I. **Title:** Introduction to Music Education

II. **Catalog Description:** This course is the initial course for all students seeking a degree in music education. It is designed to provide students with an introduction to the field of music education. Included are topics related to learning theories, curriculum, historical and philosophical foundations of music education, resources for teaching, and twentieth century developments in music education.

III. **Purpose:** The purpose of this course is to provide students with an overview of the field of music education. By taking this course at the beginning of the music education sequence, students can assess their career choice, its skill and knowledge demands, and can structure their own professional development plan while forming a knowledge base for the philosophy and methods of teaching music.

IV. **Course Objectives:** The students will:

   A. Observe and record professional characteristics, attitudes, and expectations.
   B. Develop an understanding of various aspects of the profession including professional and ethical concerns, personal and financial rewards, demands of a career in music education, and professional development.
   C. Begin to compose a philosophy of music education which demonstrates an understanding of the role of music in the total development of the person.
   D. Become familiar with professional literature and journals.
   E. Evaluate career-related media and resources.
   F. Demonstrate logical sequencing of knowledge, skills, attitudes and values in the development of effective curricula in music.
   G. Be introduced to 20th century developments in the field of music education.
   H. Observe, evaluate, and refine presentational skills.
   I. Become aware of the impact of K.E.R.A. and the National Standards, including learner outcomes, professional standards, core content, and portfolio assessment.
   J. Become familiar with the Teacher Education process at Murray State University, including policies, procedures, and conceptual framework.
   K. Reaffirm their commitments to music teaching. They will desire to stay current in their chosen fields, making a commitment to life-long learning.
V. Content Outline
A. Evaluation of Effective Teaching in Music
B. Principles of Teaching
   1. Generic Guidelines
   2. Area Specific Guidelines
C. Teaching Music: Why, What, How, To Whom, With What Results?
D. How Students Learn
E. Planning for Teaching
F. Assessing Results
G. Twentieth Century Developments in Music Education
H. The Profession of Music Teaching
   1. Its History and Its Future
   2. Professional Concerns, Demands, and Rewards
I. Preparing for a Career in Music Teaching
   1. Self Evaluation and the Professional Development Plan
   2. Teacher Education at Murray State University
   3. Compiling a Portfolio

VI. Instructional Activities:
Observation, evaluation, oral and written presentations, demonstration teaching, micro-teaching, reflective teaching, reading, discussion.

VII. Field and Clinical Experience:
Field hours will result from observations in a variety of music instructional venues. Students will complete a minimum of 12 clock hours of field-based experiences in this course. They will conduct two classroom observations at each level of schooling: elementary, middle school, and high school. Students will create a field experience section in their portfolios containing observation reports and reflections. Failure to complete any aspect of the field experiences will result in an incomplete or failing grade. Clinical hours will be gained from teaching, planning, observing and evaluating teaching, and assembling a portfolio.

VIII. Resources:
Textbook, handouts, selected readings

IX. Grading Procedures:
Students will be graded on classroom participation and preparation and their skills in teaching, evaluating, and resourcefulness via written assignments, projects, and written tests, and completing the field experience component of the course. Failure to complete any aspect of the field experiences will result in an incomplete or failing grade. Letter grades will be given.

<table>
<thead>
<tr>
<th>Component</th>
<th>Percentage</th>
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<tbody>
<tr>
<td>Portfolio (Written Work)</td>
<td>45%</td>
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<tr>
<td>MicroTeaching</td>
<td>25%</td>
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<tr>
<td>Exams</td>
<td>20%</td>
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<tr>
<td>Oral Participation/Attendance</td>
<td>10%</td>
</tr>
<tr>
<td>TOTAL</td>
<td>100%</td>
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*This course requires the grade of C or better to continue in the music education sequence.
X. **Attendance Policy:**
It is necessary and required for students to attend class. Oral participation and attendance constitute 10% of the final grade. This course adheres to the attendance policy published in the current MSU Undergraduate Bulletin. The final grade average will drop for each unexcused absence after two absences. Students missing more than 25% of the class meetings will not achieve the necessary competency level for this course and will receive an E for the course.

XI. **Academic Honesty Policy:**
Students are expected to do their own work. Plagiarized work will be counted as failure. This course adheres to the academic honesty policy published in the current MSU Undergraduate Bulletin.

XII. **Text:**

XIII. **Prerequisites:** None