

LSC Use Only No:	LSC Action-Date:	UWUCC USE Only No.	UWUCC Action-Date:	Senate Action Date:
		02-32a	App 4/25/03	App 4/29/03

Curriculum Proposal Cover Sheet - University-Wide Undergraduate Curriculum Committee

Contact Person Dr. Susan Wheatley	Email Address wheatley@iup.edu
Proposing Department/Unit Music	Phone 72390

Check all appropriate lines and complete information as requested. Use a separate cover sheet for each course proposal and for each program proposal.

1. Course Proposals (check all that apply)
- New Course Course Prefix Change Course Deletion
 Course Revision Course Number and/or Title Change Catalog Description Change

<u>Current</u> Course prefix, number and full title	<u>Proposed</u> course prefix, number and full title, if changing
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2. Additional Course Designations: check if appropriate
- This course is also proposed as a Liberal Studies Course. Other: (e.g., Women's Studies, Pan-African)
 This course is also proposed as an Honors College Course.

3. Program Proposals
- New Degree Program Program Title Change Program Revision
 New Minor Program New Track Other

Bachelor of Science in Music Education

<u>Current</u> program name	<u>Proposed</u> program name, if changing
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4. Approvals		Date
Department Curriculum Committee Chair(s)	<i>Jack Stamp</i>	11/6/02
Department Chair(s)	<i>Susan Wheatley</i> <i>Lorraine P. Wilson</i>	11-6-02 10/31/02
College Curriculum Committee Chair	<i>Jeffrey Lewis</i>	11/7/02
College Dean	<i>Michael Good</i>	11/7/02
Director of Liberal Studies *		
Director of Honors College *		
Provost *		
Additional signatures as appropriate: <i>TEC</i>	<i>Joseph Domarack</i>	11-7-02
UWUCC Co-Chairs	<i>Gail Sechrist</i>	4-25-03

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 LIBERAL STUDIES

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 LIBERAL STUDIES

Description of Curriculum Change

1. Catalog Description

Bachelor of Science in Music Education*

Liberal Studies: As outlined in Liberal Studies **50cr.**

with the following specifications:

Mathematics: 6 cr. MATH 101 or 110; MATH 217

Humanities: HIST 195 (section for music majors);

MUHI 102 (music ed majors only)

Fine Arts: fulfilled by courses in the major

Natural Science: Option II recommended; PHYS 105

Social Science: PSYC 101

LS Electives: 6 cr. MUHI 301; non-lab science; No courses with MUSC

prefix

College:

Professional Education Sequence 27cr.

EDSP 102	Educational Psychology	
EDUC 242	Pre-student Teaching I	1cr.
EDUC 342	Pre-student Teaching II	1cr.
EDUC 421	Student Teaching Elementary Level	6cr.
EDUC 441	Student Teaching Secondary Level	6cr.
EDUC 442	School Law	1cr.
MUSC 240	Technology in the Music Classroom	2cr.
MUSC 331	Elementary Methods	2cr.
MUSC 333	Instrumental Methods	2cr.
MUSC 335	Music for Students with Disabilities in Inclusive Settings	1cr.
MUSC 337	General/Choral Methods	2cr.

Major: 49cr. **

Required Courses

MUSC 111	Theory Skills I	2cr.
MUSC 112	Theory Skills II	2cr.
MUSC 115	Theory I	3cr.
MUSC 116	Theory II	3cr.
MUSC 211	Theory Skills III	2cr.
MUSC 212	Theory Skills IV	2cr.
MUSC 215	Theory III	3cr.
MUSC 216	Theory IV	3cr.
APMU (Major)	Applied Music I-VII	14cr.
APMU 122 (Major)	Applied Jury A	0cr.
MUSC 120-136	7 semesters of Music Ensembles	0cr.
MUSC 475	7 semesters of Recital Attendance	0cr.
MUSC 311	Fundamentals of Conducting	2cr.
MUHI 302	Music History II	3cr.

Concentration area courses: (select one concentration)

Vocal Concentration

APMU Applied Piano I-IV 4cr.

APMU 123 Applied Piano Jury B 0cr.

Choose two of the following Class Instrument courses:

MUSC 155,157,159,161 2cr.

MUSC 351/3/4 Diction Classes 3cr.

Instrumental Concentration

MUSC 151-2 Class Voice I & II 2cr.

MUSC 153-4 Class Piano I & II 2cr.

APMU 124 Applied Piano Jury C 0cr.

MUSC 155,157,159,161 Class Instrument I 4cr.

Controlled Electives (choose electives from the following to create a total of 49 cr.)

APMU Minor Instrument I-IV (1 cr. each) 1cr.

MUSC 156,158,160, or 162 Class Instr. II (1 cr. each) 1cr.

MUSC 163 Class Guitar 1cr.

MUSC 224 Jazz Improvisation 2cr.

MUSC 306 Counterpoint 2cr.

MUSC 300 Intro to Black Music History 3cr.

MUSC 309 Orchestration 2cr.

MUSC 312 /313 Choral/Instrumental Conducting 2cr.

MUSC 315 Theory V 3cr.

MUSC 340 Instrument Repair 2cr.

MUSC 411 Composition 2cr.

MUSC 493 Music Internship 1 cr.

MUSC 120 Music Ensembles (0-1 cr. each) 1 cr.

Total Degree Requirements:.....126 cr.

(*) See requirements leading to teacher certification in the catalog section on Academic Policies, "Admission to Teacher Education."

(**) Students may satisfy any Theory Class or Class Instrument/Minor Instrument requirement by:

- 1) Theory – Passing the final exam prior to or at the beginning of any given semester and then enrolling in Section 011 of the course for 0 cr.; the student's grade would be recorded as "Satisfactory" on the transcript.
- 2) Class instrument or minor applied area – Passing the B or C required jury (0 cr.) before enrolling in class instruments or a minor applied course; the student's grade would be recorded as "Satisfactory" on the transcript.

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**2.(a). Summary of Changes: Table comparing old and new programs
AS SPECIFIED IN UWUCC HANDBOOK (revised 2002)**

Bachelor of Science in Ed. – Music Education EXISTING PROGRAM	sh	Bachelor of Science in Education – Music Education REVISED PROGRAM	Cr.
Liberal Studies:	53-55	Liberal Studies: As outlined with the following specifications:	50
Mathematics: MATH 101 recommended (1)		Mathematics: 6 cr. MATH 101 or 110; MATH 217	
		Humanities: HIST 195 (section for music majors) MUHI 102 (music ed majors only)	
Fine Arts		Fine Arts: fulfilled by courses in the major	
MUHI 101			
		Natural Science: Option II recommended; PHYS 105	
Social Sciences		Social Sciences	
PSYC 101		PSYC 101	
Liberal Studies Electives:		Liberal Studies Electives: 6 cr MUHI 301W; non-lab science; No course with MUSC prefix	
HIST 305			
BEDU/COSC/ IFMG 101			
MUHI 301			

***Additional Math Course 3
Actual Total 60-63 sh

NOTES: *The current catalog's total, 53-55, is inaccurate.
**It also specifies the following note: (1) Program revision in process-
3 additional 3 sh of math will be required by the PA Department of Education.]

College:		College:	
Professional Education Sequence	31	Professional Education Sequence	27
EDSP 202 Ed Psych.	3	EDSP 102 Educational Psychology	3
FDED 202 Amer. Ed. Th. & Prac.	3		
EDUC 242 Pre-Student Teaching I	1	EDUC 242 Pre-Student Teaching I	1
EDUC 342 Pre-Student Teaching II	1	EDUC 342 Pre-Student Teaching II	1
EDUC 421 Stud. Teaching – Elementary	6	EDUC 421 Stud. Teaching – Elementary	6
EDUC 441 Stud. Teaching – Secondary	6	EDUC 441 Stud. Teaching – Secondary	6
EDUC 442 School Law	1	EDUC 442 School Law	1
MUSC 240 Music Technology	2	MUSC 240 Music Tech. (no prerequisite)	2
MUSC 331 Elementary Methods	3	MUSC 331 Elementary Methods	2
MUSC 333 Secondary Methods	3	MUSC 333 Instrumental Methods	2
EDEX 301 Ed. Student w/Disabilities	2	MUSC 335 Music for Students with Disabilities in Inclusive Settings	1
		MUSC 337 General/Choral Methods	2

2.(a). Summary of Changes: Table comparing old and new programs – continued.

Major: Required Courses	56- 66	Major: Required Courses	49
MUSC 111 Theory Skills I	2	MUSC 111 Theory Skills I	2
MUSC 112 Theory Skills II	2	MUSC 112 Theory Skills II	2
MUSC 115 Theory I	3	MUSC 115 Theory I	3
MUSC 116 Theory II	3	MUSC 116 Theory II	3
MUSC 211 Theory Skills III	2	MUSC 211 Theory Skills III	2
MUSC 212 Theory Skills IV	2	MUSC 212 Theory Skills IV	2
MUSC 215 Theory III	3	MUSC 215 Theory III	3
MUSC 216 Theory IV	3	MUSC 216 Theory IV	3
MUSC 311 Fundamentals of Conducting	2	MUSC 311 Fundamentals of Conducting	2
APMU Applied Music - Major Instrument I-VII	14	APMU Applied Music - Major Instrument I-VII	14
MUHI 302W Music History II	3	MUHI 302W Music History II	3
		APMU 122 Applied Jury A – Major Instrument	0
MUSC 120-137 7 semesters of Music Ensembles	7	MUSC 120-137-- 7 semesters of Music Ensembles	0
MUSC 475 --7 semesters of Recital Attendance	0	MUSC 475 --7 semesters of Recital Attendance	0

		Concentration area courses (select one concentration)	
		Vocal Concentration	
MUSC 151/152 Class Voice I & 2	2	APMU Applied Piano I-IV (minor)	4
Or voice majors:		APMU 123 Applied Piano Jury B	0
MUSC 351/353/354 Diction Classes (2 cr. each)	6	MUSC 155, 157, 159, 161 Class Instr. (choose two)	2
		MUSC 351/353/354 Diction Classes (1 cr. each)	3
MUSC 153/154 Class Piano 1&2	2	Instrumental Concentration	
Or voice majors:		MUSC 151/152 Class Voice 1&2	2
APMU Applied Piano I-IV	8	MUSC 153/154 Class Piano 1&2	2
		MUSC 155, 157, 159, 161 Class instruments	4
MUSC 155, 157, 159, 161 Class instruments	4	APMU 124 Applied Piano Jury C	0
MUSC 312 or 313 Choral or Instr. Conducting	2		

Controlled Electives:	0	Controlled Electives: (choose electives from the following to create a total of 46 cr.)	
		APMU Minor Instrument I-IV (1 cr. each)	1
		MUSC 156/58/60/62 Class Str/Perc/Br/Ww II (1 cr. ea)	1
		MUSC 163 Class Guitar	2
		MUSC 224 Jazz Improvisation	2
		MUSC 300 Introduction to Black Music History	3
		MUSC 306 Counterpoint	2
		MUSC 309 Orchestration	2
		MUSC 312 or 313 Choral or Instr. Conducting	2
		MUSC 315 Theory V	3
		MUSC 340 Instrument Repair	2
		MUSC 408 Marching Band Tech.	2
		MUSC 411 Composition	2
		MUSC 493 Music Internship	1
		MUSC 120-137 Music Ensembles (0-1 cr. each)	1
Total Degree Requirements	147- 157	Total Degree Requirements	126

2.(a.1). Summary of Changes: Table comparing current catalog description with proposed curriculum. AS SPECIFIED BY THE UWUCC FOR EXPEDITED PROGRAM REVIEWS.

CATALOG DESCRIPTION**Bachelor of Science—Music Education**

Liberal Studies: As outlined.....53-55*sh

Mathematics: MATH 101 recommended

Fine Arts: MUHI 101 Majors Section

Social Science: PSYC 101

LS Electives: BEDU/COSC/ FMG 101, HIST 301, MUHI 301 Music History I, no courses with MUSC prefix

[NOTES: *The current catalog's total, 53-55, is inaccurate.
**It also does not include the 3 additional sh of math required by the PA Department of Education in note (1) below.]

Professional Education31sh

EDEX 301 Ed. Student w/Disabilities	2sh
EDSP 102 Educational Psychology	3sh
EDUC 242 Pre-student Teaching I	1sh
EDUC 342 Pre-student Teaching II	1sh
EDUC 421 Student Teaching Elementary Level	6sh
EDUC 441 Student Teaching Secondary Level	6sh
EDUC 442 School Law	1sh
FDED 202 Amer. Ed. Th. & Prac.	3sh
MUSC 240 Technology in the Music Classroom	2sh
MUSC 331 Elementary Methods	2sh
MUSC 333 Secondary Methods	2sh

Major:49-59*sh**Required Courses

MUSC 111 Theory Skills I	2sh
MUSC 112 Theory Skills II	2sh
MUSC 115 Theory I	3sh
MUSC 116 Theory II	3sh
MUSC 151-2 Class Voice I & II	2sh
MUSC 153-4 Class Piano I & II	2sh
MUSC 211 Theory Skills III	2sh
MUSC 212 Theory Skills IV	2sh
MUSC 215 Theory III	3sh
MUSC 216 Theory IV	3sh
MUSC 311 Fundamentals of Conducting	2sh

Controlled Electives:

MUSC 312 or 313 Conducting	2sh
APMU Applied Music I-VII	14sh
MUHI 302 Music History II	3sh

PROPOSED**Bachelor of Science—Music Education**

Liberal Studies: As outlined in Liberal Studies 50cr. section with the following specifications:

Mathematics: 6 cr. MATH 101 or 110; MATH 217

Humanities: HIST 195 (section for music majors)

MUHI 102 (music ed majors only)

Fine Arts: fulfilled by courses in the major

Natural Science: Option II recommended; PHYS 105

Social Science: PSYC 101

LS Electives: 6 cr. MUHI 301; non-lab science; No courses with MUSC prefix

Professional Education27cr.

EDSP 102 Educational Psychology	
EDUC 242 Pre-student Teaching I	1cr.
EDUC 342 Pre-student Teaching II	1cr.
EDUC 421 Student Teaching Elementary Level	6cr.
EDUC 441 Student Teaching Secondary Level	6cr.
EDUC 442 School Law	1cr.
MUSC 240 Technology in the Music Classroom	2cr.
MUSC 331 Elementary Methods	2cr.
MUSC 333 Instrumental Methods	2cr.
MUSC 335 Music for Students with Disabilities in Inclusive Settings	1cr.
MUSC 337 General/Choral Methods	2cr.

Major:49cr. **Required Courses

MUSC 111 Theory Skills I	2cr.
MUSC 112 Theory Skills II	2cr.
MUSC 115 Theory I	3cr.
MUSC 116 Theory II	3cr.
MUSC 211 Theory Skills III	2cr.
MUSC 212 Theory Skills IV	2cr.
MUSC 215 Theory III	3cr.
MUSC 216 Theory IV	3cr.
APMU (Major) Applied Music I-VII	14cr.
APMU 122 (Major) Applied Jury A	0cr.
MUSC 120-136 7 semesters of Music Ensembles	0cr.
MUSC 475 7 semesters of Recital Attendance	0cr.
MUSC 311 Fundamentals of Conducting	2cr.
MUHI 302 Music History II	3cr.

Concentration area courses: (select one concentration)Vocal Concentration

APMU Applied Piano I-IV	4cr.
APMU 123 Applied Piano Jury B	0cr.

Choose two of the following Class Instrument courses:

MUSC 155,157,159,161	2cr.
MUSC 351/3/4 Diction Classes	3cr.

CATALOG DESCRIPTION (continued)
Bachelor of Science—Music Education

Other Requirements: 7sh
 MUSC 120-136 7 semesters of Music Ensembles 7sh
 Jury clearance in major instruments and minor instrument
 (if any) and piano C (unless major or minor)
 MUSC 475 7 semesters of Recital Attendance

Total Degree Requirements: 147-157**sh**

- (1) Program revision in process- 3 additional sh of math will be required by the PA Department of Education.
- (2) For majors with voice as performance specialization, any three of the following may be substituted: MUSC 351, 353, 354, 406
 [REQUIRED FOR VOICE MAJORS]
- (3) Private Piano I and II (APMU 101, 151) may be substituted for Class Piano with permission of instructor [REQUIRED FOR VOICE MAJORS]

[NOTES: ***The current catalog's total in the Major area does not reflect the present requirements for voice majors included in the notes (2) and (3) above.

****The current catalog's total, 140-142sh, is inaccurate.]

PROPOSED (continued)
Bachelor of Science—Music Education

Instrumental Concentration

MUSC 151-2 Class Voice I & II 2cr.
 MUSC 153-4 Class Piano I & II 2cr.
 APMU 124 Applied Piano Jury C 0cr.
 MUSC 155,157,159,161 Class Instrument I 4cr.

Controlled Electives (choose electives from the following to create a total of 49 cr.)

APMU Minor Instrument I-IV (1 cr. each) 1cr.
 MUSC 156,158,160, or 162 Class Instr. II (1 cr. each) 1cr.
 MUSC 163 Class Guitar 1cr.
 MUSC 224 Jazz Improvisation 2cr.
 MUSC 306 Counterpoint 2cr.
 MUSC 309 Orchestration 2cr.
 MUSC 312 /313 Choral/Instrumental Conducting 2cr.
 MUSC 315 Theory V 3cr.
 MUSC 340 Instrument Repair 2cr.
 MUSC 411 Composition 2cr.
 MUSC 493 Music Internship 1 cr.
 MUSC 120 Music Ensembles (0-1 cr. each) 1 cr.

Total Degree Requirements: 126 cr.

(*) See requirements leading to teacher certification in the catalog section on Academic Policies, "Admission to Teacher Education."

(**) Students may satisfy any Theory Class or Class Instrument/Minor Instrument requirement by:

- (1) Theory – Passing the final exam prior to or at the beginning of any given semester and then enrolling in Section 011 of the course for 0 cr.; the student's grade would be recorded as "Satisfactory" on the transcript.
- (2) Class instrument or minor applied area – Passing the B or C required jury (0 cr.) before enrolling in class instruments or a minor applied course; the student's grade would be recorded as "Satisfactory" on the transcript.

3. Course Revisions:
 - a. APMU Applied Music Courses – differentiation between Major Applied Area (2 cr. each) and Minor Applied Area (1 cr. each)
 - b. MUSC 111, 112, 211, 212 Theory Skills I-IV; content revision: add improvisation component
 - c. MUSC 111, 112, 211, 212, 115, 116, 215, 216 Theory I-IV and Theory Skills I-IV: Implementation of a Section 11 (0 cr.) so that the transcript can reflect fulfillment of the requirement by passing the final exam in lieu of taking the course.
 - d. MUSC 351, 353, 354 Diction Courses – content revision; change from 2 cr. to 1 cr.
4. New Courses: creation of a 0 cr. labs as follows so that the transcript can record jury achievement
 - a. APMU Applied Jury A
 - b. APMU Applied Jury B
 - c. APMU Applied Piano Jury C

3. Rationale for Program Change.

“Project *MENO MOSSO*”– B.S. in Music Education Program Revision

Introduction:

The Department of Music recently received a successful 10-year review by the National Accreditation of Schools of Music (NASM). In order to comply with their accreditation standards in the B.S. in Music Education program, NASM requires us to demonstrate that at least 50% of degree requirements involve Music Studies; 15%-20%, Professional Studies; and 30% to 35%, Liberal Studies (NASM Guidelines, p. 93). However, SSHE guidelines require assigning 40% of the courses to Liberal Studies, as well as the mandate to graduate in 120 credits. The Department of Music Curriculum Committee has resolved these differences between accreditation agencies by making interdisciplinary connections among music, liberal studies, and professional education requirements while at the same time maintaining the highest level of academic rigor in our B.S. in Music Education program. As we searched for a direction to guide our program revision we examined three questions: 1) What are the problems which led to the need for program revision? 2) What is the historical development of our program since the 1950s? and 3) What solutions can we find to meet the challenges and mandates of music teacher education today?

Project Identity:

“Project *MENO MOSSO*” was created as a result of identifying four main issues which need to be resolved in our program. The acronym for these issues, *MENO*, is the Italian word for less, and is a frequent expression used in musical scores: *piu mosso* means more motion (speed up the tempo); *meno mosso* means less motion (slow it down). “Project *MENO MOSSO*” is focused on seeking less credit hours requirements for graduation in the B.S. in Music Education program. Each letter of *MENO* describes a key issue to resolve as we seek to decrease the credit requirements in our program in order to complete the degree in 120 credits and 8 semesters.

Issue # 1 The “More-in-Music” Problem

MENO MOSSO: We need to require less in all three curriculum areas:
Liberal Studies; Professional Education; and Music Studies.

Music Education is a professional degree and as such has always been heavily weighted in music and professional requirements which develop a variety of teaching learning competencies. With the addition of an extra math course, it takes well over 120 credit hours to earn a B.S. degree in Music. Music Education majors with a concentration in Instrumental Music must complete 147 credit hours to graduate; those with a concentration in Vocal Music must complete 157 credit hours. Therefore, the current program takes at

least nine semesters which is in violation of the recent “completion in 4-year” mandate by the Pennsylvania Department of Education. Moreover, under the current program, there is no opportunity for a student to take a music elective course in any area of special interest.

Issue #2: The “Extra-in-Voice” Problem

MENO MOSSO: Also, we need to require less credit hours for voice students.

The current catalog description of the B.S. in Mus. Ed. Program does not clarify differences between the vocal and instrumental students. These differences are necessary because voice majors generally teach choral and general music classes, and instrumental students end up teaching band and instrumental classes. Voice majors must take 14 credits in Voice and Piano Pedagogy: three vocal diction classes (Italian, French, & German) totaling 6 credits; and they must minor in piano performance which involves taking 4 semesters at 2 credits each. Instrumental majors take only 4 credits in Voice and Piano Pedagogy: Class Voice I & II (1 cr.each) and Class Piano I & II (1 cr.each).

Issue #3: The “NASM-in-Curriculum” Problem

MENO MOSSO: Instead of generating more courses, we need to revise existing courses to meet accreditation standards.

The Department of Music recently received a successful 10-year review by the National Accreditation of Schools of Music (NASM). In order to comply with their accreditation standards in the B.S. in Music Education program, NASM asked us to generate a plan for curricular revision in three areas: 1) improvisation experiences must be prevalent throughout music studies; 2) studies in multicultural music must be demonstrated; and 3) methods courses should be required in all three areas – elementary, instrumental, and general/choral.

Issue #4: The “Omission-on-Transcript” Problem

MENO MOSSO: We need a procedure to record competencies on the transcript so that music students can take less credit hours and have more choice.

Students enrolled in Applied Music on their Major and Minor instrument areas must perform for a group of faculty in their corresponding voice or instrumental area. This culminating performance is called the “A Jury” in the major area, and the “B Jury” in the minor performance area. Juries are judged by a committee of faculty in the students’ corresponding instrumental area. The instrument or voice area coordinator keeps a record of each student’s jury attainment, because juries are not currently designated as a separate course. This causes problems both in record keeping and in the department’s ability to determine a student’s eligibility for graduation. In addition, there is no procedure in which a student can demonstrate proficiency in a minor instrument area or in a theory course and, thereby gain the ability to take music elective courses.

Historical Background:

1950s & 60s

When searching catalogs from the 1950s and 60s, we found that Liberal Studies (called General Studies at that time) required 52 credit hours. However, nine credits of Music History could be applied to general studies, and in the AY 1969-70, both Theory I and Theory Skills I also applied to the general studies area. Nevertheless, the total credits needed for the B.S. in Music Education degree were 130, not 124. Music requirements showed some differences. Applied Lessons were offered for 1 credit each for 7 semesters (7 cr. instead of 14 required). Ensembles were offered for 0 credit (7 semesters required). Two semesters of Class Instruments were offered, and Music Theory included Orchestration (an extra 2 cr.). And, there were three methods courses required instead of two – elementary, secondary, and general (2 cr.each).

Changes in AY 1970-71

Applied lessons changed from 1 to 2 cr., thus increasing the requirement from 7 to 14 cr. A distribution of music courses was offered in order to give some choice in requirements. The program total, thus, raised to 136 credits.

Changes in 1976-77

Ensembles were offered for 0-1 credits, and for the first time 7 cr. of Ensembles were required for graduation (instead of 7 semesters for 0 credit). In order to accommodate this change, Orchestration and Class Instruments II were dropped as requirements. The Methods Courses were dropped to 2, at 3 cr. each. The program total was now at 137 credits.

Changes 1980s-Present

Since then, there have been no changes in the major courses. Changes in other areas included: the addition of EXED301 (2 cr.); COSC101 (3 cr.); Synthesis Course (Liberal Studies changed to 53 cr.); and PDE required an extra math course (3 cr.). Thus the Program Total is now 147 credits. And, as has been shown above, hidden requirements make the Voice Majors' total equal 157.

Strategies for Change:

Project *MENO MOSSO* is committed to creating solutions with "less motion:" 1) by decreasing the program total to 120 credit hours for both voice and instrumental music majors; 2) by revising existing courses/requirements in order to meet accreditation standards; and 3) by establishing new procedures to meet program competencies which may further reduce the total credit hours and thereby offer students more opportunities for music electives.

Solution to "More-in-Music"& "Extra-in-Voice Issues

Project *MENO MOSSO* proposes less credit hour requirements in all three curriculum area as follows.

LIBERAL STUDIES: 50 CREDITS REPRESENTING A REDUCTION OF 10 CREDITS.

- Inclusion of Music History into Liberal Studies. [The music department would like the three music history courses (9 cr.) to be included again in the L.S. package. This is necessary in order for the degree program to eventually reach the 120 credit hour mandate.]

UNFORTUNATELY, PROPOSALS:

- 1) TO SUBSTITUTE MUSIC HISTORY FOR RESEARCH WRITING; AND
- 2) TO MAKE EDSP102 ELIGIBLE FOR INCLUSION IN THE SOCIAL SCIENCES AREAS OF THE LIBERAL STUDIES PACKAGE WERE DENIED BY IUP'S LIBERAL STUDIES COMMITTEE.

Therefore, at present, it is only possible to reduce the B.S. in Music Education degree to 126 credits which is an interim allowable amount according to the SHEE Board of Governors for such programs as music education until. The Department of Music will continue to work with the Liberal Studies Committee during this time in order to come into compliance with the 120 credit mandate by 2005 (see attached Board of Governors "Recommendations on 120-Credit Exceptions, Sept. 4, 2002").

- Other changes in Liberal Studies. HIST 305 would be deleted as a requirement, and a music major's section of HIST 195 would be revised to meet current departmental requests. Also prerequisites for MUSC 240 would be deleted. Add 3 cr. to the MATH area; delete 1 cr. from the Natural Science

area and propose an “Physics of Light, Sound and Color” course. Delete 3 credits from the Liberal Studies elective area.

PROFESSIONAL STUDIES: 27 CREDITS REPRESENTING A REDUCTION OF 4 CREDITS.

- Professional Education. Drop EXED301 as a required course; reactivate MUSC 335 under a new title, Music for Students with Disabilities in Inclusive Settings (1 cr.).

MUSIC STUDIES: 49 CREDITS REPRESENTING A REDUCTION OF 17 CREDITS.

- Drop 7 credits in Music Ensembles – re-establish the ensemble requirement as 7 semesters of participation (not 7 credits).
- Establish concentrations in Voice and Instrumental areas.
- Drop 4 credits in the piano minor requirement for voice students by offering 1-credit lessons in the minor performance area.
- Drop 3 credits in diction courses by offering 1-credit lab courses in lieu of 2 cr. courses. Reduce the requirement for voice concentration students to two class instrument courses.
- Drop 2 credits in conducting by requiring only one conducting course; the other becomes an elective.

Solution to “NASM-in-Curriculum” Issues

Project *MENO MOSSO* proposes to revise existing courses to meet NASM accreditation standards instead of generating more courses, as shown below.

- Implement improvisation experiences in Theory Skills I-IV courses.
- Add American Music, jazz, and World Music components to MUHI101 in order to demonstrate the inclusion of multicultural music in the curriculum.
- Revise methods courses to reflect content in elementary, instrumental, and general/choral methods, and require all three for 2 cr. each.

Solution to “Omission-on-Transcript” Issues

Project *MENO MOSSO* seeks to establish new procedures to meet program competencies which may further reduce the total credit hours and thereby offer students more opportunities for music electives by the following initiatives.

- Creating three new courses – APMU Applied Jury A, APMU Applied Jury B, and APMU Applied Piano Jury C. These courses would be 0 credit labs which would record students’ progress on juries as “pass” or “fail.” Furthermore, a “pass” on B and C juries would satisfy the completion of these lesson requirements.
- Create a new “pass/fail” section for all theory courses so that students could satisfy these requirements by passing the final exam before enrolling in the credit-bearing section.

Summary and Advantages of “Project *MENO MOSSO*”:

Implementing Project *MENO MOSSO* will create an opportunity for us to offer more to students in less credit hours. It will also allow us to re-establish three methods courses and to incorporate NASM recommendations by adding improvisation and multiculturalism to the music curriculum. But, succeeding with less requires more interrelationships among courses across the B.S. in Music Education program. Project *MENO MOSSO* has shown that this can be accomplished by synthesizing a wider range of courses in the Liberal Studies package and across all areas of the B.S. in Music Education degree program.

Implementation

1. *How will the proposed revision affect students already in the existing program?*
Students will be phased in from their freshman year beginning with the implementation year of the new program.
2. *Are faculty resources adequate? If you are not requesting or have not been authorized to hire additional faculty, demonstrate how this program will fit into the schedule(s) of current faculty.*
Faculty resources are adequate. The current faculty schedule takes into account all of the program courses that are revised or proposed in this program revision.
3. *Are other resources adequate? (Space, equipment, supplies, travel funds)*
There are no changes between the old program and new program resource requirements.
4. *Do you expect an increase or decrease in the number of students as a result of these revisions? If so, how will the department adjust?*
Because there are very few music education programs across the nation which require less than 135 credit hours for graduation, we expect that our new program will be more attractive in the recruitment of new students. Therefore, it is expected that the new program will result in our ability to raise requirements for incoming students because it is expected that our applicant pool will significantly increase.

Periodic Assessment

1. *Describe the evaluation plan. Include evaluation criteria. Specify how student input will be incorporated into the evaluation process.*
The Department of Music is accredited by the National Association of Schools of Music (NASM) and is periodically reviewed in order to maintain accreditation. Following are guidelines published on the NASM website in regard to accreditation.

“Accreditation is a process by which an institution or disciplinary unit within an institution periodically evaluates its work and seeks an independent judgment by peers that it achieves substantially its own educational objectives and meets the established standards of the body from which it seeks accreditation. Typically, the accreditation process includes 1) a self-evaluative description (self-study) of the institution or unit, 2) an on-site review by a team of evaluators, and 3) judgment by an accreditation decision-making body, normally called a Commission. Accreditation reviews focus on educational quality, institutional integrity, and educational improvements.

“Educational Quality has no single definition. Institutions in the United States demonstrate educational quality in unique and original fashions according to their various missions and goals. An institution or unit with creditable educational quality is one that has appropriate purposes, a sound strategy for achieving its purposes, the ability to assemble and apply resources adequate to the strategy, a record of achieving its purposes, and sufficient evidence that it can continue doing so. All of these issues are reviewed against standards and guidelines that establish a threshold of quality for accreditation status.

“Self-Study

Music units volunteer to participate in the accreditation process and as a first step develop a self-study process involving faculty, administration, and students that results in a self-study document. The document compares institutional practices against NASM standards and the goals and

objectives of the unit. It identifies strengths, areas for improvement, and aspirations for future development.

“The self-study must include a discussion of Instructional Programs including: Non-Degree-Granting Programs Within Non-Degree-Granting Institutions or Non-Degree-Granting Programs Within Degree-Granting Institutions; Associate Degree Programs; Baccalaureate and Graduate Degrees; Music Studies for the General Public; Performance; Other Programmatic Activities.

“The self-study must include a discussion of Evaluation, Planning, and Projections including: Policies and Activities, Principal Summary of Current Strengths and Areas for Improvement; Music Unit Projections.

“On-Site Review

A team of trained NASM evaluators gives careful consideration to the self-study and then visits a music unit. The visitors prepare a report of their findings for the accreditation Commission regarding consistency with NASM standards, areas for improvement, and futures issues. Prior to Commission action, the institution has the option to respond to the Visitors' Report regarding errors of fact, conclusion based on errors of fact, or any documented changes made to the program since the team left campus.

“During the course of the visit, the evaluators do the following:

- Visit classes, rehearsals, and lessons
- **Interview** faculty, music and general administrators, and **students** *[boldface added]*
- **Hear performance students and observe student intern teachers** *[boldface added]*
- Hear large and small ensembles
- Inspect facilities and equipment (instruments, audio facilities, practice rooms, etc.)
- Examine libraries (books, scores, recordings, information technologies, and ensemble music)
- *Examine documents such as theses, dissertations, performance tapes, and compositions submitted in fulfillment of degree requirements
- Examine student transcripts
- Inspect records of performance examinations and repertory of students
- Consider the budget applicable to the music program.”

2. *Specify the frequency of the evaluations.*

According to Article I.A. of the Bylaws of the NASM:

“After the first five-year period, it is the policy of the Association to re-examine Baccalaureate and Graduate Degree-Granting Members on a ten-year cycle. However, the Commission on Accreditation has the authority to require re-examination at any time upon prior notification of the institution.”

3. *Identify the evaluating entity.*

National Association of Schools of Music

Address: NASM, 11250 Roger Bacon Drive, Suite 21, Reston, VA 20190

Telephone: (703) 437-0700

Facsimile: (703) 437-6312

E-mail: info@arts-accredit.org

<http://www.arts-accredit.org/nasm/nasm.htm>

Supportive Documentation

NOTE: Additional Letters and Supportive Documentation that pertain to specific course proposals are attached directly to those proposals for course revisions and new courses which follow.

List of Appendices

APPENDIX I. NASM Handbook, page 93-95

- Percentages in Major, Liberal Studies, and Professional Education areas
- Recommendation to include diverse and non-western musical repertoire (relevant to new course, MUHI 102)
- Recommendation to include improvisation (relevant to Music Theory Skills course revisions)

APPENDIX II. NASM Site-Visit Letter from Sam Hope

- Recommendation to include improvisation (relevant to Music Theory Skills course revisions)
- Recommendation to include diverse and non-western musical repertoire (relevant to MUHI 101 course revision)

[Note appendices III & IV pertain to proposed changes in EDSP 102 and ENGL 202 requirements which were denied by IUP's Liberal Studies Committee. However, the Appendices are retained as attachments to this document because it may be necessary in the near future to revisit such proposals in order to come into compliance with the 120-credit mandate by AY 2005-2006.]

APPENDIX III. TECC Minutes of September 30, 2002

- Report to TECC - Liberal Studies report regarding EDSP 102 and Research Writing courses (item #3)
- Motion to delete FDED 102 as a requirement (item # 7)

APPENDIX IV. October 14, 2002 Memo from John Johnson to Mary Ann Rafoth

- Request from TECC to propose EDSP 102 as a Liberal Studies Core course in the Social Science area

APPENDIX V. Supportive Documentation showing other University courses

- Offering Educational Psychology as a Liberal Studies course
- Offering the Research Writing requirement in the Department of Music

APPENDIX VI. Letter from Gary Stoudt (Math Department)

- Support for offering MATH 217 for the extra math course required

APPENDIX VII. Letter from Dean John Eck

- Intent for "Physics of Sight, Sound and Color" liberal studies course proposal

APPENDIX VIII. TECC Curriculum Committee Minutes

- Motion to pass MUSC 335 Course Proposal and Program Revision Proposal

APPENDIX IX. Board of Governors Memo of Sept. 4, 2002

- Recommendations on 120-Credit Exceptions

APPENDIX X. Memo from Dean Michael Hood, Feb. 14, 2003

- Endorsement of Program Revision at 126 Total Credit Hours

I. Baccalaureate Degree in Music Education

Some of the titles for degree programs designed for teacher education in music are the following: Bachelor of Music Education, Bachelor of Music in Music Education, Bachelor of Science in Music Education, and Bachelor of Arts in Music Education.

1. **Curricular Structure.** Curricular structure, content, and time requirements shall enable students to develop the range of knowledge, skills, and competencies expected of those holding a professional baccalaureate degree in music education. Curricula to accomplish this purpose normally adhere to the following guidelines: studies in music, including basic musicianship and performance normally comprise at least 50% of the total program; general studies, 30% to 35%; and professional education, 15% to 20%. Professional education is defined as those courses normally offered by the education unit which deal with philosophical and social foundations of education, educational psychology, special education, history of education, etc. Although student teachers must be supervised by qualified music personnel from the institution and coordinating schools, student teaching is counted as professional education.

Music education methods courses, such as elementary and secondary methods and supplementary instruments, which are primarily music in content, may be counted under the music component.

2. **Program Content.** In addition to the common core of musicianship and general studies, the musician electing a career in school-based teaching must develop competencies in professional education and in specific areas of musicianship. Professional education components should be dealt with in a practical context, relating the learning of educational principles to the student's day-by-day work in music. Students must be provided opportunities for various types of observation and teaching.

Within the curricular guidelines above, attention should be given to breadth in general studies, to attitudes relating to human, personal considerations, and to social, economic, and cultural components that give individual communities their identity.

3. **Desirable Attributes, Essential Competencies, and Professional Procedures**

a. **Desirable Attributes.** The prospective music teacher should have:

- (1) Personal commitment to the art of music, to teaching music as an element of civilization, and to encouraging the artistic and intellectual development of students, plus the ability to fulfill these commitments as an independent professional.
- (2) The ability to lead students to an understanding of music as an art form, as a means of communication, and as a part of their intellectual and cultural heritage.
- (3) The capability to inspire others and to excite the imagination of students, engendering a respect for music and a desire for musical knowledge and experiences.

NATIONAL ASSOCIATION OF SCHOOLS OF MUSIC

Additional copies of the *Handbook*, *Directory*, current newsletters, and information regarding membership may be secured from:

National Association of Schools of Music
11250 Roger Bacon Drive, Suite 21
Reston, Virginia 20190
Telephone 703/437-0700
Fax 703/437-6312
e-mail: info@arts-accredit.org

Further information about NASM is also available at the following address on the World Wide Web: <http://www.arts-accredit.org>

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2001-2002 HANDBOOK

- (4) The ability to articulate cogent rationales for music as a basic component of general education, and to present the goals and objectives of a music program effectively to parents, professional colleagues, and administrators.
- (5) The ability to work productively within specific education systems, promote scheduling patterns that optimize music instruction, maintain positive relationships with individuals of various social and ethnic groups, and be empathetic with students and colleagues of differing backgrounds.
- (6) The ability to evaluate ideas, methods, and policies in the arts, the humanities, and in arts education for their impact on the musical and cultural development of students.
- (7) The ability and desire to remain current with developments in the art of music and in teaching, to make independent, in-depth evaluations of their relevance, and to use the results to improve musicianship and teaching skills.

The following competencies and procedures provide means for developing these attributes:

- b. **Music Competencies.** In addition to those basic competencies outlined in Sections V and VII above, the following apply to the preparation of music teachers:
- (1) **Conducting.** The prospective music teacher must be a competent conductor, able to create accurate and musically expressive performances with various types of performing groups and in general classroom situations. Instruction in conducting includes score reading and the integration of analysis, style, performance practices, instrumentation, and baton techniques. Laboratory experiences that give the student opportunities to apply rehearsal techniques and procedures are essential.
 - (2) **Arranging.** The prospective music teacher should be able to arrange and adapt music from a variety of sources to meet the needs and ability levels of school performing groups and classroom situations.
 - (3) **Performance.** In addition to the skills required for all musicians, functional ability in keyboard and other classroom instruments appropriate to the student's future teaching needs is essential. Whatever the specialization, functional knowledge of wind, string, and percussion instruments and the voice is essential.
 - (4) **Analysis/History/Literature.** The prospective music teacher should be able to apply analytical and historical knowledge to curriculum development, lesson planning, and daily classroom and performance activities. Teachers should be prepared to relate their understanding of musical styles, the literature of diverse cultural sources, and the music of various historical periods.

(5) **Essential competencies and experiences for the vocal/choral or general music teaching specialization are:**

- (a) sufficient vocal and pedagogical skill to teach effective use of the voice;
- (b) experience in solo vocal performance and choral ensemble;
- (c) performance ability sufficient to use at least one instrument as a teaching tool and to provide, transpose, and improvise accompaniments;
- (d) laboratory experience in teaching beginning vocal techniques individually, in small groups, and in larger classes.

(6) **Essential competencies and experiences for the instrumental music teaching specialization are:**

- (a) knowledge of and performance ability on wind, string, and percussion instruments sufficient to teach beginning students effectively in groups;
- (b) experiences in solo instrumental performance, as well as in both small and large instrumental ensembles;
- (c) laboratory experience in teaching beginning instrumental students individually, in small groups, and in larger class

Teaching Competencies. The musician-teacher should understand the total contemporary educational program—including relationships among the arts—in order to apply music competencies in teaching situations, and to integrate music instruction into the total process of education. Essential competencies are:

- (1) ability to teach music at various levels to different age groups and in a variety of classroom and ensemble settings in ways that develop knowledge of how music works syntactically as a communication medium and developmentally as an agent of civilization. This set of abilities includes effective classroom and rehearsal management.
- (2) An understanding of child growth and development and an understanding of principles of learning as they relate to music.
- (3) The ability to assess aptitudes, experiential backgrounds, orientations of individuals and groups of students, and the nature of subject matter, and to plan educational programs to meet assessed needs.
- (4) Knowledge of current methods, materials, and repertoires available in all fields and levels of music education.
- (5) The ability to accept, amend, or reject methods and materials based on personal assessment of specific teaching situations.

NATIONAL ASSOCIATION OF SCHOOLS OF MUSIC

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RESTON, VIRGINIA 20190

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December 20, 2000

Professor Lorraine P. Wilson
Chairperson, Department of Music
Indiana University of Pennsylvania
Indiana, PA 15705

Dear Professor Wilson:

The NASM Commission on Accreditation at its November meetings gave careful consideration to the application for Renewal of Membership submitted by Indiana University of Pennsylvania.

The Commission voted to continue the current Membership status of the institution and to seek further information before completing its work with the application. This deferral by the Commission is not a negative action. Rather, it enables consideration of issues and concerns by the institution and the Commission within the framework of the present Self-Study and on-site visit.

The institution is asked to respond to the following concerns:

1. The Self-Study mentions an "aptitude profile test" (see page 29, Admission as Freshmen, paragraph 2). It is unclear whether this instrument measures applicants' abilities to relate musical sound to symbol. The institution should clarify how it is in compliance with the NASM standard regarding undergraduate admission requirements for musicianship (see *NASM Handbook 1999-2000*, page 72, Item III.A.2).
2. The institution's catalog, pages 70-71, lists three tracks for the Bachelor of Arts in Music degree. The Commission notes that requirements differ for each of the three tracks. In order to complete the Self-Study and provide a full curricular review of the entire degree program, the institution is asked to submit a curricular table, in the NASM format, for each track. The document is enclosed for your convenience.
3. It is unclear how students in the degree program, Bachelor of Arts in Music, acquire an understanding of, and experience in, art forms other than music (see *NASM Handbook 1999-2000*, page 77, Item VI.A.7).

The Commission notes the institution's plans to advise students in the degree, Bachelor of Arts in Music, to take electives in various general studies areas (see Self-Study, Appendix IV, page 4). This recommendation is in keeping with traditions of the Liberal Arts degree (see *NASM Handbook 1999-2000*, page 76, Item VI, paragraph 1). The Commission commends the institution for taking this position and requests catalog copy or other documentation indicating the means by which this recommendation will be implemented.

4. It is unclear how students enrolled in the degree program, Bachelor of Fine Arts in Music, meet the following standards:
 - a. for performance students in voice, study and use of foreign languages (see *NASM Handbook 1999-2000*, page 81, Item VIII.A.2).
 - b. experiences in ensembles that are varied both in size and nature (see Addendum to the *NASM Handbook 1999-2000* [November, 1999], page 2, Item VII.A.6; and *NASM Handbook 1999-2000*, page 82, Item VIII.A.3.b.).
 - c. rudimentary capacity to create derivative or original music both extemporaneously and in written form (see Addendum to the *NASM Handbook 1999-2000* [November, 1999], page 3, Item VII.C.1.).
 - d. ability to compose, improvise, or both at a basic level (see Addendum to the *NASM Handbook 1999-2000* [November, 1999], page 3, Item VII.C.2.).
 - e. breadth of acquaintance with repertoires beyond the area of specialization which allows students to make connections with cultures within and outside the Western art tradition (see Addendum to the *NASM Handbook 1999-2000* [November, 1999], page 3, Item VII.D and B.3; page 4, Item VII.F.3; and *NASM Handbook 1999-2000*, page 75, Item V.A.3, paragraph 3). The response should demonstrate the system(s) by which this competence is issued.
 - f. orientation to and experience with the fundamentals of pedagogy (see *NASM Handbook 1999-2000*, page 81, Item VIII.A.3.a.).
 - g. a senior recital (see *NASM Handbook 1999-2000*, page 81, Item VIII.A.3.b.).
 - h. knowledge and skills sufficient to work as a leader and in collaboration on matters of musical interpretation. Rehearsal and conducting skills are required as appropriate to the particular musical concentration (see Addendum to the *NASM Handbook 1999-2000* [November, 1999], page 2, Item VII.A.4.).
 - i. keyboard competency (see Addendum to the *NASM Handbook 1999-2000* [November, 1999], page 2, Item VII.A.5.).
5. It is unclear how students enrolled in the degree, Bachelor of Science in Music Education, attain the following competencies:
 - a. rudimentary capacity to create derivative or original music both extemporaneously and in written form (see Addendum to the *NASM Handbook 1999-2000* [November, 1999], page 3, Item VII.C.1.).
 - b. ability to compose, improvise, or both at a basic level (see Addendum to the *NASM Handbook 1999-2000* [November, 1999], page 3, Item VII.C.2.).

Professor Lorraine P. Wilson
 Indiana University of Pennsylvania
 December 20, 2000
 Page 3

- c. competency in arranging and adapting music (see *NASM Handbook 1999-2000*, page 90, Item VIII.J.3.b.(2)).
- ✓ d. breadth of acquaintance with repertoires beyond the area of specialization which allows students to make connections with cultures within and outside the Western art tradition (see Addendum to the *NASM Handbook 1999-2000* [November, 1999], page 3, Item VII.D and B.3; page 4, Item VII.F.3.; *NASM Handbook 1999-2000*, page 75, Item V.A.2., page 90, Items VIII.J.3.c.(1), (3), and (4)).
- e. technical skills requisite for artistic self-expression in at least one major performance area and an overview in understanding of the repertory in their major performance area, including the ability to perform from a cross-section of that repertory, given the institution's policy regarding lesson length. Normally, a minimum of one hour of individual instruction per week in the principal performing area, or an equivalent of individual and small group instruction is required to meet this competency (see Addendum to the *NASM Handbook 1999-2000* [November, 1999], page 2, Item VII.A.1 and 2; *NASM Handbook 1999-2000*, page 71, Item II.Q.2. paragraph 3).
6. It is unclear that students in all master's degree programs have comprehensive review (see *NASM Handbook 1999-2000*, page 99, Item XI.B., paragraph 2).
7. It is unclear that a culminating performance is required for students completing the degree, Master of Arts in Performance (see *NASM Handbook 1999-2000*, page 100, Item XII.B.).
8. The institution is asked to indicate its intentions regarding its master's degrees with attention to the distinction between "general" and "specific" master's degrees. In the Self-Study's curricular tables, a group of "core courses" is listed for each program. This would seem to suggest a general master's degree, yet the existence of four distinct programs suggests specific master's degrees. As appropriate, the institution should submit revised curricular tables to reflect its intentions (see *NASM Handbook 1999-2000*, pages 98-99, Item XI.A.1. and 2.).
9. The Commission understands the institution's critical need for an improved physical plant and appreciates the fact that Cogswell Hall has been approved for renovation, to begin within three years. The institution is asked to submit a status report concerning the renovation, with particular planning to address the most urgent needs with anticipated resources (see Self-Study, pages 72-73; *NASM Visitors' Report*, pages 7 and 18; Optional Response, pages 24 and 72-73; *NASM Handbook 1999-2000*, page 62, Item ILE.).
10. There is a significant need for an adequate concert hall. It appears that Fisher Hall has major liabilities. While the Commission recognizes that facilities are often long-range items, the institution should develop a plan that will establish a schedule for renovation of Fisher Hall or provision of an alternate facility (see *NASM Visitors' Report*, page 80, Architects' Report, Fisher Hall section; *NASM Handbook 1999-2000*, page 62, Item II.F.).
11. The institution needs to develop a long-range plan that will establish a schedule for the acquisition, repair, and maintenance of pianos (see Self-Study, pages 72-73; *NASM Visitors' Report*, page 7, *NASM Handbook 1999-2000*, page 62, Item II.F.).

Professor Lorraine P. Wilson
Indiana University of Pennsylvania
December 20, 2000
Page 4

The response should be submitted by October 1 for consideration at the Commission meetings of November, 2001. A copy of the NASM Visitors' Report is enclosed along with a document outlining procedures for submitting the response.

Please find enclosed for your reference a series of NASM papers to assist in considering Items 4.c., d, and e., and 5.a., b., and d. cited above: *An Advisory for Music Faculty and Administrators: NASM Standards – Composition and Improvisation*; *An Advisory for Music Faculty and Administrators: NASM Standards – History and Repertory*; and *Notes for Music Faculty and Administrators: Standards for Composition/Improvisation, History/Repertory, and Technology in Undergraduate Professional Degrees in Music*.

In addition to and separate from the accreditation action outlined above, the Commission wishes to transmit the following recommendation:

12. The Commission notes the low enrollment in the degree, Master of Arts in History/Literature (see Self-Study, page 7). The Commission respectfully suggests that the institution review the viability of this offering with the possibility that resources currently expended for this program might be more effectively employed elsewhere.


This recommendation is made in order to assist the development of the music program at Indiana University of Pennsylvania. The institution is under no obligation to respond to the Commission concerning this recommendation.

The Commission commends the institution for its fine library, high levels of individual student achievement, excellent technology resources, and thoughtful planning processes.

Please contact the NASM National Office staff if you need clarification, information, or assistance in responding to the issues raised by the Commission.

With best wishes and cordial regards, I remain

Sincerely yours,


Samuel Hope
Executive Director

SH:kla

Enclosure

cc: Lawrence K. Pettit, President
Indiana University of Pennsylvania
David Tomatz, President, NASM
Daniel Sher, Chair
NASM Commission on Accreditation
Don Gibson, Associate Chair
NASM Commission on Accreditation
Edgar J. Thompson, NASM Visitor
Russ Schultz, NASM Visitor

TECC
Minutes
September 30, 2002
109 Stouffer Hall

Present:

Richard Ciganko	Sally McCombie	Diane Klein
Terry Peard	Janet Walker	Clarice Reber
William McPherson	Susan Wheatley	Nancy Yost
Roberta Eddy	Kenneth Hershman	Mary Sadler
Lynne Alvine	Laurie Stamp	Victoria Damini
Linda Norris	Barbara Illig-Aviles	Gail Sechrist
Laureen Hurt	Judith McDonough	Rishi Mathur
Connie Sutton		John Johnson
Linda Klingaman	Joseph Domaracki	John Butzow

1. The Roll was called and a quorum was established.
2. The minutes of August 26, 2002 were approved unanimously on a motion by Barbara Illig-Aviles and Roberta Eddy.
- ✓ 3. Mary Sadler gave an update and led a discussion on the SSHE 120 hour requirement as it relates to the Liberal Studies program at IUP. She reported:
 - The committee may take a look at the Educational Psychology course as an elective
 - They may look at the "Research Writing" requirement to make it program based.
 - Each Teacher Education Coordinator is encouraged to provide feed back on the proposals as developed and presented.
4. John Butzow updated TECC on staffing of Teacher Education Office. To date he has not received approval to start a search process to replace the position to be left vacant by John Johnson on January 10, 2003. He noted that a "plan B" has been developed to try to maintain the essential functions of the office. It was also noted that Kathy Nowinsky will retire in November.
5. Lloyd Onyett talked about Electronic Portfolios. He noted:
 - The Portfolio Assistance Center is open for workshops, faculty and students, either as individuals or in groups.
 - The "Q" drive has been set up for student Portfolio development.
 - AOL will not allow access to the "P" drive.
6. PDE/ NCATE Review – Joe Domaracki provided a summary of his recent participation in an NCATE training work shop in Washington. He noted:
 - INTASC will be the accepted standards, nationwide

APPENDIX III.

- More institutions want accreditation
- The numerical cut-off score for accredited institutions on Praxis Scores will be 80%
- There is continued discussion on the "diversity" standard as to what this means in individual institutions.
- Increased emphasis on candidate assessment as a key for accreditation

✓ 7. Discussion on the continuance of the Foundations of Education course resulted in a unanimously approved motion by Susan Wheatley and Judy McDonough to recommend the elimination of FDED 102, American Education in Theory and Practice from the Education Core Curriculum. The proposal will need to go through the University Senate approval process. It was noted that the content of this course could be handled in a program specific way in departmental courses. It was also noted that PDE no longer requires a specific course in Foundations of Education.

8. Being no other business, the meeting was adjourned in a motion by Ken Hershman and Dee Klein.

Announcements:

1. University Supervisors are required to make a minimum of 4 visits per semester per student teacher. Three of the visits shall entail formal observations of the student teachers and completion of accompanying reports and conferences. The written observation reports shall be filed with the Office of Teacher Education within one week of completing the observation. Observation reports need to be individualized to address the specific strengths and needs of each student teacher.
2. Paul Dronsfield, PDE Technical Assistant will be on campus for the September 28 Meeting of TECC/ He will meet with us to give us information relative to the upcoming review.
- 3.

Sharon Aikins

From: "Susan Wheatley" <wheatley@iup.edu>
To: "Sharon Aikins" <saikins@iup.edu>; "Lorraine Wilson" <lpw@iup.edu>
Sent: Tuesday, October 15, 2002 6:39 AM
Subject: FW: EDSP 102

Please print this and add it as a Letter of Support to our Music Education Curriculum Review.
 Thank you. --Susan Wheatley

From: "John Johnson" <jrjohnsn@iup.edu>
Date: Mon, 14 Oct 2002 14:42:14 -0400
To: "Mary Ann Rafoth" <MRAFOTH@iup.edu>
Cc: "John R. Johnson" <jrjohnsn@iup.edu>, "Karen Rivosecchi" <krivosecchi@solaris.voced.iup.edu>, "Clarice Reber" <creber@iup.edu>, "Connie Sutton" <cjsutton@iup.edu>, "David Stein" <dwstein@grove.iup.edu>, "Dawn Woodland" <woodland@iup.edu>, "Dee Klein" <dklein1st@yahoo.com >, "Eileen Glisan" <GLISAN@grove.iup.edu>, "Eileen Glisan Home" <glisan@nauticom.net>, "Janet M. Walker" <jwalker@iup.edu>, "Jennifer Rotigel" <jrotigel@grove.iup.edu>, "Joe domaracki" <jwdomara@iup.edu>, "John Wood" <jtwood@grove.iup.edu>, "Judi Hechtman" <hechtman@iup.edu>, "Judy McDonough" <jrmcdono@grove.iup.edu>, "Judy McDonough" <jrmcdono@adelphia.net>, "Ken Hershman" <Hershman@grove.iup.edu>, "Laurie Hurt" <LHurt@grove.iup.edu>, "Laurie Stamp" <lnstamp@grove.iup.edu>, "Linda Klingaman" <LRKLINGa@Grove.iup.edu>, "Linda Norris Home" <lnorris9@aol.com>, "Linda Norris IUP" <LNorris@grove.iup.edu>, "Linda Szul" <lfszul@iup.edu>, "Lorraine Wilson" <LPW@grove.iup.edu>, "Lynne Alvine" <LALVINE@grove.iup.edu>, "McPherson, William C" <mcperso@iup.edu>, "Rich Ciganko" <RCiganko@grove.iup.edu>, "Roberta Eddy" <RMEDDY@grove.iup.edu>, "Sally McCombie" <SMCCOMB@grove.iup.edu>, "Sharon Franklin-Rahkonen" <franklin@iup.edu>, "Susan Wheatley" <wheatley@grove.iup.edu >, "Terry Peard" <Tpeard@grove.iup.edu>, "Thomas Lord" <trlord@grove.iup.edu>, "Vicki Damiani" <vdamiani@grove.iup.edu>, "Wayne Moore" <moore@grove.iup.edu>, "John Butzow" <jwbutzow@iup.edu>, "Ed Nardi" <ewnardi@iup.edu>
Subject: EDSP 102

Dr. Rafoth:

I am writing to you as the Convener of the Teacher Education Coordinator's Council

The Teacher Education Coordinator's Council of the IUP Academy for Teacher Preparation requests that the Department of Educational and School Psychology consider proposing EDSP 102 Educational Psychology to be classified as a Liberal Studies Core Social Science requirement for Education Majors.

Thank you for your consideration in this request.

=====
 John R. Johnson, Associate Dean, Teacher Education
 Certification Officer, College of Education, IUP
 104 Stouffer Hall
 Indiana University of Pennsylvania
 Indiana PA 15705
 Ph: 724-357-2485 Fax: 724-357-5595 E-mail: jrjohnsn@iup.edu
 =====

SUPPORTIVE DOCUMENTATION

COURSES: Research Writing, Music History, and Educational Psychology

RELEVANCE: Colleges and universities that offer these courses in the Liberal Studies areas in one of the following manners.

- 1) The Music Department offers their own "research writing" class and NOT through the English Department:

Clarion University
Lambuth University
Western Washington University
University Of Kansas
University of North Carolina-Greensboro
Florida State University
University of South Carolina

Indiana University
Radford University
Luther College
Pennsylvania State University
Univ. of Illinois-Champ./Urbana
Duquesne University

- 2) Where Music History fulfills a non-music requirement, in particular, a liberal studies or humanities elective:

Clarion University
West Chester University
University of Miami
University of Kansas
University of NC-Greensboro
Seton Hill University
Virginia Tech University
Upper Iowa University

California Polytechnical Univ. -Pomona
Univ. of Illinois – Champaign/Urbana
Western Washington University
Florida State University
Duquesne University
SUNY-New Paltz
Missouri Baptist University
Pennsylvania State University

- 3) Where Educational Psychology fulfills a liberal studies requirement for education majors:

University of Miami
California Polytechnical University - Pomona
Lambuth University
Western Washington University

College of Natural Sciences and Mathematics
Weyandt Hall, Room 305
975 Oakland Avenue
Indiana, Pennsylvania 15705-1087

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October 17, 2002

Dr. Lorraine P. Wilson, Chair
Department of Music

Dear Dr. Wilson:


This letter is submitted in response to our meeting of October 9 and your correspondence of October 10 concerning the same matter.

The College of Natural Sciences and Mathematics is supportive of the proposed curriculum changes by the College of Fine Arts. In essence, to meet the 120 s.h. rule mandated by the Board of Governors of the SSHE, you are proposing to change the mathematics/science requirement from the current 10 s.h. in science and 3 s.h. in mathematics to 7 s.h. in science and 6 s.h. in mathematics. The total number of semester hours within the College remains constant but the distribution is changed.

In addition, I have discussed the possibility with Dr. Kenneth Hershman, Chair of Physics, of reactivating and rejuvenating the course in the Physics of Sound, Light, and Color to be offered to students in music and art and possibly theater. In general, he was receptive to the idea as long as the course would be required of these majors and would be a non-laboratory course. The course would be offered, eventually, each semester in a lecture format, for up to 80 students per section. In this way, the students in your College would get science instruction in topics relevant to their field. In addition, this could be done in an efficient manner that makes good utilization of our resources.

I will keep you apprised of our progress in developing this course in sound, light and color.

Sincerely,



John S. Eck, Dean

Cc: Dr. Kenneth Hershman, Chair, Physics Dept.
Mr. Michael Hood, Dean, College of Fine Arts
Dr. Susan Wheatley, Music Education Coordinator
Dr. Jack Stamp, Assistant Chair, Department of Music



Indiana University of Pennsylvania APPENDIX VII.

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*Honoring Yesterday
Creating Tomorrow*

October 14, 2002

Dr. Lorraine Wilson
Department of Music

Lorraine,

The Department of Mathematics supports the inclusion of MATH 217 Probability and Statistics as the second mathematics course required for B. S. in Music Education majors to meet Pennsylvania Chapter 354 Requirements for teacher education in the program revision of the Department of Music. We also appreciate the willingness of the Department of Music to consult with us on this issue while working out the details.

With approximately 270 students in the Music Education program at this time, this change will require the Department of Mathematics to shift resources. We will need to determine which mathematics courses Music Education majors have been taking since the creation of Chapter 354, and move resources from those courses to MATH 217. This can and will be done, although we can expect the inevitable missteps for a semester or two. We currently offer approximately 22 sections of MATH 217 each year, so students will be able to choose from a variety of times in order to best accommodate their demanding scheduling requirements.

Further loss of faculty positions in the Department of Mathematics will, of course, jeopardize our ability to accommodate this and other education programs in the University.

Sincerely,

Gary Stoudt, Chairperson
Department of Mathematics

Academy for Teacher Prep Curriculum Screening Committee
Meeting Minutes
November 6, 2002

Members Present: S. Robertson, J.B. Smith, J. Domaracki, S. Burwell, R. Eddy, Also Present: J. Butzow, S. Wheatley, L. Wilson.

A. Proposal from the Department of Music (resubmitted)

The proposal to modify the music curriculum was resubmitted and the changes summarized by Susan Wheatley and Lorraine Wilson. Discussion points were as follows:

1. Joe Domaracki met with the music department to work out details in terms of collaborating on the reactivation of the MUSC 335 Music for Students with Disabilities in Inclusive Settings course. A number of issues regarding how to insure that the course will cover the necessary material related to working with children with special learning needs, including behavior management and IEP provisions, were addressed. As a result, a line has been added into the Summary of the Proposed Revisions on page 4 of the document. The following line has been added at the end of the first paragraph: "The instructor is encouraged to collaborate with the Department of Special Education pursuant to course topics."
2. Discussion ensued regarding the issue of EDSP 102 – Educational Psychology being designated a Liberal Studies Social Science course (as is assumed by this proposal as written). Dr. Butzow indicated that this current state of discussion is with the Liberal Studies committee.
3. Typos and Wording Changes

Course Revision Document

- Delete "I" in the third sentence of the first paragraph on Page 2.
- Reword first paragraph to read as follows (page 2):
"Develops music education skills, techniques, and materials for students with disabilities and special needs within the music classroom setting. Legal rights of special learners are stressed with regard to opportunities....."
- Reword course objectives (page 2) so that all references to "exceptional students" (sic) be replaced with "students with special needs" to reflect person-first language. (Also replace on page 3 - Evaluation and assessment of the music learnings of exceptional students).
- Objective #4 (page 2) – replace the word "implement" with the word "plan"
- Delete redundant "for students" in heading sentence B of the Course Outline.
- Reword all heading sentences under Course Outline using parallel wording. Specifically, heading sentences B, C, and D should be worded as follows:
"Plan and adapt music instruction for....."

Program Change

- Page 5 – "Change in Requirements" – ENGL 202 should be titled "Research Writing" rather than "College Writing"

Motion to pass the proposed course change and program change was made by JB Smith and seconded by Bobbie. The motion passed unanimously.

The revised document and original cover sheet should be sent to Joe Domaracki, 203 Davis Hall, Department of Special Education and Clinical Services

Additional discussion ensued about the ramifications of the 120 credit hour limit on EDEX 301, possible problems with PDE and NCATE regarding this mandate, etc.

John Butzow also asked the committee to consider the procedural question of whether proposals that have passed the committee will need to come back to the committee for re-approval if additional minor changes are required as a result of decisions by the liberal studies committee, etc. The discussion was tabled until the meeting of November 13 when all members are asked to attend and discuss how we will proceed on this and other issues.

Submitted By: Shari Robertson, Chair

Recommendations on 120-Credit Exceptions
(September 4, 2002)

As Board of Governors' POL-1990-06-A ACADEMIC DEGREES (Amended April 11, 2002) states, baccalaureate degrees require 120 semester credit hours unless (1) otherwise required by statute, regulation, or accreditation and (2) are approved by the Board of Governors upon the recommendation of the Chancellor. Universities are advised that rarely will they be granted permission to offer baccalaureate degrees exceeding 120 credits.

Programs of study may contain general-education requirements exceeding 48 credits (40% of 120 credits); however, this factor will not be considered as justification for an exception to the 120-credit maximum for baccalaureate degrees.

A university seeking an exception to the 120-credit maximum for one or more of its programs will request the exception through the Office of the Vice Chancellor for Academic and Student Affairs. Exception requests are due in the Vice Chancellor's office no later than November 15, 2002. The Vice Chancellor will review exception requests and assist the Chancellor in preparing recommendations to the Board of Governors, which will act on recommendations during the January 9, 2003, meeting.

A university seeking an exception to the 120-credit maximum will provide a copy of the statute, regulation, or accreditation standard that mandates that the degree program is to exceed 120 credits. For those programs lacking a specific credit-total mandate, a rationale is to be provided by the university as to why the exception must be granted to meet the relevant statute, regulation, or accreditation standard. Once an exception has been granted, the university must verify that the exception continues to be required each time that the program undergoes its regularly scheduled periodic review. When accreditation is being sought for an existing program, universities may submit the request for an exception to the 120-credit maximum at any point in the process.

Exceptions to the 120-credit maximum may be necessary, in the short term, for selected teacher-education degree programs because of extensive regulatory and accreditation requirements currently in place. The following teacher-education programs should be permitted to have graduation credit totals not to exceed 126 credits during a limited period when universities engage in curricular review and revision processes designed to bring these programs to the 120-credit level:

- Science education as follows: Biology; Chemistry; Earth and Space; General Science; Physics
- Art Education (K-12)
- Citizenship and Government Education
- Business Education
- Mathematics Education
- **Music Education (K-12)**


Such exceptions would remain in place until the end of the 2004-05 academic year, at which time these teacher-education degree programs must be at 120 credits.

It is recognized that students who elect to meet the requirements of two majors or who seek a second certification within their teacher-education programs will likely complete more than 120 credits.

Indiana University of Pennsylvania

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TO: University-Wide Undergraduate Curriculum Committee
FROM: Michael J. Hood, Dean 
DATE: February 14, 2003
SUBJECT: Department of Music Curriculum

I write to support the department of music's music education curriculum action reducing the required credit hours to the SSHE mandated 126 figure. I do so with the full conviction that the department has done everything within its power to make this mandated reduction without sacrificing program quality.

At the same time, I remain concerned that further cuts may do just that, and, therefore, I hope that over the course of the next two years, we are able to adjust and to further tune our curriculum revision in order to optimize the student experience and to maintain the high standards that we have set and adhered to for so many years.

That said, I hope that you will give your positive consideration to this revision package with the full understanding that this work is not completed and that we will continue to work diligently in service of the department, the college, the university, and the Commonwealth.

cc: Dr. Mark Staszkiwicz
Dr. Lorraine Wilson
Dr. Susan Wheatley

Sharon Aikins

From: "Susan Wheatley" <wheatley@iup.edu>
To: "Gail Sechrist" <gailsech@iup.edu>; "Sharon Aikins" <saikins@iup.edu>; <MSadler@iup.edu>
Cc: "Susan Wheatley" <wheatley@iup.edu>
Sent: Sunday, February 23, 2003 12:56 PM
Attach: 01.MUSED.REV.2.23.doc; APP.REV.2.23.doc
Subject: Music Education Curr. Revision

TO: UWUCC Curriculum Committee

Dear Gail,

I am forwarding to you 2 attachments which represent our REVISED B.S. In Music Education Program Revision (01.MUSED.REV.2.23.doc, APP.REV.2.23.doc). Our Departmental Secretary, Mrs. Sharon Aikins will also hand deliver hard copies of these two attachments to your office.

We have removed the two liberal studies proposals which were rejected by the Liberal Studies Committee: 1) proposal to substitute Music History for Research Writing; and 2) proposal to place Educational Psychology in the Social Studies area of Liberal Studies. Additionally, since we are no longer proposing to substitute Music History for Research Writing, we are also no longer planning to revise the music history courses. They will remain MUHI301 and MUHI 302. Therefore, please remove these course revision proposals (documents #3 and #4) from our packet.

As a result of the changes noted above, our revision now stands at 126 credit hours. We have added two appendices which support this 126-hour revision: Appendix IX, a memo from the SSHE Board of Governors which lists program exceptions to the 120 credit mandate; and Appendix X, a memo of support from CFA's Dean Michael Hood.

Please note that we have reduced our program from 157 ch. To 126 ch. Representing a 31 hour reduction as follows: 10 ch. reduction from Liberal Studies; 4 ch. reduction from Professional Studies; 17 ch. reduction from Music Studies.

In summary, our total curriculum revision packet is now comprised of the following components:

01.MUED REVISION 2/23/03
 APPENDIX REVISION 2/23/03
 02.MUHI102.doc
 [remove .03 & .04]
 05.MUSC 240.doc
 06.MUSC331.doc
 07.MUSC 333.doc
 08.MUSC335.doc
 09.MUSC 337.doc
 10.APMU.rev.doc
 11.MUSC 111.doc

- 12.MUSC 112.doc
- 13.MUSC 211.doc
- 14.MUSC 212.doc
- 15.MUSC Theory#11.doc
- 16.MUSC 351.doc
- 17.MUSC 353.doc
- 18.MUSC 354.doc
- 19.APMU122.doc
- 20.APMU123.doc
- 21.APMU124.doc

Please let us know if this is clear to both you and your committee. Thanks so much!

--Susan Wheatley

Dr. Susan Wheatley, Professor of Music
Music Education Coordinator
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