# 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 413 - Secondary Ensemble Practicum in Music Education** |  |
| 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. The existing MUSE 414 Practicum III in Music Education is being eliminated, and content from this course is being folded into MUSE 413.As a result of this review, MUSE 413 has undergone the following changes:* Name change;
* Prerequisite change;
* Change in the course description;
* Change in the number of credit hours;
* Change in the number of contact hours;
* Course-wide emphasis on both instrumental and choral music ensemble instruction;
* Modified learning outcomes to reflect emphasis on: conducting and rehearsal techniques, curriculum development, selection of repertoire, use of video analysis, 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)  | **MUS 413** |  |
| B.3. [Course title](#44sinio)  | **Practicum in Music Education II** | **Secondary Ensemble Practicum in Music Education** |
| B.4. [Course description](#2jxsxqh)  | **Principles and practices of teaching choral 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 examine lesson planning, instructional practices, rehearsal strategies, and repertoire for secondary choral and instrumental ensembles 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**  | **Fall** |
| 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 pedagogical skills in teaching voice and wind and percussion instruments, and teaching music to students with special needs - will be embedded in other courses, such as MUS 106, 107, 110, 111, and 112, 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 Disposition Reference Form
* Class participation
* Philosophy Statement
 |
| 2. Develop knowledge and understanding of cognitive and physiological developmental issues that determine age-appropriate musical activities for young singers. | FSEHD 1; RIPTS: 1, 2, 3, 4, 5, 6, 9; NASM IX.O.3.c.2.a, NASM IX.O.3.d.2, IX.O.3.d.3 | * Field placement lesson planning and teaching
* Vocal development assignment
 |
| 3. Develop knowledge and understanding of beginning instrumental pedagogy for instrumentalists in wind ensembles and orchestras. | FSEHD 1; RIPTS: 1, 2, 3, 4, 5, 6, 9; NASM IX.O.3.c.3.a | * Field placement lesson planning and teaching
* Peer-to-peer teaching
* Pedagogy assignment
* Analysis of beginning instrumental method book series
 |
| 4. Build musical skill and knowledge of music pedagogy in relation to the choral music classroom, including sight-reading, vocal techniques, warm-ups, changing voice, tone quality, choral blend, musical styles, intonation, score analysis, error detection, and repertoire. | FSEHD 1; RIPTS: 1, 2, 3, 4, 5, 6; NASM IX.O.3.c.2, IX.O.3.d | * Field placement lesson planning and teaching
* Peer-to-peer teaching
* Assignments in score analysis, error detection, and repertoire
 |
| 5. Build musical skill and knowledge of music pedagogy in relation to the instrumental music classroom, including sight-reading, fingering and playing techniques for all instruments, warm-ups, tone quality, ensemble blend, musical styles, intonation, score analysis, error detection, and repertoire. | FSEHD 1; RIPTS: 1, 2, 3, 4, 5, 6; NASM IX.O.3.c.3, IX.O.3.d | * Field placement lesson planning and teaching
* Peer-to-peer teaching
* Assignments in score analysis, error detection, and repertoire
 |
| 6. Develop strategies for assessment of students in instrumental and choral ensembles, including a variety of both summative and formative assessments designed to measure student progress. | FSEHD 4;, Diversity; RIPTS 1, 2, 3, 4, 5, 6; NASM IX.O.c.1.b | * Assessment assignments
* Field placement lesson planning
* Teacher Candidate Mini Work Sample
 |
| 7. Develop rehearsal strategies and techniques for choral and instrumental secondary classrooms, including teaching students with special needs and students who are English language learners.  | FSEHD 5; RIPTS: 1, 2, 3, 4, 5, 6; NASM IX.O.3.b.1 | * Peer-to-peer and field placement teaching
* Reflections on readings and model videos
 |
| 8. Develop knowledge concerning choral and instrumental repertoire for middle and high school students. | FSEHD 2; RIPTS: 1, 2, 3, 4, 5, 6; NASM IX.O.3.d.4 | * Repertoire collection and analysis assignments
* Peer-to-peer repertoire presentations
* Peer-to-peer and field placement teaching
 |
| 9. Develop organizational, planning, and managerial skills necessary for establishing school choral and instrumental programs, including lesson plans, recruiting, auditioning, budgets, management skills, professional organizations, teacher evaluation, self-reflection, and evaluating student achievement. | FSEHD 1, 4; RIPTS: 1, 2, 3, 4; NASM IX.O.3.d.1 | * Portfolio assignments
* Field placement lesson planning
* Mock interview
 |
| 10. 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
* Teacher Candidate Mini Work Sample
* Resume and mock cover letter
* Mock job interview
 |
| 11. 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
* Field placement teaching
 |
| 12. Acquire a working knowledge of the National Core Arts Standards (NCAS) for music, as well as the Rhode Island Professional Teacher Standards (RIPTS). | FSEHD; 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
 |
| 13. 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. Instrument playing (secondary and primary instruments)
	3. Sing all parts in musical scores, both choral and instrumental
	4. Conducting
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 Skills in Choral and Instrumental Ensemble Rehearsals
4. Special Topics
	1. Classroom Management
	2. Philosophy of Music Education
	3. Teacher Candidate Mini Work Sample
	4. Grading Students in Music Ensemble Classes
	5. Score Study Techniques
	6. Technology
	7. Assessment
5. Repertoire Selection, Analysis, and Presentation
 |

### 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 |
| Robert Franzblau | Co-Program Coordinator, Music Education |  |  |
| Patricia Kammerer | 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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