

UNIVERSITY OF MARY WASHINGTON -- NEW COURSE PROPOSAL

Electronically submit this completed form with attachments in one file to the Chair of the College Curriculum Committee.

COLLEGE (check one):	Arts and Sciences <input checked="" type="checkbox"/>	Business <input type="checkbox"/>	Education <input type="checkbox"/>
Proposal Submitted By: Kevin Bartram	Date Prepared: 10-4-17		
Course Title:	Introduction to Music Education (SI)		
Department/discipline and course number*:	MUED 100		
Prerequisites:	none		

**This course number must be approved by the Office of the Registrar before the proposal is submitted.*

Number of credits:	3	Will this course meet for at least 700 contact minutes for each credit hour proposed? If no, provide a credit hour justification.	X	YES		NO
Will this be a new, repeatable "special topics" course? (Do you want students to be able to take this new course more than once if the topic changes?)			NO	x		YES

Date of first offering of this new course: SEMESTER, year	Spring 2019		
Proposed frequency of offering of the course:	Once a year (Spring term)		
List the faculty who will likely teach the course:	Kevin Bartram		
Are ANY new resources required?	NO	x	YES
<i>Document in attached impact statement</i>			

This new course will be (check all that apply):			
Required in the major		Required in the minor	
Elective in the major	x	Elective in the minor	x
		General Elective	x
		General Education**	

****AFTER** the new course is approved, a separate proposal must be sent to the General Education Committee.

Catalog Description (suggested length – less than 50 words):	
An introduction to music education techniques at multiple levels: elementary, middle, and high school. Students learn lesson planning for the music classroom, rehearsal techniques for both vocal and instrumental ensembles, rhythmic teaching, and music assessment and evaluation.	

COURSE HISTORY:	Was this course taught previously as a topics or experimental course?	YES	x	NO	
Course Number and Title of Previous Course		Semester Offered	Enrollment		
MUED 170, subsequently MUED 100		F2004-2008	25		
MUED 100		F2010-2012	7-13		
<p>CHECK HERE if the proposed course is to be equated with the earlier topics or experimental offerings. If equated, students who took the earlier "topics" course will only be able to take the new course as a repeat (C- grade or lower).</p> <p>NOTE: If the proposed course has not been previously offered as a topics or experimental course, explain in the attached rationale statement why the course should be adopted even though it has not been tried out.</p>					

REQUIRED ATTACHMENTS:

1. **Rationale Statement** – Why is this course needed? What purposes will it serve?
2. **Credit Hour Justification** (if required) – explain how this course will comply with the UMW Credit Hours Policy (D.5.3)
3. **Impact Statement** – Provide details about the Library, space, staffing, budget, and technology impacts created by adding this new course. Include supporting statements from the Library, IT Department, etc. **Any change that impacts another Department must have a written statement (such as a copy of an email) from the Chair(s) agreeing to the change.**
4. **Sample Syllabus**

Department Chair Approval: James Brooker Kuylenstierna Date: Oct. 11, 2017

CCC Chair Approval: Don M. Baker Date: 11/09/2017

UCC Chair Approval: Janell Hartney Date: 11/16/17


MUED 100 Introduction to Music Education

Rationale

The recent intensification of interest in the teacher licensure program in music demands reintroduction of MUED 100. The music department is moving in this direction a) to supplement the college's offerings in this area b) to serve majors and non-majors now interested in this application of the music major, c) to strengthen the department's curriculum for music education, and d) to take advantage of the teaching expertise of faculty with music education experience. In the past, the course was taught as Speaking Intensive, and we would seek that same designation.

Impact Statement

There will be no additional staffing or equipment required. The library already collects the resources that this course would need. The University already has staff with music education degrees. For the foreseeable future this course will be part of Dr. Bartram's teaching load. The Dean of the College of Education writes in support:



**UNIVERSITY OF
MARY WASHINGTON**
COLLEGE OF EDUCATION

Office of the Dean

MEMO

TO: Dr. James Brooks Kuykendall

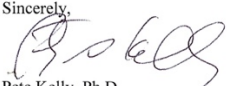
FROM: Dr. Peter Kelly, Dean

DATE: 18 October 2017

SUBJECT: Letter of Support

On behalf of the College of Education at the University of Mary Washington, I am writing to offer our support for the proposed course MUED 100. We believe this course will serve as an effective vehicle for recruiting students into the music education program. It is our hope that this course will increase the number of students interested in becoming music educators.

Sincerely,



Pete Kelly, Ph.D.
Dean, College of Education

1301 College Avenue
Fredericksburg, VA 22401
www.umw.edu/education

Tel: 540/654-1290
Fax: 540/654-1080

Sample Syllabus

As this course has been taught several times before, the syllabus is already established (on the next pages).

MUED 100- Introduction to Music Education, SI

Dr. Kevin P. Bartram, Instructor

3 credits, SI

Time TBD

General Information

Office: Pollard 134 Phone: 654-1956

Email: kbartram@umw.edu

Office Hours: By appointment

Required Materials

1. TEXT-Sweet Pipes Recorder Book, Book One-Soprano
2. Aulos Soprano Recorder
3. Introduction to Music Education, 4th ed by Charles Hofer, Waveland Press, Inc.

I. GOALS

- To introduce the student to a variety of facets of music teaching and pedagogy through observation, reading, and discovery experiences
- To acquaint the student with the elements of learning and teaching music
- To provide meaningful peer-teaching experiences with a variety of methods
- To fulfill the first requirement in the Music Education Certification process
- To initiate the assembly of a professional portfolio

Overview: MUED 100 is the opening course in the Music Education sequence that concludes with Intern (student) Teaching in the 5th year. This is a participation-based, speaking intensive class. Students are expected to attend every session, to be on time, and to have quality work prepared, whether written, verbal, or in assigned reading formats.

II. STUDENT RESPONSIBILITIES

- To gain knowledge of the information in assigned readings and lectures so that classroom discussion, application, and evaluation can successfully occur. We cannot cover all readings in class; therefore, it is your responsibility to know this information.
- All written work is expected to be submitted in class on or before the due dates, to be professionally presented in word-processed form, and to be quality, collegiate writing. You are asked to collaborate on several classroom assignments, but to present individual work on written assignments and projects.
- Come to class on time. You are preparing for professional teaching where tardiness is unacceptable.

III. COURSE REQUIREMENTS & GRADING

A. Exams [50%]

A written Midterm Exam (20%) and an Oral Final Exam (30%) will be given in this course. Note: No make-up work or extra credit assignments will be given in this class. All work must be turned in by the due date.

B. Peer-Teaching Presentations (25%)

As part of the learning process, students will prepare and orally present four (4) music lessons to the class. Written lesson plans will be turned in as required.

C. Recorder Playing Exam (10%)

Students will perform several small pieces on the recorder to conclude the unit on instrumental music education.

D. Journal [5%]

Students will keep a written journal of their experiences in MUED 100. The Journal is a “formal diary” that will be graded for content and thoroughness. You will be expected to write entries on each assigned reading (It is your responsibility to keep copies), any guest lecturers, and homework assignments. See syllabus. ASSIGNED JOURNAL WRITING-1/2 PAGE REQUIRED FOR EACH.

E. Quizzes/Assignments: [10%] Unannounced or announced quizzes may be given and homework assignments will be collected on the date due.

<u>GRADING SCALE (based on 100 total % points)</u>		
94+= A	90-93= A-	87-89= B+
84--86= B	80-83 = B-	77-79= C+
74-76= C	70-73 = C-	67-69= D+
64-66= D	60-63 = D-	59 below = F

V. Academic Honesty

Academic honesty is essential to the activities and principles of this course. Any effort to gain an advantage not given to all students is dishonest whether or not the effort is successful. Written or speaking assignments are to be done on an individual basis unless otherwise notified by the instructor. The university community regards academic honesty as an extremely serious matter, with serious consequences that range from failure of the course to expulsion. Please refer to the Honor Code Handbook for clarification, or consult with the instructor.

VI. Late Work

Failure to turn in an assignment by the due date may result in a failing grade for that assignment, unless extraordinary circumstances occur. Please make sure that you check the syllabus for due dates.

VII. Special Considerations

1. It is highly recommended that each student become a collegiate member of NAFME. Professional affiliations will enhance your ability to secure employment upon graduation. Members meet here at UMW once a semester and attend the VA Music Educators Convention in Norfolk in late November. See Dr. Bartram for membership details.

2. If you have a condition that requires special seating or other considerations, please notify the instructor immediately.

DRAFT Course Schedule

Class 1

Course Introduction; syllabus review

Reading: Lautzenheiser-“What Makes Great Teachers?”

Journal: Write reflections on value you have received from music education, and reflect on Lautzenheiser article

Class 2

Historical Foundations of Music Education (lecture)

Reading: Leonard: “The Qualities that Make Some Director Outstanding”

Journal: reflect on Leonard article

Assignment: Write a 1-2 page philosophy of music (typed)

Assignment: Write and mail a letter to former teacher who made difference

Class 3

How Children Learn

Lesson Planning

Hand in Philosophy

National Standards, VA SOL’s

Read article: How Children Learn, p. 21-27

Class 4

Guidelines for Teaching Music

Journal: reflect on article

Reading: Melissa Kelly: The Noble Profession

Article: Guidelines for Teaching Music

Class 5

Fundamentals of Music

Activity Bag: Choose 1 activity to prepare for class. Class time to prepare in small groups.

Reading: Fundamentals of Music Packet

Assignment: Prepare 10 minute lesson

Class 6

Fundamentals of Music Activities: **Peer Teaching Lesson 1**

Journal: critique your experience with teaching assignment

Class 7

Teaching Music Through Singing

Guest lecturer TBA

Reading: Article on Singing Instruction

Journal: comment on guest lecturer

Class 8

Integrating Songs with Other Subjects

Reading: Article on Integrating Across the Curriculum
Activity Bag: Choose 1 activity to prepare for class.

Class 9

Field Trip: Elementary School Visits. Meet outside Pollard Hall.
Journal: answer questions from handout “What to Look for in the Elem Music Classroom.”

Class 10

Teach Interdisciplinary Songs: **Peer Teaching Lesson 2**
Journal: reflect on peer teaching experience 2

Class 11

Teaching Music Through Instruments
Bring Recorders and Books

Class 12

Recorder Applications- rehearsing the instrumental ensemble
Bring Recorders and Books
Reading: Rehearsing the Instrumental Ensemble
Assignment: Review for Midterm exam

Class 13

MIDTERM EXAM

Class 14

Recorder and Percussion Applications
Instrumental Rehearsing (cont.)

Class 15

Recorder Playing Exam
Assessment in the Music Classroom
Reading: You Be The Judge, Evaluating Performance Classes
Journal: reflect on recorder experience

Class 16

Field Trip: Middle School Visit (meet outside Pollard Hall)
Assignment: complete field trip visitation worksheet
Journal: reflect on middle school field trip

Class 17

Teaching Music Through Movement
Hand in Visitation worksheet
Reading: Article on Movement
Activity Bag: Using assigned piece, design a 10-15 minute movement lesson

Class 18

Movement: (cont.)

Class 19

Teach Movement Lesson: Peer Teaching Lesson 3

Hand in lesson plans

Journal: Reflect on teaching experience & value of teaching with movement

Class 20

Guest Lecturer-TBA: DOK method. Journal: Reflect on guest lecturer

Class 21

Using Technology in the Music Classroom- meet in music lab

Reading: Music Technology article

Assignment: work on MIDI assignment

Class 22

Music Technology (cont.)-meet in music lab

Turn in MIDI assignment

Journal: reflect on value of music technology in the classroom

Class 23

Creative Experiences with Music: Improvisation/Composition

Reading: Article on Composition

Assignment: Activity Bag: Generate lesson plan for percussion accompaniment to song

Class 24

Creative Experiences with Music (cont.)

Practice Lessons

Turn in lesson plan to percussion accompaniment

Class 25

Teach Creative Song w/percussion. **Peer Teaching Lesson #4**

Journal: Reflect on lesson. Assess your progress in the four peer lessons.

Class 26

Field trip: High School Music. Meet outside Pollard Hall.

Assignment: complete field trip visitation worksheet

Journal: Reflect on high school teaching as a career choice

Class 27

Selecting Quality Literature & Method Books

Hand in visitation worksheet

Reading: selecting quality literature

Assignment: complete guide to selecting methods handout

Class 28

Review and wrap up

JOURNAL DUE

ORAL FINAL EXAMINATION: TBD
