



APPROVAL FORM

- 1) An approval Form must accompany each proposal.
- 2) A proposed catalogue description of the course must accompany the proposal as a separate page.
- 3) Results of all consultations must be attached to the proposal.

Proposal Title: General Music, Elementary Education Music, Jazz Music Concentrations

Sponsor(s) Dr. Eugene Simpson Dept. Music

Check One { Course _____ Credit/Level/Title Change _____ Other _____

Concentration Specialization _____ Major Program _____ Certification _____

Graduate _____ Undergraduate No. of Credits 24

| REVIEWS | | |
|---|---|---|
| Department Curr. Comm. | Division Curr. Comm | Dean of Division |
| Reviewed <u>11/6/78</u> Date | Reviewed <u>12/5/78</u> Date | Reviewed <u>11/15/78</u> Date |
| Approved <input checked="" type="checkbox"/> Not Approved _____ Date <u>11/6/78</u> | Approved <input checked="" type="checkbox"/> Not Approved _____ Date <u>12/5/78</u> | Noted: <u>11/15/78</u> <i>It appears that these concentrations appear here on two forms. (2)</i> |
| <u>Thomas H. Wade</u> Chairperson Dept. Curr. Comm. | <u>D. G. ...</u> Chairperson Div. Curr. Comm. | <u>Willie Clifton</u> Signature |

SENATE CURRICULUM COMMITTEE
SCC # 71-11-10 Proposal Received 1/11 Open Hearing Held 5/1/79

Returned to the department for the following reason(s):

Approved by the Curriculum Committee: Date 4/11/79

Presented to Executive Committee of the Faculty Senate as information: Date 5/2/79

Notifications forwarded: Vice President for Academic Affairs: Date 5/7/79

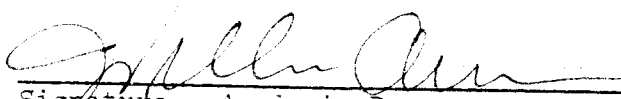
Thomas H. Wade
Signature: Chairperson, Curriculum Committee

Academic Dean

I have reviewed the final documents as approved and concur with same. Budget, faculty, library allocations and Academic Support Services are adequate for immediate implementation.

I have reviewed the final documents as approved and concur with same. Budget, faculty, library allocations and Academic Support Services for the current academic year are inadequate for immediate implementation or implementation in the next fiscal year. The earliest that the proposal might be implemented would be

HEGIS TAXONOMY NUMBER: _____


Signature: Academic Dean

Date 5/10/79

Copies forwarded: Chairperson, Curriculum Committee, Department Chairperson,
Registrar

REGISTRAR

Approved course description received

Signature: Registrar _____

DATE _____

Vice President for Academic Affairs

Official copy and approval sheet filed

Signature: Vice President for Academic Affairs _____

DATE _____

DATE: April 25, 1979
TO: Dr. Dickinson Gardiner, Chairman Senate Curriculum Committee
FROM: Music Department
RE: New Specializations For the Non-Music Major

- I. Title of Specializations: General Music Specialization, Elementary Education Specialization, Jazz Specialization
Sponsor: Department of Music
Eugene Simpson, Chairperson
Faculty Advisor: Thomas Wade
- II. Essence of The Specializations
 1. The Specializations will provide opportunities for music or non-music majors to gain understanding, skills and competencies in the various areas of music. Each is built around a core of music history, music theory, functional piano and ensemble in addition to other courses in a specific area of interest.
 - a. The General Music Specialization is designed for the student with a special interest in Music History and provides an exposure to historical, stylistic and structural elements in music in Western and Eastern Culture from the earliest periods to the twentieth century.
 - b. The Elementary Education Music Specialization is designed to develop in the student preparing for a career as an elementary teacher those musical skills and discriminations necessary for the confident utilization of music in the classroom.
 - c. The Jazz Specialization is designed to provide for the student interested in popular music a broad exposure to this genre, its history and its forms through lectures research, recorded and live performances.
 2. Students must successfully complete 19-21 semester hours within a prescribed course of study to obtain the Specialization. All courses must be taken on a letter grade basis for evaluation.
 3. Courses will be selected from the following offerings. Three Specializations are proposed. Other combinations of courses are possible and may be chosen upon the approval of the Music Department. Special attention must be given to those courses which are sequential in nature.

COURSE OF STUDY

| | |
|---|--------|
| Theoretical Constructs of Music I - - - - - | 4 hrs. |
| Theoretical Constructs of Music II - - - - - | 4 hrs. |
| Sight-singing and Ear Training - - - - - | 2 hrs. |
| Music Fundamentals - - - - - | 5 hrs. |
| Introduction to Music Theory - - - - - | 3 hrs. |
| Elementary Harmony - - - - - | 5 hrs. |
| Rhythmics - - - - - | 1 hr. |
| Advanced Musicianship I - - - - - | 4 hrs. |
| Advanced Musicianship II - - - - - | 4 hrs. |
| Music Composition I - - - - - | 3 hrs. |
| Acoustics of Music - - - - - | 3 hrs. |
| Electronic Music I - - - - - | 2 hrs. |
| Jazz, Rock, Folk Workshop - - - - - | 3 hrs. |
| Form and Analysis, Score Analysis - - - - - | 3 hrs. |
| General Music History - - - - - | 3 hrs. |
| Music Appreciation - - - - - | 3 hrs. |
| Growth and Development of Jazz - - - - - | 3 hrs. |
| Expressing Music - - - - - | 3 hrs. |
| Development Musical Styles and Forms I- - - - - | 3 hrs. |
| Development of Musical Styles and Forms II - - - - - | 3 hrs. |
| Development of Musical Styles and Forms III - - - - - | 3 hrs. |
| Rock and Roll, Background and Techniques - - - - - | 3 hrs. |
| Aesthetics of Music - - - - - | 3 hrs. |
| Ethnomusicology - - - - - | 3 hrs. |
| Music in World Cultures I - - - - - | 3 hrs. |
| Music in World Cultures II - - - - - | 3 hrs. |
| Piano Class I, II, III, IV - - - - - | 1 ea. |
| Instrumental or Voice Classes - - - - - | 1 ea. |
| Conducting I (Instrumental or Vocal) - - - - - | 1 hr. |
| Instrumental Music Activities for the Classroom Music Program | 3 hrs. |
| Ensembles - - - - - | 0 hrs. |
| Improvisation - - - - - | 1 hrs. |

SUGGESTED COURSES FOR EACH SPECIALIZATIONGENERAL MUSIC SPECIALIZATION

| | |
|---|--------------|
| Theoretical Constructs of Music I and II (or Music Fundamentals and Elementary Harmony) - - - - - | 6-8 |
| Piano Class I and II - - - - - | 2 |
| General Music History - - - - - | 3 |
| Development of Musical Styles and Forms II - - - - - | 3 |
| Sight-singing and Ear Training - - - - - | 2 |
| Music in World Cultures I - - - - - | 3 |
| Ensemble (at least 2 units) - - - - - | 0 |
| | <u>19-21</u> |

ELEMENTARY EDUCATION MUSIC SPECIALIZATION

| | |
|---|-----|
| Theoretical Constructs of Music I and II (or Music Fundamentals and Elementary Harmony) - - - - - | 6-8 |
| Piano Class I, II, III - - - - - | 4 |
| Class Guitar I - - - - - | 1 |
| General Music History - - - - - | 3 |
| Sight-singing and Ear Training - - - - - | 2 |

ELEMENTARY EDUCATION MUSIC SPECIALIZATION (continued)

| | |
|---|--------------|
| Instrumental Music Activities for the Classroom | |
| Music Program - - - - - | 3 hrs. |
| Voice Class - - - - - | 1 |
| Ensemble (at least 2 units) - - - - - | 0 |
| | <u>19-21</u> |

JAZZ SPECIALIZATION

| | |
|---|--------------|
| Theoretical Constructs of Music I and II or Music Fundamentals and Elementary Harmony | 6-8 |
| Piano Class I, II, III, IV | 4 |
| Growth and Development of Jazz | 3 |
| Jazz, Rock, Folk Workshop or Rock and Roll Backgrounds and Techniques | 3 |
| Expressing Music, Music Appreciation, Experiencing Music | 3 |
| Ensemble (at least 2 units) | 0 |
| | <u>19-21</u> |

4. Position in Curricular Structure: The Specializations will be open to the entire college community and can be pursued in conjunction with most major programs. Some courses may fulfill major requirements as well as free or related electives.
5. Implementation: The Specializations should be implemented Fall 1979, or as soon as mechanical details are organized.

Other Details

1. Adequacy of Staff: The Specializations will use available staff.
2. Library facilities and needs: Present holdings are adequate.
3. Space Needs: Adequate space is available.
4. Uniqueness of the Specializations: The study of music is related to nearly all other areas of study and yet similar to none. Music has practical benefits and enhances the quality of life for those who study it. Names of students who complete the Specializations will be given to the Registrar who will indicate for Specializations completed on their transcripts.
5. Rationale

The Specializations proposed will provide in-depth experiences in music for a broad spectrum of students. They will complement and support the perspectives of other disciplines and provide new study options in response to student demand.

Specific Objectives:

Specializations A

Students who complete this Specialization will be able to demonstrate proficiency (1) in writing and analyzing music based on diatonic harmony; (2) in sight singing at sophomore level; (3) in harmonizing diatonic melodies at the keyboard; (4) in identifying major composer and musical styles and forms from the earliest periods to the twentieth century; (5) in reading simple accompaniments at the piano; (6) in performing with the voice on other instruments in an ensemble, (7) in the recognition and appreciation of music of other cultures.

Specializations B

Students who complete this Specialization will be able to demonstrate proficiency (1) in writing and analyzing music based on diatonic harmony; (2) in sight singing at the sophomore level; (3) in playing simple accompaniments on piano and guitar; (4) in identifying major composers, musical styles and forms from the earliest periods in the 20th century; (5) in selecting and playing appropriate classroom instruments; (6) in selecting an appropriate repertoire of music and games for classroom activity; (7) in using the voice as a solo instrument; (8) in using the voice in the choral situation.

Specializations C

Students who complete this Specialization will be able to demonstrate proficiency (1) in writing and analyzing music based on diatonic harmony; (2) in sight singing at sophomore level; (3) in harmonizing melodies at the keyboard; (4) in identifying major sources figures and performer in jazz; (5) in writing basic jazz charts; (6) in simple stylistic jazz performance.



State of New Jersey

GLASSBORO STATE COLLEGE
GLASSBORO, NEW JERSEY 08028

TO: Dr. Eugene Simpson
FROM: Dr. Marion Hodes *M.H.*
RE: New Concentration - Elementary Education Music
DATE: March 19, 1979

Thank you for meeting with me to consult about your proposed Elementary Education Music Concentration. I have shared the material with members of the Executive group of the Department. Their response is similar to mine, and thus I feel comfortable in sharing these views as a general Departmental recommendation.

The proposed Elementary Education Music Concentration, as you and I discussed, is suited to the few individuals who are majoring in our Department who have an already identifiable interest and/or skill in Music. This proposed concentration will permit them to use up to 12 hours of their program in Elementary Education to meet the Music Concentration requirements. In addition, it is possible that 9 of their hours in Fine and Performing Arts could be taken from offerings within the Elementary Music Concentration. Thus, we are facilitating the inclusion of the Elementary Music Concentration into the regular program of these Elementary Education majors.

However, as we discussed (and with reinforcement by other Department members), I must point out to you that our Department would like to cooperate with members of the Music Department to construct a different music concentration that would (a) be limited to a minimum of 12 hours, (b) attract Elementary and Kindergarten Primary majors with no previously identified skill and background in music, and (c) be closely related to students' perceived interests and needs for improving their skills and background as a major in Elementary Education.

Thus we support the existing music concentration as meeting the needs of a small population of our students. We recommend joint efforts to design another concentration to meet the needs of other students.

Thank you for giving us an opportunity to consider your proposal.