Eastern Illinois University
REVISED COURSE PROPOSAL FOR MUSIC ED HISTORY & PHILOSOPHY
(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 **_X_** Revised course

PART I: CATALOG DESCRIPTION

1. **Course prefix and number,** *such as ART 1000*: MUS 5700

2. **Title (*may not exceed 30 characters, including spaces*):** Music Ed. History & Philosophy

3. **Long title, if any (*may not exceed 100 characters, including spaces*):** History and Philosophy of 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:** **_X__** Fall ___ Spring   ___ Summer   ___ On demand

6. **Initial term of offering:** **_X_** Fall   ___ Spring   ___ Summer   **Year:** __2015____

7. **Course description:**

   Students enrolled in this course will examine the historical and philosophical aspects of contemporary music education. Content focus will be on the history of music education in America and the purpose and reasoning for inclusion of music in general education.

8. **Registration restrictions:**
   a. **Equivalent Courses**
      - **Identify any equivalent courses** (e.g., cross-listed course, non-honors version of an honors course). N/A

      - Indicate whether coding should be added to Banner to restrict students from registering for the equivalent course(s) of this course. ___ Yes   **_X__** 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

      - 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   **_X__** 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   _X_ Chair   ___ Instructor   ___ Advisor   ___ Other (Please specify)

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

e. Repeat status: __X_ 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): _X_ 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.)

_X_ lecture   ___ lab   ___ lecture/lab combined   ___ independent study/research

___ internship   ___ performance   ___ practicum or clinical   ___ study abroad

_X_ Internet   _X_ hybrid   ___ other (Please specify)

PART II: ASSURANCE OF STUDENT LEARNING

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

   Upon completion of the course, students will be able to:
   1) categorize influential historians and philosophers in music education;
   2) read, synthesize, and discuss related readings within music history and philosophy;
   3) evaluate essays related to music education philosophy; and
   4) incorporate/apply aspects of music education history and philosophy into thesis work.

   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, 4**
      - **Effective critical thinking and problem solving: 1, 2, 3**
      - **Effective oral and written communication: 1, 2, 3, 4**
      - **Advanced scholarship through research or creative activity: 2, 4**

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

Learning Objectives	Weekly Readings and Online Discussions (20%)	Weekly Video Conference and Discussion (10%)	Written Assignments (20%)	Papers (20%)	Exams (10%)	Final Project (20%)
1	X	X	X	X	X	X
2	X	X	X	X	X	X
3	X	X	X		X	X
4						X

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

   Weekly Readings and Online Discussions – 20%
   Weekly Video Conference/Discussion – 10%
   Written Assignments – 20%
   Papers – 20%
   Exams – 10%
   Final Project – 20%

4. **For technology-delivered and other nontraditional-delivered courses/sections, address the following:**
    a. **Describe how the format/technology will be used to support and assess students' achievement of the specified learning objectives:**

    Using a course management system (CMS), students may access lectures via presentation software or learning modules that contain recorded lectures made using multimedia software. Students may also access through CMS assigned readings, links to multimedia, graded weekly discussion threads, other written assignments, rubrics, and an electronic drop box.

    b. **Describe how the integrity of student work will be assured:**

    To ensure the integrity of the course work discussion board assignments and text from all written assignments will be submitted through a plagiarism identification system. Academic integrity and online courtesy is discussed in the syllabus. Students will also be evaluated through a rigorous assessment. Discussions may use a face-to-face format or use web-conferencing software. Students will receive individual grading rubrics that specify levels of competence and individualized instructor feedback on assignments regarding the quality of their work.

    c. **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.):**

    Class interactions will use a combination of technologically delivered discussion threads, real-time discussion, web-conferencing (virtual classroom with audio/video and white board support), email, social networks, blogs, social bookmarking, and online interactive galleries.

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

This course is technology delivered, so students will be expected to spend the required time (3 hours/week equivalent class time) in the following manner: video conferencing/discussion (1 hour/week), reading, posting, and interacting on the discussion board – multiple postings each week (1 hour/week), viewing instructional content (Powerpoint presentations, recorded lectures, etc.) – (1 hour/week).

Sample course outline:

UNIT 1 (8 weeks) History of American Music Education

Week 1
    Topics:
        Navigating the course management system and using the discussion forum and video conferencing
        Issues of intellectual property and academic integrity
        Early music education – European and colonial roots

Week 2
    Topics:
        The role of music in early America
        The beginnings of public education

Week 3
    Topics:
        Music education and society
        Discussion Forum: Post one response to the prompt and respond to at least three other posts.
        Participate in the one-hour video conference/discussion.

Week 4
    Topics:
        Pestalozzi and those who followed
        Methodology
        Discussion Forum: Post one response to the prompt and respond to at least three other posts.
        Participate in the one-hour video conference/discussion.

Week 5
    Topics:
        Teacher education, professional development, and MENC
        Discussion Forum: Post one response to the prompt and respond to at least three other posts.
        Participate in the one-hour video conference/discussion.

Week 6
    Topics:
        Advocacy of music education
        Discussion Forum: Post one response to the prompt and respond to at least three other posts.
        Participate in the one-hour video conference/discussion.

Week 7
    Topics:
        The broadening music curriculum
        The United States after 1950
        Discussion Forum: Post one response to the prompt and respond to at least three other posts.
        Participate in the one-hour video conference/discussion.

<u>Week 8</u>
    Topics:

        Government and foundation support for arts education
        <u>Discussion Forum:</u> Post one response to the prompt and respond to at least three other posts.
        Participate in the one-hour video conference/discussion.

<u>UNIT 2 (7 weeks) – Philosophy of Music Education</u>

<u>Week 9</u>
    Topics:

        Philosophy and Advocacy
        <u>Discussion Forum:</u> Post one response to the prompt and respond to at least three other posts.
        Participate in the one-hour video conference/discussion.

<u>Week 10</u>
    Topics:

        Reimer and Aesthetic Education
        <u>Discussion Forum:</u> Post one response to the prompt and respond to at least three other posts.
        Participate in the one-hour video conference/discussion.

<u>Week 11</u>
    Topics:

        Reimer and Aesthetic Education
        <u>Discussion Forum:</u> Post one response to the prompt and respond to at least three other posts.
        Participate in the one-hour video conference/discussion.

<u>Week 12</u>
    Topics:

        Elliott and Praxial Music Education
        Philosophy and Teaching Methods
        <u>Discussion Forum:</u> Post one response to the prompt and respond to at least three other posts.
        Participate in the one-hour video conference/discussion.

<u>Week 13</u>
    Topics:

        Elliott and Praxial Music Education
        <u>Discussion Forum:</u> Post one response to the prompt and respond to at least three other posts.
        Participate in the one-hour video conference/discussion.

<u>Week 14</u>
    Topics:

        The future of music education
        <u>Discussion Forum:</u> Post one response to the prompt and respond to at least three other posts.
        Participate in the one-hour video conference/discussion.

<u>Week 15</u>
    Topics:

        Application of history and philosophy to teaching
        <u>Discussion Forum:</u> Post one response to the prompt and respond to at least three other posts.
        Participate in the one-hour video conference/discussion.
        Final Project: (application to teaching) The final project can be a combination of: research paper, lesson plans, and teaching videos demonstrating synthesis of course material and application to the music classroom. Projects will be presented/shared during the video conference session.

PART IV: PURPOSE AND NEED

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

   A course in the history and philosophy of music education is considered an essential learning experience for all students in graduate level study in music education. Concentrated inquiry into the aspects of music education history and philosophy is essential for further academic study.

   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.**

      The new hybrid version of the Music Education Concentration will make EIU competitive with similar degree programs that are being offered around the state and nation. The unique curriculum design allows working music educators to apply new ideas and teaching techniques directly to their classrooms as they advance through the program.

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

   This course offers graduate level engagement and is appropriately placed at the 5000 level.

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

   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.**
   N/A

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.**
   N/A

   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 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.) N/A

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

    Elliott, D.J. (1995). *Music matters*. New York: Oxford University Press.

    Mark, Michael L. & Gary, Charles L. (2007). *A history of American music education*. 3rd edition. Reston, VA: Schirmer.

    Reimer, B. (2003). *A philosophy of music education: Advancing the vision* (3rd ed.). Upper Saddle River, NJ: Pearson Education, Inc.

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).

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