

Cover Memo for Proposed Admission and/or Standards Change (MTSU)

On-campus memo:

TO: Admission and Standards Committee

FROM: _____
(Department Chair or Program Coordinator)* (College, Program or Department)*

Contact Person: _____ EMAIL _____

RE: _____
(Specify issue[s] being submitted to the committee.)

DATE: _____

Level or area to which change(s) would apply:

University College School Department Program
 Other? _____

Program(s) and/or student population(s) affected: _____
(Note that an Impact Data Form must be submitted along with the proposal.)

This change would fall into the following classification(s) (check all that apply):

- | | |
|--|---|
| <input type="checkbox"/> Proposed change in GPA for admission | <input type="checkbox"/> Proposed change in policies or requirements for retention |
| <input type="checkbox"/> Proposed change in GPA for retention | <input type="checkbox"/> Proposed change in policies or requirements for graduation |
| <input type="checkbox"/> Proposed change in GPA for graduation | <input type="checkbox"/> Proposed change in grading scale |
| <input type="checkbox"/> Proposed change in test or pre-requisite requirements for admission | <input type="checkbox"/> Proposed change to academic program requirements |
| <input type="checkbox"/> Proposed change in other requirements for admission | <input type="checkbox"/> Proposed standards for a new program |
| <input type="checkbox"/> Proposed change in policies or requirements for placement | <input type="checkbox"/> Other |
| | _____ |

Description of Change Proposed:

(Attach separate sheet as needed.)

Rationale/justification for change (Please ensure that all aspects and ramifications of the change are addressed. Attach separate sheet as needed.):

Dissemination of information:

The following colleges, program or departments may be affected by this decision:

I certify that I (or my representative) have consulted with each college or program that may be affected by the proposed changes.

Proposer's signature _____ Date _____

Other permissions sought: *If this change is connected to curriculum or program development, have the appropriate forms been submitted to the general education, curriculum or graduate committees? If a proposal will/may impact enrollment in specific courses or programs, have concerned departments or programs been consulted? Please include dates of submission and/or approval as relevant.*

Other signatures needed for approval of proposal:

_____	_____
Department Chair or Program Coordinator*	Date of initial proposal
_____	_____
College Dean *	Date of college approval
_____	_____
Chair Admission and Standards Committee	Date approved by ASC
_____	_____
Vice-President for Student Affairs / Vice- Provost for Enrollment & Academic Services	Date approved by VPSA
_____	_____
Provost	Date approved by Provost
_____	_____
President	Date approved

* Note: When the proposal does not come from an academic unit, replace titles as needed. If a proposal comes directly from a dean or higher, the first signature may be omitted.

Proposal (Approved by EPC)

Statement additions to undergraduate catalog in the music education concentrations:

Concentration 1: Instrumental/General Music Education Concentration

Students must earn a passing grade of C- or higher in MUED 2000, MUED 3200, MUED 3230, and MUED 3250. Students must take and pass the Praxis Core Academic Skills for Educators test during their first thirty semester hours at MTSU if their ACT score is below 22 or SAT score is below 1020.

Concentration 2: Vocal/General Music Education Concentration

Students must earn a grade of C-or higher in MUED 2000, MUED 3190, MUED 3200, and MUED 3220. Students must take and pass the Praxis Core Academic Skills for Educators test during their freshman year if their ACT score is below 22 or SAT score is below 1020.

Rationale

The College of Education is now requiring that all education students be formally admitted to the teacher education program before they may take the first YOED course in the spring of their sophomore year. Therefore, they must apply for admission in the fall of the sophomore year. In order to be admitted, the students must complete the teacher education packet, have taken and passed the Praxis Core Academic Skills for Educators test, have two favorable interviews, complete any required speech therapy, and have an overall grade point average of 2.75 or higher (not counting any developmental courses).

The courses listed above requiring a passing grade of C- or better do not include the complete music education sequence. The courses listed include specific techniques and pedagogical methods that students must master in order to have a successful student teaching experience. In addition, due to the earlier admission requirements to Teacher Education, students can no longer put off taking the Praxis Core Academic Skills for Educators test if their ACT or SAT scores are too low. We currently have students who have been reminded each semester to take this exam, but postpone it year after year. In some instances, we have had students fail a portion of the Praxis test (Reading, Writing, Math) and find themselves in the position of having to take that test again before admission to the teacher education program. Students are allowed to take it three times, and if they do not pass, they must make formal appeal to the Office of Professional Laboratory Experiences.

The additional wording in the catalog will assist students with reaching the 2.75 GPA and give them a specific time frame in which they must take and pass the Praxis Core Academic Skills for Educators test. Also, similar wording is currently included in the undergraduate catalog for the music theory sequence and music history sequence. Our section of the catalog does direct students to locate the Secondary Education minor requirements, but through advising we have learned that most students do not examine these requirements until much later than the freshman year.

Admission and Standards Committee
IMPACT DATA FORM for PROPOSED CHANGES

Department or Program or University Office: Music Education Concentration

Brief Statement of Proposed Change: C- or better for select MUED courses Date: 1/26/16

1. Detailed discussion of how proposed changes may impact students, prospective students, university programs and/or other. *(Use as much space as you need below. You may refer to cover memo and its attachments as needed to avoid repetition.)*

Requiring MUED students to take and pass the Praxis Core Academic Skills for Educators Test during their freshman year will better prepare them to stay on track with their degree plan and be admitted to Teacher Education during their sophomore year. Requiring a passing grade of C- or better in select MUED courses will better prepare students for Residencies I and II and make them more marketable for music teaching jobs in the public schools.

Proposed Effective Date Fall 2016

2. Identify the student population(s) that will be affected.
Only music majors whose concentration is in music education will be affected by these proposed changes.
3. Are there plans to make this proposal retroactive? If so, please indicate when (specify the date) and identify student population(s) who will be affected. *(For example, "students admitted under the 2004 catalog or earlier.")*
There are no plans to make this proposal retroactive.
4. Discuss the specific impact on students. Provide enrollment and/or other relevant **data for the past three years**, including appropriate demographic data (e.g. male, female, minority, part-time, older students etc.) to illustrate the possible impact on specific groups. *(For example, for a proposal to raise the GPA for graduation, provide a breakdown of graduating student GPA by different demographic groups.)* Attach supporting documentation.

Please refer to response in #1 above. Attached is enrollment and grade data for MUED 2000, MUED 3190, MUED 3200, MUED 3220, MUED 3230, and MUED 3250.

MUED 2000 – Philosophy and Introduction to Music Education

First course in the music education curriculum for students working toward vocal-general or instrumental K-12 teacher licensure. Organization and curriculum of American music education as well as the place of music education in the total program of the school explored. NOTE: All students must obtain a grade of C- or better in this course to pass.

2.000 Credit hours

MUED 3190 – General Music in the Middle and Senior High School

Prerequisite: MUED 2000. Required for students working toward vocal-general K-12 teacher licensure. Introduces vocal/general music education majors to methods and materials available for teaching general music to students in grades 6-12. NOTE: All students must obtain a grade of C- or better in this course to pass.

3.000 Credit hours

MUED 3200 – Music in the Elementary Grades for Music Majors

Prerequisite: MUED 2000. Required for students working toward vocal-general or instrumental K-12 teacher licensure. Focuses on the need for music in the classroom, provides experiences in current methods of music education, and seeks to establish a logical framework of the structure and nature of music as a discipline and an art. NOTE: All students must obtain a grade of C- or better in this course to pass.

3.000 Credit hours

MUED 3220 – Choral Music in the Middle and Senior High School

Prerequisites: MUED 3200 and MUS 3140. Rehearsal techniques, choral materials, organization of ensembles, classification of voices including changing voice, general music methods, and materials. NOTE: All students must obtain a grade of C- or better in this course to pass.

3.000 Credit hours

MUED 3230 – Instrumental Materials

Prerequisites: MUED 2000, MUS 3140 and successful admission into upper division. Examines materials suitable for public school instrumental music programs. Practice in classifying, grading, and programming. Development of music education philosophy for the control of those procedures. NOTE: All students must obtain a grade of C- or better in this course to pass.

3.000 Credit hours

MUED 3250 – Band Organization and Marching Band Techniques

Prerequisites: MUED 2000 and successful admission into upper division. Basic drill, principles of showmanship, and show planning for the band. NOTE: All students must obtain a grade of C- or better in this course to pass.

3.000 Credit hours

Student Enrollment and Final Grade Distribution Data for the Past Three Years

Spring 2013

Fall 2013

Spring 2014

Fall 2014

Spring 2015

Fall 2015

COURSE	Total Students Enrolled Sp13—F15	A	B- B B+	C- C C+	D- D D+	F	FA	W
MUED 2000: Philosophy and Introduction to Music Education <i>Offered Fall and Spring Semesters</i>	117	42	39	20	4	8	2	2
MUED 3190: General Music in the Middle and Senior High School <i>Offered Spring Semesters Only</i>	26	12	8	4		2		
MUED 3200: Music in the Elementary Grades for Music Majors <i>Offered Fall and Spring Semesters</i>	46	33	7	5				1
MUED 3220: Choral Methods in the Middle and Senior High School <i>Offered Fall Semesters Only</i>	13	5	6	1	1			
MUED 3230: Instrumental Materials <i>Offered Spring Semesters Only</i>	40	34	5	1				
MUED 3250: Band Organization and Marching Band Techniques <i>Offered Fall Semesters Only</i>	36	35	1					