

**State of New Jersey**  
**GLASSBORO STATE COLLEGE**  
GLASSBORO, NEW JERSEY 08028

**DIVISION OF FINE AND PERFORMING ARTS**  
**DEPARTMENT OF MUSIC**

June 4, 1979  
Dr. Lawson Brown

Catalogue Description

Guitar Class Two  
(Prerequisite: Guitar Class I)

A continuation of the study of the guitar and its role in the classroom through performance and a study of the materials available.

NOTE -- Guitar Class should now be called Guitar Class I.

Piano Tuning and Repair II  
(Prerequisite: Piano Tuning and Repair I)

A continuation of the study of the construction of the piano and the techniques involved in its tuning and repair.

NOTE -- Piano Tuning and Repair should now be called Piano Tuning and Repair I.

Tom Wade

2/1/2020

COURSE DESCRIPTIONS

2104.501 Techniques and Case Work for the School Social Worker 3 CH

Interviewing techniques and other aspects of the social intake are an integral part of this course. In addition, the format for the casework report and interpretive conferences will be developed. The course work will provide for both theoretical and practical aspects of case work unique to school social work.

2104.502 Supervised Practicum in School Social Work 4 CH

Opportunities will be provided for the student to evaluate his competencies as an effective social worker in a practical setting. That setting will include opportunities to appreciate, discharge the duties involved in school social work, conduct a successful school social work program, and engage in all aspects of the work of a Child Study Team member with regard to children, school personnel, and parent involvement.

Faculty Senate Curriculum Committee

APPROVAL FORM

Rev: 5/82

1) Bach. of Music

Proposal Title: Curricular Changes - ~~Music~~

Sponsor(s): Dept. of Music Dept.: John Simpson

Check one:  Course  Specialization  Concentration  Achievement Certificate

Minor Change  Major Program  
(please name: deletion or credit/title/catalog change)

Certification Program  Undergraduate  Graduate  Credit Hours

Step 1 (Department)

Step 2 (Receipt)

Step 3 (Division CC)

Approved 27/84  
date  
 Not Approved  
full faculty  
Dept. CC Chairperson  
 Reviewed  
date

SCC# 93-84-103  
Proposal Received 3/1/89  
date

Reviewed 4/5/84  
date  
 Approved  
 Not Approved

Comments:  
Acting II should be Acting I  
Gen. Ed. Rep. from the  
Univ. of Michigan  
Chairperson, Div. Curr. Comm.

John Simpson  
Chairperson, Dept.

Shirley A. O'Day  
Chairperson, SCC

Step 4 (Academic Dean)

Comments:

Reviewed 4/13/84  
date

John Curran  
Signature, Dean of Division

Step 5 (SCC)

Ad-Hoc - Chet - Mel - Lois  
Tom Galbraith

Open Hearing Date: \_\_\_\_\_ Approved by Senate Curriculum Committee \_\_\_\_\_ (date)

Returned to sponsor(s) for the following reasons:

B.M. ?  
H & P.E. ?  
NO Electives ?

Cur. Committee -  
State APPROX. 60 S.H. in  
says - GEN. Ed. -

ARTS (To be chosen from  
Approved Gen. Ed.  
courses) Why not?

Certification proposal  
Need 2nd course  
in Reading or  
consultation with  
Reading to solve  
problem. Want us  
sent to Trenton last spring  
with the two Reading courses.

Step 6 (Faculty Senate)

Presented to Faculty Senate (date): \_\_\_\_\_

Approved  
 Not Approved

Notification to Vice-President Academic Affairs (date): \_\_\_\_\_

Shirley A. O'Day  
Signature: SCC Chairperson

Step 7 (Vice-President for Academic Affairs)

<sup>proposal</sup>  
~~Course~~ received 5/30 (date)

<sup>proposal</sup>  
~~Course~~ approved Yes      No     

If no, reasons are as follows:

Student credit hours NA

Faculty load hours NA

Equalized credit hours NA

Official copy and approval sheet filed \_\_\_\_\_ (date)

6/15/84

Signature [Signature]  
(Vice-President for Academic Affairs)

Registrar

Approved course description received \_\_\_\_\_ (date)

Hegis Taxonomy and Course Number assigned \_\_\_\_\_

Signature \_\_\_\_\_  
(Registrar) \_\_\_\_\_ (Date)

Notification forwarded: Senate Curriculum Committee Chairperson, Department Chairperson(s), Academic Dean(s), Registrar, Sponsor(s)

**PROPOSAL FOR CHANGING THE DEGREE  
"BACHELOR OF ARTS IN MUSIC" TO "BACHELOR OF MUSIC"**

The Glassboro State College Music Department requests that the degree granted for study in Applied Music be changed from the Bachelor of Arts degree to the Bachelor of Music degree. Because the title BM has national recognition among music educators on all levels, as well as employers, we feel it is in the best interests of the college, and the students, to grant a degree that best describes this course of study. The Bachelor of Arts degree will, of course, be retained for the student who seeks a Liberal Arts degree in Music.

The Department of Music presently offers three different tracks in Music, all of which lead to the Bachelor of Arts degree. The national accrediting body of music programs in colleges, universities, and conservatories, the National Association of Schools of Music, accredited GSC's music programs in 1973, recognizing that these three tracks met national standards for programs in Applied Music, Music Education, and the Liberal Arts.

There are a number of degree designations used in the United States for programs similar to ours. Among them are: Bachelor of Arts, Bachelor of Science, Bachelor of Music, and Bachelor of Fine Arts. A survey of degree titles used by all member colleges of NASM reveals the following information:

Of the 484 members of NASM, 310 confer a Bachelor of Music degree, 65 confer a Bachelor of Arts, 79 confer a Bachelor of Science and, 5 confer the Bachelor of Fine Arts.

It is clear that the overwhelming majority of music schools prefer the degree designation, Bachelor of Music.

If one were to choose the most important music schools in the country, he would find near unanimity in the conference of the BM degree; the BA designation implies an uncompetitive music department. Since GSC's Department of Music continues to be vital and strong, producing well-prepared, competitive students, the BA degree title does our students and alumni a disservice.

Many of our students pursue graduate degrees. Schools offering Master of Music degrees have an initial negative reaction to credentials which list a BA degree, forcing the graduate school candidate into a weakened position for admission. (Of schools offering Masters degrees in Music, only 66 use the title, Master of Arts; again, those schools which are the recognized national leaders uniformly prefer the MM degree.)

Within the state, Glassboro State College has always been a leader in Applied Music, with facilities and faculty to compare with any in New Jersey and many in the nation. Montclair State College, William Paterson College, and Trenton State College have applied for authorization to grant Bachelor of Music degrees. Glassboro State College needs to have the same authority to grant a BM degree, that it may retain its competitive edge in recruitment and assist our graduates in securing employment.

Attached are curriculum sheets, revised to reflect changes in the General Education requirements. If the Department is authorized to grant the BM degree, no curricular change will be necessary; we will continue to conform to applicable state and local curriculum policy.

ADDENDUM

Listed below is a representative group of leading music schools in the United States which confer the degree Bachelor of Music upon graduates in the areas of theory/composition and applied music.

The American University  
Arizona State University  
Baylor University  
Boston Conservatory of Music  
Boston University  
Bowling Green State University  
Butler University  
Catholic University of America  
Chicago Musical College of Roosevelt University  
Cleveland Institute of Music  
The Curtis Institute of Music  
Eastman School of Music  
Florida State University  
Hartt School of Music  
Indiana University  
Kent State University  
Memphis State University  
Miami University  
Michigan State University  
New England Conservatory of Music  
North Texas State University  
Northern Illinois University  
Northwestern University  
Oberlin College Conservatory of Music  
Ohio State  
Peabody Institute of Johns Hopkins University  
The Pennsylvania State University  
Southern Illinois University  
State University College, Fredonia  
Texas Tech University  
University of Arizona  
University of Cincinnati  
University of Houston  
University of Illinois  
University of Iowa  
University of Maryland  
University of Massachusetts  
University of Michigan  
University of Minnesota  
University of Southern California  
University of Texas  
University of Wisconsin - Madison  
Washington University  
West Chester State University

## BACHELOR OF MUSIC

### Applied Music/Theory Composition Core

Professional Applied Instrument/Voice I-VIII or Music Composition and Secondary Applied I-VIII	32 cr.
Theoretical Constructs I & II	8 cr.
Advanced Musicianship I & II	8 cr.
General Music History	3 cr.
Piano Class I-IV (Except Piano Majors)	<u>4 cr.</u>
	55 or 51

Applied Keyboard

Additional Music Coursework

Dev. of Styles I, II & III	9
Form and Analysis	3
Piano Pedagogy	1
Piano Accompanying	1
Choral/Inst. Conducting	1
Chamber Music I & II	2
Keyboard Literature	3
Music Electives	<u>12</u>
	32

General Education Courses

Communications (6)	
Science/Math (6)	
Social Beh. Sciences (12)	
Hist/Hum/Lang (12)	
Arts (6)	
Core:	51
Additional Music Coursework	32
General Education	42
Health & Phys Ed	<u>3</u>
	128

Applied Instrumental

Additional Music Coursework

Dev. of Styles I, II, III	9
Form & Analysis	3
Conducting Inst. I & II	2
Chamber Music I & II	2
Music Electives	<u>12</u>
	28

General Education Courses

Communications (6)	
Science/Math (6)	
Social Behavioral Sciences (12)	
Hist/Hum/Lang (12)	
Arts (6)	
Core:	55
Additional Music Coursework	28
General Education	42
Health & Phys Ed	<u>3</u>
	128

Applied Theory/Composition

Additional Music Coursework

Dev. of Styles I, II, III	9
Choral Cond. I	1
Instrumental Conducting	1
Form & Analysis	3
Orchestration	2
Electronic Music I	1
Counterpoint	3
Vocal Arranging	2
Music Electives	<u>9 (12)</u>
	32-35

General Education

Communications (6)	
Science/Math (6)	
Social Beh Sciences (12)	
Hist/Hum/Lang (12)	
Arts (6)	
Core:	55 or 51
Additional Music Coursework	32 or 35
General Ed.	42
Health & Phys Ed	<u>3</u>
	132 or 131

Applied Instrument: Jazz

Additional Music Coursework

Growth/Dev. of Jazz	3
Music Composition I, II, III, IV	12
New Jazz Structures	3
Stage Band Rehearsal Technique	3
Jazz Improvisation	3
Music Electives	<u>12</u>
	36

General Education

Communications (6)	
Science/Math (6)	
Social Behavioral Sciences (12)	
Hist/Hum/Lang (12)	
Arts (6)	
Core:	55 or 51
Additional Music Coursework	36
General Education	42
Health & Phys Ed	<u>3</u>
	136 or 132

Applied Vocal Track

Additional Music Coursework

Dev. of Musical Styles I & II	3
Lang. thru Vocal Rep (Fr., It., Ger.)	6
Vocal Literature	2
Piano Accompanying I & II	2
Vocal Pedagogy	3
Choral Conducting I & II	2
Music Electives	<u>10</u>
	28

General Education

Communications (6)
Science/Math (6)
Social Behavior (12)
Hist./Hum./Lang. (15)
Elem Italian
Elem French
Elem German
6 Credits to be chosen from General Education Bank
Arts (6)

Core:	55
Additional Music	
Coursework:	28
General Education:	45
Health & Phys Ed	3
	<u>131</u>

Applied Vocal/Music Theatre Track

Additional Music Coursework

Dev. of Musical Styles I & II	6
Lang. thru Vocal Rep.	3
Vocal Literature	2
Piano Accompanying I & II	2
Vocal Pedagogy	<u>3</u>
	16

General Education

Communications (6)
Communications I
Voice & Articulation
Science & Math (6)
Social & Behavioral Science (12)
Hist./Hum./Lang. (12)
Arts (6)
Elements of Dance
Living Theatre or Oral Interpretation of Literature

Specialization

Acting I	3
Movement for Actor	3
Stagecraft I	3
Musical Theatre	<u>3</u>
	12

Core:	55
Additional Music Coursework	16
Specialization	12
General Education	42
Health & Phys. Ed	<u>3</u>
	128

Applied Guitar Track

Additional Music Coursework

Dev. of Musical Styles I, II & III	9
Form & Score Analysis	3
Secondary Applied Vocal	1
Guitar Literature	3
Music Electives	<u>9</u>
	25

General Education Courses

- Communications (6)
- Science/Math (6)
- Social Behavior (12)
- Hist./Hum./Lang.(12)
- Elem. Spanish I
- Elem. Spanish II
- 6 credits to be chosen from General Education Bank
- Arts (6)

Core:	55
Additional Music	
Coursework	25
General Education	42
Health & Phys Ed	<u>3</u>
	128



State of New Jersey  
GLASSBORO STATE COLLEGE  
GLASSBORO, NEW JERSEY 08028

DIVISION OF FINE & PERFORMING ARTS  
Department of Music

March 11, 1984

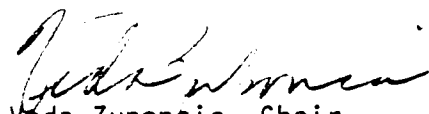
Dr. Shirley O'Day  
Faculty Senate Curriculum Committee

Dear Shirley,

Enclosed are analyses of all the Applied Music/Theory Composition tracks which we propose to file under the Bachelor of Music designation. The basic music core is listed on the first page and breakdowns of each track follow. Also enclosed is a xerox copy of the music requirements for NASM for professional degrees. I call your attention particularly to the statement: "Studies in the major area and supportive courses in music shall total at least 65% of the curriculum."

The tracks we submit to you today are in compliance with this requirement. Any addition of non-music coursework will result in the need for increased coursework in music to maintain the required balance in the program. For this reason, the Music Department does not delineate or require a free elective area.

Sincerely,

  
Veda Zuponicic, Chair  
Department of Music

VZ:jhp  
encs.

# MEMO

Glassboro State College  
Division of  
Music and Performing Arts

Office of the Dean

To: Shirley O'Day, Chair, Curriculum Committee

Subject:

Date: 3/20/84

From: William C. Morris *WCM*

Recent submissions by the departments of this school have apparently varied in their display (or lack of it) of the All-College Health and Physical Education requirement. As you recall the chairs had requested a reopener on this requirement in the hopes that an exception could be made that would allow for some leeway in programs already crowded with other requirements.

A letter was sent from the chairs (October 17, 1983) to Dr. Chamberlain requesting exemption. That letter was given to Dr. James who spoke to me about it before the first of the year. If I recall correctly, he was inclined to return the item to the Curriculum Committee, an action that would have brought it full circle. To date I have had no further word on his disposition of the request. Where the HPE requirement is most difficult is in the teaching tracks of the three departments as well as in the applied Music program where music must keep a 65/35 split of Music course vs. General Education. To add the HPE course would mean adding another Music requirement thus pushing the program past 140 S.H.

The HPE question is clearly a problem in the new curriculum proposals from this school. The Vice President needs to advise us of his pleasure before this issue can be resolved.

WCM/pg

cc: Dr. James  
Dr. Neff  
Ms. O'Donnell  
Ms. Zuponcic  
Ms. Wood

# MEMO

Glassboro State College

To Dr. Shirley O Day, Chairperson, Senate  
Curriculum Committee  
Re Changes in Music Education Curriculum

Date May 9, 1984 From Nicholas DiObilda

*Nicholas DiObilda*

The proposed revisions of the Bachelor of Music Education have reduced the number of reading courses required from two to one. The Department of Reading/Speech Correction has not been consulted about this change. We do not approve it and urge the Senate Curriculum Committee to disapprove it also.

The Music Department's change will put it in violation of the current New Jersey teacher certification requirements set forth in the New Jersey Administrative Code Title 6, Chapter 11, Subchapter 8, Section 8. The proposed change does not meet NASDTEC requirements for program approval. Furthermore if the program eventually is reduced to one reading course, we judge that the Music Department has selected the wrong course to include in their program listing.

Our departmental curriculum committee has met with the Industrial Arts Curriculum Committee and with Dr. Thomas Gallia in order to develop a method for meeting the state teacher certification requirements regarding reading courses. Progress is occurring. Our department would like a uniform method of delivering this service which satisfies the needs of all departments involved. If the Music Department or any other department unilaterally imposes its own idea of what to do with our courses, it will cause harm to the departmental offerings and to the students who will have to sit in courses inappropriate to their needs.

We ask the Senate Curriculum Committee to support our efforts to develop a uniform method of helping departments meet certification requirements in a way that satisfies the concerns of our department and those we serve. Disapproving the Music Department's revisions will allow time and incentive for our departmental curriculum process to work.

Though not directly affected by the Music Department's proposal to delete health and physical education courses, I personally am opposed to it. Health and physical education courses comprise a valuable contribution to the education of all college students. The Music Department's proposal seems ill-advised. The effect of the deletion will be to further narrow the education of fine arts students. I urge you to encourage the Music Department to retain health and physical education courses and to seek other ways of meeting their curricular needs.

copies to: Veda Zuponic  
William Morris  
Daniel Stanley



State of New Jersey

GLASSBORO STATE COLLEGE

GLASSBORO, NEW JERSEY 08028

DEPARTMENT OF HEALTH AND PHYSICAL EDUCATION

TO: Dr. Shirley O'Day, Chair, Curriculum Committee

FROM: Dr. Daniel P. Stanley, Chair, Health and Physical Education  
Department

RE: Memo from Dean William C. Morris

DATE: May 11, 1984

It appears that the letter from Dean Morris to you regarding changing the all-college requirement needs to be addressed.

1. The all-college curricular process was followed to adopt the new degree models for Glassboro State College. Extensive time and effort was spent in determining the basic requirements which all students must fulfill. Included in these degree models is the three semester hours of health and physical education.

2. Most academic departments have been forced to compromise with their major area in order to fulfill the new college required system. Many departments have found it necessary to combine concepts from several courses into fewer student credit hours in order to meet the program guidelines.

3. Our department courses 106 Health and 107 Lifetime Fitness Programs have been reorganized with a definite emphasis on Health, Wellness and Lifetime Activities geared to individualized abilities. The student feedback from these courses has generally been outstanding. To eliminate this course would be a disservice to music majors who frequently rely on good health for their livelihood.

4. The process of developing curricular programs has obviously become more complex based on state and specialized accrediting agency requirements. However, to deviate from our Glassboro accepted program guidelines would destroy the intellectual efforts of this year's and past years' curriculum committees.

We request that the all-college curriculum committee reject the music department's curricular proposal until such time as the music programs comply with all-college requirements.

Be assured that Health and Physical Education Department concurs that all students should have a 3 semester hour course in health and physical education. Many prestigious universities and colleges still maintain this requirement, and others who chose to drop the requirement are reinstating the same. This 3 hour requirement understandably is an instrument whose dividends should be profitable to the student throughout life.

DPS:eb

cc: M. Putman  
P. Kowalski



TRENTON  
STATE COLLEGE

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Department of Music

October 10, 1984

Veda Zuponic, Chairperson  
Department of Music  
Glassboro State College  
Glassboro, New Jersey 08028

Dear Veda:

Yes, I am on the road to "changing my way of living." However, I am not thinking about it because I have a few years of chairing to keep me preoccupied. I will be in Washington- maybe we could get together for lunch or a drink.

Now to answer your questions. We have not had a physical education requirement for music majors since the early 1970s. It was not even considered in our planning for the new, revised music education program which has now been approved.

Our student teaching will be increased to a full semester in the fall of 1986 for ten credits. However, our students must return to the campus in the afternoons at least three days per week for private lessons, practices of one large ensemble and a seminar related to their student teaching. This returning to campus ruffles some student feathers, but it does work. I used this plan for fifteen years at another school, and we have been phasing the plan in over the last two years at Trenton State College.

I hope my comments will be of some help in your discussions. See you in Washington.

Sincerely,

Robert Rittenhouse  
Chairman  
Department of Music



**State of New Jersey**

**GLASSBORO STATE COLLEGE**  
**GLASSBORO, NEW JERSEY 08028**

**DEAN OF PROFESSIONAL STUDIES**  
**(609) 863-5241**

October 15, 1984

Dr. Veda Zuponicic, Chair  
Music Department - Wilson Building

Dear Veda:

I am sending the attached note to Dr. Bolay as a general reference for the Faculty Senate Curriculum Committee.

At the most recent meeting (10/10/84) of Deans and Department Chairs of Education with Drs. Friedman (DHE) and Schechter (DE), the following requirements for all certification programs were re-affirmed:

1. Study of reading and language arts (minimum of 3 s.h. at GSC).
2. Minimum of 9 s.h. of Social and Behavioral Foundations for programs with extensive majors.
3. All testing requirements - including senior tests for Social and Behavioral Foundations and subject matter specialty, and course work in Health and Physical Education or a health test.

Dr. Gallia will work with you to be sure that all requirements other than course work are clear. It is especially important to document, during the evaluation visit in May, that all students and appropriate faculty are aware of all requirements.

The State Department people also re-affirmed the refusal to grant exceptions. They made no reference to whether the Princeton case is resolved. The last I heard the exception was denied and they are out-of-compliance pending an evaluation visit.

Thank you for your work and cooperation to try to obtain an excellent program rating for music certification. If Tom or I can be of further assistance, please call us.

Sincerely,

Janice F. Weaver  
School of Professional Studies

JFW/ss

cc: Dr. Morris  
Dr. Neff  
Dr. Gallia

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State of New Jersey

GLASSBORO STATE COLLEGE  
GLASSBORO, NEW JERSEY 08028

DEAN OF PROFESSIONAL STUDIES  
(609) 863-5241

October 10, 1984

Dr. Nicholas Diobilda, Chairperson  
Dept. of Reading/Speech Correction

Dear Nick:

Please let this letter serve as summary and conclusion to the many discussions we have had regarding the reading requirement for secondary education students. All recently revised programs for the preparation of junior high/middle and secondary education teachers, including art, music, speech arts/drama, will include one course in the teaching of reading. Furthermore, it is my understanding that it is our mutual decision that the perscribed course for secondary certification students is 0830.460 Teaching Reading in the Content Area.

This modification is in effect for students in the "new" program only. Consequently, it effects this year's freshman and sophomore classes, next year's (Fall 1985) county college transfers, next year's post-baccalaureate certification students, and all students after the Spring of 1987. This will mean that we will need to have a limited number of sections of the courses 0830.330 Teaching Reading in the Secondary School for the next two academic years. To the best of my knowledge this change is compatible with the current regulations governing teacher certification programs.

Nick, I need your department's recommendation about additional courses in reading that we may want to recommend to students in our junior high/middle school program as professional electives. This will be especially relevant to the junior high English certification candidate who may wish to strengthen his/her background in the teaching of basic skills.

Thank you for your guidance and leadership regarding this matter. Please be assured that I will continue to consult with you regarding any further modification of the program and new program development.

Sincerely,

Thomas J. Gallia  
Chairperson

cc: Dean Weaver  
Dr. Morris  
Byron Young  
Dr. Kushner  
Ms. Zuponic ✓

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