Proposal Form For Addition And Revision Of Courses

1. Proposing College / School: Education
   Department: CTCH

2. Course Prefix and Number: CTMU 5110
3. Effective Term: Fall 2012

4. Course Title: Children's Music Learning
   Abbreviated Title (30 characters or less): Children's Music Learning

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

6. Course Credit:
<table>
<thead>
<tr>
<th>Contact/Group Hours</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>Lecture</td>
<td>Weekly</td>
<td>3</td>
<td>25</td>
</tr>
<tr>
<td>3</td>
<td>Lab</td>
<td>Weekly</td>
<td>1</td>
<td>25</td>
</tr>
</tbody>
</table>

   Total Credit Hours: 4

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: Admission to Teacher Education or departmental approval; Restriction: major (CMCB) or minor (code assigned to Community Music).

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

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

11. May Count Either: [ ] or [ ]

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        | Community Music                | Optional                  |

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/lab 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. Formally articulate your philosophy of music education including music's place in the overall school curriculum, the historical value of music, and your commitment to the profession. (Paper and Letter)
2. Successfully complete online assessment of knowledge of historical development of music education, professional organizations, and changes in school music curriculum since its entrance into the school curriculum.
3. Successfully complete an assessment of teaching learner development (Learning Styles, Learning Theories, Child Development, etc.)
4. Demonstrate appropriate knowledge and disposition showing how the music professional is a resource for others in your school or community.
5. Demonstrate knowledge of appropriate scope and sequence for each grade in elementary music (K-5, typical elem. grades)
6. Plan individual lessons for elementary music students using a variety of methods and materials.
7. Demonstrate knowledge of special needs areas in children and plan musical activities for children with special needs.
8. Demonstrate ability to compose and arrange music for elementary-aged students.
9. Demonstrate ability to sing on pitch in a tonal framework.
10. Demonstrate ability to play piano, guitar, and recorder to teach and lead a class in song.
11. Demonstrate knowledge of appropriate classroom organization and management techniques, as well as the best ways to communicate with students, colleagues, administrators, and parents about potential student problems.
12. Write informally about current events in music education, topics of interest, and other areas within music education.
13. Begin your music education portfolio using your profile in Canvas.

(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:

Weeks 1-2 Philosophy of Music Education, Historical Value and Development of Music Education in the schools, Professional Organizations
Week 3 Learner Development, Learning Styles, Learning Theories
*ASSIGNMENTS #1 and #2 DUE
Weeks 4-5 Structuring an Elementary Music Curriculum
Structuring an Elementary Music Lesson (Review from Intro)
*ASSIGNMENTS #3 AND #4 DUE
Weeks 6-8 Lesson planning for specific music skills and concepts (singing, pitch, movement, rhythm, playing instruments, listening, creating, specific methods)
MIDTERM ASSESSMENT (*ASSIGNMENTS #5 AND #6 DUE)
Weeks 9-10 Special Needs students, modifications in music teaching to address students with specific needs
Week 11 Classroom management techniques for elementary music
*ASSIGNMENT #7 DUE
Weeks 12-14 Proficiencies in Elementary Music – piano, guitar, recorder, Orff
18. Assignments / Projects:

Assignment #1: Philosophy Paper and Letter (4 points)
Considering the materials explored during class, and your own research, write your formal philosophy of music education in grammatically correct, academically appropriate, and professional language. Write a letter to the editor explaining why music is an essential part of every child’s education and urging the community to help keep it in the elementary schools with an elementary music specialist as a teacher.

Assignment #2: Quiz of Music Education History and Professionalism (4 points)
Assessment of knowledge of historical development of music education, professional organizations, and changes in school music curriculum since its entrance into the school curriculum.

Assignment #3: Quiz of teaching learner development (4 points)
Assessment of teaching learner development (Learning Styles, Learning Theories, Child Development, etc.)

Assignment #4: Reflection on Role of Teacher (4 points)
Explain how you as a music educator in your school and community can be a resource for other educators and community members.

Assignment #5: Scope and Sequence for K-5 music curriculum (4 points)
Write a scope and sequence for a K-5 elementary curriculum.

Assignment #6: Lesson Plans (4 points)
Considering your scope and sequence, write lesson plans and peer teach lessons at least three times based on your lesson plans in the following areas. Use LRC and texts, examine materials, and methods and choose what is appropriate for a specified grade level (PK-5/6). Be sure to include how you will evaluate to be sure students have learned.

Assignment #7: Quiz on Special Needs (4 points)
Demonstrate knowledge of special needs areas in children and plan musical activities for children with special needs.

Assignment #8: Composition Project (4 points)
Compose an original short song and teach as part of one of your lessons (above). Choose an existing musical work and create an arrangement using Orff and classroom instruments. Create an original composition using the Orff layering technique for Orff instruments Use Finale or Sibelius to complete and print your compositions.

Assignment #9: Musicianship Competencies (4 points)
Sing and sign (using Curwen Hand signs) the major, minor, and pentatonic scales using solfège. Sing and sign (using Curwen Hand signs) a song using solfège. Play the piano as you lead the class in song. Play the guitar as you lead the class in song. Play the guitar as you lead the class playing the guitar with you. Play the recorder as you lead the class in song. Play the recorder as you lead the class playing recorder with you.

Assignment #10: Classroom Management Plan (4 points)
A. Create a classroom management plan to use within an elementary music setting.
   - Include classroom rules.
   - Include detailed consequences for your classroom (if rules are broke, what will happen?).
   - Include any forms, etc. you might complete for management.
B. Role-play with a peer and write a transcript of a phone call you might make to a parent of a student who has a specific (assigned) problem in your class. Consider all possible parent responses to what you are saying.
C. Write a narrative explaining how you would speak with the student’s classroom teacher and ultimately the principal about possible problems.

Assignment #11: Daily Reflections (4 points)
Write informally about current issues in music education, certain classroom
examples, etc.
Assignment #12: Professional Portfolio (4 points)
Continue your music education portfolio using your profile in Canvas. By the end of the semester, put selected files into your Canvas portfolio.

(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)

19. Rubric and Grading Scale:

Each assignment will be graded on a scale of 0 to 4: A = 4, B = 3, C = 2, D = 1, F = 0 (for assignments that are not submitted).
Assignment #1: Philosophy Paper and Letter (4 points)
Assignment #2: Quiz of Music Education History and Professionalism (4 points)
Assignment #3: Quiz of teaching learner development (4 points)
Assignment #4: Reflection on Role of Teacher (4 points)
Assignment #5: Scope and Sequence for K-5 music curriculum (4 points)
Assignment #6: Lesson Plans (4 points)
Assignment #7: Quiz on Special Needs (4 points)
Assignment #8: Composition Project (4 points)
Assignment #9: Musicianship Competencies (4 points)
Assignment #10: Classroom Management Plan (4 points)
Assignment #11: Daily Reflections (4 points)
Assignment #12: Professional Portfolio (4 points)
Total possible points = 48
Grading Scale = (Total points/12)
A = 4.0 - 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: N/A

(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, 1288 Haley Center, 844-2096 (VTG).