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PROGRAM/DEGREE REQUIREMENT CHANGE (MAJOR)

SUBMITTED BY:

Department	MUSIC	College/School	CLA
Prepared by	William Post	Phone	X5827
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See <http://www.uaf.edu/uafgov/faculty-senate/curriculum/course-degree-procedures-/> for a complete description of the rules governing curriculum & course changes.

PROGRAM IDENTIFICATION:

DEGREE PROGRAM	Music Education K-12
Degree Level: (i.e., Certificate, A.A., A.A.S., B.A., B.S., M.A., M.S., Ph.D.)	B.M.

A. CHANGE IN DEGREE REQUIREMENTS: (Brief statement of program/degree changes and objectives)

Replacing required Psychology course (PSY F240 Psychology of Development-3 credits) with a cross-listed Psychology course (ED/PSY F245 Child Development-3 credits).

B. CURRENT REQUIREMENTS AS IT APPEARS IN THE CATALOG:

General University Requirements
 Complete the general university requirements.

General Education Requirements
 Complete the general education requirements.

Degree and Program Requirements

Large ensembles 6

ANS/ED F420 Alaska Native Education 3
 or ED F350 Communication in Cross-Cultural Classrooms

EDSE F482 Inclusive Classrooms for All Children 3
 or EDSE F316 Introduction to Special Education for Elementary Classroom Teachers

MUS F131
 and MUS F132 Basic Music Theory I
 and Basic Music Theory II 6

MUS F133
 and MUS F134 Basic Ear Training I
 and Basic Ear Training II 4

MUS F152
 and MUS F153
 and MUS F154 Functional Piano I
 and Functional Piano II
 and Functional Piano III 3

MUS F161
 and MUS F162
 and MUS F261
 and MUS F262
 and MUS F361
 and MUS F362 Private Lessons
 and Private Lessons
 and Private Lessons
 and Private Lessons
 and Private Lessons

and Private Lessons 2	14	
MUS F190	Recital Attendance	0
MUS F221		
and MUS F222	History of Western Music I	
and History of Western Music II	6	
MUS F223X	Alaska Native Music	3
MUS F231		
and MUS F232	Advanced Music Theory I	
and Advanced Music Theory II	4	
MUS F233		
and MUS F234	Advanced Ear Training I	
and Advanced Ear Training II	2	
MUS F253	Piano Proficiency	0
MUS F331	Form and Analysis	3
MUS F351	Conducting	3
MUS F390	Junior Recital	0
MUS F432	Orchestration and Arranging	3
MUED F110	Becoming a Music Teacher in the 21st Century	2
MUED F201	Introduction to Music Education	2
MUED F315	Music Methods and Techniques	10
MUED F316	Practicum in Middle-Level Music Methods	1
PSY F240	Psychology of Development	3

Concentrations

Select one of the following concentrations: 6-21

Elementary

Secondary

K-12

Total Credits 87-102

1

Music majors in the B.M. program will be required to earn a minimum of 6 credits in large ensembles: MUS F101, MUS F117, MUS F203, MUS F205, MUS F211. Please work closely with your faculty advisor to determine which large ensemble course will fulfill this requirement.

2

Students with voice as their major instrument are also required to complete MUS F245 or MUS F246.

Note: Music education majors must have completed the necessary prerequisites and be admitted to the teacher education program prior to acceptance for placement in student teaching.

Concentrations

ELEMENTARY

ED F452 Elementary Internship 3-12

MUED F309 Elementary School Music Methods 3

Total Credits 6-15

SECONDARY

ED F453 Secondary Internship 3-12

MUED F405 Secondary School Music Methods 3

Total Credits 6-15

K-12

ED F454 Student Teaching K-12 1 15

MUED F309 Elementary School Music Methods 3

MUED F405 Secondary School Music Methods 3

Total Credits 21

1 Fulfills the baccalaureate capstone requirement.

C. PROPOSED REQUIREMENTS AS IT WILL APPEAR IN THE CATALOG WITH THESE CHANGES:
 (Underline new wording ~~strike through old wording~~ and use complete catalog format)

General University Requirements
 Complete the general university requirements.
 General Education Requirements
 Complete the general education requirements.

Degree and Program Requirements

Large ensembles 6

ANS/ED F420 Alaska Native Education 3
 or ED F350 Communication in Cross-Cultural Classrooms
 EDSE F482 Inclusive Classrooms for All Children 3
 or EDSE F316 Introduction to Special Education for Elementary Classroom Teachers

MUS F131
 and MUS F132 Basic Music Theory I
 and Basic Music Theory II 6

MUS F133
 and MUS F134 Basic Ear Training I
 and Basic Ear Training II 4

MUS F152
 and MUS F153
 and MUS F154 Functional Piano I
 and Functional Piano II
 and Functional Piano III 3

MUS F161
 and MUS F162
 and MUS F261
 and MUS F262
 and MUS F361
 and MUS F362 Private Lessons
 and Private Lessons
 and Private Lessons
 and Private Lessons
 and Private Lessons 2 14

MUS F190 Recital Attendance 0

MUS F221
 and MUS F222 History of Western Music I
 and History of Western Music II 6

MUS F223X Alaska Native Music 3

MUS F231
 and MUS F232 Advanced Music Theory I
 and Advanced Music Theory II 4

MUS F233
 and MUS F234 Advanced Ear Training I
 and Advanced Ear Training II 2

MUS F253 Piano Proficiency 0
 MUS F331 Form and Analysis 3

MUS F351 Conducting 3

MUS F390 Junior Recital 0

MUS F432 Orchestration and Arranging 3

MUED F110 Becoming a Music Teacher in the 21st Century 2

MUED F201 Introduction to Music Education 2

MUED F315 Music Methods and Techniques 10

MUED F316 Practicum in Middle-Level Music Methods 1

~~PSY F240 Psychology of Development 3~~

ED F245 or PSY F245 Child Development 3

Concentrations

Select one of the following concentrations: 6-21

Elementary

Secondary

K-12

Total Credits 87-102

1

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large ensemble course will fulfill this requirement.

2

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Note: Music education majors must have completed the necessary prerequisites and be admitted to the teacher education program prior to acceptance for placement in student teaching.

Concentrations

ELEMENTARY

ED F452 Elementary Internship 3-12
MUED F309 Elementary School Music Methods 3
Total Credits 6-15

SECONDARY

ED F453 Secondary Internship 3-12
MUED F405 Secondary School Music Methods 3
Total Credits 6-15

K-12

ED F454 Student Teaching K-12 I 15
MUED F309 Elementary School Music Methods 3
MUED F405 Secondary School Music Methods 3
Total Credits 21

1 Fulfills the baccalaureate capstone requirement.

D. ESTIMATED IMPACT

WHAT IMPACT, IF ANY, WILL THIS HAVE ON BUDGET, FACILITIES/SPACE, FACULTY, ETC.

None—these courses are taught outside of the Department of Music

E. IMPACTS ON PROGRAMS/DEPTS:

*What programs/departments will be affected by this proposed action?
Include information on the Programs/Departments contacted (e.g., email, memo)*

Contacted Carol Barnhardt, Chair, Elementary Education, X6457, who recommended this change.

F. IF MAJOR CHANGE - ASSESSMENT OF THE PROGRAM:

Description of the student learning outcomes assessment process.)

There are no changes to the BM MUED student learning outcomes assessment plan (attached) necessitated by this course requirement revision.

JUSTIFICATION FOR ACTION REQUESTED

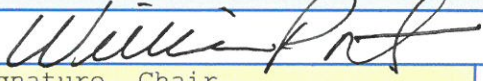
The purpose of the department and campus-wide curriculum committees is to scrutinize program/degree change applications to make sure that the quality of UAF education is not lowered as a result of the proposed change. Please address this in your response. This section needs to be self-explanatory. If you drop a course, is it because the material is covered elsewhere? Use as much space as needed to fully justify the proposed change and explain what has been done to ensure that the quality of the program is not compromised as a result.


With the support and encouragement of the Elementary Education department, we are changing the required Psychology course for Music Education majors to ED/PSY F245 Child Development. This course is already a degree requirement in the Elementary Education degree program, and is a better fit for the Music Education program as well, as several other require courses are in common between Music and Education.

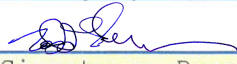
The course content in ED/PSY F245 focuses on child development, which is more applicable for K-12 teachers than the broader lifespan development study in PSY F240.

Additionally, ED/PSY F245 only requires ENG 111X as a prerequisite, while PSY F240 requires PSY F101 (or permission of the instructor), which can place an additional three-credit burden on music students who are already completing a degree with 145 required program credits.

APPROVALS: SIGNATURES MUST BE OBTAINED PRIOR TO SUBMISSION TO THE GOVERNANCE OFFICE

	Date	11/10/16
Signature, Chair, Program/Department of:		MUSIC

	Date	December 1, 2016
DocuSigned by: Chair, College/School Curriculum Council for:		CLA

	Date	December 2, 2016
DocuSigned by: Dean, College/School of:		CLA

CHAIR SIGNATURE OBTAINED FOLLOWING APPROVAL BY FACULTY SENATE COMMITTEE

	Date	
Signature, Chair, UAF Faculty Senate Curriculum Review Committee		
Graduate Academic and Advisory Committee		

UNIVERSITY OF ALASKA FAIRBANKS
Student Learning Outcomes Assessment Plan
Bachelor of Music Education
 School of Music/College of Liberal Arts
 November 18, 2014

Expanded Statement of Institutional Purpose	Intended Objectives/Outcomes	Assessment Criteria and Procedures	Implementation (what, when, who)
<p>MISSION STATEMENT:</p> <p>The UAF School of Music's mission is to serve the citizens of the State of Alaska through academic excellence in the preparation of music performers, music scholars, and music teachers for the service of the State of Alaska, the Northwest region, and the nation.</p> <p>GOAL STATEMENT:</p> <p>The Bachelor of Music Education degree program will create highly qualified music teachers who will possess the necessary skills for successful careers in the field of music education.</p>	<p>1. Theoretical and Historical Knowledge</p> <p>1a. Music Theory: Students will demonstrate knowledge of the rudiments of music, followed by mastery of analysis of tonal and chromatic harmony and form.</p> <p>1b. Music History: Students will demonstrate a comprehensive knowledge of Western Art Music from antiquity to the present</p>	<p><u>Assessment:</u> Final Exam</p> <p><u>Rubric:</u> Comprehensive written exam.</p> <p><u>Min. Standard:</u> 70% of students meet or exceed expectations.</p> <p><u>Assessment:</u> Final Exam</p> <p><u>Rubric:</u> Comprehensive written exam.</p> <p><u>Min. Standard:</u> 70% of students should meet or exceed expectations.</p>	<p>The exams are administered by the course instructor at the end of the semester for all courses in the sequence.</p> <p>(MUS 131, 132, 231, 233)</p> <p>The exams are administered by the course instructor at the end of the semester for all courses in the sequence.</p> <p>(MUS 221, 222)</p> <p>Data is collected at the end of each semester, assessment every other year by AOL committee.</p>
	<p>2. Applied Knowledge</p> <p>2a. Applied Lessons: Students will demonstrate performance skills on their major instrument.</p> <p>2b. Junior Recital: Students will perform a Junior recital, a required capstone of the private lesson sequence.</p>	<p><u>Assessment:</u> Juries</p> <p><u>Rubric:</u> Jury Evaluation Form</p> <p><u>Min. Standard:</u> 70% of students should meet or exceed expectations.</p> <p><u>Assessment:</u> Junior Recital</p> <p><u>Rubric:</u> Recital grade.</p> <p><u>Min. Standard:</u> 70% of students should meet or exceed expectations.</p>	<p>Juries are administered at the end of each semester by a panel of faculty.</p> <p>(MUS 161, 162, 261, 262, 361, 362)</p> <p>Junior Recitals are graded by a panel of faculty.</p> <p>Data is collected at the end of each semester, assessment every other year by AOL committee.</p>

Submitted by: Dr. Lorna Eder

	<p>2c. Piano Proficiency: Students will demonstrate knowledge of the keyboard.</p>	<p><u>Assessment:</u> Final Exam</p> <p><u>Rubric:</u> Performance examination.</p> <p><u>Min. Standard:</u> 70% of students should meet or exceed expectations.</p>	<p>The exams are administered by the course instructor at the end of each semester for all courses in the sequence.</p> <p>(MUS 152, 153, 154)</p> <p>Data is collected at the end of each semester, assessment every other year by AOL committee.</p>
	<p>3. Core Music Education Sequences</p> <p>Students will demonstrate fluency in written and oral communication at a level consistent with scholarly standards and expectations.</p>	<p><u>Assessment:</u> Final exam and written and oral presentations.</p> <p><u>Rubric:</u> Scholarly written and oral exam.</p> <p><u>Min. Standard:</u> 70% of students should meet or exceed expectations.</p>	<p>Exams and written and oral presentations are administered by the course instructor at the end of each semester for all courses in the sequence.</p> <p>(MUS 309, 315, 351, 405)</p> <p>Data is collected at the end of each semester, assessment every other year by AOL committee.</p>
	<p>4. Student Internships</p> <p>Students will synthesize and apply the musical knowledge gained (theoretical, historical, academic, applied and/or educational) during their Student Teaching Internships.</p>	<p><u>Assessment:</u> Reviews</p> <p><u>Rubric:</u> School of Education rubrics.</p> <p><u>Min. Standard:</u> 70% of students should meet or exceed expectations.</p>	<p>The reviews are written and submitted by the cooperating teachers and the university supervisor at the end of the semester.</p> <p>(ED 454)</p> <p>Data is collected at the end of each semester, assessment every other year by AOL committee.</p>
	<p>5. Students will apply for Masters Programs or seek employment in K-12 public schools, parochial schools or private schools.</p>	<p><u>Assessment:</u> Tracking of student employment.</p> <p><u>Rubric:</u> Survey of graduates.</p> <p><u>Min. standard:</u> 70% employment rate.</p>	<p>The survey is administered by Music Education faculty after the completion of ED 454.</p> <p>Data is collected every semester and maintained by the Music Department.</p>

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