

Cover Memo for Proposed Admission and/or Standards Change (MTSU)

**On-campus memo:**

**TO:** Admission and Standards Committee

**FROM:** Jamila McWhirter, Coordinator of Music Education Liberal Arts, Music  
(Department Chair or Program Coordinator)\* (College, Program or Department)\*

**Contact Person:** Jennifer Vannatta-Hall, Music Curriculum Chair EMAIL jennifer.vannatta-hall@mtsu.edu

**RE:** Changing requirements to the music education concentration  
(Specify issue[s] being submitted to the committee.)

**DATE:** 1/26/16

**Level or area to which change(s) would apply:**

University  College  School  Department  Program  
 Other? \_\_\_\_\_

**Program(s) and/or student population(s) affected:** \_\_\_\_\_  
(Note that an Impact Data Form must be submitted along with the proposal.)

This change would fall into the following classification(s) (check all that apply):

- |  |  |
|--|--|
| <input type="checkbox"/> Proposed change in GPA for admission                                | <input type="checkbox"/> Proposed change in policies or requirements for retention   |
| <input type="checkbox"/> Proposed change in GPA for retention                                | <input type="checkbox"/> Proposed change in policies or requirements for graduation  |
| <input type="checkbox"/> Proposed change in GPA for graduation                               | <input type="checkbox"/> Proposed change in grading scale                            |
| <input type="checkbox"/> Proposed change in test or pre-requisite requirements for admission | <input checked="" type="checkbox"/> Proposed change to academic program requirements |
| <input type="checkbox"/> Proposed change in other requirements for admission                 | <input type="checkbox"/> Proposed standards for a new program                        |
| <input type="checkbox"/> Proposed change in policies or requirements for placement           | <input type="checkbox"/> Other   |

**Description of Change Proposed:**

(Attach separate sheet as needed.)

See attached proposal.  
\_\_\_\_\_  
\_\_\_\_\_  
\_\_\_\_\_

**Rationale/justification for change** (Please ensure that all aspects and ramifications of the change are addressed. Attach separate sheet as needed.):

See attached proposal.  
\_\_\_\_\_  
\_\_\_\_\_  
\_\_\_\_\_

**Dissemination of information:**

The following colleges, program or departments may be affected by this decision:  
Music majors with a concentration in music education will be affected by this decision.

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I certify that I (or my representative) have consulted with each college or program that may be affected by the proposed changes.

Proposer's signature Jennifer Vannatta - Hall 1/26/16  
Date

**Other permissions sought:** *If this change is connected to curriculum or program development, have the appropriate forms been submitted to the general education, curriculum or graduate committees? If a proposal will/may impact enrollment in specific courses or programs, have concerned departments or programs been consulted? Please include dates of submission and/or approval as relevant.*

Upon approval from Admissions and Standards, it will go forward to the College of Liberal Arts curriculum committee and then on the University Curriculum Committee for approval to revise the undergraduate catalog.

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**Other signatures needed for approval of proposal:**

[Signature]  
Department Chair or Program Coordinator\*

1/29/16  
Date of initial proposal

[Signature]  
College Dean \*

3/25/16  
Date of college approval

[Signature]  
Chair Admissions and Standards Committee

4/25/16  
Date approved by ASC

[Signature]  
Vice-President for Student Affairs / Vice-  
Provost for Enrollment & Academic Services

5-16-16  
Date approved by VPSA

\_\_\_\_\_  
Provost

\_\_\_\_\_  
Date approved by Provost

\_\_\_\_\_  
President

\_\_\_\_\_  
Date approved

\* Note: When the proposal does not come from an academic unit, replace titles as needed. If a proposal comes directly from a dean or higher, the first signature may be omitted.

Detailed Description of Proposed Changes  
Music Education Division

**Description of Change Proposed:**

The music education division of the School of Music proposes that we require a grade of C- or better in six of the required MUED methods courses to advance in the music education concentration (MUED 2000, MUED 3190, MUED 3200, MUED 3220, MUED 3230, and MUED 3250/3260). Further, we propose that music education students must take and pass the Praxis Core Academic Skills for educators test during their first thirty semester hours at MTSU if their ACT score is below 22 or SAT score is below 1020 (or minimum score as specified by the SAT redesign).

There are two specializations within the music education concentration: Instrumental Music Education and Vocal/General Music Education. This proposed change would require students to earn a C- or better in four of the required courses in their respective specialization. This information is reflected in the table below:

<b>Music Education Concentration Courses Requiring Minimum Grade of C-</b>	
<b>Specialization 1: Instrumental Music Education</b>	<b>Specialization 1: Vocal/General Music Education</b>
MUED 2000: Philosophy and Introduction to Music Education	MUED 2000: Philosophy and Introduction to Music Education
MUED 3200: Music in the Elementary Grades for Music Majors	MUED 3190: General Music in the Middle and Senior High School
MUED 3230: Instrumental Materials	MUED 3200: Music in the Elementary Grades for Music Majors
*MUED 3250: Band Organization and Marching Band Techniques <b>OR</b> MUED 3260: Orchestra Organization and Techniques	MUED 3220: Choral Methods in the Middle and Senior High School

*\*Instrumental music education students may choose to take **either** MUED 3250 or MUED 3260, depending on if they are preparing to teach marching band or stringed orchestra.*

Therefore, we propose that the following statements be added to the Concentration Requirements for the following specializations within the music education concentration in the undergraduate catalog:

**Specialization 1: Instrumental Music Education**

Students must earn a grade of C- or higher in MUED 2000, MUED 3200, MUED 3230, and MUED 3250 or MUED 3260. Students must take and pass the Praxis Core Academic Skills for Educators test during their first thirty semester hours at MTSU if their ACT score is below 22 or SAT score is below 1020.\*\*

**\*\*** or minimum score as specified by the SAT redesign

### **Specialization 2: Vocal/General Music Education**

Students must earn a grade of C- or higher in MUED 2000, MUED 3190, MUED 3200, and MUED 3220. Students must take and pass the Praxis Core Academic Skills for Educators test during their first thirty semester hours at MTSU if their ACT score is below 22 or SAT score is below 1020.\*\*

\*\* or minimum score as specified by the SAT redesign

### **Rationale/Justification for Change:**

The College of Education is now requiring that all education students be formally admitted to the teacher education program before they may take the first YOED course in the second semester of their sophomore year. Therefore, they must apply for admission in the first semester of their sophomore year. In order to be admitted, the students must complete the teacher education packet, have taken and passed the Praxis Core Academic Skills for Educators test, have two favorable interviews, and have an inclusive grade point average of 2.75 or higher (not counting any developmental courses).

The courses listed above requiring a grade of C- or better do not include the complete music education sequence. The courses listed include specific techniques and pedagogical methods that students must master in order to have a successful student teaching experience. In addition, due to the earlier admission requirements to Teacher Education, students can no longer put off taking the Praxis Core Academic Skills for Educators test if their ACT or SAT scores are too low. We currently have students who have been reminded each semester to take this exam, but postpone it year after year. In some instances, we have had students fail a portion of the Praxis test (Reading, Writing, Math) and find themselves in the position of having to take that test again before admission to the teacher education program. Students are allowed to take it three times, and if they do not pass, they must make formal appeal to the Office of Professional Laboratory Experiences.

The additional wording in the catalog will assist students with reaching the 2.75 GPA and give them a specific time frame in which they must take and pass the Praxis Core Academic Skills for Educators test. Also, similar wording is currently included in the undergraduate catalog for the music theory sequence and music history sequence. Our section of the catalog does direct students to locate the Secondary Education minor requirements, but through advising we have learned that most students do not examine these requirements until much later than the freshman year.

**Admission and Standards Committee  
IMPACT DATA FORM for PROPOSED CHANGES**

Department or Program or University Office: Music Education Concentration

Brief Statement of Proposed Change: C- or better for select MUED courses Date: 1/29/16

1. Detailed discussion of how proposed changes may impact students, prospective students, university programs and/or other. *(Use as much space as you need below. You may refer to cover memo and its attachments as needed to avoid repetition.)*

Requiring MUED students to take and pass the Praxis Core Academic Skills for Educators Test during their freshman year will better prepare them to stay on track with their degree plan and be admitted to Teacher Education during their sophomore year. Requiring a grade of C- or better in select MUED courses will better prepare students for Residencies I and II and make them more marketable for music teaching jobs in the public schools.

Proposed Effective Date Fall 2016

2. Identify the student population(s) that will be affected.  
Only music majors whose concentration is in music education will be affected by these proposed changes.  
\_\_\_\_\_  
\_\_\_\_\_
3. Are there plans to make this proposal retroactive? If so, please indicate when (specify the date) and identify student population(s) who will be affected. *(For example, "students admitted under the 2004 catalog or earlier.")*  
There are no plans to make this proposal retroactive.  
\_\_\_\_\_  
\_\_\_\_\_
4. Discuss the specific impact on students. Provide enrollment and/or other relevant **data for the past three years**, including appropriate demographic data (e.g. male, female, minority, part-time, older students etc.) to illustrate the possible impact on specific groups. *(For example, for a proposal to raise the GPA for graduation, provide a breakdown of graduating student GPA by different demographic groups.)* Attach supporting documentation.

Please refer to response in #1 above. Attached is enrollment and grade data for MUED 2000, MUED 3190, MUED 3200, MUED 3220, MUED 3230, and MUED 3250.

\_\_\_\_\_  
\_\_\_\_\_  
\_\_\_\_\_





**Actions Subject to the 30 Day Review Process**  
**or Signature of the Vice Chancellor**

*Please refer to TBR Policy 2:01:01:00, TBR Guideline A-010, and THEC Policy A1:0 and A1:1 before developing a proposal.*

**INSTRUCTIONS:** Please respond to each question. If the question is not applicable, please use “NA” and include a brief explanation of why the question is not applicable to the proposed action. The form will expand to allow space as needed and must be submitted to the TBR Vice Chancellor for Academic Affairs or Vice Chancellor of Community Colleges as appropriate an MSWord document.

**INSTITUTION:** Middle Tennessee State University

**PROPOSAL (specify using “Type of Change” from following page):** Policy Revision: Progression toward graduation (program specific)

The music education division of the School of Music proposes that we require a grade of C- or better in six of the required MUED methods courses to advance in the music education concentration (MUED 2000, MUED 3190, MUED 3200, MUED 3220, MUED 3230, and MUED 3250/3260). Further, we propose that music education students must take and pass the Praxis Core Academic Skills for educators test during their first thirty semester hours at MTSU if their ACT score is below 22 or SAT score is below 1020 (or minimum score as specified by the SAT redesign).

There are two specializations within the music education concentration: Instrumental Music Education and Vocal/General Music Education. This proposed change would require students to earn a C- or better in four of the required courses in their respective specialization. This information is reflected below:

<b>Music Education Concentration Courses Requiring Minimum Grade of C-</b>	
<b>Specialization 1: Instrumental Music Education</b>	<b>Specialization 1: Vocal/General Music Education</b>
MUED 2000: Philosophy and Introduction to Music Education	MUED 2000: Philosophy and Introduction to Music Education
MUED 3200: Music in the Elementary Grades for Music Majors	MUED 3190: General Music in the Middle and Senior High School
MUED 3230: Instrumental Materials	MUED 3200: Music in the Elementary Grades for Music Majors
*MUED 3250: Band Organization and Marching Band Techniques <b>OR</b> MUED 3260: Orchestra Organization and Techniques	MUED 3220: Choral Methods in the Middle and Senior High School

\*Instrumental music education students may choose to take **either** MUED 3250 or MUED 3260, depending on if they are preparing to teach marching band or stringed orchestra.

**PROPOSED EFFECTIVE DATE:** Fall 2016

(For terminations, date phase-out period will end: \_\_\_\_\_)

**PURPOSE:** (Goals and Objectives in keeping with Institutional Mission)

Part of the institutional mission of MTSU states, “The University is committed to preparing students to thrive in their chosen professions.” By requiring a grade of C- or better in select courses within the music education concentration, we are better preparing music teacher candidates for admission to Teacher Education within the department of Educational Leadership and setting them up for greater success in getting hired into the music education profession. Earning grades of C- or better reflects higher-quality scholarship on the students’ transcripts.

**NEED/RATIONALE:** (What is the justification for making this proposal at this time?)

The MTSU College of Education is now requiring that all education students be formally admitted to the teacher education program before they may take the first YOED course in the second semester of their sophomore year. Therefore, they must apply for admission in the first semester of their sophomore year. In order to be admitted, the students must complete the teacher education packet, have taken and passed the Praxis Core Academic Skills for Educators test, have two favorable interviews, and have an inclusive grade point average of 2.75 or higher (not counting any developmental courses).

The courses listed above requiring a grade of C- or better do not include the complete music education sequence. The courses listed include specific techniques and pedagogical methods that students must master in order to have a successful student teaching experience. In addition, due to the earlier admission requirements to Teacher Education, students can no longer put off taking the Praxis Core Academic Skills for Educators test if their ACT or SAT scores are too low. We currently have students who have been reminded each semester to take this exam, but postpone it year after year. In some instances, we have had students fail a portion of the Praxis test (Reading, Writing, Math) and find themselves in the position of having to take that test again before admission to the teacher education program. Students are allowed to take it three times, and if they do not pass, they must make formal appeal to the Office of Professional Laboratory Experiences.

The additional wording in the catalog will assist students with reaching the 2.75 GPA and give them a specific time frame in which they must take and pass the Praxis Core Academic Skills for Educators test. Also, similar wording is currently included in the undergraduate catalog for the music theory sequence and music history sequence. Our section of the catalog does direct students to locate the Secondary Education minor requirements, but through advising we have learned that most students do not examine these requirements until much later than the freshman year.

**IMPACT:** (Include students, personnel, fiscal resources, diversity, other clientele)

For terminations/consolidations of degrees, indicate how students will be notified and transitioned. If a phase-out period is greater than 1 year for certificates or 3 years for any other program, explain why More time is needed).

Only students majoring in music with a concentration in music education will be affected.



**PLANS FOR ACCREDITATION:**

(Identify the source and **projected date** of Professional accreditation if applicable; SACS notification, if Required, and if a substantive change, the scope of the substantive change. If there are no plans to seek Specialized accreditation, please provide reasons.)

No additional professional accreditation is required.

*The following two items require the completion of separate forms as indicated below. Do not complete the remainder of this document.*

\_\_\_\_\_ Name Change for Existing Program or Academic Unit (**USE NAME CHANGE FORM ONLY ON TBR ACADEMIC AFFAIRS WEBSITE**)

\_\_\_\_\_ Establish an Off-Campus Site/Off Campus Center. (**USE THEC OFF-CAMPUS SITE/CENTER APPROVAL FORM(S) ONLY ON TBR ACADEMIC AFFAIRS WEBSITE**)

Note: In keeping with the THEC Policies, the **THEC Off-Campus Site /Center Approval Forms** must be submitted for review. No announcements may be made regarding opening new site or center until the THEC approval is granted per THEC Policy 1.0.60B

***Type of Change (Check all those that apply):***

\_\_\_\_\_ Change of degree designation for an existing academic program or concentration per written recommendation of a disciplinary accreditation body or to more accurately represent the title to the workplace. Documentation must accompany the change request.

\_\_\_\_\_ Change of degree designation for an existing academic program or concentration when the change involves a significant curriculum shift in redefining the program’s purpose.

\_\_\_\_\_ Change/Add degree designation for existing programs

\_\_\_\_\_ Consolidate an existing academic program

\_\_\_\_\_ Conversion of an existing ground program to a fully on-line program (Indicate with or without maintaining the existing ground program)

\_\_\_\_\_ Curriculum modifications which increase or decrease total hours required for a degree.

\_\_\_\_\_ Substantive Curriculum Modification (i.e., 9 or more SCH at the community college, 18 or more SCH undergraduate, 9 or more at graduate, or 50% or more certificate) in an existing academic program. Provide a side-by-side comparison of the existing and proposed curriculum.

The proposed program requires completion of \_\_\_ SCH distributed as follows:

Curriculum Component

SCH Required

General Education

Major Field Core (required of all students in program)

Concentration (courses specific to the concentration)

Electives (may be guided or general electives)

Other (specify, i.e.)

TOTAL SCH:

No. of new courses: \_\_\_\_\_ with \_\_\_\_\_ credit hours

No. of SCH impacted by the revision since last TBR action \_\_\_\_\_

- \_\_\_\_\_ Establish a certificate less than 24 SCH (Provide the curriculum, justify the demand for the requested certificate and any alignment with other existing programs or certificates. Any new costs require the completion of the THEC FP.)
- \_\_\_\_\_ Establish a new concentration or MINOR (**Justify the demand and show side-by-side comparison of proposed curriculum along with the curriculum for any other concentrations or minors within the existing degree.** Any new costs require the completion of the THEC FP.) (Minors may be approved by the Vice Chancellor for Academic Affairs or referred to the Board.)
- \_\_\_\_\_ Establish a free standing degree program from an existing concentration with a steady enrollment and graduation rate for a period of at least three years may request to be recognized as a freestanding degree if the establishment of the concentration as a degree does not compromise the remaining degree and does not require new faculty resources. **Provide documentation of enrollment and graduation data for the existing concentration. If there are multiple concentrations within the existing, provide enrollment and graduation data for all concentrations within the degree individually to demonstrate that becoming freestanding will not endanger other concentrations within the existing degree. Specify phase out procedure and final phase out date for original concentration.**
- \_\_\_\_\_ Establish a free standing degree program from an existing concentration **for more accurate Representation of title to the workplace. Provide letters of support from the workplace to demonstrate more accurate representation as a freestanding degree.** (See TBR policy 2:01:01:00 II (m) for performance funding implications.) **Provide documentation of enrollment and graduation data for the existing concentration. If there are multiple concentrations within the existing, provide enrollment and graduation data for all concentrations within the degree individually to demonstrate that becoming freestanding will not endanger other concentrations within the existing degree. Specify phase out procedure and final phase out date for original concentration.**
- \_\_\_\_\_ Establish a new academic unit or reorganization (Specify department, division, college, school, campus sponsored centers not seeking Center of Excellence/Emphasis status through the THEC, centers within existing academic units, institutes, bureaus, campus, etc.) (Attach a current and proposed organizational chart.) Specify if the requested action results in a net gain of an academic unit (i.e., department, on-campus center, institute, bureau, division, school, or college). **The THEC has established additional requirements which must be attached to this request which may be located at [http://www.tn.gov/thec/Divisions/AcademicAffairs/academic\\_programs/THEC%20Administrative%20Units%20Form%20Feb%2027%202015.pdf](http://www.tn.gov/thec/Divisions/AcademicAffairs/academic_programs/THEC%20Administrative%20Units%20Form%20Feb%2027%202015.pdf). This action will be reviewed with Executive signature action by the THEC.)**
- \_\_\_\_\_ Establish an articulation agreement between institutions
- \_\_\_\_\_ Extend an existing **degree** program to be delivered 100% at an off-campus location. (Extension to 100% off-campus delivery requires additional action if the location of delivery is to be converted from a "site" to a "center.")

\_\_\_\_\_ Inactivation of an existing program or concentration (If a program is not reactivated within a period of three years, the program will automatically be terminated and removed from the Academic Inventory by December of that year.)

\_\_\_\_\_ Reactivation of a program that was placed on inactivation within the past 3 years  
 Date of inactivation: \_\_\_\_\_ Date of proposed reactivation: \_\_\_\_\_

\_\_\_\_\_ Termination (with or without phase-out, specify) of an existing program or concentration

Policy Revision: Admission/Progression/Graduation (institutional or program specific)  
**(Attach the current and proposed policy as a side-by-side comparison)**

\_\_\_\_\_ Other \_\_\_\_\_

3. Indicate Program, Certificate and Concentration Change as Reflected in the Academic Program Inventory:

Before the Proposed Change (List as it now appears on the official Academic Program Inventory at THEC)			After the Proposed Change (List as it should appear on the official Academic Program Inventory at THEC, once approved.)		
Title of Old Program or Certificate Option (Include all existing concentrations before revision.)	Degree	CIP Code	Title of New Program Certificate, or Concentrations existing after revision is approved.	Degree	CIP Code
Not any			Not any		

4. **\*Attach a copy of the "before and after" curriculum or organizational chart, as applicable, and a rationale for the proposed change. For policy changes, include the current and proposed policy. Whenever possible a side-by-side comparison is preferred.**

There is no current policy regarding grades for courses within the music education concentration, nor is there current policy requiring music education students to take the Praxis Core Academic Skills for educators test during their first thirty semester hours at MTSU if their ACT score is below 22 or SAT score is below 1020.

Proposed policy for the music education concentration:

**Specialization 1: Instrumental Music Education**

Students must earn a grade of C- or higher in MUED 2000, MUED 3200, MUED 3230, and MUED 3250 or MUED 3260. Students must take and pass the Praxis Core Academic Skills for Educators test during their first thirty semester hours at MTSU if their ACT score is below 22 or SAT score is below 1020.\*\*

\*\* or minimum score as specified by the SAT redesign

**Specialization 2: Vocal/General Music Education**

Students must earn a grade of C- or higher in MUED 2000, MUED 3190, MUED 3200, and MUED 3220. Students must take and pass the Praxis Core Academic Skills for Educators test during their first thirty semester hours at MTSU if their ACT score is below 22 or SAT score is below 1020.\*\*

\*\* or minimum score as specified by the SAT redesign

5. Intended implementation date for program change: Fall 2016

6. For terminations, date phase-out period will end: \_\_\_\_\_

(If the phase-out period is greater than 1 year for certificates or 3 years for any other program, explain why more time is needed.)

7. **If any new costs are anticipated, attach the THEC Financial Projections Form.**

No new costs are anticipated.

8. Describe the anticipated impact for students, personnel, fiscal resources, and other clientele.

This will positively impact students. By requiring a grade of C- or better in select courses within the music education concentration, we are better preparing music teacher candidates for admission to Teacher Education within the department of Educational Leadership and setting them up for greater success in getting hired into the music education profession. Earning grades of C- or better reflects higher-quality scholarship on the students' transcripts.

There is no anticipated impact for personnel, fiscal resources, or other clientele.