

LSC Use Only No:	LSC Action-Date:	UWUCC USE Only No.	UWUCC Action-Date:	Senate Action Date:
		02-110C	App-4/22/03	App-4/29/03

Curriculum Proposal Cover Sheet - University-Wide Undergraduate Curriculum Committee

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

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

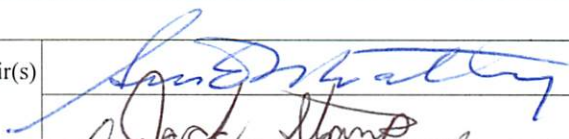
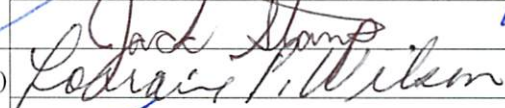
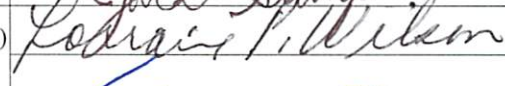
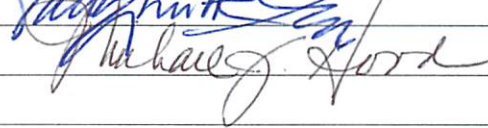
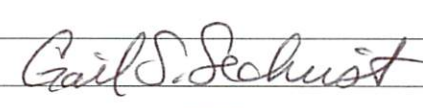
1. Course Proposals (check all that apply)
- | | | |
|--|--|---|
| ☐ New Course | ☐ Course Prefix Change | ☐ Course Deletion |
| ☐ Course Revision | ☐ Course Number and/or Title Change | ☐ Catalog Description Change |

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

3. Program Proposals
- | | | |
|---|--|--|
| ☐ New Degree Program | ☐ Catalog Description Change | ☒ Program Revision |
| ☐ New Minor Program | ☒ Program Title Change | ☐ Other |
| | ☐ New Track | |

Bachelor of Arts – Music/Music Performance Track	Bachelor of Arts – Music/General Studies Track
<u>Current program name</u>	<u>Proposed program name, if changing</u>

4. Approvals		Date
Department Curriculum Committee Chair(s)		3-21-3
Department Chair(s)	 	4/1/03 3-27-2003
College Curriculum Committee Chair		4/1/03
College Dean		4/1/03
Director of Liberal Studies *		
Director of Honors College *		
Provost *		
Additional signatures as appropriate: (include title)		
UWUCC Co-Chairs		4/22/03

APR - 2 2003

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Description of Curriculum Change

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

CATALOG DESCRIPTION

Bachelor of Arts—Music/Music Performance Track

Liberal Studies:

As outlined in Liberal Studies section 53-55
with the following specifications:

Mathematics: MATH 101 recommended

Fine Arts: MUHI 101

Liberal Studies Electives: HIST 305, MUHI 301, no courses with MUSC prefix

Major: 42

Required Courses:

MUSC 111	Theory Skills I	2sh
MUSC 112	Theory Skills II	2sh
MUSC 115	Theory I	3sh
MUSC 116	Theory II	3sh
MUSC 211	Theory Skills III	2sh
MUSC 212	Theory Skills IV	2sh
MUSC 215	Theory III	3sh
MUSC 216	Theory IV	3sh

Controlled Electives: 16sh

Applied Music I through VIII: private lessons in performance area—2sh each of eight semesters

Major related:

MUHI 103	Perspectives in Jazz	3sh
MUHI 302	Music History II	3sh

Other Requirements: 14

Music ensembles (MUSC 120-136) 8sh

Music electives, with advisor approval 6sh

Jury clearance in major instrument, minor instrument (if any), and piano (if not major or minor instrument) 0sh

Attendance at 8 recitals and all departmental meetings and recitals per semester (MUSC 475, S grade) 0sh

Free Electives: 13-15

Total Degree Requirements: 124

PROPOSED

Bachelor of Arts—Music/General Studies Track

Liberal Studies: (sequence for Music Majors) **50 cr.**

Mathematics: 3 cr. MATH 101 or other approved L.S.

Fine Arts: MUHI 102 3 cr.

Natural Science:

1 lab course & 1 non-lab course 7 cr.

Social Science: PSYC 101

LS Electives: MUHI 301 & non-lab science 6 cr.

No courses with MUSC prefix

Major: **49 cr.**

Required Courses*

MUSC 111	Theory Skills I	2 cr.
MUSC 112	Theory Skills II	2 cr.
MUSC 115	Theory I	3 cr.
MUSC 116	Theory II	3 cr.
MUSC 211	Theory Skills III	2 cr.
MUSC 212	Theory Skills IV	2 cr.
MUSC 215	Theory III	3 cr.
MUSC 216	Theory IV	3 cr.
APMU (Major)	Applied Music I-VIII (2 cr. ea)	16 cr.
APMU 122 (Major)	Applied Jury A	0 cr.
MUSC 120-136	8 semesters of Music Ensembles	8 cr.
MUHI 302	Music History II	3 cr.
MUSC 311	Fundamentals of Conducting	2 cr.
MUSC 475	8 semesters of Recital Attendance	0 cr.

Controlled Electives **21 cr.**

Music Electives 5 cr.

(with advisor approval, or as indicated below)

MUSC 217/218 Keyboard Harmony (required for piano & organ majors only) 2 cr.

MUSC 351/3/4 Diction Classes (required for voice majors only) 3 cr.

Free Electives 16 cr.

Total Degree Requirements: **120 cr.**

(*) Students may satisfy any Theory Class by:

Passing the final exam prior to or at the beginning of any given semester and then enrolling in Section 011 of the course for 0 cr.; the student's grade would be recorded as "Satisfactory" on the transcript.

2. (b). Summary of Changes: Listing of all description changes and associated course changes.

A. Liberal Studies

1. Description Changes: Old program = 55 sh.; New program = 53 cr.
2. Change in Requirements:
 - a. Natural Science – new non-lab course (Physics of Sound, Light and Color)
 - b. Liberal Studies Electives; 9 cr total
 - (1). Add MUHI 301W, Music History I
 - (2). Delete – HIST 305 Renaissance and Reformation (former prerequisite for MUHI 301)
3. New Course:
MUHI 102 Survey of Music Literature replaces MUHI 101 Introduction to Music

B. Major

1. Description Change – Semester Hours: Old program = 56 (includes courses in the major area and in the “Other Requirements” area), new program = 46 cr.
2. Course Revisions:
MUSC 111, 112, 211, 212, 115, 116, 215, 216 Theory I-IV and Theory Skills I-IV: Implementation of a Section 11 (0 sh) so that the transcript can reflect fulfillment of the requirement by passing the final exam in lieu of taking the course. MUSC 311 (2 cr.) Fundamentals of Conducting has been added as a required course in the major area. This reflects NASM’s (National Association of Schools of Music) recommendation that every music degree program prepares students in the conducting area.
3. New Courses: creation of a 0 sh labs as follows so that the transcript can record jury achievement
APMU Applied Jury A
APMU Applied Piano Jury C

C. Electives: Old program (Free Electives) = 13-15, new program (Controlled Electives) = 21 cr.

MUSC 351, 353, 354 Diction Courses – content revision; change from 2 sh to 1 cr

D. Name Change: The name of the program track would be changed from “Music Performance” to “General Studies” to avoid confusion with the BFA-Performance degree and to better describe its purpose. This program track is for a Liberal Arts degree with an emphasis in a performing area, but not to be confused with the BFA-Performance program which is a professional performance program similar to a conservatory degree program.

3. Rationale for Program Change.

The Department of Music recently created “Project *MENO MOSSO*” to identify curricular issues which need to be resolved in our program. The acronym for these issues, *MENO*, is the Italian word for less, and is a frequent expression used in musical scores: *piu mosso* means more motion (speed up the tempo); *meno mosso* means less motion (slow it down). “Project *MENO MOSSO*” is focused on reducing the credit hour requirements for graduation to 120 while at the same time improving the quality of our music programs. In addition to reducing music degrees in Performance, History/Literature, and Theory/Composition from 124 to 120, we have also reduced the music education degree from 147-157 to 120 cr. In doing so, we have made some changes in Liberal Studies and Music Requirements that we would like to keep consistent throughout all four of our degrees since there are so many similar core requirements. Those changes are:

- 1) Move all 9 credits of music history to the L.S. package. When searching catalogs from the 1950s and 60s, we found that Liberal Studies (called General Studies at that time) incorporated all nine credits of Music History to general studies. Hence, this revision puts back all of the music history course back into the Liberal Studies package and keeps the total at 53 credits.
- 2) Re-institute a “Physics of Light, Sound and Color” course in the Natural Sciences area for all music students.

- 3) Reduce the voice diction courses to 1-credit lab courses in lieu of 2 cr. courses.
- 4) Add African-American music, jazz, and World Music components to a new survey of music literature course, MUHI102 in order to demonstrate the inclusion of multicultural music in the curriculum.
- 5) Creating new APMU Applied Jury courses to record students' progress on juries as "satisfactory" or "unsatisfactory."
- 6) Create a new "satisfactory/unsatisfactory" section for all theory courses so that students could satisfy these requirements by passing the final exam before enrolling in the credit-bearing section.

Implementation

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

Students will be phased in from their freshman year beginning with the implementation year of the new program.

2. *Are faculty resources adequate? If you are not requesting or have not been authorized to hire additional faculty, demonstrate how this program will fit into the schedule(s) of current faculty.*

Faculty resources are adequate. The current faculty schedule takes into account all of the program courses that are revised or proposed in this program revision.

3. *Are other resources adequate? (Space, equipment, supplies, travel funds)*

There are no changes between the old program and new program resource requirements.

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

No

Periodic Assessment

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

The Department of Music is accredited by the National Association of Schools of Music (NASM) and is periodically reviewed in order to maintain accreditation. Following are guidelines published on the NASM website in regard to accreditation.

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

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

“Self-Study

Music units volunteer to participate in the accreditation process and as a first step develop a self-study process involving faculty, administration, and students that results in a self-study document. The document compares institutional practices against NASM standards and the goals and objectives of the unit. It identifies strengths, areas for improvement, and aspirations for future development.

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

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

“On-Site Review

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

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

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

2. *Specify the frequency of the evaluations.*

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

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

3. *Identify the evaluating entity.*

National Association of Schools of Music

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

Telephone: (703) 437-0700; Facsimile: (703) 437-6312; E-mail: info@arts-accredit.org;

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