|  |  |
| --- | --- |
| For Academic Affairs and Research Use Only | |
| Proposal Number |  |
| CIP Code: |  |
| Degree Code: |  |

**New or Modified Course Proposal Form**

**[X] Undergraduate Curriculum Council**

**[ ] Graduate Council**

|  |
| --- |
| **[X]New Course, [ ]Experimental Course (1-time offering), or [ ]Modified Course (Check one box)** |

Signed paper copies of proposals submitted for consideration are no longer required. Please type approver name and enter date of approval.

|  |  |
| --- | --- |
| Sarah Labovitz 2/9/2020 **Department Curriculum Committee Chair** | \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_ Enter date…  **COPE Chair (if applicable)** |
| Lauren Schack Clark 2/9/2020 **Department Chair** | \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_ Enter date…  **Head of Unit (if applicable)** |
| |  |  | | --- | --- | | Mary Elizabeth Spence | 3/6/2020 | | **Office of Assessment** |  | | \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_ Enter date…  **Undergraduate Curriculum Council Chair** |
| Warren Johnson 3/18/2020 **College Curriculum Committee Chair** | \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_ Enter date…  **Graduate Curriculum Committee Chair** |
| Gina Hogue. 3/19/2020 **College Dean** | \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_ Enter date…  **Vice Chancellor for Academic Affairs** |
| |  |  | | --- | --- | | \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_ | Enter date |   **General Education Committee Chair (if applicable)** |  |

1. **Contact Person (Name, Email Address, Phone Number)**

Sarah Labovitz, Dept. of Music, slabovitz@astate.edu, 870-972-2799

1. **Proposed starting term and Bulletin year for new course or modification to take effect**

Starting Term: Fall 2020 Bulletin Year: 2020-2021

**Instructions:**

*Please complete all sections unless otherwise noted. For course modifications, sections with a “Modification requested?” prompt need not be completed if the answer is “No.”*

|  |  |  |
| --- | --- | --- |
|  | **Current (Course Modifications Only)** | **Proposed (New or Modified)**  *(Indicate “N/A” if no modification)* |
| **Prefix** |  | **MUS** |
| **Number\*** |  | **3421** |
| **Title** |  | **Upper String Techniques** |
| **Description\*\*** |  | PERFORMANCE COURSES GROUP INSTRUCTION. Class instruction in violin and viola performance and pedagogy. |

***\**** (Confirm with the Registrar’s Office that number chosen has not been used before and is available for use. For variable credit courses, indicate variable range. *Proposed number for experimental course is 9*. )

\*\*Forty words or fewer as it should appear in the Bulletin.

1. **Proposed prerequisites and major restrictions** **[Modification requested? Yes/No]**

(Indicate all prerequisites. If this course is restricted to a specific major, which major. If a student does not have the prerequisites or does not have the appropriate major, the student will not be allowed to register).

1. **No** Are there any prerequisites?
   1. If yes, which ones?

Enter text...

* 1. Why or why not?

beginning class

1. **No** Is this course restricted to a specific major?
   1. If yes, which major? Enter text...
2. **Proposed course frequency [Modification requested? Yes/No]**

(e.g. Fall, Spring, Summer; if irregularly offered, please indicate, “irregular.”) *Not applicable to Graduate courses.*

Fall

1. **Proposed course type [Modification requested? Yes/No]**

Will this course be lecture only, lab only, lecture and lab, activity (e.g., physical education), dissertation/thesis, capstone, independent study, internship/practicum, seminar, special topics, or studio? Please choose one.

Lecture and lab

1. **Proposed grade type [Modification requested? Yes/No]**

What is the grade type (i.e. standard letter, credit/no credit, pass/fail, no grade, developmental, or other [please elaborate])

Standard letter

1. **No** Is this course dual-listed (undergraduate/graduate)?
2. **No** Is this course cross-listed?

*(If it is, all course entries must be identical including course descriptions. Submit appropriate documentation for requested changes. It is important to check the course description of an existing course when adding a new cross-listed course.)*

**a.** – If yes, please list the prefix and course number of the cross-listed course.

Enter text...

**b.** – **Yes / No** Can the cross-listed course be used to satisfy the prerequisite or degree requirements this course satisfies?

Enter text...

1. **No** Is this course in support of a new program?

a. If yes, what program?

Enter text...

1. **No** Will this course be a one-to-one equivalent to a deleted course or previous version of this course (please check with the Registrar if unsure)?

a. If yes, which course?

**Course Details**

1. **Proposed outline** **[Modification requested? Yes/No]**

(The course outline should be topical by weeks and should be sufficient in detail to allow for judgment of the content of the course.)

Week 1 (Violin): Instrument parts and maintenance/Bow hold

Week 2 (Violin): Bow hold review and fundamental right hand motions/Left hand set up

Week 3 (Violin): Left hand set up review/Open Strings

Week 4 (Violin): Foot chart and intermediate scales 1/intermediate scales 2

Week 5 (Violin): On-the-string bow strokes/Various strokes with scales

Week 6 (Violin): Off-the-string bow strokes/Various strokes with scales

Week 7 (Violin): Shifting/Vibrato

Week 8 (Violin): Setting up violins in a school orchestra (fingerboard tapes, tuning, etc.)/Extended Techniques

Week 9 (Viola): Difference between violin and viola/Teaching violinists how to play the viola

Week 10 (Viola): Reading alto clef/Scales involving both treble and alto clefs

Week 11 (Viola): History of viola/Viola repertoire

Week 12 (Viola): Tone production on viola 1/Tone production on viola 2

Week 13 (Viola): Viola sizes and how to choose the right for your students/Function of the viola section in an ensemble

Week 14 (Viola): Viola-specific (non-violin) method books/Extended techniques

Week 15 (Viola): Violin Review/Viola Review

1. **Proposed special features** **[Modification requested? Yes/No]**

(e.g. labs, exhibits, site visitations, etc.)

No special features

1. **Department staffing and classroom/lab resources**

Enter text...

a. Will this require additional faculty, supplies, etc.?

No

1. **No** Does this course require course fees?

*If yes: please attach the New Program Tuition and Fees form, which is available from the UCC website.*

**Justification**

**Modification Justification (Course Modifications Only)**

1. Justification for Modification(s)

Enter text...

**New Course Justification (New Courses Only)**

1. Justification for course. Must include:

a. Academic rationale and goals for the course (skills or level of knowledge students can be expected to attain)

The purpose of this class is to develop an understanding of the basics of upper string instrument playing and teaching. Students are expected to demonstrate a basic technical proficiency in violin and viola including correct posture, good tone, accurate intonation and the ability to read treble and alto clef. Students will become familiar with different styles of beginning pedagogy and gain peer teaching experience

b. How does the course fit with the mission of the department? If course is mandated by an accrediting or certifying agency, include the directive.

Our current mission statement says we will “prepare dynamic music educators.” The current job market demands that the educator candidates be well-versed in all string instruments rather than the string instrument group as a whole. Creation of this course will make our graduates more employable because of their specific knowledge of violin and viola.

c. Student population served.

Primarily, but not exclusively, undergraduate music education majors.

d. Rationale for the level of the course (lower, upper, or graduate).

This course is upper level because in addition to the introductions of the instrument and its techniques, students are required to use upper level thinking skills to apply and synthesize this new information with information from other lower level classes.

**Assessment**

**Assessment Plan Modifications (Course Modifications Only)**

1. **Yes / No** Do the proposed modifications result in a change to the assessment plan?

*If yes, please complete the Assessment section of the proposal*

**Relationship with Current Program-Level Assessment Process (Course modifications skip this section unless the answer to #19 is “Yes”)**

1. What is/are the intended program-level learning outcome/s for students enrolled in this course? Where will this course fit into an already existing program assessment process?

Display rehearsal, conducting, and instructional skills required of elementary and secondary teachers in the area of concentration.

This course will help support pre-existing coursework in the Bachelor of Music Education Instrumental and Vocal Emphases in the above program level outcome. Direct and indirect measures are already in place to measure this outcome. This course will contribute to those gains.

**20.** Considering the indicated program-level learning outcome/s (from question #20), please fill out the following table to show how and where this course fits into the program’s continuous improvement assessment process.

For further assistance, please see the ‘Expanded Instructions’ document available on the UCC - Forms website for guidance, or contact the Office of Assessment at 870-972-2989.

|  |  |
| --- | --- |
| **Program-Level Outcome 1 (from question #23)** | Students will display rehearsal, conducting, and instructional skills required of elementary and secondary teachers in the area of concentration. |
| Assessment Measure | The direct measure for this outcome is students’ performance on their student intern summative evaluations, their edTPA results, and conducting performance evaluations and the indirect measure is the content of their exit evaluations from the degree and EPP as well as conducting self- assessments. The assessments in this course will be formative in nature and will measure skill and content gained that will help them ultimately display the needed instruction skills for the classroom. |
| Assessment  Timetable | This outcome is directly and indirectly, summatively assessed for our students in their last semester on campus and when they take elementary conducting. The formative assessments for this course will occur throughout the semester it is taught. |
| Who is responsible for assessing and reporting on the results? | The summative direct and indirect measures will be reported yearly as they are collected from graduating music education students by the Chair of our Department’s Assessment Committee. The formative assessments from this course will assessed by the professor. |

*(Repeat if this new course will support additional program-level outcomes)*

**Course-Level Outcomes**

1. What are the course-level outcomes for students enrolled in this course and the associated assessment measures?

|  |  |
| --- | --- |
| **Outcome 1** | Students will demonstrate a certain level of fundamental violin and viola pedagogy. |
| Which learning activities are responsible for this outcome? | Learning teaching techniques for teaching violin and viola as a solo instrument and part of an ensemble. |
| Assessment Measure | Formal Teaching Tests and Informal Classroom Observation |

|  |  |
| --- | --- |
| **Outcome 2** | Students will demonstrate a certain level of fundamental violin and viola technique. |
| Which learning activities are responsible for this outcome? | Learning hand position, bow technique, fingering technique, and various playing techniques |
| Assessment Measure | Formal Playing Tests and Informal Classroom Observation |

*(Repeat if needed for additional outcomes)*

**Bulletin Changes**

|  |
| --- |
| **Instructions** |
| **Please visit** [**http://www.astate.edu/a/registrar/students/bulletins/index.dot**](http://www.astate.edu/a/registrar/students/bulletins/index.dot) **and select the most recent version of the bulletin. Copy and paste all bulletin pages this proposal affects below. Please include a before (with changed areas highlighted) and after of all affected sections.**  **\*Please note: Courses are often listed in multiple sections of the bulletin. To ensure that all affected sections have been located, please search the bulletin (ctrl+F) for the appropriate courses before submission of this form.** |

**For curricular modifications see BME Vocal and Instrumental change proposals.**

**Undergraduate Bulletin 2019-2020, p. 516 current**

**MUS 3391. Laboratory Band** LARGE ENSEMBLES CHORAL AND INSTRUMENTAL. A large ensemble which allows participation by music majors on secondary instruments. Emphasis on easy to medium grade band literature as it applies to high school performance. Provides conducting experience for students enrolled in conducting classes. Special course fees may apply. May be repeated for credit. Fall, Spring.

**MUS 3421. Upper String Techniques**  PERFORMANCE COURSES GROUP INSTRUCTION. Class instruction in violin and viola performance and pedagogy. Fall.

**MUS 3422. Elementary Orchestration and Choral Arranging** BASIC MUSIC THEORY. Acoustical and expressive uses of orchestral instruments and voices. Prerequisites, C or better in MUS 2513 and MUS 2511. Fall, Spring.

**Undergraduate Bulletin 2019-2020, p. 516 proposed**

**MUS 3391. Laboratory Band** LARGE ENSEMBLES CHORAL AND INSTRUMENTAL. A large ensemble which allows participation by music majors on secondary instruments. Emphasis on easy to medium grade band literature as it applies to high school performance. Provides conducting experience for students enrolled in conducting classes. Special course fees may apply. May be repeated for credit. Fall, Spring.

**MUS 3421. Upper String Techniques**  PERFORMANCE COURSES GROUP INSTRUCTION. Class instruction in violin and viola performance and pedagogy. Fall.

**MUS 3422. Elementary Orchestration and Choral Arranging** BASIC MUSIC THEORY. Acoustical and expressive uses of orchestral instruments and voices. Prerequisites, C or better in MUS 2513 and MUS 2511. Fall, Spring.