Arkansas Tech University **REQUEST FOR COURSE ADDITION**

RECEIVED

JUL 0 1 2016

TO:	Select Appropriate Committee			
FROM (Initiating Department):	Music	Music		
DATE SUBMITTED:				
Title		Signature	Date	
Department Head		Autoli the hill	5-31-11	
Dean		Mul	5-31-14	
Teacher Education Council (if app	licable)	///		
Graduate Council (if applicable)				
Registrar	0	Flereauer	7/6/16	
Vice President for Academic Affair	'S			

Course Subject: (e.g., ACCT, E	Mart 191 - 191 - Labora de Lata e de-servador da deservada	(e.g., 1003)	Effective Term:			
MUS	1751		C Spring 🔅 Summer I			
Official Catalog Title: (If offici Orientation to Music	Official Catalog Title: (If official title exceeds 30 characters, indicate Banner Title below) Orientation to Music					
Banner Title: (limited to 30 cha Orientation to Music	racters, including spaces, ca	pitalize all letters — this w	vill display on the transcript)			
Will this course be cross-liste	d with another existing co	ourse? If so, list course s	ubject and number.			
⊂ Yes						
Will this course be cross-lister	d with a course currently	not in the undergraduat	e or graduate catalog?			
If so, list course subject and n	A i i A					
Is this course repeatable for	additional earned hours?	C Yes 👎 No Hown	many total hours?			
Grading: 📀 Standard Lette	r CP/F	C Other				
Mode of Instruction (check ap	propriate box):					
● 01 Lecture	C 02 Lecture/Laboratory	C 03 Laboratory on	lv			
C 05 Practice Teaching	⊂ 06 Internship/Practicum	C 07 Apprenticeshi	p/Externship			
C 08 Independent Study	C 09 Readings	10 Special Topics				
C 12 Individual Lessons	C 13 Applied Instruction	16 Studio Course	1			

 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, spec software, distance learning equipment, etc.? Will this course require a special classroom (computer lab, smart classroom, or laboratory)? MC 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 	Does this course require a fee?	C Yes	No	How Much?	Select Fee Type
(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 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., S36 art fee) e. Section for Name of instructor, office hours, contact information (telephone, email) f. Text required for 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) 1. 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, spec software, distance learning equipment, etc.? <i>MC</i> 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 ewill affect other depar	If selected other list fee type:				
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Effectiveness web page at http://www.atu.edu/assessment/ If this course will affect other departments, a Departmental Support Form for each affected department	Will this course require a special of	lassroor	n (compi	uter lab, smart c	lassroom, or laboratory)?
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http://www.atu.edu/registrar/curriculum_forms.php.	must be attached. The form is loo	cated on	the Curr	iculum forms we	



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/Grade	s			
Attendance/Participation			13 @ 20 points	260 points
Contact Sheet			1 @ 10 points	10 points
College Music Department surve	y (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%	=	А	
477 to 536 points	80-89%	=	В	
417 to 476 points	70-79%	=	С	
357 to 416 points	60-69%	=	D	
Less than 357 points	Under 60%	=	F	
				RECEIVED
Course Outline				JUL 0 1 2016

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 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 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	Due: Week 4 • Meet with B2E Mentor
Week 4	majorsCampus Resources (Health and Wellness, Public Safety, Tech Fit, Student Organizations, Tutoring, etc.) & Student Handbook Where do I go if? Survey in class	 Homework Assignment 2 TBA Due: Week 5 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 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 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 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	 Due: Week 10 Watch Tegrity Lecture on Test Preparation & Test Taking Homework Assignment 7
(111 2101 111))		Due: Week 11
Week 10	Study Skills: Effective Test Preparation & Test Taking	 View Career Services Video & Complete the Focus2 Homework Assignment 8
	Career Development Discuss performance/teaching/advanced	
Week 11	degrees in music Summer Music Festivals ATU Camps	 Due: Week 12 View Diversity & Inclusion Video Homework Assignment 9
Week 12	Healthy relationships Diversity Inclusion	 Due: Week 13 Read Story/View Video Homework Assignment 10 (track time/activities all week)
	monorom	Due: Week 15
Week 13	Managing Stress and Time (flashback to weeks 2 and 3	 Read Money Management Story Homework Assignment 11
Week 14	Thanksgiving - Holiday	No assignment
Week 15	Money Management – balance a	 Due: Finals Week Complete OnTrack Project Complete College Music Department survey again
Finals Week	budget in groups in class and discuss OnTrack Reporting and Discussion	survey again

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 RECEIVED

JUL 0 1 2016

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 L	ibrary and Tec	hnology Contor
Phone:	(479) 968-0646	Toll Free:	
Email:	campussupport@atu.edu	Ton Free:	(866) 400-8022
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 <u>http://www.atu.edu/disabilities/accommodation_info.php</u>. To maximize the potential for success, students should provide the instructor with their needs as early in the semester as possible.

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 Supports does not support
	the change.
Comments:	
MUS 1751 will replace Tech 1001 in the curr Teacher Licensure (Instrumental Music Optic Orientation to Music.	riculum of <i>Secondary Education – Music Education for</i> on) as a music-specific orientation course entitled

Department Head Signature: Date: 0-1-16

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 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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Office of Assessment and Institutional Effectiveness (2015)

Program Objectives/Standards (align with mission)	Learning Objectives/ Outcome Assessment	Courses (program core)	Means of Assessment (direct and indirect measures)	Criteria for Success (performan ce standard)
PO1: Familiarize students with Western music history/theory and the sequence of courses required.	LO1: Students will design an appropriate schedule of courses comprised of Theory, Ear Training and History. LO2: Students will be able to sight-sing melodies, using solfège technique. LO3: Students will analyze Western, classical, music from multiple style periods, using Roman numeral analysis.	Orientation to Music - MUS 1751 Theory I - MUS 1713 Theory II - MUS 1723 Theory III - MUS 2713 Theory IV - MUS 2723 Ear Training II - MUS 1731 Ear Training II - MUS 1741 Ear Training III - MUS 2731 Ear Training IV - MUS 2741 History of Music I – MUS 3773 History of Music II – MUS 3783 History of Music III – MUS 3692	Weekly Assignments Weekly classroom attendance/participation grade Pre- & Post-Survey of Music Department policies (MUS 1751 - beginning and end of course)	90-100%=A 80-89%=B 70-79%=C 60-69%=D Under 60%=F
PO2: Introduce students to the performance requirements of the music curricula at ATU	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) 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. LO3: Students will rehearse and perform with ensembles, exploring advanced chamber and large ensemble literature.	Orientation to Music - MUS 1751 Recital Attendance – MUS 1000,3000 Applied Study (all Instruments) – multiple course numbers. Includes juries and the sophomore barrier experience. Ensembles (vocal/instrumental) – multiple course numbers Senior Recital - MUS 4001	Weekly Assignments Weekly classroom attendance/participation grade Pre- & Post-Survey of Music Department policies (MUS 1751 - beginning and end of course) 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.	90-100%=A 80-89%=B 70-79%=C 60-69%=D Under 60%=F
PO3: Promote an understanding of functional piano skills and requirements for education music degrees at ATU	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	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 4461 Instrumental Concepts – MUS 3441 Stringed Instruments – MUS 3481	Weekly Assignments Weekly classroom attendance/participation grade Survey of Music Department policies (MUS 1751 - beginning and end of course)	90-100%=A 80-89%=B 70-79%=C 60-69%=D Under 60%=F

FOR ASSISTANCE CONTACT DR. CHRISTINE AUSTIN 479.880.4282 OR CAUSTIN@ATU.EDU

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student's primary instrument. 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. 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.	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	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.	
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Arkansas Tech University PROPOSAL FOR CHANGE IN PROGRAM

Registrar's Office

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

Title	Signature	Date
Department Head	Justic the hill	
Dean	M w-	5-31-14 6-16-16
Teacher Education Council (if applicable)		
Graduate Council (if applicable)		
Registrar	Hereau	716/16
Vice President for Academic Affairs		

Program Title:	Poquested changes will be		
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) delet	e three hours of elective and		
(2) and three hours of approved major electives)	the three hours of elective and		
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 spa	ce allocation?		
Departmental space will be assigned Statting - NONE			
Attach the Change in Program Assessment Form. The form is located on t	he 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 for	ns web page at		
http://www.atu.edu/registrar/curriculum_forms.php.			
In the attached matrix, include requested changes in the matrix and includ	le course number and title.		

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

MUS 1751 Orientation to the University and the Music Department RECEIVED

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Registrar's Office

Section #: Instructor:	Meets:	Location: 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

MUS 1751 Syllabus - Fall 2017, Page 2

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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.
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Course Evaluation/Grade Attendance/Participation Contact Sheet College Music Department surve Homework Assignments		13 @ 20 points 1 @ 10 points 4 @ 5 points 11 @ 20 points	260 points 10 points 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 477 to 536 points 417 to 476 points 357 to 416 points Less than 357 points	90-100% 80-89% 70-79% 60-69% Under 60%	A B C D F	

Course Outline

MUS 1751 Syllabus – Fall 2017, Page 3

Dates	Topic(s)	Assignments Registrar's Of
Week 1	Welcome/Introductions Blackboard Course Overview Review Syllabus Brief overview of recital attendance	 Due: Week 2 Complete Blackboard Policy Agreement 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 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	Due: Week 4 • Meet with B2E Mentor
WOOK 5	majors	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 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 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 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 Review Library Materials Homework Assignment 6

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MUS 1751 Syllabus - Fall 2017, Page 4

JUL 0 1 2016

	profession. Discuss ensemble membership	Registrar's Offic
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	 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 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 • View Diversity & Inclusion Video • Homework Assignment 9
Week 12	Healthy relationships Diversity Inclusion	 Due: Week 13 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 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 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		× 2
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 <u>http://www.atu.edu/disabilities/accommodation_info.php</u>. 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

Registrar's Office

JUL 0 1 2016

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.

- 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
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 "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	Learning	Courses	Means of Regis	trar's Offic
Objectives/Standards	Objectives/	(program core)	Assessment	Success
(align with mission)	Outcome	(1.0)	(direct and indirect	(performan
	Assessment		measures)	ce
				standard)
Contractor and the second				
PO1: Familiarize	LO1: Students will	Orientation to Music - MUS 1751	Weekly Assignments	90-100%=A
students with Western	design an appropriate schedule of courses	Theory I - MUS 1713	Weekly classroom	80-89%=B
music history/theory	comprised of Theory,	Theory II - MUS 1723	attendance/participation	70-79%=C
and the sequence of	Ear Training and	Theory III - MUS 2713 Theory IV - MUS 2723	grade	60-69%=D Under
courses required.	History.	Theory IV - 1003 2725	Pre- & Post-Survey of	60%=F
	LO2: Students will be	Ear Training I - MUS 1731	Music Department	0070 1
	able to sight-sing	Ear Training II - MUS 1741 Ear Training III - MUS 2731	policies (MUS 1751 - beginning and end of	and the second second
	melodies, using solfège technique.	Ear Training IV - MUS 2741	course)	
		History of Music I – MUS 3773		
	LO3: Students will analyze Western,	History of Music I – MUS 3773 History of Music II – MUS 3783		
	classical, music from	History of Music III – MUS 3692	The second second second	
and the second second	multiple style periods,			
	using Roman numeral analysis.			
PO2: Introduce	LO1: Students will	Orientation to Music - MUS 1751	Weekly Assignments	90-100%=A
students to the	practice and perform, on their primary	Recital Attendance – MUS	Weekly classroom	80-89%=B
performance	instruments (weekly	1000,3000	attendance/participation	70-79%=C 60-69%=D
requirements of the	private lessons), in a	Applied Study (all Instruments) –	grade	Under
music curricula at	rigorous, progressive track, leading up to the	multiple course numbers. Includes	Pre- & Post-Survey of	60%=F
ATU	Minimum Competency	juries and the sophomore barrier experience.	Music Department policies (MUS 1751 -	
	Performance Exam (AKA the Sophomore	experience.	beginning and end of	
	Barrier), and/or a Senior	Ensembles (vocal/instrumental) –	course)	
	Recital (music education majors)	multiple course numbers	Performance progress	
	majors)	Senior Recital - MUS 4001	will be assessed during	
	LO2: Students will		weekly private lessons, juries at the end of each	
	attend 14 approved recitals per semester for	a an ann a sharan a dhaaraan	semester, during the	
	six semesters, in order to		sophomore barrier jury,	
	develop an appreciation of solo and ensemble		and, in Music Education programs, during the	
	literature and		Senior Recital.	
	performance.			
	LO3: Students will		and the second secon	
	rehearse and perform			
	with ensembles, exploring advanced			
	chamber and large			
	ensemble literature.			
DO2. December 1	LOLA	Orientation to Music - MUS 1751	Weekly Assignments	00 1000/- 4
PO3: Promote an	LO1: Students will learn to play the piano	Class Piano I, II, III, and IV – MUS	weekiy Assignments	90-100%=A 80-89%=B
understanding of	on a basic level. Piano	1441	Weekly classroom	оо-оу/о-в 70-79%=С
functional piano skills	skills will be developed	Brass Instruments – MUS 3401 Woodwind Instruments – MUS 3421	attendance/participation grade	60-69%=D
and requirements for	in conjunction with the study of music theory	and 3431		Under
education music	and ear training, as well	Percussion Instruments – MUS 4461 Accompanying Seminar – MUS 4201	Survey of Music	60%=F
degrees at ATU	as applied study of the	Accompanying Seminar – MUS 4201 Instrumental Concepts – MUS 3441	Department policies (MUS 1751 - beginning	

Office of Assessment and Institutional Effectiveness (2015)

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student's primary instrument. 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 3821,4281 and end of course) Registrar's Office Various families (i.e. wind/brass/percussion) on a basic level, and will learn techniques for teaching students will learn principles of classroom teaching, including classroom management, conducting ensembles, choosing appropriate Stringed Instruments – MUS 3481 Piano Pedagogy – MUS 3442 Accompanying Seminar - 4201 Principles of Conducting – MUS 3802 Secondary Choral Methods and Materials I, II – MUS 3821,4281 and end of course) Registrar's Office Variation Students will learn principles of classroom Materials I, II – MUS 3821,4281 conducting, and secondary methods courses by the teacher of record, according the requirements of the syllabus.					
student's primary instrument.Stringed instruments – MUS 3481 Piano Pedagogy – MUS 3442 Accompanying Seminar - 4201and end of course)GLO2: 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.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 3853Performance 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.LO3: Music Education Students will learn principles of classroom teaching, including classroom management, conducting ensembles,Materials I, II – MUS 3853Herd of course)				Por	vintrar's Office
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LO2: Music Education Principles of Conducting – MUS Performance will be evaluated in all methods Students will learn how to play instruments from S802 Secondary Instrumental Methods and Performance will be wind/brass/percussion) on a basic level, and will Becondary Choral Methods and Materials I, II – MUS 3821, 4821 Secondary Choral Methods and Secondary Choral Methods Secondary Choral Method		instrument.		The second second second	
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Arkansas Tech University PROPOSAL FOR CHANGE IN PROGRAM

TO:	Select Appropriate Committee	Registrar's O
FROM (Initiating Department):	Music	
DATE SUBMITTED:		

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

Program Title:	Requested changes will be			
Secondary Ed - Music Ed (Keyboard Instrumental Music Option)	effective Summer I for next catalog year			
Outline change in program: (e.g., list changes in program such as (1) delet	e 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 spa	ce allocation?			
Departmental space will be assigned Station - 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	de course number and title.			

JUL 0 1 2016

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



JUL 0 1 2016

Registrar's Office

MUS 1751	
Orientation to the University and the Music Department	

Section #: Meets: Instructor: Phone: Office Hours:

Location: Office: 107 Witherspoon Hall E-mail:

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

MUS 1751 Syllabus - Fall 2017, Page 2

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/Grade Attendance/Participation Contact Sheet College Music Department surve Homework Assignments B2E Mentor Meeting OnTrack Report		 13 @ 20 points 1 @ 10 points 4 @ 5 points 11 @ 20 points 1 @ 20 points 1 @ 70 points 	260 points 10 points 20 points 220 points 20 points 70 points
TOTAL			600 points
Grading Scale 537 to 600 points 477 to 536 points 417 to 476 points 357 to 416 points Less than 357 points	90-100% 80-89% 70-79% 60-69% Under 60%	A B C D F	RECEIVED
Course Outline			JUL 01 2016
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1 2016 Registrar's Office

Dates	Topic(s)	Assignments Registrar's Of
Week 1	Welcome/Introductions Blackboard Course Overview Review Syllabus Brief overview of recital attendance	 Due: Week 2 Complete Blackboard Policy Agreement 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 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 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 Where do I go if? Survey in class	 Due: Week 5 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 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 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 Review Library Materials Homework Assignment 6

JUL 0 1 2016

MUS 1751 Syllabus – Fall 2017, Page 4

	profession. Discuss ensemble membership	Registrar's Of
Week 8	FALL BREAK - Holiday	No assignment
	Library Resources & Practicing Integrity Class will meet in the Music/Multimedia Lab in the	 Due: Week 10 Watch Tegrity Lecture on Test
Week 9	Library – Guest Lecturer – music/multi-media librarian	Preparation & Test TakingHomework Assignment 7
(In Library) Week 10	Study Skills: Effective Test Preparation & Test Taking	 Due: Week 11 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 • View Diversity & Inclusion Video • Homework Assignment 9
Week 12	Healthy relationships Diversity Inclusion	 Due: Week 13 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 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 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

MUS 1751 Syllabus - Fall 2017, Page 5

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

Location:	Room 150, Ross Pendergraft L	ibrary and Tec	
Phone:	(479) 968-0646	Toll Free:	
Email: Hours of Operation:	campussupport@atu.edu		(866) 400-8022

From Disability Services:

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Registrar's Office

Arkansas Tech University

Proposal for Change in Program

Assessment Form

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Office of Assessment and Institutional Effectiveness (2015)

				Registrar's C
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Objectives/Standards	Objectives/	(program core)	Assessment	Success
(align with mission)	Outcome		(direct and indirect	(performan
	Assessment		measures)	ce
			a second a second second second	standard)
PO1: Familiarize	LO1: Students will	Orientation to Music - MUS 1751	Weekly Assignments	90-100%=A
students with Western	design an appropriate	Theory L. MIIS 1712		80-89%=B
music history/theory	schedule of courses	Theory I - MUS 1713 Theory II - MUS 1723	Weekly classroom attendance/participation	70-79%=C
and the sequence of	comprised of Theory, Ear Training and	Theory III - MUS 2713	grade	60-69%=D
courses required.	History.	Theory IV - MUS 2723		Under
	LO2: Students will be	Ear Training I - MUS 1731	Pre- & Post-Survey of Music Department	60%=F
and many states and	LO2: Students will be able to sight-sing	Ear Training II - MUS 1741	policies (MUS 1751 -	
	melodies, using solfège	Ear Training III - MUS 2731	beginning and end of	
	technique.	Ear Training IV - MUS 2741	course)	
	LO3: Students will	History of Music I – MUS 3773		
	analyze Western,	History of Music II – MUS 3783		
	classical, music from	History of Music III – MUS 3692		
	multiple style periods, using Roman numeral			
	analysis.		and the second	
PO2: Introduce	LOI: Cr. L	Orientation to Music - MUS 1751	Weekly Assignments	00.1000/
students to the	LO1: Students will practice and perform, on		Weekly Assignments	90-100%=A
	their primary	Recital Attendance – MUS	Weekly classroom	80-89%=B 70-79%=C
performance	instruments (weekly	1000,3000	attendance/participation	60-69%=D
requirements of the	private lessons), in a rigorous, progressive	Applied Study (all Instruments) -	grade	Under
music curricula at	track, leading up to the	multiple course numbers. Includes	Pre- & Post-Survey of	60%=F
ATU	Minimum Competency	juries and the sophomore barrier experience.	Music Department	00701
	Performance Exam (AKA the Sophomore		policies (MUS 1751 - beginning and end of	and the state of the state
	Barrier), and/or a Senior	Ensembles (vocal/instrumental) -	course)	
	Recital (music education	multiple course numbers	Performance progress	
	majors)	Senior Recital - MUS 4001	will be assessed during	
	LO2: Students will		weekly private lessons,	
	attend 14 approved		juries at the end of each	and the second
	recitals per semester for six semesters, in order to		semester, during the sophomore barrier jury,	
	develop an appreciation		and, in Music Education	
	of solo and ensemble		programs, during the Senior Recital.	line for the second
	literature and performance.		Sentor Recital.	
				a har starte
	LO3: Students will rehearse and perform			
	with ensembles,			
	exploring advanced			
	chamber and large ensemble literature.			
	enseniore merature.			Second Second
PO3: Promote an	LO1: Students will	Orientation to Music - MUS 1751	Weekly Assignments	90-100%=A
understanding of	learn to play the piano	Class Piano I, II, III, and IV - MUS		80-89%=B
functional piano skills	on a basic level. Piano	1441 Brass Instruments – MUS 3401	Weekly classroom	70-79%=C
and requirements for	skills will be developed in conjunction with the	Woodwind Instruments – MUS 3401	attendance/participation grade	60-69%=D
education music	study of music theory	and 3431	the second second second	Under
degrees at ATU	and ear training, as well	Percussion Instruments – MUS 4461 Accompanying Seminar – MUS 4201	Survey of Music	60%=F
and the start of t	as applied study of the	Instrumental Concepts – MUS 3441	Department policies (MUS 1751 - beginning	

FOR ASSISTANCE CONTACT DR. CHRISTINE AUSTIN 479.880.4282 OR CAUSTIN@ATU.EDU

Office of Assessment and Institutional Effectiveness (2015)

student's miner			Registrar's Offi	ce
student's primary instrument. 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. 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.	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	and end of course) 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.		00

JUL 0 1 2016

Registrar's Office

Arkansas Tech University PROPOSAL FOR CHANGE IN PROGRAM

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

Title	Signature	Date
Department Head	aux this this	5-31-K
Dean	Mh	6-16-16
Teacher Education Council (if applicable)		
Graduate Council (if applicable)		
Registrar	y aslaun	7/2/14
Vice President for Academic Affairs		

Program Title:	Requested changes will be			
Secondary Ed - Music Ed (Keyboard Vocal Music Option)	effective Summer I for next catalog year			
Outline change in program: (e.g., list changes in program such as (1) delet	e 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 spa	ce allocation?			
Departmental space will be assigned Stoffing - 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	de course number and title.			

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



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Registrar's Office

MUS 1751	
Orientation to the University and th	e Music Department

Section #:Meets:Location:Instructor:Office: 107 Witherspoon HallPhone:E-mail:

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 solution of the solution o

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 Contact Sheet College Music Department survey (Pre Homework Assignments B2E Mentor Meeting OnTrack Report TOTAL	& Post)	1 11 1	 @ 20 points @ 10 points 4 @ 5 points @ 20 points @ 20 points @ 70 points 	260 points 10 points 20 points 220 points 20 points 70 points 600 points
477 to 536 points80417 to 476 points70357 to 416 points60	-89% -79%	=	A B C D F	

Course Outline

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Registra	134	nnce

Dates	Topic(s)	Assignments Registrar's
Week 1	Welcome/Introductions Blackboard Course Overview Review Syllabus Brief overview of recital attendance	 Due: Week 2 Complete Blackboard Policy Agreement 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 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	Due: Week 4 • Meet with B2E Mentor
	majors	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 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 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 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 Review Library Materials Homework Assignment 6

JUL 0 1 2016

profession. Discuss ensemble membership	Registrar's Offic
FALL BREAK - Holiday	No assignment
Library Resources & Practicing Integrity Class will meet in the Music/Multimedia Lab in the Library – Guest Lecturer – music/multi-media librarian	 Due: Week 10 Watch Tegrity Lecture on Test Preparation & Test Taking Homework Assignment 7
Study Skills: Effective Test Preparation & Test Taking	 Due: Week 11 View Career Services Video & Complete the Focus2 Homework Assignment 8
Career Development Discuss performance/teaching/advanced degrees in music Summer Music Festivals	Due: Week 12 • View Diversity & Inclusion Video • Homework Assignment 9
Healthy relationships Diversity Inclusion	 Due: Week 13 Read Story/View Video Homework Assignment 10 (track time/activities all week)
Managing Stress and Time (flashback to weeks 2 and 3	Due: Week 15Read Money Management StoryHomework Assignment 11
Thanksgiving - Holiday	No assignment
Money Management – balance a budget in groups in class and discuss	 Due: Finals Week Complete OnTrack Project Complete College Music Department survey again
	Discuss ensemble membership FALL BREAK - Holiday Library Resources & Practicing Integrity Class will meet in the Music/Multimedia Lab in the Library – Guest Lecturer – music/multi-media librarian Study Skills: Effective Test Preparation & Test Taking Career Development Discuss performance/teaching/advanced degrees in music Summer Music Festivals ATU Camps Healthy relationships Diversity Inclusion Managing Stress and Time (flashback to weeks 2 and 3 Thanksgiving - Holiday Money Management – balance a

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

MUS 1751 Syllabus - Fall 2017, Page 5

JUL 0 1 2016

there will be times when students need clarification or assistance. The instructor welcomes distributes Office 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 <u>http://www.atu.edu/disabilities/accommodation_info.php</u>. 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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Registrar's Office

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.

- 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.

Office of Assessment and Institutional Effectiveness (2015)

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Program Objectives/Standards	Learning Objectives/	Courses (program core)	Means of	Criteria for
(align with mission)	Outcome	(program core)	Assessment (direct and indirect	Success
(angh with mission)	Assessment		measures)	(performan ce
	Assessment		measures)	standard)
				standard)
PO1: Familiarize	LO1: Students will	Orientation to Music - MUS 1751	Weekly Assignments	90-100%=A
students with Western	design an appropriate	Theory I MUS 1712	W. 11 1	80-89%=B
music history/theory	schedule of courses	Theory I - MUS 1713 Theory II - MUS 1723	Weekly classroom attendance/participation	70-79%=C
and the sequence of	comprised of Theory, Ear Training and	Theory III - MUS 2713	grade	60-69%=D
courses required.	History.	Theory IV - MUS 2723		Under
eouises required.	LOO: Chalanta will be	Ear Training I - MUS 1731	Pre- & Post-Survey of Music Department	60%=F
	LO2: Students will be able to sight-sing	Ear Training II - MUS 1741	policies (MUS 1751 -	
	melodies, using solfège	Ear Training III - MUS 2731	beginning and end of	
	technique.	Ear Training IV - MUS 2741	course)	
	LO3: Students will	History of Music I – MUS 3773		
	analyze Western,	History of Music II – MUS 3783		
	classical, music from	History of Music III – MUS 3692		
	multiple style periods, using Roman numeral			
	analysis.			
PO2: Introduce	LOI: children and	Orientation to Music - MUS 1751	Weekly Assignments	00 1000/-4
students to the	LO1: Students will practice and perform, on	Strentation to Music - MOS 1751	weekly Assignments	90-100%=A 80-89%=B
Strength St	their primary	Recital Attendance – MUS	Weekly classroom	80-89%-В 70-79%=С
performance	instruments (weekly	1000,3000	attendance/participation grade	60-69%=D
requirements of the	private lessons), in a rigorous, progressive	Applied Study (all Instruments) -	graue	Under
music curricula at	track, leading up to the	multiple course numbers. Includes	Pre- & Post-Survey of	60%=F
ATU	Minimum Competency	juries and the sophomore barrier experience.	Music Department policies (MUS 1751 -	
Contractor and a Contractor	Performance Exam (AKA the Sophomore	experience.	beginning and end of	
	Barrier), and/or a Senior	Ensembles (vocal/instrumental) -	course)	
	Recital (music education	multiple course numbers	Performance progress	
	majors)	Senior Recital - MUS 4001	will be assessed during	
	LO2: Students will		weekly private lessons,	
	attend 14 approved		juries at the end of each semester, during the	a the second second
	recitals per semester for six semesters, in order to		sophomore barrier jury,	
	develop an appreciation		and, in Music Education	
	of solo and ensemble literature and		programs, during the Senior Recital.	
	performance.		State Internal.	
	LO3: Students will rehearse and perform			
	with ensembles,			
	exploring advanced			
	chamber and large ensemble literature.			
PO3: Promote an	LO1: Students will	Orientation to Music - MUS 1751	Weekly Assignments	90-100%=A
understanding of	learn to play the piano	Class Piano I, II, III, and IV – MUS 1441	Waakky alagara	80-89%=B
functional piano skills	on a basic level. Piano skills will be developed	Brass Instruments – MUS 3401	Weekly classroom attendance/participation	70-79%=C
and requirements for	in conjunction with the	Woodwind Instruments - MUS 3421	grade	60-69%=D
education music	study of music theory	and 3431 Percussion Instruments – MUS 4461	Survey of Music	Under
degrees at ATU	and ear training, as well as applied study of the	Accompanying Seminar – MUS 4201	Survey of Music Department policies	60%=F
3	as appried study of the	Instrumental Concepts - MUS 3441	(MUS 1751 - beginning	

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

JUL 0 1 2016

Registrar's Office

Arkansas Tech University PROPOSAL FOR CHANGE IN PROGRAM

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

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

Program Title:	Requested changes will be		
Secondary Ed - Music Ed (Vocal Music Option)	effective Summer I for next catalog year		
Outline change in program: (e.g., list changes in program such as (1) delet	te three hours of elective and		
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 _ 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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Registrar's Office

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



MUS 1751 *Orientation to the University and the Music Department* RECEIVED

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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.
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- working knowledge of rules and procedures involving recital attendance, juries, recitals and music department policies.

ATU Course Catalog Description

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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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MUS 1751 Syllabus - Fall 2017, Page 2

Registrar's Office

Attendance and Participation

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Class Expectations

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Homework Assignments

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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 Contact Sheet College Music Department survey Homework Assignments B2E Mentor Meeting OnTrack Report TOTAL	(Pre & Post)	13 @ 20 points 1 @ 10 points 4 @ 5 points 11 @ 20 points 1 @ 20 points 1 @ 70 points	260 points 10 points 20 points 220 points 20 points 70 points 600 points
Grading Scale 537 to 600 points 477 to 536 points 417 to 476 points 357 to 416 points Less than 357 points	90-100% 80-89% 70-79% 60-69% Under 60%	A B C D F	

Course Outline

MUS 1751 Syllabus – Fall 2017, Page 3

Dates	Topic(s)	Assignments Registrar's Off
Week 1	Welcome/Introductions Blackboard Course Overview Review Syllabus Brief overview of recital attendance	 Due: Week 2 Complete Blackboard Policy Agreement 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 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	Due: Week 4 • Meet with B2E Mentor
	majors	Homework Assignment 2 TBA Due: Week 5
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	 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 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 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 • Review Library Materials • Homework Assignment 6

MUS 1751 Syllabus - Fall 2017, Page 4

JUL 0 1 2016

i 1997 - Santa Santa Santa 1997 - Santa Sa	profession. Discuss ensemble membership	Registrar's Off
Week 8	FALL BREAK - Holiday	No assignment
,	Library Resources & Practicing Integrity Class will meet in the Music/Multimedia Lab in the	 Due: Week 10 Watch Tegrity Lecture on Test
Week 9	Library – Guest Lecturer –	Preparation & Test Taking
(In Library)	music/multi-media librarian	Homework Assignment 7
Week 10	Study Skills: Effective Test Preparation & Test Taking	 Due: Week 11 View Career Services Video & Complete the Focus2 Homework Assignment 8
Week 11	Career Development Discuss performance/teaching/advanced degrees in music Summer Music Festivals	Due: Week 12 • View Diversity & Inclusion Video
	ATU Camps	Homework Assignment 9
Week 12	Healthy relationships Diversity Inclusion	 Due: Week 13 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 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 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

MUS 1751 Syllabus – Fall 2017, Page 5

Registrar's Office

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 <u>http://www.atu.edu/disabilities/accommodation_info.php</u>. 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.

- 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.

Office of Assessment and Institutional Effectiveness (2015)

JUL 0 1 2016

Program	Learning	Courses	Maria	Registrar's
Objectives/Standards	Objectives/	(program core)	Means of	Criteria for
(align with mission)	Outcome	(program core)	Assessment	Success
(angi with mission)	Assessment		(direct and indirect	(performan
	Assessment		measures)	ce
				standard)
PO1: Familiarize	LO1: Students will	Orientation to Music - MUS 1751	Weekly Assignments	90-100%=A
students with Western	design an appropriate	A second second second second	, , , , , , , , , , , , , , , , , , , ,	80-89%=B
music history/theory	schedule of courses	Theory I - MUS 1713	Weekly classroom	70-79%=C
and the sequence of	comprised of Theory,	Theory II - MUS 1723 Theory III - MUS 2713	attendance/participation grade	60-69%=D
	Ear Training and History.	Theory IV - MUS 2723	graue	Under
courses required.	motory.		Pre- & Post-Survey of	60%=F
	LO2: Students will be	Ear Training I - MUS 1731 Ear Training II - MUS 1741	Music Department	00/01
	able to sight-sing	Ear Training III - MUS 1741 Ear Training III - MUS 2731	policies (MUS 1751 - beginning and end of	
	melodies, using solfège technique.	Ear Training IV - MUS 2741	course)	
	LO3: Students will	History of Music I – MUS 3773 History of Music II – MUS 3783		
	analyze Western, classical, music from	History of Music II – MUS 3785 History of Music III – MUS 3692		
	multiple style periods,			
	using Roman numeral			
	analysis.		and the same of the state of the	
PO2: Introduce	LO1: Students will	Orientation to Music - MUS 1751	Weekly Assignments	90-100%=A
students to the	practice and perform, on			80-89%=B
performance	their primary	Recital Attendance – MUS	Weekly classroom	70-79%=C
requirements of the	instruments (weekly	1000,3000	attendance/participation grade	60-69%=D
	private lessons), in a rigorous, progressive	Applied Study (all Instruments) -	grade	Under
music curricula at	track, leading up to the	multiple course numbers. Includes	Pre- & Post-Survey of	60%=F
ATU	Minimum Competency	juries and the sophomore barrier experience.	Music Department	00/01
	Performance Exam (AKA the Sophomore	experience.	policies (MUS 1751 - beginning and end of	
	Barrier), and/or a Senior	Ensembles (vocal/instrumental) -	course)	
	Recital (music education	multiple course numbers		
	majors)	Senior Recital - MUS 4001	Performance progress will be assessed during	
	LO2: Students will		weekly private lessons,	
	attend 14 approved		juries at the end of each	
	recitals per semester for		semester, during the	
	six semesters, in order to develop an appreciation		sophomore barrier jury, and, in Music Education	
	of solo and ensemble		programs, during the	
	literature and		Senior Recital.	
	performance.			
	LO3: Students will			
	rehearse and perform		and the second second	
	with ensembles,			
	exploring advanced chamber and large			
	ensemble literature.			
PO3: Promote an	LO1: Students will	Orientation to Music - MUS 1751	Weekly Assignments	90-100%=A
understanding of	learn to play the piano	Class Piano I, II, III, and IV – MUS 1441	Weekly elegerate	80-89%=B
functional niano skills	on a basic level. Piano skills will be developed	Brass Instruments – MUS 3401	Weekly classroom attendance/participation	70-79%=C
and requirements for	in conjunction with the	Woodwind Instruments - MUS 3421	grade	60-69%=D
and requirements for		and 3431		Under
education music	study of music theory		0	
education music	study of music theory and ear training, as well as applied study of the	Percussion Instruments – MUS 4461 Accompanying Seminar – MUS 4201	Survey of Music Department policies	60%=F

FOR ASSISTANCE CONTACT DR. CHRISTINE AUSTIN 479.880.4282 OR CAUSTIN@ATU.EDU

Office of Assessment and Institutional Effectiveness (2015)

JUL 0 1 2016 Registrar's Office

15			7	egistrar's Off
	student's primary instrument.	Stringed Instruments – MUS 3481 Piano Pedagogy – MUS 3442	and end of course)	
1	instrument.	Accompanying Seminar - 4201		1.1.1.2.119 - 1.1.2
1	LO2: Music Education	Principles of Conducting – MUS	Performance will be	
	Students will learn how to play instruments from	3802 Secondary Instrumental Methods and	evaluated in all methods	
	various families (i.e.	Materials I, II – MUS 3821,4281	classes, class piano, conducting, and	
	wind/brass/percussion)	Secondary Choral Methods and	secondary methods	
	on a basic level, and will learn techniques for	Materials I,II – MUS 3821, 4821	courses by the teacher of	
	teaching students how to	Music in the Elementary Classroom – MUS 3853	record, according the requirements of the	
	play these instruments.	1100 2002	syllabus.	
	LO2 Maria Education			
1	LO3: Music Education Students will learn		and the second second	a de la calendaria
1	principles of classroom		Contract Street Street	
	teaching, including			
1	classroom management, conducting ensembles,			
	choosing appropriate			
	literature, and engaging			
	in everyday situations			
	that face music educators.			
L	 ouucutors.			