# UNDERGRADUATE CURRICULUM COMMITTEE (UCC) PROPOSAL FORMhttp://www.ric.edu/webcommunications/images/SealWithText_Small_Black.png

## Cover page scroll over blue text to see further important [instructions](#41mghml): please read.

**N.B. DO NOT USE HIGHLIGHT, PLEASE DELETE THE WORDS THAT DO NOT APPLY TO YOUR PROPOSAL**

**ALL numbers in section (A) need to be completed, including the impact ones.**

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| A.1.  [program](#3rdcrjn)(s) | **Bachelor of Music in Music Education** And Music in Performance B. M. | | | |  |
| [Replacing](#tyjcwt) |  | | | |
| A.2. [Proposal type](#2et92p0) | **Program revision** | | | |
| A.3. [Originator](#1fob9te) | **Robert Franzblau and Patricia Kammerer** | [Home department](#3znysh7) | | **Music, Theatre, and Dance** | |
| A.4. [Context and Rationale](#1t3h5sf) | The Music Area in the Department of Music, Theatre, and Dance has carefully reviewed the courses and the course sequence in the Music Education program. Due to the new guidelines by the Rhode Island Department of Education and addition of coursework in SPED and TESL, existing courses have been re-sequenced and modified to provide learning opportunities that will prepare our graduates to teach K-12 music in a variety of settings. The changes are a result of feedback from our PK-12 Music Education partners and feedback from the most recent RI Dept. of Education report.  RIDE certification is PK-12 Music, which means our teacher candidates must be as prepared as possible to teach music in any public school setting, including general music, chorus, orchestra, and band, as well as guitar, piano, music theory, and music technology, in grades pre-kindergarten through high school. The obvious challenge is to prepare teacher candidates as much as possible for this diversity within a four-year degree program.    Our curriculum has addressed the foregoing challenge in various ways over the past fifty years. In 2009, for example, we added a course to our Practicum sequence, changing from two courses (general music and combined secondary choral/instrumental) to three courses (general music, secondary choral, and secondary instrumental). Although this allowed for more concentrated choral and instrumental preparation for our teacher candidates, we cannot maintain this course load while also delivering courses in special education and English language learners, while keeping the total degree credits under 130.    We have therefore reduced the number of practicum courses from three back to two (general music and secondary ensemble), and we are reducing the credits and contact hours for each. Other changes regarding class piano and language orientation are also included in our redesigned curriculum, with ratios of credit to contact hours that are consistent with courses such as MUS 106, 107, 110, 111.  MUS 113 has been a required course for all music majors since Fall 2008, when it was decided that all incoming music majors needed concentrated improvement in their rhythm performance and notation skills. During the revision of the Music Education program in 2018, however, a “cost-benefit” discussion among music faculty led to a consensus that the benefit of this course is most strongly needed for those students whose rhythm skills need significant improvement, and the course should not be required for all students in the program; it will be required only for those students whose rhythm skills are significantly deficient. Rhythmic skills of incoming music education majors will be assessed through both an online and live test during their audition for the program, and there will be the minimal impact of one additional credit in the program for students who are required to take this course.  MUS/ANTH 167 has been required in the program for over ten years (and double-counts as the Arts Gen Ed course for students in the program), but has been listed as an aside “note” in the Catalog program description. Current policy requires it to be listed similar to all other required courses in the program, and that change is reflected in the current proposal, as well as Catalog copy changes.    The following summarize the changes to the Bachelor of Music in Music Education program:  **CHANGES**   * **Change course name/category/credit/contact hours** in the following courses:   + MUS 104 Class Piano I - Reduce credits from 2 to 1, reduce contact hours from 4 to 3   + MUS 105 Class Piano II - Reduce credits from 2 to 1, reduce contact hours from 4 to 3   + MUS 210 Language Orientation I - Reduce credits from 2 to 1, reduce contact hours from 3 to 2   + MUS 211 Language Orientation II - Reduce credits from 2 to 1, reduce contact hours from 3 to 2   + MUSE 212 Introduction to Music Education - Increase credits from 1 to 2, increase contact hours from 1 to 2   + MUSE 412 Practicum I in Music Education - Change name to MUSE 412 General Music Practicum in Music Education; decrease credits from 4 to 3; decrease contact hours from 8 to 6   + MUSE 413 Practicum II in Music Education - Change name to MUSE 413 Secondary Ensemble Practicum in Music Education; decrease credits from 4 to 3; decrease contact hours from 8 to 6 * **Delete course**   + MUSE 414 Practicum III in Music Education   + MUS 113 Basic Rhythm * **Add retention requirement**   + Students must achieve a minimum grade of B- in all MUSE courses.   This retention requirement has been a de facto requirement (and stated in the Music Student Handbook) since at least 2009. It is consistent with minimum grade requirements for required FNED, CEP, SPED, and TESL courses in the program, as well as MUS courses required for FSEHD admission. It should be stated in the Catalog for full transparency.  The Music in Performance B. M. will be reduced by two credits as it also uses MUS 104 and 105 that are being reduced in credits for the Music in Music Education program, and we would like to take the opportunity to also officially add that requirement of MUS/ANTH 167 (that also double-counts as the Arts Gen Ed course for students in the program). Current policy requires it to be listed similar to all other required courses in the program, and that change is reflected in the Catalog copy changes. This program will go from 75 to 77 credits with these changes. These changes seem simple enough not to have to be repeated in section C aside from a note in C. 6 | | | | |
| A.5. [Student impact](#35nkun2) | The revised program changes the total credits from its current 129-133 to 130 when including Gen Eds. The current range of total credits is due to a long-standing credit imbalance between instrumental and vocal emphasis in the program, where MUS 210 and MUS 211 Language Orientation I and II (four total credits) were required courses for teacher candidates whose primary music performance area was voice, IN ADDITION TO those courses required for teacher candidates whose primary music performance area was instrumental. The revised program retains the requirement for MUS 210 and 211 for vocal teacher candidates, but eliminates the credit imbalance with instrumental teacher candidates by 1) reducing MUS 210 and 211 to one credit each, and 2) requiring only two of the four instrumental methods courses for vocal teacher candidates. | | | | |
| A.6. [Impact on other programs](#2grqrue) | Total credits for instrumental majors in the Bachelor of Music in Performance program will be reduced by two, due to the reduced credit for MUS 104, and 105. Total credits for vocal majors in the Bachelor of Music in Performance program will be reduced by four, due to the reduced credit for MUS 104, 105, 210, and 211. | | | | |
| A.7. [Resource impact](#vx1227) | [*Faculty PT & FT*](#3fwokq0): | **None** | | | |
| [*Library*:](#1v1yuxt) | **None** | | | |
| [*Technology*](#4f1mdlm) | **None** | | | |
| [*Facilities*](#2u6wntf): | **None** | | | |
| A.8. [Semester effective](#4d34og8) | **Fall 2019** | A.9. [Rationale if sooner than next Fall](#4d34og8) |  | | |
| A.10. INSTRUCTIONS FOR CATALOG COPY: This single file copy must include ALL relevant pages from the college catalog, and show how the catalog will be revised. (1) Go to the “Forms and Information” page on the UCC website. Scroll down until you see the Word files for the current catalog. (2) Download ALL catalog sections relevant for this proposal, including course descriptions and/or other affected programs. (3) Place ALL relevant catalog copy into a single file. Put page breaks between sections and delete any catalog pages not relevant for this proposal. (4) Using the track changes function, revise the catalog pages to demonstrate what the information should look like in next year’s catalog. (5) Check the revised catalog pages against the proposal form, especially making sure that program totals are correct if adding/deleting course credits. If new copy, indicate where it should go in the catalog. If making related proposals a single catalog copy that includes all is acceptable. Send as a separate file along with this form. | | | | | |

C. [Program Proposals](#kix.k3deb0rz508y) **Revision to Bachelor of Music in Music Education**

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|  | [Old (for revisions only)](#kix.h8okpmglb0al) | New/revised |
| C.1. [Enrollments](#kix.cww97tkozt4w) | Fall 2018 - 56  Fall 2017 - 38  Fall 2016 - 33 |  |
| C.2. [Admission requirements](#kix.7vphjjmqjilt) | An audition is required for acceptance into all music programs. | An audition is required for acceptance into all music programs. In addition, music education students must meet requirements for admission to FSEHD, as detailed in the revised Catalog copy. |
| C.3. [Retention requirements](#kix.b4rmt02eb5st) | Students must achieve a minimum grade of C in all required music courses. Students must pass Freshman Applied Music Proficiency upon completion of the second semester of Applied Music. | Students must achieve a minimum grade of B- in all MUSE courses. Students must achieve a minimum grade of B- in MUS 104, MUS 105, MUS 106, MUS 107, MUS 110, MUS 111, MUS 112. Students must achieve a minimum grade of C in all other required MUS courses. Students must pass Freshman Applied Music Proficiency upon completion of the second semester of Applied Music. |
| C.4. [Course requirements](#kix.jgng36blmf5d) for each program option | MUS 230 Music Theory I (3)  MUS 232 Music Theory II (3)  MUS 234 Music Theory III (3)  MUS 236 Music Theory IV (3)  MUS 113 Basic Rhythm (1)  MUS 231 Sight Singing and Ear Training I (1)  MUS 233 Sight Singing and Ear Training II (1)  MUS 235 Sight Singing and Ear Training III (1)  MUS 237 Sight Singing and Ear Training IV (1)  MUS 205 Music History and Literature I (3)  MUS 206 Music History and Literature II (3)  ONE COURSE from  MUS 310 Medieval and Renaissance Music (3)  MUS 311 Music of the Baroque (3)  MUS 312 Music of the Classical Era (3)  MUS 313 Music of the Romantic Period (3)  MUS 314 Twentieth-Century Music (3)  MUS 104 Class Piano I (2)  MUS 105 Class Piano II (2)  MUS 106 Class Strings (1)  MUS 107 Class Voice (1)  MUS 110 Brass Class (1)  MUS 111 Woodwinds Class (1)  MUS 112 Percussion Class (1)  MUS 308 Fundamentals of Conducting (2)  MUS 210 Language Orientation I (2) (vocalists only)  MUS 211 Language Orientation II (2) (vocalists only)  MUS 492 Senior Recital-Music Education (0)  MUS 091 Student Recital Series (0) (seven semesters)  MUS 161-163 Large Ensemble (0.5) (seven semesters)  MUS 161-163 Secondary Ensemble (0.5)  MUS 270–286 or 288–289 Applied Music (2) (seven semesters)  TWO SEMESTERS of either  MUS 164-166 Chamber Ensembles (1)  MUS 268 Opera Workshop (1)  CEP 315 Educational Psychology (3)  FNED 346 Schooling in a Democratic Society (4)  MUSE 212 Introduction to Music Education (1)  MUSE 412 Practicum in Music Education I (4)  MUSE 413 Practicum in Music Education II (4)  MUSE 414 Practicum in Music Education III (4)  MUSE 424 Student Teaching in Music Education (10)  MUSE 460 Student Teaching Seminar in Music Education (2) | MUS 230 Music Theory I (3)  MUS 232 Music Theory II (3)  MUS 234 Music Theory III (3)  MUS 236 Music Theory IV (3)  MUS 231 Sight Singing and Ear Training I (1)  MUS 233 Sight Singing and Ear Training II (1)  MUS 235 Sight Singing and Ear Training III (1)  MUS 237 Sight Singing and Ear Training IV (1)  MUS 205 Music History and Literature I (3)  MUS 206 Music History and Literature II (3)  MUS/ANTH 167 Music of the Non-Western World (4)  ONE COURSE from  MUS 310 Medieval and Renaissance Music (3)  MUS 311 Music of the Baroque (3)  MUS 312 Music of the Classical Era (3)  MUS 313 Music of the Romantic Period (3)  MUS 314 Twentieth-Century Music (3)  MUS 104 Class Piano I (1)  MUS 105 Class Piano II (1)  MUS 107 Class Voice (1)  MUS 308 Fundamentals of Conducting (2)  FOUR COURSES from  MUS 106 Class Strings (1)  MUS 110 Brass Class (1)  MUS 111 Woodwinds Class (1)  MUS 112 Percussion Class (1)  MUS 210 Language Orientation I (1) (vocalists only; required for vocalists)  MUS 211 Language Orientation II (1) (vocalists only; required for vocalists)  MUS 492 Senior Recital-Music Education (0)  MUS 091 Student Recital Series (0) (seven semesters)  MUS 161-163 Large Ensemble (0.5) (seven semesters)  MUS 161-163 Secondary Ensemble (0.5)  MUS 270–286 or 288–289 Applied Music (2) (seven semesters)  TWO SEMESTERS of either  MUS 164-166 Chamber Ensembles (1)  MUS 268 Opera Workshop (1)  FNED 101 Introduction to Teaching and Learning (2)  FNED 246 Schooling for Social Justice (4)  CEP 215 Introduction to Educational Psychology (4) (counts as SB GenEd)  SPED 333 Intro to Special Ed (3)  TESL 401 Introduction to Teaching Emergent Bilinguals (4)  ONE COURSE from:  SPED 433 Special Education Best Practices/Practical Applications (3)  TESL 402 Applied Theory and Research in Second Language Acquisition (3)  MUSE 212 Introduction to Music Education (2)  MUSE 412 General Music Practicum in Music Education (3)  MUSE 413 Secondary Ensemble Practicum in Music Education (3)  MUSE 424 Student Teaching in Music Education (10)  MUSE 460 Student Teaching Seminar in Music Education (2) |
| C.5. [Credit count](#kix.58nphj4x9vgd) for each program option | **89-93** | **98** |
| C.6. Other changes if any | **Previously MUS 113 (1 credit) was required, now it will only be required if the student needs additional aid and a note to that affect will be added under the admissions instructions.** | Note: MUS 113 Basic Rhythm is required for students whose rhythm skills are evaluated as needing significant improvement through an online and live assessment before entrance.  **Music in Performance BM program is reducing by two credits due to its use of MUS 104 and 105, but it needs to add the ANTH 167/MUS 167 requirement, which will raise its credits from 75 to 77.** |
| C.7 [Program goals](http://www-prod.ric.edu/curriculum_committee/documents/Program%20goals)  Needed for all new programs |  |  |

## D. Signatures

* Changes that affect General Education in any way MUST be approved by ALL Deans and COGE Chair.
* Changes that directly impact more than one department/program MUST have the signatures of all relevant department chairs, program coordinators, and relevant dean (e.g. when creating/revising a program using courses from other departments/programs). Check UCC manual 4.2 for further guidelines on whether the signatures need to be approval or acknowledgement.
* Proposals that do not have appropriate approval signatures will not be considered.
* Type in name of person signing and their position/affiliation.
* Send electronic files of this proposal and accompanying catalog copy to [curriculum@ric.edu](mailto:curriculum@ric.edu) and a printed or electronic signature copy of this form to the current Chair of UCC. Check UCC website for due dates.

##### D.1. Approvals: required from programs/departments/deans who originate the proposal. may include multiple departments, e.g., for joint/interdisciplinary proposals.

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| Name | Position/affiliation | [Signature](#_19c6y18) | Date |
| Robert Franzblau | Co-Program Coordinator of BM-Music Education Program |  |  |
| Tricia Kammerer | Co-Program Coordinator of BM-Music Education Program |  |  |
| Ian Greitzer | Chair of Music, Theatre, and Dance Department |  |  |
| Lesley Bogad | Chair of Department of Educational Studies |  |  |
| Earl Simson | Dean of Faculty of Arts and Sciences |  |  |
| Gerri August/Julie Horwitz | Co-Interim Deans of Feinstein School of Education and Human Development |  |  |

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##### D.2. [Acknowledgements](#32hioqz): REQUIRED from OTHER PROGRAMS/DEPARTMENTS IMPACTED BY THE PROPOSAL. SIGNATURE DOES NOT INDICATE APPROVAL, ONLY AWARENESS THAT THE PROPOSAL IS BEING SUBMITTED. CONCERNS SHOULD BE BROUGHT TO THE UCC COMMITTEE MEETING FOR DISCUSSION

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| Name | Position/affiliation | [Signature](#1hmsyys) | Date |
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