

PROPOSAL NUMBER: 99-509

CURRICULUM PROPOSAL FORM

***DEADLINES:**

SEMESTER COURSE PROPOSALS: OCTOBER 23, 1998 FOR FALL, 1999 AND FEBRUARY 19, 1999 FOR SPRING, 2000
 SHORT-TERM COURSE PROPOSALS: DECEMBER 11, 1998 FOR FALL, 1999 AND MARCH 26, 1999 FOR SPRING 2000

PROPOSAL TITLE: B.M. in Performance/Specialization in Music Education
SPONSOR/S: Dr. Lili Levinowitz (Retractive to Fall 1998)
DEPARTMENT: Music

CHECK ALL THAT APPLY:
 UNDERGRADUATE GRADUATE

COLLEGE: Fine & Performing Arts
 If LAS: History/Humanities
 Math/Sciences
 Social/Behavioral Sciences

TYPE OF PROPOSAL (Check ALL that Apply)

<input type="checkbox"/> General Education	<input type="checkbox"/> New Course (NOT Gen. Ed.)
<input type="checkbox"/> New Course in <u>Bank</u>	<input type="checkbox"/> Name Change (Dept., School, Major)
<input type="checkbox"/> Existing course, Add To <u>Bank</u>	<input type="checkbox"/> Changes in Degree Requirements
<input type="checkbox"/> Multicultural/Global Designation	<input type="checkbox"/> Changes Involve Gen. Ed. requirements
<input type="checkbox"/> Writing Intensive Designation	
<input type="checkbox"/> New Minor/Concentration/Specialization	<input type="checkbox"/> Minor Changes to Existing Courses
<input type="checkbox"/> New Major/Degree Program	<input type="checkbox"/> Course is NOT General Education
<input type="checkbox"/> Short Term Course Proposal	<input type="checkbox"/> Course IS General Education

DEPARTMENT
 (SIGNATURE INDICATES APPROVAL)

DEPT. CURRICULUM CHAIR / DATE DEPT. CHAIRPERSON / DATE

[Signature] 7/21/99

<p>COLLEGE CURRICULUM COMMITTEE DATE OF OPEN HEARING (if necessary) <u>4/29/99</u></p> <p><input checked="" type="checkbox"/> APPROVED <input type="checkbox"/> NOT APPROVED</p> <p>COMMENTS:</p> <p><i>[Signature]</i> 4/27/99 SIGNATURE DATE</p>	<p>ACADEMIC DEAN (& GRADUATE DEAN, for New Graduate Programs Only)</p> <p><input checked="" type="checkbox"/> APPROVED <input type="checkbox"/> NOT APPROVED</p> <p>COMMENTS:</p> <p><i>[Signature]</i> 4/21/99 SIGNATURE (Academic Dean) DATE</p> <p>_____ SIGNATURE (Graduate Dean) DATE</p>
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UNIVERSITY CURRICULUM COMMITTEE

5/7/99
 APPROVED — Approved by Curriculum Committee Retrospective
 — NOT APPROVED
 COMMENTS: to Sept. 1, 1998.

Faunette m. deedo 5/12/99
 SIGNATURE DATE

SENATE

Date announced at Senate 5/11/99

Voted upon at Senate: Approved Not Approved Date:

EXECUTIVE VICE PRESIDENT/PROVOST

APPROVED JUN 8 1999
 NOT APPROVED If no, reasons are as follows:

STUDENT CREDIT HOURS _____ FACULTY LOAD HOURS _____ EQUALIZED CREDIT HOURS _____

OFFICIAL COPY & APPROVAL SHEET FILED (DATE): _____
 DATE/SIGNATURE EXECUTIVE VICE PRESIDENT/PROVOST [Signature] 7/23/99

REGISTRAR

DATE APPROVED COURSE DESCRIPTION RECEIVED _____

HEGIS TAXONOMY & COURSE NUMBER ASSIGNED _____

DATE/SIGNATURE OF REGISTRAR Robert A. Kubat 12/17/99

NOTIFICATION FORWARD:

- _____ SENATE CURRICULUM COMMITTEE CHAIRPERSON
- _____ DEPARTMENT CHAIRPERSONS
- _____ ACADEMIC DEAN(S)
- _____ REGISTRAR
- _____ SPONSOR(S)

Rowan University
Curriculum Proposal

Bachelor of Music in Performance
Specialization in Music Education

1. Abstract

a. Title and Sponsor: This document proposes the shift of the degree program now called Bachelor of Arts – Music Education (with tracks in guitar, Instrumental, Vocal, or Keyboard) to a Specialization in Music Education under the rubric of the Bachelor of Music in Performance. The proposal is sponsored by the Department of Music, Lili M. Levinowitz, Ph.D, associate professor of music education

b. Need for the Program: The department of music needs to add the new specialization in music education under the Bachelor of Music in Performance for the following reasons:

- 1) The Bachelor of Music is nationally recognized as the primary degree for undergraduates specializing in Music Education, due to its focused emphasis on courses and instruction in the teaching of music.
- 2) The content of the music education specialization is consistent with the guidelines established by the National Association of Schools of Music, the national accrediting agency of the Rowan University Department of Music.
- 3) The Bachelor of music with a specialization in music education makes us competitive with those many institutions nationwide which confer the Bachelor of Music degree.

c. Relationship to Department and School: The shifting of the Music Education Specialization under the BM in performance does not affect the relationship of the degree to any other part of the Dept. of Music or the School of Fine and Performing Arts. The framework for facilitating the shift is in place; the specialization in Music education will join the specializations options under the Bachelor of Music degree.

d. Summary of the Curriculum: The music education specialization, which provides state teaching certification, consists of four tracks: Guitar, Instrumental, Vocal, and Keyboard. Each track includes core courses comprising applied performance, music theory, music history, piano, conducting, instrument classes, ensembles and recitals. Furthermore, a 30 hr. professional education sequence and general education, in compliance with the General Education requirements, is also part of the degree program.

e. Implementation time frame. The shift of the Music education program under the Bachelor of Arts to a specialization under the Bachelor of Music in Performance can begin in the Fall of 1998 (requesting approval retroactively),

f. Resources required (staff, space, non-salary): No additional resources are required because the program is currently functioning as it will under the BM in performance.

2. Details

- a. Title of Proposal: Bachelor of Music with a specialization in Music Education.
- b. Sponsors: Department of Music represented by Lili M. Levinowitz, Ph.D.
- c. Scope of the Program: 83 students (approximately 50% of the music student body)
- d. Relationship to Curriculum: (general education, core area, elective). The core courses in the specialization in Music education will be the same as in the B.A. in music education. (53 Core Courses, 30 professional education credits, 42 credits in general education)
*Note that the current program offers eight semesters of applied instrumental or vocal study which is unique among institutions granting Music Education Degrees; most institutions require only seven semesters of applied vocal or instrumental study. That our institution requires an extra semester is evidence of the focus on performance and hence it makes most sense to shift the degree under the Bachelor of Music in performance with a specialization in Music Education
- e. Prerequisites or eligibility: admission to the program by audition.
- f. Suggested time and scale of implementation: The program can begin in the fall of 1999.
- g. Resource Requirements (Equipment, Library, Staff, Space, etc.) : The program is currently operating as it will when shifted to a specialization in Music Education under the Bachelor of Music in Performance. The current equipment⁶, library, staff, space, etc. are fully adequate and appropriate for the proposed specialization.

3. Rationale

- a. Relationship to the goals of the University: The specialization in music education links liberal education with career preparation, as specified in the Mission Statement of Rowan University. The specialization in music education under the Bachelor of music in Performance is a career oriented program. Its objectives are to prepare students for the following: 1) a teaching career in music, 2) a high level of performance on their applied instrument, 3) graduate study in music. In addition, the study of music is considered a liberal study. That is, music does not exist apart from context of culture and our students are adequately prepared in liberal studies by completing nearly half of their work in general education.
- b. Appropriateness and significance of the specialization: The content of the Music Education Specialization at Rowan University is currently consistent with the guidelines of the National Association of Schools of Music, the accrediting agency of the Rowan University Department of Music. Furthermore, the specialization in Music Education makes our graduates competitive with those of the many institutions nationwide which confer certification. Finally, it enhances the options of a performer by preparing them to be successful in a career in education

4. Essence of the Specialization

- a. Major Goals of the Program: The major goals of the Music education program are in place currently and functioning efficiently. Those goals are as follows: 1) students will successfully complete the requirements for graduation in the chosen curriculum track, 2) students will demonstrate competence in performance and basic elements of musicianship as determined by the curriculum track, 3) students will demonstrate creativity and competence through varied activities such as performance, composition of original musical works, written papers, and preparation of lesson plans.
- b. Specific Objectives of the Program Music Education specialization are to prepare students for the job of educating children in grades K-12 in general music through demonstrating an understanding of the psychology of the music learner and implementing curricular components which can meet the growing needs of students as they learn to express music with their voices, bodies, and instruments.
- c. Structure of Organization: All of these items are currently in place and functioning effectively. All that is required is the change of nomenclature from a Bachelor of Arts in Music Education to a Bachelor of Music with a specialization in Music Education.
- d. Administration: The Department of Music administers the Music Education program in conjunction with the Department of Secondary Education. This cooperative relationship will continue without change when the Music Education specialization shifts under the Bachelor of Music degree program.

- I. Music Education Curriculum (Teacher Certification K-12 with specializations: Guitar, Instrumental, Keyboard, and Vocal).....136-141 s.h.**
- A. General Education42-43 s.h.
1. Communications9 s.h.
 - College Composition I-II
 - Public Speaking
 2. Science and Mathematics7 s.h.
 - Biological or Physical Lab Choice
 - Math Choice
 3. Social & Behavioral Sciences6 s.h.
 - Intro to Sociology
 - Child Development
 4. Humanities.....6 s.h.
 - History of American Education
 - Literature Choice
 5. Fine & Performing Arts3 s.h.
 6. General Education Electives ...11-12 s.h.
 - Health and Wellness
 - General Music History
 - Music in World Cultures
 - Ensembles
- C. Professional Education.....30 s.h.
- D. Major Requirements.....64-69 s.h.
- Development of Musical Styles I, II, III
 - Music Theory I-IV, Written and Aural
 - Major Applied Instrument or Voice I-VIII
 - Piano Class I-IV (except keyboard spec.)
 - Voice Class (except vocal spec.)
 - Instrumental or Choral Conducting I, II
 - Orchestration or Vocal Arranging
 - Ensemble I-VIII
 - Student Recitals I-VIII
 - Music Fundamentals
 - Choral Literature (except instrumental)
 - Language/VR (except instrumental and keyboard)
 - Instrument Classes (check with adviser)
 - Keyboard Specialization Only*
 - Piano Pedagogy
 - Keyboard Literature
 - Vocal Specialization Only*
 - Vocal Literature or Ensemble VII-VIII
- E. Music Fundamentals and Ensemble I-VIII are counted as 11 s.h. of General Education beyond the 42 s.h. required in the B.M. for the purposes of complying with state certification regulations.

5. Results of Consultation

- a. Consultation with all departments that have similar programs, courses or course titles are included.
- b. List of names of all persons from departments consulted:
 - Dr. Thomas Monahan, Provost's Office
 - Dr. Donald Gephardt, Dean, Fine and Performing Arts
 - Mr. Dean Witten, Chair, Music Department
 - Dr. John Gallagher, Chair, Secondary Education Dept.
- c. Letters of consultation are attached.



College of Fine & Performing Arts

May 4, 1999

To Whom It May Concern:

I write in support of the proposal by the Music Department to offer a Specialization in Music Education under the Bachelor of Music: Performance program. This proposal is made to rectify a problem that recently surfaced and was brought to our attention. We have offered a program in Music Education since 1970 under the Bachelor of Arts degree. In 1994, we attempted to move this certification program under the Bachelor of Music degree. The program proposal received full approval from the Rowan Board of Trustees and it was forwarded to Trenton to the then State Department of Higher Education. It was about this time that the Department was disbanded. Apparently, no action was taken on the program at the state level. However, we have assumed that the program was legally in place and have been awarding degrees with this understanding.

In order to correct this problem, we now put forth this Specialization proposal to place our Music Education program under the Bachelor of Music: Performance. We feel that this is the degree that is most appropriate for someone who wants to teach music K-12. In order to be successful, it is vital that such a teacher has excellent technical and performance skills in the discipline. We ask you to consider this corrective action and we ask your approval for one of our most important programs in our College.

Sincerely,

Donald L. Gephardt
Dean, College of Fine and Performing Arts