

Fiscal Unit/Academic Org	School Of Music - D0262
Administering College/Academic Group	Arts And Sciences
Co-administering College/Academic Group	
Semester Conversion Designation	New Program/Plan
Proposed Program/Plan Name	Bachelor of Music Education in Choral Music
Type of Program/Plan	Undergraduate bachelors degree program or major
Program/Plan Code Abbreviation	BMECHOR
Proposed Degree Title	Bachelor of Music Education in Choral Music

Credit Hour Explanation

Program credit hour requirements		A) Number of credit hours in current program (Quarter credit hours)	B) Calculated result for 2/3rds of current (Semester credit hours)	C) Number of credit hours required for proposed program (Semester credit hours)	D) Change in credit hours
Total minimum credit hours required for completion of program				133	
Required credit hours offered by the unit	Minimum			86	
	Maximum			86	
Required credit hours offered outside of the unit	Minimum			47	
	Maximum			49	
Required prerequisite credit hours not included above	Minimum			0	
	Maximum			0	

Program Learning Goals

Note: these are required for all undergraduate degree programs and majors now, and will be required for all graduate and professional degree programs in 2012. Nonetheless, all programs are encouraged to complete these now.

Program Learning Goals

- (A) Students acquire an understanding of the common elements and organizational patterns of music and their interaction, the ability to employ this understanding in aural, verbal, and visual analyses, and the ability to take aural dictation.
- (A) Students acquire a sufficient understanding of and capability with musical forms, processes, and structures to use this knowledge and skill in compositional, performance, analytical, scholarly, and pedagogical applications.
- (A) Students acquire the ability to place music in historical, cultural, and stylistic contexts.
- (B) Students acquire technical skills requisite for artistic self-expression in at least one major performance area at a level appropriate for the particular music concentration.
- (B) Students acquire an overview understanding of the repertory in their major performance area and the ability to perform from a cross-section of that repertory.
- (B) Students acquire the ability to read at sight with fluency demonstrating both general musicianship and, in the major performance area, a level of skill relevant to professional standards appropriate for the particular music concentration.
- (B) Students acquire knowledge and skills sufficient to work as a leader and in collaboration on matters of musical interpretation. Rehearsal and conducting skills are required as appropriate to the particular music concentration.
- (B) Students acquire keyboard competency.
- (B) Students acquire growth in artistry, technical skills, collaborative competence and knowledge of repertory through regular ensemble experiences. Ensembles should be varied both in size and nature.
- (C) Students acquire a rudimentary capacity to create derivative or original music both extemporaneously and in written form.
- (D) Students acquire basic knowledge of music history and repertoires through the present time, including study and experience of musical language and achievement in addition to that of the primary culture encompassing the area of specialization.
- (E) Students acquire the ability to use technologies current to their area of specialization.
- (F) Students work on musical problems by combining, as appropriate to the issue, their capabilities in performance; aural, verbal, and visual analysis; composition and improvisation; history and repertory; and technology.
- (G) Students acquire competency in conducting, are able to create accurate and musically expressive performances with various types of performing groups and in general classroom situations.
- (H) Students develop skills in arranging and adapting music from a variety of sources to meet the needs and ability levels of individuals, school performing groups, and in classroom situations.
- (I) Students acquire functional performance abilities in keyboard and voice. Functional performance abilities in instruments appropriate to the student's teaching specialization are also essential.
- (J) Students will be able to apply analytical and historical knowledge to curriculum development, lesson planning, and daily classroom and performance activities.
- (K) Students acquire vocal and pedagogical skill sufficient to teach effective use of the voice.
- (L) Students acquire knowledge of content, methodologies, philosophies, materials, technologies, and curriculum development for vocal/choral music.
- (M) Students acquire experiences in solo vocal performance, as well as in both large and small choral ensembles.
- (N) Students acquire performance ability sufficient to use at least one instrument as a teaching tool and to provide, transpose, and improvise accompaniments.

- (O) Students acquire laboratory experience in teaching beginning vocal techniques individually, in small groups, and in larger classes.

Assessment

Assessment plan includes student learning goals, how those goals are evaluated, and how the information collected is used to improve student learning. An assessment plan is required for undergraduate majors and degrees. Graduate and professional degree programs are encouraged to complete this now, but will not be required to do so until 2012.

Is this a degree program (undergraduate, graduate, or professional) or major proposal? Yes

Does the degree program or major have an assessment plan on file with the university Office of Academic Affairs? Yes

Summarize how the program's current quarter-based assessment practices will be modified, if necessary, to fit the semester calendar.

The School will be modifying all quarter courses to semesters.

Program Specializations/Sub-Plans

If you do not specify a program specialization/sub-plan it will be assumed you are submitting this program for all program specializations/sub-plans.

Pre-Major

Does this Program have a Pre-Major? Yes

All students must audition to enter any School of Music degree program.

Attachments

- BMEChoral_LetterFromProgramOfferingUnit.pdf
(Letter from Program-offering Unit. Owner: Leasure, Timothy Lee)
- BME_Choral_Map.pdf
(Curricular Map(s). Owner: Leasure, Timothy Lee)

Comments

- This is not a new program plan. The School had difficulty submitting our programs in PACER and therefore we are submitting them under 'NEW'. *(by Leasure, Timothy Lee on 03/14/2011 10:49 AM)*

Workflow Information

Status	User(s)	Date/Time	Step
Submitted	Leasure, Timothy Lee	03/14/2011 10:50 AM	Submitted for Approval
Approved	Leasure, Timothy Lee	03/14/2011 10:51 AM	Unit Approval
Approved	Williams, Valarie Lucille	04/01/2011 02:12 PM	College Approval
Pending Approval	Hanlin, Deborah Kay Vankeerbergen, Bernadette Chantal Meyers, Catherine Anne Jenkins, Mary Ellen Bigler Nolen, Dawn	04/01/2011 02:12 PM	ASCCAO Approval



School of Music

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January 7, 2011

To: Office of Academic Affairs
Re: Cover letter for semester conversion in the School of Music
Fr: Richard L. Blatti, Interim Director

Rationale

The School of Music offers the following documents for converting its degree programs from quarters to semesters. The School houses nine undergraduate degrees, four graduate degrees, two minors, and one Graduate Interdisciplinary Specialization.

Degrees and Major Programs

Bachelor of Arts in Music

Bachelor of Music in Composition

Bachelor of Music in Jazz Studies with 2 subplans:

in Composition

in Performance

Bachelor of Music in Performance with 3 subplans:

in Brass, Harp, Percussion, Strings, or Woodwinds

in Piano

in Voice

Bachelor of Music in Musicology

Bachelor of Music in Theory

Bachelor of Music Education in General Music

Bachelor of Music Education in Instrumental Music

Bachelor of Music Education in Choral Music

Master of Arts

in Music Education

in Theory

in Musicology

in Brass Pedagogy

in Piano Pedagogy

in String Pedagogy

in Voice Pedagogy

in Woodwind Pedagogy

Master of Music

in Composition

in Choral Conducting

in Orchestral Conducting

in Wind Conducting

in Brass Performance

in Percussion Performance

in Piano Performance

in String Performance
in Voice Performance
in Woodwind Performance

Doctor of Philosophy
in Music Education
in Music Theory
in Musicology

Doctor of Musical Arts
in Composition
in Conducting
in Instrumental Performance
in Voice Performance

Minor Programs

Minor in Music
 Minor in Music, Media, and Enterprise

Specializations

Graduate Interdisciplinary Specialization in Singing Health

School of Music Program Prerequisites

<p>Bachelor of Music Education <i>in General Music</i> <i>in Instrumental Music</i> <i>in Choral Music</i></p>	<p>Bachelor of Arts in Music</p>	<p>Bachelor of Music <i>in Composition</i> <i>in Jazz Studies (all subplans)</i> <i>in Performance (all subplans)</i> <i>in Musicology</i> <i>in Theory</i></p>
<p>The Bachelor of Music Education, the Bachelor of Arts in Music, and the Bachelor of Music degrees are considered prerequisite to both the Master of Arts and Master of Music degrees. Deficiencies may be removed by additional preparatory course work assigned by the advisor.</p>		
<p>Master of Arts <i>in Music Education</i> <i>in Theory</i> <i>in Musicology</i></p>	<p>Master of Arts <i>in Brass Pedagogy</i> <i>in Piano Pedagogy</i> <i>in String Pedagogy</i> <i>in Voice Pedagogy</i> <i>in Woodwind Pedagogy</i></p>	<p>Master of Music <i>in Composition</i> <i>in Choral Conducting</i> <i>in Orchestral Conducting</i> <i>in Wind Conducting</i> <i>in Brass Performance</i> <i>in Percussion Performance</i> <i>in Piano Performance</i> <i>in String Performance</i> <i>in Voice Performance</i> <i>in Woodwind Performance</i></p>
<p>The Master of Arts (Music Education, Theory, and Musicology) degree is prerequisite to the Doctor of Philosophy degree while both the Master of Arts degree and the Master of Music degree are prerequisite to the Doctor of Musical Arts degree.</p>		
<p>Doctor of Philosophy <i>in Music Education</i> <i>in Musicology</i> <i>in Music Theory</i></p>	<p>Doctor of Musical Arts <i>in Composition</i> <i>in Conducting</i> <i>in Instrumental Performance</i> <i>in Voice Performance</i></p>	

Members of the tenure track faculty of the School of Music led by eight academic area heads are responsible for crafting and delivering the curricula. Beginning in Winter Quarter, 2009, a task force began discussions and identified principles by which the conversion would take place. After comparing the semester systems used by peer institutions, the decision was made to minimize changes to OSU program goals and/or curricular requirements. Led by the Associate Director of Undergraduate Studies and the Chair of Graduate Studies, three committees, including the curriculum, graduate studies, and administrative (comprising the eight area heads), continued their deliberations. Administrative committee discussions yielded the decision to renumber the School's courses based upon the current numbering system rather than developing a new system.

For the remainder of the academic year, each area began to convert its courses to their semester equivalents. In the summer of 2010, new course information was collected to enter the School's 700 courses into the CUT spreadsheet. Also, during the summer of 2010, the Associate Director, in frequent consultation with the area heads, drafted semester programs, four-year plans, and curriculum maps. Each area vetted drafts of these documents at the annual faculty retreat in September of 2010. Simultaneously, the Chair of Graduate Studies, through consultation with area heads and the Graduate Studies Committee, revised the curricular sheets for the graduate degrees. Further modifications were made to these documents through October, and near-final drafts were properly vetted through the curriculum committee, Graduate Studies Committee, and administrative committee during that period. The full faculty approved all semester programs on October 27, 2010.

Transition Plans

In the Autumn of 2010, the School faculty began to advise its students of the approaching conversion to semesters: 1) during the annual welcome convocation, the Associate Director spoke with students about the conversion process and how it will affect them; 2) on the same day, a portion of the School's website was dedicated to the semester conversion. Documents contained therein discuss the semester numbering system, the university's commitment to students, and advice for the students as the semester change approaches. Over time, these web pages will contain more specific information providing details on program and course conversion. Furthermore, the SOM Associate Director will create a spreadsheet that will show current quarter system course numbers and titles and their semester equivalents. During the 2010-2011 school year, the Associate Director will also meet with student organizations such as the Undergraduate Music Council, to discuss the conversion process in detail, and to provide the aforementioned documentation to the students.

In the Autumn of 2011, the Associate Director will offer an extensive group advising session for all undergraduate students on the day prior to the start of classes. Soon thereafter, during "Advising Fairs," members of the SOM faculty, even those not regularly assigned advisory duties, will offer special (one-time only) individual advising sessions in preparation for the School's conversion to semesters. Furthermore, several times in each quarter of 2012, the Associate Director will offer additional undergraduate group sessions which will be advertised by email, web communication, and posted flyers. One-on-one advising sessions with each student's regular advisor, undergraduate and graduate, will serve as follow up during the normal advising period. In determining eligibility for students enrolled in the School's minor programs, those courses taken in the quarter system will be honored using a 1:1 ratio.

It is anticipated that, for a number of students in the School who started earlier than 2008, flexibility will be required to prevent further delays in the time it takes them to graduate; the School intends to use substitute courses within each student's program to alleviate this problem. Moreover, those students who have been away from campus or have fallen behind in their programs will need special guidance to access the correct course sequence and fulfill the necessary prerequisites. For example, any student midway through a sequence in Music Theory or Musicology will have course options which are designed to overlap slightly with courses already taken and those yet to be taken. A specific scenario might describe a performance major who has completed Music 421 (the fourth of six quarters in theory) in the quarter system and needs to complete the sequence in the semester system by taking a seven-week course, designed to serve as a bridge between 421 and 3422, the fourth of four semesters in theory. Musicology sequences will be handled in similar fashion; the attached four-year plans will be of great assistance to all involved in this process.

For those graduate students who matriculate under the quarter system and are transitioning into the semester system, then: 1) no student will have their progress delayed by the change to semesters, 2) any required course under quarters that has been re-envisioned under semesters will be counted, and 3) if, for whatever reason, a student is unable to take a required course, then upon the recommendation of the advisor, either a substitute course will be allowed or the course will be waived by the Chair of Graduate Studies.

I would like to acknowledge the dedicated work of the Associate Director for Undergraduate Studies, Tim Leasure, and the Director of Graduate Studies, Pat Woliver; the documents shepherded by these two gentlemen throughout this time-consuming and frequently overwhelming task are monuments to their commitment, skill, and perseverance.

Respectfully Submitted,

A handwritten signature in black ink that reads "Richard L. Blatti". The signature is written in a cursive style with a clear, legible font.

Richard L. Blatti
Professor and Interim Director

Bachelor of Music Education in Choral Music Program Rationale

General Education

The General Education requirements for the Bachelor of Music Education in Choral Music remain the same as they were on quarters. The School of Music is continuing with its 1991 approved, and 2008 reaffirmed, GEC and has made a direct translation to the GE. These include Music 2240 and 2241 in the Historical Studies category with dual zero credit for Global Studies. Music 3351, World Music, will serve as a Culture and Ideas/Open Option GE as well as a Global Studies course. Music 2470, Introduction to Music Education, will continue as the GE Writing Level II course in the Bachelor of Music Education programs only.

Bachelor of Music Education in Choral Music

The Bachelor of Music Education in Choral Music has been converted with minimal changes. Overall, the changes to the School's theory and history core courses are the source of a 2-credit drop in each of the School's programs relative to two-thirds of each program's quarterly credit totals. The quarter program consists of 197 credits, and, under the semester system, the program will consist of 133 credits. This reflects an increase of 2 credits relative to two-thirds of the quarterly credit total. There are no significant curricular changes in this program.

Semester Courses in BME in Choral Music

Music 2200.11 – Piano, Secondary
Music 2200.21 – Voice Secondary
Music 2201.xx – Applied Music, Principal
Music 2203.xx – Choral Ensemble
Music 2204.xx – University Bands
Music 2205.xx – Athletic Bands
Music 2206.xx – Jazz Ensembles
Music 2208.xx – Small Ensemble
Music 2215.01 – University Orchestra
Music 2220 – Music Technology
Music 2221 – Music Theory I
Music 2222 – Music Theory II
Music 2224 – Aural Training I
Music 2225 – Aural Training II
Music 2240 – Music History I
Music 2241 – Music History II
Music 2242 – Music History III
Music 2244 – African–American Music Traditions
Music 2261.01 – Keyboard Skills I
Music 2261.11 – Basic Conducting Lab
Music 2261.99 – Wind, String, & Percussion
Music 2262.01 – Keyboard Skills II
Music 2262.12 – Conducting, Choral
Music 2263.01 – Keyboard Skills III
Music 2263.02 – Voice Pedagogy
Music 2264.01 – Keyboard Skills IV
Music 2413 – Diction For Singers

Music 3351 – World Music
Music 3401.xx – Applied Music, Principal
Music 3421 – Music Theory III
Music 3422 – Music Theory IV
Music 3424 – Aural Training III

Music 3425 – Aural Training IV
 Music 3578 – Introduction to General Music in grades K–8

Music 4501.xx – Applied Music, Principal
 Music 4505.00 – Junior Recital
 Music 4572 – Teaching General Music in Secondary Schools I
 Music 4574 – Teaching Choral Music I
 Music 4575 – Teaching Choral Music II
 Music 4579 – Teaching General Music in Elementary Schools II: Planning and Practicum
 Music 4586 – Teaching Elementary
 Music 4587 – Teaching Secondary

Psych 2550 – Childhood
 Psych 2551 – Adolescence
 Educ. P&L 2309 – Psych Perspectives of Education
 Educ. P&L 4403 – Ethics and the Professional Context of Teaching
 Educ. P&L 5401 – Adolescent Learning and Development

BME in Choral Music Sample 4-Year Plan (Semester):

Autumn Semester	Cr	Spring Semester	Cr	1 st
English 1110	3	Music 2201.xx (applied)	2	Y E A R
Music 2201.xx (applied)	2	Music 2204.xx–2206.xx, 2215.01 ³	1–2	
Music 2204.xx–2206.xx, 2215.01 ³	1–2	Music 2225 (aural)	2	
Music 2224 (aural)	2	Music 2222 (theory)	2	
Music 2221 (theory)	2	Music 2262.01 (Keyboard Skills II)	1	
Music 2261.01 (Keyboard Skills I)	1	Music 2220 (music tech)	2	
Arts Survey 1000	1	Music 2240 (history)	3	
GE Social Science I: Psych 1100 ²	3	Music 2413 (diction)	2	
GE Literature	3	GE Writing Level II: Music 2470 ⁵ (Intro to Music Ed)	3	
Total Hours	18–19		18–19	36+

Autumn Semester	Cr	Spring Semester	Cr	2 nd
GE Data Analysis	3	GE Math or Logical Skills ¹	3	Y E A R
Music 2204.xx–2206.xx, 2215.01 ³	1–2	Music 2204.xx–2206.xx, 2215.01 ³	1–2	
Music 2241 (history)	3	Music 2242 (history)	3	
Music 2263.01 (Keyboard Skills III)	1	Music 2264.01 (Keyboard Skills IV)	1	
Music 3401.xx (applied)	2	Music 3401.xx (applied)	2	
Music 3421 (theory)	2	Music 3422 (theory)	2	
Music 3424 (aural)	2	Music 3425 (aural)	2	
GE Arts	3	Music 2261.11 (conducting I)	2	
		Music 3578 (intro to gen music)	2	
Total Hours	17–18		18–19	35+

Autumn Semester	Cr	Spring Semester	Cr	3 rd
GE 1 st Science w/ lab	5	GE 2 nd Science	5	Y E A R
Music 2204.xx–2206.xx, 2215.01 ³	1–2	GE 2 nd Social Science	3	
Music 2200.11 ⁴ (piano secondary)	1	Music 2204.xx–2206.xx, 2215.01 ³	1–2	
Music 4501.xx (applied)	2	Music 2200.11 (piano secondary) ⁴	1	
Music 4572 – Teaching General Music in Secondary Schools	2	Music 2244 – African–American Music Traditions ⁶	2	
Music 2262.12 (conducting II)	2	Music 4501.xx (applied)	2	
Music 4579 – Teaching General Music in Elementary Schools II: Planning and Practicum	2	Music 4505 (junior recital)	0	
Music 2208.xx (small ensemble)	1–2	Music 2263.02 – Voice Pedagogy	1	
		Music 3261.99 – Wind, String, & Percussion	1	
		Music 4574 – Teaching Choral Music I	2	
Total Hours	16–18		18–19	34+

Autumn Semester	Cr	Spring Semester	Cr	4 th	
Edu P&L 4403 – Ethics and the Professional Context of Teaching	3	Music 4586 – Student Teaching in Music in Elementary Schools	6	Y E A R	DEGREE TOTAL
Psych 2550 or 2551– OR Educ. P&L 2309 – OR Educ. P&L 5401	3	Music 4587 – Student Teaching in Music in Secondary Schools	6		
Ensemble Elective ³	1 – 2				
GE Cultures and Ideas: Music 3351 (world music)	3				
Music 2200.11 (piano secondary) ⁴	1				
Music 4575 – Teaching Choral Music II	2				
GE History	3				
Total Hours	16–17		12	28+	133

¹ Assumes placement at Math 1116 or higher.

² Psych 1100 must be taken 1st year because it is a prerequisite to Music 2470. Psych 1100 also meets the Social Diversity in the US requirement and serves as a GE Social Science.

³ Six ensembles registrations on the principal instrument must be taken over a period of 6 semesters. All take one chamber or small ensemble as approved by the Music Education Faculty advisor. Voice and keyboard principals must add one ensemble elective.

⁴ Piano principals take 2200.21 instead.

⁵ Music 2470 is offered Autumn and Spring. It is fundamental to Professional Standing in Music Education. Serves as GE Writing Level II course.

⁶ Music 2244 has no prereqs and is typically taught spring. It could be taken any year.

Students entering the BME in Choral Music program in Autumn Quarter 2011, will follow the one-year plan below, followed by years 2 through 4 in the four-year semester plan above.

First Quarter	Cr	Second Quarter	Cr	Third Quarter	Cr	1 st
English 110 GE	5	Math GE (per placement)	5	Psych 100 GE	5	Y E A R
Music 201.21 (applied)	2	Music 201.21 (applied)	2	Music 201.21 (applied)	2	
Music 203–206,215.01 (ensm)	1	Music 203–206,215.01 (ensm)	1	Music 203–206,215.01 (ensm)	1	
Music 221 (theory)	3	Music 222 (theory)	3	Music 223 (theory)	3	
Music 224 (294A) (aural)	2	Music 225 (aural)	2	Music 226 (aural)	2	
Music 261.01 (piano)	1	Music 262.01 (piano)	1	Music 263.01 (piano)	1	
Music 220 (music tech)	3	Music 212 (phonetics)	2	Music 240 (music history)	3	
Arts 100.02 (survey)	1					
Total Hours	18		16		17	51

Name: _____

Survey Course – 1 unit	Units	Gr	Sem
Arts Survey 1000	1		

General Education: 46 – 48 Units

Writing: 6 units

English 1110	3		
Music 2470	3		

Literature: 3 units

Literature	3		
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Arts: 3 units

Arts	3		
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Math and Data Analysis: 6 – 8 units

Math	3–5		
Basic Computational Skills			
Math or Logical Skills			
Data Analysis	3		

Natural Sciences: 10 units

Must be taken from both areas below. One of the courses must have a lab.

Biological Science	1–5		
Physical Science	1–5		

Historical Studies: 9 units

Music 2240–2241	6		
History	3		

Social Sciences: 6 units

Psychology 1100	3		
Social Science	3		

Open Options: 3 units

Cultures and Ideas: Music 3351	3		
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Social Diversity in U.S. ¹ Psychology 1100	0		
Global Studies ¹ Music 2240–2241, Music 3351	0		

¹ Typically embedded in other requirements

² Choose 1 course from 2 of 3 categories

Req'd Overall GPA.....2.75
 Req'd CPHR Required.....2.75
 GPA in Major.....3.0

This checklist is ONLY a planning tool and should be used in conjunction with the College of the Arts and Sciences General Education (GE) Course List document (a.k.a. the "tan sheets").

Bachelor of Music Education Choral School of Music SEMESTER

Music Education Major: 86 units Minimum

Semester Concert Attendance Requirement: See studio teacher and faculty advisor for details.

Major Instrument: 14 units	Units	Gr	Sem
2201.xx – Applied Music, Principal*	4		
2413 – Diction For Singers	2		
3401.xx – Applied Music, Principal*	4		
4501.xx – Applied Music, Principal*	4		
4505.00 – Junior Recital ²	0		

Jazz principals take through 3401 (2cr) of traditional applied.

Music Technology: 2 units

2220 – Music Technology	2		
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Music Theory: 8 units

2221 – Music Theory I	2		Au
2222 – Music Theory II	2		Sp
3421 – Music Theory III	2		Au
3422 – Music Theory IV	2		Sp

Aural Training: 8 units

2224 – Aural Training I	2		Au
2225 – Aural Training II	2		Sp
3424 – Aural Training III	2		Au
3425 – Aural Training IV	2		Sp

Musiology: 5 units beyond GE

2240 – Music History I	GE		Sp
2241 – Music History II	GE		Au
2242 – Music History III	3		Sp
3351 – World Music	GE		Au
2244 – African–American Music Traditions	2		Sp

Education — 6 units

Psych 2550 – Childhood	3		
OR			
Psych 2551 – Adolescence	3		
OR			
Educ. P&L 2309 – Psych Perspectives of Educ.	3		
OR			
Educ. P&L 5401 – Adolescent Learning and Dev.	3		
AND			
Educ. P&L 4403 – Ethics and the Professional Context of Teaching	3		

* 2 2–credit registrations required of this course.

² This course is a non-credit registration.

Ensembles: 8 – 16 units**	Units	Gr	Sem
2208.xx Small Ensemble	1–2		
Ensemble on Principal Instrument	1–2		
Ensemble on Principal Instrument	1–2		
Ensemble on Principal Instrument	1–2		
Ensemble on Principal Instrument	1–2		
Ensemble on Principal Instrument	1–2		
Ensemble on Principal Instrument	1–2		
Ensemble Elective***	1–2		

** Six ensembles registrations on the principal instrument must be taken over a period of 6 semesters. All take one chamber or small ensemble as approved by the Music Education faculty advisor. Choose one from: Music 2203.xx, 2204.xx, 2205.xx, 2206.xx, 2215.xx

*** Voice and keyboard principals must add one ensemble elective.

Methods: (35 units)

2261.11 – Basic Conducting Lab	2		
2262.12 – Conducting, Choral	2		
2261.01 – Keyboard Skills I	1		Au
2262.01 – Keyboard Skills II	1		Sp
2263.01 – Keyboard Skills III	1		Au
2264.01 – Keyboard Skills IV	1		Sp
2200.11 – Piano Secondary****	1		
2200.11 – Piano Secondary****	1		
2200.11 – Piano Secondary****	1		
2261.99 – Wind, String, & Percussion	1		Sp
2263.02 – Voice Pedagogy	1		
3578 – Introduction to General Music in grades K–8.	2		Au

Professional Standing Level by Faculty Approval of Application Only

4574 – Teaching Choral Music I	2		Au
4575 – Teaching Choral Music II	2		
4572 – Teaching General Music in Secondary Schools	2		Au
4579 – Teaching General Music in Elementary Schools II: Planning and Practicum	2		
4586 – Teaching Elementary	6		Au/Sp
4587 – Teaching Secondary	6		Au/Sp

***Piano principals take 2200.21 instead.

Major	86 units
GE	46 units
Survey	1 unit
Minimum Total Units to Graduate	133 units

Name: _____

Survey Course – 1 hr	Hours	Grade	Qtr/Year
Arts College 100	1		

General Education Courses – 69-71 Hours

1. Skills

Writing & Related Skills – 9 hrs

English 110	5		
Music 470 –Intro to Music Education	4		

Quantitative & Logical Analysis – 10 hrs

Basic Comp Skills-R or course			
Math & Logical Analysis	5		
Data Analysis	5		

Foreign Language – 0 hrs

2. Breadth

Natural Science – Biological/Physical 10 hrs

Select two courses, one in each area. One course must have a lab.

	5		
	5		

Social Science – 10 hrs

Select two courses from two of the three categories

Psych 100	5		
A/B/C	5		

Arts and Humanities – 8-10 hrs

Literature	5		
Visual &/or Performing Arts	3-5		

Elective breadth courses – 5 hrs

Select 1 more courses from the breath categories

	5		
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3. Historical Study – 14 hrs

Music 241-242-243	9		
History	5		

4. Issues of the Contemporary World – 0 hrs

	0		
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5. Diversity Experience – 3 to 15 hrs

* Should overlap with another GEC category:

Social Diversity – Psych 100			
Int'l Issues Non-Western or global: Music 351	3		
Int'l Issues- Global or Western (non-US): Music 241-243	--		

Min. Total Cr. Hrs to Graduate: CHR: 197, INS: 196, GME: 196

This checklist is ***ONLY*** a planning tool and should be used in conjunction with the **College of the Arts and Sciences General Education Curriculum (GEC) Course List** document (a.k.a. the “tan sheets”).

Bachelor of Music Education Choral, Instrumental, or General AU2008 and later

Music Education Major: 126 hours Minimum

Major Instrument: 18 – 20 hours

Quarterly Concert Attendance Requirement ~ See Studio Teacher & Faculty Advisor for details

	Hours/	Qtr/
201.xx – Applied Music, Principal	2	
201.xx – Applied Music, Principal	2	
201.xx – Applied Music, Principal	2	
212 – Phonetic Alphabet (VOI only)	2	Wi
401.xx – Applied Music, Principal	2	
401.xx – Applied Music, Principal	2	
401.xx – Applied Music, Principal	2	
501.xx – Applied Music, Principal	2	
501.xx – Applied Music, Principal	2	
505 – Junior Recital	0	

Jazz principals take through 401 (2cr) of traditional applied

Music Theory – 21 hours

221 – Music Theory 1	3	Au/Wi/
222 – Music Theory 2	3	Wi/Sp/
223 – Music Theory 3	3	Sp/Su/
421 – Music Theory 4	3	Au/
422 – Music Theory 5	3	Wi/
423 – Music Theory 6	3	Sp/
524 – Orchestration 1	3	Au/Wi

Aural Training – 12 hours

224 – Aural Training 1	2	Au/Wi/
225 – Aural Training 2	2	Wi/Sp/
226 – Aural Training 3	2	Sp/Su/
424 – Aural Training 4	2	Au/
425 – Aural Training 5	2	Wi/
426 – Aural Training 6	2	Sp/

Musicology — 6 hours

244 – African & African Derived Music	3	Wi/Sp
240 – Music History 1	3	Sp

Education — 6-10 hours

Psych 550 or 551 – Childhood OR Adolescence OR Educ. P&L 309.07 – Psych Persp. of Educ. OR Educ. P&L 607.07 – Adolescence Dev in Educ.	3 - 5	
Educ. P&L 650.03 – Applied Ethics OR Educ. P&L 609.07 – Teaching as a Profession	3 - 5	

Req'd Overall GPA.....2.75
 Req'd CPHR Required.....2.75
 GPA in Major.....3.0

Ensembles – 12 hour

Hours/Qtr/

Full time students **MUST** be in at least one ensemble every quarter.

208.xx Small Ensemble	1	
203.xx-206.xx, 215.xx	1	
203.xx-206.xx, 215.xx	1	
203.xx-206.xx, 215.xx	1	
203.xx-206.xx, 215.xx	1	
203.xx-206.xx, 215.xx	1	
203.xx-206.xx, 215.xx	1	
203.xx-206.xx, 215.xx	1	
203.xx-206.xx, 215.xx	1	
203.xx-206.xx, 215.xx	1	
203.xx-206.xx, 215.xx	1	
203.xx-206.xx, 215.xx	1	
203.xx-206.xx, 215.xx	1	
203.xx-206.xx, 215.xx	1	
203.xx-206.xx, 215.xx	1	

Methods ~ Pick GME, INS, or CHR Specialization (42-52 hours)

261.11 – Basic Conducting Lab (GME, INS, or CHR)	2	
262.11 – Conducting, INS (INS)	2	Wi/Sp/
262.12 – Conducting, CHR (CHR)	2	Wi
262.11 OR 262.12 (GME)	2	
660 – Advanced Conducting, INS (INS)	3	Wi
661 – Advanced Conducting, CHR (CHR)	3	Sp
261.01 – Piano 1 (GME, INS, or CHR)	1	Au
262.01 – Piano 2 (GME, INS, or CHR)	1	Wi
263.01 – Piano 3 (GME, INS, or CHR)	1	Sp
264.01 – Piano 4 (GME, INS, or CHR)	1	Au
265.01 – Piano 5 (GME or CHR)	1	Wi
266.01 – Piano 6 (GME or CHR)	1	Sp
200.11 – Piano Secondary (GME or CHR)*	1	
200.11 – Piano Secondary (GME or CHR)*	1	
200.11 – Piano Secondary (GME or CHR)*	1	
200.11 – Piano Secondary (GME or CHR)*	1	
*Piano principals take 200.21 instead		
261.99 – Wind, String, & Percussion (GME or CHR)	2	Sp/
263.02 – Voice Pedagogy (GME or CHR)	3	Wi/
261.35 – Guitar Methods (GME)	1-2	Wi/
261.03 – Strings 1 (INS)	1-2	Au/
262.03 – Strings 2 (INS)	2	Wi/
261.05 – Brass 1 (INS ~ not brass principals)	1-2	Au/
262.05 – Brass 2 (INS)	1-2	Wi/Sps
261.07 – Percussion (INS ~ not percussion principals)	1-2	Wi/Sp
262.04 – Woodwinds (INS)	2	Wi/Sp
261.46 – Bassoon (INS ~ not bassoon principals)	1	
261.42 – Oboe (INS ~ not oboe principals)	1	
297 – Music Education Lab (strings only)	1	
572 – GME (CHR 572 & INS pick 572 or 578)	3	Au/Wi
574 – CHR 1 (CHR 574 & GME choose 574 or 576)	3	Au/
575 – CHR 2 (CHR)	3	Wi/
576 – INS in Schools (INS 576 & GME pick 574 or 576)	3	Au/
577 – INS in Schools (INS)	3	Wi/
578 – GME 1 (CHR/GME 578 & INS pick 578 or 572)	3	Au/
579 – GME 2 (CHR or GME)	3	Wi/
766 – GME Teaching Practices (GME)	3	Wi/
Music Ed Elective (INS – See Faculty Advisor)	3	
Music Ed Elective (INS – See Faculty Advisor)	3	
586 – Teaching Elementary (CHR, GME, & INS)	7	
587 – Teaching Secondary (CHR, GME, & INS)	8	

