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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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| Sarah Labovitz 2/9/2020**Department Curriculum Committee Chair** | Joanna M Grymes 3/20/2020**COPE Chair (if applicable)** |
| Lauren Schack Clark 2/9/2020**Department Chair** | Mary Jane Bradley 3/23/2020**Head of Unit (if applicable)**   |
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| Mary Elizabeth Spence | 3/6/2020 |
| **Office of Assessment** |  |

 | \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_ Enter date…**Undergraduate Curriculum Council Chair** |
| Warren Johnson 3/18/2020**College Curriculum Committee Chair** | \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_ Enter date…**Graduate Curriculum Committee Chair** |
| Gina Hogue 3/19/2020**College Dean** | \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_ Enter date…**Vice Chancellor for Academic Affairs** |
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| \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_ | Enter date |

**General Education Committee Chair (if applicable)**   |  |

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

Sarah Labovitz, Dept. of Music, slabovitz@astate.edu, 870-972-2799

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

Fall 2022, Bulletin 2020-2021

**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** |  | **MUED** |
| **Number\*** |  | **4302** |
| **Title** |  | **Methods and Materials for Teaching Orchestra** |
| **Description\*\*** |  | Academic and non-academic responsibilities of an orchestra director. Topics include curriculum, teaching methods and repertoire, program organization, and administrative duties.  |

 ***\**** (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 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 Teacher Education Program

* 1. Why or why not?

 Enter text... This course will serve as a culminating methods course for the BME Instrumental-String Track. Students will need to have been screened into teacher education to demonstrate they have the professional dispositions and requisite skill and knowledge to be a teacher before they take this course.

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

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

Spring

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?

 Enter text...

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

a. If yes, what program?

 Enter text...

1. **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?

**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 One: Handbooks, Inventory, Organization

Week Two: Curriculum Development and Lesson Plans

Week Three: Assessment in the Large Ensemble

Week Four: Classroom Management in the Orchestra Classroom

Week Five: Choosing Repertoire For Elementary and Junior High

Week Six: Choosing Repertoire For High School

Week Seven: Programming

Week Eight: Budgets and Parent Organizations

Week Nine: Professional Development, Professional Organizations

Week Ten: Professional Issues and Technology

Week Eleven: Travel and Concert Assessment

Week Twelve: Getting the Job and Avoiding Burnout

Week Thirteen: The Full Orchestra

Week Fourteen: Mariachi Bands

Week Fifteen: Guitar Ensembles

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

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

No special features

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

 Students will understand the academic and non-academic responsibilities of music teaching as well as develop rehearsal and performance philosophies, planning strategies, and techniques. Students will learn classroom management skills, assessment measures, repertoire choice, curriculum development and continued professional and personal growth.

While traditional teaching orchestra courses are focused primarily on teaching either string ensembles or conventional symphony orchestras, students will also learn to apply their skills to guitar ensembles and Mariachi bands in order to reflect the demand of the current job market.

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.

Our mission states that we are preparing "dynamic educators.” Creating this course will make our string music ed graduates much more qualified for positions than those who graduate from institutions that do not offer such a course. They will be prepared to educate in a string ensemble classroom, full orchestra classroom, as well as a guitar and Mariachi classroom.

c. Student population served.

Undergraduate music education majors.

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

This course is upper level because it is meant to occur at the end of a music education major’s degree plan. It requires information from lower level courses that are now applied and synthesized in this course.

**Assessment**

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

1. **Yes / 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 #19 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 ?

 Display the dispositional attributes and administrative skills of an effective educator.

This course will help support pre-existing coursework in the Bachelor of Music Education Instrumental Degree in the above program level outcome. Direct and indirect measures are already in place to measure this outcome. This course will contribute to those gains.

1. Considering the indicated program-level learning outcome/s (from question #20), 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)** | Display the dispositional attributes and administrative skills of an effective educator. |
| Assessment Measure | One of the direct measures for this outcome is students’ performance on their EDA Dispositional Assessment as filled out by their teacher in this course. Other direct measures are their Praxis PLT scores, EdTPA Scores, and Intern Summative evaluations. Indirect measures are the EDA Dispositional Self-Assessment prior to screening into the teacher ed program and their music education exit interviews.  |
| Assessment Timetable | This outcome is directly measured within this course when the EDA Disposition test is finished by the professor, as well as in the last semester of the degree when they take Praxis PLT, complete EdTPA, and complete their internship. The indirect measures are completed at different times. The EDA self assessment is given in the sophomore spring, prior to this class and their final semester when their exit evaluation is given.  |
| Who is responsible for assessing and reporting on the results? | The summative direct and indirect measures will be reported yearly as they are collected from graduating music education students by the Chair of our Department’s Assessment Committee. The direct measure in this course will be completed by the professor but reported by the Chair of our Department’s Assessment Committee.  |

 *(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** | Students will display the academic roles of an orchestra director. |
| Which learning activities are responsible for this outcome? | Making a curriculum, making lesson plans, planning a program |
| Assessment Measure | Formal edtpa lesson plan unit design and lesson plans, formal programming assignment for fictional orchestra program and informal classroom observation of class discussion on related topics |

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| **Outcome 2** | Students will display the non-academic roles of an orchestra director |
| Which learning activities are responsible for this outcome? | Learning how to make and keep a calendar and inventory, learning how to make a budget, learning how to come up with classroom and equipment procedures and policies |
| Assessment Measure | Formal Assessment in the form of a completed, comprehensive Orchestra Policy and Procedure Handbook and informal classroom observation of class discussion on related topics |

*(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. 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.**  |

**For curricular modification, see BME Instrumental changes proposal**

**Undergraduate Bulletin 2019-2020, p. 511 current**

**MUED 4102. Methods and Materials for Teaching Marching Band**Academic and non-academic responsibilities of the marching band director. Topics will include show planning and design, re- hearsal and performance philosophies and strategies, and professional development in the area of athletic bands. Prerequisites, Admission to Teacher Education Program, declared Music Education Major. Spring.

**MUED 4302. Methods and Materials for Teaching Orchestra** Academic and non-academic responsibilities of an orchestra director. Topics include curriculum, teaching methods and repertoire, program organization, and administrative duties. Prerequisite, Admission to Teacher Education Program, declared Music Education Major. Spring.

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

**Undergraduate Bulletin 2019-2020, p. 511 proposed**

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