

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

CGS Agenda Item: 17-33
Effective Spring 2018

Banner/Catalog Information (Coversheet)

1. ☒ **New Course** or ☐ **Revision of Existing Course**
2. **Course prefix and number:** MUS 4760
3. **Short title:** Music Instruction
4. **Long title:** Seminar and Practicum in Music Instruction
5. **Hours per week:** 2 Class 0 Lab 2 Credit
6. **Terms:** ☐ Fall ☒ Spring ☐ Summer ☐ On demand
7. **Initial term:** ☐ Fall ☒ Spring ☐ Summer Year: 2018
8. **Catalog course description:** Course focuses on preparation for private and group music instruction at a variety of levels. Includes observations, giving and receiving critical feed-back, and hands on music instruction.

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 _____

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):** ☐ NA _____

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): _____none_____

15. Enrollment restrictions

a. Degrees, colleges, majors, levels, classes which may take the course: Students enrolled in the MA in Music program and juniors and seniors enrolled in the music major

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

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:

☐ 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 _____none_____

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 Performance, Conducting, and Composition concentrations

 Course is required for the minor(s) of _____

 Course is required for the certificate program(s) of _____

X Course is used as an elective

2. Rationale for proposal :

The majority of musicians earn at least part of their living by teaching at private or public schools, community music schools, community colleges, or privately out of the home.

Currently our MA in Music, Performance Concentration curriculum does not address this important topic. This course will cover many practical issues involved in teaching such as developing repertoire lists, communicating expectations to parents and/or students, and developing a teaching philosophy. In addition, students will observe one another's teaching and provide critical feedback to one another. Discussion groups will provide opportunities to share challenges in teaching and brainstorm solutions. The instructor will observe each student's teaching and provide critical feedback regarding clarity of communication, interpersonal skills, and teaching of concepts and technique.

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

Similarity to other courses: NA

Prerequisites: NA

Co-requisites: NA

Enrollment restrictions: NA

Writing active, intensive, centered: NA

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

General education component: NA

Curriculum: NA

Instruction: NA

Assessment: NA

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

Online or hybrid delivery justification: NA

Instruction: NA

Integrity: NA

Interaction: NA

Sample Syllabus (Part II)

Please include the following information:

1. Course number and title

MUS 4760 Seminar and Practicum in Music Instruction, 2 credits

2. Catalog description

Course focuses on preparation for private and group music instruction at a variety of levels. Includes observations, giving and receiving critical feed-back, and hands on music instruction.

3. Learning objectives.

Graduate Goals for learning:

- (G1) Depth of content knowledge (G1)
- (G2) Effective critical thinking and problem solving (G2)
- (G3) Effective oral and written communication (G3)
- (G4) Advanced scholarship through research or creative activity (G4)

Learning objectives and correlation to Graduate Goals for learning

- a) Develop a personal teaching philosophy and apply it in teaching in lessons (G2); (CT1, 5, 6)
- b) Develop guidelines, policy, and expectations for private teaching, group teaching, or studio teaching. (Student chooses context: community music school, private studio, community college etc.) (G2); (CT 1-3, WR 1-3, SL4-5, RC 1)
- c) Evaluate existing repertoire/technique lists in primary area and develop own graded repertoire/technique lists for teaching (G1, G2, G4); (CT1-5, RC1,3)
- d) Evaluate peers in productive, specific, and objective manner (G2, G3); (CT1, 3-5; SL4-5)
- e) Receive constructive critical feedback from peers and instructor, apply feedback to teaching, evaluate results (G2, G3); (CT5; SL 2, 7; RC1-3)
- f) Read applicable journal articles, evaluate teaching ideas and practice application of ideas. (G1, G2); (CT1-6)

For a differentiation between undergraduate and graduate learning assessment, please see item 6 below.

4. Course materials.

Select reading assignments:

Ristad, Eloise. *A Soprano on Her Head*. Real People Press, 1981.

Gallwey, Timothy. *The Inner Game of Tennis*., Random House Trade Paperbacks, rev. ed 1997.

Area specific assigned readings

Repertoire lists and journal assignments will be area specific e.g. *The American Music Teacher* journals for a pianist

5. Weekly outline of content.

Sample Outline of Course

Each student teaches a weekly lesson and keeps a journal with lesson plans, challenges, successes

Week 1-2: Readings and discussion on teaching styles and teaching philosophies

Assignment: Develop personal teaching philosophy

Week 3-4: Successful scaffolding: choosing repertoire and technique, flexibility to move laterally

Teaching Philosophy due

Begin Repertoire/Technique List investigation

Journal readings and reflections assigned

Week 5-6 Motivating students, practice charts, effective practice techniques, setting achievable goals, celebrating success, psychology of learning
 Repertoire/Technique List first draft due
 Journal reflections due
Week 7-8 Establishing and communicating studio policies and expectations
 Repertoire/Technique List due
 Develop studio policies and guidelines (context choice of student)
Week 9-10 Business of running a studio
 Studio policies due
 Journal readings and reflections assigned
Week 11-12 Discussion of teaching observations
 Journal reflections due
Week 13-14 Discussion of teaching observations
Week 15 Continued discussion of teacher observations
Week 16 Final teaching demonstrations and evaluations. Teaching reflections due

6. Sample Assignments and evaluation, including weights for final course grade.

Undergraduate students enrolled in the course are expected to develop materials for the beginning to intermediate level student. Graduate students enrolled in the course are expected to develop materials for the beginning, intermediate and advanced level student.

- a. Personal Teaching Philosophy: 10%
- b. Studio guidelines/expectations/policies: 10%
- c. Instrument specific graded repertoire/technique lists: 20%
- d. Teaching critiques: 20%
- e. Weekly teaching and teaching journal: 30%
- f. Area specific journal reading reflections: 10%

7. Grading scale.

90-100% = A
 80-89.99% = B
 70-79.99% = C
 60-69.99% = D
 59.99% and Below = F

8. Correlation of learning objectives to assignments and evaluation.

Learning objectives are the same for both undergraduate and graduate students. For a differentiation between undergraduate and graduate learning assessment, please see item 6 above.

Learning Objectives	Journal reflections (10%)	Teaching Philosophy (10%)	Studio Guidelines (10%)	Repertoire Lists(20%)	Teaching Critiques (20%)	Weekly Teaching and Teaching Journal (30%)
a. (G2); (CT1, 5, 6)		X				X
b. (G2); (CT 1-3, WR 1-3, SL4-5, RC 1)			X			
c. (G1, G2, G4); (CT1-5, RC1,3)				X		X
d. (G2, G3); (CT1, 3-5; SL4)					X	X

e. (G2, G3); (CT1, 3-5; SL4		X			X	X
f. (G2, G3); (CT5; SL 2, 7; RC1-3)	X	X			X	X

Date approved by the department or school: November 18, 2016

Date approved by the college curriculum committee: February 8, 2017

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

Date approved by CAA: March 9, 2017

CGS: April 18, 2017