# graduate COMMITTEE curriculum PROPOSAL FORMhttp://www.ric.edu/webcommunications/images/SealWithText_Small_Black.png

## Cover page Scroll over blue text to see further [instructions](#1v1yuxt)

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| A.1. [Course or program](#gjdgxs) | **MUSE 512 - Introduction to Music Education** | | | | |  |
| [Replacing](#3znysh7) |  | | | | |
| A.2. [Proposal type](#2et92p0) | **Course: creation** | | | | |
| A.3. [Originator](#1t3h5sf) | **Robert Franzblau Patricia Kammerer** | | [Home department](#4d34og8) | | **Music, Theatre, and Dance** | |
| A.4. [Rationale](#2s8eyo1)/Context | The purpose of this proposal is to create MUSE 512 Introduction to Music Education, a graduate-level required course in the MAT-Music Education program. This course will run concurrently with its undergraduate equivalent, MUSE 212 Introduction to Music Education.  The creation of MUSE 512, and adding it to the required coursework for the MAT-Music Education curriculum, formalizes a *de facto* practice that has been in place for over twenty years. In alignment with the following Catalog notice, MUSE 212 has heretofore been added to the Plan of Study for all MAT-Music Education students:  *Note: Additional courses may be required for certification, depending on a student’s educational background and the results of their entrance examinations. Additional courses may include class instruments, conducting, large and small ensembles, theory, history, literature, applied music, and non-Western music.*  200-level courses cannot, of course, be written into a graduate degree curricula. The creation of a graduate-level course parallel to and concurrent with undergraduate MUSE 212 will allow the official MAT curriculum to more accurately reflect what courses are actually required in the MAT - Music Education program. | | | | | |
| A.5. [Student impact](#19c6y18) | By creating and requiring this course in the MAT-Music Education degree, students will experience no change in degree requirements or total credits, for the reasons cited above. This change will result in greater transparency regarding degree requirements. | | | | | |
| A.6. Impact on other programs |  | | | | | |
| A.7. [Resource impact](#3tbugp1) | [*Faculty PT & FT*](#17dp8vu): | None | | | | |
| [*Library*:](#3rdcrjn) | None | | | | |
| [*Technology*](#26in1rg) | None | | | | |
| [*Facilities*](#lnxbz9): | None | | | | |
| Promotion/ Marketing needs | None | | | | |
| A.8. [Semester effective](#28h4qwu) | Fall 2020 | A.9. Rationale if sooner than next fall | |  | | |

B. [NEW OR REVISED COURSES](#nmf14n):

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|  | New |
| B.1. [Course prefix and number](#1ksv4uv) | MUSE 512 |
| B.2. Cross listing number if any |  |
| B.3. [Course title](#44sinio) | Introduction to Music Education |
| B.4. [Course description](#2jxsxqh) | Students will explore teaching K-12 music in a school setting through the study of classroom instruments and singing, video analysis, readings, discussions, and observations of teachers in public schools. |
| B.5. [Prerequisite(s)](#z337ya) | Admission to the MAT - Music Education program or consent of department chair |
| B.6. [Offered](#1mrcu09) | Spring |
| B.7. [Contact hours](#1y810tw) | 2 |
| B.8. [Credit hours](#4i7ojhp) | 2 |
| B.9. [Justify differences if any](#2xcytpi) |
| B.10. [Grading system](#46r0co2) | Letter grade |
| B.11. [Instructional methods](#1ci93xb) | Fieldwork, Lecture, Small group, Individual |
| B.12.[Categories](#3whwml4) | Required for major, Required for Certification |
| B.13. [How will student performance be evaluated?](#2bn6wsx) | Attendance, Class participation, Presentations, Papers, Quizzes, Class Work, Performance Protocols, Projects, Reports of outside supervisor |
| B.14. [Redundancy with, existing courses](#qsh70q) | None at graduate level (concurrently taught with undergraduate MUSE 212) |
| B. 15. Other changes, if any |

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| B.16**.** [**Course learning outcomes**](#3as4poj)**: List each outcome in a separate row** | [**Professional organization standard(s)**](#1pxezwc)**, if relevant** | [**How will the outcome be measured?**](#49x2ik5) |
| Develop an understanding of the role of music education in a child’s life, and the varying ways that children experience and learn music; | FSEHD 5 ; RIPTS 1, 2, 3, 4, 5, 6, 9; NASM IX.O.d.2; | * Papers * Quizzes |
| Develop an understanding of how to select and analyze songs, musical games, movement and dance activities for use in the elementary music classroom; | FSEHD 1; RIPTS 1, 2, 3, 4, 5, 6; NASM IX.O.d.4; | * Mini-lesson planning and teaching * Song/Repertoire selection and analysis |
| Develop an understanding of how to select and analyze repertoire for secondary choral and instrumental ensembles; | FSEHD 1; RIPTS 1, 2, 3, 4, 5, 6; NASM IX.O.d.4 | * Mini-lesson planning and teaching * Repertoire analysis |
| Develop lesson plan writing and teaching skills through short mini-lesson assignments; | FSEHD 1, 2, 4; RIPTS 1, 2, 3, 4, 5, 6; NASM IX.O.d.4 | * Mini-lesson planning and teaching |
| Develop an understanding of the varying pedagogical approaches in music education, including teaching music to students with special needs and world music pedagogy; | FSEHD 1, 5; RIPTS 1, 2, 3; NASM IX.O.d.4 | * Video analysis * Reflection papers * Field observation summary * Quizzes |
| Develop critical observation skills by reflecting on observations of music teachers in primary and secondary school settings, both live and on video; | FSEHD 3; RIPTS 7, 9, 10, 11; NASM IX.O.3.a.6 | * Video analysis * Reflection papers * Field observation summary |
| Demonstrate professional behaviors in class at at observational field placements, and through membership and participation in professional organizations, and through completion of admission to the Feinstein School of Education; | FSEHD 4; RIPTS 7, 10, 11; NASM IX.O.3.a.5 | * Attendance * PD Requirement * Cooperating Teacher feedback * Class participation * FSEHD Admission checklist |
| Develop skills and pedagogical approaches in classroom instruments used in teaching general music, such as recorder, guitar, percussion, and ukulele. | FSEHD 1; RIPTS 1, 2, 3; NASM IX.O.d.4 | * In-class performance assignments * Mini-lesson planning and teaching |

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| B.17. [**Topical outline**](https://docs.google.com/document/d/1ItFySW6exb0qsyt_NJY9EP6i5eBLWz5TsssLzgf9wvI/edit#bookmark=id.2u6wntf)**: 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/RIPTS    5. Professional Development 2. Classroom Music Skill Development    1. Singing    2. Recorder playing    3. Accompaniment Instruments (Ukulele/Guitar/Piano)    4. Classroom percussion instruments 3. Lesson Planning & Teaching, K-12 Curriculum Development    1. Peer-to-Peer mini-lesson planning and teaching    2. Pedagogical Approaches in K-12 general music    3. Pedagogical approaches in secondary ensemble music 4. Field Observation & Video Analysis    1. Video analysis of examples of K-12 teaching    2. Field observation in elementary, middle, and high-school settings, both general music and secondary ensembles 5. Special Topics    1. Classroom Management    2. Pedagogical Approaches in Music Education    3. Teaching Music to Students with Special Needs    4. Technology    5. History of Music Education in the U.S. 6. Song/Repertoire Research, Selection & Analysis    1. Elementary general music song/repertoire selection and analysis    2. Secondary choral music repertoire selection and analysis    3. Secondary instrumental music repertoire selection and analysis |

### D. Signatures

* 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).
* 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 [graduatecommittee@ric.edu](mailto:graduatecommittee@ric.edu) and a printed or electronic signature copy of this form to the current Chair of Graduate Committee. Check Graduate Committee 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](#_111kx3o) | Date |
| Robert Franzblau | Program Director of MAT-Music Education |  |  |
| Ian Greitzer | Chair of Music, Theatre, and Dance |  |  |
| Lesley Bogad | Chair of Educational Studies |  |  |
| Joan Dagle | Associate Dean of Arts and Sciences |  |  |
| Jeannine Dingus-Eason | Dean of Feinstein School of Education and Human Development |  |  |

##### 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. List all other programs and departments affected by this proposal. Signatures from these departments are required in the signature section. CONCERNS SHOULD BE BROUGHT TO THE GRADUATE COMMITTEE MEETING FOR DISCUSSION.

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| Name | Position/affiliation | [Signature](#3fwokq0) | Date |
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