

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 5702A, MUS 5702B
3. **Short title:** Music Ed Contemporary Topics I and II
4. **Long title:** Graduate Music Education Seminar: Contemporary Topics I and II
5. **Hours per week:** ☐ ARR Class ☐ 0 Lab ☐ 2 -3 Credit
6. **Terms:** ☐ Fall ☐ Spring ☐ Summer ☒ On demand
7. **Initial term:** ☐ Fall ☐ Spring ☒ Summer Year: 2016

8. Catalog course description:

This seminar will explore contemporary topics in music education through lectures, group discussion, presentations, and analysis of music education literature. MUS 5702 will allow students to draw connections between their experiences and current issues in music education.

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: In the hybrid version, students 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 is online.

11. Course(s) to be deleted from the catalog once this course is approved. NA

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 X 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, Music Education Concentration

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

16. Repeat status: ☐ May not be repeated ☒ May be repeated once (topics will change) Sections A and B

17. Enter the limit, if any, on hours which may be applied to a major or minor: 6

18. Grading methods: X 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 X No ___ Yes, Explain if yes _____

21. Community college transfer: NA

____ A community college course may be judged equivalent.

X 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:

A seminar in music education helps teachers stay abreast of current topics in the field. The opportunity to interact in a small group setting with other teachers and guest speakers active in the field allows for meaningful development of knowledge, professional contacts, and peer feedback.

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. The proposed course revision creates a hybrid and online version of a course currently required for the MA in Music, Music Education Concentration.

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 wish to obtain an advanced degree in music education.

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 5702 Graduate Music Education Seminar: Contemporary Topics

2. Catalog description

This seminar will explore contemporary topics in music education through lectures, group discussion, presentations, and analysis of music education literature. MUS 5702 will allow students to draw connections between their experiences and current issues in music education.

3. Learning objectives.

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

- 1) discuss, examine, and debate current issues in music education (examples: social justice, pedagogy, philosophy, advocacy, professionalism);
- 2) relate teaching experiences and reflections to weekly topics; and
- 3) identify resources that will inform the capstone project.

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**
- **Effective oral and written communication: 1, 2**
- **Advanced scholarship through research or creative activity: 3**

4. Course materials.

Sample materials:

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

Green, L. (2008). *Music, informal learning and the school: A new classroom pedagogy*. Burlington, VT: Ashgate Publishing Company.

Jorgensen, E. (2003). *Transforming music education*. Bloomington, IN: Indiana University Press.

Phillips, K. H. (2008) *Exploring research in music education & music therapy*. New York: Oxford University Press.

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

Current journal articles

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 if offered as 3 credit hour course:

This course is technology delivered, online or hybrid, 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).

Unit 1: Philosophy of Music Education and Pedagogical Implications

Week 1:

Topic: Philosophy of Music Education, Aesthetic and Praxial Music Philosophies

Week 2:

Topic: Developing a Personal Philosophy of Music Education
Week 3:

Topic: Pedagogy and Classroom Teaching Strategies

Unit 2: Current Topics in Music Education

Week 4:

Topic: Contemporary Topics in Music Education, Current Teacher Evaluation Systems

Week 5:

Topic: Advocacy, Justifying and Promoting Arts Programs

Week 6:

Topic: Professional Teaching Standards and Application to Lesson Planning

Unit 3: Research in Music Education

Weeks 7-9:

Topic: Current Research Analysis and Discussion

Week 10

Topic: Professional Development, Scholarship, and Creative Activity in the Music Field

Unit 4: Special Topics and Final Projects

Weeks 11-13

Topic: Teaching Trends and Special Topics (examples: guitar class, diversity, special learners)

Week 14

Topic: Assessment

Week 15

Topic: Class Presentations

5. Assignments and evaluation, including weights for final course grade.

Weekly response papers (5)	25%
Reflections	10%
Class and online Discussion	25%
Resource Bibliography	10%
Presentation	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) discuss, examine, and debate current issues in music education (examples: social justice, pedagogy, philosophy, advocacy, professionalism);
- 2) relate teaching experiences and reflections to weekly topics; and
- 3) identify resources that will inform the thesis project.

Learning Objectives	Written Assignments (25%)	Reflections (10%)	Class Discussion (25%)	Resource Bibliography (10%)	Presentation (30%)
1			X		X
2	X	X	X		X
3				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