# 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) | **MUSE 412 - General Music Practicum in Music Education** |  |
| A.2. [Proposal type](#tyjcwt) | **Course: revision**  |
| A.3. [Originator](#4d34og8) | **Patricia Kammerer** | [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 412 has undergone the following changes:* Name change;
* Change in the course description;
* Decrease in the number of credit hours;
* Decrease in the number of contact hours;
* Prerequisite change;
* Modified learning outcomes to reflect emphasis on: preparation on classroom instruments, use of video analysis, an examination of a variety of pedagogical approaches, teaching English language learners, teaching music to students with special needs, technology, and assessment
 |
| A.5. [Student impact](#3rdcrjn) | **This change will create a positive impact with core knowledge and readiness for the field.**  |
| A.6. [Impact on other programs](#19c6y18)  | **No impact** |
| A.7. [Resource impact](#3tbugp1) | [*Faculty PT & FT*](#28h4qwu):  | **No impact** |
| [*Library*:](#nmf14n) | **No impact** |
| [*Technology*](#37m2jsg) | **No impact** |
| [*Facilities*](#1mrcu09): | **No impact** |
| 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)  |  | **MUSE 412** |
| B.3. [Course title](#44sinio)  | **Practicum in Music Education I** | **General Music Practicum in Music Education** |
| B.4. [Course description](#2jxsxqh)  | Principles and practices of teaching music at elementary and secondary levels are presented. This practicum includes learning theory and teaching methods, teaching students with special needs, and observation and participation in teaching. | Teacher Candidates will examine lesson planning, curriculum development, repertoire selection, and musicianship skills for the general music classroom through readings, discussions, performances, and field placement teaching.  |
| B.5. [Prerequisite(s)](#z337ya) | **MUS 105, MUSE 212, successful completion of sight singing and keyboard proficiency, or consent of department chair.** | **MUSE 212 (B- or better)****Admission to FSEHD** |
| B.6. [Offered](#111kx3o) | **Spring**  | **Spring** |
| B.7. [Contact hours](#1y810tw)  | **8** | **6** |
| B.8. [Credit hours](#4i7ojhp) | **4** | **3** |
| B.9. [Justify differences if any](#2xcytpi) | **Some aspects of key content areas - particularly in the area of musicianship skills in classroom instruments and teaching music to students with special needs - will be embedded in other courses, such as MUSE 212, MUS 104, MUS 105, as well as the Rocks in the River courses integral to the curriculum redesign.**  |
| B.10. [Grading system](#206ipza)  |  | **Letter grade**  |
| B.11. [Instructional methods](#1ci93xb) |  | **Fieldwork | Lecture | Practicum | Seminar | Small group | Individual |**  |
| B.12.[Categories](#3whwml4) |  | **Required for major | Required for Certification** |
| B.13. Is this an Honors course? |  | **NO** |
| B.14. [General Education](#2bn6wsx)N.B. Connections must include at least 50% Standard Classroom instruction. |  | **NO** |
| B.15. [How will student performance be evaluated?](#qsh70q) |  | **Attendance | Class participation |** **Class Work |Performance Protocols | Presentations | Projects | Reports of outside supervisor**  |
| B.16. [Redundancy statement](#3as4poj) |  |  |
| 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. Become an active and positive member of a professional community of music educators by meeting the expectations and develop collegial and professional relationships within a school community, the Rhode Island College community and within the field of music education;  | FSEHD 6; RIPTS 7, 10, 11; NASM IX.O.3.a.5; | * Attendance
* PD Requirement
* Cooperating Teacher feedback
* Class participation
 |
| 2. Practice musicianship in sight singing/reading, classroom instrument playing and singing, with a goal to enhance classroom instruction, and develop good habits for ongoing improvement in musicianship.  | FSEHD 1; RIPTS 7, 9, 10, 11; NASM IX.O.3.a.6; | * Performance assignments
* Peer-to-peer teaching
* Field placement teaching
 |
| 3. Research, compile, learn and use a varied repertoire of songs, listening pieces, and other music and movement examples appropriate for children in lessons and presentations, including music representing diverse cultures  | FSEHD 1, 2; RIPTS 1, 2, 3, 4, 5; NASM IX.O.d.4; | * Song/Repertoire collection
* Peer-to-peer and field placement teaching
* World Music Pedagogy assignment
 |
| 4. Explore, examine, and implement a variety of general music education philosophies and approaches in lesson planning and implementation, including teaching music to students with special needs and world music pedagogy;  | FSEHD 2, 5; RIPTS 1, 2, 3; NASM IX.O.d.4; | * Peer-to-peer lesson planning and teaching
* Field placement lesson planning and teaching
* Assignment
 |
| 5.Prepare and implement lesson plans that encourage the musical learning of all children through a variety of developmentally appropriate activities and experiences (including singing, movement, playing classroom instruments, improvising, composing, reading and notating music, listening to, analyzing, evaluating, and making connections between music and other disciplines); | FSEHD 1, 4; RIPTS 1, 2, 3, 4, 5, 6; NASM IX.O.c.1.b; | * Peer-to-peer lesson planning and teaching
* Field placement lesson planning and teaching
* Technology assignment
* World Music Pedagogy Assignment
* Teaching Music to Students with Special Needs assignment
 |
| 6. Reflect upon and evaluate one’s own growth as a teacher through self and peer evaluation, as well as observation reflection of other teachers; | FSEHD 3; RIPTS 7, 9, 10, 11; NASM IX.O.3.a.6; | * Video Analysis
* Field placement lesson planning and teaching
 |
| 7. Develop an understanding of assessment strategies for students across the grade levels, including a variety of both summative and formative assessments designed to measure growth; | FSEHD 4 ; RIPTS 1, 2, 3, 4, 5, 6; NASM IX.O.c.1.b ); | * Assessment assignment
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| 8. Learn about, reflect on, and implement effective classroom management skills and strategies;  | FSEHD 3; RIPTS 3, 4, 6; NASM IX.O.d.1); | * Classroom Management Assignment
 |
| 9. Acquire a working knowledge of the National Core Arts Standards (NCAS) for music, as well as the Rhode Island Professional Teacher STandards (RIPTS);  | FSEHD 4; RIPTS 3, 4, 6; NASM IX.O.d.1); | * Professional Disposition self assessment
* Peer-to-peer lesson planning and teaching
* Field placement lesson planning and teaching
 |
| 10. Develop ongoing skill and use in technology, both as a student in the course and as a pre-service teacher; | FSEHD 2: RIPTS 1, 2, 3, 4, 5, 6; NASM IX.O.c.1.b ); | * Technology assignment
* Use of google-docs, Blackboard, and One-Drive as students in the course
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| B.19. [**Topical outline**](#147n2zr)**: Do NOT insert whole syllabus, we just need a two-tier outline** |
| 1. Professional Disposition
	1. Attendance
	2. Class Participation and Disposition
	3. On-Time Assignments and Timely Communication
	4. Professionalism
	5. Professional Development
2. Musicianship
	1. Singing
	2. Recorder playing
	3. Sing and Play for 2-part music preparation
	4. Accompaniment Instruments (Ukulele/Guitar/Piano)
3. Lesson Planning, Teaching, and Reflecting
	1. Peer-to-Peer lesson planning and teaching
	2. Field Placement lesson planning and teaching
	3. Video Analysis
	4. Pedagogical Approaches in Music Education
4. Special Topics
	1. Classroom Management
	2. World Music Pedagogy
	3. Teaching Music to Students with Special Needs
	4. Technology
	5. Assessment
5. Song/Repertoire Research and Selection
 |

### C. [Program Proposals](#3o7alnk) **complete only what is relevant to your proposal Delete this whole page if the proposal is not revising, creating, deleting or suspending any progam.**

### 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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