

12/07/2015



Proposal to the Senate Educational Policy Committee

Please replace all text in italic with appropriate information before submitting your proposal.
Your entries should be in regular (not italic) font.

PROPOSAL TITLE: Revisions to the program of study for the Bachelor of Music Education

SPONSOR: Janet Barrett, Professor of Music Education, 244-6310; janetbar@illinois.edu; Linda Moorhouse, Associate Director, School of Music, 244-2671; moorhouz@illinois.edu

COLLEGE CONTACT: Linda Robbennolt, College of Fine and Applied Arts, Interim Associate Dean for Academic Affairs, 333-1579; weasel@illinois.edu

BRIEF DESCRIPTION: The School of Music has revised the required courses for the Bachelor of Music Education degree; the revisions do not change the total number of required hours (130), but rather ensure all music education majors' curriculum meets the K-12 music licensure requirements. In addition, the changes provide BME students with music elective credits and a shared music education core.

JUSTIFICATION: *We recognize that our program has always been shaped by contemporary educational trends, most directly through new certification requirements. This has certainly been the case over the last 5-10 years. As a result, the music teacher licensure program, composed of the BME and MME with Certification degree programs, has grown by accretion and amalgamation, rather than capable invention and thoughtful reconsideration.*

By Fall 2015, we must respond to new policies within the State of Illinois' K-12 music teacher licensure developed and required by the Illinois State Board of Education. Implementation of these requirements is overseen by the Urbana-Champaign campus' Council on Teacher Education. The new K-12 music teacher standards re-emphasize the broad age range of grade levels covered by the generic music teacher license, and stress accountability. There are others priorities as well, such as the need to prepare teachers to support students with diverse educational needs, to support the teaching of reading, and to document student learning through systematic procedures for assessment. Correspondingly, many state education agencies have extended performance-based assessments of in-service teacher evaluation back to pre-service teachers. One of the most prevalent assessments is the Teaching Licensure and Performance Assessment (edTPA), which is used in 569 educator preparation programs across 33 states (including Illinois), and the District of Columbia. The implementation of licensure

requirements may be a compelling reason for pursuing changes to the BME at this time, but it is not the only one. This proposal is also our thoughtful response to contemporary priorities within the profession.

During this period of increased accountability and standardization, paradoxically, the music profession has projected a need to prepare pre-service music teacher educators for an uncertain future. One group of scholars (NASM, 2012) characterized this challenge as “preparing students to work in conditions we cannot fully predict, with things we don’t fully understand, and with challenges we cannot fully anticipate.” This is related to renewed interest in how the music education profession can better meet the musical needs and interests of a larger proportion of adults and school-age students, in particular the 80% of high school students who do not take part in music programs yet who are engaged or interested in music outside of school. In summary, changes in state licensure, teacher assessment, and professional priorities require our graduates be differently prepared to assume a wider variety teaching responsibilities in the positions for which they will be hired and to attend to the musical interests of contemporary society.

BUDGETARY AND STAFF IMPLICATIONS: *(Please respond to each of the following questions.)*

1) Resources

- a. How does the unit intend to financially support this proposal? *No financial implications as the faculty have created a rotation of courses that can be taught with the same FTE (faculty, TA) as currently allocated to Music Education.*
- b. How will the unit create capacity or surplus to appropriately resource this program? *NA. If applicable, what functions or programs will the unit no longer support to create capacity? NA.*
- c. Will the unit need to seek campus or other external resources? *No. If so, please provide a summary of the sources and an indication of the approved support.*
- d. Please provide a letter of acknowledgment from the college that outlines the financial arrangements for the proposed program.

2) Resource Implications

- a. Please address the impact on faculty resources including the changes in numbers of faculty, class size, teaching loads, student-faculty ratios, etc. *NA*
- b. Please address the impact on course enrollment in other units and provide an explanation of discussions with representatives of those units. *(A letter of acknowledgement from units impacted should be included.) NA.*
- c. Please address the impact on the University Library *(A letter of estimated impact from the University Librarian must be included for all new program proposals. If the impact is above and beyond normal library business practices, describe provisions for how this will be resourced.) NA.*
- d. Please address the impact on technology and space (e.g. computer use, laboratory use, equipment, etc.) *NA.*

For new degree programs only:

- 3) Briefly describe how this program will support the University's mission, focus, and/or current priorities. Include specific objectives and measurable outcomes that demonstrate the program's consistency with and centrality to that mission.
- 4) Please provide an analysis of the market demand for this degree program. What market indicators are driving this proposal? What type of employment outlook should these graduates expect? What resources will be provided to assist students with job placement?
- 5) If this is a proposed graduate program, please discuss the programs intended use of waivers. If the program is dependent on waivers, how will the unit compensate for lost tuition revenue?

DESIRED EFFECTIVE DATE: August 2015

STATEMENT FOR PROGRAMS OF STUDY CATALOG: *(All proposals must include either a new or revised version of the entry in the Programs of Study Catalog, if applicable. Entries will be published as approved by the Senate. Future changes in the statement for Programs of Study Catalog which reflect changes in the curriculum, must go through the normal review process at the appropriate levels.)*

**Appendix A-1:
(Current Bachelor of Music Education)**

Course Taken	Component and Required Course	Cr.
I. General Education / FAA		38-50
	Composition I	4
	Advanced Composition (Music 344 meets ACP)	3
	Humanities and the Arts - fulfilled by MUS 313 and MUS 314	6
	Cultural Studies	6
	Natural Science and Technology	6
	Social and Behavioral Science	3
	PSYC 100 - Intro Psych (meets SBS) ¹	4
	Quantitative Reasoning I and II (MUS 339 meets Quant II)	6
	Foreign Language	0-12
II. Musicianship		41
MUS XXX	Applied Major ²	12
MUS XXX	Music Ensembles ³	
MUS 172 ⁴	Group Piano Instruction for the Music Major I	2
MUS 173	Group Piano Instruction for the Music Major II	2
MUS 101/107	Music Theory and Practice I/Aural Skills I	4
MUS 102/108	Music Theory and Practice II/Aural Skills II	4
MUS 201/207	Music Theory and Practice III/Aural Skills III	4
MUS 202/208	Music Theory and Practice IV/Aural Skills IV	3
MUS 110	Introduction to Art Music: International Perspective	2
MUS 313	History of Music I	3
MUS 314	History of Music II	3
MUS 243	Introduction to Music Education Technology	2
III. Professional Education		27
MUS 240	Orientation Music Teaching Learning, K-HS	2
EPS 201 or EPS 202	Foundations of Education (202 is ACP)	3

¹ PSYC 100 is prerequisite to EPSY 201, required in all teacher education programs.

² Enrollment in the applied major is normally expected during the first six semesters, 2 semester hours each.

³ All music education majors are required to participate in an approved ensemble every semester in residence.

⁴ All students must demonstrate keyboard competency by examination when they matriculate or by enrolling in MUS 172 and/or MUS 173

Course Taken		Component and Required Course						Cr.
EPSY 201, 202, or 236		Educational Psychology (201), Exploring Cultural Diversity (202), or Child Development for Elementary Teachers (236)						3
MUS 242		Elements of Conducting						2
MUS 320		Pre-Student Teaching Experience						2
C&I 473		Literacy in Content Areas						1
MUS 339		Principles and Techniques in Music Education						3
MUS 439		Diversity in Music Classrooms						3
MUS 090		Seminar in Music Education						0
EDPR 438		Student Teaching (“Special Fields”)						4 ⁵
EDPR 442		Student Teaching (“Secondary Education”)						4 ⁵
IV. Music Education Concentration Coursework							14-22	
Choral			General			Instrumental		
MUS 174	Group Piano Instruction for the Music Major III (if voice major) OR Voice (if piano major)	2	MUS 330	Advanced Choral Conducting I	2	Supplemental Instruments (Select 8 hours from MUS 140 – MUS 158)		8
MUS 181			MUS 342	Music in Childhood	3	MUS 332	Advanced Wind Band Conducting & Rehearsal Strategies	3
MUS 330	Advanced Choral Conducting I	2	MUS 343	Music in Adolescence	3	MUS 333	Conducting and Teaching Strings in Group Settings	3
MUS 331	Advanced Choral Conducting II	2	MUS 348	Choral Literature	2	MUS 335	Elem and MS Instrumental Music	2
MUS 348	Choral Literature	1-3	MUS 438	Designing Musical Experiences	2	MUS 344	Teaching Secondary Instrumental Music ⁶ OR	3

⁵ Student teaching coursework may be taken for 4-8 credits. Eight hours apply towards graduation. Enrolling for least 12 credits is needed to retain full-time student status. You must register for both EdPR438 and EdPR442 during the semester of your student teaching. *If public school certification is not desired, the student selects alternative courses totaling 13 semester hours in consultation the music education academic advisor, seven semester hours of which must be from the student's applied major, music theory, or music history.*

⁶ String majors take MUS 352. All other instrumental majors take MUS 344.

Course Taken		Component and Required Course						Cr.
MUS 342	Music in Childhood	3	MUS 449	Music in Early Childhood	2	MUS 352	Teaching Strings in Group Settings	3
MUS 343	Music in Adolescence	3				MUS 346	Teaching of Choral Music (B)	3
MUS 346	Teaching of Choral Music	3						
Total		16-18	Total			14	Total	22

**Appendix A-2:
(Proposed Bachelor of Music Education)**

Course Taken	Component and Required Course	Cr.
I. General Education / FAA		25-37
	FAA 101 – FAA Orientation	2
	Composition I	4
	Natural Science and Technology	6
	Western/Comparative Cultural Studies	3
	Social and Behavioral Science ⁷	3
	Social and Behavioral Science (PSYC 100)	4
	Quantitative Reasoning I	3
	Foreign Language	0-12
The following General Education Requirements are met by course requirements within the BME:		
	Advanced Composition (Met by proposed new course, MUS244, Social Foundations of Music Education)	(3)
	Humanities and the Arts (Met by MUS 313 and MUS 314)	(6)
	Non-Western/US Minority Cultural Studies (Met by MUS 133, Introduction to World Music)	(3)
	Quantitative Reasoning II (Met by proposed new course, MUS 434, Assessment and Evaluation in Music Education)	(3)
II. Music Core		48
<i>A. Applied Music</i>		22
MUS XXX	Applied Music Lessons	12
MUS XXX	Music Ensembles	6
MUS 172	Group Piano Instruction for the Music Major	2
MUS 173	Group Piano Instruction for the Music Major	2
<i>A. Music Theory, Sight Singing, And Ear Training</i>		15
MUS 101/107	Music Theory and Practice I/Aural Skills I	4
MUS 102/108	Music Theory and Practice II/Aural Skills II	4
MUS 201/207	Music Theory and Practice III/Aural Skills III	4
MUS 202/208	Music Theory and Practice IV/Aural Skills IV	3
<i>B. Music History And Literature</i>		11
MUS 110	Introduction to Art Music: International Perspective	2
MUS 133	Introduction to World Music	3
MUS 313	History of Music I	3
MUS 314	History of Music II	3
III. Professional Education Core Coursework		26

⁷ Maybe met by EPSY201, Educational Psychology, which one of three options within education psychology.

Course Taken		Component and Required Course						Cr.
MUS 240		Orientation Music Teaching Learning, K-HS						2
MUS 244		Social Foundations of Music Education, or EPS201 Foundations of Education (3), or EPS 202-ACP, Foundations of Education-Advanced Comp (4)						3-4
EPSY 201, 202, or 236		Educational Psychology (201), Exploring Cultural Diversity (202), or Child Development for Elementary Teachers (236)						3
MUS 242		Elements of Conducting						2
C&I 473		Literacy in Content Areas						2
MUS 434		Assessment and Evaluation in Music Education						3
MUS 439		Differentiating Music Instruction						3
MUS 090		Seminar in Music Education						0
EDPR 438		Student Teaching (“Special Fields”)						4 ⁸
EDPR 442		Student Teaching (“Secondary Education”)						4 ³
IV. Music Education								
<i>A. Core Coursework</i>							21	
MUS XXX		Technique Courses (see Table 1)						8
MUS 243		Introduction to Music Education Technology						2
MUS 350		Music Teaching in Ensemble Settings ⁹						5
MUS 342		Music in Childhood ⁴						3
MUS 343		Music in Adolescence ⁴						3
<i>B. Specialized Music Education Coursework</i> <i>Take 5-6 credits according to area of emphasis.</i>							5-6	
Choral			General			Instrumental		
MUS 330	Advanced Choral Conducting I	2	MUS 433	Music in the Interdisciplinary Curriculum	2	MUS 332	Advanced Wind Band Conducting	3
MUS 346	Choral Methods for Secondary Ensembles	2	MUS 437	Popular Music Pedagogy	2	MUS 333	Conducting and Teaching Strings in Group Settings	3
MUS 348	Choral Literature (2x)	1 + 1	MUS 449	Music in Early Childhood	2	MUS 344	Wind Band Methods for Secondary Ensembles	2

⁸ Student teaching coursework may be taken for 4-8 credits. Eight hours apply towards graduation. Enrolling for least 12 credits is needed to retain full-time student status. You must register for both EdPR438 and EdPR442 during the semester of your student teaching. *If public school certification is not desired, the student selects alternative courses totaling 13 semester hours in consultation the music education academic advisor, seven semester hours of which must be from the student's applied major, music theory, or music history.*

⁹ Either two semesters of class piano are co- or pre-requisites for MUS341, 342, and 343.

<i>C. Electives</i>		
<i>Select credits to reach 130 from the following, if not taken to satisfy a requirement in Section B.</i>		
MUS174	Piano Class ¹⁰	2
MUS175	Piano Class ⁵	2
MUS 252/450	Ethnomusicology Performing Ensemble	1
MUS 330	Advanced Choral Conducting I	2
MUS 331	Advanced Choral Conducting II	2
MUS 332	Advanced Wind Band Conducting	3
MUS 333	Conducting and Teaching Strings in Group Settings	3
MUS 336	Service Learning in Music Education	2
MUS 344	Wind Band Methods for Secondary Ensembles	2
MUS 346	Choral Methods for Secondary Ensembles	2
MUS 348	Choral Literature	1
MUS 433	Music in the Interdisciplinary Curriculum	2
MUS 435	Jazz Pedagogy I	2
MUS 437	Popular Music Pedagogy	2
MUS 440	Marching Band Procedures	2
MUS 446	Songwriting	2
MUS 447	Advanced Music Education Technology	2
MUS 449	Music in Early Childhood	2
MUS 444	Healthy Music Practices	2

¹⁰ If not part of degree program under Section IIA, Music Core.

Table 1. Technique Courses Requirements by Area of Emphasis
(8-credit minimum. Selected with required advising)

			Emphasis		
			General Select 3 credits	Choral Select 3 credits	Instrumental ¹ 8 credits
		Credits			
Strings					
MUS140	Strings Class ²	2.0			x
Woodwinds					
MUS145	Clarinet Class	0.5			x
MUS146	Flute Class	0.5			x
MUS147	Oboe Class	0.5			x
MUS148	Saxophone Class	0.5			x
MUS149	Bassoon Class	0.5			x
Brass					
MUS151	Trumpet Class	0.5			x
MUS153	French Horn Class	0.5			x
MUS154	Trombone Class	0.5			x
MUS155	Tuba/Euphonium Class	0.5			x
Percussion					
MUS158	Percussion Class	2.0			x
Other Technique Classes			Select 5 cr.	Select 5 cr.	
MUS999	Secondary Voice Lessons	2.0		0 - 4.0	
MUS999	Secondary Piano Lessons	2.0		0 - 4.0	
MUS174	Piano Class III	2.0			
MUS175	Piano Class IV	2.0			
MUS121, 122, or 123	Diction Class	1.0		1.0	
MUS xxx	Secondary Guitar Lessons	2.0			
MUS252	Ethnomusicological Performing Ensemble	1.0 – 2.0			

Notes:

1. Students with an Instrumental Music emphasis take all classes except for the class related to their primary applied instrument.
2. MUS140, Strings Class may be repeated.

From: [Roegge, Chris](#)
To: [Clevenger, Brenda M](#); [Lee, Suzanne](#)
Subject: FW: Music Education Program Changes/EPsy
Date: Thursday, November 5, 2015 1:47:44 PM

FYI

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Chris A. Roegge, PhD | Executive Director, Council on Teacher Education | Director, Illinois New Teacher Collaborative | University of Illinois at Urbana-Champaign | 505 East Green Street, Suite 203 | Champaign, IL 61820 | 217.244.9391 | croegge@illinois.edu

From: <dgm1154@gmail.com> on behalf of Dan Morrow <dgm@illinois.edu>
Date: Thursday, November 5, 2015 at 1:45 PM
To: "Zola, David" <dzola@illinois.edu>, Chris Roegge <croegge@illinois.edu>
Subject: Re: Music Education Program Changes/EPsy

Great! Thanks David.

On Thu, Nov 5, 2015 at 1:23 PM, Zola, David <dzola@illinois.edu> wrote:

NO PROBLEM!! We can accommodate ALL music ed students. I would encourage them to enroll in EPSY 201 sections ADA, ADB, or ADC.

From: dgm1154@gmail.com [dgm1154@gmail.com] on behalf of Dan Morrow [dgm@illinois.edu]
Sent: Thursday, November 05, 2015 12:27 PM
To: Roegge, Chris
Cc: Clevenger, Brenda M; Lee, Suzanne; Kellogg, Julie Ann; David Zola
Subject: Re: Music Education Program Changes/EPsy

Hi Chris,

I think the Department of Educational Psychology should be able to accommodate the School of Music curriculum revision. As you say, it does not seem like there will be much change in enrollment in EPSY 201. However, I am cc-ing Prof. David Zola, who teaches 201 to make sure he does not foresee a problem.

cheers,
Dan

On Wed, Nov 4, 2015 at 9:33 AM, Roegge, Chris <croegge@illinois.edu> wrote:

Dan,

The faculty in the School of Music have proposed a curriculum revision to their music teacher licensure program. One aspect of this revision involves enrollment in courses offered by the Dept of Educational Psychology.

Currently, undergraduate candidates are required to complete one 3-credit hour course in educational psychology, selected from EPSY 201, 202, or 236. In the revised program, EPSY 201 would be specifically required. As you are aware, EPSY 201 has recently been revised, and as a result, it is now best aligned to meet state standards required of future music teachers licensed in grades K-12. For the past several years about 85% of these candidates have chosen EPSY 201 anyway, so the end result of this change should be a few fewer students per semester in 202 and a few more in 201.

A letter or email from you agreeing to this revision is needed To process this revision request. If you agree that the change can be accommodated by the Dept of Educational Psychology without undue hardship, a reply to this email message would be sufficient.

Please let me know if you have any questions.

Thanks,
Chris

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UNIVERSITY OF ILLINOIS
AT URBANA-CHAMPAIGN

EP.16.28

Office of the Provost and Vice Chancellor
for Academic Affairs

Swanlund Administration Building
601 East John Street
Champaign, IL 61820



October 22, 2015

Bettina Francis, Chair
Senate Committee on Educational Policy
Office of the Senate
228 English Building, MC-461

Dear Professor Francis:

Enclosed is a copy of a proposal from the College of Fine and Applied Arts to revise the Bachelor of Music Education.

Sincerely,

A handwritten signature in cursive script that reads 'Kathryn A. Martensen'.

Kathryn A. Martensen
Assistant Provost

Enclosures

c: L. Robbennolt
D. Poe
J. Barrett
L. Moorhouse
B. Clevenger