# 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](#1v1yuxt): 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. [Course or program](#30j0zll) | **MUS 211 - Language Orientation II** |  |
| A.2. [Proposal type](#tyjcwt) | **Course: revision** |
| A.3. [Originator](#4d34og8) | **Robert Franzblau** | [Home department](#2s8eyo1) | **Music, Theatre, and Dance** |
| A.4. [Context and Rationale](#17dp8vu)  | 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. As a result of this review, MUSE 210 has undergone the following changes: * Change in the course description;
* Decrease in credit hours;
* Decrease in contact hours;
* A targeted focus on skills for general music and ensemble settings.
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| A.5. [Student impact](#3rdcrjn) | Less in-depth study of each language, with emphasis placed on breadth of knowledge. |
| A.6. [Impact on other programs](#19c6y18)  | Music in Performance B.M. - decrease in credit hours from 2 to 1 credit |
| A.7. [Resource impact](#3tbugp1) | [*Faculty PT & FT*](#28h4qwu):  | potential decrease in load credit for part-time faculty |
| [*Library*:](#nmf14n) | none |
| [*Technology*](#37m2jsg) | none |
| [*Facilities*](#1mrcu09): | none |
| A.8. [Semester effective](#35nkun2) | Fall 2019 | A.9. [Rationale if sooner than next Fall](#35nkun2) |  |
| 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. |

B. [NEW OR REVISED COURSES](#46r0co2)  **DO NOT USE HIGHLIGHT. DELETE THIS WHOLE PAGE IF THE PROPOSAL DOES NOT INCLUDE A NEW OR REVISED COURSE.**

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| --- | --- | --- |
|  | Old ([for revisions only](#2lwamvv))Only include information that is being revised, otherwise leave blank (delete provided examples that do not apply) | NewExamples are provided for guidance, delete the ones that do not apply |
| B.1. [Course prefix and number](#1ksv4uv)  | MUS 211 |  |
| B.3. [Course title](#44sinio)  | Language Orientation II |  |
| B.4. [Course description](#2jxsxqh)  | The main objective of this course is to develop proficiency in the use of the International Phonetic Alphabet as applied to song texts in German and French. | Students will develop proficiency in the use of the International Phonetic Alphabet as applied to song and choral texts in French and German.  |
| B.5. [Prerequisite(s)](#z337ya) |  |  |
| B.6. [Offered](#111kx3o) |  |  |
| B.7. [Contact hours](#1y810tw)  | 3 | 2 |
| B.8. [Credit hours](#4i7ojhp) | 2 | 1 |
| B.9. [Justify differences if any](#2xcytpi) | Differences are to allow for the studio nature of the course and to create a targeted focus on language orientation skills for general music and ensemble settings. |
| B.10. [Grading system](#206ipza)  | Letter grade  | Letter grade  |
| B.11. [Instructional methods](#1ci93xb) |  |  |
| B.12.[Categories](#3whwml4) |  |  |
| B.13. Is this an Honors course? | No | No |
| B.14. [General Education](#2bn6wsx)N.B. Connections must include at least 50% Standard Classroom instruction. | No | No |
| B.15. [How will student performance be evaluated?](#qsh70q) |  |  |
| B.16. [Redundancy statement](#3as4poj) | N/A | N/A |
| B. 17. Other changes, if any |  |

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| B.18**.** [**Course learning outcomes**](#1pxezwc)**: List each one in a separate row** | [**Professional Org.Standard(s)**](#49x2ik5)**, if relevant** | [**How will each outcome be measured**](#2p2csry)**?** |
| 1. Learn the proper articulation of sounds in the focus languages  | FSEHD 1; RIPTS 1, 2, 5; NASM VIII.B.1, IX.O.3.c.2.a | * Individual meetings with instructor
* Written quiz/test
 |
| 2. Recognize these sounds aurally in the focus languages | FSEHD 1; RIPTS 1, 2, 5; NASM VIII.B.1, IX.O.3.c.2.a | * Individual meetings with instructor
* Written quiz/test
 |
| 3. Transcribe these sounds into IPA | FSEHD 1; RIPTS 1, 2, 5; NASM VIII.B.1, IX.O.3.c.2.a | * Written quiz/test
 |
| 4. Choose correct sounds based on an understanding of standard diction practices in the focus languages | FSEHD 1; RIPTS 1, 2, 5; NASM VIII.B.5 | * Individual meetings with instructor
* Written quiz/test
 |
| 5. Critique diction in recorded performances of vocal music in the focus languages | FSEHD 1; RIPTS 1, 2, 5; NASM VIII.B.5, VIII.C.1-2 | * Written quiz/test
 |
| 6. Develop an understanding of the role of diction in stylistic nuance and interpretation of standard vocal literature | FSEHD 1; RIPTS 1, 2, 5; NASM VIII.B.5, VIII.C.1-2 | * Individual meetings with instructor
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| B.19. [**Topical outline**](#147n2zr)**: Do NOT insert whole syllabus, we just need a two-tier outline** |
| 1. German
	1. Articulation
	2. Aural recognition
	3. Transcription
	4. Application of standard diction practices in unfamiliar English text
	5. Critical assessment of recorded songs in English
2. French
	1. Articulation
	2. Aural recognition
	3. Transcription
	4. Application of standard diction practices in unfamiliar Italian text
	5. Critical assessment of recorded songs in Italian
 |

## 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 directors, 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 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 prposals.

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| --- | --- | --- | --- |
| Name | Position/affiliation | [Signature](#_2zbgiuw) | Date |
| Patricia Kammerer | Co-Program Coordinator, Music Education |  |  |
| Robert Franzblau | Co-Program Coordinator, Music Education |  |  |
| Ian Greitzer | Chair of Music, Theatre, and Dance |  |  |
| Lesley Bogad | Chair of Educational Studies |  |  |
| Gerri August or Julie Horwitz | Dean of FSEHD |  |  |
| Earl Simpson | Dean of Arts and Sciences |  |  |

##### D.2. [Acknowledgements](#vx1227): 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](#3fwokq0) | Date |
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