

UWUCC 4-3-12 App. for moratorium - BA Music/Theory Composition
BA Music/History + Literature was deleted previously
Senate App - 5/1/12

Indiana University of Pennsylvania

11-73

College of Fine Arts
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TO: Gail Sechrist, Chair
University Senate Undergraduate Curriculum Committee

David Piper, Chair
University Senate Graduate Curriculum Committee

FROM: Michael Hood 
Dean

DATE: December 13, 2011

SUBJECT: Workforce Planning – Department of Music

Enclosed please find the complete workforce planning documentation from the College of Fine Arts. Because they do not follow a consistent format, please accept this short summary as a guide to these materials.

Among other things, since removed from consideration, the original plan called for a moratorium on the undergraduate programs in Music History and Literature and in Composition and Theory. It also called for moratoria for graduate Music History and Literature and Composition and Theory, as well as the remaining graduate Music programs in Music Ed and Music Performance. In part because of the defense of these programs made by the department, the latter two programs have been removed from the table by the administration and will be reviewed for progress in December 2012. The history and literature and composition and theory programs at both the undergraduate and graduate level have been recommended for moratorium at all levels (department, college, dean, curriculum committee).

cc: Jan Mellon, Andrew Gillham, Brian Jones, Jack Stamp, Matt Baumer, Linda Jennings

Liberal Studies

DEC 18 2011

Received

Music Department Response to Workforce Plan

Contents:

Department Response dated 9/18/11

Addendum to the Response dated 10/13/11

College Curriculum Committee Response dated 10/11/11

Dean's Response dated 10/18/11



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To: Michael Hood, Dean
College of Fine Arts

From: Jack Stamp, Chair
Department of Music

Date: September 18, 2011

RE: Departmental Response to Graduate Program Recommendation for
Moratorium/Discontinuation

Please find this defense of the Department of Music graduate program including a response to your memo of September 2nd, a graduate survey conducted by the Music Department Graduate curriculum committee, three possible scenarios for the MA degree in Music Education, a restructuring of core curriculum, and the suggestion of on-line course representation in the offering of the graduate degrees.

I will respond to one of your last questions, first. "Is a graduate component (of the Music Department), as now designed, defensible?" I would have to respond that the current structure of the graduate program, particularly the music education component is not defensible as currently designed. The current program was designed in the 1960's to serve those local music educators who, possessing teaching positions, wanted to receive a graduate degree without a full time residency. Courses were offered during the evening (and still are) to accommodate their needs. Data has shown that the area populous of music teachers have earned master's degrees so that our clientele is not in the immediate Indiana area.

In response to the last question in your September 2nd narrative, many of our graduates have benefited from our graduate degrees and hold prominent music positions around the country. A list of those graduates has been provided. (Appendix 1)

IUP is the only state institution in western Pennsylvania with a graduate program. Though Penn State, Duquesne, and Carnegie-Mellon have programs, the cost of IUP's program makes it desirable. The real competition for graduate students comes from those institutions with a large number of assistantships. We are also competing with the CBA, in that our graduate student can not gain teaching experience as part of their degree program. However, once the degree

programs are redesigned, it is hoped that collaborations with WCCC will allow our graduate students some valuable teaching experiences.

Last academic year (2010-11), in anticipation of a loss of assistantships and the fact that the degree programs were under enrolled, the music department formed a Graduate Curriculum Committee to do a viability study via survey and, if warranted, redesigned the current graduate degree programs in the department. I have included the results of the survey which suggest that a low residency MA in Music Education is still a desirable degree. (Appendix 2) It also appears that our potential students, including our performance degree candidates would be located further than a hundred mile radius, and many from out-of-state. This survey was conducted prior to Governor Corbett's moratorium on Act 45 & 48 and his push not to give pay increases to teachers with Master's degrees. (attached is also an e-mail from Dr. Dils – Appendix 3)

Based upon the results of the survey, the Music Department's GCC set about developing a music education master's program that would involve limited residency, on-line courses, and a summers-only approach to non-online course offerings. In addition, the core curriculum of the current degree program was being reassessed and considered for on-line instruction. (Appendix 4-7)

The faculty believes that the presence of graduate students during the academic year makes a positive influence on undergraduate music majors. So, we have a major dichotomy with the request of on-line and low residency instruction from our clientele and the faculty who desire full-time graduate student presences.

We would, then, propose that if the program revision creates a substantial increase in graduate students, we would once again secure a healthy number of assistantships. Those assistantships would be awarded to performance majors who would be in residence during the academic year. The instruction they would receive would be applied lessons, ensembles, and the on-line courses being offered during the year. (Appendix 8 – MA in performance revision)

If all of these proposals were to come true, IUP's graduate program would be "unique to the region."

Currently, the graduate program is not as "cost effective" as it might be. However, if our newly designed program, with the bulk of the traditional class offerings presented in the summer, coupled with increased enrollment in the on-line courses, is accepted, it would make this program "cost effective."

Finally, I have not accepted any new students since we were notified that our graduate program was slated for possible moratorium. I do not think it would be fair to students, nor would I be able to promise them the coursework that they need with the uncertainty of the program's future.

However, it is my hope that with the materials presented we can get our new graduate curriculum/programs in place by the Fall of 2012. I do not want to put the program in moratorium until then. Though we technically are in a "holding pattern", I believe announcing this would do damage to the implementation of the new programs and the perception of the public.

Appendix I

Graduates of the IUP Master's Degree Program

Dr. John Wacker - Chairperson and Director of Bands at Western Colorado State University

Dr. Don McKinney - Conductor of the Wind Ensemble at Louisiana State University

Seth Wollam - doctoral graduate assistant at the University of North Texas.

Dennis Emert - President Elect of the Pennsylvania Music Educators Association

Dr. Christian Zembower – Director of Bands at East Tennessee State University

Dr. Brad Genevro – Director of Bands at Messiah College (Grantham, PA)

Tim Stevenson – doctoral student at Indiana University of PA

Dr. Brian West – Director of Percussion at Texas Christian University

Dr. Gary Zeik – Director of Bands at Pittsburg State University in Kansas

James Mauck- Director of Athletic Bands, University of Buffalo

Aaron Patterson – Saxophone Instructor at Messiah College; doctoral student at Manhattan School of Music

David Ledgerwood, Chairman, Fine Arts Department, 2004-present, Maranatha Baptist Bible College, Watertown, WI 53094

Martha O'Brien, Instructor of Music at St. Francis University, Ebensburg, PA

Dr. Michael Barnett, DMA, U. of Colorado

David Villani, Boston U. –DMA, instructor, Penn State/Altoona, Owns business - Data Music Services, Altoona

Steven Sweetwyne, instructor, Louisiana Academy of Performing Arts

Don Baker – freelance percussionist in San Francisco

David Ringenbach – freelance percussionist in Las Vegas

Rich LeVan – Owner of HoneyRock Publishing Company

Tim Huesgen – Percussionist in the U.S. Army Band

David Markgraf – Principal Percussionist in the Palm Beach Opera Orchestra

Paul Campiglia – Percussion Instructor at Valdosta State University (GA)

Jeff Mulvihill – Freelance & studio percussionist in Nashville, TN


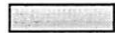


Christopher Davis – professor at North Greenville University (SC)

Garth Steger – percussion instructor at Rollins University (FL)



Robert Snider – U.S. Navy Band

Wen- Yi Gregson – Instructor at the Royal Military School of Music (Twickenham, England)



1. How far do you live/ work from IUP?

		Response Percent	Response Count
Within 30 miles		8.1%	23
31 to 60 miles		15.9%	45
61 to 100 miles		15.5%	44
101+ miles		60.4%	171
answered question			283
skipped question			0

2. Do you have a Master's degree?

		Response Percent	Response Count
Yes		41.5%	117
No		58.5%	165
answered question			282
skipped question			1



3. Would you be interested in pursuing a Master's degree in music at IUP?


		Response Percent	Response Count
Yes		50.3%	83
No		49.7%	82
answered question			165
skipped question			118

4. Would you be interested in pursuing a COR in music?			
		Response Percent	Response Count
Yes		50.4%	59
No		49.6%	58
answered question			117
skipped question			166

5. Which of the following concentrations would you be most interested in pursuing?			
		Response Percent	Response Count
Music Education		53.2%	75
Music Performance		8.5%	12
Conducting		27.0%	38
Composition		5.0%	7
History		6.4%	9
answered question			141
skipped question			142

6. Do you have teaching certification?			
		Response Percent	Response Count
Yes		94.7%	71
No		5.3%	4
answered question			75
skipped question			208

7. Would you be interested in a M.Ed.?			Response Percent	Response Count
Yes			64.3%	45
No			35.7%	25
			answered question	70
			skipped question	213

8. Would you be interested in a M.EDU.?			Response Percent	Response Count
Yes			100.0%	4
No			0.0%	0
			answered question	4
			skipped question	279

9. Would you be interested in a Post-baccalaureate program in music?			Response Percent	Response Count
Yes			0.0%	0
No			0.0%	0
			answered question	0
			skipped question	283

10. Please rank your preference for the following items using the scale provided:							
	Very Attractive	Attractive	Neutral	Unattractive	Extremely Unattractive	Rating Average	Response Count
Please indicate your preference for ON-LINE classes.	56.4% (79)	25.7% (36)	6.4% (9)	6.4% (9)	5.0% (7)	1.78	14
Please indicate your preference for SUMMERS ONLY classes.	42.1% (59)	35.0% (49)	15.7% (22)	3.6% (5)	3.6% (5)	1.91	14
Please indicate your preference for a LOW RESIDENCY program.	20.0% (28)	22.1% (31)	42.1% (59)	7.1% (10)	8.6% (12)	2.62	14
Please indicate your preference for weekday evening classes offered during the fall and spring semesters.	7.1% (10)	19.3% (27)	17.9% (25)	26.4% (37)	29.3% (41)	3.51	14
Please indicate your preference for full time residency.	4.3% (6)	11.4% (16)	13.6% (19)	29.3% (41)	41.4% (58)	3.92	14
Please indicate your preference for weekend only classes offered during the fall and spring semesters.	7.9% (11)	30.7% (43)	23.6% (33)	18.6% (26)	19.3% (27)	3.11	14
Please indicate your preference for classes that would be offered at the IUP Monroeville campus.	12.1% (17)	10.0% (14)	26.4% (37)	22.9% (32)	28.6% (40)	3.46	14
Please indicate your preference for classes that would be offered at the IUP Northpointe campus.	5.7% (8)	7.1% (10)	28.6% (40)	25.0% (35)	33.6% (47)	3.74	14
answered question							14
skipped question							14

11. Please rank your preference for the following items using the scale provided:							
	Very Attractive	Attractive	Neutral	Unattractive	Extremely Unattractive	N/A	Rating Average
If you were interested in FULL time residency, please indicate your preference for a Graduate Assistantship that carried a PARTIAL TUITION waiver.	15.8% (22)	22.3% (31)	16.5% (23)	3.6% (5)	3.6% (5)	38.1% (53)	2.30
If you were interested in FULL time residency, please indicate your preference for a Graduate Assistantship that carried a FULL TUITION waiver.	43.9% (61)	7.9% (11)	7.2% (10)	0.7% (1)	2.2% (3)	38.1% (53)	1.53
answered question							
skipped question							

12. Please rank the importance for the following item using the scale provided:							
	Very Important	Important	Neutral	Unimportant	Extremely Unimportant	Rating Average	Response Count
How important is tuition cost for you?	56.8% (79)	36.0% (50)	6.5% (9)	0.7% (1)	0.0% (0)	1.51	
answered question							
skipped question							

Appendix 3

Hi Jack,

Governor Corbett has called for public school administrators to stop salary bumps for teachers with masters degrees (because of the savings in money-----he says it would save \$200 million for school districts). However, he does not have the authority to roll back union contracts with each of the 500 PA school districts. We will have to see how things play out district by district.

As for his announcement's impact on masters programs, our MEDU numbers are down. We are looking at redesigning the program so that it leads to an additional add-on certification and not just a master's degree for current teachers.

As for permanent certification (aka level II certification), applicants must complete 24 semester credits (graduate or undergraduate level) or 24 PDE-approved IU credits beyond their initial bachelor's degree. Semester credits must be earned at a four-year degree-granting college/university. This obviously does not have to lead to a master's degree. Of these 24 credits, 6 credits must be courses on Inclusive Classrooms or PDE's Standards Aligned Systems.

Hope this helps.

By the way, I loved your convocation speech. My wife watched part of it on Utube. You should have been in television!

Keith

A. Keith Dils, Ed.D.
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Subject: Re: MA and permanent certification**From:** Keith Dils <kdils@iup.edu>**Date:** 09/12/11 06:18 PM**To:** John E Stamp <jestamp@iup.edu>

Hi Jack,

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On 9/12/2011 5:27 PM, John E Stamp wrote:

Dear Dean Dils,

I just had a meeting with Dean Mack concerning our master's program. We were working hard to redesign our Master of Arts degree in Music Ed. However, Dean Mack says that our current governor is considering doing away with the Master's degree for permanent certification. Is this true? Would the redesigning of our degree program at this juncture be a waste of time until the legislators and governor take action?

Please advise. Thanks!

Jack

Dr. Jack Stamp
Chair, Department of Music
University Professor 2008-09
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TO: Michael Hood, Dean
College of Fine Arts

FROM: College of Fine Arts Curriculum Committee

DATE: October 11, 2011

RE: Department of Music Defense of Graduate Program

On Tuesday, October 11, 2011, the College Curriculum Committee met with members of the Music Department Graduate Curriculum Committee to discuss their defense of the Music Department Graduate Degree Program. In attendance were Brian Jones, Andrew Gillham, Jack Stamp, Matthew Baumer and Linda Jennings.

In addition to the materials presented to the CFA Curriculum Committee by Dr. Stamp on September 23rd, the Music Department Graduate Curriculum Committee submitted a 16-page addendum, supporting Dr. Stamp's initial materials. Both sets of materials were reviewed, discussed, and suggestions made for improvement.

This document expresses the support of the CFA Curriculum Committee to the Music Department in their redesigning of their graduate program and its continuation.

Respectfully submitted,

Brian Jones

Andrew Gillham

Jack Stamp



Appendix 4

M.A. in Music Education (30 credits)

Martynuik plan

Music core (9 credits)

LBST 600	Bibliography and Research Techniques in Music	3 credits
MUSC 618	Comprehensive Musicianship	3 credits
MUHI ____	Music History*	3 credits
*one course to be selected from the following:		
MUHI 503, MUHI 504, MUHI 505, MUHI 507, MUHI 508		

Education (8-9 credits)

EDEX 650	Exceptional Children and Youth	3 credits
EDSP 577	Assessment of Student Learning	3 credits
and one of the following:		
EDEX 569	Education of Persons with Emotional, Behavioral Disorders, Learning Disabilities, or Brain Injury	3 credits
EDEX 578	Education of Persons with Mental Retardation, Developmental, Physical, or Multiple Disabilities	3 credits
EDEX 523	English Language Learners	2 credits

Music Education (8-9 credits)

MUSC 620	Foundations of Music Education	3 credits
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5-6 credits to be selected from the following electives:

MUSC 501	Advanced Choral Conducting	2 credits
MUSC 502	Advanced Instrumental Conducting	2 credits
MUSC 540-50	Summer Music Workshop	1-3 credits
MUSC 512	Advanced Orchestration	3 credits
MUSC 526	Analytical Techniques	3 credits
MUSC 535	Music for the Exceptional Student	2 credits
MUSC 537	Techniques for Marching Band	2 credits
MUSC 629	Advanced String Pedagogy	2 credits
MUSC 631	Administrative Problems in Music Ed	2 credits
MUSC 635	Psychology of Music Education	2 credits

MUSC 636 Advanced Music Technology 2 credits

Thesis (4 credits)

MUSC 795 Thesis 4 credits

Appendix 5

Music Ed. MA program revision (30 credits):

(Ferguson option)

Core courses (9 credits):

+LIBR 600	Bibliography	3 credits
*MUSC 620	Foundations of Music Education	3 credits
*MUSC 632	Research Techniques in music	3 credits

Music Education electives (9-10 credits):

Select courses from the following:

MUSC 535	Music for the Exceptional Student	2 credits
MUSC 537	Techniques for the Marching Band	2 credits
+MUSC 540-550	Summer Music Workshop	1-3 credits
+MUSC 628	Contemporary International Approaches To Elementary Music Education	2 credits
MUSC 629	Advanced String Pedagogy	2 credits
*MUSC 631	Administrative Problems in Music Education	2 credits
+MUSC 633	Comparative Choral Methods	2 credits
*MUSC 635	Psychology of Music Education	2 credits
*MUSC 636	Advanced Technology in Music Education	2 credits

Music Electives (8 credits)

+MUSC 501	Advanced Choral Conducting	2 credits
+MUSC 502	Advanced Instrumental Conducting	2 credits
MUHI 503	Music of the Baroque Era	3 credits
+MUHI 504	Music of the Classical Era	3 credits
MUHI 505	Music of the Romantic Era	3 credits
*MUHI 507	Music of the 20 th Century	3 credits
MUHI 508	Music of the 16 th Century	3 credits
MUSC 516	Analytical Techniques	3 credits
MUSC 575	Music Ensemble	1-3 credits
+MUSC 634	Practicum in Instrumental Music	2 credits
MUSC 681	Special Topics	1-4 credits
APMU 601-771	Applied Music lessons	4 credits

Thesis (4 credits)

MUSC 795	Thesis	4 credits
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+Possible summer offering

*Possible online offering

This design maintains much of what we already do, but strives to make it possible for a low residency degree. It also strives to minimize the prevalence of redundant or non-descript (as in MUSC 619).

Changes include:

- Discontinuation of MUSC 619 Methods for Comprehensive Musicianship
- Elimination of discrete requirements of Music Theory or Music History and Applied Music. They are instead folded into the “Music Elective” portion
- A more clear delineation between Music Education and Music offerings is made in order to encourage and accommodate summer and/or online possibilities.

This model gives freedom to music educators who are able to be on campus and take applied, but it doesn't hamstring the department or MA students by requiring teaching load for applied music that may or may not be available. The applied lesson requirement is perhaps the first hurdle to overcome in making this a low-residency program, and by making it an option, that is how it is accomplished.

Issues include:

- Core courses may not be willing/able to be taught either as distance or in the summer. LBST 600 could be a likely summer possibility, however. Recent conversations with Carl have indicated that this has been done in the past and could easily be done in the future.
- Similarly, the music electives would have to have a couple courses (possibly history) that are offered online.
- Commitment to summer teaching would be needed, but not for all courses. Some courses have been targeted for summer in a way to spread around the areas that would be affected.
- Right now, a student could take 2 semesters of applied music and fulfill his/her music electives. A possibility could be for only 2 credit lessons be allowed for grad students in the music ed track. That way, a person could take multiple semesters of applied and a theory or history course and receive a more rounded education. Just a thought.
- We should probably also look at revising requirements in other degree programs in order to make sure that we get critical mass in core courses during the academic year. We should either do that, or put core courses in summer exclusively- but this might be hard to do, but possible.

This plan is just a rough draft and I'm open to suggestions. I think that overall, this configuration moves us a lot closer to the idea of a limited residency model. With all of the music education requirements possible to be taken online, I think we could have something that we could sell.

Possible 6 semester sequence:

Summer 1:

Session I:

MUSC 618 Comprehensive Musicianship 3 cr

MUSC 501 or 502

Advanced Choral/Instrumental conducting 2 cr.

MUSC 540 Summer Music Workshop 1 cr.

Session II:

MUSC 628 Contemporary International Approaches
To Elementary Music Education 2 cr.

Or

MUSC 633 Comparative Choral Methods 2 cr.

Or

MUSC 634 Practicum in Instrumental Music 2 cr.

MUSC 550 Summer Music Workshop 1 cr.

MUSC 636 Advanced Technology 2 cr.
(could be online or on campus)

Fall 1 (online):

MUSC 620 Foundations of Music Ed. 3 cr.

MUSC 632 Research Techniques in music 3 cr.

Spring 1 (online):

MUSC 631 Administrative Problems in Music Education 2 cr.

MUHI 507 Music of the 20th Century 3 cr.

Summer 2:

Session I:

LIBR 600 Bibliography 3 cr.

MUHI 504 Music of the Classical Era 3 cr.

Fall 2 (online):

MUSC 635 Psychology of Music Education 2 cr.

MUSC 795 Thesis 4 cr.

Possible 6 semester sequence (lowest residency option):

Summer 1:

Session I:

MUSC 618 Comprehensive Musicianship 3 cr
MUSC 501 or 502
Advanced Choral/Instrumental conducting 2 cr.
MUSC 540 Summer Music Workshop 1 cr.

Session II:

LIBR 600 Bibliography 3 cr.
MUHI 504 Music of the Classical Era 3 cr.

Fall 1 (online):

MUSC 620 Foundations of Music Ed. 3 cr.
MUSC 632 Research Techniques in music 3 cr.

Spring 1 (online):

MUSC 631 Administrative Problems in Music Education 2 cr.
MUHI 507 Music of the 20th Century 3 cr.

Summer 2:

Session I (online):

MUSC 635 Psychology of Music Education 2 cr.
MUSC 636 Advanced Technology 2 cr.

Fall 2 (online/distance):

MUSC 795 Thesis 4 cr.

Appendix 6

Music Ed. MA program revision (30 credits):

(Ferguson 2nd option)

Core courses (9 credits):

+LIBR 600	Bibliography	3 credits
*MUSC 620	Foundations of Music Education	3 credits
*MUSC 632	Research Techniques in music	3 credits

Music Education electives (6-7 credits):

MUSC 535	Music for the Exceptional Student	2 credits
MUSC 537	Techniques for the Marching Band	2 credits
+MUSC 540-550	Summer Music Workshop	1-3 credits
+MUSC 628	Contemporary International Approaches To Elementary Music Education	2 credits
MUSC 629	Advanced String Pedagogy	2 credits
*MUSC 631	Administrative Problems in Music Education	2 credits
+MUSC 633	Comparative Choral Methods	2 credits
*MUSC 635	Psychology of Music Education	2 credits
*MUSC 636	Advanced Technology in Music Education	2 credits

Music Electives (8 credits)

+MUSC 501	Advanced Choral Conducting	2 credits
+MUSC 502	Advanced Instrumental Conducting	2 credits
MUHI 503	Music of the Baroque Era	3 credits
+MUHI 504	Music of the Classical Era	3 credits
MUHI 505	Music of the Romantic Era	3 credits
*MUHI 507	Music of the 20 th Century	3 credits
MUHI 508	Music of the 16 th Century	3 credits
MUSC 516	Analytical Techniques	3 credits
MUSC 575	Music Ensemble	1-3 credits
+MUSC 634	Practicum in Instrumental Music	2 credits
MUSC 681	Special Topics	1-4 credits
APMU 601-771	Applied Music lessons	4 credits

Education Electives (3 credits)

One course from the College of Education from the following possible prefixes may be selected according to student interest. The course selected must be from the 600 level or higher.

EDEX, EDSP, EDUC

Thesis (4 credits)

MUSC 795	Thesis	4 credits
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+Possible summer offering
*Possible online offering

Appendix 7

M.A. in Music Revision Draft (9/8/11)

(Baumer option and explanation)

I believe that it's worth trying to save some aspects of the M.A. Our department has much to offer in the fields of music education and music performance. In higher education as a whole, graduate education is a growth area, and could drive further growth for the department in the future. While IUP is currently contracting, prior to the financial crisis there was considerable emphasis on starting new graduate programs. We also risk losing a certain prestige relative to our competitors in PA (West Chester, Duquesne, Penn State, etc.) if we do not offer a graduate program, especially in music education.

However, I do not believe the degrees in music history-literature and music composition are viable at IUP. Although we have quality faculty in these areas, we do not have enough faculty in these areas to recruit excellent students from the relatively small number of students interested in these degrees. Allowing these tracks to go into moratorium also gives us some negotiating room with the Dean and Provost -- we'll give up something if we can have the chance to save the other two tracks.

Here is my tentative outline for how this might work. It's rough and doesn't solve all of the problems, but I think it does show that a summers- and online program might be feasible, and that we might be able to keep the performance degree without having to offer any tiny classes. I'm combining ideas from both Davids with some of my own, inspired in part by the Boston University online M.A. in Music Ed.

I. Music Ed. MA program revision (30 credits):

+Possible summer offering

*Possible online offering

Core courses (9 credits): (3 summer, 6-9 online)

*+LIBR 600 Bibliography	3 credits
*MUSC 616 Analytical Techniques	3 credits
*MUHI 5-- Grad History Course	3 credits

Required major area courses (6 credits): (all online during the year)

*+MUSC 632 Research Methods in Music Education	3 credits
*+MUSC 620 Foundations of Music Education	3 credits

Comment [MRB1]: I honestly don't know if this can be taught online, but Boston U. does it.

Comment [MRB2]: Revise as a 600-level course.

Comment [MRB3]: Either an existing one or a revised one, perhaps 20th-century or American music could be the required course. Would replace 632 for performance majors.

Comment [MRB4]: These three would remain core courses for performance as well.

Comment [MRB5]: Revise this for music ed majors only. Another option to consider would be GSR 516 (Statistical Methods I) or GSR 615 (Elements of Research); these are frequently taught and open to all grad students. It would relieve us from having to provide this course.

Education Electives (6 credits) (summer or online)

Two courses from the College of Education from the following possible prefixes may be selected according to student interest. The course selected must be from the 600 level or higher. These courses can be used to satisfy the new PDE requirements for Level II certification, which require 6 hours of instruction in inclusive classrooms or standards based systems (SAS).

+*EDEX, EDSP, EDUC

Comment [MRB6]: We should specify what these courses are, but I'm not sure which will fulfill the PDE requirements.

Music Education electives (6 credits): (up to 4 online, rest summer)

MUSC 535	Music for the Exceptional Student	2 credits
MUSC 537	Techniques for the Marching Band	2 credits
+MUSC 540-550	Summer Music Workshop	1-3 credits
+MUSC 628	Contemporary International Approaches To Elementary Music Education	2 credits
MUSC 629	Advanced String Pedagogy	2 credits
*MUSC 631	Administrative Problems in Music Education	2 credits
+MUSC 633	Comparative Choral Methods	2 credits
*MUSC 635	Psychology of Music Education	2 credits
+MUSC 636	Advanced Technology in Music Education	2 credits

Comment [MRB7]: Dual-level classes, would be hard to offer online/summer

Comment [MRB8]: ditto

Comment [MRB9]: should become a core course? Boston U. also has a 4-credit course called "Foundations of Music Ed II: Sociology and Psychology"

Music Electives (3 credits) (summer or online)

+MUSC 501	Advanced Choral Conducting	2 credits
+MUSC 502	Advanced Instrumental Conducting	2 credits
+MUSC 634	Practicum in Instrumental Music	2 credits
*MUHI 503	Music of the Baroque Era	3 credits
*MUHI 504	Music of the Classical Era	3 credits
*MUHI 505	Music of the Romantic Era	3 credits
*MUHI 507	Music of the 20 th Century	3 credits
*MUHI 508	Music of the 16 th Century	3 credits
MUSC 575	Music Ensemble	1-3 credits
MUSC 618	Comprehensive Musicianship	
MUSC 681	Special Topics	1-4 credits
APMU 601-771	Applied Music lessons	4 credits

Comment [MRB10]: any reason these couldn't be bumped up to 3 credits each?

Comment [MRB11]: What is this? It's not in the catalog.

Comment [MRB12]: we'll want to cut these down, perhaps just to American music and 20th-century music. Could also be a new offering: History of Popular Music.

Comment [MRB13]: could this become a summer thing a la Keystone? Perhaps participating in Keystone could give them credit?

Comment [MRB14]: It's hard to imagine how we could continue to teach this course if we couldn't put it online.

Comment [MRB15]: This is problematic during the summer; could theoretically work during the year on weekends or something

Comment [MRB16]: I believe we should delete this requirement -- it is not required by the grad school and would leave more room for students to take music ed courses. It's also a big pain for everyone involved. OR, we could make it optional for those who want to go on for the Ph.D.

Thesis (4 credits)

MUSC 795	Thesis	4 credits
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Degree completion plan:

Two Summer sessions (12-18 credits) -- These would be a two or three-week intensive term (one per summer) in which students earn 6 credits; that reduces both the amount of time students must spend on campus as well as the amount of time faculty are involved in the summer session. In addition, students could take the College of Ed courses in the summer.

Courses offered (note: not every course would be offered each summer; we would have to figure out a good mix of courses for each summer. Also offer for Act 48 credit.)

+LIBR 600	Bibliography	3 credits
+MUSC 540-550	Summer Music Workshop	1-3 credits
+MUSC 628	Contemporary International Approaches To Elementary Music Education	2 credits
+MUSC 633	Comparative Choral Methods	2 credits
+MUSC 636	Advanced Technology in Music Education	2 credits
+MUSC 501	Advanced Choral Conducting	2 credits
+MUSC 502	Advanced Instrumental Conducting	2 credits
+MUSC 634	Practicum in Instrumental Music	2 credits
EDEX, EDSP, EDUC classes		6 credits

Comment [MRB17]: These wouldn't be offered on the same 2-3-week schedule. Students could, however, take one or two of these online in the first summer term, then come to campus for our 2-3 week intensive term and knock out 9 hours in a summer.

Fall and Spring Semester Online courses (12-18 credits) - this could be 2-4 semesters depending on the student.

*MUSC 616	Analytical Techniques	3 credits
*MUHI 5--	Grad History Course	3 credits
*MUSC 632	Research Methods in Music Education	3 credits
*MUSC 620	Foundations of Music Education	3 credits
*MUSC 631	Administrative Problems in Music Education	2 credits
*MUSC 635	Psychology of Music Education	2 credits
EDEX, EDSP, EDUC classes		6 credits

II. Performance Degree Revision

The idea here is that most of the classes will "piggyback" on the music ed classes, except for lessons and ensembles. The main challenge here is how to keep these students full-time for four semesters, given they only have to earn 30 hours. Changes to core classes to suit the music ed degree will make this harder, since there may not be a suitable course offered every semester.

I. Core courses (9 credits): (3 summer, 6 online)

+LIBR 600	Bibliography	3 credits
*MUSC 616	Analytical Techniques	3 credits
*MUHI 5--	Grad History Course	3 credits

Comment [MRB18]: Revise as a 600-level course.

Comment [MRB19]: Either an existing one or a revised one; perhaps 20th-century or American music could be the required course. Would replace 632 for performance majors.

II. Applied Music Courses (all face-to-face)

APMU 601-771		12 credits
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III. Electives (all face-to-face)

		6 credits
MUSC 575	Music Ensemble	1-3 credits
MUSC 618	Comprehensive Musicianship	3 credits
MUHI 5--	History Courses	3 credits

Comment [MRB20]: This could replace

IV. Thesis

MUSC 795	Thesis	4 credits
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Total: 31 credits

Degree completion plan:

Summer or online during the year:

+LIBR 600 Bibliography 3 credits

Online during the year:

*MUSC 616 Analytical Techniques 3 credits

*MUHI 5-- Grad History Course 3 credits

*MUHI 5-- Other History Courses 3 credits

Comment [MRB21]: A history course will replace MUSC 632 for performance majors.

Face-to-face during the year:

Lessons and thesis: 4 credits/sem.

Ensembles 2 credits/sem.

MUSC 618 Comprehensive Musicianship 3 credits

Comment [MRB22]: Only 6 would be required, but you'd have to assume they'd take 2 each semester.

Appendix 8

GRADUATE CURRICULUM PROGRAM REVISIONS Master of Arts in Music Performance

CURRENT CATALOGUE (31 credits)

I. Core Courses (9 cr.)

- MUSC 516 Analytical Techniques 3 cr.
- LIBR 600 Bibliography of Music 3 cr.
- MUSC 632 Research Techniques in Music 3 cr.

II. Applied Music Courses (12 cr.)

- APMU 601-771 12 cr.

III. Electives (6 cr.)

- (Music Theory or Music History courses and others as approved by advisor)

IV. Thesis (4 cr.)

- MUSC 795 Thesis 4 cr.

At least 50 percent of the courses must be 600 level or above.

A maximum of three hours of ensembles (MUSC 575) can be approved for credit toward any of the degree programs.

SUGGESTED REVISION (30 cr.)

I. Core Courses (9 cr.)

- LIBR 600 Bibliography of Music and MUSC 632 Research Techniques in Music (combined into one course) 3 cr.
- MUSC 516 Analytical Techniques or MUSC 618 Comprehensive Musicianship 3 cr.
- MUHI _____ - 3 credits to be chosen from: MUHI -503, 504, 505, 507, 508

II. Applied Music Courses (14 cr.)

- APMU 601-771 10 cr.
- *Pedagogy Seminar (wind/percussion, vocal, keyboard, strings) 2 cr.
- *Literature Seminar (wind/percussion, vocal, keyboard, strings) 2 cr.

III. Electives (3 cr.)

- Theory, History, Conducting, Ensemble as approved by instructor/coordinator.

IV. Thesis (4 cr.)

- MUSC 795 Thesis 4 cr. – lecture/recital or recital with extended program notes



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To: Michael Hood, Dean
College of Fine Arts

From: Jack Stamp, Chair
Department of Music

Date: September 18, 2011

RE: Departmental Response to Undergraduate Program Recommendation for
Moratorium/Discontinuation

As presented to NASM in our May 15, 2011 response, we, the music department, have placed the undergraduate Music History/Literature track in moratorium and will delete it from the catalog.

The undergraduate Theory/Composition degree was totally reconfigured to meet the requirements of NASM's guidelines for a "Professional Degree Program". This included three course revisions.

I do not believe the study of composition should be eliminated from our curriculum. It is an essential component of any department of music. However, the composition degree could be reconfigured into the new Bachelor of Arts degree in Music/General Studies, with a concentration in composition, but not the required 20 credits of composition courses. Currently, there are a total of 22 credits of free electives. If a program of 12 credits were established (much akin to a minor in an area) with flexibility in the selected courses, thereby giving their rotation flexibility, a student could gain a "concentration in music theory/composition."

If we offered composition as an applied lesson, rather than a 2 credit course, then limited enrollment would not have the credit load "drain" that it does now. In other words, if there are five composition concentrations, the load would only be 1.67 credits.

I would like our undergraduate curriculum committee to design this concentration with our current Bachelor of Arts degree as its base, and present this to the UCC before the end of the academic year. In actuality, the BA in Composition will be gone, but students can do the BA in Music/General Studies with a concentration in theory/composition.

To: Michael Hood
Dean, College of Fine Arts

From: Department of Music Graduate Curriculum Committee

Date: October 13, 2011

RE: Additional Departmental Response to Recommendation for
Moratorium/Discontinuation of our Graduate Program

Summary:

The Music Department Graduate Curriculum Committee (GCC) would like to add its support to Chair Jack Stamp's memo of September 23. In response to the Provost's call to place all four tracks of our graduate program in moratorium, we propose to:

- 1) Place two of the four tracks, Music History and Composition, in moratorium for eventual discontinuation.
- 2) Revise the Music Education track as a low-residency degree with a two-week intensive session every summer, plus exclusively online offerings in fall and spring.
- 3) Add a cooperative element to the Music Education track, with six hours being offered by the College of Education.
- 4) Increase enrollment in the Performance track with a new marketing and recruitment strategy that includes international recruitment and scholarships.
- 5) Revise the Performance track core courses to fit with the Music Education revision.

Details:

As Dr. Stamp has acknowledged, we recognize that our programs stand at a crossroads, and must be redesigned if they are to remain viable. We also recognize that our loss of faculty complement in recent years is significant, and that we must find ways to deliver our programs more efficiently. *In response to these challenges the Music Department began a process of revising our master's degrees in fall 2010.* The three M.A. program revision proposals submitted in Dr. Stamp's letter show the progress we have made in maintaining our unique position in Western Pennsylvania as a high-quality masters program at a low cost. We believe we have a plan that will solve these problems and return our graduate program to a leading position in our field.

- 1) We recognize that the Music History and Composition tracks are no longer viable, due to a lack of student interest. In addition, the music history professor believes that it is not

possible to offer a quality graduate program with only one dedicated faculty member in that field. Therefore, we propose to place these tracks in moratorium. This will gain back faculty complement. In your workforce planning document, you suggest that we can save a total of .625 FTE by trimming these programs.

2) and 3) Our recent survey has shown that the M.A. in Music Education remains a desirable degree and that there is a market for it, but the market is rapidly shifting to low-residency programs. Therefore, we propose to revise this track to include a two-week intensive summer session on campus, plus online courses during the year. Dr. Stamp's memo included three different plans to achieve that goal. In addition, we will add six credits from the College of Education to this degree, which will address new requirements for Level II certification. Both of these measures will further reduce the music department faculty complement required to teach this track, because neither summer courses nor COE courses will be included in the regular load. Also, we will shift to a biennial cohort model, which will help to ensure that we can offer our graduate courses as efficiently as possible. While an online M.A. in Music Education will not be unique, it will be one of only a few such degrees in the region and the nation. In addition, we will be able to deliver this degree for a very competitive price. See the section on Impact on Education Opportunity below for further details.

4) and 5) Student interest in our M.A. in Performance has remained high, despite the fact that we have not made an intensive effort to recruit in this area. In particular, the percussion and wind band conducting areas have been able to recruit graduate students from across the nation. While other competing institutions offer this degree, we have two major advantages: for most students, we cost less than all of our competitors (save one), and we have a first-rate faculty that could, with an updated recruitment strategy, bring in a strong cohort of graduate performers. Such a recruitment strategy would include the continuation of our existing graduate assistantships, a new emphasis on recruiting international students, and the possible use of scholarship funds. With the cost savings we would realize from placing the Composition and Music History tracks in moratorium, shifting some core courses to the summer, and adding six hours from the COE to the music education degree, we believe we will continue to be able to support this program. Rejuvenating the music education degree will provide a larger cohort in online classes during the academic year, and many of these classes (such as the music history and theory courses) will be available for performance students as well. In addition, the Music Department is currently exploring a partnership with Westmoreland County Community College which will provide valuable teaching experience for graduate students and make the program more marketable.

Given the difficult financial picture and the changing demographics of Western Pennsylvania, the GCC believes it is crucial to the future of the department (and by extension the University) that we continue to have a graduate program. As the population of high-school-age students in our region continues to decline, attracting students from a wider region to our graduate program may well take up some of the slack. In the current university climate, a department that is shrinking is a department that is vulnerable to losing more faculty lines, and such losses can eventually result in a collapse of the department. We would like to see the department move in the other direction, towards

growth and change. We are asking for the University to give us a little more time to complete the process of revision we have put in motion. A timeline of that revision is given in Appendix A.

In addition, we would like to amplify Dr. Stamp's response to the Provost's criteria for placing a program in moratorium.

Appropriateness to Mission (centrality)

A graduate degree in music is central to the mission of the university. The first sentence of the IUP mission statement supports this: "*Indiana University of Pennsylvania is a leading public, doctoral/research university, strongly committed to undergraduate and graduate instruction, scholarship, and public service.*"

IUP has distinguished itself as a research institution where high-quality undergraduate instruction leads organically to graduate instruction of equally high caliber. The failure of a large department (such as music) on IUP's campus to include a graduate program would be at odds with the university's mission.

The research conducted by several of our recent music education graduate students demonstrates the intersection of the scholarship and public service portions of our mission. This research is often undertaken regionally with direct implications on policy and educational practice within Western PA.

- 2005. Carla DellaPenna, *The Velocity Club: Girls Composing at the Computer.*
- 2005. Lindsey Bilconish, *Integrating Students with Disabilities into the Secondary Band Program.*
- 2006. Erin Knepper, *Effectiveness of student self-assessment as an assessment and learning tool in the general music classroom.*
- 2008. Matthew Eckert, *The impact of instrumental music in the lives of English as a second language students in a Western Pennsylvania school district.*
- 2009. Melissa Douglas, *A comparison of beginning band jazz improvisation method books.*
- 2010. Courtney Christoforetti, *The effect of movement activities on the listening preferences of second grade music students.*
- 2011. Kate Zamboni, *Factors Affecting the Retention of Instrumental Music Students of Rural School Districts in the Somerset and Cambria Counties of Pennsylvania.*

Each thesis above directly examines, describes, or presents an innovation of a music teaching practice in Western Pennsylvania. Many of these studies have been presented in regional and national professional settings in an effort to present their work to a broader population. The same can be said about the improved effectiveness of the conductors, composers, and performers we have trained in the masters program. Without this

program, we would not be furthering our mission to its fullest and this region of the country would not benefit from the scholarship in which our students engage.

Similar examples could be drawn from graduates of the M.A. in performance (See Notable Graduates of the IUP Master's Program, Appendix B). In addition, graduate students in performance contribute greatly to the overall educational mission of the department through their leadership in performance ensembles and studios. While they do not teach, they provide an example of excellence for undergraduates to follow.

Viability of the Music Education Track

As Dr. Stamp acknowledges, changes in the market for master's degrees in our area have had a negative effect on the viability of the M.A. in music education. In the fall of 2010, the Music Department began the process of revising this program. Based on a survey of prospective music education graduate students, the Music Department Graduate Curriculum Committee concluded that there was high demand for music education delivered in a low-residency format. Accordingly we are considering revisions to make the program more contemporary and competitive in order to increase enrollment. In addition to recasting the degree so it can be completed in intensive summer sessions and online, we are considering a partnership with the College of Education, which would reduce the music faculty complement required by the program during the academic year while offering relevant course-work delivered in an efficient fashion.

Although recent proposed legislation at the state level has brought about concern for graduate education programs in general, the major factors driving music educators to seek a master's degree are still in place.

It is important to note that while Governor Corbett has suspended the requirement for teachers to earn Act 48 credits, *Level 2 certification still remains*. In order to continue teaching past the initial seven-year period, Pennsylvania teachers must earn 24 graduate credit hours, including 6 credit hours in "Inclusive Classrooms" and "Standards Aligned Systems." Our revised masters program will fulfill this requirement by including two courses from the College of Education.

Beyond 24-hour requirement for Level 2 certification, a teacher would only need to earn an additional 6 credits in order to earn the M.A. in music from IUP, which would result in a pay increase for most teachers. Since collective bargaining agreements are determined in each local school district, the current administration in Harrisburg will not be able to uniformly eliminate higher wages for teachers with a master's degree.

Indeed, while governmental priorities have recently shifted somewhat in the Commonwealth, overall, educational requirements for teachers have long been on the rise. New York and other states now require a master's degree. In fact, part of the rationale for placing a moratorium on Act 48 is that many local school boards want teachers to get a degree rather than simply accumulating credits through random courses and workshops. With this current trend, it is likely that similar increased educational demands may be placed on teachers in Pennsylvania.

We believe that our proposed revisions will make the degree much more attractive and effective. In addition to changing the method of delivery, we have discussed how to implement a Keystone Conducting Symposium that could draw students from around the country. Music education faculty are ready to propose such new courses as "Vocal Jazz Techniques for Public School Teachers" and a graduate-level secondary general music

methods course, both of which would be unique to our the region. Making the thesis optional would help to increase retention and completion rates in the program, make the degree more attractive to practicing teachers and improve our performance funding profile to PASSHE.

We recognize that we have much work to do before we can offer this revised program, and that it may take some time to do it right. However, if the program is discontinued or placed into moratorium, even a revised and rejuvenated curriculum might not be sufficient to revive it. We ask for the opportunity to complete our work.

Periodic Assessment

The IUP Music Department conducts periodic assessment of its curriculum on an ongoing basis to ensure the quality of its programs. The Department of Music undergoes a 10 year review for their certification board, the National Association of Schools of Music (NASM). This review is intensive and comprehensive. In the case of a program revision, courses will be scrutinized carefully and to meet this review, the department will analyze course outcomes each year. Since most of the courses will be offered on a multi-year rotation, there may be a 2-3 year cycle before each course is offered. Therefore, each newly revised course would receive two or three reviews in each 10 year period. This cycle should offer ample opportunity for formative evaluation of each course in the time period.

Resource Sufficiency

The IUP Department of Music has both the expertise and resources to offer a quality graduate program with the proposed revisions geared to 1) attract more students and 2) control the resource drain on the undergraduate program. We believe that the program we are developing will meet these goals.

Graduate programs have a higher cost than undergraduate. In order to contain the cost of a graduate program we are revising the way in which the program is offered to make it more attractive to potential graduate students. While IUP has qualified experts in many areas of the music field, especially Music Education, many potential students are not able to take a year or two just to complete a graduate degree. The plan under consideration will address this problem in several ways: 1) combine resources with the College of Education, 2) offer on-line and summer courses, and 3) create a cohort of students with courses offered on a 2-3 year rotation. Each of these plans will help reduce the impact on present resources while still maintaining a quality program.

Utilizing the College of Education and Educational Technology offerings can add depth to our Music Education program without requiring additional faculty resources. This will also increase the enrollment in those classes. Secondly, offering more classes in the summer reduces the drain on faculty teaching undergraduate classes in the regular Fall and Spring terms. Many of these can be on-line courses which increase the attractiveness of the program and don't put demands on the physical resources of the department. Thirdly, creating a cohort of students with a rotating sequence of classes allows each class to have better enrollment and affords the department the ability to plan for each class in the most efficient way.

Coordination with other programs

There are essentially two ways in which the new proposals for graduate degrees in music education and music performance will allow for greater coordination among programs than the currently existing programs.

1. Both music education and music performance will share a core of classes. Together with the biennial cohort model that has been proposed, this should allow for maximum enrollment and greater predictability in course offerings. This will in turn maximize the utilization of faculty loads in the delivery of the music graduate program.
2. The music education degree that is offered in conjunction with the College of Education (COE) allows for the pooling of resources with other master's level programs offered by IUP. This will also create a scenario that allows for the proposed music education program flexibility to grow and adapt to the changing requirements from the Pennsylvania Department of Education. Coordinating with the COE will create a *unique* program that will be attractive to students seeking to meet PDE level II certification requirements.

Effect on Education Opportunity

IUP plays a significant role in providing high-quality graduate education at a low cost. Appendix C demonstrates that in most situations, IUP's cost is generally lower than every competing institution except for Youngstown State University, with institutions like Penn State and Duquesne costing nearly twice as much. Even West Chester University, the only other PASSHE institution to offer a master's degree in music education, works out to be significantly more expensive, because their degree requires 34 credits while ours requires 30 or 31. The table shows columns for both in-state and out-of-state students. The comparisons to IUP's are for students in similar situations. For example, West Virginia University costs less than IUP, but only for a West Virginia resident; a PA resident would pay significantly more. The figures for music education degrees also demonstrate that if we were to create an online degree, we would be able to offer it at a competitive rate for students in many regions of the country.

Appendix A: Music Graduate Program Revision Timeline

Overall Goals

- Creation of a cohort model for core curriculum that is offered every other year
- Maintain a minimum graduation rate of five students per year during the transition
- Avoid placing any graduate programs in music in moratorium

AY	Rotation For cohort	Recruitment goals (minimum)	Curriculum offerings	Transition goals
2011-12	n/a	n/a	Currently enrolled graduate students will continue with old curriculum.	Music department continues to develop new curriculum. Overall program revisions for music education and music performance will be finalized at the department level. Revision of courses begins; revisions reach UWGC by end of the semester.
2012-13	n/a	4- 2 GA & 2 Scholarship	Currently enrolled and newly enrolled graduate students will continue with old curriculum. Combine 4 admits with students currently enrolled in graduate program. Spring 2013 new students will begin transition to new curriculum. Course offerings will be focused on courses that overlap new and old curriculum.	Revision to proposals as advised by UWGC. Program and course revisions through UWGC and Senate by end of fall semester.
2013-14	A	10- 2 GA & 8 new students	Begin New Curriculum with 10 person cohort recruited biennially. Students from 12-13 will join new cohort for delivery of music core curriculum courses.	Finalization of rubric for measuring success of program based on 4 PASSHE standards of quality, cost, viability and centrality.
2014-15	B	3- 1 GA & 2 Scholarship	Currently and newly enrolled students will focus on courses that are dual-listed, on-line, independent study, or offered in conjunction with the College of Education. No music core curriculum classes offered.	Assessment of program completed.
2015-16	A	10- 2 GA & 8 new students	Second rotation of new curriculum. Course offerings as per Ay2013-14	Continuation of on-going assessment of program.
2016-17	B	3- 1 GA & 2 Scholarship	Continue as per AY 2014-15	

What resources are required from IUP administration?

- No diminution of current Graduate Assistant allotments during the five year transition. (AY 2011-12 to 2015-16)
- Transition period to make curriculum changes (AY 2012-13)
- Additional funds for advertising during AY 2012-13

What is required of IUP Music department?

- Redesign of graduate music education and music performance degrees, emphasizing the following
 - Creation of core courses that will serve as foundation for both degrees
 - Summer offerings
 - Distance learning
- Advocate for the creation of scholarship funds to boost graduate enrollment during the transition period
- Implementation of international recruiting efforts
- Creation and implementation of department assessment to aid in the future development and refinement of graduate program

Appendix B: Notable Graduates of the IUP Master's Program

The list below demonstrates a continuous pattern of excellence of the IUP Music Department Master program through the success of our graduate students in the music field. This is not a comprehensive list.

University Positions:

Paul Campiglia – Percussion/Jazz Instructor, Valdosta State University, GA

Dr. Christine Clewell – Assistant Professor of Organ, Indiana University of Pennsylvania, PA

Christopher Davis – Professor of Percussion/Marching Band, North Greenville University, SC

Natalia Esquivel-Benitez - Professor, University of Costa Rica

Dr. Brad Genevro – Director of Bands at Messiah College, Grantham, PA

Eric Jones - Percussion/Jazz Instructor, Hillsdale College, MI

David Ledgerwood - Chairman, Fine Arts Department, 2004-present, Maranatha Baptist Bible College, Watertown, WI

James Mauck- Director of Athletic Bands, University of Buffalo, NY

Dr. Don McKinney - Conductor of the Wind Ensemble, Louisiana State University, LA

Martha O'Brien - Instructor of Music, St. Francis University, Ebensburg, PA

Timothy Sestrick - Percussion Instructor/Music Librarian, Gettysburg College, PA

Garth Steger – Percussion instructor at Rollins University, FL; Percussionist in Bach Festival Orchestra, FL

David Villani - Instructor, Penn State/Altoona; Owns business - Data Music Services, Altoona, PA

Dr. John Wacker - Chairperson and Director of Bands, Western Colorado State University, CO

Dr. Brian West – Director of Percussion, Texas Christian University, TX

Dr. Gary Zeik – Director of Band, Pittsburg State University in Kansas

Dr. Christian Zembower – Director of Bands at East Tennessee State University, TN

Professional Performance Positions

Don Baker – Freelance percussionist in San Francisco, CA

Wen-Yi Gregson – Instructor at the Royal Military School of Music, Twickenham, England

Tim Huesgen – Percussionist in the U.S. Army Band

David Markgraf – Principal Percussionist in the Palm Beach Opera Orchestra; Timpanist/Orch. Manager, Atlantic Classical Orchestra; Instructor, Palm Beach Community College, FL

Jeff Mulvihill – Freelance & studio percussionist in Nashville, TN

David Rigenbach – Freelance percussionist in Las Vegas, NV

Robert Snider – U.S. Navy Band

Chris Wengert, Freelance in NYC; Toured Canada w/Olympic Torch, NY

Public School Positions

Richard Auvil - United School District, PA (retired)

Jerry Black - Director of Bands, Union City, PA

Cortney Christoforetti - Music Instructor, Butler Schools, PA

Mike Cirno - Instrumental Music Instructor, Whitesboro Central School, NY

Carla DellaPenna - Music Instructor, Jeannette Middle School, PA

Melissa Douglas - Music Instructor, Central Cambria School District, PA

Stephanie Everett - Music Instructor, Hollidaysburg Schools, PA

Matt Farris - Band Director, Hardin Area Schools, MT

Evan Fisher - Band Director, Jefferson Public Schools, Watertown, WI

Andy Guzik - Band Director, Glen Burnie Schools, MD

Erin Knepper - Music Instructor, Punxsutawney School District, PA

David LaClair - Band Director, Crystal City Independent School District, TX

(Public School Positions Continued)

Robert Maag - Director of Bands, Shippensburg Public Schools, PA

Dennis Morton - Music Instructor, North Allegheny Schools, PA

Russell Pawlas - Instrumental Instructor, Altavista Combined School District, VA

Ben Rhodes - Band Director, Statesville High School, NC

Robert Rizzo - Assistant Principal/Band director, Indiana Area High School, PA

Sarah Shay - Organist/pianist, Portland, Oregon, OR

Jennifer Shuty - Band Director, Portage High School, PA

Michael Silliman - Band Director, Long Island, NY

Devon Smeal - Band director, West Mifflin Area High School, PA

Larry Stepler - Band Director, Central Fulton High School, McConnellsburg, PA

Jaime Lyn West - Music Instructor, Greensburg Salem Middle and High Schools, PA

Organ/Church Positions:

Michael S. Long - Director of Music and Organ, Latrobe Presbyterian Church, PA

Mary Mateer - Director of Music Ministries, Dulin United Methodist Church, Falls Church, VA

James Riggs - Minister of Music and the Arts, Plymouth Church in Shaker Heights, OH; Dean of the Cleveland Chapter of the AGO

Vincent Ryan - Minister of Music, Advent Lutheran Church, Harleysville, PA

Larry Vaught - Music Workshop Director, Sylvan Oaks Church, Roseville, CA

Doctoral Students

Dr. Michael Barnett - DMA, U. of Colorado

Aaron Patterson – Doctoral student, Manhattan School of Music, NY

Tim Stevenson – Doctoral student, Indiana University of PA

(Doctoral Students Continued)

Seth Wollam - Doctoral graduate assistant at the University of North Texas, TX

Other

Dr. Gerrardo Ascheri - Instructor of Piano at the Michigan State University Community Music School.

Dennis Emert - President Elect of the Pennsylvania Music Educators Association

Rich LeVan – Owner of HoneyRock Publishing Company

Steven Sweetwyne - Instructor, Louisiana Academy of Performing Arts

Chris Williams - Band/Orch. Sales Coordinator, M&M Music Ltd, GA

Appendix C: Music Master's Masters Degrees Compared to IUP - Music Education - page 1

Degree Delivery	Youngstown State U. M.M. Ed. traditional			IUP M.A. (Ed.) traditional		West Chester U. M.M. (Ed.) traditional		Kent State University M.M. Ed. fully online	
	In-state 32	Western PA 32	Out 32	In-state 30	Out 30	In-state 34	Out 34	In-state 30	Out 30
Total credits in program									
Application Fee	\$ 30.00	\$ 30.00	\$ 30.00	\$ 45.00	\$ 45.00	\$ 45.00	\$ 45.00	\$ 100.00	\$ 100.00
Tuition (credit)	\$ 352.72	\$ 361.48	\$ 600.92	\$ 416.00	\$ 624.00	\$ 416.00	\$ 624.00	\$ 571.00	\$ 581.00
Inst. Fee (credit)	\$ 50.65	\$ 50.65	\$ 50.65	\$ 65.40	\$ 98.10				
Student Services (credit)				\$ 4.00	\$ 4.00				
Technology (credit)	\$ 9.54	\$ 9.54	\$ 9.54	\$ 20.00	\$ 30.00	\$ 20.00	\$ 30.00		
Online Fee (credit)								\$ 10.00	\$ 10.00
Technology fee (course)									
Per-semester Fees									
Activity				\$ 15.60	\$ 15.60	\$ 712.32	\$ 712.32		
Wellness				\$ 40.00	\$ 40.00				
Registration				\$ 32.00	\$ 32.00				
Facilities									
Technology									
Transportation				\$ 18.00	\$ 18.00				
Total Program Cost	\$ 13,243.12	\$ 13,523.44	\$ 21,185.52	\$ 15,629.40	\$ 23,150.40	\$ 17,718.28	\$ 25,130.28	\$ 17,530.00	\$ 17,830.00
Difference to IUP	\$ (2,386.28)	\$ (2,105.96)	\$ (1,964.88)			\$ 2,088.88	\$ 1,979.88	\$ 1,900.60	\$ (5,320.40)
Percentage Difference	-15%	-13%	-8%			13%	9%	12%	-23%

Appendix C: Music Master's Masters Degrees Compared to IUP - Music Education - page 2

Degree Delivery	Boston University M.M. Ed. fully online		West Virginia U. M.M. (Ed.) traditional		Duquesne M.M. Ed. summers/online		Penn State U. M.M. Ed. traditional		Carnegie Mellon U. M.M. Ed. traditional	
Total credits in program	In-state 32	Out 32	In-state 30	Out 30	In-state 30	Out 30	In-state 30	Out 30	In-state 40	Out 40
Application Fee	\$ 70.00	\$ 70.00	\$ 60.00	\$ 60.00	\$ 50.00	\$ 50.00	\$ 65.00	\$ 65.00	\$ 65.00	\$ 65.00
Tuition (credit)	\$ 638.00	\$ 638.00	\$ 288.00	\$ 960.00	\$ 1,113.00	\$ 1,113.00	\$ 716.00	\$ 1,236.00	\$ 1,323.00	\$ 1,323.00
Inst. Fee (credit)			\$ 63.00	\$ 63.00						
Student Services (credit)					\$ 88.00	\$ 88.00	\$ 88.00	\$ 88.00		
Technology (credit)	\$ 50.00	\$ 50.00	\$ 12.00	\$ 12.00						
Online Fee (credit)										
Technology fee (course)										
Per-semester Fees										
Activity							\$ 82.00	\$ 82.00	\$ 95.00	\$ 95.00
Wellness										
Registration	\$ 40.00	\$ 40.00								
Facilities							\$ 108.00	\$ 108.00	\$ 51.00	\$ 51.00
Technology							\$ 240.00	\$ 240.00	\$ 175.00	\$ 175.00
Transportation										
Total Program Cost	\$ 22,246.00	\$ 22,246.00	\$ 10,950.00	\$ 31,110.00	\$ 36,080.00	\$ 36,080.00	\$ 24,185.00	\$ 39,785.00	\$ 52,985.00	\$ 52,985.00
Difference to IUP	\$ 6,616.60	\$ (904.40)	\$ (4,679.40)	\$ 7,959.60	\$ 20,450.60	\$ 12,929.60	\$ 8,555.60	\$ 16,634.60	\$ 37,355.60	\$ 29,834.60
Percentage Difference	42%	-4%	-30%	34%	131%	56%	55%	72%	239%	129%

Appendix C: Master of Music Degrees Compared to IUP -- Performance -- page 1

Degree Delivery	Youngstown State U. M.M. Perf. traditional			IUP M.A. (Perf) traditional		Messiah College M.M. Conducting summers/online		West Chester U. M.M. (Perf) traditional	
Total credits in program	In-state 32	Western PA 32	Out 32	In-state 31	Out 31	In-state 30	Out	In-state 34	Out 34
Application Fee	\$ 30.00	\$ 30.00	\$ 30.00	\$ 45.00	\$ 45.00	\$ -	\$ -	\$ 45.00	\$ 45.00
Tuition (credit)	\$ 352.72	\$ 361.48	\$ 600.92	\$ 416.00	\$ 624.00	\$ 536.00	\$ 536.00	\$ 416.00	\$ 624.00
Inst. Fee (credit)	\$ 50.65	\$ 50.65	\$ 50.65	\$ 65.40	\$ 98.10				
Student Services (credit)				\$ 4.00	\$ 4.00				
Technology (credit)	\$ 9.54	\$ 9.54	\$ 9.54	\$ 20.00	\$ 30.00			\$ 20.00	\$ 30.00
Online Fee (credit)									
Technology fee (course)						\$ 25.00	\$ 25.00		
Per-semester Fees									
Activity				\$ 15.60	\$ 15.60			\$ 712.32	\$ 712.32
Wellness				\$ 40.00	\$ 40.00				
Registration				\$ 32.00	\$ 32.00				
Facilities									
Technology									
Transportation				\$ 18.00	\$ 18.00				
Total Program Cost	\$ 13,243.12	\$ 13,523.44	\$ 21,185.52	\$ 16,134.80	\$ 23,906.50	\$ 16,330.00	\$ 16,330.00	\$ 17,718.28	\$ 25,130.28
Difference to IUP	\$ (2,891.68)	\$ (2,611.36)	\$ (2,720.98)			\$ 195.20	\$ (7,576.50)	\$ 1,583.48	\$ 1,223.78
Percentage Difference	-22%	-16%	-11%			1%	-32%	10%	5%

Appendix C: Master of Music Degrees Compared to IUP -- Performance -- page 2

Degree Delivery	West Virginia U. M.M. (Perf) traditional		Penn State U. M.M. Perf. traditional		Duquesne M.M. Perf. traditional		Carnegie Mellon U. M.M. Perf. traditional	
Total credits in program	In-state 30	Out 30	In-state 36	Out 36	In-state 30	Out 30	In-state 48	Out 48
Application Fee	\$ 60.00	\$ 60.00	\$ 65.00	\$ 65.00	\$ 50.00	\$ 50.00	\$ 65.00	\$ 65.00
Tuition (credit)	\$ 288.00	\$ 960.00	\$ 716.00	\$ 1,236.00	\$ 1,113.00	\$ 1,113.00	\$ 1,323.00	\$ 1,323.00
Inst. Fee (credit)	\$ 63.00	\$ 63.00						
Student Services (credit)			\$ 88.00	\$ 88.00	\$ 88.00	\$ 88.00		
Technology (credit)	\$ 12.00	\$ 12.00						
Online Fee (credit)								
Technology fee (course)								
Per-semester Fees								
Activity			\$ 82.00	\$ 82.00			\$ 95.00	\$ 95.00
Wellness								
Registration								
Facilities			\$ 108.00	\$ 108.00			\$ 51.00	\$ 51.00
Technology			\$ 240.00	\$ 240.00			\$ 175.00	\$ 175.00
Transportation								
Total Program Cost	\$ 10,950.00	\$ 31,110.00	\$ 29,009.00	\$ 47,729.00	\$ 36,080.00	\$ 36,080.00	\$ 63,569.00	\$ 63,569.00
Difference to IUP	\$ (5,184.80)	\$ 7,203.50	\$ 12,874.20	\$ 23,822.50	\$ 19,945.20	\$ 12,173.50	\$ 47,434.20	\$ 39,662.50
Percentage Difference	-32%	30%	80%	100%	124%	51%	294%	166%