MUSC 164S: MUSIC IN GENERAL EDUCATION, SECONDARY

In Workflow

1. MUSC Committee Chair (murray@csus.edu)
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4. ALS Dean (schmidmc@csus.edu)
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Approval Path

1. 2026-09-29T17:22:44Z
   Ryan Murray (murray): Rollback to Initiator
2. 2026-09-30T17:31:10Z
   Ryan Murray (murray): Rollback to Initiator
3. 2026-10-01T16:42:15Z
   Ryan Murray (murray): Rollback to Initiator
4. 2026-10-05T14:56:00Z
   Ryan Murray (murray): Approved for MUSC Committee Chair
5. 2026-10-05T16:59:22Z
   Scott Perkins (scott.perkins): Approved for MUSC Chair
6. 2026-10-21T18:52:17Z
   Rebekkah Mulholland (rebekkah.mulholland): Approved for ALS College Committee Chair
7. 2026-10-22T00:34:41Z
   Matt Schmidtlein (schmidmc): Approved for ALS Dean

New Course Proposal

Date Submitted: 2026-10-05T14:02:50Z

Viewing: MUSC 164S : Music in General Education, Secondary

Last edit: 2026-10-05T16:59:10Z

Changes proposed by: Chad Zullinger (223025010)

Contact(s):

Name (First Last)	Email	Phone 999-999-9999
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Catalog Title:
Music in General Education, Secondary

Class Schedule Title:
Secondary General Music Ed

Academic Group: (College)
ALS - Arts & Letters

Academic Organization: (Department)
Music

Will this course be offered through the College of Continuing Education (CCE)?
No

Catalog Year Effective:
Fall 2027 (2027/2028 Catalog)

Subject Area: (prefix)
MUSC - Music

Catalog Number: (course number)
164S

Course ID: (For administrative use only.)
152816

Units:
2

Is the ONLY purpose of this change to update the term typically offered or the enforcement of existing requisites at registration?
No

In what term(s) will this course typically be offered?
Fall, Spring, Summer

Does this course require a room for its final exam?
Yes, final exam requires a room

Does this course replace an existing experimental course?
No

This course complies with the credit hour policy:
Yes

Justification for course proposal:
The existing single course (MUSC 164) attempts to cover K-12 General Music pedagogy limiting candidates' depth of preparation. This proposal is one of two proposals that will create two new courses to cover K-12 General Music Pedagogy in more depth by dividing the material into two courses, elementary and secondary. MUSC 164S addresses non-traditional, secondary (grades 6-12) general music contexts outside conventional ensemble paradigms. The goal is to prepare teacher candidates with essential skills in secondary vernacular and accompanying instruments ((guitar, ukulele, keyboards, drum kits), use of technology in secondary music classrooms, and informal/popular music pedagogy. This curriculum change was voted on and approved by the School of Music Faculty.

Course Description: (Not to exceed 90 words and language should conform to catalog copy.)
This course addresses the development of preservice music teachers' knowledge and understanding related to teaching and learning in non-traditional, secondary general music contexts (grades 6-12). This is an informally situated methods and pedagogy class designed to examine emerging instructional strategies outside of the traditional band, choir, and orchestra ensemble paradigms. Students will explore teaching and learning approaches that engage all secondary students through commercial and cultural practices that promote inclusion and belonging in the music classroom. Required for the Music Education major.

Are one or more field trips required with this course?
No

Fee Course?
No

Is this course designated as Service Learning?
No

Is this course designated as Curricular Community Engaged Learning?
No

Does this course require safety training?
No

Does this course require personal protective equipment (PPE)?
No

Does this course have prerequisites?
Yes

Prerequisite:
Sophomore status in music or instructor permission.

Prerequisites Enforced at Registration?
Yes

Does this course have corequisites?
No

Graded:
Letter

Approval required for enrollment?
No Approval Required

Course Component(s) and Classification(s):
Seminar

Seminar Classification
CS#05 - Seminar (K-factor=1 WTU per unit)
Seminar Units
2

Is this a paired course?
No

Is this course crosslisted?
No

Can this course be repeated for credit?
No

Can the course be taken for credit more than once during the same term?
No

Description of the Expected Learning Outcomes and Assessment Strategies:

List the Expected Learning Outcomes and their accompanying Assessment Strategies (e.g., portfolios, examinations, performances, pre-and post-tests, conferences with students, student papers). Click the plus sign to add a new row.

	Expected Learning Outcome	Assessment Strategies
1	Create musical projects that reflect diverse cultural and vernacular traditions.	Peer Teaching. Participation in the Learning Community.
2	Apply appropriate instructional strategies for accompanying instruments and digital ensembles in secondary general music settings.	Peer Teaching. Class Engagement. Participation in the Learning Community.
3	Evaluate musical activities and teaching demonstrations according to established pedagogical and performance criteria.	Class Engagement. Field Observations. Participation in the Learning Community.
4	Analyze relationships among music, technology, and society in the selection of resources for an inclusive secondary general music curriculum.	Peer Teaching. Class Engagement. Field Observations. Participation in the Learning Community.
5	Design a project-based learning unit for a secondary general music classroom.	Class Engagement. Participation in the Learning Community.

Attach a list of the required/recommended course readings and activities:
MUSC 164S Course Syllabus.docx

For whom is this course being developed?
Majors in the Dept

Is this course required in a degree program (major, minor, graduate degree, certificate?)
Yes

Has a corresponding Program Change been submitted to Workflow?

Yes

Identify the program(s) in which this course is required:

Programs:
Bachelor of Music (Music Education)

Does the proposed change or addition cause a significant increase in the use of College or University resources (lab room, computer)?

No

Will there be any departments affected by this proposed course?

No

I/we as the author(s) of this course proposal agree to provide a new or updated accessibility checklist to the Dean's office prior to the semester when this course is taught utilizing the changes proposed here.

I/we agree

University Learning Goals

Undergraduate Learning Goals:

Competence in the disciplines
Intellectual and practical skills
Integrative learning

Is this course required as part of a teaching credential program, a single subject, or multiple subject waiver program (e.g., Liberal Studies, Biology) or other school personnel preparation program (e.g., School of Nursing)?

Yes

For the Council for the Preparation of School Personnel (to be filled out with assistance of your department chair):

Does this course change impact your department's currently written Program Standards Document?

No

Common Standards: In what way does this course or program change impact the currently written Common Standards document? Please include any suggested language changes:

NA

Is this change in response to program or unit assessment activities?

No

Will this course introduce any new or changes to program assessments?

No

Is this a General Education (GE) or Graduation Requirement (GR) course or is it being considered for GE/GR?

Is this a General Education (GE) course or is it being considered for GE?

No

Reviewer Comments:

Ryan Murray (murray) (Tue, 29 Sep 2026 17:22:44 GMT): Rollback: Hi Chad, I don't see a syllabus attached here. Also - the ELO's and Assessment strategies are all in one box. You can use the little plus sign in course leaf to add more boxes - rather than numbering them 1-4, there should be 4 boxes. Finally the Assessment strategies - first you only need the part up until the (:) on the form A. The rest can just be on the syllabus. And the assessment strategies need to match up with the ELO they assess - and there can be multiple assessments for a single ELO. This will be easier to see once you have the four boxes. Thanks!

Ryan Murray (murray) (Wed, 30 Sep 2026 17:31:10 GMT): Rollback: Thanks Chad, A couple suggestions here: Several of the ELO's have multiple verbs, and the university prefers single verbs. It's possible that some of these should be split up into multiple ELO's. The assessment strategies are quite similar across all 4 ELO's is there more variety possible here? Finally, the syllabus needs to list the ELO's exactly, and the assessment strategies need to be clearly linked to their corresponding ELO in the syllabus. I'll send over a couple examples. Thanks!

Ryan Murray (murray) (Thu, 01 Oct 2026 16:42:15 GMT): Rollback: Hi Chad, This is really close to ready now. A couple things: 1st I edited the syllabus to add in some of the more current language on the last pages from the university syllabus template (title IX, DAC, etc.) 2nd - The proposal will need a weekly schedule of activities - see university syllabus template as an example - pt. 4 - https://

www.csus.edu/academic-affairs/academic-excellence/accreditations/_internal/_documents/syllabus-template-guide_v.2025.pdf - 3rd -Assessment strategies on the syllabus don't match the assessment strategies on the Form A. They are hinted at in the prose, but should match exactly - and you can have more than 4. There are more on the form A than on the syllabus. The way it looks on your syllabus right now is that there is only one ELO met with each assessment - but an assessment strategy can and often does serve more than one ELO. As and Example you might have Peer Teaching Episodes (ELO 2,3,4). Finally we need to see the weight of each assessment strategy in percentages on the syllabus. Thanks!

Key: 15622