



MEMORANDUM

TO: President Edward T. Foote, II

FROM: Dr. John Knoblock *JK*
Chairman, Faculty Senate

DATE: May 23, 1988

SUBJECT: Faculty Senate Legislation #87031(B) -
Specialist in Music Education Degree

The Faculty Senate, at its meeting of April 25, 1988, voted to approve Faculty Senate Legislation #87031(B) - Specialist in Music Education Degree. The text of the legislation is attached for your action.

JK/b

Attachment

cc: Provost Luis Glaser



Faculty Senate Action, 87031
Class B Legislation

At its meeting of April 25, 1988, the Faculty Senate approved a degree *Specialist in Music Education* in the Graduate School. A description of the program leading to the degree is attached and is part of this legislation.

[This action is subject to the three year provisional approval and is subject to review after three years by the Senate. The third year shall elapse in the Spring of 1992.]

Proposed Catalog Statement

SPECIALIST IN MUSIC EDUCATION (Spec.M.)

The Specialist in Music Education is a graduate degree requiring 30 credits beyond the master's degree. It is administered by the School of Music through the Graduate School. The program emphasizes course work rather than research and is designed to develop high level practitioners in the field of music education. It is for teachers who desire to do post-master's work that results in recognized professional credentials.

RELATION TO DOCTORAL WORK

The Specialist in Music Education is a degree independent of the Doctor of Philosophy in Music Education. Although there is normally some overlap in course work, admission to a specialist program does not imply admission to a doctoral program, and vice versa. For example, a student who has been admitted to the specialist program and desires to enter a doctoral program must make application for admission to the doctoral program without regard to admission to the specialist program and vice versa. If the recipient of a Specialist Degree in Music Education should later apply for admission to the Ph.D. program in Music Education, coursework taken as part of the program for the Specialist Degree in Music Education will not automatically apply toward the Ph.D. program.

ADMISSION TO THE SPECIALIST PROGRAM

Admission to this program is based upon the recommendation of the Music Education faculty and the Assistant Dean for Graduate Studies of the School of Music. Among the factors to be considered are the following:

1. Certification as a music teacher;
2. Completion of the master's degree with an outstanding record from an accredited institution;
3. A minimum of three years of successful teaching experience;
4. Acceptable performance on the Graduate Record Examination, Aptitude Section and Advanced Test in Music;
5. Admissions interview.

Application for admission to the program are filed directly with the Office of Graduate Admissions in the School of Music. Application papers and further information may be secured by addressing the Assistant Dean for Graduate Studies, School of Music.

ADMISSION TO CANDIDACY

Application must be made to the Assistant Dean for Graduate Studies early in the program after admission to the specialist program. Application should be made after the completion of six credits and before the completion of 16 credits in the program.

CREDIT

Thirty credits beyond a master's degree are required. At least 24 credits must be earned at the University of Miami. Subject to the approval of School of Music's Assistant Dean for Graduate Studies, up to six credits credits may be transferred from another accredited graduate program in music education.

RESIDENCE

The student must spend at least one semester or two summer sessions in full-time study.

COMPREHENSIVE EXAMINATIONS

Written and oral comprehensive examinations will be given covering the student's program of studies. The examinations must be taken during or after the final session in which the student is enrolled for course work in the program.

CURRICULUM PROJECT

Each candidate must design and defend a curriculum project specifically related to some aspect of elementary or secondary music education. A three-member committee, appointed upon admission to candidacy, will supervise and evaluate the project. An oral defense of the project will be required.

RECENCY OF CREDIT

All work for the degree of Specialist in Music Education must be completed within six years of admission to the program.



December 1, 1987

From: J. David Boyle, Chairman, Department of Music Education
and Music Therapy

To: Dr. Pamela A. Ferguson, Dean of the Graduate School and
Associate Provost
Dr. Jo Anne K. Hecker, Associate Dean of the Graduate
School

Attached is the revised proposal for the Specialist Degree in Music Education. The proposal is forwarded with the approval of the School of Music Council and the Dean of the School of Music. We believe that the proposed degree program is timely and will provide an important service to music educators in South Florida.

The revision incorporates the changes and additional information suggested in our meeting on November 19th. As mentioned previously, we have attempted to address the points noted in your GUIDELINES FOR SUBMITTING A PROPOSAL FOR A NEW GRADUATE DEGREE PROGRAM. However, because the program will be small and can be implemented without additional facilities, faculty, or other resources, we did not go into detail regarding adequacy and needs with respect to library, equipment, administrative costs, etc.

Your consideration of the proposal is much appreciated.

c. William Hipp, Dean, School of Music
Robert Parker, Assistant Dean for Graduate Studies in Music

Proposal for a
SPECIALIST DEGREE IN MUSIC EDUCATION (Spec.M.)

Rationale for the Program

A common theme of most national reports and criticisms of elementary and secondary school education is the need to improve the quality of teaching. The recommendations regarding how to do this are many and varied, but one particular suggestion provides a premise of this proposal: Schools need to allow for the professional development of teachers and and yet continue to retain them in the classroom. The recent announcement of the Rochester, New York school system plan to retain and reward high quality teachers for excellence in teaching is a reflection of this view. Traditionally, "advancement" within a school system has been to become a department head or administrator. The presently proposed Specialist Degree in Music Education is intended to assist teachers to earn credentials that reflect expertise as professional educators and that will provide a basis for being rewarded as classroom teachers rather than having to seek "advancement" by becoming administrators.

Several local music teachers have recently made inquiries regarding a Specialist Degree in Music Education. A possible reason for this is that the current contract of the Dade County Teachers includes a salary increase of \$2,000 per year for teachers who hold the degree. Because there are some 350 music teachers in the Dade County Public Schools, many of whom already hold a master's degree, it is believed that there are enough potential students to warrant such a program. Essentially, the program will provide a needed service to area music teachers. In addition, it seems especially timely, given the current interest in upgrading the elementary and secondary school teaching profession.

The goal of the proposed program is to provide an opportunity for post-master's career music educators who are not interested in pursuing a Ph.D. to develop further expertise in some particular area of concentration in music education. The anticipated number of students in the program at any given time would likely be between eight to twelve, and most of these would be enrolled on a part-time basis.

Physical Resources

Because of the relatively small number of students involved, there should be no appreciable impact on physical resources. The library facilities and holdings are adequate for the existing Ph.D. program in music education, and the additional students can be readily accommodated. Similarly, no additional laboratory equipment or facilities are required for implementation of the program.

Curriculum

The Program. The 30-credit program leading to the Spec.M. degree requires six credits in professional education, nine credits in music education, a six-credit curriculum project, and nine credits of electives.

Coursework in education must include two specific courses: TAL 660--Theories and Analysis of Instruction and EPS 605--Psychological Bases of Education. Coursework in music education must include three courses: MED 564--Measurement and Evaluation of Musical Behavior, MED 633--Supervision and Administration of Music Programs, and MED 650--Foundations of Curricula in Music Education. Should any of the required courses have been taken during a student's master's program, an appropriate course substitution will be made in the Spec.M. program. All courses required for the program are presently offered by the respective programs in the School of Education and Allied Professions and the School of Music. Implementation of the program will not require the development of any new courses nor will additional faculty be needed. We can accommodate the additional students in the music education courses with no difficulty, and Dr. Robert Moore, Associate Dean of the School of Education and Allied Professions, has assured us that they will be able to accommodate the additional students in the required education courses. (See Attachment A.)

The balance of the coursework is to be selected according to the interests of the individual candidate. The intent of the program is to allow sufficient flexibility for each candidate to develop an area of particular expertise that will be useful in teaching. Some possible areas of specialization include choral, wind, or orchestral literature, conducting, vocal or instrumental pedagogy, early childhood music education, music in special education, and elementary or secondary general music education. Each candidate's individual curriculum project also must be designed specifically for a relevant aspect of elementary or secondary music education. Attachment B includes three sample curricula for students.

Present Curricular Structure. The present graduate offerings in music education are designed for M.M. and Ph.D. students. Courses are scheduled so that in-service teachers may earn a master's degree by taking evening and summer courses. The Spec.M. degree also is designed for in-service teachers, but with the stipulation that they must spend at least two summer sessions or one regular semester engaged in full-time study.

Examination of the directories of the NATIONAL ASSOCIATION OF MUSIC SCHOOLS and the COLLEGE MUSIC SOCIETY revealed only six institutions that offer specialist degrees in music education: Auburn University, Ball State University, Georgia State University, University of Georgia, University of Michigan, and University of Southern Mississippi. It is believed, however, that a number of other universities may offer such a program as

an area of emphasis under a Specialist in Education program.

We chose to compare our program with those of the University of Michigan and the University of Georgia. As noted above, our proposed program has a core of 15 credits, six in professional education and nine in music education, a required six-credit curriculum project on a topic of interest to the student, and nine elective credits. The programs offered at the University of Michigan and the University of Georgia require an equivalent number of credits (Georgia's requires 45 quarter hour credits), but neither has a required core. Rather, the programs are planned in terms of the students' transcripts of previous undergraduate and graduate work, their professional experience, and in the case of the University of Georgia, also on "performance on standardized and non-standardized examinations." The degree at the University of Michigan is awarded through the School of Music and is termed a Spec.M. degree; at Georgia it is an Ed.S. degree awarded through the College of Education. Because our proposed degree will be awarded through the School of Music, we recommend that the degree use the same designation as used in the School of Music at the University of Michigan: Spec.M. Copies of the catalog descriptions from the University of Michigan and the University of Georgia are included in Attachment C.

We believe that our proposed program, while having more structure than these programs, still allows flexibility to meet the individual needs of music teachers seeking to develop expertise beyond that gained in baccalaureate and master's programs. We have faculty strength in music education to meet the needs with respect to the music education core, and we rely on the expertise of our colleagues in the Division of Teaching and Learning for the core courses in education and in the School of Music for the specialized courses in music.

Anticipated Changes in Curricular Structure. Because the number of students in the program will be relatively small, we anticipate no additions, deletions, or other changes as a direct result of the proposed program. It may mean an additional student or two in certain graduate courses each semester, but the faculty does not view this as a significant increase in teaching load. The supervision of the curriculum projects, however, will add to the teaching loads of the music education faculty. The faculty recognizes this and is willing to accept the additional responsibility. Teaching loads of faculty members in the department are heavier than we would like, but they appear to be about normal for the School of Music. Also, the thesis supervision load is not as heavy as might be suggested by the number of students graduating from our M.M. program (see Attachment D), because about 85 to 90 percent of the M.M. students elect the coursework and comprehensive examination option over the thesis option. Further, some of the local teachers who might be inclined to enroll in the Ph.D. program in the future might be counselled toward the Spec.M. degree, thus shifting rather than adding to the advising load.

Budget

Because no additional faculty and budget expenditures are projected, no budget was developed.

Attachments:

- A. Letter from Dr. Robert Moore, Associate Dean, SEAP
- B. Sample Student Programs
- C. Catalog Statements for Specialist in Music Education Degrees: University of Michigan and University of Georgia
- D. List of Ph.D. and M.M. Graduates in Music Education for the past five years
- E. Proposed Catalog Statement
- F. Vitae for Music Education Faculty

CAPSULE:

Faculty Senate Legislation #87031(B) -
Specialist in Music Education Degree

RESPONSE BY THE PRESIDENT:

DATE: 5/25/88

APPROVED: Yes 37

OFFICE OR INDIVIDUAL TO IMPLEMENT OR PUBLISH: _____

EFFECTIVE DATE OF LEGISLATION: _____

NOT APPROVED AND REFERRED TO: _____

REMARKS (IF NOT APPROVED): _____

Approval of Minutes

The minutes of the February 22 meeting were approved as submitted.

Report on Retirement

Professor Steven Green, Co-chairman of the Senate Budget and Compensation Committee, presented a progress report on the proposal to modify the Employee Retirement Plan. The modifications proposed will make it more equivalent to the current Faculty Retirement Plan and will meet new government guidelines. Professor Green explained the cash balance feature of the plan which would provide an estate benefit; under certain market conditions, it provides a cost-of-living protection for post-retirees; and it actually gives retirement benefits to employees of ten or fifteen years prior to retirement. The proposal will be presented to the Executive Board of the Board of Trustees on May 17. He stated that the actual design of the plan will take approximately a year to prepare and the plan would take effect in October 1989. Professor Green thanked those who had worked with him in preparing the proposal and acknowledged the Senate's influence in having the issue considered by the administration.

Disestablishment of the Guidance Center

The motion to disestablish the Guidance Center came to the Senate as a recommendation from the Senate Council. The motion would repeal the section of the Bylaws establishing the Guidance Center as an academic unit while maintaining its service function. Professor Knoblock reviewed the four conditions which must be met before the legislation is approved. Concern was expressed regarding the assignment of an untenured faculty member in the Guidance Center. It was *moved* by Professor Yacoub, and seconded, to amend the motion to provide that the administration cannot implement the effect of the repeal until the Senate Council has seen a detailed plan of how implementation is to be accomplished. The *motion to amend carried*. The *motion as amended carried* unanimously. Professor Knoblock noted that the Senate Council approval must be unanimous under Bylaw 10.1.

Proposal for Specialist Degree in Music Education

Professor Susan Seiler, Chair of the Review Committee, presented the committee's recommendation for approval of the proposal for a Specialist degree in Music Education. The *motion* to approve the new program *carried*. It was *moved*, and seconded, to waive the second reading for approval of this proposal. The *motion carried*.

SENATE COUNCIL MEETING

APRIL 18, 1988

GUESTS: Mr. Paul Dee, Provost Luis Glaser, Dr. Howard Pospesel, Dr. Mary Sapp

CALL TO ORDER AND APPROVAL OF MINUTES

The meeting was called to order at 2:00 P.M. by Dr. Knoblock. The approval of the minutes of the February 22 Special Executive Session and the Regular Senate Council meeting of March 14 were deferred to another meeting.

DISCONTINUANCE OF GUIDANCE CENTER

It was *moved* by Dr. Yacoub, seconded by Dr. Tims, to agenda this item for the Faculty Senate meeting without recommendation from the Senate Council. The *motion carried with two opposed.*

REPORT ON RETIREMENT

Dr. Steven Green reported on the progress of the proposed changes to the Employee

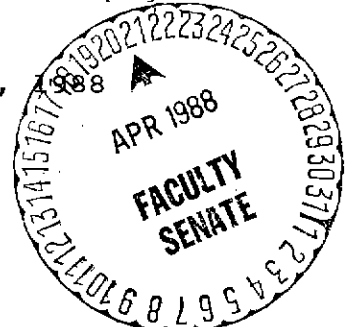


TO: Dr. John Knoblock
Chairman, Faculty Senate

DATE: April 19, 1988

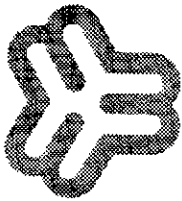
FROM: David Boyle *David Boyle*
Chairman, Music Education

SUBJECT:



Ted Tims tells me that our proposal for the Specialist degree will come before the Faculty Senate this coming Monday and that I or someone from our department should be there to respond to questions. Because I will be in Indianapolis for a meeting on Monday, I have asked Dr. Nicholas DeCarbo to come to the meeting and respond to whatever questions there are. Both he and Ted Tims were integrally involved in the planning of the program, so they should be able to respond to any questions that members of the Senate may have.

The time and effort that your review committee, the Senate Council, and the Faculty Senate have spent in consideration of the proposal is much appreciated. We believe that the proposed program will provide an important service to area music teachers and that it is in the best interest of the department, the School of Music, and the University to offer it.



University of Miami
Coral Gables, Florida 33124

OTTO G. RICHTER LIBRARY
P.O. Box 248214

April 12, 1988

TO: Dr. John Knoblock
Chairman, Faculty Senate and Government

FROM: Faculty Senate Program Evaluation Committee for the
Specialist Degree in Music Education
Professor Theona V. McQueen, School of Education
Professor Linda L. Neider, School of Business
Administration
Professor Susan L. Seiler, Richter Library, Chair

RE: Review of Specialist Degree in Music Education

After an in-depth review of the proposal for the Specialist Degree in Music Education, we would like to recommend that the Faculty Senate approve this program.

A degree of this type has been traditionally offered by Schools of Education, except at the University of Michigan where they offer a Spec. M. degree. We feel that this degree should be offered by the School of Music and heartily endorse the Spec. M. degree. The School of Music at the University of Miami can compete nationally in attracting the best students and it is appropriate that we be one of the first to offer a degree with this designation.

Our only concern is with the heavy teaching loads (9 hours) which the School of Music faculty now carry. Although this degree will only add a few students to already existing classes, there will be an added demand on the faculty's time -- advising, supervision of curriculum projects, etc. Why not work toward reducing faculty teaching loads instead of increasing them?



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Budget

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Attachments:

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- B. Sample Student Programs
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Attachment A

Letter from Dr. Robert Moore



M E M O R A N D U M
December 2, 1987

TO : Dr. David Boyle
Chairman, Dept. of Music Education

FROM : *Robert F. Moore*
Robert F. Moore
Associate Dean

SUBJECT: Specialist degree in Music Education

I'm aware of your Department's desire to develop a Specialist in Music Education degree program. As designed it will include six graduate credits from coursework in the School of Education and Allied Professions. To support the development of the program I will assist you in gaining program approval from the State of Florida for the program.

The additional students that this program will bring to the SEAP will not be a burden to our School.

Thank you.

RFM:lg

Attachment B

Sample Student Programs

SAMPLE PROGRAMS: SPEC.M. DEGREE

Student No. 1, Secondary School Band Director

Education

EPS 605	Psychological Bases of Education	3
TAL 660	Theories and Analysis of Instruction	3

Music Education

MED 564	Measurement and Evaluation of Musical Behavior	3
MED 633	Supervision and Admin. of Music Programs	2
MED 650	Foundations of Curricula in Music Education	2
MED 645	Seminar in Instrumental Music Education	2

Electives

MCY 520	History and Literature of the Wind Band	3
MIP CDM/CDN	Conducting	4
MED 540	Band Workshop	2

Curriculum Project

MED 693/694	Special Project: Compilation of a Graded, Annotated Thematic Directory of Symphonic Literature for Senior High School Bands	3
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Student No. 2, Secondary School Choir Director

Education

EPS 605	Psychological Bases of Education	3
TAL 660	Theories and Analysis of Instruction	3

Music Education

MED 564	Measurement and Evaluation of Musical Behavior	3
MED 633	Supervision and Admin. of Music Programs	2
MED 650	Foundations of Curricula in Music	2
MED 632	Vocal Methods and Materials in Music Education	2

Electives

MVP 557	Choral Music Workshop	2
MVP 641	Seminar in Choral Music	2
MVP 593	Special Topics: Kinetics of Singing	2
MVP VOM/VON	Voice	3

Curriculum Project

MED 693/694	Special Project: Application of Vocal Principles and Techniques to the Adolescent Singing Voice	6
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Student No. 3, Elementary School General Music Teacher

Education

EPS 605	Psychological Bases of Education	3
TAL 660	Theories and Analysis of Instruction	3

Music Education

MED 564	Measurement and Evaluation of Musical Behavior	3
MED 633	Supervision and Admin. of Music Programs	2
MED 650	Foundations of Curricula in Music Education	2
MED 593	Special Topics MED: Music in Early Childhood	2

Electives

TAL 612	Cognitive and Language Development	3
MED 555	Elementary Music Workshop	2
MED 545	Methods and Materials in Music Therapy	3
MKP PIM	Piano	1

Curriculum Project

MED 693/694	Special Project: Development of Manipulative Materials for Kindergarten Music Activities	6
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Attachment C

Catalog Statements:

University of Michigan

University of Georgia

THE UNIVERSITY OF MICHIGAN
Catalog Statement

The Specialist in Music Degree

The Specialist in Music degree deserves special mention because of its unusual nature. This degree was inaugurated in 1981 by the University of Michigan School of Music as an alternative to the Ph.D. or D.M.A. degrees for the person who seeks additional work at the post-master's level. The specialist programs have been designed in response to inquiries and requests from persons who hold master's degrees and who recognize the need for further study in music but who do not wish to pursue a doctoral program because of its length, its emphasis on research and scholarship, and its language and dissertation requirements. Post-master's study with non-degree status is often insufficient for such persons because it does not result in a credential, which is often important in higher education.

Although the specific objectives differ among departments, in general the Specialist in Music program is intended to serve the following purposes:

1. The program provides opportunities and appropriate recognition for the individual whose present employment or whose career goals require a high level of technical skill but whose interests are largely practical rather than scholarly.
2. The program is useful for the individual who wishes to combine concentrated study in his or her field of specialization with a secondary emphasis in another field of music such as music history, music theory, conducting, composition, performance, or music education.
3. The program provides high-quality and relevant preparation for the person seeking a career teaching in a two-year or four-year college.
4. The program enables persons who are on sabbatical leave, or who for other reasons have available only one year, to complete (with one or perhaps two additional summers) a well-integrated program of study and receive an appropriate credential.

Currently the Specialist in Music degree is offered in the fields of church music, music education, piano accompanying string instrument performance, voice performance, and wind and percussion instrument performance. The School of Music application, rather than the Rackham School application, is used to apply for Specialist in Music programs. The degree requires at least two terms of full-time enrollment on campus beyond the master's degree.

The applicant should realize that the Specialist in Music degree is not widely known. Although several universities offer the degree Specialist in Education, and some offer an emphasis in music within that program, no other institution is known to offer a Specialist in Music degree. The Specialist in Music degree is a terminal degree. Doctoral applications from persons holding Specialist in Music degrees from The University of Michigan will not be considered. Any person contemplating doctoral study should apply for the Ph.D. or D.M.A. program and not for the specialist program.

The Specialist program is intended to represent a response to the realities of the current job market. We believe that it is genuinely innovative and that it establishes an important new direction in music in higher education.

How To Apply for Admission

Be certain that you have the correct application form. Submit one of the following:

1. Application for Admission to Master of Music or Specialist in Music Program
2. (Rackham) Application for Admission — U.S. Citizens and Those on Permanent Resident Visas
3. (Rackham) Application for Admission — Foreign Student

A person applying for a financial award as well as admission must submit both the application for admission and the application for financial award, as well as all other required materials, not later than February 15 for the following academic year.

You must submit an official transcript from each institution of higher education you have attended. If you receive a degree between the time of your application and the time of your enrollment in The University of Michigan, you must submit an additional transcript with your degree posted.

You must submit three current, written recommendations from persons who can provide information concerning your qualifications and your suitability for graduate study. Use the forms provided or, if the individual prefers to write a letter, ask that the letter be stapled to the form.

Each applicant for doctoral study who is not a graduate of the University of Michigan School of Music must submit his or her scores on the General Test and the Music (Subject) Test of the Graduate Record Examinations (GRE). These tests may be taken at test centers throughout the world. For information contact Graduate Record Examinations, Educational Testing Service, CN 6000, Princeton, NJ 08541-6000, or call 609/771-7670. Include among the "Score Report Recipients" on the registration form the institution code for the Graduate School of The University of Michigan (R1839-0) and the department code for music (19). Be certain to take the tests early enough that the scores will reach the University prior to the deadline for applying for admission or, if applicable, for financial aid. If time is short, a photocopy of your personal score report mailed to Paul Lehman, Associate Dean of the School of Music, will be sufficient until an official copy arrives. Although no minimum cut-off scores have been established, no admission decision will be made until these scores have been received.

School of Music Programs:

Your application for admission, recommendations, and transcripts are to be sent to: Admissions Office, School of Music, The University of Michigan, Ann Arbor, Michigan 48109-2085. Transcripts need not be submitted for work completed at the University of Michigan School of Music.

THE UNIVERSITY OF GEORGIA
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In addition, the student must pass a comprehensive written examination in four fields of public administration.

Master of Social Work (MSW)

A program of the School of Social Work, this graduate professional degree is awarded after successful completion of at least five academic quarters. The course work is divided between both on-campus and field instruction. Research is emphasized through the evaluation of practice. The program of study requires a minimum of 60 quarter hours of graduate credit.

In addition to meeting the general admission requirements of the Graduate School, applicants to the School of Social Work must demonstrate sufficient maturity, self-awareness, objectivity, and interpersonal competence. An admission interview with on-campus or field faculty is a desired preadmission procedure.

SPECIALIST IN EDUCATION (EdS)

The Specialist in Education degree is a self-contained degree program intermediate between the master's degree and the doctor's degree both in time and depth. It provides advanced study for those preparing for positions which call for a higher level of competence and specialization than that of the master's degree but without the heavy emphasis on research of the doctor's degree.

The degree is offered in the following fields: administration in special education, adult education, agricultural education, art education, business education, counseling and student personnel services, curriculum and instruction, distributive education, early childhood education, educational administration, educational media, educational psychology, elementary education, emotionally disturbed children, English education, foreign language education, guidance and counseling, home economics education, industrial arts education, learning disorders, library education, mathematics education, mental retardation, middle school education, music education, physical education, reading education, recreation and leisure studies, rehabilitation counseling, safety education, school psychology, school social services education, science education, social science education, speech education, speech pathology, student personnel in higher education,

supervision, trade and industrial education, and vocational education.

Requirements

1. *Admission.* An applicant may be admitted as a prospective candidate for the Specialist in Education degree upon recommendation of the appropriate department/division in the College of Education, and approval of the Dean of the Graduate School.

2. *Time Limit.* All requirements for the Specialist in Education degree must be completed within six years, beginning with the first registration for courses on the student's program of study. Extension of time may be granted only on conditions beyond the control of the student.

3. *Program of Study.* A program of study should be prepared by the student and the major professor during the first quarter in residence. The program for the degree shall consist of a minimum of 45 quarter hours of study at the graduate level beyond the master's degree. The program shall be planned as a logically organized whole, in light of the student's record in previous undergraduate and graduate courses, performance on standardized and non-standardized examinations, and the entire professional experience. The program of study, approved by the major professor and the graduate coordinator, is submitted to the Graduate School when the student applies for admission to candidacy. For course work taken after January 1, 1977, to be eligible for inclusion in a program of study it must have been taken after the student was admitted as a prospective candidate for the Specialist in Education degree.

4. *Language Requirement.* All candidates for graduate degrees are required to show correctness and good taste in their use of both written and spoken English.

5. *Accepting Credit by Transfer.* If graduate work earned at an accredited institution constitutes a logical part of the student's program, transfer credit may be allowed if recommended by the student's major professor, the graduate coordinator, and approved by the Dean of the Graduate School. Such transfer of credit cannot exceed ten quarter hours and cannot reduce the residence requirement to less than 25 hours. The courses to be transferred may not have been used as part of the requirements for another degree. No grade below B (3.0) may be transferred. Transfer grades are not used in calculating quarterly and cumulative averages. All requests for

transfer credit, with accompanying official transcripts must be in the Graduate School at least 30 days prior to the time the student plans to graduate and within the time limit of the degree.

6. *In-Service Credit.* A maximum of 20 hours of graduate in-service credit may be included in a program of study for the degree. This maximum will be reduced by any credit transferred from another institution.

7. *Admission to Candidacy.* On the completion of four or five courses, it is the responsibility of the student to see that an application for admission to candidacy is filed with the Graduate School. This application is a certification by the student's major department that the student has demonstrated the ability to do acceptable graduate work in the chosen field and has made normal progress toward the degree. The specific requirements for admission to candidacy are listed below:

- (1) all prerequisites set as a condition to admission have been completed;
- (2) the program of study has been approved by the major professor, the graduate coordinator, and the Dean of the Graduate School; and
- (3) an average of 3.0 (B) has been maintained on all graduate courses taken and on all completed courses on the program of study (no course with a grade below C may be placed on the program of study).

8. *Grade Average.* To be eligible for graduation, a student must maintain a 3.0 (B) average on all graduate courses taken and on all courses on the program of study.

9. *Final Clearance.* All requirements for the degree must be completed and reported to the Graduate School no later than one week prior to graduation.

DOCTOR OF EDUCATION (EdD)

This degree provides advanced professional training for careers in teaching, administration, and other educational services. The degree is offered in the following fields of education: adult education, art education, business education, counseling and student personnel services, curriculum and instruction, early childhood education, education of exceptional children, education of gifted, educational administration, educational measurements, educational philosophy, educational psychology, elementary education, geographic education, higher education, language education, mathematics education, music

education, physical education, reading education, recreation and leisure studies, research design, school psychology, science education, social science education, sociology education, speech pathology, supervision, teacher education, and vocational education. Specialization in research training and in subject fields appropriate to elementary, secondary, and college teaching is provided.

Departments that have been approved to offer the Doctor of Education degree may implement this degree program by the adoption of appropriate rules and regulations; departmental rules and regulations may not, however, conflict with the policies, rules, and regulations of the Graduate School.

Requirements

1. *Admission.* Applicants who desire to pursue advanced professional training in education beyond the master's degree, with a view to becoming candidates for the Doctor of Education degree, will be expected to file formal application and present themselves to the faculty of the appropriate department/division in the College of Education for special tests and interviews. Recommendation on admission will be made by the department only after its screening procedures have been carried out. Admission will be upon the recommendation of the graduate coordinator, or an authorized representative, and approval of the Dean of the Graduate School.

2. *Residence.* The degree presupposes a minimum of three full years of study beyond the bachelor's degree, and it cannot be secured through summer work alone. At least three consecutive quarters must be spent in full-time resident study on the campus of The University of Georgia, one of which may be a summer quarter.

3. *Time Limit.* All requirements for this degree, except the dissertation and final oral examination, must be completed within a period of six years. This time requirement begins with the first registration for graduate courses on the student's program of study.

A candidate for the Doctor of Education degree who fails to complete all degree requirements within five years after passing the comprehensive examinations and being admitted to candidacy will be required to take the comprehensive examinations again and be admitted to candidacy a second time.*

*When a candidate for a doctoral degree, who was admitted to candidacy prior to September, 1973, is readmitted to the Graduate School, he/she will have five years from the date of first readmission to complete all degree requirements.

Curriculum

The specialist in Education (EdS) in Music Education requires a minimum of 45 quarter hours of study at the graduate level beyond the Master's degree and a fifth-year certificate in the field of music education. No courses are to be included on the Specialist program which are designed chiefly to give professional preparation for positions other than in the specialized area of music education or which have been used for a fifth-year certificate. Each student's program shall be planned in such a way that course work completed for the Master's degree will combine with course work to be taken for the Specialist degree in satisfying the following minimum requirements.

Area "A" - Teaching Field/Specialization

A minimum of fifty hours must be completed from the required courses, music history/literature courses, and music theory courses listed below. A minimum of fifteen hours of music education courses also must be completed. Minimum hours required for Area "A" include courses applied to the master's degree and T-5 certification.

1. Required Courses

- MUS 670 (5 hr.) - Form and Analysis
- MUS 733 (5 hr.) - Music Administration and Supervision
- MUS 782 (2 hr.) - Applied Music
- MUS 791 (1 hr.) - Collegium Musicum

2. Music History and Literature

- MUS 641 (5 hr.) - Music Bibliography
- MUS 655 (5 hr.) - Advanced Music History
- Music History "Period Courses" as appropriate (5 hr. each):
 - MUS 620 - Ancient and Medieval Music
 - MUS 621 - Renaissance
 - MUS 622 - Baroque
 - MUS 623 - Classic
 - MUS 624 - Romantic
 - MUS 662 - Modern
- MUS 871 (5 hr.) - American Music
- MUS 873 (5 hr.) - The Concerto
- MUS 880 (5 hr.) - The Symphony
- Music Literature Courses as appropriate:
 - MUS 630 (3 hr.) - Keyboard Literature
 - MUS 631 (3 hr.) - Song Literature
 - MUS 632 (3 hr.) - String Literature
 - MUS 636 (3 hr.) - Opera Literature
 - MUS 637 (3 hr.) - Organ Literature
 - MUS 658 (3 hr.) - Wind Instrument Literature
 - MUS 659 (3 hr.) - Brass Literature
 - MUS 864 (5 hr.) - Choral Literature

3. Music Theory

- MUS 671 (5 hr.) - 16th Century Counterpoint
- MUS 675 (5 hr.) - 18th Century Counterpoint
- MUS 679 (3 hr.) - Introduction to Electronic Music
- MUS 710 (3 hr.) - Advanced Music Theory
- MUS 811 (5 hr.) - Post-Romantic Analysis
- MUS 812 (5 hr.) - Contemporary Analysis

Curriculum (cont'd.)

4. Music Education

- MUS 601 (3 hr.) - Intro. to Graduate Study in Music Educ.
- MUS 703 (5 hr.) - Research Methods in Music
- *MUS 712 (3 hr.) - Adv. Tech. for Teach. Music in Elem. Sch.
- *MUS 715 (5 hr.) - Early Childhood Music Development
- *MUS 724 (5 hr.) - Musical Productions for Public Schools
- *MUS 726 (3 hr.) - Marching Band Techniques
- *MUS 727 (3 hr.) - Computer Assisted Instruction in Music
- *MUS 730 (3 hr.) - General Music in Secondary School
- *MUS 731 (3 hr.) - Problems in Vocal Music Education
- *MUS 732 (3 hr.) - Problems in Instrumental Music Educ.
- *MUS 734 (3 hr.) - Choral Materials
- *MUS 735 (3 hr.) - Instrumental Materials
- *MUS 738 (3 hr.) - Advanced Conducting
- *MUS 751 (2 hr.) - Instrument Techniques
- *MUS 762 (3 hr.) - Jazz Piano Improvisation
- *MUS 821 (5 hr.) - Music Education Seminar
- *MUS 874 (5 hr.) - The Psychology of Music

- EMU 600 (1-5hr) - Special Problems in Music Education
- EMU 702 (5 hr.) - Current Trends in Music Education
- EMU 765 (5 hr.) - Applied Project in Music Education
- EMU 822 (5 hr.) - Philosophy & Practice of Music Education
- EMU 823 (5 hr.) - Historical Development of Music Education
- EMU 899 (1 hr.) - Research Seminar in Music Education
- EMU 963 (5 hr.) - Critique of Literature in Music Education

*Field-Related Courses

Area "B" - Educational Psychology/Educational Foundations

A minimum of fifteen quarter hours required, including courses applied to Master's degree and T-5 certification.

1. Required Course

- EPY 815 (5 hr.) - Advanced Educational Psychology

Suggested courses:

- EPY 711 (5 hr.) - Characteristics of Gifted Children & Youth
- EPY 802 (5 hr.) - Theories of Child Development
- EPY 810 (5 hr.) - Advanced Adolescent Psychology
- EPY 825 (5 hr.) - Group Dynamics

Area "C" - Curriculum Planning/Supervision/Administration

A minimum of fifteen quarter hours required, including courses applied to Master's degree and T-5 certification.

1. Suggested courses:

- ECS 702 (5 hr.) - Fundamentals of Curriculum
- ECS 704 (5 hr.) - Curriculum Trends
- ECS 900 (5 hr.) - Curriculum Planning, Elementary
- EMU 723 (5 hr.) - Music Curriculum Planning & Development

Attachment D

Ph.D. and M.M. Graduates in Music Education

UNIVERSITY OF MIAMI
SCHOOL OF MUSIC
1983-87 GRADUATES (MR, DMA, PhD)

NAME	SSN	ENR	USPA	V	Q	M	TOFL	ADVISOR	DEG	DATE	MAJ	TA	UFEL	TN	ADDRESS	ST ZIP	FIRST POSITION AFTER GRADUATION
HEADCOUNT 36																	
ALVAREZ, YASMIN	261930470	851	3.37	380	450	340		BOYLE	MM	862	RED		12731	SW 43 DR., MIAMI	FL 33175	FIRST POSITION AFTER GRADUATION MUSIC TEACHER, DADE COUNTY SCHOOLS	
BELL, LINDA	264178710	821	3.37	380	450	340		BOYLE	MM	834	RED		1	B PINE RD, PLANTATION, FL 33324	FL 33324	MUSIC TEACHER, BROWARD COUNTY SCHOOLS	
BRIICK, JOHN	387482859	821	3.35	410	410			BOYLE	PHB	833	RED	3800	20 7310 FOUNTAINBLEU AVE, MIAMI, FL 33172	FL 33172	BAND DIRECTOR (ASST PROF.), FLORIDA INT U, MIAMI FL		
BURROWS, MORRAN	462953419	811	3.01	540	420			BOYLE	MM	833	RED		801 8798, CORAL GABLES, FL 33124	FL 33124	DIRECTOR, SWIMMING POOL, U OF MIAMI		
BUSHER, ANDREA	262497044	852	3.34	440	330			BOYLE	MM	874	RED		6495 S.W. 1116 ST, MIAMI FL 33156	FL 33156	MUSIC TEACHER, DADE COUNTY SCHOOLS		
COBRIERE, MARY L.	004068208	841	3.80	450	530			BOYLE	MM	822	RED		3840 N 97 AV, HOLLYWOOD, FL 33024	FL 33024	MUSIC TEACHER, BROWARD COUNTY SCHOOLS		
DEBELLCO, BETSY	058361768	864	3.85	570	430			BOYLE	MM	842	RED		7383 818 CYPRESS CT, MIAMI LKSVL 33044	FL 33044	MUSIC TEACHER, BROWARD COUNTY SCHOOLS		
DRESSMAN, MICHAEL	149466872	861	3.00	450	590			BOYLE	MM	854	RED		8740 SW 135 AV RD 0170, MIAMI FL 33183	FL 33183	MUS EDUCATION DOC STUDENT, U OF MIAMI		
ELLIS, CATHERINE	265925567	852	3.38	430	460			BOYLE	MM	844	RED		30 SARAHIA DR, MIAMI FL 33133	FL 33133	FREE-LANCE COMPOSER/ARRANGER/PRODUCER, MIAMI, FL		
EPSTEIN, RHEA	008408754	851	3.40	400	430	440		BOYLE	MM	862	RED		18 1239 DICKINSON DR WT, C DALESFL 33146	FL 33146	MUSIC TEACHER, BROWARD COUNTY SCHOOLS		
FIESE, RICHARD	392589891	861	3.63	690	460	530		DECARRO	MM	862	RED		9040 CARLOBORG BLVD, MIAMI FL 33137	FL 33137	MUS EDUCATION DOC STUDENT, U OF MIAMI		
FUMA, FELICIA	264579942	861	2.75					JORDAN	MM	872	RED		11699 N.W. 1 LA, MIAMI FL 33178	FL 33178	MUSIC TEACHER, DADE COUNTY SCHOOLS		
FLOYD, SUZANNE	208420902	811	2.73	360	350	380		BOYLE	MM	832	RED		10340 SW 120, MIAMI, FL 33178	FL 33178	MUSIC TEACHER, DADE COUNTY SCHOOLS		
GACKLE, LYNN	439680191	831	5.00	480				BOYLE	MM	842	RED	3800	18 13309 SW 95 AV, MIAMI, FL 33178	FL 33178	MUSIC TEACHER, DADE COUNTY SCHOOLS		
GACKLE, LYNN	439680191	851	5.00	480				BOYLE	PHD	872	RED	4700	20 13309 SW 95 AV, MIAMI, FL 33178	FL 33178	MUSIC TEACHER, DADE COUNTY SCHOOLS		
GLASS, SHERRIE	227809005	831	3.43	45	440			BOYLE	PHD	862	RED		409 CHESTNUT DR, STARKVILLE, MS 39759	MS 39759	MUSIC FACULTY, NEW WORLD SCHOOL OF THE ARTS, MIAMI, FL		
HOFFMAN, H. WAYNE	23680647	822	3.43	420	400			DECARRO	MM	834	RED		190 N.E. 156 ST., N. W. BCH, FL 33162	FL 33162	MUSIC TEACHER, DADE COUNTY SCHOOLS		
HOWARD, TIMOTHY	492702212	852	2.92	460	440	480		BOYLE	MM	852	RED		10121 E BROWN RD, LK OBESSA, FL 48849	FL 48849	MUSIC TEACHER, PRIVATE LUTHER SCH, INDIANAPOLIS, IN		
KILROY, PATRICIA	034327760	831	3.35	590	490	490		BOYLE	MM	842	RED	3800	18 30 PHOENIX LA, C GABLES, FL 33134	FL 33134	MUSIC TEACHER, DADE COUNTY SCHOOLS		
KUSTUSKI, JOHN	046488135	781	3.80	560	760	560		BOYLE	PHD	842	RED	4200	5000 24 1229C RUMAU PL, HILLO, HI 96720	HI 96720	ASST PROF OF MUSIC, U OF HAWAII AT HILLO		
LEDON, RACHEL	039325074	841	3.70	530	400			BOYLE	PHD	863	RED	4200	20 10791 SW 88 ST B104, MIAMI, FL 33178	FL 33178	LECTURER, U OF MIAMI SCHOOL OF MUSIC		
LEE, PERRY	397398493	821	2.80	470	480			BOYLE	PHD	852	RED	3500	18 100 N.W. 60 ST., MIAMI FL 33127	FL 33127	MUSIC TEACHER, DADE COUNTY SCHOOLS		
MANSO, FREDERICO	264233489	841					FOREIGN	STU	PHD	832	RED		RUA LINS 31/701, COPACABANA, BR 22031	BR 22031	MUSIC FACULTY, UNIVERSITY IN RIO DE JANEIRO		
MCCALLA, DAVID	263127956	801	2.42					BOYLE	MM	832	RED		15801 S.W. 97 AV., MIAMI FL 33157	FL 33157	MUSIC TEACHER, DADE COUNTY SCHOOLS		
MOND IPAN, HANA	1E031601172	841	3.33	330	340			BOYLE	MM	862	RED		12 LRG KERRAT KUALA LUMPUR, MY FL 33021	FL 33021	COLLEGE MUSIC TEACHER, MALAYSIA		
PENKOFF, ROBERT	364442804	821	2.45	680	560			BOYLE	MM	842	RED		902 W 31 RD, HOLLYWOOD, FL 33021	FL 33021	STAFF ARRANGER, SCOTT AIR FORCE BASE, BAWO, ALABAMA		
POORNAM, SOMJA	303663906	821	3.90	530	490			BOYLE	MM	837	RED	3300	3840 W 57 AV, 185, MIAMI, FL 33143	FL 33143	COLUMBIA PICTURES PUBL, MIAMI FL		
ROBINSON, RUSSELL	498560543	821	4.00	510	470			BOYLE	PHD	842	RED	4200	20 2771 W 63 PL, BATHSVILLE, FL 32604	FL 32604	ASST PROF OF MUSIC, U OF FLORIDA, GAINESVILLE, FL		
ROSENBERG, NANCY	124422876	791	3.47	390	320	390		BOYLE	MM	834	RED		9721 SW 135 AV, MIAMI, FL 33188	FL 33188	MUSIC TEACHER, DADE COUNTY SCHOOLS		
SHANNON, KATHLEEN	08754573	871	3.71					BOYLE	MM	862	RED	3800	18 10794 S.W. 88 ST, MIAMI FL 33178	FL 33178	MUS EDUCATION DOC STUDENT AND TA, U OF MIAMI		
STOBER, ROSAM	207422808	872	3.80	680	550			BOYLE	MM	871	RED		513 NAWABRE, CORAL GABLES FL 33134	FL 33134	MUSIC TEACHER, DADE COUNTY SCHOOLS		
STAVRIDES, LISA	264312025	843	3.66	380	480			BOYLE	MM	834	RED		13145 N.W. 27 ST., SUMRISE FL 33322	FL 33322	MUSIC TEACHER, BROWARD COUNTY SCHOOLS		
STERLING, PAMELA	240922477	821	3.72	510	560	500		BOYLE	PHD	843	RED	3800	20 1302 SILVER LK DR., HELDORNE FL 32940	FL 32940	FIELD ANALYST, HARCOURT BRACE JOHANNOVICH, ORLANDO, FL		
STEWART, RICHARD	267742259	791	2.79	540	350	450		BOYLE	PHD	842	RED		2635 HILOLA ST, COCONUT GROVE FL 33133	FL 33133	MUSIC TEACHER, DADE COUNTY SCHOOLS		
STRUBE, LAURIE	262630511	851	3.59	490	460			BOYLE	MM	862	RED	3800	18 56 BELLEVUE ST, HEWTON MA 02158	MA 02158	MUSIC TEACHER, PRIVATE SCHOOL, BOSTON		
WETNORTH, RICHARD	492481431	773	3.80	400	490			BOYLE	PHD	871	RED		105 N. GRAND, HARBVILLE MD 64448	MD 64448	ASST PROF OF MUSIC, MN WISCONSIN ST		
HEADCOUNT 5																	
CHASIN, BETH	262943353	821	3.36	470	410			ARNOLD	MM	833	RTY		1440 NE 175 ST, N MIAMI BCH, FL 33162	FL 33162	FIRST POSITION AFTER GRADUATION MUSIC TEACHER, DADE COUNTY SCHOOLS		
ELBAUM, LEONARD	398445993	801	3.33	710	630			ARNOLD	MM	842	RTY		6409 SANTONA DR 25-4, C. GABLES FL 33146	FL 33146	ASST PROF OF PHYS THERAPY, FLORIDA INT U, MIAMI, FL		
HARSH, DEBORAH	284423940	811	3.35	600	520	470		ARNOLD	MM	831	RTY	2400	18 ESSEI CD HOSP, CEDAR GROVE, NJ 07009	NJ 07009	MUSIC THERAPIST, ESSEI CD HOSP, CEDAR GROVE, NJ		
SEDEL, CHERYL	52202052	851	3.80	BLIND	570			TIMS	MM	864	RTY	3800	18 826 US HWY 14, SHERADAN NY 87801	NY 87801	PHS, BIOFEEDBACK MUS THERAPY SER, SHERADAN, NY		
STEGEL, SARMI	264133961	822	3.28	340	400			ARNOLD	MM	841	RTY	3500	18 13275 S.W. 99 TR., MIAMI FL 33186	FL 33186	DIR OF MUS THERAPY, MIAMI CHILDREN'S HOSPITAL		
HEADCOUNT 1																	
PETTERSEN, WANCY	030489018	841	2.97	410	500			BOYLE	MM	852	SPED	3800	18 44 KNOLLBROOK RD 25, ROCHESTER NY 14610	NY 14610	FIRST POSITION AFTER GRADUATION STRINGS TEACHER, ROCHESTER NY PUBLIC SCHOOLS		

Attachment E

Proposed Catalog Statement

Proposed Catalog Statement

SPECIALIST IN MUSIC EDUCATION (Spec.M.)

The Specialist in Music Education is a graduate degree requiring 30 credits beyond the master's degree. It is administered by the School of Music through the Graduate School. The program emphasizes course work rather than research and is designed to develop high level practitioners in the field of music education. It is for teachers who desire to do post-master's work that results in recognized professional credentials.

RELATION TO DOCTORAL WORK

The Specialist in Music Education is a degree independent of the Doctor of Philosophy in Music Education. Although there is normally some overlap in course work, admission to a specialist program does not imply admission to a doctoral program, and vice versa. For example, a student who has been admitted to the specialist program and desires to enter a doctoral program must make application for admission to the doctoral program without regard to admission to the specialist program and vice versa. If the recipient of a Specialist Degree in Music Education should later apply for admission to the Ph.D. program in Music Education, coursework taken as part of the program for the Specialist Degree in Music Education will not automatically apply toward the Ph.D. program.

ADMISSION TO THE SPECIALIST PROGRAM

Admission to this program is based upon the recommendation of the Music Education faculty and the Assistant Dean for Graduate Studies of the School of Music. Among the factors to be considered are the following:

1. Certification as a music teacher;
2. Completion of the master's degree with an outstanding record from an accredited institution;
3. A minimum of three years of successful teaching experience;
4. Acceptable performance on the Graduate Record Examination, Aptitude Section and Advanced Test in Music;
5. Admissions interview.

Application for admission to the program are filed directly with the Office of Graduate Admissions in the School of Music. Application papers and further information may be secured by addressing the Assistant Dean for Graduate Studies, School of Music.

ADMISSION TO CANDIDACY

Application must be made to the Assistant Dean for Graduate Studies early in the program after admission to the specialist program. Application should be made after the completion of six credits and before the completion of 16 credits in the program.

CREDIT

Thirty credits beyond a master's degree are required. At least 24 credits must be earned at the University of Miami. Subject to the approval of School of Music's Assistant Dean for Graduate Studies, up to six credits credits may be transferred from another accredited graduate program in music education.

RESIDENCE

The student must spend at least one semester or two summer sessions in full-time study.

COMPREHENSIVE EXAMINATIONS

Written and oral comprehensive examinations will be given covering the student's program of studies. The examinations must be taken during or after the final session in which the student is enrolled for course work in the program.

CURRICULUM PROJECT

Each candidate must design and defend a curriculum project specifically related to some aspect of elementary or secondary music education. A three-member committee, appointed upon admission to candidacy, will supervise and evaluate the project. An oral defense of the project will be required.

RECENCY OF CREDIT

All work for the degree of Specialist in Music Education must be completed within six years of admission to the program.

Attachment F

Vitae for Music Education Faculty

UNIVERSITY OF MIAMI
Curriculum Vitae

1. Date: December 1986

PERSONAL

2. Name: J. David Boyle
3a. Home Phone: 223-7516
3b. Office Phone: 284-6252
4. Home Address: 5411 S.W. 149th Place, Miami, FL 33185
5. Employment Status: Full-Time
6. Current Academic Rank: Professor
7. Primary Department: Music Education and Music Therapy
8. Citizenship: U.S.

HIGHER EDUCATION

10. Institutional:

University of Arkansas	B.S.E.	1956
University of Kansas	M.M.E.	1960
University of Kansas	Ph.D.	1968

EXPERIENCE

13. Instructional: (Higher Education)

Moorhead (MN) State College	Assistant Professor	1967-68
Penn State University	Assistant Professor	1968-72
	Associate Professor	1972-76
	Professor	1976-81
University of Miami	Professor	1981-

14. Professional: (Public School Teaching)

Cassville (MO) High School	Band, Chorus	1956-59
Tonganoxie (KS) High School	Band, Chorus	1959-60
West Jr. High, Lawrence, KS	Band, Orch., Chorus	1960-63

PUBLICATIONS

16. Books and monographs published:

- (1972). Interim evaluation reports, Arts IMPACT: Conwell project. Monograph, Arts IMPACT Evaluation Project for USOE, University Park, PA, February, 78 pages.
- (1973). (Editor and Coordinator). Arts IMPACT: Curriculum for change, final report. Monograph, Arts IMPACT Evaluation Project for USOE, University Park, PA, March, 328 pages.
- (1973). (Editor and Coordinator). Arts IMPACT: Curriculum for change, summary report. Monograph, Arts IMPACT Evaluation Project for USOE, University Park, PA, March, 47 pages.
- (1974). (Compiler). Instructional objectives in music: Resources for planning instruction and evaluating achievement. Vienna, VA: Music Educators National Conference, 265 pages.
- (1975). Final report, CBTE conference/workshop on development of an inventory of specialized competencies in music education. Monograph, Prepared for Pa. Department of Education, July, 25 pages. (Co-authored with W.E. George)
- (1979). Psychological foundations of musical behavior. Springfield, IL: Charles C. Thomas, 344 pages. (Co-authored with R.E. Radocy)
- (1982). Review of research in music education. In H.E. Mitzel (Ed.), Encyclopedia of Educational Research (5th ed.) (pp. 1287-1299). New York: The Free Press. (Co-authored with R.E. Radocy)
- (1986). (Ed.) Organizing for Advocacy, A Report of a Leadership and Planning Conference. Miami: Florida Music Educators Association, 64 pages.
- (1987). Measurement and Evaluation of musical experiences. New York: Schirmer Books, 322 pages. (Co-authored with R.E. Radocy)

17. Juried or refereed journal articles:

- (1970). The effect of prescribed rhythmical movements on the ability to sight read music. Journal of Research in Music Education, 18 (4), 307-318.
- (1970). The effect of a program for teaching music reading in junior high school bands. Journal of Band Research, 7 (1), 7-13.
- (1971). Teaching comprehensive musicianship at the college level. Journal of Research in Music Education, 19 (3), 326-336.
- (1972). Junior high school students' musical interests: An inventory with some implications for teaching. PMEA Bulletin of Research in Music Education, 3 (1), 5-10. (Co-authored with W.G. Noyes)
- (1972). Interim evaluation report, Arts IMPACT Project. Bulletin of the Council for Research in Music Education, 29 (Summer), 1-8. (Co-authored with R.L. Lathrop)
- (1973). Evaluation of instructional objectives in comprehensive musicianship. Bulletin of the Council for Research in Music Education, 32 (Spring), 2-22. (Co-authored with R.E. Radocy)
- (1973). Review of Iowa Tests of Music Literacy. Journal of Research in Music Education, 21 (3), 281-283.

- (1975). Review of "A study of learning characteristics as identified in the music reading process." (Ph.D. dissertation, Joseph R. Tillotson, Northwestern University). Bulletin of the Council for Research in Music Education, 41 (Spring), 38-44.
- (1975). A self-instructional course in melodic improvisation: Some effects on college non-music majors. PMEA Bulletin of Research in Music Education, 6 (1), 25-30. (Co-authored with K. Partchesy)
- (1976). Changing in-service teachers' self-perceptions of their ability to be effective teachers of the arts. Journal of Research in Music Education, 24 (4), 187-196. (Co-authored with K.P. Thompson)
- (1978). Music educators' views on issues relevant to the psychology of music. In E.P. Asmus, Jr. (Ed.), psychology and acoustics of music: A collection of papers. Lawrence: The University of Kansas, pp. 178-190.
- (1978). A comparison of three responses modes to aurally presented melodic and harmonic intervals. In E.P. Asmus, Jr. (Ed.), Proceedings of the research symposium on the psychology and acoustics of music. Lawrence: The University of Kansas, pp. 58-70. (Co-authored with B.L. Fenner)
- (1978). Aural perception and musical development. PMEA Bulletin of Research in Music Education, 9 (1), 3-11. (Co-authored with M. Zimmerman)
- (1979). Review of Time for Music. Psychology of Music, 7 (2), 41-47.
- (1980). Music teachers' counselling of high school students in selection of a college for baccalaureate study in music. PMEA Bulletin of Research in Music Education, 11 (1), 3-9.
- (1980). Contextual influences on pitch judgement. Psychology of Music, 8 (2) 3-15. (Co-authored with D. Sergeant)
- (1980). The effect of task structure on pitch discrimination (Abstract). Bulletin of the Council for Research in Music Education, 66 (Spring), 8. (Co-authored with D. Sergeant)
- (1981). Factors influencing pop music preferences of young people. Journal of Research in Music Education, 29 (1), 47-56. (Co-authored with G.L. Hosterman and D.S. Ramsey)
- (1981). Selecting music tests for use in schools. PMEA Bulletin of Research in Music Education, 1981, 12 (1), 26-34. Also published in UPDATE, The Applications of Research in Music Education, 1982, 1 (1), 14-21.
- (1981). An inventory of junior high school students' preferences for general music activities, 1970 and 1980. PMEA Bulletin of Research in Music Education, 12 (1), 35-39. (Co-authored with W.G. Noyes)
- (1982). Electrocortical responses to music: An exploratory study concerning affect and familiarity. In Proceedings of the Research Symposium on the Psychology and Acoustics of Music, 1981. Lawrence: The University of Kansas. (Co-authored with H.W. Cole, R. Cutietta, & W.J. Ray)
- (1982). The effect of keyboard learning experiences on middle school general music students' music achievement and attitudes. Journal of Research in Music Education, 30 (3), 163-172. (Co-authored with J.A. Wig, Jr.)

(1983). College students' ratings of the influence of selected variables on music preference. PMEA Bulletin of Research in Music Education, 14, 12-21. (Co-authored with D.S. Ramsey)

18. Other Publications:

- (1969). Rhythm sight reading: The key to music sight reading. The Instrumentalist, 24 (2), 42-43.
- (1970). Designing and manufacturing wind instruments: Science or art? Music Journal, 28 (1), 55-56.
- (1970). Behavioral objectives workshop: Report and Evaluation. PMEA News, 34 (4), 18-21. (Co-authored with F.M. Andrews)
- (1971). Evaluating musical behaviors: An annotated bibliography. PMEA Bulletin of Research in Music Education, 2 (2), 21-26.
- (1970). 1970 PMEA conference evaluation: Summary report. PMEA News, 1971, 36 (4), 15-17. (Co-authored with R.E. Radocy)
- (1971). CMP's summer workshops: Comprehensive musicianship for teachers. Music Educators Journal, 57 (7), 65-67.
- (1973). The IMPACT experience: An evaluation. Music Educators Journal, 59 (5), 42-67. (co-authored with R.L. Lathrop)
- (1975). Encounters in the arts: Report and evaluation of PMEA/PSU summer workshop in music education. PMEA News, 39 (2), 17-19. (Co-authored with K.P. Thompson)
- (1975). An inventory of specialized competencies for music educators. PMEA News, 40 (1), 23-24. (Co-authored with W.E. George)
- (1977). Behavioral objectives: Is what people are saying about them really true? Music Educators Journal, 63 (6), 60-63.
- (1981). Keyboard learning experiences: The core of general music. (NJMEA) Tempo, 35 (4), 14-17. (Co-authored with J.A. Wig, Jr.)
- (1981). Teaching rhythm reading skills to young instrumentalists: What does research say? Florida Music Director, 35 (4), 12-13.
- (1985). The status of music in Florida schools, Part I: Elementary music teachers survey. Florida Music Director, 39 (2), 10-11. (Co-authored with H.A. Doolin, M. Palmer, & R.L. Robinson)
- (1985). The status of music in Florida schools, Part II: Secondary music teachers survey. Florida Music Director, 39 (3), 24-25. (Co-authored with H.A. Doolin, M. Palmer, & R.L. Robinson)
- (1985). The status of music in Florida schools, Part III: Music supervisors/county contact survey. Florida Music Director, 39 (4), 12-13. (Co-authored with H.A. Doolin, M. Palmer, & R.L. Robinson)
- (1986). Leadership planning conference: Preliminary report. Florida Music Director, 40 (1), 8-9.

19. Other works accepted for publication:

An exploratory investigation of meter perception. Bulletin of the Council for Research in Music Education.

20. Editorial responsibilities:

Editor, PMEA Bulletin of Research in Music Education, 1970-74.

Member, Editorial Committee, Journal of Research in Music Education, 1976-82.

Member, Council Advisory Committee, Bulletin of the Council for Research in Music Education, 1979- .

Member, Advisory Board, UPDATE, The Applications of Research in Music Education, 1982- .

Associate Editor, Psychology of Music, 1986- .

21. PROFESSIONAL AND HONORARY ORGANIZATIONS

Music Educators National Conference

Florida Music Educators Association

Society for Research in Music Education

Council for Research in Music Education

Society for Research in Psychology of Music and Music Education

International Society for Music Education

College Music Society

American Educational Research Association

Phi Delta Kappa

Omicron Delta Kappa

22. HONORS AND AWARDS:

1983, School of Music Meritorious Faculty Award

1984, Recognized as one of "The 15 Most Productive Music Research Scholars." (Journal of Research in Music Education, 32 (3), 149-157)

1986, "Certificate of Appreciation" from Dade County Music Educators Association

24. TEACHING SPECIALIZATION:

Member of Graduate Faculty
Music Education
Music Psychology

25. RESEARCH PERFORMED:

(No funded research has been conducted since joining the University of Miami Faculty. However, the following studies have been conducted, resulting in either publications or conference presentations.)

- 1983, "A Study of Elementary School Children's Perception of Tonality"
(Co-investigator: Bruce Penticoff)
- 1985, "An Exploratory Study of Children's Discrimination of Tonal, Atonal, and Microtonal Melodic Patterns"
(Co-investigators: Joyce Jordan and David Hammer)
- 1985, "Status of Music in Florida Schools"
(Co-investigators: Howard Doolin, Russell Robinson, Mary Palmer)
- 1985, "An Exploratory Study of Meter Perception"
- 1986, "The Effect of Waveform on Pitch Discrimination"
(Co-investigator: William R. Higgins)

26. THESIS AND DISSERTATION ADVISING:

I have served on committees for approximately 10 other doctoral students (in performance, composition, and theory) I am listing only those Ph.D. students in music education whose committees I have chaired.

- 1983 John S. Brick The Effects of a Self Instructional Program Utilizing the Pitch Master on Pitch Discrimination and Pitch Accuracy in Performance of Junior High School Trombonists
- 1984 Russell L. Robinson The Development and Evaluation of a Microcomputer-Assisted Music Instruction Program for the Improvement of Tonal Memory
- 1984 John S. Kusinski The Effect of Mouthpiece Cup Depth and Backbore Shape on Listeners' Categorizations of Tone Quality in Recorder Trumpet Excerpts
- 1984 Richard E. Stewart A Comparison of Music Preferences of Students in Three Educational Systems: Seventh Day Adventist, Public, and Private Independent Schools

- 1984 Pamela A. Sterling A Developmental Study of the Effects of Accompanying Harmonic Context on Children's Vocal Pitch Accuracy of Familiar Melodies
- 1985 Frederico A. deBritto Manso An Examination of Music Education Philosophy and Practices in Grades One Through Four of the Municipal Primary Schools in Rio de Janeiro
- 1986 Jacqualine S. Glass The Effects of A Microcomputer-Assisted Tuning Program on Junior High School Students' Pitch Discrimination and Pitch-Matching Abilities
- 1986 Rachel L. Lebon The Effects of a Pedagogical Approach Incorporating Videotaped Demonstrations on the Development of Female Vocalists' "Belted" Vocal Technique

27. UNIVERSITY COMMITTEE AND ADMINISTRATIVE RESPONSIBILITIES:

University

- 1983-84 Faculty Senate Council
 1983-85 Faculty Senate
 1984-87 Graduate Council
 1985-86 Search Committee, Dean SEAP

School of Music

- 1982-83 Search Committee, Dean
 1982-84 School of Music Council
 1983-84 Search Committee, MED Position (Chairman)
 1983-84 Search Committee, MTY Position (Chairman)
 1983-84 Ad hoc Promotion and Tenure Review Policy (Chairman)
 1985-86 NASM Steering Committee, Self-Study (Chairman)
 1982- Chairman, Department of Music Education and Music Therapy

28. COMMUNITY ACTIVITIES

- 1985 - Member, Advisory Board, Coalition for Music In Florida Schools

29. OTHER PROFESSIONAL INFORMATION OR ACTIVITIES:

- 1981-83 Research Chairman, Florida Music Educators Assc.
1983-85 Chairman, MENC So. Division, Special Research
Interest Group: Instructional Strategies
1983- Member, MENC Steering Committee, Data and
Information Services
1984-86 Chairman, Validation Committee, Music Education
Competency Test for Master Teachers in Florida

Presentations:

"A Study of the Comparative Validity of Three Published, Standardized Measures of Music Preference." Ninth International Seminar on Research in Music Education, ISME. (London, England, July 1982)

"A Study of Elementary School Children's Perception of Tonality." MENC So. Division Conference. (Louisville, February 1983) (Bruce Penticoff-co-presenter)

Panelist: "The Extra-musical Outcomes of Music Instruction: What Research Tells Us. MENC So. Division Conference. (Mobile, March 1985)

"An Exploratory Study of Children's Discrimination of Tonal, Atonal, and Microtonal Melodic Patterns. MENC National Conference. (Anaheim, CA, April 1986) (Co-presented with Joyce Jordan and David Hammer)

"An Exploratory Study of Meter Perception." Eleventh International Seminar on Research in Music Education, ISME. (Frankfurt, West Germany, July 1986)

"Philosophical and Psychological Aesthetics: Complementary or Antithetical?" ISME Worldcongress. (Innsbruck, Austria, July 1986)

CURRICULUM VITAE

Fall, 1987

PERSONAL

Name: Nicholas John DeCarbo Home Phone: 238-8798
Home Address: 14605 SW 142 Ct. Office Phone: 284-6252
Miami, Florida 33187

Employment Status: Full-time

Current Academic Rank: Associate Professor of Music Education

Citizenship: United States

EDUCATION

Doctor of Philosophy Music Education	Kent State University School of Music Kent, Ohio	1981
Master of Music Music Education	Youngstown State University Dana School of Music Youngstown, Ohio	1972
Bachelor of Music Music Education	Youngstown State University Dana School of Music Youngstown, Ohio	1968

DISSERTATION

The Effects of Conducting Experience and Programmed
Materials on Error Detection Scores of College Conducting
Students

EXPERIENCE

Higher Education:

University of Miami 1982 to present
Assistant Professor of Music Education

Courses Taught:

MED 174 Brass Choir
MIP 181 Instrumental Conducting
MED 241 Brass Techniques
MED 433 Senior Seminar in Music Education
MCY 520 Wind Band Literature
MED 543 Teaching Elem & Sec Instrumental Music
MED 633 Superv & Admin of Music Programs
MED 645 Seminar in Instrumental Music Education
MED 650 Foundations of Curricula in Music Education

Other Duties and Responsibilities:

Student Teacher Supervision
Coordinator of West Lab Instrumental Music Program
Coordinator of Music Education Forum
Co-Editor of Score (School of Music publication)

Louisiana State University Second Semester 1982
Visiting Assistant Professor of Music Education

Courses Taught:

Methods and Materials in the Secondary Schools
Supervision and Administration in Music Education
Seminar in Music Education - Philosophy/Research

Other Duties and Responsibilities:

Supervision of Theses and Dissertations

Kent State University 1980-1981
Research Assistant in Music Education

Teaching Assistant for the Following Courses:

Teaching Instrumental Music
Advanced Instrumental Conducting
Secondary School Choral Music

Other Duties and Responsibilities:

Coordinator of Field/Clinical Experiences
Student Teacher Supervision

Kent State University 1977-1980
Graduate Assistant in Band and Music Education

Teaching Assistant for the Following Courses:

Marching Band, Associate Conductor
Wind Ensemble, Assistant Conductor
Symphony Band, Associate Conductor
Teaching Instrumental Music

Advanced Instrumental Conducting
Other Duties and Responsibilities:
Student Teacher Supervision

Public School:

West Middlesex High School Band Director and Director of Instrumental Music West Middlesex, Pennsylvania	1968-1976
West Middlesex Junior High School Band Director	1968-1976
West Middlesex Elementary School Band Director	1968-1970

Other:

Youngstown Symphony Youth Orchestra Music Director and Conductor Youngstown, Ohio	1967-1977
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CONDUCTOR

South Florida Honor Bands Festival
music director and conductor, February 13-14, 1987

University of Miami Symphonic Wind Orchestra
guest conductor, February 14, 1987

University of Miami Symphonic Wind Orchestra
guest conductor, February 25, 1986

South Florida Honor Bands Festival
music director and conductor, February 14-15, 1986

University of Miami Symphonic Wind Orchestra
guest conductor, February 15, 1986

Sharon Community Symphonic Band
guest conductor, Sharon, Pennsylvania, July 20, 1985

Dade County Superintendent's 14th Annual Honors Music Festival
guest conductor, May 14-15, 1985

Broward County Honors Band Festival
guest conductor, February 21-22, 1986

South Florida Honor Bands Festival
music director and conductor, February 8-9, 1985

University of Miami Symphonic Wind Ensemble
guest conductor, February 8, 1984

Monroe County Honor Band Festival
guest conductor, January 27-28, 1986

Sharon Community Symphonic Band
Sharon, Pennsylvania, July 22 & 24, 1984

University of Miami Symphonic Wind Ensemble
guest conductor, February 15, 1983

University of Miami Brass Choir
conductor, November 24, 1982

University of Miami Brass Choir
conductor, October 16, 1982 (two performances)

PUBLICATIONS

Juried or Refereed Journal Articles:

(1986, Fall). The effects of teaching level and teaching experience on common performance errors of instrumental music teachers. Journal of Band Research, 22, 1-9.

(1984, Fall). The effects of years of teaching experience and major performance instrument on error detection scores of instrumental music teachers. Contributions to Music Education, 11, 28-32.

(1982). The effects of conducting experience and programmed materials on error detection scores of college conducting students. Journal of Research in Music Education, 30, 187-200.

Other Publications:

(1987, March). Research from FMEA in-service conference. Florida Music Director, 40, 25.

(1986, November). Current research for the instrumental music teacher. Florida Music Director, 40, 6.

(1986, October). A research agenda for FMEA, 1986-1987. Florida Music Director, 40, 48.

(1985, October). Alfred Reed--composer of our time. The Instrumentalist, 40, 20-23.

(1985, March). Instrumental music teachers: research can make a difference. Florida Music Director, 38, 10-11.

Other Works Accepted for Publication:

(in press). Robert Jager: an interview with a composer. The Instrumentalist.

PROFESSIONAL AND HONORARY ORGANIZATIONS

Florida Bandmasters Association	1982 to present
Florida College Music Educators Association	1982 to present
Florida Music Educators Association	1982 to present
Kappa Kappa Psi	1980 to present
Music Educators National Conference	1968 to present
Phi Mu Alpha Sinfonia	1964 to present
Pi Kappa Lambda	1980 to present

HONORS AND AWARDS

Research Chairperson
Florida Music Educators Association, 1986 - present

Research Assistant in Music Education
Kent State University, 1980-1981

Graduate Student Award for Excellence in Teaching
Kent State University, 1979-1980

Graduate Assistantship in Band and Music Education
Kent State University, 1977-1980

TEACHING SPECIALIZATION

Instrumental Music

Conducting

Wind Band Literature

Member of Graduate Faculty

THESIS AND DISSERTATION ADVISING

Chairman of Thesis Committee:

Fiese, Richard (1986, Spring). The performed repertoire of college and university wind bands, 1980-1985.

Dissertation Committee Member:

Glass, Sherri (1986, Spring). The effects of a microcomputer-assisted tuning program on junior high students' pitch discrimination and pitch-matching abilities.

Kusinski, John (1984, Spring). Trumpet timbres as affected by mouthpiece modification.

Stewart, Richard (1984, Spring). Students' music preferences in three educational systems: Seventh-Day Adventist, public, and private schools.

Brick, John (1983, Spring). Pitch discrimination and pitch accuracy of junior high trombonists.

Gackle, Lynne (in progress). The use of sequenced vocal techniques for breath management, tonal placement, and vowel unification to decrease the inherent breathiness of tone in the adolescent female voice.

Mills, David (in progress). Students' perception of the meaning of the high school band program.

Weymuth, Richard (in progress). The development and evaluation of a choral music achievement test for senior high school.

DMA Conducting Committee Member:

Kennedy, Tom (1986, Spring). Instrumental Conducting.

Boos, Ken (1986, Fall). Choral Conducting.

Jones, Robert (1987, Spring). Choral Conducting.

UNIVERSITY COMMITTEE AND ADMINISTRATIVE RESPONSIBILITIES

University Committees:

University Research Council
Committee for the Arts and Humanities, 1986 - 1987

University Committee on Accreditation
Executive Group Steering Committee, 1985 - present
Sub-Committee Chairperson

Faculty Senate Representative, 1985 - present

Faculty Senate Council Representative, 1985 - present

Consultative Committee for Provost Search, 1985

Field Experience Committee - School of Education
1982-1984

School of Music Committees:

Tuba Search Committee, 1986

Ad Hoc Committee on Student Evaluation of Faculty,
Chairperson, 1985

Ad Hoc Committee on Class Attendance and Academic Standards, 1984 - present

Summer Sessions Planning Committee, 1984

Music Therapy Search Committee, 1984

Administrative Responsibilities:

Co-Editor of Score
School of Music publication

Coordinator of Instrumental Music Program West Laboratory Elementary School, 1982 - present

MENC Student Chapter 128 Advisor, 1982 - present

Coordinator of Music Education Forum, 1982 - present

COMMUNITY ACTIVITIES

Coalition for Music in Public Schools in Florida
Southeastern Division Chairperson, 1984 - present

Country Walk Citizen Crime Watch Committee, member, 1985 - present

Dade County Citizens Music Advisory Committee Member, 1983-84

OTHER PROFESSIONAL ACTIVITIES

Adjudicating:

Florida Bandmasters Association State Band Evaluation Festival
May 7-16, 1987

Florida Orchestra Association District Evaluation Festival
March 26 & 27, 1987

Florida Bandmasters Association District Solo & Ensemble Festival
March 5 & 6, 1987

Florida Bandmasters Association District 14 Marching Band
Evaluation Festival, November 22, 1986

Florida Bandmasters Association State Band Evaluation Festival
April 30-May 10, 1986

Florida Bandmasters Association District 14 Solo & Ensemble
Evaluation Festival, March 7-8, 1986

Florida Bandmasters Association District 14 Marching Band
Evaluation Festival, November 23, 1985

Florida Bandmasters Association District 14 Marching Band
Evaluation Festival, November 17, 1984

Florida Orchestra Association District 14 Orchestra Evaluation
Festival, April 15 & 16, 1985

Consulting:

State of Florida Department of Education, Introduction to
Secondary Music Performance Course Curriculum Writing Team,
Tallahassee, Florida, May 20-23, 1986

Dade County Public Schools
Supervisor of Music, Junior High School Instrumental Music
Program Review, Spring 1986

Dade County Public School
North Center for the Arts Program Review, May 15, 1986

Clinics:

Band Director's Workshop, University of Miami
June 30-July 3, 1986

Shenandoah Junior High School Band, April 16, 1986

American Senior High School Band, March 14 & 20, 1986

W.R. Thomas Junior High School Band, March 18, 1986

North Miami Senior High School Band, March 5 & 12, 1986

Coral Gables Senior High School Band, March 4, 11,
& February 18, 1986

Dade Christian Senior High School Band, March 19, 1985

Horace O'Bryant Junior High Band, Key West, Florida
March 16, 1985

Key West High School Band, Key West, Florida, March 16, 1985
Miami Coral Park High School Band, March 7, 1985

Miami Sunset High School Band, March 7, 1985

Plantation High School Band, October 9 & 25, November 8, 15, &
29, December 13, 1984, January 25 & March 11, 1985

Horace O'Bryant Junior High School Band, May 4, 1984

Southwest Miami Senior High School Band, April 27, 1984

Plantation Senior High School Band, April 25, 1984

Dade Christian High School Band, March 27, 1984

W. R. Thomas Junior High School Orchestra, March 27, 1984

Palmetto Senior High School Band, March 19, 1984
Miami Christian High School Band, March 16, 1984
Carver Junior High School Band, March 15, 1984
Homestead Senior High School Band, March 3, 1984
Southwest Miami Senior High School Band, March 2, 1984
Miami Springs Junior High School Band, February 23, 1984
Plantation High School Band Festival - April 16, 1983

CONFERENCES ATTENDED (1985-87)

Music Educators National Conference Southern Division
Orlando, Florida, April 30-May 2, 1987

Florida Music Educators Association In-Service Conference
Tampa, Florida, January 7-10, 1987

Florida College Music Educators Association Fall Workshop
Orlando, Florida, October 9-10, 1986

Florida Music Educators Association Executive Board Meeting
Tampa, Florida, September 20-21, 1986

Florida Music Educators Association Leadership and Planning
Conference, "Organizing for Advocacy", Miami Beach, Florida,
June 18-20, 1986

Music Educators National Conference 50th In-Service Conference,
Anaheim, California, April 9-12, 1986

College Band Directors National Association Southern Division
Conference, Atlanta, Georgia, January 30, 1986

Dade County Conference on Music for Children and Youth
Miami, Florida, November 16, 1985

Florida College Music Educators Association Fall In-Service
Conference, Orlando, Florida, October 10-11, 1985

Government and Community Relations Committee Planning
Conference, Melbourne, Florida, August 30-31, 1985

VITA

Joyce Ann Jordan-DeCarbo
14605 S.W. 142 Court
Miami, Florida 33186
(305) 238-8798

DATE OF BIRTH: August 21, 1942

PLACE OF BIRTH: Louisville, Kentucky

MAJOR INSTRUMENT: Piano

EDUCATION:

Doctor of Philosophy Music Education	Kent State University School of Music Kent, Ohio	1981
Master of Music Music Education	University of Cincinnati Cincinnati Conservatory Cincinnati, Ohio	1970
Bachelor of Arts Performance	Brescia College Owensboro, Kentucky	1965

DISSERTATION:

The Effect of Same/Different Discrimination Techniques,
Readiness Training, Pattern Treatment, and Sex on Aural
Discrimination Ability and Singing Ability of Tonal
Patterns with Kindergarten Children

PROFESSIONAL EXPERIENCE:

Higher Education

University of Miami 1982-1986
Assistant Professor of Music Education

Courses taught:

MED 245 - Social Instruments
MED 341 - Choral Music for School Teachers
MLT 323 - Music Cultures of the World
MED 433 - Senior Seminar in Music Education
MED 542 - Teaching General Music, K-6
MED 544 - Teaching General Music, 7-12
MED 549 - Teaching Secondary Choral Music
MLT 554 - Music Cultures of the World
MED 555 - Elementary Workshop
MED 556 - Secondary General Music Workshop
MED 593 - Seminar in General Music
MED 593 - Seminar in Early Childhood Music
Student Teacher Supervision

Kent State University 1980-1981
Research Assistant

Coordinator of student field/clinical experiences
for the Music Education Department

Student Teacher Supervision

Teaching Assistant for the following courses:
Elementary School Music
Secondary School General Music
Secondary School Choral Music

Kent State University
Graduate Assistant in Music Education 1977-1980

Courses Taught:

General Music for Classroom Teachers
Teaching Music in the Elementary Classroom
Music Fundamentals

Kent State University Laboratory School 1978-1980
Elementary Music Specialist, K-4

Public School:

Blue Ash Elementary School 1969-1977
Cincinnati, Ohio
Elementary Music Specialist, K-6

Rothenberg Elementary School 1968-1969
Cincinnati, Ohio
Elementary Music Specialist, 4-6

St. Thomas More School 1965-1966
Paducah, Kentucky

Related Elementary Techniques Training:

Dalcroze Eurhythmics 1978-1979
Kent State University

Carl Orff Music for Children II, III Summer
University of Toronto 1975
Toronto, Canada 1973

Orff-Schulwerk Institute I 1971
Salzburg, Austria

Related Professional Experience:

Conductor, Miami Choral Society Cadet Choir 1982-1984

PUBLICATIONS:

(1982, Winter). The effect of same/different discrimination techniques, readiness training, pattern treatment, and sex on aural discrimination ability and singing ability of tonal patterns with kindergartners. Journal of Research in Music Education, 1982, 30, 237-246.

(submitted for publication). The effect of pretraining condition and age on pitch discrimination ability of preschool children.

(1986, February). A sound-to-symbol approach to learning music. Music Educators Journal, 72, 38-41.

(1985, December). Music education day at the capitol. Florida Music Director, 30, 8.

(1986, August). MEDAC: a final report. Florida Music Director, 39, 17-19.

POSTER PRESENTATIONS:

- (1986, April). An exploratory study of children's discrimination of tonal, atonal and microtonal melodic patterns. (Music Educators National Conference, Anaheim, California)
- (1985, March). The effect of pretraining condition and age on pitch discrimination ability of preschool children. (Music Educators National Conference, Southern Division, Mobile, Alabama)
- (1981, April). The effect of same/different discrimination techniques, readiness training, pattern treatment, and sex on aural discrimination ability and singing ability of tonal patterns with kindergartners. (Music Educators National Conference, Minneapolis, Minnesota)

CLINICS

Guest speaker--Early Childhood Music
Summer Session course offered by Education Department
West Laboratory School, July 28, 1986

Basic Music Techniques for the Elementary Classroom
Dade-Monroe Teacher Education Center,
University of Miami, July 22-24, 1986

Guest clinician for several children's choirs
St. Theresa's Catholic Church, May 9, 1986

Florida Council of Parent Cooperative Preschools,
Musical Experiences for the Preschool Child
Miami-Dade Community College, May 3, 1986

Music Enrichment Classes--Suzuki Institute,
University of Miami, June 29-July 3, 1986

Secondary General Music Workshop,
University of Miami, June 23-27, 1986

Innovative Techniques for Designing Teacher-Made
Curriculum Materials: Japanese Culture and Music
University of Miami, August, 1985

Improving Learning Through Music in the Content Areas
Teacher's Education Center Workshop, Dade Schools
University of Miami, July, 1985

Music Enrichment Classes--Suzuki Institute
University of Miami, July 15-19, 1985

Music in Early Childhood Workshop
University of Miami
June 24-27, 1985

Music Activities in the Content Areas
Teacher's Education Center Workshop, Dade Schools
University of Miami, August, 1984

Cultural Expression Through Folk Dance
Teacher's Education Center Workshop, Dade Schools
Coral Gables Senior H. S., June, 1984

Music in Early Childhood Workshop
University of Miami
June 18-22, 1984

Musical Enrichment Activities for Classroom Teachers
Teacher's Education Center Workshop, Dade Schools
University of Miami, May, 1984

Early Musical Experiences with the Preschool Child
Miami-Dade Community College, April, 1984

Folk Dancing: Body-Mind Connection
Spring Conference/UM Education Department
University of Miami, March, 1984

Classroom Instruments--Function and Delight
University of Miami, MED Days, January, 1984

Orff classes for Suzuki Workshop
University of Miami, July, 1983

Structuring Music Experiences for Preschool
Miami-Dade Community College, April, 1983

Movement and Folk-Dancing
University of Miami, January, 1983

Folk-Dancing for Young Children
Cincinnati Orff Association, 1976

Movement Techniques for Primary and Intermediate Levels
Cincinnati Orff Association, 1975

Utilizing Music in the Elementary Classroom
Sycamore School District, 1974

MEMBERSHIP ON DISSERTATION/THESIS COMMITTEES:

Chairman of Thesis Committee:

Fina, Felicia (in progress). The effect of aural discrimination games and singing games on the vocal performance level and aural discrimination ability of four- and five-year-old children.

Co-Chairman of Dissertation Committee:

Gackle, Lynne (in progress). Vocal techniques for breath management, tone placement, and vowel unification to decrease the inherent breathiness of tone in the junior high school female voice.

Dissertation Committee Member:

LeBon, Rachel (Spring, 1986). The effects of a pedagogical approach incorporating videotaped demonstrations on the development of female vocalists' belted vocal technique.

Sherrie Glass (Spring, 1986). The effects of a microcomputer-assisted tuning program on junior high students' pitch discrimination and pitch-matching abilities.

Manso, Frederico (Spring, 1985). An examination of music education philosophy and practices in the primary grades of the municipal schools of rio de janeiro.

Robinson, Russell (Spring, 1984). The development and evaluation of a microcomputer-assisted music instruction program for the improvement of tonal memory.

Sterling, Pamela (Spring, 1984). A developmental study of the effects of accompanying harmonic context on children's vocal pitch accuracy of a familiar melody.

Thesis Committee Member:

Chasin, Beth (Spring, 1983). The effects of shapes and pitches as mediators on the identification of seven basic colors.

UNIVERSITY COMMITTEE AND ADMINISTRATIVE RESPONSIBILITIES:

University Committees:

University Admissions Committee, 1985 - present
Women's Advisory Committee on Academic Affairs,
1985 - present

Field/Clinical Experiences Committee/Education Department
1984 - present

School of Music Committees/Responsibilities:

School of Music Faculty Council, 1985 - present
Co-Editor of Score, School of Music Newsletter
Comprehensive Examination Committee, 1986
David Hammer
David McCalla

HONORS AND AWARDS:

FMEA Government and Community Relations
Chairperson, Music Education and the Capitol 1985-1987

Florida College Music Educators Association
President-Elect, 1986-1988

Distinguished Service Award, presented by the
Florida Council of Parent Cooperative Pre-schools
May, 1986

Initiated as a Friend of the Arts (Life-time membership)
by the Miami Chapter of Sigma Alpha Iota, 1986

Appointment to the Graduate Faculty, University of Miami
1985 - present

Research Assistant in Music Education
Kent State University, 1980-1981

Graduate Assistant in Music Education
Kent State University, 1977-1980

Carl Orff Teacher's Certificate
Royal Conservatory of Music, Toronto, Canada, 1975

OTHER PROFESSIONAL ACTIVITIES:

Dade County Public Schools
Director of the Talented Programs, Consultant for
writing the Elementary/Junior High School Music Curriculum
Summer, 1986

Dade County Public Schools
Music Consultant for the Arts Program Review,
Norland Junior High School, May, 1986

V I T A

FREDERICK CURTIS TIMS (TED)
9151 S.W. 95th Avenue
Miami, Florida 33176
Telephone:
Work 305/284-3943
Home 305/596-2294

Birthdate: June 15, 1939
Birthplace: Shenandoah, Iowa
Spouse: Sue Mitchell Tims
Children: Frederick Curtis Tims, III (April 27, 1968)
Emily Susan Tims (July 7, 1975)

EXPERIENCE:

- 1984: Professor of Music; Director of Music Therapy, University of Miami, Coral Gables, Florida
- 1974-1984: Associate Professor of Music; Coordinator, Music Therapy Programs, Colorado State University, Fort Collins.
- 1983: Technical Consultant on Cost-Effectiveness and Efficacy of the Creative Arts Therapies. U.S. Veterans Administration Medical Centers, Recreational Services. Washington, D.C.; Tuscon, Arizona.
- July-August 1981: Acting Executive Director, National Association for Music Therapy, Lawrence, Kansas.
- Spring Semester 1981: Sabbatical Leave from Colorado State University. Music Therapy staff member and researcher, Gemeinnutziges Gemeinschafts-krankenhaus, Herdecke, West Germany (January-July).
- Visiting Lecturer in Music Therapy, Staatliche Hochschule fur Musik Rheinland, Aachen, West Germany.

Visiting Lecturer in Music Therapy, Ostlandets Musikonservatorium, Oslo, Norway.

Summer 1980: Consultant, U.S. Veterans Administration Medical Centers, Recreational Services, Washington, D.C.

Summer 1979: Guest Instructor, "Nordic Research Course on Research Problems in Music Therapy". Aalborg University Centre, Denmark.

Summer 1979: Guest Instructor, "The Education of All Handicapped Children". Eastern Montana College, Billings.

1972-1974: Teaching Associate in Music Education and Music Therapy. Coordinator, UAF Music Therapy Clinic. University of Kansas, Lawrence.

1971: Music Therapist (set up new music therapy program), Neuropsychiatric Institute, University of Michigan Hospitals, Ann Arbor.

1965-1969: Assistant Professor in Music (piano, organ, performed with faculty trio-in-residence), Eastern New Mexico University, Portales.

1963-1965: Assistant Professor of Music (piano, chamber music), Blue Mountain College, Blue Mountain, Mississippi.

1961-1963: Graduate Assistant in Music (piano), University of Iowa, Iowa City.

EDUCATION:

1977: Ph.D. degree in music education with an emphasis in music therapy, University of Kansas, Lawrence.

Comprehensive and Final Examinations completed "With Honors"

Dissertation: "Contrasting Music Conditions, Visual Attending Behavior, and State in Eight-Week-Old Infants" (Dissertation Abstracts International, Volume XXXIX, Number 7, 1979).

1971: B.M. degree in music therapy, Michigan State University, East Lansing

1971: Internship (Clinical Training), Ypsilanti State Hospital, Ypsilanti, Michigan

- Summers 1967, 1968: University of Washington, Seattle
- 1963: M.A. degree in music literature and performance,
University of Iowa, Iowa City
- 1961: B.M. degree in piano, Hendrix College, Conway,
Arkansas

PROFESSIONAL ORGANIZATIONS AND SERVICE

Certification Board for Music Therapists, Inc.
 Board of Directors (1987-1990)
 Public Information Officer (1987-)

National Association for Music Therapy
 Assembly of Delegates. Elected Representative
 from Southeastern Region (1986-1988)
 President (1982-1984)
 President-Elect (1980-1982)
 Vice President (1978-1980)
 Executive Board (1978-1986)
 Clinical Training Committee (1974-1978)
 Chairperson (1976-1978)

Midwestern Region, National Association for Music Therapy
 President (1977-1979)
 President-Elect (1975-1977)
 First Vice President (1973-1975)

Association of Professional Music Therapists in Great Britain
 Advisory Council (1983-1989)
 (The first person outside of Great Britain to serve
 in this capacity.)

University Of Miami
 University Research Council (1984-1987)
 Graduate Council Committee on Graduate Faculty
 (1986-1990)

Faculty Senate Committe on Women and Minority
 Rights (1985-1987)

Rocky Mountain Conference, The United Methodist Church
 Task Force on the Church and the Handicapped (1983-
 1984)

Fort Collins Preschool Association
 Advisory Board (1982-1984)

National Coalition of Arts Therapy Associations
 Music Therapy Representative (1982-1985)

Curriculum Development Task Force. "A National In-Service Training Model for Educational Personnel Providing Training to Severely/Profoundly Handicapped Children and Youth", Bureau of Education for the Handicapped, U.S. Office of Education, 1980

Colorado State University: elected to Executive Committee, Department of Music, Theatre and Dance (1983-1984; 1979-1981; 1976-1978)

Eastern New Mexico University: elected to Faculty Senate (1968-1970)

American Association of University Professors

Music Educators National Conference

Society for Research in Child Development

Society for Research in Psychology of Music

PUBLICATIONS AND RESEARCH:

- Tims, F.C. (1985). The healing power of music. In M.J. Spencer (Ed.), The healing role of the arts: An international perspective. New York: The Rockefeller Foundation.
- Larkin, M. (1985, July). [Interview with Frederick Tims]. Musical healing. Health Magazine, 17 (7), p.12.
- Tims, F. Undergraduate and graduate education in the United States (invited position paper). 2. Internationales Symposium Studium der Musiktherapie. Heidelberg, West Germany.
- Tims, F. (1983) Creative improvisation as a passageway to well-being. In Proceedings of the 10th. Annual Conference. Canadian Association for Music Therapy, Toronto.
- Tims, F. (1982). Tentative formulations on the power of music. International Symposium on Music Therapy (invited position paper). New York University.
- Tims, F., Bruscia, K., & Seiler, R. (1983). Musiktherapie Ausbildung in den Verienigten Staaten. Musiktherapeutische Umschau, 3 (Oktober), 196-203.
- Tims, F. (March 1982-March 1984) "Presidential Perspectives". Bi-monthly column in Member Newsletter/NAMT Notes, National Association for Music Therapy.
- Tims, F.C. (1981). Contrasting music conditions, visual attending behavior, and state in eight-week-old infants. (University of Kansas, Ph.D., 1978) Reviewed by Alf Gabrielsson (Psykologiska Institute, Uppsala, Sweden) in Council for Research in Music Education, (Spring-Summer), Bulletin No. 66-67, 164-168.
- Tims, F. (1980). BOOK REVIEW (Radocy, R., & Boyle, J.D. Psychological foundations of musical behavior. Springfield, IL: Charles C. Thomas, 1979) Journal of Music Therapy, 17, 90-94.
- Tims, F. (1979, 1981). "Characteristics of the Severely/Profoundly Handicapped" and "In-Service Training for Parents". In A Manual to Conduct Inservice Training Workshops in Music Therapy. Published by the Office of Special Education, U.S. Department of Education (Grant Number G007901336), 1st. Edition 1979; Revised Edition 1981.
- Tims, F. (1979). "Music Therapy Education in America" and "A Screening Program for Music Therapy Students" (invited position papers). 1st. International Symposium on Music Therapy Training, Herdecke, West Germany.

- Tims, F. (1979). "Contrasting Music Conditions, Visual Attending Behavior, and Musical Preferences in Eight-Week-Old Infants". In Proceedings of the Research Symposium on the Psychology and Acoustics of Music.
- Tims, F. & Thomas, L. (1977). "A Comparison of Personality Variables of Music Therapy Students with Students in Other Helping Professions".
- Mathis, H., Shelton, J. & Tims, F. (1977) "The Use of Systematic Desensitization in the Remediation of Performance Anxiety for Music Majors".
- Tims, F. (1976). "The Use of Music Skill Building in the Rehabilitation of Adult Criminal Offenders in a Community Corrections Project"--funded by the State Supported Faculty Research Grant Program, Colorado State University.
- Tims, F. (1975). "The Improvement of Communications in Children with Autistic Symptoms via Music Therapy"--funded by the Biomedical Sciences Support Grant Program, Colorado State University.
- Tims, F. (1974). "The Effects of Contrasting Music Conditions on Looking Behavior and State in Eight-Week-Old Infants"--funded by the National Institute of Education (Kansas Infant Research Laboratory).
- Jones, F.C & Tims, F. (1974). "The Effects of Background Music on Reading and Arithmetic Performance in a Primary ED Class".
- Tims, F. (1973). "The Differential Effects of Contrasting Music Conditions on Visual Responsiveness and State in Infants Eight to Twelve Weeks of Age"--funded by the U.S. Office of Education (Kansas Infant Research Laboratory).
- Tims, F. (1973). "Free Associations on the Contingencies of Professionalism" Journal of Music Therapy, Volume X, Number 2 (Summer).
- Tims, F. (1970). "The Influences of Group Pressures on Preferential Responses to Music".
- Tims, F. (1970). "The Influence of Rhythmic twentieth-Century Music on Heart Rate".

PUBLIC PRESENTATIONS AT STATE, REGIONAL, NATIONAL, AND INTERNATIONAL MEETINGS:

- Charleston, South Carolina, February 26-27, 1987. Tims, F. & Jensen, K. "Exploration of the Self Through Music: Intertherap for Student Music Therapists." Two day workshop presented at the meeting of the Southeastern Region, National Association for Music Therapy.
- Chicago, Illinois, November 24, 1986. Tims, F. & Sedei, C. "Music Therapy in Healthcare: Why the Medical Community is Dubious." 37th Annual Conference, National Association for Music Therapy.
- Nashville, Tennessee, April 24-25, 1986. "Self Exploration Through Music." Two day workshop presented at the meeting of the Southeastern Region of the National Association for Music Therapy.
- New York, November 23-26, 1985. Tims, F. & Spencer, M.J. "Artists and Creative Arts Therapists: Their Complimentary Roles." Paper presented at the NCATA Joint Conference on the Creative Arts Therapies.
- Heidelberg, Bundesrepublik Deutschland, May 24-27, 1985. Tims, F. & Graham, R. "Berufspolitik in den Vereinigten Staaten von Amerika." Paper presented at the 4. Internationaler Kongress fur Musiktherapie.
- Heidelberg, Bundesrepublik, Deutschland, May 20-23, 1985. "Accreditation and certification issues affecting music therapy in the United States." Hans Volker Bolay (Chair), 2. Internationales Symposion der Musiktherapie.
- Heidelberg, Bundesrepublik Deutschland, May 20-23, 1985. "Future directions of the University of Miami music therapy program." Johannes Th. Eschen (Chair), 2. Internationales Symposion der Musiktherapie .
- Clearwater, Florida, May 2-4, 1985. Tims, F., & Sedei, C. "Exploring the self through music". Three day workshop presented at the meeting of the Southeastern Region of the National Association for Music Therapy.
- Bellagio, Italy, September 3-7, 1984. Represented the National Coalition of Arts Therapy Associations at the Rockefeller Foundation Conference: "The Healing Role of the Arts: An International Perspective." (limited to 25 invited participants)
- Denver, Colorado, July 8-12, 1984. "Music and Medicine," (represented music therapy on a panel of physicians). The Biology of Music Making Conference. Sponsored by the World Federation of Neurology.

Vancouver, British Columbia, April 26-28, 1984. "Music Therapy Assessments and Improvisation as a Diagnostic Tool in Psychiatry." Guest Speaker, 11th. Annual Conference, Canadian Association for Music Therapy.

Saint Louis, Missouri, April 4-7, 1984. "Exploration of the Self Through Music---Intertherap for Music Therapists." Guest Clinician, 32nd. Annual Workshop, Midwestern Region, National Association for Music Therapy.

Philadelphia, Pennsylvania, March 12-13, 1984. Guest lecturer: Temple University, Hahnemann Medical College.

Glenwood Springs, Colorado, January 18-19, 1984. "Music Therapy in the Treatment of Alcohol Abuse". Guest Presenter. Conference of the Alcohol Council of Colorado.

Miami Beach, Florida, December 6-9, 1983. Program Committee; Representative of the National Association for Music Therapy at the 7th. Annual Meeting of the National Commission for Health Certifying Agencies.

New Orleans, Louisiana, November 20-23, 1983. Opening Speaker--- Presidential Address: "Alternative Futures for Music Therapy: Boom or Gloom?" A Celebration of Music Therapy by the North American Presidents: "United We Stand..." 34th. Annual Conference, National Association for Music Therapy.

Lenox, Massachusetts, June 2-4, 1983. Keynote Address-- "Challenge for Music Therapy: Survival When All the Rules are Changing". Guest Presenter--"From Pathology to Wellness Through Music". 15th. Annual Conference, New England Region, National Association for Music Therapy.

Toronto, Ontario, May 5-7, 1983. "Clinical Improvisation as a Passageway to Well-Being". Guest Presenter, 10th. Annual Conference, Canadian Association for Music Therapy.

Pittsburgh, Pennsylvania, April 9, 1983. "Coping and Surviving as a Professional in Troubled Times". Guest Speaker, 21st. Annual Conference, Mid-Atlantic Region, National Association for Music Therapy.

Dearborn, Michigan, April 8, 1983. Keynote Address-- "Challenge for Music Therapy: Survival in an Economic Recession". 33rd Annual Conference, Great Lakes Region, National Association for Music Therapy.

Iowa City, Iowa, April 7, 1983. Keynote Address-- "Challenge for Music Therapy: Survival When All the Rules are Changing". 31st. Annual Workshop, Midwestern Region, National Association for Music Therapy.

- Philadelphia, Pennsylvania, March 24-26, 1983. "Music Therapy with Battered Women and Children". Guest Presenter with Patricia Doyle. 12th. Annual Conference, American Association for Music Therapy. Washington, D.C., December 7-10, 1982. Represented the National Association for Music Therapy at the 6th. Annual Meeting of the National Commission of Health Certifying Agencies.
- Baltimore, Maryland, November 10-11, 1982. Presidential Address--"Setting Sail for the Future". Panel Moderator--"NAMT/AAMT: Alike? Different". 33rd. Annual Conference, National Association for Music Therapy.
- Denver, Colorado, September 21, 1982. Testified as an Expert Witness for the U.S. Department of Education Region VIII Hearing for Proposed Revisions in Rulemaking for Public Law 94-142.
- Washington, D.C., September 8, 1982. Testified as an Expert Witness at the U.S. Department of Education National Hearing on Proposed Changes in the Regulations for Public Law 94-142.
- New York, New York, June 5-12, 1982. One of 30 sponsored guest participants, International Symposium on Music Therapy. Sponsored by New York University and The Musicians Emergency Fund.
- Montreal, Quebec, May 5-7, 1982. "Clinical Improvisation: A Fine Tuning of the Human Instrument". Guest Presenter, 9th. Annual Conference, Canadian Association for Music Therapy.
- Richmond, Virginia, April 23-24, 1982. "Clinical Improvisation: A Very Adult Therapy" (guest presenter); "Certification" (panel member). Mid-Atlantic Regional Conference, National Association For Music Therapy.
- Columbia, South Carolina, April 22-23, 1982. "Alliances within the Creative Arts Therapies". Guest Speaker at Southeastern Regional Conference, National Association for Music Therapy.
- New York, New York, March 31-April 3, 1982. "A Musical Journey through Clinical Improvisation" (presentation); "AAMT/NAMT: Alike and Different on Education" and "AAMT/NAMT: Alike and Different on Certification" (panel member). 11th. Annual Conference, American Association for Music Therapy.
- Galveston, Texas. March 28, 1982. Guest lecture: "Music Therapy with Pediatric and Adult Patients". University of Texas Medical Branch, Galveston.
- Scottsdale, Arizona, February 18-20, 1982. Represented the National Association for Music Therapy at the Meeting of Presidents, American Society of Allied Health Professionals.

- Colorado Springs, Colorado, January 28-30, 1982. "The Relation of Creative Musical Responses to Healthy Functioning". Paper read at Research Session, Annual Clinic Conference, Colorado Music Educators Association.
- Palm Beach, Florida, December 3-5, 1981. Represented the National Association for Music Therapy at the 5th Annual Meeting of the National Commission for Health Certifying Agencies.
- Denver, Colorado, November 5-8, 1981. "An American's Experiences and Music Therapy Work in a German Hospital". Presentation at 32nd. Annual Conference, National Association for Music Therapy.
- San Diego, California, September 11-13, 1981. "Creative Arts Therapies". Presentation at the American Psychiatric Association, 33rd. Institute on Hospital and Community Psychiatry.
- Minneapolis, Minnesota, November 1-5, 1980. "A Workshop on Writing Articles for the Journal of Music Therapy" (with Janet P. Gilbert,). Presentation at the 29th. Annual Conference, National Association for Music Therapy. (Also Program Chairperson for Conference.)
- Dallas, Texas, October 28-31, 1979. Program Chairperson, 27th. Annual Conference, National Association for Music Therapy.
- Washington, D.C., June 28-30, 1979. Guest participant and presenter, American Psychiatric Association Working Conference on Creative Arts Therapies. "Experiential Workshop: Music Therapy" (with Carol H. Bitcon,).
- Lawrence, Kansas, February 22--23, 1979. "Contrasting Music Conditions, Visual Attending Behavior, and Musical Preferences in Eight-Week-Old Infants". Paper read at the 1979 Research Symposium on the Psychology and Acoustics of Music.
- Atlanta, Georgia, November 12-15, 1978. Program Chairperson, 26th. Annual Conference, National Association for Music Therapy.
- Herdecke, West Germany, October 15-22, 1978. Sponsored guest contributor, 1st. International Symposium on Music Therapy Training.
- Portales, New Mexico, April 7, 1978. "Groundrules of Gestalt: A Didactic and Experiential Happening". Guest presenter, Southwestern Region, National Association for Music Therapy.

- Kansas City, Kansas, March 2-4, 1978. "Clinical Training: Where Are We And Where Do We Want To Go Now?" (presentation); "Student-RMT Rap Session on Clinical Training" (panel moderator and participant); "Music Therapy Education" (panel member), 26th. Annual Workshop, Midwestern Region, National Association for Music Therapy.
- Anaheim, California, October 27, 1977. "A Comparison of Personality Variables of Music Therapy Students with Students in Other Helping Professions". (With Linda Thomas) Paper read at 28th. Annual Conference, National Association for Music Therapy.
- Dubuque, Iowa, April 22, 1977. "Groundrules for Gestalt Therapy". Experiential presentation, 25th Annual Workshop, Midwestern Region, National Association for Music Therapy.
- Milwaukee, Wisconsin, October 22, 1976. "Administrative Problems in Clinical Training". Paper read at the 27th Annual Conference, National Association for Music Therapy.
- Minneapolis, Minnesota, May 14, 1976. "Clinical Techniques in a Variety of Music Therapy Settings". Guest Speaker, Upper Midwest Hospital Conference.
- Denver, Colorado, March 24, 1976. "Creative Movement and Sound". Guest clinician, 11th. Annual Conference, National Association for the Care of Children in Hospitals.
- Colorado Springs, Colorado, January 22-24, 1976. "Music Therapy Techniques for the Learning Disabled and the Emotionally Disturbed in the Public Schools". Guest Clinician, Annual Clinic Conference, Colorado Music Educators Association.
- Kansas City, Missouri, November 2-22, 1975. "Basic Principles of an Applied Behavior Analysis Approach". Two-hour segment of a mini-course taught for the 26th. Annual Conference, National Association for Music Therapy. (Co-chaired four-session mini-course on Behavioral Analysis, with Louise Steele, Cleveland Music School Settlement.)
- Estes Park, Colorado, September 19, 1975. "Futuristics of Recreational Therapy, Music Therapy, Occupational Therapy, and Social Work". Member of interdisciplinary panel, Colorado Parks and Recreation Conference/Colorado Therapeutic Recreation Conference.
- Fort Collins, Colorado, April 18-19, 1975. Program chairman and host, 23rd. Annual Workshop, Midwestern Region, National Association for Music Therapy.
- Denver, Colorado, April 8-10, 1975. "What does a Music Therapist Do?" Presentation/demonstration, Music Teachers National Association Convention. (Also chaired the Music/Psychology sessions).

- Colorado Springs, Colorado, January 30-31, 1975.
"Music for Exceptional Children". Guest Clinician,
Annual Clinic Conference, Colorado Music Educators
Association.
- Boulder, Colorado, December 6, 1974. "Music Therapy
Techniques". Workshop conducted for the Colorado
Parks and Recreation Conference/ Colorado
Therapeutic Recreation Society Conference.
- Anaheim, California, March 26, 1974. "Music with
Exceptional Children". Presentation at the National
Convention, Music Educators National Conference.
- Athens, Georgia, November 1, 1973. "Four Years of
Clinical Involvement in the Undergraduate
Curriculum: Implications for the Clinical
Internship". Paper read at the 24th. Annual
Conference, National Association for Music Therapy.
- Lawrence, Kansas, April 14, 1973. "Innovative
Programming: Music Therapy for the Mentally
Retarded". Paper read at the 17th. Annual
Convention, Kansas Association for Retarded
Children.
- St. Louis, Missouri, April 7, 1973. "What's New at KU?
More Learning by Doing". Paper read at the 21st.
Annual Workshop Midwestern Region, National
Association for Music Therapy.
- Lansing, Michigan, October 21, 1972.
"Free Associations on the Contingencies of
Professionalism". Paper read at the 23rd. Annual
Conference, National Association for Music Therapy.
- Wichita, Kansas, March 25, 1972. "The Current Scene:
Uses of Music Therapy in the Treatment of the
Psychiatric Patient". Paper read at the annual
convention, Kansas Music Educators Association.

HONORS/AWARDS

University of Miami, Summer Award in Business and the Social Sciences, 1987.
 Certificate of Merit for Outstanding Service.
 Confered by the Mayor of New Orleans, November 29, 1983.
 Listed in the 1979 Men of Achievement.
 Listed in the 1978-1979 Dictionary of International Biography.
 Listed in the 1978 Community Leaders and Noteworthy Americans.
 Listed in the 1978-1979 Personalities of America.
 Listed in the 1977-1978 Personalities of the West and Midwest.
 Listed in the 1978 and 1980 editions of Who's Who in the West.
 Listed in the 1976 Centennial Edition of Whos' Who in Colorado.
 Listed in the 1976 International Who's Who in Music.
 Listed in the 1971 and 1974 editions of Outstanding Young Men in America.
 University of Kansas: Phi Delta Kappa (1972)
 University of Iowa: Pi Kappa Lambda (1963)
 Hendrix College: Fleming Award to the Outstanding Senior (1961)
 Alpha Chi (1959)

PUBLIC ARTISTIC PERFORMANCES:

- The Eastern Trio (Beethoven, Brahms, Muczynski),
Eastern New Mexico University, April 21, 1969.
- Frederick Tims, Piano Soloist with the University
Symphony Orchestra (Grieg, Piano Concerto), Eastern
New Mexico University, March 25, 1969.
- The Eastern Trio (Hayden, Beethoven, Schubert),
Eastern New Mexico University, December 11, 1968.
- Frederick Tims, Faculty Piano Recital (Bach, Schubert,
Chopin, Rachmaninoff, Schoenberg), Eastern New
Mexico University, March 19, 1968.
- The Eastern Trio (Beethoven, Franck, Hovhaness),
Eastern New Mexico University, November 20, 1967.
- The Eastern Trio (Handel, Beethoven, Brahms), Eastern
New Mexico University, May 1, 1967.
- The Eastern Trio (Beethoven, Schumann, Brahms),
Concert Series, Hereford, Texas, April 10, 1967.
- Frederick Tims, Piano Soloist with the University
Symphony Orchestra (Beethoven, Concerto No.3),
Eastern New Mexico University, April 9, 1967.
- The Eastern Trio (Vivaldi, Rachmaninoff, Copland),
Radio City Auditorium, Clovis, New Mexico,
November 22, 1966.
- The Eastern Trio (Hayden, Mendelssohn, Faure), Eastern
New Mexico University, November 21, 1966.
- The Eastern Trio (Beethoven, Mendelssohn, Brahms),
Concert Series, Levelland, Texas, May 15, 1966.
- The Eastern Trio (all-Brahms program), Eastern New
Mexico University, May 2, 1966.
- Frederick Tims, Piano Soloist with the University
Symphony Orchestra (Liszt, Piano Concerto No.1),
Eastern New Mexico University, April 3, 1966.
- The Eastern Trio (Mozart, Beethoven, Brahms), Eastern
New Mexico University, March 7, 1966.
- The Eastern Trio (Haydn, Beethoven, Milhaud), Eastern
New Mexico University, November 20, 1965.
- Frederick Tims, Faculty Piano Recital (Handel,
Schubert, Rachmaninoff, Copland), Blue Mountain
College, November 12, 1963.