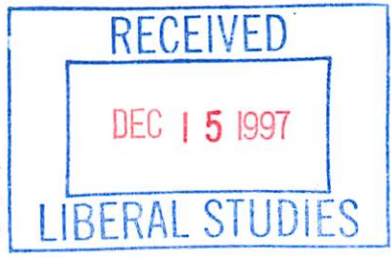


LSC Use Only
Number: _____
Submission Date: _____
Action-Date: _____



UWUCC USE Only
Number: 97-43
Submission Date: App. 4/21/98
Action-Date: Senate app. 5/5/98

CURRICULUM PROPOSAL COVER SHEET
University-Wide Undergraduate Curriculum Committee

I. CONTACT

Contact Person John Scandrett Phone 357-4814
Department Music

II. PROPOSAL TYPE (Check All Appropriate Lines)

- COURSE** Tech in Music Clsrm
Suggested 20 character title
- New Course*** MU240 Technology in the Music Classroom
Course Number and Full Title
- Course Revision** _____
Course Number and Full Title
- Liberal Studies Approval +** _____
for new or existing course Course Number and Full Title
- Course Deletion** _____
Course Number and Full Title
- Number and/or Title Change** _____
Old Number and/or Full Old Title

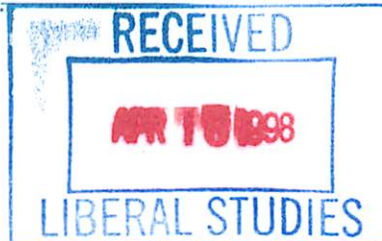
New Number and/or Full New Title
- Course or Catalog Description Change** _____
Course Number and Full Title
- PROGRAM:** _____ Major _____ Minor _____ Track
- New Program*** _____
Program Name
- Program Revision*** _____
Program Name
- Program Deletion*** _____
Program Name
- Title Change** _____
Old Program Name

New Program Name

III. Approvals (signatures and date)

[Signature] 9/2/97 Department Curriculum Committee
[Signature] 9/2/97 Department Chair
[Signature] 10/14/97 College Curriculum Committee
[Signature] 12/12/97 College Dean
[Signature] 12/14/97 _____
+Director of Liberal Studies (where applicable) *Provost (where applicable)

Syllabus of Record



I. Catalog Description

MU 240 Technology in the Music Classroom

2 credits
2 lecture hours
1 lab hour

Prerequisite: Sophomore Standing, CO101/BE101/IM101

Revised
97-43

Introduces the student to the technology resources available for use in the music classroom and with instructional technologies appropriate to their application in K-12 settings. Students will be exposed to a variety of media and will have the opportunity to gain familiarity in their use. Emphasis will be placed on the use of the computer in the classroom, Computer Based Instruction, and Musical Instrument Digital Interface (MIDI).

II. Course Objectives

1. To become familiar with the technologies available for the music classroom.
2. To acquire the basic knowledge and skills needed to select, design and utilize the appropriate media technology available and to demonstrate this knowledge by developing a classroom presentation incorporating this technology.
3. To develop criteria for evaluating computer software for use in the music classroom and to demonstrate this by writing two software evaluation reports.
4. To become familiar with the use of sequencers, synthesizers, and MIDI.
5. To gain experience in using the World Wide Web and its application to teaching and learning in the music classroom.
6. To become acquainted with multi-media authoring and presentation software particularly as it applies to the music classroom.

III. Course Outline

- I. Introduction to Microcomputers (1 week)
 - A. Brief History
 - B. Basic Platforms
 - C. Computer literacy
- II. Music Software (3 weeks)
 - A. Ear Training
 - B. Music printing
 - C. Graphics & Sound
- III. General Purpose Software and its application to music (2 weeks)
 - A. Word Processing
 - B. Spreadsheet
 - C. Data Base
 - D. Integrated packages
 - E. PIM's (Personal Information Managers)
 1. Uses in the music classroom
 2. MDA "Music Director's Assistant"

IV. Keyboarding & Sequencing (2 weeks)

- A. MIDI
- B. Sequencers
- C. Hardware
- D. Software

V. Interactive & Multimedia software (3 weeks)

- A. Authoring programs
- B. Presentation software

VI. Communications (1 week)

- A. E-mail
- B. Internet

VII. Presentations (2 weeks)

IV. Evaluation Methods

- 35% The culminating activity will be the successful completion and presentation of a project appropriate for use in a K-12 music classroom that incorporates media technology. Grading will be dependent on the quality, creativity, and appropriateness for the classroom.
- 25% Project assignments that occur during the term.
- 20% Written reports on software evaluation.
- 20% Class participation, including attendance at lecture and lab sessions. Two unexcused absences will be permitted. The final letter grade will be lowered by one letter for the third unexcused absence and again for every second additional unexcused absence (fifth, seventh, ninth or more).

V. Required textbooks, supplemental books and readings

Beekman, G. (1992). HyperCard 2 in a Hurry. Belmont, CA: Wadsworth, Inc..

Hofstetter, F. T. (1988). Computer Literacy for Musicians. Englewood Cliffs, New Jersey: Prentice Hall.

Webster, Peter R. and David B. Williams (1996). Experiencing Music Technology. New York, Schirmer Macmillan.

VI. Special resource requirements

This course will utilize the resources of the College of Fine Arts Computer Lab. Although this lab will be based on the Macintosh computer system and software, most applications and methods will not be platform specific. All software and hardware will be provided. Students wishing to use software other than that available in the FA Lab will need to supply their own equipment. Students will be required to save their work either on floppy disks or Zip disks that they will supply.

VII. Bibliography

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- Criswell, J. R. (Nov. 1989). Rethinking Microcomputer Instruction as Part of Teacher Education Reform. Educational Technology, 29, 40-43.
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- Gagne, R. M., Wager, W., & Rojas, A. (September 1981). Planning and Authoring Computer-Assisted Instruction Lessons. Educational Technology, 21, 17-26.
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- Hofstetter, F. T. (1988). Computer Literacy for Musicians. Englewood Cliffs, New Jersey: Prentice Hall.
- Hunka, S. (Nov. 1989). Design Guidelines for CAI Authoring Systems. Educational Technology, 29, 12-17.
- Jonassen, D. H. (1991). Objectivism versus Constructivism: Do We Need a New Philosophical Paradigm? ETR&D, 39 (3), 5-14.
- Junkala, J. (Jan. 1991). Creating CAI Courseware for College-Level Instruction: Almost Anyone Can Do It. Educational Technology, 31, 15-20.
- Ketcham, S. (March-April 1996). Use Your Hiring power: How Principals can Force Education Schools to Address Technology. Electronic Learning, 15 (5), 24(2).
- Kozma, R. B. (1991). Learning With Media. Review of Educational Research, 61 (2), 179-211.
- Krol, E. (1992). The Whole Internet: User's Guide & Catalog. Sebastopol, CA.: O'Reilly & Associates, Inc..
- Lebow, D. (1993). Constructivist Values for Instructional Systems Design: Five Principles Toward a New Mindset. ETR&D, 41 (3), 4-16.
- Lucas, L. (1992). Interactivity: What Is It and How Do You Use It? Journal of Educational Multimedia and Hypermedia, 1, 7-10.
- Marchionini, G. (1988). Hypermedia and Learning: Freedom and Chaos. Educational Technology, 8-12.
- O'Shea, T., & Self, J. (1983). Learning and Teaching with Computers: Artificial Intelligence in Education. Englewood Cliffs, New Jersey: Prentice-Hall, Inc..
- Orwig, G. W. (1983). Creating Computer Programs for Learning. Reston, VA: Reston Publishing Company.

- Park, I., & Hannafin, M. J. (1993). Empirically-Based Guidelines for the Design of Interactive Multimedia 41. (pp. 63-85)
- Perkins, R. F., Davis, S. C., Van Sickle, M., & Welch, F. C. (June 1996). Encouraging Creativity in Preservice Teachers: Designing CAI with Hypermedia. Educational Media International, 33, 73-75.
- Price, R. V. (1991). Computer-Aided Instruction: A Guide for Authors. Belmont, CA: Brooks/Cole Publishing Company.
- Schwier, R. A., & Misanchuk, E. R. (1993). Interactive Multimedia Instruction. Englewood Cliffs, New Jersey: Educational Technology Publications.
- Skinner, B. F. (1954). The Science of Learning And the Art of Teaching. Harvard Educational Review, 24 (2).
- Solomon, G. (April 1993). Teachers who use technology. Electronic Learning, 12 (7), S16(3).
- Tjaden, B. J., & Martin, C. D. (May 1995). Learning Effects of CAI on College Students. Computers & Education, 24 (4), 271-277.
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- Williams, D. B., & Bowers, D. R. (1986). Designing Computer-Based Instruction for Music and the Arts. Bellevue, WA: Temporal Acuity Press.
- Wilson, S. (1995). World Wide Web Design Guide. Indianapolis Indiana: Hayden Books.

Course Analysis Questionnaire

Section A: Details of the Course

- A1 *How does this course fit into the programs of the department? For what students is the course designed? (majors, students in other majors, liberal studies).*

Technology has had a major impact on the music profession. Electronic keyboards as well as other electronic instruments are no longer novelties or toys but full fledged instruments in their own right and are very useful in the music classroom. Computer technology has also made an important contribution to music and music education both as a tool for teachers and as an aid to students. Educators have a wealth of resources to use in the K-12 classroom to enhance both their presentations and learning experiences for their students. This course is designed for the pre-service music teacher in the teacher certification program (BS in Ed.) with its outcome to design and make a presentation appropriate for a K-12 music class.

- A2 *Does this course require changes in the content of existing courses or requirements for a program? If catalog descriptions of other courses or department programs must be changed as a result of the adoption of this course, please submit as separate proposals all other changes in courses and/or program requirements.*

Yes, this course would fulfill the technology component --for music students--presently supplied by CM 301. The credit hours have been reduced in keeping with a planned revision of the Music Education curriculum.

- A3 *Has this course ever been offered at IUP on a trial basis (e.g. as a special topic) If so, explain the details of the offering.*

This course has been offered as a special topics course several times over the past 10 years. The content has evolved each time as the technology has developed. The proliferation of technology in music and the development of the FA Computer Lab makes the inclusion of this course in the Music Education curriculum both necessary and possible.

- A4 *Is this course to be a dual-level course? If so, what is the approval status at the graduate level?*

Although there is a course in the graduate program, Advanced Technology in Music Education (MU 636) that can be a companion for this course, this will not be a dual-level course.

- A5 *If this course may be taken for variable credit, what criteria will be used to relate the credits to the learning experience of each student? Who will make this determination and by what procedures?*

Not applicable

- A6 *Do other higher education institutions currently offer this course? If so, please list examples.*

Music Technology 352, Slippery Rock University of Pa.
Technology & Music Education, Temple University
Teaching Music with Technology, Duquesne University

- A7 *Is the content, or are the skills, of the proposed course recommended or required by a professional society, accrediting authority, law or other external agency? If so, please provide documentation. Explain why this content or these skills cannot be incorporated into an existing course.*

The most recent guidelines of the National Association of Schools of Music (NASM) which is the accrediting body for the IUP Music Department includes technology. While other courses in the music program have referenced technology, the recent proliferation of technology in the music profession and classroom necessitates a separate class. The Pennsylvania Department of Education (PDE) guidelines require a course in educational technology. Presently CM 301 meets this need for education majors including music education. However, due to the amount of technology now available which is specific to music, a distinct course that concentrates on these technologies is warranted.

Section B: Interdisciplinary Implications

- B1 *Will this course be taught by one instructor or will there be team teaching? If the latter, explain the teaching plan and its rationale.*

One instructor

- B2 *What is the relationship between the content of this course and the content of courses offered by other departments? Summarize your discussions (with other departments) concerning the proposed changes and indicate how any conflicts have been resolved. Please attach relevant memoranda from these departments which clarify their attitudes toward the proposed change(s).*

This course is similar to CM 301 but is directed to the specific needs of music educators. (See attached summary of contact with Communications Media Department.)

- B3 *Will seats in this course be made available to students in the School of Continuing Education?*

Yes, 2 or more as demand indicates.

Section C: Implementation

- C1 *Are faculty resources adequate? If you are not requesting or have not been authorized to hire additional faculty, demonstrate how course will fit into the schedules of current faculty. What will be taught less frequently or in fewer sections to make this possible?*

The institution of this course shifts a burden to the Music Department that was served by Communications Media. Enrollments in the music program are at an all-time high, and resources are pressed. We believe this course must be implemented if we are to keep our students abreast of advances in the technology that is affecting their field. The implementation of this course may require an adjustment to the applied load to release the faculty with expertise in this area. This may take the form of one or more of the following: reassignment of normal course load; increase in load for part-time faculty; reduction of total number of applied music students in the affected area.

- C2 *What other resources will be needed to teach this course and how adequate are the current resources? If not adequate, what plans exist for achieving adequacy? Reply in terms of the following:*

**Space*

This course will be taught in the FA Computer Lab, 127 Sprowls.

**Equipment*

All equipment necessary is present in the FA Computer Lab.

**Laboratory Supplies and other Consumable Goods*

Any supplies will be provided by the student. The software in the Lab is sufficient. Present ESF allocations are sufficient to keep the software up to date.

**Library Materials* None.

**Travel Funds* None.

C3 *Are any of the resources for this course funded by a grant? If so, what provisions have been made to continue support for this course once the grant has expired? (Attach letters of support from Dean, Provost, etc.)*

No

C4 *How frequently do you expect this course to be offered? Is this course particularly designed for or restricted to certain seasonal semesters?*

Once each semester.

C5 *How many sections of this course do you anticipate offering in any single semester?*

One.

C6 *How many students do you plan to accommodate in a section of this course? Is this planned number limited by the availability of any resources? Explain.*

The FA Computer Lab has 20 workstations; enrollment will be limited to 20 students.

C7 *Does any professional society recommend enrollment limits or parameters for a course of this nature? If they do, please quote from the appropriate documents.*

No.

Section D: Miscellaneous

Include any additional information valuable to those reviewing this new course proposal.

None.

Summary of contact with Communications Media Department

1/22/97

Proposal sent to Dr. Kurt Dudt, Chairman of the Communications Media Department

2/11/97

Contact with Dudt to arrange meeting.

2/28/97

Meeting with Dudt to review proposal and get input on content relative to CM 301. Dudt asked for a summary of the course proposal that would be submitted to the department faculty for approval (attached).

3/25/97

Contacted Dudt as to status of proposal with CM faculty

Received response (attached).

Made reply to Dudt offering to meet with CM Faculty.

Subject: Music Tech Class
Date: Mon, 03 Mar 1997 17:04:04 -0500
From: Jack Scandrett <jscandt@grove.iup.edu>
Organization: IUP Dept. of Music
To: kdudt@grove.iup.edu
CC: jscandt@grove.iup.edu

Kurt,

As we discussed here are the goals and rationale for my proposed class in Music Technology to replace the Technology component in Teacher Certification now being served by CM301. If anyone has a question, I will be glad to address their concerns.

Rationale:

While technology has had a major impact on teaching in general, recent advances in computer technology has had an effect on the music profession and the way music can be taught. While a general course in the use of technology in education is useful, music students need to gain experience in a number of music-specific technologies. Electronic keyboards as well as other electronic instruments are no longer novelties or toys but full fledged instruments in their own right and are very useful in the music classroom. Computer technology has also made an important contribution to music and music education both as a tool for teachers and as an aid to students. Educators have a wealth of resources to use in the K-12 classroom to enhance both their presentations and learning experiences for their students. This course is designed for the pre-service music teacher in the teacher certification program (BS in Ed.) with its outcome to design and make a presentation appropriate for a K-12 music class.

Goals: (from syllabus)

Introduces the student to the technology resources available for use in the music classroom and with instructional technologies appropriate to their application in K-12 settings. Students will be exposed to a variety of media and will have the opportunity to gain familiarity in their use. Emphasis will be placed on the use of the computer in the classroom, Computer Based Instruction, and MIDI.

II. Course Objectives

1. To become familiar with the technologies available for the music classroom.
2. To acquire the basic knowledge and skills needed to select, design and utilize the appropriate media technology available and to demonstrate this knowledge by developing a classroom presentation incorporating this technology.
3. To develop criteria for evaluating computer software for use in the music classroom and to demonstrate this by writing two software evaluation reports.
4. To become familiar with the use of sequencers, synthesizers, and MIDI.
5. To gain experience in using the World Wide Web and its application to teaching and learning in the music classroom.
6. To become acquainted with multi-media authoring and presentation software particularly as it applies to the music classroom.

Response to Communication Media Department objections to MU240

>Date: Tue, 25 Mar 1997 17:05:37 -0500 (EST)

>From: KDU DT@grove.iup.edu

>Subject: Re: Music Tech

>To: JSCANDT@grove.iup.edu

> Jack

> The Communication Media Department has decided to not support the music department in
> creating there (*sic*) own technology course. The faculty feel that your course omits too much
> important material that teachers need to know. There was also sentiment that
> music majors need to take courses with other education majors. Your dropping
> the course to 2 credits could not be supported.

> Kurt Dudt chair cm

Concern 1: The faculty feel that your course omits too much important material that teachers need to know.

Response: A look at the proposed syllabus of MU 240 will show that most of the material that is presented in CM301 is addressed, but not in as much detail. This is to allow maximum time on music specific items that are vital to the prospective music educator.

Concern 2: There was sentiment that music majors need to take courses with other education majors.

Response: There are several courses (EP202, Ed. Psych; FE202, Am. Ed Theory & Practice; ED441, School Law) that Music Education students will still take with other education majors. Furthermore, the music department is going to adopt the Education Department Special Ed. option. The concern that our students are not in courses with other education majors, is unfounded in light of the number of courses that they do share with other education majors. Furthermore, the value of music technology in their future outweighs the need for more involvement with other education students.

Concern 3: Your dropping the course to 2 credits could not be supported.

Response: The lowering of the credit hours from 3 to 2 is a matter of the course loading and not a reduction of contact hours. The course is designed to be 2 lecture hours and 1 lab hour distributed over two 1 1/2 hour class periods each week. The Music Education curriculum has more than enough required hours for graduation; saving a credit here and there without actually reducing the time spent in the classroom only makes sense.

25 April 1997

To: Jack Scandrett,
Chair Music Department

From: Jim Wolfe, *JW*
Chair Computer Science Department Curriculum Committee
Bill Oblitey, *WBO*
Chair Computer Science Department

Subject: MU 240 Proposal

The Curriculum Committee of the Computer Science Department has reviewed the proposal for MU 240, Technology in the Music Classroom. We are generally in favor of creating courses that apply computers in various disciplines. MU 240 looks like an excellent introduction for Music Education students to the use of computers in teaching music.

However, we do have some reservations related to the "computer literacy" portions of the class, weeks 1, 2, and 12. Based on telephone discussions, we understand that these portions of the course are primarily aimed at compensating for different student backgrounds and to provide a foundation for introducing specific music education software and hardware. We also understand that Music Education students do not usually take a computer literacy course.

We would suggest that a more efficient method of preparing students for the use of computers in music education would be to have them take a computer literacy course as a prerequisite to MU 240. Any of the Microbased Computer Literacy courses (BE 101, CO 101, and IM 101) would do a good job of getting students comfortable with the use of general purpose software and giving them some understanding of the basic hardware. By having such a prerequisite to MU 240, several weeks of class time that would be redundant for some students and would be too quick an introduction for other students can be used instead on music software and hardware. A copy of the syllabus of record for CO 101 is attached.

We understand that the Music curriculum is very tight, with no room to add more courses. However, the status of BE/CO/IM 101 as a Liberal Studies elective should make it feasible for Music students to fit it in.

In summary, we support in principle the creation of the MU 240 course; but we recommend a slight revision to include a prerequisite (BE/CO/IM 101) so that more of MU 240 can be devoted to Music Education.



Date: April 1, 1997

Subject: Curriculum Recommendations for Music Education

To: Dr. John Butzow, Chair
TECC

From: Department of Music
John Scandrett, Chair

Based on the recommendations of the Departmental Curriculum Committee, the IUP Department of Music faculty would like to make the following changes to the music education curriculum.

1. The committee recommended that for the 1997-98 academic year music education students should take the course EX301, Education of Students with Disabilities in Inclusive Secondary Classrooms. ~~This decision was based on the fact that the existing course in the Music Department, Music for the Exceptional Student, does not address the latest developments that are involved in teaching students with disabilities. A course will be designed during the next academic year involving Music Education faculty as well as some team teaching from faculty members in the Department of Special Education. It is hoped that such a course will be designed and approved ready for implementation in the 1998-99 academic year.~~
2. Beginning in the Fall 1997, students may elect the course MU337, General Music in Middle Schools. This course is offered for 2 credits and is an addition to existing courses but puts us in compliance with both NASM recommendations as well as that of the independent evaluator in 1988.
3. The course MU240, Technology in the Music Classroom, will be offered for 2 credits beginning in the Spring Semester, 1998 and will be taken in lieu of CM301. Students requiring this course in their last semester before student teaching in the Fall should still take CM301. Following that, in the Spring, 1998 and each semester thereafter, the course MU240 should supplant CM301.

Revised 4/14/98

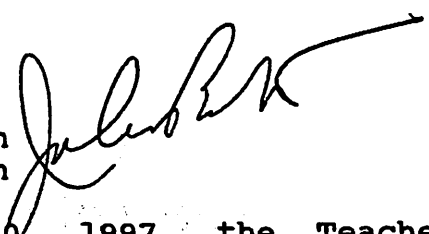
MEMORANDUM FROM
COLLEGE OF EDUCATION

DATE: June 16, 1997

SUBJECT: Substitution of MU 240 for CM 301 and
inclusion of EX 301 in Music Education
beginning Spring 1998

TO: Mr. Jack Scandrett
Music Department

FROM: John W. Butzow, Dean
College of Education



At its meeting on April 10, 1997, the Teacher Education Coordinating Council's Curriculum committee approved a minor change in music education primarily to accommodate EX 301 into the curriculum instead of the test in special education.

Your department and college will now need to provide a proposal to the UWCC to secure University-wide approval of this minor program change. I will be pleased to endorse the proposal along with your college dean.

JB:jk

cc: Dean Heyer
Provost Staszkievicz
John Johnson
Joyce Garrett

11b.scandrett.mem

**TEACHER EDUCATION COORDINATING COUNCIL
CURRICULUM COMMITTEE**

MINUTES - APRIL 10, 1997

ATTENDING: Ken Hershman, Jack Lerner, Kathy Talipan, Laurie Stamp, Sally McCombie, Kurt Dudt, John Butzow

Calvin Weber attended for the Music Department as a guest.

A motion to approve a quorum count was made by Lerner and seconded by McCombie. All voted in favor.

1. Minor revision of the Track I (Education) Leadership Doctoral Program Core

- a. At the request of the Graduate School, the proposal for a minor change was divided into two phases. The first phase proposal allows for the complete separation of the Education Track from the Humanities and Social Science Track and removed from the 18 hour core SO 610, SO 611 and SO 701. In place of the Sociology courses, a selection of 9 hours from a list is provided.

The Phase I proposal - to be forwarded immediately to the Graduate Committee for action was moved by Gorman and seconded by Lerner. All voted for the motion to approve the Phase I changes.

- b. A Phase II proposal was then presented to the committee which makes further changes in the list of 9 hours of core requirements beyond LP 701, 702, 703. The final approved list includes the following: EL 715, LR 651, LR 625, EL 740, EL 700, ED 650, ED 652, ED 632, EL 735, EL 710, EL 760.

Approval of the Phase II proposal was moved by Stamp and seconded by McCombie. All voted in favor.

[Note: The proposal was returned to the department by the chair for revisions to the rationale. Items 1 and 2 in the rationale are no longer relevant, as the action to remove the Sociology courses from the core had already been completed in the Phase I proposal.]

2. Changes to the undergraduate program in Music Education

The Music Department forwarded a proposal to substitute MU 240 (2 sh), "Technology in the Music Classroom", for CM 301 (3 sh), and to

require EX 301 (2 sh) for Music Education students until the Music and Special Education Departments have the opportunity to collaboratively develop a specific course for the Music Department.

There was considerable discussion of whether the MU 240 course provides enough emphasis on the general aspects of educational technology beyond those specific to music. Specifically mentioned were such areas as using the Internet, general computer usage, and searching ERIC over the Internet.

Gorman moved and Larner seconded a motion to approve the changes to the Music Education program. The motion passed on a four to three vote.

The Chair thanked the committee for its service during the 1996-97 academic year and the committee recessed for the semester.

**CC: Edwina Vold
Robert Millward
Cathy Kaufman
John Scandrett**

16:min41097