

## **Cover Sheet for MUS 392: Contemporary Issues in Music Education**

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### **I. Learning goals**

This course will challenge students to examine, question, and trouble traditional notions of music education in the United States. The course content will be framed around the following overarching questions. What are the issues that music educators engage with outside of traditional band, chorus, and orchestra programs? How might popular music pedagogies and culturally relevant music teaching make for a more inclusive experience for students in K-12 music programs? How do we think about gender, sexuality, race, socioeconomic status, and differing abilities in our classrooms and what does this mean for our teaching?

By the end of the semester, students will be able to:

- Advocate for music education using aesthetic, paraxial, and utilitarian rationales
- Evaluate the extent to which the recommendations of Yale Seminar and Tanglewood Symposium have come to fruition in today's music classrooms
- Understand how cultural, social, and historical norms shape current practice in music education
- Identify issues related to the teaching and learning of multicultural and popular musics
- Understand how music educators can challenge power structures within the field by addressing and reflecting on issues of privilege, equity, and access in music education

The proposed course will align with the following goals as outlined in the Department of Music Strategic Plan for the Bachelor of Music in Music Education Degree

STRATEGIC PLAN GOAL		Alignment with MUS392
GOAL A	The program will provide a comprehensive and rigorous understanding of music performance, theory, history, and contemporary practices and issues in Music Education.	The proposed course will focus on contemporary practices and issues in music education especially as they relate to equity, social justice, meeting the learning needs of diverse populations, and expanding understandings of how music education can function outside of the traditional ensemble model.
GOAL B	The curriculum will be guided by principles of professional excellence, pedagogical rigor, and current educational policy so that students are prepared with the skills and dispositions necessary to become effective 21 <sup>st</sup> century educators.	This proposed course aligns with current New Jersey Department of Education policy and teacher certification changes. Specifically, the course will place students in diverse field experiences and will fulfill 75 of the 175 clinical experience hours that are required prior to student teaching.
GOAL C	The program will provide students with a broad range of diverse and high impact field experiences.	The practicum component of the proposed course will place students in field experiences that focus on urban music education, music education for students with special needs, and non-traditional programs.
GOAL D	The program will prepare students to be reflective and innovative educators through the development of critical and analytical skills gained in undergraduate research projects.	Course readings, class discussions, field experiences and corresponding reflection assignments will challenge students to use reflections of their teaching practices to shape their curricular and instructional choices.

GOAL E	The program curriculum will keep current with state and national requirements for music teaching certification.	This course is designed to enable students to fulfill the New Jersey requirements for 175 hours of clinical field experience prior to student teaching.
GOAL F	The program will prepare students to meet career objectives through comprehensive field experiences and a senior Capstone project.	This course will provide students with a variety of skills and knowledge that will help them successfully prepare for a music education career in a variety of settings.

## II. Student assessment

Students in this course will be assessed in several ways. Homework (which includes readings and corresponding written and/or video reflections), class presentations, participation in discussions, a creative, performance based midterm project, and a final project that involves qualitative and/or quantitative research in addition to a brief literature review will allow students to demonstrate their understanding of course material in a variety of ways. In addition, many of these assessments involve student collaborations (either in pairs or in groups) which enhances the overall course experience and enables students to understand and empathize with a diverse range of personal experiences and reactions to course topics. Assessments align with the Department's Assessment Plan Goals for music education including: GOAL A (consistency/quality of courses and meeting course objectives), GOAL B (culminating projects in music ed courses), GOAL C (field placements in diverse settings), GOAL D (evaluations in music education classes), and GOAL F (assessments/assignments in practica courses),

## III. Learning activities

Learning activities for this course include reading, discussion, lecture, hands-on class activities (for example, textbook reviews, evaluating "multicultural" choral and instrumental literature, etc.), composition, improvisation, group music making, and field experiences in diverse settings. These activities are linked with the course and program goals that were listed in Part I. Expected student preparation outside of class will include course readings, writing/reflection assignments, and group projects and will amount to approximately five hours per week. Field placement time will be eight hours per week.