

New Course Proposal

Submit completed form electronically

1. **Course prefix and course number:** MUS 511
2. **Course title:** Special Topics in Pedagogy
3. **Abbreviated title for class schedule** (30 characters or less): Pedagogy
4. **Credit hours:** 3
5. **Catalog description:** Students will engage in a comprehensive review of instructional techniques, materials, and performance techniques for teaching private studio lessons. Areas of study may include clarinet, French horn, percussion, piano, saxophone, trumpet, and voice. Prerequisite for Music: admission into the Master of Music program or instructor permission.
6. **Prerequisites** (*to add each additional prerequisite, start a new line*):
(See attached Note for samples)
 - A. Admission to the Master of Music program or instructor permission
7. **Co-requisites (including labs, if any):** n/a
8. **Major/Class restrictions: Please indicate any class or major restrictions:** This course is restricted to post baccalaureate students.
9. **Repeatable: If course is repeatable list maximum credits:** Repeatable only for study on other instruments or voices.
10. **Labs requirements:** N/A.
11. **Fees: List any course fees:** none
12. **Grade Mode: Graded only:** yes **Pass/No Pass only:** no **Option:** no
13. **CIP Code: Six-digit CIP code** (check with your dean): 50.0901
14. **Special qualifications; Is course proposed for (yes/no):** n/a
 - A. University Studies? no If yes, list Strand(s) no
 - B. Honors? no
 - C. Community-Based Learning? No
15. **Cross-listing: List any cross-listing:** none
16. **Strategic justification for proposed course:**

A. **Rationale:** What is the overall strategic rationale for offering this course? This is the required course for the new master of performance emphasis and fulfills NASM accreditation requirements.

B. **Alignment:**

1. 1. How does this course align with the unit's mission plan? The mission of the music program is:

As a central discipline within the performing arts, the mission of the Department of Music is to foster excellence in our students, serve our profession, and act as a musical resource to our community, as the Center of Excellence in the Fine and Performing Arts, as designated by the Oregon State Board of Higher Education.

This course, and program in which it is a part, will offer an substantial musical resource to our region because the program is centered on performance; the quality of graduate recitals and performances will be unmatched within a 200-mile radius, giving concert goers increase opportunities to hear live music that is of a more demanding nature that presently exists. Our profession will be served through the research conducted by our students. Excellence will be fostered through a rigorous admissions process with a focus on recruiting international students from our partner institutions.

2. How does the course fit into the rest of the unit's curriculum? This course is a foundational course in the MM performance curriculum.

C. **Enrollment:** What is the new course's estimated enrollment each time it is offered over a three-year period? Year 1 - 8; Year 2 - 11; Year 3 – 14. These numbers are purposefully conservative, at the request of a NASM program evaluator and UO colleague.

D. **Resource evaluation:** What resources – faculty, equipment, lab space, etc. -- will be needed to offer this course and how will those resources be obtained?

1. *Faculty:*

- a. Who will teach the course? Our full time faculty will teach this course, and course assignments will be made depending on the specific instrument/voice that students are studying.
- b. Evaluate unit's faculty availability and/or needs and the impact on other teaching obligations. Full time faculty will be released from general education or elective options as the pedagogy course is needed. Loading will be in accordance with Faculty Senate loading policy; because of the specialized nature of this course, fractional loading will be applied per Senate policies.
- c. If additional faculty members are needed, how will that need be met? Additional faculty are not needed; adjunct faculty can be used to backfill general education and lower division courses.

2. *Facilities:* Cite any additional need for classrooms, equipment or lab space; explain how that need(s) will be met. n/a

3. *Other:*
 - a. Are Hannon Library resources sufficient to meet the needs of this course? Yes.
 - b. Are any other resources needed to support this course? None. If so, please explain how they will be obtained. n/a

E. External impact:

1. What is the expected effect of this course on existing programs elsewhere in the university? No impact is expected.

NOTE: Please document your contact with other departments which may be affected by this new course and the response you received.

2. Will any of your prerequisites affect other departments/programs? No.

NOTE: Please document your contact with other departments/programs which may be affected by this new course and the response you received.

17. Syllabus (condensed)

*(Attach an accompanying, condensed syllabus, which should include the following items. Schedules and similar details are **not** required.)*

- A. Course description (same as Catalog description, above)
- B. Learning objectives of the course
- C. Required texts
- D. Course format
- E. Other – any other relevant materials needed to explain the goals and teaching methods of this course.

Approvals:

Signature of chair/director	date
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Signature of dean	date
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5/13/10

MUS 511: Special Topics in Pedagogy

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Learning Outcomes: At the conclusion of our course, students will be able to:

- Critically analyze older and current pedagogical methods, reflecting on the strengths and weaknesses of the various approaches.
- Select musical literature and demonstrate the pedagogical value of the literature.
- Distinguish between performance practices of the musical eras from the Baroque to the present.
- Evaluate student performance.
- Teach students of all ages.

Required Texts and Materials:

The text and materials will vary depending upon the instrument/voice that is the topic of the course. Here is a partial list of the materials that might be used.

Cambridge Companion to the Saxophone
Classical and Romantic Performing Practice 1750-1900
Guide To Teaching Woodwinds
Solutions for Singers: Tools for Performers and Teachers
Teaching Brass: A Resource Manual

Class Format:

- Classroom lecture and discussion
- Research projects presented to class
- Observation of studio lessons
- Teaching a beginning student