

Boyer Improvement Projects

Choral Activities

Master of Music in Choral Conducting

2008-2009

- Change of schedule for Recital Chorus and Graduate Conductors Chorus for the purpose of assuring that candidates had a professional level ensemble with which to present one of their recitals. The second recital is recruited by the candidate prior to the beginning of the strict seven-week rehearsal/performance schedule for each recital. The department concluded that at this level it was insufficient to have students recruit both choruses because of the widely varying competencies of such groups. In the current arrangement, candidates are given a consistent group, enabling better assessment of the student's learning under optimal, controlled circumstances. All faculty now participate in the weekly observation and feedback sessions of these groups. Both groups are scheduled regularly on the main campus to assure the faculty's ability to get to rehearsals, rather than driving the previously great distances to where the conductors had their groups (churches, community groups, etc.). These changes were a direct result of faculty solicited feedback from students at the exit interviews and informally.

Composition

Bachelor of Music in Composition

2008-2009

Revision of admissions process for undergraduate composition majors to include the following:

- Portfolio of the student's work
- Faculty interview of prospective students
- Prospective students complete and pass three admissions tests: Musicianship test that assesses familiarity with notated music, Sight-singing examination, Keyboard sight-reading exam

Revision of the undergraduate composition program to allow students to complete a more extensive body of work, to take fewer courses outside the major, to being private composition study in the freshman year (rather than the junior year in the old program), and to work more closely with the composition faculty.

Composition students now receive weekly private lessons in each of eight semesters of study, with a jury required at the end of each semester. Juries provide the entire composition faculty with an opportunity to evaluate composition students relative to their peers;

The first students admitted to the revised curriculum are now only in their second year. Faculty believe the cohort identify with the program at an earlier stage than before. Students are completing more pieces than did students in the previous

program. Applications for fall 2010 were double those of fall 2009. The acceptance rate is similar for the two years.

Dance

Gen Ed

2007-2008

- First semester for Jazz Century 806 (spring 2008) multidisciplinary dance/music theory). 1 section. 24 students

2008-2009

- First year for Shall We Dance 831. 1 section, 49 students fall 2008. spring 2009.
- First year for Embodying Pluralism 828. 2 sections, 42 students fall 2008. 2 sections, 49 students spring 2009.
- Second year for Jazz Century 806 (multidisciplinary dance/music theory). 1 section spring 2009. 46 students.

2009-2010

- First year for Philadelphia Dance Experience 827. 1 section, 37 students fall 2009. 3 sections spring 2010. 133 students.
- Second year for Shall We Dance 831. 4 sections, 186 students fall 2009. 6 sections, 306 students spring 2010.
- First year for Honors Shall We Dance 931. 1 section, 25 students fall 2009.
- Second year for Embodying Pluralism. 5 sections, 122 students fall 2009. 6 sections, 150 students spring 2010.
- Third year for Jazz Century 806 multidisciplinary dance/music theory). 2 sections, 90 students fall 2009. 2 sections spring 2010. 79 students

Bachelor of Fine Arts in Dance

2008-2009

- Discussion of BFA program revisions;
- Study of programs in other institutions of higher education;
- Development of a new BFA program proposal that features increased emphasis on modern and ballet technique, pedagogy, a core dance foundation for all students, and a 2-track 3rd and 4th year that allows students to focus on either dance education or dance performance/choreography.

2009-2010

- Approval of a revised BFA program in dance at the department and college level
- Submission of the proposal to the university (approval pending)
- Creation of new program-wide standards in techniques, choreography/composition, improvisation (pilot spring 2010)
- Revised BFA Handbook for students and faculty
- Implementation of a new advising process that builds closer relations with students and faculty

- Creation of a Blackboard site for students and faculty (To-do list, 1st and 2nd year review criteria, 30- and 60-credit advising checklists, graduation clearance form, revised BFA handbook)
- Survey of undergraduate students (30% return)
- Exit survey of graduating seniors (survey in development)
- Revision of courses syllabi for the fall semester to reflect program changes and technical, choreographic/composition, and improvisation standards
- Development of new 1st, 2nd, 3rd, 4th year review processes to accompany the new curriculum (to be used in 2010-2011 pending approval of the curriculum)

2010-2011

- Implementation of new dance BFA program (pending program approval)
- Program-wide evaluation of student learning using new techniques, choreographic/composition, and improvisation standards
- Implementation of 1st-4th year review process

Master of Education in Dance

2009-2010

- Revised Graduate Handbook for students and faculty
- Revised advising checklists
- Creation of a Blackboard site for students and faculty (Advising checklists, Apprenticeship Application form, EdM Project Proposal form, Dance Graduate Programs Handbook, Incomplete Grade Agreement form, Faculty Reference Request form)
- Creation of a Graduate coordinator position

Master of Fine Arts in Dance

2009-2010

- Revised Graduate Handbook for students and faculty
- Revised advising checklists
- Creation of a Blackboard site for students and faculty (MFA Advising checklist, Faculty Reference Request form, Graduate Programs Handbook, Master's Concert Intent Form, MFA Apprenticeship Application form, MFA Concert Approval form, Incomplete Grade Contract)
- Creation of a Graduate coordinator position

Doctor of Philosophy in Dance

2009-2010

- Revised Graduate Handbook for students and faculty
- Revised advising checklists
- Creation of a Blackboard site for students and faculty (Doctoral Program Plan, Faculty Reference Request form, Graduate Program Handbook, Incomplete Grade form, PhD Program Checklist, Request for Advanced Standing)
- Creation of a Graduate coordinator position

Instrumental Studies

2009-2010

- All programs: creation of a new syllabus template that more fully informs students of course requirements and repertoire
- All programs: creation of a new Boyer Instrumental Music Student Guide to provide information about processes and practices in the department

Jazz Studies

All programs

2007-2008

- Temple/Amsterdam Conservatory Student Jazz Exchange Program. Discussion among administrators and faculty and program approval by both institutions.

2008-2009

- Temple/Amsterdam Conservatory Student Jazz Exchange Program. First year implementation: 1 Temple student attended a semester in Amsterdam. 3 Amsterdam students attended a semester at Temple.
- New Blackboard information site for jazz students features jury requirements, repertoire lists, and general information for students

2009-2010

- Temple/Amsterdam Conservatory Student Jazz Exchange Program. Second year implementation: 2 Temple students attended during fall 2009 semester in Amsterdam. 3 Amsterdam students attended during fall 2009 semester at Temple. 1 Amsterdam student attended Temple during spring 2010.
- Survey of all students and faculty involved in the exchange program under development (spring 2010)
- Updated Blackboard information site for jazz students features jury requirements, repertoire lists, and general information for students

Keyboard

2008-2009

4-semester required course sequence for undergraduate music majors

- Discussion (among faculty, administration, students) of revision of the 4-semester Secondary Piano program required of all undergraduate music majors to more closely align keyboard training with music theory and with requirements in the majors. Discussion included a study of the current program, of programs in other universities, and a survey of course grades and completion for the current and previous academic year.

2009-2010

- First year implementation of revised Secondary Piano 4-semester sequence: revised course content, standard syllabi and exam requirements, open piano labs each day staffed by graduate keyboard TAs, revised format (classes rather than private lessons), all classes on Blackboard (to post syllabi, content information, foster communicate with students, and post attendance records and grades)

Master of Music in Piano Accompanying and Chamber Music and Master of Music in Piano Accompanying and Opera Coaching

2009-2010

New requirements for a playing exam at the end of each semester

Further separation of the requirements of the two degree programs to more effectively provide for differences between the two fields

Music Education

Bachelor of Music in Music Education (+ jazz concentration)

2008-2009

- Interactive advising forms. Students and faculty are able to maintain a user-friendly checklist that can be used in conjunction with ISIS and/or DARS to make certain that students are working at the correct pace, are taking the correct courses at the right time, and are maintaining the appropriate GPAs (overall, Music Studies, and Music Education) throughout the entirety of the program. The form enables advisors to keep track of required tests such as the TU Library test (TILT, required of all students),

2009-2010

- Updated Blackboard information site that includes information about student teaching, required criminal clearances, required Praxis examinations, information toward becoming certified in Pennsylvania, curriculum, advising, general education requirements, secondary piano, and, current TU Bulletin information, PowerPoint Learning Modules for English Language Learners and Special Education modules, student teaching course audits,
- Lab Band (launched Fall 2009) was implemented to provide undergraduate music education majors an experience in which they are able to work with materials specific to public school instrumental music students.

Master of Music in Music Education and Masters Plus Certification

2009-2010

- Updated Blackboard information site that features information about Graduate research, MM Final Project, Coursework inventories, TA/RA Weekly Reports
- Revised and improved graduate admissions process
- Revised Final Project Review Procedures
- Implementation of new online learning course: Informal Music Learning 8662
- Development of a new Masters Plus Certification program to begin in fall 2010

2010-2011

- Implementation of the new Masters Plus Certification program

Doctor of Philosophy in Music Education

2008-2009

- College and university approval of a revised PhD program

2009-2010

- Implementation of the approved revised PhD program
- Updated Blackboard information site that features information about Graduate research, PhD Proposal guide, PhD Preliminary Examination, Dissertation, Coursework inventories, TA/RA Weekly Reports
- Revised and improved Graduate Admissions Process
- Implementation of new online learning course: Informal Music Learning 8662
- Implementation of mentoring for doctoral students teaching in higher education + new course in spring 2010: Music Teaching in Higher Education 8673

Music History

Gen Ed

2007-2008

- First year for World Musics 809 and Honors World Musics 909.

2008-2009

- First year for Art of Listening 802. X sections fall 2008.
- Second year for World Musics 809 and Honors World Musics 909.

2009-2010

- Second year for Art of Listening 802. First year for Honors Art of Listening 902. 2 sections, 85 students fall 2009. 3 sections 802, 120 students spring 2010. 1 section 902, 20 students spring 2010.
- Third year for World Musics 809 and Honors World Musics 909. 2 sections 809, 49 students fall 2009. 1 section 909, 24 students fall 2009. 2 sections 809 spring 2010, 89 students. 1 section 909, 19 students.
- First year for Exploring Music 812. 2 sections spring 2010 (Ambler, Center City), 46 students.

3-semester required music history course sequence for undergraduate music majors

2007-2008

- Implementation of a new 3-semester course sequence required for all undergraduate music majors. The course sequence features a 6 credit, 2-semester survey of music from Antiquity to the present, and one writing-intensive elective. The sequence allows junior and senior level students to take elective courses that consider a topic in far greater depth than in the previous history sequence. The writing-intensive course involves students in writing term papers, sharpens writing, research, and critical thinking skills, and helps students prepare for graduate school.

2008-2009

- Second year of the 4-semester course sequence. Refinement of course syllabi and procedures

Music Theory

Gen Ed

2007-2008

- First year for Bending the Bard 804 (later called Shakespeare and Music)

2008-2009

- Second year for Shakespeare and Music 804.

2009-2010

- Third year for Shakespeare and Music 804. 2 sections (Ambler, Main campus), 74 students fall 2008. 2 sections, 48 students spring 2009.

4-semester required course sequence for undergraduate music majors

2005-2006

- Proposal and college approval of a new music theory curriculum for undergraduate music majors. The new curriculum encompasses written and aural theory in a 4-semester sequence of 4-credit courses

2006-2007

- University approval for the new 4-semester sequence
- Pilot year for the new music theory sequence for entering freshman students. Courses in the old sequence were offered simultaneously to accommodate students who entered Boyer prior to fall 2006. Course refinements were made during the pilot year.

2007-2008

- Second year for the new music theory sequence. Courses in the old sequence were offered simultaneously to accommodate students who entered Boyer prior to fall 2006. Course refinements were made during the second year.

2008-2009

- Third year for the new music theory sequence.

Music Therapy

Bachelor of Music in Music Therapy

2009-2010

- Advisement early in the semester to help students plan more effectively for the following semester
- Annual open meeting for music therapists in the area to encourage them to host music therapy students in fieldwork and internship placements
- Syllabus updates for the following courses: Music Therapy Experiences 4641, 4642 and 4643
- Updated all undergraduate courses to provide opportunities for greater student interaction in the learning process

Master of Music in Music Therapy

2008-2009 and 2009-2010

- Updated course syllabi to reflect student needs and ever-changing climate of clinical work

Doctor of Philosophy in Music Therapy

2008-2009 and 2009-2010

- Updated course syllabi to reflect student needs and ever-changing climate of clinical work

Voice & Opera

2007-2008

- All programs: Creation of a department handbook to provide information for students about department policies, practices, and procedures

2008-2009

- All programs: revision of the recital adjudication form
- All programs: creation of a new private lesson syllabus template that more fully informs students of course requirements and repertoire

2009-2010

- Implementation of the new syllabus template in all private lessons