



Guidelines for Course Development & Certification Review The General Education Program

The Medgar Evers College General Education Program

MUS 100: INTRO TO WORLD MUSIC

Introduction: These guidelines are to be used to prepare Medgar Evers College General Education Curriculum Program (GEP) courses for review and certification by the General Education Committee. Existing courses may be revised or new courses can be developed for review. For existing courses this generally means that the basic content of the course will not be substantively changed but enhanced to include engagement with big questions, both contemporary and enduring and to explicitly include instructional strategies that enhance the intellectual and practical skills of the Essential Learning Outcomes. All GEP courses must show that they are appropriate for the Cluster descriptions of the GEP Framework and that they address the essential learning outcomes. The General Education Committee will certify a course for inclusion in the GEP curriculum if it meets these criteria. Below is the format for submission of courses to the Committee.

Evaluation Criteria: The following are the criteria the General Education Committee will use to certify a course for the General Education Program curriculum.

- Does the course clearly address the Essential Learning Outcome(s) of the GEP?

1. Knowledge of Human Cultures and the Physical and Natural World

- Through study in the sciences and mathematics, social sciences, humanities, histories, languages, and the arts

Focused by engagement with big questions, both contemporary and enduring

2. Intellectual and Practical Skills, including

- Inquiry and analysis
- Critical and creative thinking
- Written and oral communication
- Quantitative literacy
- Information literacy
- Teamwork and problem solving

Practiced extensively, across the curriculum, in the context of progressively more challenging problems, projects, and standards for performance

3. Personal and Social Responsibility, including

- Civic knowledge and engagement—local and global
- Intercultural knowledge and competence
- Ethical reasoning and action
- Foundations and skills for lifelong learning

Anchored through active involvement with diverse communities and real-world challenges

4. Integrative Learning, including

- Synthesis and advanced accomplishment across general and specialized studies

Demonstrated through the application of knowledge, skills, and responsibilities to new settings and complex problems

- Does the course provide students with opportunities to develop the knowledge and skills that will contribute to the achievement of the GEP Framework and Essential Learning Outcome(s) of the GEP?

- Does the course provide students with opportunities to demonstrate achievement of the Learning Outcome(s)?
- Which of the following skills as appropriate for the discipline are identified for the course: writing, oral communication, inquiry and analysis, quantitative literacy, critical thinking, information literacy, teamwork, problem solving, creative thinking.
- Which of the following personal and social responsibilities that are reflective of the mission of the college and the challenges facing the community, nation or world are presented in the course? Ethical reasoning and action; civics, social responsibility, global awareness, human diversity and Intercultural knowledge.
- Have the hosting department(s)/unit(s) and the instructor(s) agreed to deliver the course as outlined in the GEP Course Certification Request Form?
- Does the course address application of knowledge, skills, and responsibilities to new settings and complex problems?
- Are the knowledge and skills appropriate to the level and the scope of the Cluster for which it is being proposed?
- Can most students who complete Cluster I and Cluster II regardless of major take the course proposed for the Clusters III or IV?

Format for Course Submission to General Education Committee: Prepare your course in the format indicated below and submit:

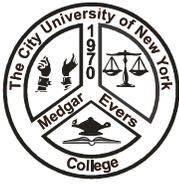
- the cover sheet
- the requested information about the course
- the syllabus/syllabi

To the General Education Committee via gened@mec.cuny.edu or send 10 copies to the Chairperson of the Committee, Dr. Doris C. Withers, Room 403F, Academic Building I. In general, new courses proposed for the General Education Program must be certified by the General Education Committee and then submitted to the Curriculum Committee.

Some Resources:

- *General Education Program at Medgar Evers College: Empowering Students for a Dynamic & Globally Diverse Society.* Medgar Evers College Curriculum Committee, October 2010
- *College Learning for the New Global Century: A Report from the national Leadership Council for Liberal Education & America's Promise.* Association of American Colleges and Universities. 2007.
- *Mapping Interdisciplinary Studies.* Association of American Colleges and Universities. 1999.
- *Integrative Learning: Mapping the Terrain.* Association of American Colleges and Universities. 2004.

The AAC&U documents are on reserve in the MEC Library. Copies are also available in the School Dean's Office.



Course Development & Certification Review Form Medgar Evers College General Education Program

Fill out the information below and attach it as the cover sheet to your proposal.

Date June 20, 2012

Course Title Introduction to World Music

Course Number MUS 100 Credits 3 Contact Hours 3

Requested Review Action: **XX** Revision of Existing Course Proposal for a New Course

Catalogue Course Description:

Current Description

This course covers an overview of Western, African-derived, and other selected non-Western music. Particular attention will be paid to the following: the elements of music, the role of music in society, Aesthetics, and syncretism. Students will be required to attend musical performances.

Proposed Description

This course covers an overview of Western, African-derived, and other selected non-Western music. Particular attention will be paid to the following: the elements of music, the role of music in society, aesthetics, and syncretism. Students will be required to attend three live-concert performances followed by a written reflection on each performance. A three-page synthesis paper of the three performances will be required at the end of the semester with attention being paid to aural analysis, ethno-musicological references, and proper writing technique.

Primary Knowledge Area Addressed:

- Humanities
- Natural sciences
- Social Sciences
- Communication Skills (composition, speech)
- College Orientation
- Mathematics
- X The Arts**
- Literature
- U.S. History
- Languages

Cluster Assignment:

- | | |
|----------------------|---------------------------------|
| I – Foundation | II – X General Knowledge |
| III – Socio-Cultural | IV – Integrated Knowledge |

Anchor Discipline?

- Social Sciences
- Humanities & The Arts
- Natural Sciences & Mathematics

Comments: _____

Faculty person(s) proposing the course: Name(s), Department(s), Office Room Number, Phone, Email
Verna Green, Ed. D., Mass Communications, Creative Arts and Speech, B1003E, 718-270-4935,
vgreen@mec.cuny.edu

Signatures:

Faculty Member(s) Proposing the Course

_____ Date _____

_____ Date _____

Department Curriculum Committee Chairperson(s)

_____ Date _____

_____ Date _____

Department Chairperson(s)

_____ Date _____

_____ Date _____

School Dean

_____ Date _____

Certification by General Education Committee

Yes Approved by the Committee _____

No Comments and Suggestions _____

Signature of General Education Committee Chairperson _____

Date _____

Information for the Proposed Course

Course Name and Number MUS 100: Introduction To World Music

1. What is (are) the primary discipline area(s)/knowledge area that will be addressed? The Arts

2. Will the course be writing intensive? NO
Writing intensive means that the course will adhere to the Writing Intensive Guidelines.

3. **Objectives** – What essential learning outcome(s) and skills will be reinforced in this course? Each General Education course must address at least one knowledge area appropriate for the discipline or area of study and stress at least three skills as indicated in the essential learning outcomes.

a) **Primary Essential Learning Outcome (required)** KNOWLEDGE OF HUMAN CULTURES AND THE PHYSICAL WORLD AND NATURAL WORLD.

Secondary Essential Learning Outcome (optional) _____

- Describe opportunities students will have to achieve the outcome(s). How will the learning outcome(s) be incorporated into the course? What are the objectives of the course?
Students will have an increased understanding of music, inclusive of its elements, structures, and terminology through readings, discussions, papers, and live presentations.
- **Classroom:** Describe the student work that will be used to assess student achievement of each outcome and explain how the students will demonstrate the knowledge and skills specified by each outcome.
 1. Students will explore ideas about cultural interaction in the process of musical change;
 2. Will understand music terminology;
 3. Will attend and write reports on live performances using terminology which demonstrate knowledge of musical elements within rhythm, pitch and structure;
 4. Will identify aurally and structurally various styles of African, Caribbean, South, Central, and North American, and, at the discretion of the Professor-in-charge, a non-African Diasporic music (i.e. Middle Eastern, or Asian);
 5. Will identify the eras in Western/European music, notably Renaissance Baroque, Classical, Romantic, Twentieth and Twenty First Centuries as they relate globally;
 6. Will recognize instrument classification, aurally and visually;
 7. Will recognize specific musicians compositions and recordings.

- **Program:** Please provide a brief description of your plans to collect and evaluate student work over time for the purpose of assessment of essential learning outcomes of the General Education Program.

1. Students' grades are cumulatively determined by their performance on individual and group assignments, class participation, midterm and final examinations.

b) Indicate the skills and personal development areas that will be reinforced by the course by checking as many as apply. Describe briefly how each will be reinforced.

X Writing

Describe briefly how this skill will be reinforced.

Students will be given the opportunity to write reports on live performances using terminology which demonstrate knowledge of musical elements within rhythm, pitch and structure.

X Oral Communication

Describe briefly how this skill will be reinforced.

Students will be able to make oral presentations, with aural, visual or kinesthetic illustrations before the class, demonstrating their understanding of assigned reading material.

Inquiry and analysis

Describe briefly how this skill will be reinforced.

Quantitative literacy/Mathematics and Statistics

Describe briefly how this skill will be reinforced.

X Information Literacy

(Faculty members are encouraged to seek assistance from the Library in developing learning experiences in this area.) Provide examples of resources that will be used.

Students will be able to interact with technology through assignments which require the accessing of Library Resource, Blackboard Support Online Chat Groups, or podcasting based support, i.e., iTunes U or blogging.

X Critical Thinking

Describe briefly how this skill will be reinforced.

Students will be able to explore ideas about cultural interaction in the process of musical change.

X Creative Thinking

Describe briefly how this skill will be reinforced.

Students will be able to create and perform original musical compositions which demonstrate their understanding of African Musical Devices (African because that would be the culture first introduced and the knowledge gained through a sound foundation in that culture's musical devices will be applicable to other cultures), and also their creativity in procuring musical instruments for the performances of their compositions.

X Teamwork

Describe briefly how this skill will be reinforced.

Students will be given the opportunity to work in groups in preparing and making their oral presentations in class.

X Problem Solving

Describe briefly how this skill will be reinforced.

This skill will be reinforced in the completion of their assignments in general and in particular during their required original composition exercises.

c) Will students in the course be engaged in learning about issues related to personal and social responsibility? (Not all courses need to address these.)

Ethical Reasoning and Action

Describe briefly how this area will be reinforced.

Civics

Describe briefly how this area will be reinforced.

Social Responsibilities

Describe briefly how this area will be reinforced.

Global Awareness

Describe briefly how this area will be reinforced.

Human Diversity

Describe briefly how this skill area be reinforced.

None of the Above.

4. Supportive Material

a) Required:

Attach a copy of the proposed course syllabus. If this is a revision of an existing course, also attach a copy of the current syllabus.

The proposed sample syllabus should clearly identify:

- A statement identifying the Cluster in the General Education Program
- The GEP essential learning outcome(s) that the course addresses.
- A brief description of the opportunities this course provides students to acquire the knowledge or skills necessary to achieve the Learning Outcome(s)
- A brief description of the graded assignments that the instructor(s) uses to assess the students' achievement of the Outcome(s).

b) Additional Documentation (Optional)

- If the course proposed for GEP certification is a writing intensive course, include letter of intension to gain approval for the designation. After the course is approved for the GEP, you must seek approval for a writing intensive course from the WID Committee.
- Other materials which you deem important to the certification of your course.