

CURRICULUM PROPOSAL FORM

DEADLINES:

LONG-TERM 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: Specialization in Music Education within the B.M. in Jazz Studies

SPONSOR/S: Dennis D. Blum

DEPARTMENT: Music

CHECK ALL THAT APPLY:

UNDERGRADUATE GRADUATE

COLLEGE: FPA

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 _____ Bank	<input type="checkbox"/> Name Change (Dept., School, Major)
<input type="checkbox"/> Existing course, Add To _____ Bank	<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"/> Minor Changes to Existing Courses
<input checked="" type="checkbox"/> New Minor/Concentration/Specialization	<input type="checkbox"/> Course is NOT General Education
<input type="checkbox"/> New Major/Degree Program	<input type="checkbox"/> Course IS General Education
<input type="checkbox"/> Short Term Course Proposal	

DEPARTMENT

(SIGNATURE INDICATES APPROVAL)

K. Stewart 10/23/98 Dennis D. Blum 10/23/98

DEPT. CURRICULUM CHAIR / DATE DEPT. CHAIRPERSON / DATE

COLLEGE CURRICULUM COMMITTEE

DATE OF OPEN HEARING (if necessary) _____

APPROVED
 NOT APPROVED

COMMENTS:

[Signature] 2 March 98

SIGNATURE DATE

ACADEMIC DEAN (& GRADUATE DEAN, for New Graduate Programs Only)

APPROVED
 NOT APPROVED

COMMENTS:

[Signature] 10/23/98

SIGNATURE (Academic Dean) DATE

SIGNATURE (Graduate Dean) DATE

UNIVERSITY CURRICULUM COMMITTEE

DATE OF OPEN HEARING (if necessary) 4/8/99

APPROVED - contingent upon meeting Educ. Certification requirements
 NOT APPROVED

COMMENTS:

Laquita Reeves 4/14/99
SIGNATURE **DATE**

SENATE

Date announced at Senate _____

Voted upon at Senate: Approved Not Approved Date: _____

EXECUTIVE VICE PRESIDENT/PROVOST

APPROVED
 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] 7/22/99

REGISTRAR

DATE APPROVED COURSE DESCRIPTION RECEIVED _____

HEGIS TAXONOMY & COURSE NUMBER ASSIGNED _____

DATE/SIGNATURE OF REGISTRAR Robert A. Keelbet 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 JAZZ STUDIES
SPECIALIZATION IN MUSIC EDUCATION**

1.

Abstract

- a. Title and Sponsor: This document proposes the addition of the Specialization in Music Education to the Bachelor of Music in Jazz Studies. The proposal is sponsored by the Department of Music, Mr. Denis DiBlasio.
- b. Need for the Program: The Department of Music needs to add the new specialization for the following reasons:
 - (1) The proposed specialization is consistent with the Bachelor of Music in Music Education guidelines established by the National Association of Schools of Music, the national accrediting agency of the Rowan University Department of Music.
 - (2) Specializations are currently offered in vocal, instrumental and keyboard. The content of the Music Education Program at Rowan University can be effectively adapted to enhance the talents and career opportunities of jazz musicians by adding the specialization in the Jazz Studies Major.
 - (3) The Music Education Specialization in the Bachelor of Music in Jazz Studies makes our certification program attractive to a wider audience and makes our graduates more competitive with those of the many institutions nationwide which confer certification.
- c. Relationship to Department and College: The addition of this specialization does not affect the relationship of the degree to any other part of the Department of Music or the College of Fine and Performing Arts. The framework facilitating the specialization is in place: the jazz studies and education courses are currently offered. The Jazz Studies Specialization will join the Vocal, Instrumental and Keyboard Specializations. This specialization will enable music education students to increase their musical knowledge about jazz and gain experiences which will make them more well-rounded musicians and teachers.

d. Summary of the Curriculum:

The curriculum is in compliance with the state requirements for certification and consists of a bank of 59.5 - 65.5 sh of music courses, 30 sh of professional studies, and 42 sh of general education. The total semester hours of the track will vary from 131.5 sh for the chorally-tracked piano major and 134.5 for the voice major to 137.5 for the instrumentalist. Double-counting Ensembles I - VII, General Music History, Music Fundamentals, and G&D Jazz will raise the general education total to 58 sh for the purposes of reporting to the Department of Education.

The courses of the Jazz Studies Track of the Music Education Program are attached.

- e. Implementation Time Frame: The addition of the Music Education Specialization to the rubric of Bachelor of Music in Jazz Studies can begin in Fall '99.
- f. Resources Required (staff, space, non-salary): No additional resources are required, because all of the courses are currently offered.

2. Details

- a. Title of the Proposal: The addition of the Music Education Specialization to the rubric of Bachelor of Music in Jazz Studies.
- b. Sponsors: Department of Music, represented by Denis DiBlasio.
- c. Scope or Size of the Program: Approximately 40 percent of the current Rowan University music majors have declared Music Education as their major. The intention of the Department of Music is to increase the size of the student body of jazz musicians to (a) foster their creativity and (2) facilitate peer learning through interaction with the students and faculty of the department.
- d. Relationship to Curriculum (General Education, Core Area, Electives): The courses are currently in place. They are combined to offer a well-rounded education degree with an emphasis on teaching music.

The Music Education Specialization will remain essentially the same, while addressing the special needs of jazz musicians.

- e. Prerequisites or Eligibility: Admission to the program by audition.
 - f. Suggested Time and Scale of Implementation: The program can begin in the Fall 1999.
 - g. Resource Requirements (Equipment, Library, Staff, Space, etc.): The current equipment, library, staff, space, etc. are fully adequate and appropriate for the Specialization in Music Education designation.
3. Rationale (Statements specifically indicating the proposal's merits as they relate to the goals of the University and the directions of the sponsoring department. What is the appropriateness and significance of the program?):
- a. Relationship to the goals of the University:

The Specialization in Music Education links liberal education with career preparation, as specified in the Focused Mission Statement of Rowan University. Its objectives are to prepare students for (1) a teaching career in music, (2) a professional career in music, and/or (3) graduate study in music. The Specialization, which offers professional training for the aspiring artist, provides (1) a solid foundation in fundamental skills, (2) a strong base in aesthetic theory, and (3) numerous opportunities to explore the creative process in actual practice.

In addition, the study of music is liberal study, in that music does not exist apart from the societal, philosophical, ethnic and cultural contexts in which it is created. The study of music leads students to an understanding of human aesthetic expression in other cultures and other epochs, and to the political and philosophical forces that shape them. The Specializations in Music Education require students to take almost one half of their work in general studies, thereby acknowledging the importance of General Education in specialized academic programs at Rowan.

The Specialization in Music Education is closely allied to the University focused mission and combines the vital liberation of individual creative expression and the liberalization of a narrow-focused career-oriented program.
 - b. Appropriateness and significance of the specialization:
 - (1) The content of the Music Education Specialization at Rowan University is currently consistent with

the guidelines established by the National Association of Schools of Music, the national accrediting agency of the Rowan University Department of Music.

- (2) This specialization in Music Education Program makes our graduates competitive with those of the many institutions nationwide which confer certification.
- (3) The addition of the Specialization in Music Education in Jazz Studies enhances the curricular options of music education students and prepares jazz musicians to be successful in the career in education.

4. Essence of the Specialization

- a. Major Goals of the Specialization: The major goals of all the Music Education Specializations are currently in place and functioning efficiently. They are:
 - (1) Students will successfully complete the requirements for graduation in the chosen curriculum.
 - (2) Students will demonstrate competence in the basic elements of musicianship, including music theory, history and performance, as determined by the curriculum.
 - (3) Students will demonstrate creativity through varied activities such as performance, composition of original musical works, written papers, construction of ethnic musical instruments and preparation of lesson plans.
- b. Specific Objectives of the Music Education Specialization in Jazz Studies:
 - (1) General Music Methods (K-6): To prepare students, as future teachers, for the job of educating children in grades K-6 in music. This includes:
 - (a) Demonstrating a thorough understanding of the psychology of the music learner K-6,
 - (b) Determining the appropriate content of the music curricula for these grades based upon how a child learns music,

- (c) Determining which skills and what sequence of skill acquisition is appropriate for these grade levels,
 - (d) Learning and being able to demonstrate teaching skills and classroom management skills,
 - (e) Devising a curriculum and sequence for teaching music notation literacy in its elemental stages, and
 - (f) Devising a curriculum of music appreciation/ listening experiences suitable for grades K-6.
- (2) Instrumental Methods (grades 4-12) and Vocal Methods (K-12)
- (a) To develop a philosophy of music education consistent with current theory and practice in the teaching field, and
 - (b) to develop pragmatic approaches to developing instrumental and vocal/choral programs in the public schools.
- (3) Student Teaching: Upon completion of Pedagogy IV: Student Teaching, the senior teacher education candidate will be able to demonstrate skills and competencies in the following areas:
- (1) Curriculum planning
 - (2) Classroom management
 - (3) Oral and written communication
 - (4) General pedagogy
 - (5) Evaluation
- (4) Behavioral Objectives Specific to the Jazz Specialization
- a. The art of improvisation is at the very root of jazz and other popular music. A teacher without this training could be at a total loss when dealing with improvisation. Not only is the area sometimes avoided but in many instances the wrong information is given out creating problems and falsehoods. Improvisation is composition without an eraser. The same techniques must be mastered. This creates a total understanding of the structure of the music. In jazz the
 - b. application of music theory is different than

in classical music. Without this knowledge the teacher is at a disability.

- b. Jazz phrasing and articulation must be interpreted not from the written page, but in reference to it. Jazz music is folk music. The idiosyncrasies that make up jazz cannot be written down on paper. They must be learned properly by example from recordings or actual performance. Many instructors without this background unknowingly let the music just simply "go" without any knowledge of how to fix it. This manner of "feeling" the music is not just found in jazz but ~~many in~~ ^{in much} popular music. A ~~wisdom~~ ^{knowledge} of this style will not only round out the teacher but make that person viable in certain areas of the performing industry.
- c. Structure of Organization (Identification of courses with brief course description, credit to be given, sequence of course work (lower and upper level), requirements and prerequisites): All of these items are currently in place and functioning effectively. All that is required is the addition of the Jazz Studies Track.
- d. Administration (Details of the specific role of each group/department): 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 Jazz Studies Specialization is added to the other Specializations.

5. Results of Consultation:

- a. Consultation with all departments that have similar programs, courses or course titles must be included: This has been done.
- b. List the names of all persons from departments consulted:

Dr. Lili Levinowitz, Head of Music Education,
 Department of Music
 Dr. John Gallager, Chair, Department of Secondary
 Education
 Dr. Donald L. Gephardt, Dean, School of Fine and
 Performing Arts

- c. Attach copies of any written consultations: Letters are attached.
- d. Consulted parties may appear in person at the Open Hearings.

BM in Music Education: Jazz

Music Courses

Major Applied Instrument or Voice I - IV	8 sh
Jazz Improvisation I - IV	8 sh
Music Theory Written and Aural I - IV	16 sh
General Music History	3 sh
Dev. Styles II, III	6 sh
Voice Class (Except voice majors)	1 sh
Piano Class I, II (Except piano majors)	2 sh
Secondary Applied Inst. I (Jazz piano - except piano majors)	1 sh
Choral or Instrumental Conducting I - II.....	2 sh
Stage Band Rehearsal Techniques	3 sh
Growth & Development of Jazz	3 sh
Vocal Arranging or Orchestration	2 sh
Arranging for Large and Small Groups	3 sh
All instrument classes or	7.5 or
flute, clarinet, high strings, percussion, high brass, low bass, saxophone classes for voice majors and chorally-tracked guitarists and pianists	4.5 sh
Ensemble I-VII (3 Jazz, 3 Classical [Orchestra or Wind Ensemble], 1 choir)*.....	0
Total: 59.5 - 65.5	

*Voice majors and chorally-tracked guitarists and pianists will take 3 jazz and 4 choral ensembles.

Professional Studies 30 sh

General Education

Communications

College Comp I, II	6 sh
Public Speaking	3 sh
	<u>9 sh</u>

Social & Behavior Sciences

Intro to Soc	3 sh
Child Development	3 sh
	<u>6 sh</u>

Math & Science

Math Choice	3 sh
Lab Science	4 sh
	<u>7 sh</u>

History, Humanities and Languages	
History of American Education	3 sh
Choice	<u>3 sh</u>
	6 sh
Health and Wellness	3 sh
Arts	
Choice	3 sh
General Education Electives	5 sh
Gen. Ed. Total	42 sh
Specialization Total	131.5 - 137.5



Department of Secondary Education/Foundations of Education

December 11, 1998

MEMORANDUM

To: Mr. Denis DiBlasio, Department of Music

From: John V. Gallagher, Chairperson

Re: Proposal for establishing a Bachelor of Music Degree with Studies/Specialization in Music Education

We have reviewed the proposal for the above-mentioned degree and specialization. It will provide important options for students seeking careers in Music Education and will enhance the overall offerings of your department.

We support your proposal with the following caveats:

1. We assume that the proposal meets all of the State of New Jersey requirements for the music certification sought by the student graduating from this program. I do not have sufficient background nor the appropriate state regulations to verify that the program does meet these requirements.
2. On page 8, you list "Professional Studies... 30 sh" but you do not specify the courses in this category. We recommend that you append a list of the specific courses for this category as most fall under the responsibilities of the Department of Secondary Education/Foundations of Education. Specifically, we seek verification that these credits include Teaching as a Profession; Pedagogy I, II, III, and IV; History of American Education; Educational Psychology; and Educational Policy I and II.
3. That the students maintain the grade point average requirements of the College of Education for certification programs to include 2.5 overall and 3.0 separately in the major and in the professional studies courses listed in 2, supra.
4. That the students successfully complete the Praxis 1 and Praxis 2 examination requirements with scores which meet the College of Education standards.



October 23, 1998

Dear Dennis,

Thank you kindly for letting me review the Music Education/jazz program. I believe that it will be quite attractive for recruiting students to our school as it is a comprehensive program. Good luck with it.

Sincerely,

A handwritten signature in cursive script that reads "Lily".

Lily M. Levinowitz, Ph.D.
Assoc. Prof. Of Music Education



College of Fine & Performing Arts

October 27, 1998

To Whom It May Concern:

I write in support of the proposal from the Music Department to initiate a Specialization in Music Education under the present program Bachelor of Music in Jazz Studies. Increasingly, the music curriculum in the K-12 realm is moving to be more inclusive of the full complement of the art form including American jazz and the music of all cultures. This program allows students who want to concentrate in Jazz Studies also to pursue a career track in Music Education and to gain the knowledge and skills inherent in this curriculum. The new Core Content Standards in the arts now in place in New Jersey call for all K-12 schools to offer a much more broadly based curriculum in music. Having a faculty member with a deep background in Jazz Studies will enable a school district to provide their students with the creative, aesthetic background that flows so naturally from this art form. Such a person will be a rich resource for both the students and the other faculty involved.

I believe that the Department presently has the depth in faculty expertise and in necessary resources to offer this program at a very high level. Therefore, I recommend it to you with all confidence that it will emerge as a program of quality at Rowan University.

Sincerely,

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

c: Dr. Matteson
Prof. Witten
~~Prof. DiBlasio~~
Dr. Levinowitz

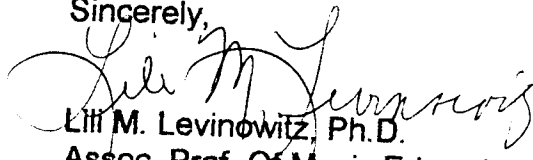
February 23, 1999

Dear Dennis,

Thank you kindly for letting me review the Music Education/jazz program. I am pleased to see that it is a comprehensive program that develops the jazz musician as well as the teacher. In particular, I am pleased to see that you have included not only jazz history and theory but "legit" history and theory as well which will ensure that our students have a firm foundation on which to base their teaching. Moreover, the course work you have designed will prepare our students according to the NASM guidelines.

As you probably are aware, there is a predicted shortage in New Jersey of teachers in the fine and performing arts. As most school music programs include a jazz component, it will be crucial to prepare students to meet the demands in the field. This program, because of its breadth, should be extremely attractive to students who are seeking New Jersey certification in music. Hence, it will be an excellent recruitment tool for Rowan University.

Sincerely,



Lili M. Levinowitz, Ph.D.
Assoc. Prof. Of Music Education