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

**New or Modified Course Proposal Form**

**[X] Undergraduate Curriculum Council**

**[ ] Graduate Council**

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| **[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.

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| Ryan Sullivan 1/15/2023**Department Curriculum Committee Chair** | \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_ Enter date…**COPE Chair (if applicable)** |
| Sarah Labovitz 1/17/2023**Department Chair** | \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_ Enter date…**Head of Unit (if applicable)**   |
| \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_ Enter date…**College Curriculum Committee Chair** | \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_ Enter date…**Undergraduate Curriculum Council Chair** |
| Mary Elizabeth Spence 4/17/2023**Office of Accreditation and Assessment (new courses only)** | \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_ Enter date…**Graduate Curriculum Committee Chair** |
| \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_ Enter date…**College Dean** | Len Frey 4/26/2023**Vice Chancellor for Academic Affairs** |
| \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_ Enter date…**General Education Committee Chair (if applicable)**   |  |

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

Ryan Sullivan, Dept. of Music, rsullivan@astate.edu, 972-3841

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.”*

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|  | **Current (Course Modifications Only)** | **Proposed (New or Modified)** *(Indicate “N/A” if no modification)* |
| **Prefix** |  | **MUS** |
| **Number\*** |  | **3552** |
| **Title** (include a short title that’s 30 characters or fewer) |  | **Choral Conducting, Literature, and Sequencing****Short title: CHORAL CONDUCTING**  |
| **Description\*\*** |  | **PERFORMANCE COURSES GROUP INSTRUCTION. Conducting methods for choirs, literature available for choirs of all ages, lesson planning, scope-and-sequence development, and programming.** |

 ***\**** 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 / No** Are there any prerequisites? YES
	1. If yes, which ones?

MUS 3441 (Elementary Conducting), Admission to Teacher Education Program

* 1. Why or why not?

 The conducting coursework in the BME Vocal and Instrumental degrees is a two-semester sequence. Basic knowledge of conducting is required for success in this class.

1. No Is this course restricted to a specific major?
	1. If yes, which major? Enter text...
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 / No** 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?

MUS 3451

**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 Syllabus, criteria for selecting literature

Week 2 Strategies for selecting literature

Week 3 Performance-oriented rehearsal planning

Week 4 Standards-based rehearsal planning

Week 5 Renaissance & Baroque literature / Peer teaching

Week 6 Classical & Romantic literature / Peer teaching

Week 7 1900-1990 literature / Peer teaching

Week 8 1990-current literature / Peer teaching

Week 9 Anatomy of conducting gesture

Week 10 Observation of professional conductors

Week 11 Term project planning

Week 12 Peer Unit Teaching 1

Week 13 Peer Unit Teaching 2

Week 14 Peer Unit Teaching 3

Week 15 Peer Unit Teaching 4

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

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

No

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

This course will be co-taught by Drs. Colleen McNickle and Ryan Sullivan in FA 144 with use of projector, piano, and risers

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**

1. **Modification Justification (Course Modifications Only)**

Justification for Modification(s)

**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)

 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).  As the degree plan stands, there is no choral literature course for undergraduate students. Choral Conducting, Literature, and Sequencing would allow students to more deeply dive into the literature available for choirs of all ages and more thoroughly experience lesson planning, scope-and-sequence development, and programming. Students would have more time to examine the variety of choral literature and ensemble offerings. Pre-service conductors will learn how to plan long and short-term instruction based on the ability of their singers, develop a broader understanding of historical and current choral literature, and advance their skills of non-verbal communication as a conductor.

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 prepares students to be effective when leading others in vocal music settings (schools, churches, community organizations, etc.), which is at the core of how our department serves the community. Additionally, the National Association of Schools of Music accrediting organization requires that this content be included in undergraduate music degrees as outlined in III.O.2, VIII.B.1.d, IX.C.3.b of its 2022-2023 handbook.

c. Student population served.

BME Vocal majors as well as BA Music, BM Composition, and BM Voice students who choose the course as an elective to further their study of choral music.

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 many lower level courses such as Theory I-IV, Aural Theory I-IV, Keyboard Skills I-III, Applied Voice, Diction I-II, and others.

**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?
2. PLO #1 Students will demonstrate rehearsal, conducting, and instructional skills required of elementary and secondary teachers in the area of concentration
3. 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.*

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| **Program-Level Outcome 1 (from question #19)** | Students will demonstrate rehearsal, conducting, and instructional skills required of elementary and secondary teachers in the area of concentration |
| Assessment Measure | At the course level 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). At the program level, the direct measures for this PLO are student intern summative evaluations and the EdTPA Assessment. The indirect measure at the program level is the exit survey.  |
| Assessment Timetable | This outcome is assessed at the course level during the semester it is taken. It will be in the senior fall of the 8 semester degree plan. At the program level, this outcome is directly and indirectly measured during student internship, histprically the last semester of the degree for our BME-Vocal students.  |
| Who is responsible for assessing and reporting on the results? | At the program level, these assessments will be administered by the course instructor and relayed to the chair of the department’s Assessment Committee. At the program level, the student’s university and clinical supervisors will assess them directly with the intern summative evaluation and the music ed instructors will directly assess them with the EdTPA Assessment. The assessment coordinator will issue the exit survey which indirectly assesses this PLO.  |

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

 **Course-Level Outcomes**

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

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| **Outcome 1** | Student will be prepared to conduct a variety of literature and ensembles with clear gesture and non-verbal communication.  |
| Which learning activities are responsible for this outcome? | Peer Teaching activities |
| Assessment Measure  | A conducting rubric will be administered during Peer Teaching activities. |

*(Repeat if needed for additional outcomes)*

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| **Outcome 2** | Student will have a broad knowledge of choral literature from a range of historical periods and cultures around the world.  |
| Which learning activities are responsible for this outcome? | Concert programming assignments |
| Assessment Measure  | Students will demonstrate a cohesive program of diverse literature as determined by the assignment objectives.  |

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| **Outcome 3** | Student will be fluent in strategies for planning instruction, both broadly and specifically, based on the target student population and selected literature.  |
| Which learning activities are responsible for this outcome? | Peer Teaching activities |
| Assessment Measure  | A rubric will be administered during Peer Teaching activities. |

**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. 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=MUS&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=MUS&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**

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|   | •  [MUS 3480 - Orchestra](https://catalog.astate.edu/preview_course_nopop.php?catoid=3&coid=5100) **Sem. Hrs:** **0** |
|    | •  [MUS 3481 - Orchestra](https://catalog.astate.edu/preview_course_nopop.php?catoid=3&coid=5101) **Sem. Hrs:** **1** |
|    | •  [MUS 3523 - Song Literature](https://catalog.astate.edu/preview_course_nopop.php?catoid=3&coid=5102) **Sem. Hrs:** **3** |
|    | •  [MUS 3551 - High Brass Techniques](https://catalog.astate.edu/preview_course_nopop.php?catoid=3&coid=5103) **Sem. Hrs:** **1**MUS 3552 - Choral Conducting, Literature, and SequencingSem. Hrs: 2PERFORMANCE COURSES GROUP INSTRUCTION. Conducting methods for choirs, literature available for choirs of all ages, lesson planning, scope-and-sequence development, and programming. Fall.Prerequisites: MUS 3441 and Admission to Teacher Education Program |
|    | •  [MUS 3561 - Low Brass Techniques](https://catalog.astate.edu/preview_course_nopop.php?catoid=3&coid=5104) **Sem. Hrs:**  |

**PROPOSED**

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|   | •  [MUS 3480 - Orchestra](https://catalog.astate.edu/preview_course_nopop.php?catoid=3&coid=5100) **Sem. Hrs:** **0** |
|    | •  [MUS 3481 - Orchestra](https://catalog.astate.edu/preview_course_nopop.php?catoid=3&coid=5101) **Sem. Hrs:** **1** |
|    | •  [MUS 3523 - Song Literature](https://catalog.astate.edu/preview_course_nopop.php?catoid=3&coid=5102) **Sem. Hrs:** **3** |
|    | •  [MUS 3551 - High Brass Techniques](https://catalog.astate.edu/preview_course_nopop.php?catoid=3&coid=5103) **Sem. Hrs:** **1****MUS 3552 - Choral Conducting, Literature, and Sequencing****Sem. Hrs: 2**PERFORMANCE COURSES GROUP INSTRUCTION. Conducting methods for choirs, literature available for choirs of all ages, lesson planning, scope-and-sequence development, and programming. Fall.Prerequisites: MUS 3441 and Admission to Teacher Education Program |
|    | •  [MUS 3561 - Low Brass Techniques](https://catalog.astate.edu/preview_course_nopop.php?catoid=3&coid=5104) **Sem. Hrs:** 1 |