

Arkansas Tech University
REQUEST FOR COURSE ADDITION

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Registrar's Office

TO:	Select Appropriate Committee		
FROM (Initiating Department):	Music		
DATE SUBMITTED:			
Title	Signature	Date	
Department Head		5-31-14	
Dean		6-16-16	
Teacher Education Council (if applicable)			
Graduate Council (if applicable)			
Registrar		7/6/16	
Vice President for Academic Affairs			

Course Subject: (e.g., ACCT, ENGL) MUS	Course Number: (e.g., 1003) 1751	Effective Term: <input type="radio"/> Spring <input checked="" type="radio"/> Summer I
Official Catalog Title: (If official title exceeds 30 characters, indicate Banner Title below) Orientation to Music		
Banner Title: (limited to 30 characters, including spaces, capitalize all letters — this will display on the transcript) Orientation to Music		
Will this course be cross-listed with another existing course? If so, list course subject and number. <input type="radio"/> Yes <input checked="" type="radio"/> No		
Will this course be cross-listed with a course currently not in the undergraduate or graduate catalog? If so, list course subject and number. <input type="radio"/> Yes <input checked="" type="radio"/> No		
Is this course repeatable for additional earned hours? <input type="radio"/> Yes <input checked="" type="radio"/> No How many total hours? _____		
Grading: <input checked="" type="radio"/> Standard Letter <input type="radio"/> P/F <input type="radio"/> Other _____		
Mode of Instruction (check appropriate box):		
<input checked="" type="radio"/> 01 Lecture	<input type="radio"/> 02 Lecture/Laboratory	<input type="radio"/> 03 Laboratory only
<input type="radio"/> 05 Practice Teaching	<input type="radio"/> 06 Internship/Practicum	<input type="radio"/> 07 Apprenticeship/Externship
<input type="radio"/> 08 Independent Study	<input type="radio"/> 09 Readings	<input type="radio"/> 10 Special Topics
<input type="radio"/> 12 Individual Lessons	<input type="radio"/> 13 Applied Instruction	<input type="radio"/> 16 Studio Course
<input type="radio"/> 17 Dissertation	<input type="radio"/> 18 Activity Course	<input type="radio"/> 19 Seminar <input type="radio"/> 98 Other

Does this course require a fee? <input type="radio"/> Yes <input checked="" type="radio"/> No		How Much? <input style="width: 100px;" type="text"/>	Select Fee Type <input style="width: 100px;" type="text"/>
If selected other list fee type: <input style="width: 200px;" type="text"/>			
<input type="checkbox"/> Elective <input type="checkbox"/> Major <input type="checkbox"/> Minor			
(If major or minor course, you must complete the Request for Program Change form to add course to program.)			
If course is required by major/minor, how frequently will course be offered? Fall/Spring			
For the proposed course, attach a syllabus in Word format that includes: (Items a. through d. should be entered as they should appear in the catalog)			
a. Course subject b. Course number c. Catalog course title d. Catalog description <ol style="list-style-type: none"> 1. Arkansas Course Transfer System (ACTS) course number, if applicable 2. Cross-listing 3. Offered (e.g., Fall only, Spring only. Do not enter if offer course fall and spring) 4. Prerequisites 5. Co-requisites 6. Description 7. Notes (e.g., information not in description such as course may be repeated for credit) 8. Contact Hours if different than lecture (e.g., Lecture three hours, laboratory three hours) 9. Fees (e.g., \$36 art fee) 			
e. Section for Name of instructor, office hours, contact information (telephone, email)			
f. Text required for course			
g. Bibliography (supplemental reading list)			
h. Justification/rationale for the course			
i. Course objectives			
j. Description of how course meets general education objectives (courses included in the general education component should show how the course meets one or more of the objectives contained in General Education Objectives listed in undergraduate catalog)			
k. Assessment methods (include grading policy with specific equivalents for A, B, C)			
l. Policy on absences, cheating, plagiarism, etc.			
m. Course content (outline of material to be covered in course).			
Will this course require any special resources such as unusual maintenance costs, library resources, special software, distance learning equipment, etc.? no			
Will this course require a special classroom (computer lab, smart classroom, or laboratory)? no			
Attach the Course Addition Assessment Form. The form is located on the Assessment & Institutional Effectiveness web page at http://www.atu.edu/assessment/			
If this course will affect other departments, a Departmental Support Form for each affected department must be attached. The form is located on the Curriculum forms web page at http://www.atu.edu/registrar/curriculum_forms.php .			

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MUS 1751

Orientation to ~~the University and the Music Department~~

Section #:	Meets:	Location:
Instructor:		Office: 107 Witherspoon Hall
Phone:		E-mail:
Office Hours:		

Student Outcomes for Course

By completing this course, the student will be equipped for success in college by developing:

- professional goals and the strategies for accomplishing those goals.
- the ability to relate to professors, staff, and other students.
- the knowledge to locate information/resources on campus and acquire help as needed.
- time-management strategies for studying, practicing and performing.
- learning skills to include listening, note taking, class participation, test preparation, and test taking.
- working knowledge of OneTech, Blackboard, and other campus technology.
- working knowledge of rules and procedures involving recital attendance, juries, recitals and music department policies.

ATU Course Catalog Description

A course designed to provide information and enhance skills that will enable music majors to make a successful transition into the ATU department of music. The course will expose students to college/departmental resources and requirements, and promote the development of practical skills for college success.

Course Credit

MUS 1751 is worth 1 credit

No Required Text

Arkansas Tech University Online Resources

- Music Department Website
- Music Department Faculty contact page
- Library Website
- 2017-2018 Undergraduate Catalog
- 2017-2018 Student Handbook
- 2017-2018 Academic Calendar
- 2017-2018 Campus Involvement Guide
- GPA Calculator
- Fall 2017 Final Exam Schedule

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Attendance and Participation

Class attendance is mandatory. If you have to miss a class, courtesy requires an explanation to the instructor (before the absence occurs). You may call or e-mail the instructor, or leave a message in the office.

Class Expectations

Students are expected to attend class, be on time to class, actively participate, and to submit only their own work unless assigned as a group project. Classroom misconduct, including inappropriate or disrespectful class behavior, cheating, or plagiarism will be addressed by the professor following the policies set forth in the student handbook. Students may be asked to leave class if their behavior is disruptive to the learning environment.

Homework Assignments

Homework assignments will be given throughout the semester, and must be brought to class on the day they are due.

Campus Involvement Requirements

- **B2E Mentor Meeting (Worth 20 points)** - Each student is required to meet with their Bridge to Excellence mentor (if not participating in the B2E program, students may meet with a faculty member in their major or their academic advisor). Students will report their reflections relative to the mentor meeting on the B2E Mentor Meeting form provided in Blackboard by Week 4.
- **OnTrack Project (Worth 70 points)** – The OnTrack program is offered by Arkansas Tech University to encourage and support out-of-class campus involvement of students. Each **MUS 1751** student is required to select and get licensed for one of the seven tracks to complete during the semester. Once a student has a license to participate in a track they are required to select and attend three (3) events to complete the track. Students will swipe their identification (id) cards at the selected events to record their attendance. Once the OnTrack record is updated to show attendance at an event the student will post a brief reflection on the event. At the end of the semester students will submit their OnTrack records to show completion of their track.

Course Evaluation/Grades

Attendance/Participation	13 @ 20 points	260 points
Contact Sheet	1 @ 10 points	10 points
College Music Department survey (Pre & Post)	4 @ 5 points	20 points
Homework Assignments	11 @ 20 points	220 points
B2E Mentor Meeting	1 @ 20 points	20 points
OnTrack Report	1 @ 70 points	70 points
TOTAL		600 points

Grading Scale

537 to 600 points	90-100%	=	A
477 to 536 points	80-89%	=	B
417 to 476 points	70-79%	=	C
357 to 416 points	60-69%	=	D
Less than 357 points	Under 60%	=	F

Course Outline

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Dates	Topic(s)	Assignments
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Week 2	Overview of Class/Syllabus Personal Responsibility (go to class!) Time Management and Practicing Continue recital attendance overview	Due: Week 3 <ul style="list-style-type: none"> View Video on Practicing Homework Assignment 1 (college success strategies) View OnTrack Video & Complete Licensing for a Select Track Complete College Music Department survey (Due Week 3)
Week 3	University Academic Calendar Music Department events (go over procedure for reservations) Juries/Barrier/Recitals Vocal dept. handbook for voice majors	Due: Week 4 <ul style="list-style-type: none"> Meet with B2E Mentor Homework Assignment 2 TBA
Week 4	Campus Resources (Health and Wellness, Public Safety, Tech Fit, Student Organizations, Tutoring, etc.) & Student Handbook <i>Where do I go if?</i> Survey in class	Due: Week 5 <ul style="list-style-type: none"> Go to Techionery museum and see music collection Homework Assignment 3 (short paper on museum experience)
Week 5	Connecting to Tech Traditions University History Music Department History (i.e. band camp/drum corps/Jazz radio performances) Tech Traditions video in class Pass out Tech traditions books	Due: Week 6 <ul style="list-style-type: none"> Review Tegrity Lecture on learning skills Homework Assignment 4 (TBA – possibly bring lecture notes from another class)
Week 6	Checkup – discuss how everyone is doing. Discuss listening and notetaking in general classes. Discuss ear training/theory/piano/history and review websites that can help.	Due: Week 7 <ul style="list-style-type: none"> Watch Academic Advising Video & Review Degree Requirements for Selected Major Homework Assignment 5 (registration worksheet for next semester)
Week 7	Discuss Academic Advising procedures - Undergraduate Catalog & Schedule of Courses Guest speaker(s) – careers in music Discuss etiquette at school and in the	Due: Week 9 <ul style="list-style-type: none"> Review Library Materials Homework Assignment 6 RECEIVED

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	profession. Discuss ensemble membership	
Week 8	FALL BREAK - Holiday	No assignment
Week 9 (In Library)	Library Resources & Practicing Integrity Class will meet in the Music/Multimedia Lab in the Library – Guest Lecturer – music/multi-media librarian	<ul style="list-style-type: none"> • Due: Week 10 • Watch Tegrity Lecture on Test Preparation & Test Taking • Homework Assignment 7
Week 10	Study Skills: Effective Test Preparation & Test Taking	Due: Week 11 <ul style="list-style-type: none"> • View Career Services Video & Complete the Focus2 • Homework Assignment 8
Week 11	Career Development Discuss performance/teaching/advanced degrees in music Summer Music Festivals ATU Camps	Due: Week 12 <ul style="list-style-type: none"> • View Diversity & Inclusion Video • Homework Assignment 9
Week 12	Healthy relationships Diversity Inclusion	Due: Week 13 <ul style="list-style-type: none"> • Read Story/View Video • Homework Assignment 10 (track time/activities all week)
Week 13	Managing Stress and Time (flashback to weeks 2 and 3)	Due: Week 15 <ul style="list-style-type: none"> • Read Money Management Story • Homework Assignment 11
Week 14	Thanksgiving - Holiday	No assignment
Week 15	Money Management – balance a budget in groups in class and discuss	Due: Finals Week <ul style="list-style-type: none"> • Complete OnTrack Project • Complete College Music Department survey again
Finals Week	OnTrack Reporting and Discussion	

ASSISTANCE

Part of learning to be an effective student is knowing when and where to ask for help. Students should consider the assistance needed and ask for help from the instructor, the campus support center, or other university staff as appropriate.

From Instructor:

For questions about the course material, assignments, or grading contact your instructor. Course material will be posted in Blackboard and students are expected to reference the course material for due dates, assignment requirements, etc. Although every effort has been made to provide clear information

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there will be times when students need clarification or assistance. The instructor welcomes questions from students by e-mail, phone, or in person. Please reference page one of the syllabus or Blackboard for contact information and office hours.

From Campus Support Center:

For assistance with technical questions/concerns please contact the Campus Support Center.

Location: Room 150, Ross Pendergraft Library and Technology Center
Phone: (479) 968-0646 **Toll Free:** (866) 400-8022
Email: campussupport@atu.edu
Hours of Operation: 24 hours a day, 7 days a week

From Disability Services:

The instructor will make every effort to provide appropriate accommodations for students with documented disabilities. The Office of Disability Services determines the needed accommodations based on an evaluation process administered by their staff. The process for requesting accommodations is available at http://www.atu.edu/disabilities/accommodation_info.php. **To maximize the potential for success, students should provide the instructor with their needs as early in the semester as possible.**

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Arkansas Tech University
DEPARTMENTAL SUPPORT FORM

This form must be completed for every department affected by the course change.

Department Affected: Tech 1001	This department <input checked="" type="checkbox"/> supports <input type="checkbox"/> does not support the change.
Comments: MUS 1751 will replace Tech 1001 in the curriculum of <i>Secondary Education – Music Education for Teacher Licensure (Instrumental Music Option)</i> as a music-specific orientation course entitled <i>Orientation to Music</i> .	

Department Head Signature: _____

Date: _____

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Arkansas Tech University
Proposal for Change in Program
Assessment Form

Our Mission

Arkansas Tech University, a state-supported institution of higher education, is dedicated to nurturing scholastic development, integrity, and professionalism. The University offers a wide range of traditional and innovative programs which provide a solid educational foundation for life-long learning to a diverse community of learners.

Provide an answer for each question. Your answers are to be typed single spaced.

- a. How does the program change fit with the university mission? The curricular change to the Bachelor of Music will enable music faculty to nurture 'scholastic development', 'integrity', and 'professionalism' by engaging students within the rigorous and unique context of being a music major.
- b. If this change in the program is mandated by an accrediting or certifying agency, include the directive. If not, state not applicable. Not applicable.
- c. How will the program change impact learning for students enrolled in this program? Students will be familiarized with all of the Student Learning Objectives contained within the Bachelor of Music and Music Education programs. This includes concepts of Western music history, theory, and performance practices. Basic piano skills are common to all of the music curricula. The music education programs include the following additional objective: "necessary classroom teaching skills and knowledge to effectively teach in the public school setting." Each of these five Student Learning Objectives is represented by a sequence of courses, engaging a music student on various levels, leading to mastery of the objective. It is imperative that music students understand all of these objectives, and the corresponding course sequences at the beginning of the challenging, comprehensive experience of being a music major. This course is meant to be an Introduction to Music, but will retain elements of Tech 1001 (Orientation to the University). As this course is intended to replace Tech 1001 in all music curricula, it will represent important topics that are relevant for any incoming student at Arkansas Tech (i.e. information regarding Study Habits, University Resources, Diversity, Inclusion, and Healthy relationships).
- d. What will students demonstrate, represent, or produce to provide evidence of their learning once they complete the program? Students will have a working knowledge of each of the Student Learning Objectives in the Department of Music. On a macroscopic level, they will be able to demonstrate strategies for succeeding as performers and educators. On a practical level, they will have a strong working knowledge of departmental procedures, including course sequences for all of the music curricula.
- e. Provide an example or examples of student learning assessment evidence which supports the changes in the program. A number of departments at Arkansas Tech have adopted program-specific orientation programs. Examples can be found in NUR 1001 and ART 1001 (Nursing and Art). The following research supports a program-specific orientation experience, citing that there was a stronger retention rate than evidenced in general-population orientation experiences at the institution studied: Lipe, David, and L.

Rusty Waller. "The Impact of a Program-Specific Orientation Course on Student Retention at a For-Profit, Post-Secondary Institution." *FOCUS on Colleges, Universities & Schools* 7.1 (2013).

- f. How does this course fit in the current state of the discipline? Include Arkansas institutional comparisons. If Arkansas educational institutions do not have the course or program provide comparative examples from regional educational institutions. There are no examples of a music-specific version of college orientation in Arkansas, although there are examples at other universities in Arkansas that are similar to other program-specific orientation courses offered at ATU (i.e. Nursing and Art). SMU requires a course that seems quite similar, for all first-semester freshmen: **"MUAS 1020 (0). MUSIC PATHWAYS: EXPLORING MEADOWS AND YOUR FUTURE.** Required orientation for all first-year music majors. Provides valuable information about college life and professional opportunities in music."
- g. Attach a detailed assessment plan including three to five specific program student learning outcomes, means or instructional measures to assess each outcome, identify program courses where learning will be assessed, and performance standards or criteria for success which demonstrate student learning for each outcome. (Examples for assessment plans/curriculum mapping can be found at the Office of Assessment and Institutional Effectiveness web page.) Please see next page.

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Program Objectives/Standards (align with mission)	Learning Objectives/ Outcome Assessment	Courses (program core)	Means of Assessment (direct and indirect measures)	Criteria for Success (performance standard)
PO1: Familiarize students with Western music history/theory and the sequence of courses required.	<p>LO1: Students will design an appropriate schedule of courses comprised of Theory, Ear Training and History.</p> <p>LO2: Students will be able to sight-sing melodies, using solfège technique.</p> <p>LO3: Students will analyze Western, classical, music from multiple style periods, using Roman numeral analysis.</p>	<p>Orientation to Music - MUS 1751</p> <p>Theory I - MUS 1713 Theory II - MUS 1723 Theory III - MUS 2713 Theory IV - MUS 2723</p> <p>Ear Training I - MUS 1731 Ear Training II - MUS 1741 Ear Training III - MUS 2731 Ear Training IV - MUS 2741</p> <p>History of Music I – MUS 3773 History of Music II – MUS 3783 History of Music III – MUS 3692</p>	<p>Weekly Assignments</p> <p>Weekly classroom attendance/participation grade</p> <p>Pre- & Post-Survey of Music Department policies (MUS 1751 - beginning and end of course)</p>	<p>90-100%=A 80-89%=B 70-79%=C 60-69%=D Under 60%=F</p>
PO2: Introduce students to the performance requirements of the music curricula at ATU	<p>LO1: Students will practice and perform, on their primary instruments (weekly private lessons), in a rigorous, progressive track, leading up to the Minimum Competency Performance Exam (AKA the Sophomore Barrier), and/or a Senior Recital (music education majors)</p> <p>LO2: Students will attend 14 approved recitals per semester for six semesters, in order to develop an appreciation of solo and ensemble literature and performance.</p> <p>LO3: Students will rehearse and perform with ensembles, exploring advanced chamber and large ensemble literature.</p>	<p>Orientation to Music - MUS 1751</p> <p>Recital Attendance – MUS 1000,3000</p> <p>Applied Study (all Instruments) – multiple course numbers. Includes juries and the sophomore barrier experience.</p> <p>Ensembles (vocal/instrumental) – multiple course numbers</p> <p>Senior Recital - MUS 4001</p>	<p>Weekly Assignments</p> <p>Weekly classroom attendance/participation grade</p> <p>Pre- & Post-Survey of Music Department policies (MUS 1751 - beginning and end of course)</p> <p>Performance progress will be assessed during weekly private lessons, juries at the end of each semester, during the sophomore barrier jury, and, in Music Education programs, during the Senior Recital.</p>	<p>90-100%=A 80-89%=B 70-79%=C 60-69%=D Under 60%=F</p>
PO3: Promote an understanding of functional piano skills and requirements for education music degrees at ATU	<p>LO1: Students will learn to play the piano on a basic level. Piano skills will be developed in conjunction with the study of music theory and ear training, as well as applied study of the</p>	<p>Orientation to Music - MUS 1751 Class Piano I, II, III, and IV – MUS 1441 Brass Instruments – MUS 3401 Woodwind Instruments – MUS 3421 and 3431 Percussion Instruments – MUS 4461 Accompanying Seminar – MUS 4201 Instrumental Concepts – MUS 3441 Stringed Instruments – MUS 3481</p>	<p>Weekly Assignments</p> <p>Weekly classroom attendance/participation grade</p> <p>Survey of Music Department policies (MUS 1751 - beginning and end of course)</p>	<p>90-100%=A 80-89%=B 70-79%=C 60-69%=D Under 60%=F</p>

Office of Assessment and Institutional Effectiveness (2015)

	<p>student's primary instrument.</p> <p>LO2: Music Education Students will learn how to play instruments from various families (i.e. wind/brass/percussion) on a basic level, and will learn techniques for teaching students how to play these instruments.</p> <p>LO3: Music Education Students will learn principles of classroom teaching, including classroom management, conducting ensembles, choosing appropriate literature, and engaging in everyday situations that face music educators.</p>	<p>Piano Pedagogy – MUS 3442 Accompanying Seminar - 4201 Principles of Conducting – MUS 3802 Secondary Instrumental Methods and Materials I, II – MUS 3821, 4281 Secondary Choral Methods and Materials I, II – MUS 3821, 4821 Music in the Elementary Classroom – MUS 3853</p>	<p>Performance will be evaluated in all methods classes, class piano, conducting, and secondary methods courses by the teacher of record, according the requirements of the syllabus.</p>	
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Arkansas Tech University
PROPOSAL FOR CHANGE IN PROGRAM

Registrar's Office

TO:	Select Appropriate Committee
FROM (Initiating Department):	Music
DATE SUBMITTED:	

Title	Signature	Date
Department Head		5-31-14
Dean		6-16-16
Teacher Education Council (if applicable)		
Graduate Council (if applicable)		
Registrar		7/6/16
Vice President for Academic Affairs		

Program Title: Secondary Ed - Music Ed (Instrumental Music Option)	Requested changes will be effective Summer I for next catalog year
Outline change in program: (e.g., list changes in program such as (1) delete three hours of elective and (2) add three hours of approved major electives) Delete one hour of TECH 1001 and add one hour of MUS 1751	
What impact will the change have on staffing, on other programs and space allocation? Departmental space will be assigned Staffing - NONE	
Attach the Change in Program Assessment Form. The form is located on the Assessment & Institutional Effectiveness web page at http://www.atu.edu/assessment/	
If this course will affect other departments, a Departmental Support Form for each affected department must be attached. The form is located on the Curriculum forms web page at http://www.atu.edu/registrar/curriculum_forms.php .	
In the attached matrix, include requested changes in the matrix and include course number and title.	

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Curriculum Matrix for Catalog	
Curriculum in _____ (enter title for program changing)	
<p>Freshman Fall Semester</p> <p>Add/Change:</p> <p>Delete:</p> <p>Total Hours:</p>	<p>Freshman Spring Semester</p> <p>Add/Change:</p> <p>Delete:</p> <p>Total Hours:</p>
<p>Sophomore Fall Semester</p> <p>Add/Change:</p> <p>Delete:</p> <p>Total Hours:</p>	<p>Sophomore Spring Semester</p> <p>Add/Change:</p> <p>Delete:</p> <p>Total Hours:</p>
<p>Junior Fall Semester</p> <p>Add/Change:</p> <p>Delete:</p> <p>Total Hours:</p>	<p>Junior Spring Semester</p> <p>Add/Change:</p> <p>Delete:</p> <p>Total Hours:</p>
<p>Senior Fall Semester</p> <p>Add/Change:</p> <p>Delete:</p> <p>Total Hours:</p>	<p>Senior Spring Semester</p> <p>Add/Change:</p> <p>Delete:</p> <p>Total Hours:</p>



ARKANSAS TECH
UNIVERSITY

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Registrar's Office

MUS 1751

Orientation to the ~~University and the Music Department~~

Section #:

Meets:

Location:

Instructor:

Office: 107 Witherspoon Hall

Phone:

E-mail:

Office Hours:

Student Outcomes for Course

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Registrar's Office

	profession. Discuss ensemble membership	
Week 8	FALL BREAK - Holiday	No assignment
Week 9 (In Library)	Library Resources & Practicing Integrity Class will meet in the Music/Multimedia Lab in the Library – Guest Lecturer – music/multi-media librarian	<ul style="list-style-type: none"> • Due: Week 10 • Watch Tegrity Lecture on Test Preparation & Test Taking • Homework Assignment 7
Week 10	Study Skills: Effective Test Preparation & Test Taking	Due: Week 11 <ul style="list-style-type: none"> • View Career Services Video & Complete the Focus2 • Homework Assignment 8
Week 11	Career Development Discuss performance/teaching/advanced degrees in music Summer Music Festivals ATU Camps	Due: Week 12 <ul style="list-style-type: none"> • View Diversity & Inclusion Video • Homework Assignment 9
Week 12	Healthy relationships Diversity Inclusion	Due: Week 13 <ul style="list-style-type: none"> • Read Story/View Video • Homework Assignment 10 (track time/activities all week)
Week 13	Managing Stress and Time (flashback to weeks 2 and 3)	Due: Week 15 <ul style="list-style-type: none"> • Read Money Management Story • Homework Assignment 11
Week 14	Thanksgiving - Holiday	No assignment
Week 15	Money Management – balance a budget in groups in class and discuss	Due: Finals Week <ul style="list-style-type: none"> • Complete OnTrack Project • Complete College Music Department survey again
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Phone: (479) 968-0646 **Toll Free:** (866) 400-8022
Email: campussupport@atu.edu
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From Disability Services:

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Arkansas Tech University
Proposal for Change in Program
Assessment Form

Our Mission

Arkansas Tech University, a state-supported institution of higher education, is dedicated to nurturing scholastic development, integrity, and professionalism. The University offers a wide range of traditional and innovative programs which provide a solid educational foundation for life-long learning to a diverse community of learners.

Provide an answer for each question. Your answers are to be typed single spaced.

- a. How does the program change fit with the university mission? The curricular change to the Bachelor of Music will enable music faculty to nurture 'scholastic development', 'integrity', and 'professionalism' by engaging students within the rigorous and unique context of being a music major.
- b. If this change in the program is mandated by an accrediting or certifying agency, include the directive. If not, state not applicable. Not applicable.
- c. How will the program change impact learning for students enrolled in this program?
 Students will be familiarized with all of the Student Learning Objectives contained within the Bachelor of Music and Music Education programs. This includes concepts of Western music history, theory, and performance practices. Basic piano skills are common to all of the music curricula. The music education programs include the following additional objective: "necessary classroom teaching skills and knowledge to effectively teach in the public school setting." Each of these five Student Learning Objectives is represented by a sequence of courses, engaging a music student on various levels, leading to mastery of the objective. It is imperative that music students understand all of these objectives, in addition to the corresponding course sequences at the beginning of the challenging, comprehensive experience of being a music major. This course is meant to be an Introduction to Music, but will retain elements of Tech 1001 (Orientation to the University). As this course is intended to replace Tech 1001 in all music curricula, it will represent important topics that are relevant for any incoming student at Arkansas Tech (i.e. information regarding Study Habits, University Resources, Diversity, Inclusion, and Healthy relationships).
- d. What will students demonstrate, represent, or produce to provide evidence of their learning once they complete the program? Students will have a working knowledge of each of the Student Learning Objectives in the Department of Music. On a macroscopic level, they will be able to demonstrate strategies for succeeding as performers and educators. On a practical level, they will have a strong working knowledge of departmental procedures, including course sequences for all of the music curricula.

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- e. Provide an example or examples of student learning assessment evidence which supports the changes in the program. A number of departments at Arkansas Tech have adopted program-specific orientation courses. Examples can be found in NUR 1001 and ART 1001 (Nursing and Art). The following research supports a program-specific orientation experience, citing that there was a stronger retention rate than evidenced in general-population orientation experiences at the institution studied: Lipe, David, and L. Rusty Waller. "The Impact of a Program-Specific Orientation Course on Student Retention at a For-Profit, Post-Secondary Institution." *FOCUS on Colleges, Universities & Schools* 7.1 (2013).
- f. How does this course fit in the current state of the discipline? Include Arkansas institutional comparisons. If Arkansas educational institutions do not have the course or program provide comparative examples from regional educational institutions. There are no examples of a music-specific version of college orientation in Arkansas, although there are examples at other universities in Arkansas that are similar to other program-specific orientation courses offered at ATU (i.e. Nursing and Art).
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Required orientation for all first-year music majors. Provides valuable information about college life and professional opportunities in music."
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Program Objectives/Standards (align with mission)	Learning Objectives/ Outcome Assessment	Courses (program core)	Means of Assessment (direct and indirect measures)	Criteria for Success (performance standard)
PO1: Familiarize students with Western music history/theory and the sequence of courses required.	<p>LO1: Students will design an appropriate schedule of courses comprised of Theory, Ear Training and History.</p> <p>LO2: Students will be able to sight-sing melodies, using solfège technique.</p> <p>LO3: Students will analyze Western, classical, music from multiple style periods, using Roman numeral analysis.</p>	<p>Orientation to Music - MUS 1751</p> <p>Theory I - MUS 1713 Theory II - MUS 1723 Theory III - MUS 2713 Theory IV - MUS 2723</p> <p>Ear Training I - MUS 1731 Ear Training II - MUS 1741 Ear Training III - MUS 2731 Ear Training IV - MUS 2741</p> <p>History of Music I – MUS 3773 History of Music II – MUS 3783 History of Music III – MUS 3692</p>	<p>Weekly Assignments</p> <p>Weekly classroom attendance/participation grade</p> <p>Pre- & Post-Survey of Music Department policies (MUS 1751 - beginning and end of course)</p>	<p>90-100%=A 80-89%=B 70-79%=C 60-69%=D Under 60%=F</p>
PO2: Introduce students to the performance requirements of the music curricula at ATU	<p>LO1: Students will practice and perform, on their primary instruments (weekly private lessons), in a rigorous, progressive track, leading up to the Minimum Competency Performance Exam (AKA the Sophomore Barrier), and/or a Senior Recital (music education majors)</p> <p>LO2: Students will attend 14 approved recitals per semester for six semesters, in order to develop an appreciation of solo and ensemble literature and performance.</p> <p>LO3: Students will rehearse and perform with ensembles, exploring advanced chamber and large ensemble literature.</p>	<p>Orientation to Music - MUS 1751</p> <p>Recital Attendance – MUS 1000,3000</p> <p>Applied Study (all Instruments) – multiple course numbers. Includes juries and the sophomore barrier experience.</p> <p>Ensembles (vocal/instrumental) – multiple course numbers</p> <p>Senior Recital - MUS 4001</p>	<p>Weekly Assignments</p> <p>Weekly classroom attendance/participation grade</p> <p>Pre- & Post-Survey of Music Department policies (MUS 1751 - beginning and end of course)</p> <p>Performance progress will be assessed during weekly private lessons, juries at the end of each semester, during the sophomore barrier jury, and, in Music Education programs, during the Senior Recital.</p>	<p>90-100%=A 80-89%=B 70-79%=C 60-69%=D Under 60%=F</p>
PO3: Promote an understanding of functional piano skills and requirements for education music degrees at ATU	<p>LO1: Students will learn to play the piano on a basic level. Piano skills will be developed in conjunction with the study of music theory and ear training, as well as applied study of the</p>	<p>Orientation to Music - MUS 1751 Class Piano I, II, III, and IV – MUS 1441 Brass Instruments – MUS 3401 Woodwind Instruments – MUS 3421 and 3431 Percussion Instruments – MUS 4461 Accompanying Seminar – MUS 4201 Instrumental Concepts – MUS 3441</p>	<p>Weekly Assignments</p> <p>Weekly classroom attendance/participation grade</p> <p>Survey of Music Department policies (MUS 1751 - beginning</p>	<p>90-100%=A 80-89%=B 70-79%=C 60-69%=D Under 60%=F</p>

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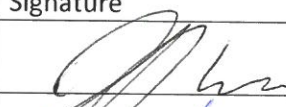
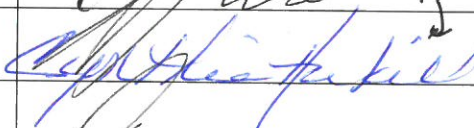
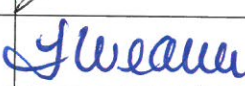
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	<p>student's primary instrument.</p> <p><u>LO2</u>: Music Education Students will learn how to play instruments from various families (i.e. wind/brass/percussion) on a basic level, and will learn techniques for teaching students how to play these instruments.</p> <p><u>LO3</u>: Music Education Students will learn principles of classroom teaching, including classroom management, conducting ensembles, choosing appropriate literature, and engaging in everyday situations that face music educators.</p>	<p>Stringed Instruments – MUS 3481 Piano Pedagogy – MUS 3442 Accompanying Seminar - 4201 Principles of Conducting – MUS 3802 Secondary Instrumental Methods and Materials I, II – MUS 3821,4281 Secondary Choral Methods and Materials I,II – MUS 3821, 4821 Music in the Elementary Classroom – MUS 3853</p>	<p>and end of course)</p> <p>Performance will be evaluated in all methods classes, class piano, conducting, and secondary methods courses by the teacher of record, according the requirements of the syllabus.</p>	
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Arkansas Tech University
PROPOSAL FOR CHANGE IN PROGRAM

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TO:	Select Appropriate Committee
FROM (Initiating Department):	Music
DATE SUBMITTED:	

Title	Signature	Date
Department Head		6-16-16
Dean		5-31-16
Teacher Education Council (if applicable)		
Graduate Council (if applicable)		
Registrar		7/6/16
Vice President for Academic Affairs		

<p>Program Title:</p> <p>Secondary Ed - Music Ed (Keyboard Instrumental Music Option)</p>	<p>Requested changes will be effective Summer I for next catalog year</p>
<p>Outline change in program: (e.g., list changes in program such as (1) delete three hours of elective and (2) add three hours of approved major electives)</p> <p>Delete one hour of TECH 1001 and add one hour of MUS 1751</p>	
<p>What impact will the change have on staffing, on other programs and space allocation?</p> <p>Departmental space will be assigned <i>staffing - NONE</i></p>	
<p>Attach the Change in Program Assessment Form. The form is located on the Assessment & Institutional Effectiveness web page at http://www.atu.edu/assessment/</p>	
<p>If this course will affect other departments, a Departmental Support Form for each affected department must be attached. The form is located on the Curriculum forms web page at http://www.atu.edu/registrar/curriculum_forms.php.</p>	
<p>In the attached matrix, include requested changes in the matrix and include course number and title.</p>	

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Curriculum Matrix for Catalog	
Curriculum in _____ (enter title for program changing)	
Freshman Fall Semester Add/Change: Delete: Total Hours:	Freshman Spring Semester Add/Change: Delete: Total Hours:
Sophomore Fall Semester Add/Change: Delete: Total Hours:	Sophomore Spring Semester Add/Change: Delete: Total Hours:
Junior Fall Semester Add/Change: Delete: Total Hours:	Junior Spring Semester Add/Change: Delete: Total Hours:
Senior Fall Semester Add/Change: Delete: Total Hours:	Senior Spring Semester Add/Change: Delete: Total Hours:



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MUS 1751

Orientation to ~~the University and the Music Department~~

Section #:

Meets:

Location:

Instructor:

Office: 107 Witherspoon Hall

Phone:

E-mail:

Office Hours:

Student Outcomes for Course

By completing this course, the student will be equipped for success in college by developing:

- professional goals and the strategies for accomplishing those goals.
- the ability to relate to professors, staff, and other students.
- the knowledge to locate information/resources on campus and acquire help as needed.
- time-management strategies for studying, practicing and performing.
- learning skills to include listening, note taking, class participation, test preparation, and test taking.
- working knowledge of OneTech, Blackboard, and other campus technology.
- working knowledge of rules and procedures involving recital attendance, juries, recitals and music department policies.

ATU Course Catalog Description

A course designed to provide information and enhance skills that will enable music majors to make a successful transition into the ATU department of music. The course will expose students to college/departmental resources and requirements, and promote the development of practical skills for college success.

Course Credit

MUS 1751 is worth 1 credit

No Required Text

Arkansas Tech University Online Resources

- Music Department Website
- Music Department Faculty contact page
- Library Website
- 2017-2018 Undergraduate Catalog
- 2017-2018 Student Handbook
- 2017-2018 Academic Calendar
- 2017-2018 Campus Involvement Guide
- GPA Calculator
- Fall 2017 Final Exam Schedule

Attendance and Participation

Class attendance is mandatory. If you have to miss a class, courtesy requires an explanation to the instructor (before the absence occurs). You may call or e-mail the instructor, or leave a message in the office.

Class Expectations

Students are expected to attend class, be on time to class, actively participate, and to submit only their own work unless assigned as a group project. Classroom misconduct, including inappropriate or disrespectful class behavior, cheating, or plagiarism will be addressed by the professor following the policies set forth in the student handbook. Students may be asked to leave class if their behavior is disruptive to the learning environment.

Homework Assignments

Homework assignments will be given throughout the semester, and must be brought to class on the day they are due.

Campus Involvement Requirements

- **B2E Mentor Meeting (Worth 20 points)** - Each student is required to meet with their Bridge to Excellence mentor (if not participating in the B2E program, students may meet with a faculty member in their major or their academic advisor). Students will report their reflections relative to the mentor meeting on the B2E Mentor Meeting form provided in Blackboard by Week 4.
- **OnTrack Project (Worth 70 points)** – The OnTrack program is offered by Arkansas Tech University to encourage and support out-of-class campus involvement of students. Each MUS 1751 student is required to select and get licensed for one of the seven tracks to complete during the semester. Once a student has a license to participate in a track they are required to select and attend three (3) events to complete the track. Students will swipe their identification (id) cards at the selected events to record their attendance. Once the OnTrack record is updated to show attendance at an event the student will post a brief reflection on the event. At the end of the semester students will submit their OnTrack records to show completion of their track.

Course Evaluation/Grades

Attendance/Participation	13 @ 20 points	260 points
Contact Sheet	1 @ 10 points	10 points
College Music Department survey (Pre & Post)	4 @ 5 points	20 points
Homework Assignments	11 @ 20 points	220 points
B2E Mentor Meeting	1 @ 20 points	20 points
OnTrack Report	1 @ 70 points	70 points
TOTAL		600 points

Grading Scale

537 to 600 points	90-100%	=	A
477 to 536 points	80-89%	=	B
417 to 476 points	70-79%	=	C
357 to 416 points	60-69%	=	D
Less than 357 points	Under 60%	=	F

Course Outline

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Dates	Topic(s)	Assignments	Registrar's Office
Week 1	Welcome/Introductions Blackboard Course Overview Review Syllabus Brief overview of recital attendance	Due: Week 2 Complete Blackboard Policy Agreement <ul style="list-style-type: none"> E-mail Contact/Personal Information sheet to Instructor Complete College Music Department survey (Due Week 3) 	
Week 2	Overview of Class/Syllabus Personal Responsibility (go to class!) Time Management and Practicing Continue recital attendance overview	Due: Week 3 <ul style="list-style-type: none"> View Video on Practicing Homework Assignment 1 (college success strategies) View OnTrack Video & Complete Licensing for a Select Track Complete College Music Department survey (Due Week 3) 	
Week 3	University Academic Calendar Music Department events (go over procedure for reservations) Juries/Barrier/Recitals Vocal dept. handbook for voice majors	Due: Week 4 <ul style="list-style-type: none"> Meet with B2E Mentor Homework Assignment 2 TBA 	
Week 4	Campus Resources (Health and Wellness, Public Safety, Tech Fit, Student Organizations, Tutoring, etc.) & Student Handbook <i>Where do I go if?</i> Survey in class	Due: Week 5 <ul style="list-style-type: none"> Go to Techionery museum and see music collection Homework Assignment 3 (short paper on museum experience) 	
Week 5	Connecting to Tech Traditions University History Music Department History (i.e. band camp/drum corps/Jazz radio performances) Tech Traditions video in class Pass out Tech traditions books	Due: Week 6 <ul style="list-style-type: none"> Review Tegrity Lecture on learning skills Homework Assignment 4 (TBA – possibly bring lecture notes from another class) 	
Week 6	Checkup – discuss how everyone is doing. Discuss listening and notetaking in general classes. Discuss ear training/theory/piano/history and review websites that can help.	Due: Week 7 <ul style="list-style-type: none"> Watch Academic Advising Video & Review Degree Requirements for Selected Major Homework Assignment 5 (registration worksheet for next semester) 	
Week 7	Discuss Academic Advising procedures - Undergraduate Catalog & Schedule of Courses Guest speaker(s) – careers in music Discuss etiquette at school and in the	Due: Week 9 <ul style="list-style-type: none"> Review Library Materials Homework Assignment 6 	

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Week 8	FALL BREAK - Holiday	No assignment
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	<p>student's primary instrument.</p> <p><u>LO2:</u> Music Education Students will learn how to play instruments from various families (i.e. wind/brass/percussion) on a basic level, and will learn techniques for teaching students how to play these instruments.</p> <p><u>LO3:</u> Music Education Students will learn principles of classroom teaching, including classroom management, conducting ensembles, choosing appropriate literature, and engaging in everyday situations that face music educators.</p>	<p>Stringed Instruments – MUS 3481 Piano Pedagogy – MUS 3442 Accompanying Seminar - 4201 Principles of Conducting – MUS 3802 Secondary Instrumental Methods and Materials I, II – MUS 3821, 4281 Secondary Choral Methods and Materials I, II – MUS 3821, 4821 Music in the Elementary Classroom – MUS 3853</p>	<p>and end of course)</p> <p>Performance will be evaluated in all methods classes, class piano, conducting, and secondary methods courses by the teacher of record, according the requirements of the syllabus.</p>	
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Arkansas Tech University
PROPOSAL FOR CHANGE IN PROGRAM

TO:	Select Appropriate Committee
FROM (Initiating Department):	Music
DATE SUBMITTED:	

Title	Signature	Date
Department Head		5-31-14
Dean		6-16-16
Teacher Education Council (if applicable)		
Graduate Council (if applicable)		
Registrar		7/6/14
Vice President for Academic Affairs		

Program Title: Secondary Ed - Music Ed (Keyboard Vocal Music Option)	Requested changes will be effective Summer I for next catalog year
Outline change in program: (e.g., list changes in program such as (1) delete three hours of elective and (2) add three hours of approved major electives) Delete one hour of TECH 1001 and add one hour of MUS 1751	
What impact will the change have on staffing, on other programs and space allocation? Departmental space will be assigned Staffing - NONE	
Attach the Change in Program Assessment Form. The form is located on the Assessment & Institutional Effectiveness web page at http://www.atu.edu/assessment/	
If this course will affect other departments, a Departmental Support Form for each affected department must be attached. The form is located on the Curriculum forms web page at http://www.atu.edu/registrar/curriculum_forms.php .	
In the attached matrix, include requested changes in the matrix and include course number and title.	

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Curriculum Matrix for Catalog	
Curriculum in _____ (enter title for program changing)	
Freshman Fall Semester Add/Change: Delete: Total Hours:	Freshman Spring Semester Add/Change: Delete: Total Hours:
Sophomore Fall Semester Add/Change: Delete: Total Hours:	Sophomore Spring Semester Add/Change: Delete: Total Hours:
Junior Fall Semester Add/Change: Delete: Total Hours:	Junior Spring Semester Add/Change: Delete: Total Hours:
Senior Fall Semester Add/Change: Delete: Total Hours:	Senior Spring Semester Add/Change: Delete: Total Hours:



MUS 1751

Orientation to ~~the University and the Music Department~~

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Registrar's Office

Section #:

Meets:

Location:

Instructor:

Office: 107 Witherspoon Hall

Phone:

E-mail:

Office Hours:

Student Outcomes for Course

By completing this course, the student will be equipped for success in college by developing:

- professional goals and the strategies for accomplishing those goals.
- the ability to relate to professors, staff, and other students.
- the knowledge to locate information/resources on campus and acquire help as needed.
- time-management strategies for studying, practicing and performing.
- learning skills to include listening, note taking, class participation, test preparation, and test taking.
- working knowledge of OneTech, Blackboard, and other campus technology.
- working knowledge of rules and procedures involving recital attendance, juries, recitals and music department policies.

ATU Course Catalog Description

A course designed to provide information and enhance skills that will enable music majors to make a successful transition into the ATU department of music. The course will expose students to college/departmental resources and requirements, and promote the development of practical skills for college success.

Course Credit

MUS 1751 is worth 1 credit

No Required Text

Arkansas Tech University Online Resources

- Music Department Website
- Music Department Faculty contact page
- Library Website
- 2017-2018 Undergraduate Catalog
- 2017-2018 Student Handbook
- 2017-2018 Academic Calendar
- 2017-2018 Campus Involvement Guide
- GPA Calculator
- Fall 2017 Final Exam Schedule

Attendance and Participation

Class attendance is mandatory. If you have to miss a class, courtesy requires an explanation to the Registrar's Office instructor (before the absence occurs). You may call or e-mail the instructor, or leave a message in the office.

Class Expectations

Students are expected to attend class, be on time to class, actively participate, and to submit only their own work unless assigned as a group project. Classroom misconduct, including inappropriate or disrespectful class behavior, cheating, or plagiarism will be addressed by the professor following the policies set forth in the student handbook. Students may be asked to leave class if their behavior is disruptive to the learning environment.

Homework Assignments

Homework assignments will be given throughout the semester, and must be brought to class on the day they are due.

Campus Involvement Requirements

- **B2E Mentor Meeting (Worth 20 points)** - Each student is required to meet with their Bridge to Excellence mentor (if not participating in the B2E program, students may meet with a faculty member in their major or their academic advisor). Students will report their reflections relative to the mentor meeting on the B2E Mentor Meeting form provided in Blackboard by Week 4.
- **OnTrack Project (Worth 70 points)** – The OnTrack program is offered by Arkansas Tech University to encourage and support out-of-class campus involvement of students. Each MUS 1751 student is required to select and get licensed for one of the seven tracks to complete during the semester. Once a student has a license to participate in a track they are required to select and attend three (3) events to complete the track. Students will swipe their identification (id) cards at the selected events to record their attendance. Once the OnTrack record is updated to show attendance at an event the student will post a brief reflection on the event. At the end of the semester students will submit their OnTrack records to show completion of their track.

Course Evaluation/Grades

Attendance/Participation	13 @ 20 points	260 points
Contact Sheet	1 @ 10 points	10 points
College Music Department survey (Pre & Post)	4 @ 5 points	20 points
Homework Assignments	11 @ 20 points	220 points
B2E Mentor Meeting	1 @ 20 points	20 points
OnTrack Report	1 @ 70 points	70 points
TOTAL		600 points

Grading Scale

537 to 600 points	90-100%	=	A
477 to 536 points	80-89%	=	B
417 to 476 points	70-79%	=	C
357 to 416 points	60-69%	=	D
Less than 357 points	Under 60%	=	F

Course Outline

Dates	Topic(s)	Assignments
Week 1	Welcome/Introductions Blackboard Course Overview Review Syllabus Brief overview of recital attendance	Due: Week 2 Complete Blackboard Policy Agreement <ul style="list-style-type: none"> E-mail Contact/Personal Information sheet to Instructor Complete College Music Department survey (Due Week 3)
Week 2	Overview of Class/Syllabus Personal Responsibility (go to class!) Time Management and Practicing Continue recital attendance overview	Due: Week 3 <ul style="list-style-type: none"> View Video on Practicing Homework Assignment 1 (college success strategies) View OnTrack Video & Complete Licensing for a Select Track Complete College Music Department survey (Due Week 3)
Week 3	University Academic Calendar Music Department events (go over procedure for reservations) Juries/Barrier/Recitals Vocal dept. handbook for voice majors	Due: Week 4 <ul style="list-style-type: none"> Meet with B2E Mentor Homework Assignment 2 TBA
Week 4	Campus Resources (Health and Wellness, Public Safety, Tech Fit, Student Organizations, Tutoring, etc.) & Student Handbook <i>Where do I go if?</i> Survey in class	Due: Week 5 <ul style="list-style-type: none"> Go to Techionery museum and see music collection Homework Assignment 3 (short paper on museum experience)
Week 5	Connecting to Tech Traditions University History Music Department History (i.e. band camp/drum corps/Jazz radio performances) Tech Traditions video in class Pass out Tech traditions books	Due: Week 6 <ul style="list-style-type: none"> Review Tegrity Lecture on learning skills Homework Assignment 4 (TBA – possibly bring lecture notes from another class)
Week 6	Checkup – discuss how everyone is doing. Discuss listening and notetaking in general classes. Discuss ear training/theory/piano/history and review websites that can help.	Due: Week 7 <ul style="list-style-type: none"> Watch Academic Advising Video & Review Degree Requirements for Selected Major Homework Assignment 5 (registration worksheet for next semester)
Week 7	Discuss Academic Advising procedures - Undergraduate Catalog & Schedule of Courses Guest speaker(s) – careers in music Discuss etiquette at school and in the	Due: Week 9 <ul style="list-style-type: none"> Review Library Materials Homework Assignment 6

	profession. Discuss ensemble membership	Registrar's Office
Week 8	FALL BREAK - Holiday	No assignment
Week 9 (In Library)	Library Resources & Practicing Integrity Class will meet in the Music/Multimedia Lab in the Library – Guest Lecturer – music/multi-media librarian	<ul style="list-style-type: none"> • Due: Week 10 • Watch Tegrity Lecture on Test Preparation & Test Taking • Homework Assignment 7
Week 10	Study Skills: Effective Test Preparation & Test Taking	Due: Week 11 <ul style="list-style-type: none"> • View Career Services Video & Complete the Focus2 • Homework Assignment 8
Week 11	Career Development Discuss performance/teaching/advanced degrees in music Summer Music Festivals ATU Camps	Due: Week 12 <ul style="list-style-type: none"> • View Diversity & Inclusion Video • Homework Assignment 9
Week 12	Healthy relationships Diversity Inclusion	Due: Week 13 <ul style="list-style-type: none"> • Read Story/View Video • Homework Assignment 10 (track time/activities all week)
Week 13	Managing Stress and Time (flashback to weeks 2 and 3)	Due: Week 15 <ul style="list-style-type: none"> • Read Money Management Story • Homework Assignment 11
Week 14	Thanksgiving - Holiday	No assignment
Week 15	Money Management – balance a budget in groups in class and discuss	Due: Finals Week <ul style="list-style-type: none"> • Complete OnTrack Project • Complete College Music Department survey again
Finals Week	OnTrack Reporting and Discussion	

ASSISTANCE

Part of learning to be an effective student is knowing when and where to ask for help. Students should consider the assistance needed and ask for help from the instructor, the campus support center, or other university staff as appropriate.

From Instructor:

For questions about the course material, assignments, or grading contact your instructor. Course material will be posted in Blackboard and students are expected to reference the course material for due dates, assignment requirements, etc. Although every effort has been made to provide clear information

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MUS 1751 Syllabus – Fall 2017, Page 5

there will be times when students need clarification or assistance. The instructor welcomes questions from students by e-mail, phone, or in person. Please reference page one of the syllabus or Blackboard for contact information and office hours.

From Campus Support Center:

For assistance with technical questions/concerns please contact the Campus Support Center.

Location: Room 150, Ross Pendergraft Library and Technology Center
Phone: (479) 968-0646 **Toll Free:** (866) 400-8022
Email: campussupport@atu.edu
Hours of Operation: 24 hours a day, 7 days a week

From Disability Services:

The instructor will make every effort to provide appropriate accommodations for students with documented disabilities. The Office of Disability Services determines the needed accommodations based on an evaluation process administered by their staff. The process for requesting accommodations is available at http://www.atu.edu/disabilities/accommodation_info.php. **To maximize the potential for success, students should provide the instructor with their needs as early in the semester as possible.**

Arkansas Tech University
Proposal for Change in Program
Assessment Form

Our Mission

Arkansas Tech University, a state-supported institution of higher education, is dedicated to nurturing scholastic development, integrity, and professionalism. The University offers a wide range of traditional and innovative programs which provide a solid educational foundation for life-long learning to a diverse community of learners.

Provide an answer for each question. Your answers are to be typed single spaced.

- a. How does the program change fit with the university mission? The curricular change to the Bachelor of Music will enable music faculty to nurture 'scholastic development', 'integrity', and 'professionalism' by engaging students within the rigorous and unique context of being a music major.
- b. If this change in the program is mandated by an accrediting or certifying agency, include the directive. If not, state not applicable. Not applicable.
- c. How will the program change impact learning for students enrolled in this program? Students will be familiarized with all of the Student Learning Objectives contained within the Bachelor of Music and Music Education programs. This includes concepts of Western music history, theory, and performance practices. Basic piano skills are common to all of the music curricula. The music education programs include the following additional objective: "necessary classroom teaching skills and knowledge to effectively teach in the public school setting." Each of these five Student Learning Objectives is represented by a sequence of courses, engaging a music student on various levels, leading to mastery of the objective. It is imperative that music students understand all of these objectives, in addition to the corresponding course sequences at the beginning of the challenging, comprehensive experience of being a music major. This course is meant to be an Introduction to Music, but will retain elements of Tech 1001 (Orientation to the University). As this course is intended to replace Tech 1001 in all music curricula, it will represent important topics that are relevant for any incoming student at Arkansas Tech (i.e. information regarding Study Habits, University Resources, Diversity, Inclusion, and Healthy relationships).
- d. What will students demonstrate, represent, or produce to provide evidence of their learning once they complete the program? Students will have a working knowledge of each of the Student Learning Objectives in the Department of Music. On a macroscopic level, they will be able to demonstrate strategies for succeeding as performers and educators. On a practical level, they will have a strong working knowledge of departmental procedures, including course sequences for all of the music curricula.

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- e. Provide an example or examples of student learning assessment evidence which supports the changes in the program. A number of departments at Arkansas Tech have adopted program-specific orientation courses. Examples can be found in NUR 1001 and ART 1001 (Nursing and Art). The following research supports a program-specific orientation experience, citing that there was a stronger retention rate than evidenced in general-population orientation experiences at the institution studied: Lipe, David, and L. Rusty Waller. "The Impact of a Program-Specific Orientation Course on Student Retention at a For-Profit, Post-Secondary Institution." *FOCUS on Colleges, Universities & Schools* 7.1 (2013).
- f. How does this course fit in the current state of the discipline? Include Arkansas institutional comparisons. If Arkansas educational institutions do not have the course or program provide comparative examples from regional educational institutions. There are no examples of a music-specific version of college orientation in Arkansas, although there are examples at other universities in Arkansas that are similar to other program-specific orientation courses offered at ATU (i.e. Nursing and Art).
SMU in Dallas requires a course that seems quite similar, for all first-semester freshmen:
"MUAS 1020 (0). MUSIC PATHWAYS: EXPLORING MEADOWS AND YOUR FUTURE.
Required orientation for all first-year music majors. Provides valuable information about college life and professional opportunities in music."
- g. Attach a detailed assessment plan including three to five specific program student learning outcomes, means or instructional measures to assess each outcome, identify program courses where learning will be assessed, and performance standards or criteria for success which demonstrate student learning for each outcome. (Examples for assessment plans/curriculum mapping can be found at the Office of Assessment and Institutional Effectiveness web page.) Please see next page.

Program Objectives/Standards (align with mission)	Learning Objectives/ Outcome Assessment	Courses (program core)	Means of Assessment (direct and indirect measures)	Criteria for Success (performance standard)
PO1: Familiarize students with Western music history/theory and the sequence of courses required.	<p>LO1: Students will design an appropriate schedule of courses comprised of Theory, Ear Training and History.</p> <p>LO2: Students will be able to sight-sing melodies, using solfège technique.</p> <p>LO3: Students will analyze Western, classical, music from multiple style periods, using Roman numeral analysis.</p>	<p>Orientation to Music - MUS 1751</p> <p>Theory I - MUS 1713 Theory II - MUS 1723 Theory III - MUS 2713 Theory IV - MUS 2723</p> <p>Ear Training I - MUS 1731 Ear Training II - MUS 1741 Ear Training III - MUS 2731 Ear Training IV - MUS 2741</p> <p>History of Music I – MUS 3773 History of Music II – MUS 3783 History of Music III – MUS 3692</p>	<p>Weekly Assignments</p> <p>Weekly classroom attendance/participation grade</p> <p>Pre- & Post-Survey of Music Department policies (MUS 1751 - beginning and end of course)</p>	<p>90-100%=A 80-89%=B 70-79%=C 60-69%=D Under 60%=F</p>
PO2: Introduce students to the performance requirements of the music curricula at ATU	<p>LO1: Students will practice and perform, on their primary instruments (weekly private lessons), in a rigorous, progressive track, leading up to the Minimum Competency Performance Exam (AKA the Sophomore Barrier), and/or a Senior Recital (music education majors)</p> <p>LO2: Students will attend 14 approved recitals per semester for six semesters, in order to develop an appreciation of solo and ensemble literature and performance.</p> <p>LO3: Students will rehearse and perform with ensembles, exploring advanced chamber and large ensemble literature.</p>	<p>Orientation to Music - MUS 1751</p> <p>Recital Attendance – MUS 1000,3000</p> <p>Applied Study (all Instruments) – multiple course numbers. Includes juries and the sophomore barrier experience.</p> <p>Ensembles (vocal/instrumental) – multiple course numbers</p> <p>Senior Recital - MUS 4001</p>	<p>Weekly Assignments</p> <p>Weekly classroom attendance/participation grade</p> <p>Pre- & Post-Survey of Music Department policies (MUS 1751 - beginning and end of course)</p> <p>Performance progress will be assessed during weekly private lessons, juries at the end of each semester, during the sophomore barrier jury, and, in Music Education programs, during the Senior Recital.</p>	<p>90-100%=A 80-89%=B 70-79%=C 60-69%=D Under 60%=F</p>
PO3: Promote an understanding of functional piano skills and requirements for education music degrees at ATU	<p>LO1: Students will learn to play the piano on a basic level. Piano skills will be developed in conjunction with the study of music theory and ear training, as well as applied study of the</p>	<p>Orientation to Music - MUS 1751 Class Piano I, II, III, and IV – MUS 1441 Brass Instruments – MUS 3401 Woodwind Instruments – MUS 3421 and 3431 Percussion Instruments – MUS 4461 Accompanying Seminar – MUS 4201 Instrumental Concepts – MUS 3441</p>	<p>Weekly Assignments</p> <p>Weekly classroom attendance/participation grade</p> <p>Survey of Music Department policies (MUS 1751 - beginning</p>	<p>90-100%=A 80-89%=B 70-79%=C 60-69%=D Under 60%=F</p>

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	<p>student's primary instrument.</p> <p><u>LO2</u>: Music Education Students will learn how to play instruments from various families (i.e. wind/brass/percussion) on a basic level, and will learn techniques for teaching students how to play these instruments.</p> <p><u>LO3</u>: Music Education Students will learn principles of classroom teaching, including classroom management, conducting ensembles, choosing appropriate literature, and engaging in everyday situations that face music educators.</p>	<p>Stringed Instruments – MUS 3481 Piano Pedagogy – MUS 3442 Accompanying Seminar - 4201 Principles of Conducting – MUS 3802 Secondary Instrumental Methods and Materials I, II – MUS 3821, 4281 Secondary Choral Methods and Materials I, II – MUS 3821, 4821 Music in the Elementary Classroom – MUS 3853</p>	<p>and end of course)</p> <p>Performance will be evaluated in all methods classes, class piano, conducting, and secondary methods courses by the teacher of record, according the requirements of the syllabus.</p>	Registrar's Office
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Arkansas Tech University
PROPOSAL FOR CHANGE IN PROGRAM

TO:	Select Appropriate Committee
FROM (Initiating Department):	Music
DATE SUBMITTED:	

Title	Signature	Date
Department Head		5-31-16
Dean		6-16-16
Teacher Education Council (if applicable)		
Graduate Council (if applicable)		
Registrar		7/6/16
Vice President for Academic Affairs		

Program Title: Secondary Ed - Music Ed (Vocal Music Option)		Requested changes will be effective Summer I for next catalog year
Outline change in program: (e.g., list changes in program such as (1) delete three hours of elective and (2) add three hours of approved major electives) Delete one hour of TECH 1001 and add one hour of MUS 1751		
What impact will the change have on staffing, on other programs and space allocation? Departmental space will be assigned Staffing - NONE		
Attach the Change in Program Assessment Form. The form is located on the Assessment & Institutional Effectiveness web page at http://www.atu.edu/assessment/		
If this course will affect other departments, a Departmental Support Form for each affected department must be attached. The form is located on the Curriculum forms web page at http://www.atu.edu/registrar/curriculum_forms.php .		
In the attached matrix, include requested changes in the matrix and include course number and title.		

Curriculum Matrix for Catalog	
Curriculum in _____ (enter title for program changing)	
<p>Freshman Fall Semester</p> <p>Add/Change:</p> <p>Delete:</p> <p>Total Hours:</p>	<p>Freshman Spring Semester</p> <p>Add/Change:</p> <p>Delete:</p> <p>Total Hours:</p>
<p>Sophomore Fall Semester</p> <p>Add/Change:</p> <p>Delete:</p> <p>Total Hours:</p>	<p>Sophomore Spring Semester</p> <p>Add/Change:</p> <p>Delete:</p> <p>Total Hours:</p>
<p>Junior Fall Semester</p> <p>Add/Change:</p> <p>Delete:</p> <p>Total Hours:</p>	<p>Junior Spring Semester</p> <p>Add/Change:</p> <p>Delete:</p> <p>Total Hours:</p>
<p>Senior Fall Semester</p> <p>Add/Change:</p> <p>Delete:</p> <p>Total Hours:</p>	<p>Senior Spring Semester</p> <p>Add/Change:</p> <p>Delete:</p> <p>Total Hours:</p>



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Registrar's Office

MUS 1751

Orientation to ~~the University and the Music Department~~

Section #:

Meets:

Location:

Instructor:

Office: 107 Witherspoon Hall

Phone:

E-mail:

Office Hours:

Student Outcomes for Course

By completing this course, the student will be equipped for success in college by developing:

- professional goals and the strategies for accomplishing those goals.
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Course Credit

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No Required Text

Arkansas Tech University Online Resources

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- Library Website
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- **B2E Mentor Meeting (Worth 20 points)** - Each student is required to meet with their Bridge to Excellence mentor (if not participating in the B2E program, students may meet with a faculty member in their major or their academic advisor). Students will report their reflections relative to the mentor meeting on the B2E Mentor Meeting form provided in Blackboard by Week 4.
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Less than 357 points	Under 60%	=	F

Course Outline

Dates	Topic(s)	Assignments
Week 1	Welcome/Introductions Blackboard Course Overview Review Syllabus Brief overview of recital attendance	Due: Week 2 Complete Blackboard Policy Agreement <ul style="list-style-type: none"> • E-mail Contact/Personal Information sheet to Instructor • Complete College Music Department survey (Due Week 3)
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Week 3	University Academic Calendar Music Department events (go over procedure for reservations) Juries/Barrier/Recitals Vocal dept. handbook for voice majors	Due: Week 4 <ul style="list-style-type: none"> • Meet with B2E Mentor • Homework Assignment 2 TBA
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Week 7	Discuss Academic Advising procedures - Undergraduate Catalog & Schedule of Courses Guest speaker(s) – careers in music Discuss etiquette at school and in the	Due: Week 9 <ul style="list-style-type: none"> • Review Library Materials • Homework Assignment 6

	profession. Discuss ensemble membership	
Week 8	FALL BREAK - Holiday	No assignment
Week 9 (In Library)	Library Resources & Practicing Integrity Class will meet in the Music/Multimedia Lab in the Library – Guest Lecturer – music/multi-media librarian	<ul style="list-style-type: none"> • Due: Week 10 • Watch Tegrity Lecture on Test Preparation & Test Taking • Homework Assignment 7
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Finals Week	OnTrack Reporting and Discussion	

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Email: campussupport@atu.edu
Hours of Operation: 24 hours a day, 7 days a week

From Disability Services:

The instructor will make every effort to provide appropriate accommodations for students with documented disabilities. The Office of Disability Services determines the needed accommodations based on an evaluation process administered by their staff. The process for requesting accommodations is available at http://www.atu.edu/disabilities/accommodation_info.php. **To maximize the potential for success, students should provide the instructor with their needs as early in the semester as possible.**

Arkansas Tech University
Proposal for Change in Program
Assessment Form

Our Mission

Arkansas Tech University, a state-supported institution of higher education, is dedicated to nurturing scholastic development, integrity, and professionalism. The University offers a wide range of traditional and innovative programs which provide a solid educational foundation for life-long learning to a diverse community of learners.

Provide an answer for each question. Your answers are to be typed single spaced.

- a. How does the program change fit with the university mission? The curricular change to the Bachelor of Music will enable music faculty to nurture 'scholastic development', 'integrity', and 'professionalism' by engaging students within the rigorous and unique context of being a music major.
- b. If this change in the program is mandated by an accrediting or certifying agency, include the directive. If not, state not applicable. Not applicable.
- c. How will the program change impact learning for students enrolled in this program? Students will be familiarized with all of the Student Learning Objectives contained within the Bachelor of Music and Music Education programs. This includes concepts of Western music history, theory, and performance practices. Basic piano skills are common to all of the music curricula. The music education programs include the following additional objective: "necessary classroom teaching skills and knowledge to effectively teach in the public school setting." Each of these five Student Learning Objectives is represented by a sequence of courses, engaging a music student on various levels, leading to mastery of the objective. It is imperative that music students understand all of these objectives, in addition to the corresponding course sequences at the beginning of the challenging, comprehensive experience of being a music major. This course is meant to be an Introduction to Music, but will retain elements of Tech 1001 (Orientation to the University). As this course is intended to replace Tech 1001 in all music curricula, it will represent important topics that are relevant for any incoming student at Arkansas Tech (i.e. information regarding Study Habits, University Resources, Diversity, Inclusion, and Healthy relationships).
- d. What will students demonstrate, represent, or produce to provide evidence of their learning once they complete the program? Students will have a working knowledge of each of the Student Learning Objectives in the Department of Music. On a macroscopic level, they will be able to demonstrate strategies for succeeding as performers and educators. On a practical level, they will have a strong working knowledge of departmental procedures, including course sequences for all of the music curricula.

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- e. Provide an example or examples of student learning assessment evidence which supports the changes in the program. A number of departments at Arkansas Tech have adopted program-specific orientation courses. Examples can be found in NUR 1001 and ART 1001 (Nursing and Art). The following research supports a program-specific orientation experience, citing that there was a stronger retention rate than evidenced in general-population orientation experiences at the institution studied: Lipe, David, and L. Rusty Waller. "The Impact of a Program-Specific Orientation Course on Student Retention at a For-Profit, Post-Secondary Institution." *FOCUS on Colleges, Universities & Schools* 7.1 (2013).
- f. How does this course fit in the current state of the discipline? Include Arkansas institutional comparisons. If Arkansas educational institutions do not have the course or program provide comparative examples from regional educational institutions. There are no examples of a music-specific version of college orientation in Arkansas, although there are examples at other universities in Arkansas that are similar to other program-specific orientation courses offered at ATU (i.e. Nursing and Art).
SMU in Dallas requires a course that seems quite similar, for all first-semester freshmen:
"MUAS 1020 (0). MUSIC PATHWAYS: EXPLORING MEADOWS AND YOUR FUTURE.
Required orientation for all first-year music majors. Provides valuable information about college life and professional opportunities in music."
- g. Attach a detailed assessment plan including three to five specific program student learning outcomes, means or instructional measures to assess each outcome, identify program courses where learning will be assessed, and performance standards or criteria for success which demonstrate student learning for each outcome. (Examples for assessment plans/curriculum mapping can be found at the Office of Assessment and Institutional Effectiveness web page.) Please see next page.

Program Objectives/Standards (align with mission)	Learning Objectives/ Outcome Assessment	Courses (program core)	Means of Assessment (direct and indirect measures)	Criteria for Success (performance standard)
PO1: Familiarize students with Western music history/theory and the sequence of courses required.	<p>LO1: Students will design an appropriate schedule of courses comprised of Theory, Ear Training and History.</p> <p>LO2: Students will be able to sight-sing melodies, using solfège technique.</p> <p>LO3: Students will analyze Western, classical, music from multiple style periods, using Roman numeral analysis.</p>	<p>Orientation to Music - MUS 1751</p> <p>Theory I - MUS 1713 Theory II - MUS 1723 Theory III - MUS 2713 Theory IV - MUS 2723</p> <p>Ear Training I - MUS 1731 Ear Training II - MUS 1741 Ear Training III - MUS 2731 Ear Training IV - MUS 2741</p> <p>History of Music I – MUS 3773 History of Music II – MUS 3783 History of Music III – MUS 3692</p>	<p>Weekly Assignments</p> <p>Weekly classroom attendance/participation grade</p> <p><u>Pre- & Post</u>-Survey of Music Department policies (MUS 1751 - beginning and end of course)</p>	<p>90-100%=A 80-89%=B 70-79%=C 60-69%=D Under 60%=F</p>
PO2: Introduce students to the performance requirements of the music curricula at ATU	<p>LO1: Students will practice and perform, on their primary instruments (weekly private lessons), in a rigorous, progressive track, leading up to the Minimum Competency Performance Exam (AKA the Sophomore Barrier), and/or a Senior Recital (music education majors)</p> <p>LO2: Students will attend 14 approved recitals per semester for six semesters, in order to develop an appreciation of solo and ensemble literature and performance.</p> <p>LO3: Students will rehearse and perform with ensembles, exploring advanced chamber and large ensemble literature.</p>	<p>Orientation to Music - MUS 1751</p> <p>Recital Attendance – MUS 1000,3000</p> <p>Applied Study (all Instruments) – multiple course numbers. Includes juries and the sophomore barrier experience.</p> <p>Ensembles (vocal/instrumental) – multiple course numbers</p> <p>Senior Recital - MUS 4001</p>	<p>Weekly Assignments</p> <p>Weekly classroom attendance/participation grade</p> <p><u>Pre- & Post</u>-Survey of Music Department policies (MUS 1751 - beginning and end of course)</p> <p>Performance progress will be assessed during weekly private lessons, juries at the end of each semester, during the sophomore barrier jury, and, in Music Education programs, during the Senior Recital.</p>	<p>90-100%=A 80-89%=B 70-79%=C 60-69%=D Under 60%=F</p>
PO3: Promote an understanding of functional piano skills and requirements for education music degrees at ATU	<p>LO1: Students will learn to play the piano on a basic level. Piano skills will be developed in conjunction with the study of music theory and ear training, as well as applied study of the</p>	<p>Orientation to Music - MUS 1751 Class Piano I, II, III, and IV – MUS 1441 Brass Instruments – MUS 3401 Woodwind Instruments – MUS 3421 and 3431 Percussion Instruments – MUS 4461 Accompanying Seminar – MUS 4201 Instrumental Concepts – MUS 3441</p>	<p>Weekly Assignments</p> <p>Weekly classroom attendance/participation grade</p> <p>Survey of Music Department policies (MUS 1751 - beginning</p>	<p>90-100%=A 80-89%=B 70-79%=C 60-69%=D Under 60%=F</p>

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	<p>student's primary instrument.</p> <p><u>LO2:</u> Music Education Students will learn how to play instruments from various families (i.e. wind/brass/percussion) on a basic level, and will learn techniques for teaching students how to play these instruments.</p> <p><u>LO3:</u> Music Education Students will learn principles of classroom teaching, including classroom management, conducting ensembles, choosing appropriate literature, and engaging in everyday situations that face music educators.</p>	<p>Stringed Instruments – MUS 3481 Piano Pedagogy – MUS 3442 Accompanying Seminar - 4201 Principles of Conducting – MUS 3802 Secondary Instrumental Methods and Materials I, II – MUS 3821, 4281 Secondary Choral Methods and Materials I, II – MUS 3821, 4821 Music in the Elementary Classroom – MUS 3853</p>	<p>and end of course)</p> <p>Performance will be evaluated in all methods classes, class piano, conducting, and secondary methods courses by the teacher of record, according the requirements of the syllabus.</p>	
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