**Proposal Form For Addition And Revision Of Courses**

1. **Proposing College / School:** Education
   **Department:** CTCH

2. **Course Prefix and Number:** CTMU 5120  
   **Effective Term:** Fall 2012

3. **Course Title:** School and Community General Music Education  
   **Abbreviated Title:** Schl & Comm General Music Ed

4. **Requested Action:**
   - [ ] Renumber a Course
   - [X] Add a Course
   - [ ] Revise a Course
   - [ ] Type of Revision

5. **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

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

7. **Prerequisites/Corequisites:**
   P: Admission to Teacher Education or departmental approval; Restriction: major (CMCB) or minor (code assigned to Community Music).

8. **Restrictions:**
   List specific restriction in space above.

   - [ ] College  
   - [X] Major  
   - [ ] Standing  
   - [ ] Degree

9. **Course Description:**

10. **May Count Either:**
    (Indicate if this particular course cannot be counted for credit in addition to another)

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

   - major  
   - minor

12. **Program Type**  
    (e.g.: minor, major, etc.)  
    **Program Title**  
    (e.g.: MS in Chemistry, Performance Option, Minor in Art)  
    **Requirement or Elective?**  
    (required or optional?)

<table>
<thead>
<tr>
<th>Program Type</th>
<th>Program Title</th>
<th>Requirement or Elective?</th>
</tr>
</thead>
<tbody>
<tr>
<td>major</td>
<td>BME Music Education</td>
<td>Requirement</td>
</tr>
<tr>
<td>minor</td>
<td>Community Music</td>
<td>Optional</td>
</tr>
</tbody>
</table>

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  
   - [X] 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/aboratory 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:

Student learning outcomes are aligned with the standards for teacher education as delineated in the Alabama State Department of Education (ALSDE) Teacher Education Chapter.

1. Prepare a general music program handbook that shows:
   (a) Ability to prepare a purchasing budget for equipping a general music program for adolescent – adult learners. ALSDE(2)(d)2(iii)
   (b) Knowledge of typical school health and safety practices and procedures, ethics policies, and the importance of adhering to them at all times in adolescent – adult general music programs. ALSDE(2)(d)2(vi) and that
   (c) Evaluation of ideas, methods, and policies in the arts, the humanities, and in arts education for their impact on the musical and cultural development of general music learners adolescence - adulthood. ALSDE(2)(e)5.

2. A portfolio of cross-curriculum curriculum and adolescent-adult general music learning modules, Orff activities, and lesson plans which
   (a) Incorporate content, methodologies, philosophies, materials, technologies, and curriculum development for adolescent-adult general music, ALSDE (2)(d)2 (v)
   (b) Describe the role of the music teacher as a resource person in integrating music into other components of the total school curriculum by designing integrative cross-curricular learning modules. ALSDE(2)(d)2 (iv) reflect knowledge of
   (c) The musical development of the general musician adolescence through adulthood, ALSDE (2)(d)2 (i)
   (d) Wind, string, and percussion instruments sufficient to teach beginning students effectively in groups. (Recorder, world instruments, fretted instruments, classroom percussion) ALSDE(2)(g)1.
   (e) Content, methodologies, philosophies, materials, technologies, and curriculum development for general music. ALSDE(2)(g)1 (ii)
   (f) How to structure composition and improvisation opportunities for adolescent and adult learners in general music settings. ALSDE(2)(a)2 (v) and that include
   (g) Evaluative techniques for adolescent – adult general music learning ALSDE(2)(d)2 (v)
   (h) Evaluation of content, methodologies, philosophies, materials, technologies, and curriculum development for adolescent – adult general music learners, ALSDE (2)(d)2(v)

and provide evidence of ability to
   (i) Compose, arrange, or adapt music from folk, world, and pop music literature for general music ensembles. ALSDE (2)(b)2 (v)

Undergraduate students must review at least 5 sources, graduate students must review an additional 5 research articles/theses.

3. Document demonstration of the following music teaching abilities in on-campuse, school, and community adolescent-adult general music settings:
   (a) Teach music at the adolescent-adult levels in a general music settings. ALSDE (2)(d)3(i)
   (b) Coordinate the efforts of a large group of general music students with
diverse backgrounds and abilities so as to accomplish desired musical objectives. ALSDE (2)(d)3.(ii)
(c) Demonstrate effective instrumental classroom management and rehearsal management. ALSDE (2)(d)3.(iv)
(d) Assess aptitudes, experiential backgrounds, orientations of individuals and groups of general music students, and nature of subject matter, and to plan educational programs to meet assessed needs. ALSDE (2)(d)3.(v)
(e) Accept, amend, or reject general music methods and materials based on personal assessment of specific teaching situations. ALSDE (2)(d)3.(vi)
(f) Apply evaluative techniques in assessing both the musical progress of students and the objectives and procedures of the general music curriculum. ALSDE (2)(d)3.(vii)
(g) Use the keyboard as a teaching tool and to provide, transpose, and improvise accompaniments for general music students. ALSDE (2)(f)2.(ii)
(h) Teach beginning vocal techniques individually, in small groups, and in larger classes. ALSDE (2)(f)2.(ii)
(i) Use the voice effectively in demonstrations. ALSDE (2)(f)2.(iv)
(j) Use woodwind, brass, percussion, and string instruments as teaching tools. ALSDE (2)(f)2.(v)
(k) Conduct ensembles. ALSDE (2)(f)2.(v)
(l) Play pitched and non-pitched classroom instruments. ALSDE (2)(a)2.(iv)
(m) Perform on wind, string, and percussion instruments sufficient to teach beginning students effectively in groups. ALSDE (2)(g)2.(i)
(n) Play woodwind, brass, percussion, and string instruments with sufficient skill to teach. ALSDE (2)(g)2.(ii)
(o) Use the singing voice as a teaching tool. ALSDE (2)(g)2.(iii)
(p) Teach instrumental music to individual students and groups. ALSDE (2)(g)2.(iv)
(q) Perform as a soloist and in both small and large instrumental ensembles. ALSDE (2)(g)2.(v)
(r) Work with beginning instrumental students individually, in small groups, and in larger classes. ALSDE (2)(g)2.(vi)

(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:

Week 1: Settings for General Music Learning Adolescence - Adulthood
Week 2: Pop and World Music in General Music
Week 3: Philosophical and Methodological Stances; The Role of the Musician-Teacher-Leader
Week 4: Adolescent - Adulthood Musical Development and Learning,
*DIVERSE MUSIC LEARNERS WORLD MUSIC LITERATURE REPORT DUE
Week 5: *PRESENTATION OF WORLD MUSIC REPORTS
Week 6: *WORLD MUSIC LITERATURE EXAM, Equipment, Technology and Materials for Adolescent-Adulthood General Music
Week 7: Composition and Improvisation Methods (Orff III)
Week 8: Comprehensive Musicianship, *BUDGET FOR GENERAL MUSIC DUE (PART OF HANDBOOK)
Week 9: Curriculum and Lesson Design
Week 10: Assessment and Evaluation of General Music Learning and Teaching; *WORLD MUSIC ARRANGING PROJECTS DUE
Week 11: Cross-Curricular Learning
Week 12: Music Performance Methods (Alternate Instrumental and Hybrid Ensembles)
Week 13-14: *PRESENTATION OF CURRICULUM MODEL, MODULE, AND LESSON PLANS
Week 15: *PROFESSIONAL PORTFOLIO ENTRIES AND *GENERAL MUSIC PROGRAM HANDBOOK REVIEWS DUE
Week 16: *FINAL EXAMINATION: DEMONSTRATIONS OF TEACHING ABILITIES

(Provide a comprehensive, week-by-week breakdown of course content, including assignment due dates)

18. Assignments / Projects:

1. Homework and Quizzes (200 pts)
Homework assignments and quizzes provide opportunities to develop skills and knowledge for projects and exams. Homework will include components of the Handbook and the Portfolio. (Outcomes 1-3)

2. World Music Literature Report and Exam (200 pts)
Groups of students research world music cultures and present background information, sources, and applications to general music settings. Groups of students will prepare a written (10 page) and oral (15 minutes) report on a selected world music that includes a review of at least 5 research and/or professional resources. To be included in either the Portfolio or the Handbook. Presentations are evaluated by depth of student knowledge as assessed on the World Music Literature Exam. Graduate students must review an additional 5 research articles/theses and write an additional 10 pages. (Outcome 2)

3. World Music Arranging Project (100 pts)
After completion of associated arranging homework, the student arranges a 6-10 minute composition for a vocal-instrumental ensemble to reflect arranging ability, knowledge of instruments, and music notation software skills as well as cultural sensitivity and application to general music settings. Component of the Portfolio. Graduate students are expected to arrange and orchestrate at a more advanced technical level. (Outcome 2)

4. Cross-Curricular Curriculum Model, Module, and Lesson Plans (300 pts)
The Cross-Curricular Project synthesizes music literature, analysis, composition, and teaching skills and knowledge. Part of Portfolio. Graduate students should analyze music literature at an advanced level. (Outcome 2)

5. General Music Program Handbook Project (200 pts)
The General Program Handbook contains a philosophical rationale for the general music program, policies for student/parent participation, and communication to students, parents, administrators, and/or community as well as budget and inventory plans. (Outcome 1)

6. Professional Portfolio Entries (100 pts)
Projects are revised and added to the Professional Portfolio along with reflective statement and self-assessment of professional development over the course. (Outcomes 2-3)

7. Final Examination: Demonstrations of Teaching Abilities (400 pts)
The final examination consists of individual interviews and demonstrations of abilities documented in a Music Teaching Abilities Evidence section of the Professional Portfolio. The evidence includes documentation from the associated field experience hours. Field experience hours in this course are linked to certification standards. You must complete a minimum of 15 hours of field experience to receive credit for this course. (Outcome 3)

(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:

Attendance and professionalism at labs is expected and students will be held responsible for any content covered in the event of an absence. Note that poor attendance, tardiness or unprofessionalism as defined in the Music Education Professionalism Policy may result in removal from the program and an incomplete grade will be assigned if a student does not complete the field-based labs.

1. Homework and Quizzes (200 pts)
2. World Music Literature Report and Exam (200 pts)
3. World Music Arranging Project (100 pts)
4. Cross-Curricular Curriculum Model, Module, and Lesson Plans (300 pts)
5. General Music Program Handbook Project (200 pts)
6. Professional Portfolio Entries (100 pts)
7. Final Examination: Demonstrations of Teaching Abilities (400 pts)

* Note that all Abilities must be documented with evidence to pass the course.

Total Points: 1500 points.
A = 1500-1350, B = 1349-1200, C = 1199-1050, D = 1049- 900, F = 899-0

(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 (V/TT).