

**Eastern Illinois University**  
**New/Revised Course Proposal Format**  
 (Approved by CAA on 4/3/14 and CGS on 4/15/14, Effective Fall 2014)

**Banner/Catalog Information (Coversheet)**

1. ☐ New Course or ☒ Revision of Existing Course
2. Course prefix and number: MUS 5101
3. Short title: Music Ed Research Methods
4. Long title: Research Methods for Music Education
5. Hours per week: ☐3\_ Class ☐0\_ Lab ☐3\_ Credit
6. Terms: ☐ Fall ☐ Spring ☐ Summer ☒ On demand
7. Initial term: ☐ Fall ☐ Spring ☒ Summer Year: 2016\_\_\_\_\_
8. Catalog 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.

9. Course attributes:

General education component: \_\_\_\_\_NA\_\_\_\_\_

☐ Cultural diversity ☐ Honors ☐ Writing centered ☐ Writing intensive ☐ Writing active

10. Instructional delivery

Type of Course:

☒ Lecture ☐ Lab ☐ Lecture/lab combined ☐ Independent study/research

☐ Internship ☐ Performance ☐ Practicum/clinical ☐ Other, specify: \_\_\_\_\_

Mode(s) of Delivery:

☐ Face to Face ☒ Online ☐ Study Abroad

☒ Hybrid, specify approximate amount of on-line and face-to-face instruction. At this time we would like to offer the course online. However, in the future we might like to have sequence flexibility and offer the course during the summer with the one-week residency. If a hybrid version is offered, students would meet with the instructor during the one-week residency for no more than 10 hours of face- to- face instruction, and the remainder of the instruction would be online.

11. Course(s) to be deleted from the catalog once this course is approved. None

12. Equivalent course(s): \_\_\_\_\_NA\_\_\_\_\_

a. Are students allowed to take equivalent course(s) for credit? ☐ Yes ☐ No

**13. Prerequisite(s): Admission to the Master of Arts in Music Program, Music Education Concentration**

a. Can prerequisite be taken concurrently? ☐ Yes ☐ No

b. Minimum grade required for the prerequisite course(s)? ☐

c. Use Banner coding to enforce prerequisite course(s)? ☐ Yes ☐ No

d. Who may waive prerequisite(s)?

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

**14. Co-requisite(s):** NA

**15. Enrollment restrictions**

a. Degrees, colleges, majors, levels, classes which may take the course: MA in Music Program

b. Degrees, colleges, majors, levels, classes which may not take the course: NA

**16. Repeat status:** ☒ May not be repeated ☐ May be repeated once with credit

**17. Enter the limit, if any, on hours which may be applied to a major or minor:** ☐

**18. Grading methods:** ☒ Standard ☐ CR/NC ☐ Audit ☐ ABC/NC

**19. Special grading provisions: NA**

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

☐ Grade for course will not count in hours toward graduation.

☐ Grade for course will be removed from GPA if student already has credit for or is registered in:

\_\_\_\_\_

☐ Credit hours for course will be removed from student's hours toward graduation if student already has credit for or is registered in: \_\_\_\_\_

**20. Additional costs to students:**

Supplemental Materials or Software \_\_\_\_\_

Course Fee ☒ No ☐ Yes, Explain if yes \_\_\_\_\_

**21. Community college transfer:**

☐ A community college course may be judged equivalent.

☒ A community college may not be judged equivalent.

Note: Upper division credit (3000+) will not be granted for a community college course, even if the content is judged to be equivalent.

## **Rationale, Justifications, and Assurances (Part I)**

1. ☐ X Course is required for the major(s) of \_\_\_\_MA in Music, Music Ed  
\_\_\_\_ Course is required for the minor(s) of \_\_\_\_\_  
\_\_\_\_ Course is required for the certificate program(s) of \_\_\_\_\_  
\_\_\_\_ Course is used as an elective

### **2. Rationale for proposal :**

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 a crucial foundation course in the music education concentration master's degree, and is a core requirement for the Master of Arts in Music, Music Education Concentration.

The proposed course revision creates a hybrid and online version of a course currently required for the MA in Music, Music Education Concentration. This proposal will be part of a large curricular change for the MA in Music, Music Education Concentration that will increase the online offerings of the program, enabling us to attract a larger student population.

### **3. Justifications for (answer N/A if not applicable)**

Similarity to other courses: NA

Prerequisites: Admission to the program is the only prerequisite. Content is specific to music educators who have teaching experience and are required to use research methods to develop a final capstone project.

Co-requisites: NA

Enrollment restrictions: NA

Writing active, intensive, centered: NA

### **4. General education assurances (answer N/A if not applicable)**

General education component: NA

Curriculum: NA

Instruction: NA

Assessment: NA

### **5. Online/Hybrid delivery justification & assurances (answer N/A if not applicable)**

Online or hybrid delivery justification:

The fall 2015 revision of the Music Education Concentration creates an online degree program with a single week of residency. This hybrid program 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.

### Instruction:

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

### Integrity:

To ensure the integrity of the course work, text from all written assignments will be submitted through a plagiarism identification system. Academic integrity is discussed in the syllabus, and students will be evaluated through a rigorous assessment. Discussions may use a face-to-face format or use web-conferencing software.

### Interaction:

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, and blogs.

## **Model Syllabus (Part II)**

Please include the following information:

### **1. Course number and title**

MUS 5101 Research Methods for Music Education

### **2. Catalog 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.

### **3. Learning objectives.**

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.

**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**

### **4. Course materials.**

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: Pyrczak Publishing.

Patten, M.L. (2002). *Understanding research methods* (3rd ed.). Los Angeles: Pyrczak 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*

Weekly outline of content. This is a 15 week sample outline. When taught as a summer course, the topics will be divided appropriately to fit into a six-week schedule.

### **Sample course outline:**

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).

### **Week One:**

Topics: Developing research questions, introduction of final capstone 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

**Week Sixteen:****Final Project due****5. Assignments and evaluation, including weights for final course grade.**

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

**6. Grading scale.**

90-100 %	A
80-89%	B
70-79%	C
60-69%	D
Below 60%	F

**7. Correlation of learning objectives to assignments and evaluation.**

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

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	

**Date approved by the department or school: October 15, 2015****Date approved by the college curriculum committee: November 4, 2015****Date approved by the Honors Council (*if this is an honors course*):****Date approved by CAA: CGS: 11/17/2015**