1. Effective Semester : Fall 2016

2. College: Fine Arts and Communication

3. Department/School/Program: School of Music

4. Prefix/Subject Number

<table>
<thead>
<tr>
<th>Prefix/Subject</th>
<th>Number</th>
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<tbody>
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<td>U</td>
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<tr>
<td>5 3 6 2</td>
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</tbody>
</table>

5. Course Title:

<table>
<thead>
<tr>
<th>Proposed Long</th>
<th>Instrumental Pedagogy I</th>
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</table>

Abbreviated (18 characters only including spaces)

| I N S T R U M E N T P E D I |

6. Course Description (complete sentences in 50 words or less): This course explores instrument-specific pedagogy from the beginner through the advanced levels. Students will peruse instrument-specific pedagogical works, solo literature, and articles, and will complete a teaching assignment requiring them to implement pedagogical techniques, diagnose common performance problems, and suggest solutions.
7. Prerequisites (Including Minimum Grade Required):

8. Co-Requisites (Including Concurrent Enrollment Allowed): MUSP 5130 (must be concurrently enrolled), MUSP 5140 (must be concurrently enrolled), MUSP 5150 (must be concurrently enrolled), MUSP 5160 (must be concurrently enrolled), MUSP 5170 (must be concurrently enrolled), or MUSP 5230 (must be concurrently enrolled), MUSP 5240 (must be concurrently enrolled), MUSP 5250 (must be concurrently enrolled), MUSP 5260 (must be concurrently enrolled), MUSP 5270 (must be concurrently enrolled), or MUSP 5330 (must be concurrently enrolled), MUSP 5340 (must be concurrently enrolled), MUSP 5350 (must be concurrently enrolled), MUSP 5360 (must be concurrently enrolled), MUSP 5370 (must be concurrently enrolled), or permission of the instructor.

9. Restrictions:
Must be enrolled in the following degree: Master of Music. Must be enrolled in the following concentration: Instrumental Performance, Instrumental Music Education, or General Music Education.

10. Course Data

<table>
<thead>
<tr>
<th>Instruction Type</th>
<th>Lecture Contact Hours</th>
<th>Lab Contact Hours</th>
<th>Credit Hours</th>
<th>Repeatable for Credit?</th>
<th>Maximum Credit Hours Allowed</th>
</tr>
</thead>
<tbody>
<tr>
<td>1-Lecture</td>
<td>1</td>
<td>2</td>
<td>3</td>
<td>Yes</td>
<td>3</td>
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<td>2-Lab</td>
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<td>No</td>
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<td>3-Practicum/Internship/Student Teaching</td>
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<td>4-Seminar</td>
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<td>5-Independent Study</td>
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<td>6-Private Lesson</td>
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<td>8-Thesis</td>
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<td>9-Dissertation</td>
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<td>0-Individualized</td>
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<tr>
<td>C-Clinical</td>
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</table>
11. Justification for the course action:

Degree: Master of Music
Major: Music and Music Education
Minor: Certificate: Performance

Explain why the new course is needed in the curriculum and how this course may or may not affect the above degree/major/minor/certificate program. If necessary please submit the appropriate Program Addition or Change Form along with this Course Addition Form. This course partially fulfills the Master of Music – Music, Concentration in Performance and Pedagogy degree requirements. This new concentration proposal is concurrently under review. This course is crucial to the major field area of study for this proposed concentration as it establishes the pedagogical foundation specific to students’ primary instrument.

12. Course Goals and Objectives:
- Must be specific and unique to each course.
- Must be stated in measurable terms.
- Must have distinct differences between a graduate level course and an undergraduate course (in case of stacked courses).
- Please refer to Bloom's Taxonomy of Measurable Verbs.

1. Interview and observe experienced applied teachers at Texas State University and approved private lesson teachers in the area; submit written report
2. Teach a minimum of 4 private lessons over the course of the semester and complete written reflections of the teaching experiences; present summary at the final exam meeting
3. Present excerpts from the 4 video recordings of private lesson teaching in a class meeting for feedback from the instructor and peers
4. Compile articles relating to instrument-specific teaching topics and summarize the articles in written form, and present observations to undergraduate students in applied lesson seminar
5. View instrument-specific teaching videos and summarize in writing the pedagogical techniques observed in the videos, and present observations to undergraduate students in applied lesson seminar
6. Perform literature found in current method books, etude books, and solo collections and complete written assessments of the literature (in chart form, provided)
7. Perform in a like-instrument ensemble or in an appropriate chamber music ensemble
8. Observe and assist the instructor in the rehearsal of a like-instrument ensemble or in an appropriate chamber music ensemble and compose a written reflection of the pedagogy implemented in the small ensemble experience.

13. Description of Instructional Methodologies:
   - Examples include lecture, discussions, group projects, role playing, simulations, modeling, field-based activities, writing, cooperative learning, inquiry, experimentation, product design, creative activities, case studies, seminars, internship activities, coaching, etc.

   Lecture, discussion, role playing, simulation, modeling, field-based activities, writing, cooperative learning, experimentation, case studies, and observation.

14. Assessment of Student Learning:
   - Examples include tests, projects, presentations, performances, creative works, papers, etc.
   - Above examples of assessment must include percentages of total grade assigned.
   - Must have distinct differences between a graduate level course and an undergraduate course (in case of stacked courses).

45% Written Assignments
15% Presentations
20% Teaching Projects
20% Class participation and attendance (in class and small ensemble rehearsals)
### 15. Course Outline:
- Provide a weekly outline as appropriate for an example semester in which the course will be taught.
- Must distinguish the course clearly from similar offerings in the same or other programs.
- Must indicate specific topics.

<table>
<thead>
<tr>
<th>Week 1: Review syllabus and discuss semester's activities and schedule</th>
<th>Week 9: Class discussion</th>
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</thead>
<tbody>
<tr>
<td>Week 2: Pedagogical Reading #1 and class discussion; Small ensemble rehearsal begins and continues to meet weekly throughout semester</td>
<td>Week 10: Teaching Video 3 and reflection due; Class discussion and feedback</td>
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<tr>
<td>Week 3: Pedagogical Reading #2 and class discussion</td>
<td>Week 11: Video Observation Summary due; Class discussion</td>
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<tr>
<td>Week 4: Teaching Video 1 and reflection due; Class discussion and feedback</td>
<td>Week 12: Class discussion</td>
</tr>
<tr>
<td>Week 5: Pedagogical Article Summary due; Class discussion</td>
<td>Week 13: Literature Assessment Assignment due; Class discussion</td>
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<tr>
<td>Week 6: Class discussion</td>
<td>Week 14: Teaching Video 4 and reflection due; Class discussion and feedback</td>
</tr>
<tr>
<td>Week 7: Teaching Video 2 and reflection due; Class discussion and feedback</td>
<td>Week 15: Small ensemble final performance/recital; Summary of small ensemble experience due</td>
</tr>
<tr>
<td>Week 8: Interview and Observation of Private Lesson Teachers (university/area) due; Class discussion</td>
<td>Week 16 (Finals Week): Present summary of self-reflections of teaching experiences this semester</td>
</tr>
</tbody>
</table>

### 16. Suggested Textbook(s) and Other Learning Resources:
- Must list the required and recommended (if any) resources (e.g., relevant textbooks, course packets, websites), with complete bibliographical data (author, title, date and other publication data) in a standard academic format (e.g., CBE, APA, MLA, Chicago, etc.)

Note: The suggested textbooks for this course will vary depending on the primary instrument of the university student enrolled. This course will contain multiple sections assigned to the appropriate instrumental applied faculty member. Some sample textbooks appear below for the flute as an example; although many of them are dated, they remain the most important pedagogical texts in each instrument area.

17. Bibliography:

- Must include literature other than required textbooks and other learning resources.
- Must demonstrate familiarity with current research. Ordinarily, the bibliography should include scholarship published during the last five years.
- Must conform to a standard academic format (e.g., CBE, APA, MLA, Chicago, etc.) Each bibliography will use only one format.

- Clardy, Mary Karen. Flute Fundamentals: The Building Blocks of Technique.
18. Approvals:

[Signature]
Department Chair/Program Director/School Director
Date

[Signature]
Chair of College Curriculum Committee
Date

[Signature]
Dean of College
Date

[Signature]
Dean of The Graduate College (if applicable)
Date

[Signature]
Chair of University Curriculum Committee (if applicable)
Date

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