

Eastern Illinois University

**NEW COURSE PROPOSAL FOR RESEARCH METHODS FOR MUSIC EDUCATION**

(Approved by CAA on 9/29/11 and CGS on 10/18/11, Effective Fall 2011)

This format is to be used for all courses submitted to the Council on Academic Affairs and/or the Council on Graduate Studies.

**Please check one:** ☒ New course ☐ Revised course

**PART I: CATALOG DESCRIPTION**

1. **Course prefix and number, such as ART 1000:** MUS 5101
2. **Title (may not exceed 30 characters, including spaces):** Music Ed. Research Methods
3. **Long title, if any (may not exceed 100 characters, including spaces):** Research Methods for Music Education
4. **Class hours per week, lab hours per week, and credit [e.g., (3-0-3)]:** (3-0-3)
5. **Term(s) to be offered:** ☐ Fall ☐ Spring ☒ Summer ☐ On demand
6. **Initial term of offering:** ☐ Fall ☐ Spring ☒ Summer **Year:** 2014
7. **Course description:**

In this course music education graduate students will: become familiar with major resources and tools for research in music teaching and learning, read published music education research with understanding and discrimination, and conduct pilot research studies. Three research methodologies will be introduced: historical, quantitative, and qualitative.

**8. Registration restrictions:****a. Equivalent Courses**

- **Identify any equivalent courses** (e.g., cross-listed course, non-honors version of an honors course).  
None
- Indicate whether coding should be added to Banner to restrict students from registering for the equivalent course(s) of this course. ☐ Yes ☒ No

**b. Prerequisite(s)**

- **Identify the prerequisite(s)**, including required test scores, courses, grades in courses, and technical skills. Indicate whether any prerequisite course(s) MAY be taken concurrently with the proposed/revised course.

Admission to the graduate program in Music, Music Education Concentration

- Indicate whether coding should be added to Banner to prevent students from registering for this course if they haven't successfully completed the prerequisite course(s). ☐ Yes ☒ No

If yes, identify the minimum grade requirement and any equivalent courses for each prerequisite course:

**c. Who can waive the prerequisite(s)?**

☐ No one ☒ Chair ☐ Instructor ☐ Advisor ☐ Other (Please specify)

**d. Co-requisites** (course(s) which MUST be taken concurrently with this one):

N/A

**e. Repeat status:** ☒ Course may not be repeated.

☐ Course may be repeated once with credit.

Please also specify the limit (if any) on hours which may be applied to a major or minor.

**f. Degree, college, major(s), level, or class** to which registration in the course is restricted, if any:

Master of Arts in Music Program

**g. Degree, college, major(s), level, or class** to be excluded from the course, if any:

**9. Special course attributes** [cultural diversity, general education (indicate component), honors, remedial, writing centered or writing intensive]

N/A

**10. Grading methods** (check all that apply): ☒ Standard letter ☐ CR/NC ☐ Audit ☐ ABC/NC  
("Standard letter"—i.e., ABCDF—is assumed to be the default grading method unless the course description indicates otherwise.)

**Please check any special grading provision that applies to this course:**

☐ The grade for this course will not count in a student's grade point average.

☐ The credit for this course will not count in hours towards graduation.

**If the student already has credit for or is registered in an equivalent or mutually exclusive course, check any that apply:**

☐ The grade for this course will be removed from the student's grade point average if he/she already has credit for or is registered in \_\_\_\_\_ (insert course prefix and number).

☐ Credit hours for this course will be removed from a student's hours towards graduation if he/she already has credit for or is registered in \_\_\_\_\_ (insert course prefix and number).

**11. Instructional delivery method:** (Check all that apply.)

☒ lecture ☐ lab ☐ lecture/lab combined ☐ independent study/research  
☐ internship ☐ performance ☐ practicum or clinical ☐ study abroad  
☐ Internet ☐ hybrid ☐ other (Please specify)

## PART II: ASSURANCE OF STUDENT LEARNING

### 1. List the student learning objectives of this course:

Upon completion of the course, the students will be able to:

- 1) read, analyze, and evaluate music education research;
- 2) create and design music education research studies; and
- 3) apply concepts from research to lesson plans and music classroom activities.

#### a. If this is a general education course, indicate which objectives are designed to help students achieve one or more of the following goals of general education and university-wide assessment:

- EIU graduates will write and speak effectively.
- EIU graduates will think critically.
- EIU graduates will function as responsible citizens.

#### b. If this is a graduate-level course, indicate which objectives are designed to help students achieve established goals for learning at the graduate level:

- Depth of content knowledge: 1, 2, 3
- Effective critical thinking and problem solving: 1, 2, 3
- Effective oral and written communication: 1, 2, 3
- Advanced scholarship through research or creative activity: 2, 3

### 2. Identify the assignments/activities the instructor will use to determine how well students attained the learning objectives:

Learning Objectives	Daily Written Assignments (reflections, journals) (15%)	Class Discussion (20%)	Research Analyses/Critiques (25%)	Lesson Plan Assignments (10%)	Final Research Project (30%)
1	X	X	X		
2	X				X
3	X	X		X	

### 3. Explain how the instructor will determine students' grades for the course:

Written Assignments (reflections/journals)	15%
Class Discussion	20%
Research Analyses/Critiques	25%
Lesson Plan Assignments	10%
Final Research Project	30%

4. For technology-delivered and other nontraditional-delivered courses/sections, address the following:
- Describe how the format/technology will be used to support and assess students' achievement of the specified learning objectives:
  - Describe how the integrity of student work will be assured:
  - Describe provisions for and requirements of instructor-student and student-student interaction, including the kinds of technologies that will be used to support the interaction (e.g., e-mail, web-based discussions, computer conferences, etc.):

N/A

5. For courses numbered 4750-4999, specify additional or more stringent requirements for students enrolling for graduate credit. These include:
- course objectives;
  - projects that require application and analysis of the course content; and
  - separate methods of evaluation for undergraduate and graduate students.

N/A

6. If applicable, indicate whether this course is writing-active, writing-intensive, or writing-centered, and describe how the course satisfies the criteria for the type of writing course identified. (See Appendix \*.)

N/A

### **PART III: OUTLINE OF THE COURSE**

Provide a week-by-week outline of the course's content. Specify units of time (e.g., for a 3-0-3 course, 45 fifty-minute class periods over 15 weeks) for each major topic in the outline. Provide clear and sufficient details about content and procedures so that possible questions of overlap with other courses can be addressed. For technology-delivered or other nontraditional-delivered courses/sections, explain how the course content "units" are sufficiently equivalent to the traditional on-campus semester hour units of time described above.

Sample course outline:

#### **Week One:**

Topics: Developing research questions, introduction of final research project assignment  
Weekly assignments will consist of the following: Research article analysis/critiques, written reflections, journal readings, daily written assignments (on special topics as well as items from the following websites: <http://www.socialresearchmethods.net/>, <http://vassarstats.net/>)

#### **Week Two:**

Topics: Introduction of three research methodologies in music education: historical, quantitative, and qualitative, introduction of final research project assignment  
(outline/design/methodology/literature review for a proposed project)

#### **Week Three:**

Topic: Quantitative research in music education

**Week Four:**

Topic: Quantitative research in music education

**Week Five:**

Topic: Application of quantitative research to teaching

**Week Six:**

Topic: Designing a research project

**Week Seven:**

Topics: Qualitative research in music education

**Week Eight:**

Topic: Qualitative research in music education

**Week Nine:**

Topic: Application of qualitative research to teaching

**Week Ten**

Topic: Conducting a research project, evaluation of research

**Week Eleven:**

Topic: Conducting a research project, evaluation of research

**Week Twelve:**

Topic: Historical research in music education

**Week Thirteen:**

Topic: Historical research in music education

**Week Fourteen:**

Topic: Application of historical research to teaching

**Week Fifteen:**

Topic: Final project presentations (outline/design/methodology/literature review for a proposed project)

## **PART IV: PURPOSE AND NEED**

### **1. Explain the department's rationale for developing and proposing the course.**

Knowledge of published research and research methods in the field of music education is fundamental to the development of graduate students' ability to read, analyze, apply, and design research studies. This course serves as the foundation of the coursework in the music education concentration master's degree. Students will complete the course with a proposal for the final thesis project required of the degree.

- a. **If this is a general education course, you also must indicate the segment of the general education program into which it will be placed, and describe how the course meets the requirements of that segment.**
- b. **If the course or some sections of the course may be technology delivered, explain why.**

**2. Justify the level of the course and any course prerequisites, co-requisites, or registration restrictions.**

Content is specific to music educators who have teaching experience and are required to use research methods to develop a final thesis project.

**3. If the course is similar to an existing course or courses, justify its development and offering.**

- a. **If the contents substantially duplicate those of an existing course, the new proposal should be discussed with the appropriate chairpersons, deans, or curriculum committees and their responses noted in the proposal.**

N/A

- b. **Cite course(s) to be deleted if the new course is approved. If no deletions are planned, note the exceptional need to be met or the curricular gap to be filled.**

This is a new research course in music specifically designed for the Music Education Concentration.

**4. Impact on Program(s):**

- a. **For undergraduate programs, specify whether this course will be required for a major or minor or used as an approved elective.**
- b. **For graduate programs, specify whether this course will be a core requirement for all candidates in a degree or certificate program or an approved elective.**

This course is a core requirement for the Master of Arts in Music, Music Education Concentration.

**If the proposed course changes a major, minor, or certificate program in or outside of the department, you must submit a separate proposal requesting that change along with the course proposal. Provide a copy of the existing program in the current catalog with the requested changes noted.**

## **PART V: IMPLEMENTATION**

- 1. Faculty member(s) to whom the course may be assigned:** Danelle Larson, Gary Jensen, or other qualified music faculty.

**If this is a graduate course and the department does not currently offer a graduate program, it must document that it employs faculty qualified to teach graduate courses.**

**2. Additional costs to students:**

**Include those for supplemental packets, hardware/software, or any other additional instructional, technical, or technological requirements. (Course fees must be approved by the President's Council.)**

### 3. Text and supplementary materials to be used (Include publication dates):

Materials selected from the following:

- Colwell, R. & Richardson, C. (2002). *The new handbook of research on music teaching and learning*. New York: Oxford University Press.
- Creswell, J.W. (2009). *Research design: Qualitative, quantitative, and mixed methods Approaches* (3rd ed.). Los Angeles: Sage Publications.
- Orcher, L.T. (2005). *Conducting research: Social and behavioral science methods*. Glendale: Pycszak Publishing.
- Patten, M.L. (2002). *Understanding research methods* (3rd ed.). Los Angeles: Pycszak Publishing.
- Phelps, R.P., Sadoff, R.H., Warburton, E.C., & Ferrara, L. (2005). *A guide to research in music education* (5th ed.). Lanham: Scarecrow Press.
- Phillips, K.H. (2008). *Exploring research in music education & music therapy*. New York: Oxford University Press.
- Journal articles from current music education research journals: *Journal of Research in Music Education*, *Bulletin of the Council for Research in Music Education*, *The Bulletin of Historical Research in Music Education*, *Update: The Applications of Research in Music Education*

## PART VI: COMMUNITY COLLEGE TRANSFER

**If the proposed course is a 1000- or 2000-level course, state either, "A community college course may be judged equivalent to this course" OR "A community college course will not be judged equivalent to this course." A community college course will not be judged equivalent to a 3000- or 4000-level course but may be accepted as a substitute; however, upper-division credit will not be awarded.**

## PART VII: APPROVALS

**Date approved by the department or school:** 28 March 2013

**Date approved by the college curriculum committee:** 11 September 2013

**Date approved by the Honors Council (if this is an honors course):**

**Date approved by CAA:**        **CGS:**

\*In **writing-active courses**, frequent, brief writing activities and assignments are required. Such activities -- some of which are to be graded -- might include five-minute in-class writing assignments, journal keeping, lab reports, essay examinations, short papers, longer papers, or a variety of other writing-to-learn activities of the instructor's invention. Writing assignments and activities in writing-active courses are designed primarily to assist students in mastering course content, secondarily to strengthen students' writing skills. In **writing-intensive courses**, several writing assignments and writing activities are required. These assignments and activities, which are to be spread over the course of the semester, serve the dual purpose of strengthening writing skills and deepening understanding of course content. At least one writing assignment is to be revised by the student after it has been read and commented on by the instructor. In writing-intensive courses, students' writing should constitute no less than 35% of the final course grade. In **writing-centered courses** (English 1001G, English 1002G, and their honors equivalents), students learn the principles and the process of writing in all of its stages, from inception to completion. The quality of students' writing is the principal determinant of the course grade. The minimum writing requirement is 20 pages (5,000 words).

**Student  
Success  
Center**

<http://www.eiu.edu/~success/>

**581-6696**



<http://www.eiu.edu/~counsctr/>

**581-3413**

**Career  
Services**

<http://www.eiu.edu/~careers/>

**581-2412**

**Disability  
Services**

<http://www.eiu.edu/~disablt/>

**581-6583**