

LSC Use Only No:	LSC Action-Date:	UWUCC USE Only No.	UWUCC Action-Date:	Senate Action Date:
		09-38a.	App-12/8/09	App-3/23/10

**Curriculum Proposal Cover Sheet - University-Wide Undergraduate Curriculum Committee**

Contact Person John Kuehn	Email Address jkuehn@iup.edu
Proposing Department/Unit Music	Phone 7-4973

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

Current Course prefix, number and full title                      Proposed course prefix, number and full title, if changing

**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                       Other  
 New Minor Program                       New Track                       Catalog Description Change                       Program Revision

Bachelor of Science in Education                      — Music Education  
Current program name                      Proposed program name, if changing

**4. Approvals**

		Date
Department Curriculum Committee Chair(s)	<i>[Signature]</i>	9/30/09
Department Chair(s)	<i>[Signature]</i>	9/30/09
College Curriculum Committee Chair	<i>[Signature]</i>	9/30/09
College Dean	<i>[Signature]</i>	9/30/09
Director of Liberal Studies *	<i>[Signature]</i>	2/23/10
Director of Honors College *	<i>[Signature]</i>	
Provost *	<i>[Signature]</i>	4/20/09
Additional signatures as appropriate: (include title)	<i>[Signature]</i> TECC	11-2-09
	<i>[Signature]</i>	11-3-09
UWUCC Co-Chairs	<i>[Signature]</i>	12/08/09

\* where applicable

Received  
 NOV 03 2009  
 Liberal Studies

# 1b. List of Courses and Credits for the Revised Program

## Bachelor of Science in Education—Music Education

<b>Liberal Studies:</b> As outlined in Liberal Studies section with the following specifications:		48
<b>Fine Arts:</b> fulfilled by courses in major		
<b>Humanities:</b> HIST 195, MUHI 102		
<b>Mathematics:</b> 6cr, MATH 101 or 110; MATH 217 recommended		
<b>Natural Science:</b> Option I recommended		
<b>Social Science:</b> PSYC 101		
<b>Liberal Studies Electives:</b> 3cr, MUHI 301, no course with MUSC prefix		
<b>College:</b>		29
<b>Professional Education Sequence:</b>		
DSP 102	Educational Psychology	3cr
EDUC 242	Pre-Student Teaching Clinical Experience I	1cr
EDUC 342	Pre-Student Teaching Clinical Experience II	1cr
EDEX 323	<b>Instruction of English Language Learners with Special Needs</b>	2cr
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
<b>Major: (1)</b>		51
<b>Required Courses:</b>		
APMU (Major)	Applied Music I-VII	14cr
APMU 122	(Major) Applied Jury A	0cr
MUHI 302	Music History II	3cr
MUSC 111	Theory Skills I	2cr
MUSC 112	Theory Skills II	2cr
MUSC 115	Theory I	3cr
MUSC 116	Theory II	3cr
MUSC 120-136	7 semesters of Music Ensembles	0cr
MUSC 211	Theory Skills III	2cr
MUSC 212	Theory Skills IV	2cr
MUSC 215	Theory III	3cr
MUSC 216	Theory IV	3cr
MUSC 311	Fundamentals of Conducting	2cr
MUSC 475	7 semesters of Recital Attendance	0cr
<b>Concentration area courses: (select one concentration)</b>		
<i>Vocal Concentration</i>		
APMU	Piano (minor) I-IV	4cr
APMU 123	Applied Piano Jury B	0cr
Choose two of the following Class Instrument courses: MUSC 155, 157, 159, 161		
MUSC 351/353/354		3cr

**Instrumental Concentration**

APMU 124	Applied Piano Jury C	0cr
MUSC 151	Class Voice I	1cr
MUSC 152	Class Voice II	1cr
MUSC 153	Class Piano I	1cr
MUSC 154	Class Piano II	1cr
MUSC 155	Class Strings I	1cr
MUSC 157	Class Percussion I	1cr
MUSC 159	Class Brass I	1cr
MUSC 161	Class Woodwinds I	1cr

Controlled Electives: choose electives from the following to create a total of 51cr in

Major Required Courses area:

APMU	Instrument (minor) I-IV (1cr each)	1cr
MUSC 120	Music Ensembles (0-1cr each)	1cr
MUSC 155-162	Class Instruments II (1cr each)	1cr
MUSC 163	Class Guitar I	2cr
MUSC 224	Jazz Improvisation Techniques I	2cr
MUSC 300	Black Music in America and Diaspora	3cr
MUSC 306	Counterpoint I	2cr
MUSC 309	Orchestration I	2cr
MUSC 312	Choral Conducting	2cr
MUSC 313	Instrumental Conducting	2cr
MUSC 315	Theory V	3cr
MUSC 340	Woodwind Instrument Repair	2cr
MUSC 411	Composition I	1cr
MUSC 493	Internship in Music	1cr

Total Degree Requirements:

128

(\*) Also see requirements leading to teacher certification, titled

"3-Step Process for Teacher Education," in the College of Education and Educational Technology section of this catalog.

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

- A. 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 0cr; the student's grade would be recorded as "Satisfactory" on the Transcript.
- B. Class instrument or minor applied area—Passing the B or C required jury (0cr) before enrolling in class instruments or a minor applied course; the student's grade would be recorded as "Satisfactory" on the Transcript.

## 2. Summary of Changes—a. Table Comparing Old and New Programs

<b>Current Program</b> <b>Bachelor of Science in Education-Music Education (*)</b>			
<b>Liberal Studies:</b> As outlined in Liberal Studies section with the following specifications: <b>Fine Arts:</b> fulfilled by courses in major <b>Humanities:</b> HIST 195 (section for Music majors), MUHI 102 (Music Education majors only) <b>Mathematics:</b> 6cr, MATH 101 or 110; MATH 217 <b>Natural Science:</b> Option I recommended <b>Social Science:</b> PSYC 101 <b>Liberal Studies Electives:</b> 3cr, MUHI 301, no course with MUSC prefix		48	
<b>College:</b>		27	
<b>Professional Education Sequence:</b>			
DSP 102	Educational Psychology	3cr	
EDUC 242	Pre-Student Teaching Clinical Experience I	1cr	
EDUC 342	Pre-Student Teaching Clinical Experience 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	
<b>Major: (1)</b>		51	
<b>Required Courses:</b>			
APMU (Major)	Applied Music I-VII	14cr	
APMU 122	(Major) Applied Jury A	0cr	
MUHI 302	Music History II	3cr	
MUSC 111	Theory Skills I	2cr	
MUSC 112	Theory Skills II	2cr	
MUSC 115	Theory I	3cr	
MUSC 116	Theory II	3cr	
MUSC 120-136	7 semesters of Music Ensembles	0cr	
MUSC 211	Theory Skills III	2cr	
MUSC 212	Theory Skills IV	2cr	
MUSC 215	Theory III	3cr	
MUSC 216	Theory IV	3cr	
MUSC 311	Fundamentals of Conducting	2cr	
MUSC 475	8 semesters of Recital Attendance	0cr	

<b>Proposed Program</b> <b>Bachelor of Science in Education-Music Education (*)</b>			
<b>Liberal Studies:</b> As outlined in Liberal Studies section with the following specifications: <b>Fine Arts:</b> fulfilled by courses in major <b>Humanities:</b> HIST 195, MUHI 102 <b>Mathematics:</b> 6cr, MATH 101 or 110; MATH 217 recommended <b>Natural Science:</b> Option I recommended <b>Social Science:</b> PSYC 101 <b>Liberal Studies Electives:</b> 3cr, MUHI 301, no course with MUSC prefix		48	
<b>College:</b>		29	
<b>Professional Education Sequence:</b>			
DSP 102	Educational Psychology	3cr	
EDUC 242	Pre-Student Teaching Clinical Experience I	1cr	
EDUC 342	Pre-Student Teaching Clinical Experience II	1cr	
EDEX 323	Instruction of English Language Learners with Special Needs	2cr	
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	
<b>Major: (1)</b>		51	
<b>Required Courses:</b>			
APMU (Major)	Applied Music I-VII	14cr	
APMU 122	(Major) Applied Jury A	0cr	
MUHI 302	Music History II	3cr	
MUSC 111	Theory Skills I	2cr	
MUSC 112	Theory Skills II	2cr	
MUSC 115	Theory I	3cr	
MUSC 116	Theory II	3cr	
MUSC 120-136	7 semesters of Music Ensembles	0cr	
MUSC 211	Theory Skills III	2cr	
MUSC 212	Theory Skills IV	2cr	
MUSC 215	Theory III	3cr	
MUSC 216	Theory IV	3cr	
MUSC 311	Fundamentals of Conducting	2cr	
MUSC 475	7 semesters of Recital Attendance	0cr	

Concentration area courses: (select one concentration)		
<i>Vocal Concentration</i>		
APMU	Piano (minor) 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 351/353/354		3cr
<i>Instrumental Concentration</i>		
APMU 124	Applied Piano Jury C	0cr
MUSC 151	Class Voice I	1cr
MUSC 152	Class Voice II	1cr
MUSC 153	Class Piano I	1cr
MUSC 154	Class Piano II	1cr
MUSC 155	Class Strings I	1cr
MUSC 157	Class Percussion I	1cr
MUSC 159	Class Brass I	1cr
MUSC 161	Class Woodwinds I	1cr
Controlled Electives: choose electives from the following to create a total of 51cr in Major Required Courses area:		
APMU	Instrument (minor) I-IV (1cr each)	1cr
MUSC 120	Music Ensembles (0-1cr each)	1cr
MUSC 155-162	Class Instruments II (1cr each)	1cr
MUSC 163	Class Guitar I	2cr
MUSC 224	Jazz Improvisation Techniques I	2cr
MUSC 300	Black Music in America and Diaspora	3cr
MUSC 306	Counterpoint I	2cr
MUSC 309	Orchestration I	2cr
MUSC 312	Choral Conducting	2cr
MUSC 313	Instrumental Conducting	2cr
MUSC 315	Theory V	3cr
MUSC 340	Woodwind Instrument Repair	2cr
MUSC 411	Composition I	1cr
MUSC 493	Internship in Music	1cr
Total Degree Requirements:		126
<p>(*) Also see requirements leading to teacher certification, titled "3-Step Process for Teacher Education," in the College of Education and Educational Technology section of this catalog.</p> <p>(1) Students may satisfy any Theory Class or Class Instrument/Minor Instrument requirement by</p> <p>A. 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 0cr; the student's grade would be recorded as "Satisfactory" on the transcript.</p> <p>B. Class instrument or minor applied area—Passing the B or C required jury (0cr) before enrolling in class instruments or a minor applied course; the student's grade would be recorded as "Satisfactory" on the transcript.</p>		

Concentration area courses: (select one concentration)		
<i>Vocal Concentration</i>		
APMU	Piano (minor) 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 351/353/354		3cr
<i>Instrumental Concentration</i>		
APMU 124	Applied Piano Jury C	0cr
MUSC 151	Class Voice I	1cr
MUSC 152	Class Voice II	1cr
MUSC 153	Class Piano I	1cr
MUSC 154	Class Piano II	1cr
MUSC 155	Class Strings I	1cr
MUSC 157	Class Percussion I	1cr
MUSC 159	Class Brass I	1cr
MUSC 161	Class Woodwinds I	1cr
Controlled Electives: choose electives from the following to create a total of 51cr in Major Required Courses area:		
APMU	Instrument (minor) I-IV (1cr each)	1cr
MUSC 120	Music Ensembles (0-1cr each)	1cr
MUSC 155-162	Class Instruments II (1cr each)	1cr
MUSC 163	Class Guitar I	2cr
MUSC 224	Jazz Improvisation Techniques I	2cr
MUSC 300	Black Music in America and Diaspora	3cr
MUSC 306	Counterpoint I	2cr
MUSC 309	Orchestration I	2cr
MUSC 312	Choral Conducting	2cr
MUSC 313	Instrumental Conducting	2cr
MUSC 315	Theory V	3cr
MUSC 340	Woodwind Instrument Repair	2cr
MUSC 411	Composition I	1cr
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Total Degree Requirements:		128
<p>(*) Also see requirements leading to teacher certification, titled "3-Step Process for Teacher Education," in the College of Education and Educational Technology section of this catalog.</p> <p>(1) Students may satisfy any Theory Class or Class Instrument/Minor Instrument requirement by</p> <p>A. 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 0cr; the student's grade would be recorded as "Satisfactory" on the transcript.</p> <p>B. Class instrument or minor applied area—Passing the B or C required jury (0cr) before enrolling in class instruments or a minor applied course; the student's grade would be recorded as "Satisfactory" on the transcript.</p>		

## 2b. List of Associated Course Changes

1. Due to the PDE requirements, EDEX 323 (2cr), *Instruction of English Language Learners with Special Needs* has been added to the program resulting in a 2 credit increase.
2. MUSC 475 has been changed from "8 semesters" to "7 semesters." This is to conform with the actual program requirement and was a mistake in the catalog. Music Education Majors are on campus for 7 semesters and student teach in the 8<sup>th</sup> semester.

3. The HIST 195 requirement of a “section for Music majors” was eliminated to conform with present practice. There has not been a Music major section for several years.
4. The MUHI 102 requirement of “Music Education majors only” is redundant.
5. MATH 217 has been changed from “required” to “recommended” to allow students more choice in an upper level math course.

### **Part III: Implementation**

#### **1. How will the proposed revision affect students already in the existing program?**

There will be no effect on students already in the three-step process of teacher certification. These students will be grandfathered and likely have completed coursework before the revision is in the catalog. Students entering the process will be notified of the potential changes in the program curriculum and advised accordingly.

#### **2. Are faculty resources adequate?**

Yes

#### **3. Are other resources adequate?**

Yes

#### **4. Do you expect and increase or decrease in the number of students as a result of these revisions? If so, how will the department adjust?**

There are no changes expected.

### **Part IV: Periodic Assessment**

**Departments are responsible for an ongoing review of curriculum. Include information about the plan for program evaluation.**

#### **1. Describe the evaluation plan. Include evaluation criteria. Specify how student input will be incorporated into the evaluation.**

The program undergoes regular review, both formal and informal. Among the measures are 1) student evaluation data, 2) KARS data, 3) program faculty meetings, 4) NASM periodic review.

#### **2. Specify the frequency of the evaluations**

Faculty in the Music Education area of the Music Department annually review the program. New criteria will be put in place for future evaluations. The NASM review is every 10 years.

#### **3. Identify the evaluating entity**

The accrediting body for music departments is the National Association for Schools of Music (NASM). They review the entire program of the music department every 10 years and make comments and suggestions. The IUP Department of Music just completed a review and are preparing a response to the report.

**Sharon Aikins**

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**From:** "David H. Pistole" <dpistole@iup.edu>  
**To:** "Michelle Taddie" <dmzp@iup.edu>; "Sharon Aikins" <saikins@iup.edu>; "Yaw Asamoah" <Osebo@iup.edu>; "Therese Wacker" <Piccplyr@iup.edu>; "Melanie Hildebrandt" <Melanie.Hildebrandt@iup.edu>; "Kevin McKee" <Kmckee@iup.edu>; "Gail Wilson" <Bgwilson@iup.edu>; "Frederick Slack" <fslack@iup.edu>; "Carleen Zoni" <Carleen.Zoni@iup.edu>; "David H. Pistole" <dpistole@iup.edu>; "Debbie Weaver" <dlweaver@iup.edu>  
**Sent:** Friday, February 12, 2010 4:10 PM  
**Attach:** The COACH Method For Writing Workshops.doc  
**Subject:** Fw: English 281 - Tupac - Liberal Studies

LSC - See questions that follow - I think we'll need to address this again quickly at our next meeting. I didn't feel comfortable without further input from the committee. Have a good weekend. David

----- Original Message -----

**From:** Rosalee Stilwell  
**To:** David H. Pistole ; Stilwell, Rosalee M  
**Cc:** Gail Wilson ; Sharon Aikins  
**Sent:** Friday 12 February 2010 02:00  
**Subject:** Re: English 281 - Tupac - Liberal Studies

Hi, David and Committee:

On reconsideration, I need a little more information from the committee about what you want from my English 281 syllabus:

First Question: If I just take off the "25%" on the chart, doesn't that make it all mathematically okay then? Please give me some guidance here because I can add points together without too much difficulty, but translating them into percentages is obviously beyond my limited math abilities (and I'm serious there! I know my shortcomings!).

Second Question: The students will receive points for just participating in the workshops. I have attached set of "COACH" guidelines that we use as a method, if that clarifies this issue. This is standard writing workshop/seminar practice in the discipline of Rhetoric and Writing, and I don't know how to make it any different. Can you please clarify exactly what you would like me to do in terms of method/mechanism other than that?

Third Question: The reflective essays are ungraded in the sense that they are read and commented on by another student and then by myself. They will get points by just turning each reflective essay in on time.

Fourth Question: I'm not sure what you mean by "a more standard syllabus." Do you mean one that is not in newsletter format? I have used that format a lot with students and have found it to be very successful. I can tell you that neither I nor my students have had

problems understanding it, and frankly, that's a lot of work for me when I have worked very hard on the newsletter version. I have tried to make it colorful, clear, and interesting for them, another contemporary writing practice that I try to emulate for them. After all, literary theory can be difficult, and by utilizing a more visual format for such a visual generation, I hope to make the idea of mythopoetic analysis a little more digestible for my students.

I'm on sabbatical, so I am hoping these issues can be cleared up by email soon so that I can get the course listed as a Writing Intensive course in the summer catalog, etc.

Rosalee

----- Original Message -----

**From:** David H. Pistole

**To:** Stilwell, Rosalee M

**Cc:** Gail Wilson ; Sharon Aikins

**Sent:** Friday, February 12, 2010 9:40 AM

**Subject:** English 281 - Tupac - Liberal Studies

Dr. Stilwell, the Liberal Studies Committee reviewed your proposal ENGL 281, Tupac Shakur, Hero with an African face and have given it provisional approval pending some minor revisions. The summary chart for writing assignments has two issues: the first is that the reflective essays say they will not be graded but that they are worth 25% of the course grade. The second is that the writing workshops also say they will not be graded yet are worth 25% of the course grade. The committee feels that you need to add some method/mechanism of grading to these areas so that the students will know what is required of them. We can keep your original cover sheets so you do not need to redo them. Please send the corrected version to the Liberal Studies Office (Stabley 103). Finally, the committee asked that if you will be turning the proposal in for review again that you would need a more standard syllabus of record. Thank you for your proposal.

David H. Pistole

Interim Director of Liberal Studies

Professor of Biology



## ***First Year Seminar***

The First Year Seminar (FYS) is a required three-credit experience for all first year students. These courses should aid students in understanding the interdisciplinary nature of their education. Students should begin to develop skills in critical and creative thinking, discussion and writing and should become acquainted with the values that sustain a community of learners. Enrollment in these courses is limited to 25 students.

These courses are open only to first year students. Students can accomplish this requirement with the successful completion of an approved FYS offered as a single three-credit course or the combination of a one-credit plus two-credit course sequence. Students who transfer to IUP with 21 or more credits from another institution are exempted from the FYS requirement. **This course is not an introductory course in the student's major nor is it intended to replace an introductory major course.** Students may (but are not required to) fulfill the FYS by taking a course offered by their major department or college. FYS courses may not also fulfill Competency-Across-the-Curriculum (CAC) requirements.

FYS proposals of a cross-disciplinary nature that may be team taught or linked with other Liberal Studies or major's courses are encouraged. FYS courses may be offered by any department based on disciplinary expertise and the criteria outlined below.

### **First Year Seminar Expected Undergraduate Student Learning Outcomes**

Syllabi for courses designed to fulfill the Liberal Studies First Year Seminar requirement must provide course content that enables students to achieve the Expected Undergraduate Student Learning Outcomes identified below. Course proposals may identify additional objectives from the list of Expected Undergraduate Student Learning Outcomes as appropriate to the course content.

As *Informed Learners* students will demonstrate knowledge and understanding of:

- the interrelationships within and across disciplines

As *Empowered Learners* students will demonstrate:

- information literacy skills including the ability to access, evaluate, interpret and use information from a variety of sources

As *Responsible Learners* students will demonstrate:

- intellectual honesty
- an understanding of the ethical and behavioral consequences of decisions and actions on themselves, on society and on the physical world
- an understanding of themselves and a respect for the identities, histories, and cultures of others

### **First Year Seminar Required Course Content**

Proposals for two- and three-credit courses designed to fulfill the Liberal Studies First Year Seminar requirement must include:

1. Course content addressing the human experience. This criterion is abstract by design and meant to include courses from many different disciplines. To prepare students for the interdisciplinary nature of their education, the course should be

designed to offer students opportunities to make connections among and between disciplines. When appropriate, these courses should explore global events. The following examples are offered as guidance:

- How do science and technology affect the human condition?
  - Do considerations of individual rights or societal well being mandate revisions to our criminal justice policies?
  - Is the creation of or appreciation of art informed by or reflective of cultural points of view?
2. Whenever appropriate, use of primary source materials directly related to the course content

Individuals proposing courses designed to fulfill the First Year Seminar requirement are encouraged to include content relating to the development of transitional skills for student academic success and socialization to university life including:

1. *Introduction to College* including understanding higher education, its purpose, value and expectations
2. *Learning Strategies, Study Skills and Personal Responsibility* including, for example, time management and self-motivation
3. *Educational and Life Planning* including connecting the present academic experience to future personal and professional goals including choice of major and career
4. *Diversity* including, for example, lifestyles, sexual orientation, intercultural communication skills and achieving community amidst diversity

Not sure how to incorporate this list

- activities that foster student engagement including, for example, collaborative and cooperative learning, problem solving, oral presentations and written assignments structured sequentially
- linked curricular and co-curricular experiences, including, for example, living/learning arrangements and involvement in campus organizations
- opportunities for service learning or civic engagement
- peer-to-peer interactive learning activities, such as peer-led workshops and peer-mentoring arrangements