TEXAS STATE UNIVERSITY
COURSE ADDITION FORM

1. Effective Semester: Fall 2016

2. College: Fine Arts and Communication

3. Department/School/Program: School of Music

4. Prefix/Subject | Number
M | U | 5 3 6 4

5. Course Title:
Proposed Long | Intelligent Music Teaching
Abbreviated (18 characters only including spaces)
INTEL MUS TEACHING

6. Course Description (complete sentences in 50 words or less): This course focuses on fundamental philosophical principles of effective instrumental music instruction and includes application of those principles in teaching. Students will develop a realistic perspective of their strengths and weaknesses as a developing professional and will develop business skills necessary to create a successful private lesson studio.

7. Prerequisites (Including Minimum Grade Required):

8. Co-Requisites (Including Concurrent Enrollment Allowed):

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>
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</thead>
<tbody>
<tr>
<td>1-Lecture</td>
<td>2</td>
<td>1</td>
<td>3</td>
<td>Yes</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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<td>C-Clinical</td>
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Writing Intensive? | Topics Course?
---|---
Yes | Yes
No | No

Valid Grade Mode
(choose only one)
(See PPS 4.07 for definitions.)
- Standard Letter
- Credit/ No Credit
- Leveling/Assistantships/ESL
- Developmental

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 philosophical foundation for music teaching and prepares administrative skills required in the profession.
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. Read assigned texts and submit brief summaries or complete short quizzes that outline the main points of each reading assignment. Complete one exam over readings.
2. Record yourself teaching instrumental lessons (private lessons, like-instrument, and/or chamber ensemble rehearsals). Meet specified criteria relating to teaching and performance. Complete self-evaluation forms (provided) of video-recorded instruction.
3. Engage in critical analysis of personal pedagogical skill. This will include the identification of variables associated with teaching that you wish to document, the systematic observation of those variables, and the analysis of the information obtained in the observations (use of SCRIBE observation software required).
4. Develop a business plan for a full-time private lesson studio. Detailed instructions will be provided.
5. Create a resume/vita.
6. Create a “Studio Handbook” for a hypothetically diverse population of students in your future private lesson studio. Use models (internet and others) and base your choices on philosophical principles discussed in class.
7. Create a system of assessing your future students’ progress and a method of communicating that information to students and parents.
8. Assemble a final portfolio that can be used for future employment opportunities. Include all relevant coursework and other supporting materials (e.g., recording of your playing, video clip of your teaching, reference letters).
9. Class Discussions/Demonstrations. Contribute logical comments, thoughts, and questions during class activities. Miss no more than one scheduled class for any reason.

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.

Discussion, individual projects, cooperative learning, field-based activities, writing, observation, coaching.

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).

Readings & reading quizzes 20%
Written Projects (3) 30%
Teaching Videos and Analyses 40%
Final Portfolio Presentation 10%
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: Introduction to the course; Syllabus; Read &amp; Discuss Duke – Chapter 1</th>
<th>Week 9: Read &amp; Discuss Duke - Chapter 8</th>
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</thead>
<tbody>
<tr>
<td>Week 2: Read &amp; Discuss Duke – Chapter 2; Instrumental Lesson Proposal due</td>
<td>Week 10: Administrative &amp; Business Skills; Studio Handbook due</td>
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<td>Week 3: Baseline Teaching Video &amp; Analysis due; Individual meetings with instructor</td>
<td>Week 11: Guest Speaker - Administrative &amp; Business Skills; Video Teaching 3 &amp; Analysis due</td>
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<tr>
<td>Week 4: Read &amp; Discuss Duke – Chapter 3</td>
<td>Week 12: Administrative &amp; Business Skills, continued</td>
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<td>Week 5: Read &amp; Discuss Duke – Chapter 4; Assessment Plan due</td>
<td>Week 13: Business Plan due</td>
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<td>Week 6: Read &amp; Discuss Duke – Chapter 5; Resume/Vita due</td>
<td>Week 14: Draft of Final Portfolio due</td>
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<td>Week 7: Video Teaching 2 &amp; Analysis due; Read &amp; Discuss Duke – Chapter 6</td>
<td>Week 15: Final Teaching Video &amp; Analysis due</td>
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<td>Week 8: Read &amp; Discuss Duke – Chapter 7</td>
<td>Week 16 (Finals Week): Final Portfolio Presentations due</td>
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</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.)


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.


18. Approvals:

Department Chair/Program Director/School Director

Chair of College Curriculum Committee

Dean of College

Dean of The Graduate College (if applicable)

Chair of University Curriculum Committee (if applicable)

Date: 1/27/15

Date: 2/25/15

Date: 2/26/15

Date: 5/22/15

Date