Proposal Form For Addition And Revision Of Courses

1. Proposing College / School: Education
   Department: CTCH

2. Course Prefix and Number: CTMU 1010

3. Effective Term: Fall 2012

4. Course Title: Introduction to Music Education
   Abbreviated Title (30 characters or less): Intro to Music Education

5. Requested Action:
   - [ ] Renumber a Course
   - [ ] Add a Course
   - [ ] Revise a Course

6. Course Credit:
   
<table>
<thead>
<tr>
<th>Contact/Group</th>
<th>Scheduled Type</th>
<th>Weekly or Per Term?</th>
<th>Credit Hours</th>
<th>Anticipated Enrollment</th>
</tr>
</thead>
<tbody>
<tr>
<td>3</td>
<td>Lab</td>
<td>Weekly</td>
<td>1</td>
<td>25</td>
</tr>
</tbody>
</table>

   Maximum Hours (Repeatability): 1

   Total Credit Hours: 1

7. Grading Type:
   - [ ] Regular (ABCDF)
   - [ ] Satisfactory/Unsatisfactory (S/U)
   - [ ] Audit

8. Prerequisites/Corequisites:
   Use “P:” to indicate a prerequisite, “C:” to indicate a corequisite, and “P/C:” to indicate a prerequisite with concurrency.

   P: None; Restriction: major (PCMC or CMCB) or minor (code assigned to Community Music).

9. Restrictions: List specific restriction in space above.
   - [ ] College
   - [x] Major
   - [ ] Standing
   - [ ] Degree

10. Course Description:
    (20 Words or Less; exactly as it should appear in the Bulletin)

    Introduction to teaching music, including music education historical perspective, methods, and literature in the field. Clear background check required.

11. May Count Either: [ ] or [ ]
    (Indicate if this particular course cannot be counted for credit in addition to another)

12. Affected Program(s):
    (Respond “N/A” if not included in any program; attach memorandum if more space is required)

    | Program Type | Program Title                        | Requirement or Elective? |
    |--------------|-------------------------------------|--------------------------|
    | Major        | BME Music Education                | Requirement              |
    | Minor        | Music Education                    | Requirement              |

13. Overlapping or Duplication of Other Units' Offerings:
    (If course is included in any other degree program, is used as an elective frequently by other unit(s), or is in an area similar to that covered by another college/school, attach correspondence with relevant unit)
    - [ ] Applicable
    - [ ] Not Applicable
14. Justification:
This course addition is part of a comprehensive revision of the BME in music education and a revised minor in community music. Goals of the revised program and proposed minor include the following: meet demands of job market, increase student retention, assess accreditation competencies, and increase field hours for accreditation and preparedness.

(Include a concise, yet adequate rationale for the addition/revision of the course, citing accreditation, assessments (faculty, graduate, and/or external) where applicable)

15. Resources:
Not Applicable

(Indicate whether existing resources such as library materials, classroom/laboratory space, and faculty appointments are adequate to support the proposed addition/revision; if additional resources are required, indicate how such needs will be met, referencing the appropriate level of authorization -- i.e.: Dean -- where necessary; if no additional resources or shifting of resources will be necessary, respond "Not Applicable")

16. Student Learning Outcomes:
1. Through daily reflections, explore personal beliefs about teaching music by writing about their own musical experiences in school and/or other areas.
2. Compose an initial personal and professional philosophy of music education. (Philosophy, Commitment to Profession)
3. Become familiar with professional music education organizations and publications.
4. Become familiar with developments in music education from the 1900s to present.
5. Become familiar with the Alabama Course of Study for music and the MENC National Standards for music.
6. Explore the qualities that make up a "great" teacher. As a class, create an evaluative instrument for assessing music teaching.
7. Examine current Alabama State Department of Education classroom teacher evaluation methods (i.e. Educate Alabama, etc.).
8. Observe peers and professional teachers during lab times or in local music classrooms.
9. Peer-teach short introductory lessons for music and complete a self-evaluation for each.
10. Begin to build relationships as a community of learners and teachers.
11. Create a web portfolio of materials to measure competencies.
13. Education students will arrange pre-teaching experience, document planning for APTTP exam, each of which is required for admittance into teacher education, and for field experiences and additional admission requirements from the College of Education.

(State in measurable terms (reflective of course level) what students should be able to do when they have completed this course)

17. Course Content Outline:

*DAILY REFLECTIONS (ASSIGN. #1) DUE EACH CLASS MEETING
Week 1
Orientation to Course, Philosophy of Music Ed, Web Building
Week 2
*ORAL PRESENTATIONS OF PHILOSOPHIES (ASSIGN. #2)
*DRAFT OF WRITTEN PHILOSOPHY DUE (ASSIGN. #2)
*FINGERPRINTING AND TB TEST DUE (ASSIGN. #12)
Week 3
*ORAL PRESENTATIONS OF PROFESSIONAL JOURNAL ARTICLES (ASSIGN. #3)
Week 4
*DISCUSSION OF HISTORY TOPICS DUE (ASSIGN. #4)
Week 5
*ORAL PRESENTATIONS OF STANDARDS ACTIVITIES DUE (ASSIGN.
#5)
Week 6
Discussion of Teacher Quality
*EVALUATION INSTRUMENTS DUE (ASSIGN. #6)
*SUMMARY OF STATE INSTRUMENTS DUE (ASSIGN. #7)
18. Assignments / Projects:

1. Daily Reflections (7.69%)
   • Each class day, write a reflection based on topics provided by instructor.
   • Class discussion on each topic. (Outcome 1) AQTS (3)(c)(1)(iv). (2)(c)(2)(iv).
2. Philosophy Written and Oral (7.69%)
   • Written, 1-2 pages in grammatically correct, academic language.
   • Oral Presentation during class time or during lab time. (Outcome 2) 2.
3. Professional Organizations & Materials (7.69%)
   • Read Mark (CHME) Chapter 3: Professional Education Organizations.
   • Join the AU Chapter of CMENC (professional organization)
   • Summarize 4 articles from Music Educators Journal and/or Teaching Music periodicals.
   • Oral Presentation during class time or lab. (Outcome 3) AQTS (3)(c)(1)(i).
     AQTS (3)(c)(1)(v).
4. History of Profession (7.69%)
   • Read Chapter 1 in Mark and Madura.
   • Read Chapter 2 in Mark (CHME).
   • Present summary in class discussion. (Outcome 4) AQTS (3)(c)(1)(i).
5. State and National Standards (7.69%)
   • Look at the ALCOS for music.
   • Write 4 activities to address the standards
   • Look at the MENCS National Standards
   • Write 4 activities to address standards.
   • Oral presentation of ideas during class or lab. (Outcome 5) AQTS (2)(c)(2).
6. Teacher Competency (7.69%)
   • Discuss during class the qualities that would make up competent teacher.
   • Create Evaluation Instruments. (Outcome 6) AQTS (2)(c)(2)(iv).
7. State Teacher Assessment (7.69%)
   • Read through the current teacher assessment documents for the state of Alabama.
   • Summarize requirements. (Outcome 7) AQTS (3)(c)(1)(i). AQTS (3)(c)(1)(iv).
   • AQTS (5)(c)(3)(i).
8. Field Experience (7.69%)
   • Observe peer teachers (older music ed students) and music educators.
   • Document what was observed. (Outcome 8) AQTS (3)(c)(1)(iv). (2)(d)(2)(v).
9. Lesson Planning and Teaching (7.69%)
   • Peer-teach music lessons.
   • Write short introductory lesson plans. (Outcome 9) AQTS (3)(c)(1)(i).
10. Community Building (7.69%)
    • Work with various classmates from different areas to complete projects
11. Technology Components (7.69%)
    • Create a website for professional use
    • Add course materials to your Music Education Portfolio (Outcome 11)
19. Rubric and Grading Scale:

Each assignment will be graded on a scale of 0 to 4. 4 = A, 3 = B, 2 = C, 1 = D, 0 = F (for assignments that are not submitted). Averaging assignments together (everything is weighted equally), you will get a grade based on the following scale:

A = 4-3.6, B = 3.5-3.2, C = 3.1 - 2.8, D = 2.7 - 2.4, F = 2.3 and below.

(List all components of the course grade -- including attendance and/or participation if relevant -- with point totals for each; indicate point totals and ranges or percentages for grading scale; for S/U grading, detail performance expectations for a passing grade)

20. Justification for Graduate Credit:

Not applicable

(List all quizzes, projects, reports, activities and other components of the course grade -- including a brief description of each assignment that clarifies its contribution to the course's learning objectives)

(Include a brief statement explaining how the course meets graduate educational standards (i.e.: rigorous standards for evaluation, development of critical thinking and analytical skills, etc.))

(Included below are standard statements regarding course policies. If necessary, a statement may be altered to reflect the academic policies of individual faculty members and/or the academic unit or department, provided that there is no conflict with the Tiger Cub, Faculty Handbook, or any existing university policy.)

POLICY STATEMENTS

Attendance: Although attendance is not required, students are expected to attend all classes, and will be held responsible for any content covered in the event of an absence.

Excused Absences: Students are granted excused absences from class for the following reasons: illness of the student or serious illness of a member of the student's immediate family, the death of a member of the student's immediate family, trips for student organizations sponsored by an academic unit, trips for university classes, trips for participation in intercollegiate athletic events, subpoena for a court appearance, and religious holidays. Students who wish to have an excused absence from class for any other reason must contact the instructor in advance of the absence to request permission. The instructor will weigh the merits of the request, and render a decision. When feasible, the student must notify the instructor prior to the occurrence of any excused absences, but in no case shall such notification occur more than one week after the absence. Appropriate documentation for all excused absences is required. Please see the Tiger Cub for more information on excused absences.

Make-Up Policy: Arrangement to make up a missed major examination (e.g., hour exams, mid-term exams) due to properly authorized excused absences must be initiated by the student within one week of the end of the period of the excused absence(s). Except in unusual circumstances, such as the continued absence of the student or the advent of university holidays, a make-up exam will take place within two weeks of the date that the student initiates arrangements for it. Except in extraordinary circumstances, no make-up exams will be arranged during the last three days before the final exam period begins.

Academic Honesty Policy: All portions of the Auburn University student academic honesty code (Title XII) found in the Tiger Cub will apply to university courses. All academic honesty violations or alleged violations of the SGA Code of Laws will be reported to the Office of the Provost, which will then refer the case to the Academic Honesty Committee.

Disability Accommodations: Students who need special accommodations in class, as provided for by the Americans With Disabilities Act, should arrange for a confidential meeting with the instructor during office hours in the first week of classes (or as soon as possible if accommodations are needed immediately). The student must bring a copy of their Accommodation Letter and an Instructor Verification Form to the meeting. If the student does not have these forms, they should make an appointment with the Program for Students with Disabilities, 1298 Haley Center, 844-2096 (V/T).