# 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 526 Student Teaching in Music Education** |  |  |
| [Replacing](#3znysh7)  |  |  |
| A.2. [Proposal type](#2et92p0) | Course: Revision  |  |
| A.3. [Originator](#1t3h5sf) | Robert Franzblau Patricia Kammerer |  | [Home department](#4d34og8) | Music, Theatre, and Dance |  |
| A.4. [Rationale](#2s8eyo1)/Context | The FSEHD is undergoing an expansive redesign of teacher preparation programs in order to further strengthen programs and to respond to Rhode Island Department of Education (RIDE) accreditation standards and new regulations. As part of this redesign, the Music Education program is changing the credit structure around student teaching in order to ensure that teacher candidates will have more clinical hours in the field. In the old program, candidates took 12 credits in their student teaching semester during the final semester. The 12 credits were MUSE 526 (Student Teaching in Art Education – 10 credits) and MUSE 560 (Seminar for Student Teaching in Music Education - 2 credits). In the new format, we are reducing the number of credits from 12 to 9 in order to ensure graduate students’ full-time status while reducing the financial burden (tuition cost) to complete this unpaid, full-time clinical experience.  |  |
| A.5. [Student impact](#19c6y18) | Changing the credits (from 10 to 7 for this course) will ensure graduate students’ full-time status while reducing the financial burden (tuition cost) to complete this unpaid, full-time clinical experience. |  |
| A.6. Impact on other programs | None |  |
| 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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|  | Old ([for revisions only](#37m2jsg) – list only information that is being revised) | New |
| B.1. [Course prefix and number](#1ksv4uv)  | MUSE 526 | MUSE 526 |
| B.2. Cross listing number if any |  |  |
| B.3. [Course title](#44sinio)  | Student Teaching in Music Education |  |
| B.4. [Course description](#2jxsxqh)  | In this culminating field experience, candidates complete a teaching experience in an elementary and secondary school under the supervision of cooperating teachers and a college supervisor. This is a full-semester assignment.  | In this culminating field experience, candidates complete a teaching experience in an elementary and secondary school under the supervision of cooperating teachers and a college supervisor. This is a full-semester assignment.  |
| B.5. [Prerequisite(s)](#z337ya) | Graduate status, MUSE 412, 413, and all major and professional courses required prior to student teaching; concurrent enrollment in MUSE 560; a cumulative GPA of 3.00 a full semester prior to student teaching; passing score(s) on the Praxis II, approved Preparing to Teach Portfolio; completion of the community service requirement; and a negative result from the required tuberculin test. | Graduate status, MUSE 412, 413, and all major and professional courses required prior to student teaching; concurrent enrollment in MUSE 560; a cumulative GPA of 3.00 a full semester prior to student teaching; passing score(s) on the Praxis II, approved Preparing to Teach Portfolio; completion of the community service requirement; and a negative result from the required tuberculin test. |
| B.6. [Offered](#1mrcu09) | Fall, Spring | Fall, Spring |
| B.7. [Contact hours](#1y810tw)  |  |  |
| B.8. [Credit hours](#4i7ojhp) | 10 | 7 |
| B.9. [Justify differences if any](#2xcytpi) | The addition of three courses to the MAT - Music Education curriculum, necessitated by RIDE and FSEHD requirements, would put an undue financial burden on the typical part-time graduate student, who pays tuition by the credit hour. During the student teaching semester, students are required to be at full-time status; for undergraduates in the BM - Music Education program, this amounts to 12 credits (10 for student teaching and 2 for student teaching seminar). For graduate students, however, “full-time” status is defined as a total of nine credits. Graduate student teachers in the MAT program can still meet this criteria if MUSE 526 were reduced to 7 credits, as they also enroll in MUSE 560 Student Teaching Seminar in Music Education (2 credits) during their student teaching semester. The resulting saving of 3 credits of graduate tuition is substantial and may improve our retention rate. |
| B.10. [Grading system](#46r0co2)  | S/U | S/U |
| B.11. [Instructional methods](#1ci93xb) | Fieldwork | Fieldwork |
| B.12.[Categories](#3whwml4) | Required for program, Required for Certification  | Required for program, Required for Certification  |
| B.13. [How will student performance be evaluated?](#2bn6wsx) | Attendance, Clinical work, Fieldwork, Reports of outside supervisor | Attendance, Clinical work, Fieldwork, Reports of outside supervisor |
| B.14. [Redundancy with, existing courses](#qsh70q) | None | None |
| 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) |
| 1. Plan standards-based and aligned music education in K-12 music education field placements | FSEHD 1, 4; RIPTS 1, 2, 3, 4, 5, 6; NASM IX.O.c.1.b  | TCWS, RI-ICEE  |
| 2. Implement standards-based and aligned music education in K-12 music education field placements | FSEHD 1, 4; RIPTS 1, 2, 3, 4, 5, 6; NASM IX.O.c.1.b  | TCWS, RI-ICEE  |
| 3. Create and implement Valid and aligned assessment plans for music education lessons and units | FSEHD 4; RIPTS 1, 2, 3, 4, 5, 6; NASM IX.O.c.1.b  | TCWS, RI-ICEE  |
| 4. Demonstrate professional behaviors | FSEHD 6; RIPTS 7, 10, 11; NASM IX.O.3.a.5;  | RI-ICEE, Achor Disposition Instrument, Professional Growth Goal |
| 5. Accurately reflect on teaching | FSEHD 3; RIPTS 7, 9, 10, 11; NASM IX.O.3.a.6  | TCWS, RI-ICEE, Achor Disposition Instrument |
| 6. Provide a nurturing and well-managed classroom learning environment | FSEHD 3; RIPTS 3, 4, 6; NASM IX.O.d.1  | RI-ICEE |

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| B.17. [**Topical outline**](#2p2csry)**: Do NOT insert a full syllabus, only the topical outline** |  |
| Name/Description of phase  | Two Separate 7-Week Placements; Elementary and Secondary |
| **Phase I - Induction**  | **Week 1-2**  |
| Phase I is the TCs introduction to the classroom. The TC observes and engages in non-academic responsibilities. The TC gradually assumes additional responsibilities and should begin to plan and implement lessons with students. In most programs, at the end of the first or second week, the CS, CT and TC make plans for creating the Teacher Candidate Work Sample.  | * Observe students, class, school
* Meet school staff
* Learn culture, rules, routines of school
* Begin to engage, plan, and implement lessons
* Identify and plan unit(s) to be taught
 |
| **Phase II: Immersion**  | **Week 2-6**  |
| Phase II is the progressive sequential involvement during which time TC undertakes greater responsibility for daily teaching. During the second phase of student teaching, the TC assumes complete responsibility for the day-to-day operations of the classroom (four-week minimum for a full placement, two-week minimum for a split placement). Full-time student teaching for secondary education TCs is defined as a minimum of three class preparations. If TC is in a split placement, TC meets this two-week requirement in each placement  | * Assume more classroom responsibilities
* Consult with team to create Professional Growth Goals
* Teach unit based on the TCWS
* Maintain the day to day operations of the classroom for a minimum of two weeks
 |
| **Phase III: Culmination**  | **Week 6-7**  |
| Phase III closes with the transition of the classroom back to the CT. This phase normally occurs over a one to two week period. During this phase, each TC is required to conduct three 45 to 60-minute observations outside of the assigned placement classroom. The TC will work with the team to create a schedule for each observation. The TC will observe one school administrative staff member, (e.g., the administrator responsible for student discipline, the guidance counselor, and the media specialist), one teaching staff from a similar or the same grade level/area as the TC, and one teaching staff from an area that is different than the TC’s current placement. These observations should include some question/answer time with the staff person visited. The TC’s reflections on this visit will be recorded in the student teaching exit survey administered through Chalk and Wire.  | ● Transition the classroom back to the CT ● Complete TCWS for scoring by due date ● Visit and observe in other classrooms and school areas. In the Exit Survey the TC will respond to the following prompts: ○ School administrator: in what ways does this person’s role support you in your role? ○ Two teachers: what strategies for student engagement, mannerisms, or pedagogical tools did you observe that you might incorporate into your own instruction? Complete the Student Teaching Exit Survey  |

### 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 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 prposals.

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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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