New Course Request

Indiana University

South Bend Campus

Check Appropriate Boxes: Undergraduate credit □ Graduate credit □ Professional credit □

1. School/Division: ARTS/MUSIC
2. Academic Subject Code: MUS-M

3. Course Number: 236 (must be cleared with University Enrollment Services)
4. Instructor: Staff

5. Course Title: Introduction to Music Education

Recommended Abbreviation (Optional): (Limited to 32 Characters including spaces)

6. First time this course is to be offered (Semester/Year): Fall 2010

7. Credit Hours: Fixed at 2.0 or Variable from _______ to _______

8. Is this course to be graded S-F (only)? Yes ☒ No ☐

9. Is variable title approval being requested? Yes ☐ No ☒

10. Course description (not to exceed 50 words) for Bulletin publication: See attachment (PDF)

11. Lecture Contact Hours: Fixed at 2.0 or Variable from _______ to _______

12. Non-Lecture Contact Hours: Fixed at _______ or Variable from _______ to _______

13. Estimated enrollment: 20 of which 0 percent are expected to be graduate students.

14. Frequency of scheduling: Fall Som Will this course be required for majors? Yes ☒

15. Justification for new course: Required for new Bachelor of Music Ed.

16. Are the necessary reading materials currently available in the appropriate library? Yes ☒

17. Please append a complete outline of the proposed course, and indicate instructor (if known), textbooks, and other materials.

18. If this course overlaps with existing courses, please explain with which courses it overlaps and whether this overlap is necessary, desirable, or unimportant.

19. A copy of every new course proposal must be submitted to departments, schools, or divisions in which there may be overlap of the new course with existing courses or areas of strong concern, with instructions that they send comments directly to the originating Curriculum Committee. Please append a list of departments, schools, or divisions thus consulted.

Submitted by:

[Signature] Date 11/09/09

Department Chairman/Division Director

[Signature] Date

Dean of Graduate School (when required)

Approved by:

[Signature] Date 11/21/09

Dean

[Signature] Date

Chancellor/Vice-President

[Signature] Date

University Enrollment Services

After School/Division approval, forward the last copy (without attachments) to University Enrollment Services for initial processing, and the remaining four copies and attachments to the Campus Chancellor or Vice-President.

UPS 724

University Enrollment Services Final—White; Chancellor/Vice-President—Blue; School/Division—Yellow; Department/Division—Pink; University Enrollment Services Advance—White
MUS M236 - Introduction to Music Education

An overview of the music education profession, including the study of philosophical and historical foundations of music teaching and learning. Includes examination of curriculum and current issues in music education.

Cr. 2.
INDIANA UNIVERSITY SOUTH BEND
ERNESTINE M. RACLIN SCHOOL OF THE ARTS
MUSIC AREA

M236: INTRODUCTION TO MUSIC EDUCATION (2)
An overview of the music education profession, including the study of philosophical and historical foundations of music teaching and learning. Examination of curricula and current issues in music education and teacher preparation for the profession.
Co-requisite: M216: Lab/Field Experience (0)

Fall 2010

Instructor:

COURSE OBJECTIVES: italic type indicates INTASC Standards addressed by this objective

1. Students will trace the historical development of music teaching and learning from their beginnings in America to the present. Standard 1
2. Students will examine various learning theories and find their application in music education.
   Standard 2
3. Students will identify differences among learners and effective strategies for teaching music to a diverse population. Standards 2, 3, 4, 5
4. Students will examine different approaches and tools for assessing music learning and will develop sample assessment rubrics. Standard 8
5. Students will demonstrate awareness of current issues and methodologies in music education and will be able to articulate different positions. Standard 1
6. Students will observe, analyze and reflect upon a variety of music teaching and learning situations in the community. Standard 8
7. Students will begin to articulate a personal philosophy of music education. Standard 8
8. Students will recognize the need to advocate for the importance of arts education and will develop thoughtful and constructive strategies for advocacy. Standard 10
9. Students will begin to develop their portfolios for licensure. Standard 9

REQUIRED MATERIALS:

- 3-ring binder to hold class notes, handouts and writing assignments
- Guidelines for Preparing a Portfolio (from the School of Education; will be provided)
- Membership in IUSB collegiate chapter of IMEA/MENC  Standard 10
- Additional required readings will be available.

ADDITIONAL INFORMATION:

1. Music Education majors must achieve a grade of C or better in M236 and a grade of S in M216 (Field work co-requisite). Students who receive a D or F in M236 or a U in M216 must repeat that class. Satisfactory completion of both courses is a requirement for taking the applied music upper division exam (M296) and the music education upper division interview (X297).
2. This is a course in which we will explore new ideas, review old ones, and consider possibilities. Collaborative discussion can result in unexpected insights, so your thoughts will be welcomed and your contributions will be expected. Remember that informed and thoughtful class discussions will depend on consistent preparation of reading assignments, willingness to contribute, and openness to hearing and weighing differing opinions.

3. In a course for pre-service music teachers, the professional behaviors expected of teachers in the field will be expected of students. Specifically:
   - Cell phones and laptop computers must be turned off and put away during class.
   - Absences totaling one week of classes will be allowed without penalty. Additional absences will lower the final grade one degree (A to A-, C+ to C). Attendance is taken at the beginning of class.
   - If an emergency or illness prevents the student from attending a scheduled exam or presentation, the student must notify the professor by voice mail or E-mail before the missed class. Failure to do so results in forfeiting the opportunity to make up the material.

4. All written assignments must be typed according to stated guidelines, stapled, and handed in at the beginning of class following the format described in “Detailed Assignments.” Late submissions will be marked down 10 percent of the total possible points for each calendar day past the due date. In most cases, email submissions will be accepted according to the same timetable.

5. Accommodations For Religious Observances Statement
   If any student will require academic accommodations for a religious observance, please provide me with a written request to consider a reasonable modification for that observance by the end of the second week of the course. Contact me after class, during my office hours, or by individual appointment to discuss the issue. If after discussion we reach no consensus, either party or both should seek the advice of the Department Chair or the Dean, and if no consensus is reached, then the advice of the Vice Chancellor of Academic Affairs (“VCAA”). Either the instructor or the student may appeal the VCAA’s decision to the Office of Affirmative Action within ten business days of the determination.

6. Disabilities Statement
   If you have a disability and need assistance, special arrangements can be made to accommodate most needs. Contact the Director of Disabled Student Services (Administration Building, room 113, telephone number 520-4832), as soon as possible to work out the details. Once the Director has provided you with a letter attesting to your needs for modification, bring the letter to me. For more information, please visit the web site for Office of Disabled Student Services www.iusb.edu/~sbds/services.shtml

7. Academic Honesty Statement
   It is the responsibility of the student to know of the prohibited actions such as cheating, fabrication, plagiarism, academic, and personal misconduct, and thus, to avoid them. All students are held to the standards outlined in the code. Please reference the entire code for a complete listing (www.dsa.indiana.edu/Code). Any violation may result in serious academic penalty, ranging from receiving a warning, to failing the assignment, to failing the course, to expulsion from the University. All students have an obligation to behave honorably and to respect the highest ethical standards in carrying out their academic assignments. Academic dishonesty is defined to include any form of cheating and/or plagiarism. Assignments must be done individually.

ADDITIONAL REQUIREMENTS
1. Students in M236 must take the Praxis I test and report their scores during this semester. Complete information about the test is available at www.ets.org. One paper-and-pencil administration of the test will be given. It is recommended that students take the computer-based version of the test in the Prometric testing center on the second floor of Kettler Hall. Visit the testing center to register. Turn in a copy of the report you receive in the mail from ETS to be placed in your file in the Music Office. Note: scoring of the writing portion of the test takes a minimum of three weeks. Plan ahead.

2. Before doing any observations in schools, students must obtain a Limited Criminal History Report. You may do this online at www.in.gov/isp/lch. At that site you may also print out a form that you can mail. Print out the results, deliver or send a copy to Laura Reynolds, Director of Field Services in the School of Education, Neff 243, and give the instructor a copy for your file in the Music Office. Your report is good for one year.

3. Music education professionals are expected to participate in their professional organization. Students in M236 are required to join the IUSB chapter of Music Educators National Conference: the National Association for Music Education. Online registration is available at www.menc.org, where paper forms can also be downloaded.
# Schedule of Assignments

<table>
<thead>
<tr>
<th>Date</th>
<th>Topic</th>
<th>Assignment due (bold = written assignment)</th>
</tr>
</thead>
<tbody>
<tr>
<td>M 8/24</td>
<td>The Triad of Music Education: teacher, learner, music</td>
<td>Prelude, chap. 1</td>
</tr>
<tr>
<td>W 8/26</td>
<td>Looking in on teaching; planning learning</td>
<td>Prelude, chap. 2, pp. 17-21</td>
</tr>
<tr>
<td>M 8/31</td>
<td>Preparing for field work</td>
<td>Presentation on influential teacher</td>
</tr>
<tr>
<td>W 9/2</td>
<td>Preparation of effective music teachers: INTASC standards, licensure</td>
<td>Guidelines for Preparing a Portfolio</td>
</tr>
<tr>
<td>M 9/7</td>
<td>No class; Labor Day</td>
<td></td>
</tr>
<tr>
<td>W 9/9</td>
<td>National Standards for Arts Education: background, content,</td>
<td>Standards from MENC.org</td>
</tr>
<tr>
<td></td>
<td>implications</td>
<td></td>
</tr>
<tr>
<td>M 9/14</td>
<td>Elementary general music; Orff, Kodaly</td>
<td>Prelude, chap. 4, quiz on Nat’l Standards</td>
</tr>
<tr>
<td>W 9/16</td>
<td>Elementary general music; Dalcroze</td>
<td>Lesson plan</td>
</tr>
<tr>
<td>M 9/21</td>
<td>Choral music education</td>
<td>Prelude, chap. 6; journal article analysis #1</td>
</tr>
<tr>
<td>W 9/23</td>
<td>Instrumental music education: band</td>
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<tr>
<td>M 9/28</td>
<td>Secondary general music</td>
<td>Prelude, chap. 5</td>
</tr>
<tr>
<td>W 9/30</td>
<td>TEST 1</td>
<td></td>
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<tr>
<td>M 10/5</td>
<td>Introduction to TaskStream; meet in Neff Computer lab</td>
<td>Bring credit or debit card</td>
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<tr>
<td>W 10/7</td>
<td>Music in early childhood; Gordon learning theory</td>
<td>Prelude, chap. 3</td>
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<tr>
<td>M 10/12</td>
<td>No class; Fall Break</td>
<td></td>
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<tr>
<td>W 10/14</td>
<td>Planning learning: cognitive and psychomotor taxonomies</td>
<td>Handout on taxonomies</td>
</tr>
<tr>
<td>M 10/19</td>
<td>Field work update; affective domain</td>
<td>50% of field work/journal completed</td>
</tr>
<tr>
<td>W 10/21</td>
<td>Historical foundations of music education</td>
<td>Reading on ReservesExpress; paper on a historical fig</td>
</tr>
<tr>
<td>M 10/26</td>
<td>Historical foundations of music education, continued</td>
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<tr>
<td>W 10/28</td>
<td>Diversity among learners: multiculturalism</td>
<td>Prelude, chap. 9</td>
</tr>
<tr>
<td>M 11/2</td>
<td>Diversity among learners: exceptionalities</td>
<td>Prelude, chap. 10</td>
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<tr>
<td>W 11/4</td>
<td>Developing your philosophy of music education</td>
<td>Prelude, chap. 12</td>
</tr>
<tr>
<td>M 11/9</td>
<td>TEST 2</td>
<td></td>
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<tr>
<td>W 11/11</td>
<td>Assessment in the classroom and rehearsal</td>
<td>Reading on ReservesExpress</td>
</tr>
<tr>
<td>M 11/16</td>
<td>Tools for assessment; writing rubrics</td>
<td>Journal article analysis #2</td>
</tr>
<tr>
<td>W 11/18</td>
<td>Educational theories in music education</td>
<td>Reading on ReservesExpress</td>
</tr>
<tr>
<td>M 11/23</td>
<td>Educational theories, continued</td>
<td></td>
</tr>
<tr>
<td>W 11/25</td>
<td>Thanksgiving Break; no class</td>
<td></td>
</tr>
<tr>
<td>M 11/30</td>
<td>Field work update; management issues</td>
<td>100% of field work and documentation completed</td>
</tr>
<tr>
<td>W 12/2</td>
<td>Advocacy for music education</td>
<td>Philosophy of music education statement</td>
</tr>
<tr>
<td>M 12/7</td>
<td>Advocacy for music education</td>
<td>Last date to report Praxis I scores on all three tests</td>
</tr>
<tr>
<td>W 12/9</td>
<td>Portfolio review</td>
<td>Class presentation of Portfolio entries</td>
</tr>
<tr>
<td>W 12/16</td>
<td>Final Exam</td>
<td></td>
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<tr>
<td>8-10 a.m.</td>
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</tbody>
</table>
Note:
All writing assignments must be typed using Times New Roman 12 point font, double spaced, and with one-inch margins. Multiple pages must be stapled. The author’s name, the name of the course and the date must be right-justified on the top of the first page.

Readings:
Chapters from Prelude to Music Education and other readings are listed in the daily syllabus. In each case, you are expected to come to class having read and thought about the reading assignment, ready to discuss the content of the reading. Additional readings housed on ReservesEXpress (REX) are accessed through the Schurz Library website.

Presentation on influential teacher
due: 8/31: **25 pts.**
Prepare and deliver a two- to three-minute presentation to the class describing an effective music teacher you have known. You will be graded on clarity of thought and effectiveness of presentation. You are not required to turn in a written paper, although you may use notes or a full text for your talk. Students will videotape each other’s presentations, and you may use this recording in your portfolio.

Quiz on National Standards
due: 9/14, **25 pts.**
This quiz will ask you to write the title and date of the Standards document and the nine content standards in order with their exact wording.

Lesson plan
due: 9/16, **50 pts.**
Following the model presented in class, write a plan for a 15 minutes lesson teaching the assigned grade level and concept.

Analysis of journal articles
due: 9/23 and 11/16, **100 pts. each**
Choose an article of substance that interests you that was published in a professional music education journal (Music Educators Journal, Orff Echo, Kodaly Envoj, Teaching Music, The Instrumentalist, Journal of Research in Music Education, Update, or other research journals) in the last year. Write a short paper (minimum 3 pages) in which you summarize the main points of the article in your own words, analyze the author’s point of view, and support or disagree with the article from your own perspective. Refer to the example distributed in class.

Paper on a historical figure in music education
due: 10/21, **100 pts.**
Choosing from a given list of important figures in music education history, write a one- to two-page paper detailing this person’s work in terms of its significance for the history of music education. Distribute copies to each member of the class, and be prepared to summarize its contents in class on 10/21 or 10/26.

Rubric
due: 11/23, **100 pts.**
Based on models examined and discussed in class, construct a rubric for grading some aspect of music learning addressed in a music classroom or rehearsal room. Specific details will follow.

Philosophy of music education statement
due: 12/2, **100 pts.**
We will talk throughout the semester about developing a personal philosophy of music education. Reflecting on what you have read and seen, write a thoughtful two-page paper describing your philosophy of music education at the present time. A model will be distributed in class.

Portfolio entries
due: 12/9, **100 pts.**
Readiness for licensure in Indiana is now being assessed on the basis of a portfolio demonstrating competency in the ten INTASC Standards. In M236 you will begin to collect and reflect on examples (“artifacts”) that indicate your readiness for teaching. One of the artifacts must be an advocacy tool such as a brochure or viable letter to the editor. Five artifacts are due on Dec. 9, at which time you will present one to the class. By that time all five must also be posted on TaskStream.

Tests
9/30, 11/9, 12/16, **150 pts. each**
Format for each test will depend on the kind of material covered but will move students to the level of application and synthesis as often as possible. Tests 1 and 2 cover approximately 5 weeks of material each; the final exam is comprehensive.

### COURSE EVALUATION

<table>
<thead>
<tr>
<th>Assignment</th>
<th>due date</th>
<th># of points</th>
</tr>
</thead>
<tbody>
<tr>
<td>Class presentation</td>
<td>8/31</td>
<td>25 points</td>
</tr>
<tr>
<td>Quiz</td>
<td>9/14</td>
<td>25 points</td>
</tr>
<tr>
<td>Lesson plan</td>
<td>9/16</td>
<td>50 points</td>
</tr>
<tr>
<td>Journal analysis papers (2 @ 50 points)</td>
<td>9/23, 11/16</td>
<td>100 points</td>
</tr>
<tr>
<td>Report on historical figure</td>
<td>10/21</td>
<td>100 points</td>
</tr>
<tr>
<td>Rubric</td>
<td>11/23</td>
<td>100 points</td>
</tr>
<tr>
<td>Portfolio entries</td>
<td>12/9</td>
<td>100 points</td>
</tr>
<tr>
<td>Tests (3 @150 points)</td>
<td>9/30, 11/9, 12/16</td>
<td>450 points</td>
</tr>
<tr>
<td>Documentation of observations/field work</td>
<td>10/19, 11/30</td>
<td>100 points</td>
</tr>
<tr>
<td>Membership in MENC</td>
<td>9/30</td>
<td>50 points</td>
</tr>
<tr>
<td>Praxis scores reported</td>
<td>12/7</td>
<td>50 points</td>
</tr>
</tbody>
</table>

Possible points: 1150 points

### Grading scale

- 1081-1150: A
- 1035-1080: A-
- 1000-1034: B+
- 956-999: B
- 920-955: B-
- 886-919: C+
- 840-885: C
- 805-839: C-
- 771-804: D+
- 725-770: D
- 690-724: D-
- Below 690: F
INTASC Principles
Interstate New Teachers Assessment and Support Consortium

Standard 1: Making content meaningful
The teacher understands the central concepts, tools of inquiry, and structures of the discipline(s) he or she teaches and creates learning experiences that make these aspects of subject matter meaningful for students.

Standard 2: Child development and learning theory
The teacher understands how children learn and develop and can provide learning opportunities that support their intellectual, social, and personal development.

Standard 3: Learning styles/diversity
The teacher understands how students differ in their approaches to learning and creates instructional opportunities that are adapted to diverse learners.

Standard 4: Instructional strategies/problem solving
The teacher understands and uses a variety of instructional strategies to encourage students’ development of critical thinking, problem solving, and performance skills.

Standard 5: Motivation and behavior
The teacher uses an understanding individual and group motivation and behavior to create a learning environment that encourages positive social interaction, active engagements in learning, and self-motivation.

Standard 6: Communication/knowledge
The teacher uses knowledge of effective verbal, nonverbal and media communication techniques to foster active inquiry, collaboration, and supportive interaction in the classroom.

Standard 7: Planning for instruction
The teacher plans instruction based upon knowledge of subject matter, students, the community, and curriculum goals.

Standard 8: Assessment
The teacher understands and uses formal and informal assessment strategies to evaluate and ensure the continuous intellectual, social, and physical development of the learner.

Standard 9: Professional growth/reflection
The teacher is a reflective practitioner who continually evaluates the effects of his or her choices and actions on others (students, parents, and other professionals in the learning community) and who actively seeks out opportunities to grow professionally.

Standard 10: Interpersonal relationships
The teacher fosters relationships with school colleagues, parents, and agencies in the larger community to support students’ learning and well being.

Go to http://www.ccsso.org/content/pdfs/ArtsStandards.pdf for a helpful document relating the INTASC Standards to arts educators.