

Music Department 2013 Annual Assessment Update  
Our report this year is our NASM self-study that follows as noted to the director of assessment.

## **National Association of Schools of Music**

### **Self-Study** *in Format A*

**Presented for consideration by the NASM Commission on Accreditation**

by  
**Westmont College**  
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*Submitted for Renewal of Final Approval*  
Bachelor of Arts in Music Degree  
*Tracks in*  
Liberal Arts  
Performance  
Composition

*Submitted for Renewal of Plan Approval*  
Bachelor of Arts in Music Degree with a track in  
Worship Leadership  
Bachelor of Music Education Degree

The data submitted herewith are certified correct to the best of my knowledge and belief.

January, 10, 2014

(Date)

\_\_\_\_\_  
(Signature of Reporting Officer)

Michael Shasberger, Adams Professor of Music & Worship

(Name and Title of Reporting Officer)

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\*These materials found in front pocket

## SECTION I

### A.

#### Purposes of the Institution and Music Unit

##### **Institutional Mission**

Westmont College is an undergraduate, residential, Christian, liberal arts community serving God's kingdom by cultivating thoughtful scholars, grateful servants and faithful leaders for global engagement with the academy, church and world.

##### **Mission for the music unit**

The Music Department equips students for the serious study, composition and performance of great music within the scope of the liberal arts tradition and the context of the Christian faith and worship. The primary objective of the Music Department is to develop skilled musicians with Christian insight into their art and craft at an advanced level. The Music Department works toward that objective in many ways unique to the arts, and always as part of and in harmony with the total College community.

##### **Performance Mission of the Music Department**

Musical performances at Westmont are dedicated to the glory of God and in gratitude for the creative and expressive gifts that are shared with this community. Westmont musical ensembles present performances that are an expected outcome of curricular and collaborative activities. Performances aspire to educate, entertain, and edify the spiritual development of both performers and audience members.

##### **Philosophy of Education for Westmont College**

##### **Liberal Arts**

As a liberal arts college, Westmont seeks to help its students become certain kinds of people, not mere repositories of information or mere possessors of professional skills. Where such information and competencies are acquired, it is to be done in an intellectual and social context that nourishes a larger spiritual vision and is integrated with it. Crucially, as a liberal arts college, Westmont seeks to help inculcate those skills that contribute to leading a successful and satisfying life. For just as one must be trained in the skills that enable one to engage in a trade, so one must be trained in those skills that enable one to engage in the distinctively human activities of reasoning, communicating, thoughtfully choosing one's moral and spiritual ends, building political, economic and spiritual communities, and entering into those "appreciative pleasures" that require knowledge, experience, and trained discrimination. Herein lies the relationship between liberal learning and life, for these are the very skills that translate into performing well one's role as citizen of the state, servant of the church, member of a family, worker or professional and participant in the cultural world.

##### **Christian**

Westmont College is committed to a high view of biblical authority, an orthodox doctrinal vision, and the central importance of a personal relationship with God through Jesus Christ. It is this Christian faith that the college seeks to integrate fully into its life as a liberal arts institution. For the pursuit of a liberal arts education, with its emphasis on

producing certain kinds of people and inculcating certain basic human skills essential for living a satisfactory life, cannot take place in isolation from one's most basic commitments and beliefs. For the Christian, then, this means bringing one's biblical and theological heritage to this educational enterprise. Indeed, to have basic values and commitments that one cannot explicitly and systematically bring to this task is to have an education that is severely truncated, severed, as it were, from one's most important beliefs and values. To isolate one's worldview in this way, while pursuing an education, will only result in a worldview uninformed by sustained intellectual reflection. Such an approach will yield persons who are not fully educated, indeed not educated at the core of their being. For the Christian, therefore, higher education must be Christian education, if it is to be education for the whole person. At Westmont, then, Christian faith is to inform the academic enterprise and the academic enterprise is to inform one's Christian faith and thus yield a Christian worldview that is biblically based and intellectually sound.

### **Undergraduate**

Westmont is an undergraduate college and as such directs its attention, focuses its resources and devises its pedagogical strategies to facilitate the development of students who are beginning their post-secondary education. It follows that the primary emphasis at Westmont is on teaching. But teaching often involves helping students to acquire research skills and to become themselves producers of knowledge. This can be done effectively only as faculty model research skills for students, and mentor them in the acquisition of those skills. Moreover, to create a vital intellectual environment profitable for undergraduate students, Westmont must be an institution where knowledge is generated as well as transmitted. But producing such knowledge is to be largely (though not exclusively) evaluated and appreciated in terms of the benefits that accrue, directly or indirectly, to those undergraduates who have come to Westmont to receive their education. For it is those students that the educational programs at Westmont are dedicated.

### **Residential**

The educational programs of Westmont College are residential in character and reflect a commitment to facilitate and exploit the ways in which education occurs within community. Indeed, ever since the monastic tradition, learning has been cultivated and transmitted within residential communities, enabling learning to be promoted by the joys of shared exploration and the sustenance of spiritual kinship. Moreover, both the Christian and liberal arts traditions remind us of the integrity of human wholeness; we cannot be neatly compartmentalized into rational, spiritual and affective components. The residential character allows and encourages expression of this wholeness as we live, learn and worship together. Further, the residential character of the college reflects the conviction that the goal of all meaningful learning, and of biblical education in particular, is to inform the way we live. The residential character of the college invites students to apply their studies to the daily task of creating a community in which individuals can grow and mature together. Students are able to cultivate these patterns of adulthood and redemptive living in the presence of role models and mentors who can help them in this process.

### **Global**

Westmont is to be a college with global concerns, for the earth and all its peoples are God's good creation. As such, they must be appropriately valued and respected. We are

called in scripture to be stewards of the earth, to be faithful caretakers of the physical creation. We are also called to appreciate the rich diversity of human cultures – cultures shaped by people who bear the mark of God’s image in creation. We are, then to be a community informed and enriched by thoughtful and intentional study of and interaction with cultures other than our own. Ours is, however, a fallen world, and the earth, its peoples, and their institutions stand in need of the redemptive, reconciling word of the gospel. We are called, therefore, not only to appreciate and preserve the creation and human cultures, but also to participate in the work of the Kingdom in response to the Great Commission to make disciples of all nations – to bring all creation and human institutions under the Lordship of Christ. This task involves grappling with the full range of ways in which the fall has introduced blindness, disintegration, conflict, and injustice into the world. Finally, the emphasis on the global nature of education is a recognition that our world has increasingly become interconnected and interdependent. To prepare people to function intelligently, effectively and for the good in a world of global politics, global economics, and global communications must be one of the aims of a Westmont education.

### **Analysis**

It is the shared opinion of the Music Department and the institutional leadership that the mission, goals and vision of the music unit and the college are in harmony with each other, and are intended to work together to provide a program of excellence. The Strategic Planning Document of the music unit is used to guide long-range planning and is included in the MDP Section 3\_A-1 of this study.

### **B. Size and Scope**

#### **Music Unit Enrollment (as of Fall 2013)**

39 majors (see MDP Section 1\_B-2a)

238 enrolled in ensembles

157 enrolled in private instruction

74 enrolled in lecture and lab courses

The current enrollment is reflective of the steady growth of the department, whose course offerings have been consistently enrolled, with circa 40-50 majors a year for the past five years (MDP Section 1\_B-2). This represents growth from .3% of declared institutional majors in 1996 to 4% of institutional declared majors in spring of 2007 (2 in fall of 1996 to 30 in the spring of 2007). Westmont typically undercounts majors due to institutional practice of having students declare majors by the spring semester of their sophomore year. The number of music majors is more accurately counted by taking the number of declared majors and adding to that the number of students enrolled in music theory courses who are concurrently enrolled in applied studies and participating in an ensemble.

Individual course enrollment in all music unit courses, lessons and ensembles for 2012-2013 is included in MDP Section 1\_B-3.

The music unit identifies the ideal overall student enrollment patterns as follows:  
(Current as of Fall 2013)

*Major Ensembles*  
(Required curricular components for music majors)

*College Choir: 36 – 48 majors and non-majors*  
Current 62

*Westmont Orchestra and Chamber Orchestra 16 – 28 majors with some non-majors*  
Current 70 in two orchestras

*Vocal & Instrumental Chamber Ensembles 16-36 majors with some non-majors*  
Current 51

*Minor Ensembles*  
(Developmental and Experiential opportunities for majors and non-majors)  
*Jazz Ensemble 20+ majors and non-majors*  
Current c. 15

*Music Drama Productions 10-50 majors and non-majors*  
Current 40 with fall music drama class and Pirates of Penzance production

*Men's & Women's Choir 20-80 predominantly non-majors*  
Currently 45

*Worship Team*  
*Not a music unit function but supported through advisory efforts of the music unit in collaboration with the Campus Pastor's Office and Student Life Office*  
Current 30

**Degree Program:**

Two degrees offered by this Department, the Bachelor of Arts in Music with its three possible tracks\* and the Bachelor of Music Education. The tracks for the BA degree are:

- Performance
- Composition
- Liberal Arts
- Worship Leadership

\* For an important explanation of Tracks vs. Concentrations, please see MDP Section 1\_A-2.



The requirements for each track is clearly spelled out in the college catalogue and in the accompanying documents found in Section II of this document. A new degree program, the Bachelor of Music Education, has received Plan Approval (in November 2013) from the Commission on Accreditation.

The number of majors and the involvement of non-majors in campus performance ensembles are stable and are with the parameters essential for NASM accreditation. See MDP Section 1\_B-2 for list of majors and 1\_B-3 for a comprehensive course enrollment listing for the music unit from Fall 2012-Spring 2013.

A music minor is also available. See Section II of this document for details.

**Analysis:**

The current and envisioned size of the music unit is compatible with size and character of the institution. In the Fall of 2011, the music unit moved into the Music Building. This served to move almost all music unit activities under “one roof”. An increase in practice room space from six to fourteen in the new facility and four additional spaces in other campus locations (Deane Chapel, Carrol Hall, Voskuyl Prayer chapel and a temporary trailer housed next to Hubbard Hall) has allowed students to have more access to practice rooms. Additionally, it has created a tangible sense of community. Four of the five faculty studios are on the same floor (with the fifth being on the main floor). This has also served to create a cohesiveness and efficiency of communication among faculty as questions can be answered and ideas easily discussed in person rather than by phone or email.

There are challenges presently in the area of facilities, which are inadequate in the areas of large ensemble rehearsal and performance space. Preliminary plans for a 411 seat Performance Facility have been drawn up and we are currently looking for donor funding. See MDP 1\_B-4.

Deane Chapel houses core curriculum classes as well as large ensemble rehearsals. The \$25,000 renovation of the Voskuyl Prayer Chapel organ represents an additional resource for practice and performance. The availability of Carroll Hall as a rehearsal space which is equipped with piano and appropriate music rehearsal chairs also represents encouraging progress.

Our library collection is adequate to the mission of the music unit and has been reviewed several times over the past 5 years in conjunction with our initial accreditation process and multiple plan approval analysis. The music unit has acquired the scores to most major award-winning contemporary compositions (all available Pulitzer Prize and Grawemeyer Award scores), as well as the online New Grove Dictionary as of January 2014. The Naxos online library continues to expand and significant score and book gift acquisitions over the past five years have all contributed to enhance the collection. See MDP Section 1\_G-1 for more details.

## **C. Finances**

### **Institutional** (2012-2013)

#### **Budget:**

\$68,003,153

#### **Endowment:**

\$73,908,634

#### **Music Unit Budget:**

Most recently completed fiscal year 2012-2013 operational budget \$1,488,645.00

See HEADS reports for 2010-2013 (Section 1\_B-1) for operational budget detail.

Plus music scholarship funding of \$ 584,000 for fiscal 2012-2013:

\$130,000 Westmont Creative and Performing Arts Budget

\$400,000 Westmont Music Scholarship Budget

\$ 4,000 in Westra Fine Arts Scholarship endowment proceeds  
allocated annually to music

\$50,000 in Guild Scholarships

#### **Development methods**

The Music Guild (music scholarship fund raising campaign engaged in Fall 2012) raised \$50,000 in its first year. Projections are to increase this fund annually with a target of \$250,000 in annual revenue within the next six years. This vision has been identified as a priority by the Office of Advancement, specifically Alex Nizet and Cliff Lundberg, with whom the music unit works in tandem to develop funding streams.

The major capital improvement since the previous NASM review was the new Music Building, which was \$2,000,000. This signified an important milestone in terms of the college's long-term commitment to the health of music on campus.

#### **Long-range financial planning**

For more information on long-range financial planning, please refer to the Strategic Planning Document in Section 3\_A-1.

#### **Analysis:**

The consistent level of budgetary support, both for operational expenses and scholarship assistance, has greatly assisted the music department in recent years. In 2012-2013, the department saw an increase of c. \$11,000 in general support for adjunct faculty projects, which was due to increase \$3,000 in 2013-2014. Additionally, in the fall of 2013, the department added a three-quarter time administrative assistant (30 hours a week, 10 months a year) at c. \$20,000.

Student touring has been identified as a critical area for development. Fundraising for these areas, while effective, consists largely of post-concert donations, student-based fundraising (letter writing campaign; see MDP Section 1\_C-4 for sample). While we continue to experience the annual pressure to fundraise for tours, both regional and international, the goal is to build an endowment to support them. See MDP Section 1\_C-1, 2, 3 for a range of current fundraising methods and approaches.

Significant strides have been made in terms of instrument acquisition since the last NASM self study. Instruments that evidence the greatest need regarding repertoire needs/student need are prioritized. There have been grants for a contrabassoon as well as a new tuba and C trumpets. \$24,000 has been donated for the restoration of the Voskuyl Prayer Chapel pipe organ. Currently in process are the purchase of bows for the Schwyzer String Quartet of instruments by local luthier James Wimmer (MDP Section 3\_C-4). Bass clarinet has also been a need and we recently received a grant from Staples Foundation (\$3,800). For a complete instrument inventory, please see MDP Section 1\_F-4.

#### **D. Governance and Administration**

Specific administrative functions of the music unit are identified as follows:

The executive of the music unit is the department chair. This is a rotating office with a three-year renewable appointment. The chair may be re-appointed following an informal review by the Provost of the full time music faculty. The current chair, Dr. Steve Butler, has been serving since 2003 in the office. See MDP Section 1\_D-2 for an outline of department chair responsibilities. The Chair of the music unit is given a 4-unit load reduction per semester. The three-year rotating chair works well for the music unit as it allows for the load of administrative responsibilities to be re-distributed when deemed most advantageous for the health of the unit.

Evidence of long-range planning on the part of the institutional administration on behalf of the music unit yielded a new Music Building in the fall of 2011. Departmental long-range planning is spearheaded by the *Adams Chair of Music and Worship*, currently held by Dr. Michael Shasberger. The responsibilities for this position can be found in MDP Section 1\_D-2a. For evidence of long-range planning, please view the Strategic Planning Document in MDP Section 3\_A-1.

#### **Analysis:**

There is positive and effective communication at all levels of this organization. An example of communication between administration and the music unit can be seen in the document “Definitions Track vs Concentration” (MDP Section 1\_A-2). The fact that the entire music department is housed in one building and that the Music Secretary as well as Music Department Administrative Assistant’s job roles are well defined (see MDP Section 1\_D-3, 3a, 3b) helps to create an efficient division of resources to meet the

logistical and organizational challenges of the department. Additionally, weekly meetings involving the music unit faculty, as well as yearly assessment reports generated by the unit for the Western Association of Schools and Colleges (WASC) help ensure transparency and efficiency. For yearly assessment reports, please visit [http://www.westmont.edu/\\_offices/institutional\\_portfolio/program\\_review/MusicArchives.html](http://www.westmont.edu/_offices/institutional_portfolio/program_review/MusicArchives.html).

## **E. Faculty and Staff**

The music unit has five full time faculty, all with earned doctorates in their professional fields.

Dr. L. Steven Butler, Chair (Theory and Composition)  
Dr. M. Grey Brothers (Music History, Ethnomusicology, Vocal Performance)  
Dr. Han Soo Kim (Violin, Strings, Chamber Music)  
Dr. Steven Hodson (Keyboard, General Studies, Conducting, Vocal Chamber)  
Dr. Michael Shasberger (Choral and Instrumental Ensembles, Voice, Worship)

Full time faculty vitae are found in Appendix II.

30-45\* part time faculty with appropriate professional degrees and experience including three with doctoral degrees in music. Details for adjunct faculty are found in MDP Section 1\_E-4.

\*32 currently active adjuncts.

The music unit deems that it meets the NASM standards in the following areas:

### **Appointment, evaluation, and advancement**

For information on appointment, please see 2.1.3.2 in the faculty handbook at [http://www.westmont.edu/\\_offices/provost/documents/2013\\_Faculty\\_Handbook\\_June.pdf](http://www.westmont.edu/_offices/provost/documents/2013_Faculty_Handbook_June.pdf)

For evaluation and advancement, please refer to MDP Section 1\_E-2.

### **Loads**

Please see appendix II.

### **Student/faculty ratio**

The overall college ratio is 13:1, while the music department ratio of full time professors to majors is approximately 10:1.

### **Faculty development**

Faculty development at Westmont is measured in a fair and appropriate manner given the size of the institution. For information on development, please visit [http://www.westmont.edu/\\_offices/provost/FacultyDevelopment.html](http://www.westmont.edu/_offices/provost/FacultyDevelopment.html)

Additionally, in the faculty handbook (see above web address), see 2.2.1.2b for institutional professional development expectations in the context of review for promotion.

### **Support staff**

(1) Full time staff allocation: Music Department Secretary, Keith Erickson

(1)  $\frac{3}{4}$  time staff allocation: Music Department Administrative Assistant, (30 hours a week, 10 months a year) Nancy Gilbert.

## **F.**

### **Facilities, Equipment, Technology, Health, and Safety**

The music unit is currently housed in two main buildings:

Deane Chapel: rehearsal and performance hall

Music Building: Includes a computer composition lab, five full time faculty offices, reception and workroom offices, rehearsal room equipped with sound isolation recording facilities, and 14 practice rooms/adjunct teaching studios.

There are also two dedicated percussion practice rooms in a temporary building on campus next to Hubbard Hall, an organ/percussion practice room in Carroll Hall, a practice pipe organ in the Voskuyl Prayer Chapel and music classroom/rehearsal facilities associated with Carroll Hall (Steinway piano, music stands and Wenger music rehearsal chairs available in that room). For an up-to-date map, please visit [http://www.westmont.edu/\\_visitors/pdf/map.pdf](http://www.westmont.edu/_visitors/pdf/map.pdf). The music unit perceives the current facilities to be adequate to meet the curricular requirements.

Most public performances are held in off campus sites throughout the city. Discussions and preliminary plans (See MDP Section 1\_B-4) are in progress for a 411-seat recital hall but no definite construction timeline or funding plan is currently in place.

Much work has been done to address issues regarding rehearsal and performance space, primarily by the building of the Music Department building. A dedicated performance space is still a prime concern for the music unit. The orchestra has outgrown the size and acoustical limitation of Deane Chapel and would benefit from an appropriate rehearsal space at this time. For the Health and Safety document that addresses issues pertinent to students, please view MDP Section 1\_F-3.

The music unit designed a recording studio into the Music Building with a fully-equipped music engineer's room and isolation booth. The computer lab has five workstations equipped with MIDI keyboards, the most current version of Finale. Each workstation has a MiniMac. For equipment specs, please refer to MDP Section 1\_F-2.

## **G.**

### **Library and Learning Resources**

The music unit feels that the library is meeting NASM standards and is fulfilling unit expectations. For full details, please see MDP Section 1\_G-1, 2.

## **H. Recruitment, Admission-Retention, Record Keeping and Advisement**

### **Recruitment:**

The music unit seeks to work within the NASM standards in its recruitment practices. Full disclosure of all requirements and costs are clearly displayed on the College website:

<http://www.westmont.edu/admissions/#tuition-and-costs.html>  
[http://www.westmont.edu/\\_academics/departments/music/lessons.html](http://www.westmont.edu/_academics/departments/music/lessons.html)

Lesson fees in 2012-2013 are the same as they are in 2013-2014.

Scholarship practices are scrupulously conducted in accordance with NASM standards. A sample of the scholarship award letter is included in MDP Section 1\_H-2. Additionally, scholarship policies and information is included on the music unit web page at [http://www.westmont.edu/\\_academics/departments/music/scholarships.html](http://www.westmont.edu/_academics/departments/music/scholarships.html).

Recruitment activities have contributed greatly to the growth and success of the music unit and lend considerable assistance to its efforts to achieve excellence. Music specific activities such as the Fall Choral Festival (MDP Section 1\_I-2) and Spring choir tour (MDP Section 1\_I-3) have been successful in identifying and encouraging prospective students. The Guild Competition (MDP Section 1\_I-4) identified seven top recruits to compete for a four year, \$10,000 scholarship. Four of these finalists (Lalia Mangione; Tiffany Backe, Ai My Charbonneau, Katrina Whitman) accepted their scholarship offers. For more information, visit

[http://www.westmont.edu/\\_academics/departments/music/GuildScholarship.html](http://www.westmont.edu/_academics/departments/music/GuildScholarship.html)

Audition weekends are held in November, February and March. All of this information can be found on the website.

[http://www.westmont.edu/\\_academics/departments/music/scholarships.html](http://www.westmont.edu/_academics/departments/music/scholarships.html)

Evidence of the yield from the 2005-2013 recruiting seasons can be found in MDP Section 1\_H-2a.

### **Admission-Retention:**

Westmont is a highly competitive academic institution and all music prospects must first meet its general admission requirements. The institutional policies and procedures guide the music unit and these are followed in conjunction with college practices. For College Catalogue information, please visit

[http://www.westmont.edu/\\_offices/registrar/documents/Catalog.pdf](http://www.westmont.edu/_offices/registrar/documents/Catalog.pdf), pages 230 and following.

No music specific barrier is placed on general admission to the college. However, prospective music majors are required to audition for scholarship consideration and

ensemble placement (scholarship auditions have audition requirements that can be found here: [http://www.westmont.edu/\\_academics/departments/music/scholarships.html](http://www.westmont.edu/_academics/departments/music/scholarships.html)). All admitted students who are considering majoring in music are given a music theory placement test (MDP Section 1\_H-6) to assure that they are prepared to engage in this curriculum. It is drawn from the first chapter test from *Tonal Harmony: with an introduction to twentieth-century music* by Stefan Kostka, Dorothy Payne (MDP Section 1\_H-6). If a student does poorly on the first test, they are strongly recommended to transfer to Basic Musicianship, MU 001.

All music majors must be approved for study beyond the 4th semester in their chosen applied area of study. Approval for study beyond the 4th semester is conducted via the Upper-Division Exam, which takes place during the regular jury exams. Approval is based on successful achievement in the applied area and a review of academic progress toward the degree by the full time music faculty. Successful entry into the major constitutes an average scoring of “4” or above on the jury score and the demonstration of at least one component of the literature identified in the Graduation Achievement Expectations document (MDP Section 1\_H-1a).

While no formal data is available for retention rates relating to the music unit (retention rates are tracked on an institutional basis only), informal reflection by the faculty in partnership with the Registrar indicates that retention rates in 2012-2013 were 82%. An overall average of Spring 2006-Spring 2013 indicates a retention rate of 88%. These figures are based on class records from a sample class (Principles of Music II), which is a core curriculum class of the music major and would have almost exclusively prospective majors enrolled. From this, the music unit then extrapolated the percentage of students who subsequently graduated, withdrew or are still active. This data can be found in MDP Section 1\_H-3. For a more nuanced interpretation of the data, please refer to Michelle Hardley, the college Registrar.

### **Record Keeping:**

The College Registrar’s Office is responsible for all academic record keeping. Complete official files of student’s academic progress is housed there. The web address for the Registrar’s Office is: [http://www.westmont.edu/\\_offices/registrar/index.html](http://www.westmont.edu/_offices/registrar/index.html). A description of how credit hours are defined may be found in the MDP Section 1\_A3 entitled “Credit Hour Description.” Further details of relating to transfer policies, graduation timelines and other academic policies are found in the College Catalogue (link to the catalogue is provided in the MDP Section 1A\_1).

The music unit maintains records of alumni activity. A record of alumni activity and achievements can be found in the MDP Section 1\_H-7. Information regarding music student’s progress toward completion of the piano proficiency requirement is kept by the primary keyboard faculty member, Dr. Steven Hodson, and is reported on a periodic basis to the music unit. Progress toward the completion of graduation achievement expectations for music majors is kept in individual major files in the music office. The template for the checklist is found in the MDP Section 1\_H\_1b.

**Academic Advising:**

The academic advisement of students is a responsibility of all full time faculty members and is considered part of their contractual obligation. In addition, academic advising is a part of the promotion and review process. Students are typically assigned faculty members in their major (or projected major) area of study. Individual advising sessions are held each semester in preparation for course registration. Please visit [http://www.westmont.edu/\\_offices/provost/documents/2013\\_Faculty\\_Handbook\\_June.pdf](http://www.westmont.edu/_offices/provost/documents/2013_Faculty_Handbook_June.pdf) and find the section addressing Academic Advising in section 2.4.2.2, or see the MDP Section H\_4 for the catalogue copy, and MDP Section H\_4a for the music major and minor Advising reference guide.

**I.****Published Materials and Websites**

Westmont deems its published and web-based materials to be in compliance with NASM standards regarding clarity, accuracy and availability. The institutional website may be found at [www.westmont.edu](http://www.westmont.edu), while the music unit homepage can be found at: <http://www.westmont.edu/music>. The institutional catalogue is published yearly and can be found at: [http://www.westmont.edu/\\_offices/registrar/documents/Catalog.pdf](http://www.westmont.edu/_offices/registrar/documents/Catalog.pdf). The music unit catalogue (also referred to as “handbook”) can be found at [http://www.westmont.edu/\\_academics/departments/music/](http://www.westmont.edu/_academics/departments/music/). Both are deemed to encompass the breadth of the NASM standards. Institutional costs and lesson fees are found in the college catalogue on pages 241 through 242.

Westmont uses a semester system. Complete descriptions of course credit information, transfer policies and graduation requirements may be found in the college catalogue on page 23 and following, and on the Registrar’s Office website [http://www.westmont.edu/\\_offices/registrar](http://www.westmont.edu/_offices/registrar). The Office of the Registrar is responsible for the monitoring of instructional hours and course credit equivalency.

Students receive the Bachelor of Arts or Bachelor of Science degree when they complete the following:

1. A minimum of 124 semester units.
2. A minimum grade point average of 2.0 for all courses taken at Westmont and a minimum grade point average of 2.0 for all courses taken for the major and minor at Westmont.
3. Senior Residency Requirement: The final year (two full time semesters) taken at Westmont or 32 of the last 40 units for the degree taken at Westmont.
4. The general education requirements.
5. A major program.
6. At least one-half of the upper-division major requirements on the Westmont campus or on a Westmont staffed off-campus program.
7. At least 60 units outside of the major department.

Students receive the Bachelor of Arts in Music Education degree when they complete 126 semester units in addition to the conditions specified in #'s 2- 7 above.



## **Section II**

### **Instructional Programs Portfolio**

Westmont College offers the degrees of Bachelor of Arts in Music and Bachelor of Music Education. Students may complete one of four tracks on BA Music degree:

- Liberal Arts Track
- Music Performance Track
- Music Composition Track
- Worship Leadership Track

The Bachelor of Music Education Degree received preliminary plan approval from the Commission on Accreditation in November 2013 and will be included in the next edition of the college catalogue in the summer of 2014.

All students desiring to enroll in MU 010 Principles of Music are required to take a basic music placement test. Those deemed unprepared to enter MU 010 must enroll in MU 001 Basic Musicianship as a prerequisite.

All music majors must pass a piano proficiency exam. Students who do not pass the exam are advised to take MUA 050 Private Piano until the exam is passed.

Majors on the Worship Leadership Track and Bachelor of Music Education degree programs have additional competencies that are identified on the curricular charts below.

All music majors must be approved for study beyond the 4th semester in their chosen applied area of study. Approval for study beyond the 4th semester is conducted via the Upper-Division Exam, which takes place during the regular semester jury exams. Approval is based on successful achievement in the applied area and a review of progress toward the degree by the music faculty.

The Westmont College Catalogue currently defines the four degree tracks as a “Liberal Arts” core program and three “Concentrations.” In accordance with recent discussion among the music department and the registrar, in the future these four programs will be defined in the catalogue as individual “tracks” to correspond to the music unit’s NASM listing and best institutional review practices. Details of this revision, including confirming correspondence with the college registrar is found in the MDP Section 1\_A-2. The Bachelor of Music Education is not included in the current catalogue, as it was only recently approved by the NASM Commission on Accreditation. This program will be included in the 2014 - 2015 college catalogue. The current catalogue describes the curricular offerings as follows:

#### **Requirements for a Major: 48-61 units**

##### **Liberal Arts Program: 48 units**

Required Lower-Division Courses: 10 units

- MU 010 Principles of Music I (4)
- MU 012 Principles of Music II (4)
- MU 015 Conducting (2)

Required Upper-Division Courses: 26 units

MU 110 Principles of Music III (4)  
MU 112 Principles of Music IV (4)  
MU 120 History of Western Music I (4)  
MU 121 History of Western Music II (4)  
ART 131 Theory and Criticism in the Arts (4)

Upper-Division Music Elective Courses: 6 units

Upper-Division MU Elective (4)  
Upper-Division MU or MUA Elective (2)

Required Applied Music Courses: 12 units

Private Instruction: Minimum of 6 semesters in one area.

MUA 030/130 Private Composition (1/2)  
MUA 040/140 Private Organ (1/2)  
MUA 050/150 Private Piano (1/2)  
MUA 060/160 Private Guitar (1/2)  
MUA 070/170 Private Voice (1/2)  
MUA 080/180 Private Orchestral Instrument (1/2)

Ensembles: Minimum of 6 units in a major ensemble.

MUA 071/171 College Choir (1)  
MUA 073/173 Men's Chorale (1) (Up to two units may count toward major ensemble requirement.)  
MUA 074/174 Women's Chorale (1) (Up to two units may count toward major ensemble requirement.)  
MUA 081/181 Wind Ensemble (1)  
MUA 082/182 Jazz Ensemble (Up to 2 units may count toward major ensemble requirement.)  
MUA 083/183 Orchestra (1)

In addition to the above core, all majors may complete one of the following concentrations:

**Music Performance Concentration: 8-12 units**

Required Upper-Division Courses: 2 units

MU 193 Senior Recital (2)

Required Applied Music Courses: 6-10 units

Private Instruction: 6-10 additional units, to equal a total of 16 when added to private lessons taken to fulfill the core, with at least 12 of those units in one performance area.

MUA 030/130 Private Composition (1/2)  
MUA 040/140 Private Organ (1/2)  
MUA 050/150 Private Piano (1/2)  
MUA 060/160 Private Guitar (1/2)  
MUA 070/170 Private Voice (1/2)  
MUA 080/180 Private Orchestral Instrument (1/2)

**Music Composition Concentration: 6-10 units**

Required Applied Music Courses: 6-10 units

Private Instruction: 6-10 additional units, to equal a total of 16 when added to private lessons taken to fulfill the core, with at least 12 of those units in composition.

- MUA 030/130 Private Composition (1/2)
- MUA 040/140 Private Organ (1/2)
- MUA 050/150 Private Piano (1/2)
- MUA 060/160 Private Guitar (1/2)
- MUA 070/170 Private Voice (1/2)
- MUA 080/180 Private Orchestral Instrument (1/2)

**Worship Leadership Concentration: 13 units**

Note: Students pursuing this track substitute the 4-unit MU 117 (Orchestration and Arranging) for the 2-unit MU or MUA elective in the core music major requirements.

Required Concentration Specialization Courses:

- RS 151 History of World Christianity (4)
- MU 122 Music in the Worshipping Church (4)
- MU 190 Worship Leadership Practicum (1) (3 units)

One each in the context of:

- The Westmont Chapel program (which may include membership on the Worship Team)
- An historic liturgical church setting
- A contemporary evangelical church setting

Note: Students are encouraged to consider one elective from each of the two groupings of RS or ART courses listed below to experience a more in depth theological and historical perspective:

- RS Elective from among RS 119, 120, 121, 122, 123
- RS or Art Elective either RS 125 or 127 or ART 133

and are highly advised to elect PHY 007 for the 4-unit MU elective in the Major requirements which also fulfills the GE Quantitative and Analytical Reasoning component, and RS 103 Apologetics which also fulfills GE Reasoning Abstractly component.

It is also recommended that students consider exploring electives in public speaking and rhetoric with particular consideration of:

- COM 127 Group Communication and Leadership
- COM 129 Persuasion and Propaganda
- COM 015 Public Speaking
- COM 115 Advanced Public Speaking

Students will be required to pass a basic proficiency exam on Guitar, and Organ in addition to the piano proficiency exam required of all majors.

A minor in music is also offered. The Westmont College Catalogue defines this program as follows:

**Requirements for a Minor: 24 units**

Required Lower-Division Courses: 8 units

MU 010 Principles of Music I (4)

MU 012 Principles of Music II (4)

Required Music Survey Course: 4 units

One of the following:

MU 020 Survey of Western Music (4)

MU 120 History of Western Music I (4)

MU 121 History of Western Music II (4)

Music Elective Courses: 4 units

Upper- or Lower-Division MU Elective(s) (4)

Required Applied Music Courses: 12 units

Private Instruction: 4 semesters of the following:

MUA 030/130 Private Composition (1/2)

MUA 040/140 Private Organ (1/2)

MUA 050/150 Private Piano (1/2)

MUA 060/160 Private Guitar (1/2)

MUA 070/170 Private Voice (1/2)

MUA 080/180 Private Orchestral Instrument (1/2)

Ensembles: Minimum of 4 units in a major ensemble.

MUA 071/171 College Choir (1)

MUA 073/173 Men’s Chorale (1) (Up to two units may count toward major ensemble requirement.)

MUA 074/174 Women’s Chorale (1) (Up to two units may count toward major ensemble requirement.)

MUA 081/181 Wind Ensemble (1)

MUA 082/182 Jazz Ensemble (Up to 2 units may count toward major ensemble requirement.)

MUA 083/183 Orchestra (1)

**NASM Curricular Tables**

The following curricular tables provide the detail for all of the NASM approved (both final approval and plan approval status) degree programs offered including the newly authorized Bachelor of Music Education degree.

These degree programs, the first for of which are henceforth designated as “tracks,” may be seen to be accordance with NASM curricular guidelines as shown in the following curricular tables:

**Liberal Arts Track**

Degree Title: Bachelor of Arts in Music – Liberal Arts Track

Number of Years to Complete the Degree: 4

Degree Submitted for: Renewal of Final Approval

Musicianship	Musical Performance	General Studies	Free Electives	Total Number of Credits	Current Semester’s Enrollment	Names of Program Supervisors

					in Majors	
30-32	12-14	60	20	124	21	S. Butler
25%-27%	10%-12%	50%	17%	103%*		

\*120 units used for NASM % formulas.

### **Performance Proficiency Standards**

All majors must pass a piano proficiency exam. The proficiency standards are found in the Music Student Handbook that is available on the Music Department Website. There are no courses required to pass this exam. Students seeking instruction to make up a deficiency in this area are advised to take private piano instruction until the required competency is achieved.

### **Musicianship**

MU 010	Principles of Music I	4 units
MU 012	Principles of Music II	4 units
MU 110	Principles of Music III	4 units
MU 112	Principles of Music IV	4 units
MU 120	History of Western Music I	4 units
MU 121	History of Western Music II	4 units
MU 015	Conducting	2 units
Musicianship Electives		4-6 units
MU 115	Advanced Conducting (2 units)	
MU 117	Orchestration (2 units)	
MU 118	Form and Analysis (2 units)	
MU 122	Music in the Worshipping Church (4 units)	
MU 123	Survey of World Music (4 units)	
MU 165	Brass Instrument Techniques (1 unit)	
MU 166	Woodwind Instrument Techniques (1 unit)	
MU 167	String Instrument Techniques (1 unit)	
MU 168	Percussion Instrument Techniques (1 unit)	
MU 175	Vocal Techniques (2 units)	
Total Musicianship		30-32 units*

### **Musical Performance**

MUA 070/170, 080/180, etc. Private Instruction (1/2 units each)	6-8 units
A minimum of 6 semesters in one area is required.	
MUA 071/171, 083/183, etc. Ensembles (1 unit each)	6-8 units
Total Musical Performance	12-14 units*

\*At least 12 and up to 14 units of Musical Performance courses may be taken to satisfy music major requirements. Combined units for Musicianship and Musical Performance courses must be at least 44.

**Total Combined Musicianship and Musical Performance                    44 units**

### **General Studies**

Fine Arts Requirement for all Music Majors

ART 131	Theory and Criticism in the Arts	4 units
<u>General Education Requirements</u>		
I. Common Contexts		
(These include specific and directed elective requirements)		
Biblical and Theological Canons		
RS 001	Old Testament	4 units
RS 010	New Testament	4 units
RS 020	Christian Doctrine	4 units
Philosophical Reflections on Truth and Value		
Choice between three courses; 4 units each		4 units
World History in Christian Perspective		
HIS 010	Perspectives on World History	4 units
II. Common Inquiries		
(Some requirements are or may be fulfilled by Musicianship courses above)		
(Some courses may fulfill more than one requirement)		
Literature		
Choice between several courses; 4 units each		4 units
Physical Sciences (Chemistry, Physics, Astronomy, etc.)		
Choice between several courses; 4 units each		4 units
Life Sciences (Biology, Psychology, etc.)		
Choice between several courses; 4 units each		4 units
Abstract Reasoning (Mathematics, Statistics, Computer Science, etc.)		
Choice between several courses; 4 units each		4 units
Performing and Interpreting the Arts (Visual Arts, Theater)		
Choice between several courses; 4 units each		
Fulfilled in major by MU 120 (required), above		(4 units)
Thinking Globally (Global studies in culture, economics, politics, etc.)		
Choice between several courses; 4 units each		
Fulfilled in the major by MU 123 (elective), above		4 units
Thinking Historically (Western European and non-Western History)		
Choice between several courses; 4 units each		
Fulfilled in the major by MU 121 (required), above		(4 units)
Understanding Society (Sociology, Anthropology, Political Science)		
Choice between several courses; 4 units each		4 units
III. Common Skills		
Writing-Intensive or Speech-Intensive courses		
Writing for the Liberal Arts		
Choice of ENG Composition or Writing-Intensive		4 units
Writing/Speech Intensive within the major		
Fulfilled via MU 121, above		
Writing/Speech Intensive outside the major		
Fulfilled via GE course, above		
Quantitative and Analytical Reasoning		
Choice of applicable courses, fulfilled via GE course, above		
Modern/Foreign Language		
Choice between several courses; 4 units each		4 units

Physical Education Choice between several courses; 1 unit each	4 units
IV. Competent and Compassionate Action One of three options	
Productions, Research, Integrating Discipline	variable units
One of two options	
Serving Society, Communicating Cross-Culturally	variable units
<u>Free Electives</u>	
Courses offered in a variety of disciplines (typical)	20 units

**Total Combined General Studies and Electives (typical)                     80 units**

**Total Musicianship, Musical Performance, General Studies,  
and Electives   124 units**

**Performance Track**

Degree Title: Bachelor of Arts in Music – Performance Track  
Number of Years to Complete the Degree: 4  
Degree Submitted for: Renewal of Final Approval

Musicianship	Musical Performance	General Studies	Free Electives	Total Number of Credits	Current Semester's Enrollment in Majors	Names of Program Supervisors
30 25%	24 20%	60 50%	10 8%	124 103%*	11	S. Butler

\*120 units used for NASM % formulas.

**Performance Proficiency Standards**

All majors must pass a piano proficiency exam. The proficiency standards are found in the Music Student Handbook that is available on the Music Department Website. There are no courses required to pass this exam. Students seeking instruction to make up a deficiency in this area are advised to take private piano instruction until the required competency is achieved.

**Musicianship**

MU 010	Principles of Music I	4 units
MU 012	Principles of Music II	4 units
MU 110	Principles of Music III	4 units
MU 112	Principles of Music IV	4 units
MU 120	History of Western Music I	4 units
MU 121	History of Western Music II	4 units
MU 015	Conducting	2 units
Musicianship Electives		4 units
MU 115	Advanced Conducting (2 units)	
MU 117	Orchestration (2 units)	
MU 118	Form and Analysis (2 units)	

MU 122	Music in the Worshipping Church (4 units)	
MU 123	Survey of World Music (4 units)	
MU 165	Brass Instrument Techniques (1 unit)	
MU 166	Woodwind Instrument Techniques (1 unit)	
MU 167	String Instrument Techniques (1 unit)	
MU 168	Percussion Instrument Techniques (1 unit)	
MU 175	Vocal Techniques (2 units)	
<b>Total Musicianship</b>		<b>30 units</b>

### **Musical Performance**

MUA 070/170, 080/180, etc.	Private Instruction (1/2 units each)	16 units
MUA 071/171, 083/183, etc.	Ensembles (1 unit each)	6 units
MU 193	Senior Recital	2 units
<b>Total Musical Performance</b>		<b>24 units</b>

**Total Combined Musicianship and Musical Performance** **54 units**

### **General Studies**

#### Fine Arts Requirement for all Music Majors

ART 131 Theory and Criticism in the Arts 4 units

#### General Education Requirements

##### I. Common Contexts

(These include specific and directed elective requirements)

##### Biblical and Theological Canons

RS 001 Old Testament 4 units

RS 010 New Testament 4 units

RS 020 Christian Doctrine 4 units

##### Philosophical Reflections on Truth and Value

Choice between three courses; 4 units each 4 units

##### World History in Christian Perspective

HIS 010 Perspectives on World History 4 units

##### II. Common Inquiries

(Some requirements are or may be fulfilled by Musicianship courses above)

(Some courses may fulfill more than one requirement)

##### Literature

Choice between several courses; 4 units each 4 units

##### Physical Sciences (Chemistry, Physics, Astronomy, etc.)

Choice between several courses; 4 units each 4 units

##### Life Sciences (Biology, Psychology, etc.)

Choice between several courses; 4 units each 4 units

##### Abstract Reasoning (Mathematics, Statistics, Computer Science, etc.)

Choice between several courses; 4 units each 4 units

##### Performing and Interpreting the Arts (Visual Arts, Theater)

Choice between several courses; 4 units each  
Fulfilled in major by MU 120 (required), above (4 units)

Thinking Globally (Global studies in culture, economics, politics, etc.)



Choice between several courses; 4 units each	
Fulfilled in the major by MU 123 (elective), above	4 units
Thinking Historically (Western European and non-Western History)	
Choice between several courses; 4 units each	
Fulfilled in the major by MU 121 (required), above	(4 units)
Understanding Society (Sociology, Anthropology, Political Science)	
Choice between several courses; 4 units each	4 units
<b>III. Common Skills</b>	
Writing-Intensive or Speech-Intensive courses	
Writing for the Liberal Arts	
Choice of ENG Composition or Writing-Intensive	4 units
Writing/Speech Intensive within the major	
Fulfilled via MU 121, above	
Writing/Speech Intensive outside the major	
Fulfilled via GE course, above	
Quantitative and Analytical Reasoning	
Choice of applicable courses, fulfilled via GE course, above	
Modern/Foreign Language	
Choice between several courses; 4 units each	4 units
Physical Education	
Choice between several courses; 1 unit each	4 units
<b>IV. Competent and Compassionate Action</b>	
One of three options	
Productions, Research, Integrating Discipline	variable units
One of two options	
Serving Society, Communicating Cross-Culturally	variable units
<u>Free Electives</u>	
Courses offered in a variety of disciplines (typical)	10 units
<b>Total Combined General Studies and Electives (typical)</b>	<b>70 units</b>
<b>Total Musicianship, Musical Performance, General Studies, and Electives</b>	<b>124 units</b>

### Composition Track

Degree Title: Bachelor of Arts in Music – Composition Track

Number of Years to Complete the Degree: 4

Degree Submitted for: Renewal of Final Approval

Musicianship	Musical Performance	General Studies	Free Electives	Total Number of Credits	Current Semester's Enrollment in Majors	Names of Program Supervisors
30 25%	22 18%	60 50%	12 10%	124 103%*	6	S. Butler

\*120 units used for NASM % formulas.

### **Performance Proficiency Standards**

All majors must pass a piano proficiency exam. The proficiency standards are found in the Music Student Handbook that is available on the Music Department Website. There are no courses required to pass this exam. Students seeking instruction to make up a deficiency in this area are advised to take private piano instruction until the required competency is achieved.

### **Musicianship**

MU 010	Principles of Music I	4 units
MU 012	Principles of Music II	4 units
MU 110	Principles of Music III	4 units
MU 112	Principles of Music IV	4 units
MU 120	History of Western Music I	4 units
MU 121	History of Western Music II	4 units
MU 015	Conducting	2 units
Musicianship Electives		4 units
MU 115	Advanced Conducting (2 units)	
MU 117	Orchestration (2 units)	
MU 118	Form and Analysis (2 units)	
MU 122	Music in the Worshipping Church (4 units)	
MU 123	Survey of World Music (4 units)	
MU 165	Brass Instrument Techniques (1 unit)	
MU 166	Woodwind Instrument Techniques (1 unit)	
MU 167	String Instrument Techniques (1 unit)	
MU 168	Percussion Instrument Techniques (1 unit)	
MU 175	Vocal Techniques (2 units)	
Total Musicianship		30 units

### **Musical Performance**

MUA 30/130, 40/140, etc.	Private Instruction (1/2 units each)	16 units
At least 12 units in MUA 30/130 Private Composition is required.		
MUA 71/71, 83, 183, etc.	Ensembles (1 unit each)	6 units
Total Musical Performance		22 units

**Total Combined Musicianship and Musical Performance                    52 units**

### **General Studies**

#### Fine Arts Requirement for all Music Majors

ART 131                    Theory and Criticism in the Arts                    4 units

#### General Education Requirements

##### I. Common Contexts

(These include specific and directed elective requirements)

##### Biblical and Theological Cannons

    RS 001                    Old Testament                    4 units

    RS 010                    New Testament                    4 units

RS 020	Christian Doctrine	4 units
Philosophical Reflections on Truth and Value		
Choice between three courses; 4 units each		4 units
World History in Christian Perspective		
HIS 010	Perspectives on World History	4 units
II. Common Inquiries		
(Some requirements are or may be fulfilled by Musicianship courses above)		
(Some courses may fulfill more than one requirement)		
Literature		
Choice between several courses; 4 units each		4 units
Physical Sciences (Chemistry, Physics, Astronomy, etc.)		
Choice between several courses; 4 units each		4 units
Life Sciences (Biology, Psychology, etc.)		
Choice between several courses; 4 units each		4 units
Abstract Reasoning (Mathematics, Statistics, Computer Science, etc.)		
Choice between several courses; 4 units each		4 units
Performing and Interpreting the Arts (Visual Arts, Theater)		
Choice between several courses; 4 units each		
Fulfilled in major by MU 120 (required), above		(4 units)
Thinking Globally (Global studies in culture, economics, politics, etc.)		
Choice between several courses; 4 units each		
Fulfilled in the major by MU 123 (elective), above		4 units
Thinking Historically (Western European and non-Western History)		
Choice between several courses; 4 units each		
Fulfilled in the major by MU 121 (required), above		(4 units)
Understanding Society (Sociology, Anthropology, Political Science)		
Choice between several courses; 4 units each		4 units
III. Common Skills		
Writing-Intensive or Speech-Intensive courses		
Writing for the Liberal Arts		
Choice of ENG Composition or Writing-Intensive		4 units
Writing/Speech Intensive within the major		
Fulfilled via MU 121, above		
Writing/Speech Intensive outside the major		
Fulfilled via GE course, above		
Quantitative and Analytical Reasoning		
Choice of applicable courses, fulfilled via GE course, above		
Modern/Foreign Language		
Choice between several courses; 4 units each		4 units
Physical Education		
Choice between several courses; 1 unit each		4 units
IV. Competent and Compassionate Action		
One of three options		
Productions, Research, Integrating Discipline		variable units
One of two options		
Serving Society, Communicating Cross-Culturally		variable units

Free Electives

Courses offered in a variety of disciplines (typical) 12 units

**Total Combined General Studies and Electives (typical) 72 units**

**Total Musicianship, Musical Performance, General Studies, and Electives 124 units**

**Worship Leadership Track**

Degree Title: Bachelor of Arts in Music – Worship Leadership Track

Number of Years to Complete the Degree: 4

Degree Submitted for: Renewal of Plan Approval

General Musicianship	Musical Performance	Concentration Specific Specialized Courses*	General Studies & Free Electives	Total Number of Credits	Current Semester's Enrollment in Majors	Names of Program Supervisors
30 25%	12 10%	15 12%	67 56%	124 103%**	1	S. Butler M. Shasberger

\*Includes 4 units in Religions Studies in addition to the 12 units in Religious Studies required as part of the GE program.

\*\*120 units used for NASM % formulas.

**Specialization**

RS 151 History of World Christianity 4 units

MU 122 Music in the Worshipping Church 4 units

MU 190 Worship Leadership Practicum (1 unit each) 3 units

MU 117 Orchestration & Arranging 4 units

Total Specialization 15 units

**Performance Proficiency Standards**

All majors in this concentration must pass performance proficiency exams on piano, guitar and organ. The performance proficiency standards are found in the Music Student Handbook that is available on the Music Department Website. There are no courses required to pass these exams. Students seeking instruction to make up deficiencies in these areas are advised to take private instruction on the instrument(s) as necessary until the required competencies are achieved.

**Musicianship**

MU 010 Principles of Music I 4 units

MU 012 Principles of Music II 4 units

MU 110 Principles of Music III 4 units

MU 112 Principles of Music IV 4 units

MU 120 History of Western Music I 4 units

MU 121 History of Western Music II 4 units

MU 015 Conducting 2 units

Musicianship Electives 4 units

MU 115	Advanced Conducting (2 units)	
MU 118	Form and Analysis (2 units)	
MU 123	Survey of World Music (4 units)	
MU 165	Brass Instrument Techniques (1 unit)	
MU 166	Woodwind Instrument Techniques (1 unit)	
MU 167	String Instrument Techniques (1 unit)	
MU 168	Percussion Instrument Techniques (1 unit)	
MU 175	Vocal Techniques (2 units)	
Total Musicianship		30 units

### **Musical Performance**

MUA 070/170, 080/180, etc. Private Instruction (1/2 units each)	6 units
A minimum of 6 semesters in one area is required.	
MUA 071/171, 083/183, etc. Ensembles (1 unit each)	6 units
Total Musical Performance	12 units

**Total Combined Specialization, Musicianship,  
and Musical Performance** **57 units**

### **General Studies**

#### Fine Arts Requirement for all Music Majors

ART 131 Theory and Criticism in the Arts 4 units

#### General Education Requirements

##### I. Common Contexts

(These include specific and directed elective requirements)

##### Biblical and Theological Canons

RS 001 Old Testament 4 units

RS 010 New Testament 4 units

RS 020 Christian Doctrine 4 units

##### Philosophical Reflections on Truth and Value

Choice between three courses; 4 units each 4 units

##### World History in Christian Perspective

HIS 010 Perspectives on World History 4 units

##### II. Common Inquiries

(Some requirements are or may be fulfilled by Musicianship courses above)

(Some courses may fulfill more than one requirement)

##### Literature

Choice between several courses; 4 units each 4 units

##### Physical Sciences (Chemistry, Physics, Astronomy, etc.)

Choice between several courses; 4 units each 4 units

##### Life Sciences (Biology, Psychology, etc.)

Choice between several courses; 4 units each 4 units

##### Abstract Reasoning (Mathematics, Statistics, Computer Science, etc.)

Choice between several courses; 4 units each 4 units

##### Performing and Interpreting the Arts (Visual Arts, Theater)

Choice between several courses; 4 units each

Fulfilled in major by MU 120 (required), above	(4 units)
Thinking Globally (Global studies in culture, economics, politics, etc.)	
Choice between several courses; 4 units each	
Fulfilled in the major by RS 151 (required), above	(4 units)
Thinking Historically (Western European and non-Western History)	
Choice between several courses; 4 units each	
Fulfilled in the major by MU 121 (required), above	(4 units)
Understanding Society (Sociology, Anthropology, Political Science)	
Choice between several courses; 4 units each	4 units
<b>III. Common Skills</b>	
Writing-Intensive or Speech-Intensive courses	
Writing for the Liberal Arts	
Choice of ENG Composition or Writing-Intensive	4 units
Writing/Speech Intensive within the major	
Fulfilled via MU 121, above	
Writing/Speech Intensive outside the major	
Fulfilled via GE course, above	
Quantitative and Analytical Reasoning	
Choice of applicable courses, fulfilled via GE course, above	
Modern/Foreign Language	
Choice between several courses; 4 units each	4 units
Physical Education	
Choice between several courses; 1 unit each	4 units
<b>IV. Competent and Compassionate Action</b>	
One of three options	
Productions, Research, Integrating Discipline	variable units
One of two options	
Serving Society, Communicating Cross-Culturally	variable units
<u>Free Electives</u>	
Courses offered in a variety of disciplines (typical)	11 units
<b>Total Combined General Studies and Electives (typical)</b>	<b>67 units</b>
<b>Total Musicianship, Musical Performance, General Studies, and Electives</b>	<b>124 units</b>

**Degree Title: Bachelor of Music Education**

Number of Years to Complete the Degree: 4

Number of Years to Complete the Degree and Credential Program: 5

Degree Submitted for: Renewal of Plan Approval

Qualifies for a CA K-12 Single Subject Teacher Credential in Music in conjunction with the passage of appropriate state licensing tests, and credential qualifying courses offered in the fifth year post baccalaureate program.

Details regarding the policies and procedures for student teacher placement and other field experiences are found in the MDP section 2\_A as item A5 (entitled “Field Experiences in Music Education”)

Students who complete this degree are eligible to enter the post baccalaureate credential program articulated below.

This degree also requires the completion of a qualifying junior level solo recital on the principal performance instrument or voice, the passage of the piano proficiency exam and sight reading exam demonstrating fluency and general musicianship appropriate for music educators for all instrumentalists.

Musicianship & Performance	Professional Education	General Studies	Total Number of Credits	Current Semester's Enrollment in Majors	Names of Program Supervisors
60	18	48	126	0 (2 students pursuing the elective path to certification)	S. Hodson A. Mullen
50%	15%	40%			

126 units on the program (120 units used for NASM % formulas)

### **General Musicianship**

MU 10	Principles of Music I	4 units
MU 12	Principles of Music II	4 units
MU 110	Principles of Music III	4 units
MU 112	Principles of Music IV	4 units
MU 120	History of Western Music I	4 units
MU 121	History of Western Music II	4 units
MU 123	Survey of World Music	4 units
MU 15	Conducting	2 units
PHY 007	Physics of Music	4 units

### **Musicianship Courses specified to qualify for CA teacher credential program)**

MU 115	Advanced Conducting	2 units
MU Pedagogy Courses		6 units
MU 165	Brass Instrument Techniques (1 unit)	
MU 166	Woodwind Instrument Techniques (1 unit)	
MU 167	String Instrument Techniques (1 unit)	
MU 168	Percussion Instrument Techniques (1 unit)	
MU 175	Vocal Techniques (2 units)	

### **Musical Performance**

MUA 30, 130, 40, 140, etc.	Private Instruction (1 unit each) in the principal performance area	7 units
MUA 71/71, 83, 183, etc.	Ensembles (1 unit each)	8 units
MUA 082	Jazz Ensemble	1 unit
MUA Secondary lesson	Piano, or other instrument for singers, or voice for instrumentalists	2 units

**Total Musical Musicianship and Performance** **60**

### **Professional Education**

MU 184	Music For Children	4 units
MU 185	Music in the Secondary Schools	4 units
ED 101	Introduction to teaching	4 units
ED 161	Computers in the Classroom	2 units
ENG 106	Language Acquisition	4 units

## **Professional Education**

**18**

### **General Studies**

#### General Education Requirements

#### I. Common Contexts

RS 001	Old Testament	4 units
RS 010	New Testament	4 units
RS 020	Christian Doctrine	4 units

#### Philosophical Reflections

Choice between three courses; 4 units each 4 units

HIS 010	Perspectives on World History	4 units
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#### II. Common Inquiries (may be fulfilled via 7-8 courses, below)

##### Literature

Choice between several courses; 4 units each 4 units

Physical Sciences (Chemistry, Physics, Astronomy, etc.)  
(fulfilled in the major - PHY 007 Physics of Music) 0 units

Life Sciences (Biology, Psychology, etc.)  
Choice between several courses; 4 units each 4 units

##### Abstract Reasoning

(Mathematics, Statistics, Computer Science, etc.)  
Choice between several courses; 4 units each 4 units

Performing and Interpreting the Arts  
(fulfilled in the major - MU 120) 0 units

Thinking Globally (fulfilled in the major - MU 123) 0 units

Thinking Historically (fulfilled in the Major –MU121) 0 units

Understanding Society (Sociology, Anthropology, Political Science)  
Choice between several courses; 4 units each 4 units

#### III. Common Skills

##### Writing-intensive or speech-intensive courses

ENG 002 Writing for the Liberal Arts 4 units

Students who qualify to bypass ENG 002 are advised to

Consider ART 131 (Theory and Criticism in the Arts)

Writing/Speech within the major (fulfilled via MU 121)

Writing/Speech outside the major (fulfilled via ED 101)

##### Quantitative and Analytical Reasoning

(Fulfilled by PHY 007) 0 units

##### Modern/Foreign Language

Choice between several courses; 4 units each 4 units

##### Physical Education

Choice between several courses; 1 unit each 4 units



IV. Competent and Compassionate Action

One of three options

Productions, Research, Integrating Discipline  
(fulfilled with the major by upper division ensemble)

One of two options

Serving Society\*, Communicating Cross-Culturally 0 units

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**Total General Studies (typical) 48 units**

\*Serving Society credit and additional music teaching practica experiences are offered through the collaboration with the Incredible Childrens Network (iCan), a not for profit educational corporation, El Sistema structured program, offered at the nearby Franklin Elementary School. Westmont students have the opportunity to work in the program either as paid or volunteer teaching interns. They may also earn academic credit for their work in this program. Professional teachers supervise the teaching experiences in instrumental and vocal music. The Serving Society requirement will also be filled by taking the required ED 101 course.

**Total Musicianship, Musical Performance, General Studies,  
and Electives 126 units**

**Fifth Year Credential Program**

**Professional Education Courses Required To Qualify For the CA State**

**Credential certification exams:**

ED 105, 111, 130, 151, 171, 191 (12 units – student teaching), 196 KNS 156

**33 units**

**Analysis:**

In analyzing the extent to which these standards meet the NASM requirements in the essential areas of Musicianship, General Studies, Performance and the relationship between these areas and Residence, it can be seen that:

Musicianship: Each program above falls within the recommended percentages for studies in musicianship. The competencies for engaging in study in this area are established by an entrance exam in musicianship and theory. Experiences are consistent within each degree program to the extent that they include fundamental training in written and oral theory and the history and literature of music. Specific competencies are required for the composition track in the areas of form and analysis and composition. The piano proficiency exit exam is one indicator of functional musicianship skills.

General Education: The rigorous standards of Westmont’s liberal arts curriculum aggressively address the NASM standards for general education.

Musical Performance: Each of the degree tracks above includes a range of performance experiences that fulfill the NASM expectations for the BA degree. All programs require

extensive ensemble participation, serious study of a performance medium and demonstration of performance competence, both in ensemble and solo settings. Additionally, all music students (both majors and minors) are required to attend a weekly colloquium, which centers on student performance. Music majors are required to gain approval for continuance in the major beyond their 4th semester by passing the Upper-Division Exam, through which are assessed their achievement in the applied area and progress toward the degree.

**Worship Leadership:**

The Worship Leadership track was granted plan approval June of 2012. The complete application for plan approval that details the compliance of this program with NASM standards in detail is included in the MDP section 2\_A as item A1. The specific response to the initial deferral of this plan approval application is included in the MDP section 2-A as item A3.

**Music Education:**

The music unit received plan approval for the Bachelor of Music Education degree in November of 2013. The complete application for plan approval that details the compliance with NASM standards in detail is included in the MDP section 2\_A as item A2. The specific response to the initial deferral of this plan approval application is included in the MDP section 2-A as item A4.

**Residence**

Westmont defines itself as a residential community. All students are required to live on campus for at least their first two years (with rare exceptions made for students who live locally and commute). Additionally, at least ½ of the upper division units in the major must be completed at Westmont (including Westmont staffed off-campus programs).

Thus, the above programs are in accord with NASM standards for the development of musicianship and professional competencies. Coupled with the strong residency requirements of the college, they are in harmony with the broad liberal studies requirements of the institution, both for general studies and for significant work in the major field of study that together assure the integrity of the degree.

**Section III  
Evaluation, Planning and Projections**

**A. Music Unit**

**Analysis:**

The Music Department, in conjunction with the College administration, has engaged in a rigorous and thorough process of evaluation, planning and program projection. The processes employed are in complete accordance with the standards outlined in the NASM Handbook (Operational Standards, item II). They have included a

Western Association of Schools and Colleges (WASC) evaluation process, and an extensive futures planning document covering the years 2012-2017 (Strategic Planning Document) that has been reviewed at all administrative levels of the College (See MDP Section 3\_A-1).

Each of these endeavors contributes to the music unit's aspiration for excellence as endorsed by the College. In particular, the Strategic Planning Document outlines major program initiatives and their targeted implementation. The original Strategic Planning Document set goals for the years 2007-2012. To date, all significant objectives have been met or exceeded (MDP Section 3\_A-2), with the exception of the completion of an on-campus performance facility.

### **Correlation:**

Surveys of music alumni and publically available recordings (samples of which are held in the music office) as well as peer review of various program aspects are part of the department's ongoing assessment efforts. Examples of these can be found in MDP Section 3\_A-3, 4, 5, 6.

### **B. Students**

#### **Evaluation:**

The music unit conducts juried exams of all music majors and minors each semester that are reviewed by all full time faculty, the database of which is maintained in the music office (MDP Section 3\_B-1, 1a). Standardized piano proficiency exams (requirements for which can be found at MBP Section 3\_B-2) and weekly departmental performance recitals (referred to as "colloquium" involving all students enrolled in private lessons with the full faculty in attendance) also contribute to the evaluation of student work on a continuing basis. See MDP Section 3\_B-5 for samples of colloquium programs.

The means by which evaluations of student achievement are documented can be found in class syllabi. These are found at the following address: [http://forms.westmont.edu/forms/syllabi/display\\_syllabus.php](http://forms.westmont.edu/forms/syllabi/display_syllabus.php), then select "year", "semester" and "music".

Students often participate in community-based musical events. These provide a platform for evaluation that is in many cases represents professional peer-review. A selection of students have won awards in local scholarship foundation auditions (Santa Barbara Foundation, Performing Arts Music Society- see MDP Section 3\_B-6). Students have also appeared with professional ensembles such as the West Coast Symphony (MDP Section 3\_B-3, 4). The College Choir has been invited to sing at Santa Barbara's 2013

annual Prayer Breakfast, which, while not reviewed in the strict sense, demonstrates a respect for the musical excellence of the music unit's ensembles.

### **C. Projected Improvements and Changes**

Areas for improvement are noted in the Strategic Planning Document MDP Section 3\_A-1. Most critical among these are:

1. Facilities development and improvement
2. Developing relationships with adjunct faculty
3. Budgetary support and consistent fundraising strategies to support program initiatives
4. Curricular review and program revision

The college has invested \$2,000,000 over the past three years to provide the first cohesive music facility in the history of the college. The renovated building (see <http://www.westmont.edu/buildings/musicbuilding.html> for photographic survey of renovation) now occupied by the music unit serves admirably for studio teaching, classroom instruction, individual practice, recording, and clerical functions of the music unit. Enhancements to other music related facilities including the installation of enhanced lighting and climate control in the Deane Chapel rehearsal hall, renovation of the Voskuyl Chapel pipe organ and modifications in Carroll Hall have also contributed to the quality of the program. The college also recognizes the lack of appropriate performance and large ensemble rehearsal spaces for the flourishing orchestral and choral programs of the music unit. Long-range plans call for addressing these needs in phase 3, or perhaps as early as the phase 2 (the next phase to be undertaken) of the college master plan.

In the 2012-2013 academic year, the music unit engaged in planning activity to explore ways to enhance the integration, effectiveness and support of the adjunct faculty. The resulting report (MDP Section 3\_C-3, a revised version of which can be found in the Strategic Planning Document, MDP 3\_A-1, pp. 11-13) was enthusiastically endorsed by the Provost and President and was supported by a Presidential Planning Grant. It is currently under consideration for funding. This consideration process will include the redrafting of the proposal as a donor enticement document and the cultivation of donor support for annual or endowment support of the proposals contained in it. In the interim, the college has committed annual funding to implementing several key components of the proposal including the provision \$14,000 in supplemental funds to support adjunct faculty endeavors and the endorsement of several additional course offerings by adjunct faculty to support the curriculum.

Budgetary support for the music unit, with the exception of enhancements to the support for adjunct faculty and in the area of administrative staffing, have been modestly incremental over the past few years. Significant strides have been made in administrative support with the addition of a  $\frac{3}{4}$  time Administrative Assistant that was developed through the 2012-2013 academic year (MDP Section 1\_D-3b). The addition of technology support for this position (computers being maintained by IT increased from one to three; additional phone line; staff training up from one position to two) and the

entire office staff (including student workers) has greatly aided the function of the music unit.

Programmatic budget funding has, however, lagged behind the growth of the program over the past 10 years. Some basic support areas, in particular piano tuning, accompaniment staffing, and instrument repair need enhanced budgetary support to provide for the secure progress of the program. The shortfall in funding has largely been made up by the aggressive and effective fundraising efforts of the music unit. The development of community support through the Music Council and Music Guild (as well as individuals and granting organizations MDP Section 3\_C-1, 2) has been steadily building.

Critical programs such as the performance activities of the Westmont Orchestra and the bulk of the ensemble touring program are primarily supported through fund raising efforts (for an example, see MDP Section 1\_C-5) such as letter-writing campaigns (MDP Section 1\_C-4) and patron donor programs (MDP 1\_C-2). The healthy maintenance and expansion of this scholarship program will be critical to the well-being of the music unit in future years. The Music Guild, a special cohort of substantial financial donors focused on the need of the music unit (MDP Section 1\_C-2), was engaged in the summer of 2012. The leadership of the Office of Advancement in forming and supporting the Guild has been crucial in this effort. Vice President Cliff Lundberg and Advancement specialist Alex Nizet were principal contributors to the initiation of this program. The establishment of the Music Guild proved to be a major enhancement to the effectiveness of the program, particularly in the area of student recruitment through the Guild Scholarship event (MDP Section 1\_I-4).

Curricular review has resulted in the successful applications for Plan Approval of the new Worship Leadership Track and the Bachelor of Music Education degree. The BME degree will be the first degree offered by the music unit other than a BA in Music in the history of the institution. Its development has received the enthusiastic support of the administration and allied academic education department on campus.

### **Planning Efforts Summary**

The efforts of the music unit in planning seem to be making a significant positive influence on the quality, size and scope of the program. The growth in size of (and creation of new) ensembles as well as the increased funding for the music unit from major donors and the institution also speaks to the effectiveness of the planning and goal articulation efforts. For context, in 2005-2006 there were 134 students enrolled for private lessons, being taught by both full time and part time faculty. In 2006-2007, that number jumped considerably to 220. By 2011-2012, there were 315 lessons being taught. The orchestra grew from an enrollment of three in the Fall 2005, to fifty-seven enrolled in Fall 2011. The Christmas Festival grew from one concert in 2005 where roughly 69 performers participated to 174 musicians in the Christmas Festival in 2011. Added to the 2011 concert, there was an open dress rehearsal with roughly 400 in the audience and three concerts for which the roughly 1500 tickets sold out in under one hour. The headline to the Santa Barbara News-Press review of one of the concerts read: "...the

wildly popular and boldly performed Westmont Christmas Festival once again impressed” (see MDP Section 3\_A-5 for full review).

In summary, the ensembles in the music unit have been growing consistently. The Westmont Orchestra has consistently flourished at fifty-plus members for the past five years. Five choirs have been consistently maintained, and multiple string and wind chamber ensembles have been key collaborative components. Ensembles such as Men’s and Women’s Chorales as well as the Chamber Orchestra have developed future musicians ready to step into the more advanced ensembles. Forty to fifty majors has been consistent for the past five years. (MDP Section 1\_B-2)

**Summary of Strengths and Weaknesses:**  
(non-prioritized)

Strengths

- Quality of Faculty
- Quality of Students
- Facilities
  - Availability of practice space
  - Office and administrative
  - Recording facility
  - Enhanced community
  - Program effectiveness
- Scholarship funding
- Institutional reputation
- Instrument holdings
- Recruitment strategy (MDP Section 1\_H-5 offers a snapshot of recruitment prioritization strategy for incoming students 2013-2014)
- Available keyboard instruments
  - All-Steinway School
- Clear goals and objectives
  - WASC program review, music unit Strategic Planning Document
- Institutional commitment to budget planning/support
- Library holdings
  - Improvements in electronic resourcing (Grove Online, Naxos)

Weaknesses

- Facilities
  - Rehearsal space
  - Campus performance space
- Incomplete budgetary resourcing
  - Ensemble tour funding
  - Piano maintenance
  - Accompanist funding
- Library holdings
  - Improvements needed to cataloguing of instrumental performance collection (MDP Section 1\_G-1)

- Adjunct faculty connectivity
  - Improving and subject of planning grant (MDP Section 3\_C-3)

**Projected Improvements and Changes:**

1. Purposes, scholarly, artistic, and educational objectives:

Our primary aspiration as a music unit is for our students to exhibit excellence in thought, word and deed. The mission statement, as well as the institutional “Philosophy of Education” document (see Self-Study Section I\_A) point to excellence in many facets of the college experience. As noted above, our students have been exhibiting excellence in their performances, and this is demonstrated through various supporting documents. For our full time faculty, institutional resources are available for professional development and we are striving to support our distinguished cadre of adjunct faculty in a manner that encourages creativity through projects and performances. In short, the music faculty strive to model the excellence we expect of our students.

2. Size and Scope

As a music unit, we have seen substantial growth in both the number and the quality of our students. This in turn enables enrollment to be consistent as well as encouraging a higher overall performance quality. We will endeavor to continue the patterns of success that have proven useful in the past and to find new ways of reaching out to prospective students as opportunities are found to do so.

3. Governance and administration

Institutional support for the mission and goals of the music unit is strong, and funding commitments to address the facilities shortcomings of the program have been made. Where funding is lacking, the music unit has the clear philosophical support of the college administration.

4. Faculty and Staff

As noted above, a Presidential Planning Grant has been made to the music unit to explore the ways in which the adjunct faculty can be more effectively integrated into the music unit (MDP Section 3\_C-3). Additionally, a ¾ time staff position has been created to address the imbalance of the workload of the secretarial position (MDP Section 1\_D-3b).

5. Facilities

The music unit continues to explore ways in which the piano maintenance program can be more robust. Strides have been made in the area of climate control, however this remains an important area of growth.

**Issues Important to the Music Unit**

Major steps in the area of keyboard instruments have placed the program in a nationally elite group of schools identified “All-Steinway Schools.” Additionally, the purchase of a Johannus organ, 2 pipe organs, a sophisticated digital electronic organ and the demonstrated commitment to development in the areas of strings, winds, brass and percussion have been achieved. Our adjunct faculty demonstrate a great depth of experience and specialization (MDP Section 1\_E-4). A number of the adjunct faculty have been at the department for over a decade (MDP Section 1\_E-5). The new music building has built a sense of community as well as providing space to live out the mission

in a way that was previously difficult when the unit was separated into different facilities. The music unit has successfully implemented a new degree track in Worship Leadership. The first graduate on this degree will likely be in May 2014. The recent Plan Approval for the new Bachelor of Music Education Degree will be included in the college catalogue in the Fall 2014, and will lead to the single subject teaching credential in music program through the California State Education Department. The music unit has received funding from multiple foundations and students have the opportunity to work as mentors in the iCan program (MDP Section 3\_C-5). The music unit has been named a finalist with iCan for a grant from the League of American Orchestras.

#### **D. Future Issues**

Please refer to the Strategic Planning Document in MDP Section 3\_A-1. As discussed extensively throughout this self-study, the music unit is experiencing tremendous vitality at the present time. The program is thriving, largely due to the careful and effective planning process that has been engaged over the past ten years. Recent efforts to focus the goals of the department have proved highly effective and have borne extremely promising results in the short term. The music unit has met all of its timeline projections for funding, student recruitment, faculty development, facilities enhancement, and instrument procurement.

Challenges continue in the areas of faculty development and facilities as articulated in the long-range planning document found in the MDP Section 3\_A-1. The ability to increase the effectiveness of the music faculty either by the addition of full time positions or by enhancing the engagement of the adjunct faculty will be critical to the health of the program. The realization of the long held dream of an adequate large ensemble rehearsal facility and appropriate performance hall on campus will be important in defining the potential of the program in the long-term.