

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 5705
3. **Short title:** Music Curriculum & Assessment
4. **Long title:** Curriculum and Assessment in 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:**

Students will examine assessment, curricular practices, and theories from multiple paradigms. The course will require the study of past and present trends and reform efforts in music education. Students will design curriculum and assessments appropriate for application to the music classroom.

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. ☐ 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 ☒ 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 ☒

17. Enter the limit, if any, on hours which may be applied to a major or minor: 3

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: NA

☐ 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. ☒ 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 course in Curriculum and Assessment is considered an essential learning experience for all students in graduate level study in music education. Learning to employ research in the areas of curriculum development and assessment design is a necessary skill for music education graduate students.

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 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 5705 Curriculum and Assessment in Music Education
2. Catalog description
Students will examine assessment, curricular practices, and theories from multiple paradigms. The course will require the study of past and present trends and reform efforts in music education. Students will design curriculum and assessments appropriate for application to the music classroom.

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

- 1) design curriculum and assessments appropriate for the music classroom;
- 2) evaluate curriculum and assessments;
- 3) synthesize knowledge of the history of curriculum change in music education; and
- 4) incorporate/apply aspects of curriculum and assessment into thesis work.

a. 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**
- **Effective oral and written communication: 1, 2, 3, 4**
- **Advanced scholarship through research or creative activity: 1, 4**

3. Sample Course materials.

Walker, D.F. & Soltis, J.F. (2004). *Curriculum and Aims*. 4th edition. New York: Teachers College Press.

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).

Unit 1: Purpose and Development of Curricula

Week 1

Topics: Purpose of curricula, need for curricula, traditional curricula in music

Introduction of final project (application to teaching):

Students will apply curriculum design and assessment to a music class that they teach (or plan to teach). The students will design an 8-week curricular unit that can be applied to a music classroom, complete with lesson plans, assessments, and a paper describing the design process.

Projects will be presented in class.

Week 2

Topics: Curriculum development process, curriculum models

Week 3

Topics: The National Standards for the Arts, State standards

Week 4

Topics: Philosophical basis for various curriculum approaches, philosophical viewpoints (naturalism, idealism, realism, pragmatism)

Unit 2: Determining Outcomes and Designing Assessments

Week 5

Topics: Determining instructional outcomes

Week 6

Topics: Determining program and course content based on desired outcomes

Week 7

Topics: The “hidden curriculum” (informal curricular influences: space, schedule, demographics)

Week 8

Topics: Evaluation process, designing assessments

Unit 3: Application to the Classroom

Week 9

Topics: Learning styles, multiple intelligence theory, designing curriculum for diverse learners

Week 10

Topics: “Standards” movements, school reform

Week 11

Topics: Designing and implementing informal and formal assessments

Week 12

Topics: Application to the classroom, designing curriculum and assessments

Week 13

Topics: Using assessment data to inform teaching practices, feedback loop

Unit 4: Final Project Presentations

Week 14

Topics: Final project presentations and discussion

Week 15

Topics: Final project presentations and discussion

Week 16

All edits to final project due

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

Reading Assignments and Online Discussions – 25%

Written Assignments – 25%

Paper – 10%

Quizzes – 15%

Final Project – 25%

5. Grading scale.

90-100% A

80-89% B

70-79% C

60-69% D

Below 60% F

6. Correlation of learning objectives to assignments and evaluation.

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

- 1) design curriculum and assessments appropriate for the music classroom;
- 2) evaluate curriculum and assessments;
- 3) synthesize knowledge of the history of curriculum change in music education; and
- 4) incorporate/apply aspects of curriculum and assessment into thesis work.

Learning Objectives	Reading Assignments and Class Discussions (25%)	Written Assignments (25%)	Paper (10%)	Quizzes (15%)	Final Project (25%)
1		X	X		X
2	X	X	X	X	X
3	X	X	X	X	
4		X			

Date approved by the department or school: Oct 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