prefix and course number of cross listed course.

 Enter text...

1. Are these courses offered for equivalent credit? **no**

 Please explain. Enter text...

12. Is this course in support of a new program? **no** Choose an item.

a. If yes, what program?

 Enter text...

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

a. If yes, what course?

Enter text...

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

a. If yes, which course?

Enter text...

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

 *If no: Contact Registrar’s Office for assistance.*

16. Does this course affect another program? **no**

If yes, provide contact information from the Dean, Department Head, and/or Program Director whose area this affects.

Enter text...

**Course Details**

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

**Week 1: Foundations of the Marching Band-place in total band program, mission, policies, staff**

**Week 2: The Wind Section-approach, music selection, instrumentation goals & realities**

**Week 3: The Percussion Section- marching equipment, technique, arranging, staging, resources**

**Week 4: The Color Guard-role and function, technique, choreography & staging**

**Week 5: The Marching Program-fundamentals, physical training, check offs**

**Week 6: Rehearsal Techniques-philosophy, procedures**

**Week 7: Show Planning-arrangements, music, visual considerations, small band considerations**

**Week 8: Drill Design-drill options, teaching drill, cleaning drill**

**Week 9: Attitude & Student Leadership-developing desirable attitudes, leadership selection & training, resources**

**Week 10: Marching Band Recruiting-time line & schedule, recruiting materials**

**Week 11: Band Camp & Marching Trips-purpose, organization, schedules, logistics**

**Week 12: Band Boosters-budget, membership & committees, uniforms, equipment, handbooks**

**Week 13: Marching Band Evaluation & Assessment-purpose, student perspective, staff perspective, teaching cycle**

**Week 14: Professional Development in Athletic Band-resources, organizations, levels of involvement**

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

**no**

19. Department staffing and classroom/lab resources

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

**No**

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

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

**Course Justification**

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

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

**Many music education degrees in the U.S. require two (2) semesters of methods and materials classes for those seeking to teach K-12 music. Historically, Arkansas State has only required a one semester three credit course. Since the inception of this course, likely 40+ years ago, adherence to standards, accreditation, and assessment has become prevalent, but the number of hours to cover topics within the course has remained the same. At the same time the number of degree hours has been reduced from nearly 150 to about 120. This reduced amount of time to cover more items has been challenging. By taking the old one semester three-credit hour course Methods and Materials for Instrumental Methods and dividing it into two, two-credit hour courses over consecutive semesters (this course and the two credit hour Methods and Materials for Teaching Instrumental Music), it provides the opportunity to not only address a wider range of music teaching knowledge students need to know, but also allows the reinforcement and development of music teaching knowledge areas.**

 **All bachelor of music education students who seek and attain licensure are certified to teach music in grades K-12. The majority of high schools in Arkansas and across the country include marching band in their secondary music curriculums. This course will provide our instrumental music education students the opportunity to gain the necessary content, skill, and pedagogical knowledge to teach marching band in the secondary schools. While all of our instrumental students have participated in marching bands, learning to run a marching band is a different skill set altogether. There currently is not a place in their curriculum where they learn this essential information and the creation of this class will fill that void.**

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 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 1.2 (knowledge of content, methodologies, philosophies, material, technologies, and curriculum development in music education),2.1 knowledge of score reading and the integration of analysis, style, performance practices, instrumentation, and conducting techniques), 2.2 (Ability to create accurate and musically expressive performances with various types of performing groups…), 2.3 (Knowledge of conducting and musical leadership skills sufficient to teach effectively in the area of specialization), 6.1 (Knowledge of content, methodologies, philosophies, materials, technologies, and curriculum development for instrumental music), 7.1 (Ability to teach music at various levels to different age groups and in a variety of classroom and ensemble settings…), and 7.5 (Knowledge of current methods, materials, and repertoires available in various fields and levels of music education appropriate to the teaching specialization) will all be directly met by this proposed course.**

**The mission statement of the department of music is “to prepare dynamic music educators, performers, and composers for leadership roles in our profession. “ Marching band is a large part of the music profession and therefore we must educate our students on the content, skills, and pedagogy in the marching arts.**

c. Student population served.

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

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

**This course is being proposed as an upper level course so that the music education students have the requisite knowledge gained in their lower level courses to analyze music and manipulate it for drill writing purposes. This will also ensure that all members of this class have had at least two years of collegiate marching band to compare the knowledge they are learning to their past experiences.**

**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**
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**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?

**One of the BME-Instrumental Program Outcomes is students will “Demonstrate rehearsal skills required of public school teachers in the area of concentration.” Students are demonstrating the rehearsal skills required for aspects of their area of concentration (concert ensembles) in the conducting sequence and student internship but this course will help them meet this same outcome in the remaining aspects (marching ensembles).**

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 | Students will be formally and informally observed rehearsing marching band skills by a marching band professional. Formal observations will be scored with an evaluation tool and informal observations will receive verbal feedback. |
| Assessment Timetable | Students will be informally observed during every fall that they serve as leadership for the A-State marching band. Students will be formally observed during the Methods and Materials for Teaching Marching Band course and during their student internship. |
| Who is responsible for assessing and reporting on the results? | The Director of Athletic Bands will informally observe and report their observations to the instructor of Methods and Materials for Teaching Marching Band. The instructor of Methods and Materials for Teaching Marching Band will report results from class and the student’s university supervisor/clinical supervisor will report results from the internship. |

 *(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 demonstrate skills in drill writing using Pyware (a computer program for creating marching band drill). |
| Which learning activities are responsible for this outcome? | * Students will complete the Pyware Tutorial on the software
* Students will take part in lectures and discussions on marching band topics that will inform their drill writing (show design, music selection, staging, spacing, etc)
* Students will watch video of examples of high quality drill and talk about what makes it high quality.
* Students will study high quality drill charts and look for criteria that makes them high quality.
 |
| Assessment Measure and Benchmark | Students will be given a fictional band with fictional instrumentation and a piece of music and they will have to write drill for this ensemble. It will be graded for its quality and functionality. A rubric will be constructed and passed out to students to detail the spectrum of acceptability.  |

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| **Outcome 2** | Students will be able to apply their knowledge of the administration of a marching band to creating their own band handbook. |
| Which learning activities are responsible for this outcome? | * Students will participate in Lectures and discussion built around the different administrative components of a marching band classroom.
* Students will analyze real band handbooks for the quality of their components and readability.
* Students will talk to secondary marching band directors and band boosters on topics related to the administration of marching bands.
 |
| Assessment Measure and Benchmark | Students will write and put together their own band handbook. It will have all necessary administrative and academic aspects within. It will be graded for its quality, formatting, spelling, and grammar. A rubric will be constructed and passed out to students to detail the spectrum of acceptability.  |

**Bulletin Changes**

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| **Instructions**  |
| **Please visit** [**http://www.astate.edu/a/registrar/students/bulletins/index.dot**](http://www.astate.edu/a/registrar/students/bulletins/index.dot) **and select the most recent version of the bulletin. Copy and paste all bulletin pages this proposal affects below. Follow the following guidelines for indicating necessary changes.** **\*Please note: Courses are often listed in multiple sections of the bulletin. To ensure that all affected sections have been located, please search the bulletin (ctrl+F) for the appropriate courses before submission of this form.** - Deleted courses/credit hours should be marked with a red strike-through (~~red strikethrough~~)- New credit hours and text changes should be listed in blue using enlarged font (blue using enlarged font). - Any new courses should be listed in blue bold italics using enlarged font (***blue bold italics using enlarged font***)*You can easily apply any of these changes by selecting the example text in the instructions above, double-clicking the ‘format painter’ icon 🡪 , and selecting the text you would like to apply the change to.* *Please visit* [*https://youtu.be/yjdL2n4lZm4*](https://youtu.be/yjdL2n4lZm4) *for more detailed instructions.* |

**DEPARTMENT OF MUSIC**

**Music Education (MUED)**

***MUED 2231. Vocal Techniques for Instrumentalists.*** Introduction to the content knowledge and skill required to teach and model vocal techniques appropriate to students in the elementary through secondary grades. Fall.

***MUED 2241. Instrumental Techniques for Vocalists.*** Introduction to the content knowledge and skill required to play and teach instruments commonly found in elementary and secondary school music programs. Fall.

***MUED 2512. Introduction to K-12 Music Education.*** Introduces prospective music educators to the historical, philosophical, legal, political, ethical, technological and professional foundations in K-12 music education and how this foundational knowledge helps develop music teacher competencies and dispositions. Fall.

**MUED 3612. Music and Methods for the Classroom Teacher** Development of procedures, skills, and approaches to the music program for the elementary classroom. For non music majors only. Fall, Spring, Summer.

***MUED 4002. Methods and Materials for Teaching Instrumental Music.***Overview of instrumental music programs, with study of program organization, teaching methods and repertoire. Focuses on ancillary concerns such as fund-raising and inventory control. Includes discussion on interview techniques and resume/cover letter construction for the aspirant music educator. Must be admitted to the Teacher Education Program. Fall.

***MUED 4102. Methods and Materials for Teaching Marching Band.*** Study of the academic and non-academic responsibilities of the marching band director. Topics will include show planning and design, rehearsal and performance philosophies and strategies, and professional development in the area of athletic bands. Must be admitted to the Teacher Education Program. Spring.

**MUED 4573. Methods and Materials for Teaching Instrumental Music** Overview of the instrumental music curriculum. Emphasis on teaching strategies appropriate to secondary school students. Opportunities to develop behavioral objectives, present demonstrations, plan rehearsals, and more. Must be admitted to the Teacher Education Program. Fall.

**MUED 4643. Methods and Materials for Teaching Vocal Music** Overview of the vocal music cur­riculum. Emphasis on teaching strategies to secondary school students. Opportunities to develop behavioral objectives, present demonstrations, plan rehearsals, and more. Must be admitted to the Teacher Education Program. Fall.

**MUED 4613. Methods and Materials for Teaching Vocal Music in the Middle Grades** Develop­ment of procedures, skills, and approaches to teaching general and choral music in grades 4-8. Demand.

**MUED 4623. Methods and Materials for Teaching Elementary School Music** Current philoso­phies and practices in curriculum planning for the elementary school music program. Music majors only. Spring.

**MUED 4633. Music Recording Techniques** Music recording techniques designed for the music educator. Special emphasis on essential electronic equipment, its use and maintenance. Demand.

**MUED 4642. Piano Pedagogy** Methods and materials of teaching piano. Permission of instructor required. Dual Listed MUED 5642. Demand.

**MUED 4651. Instrument Repair** Techniques for maintenance and minor repair of wind instru­ments. Spring.

***MUED 4662. Methods and Materials for Teaching Vocal Choral Music.*** Introduction to the types

of knowledge needed - music content, music skills and music pedagogy - to successfully teach vocal choral music in K-12 settings. Also, continuing emphasis on developing types of music teacher disposition knowledge. Must be admitted to the Teacher Education Program. Fall.

***MUED 4672. Administering the Choral Music Program.*** Administering the choral music program and learning how to assess choral music learning. Also, continuing emphasis on developing types of music teacher disposition knowledge. Must be admitted to the Teacher Education Program. Spring.

**MUED 466V. Special Problems in Music Education** Independent study of approved topics for juniors and seniors arranged in consultation with a professor. Must have Departmental approval. Fall, Spring, Summer.

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 Major in Instrumental Music (cont.)

**Bachelor of Music Education**

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

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