

<b>Fiscal Unit/Academic Org</b>	School Of Music - D0262
<b>Administering College/Academic Group</b>	Arts And Sciences
<b>Co-administering College/Academic Group</b>	
<b>Semester Conversion Designation</b>	New Program/Plan
<b>Proposed Program/Plan Name</b>	Bachelor of Music Education in Choral Music
<b>Type of Program/Plan</b>	Undergraduate bachelors degree program or major
<b>Program/Plan Code Abbreviation</b>	BMECHOR
<b>Proposed Degree Title</b>	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)*
- A\_and\_H.Music\_BME.CL[1].doc: A and H Cover Letter  
*(Letter from the College to OAA. Owner: Vankeerbergen, Bernadette Chantal)*
- 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
Revision Requested	Vankeerbergen, Bernadette Chantal	04/08/2011 03:25 PM	ASCCAO Approval
Submitted	Leasure, Timothy Lee	04/11/2011 05:48 PM	Submitted for Approval
Approved	Leasure, Timothy Lee	04/11/2011 05:49 PM	Unit Approval
Approved	Williams, Valarie Lucille	04/12/2011 08:37 AM	College Approval
Pending Approval	Nolen, Dawn Jenkins, Mary Ellen Bigler Meyers, Catherine Anne Vankeerbergen, Bernadette Chantal Hanlin, Deborah Kay	04/12/2011 08:37 AM	ASCCAO Approval



## College of Arts and Sciences

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March 3, 2011

Lawrence Krissek, Professor of Earth Sciences  
Faculty Chair, Committee on Curriculum and Instruction  
College of Arts and Sciences

Dear Larry,

The Disciplinary Advisory Committee for Curriculum from the Division of Arts and Humanities within the College of Arts and Sciences met, reviewed, and unanimously approved the undergraduate tagged degree BM programs from the School of Music during the months of November and December 2010, with an ultimate unanimous vote on December 14, 2010. The Arts and Humanities-1-Arts Intensive Subcommittee met and reviewed the BME proposals from the School of Music on February 10<sup>th</sup> and. The BME proposals were unanimously approved at that same meeting. The committee focused on the credit hours required both inside and outside the unit, clarity in the rationale statements, and re-arrangement of the information, and dividing up the multiple majors into individual proposals. The BME programs have been returned and are ready for full CCI consideration.

The Bachelor of Music Education programs are accredited by the National Association of the Schools of Music (NASM) and have been approved by that body; therefore they must follow particular guidelines for their multiple curricula. The School of Music currently offers three separate BME degree programs, on file with the Board of Regents. We verified on October 15, 2010 that the undergraduate degree programs in the School of Music have assessment plans on file with OAA.

Please note that due to difficulties of aligning our current programs in the newly created PACER system (*e.g.*, degrees were coming up combined such as our BM in Music History was combined with the BM in Theory in PACER, and our BME programs were not listed under SOM), we have listed some programs as "NEW," however, they are not new, but rather established programs.

GE: The GEC components of the tagged degree programs in the arts were first approved by CAA in May of 1991 and reaffirmed in March, June, and October in 2008 by CAA. The tagged degree programs in the arts are retaining their General Education exemptions and substitutions and have converted with a one-to-one parallel of the quarter-based GEC to the semester-based GE. The GE component is an integral part of the programs in the arts, and therefore it is threaded throughout the advising sheets or four year plans for each individual tagged degree. Unlike a traditional untagged B.A. or B.S. degree, the tagged arts degrees consider no part of the GE ancillary to its program. As such, the GE requirements are included within the degree total for each undergraduate major and specialization.

There is no one common GE for all arts programs; each program has a *different* formulation. Please keep this in mind as your subcommittees review the multiple programs from the tagged degrees in the arts. Each degree and specialization for the BME is addressed within the body of the Chair's letter and rationale, and each comes with its own "checksheet" (advising sheets) for both the semester and quarter programs. Please note that each "checksheet" is different and holds a different GEC/GE. There is no one GEC/GE for each program. Therefore the "checksheets" represent the whole programmatic requirements.

Transition Plans: For all BME degrees, the School has laid out detailed four-year plans with identified transition plans for those students in the current program and for those students matriculating in 2011 and later.

Learning Goals: Please note that the learning goals for all programs in the School are set by NASM. There are anywhere from 15-22 entries in PACER because the box only allows for a set number of characters that is surpassed by the number of characters in the NASM goals. In order to include the goals in their entirety, the school has included them in multiple entries, while naming them "A," "B," etc. The goals labeled "A," "B," etc. listed on the map correspond to the goals in the multiple PACER form entries.

"PACER" Chart: The Credit Hour Explanation Chart includes both the "GE" and "major" course work.

**Bachelor of Music Education in General Music:** The Bachelor of Music Education in General Music was last approved by CAA on April 20, 2008. The GEC was originally approved in 1991 and reaffirmed by CAA in 2008. The BME in General Music will retain its previously approved GE. There were no revisions to the program. The program converted from 196 quarter-credit hours (with 69-71 in the GEC and 126 hours on the major program) to 129 semester-credit hours (with 47-49 in the GE plus survey and 82 hours in the major program). The categories of the major remained the same with one addition of Music Technology included.

**Bachelor of Music Education in Choral Music:** The Bachelor of Music Education in Choral Music was last approved by CAA on April 20, 2008. The GEC was originally approved in 1991 and reaffirmed by CAA in 2008. The BME in Choral Music will retain its previously approved GE. The program converted from 197 quarter-credit hours (with 69-71 in the GEC and 126 hours on the major program) to 133 semester-credit hours (with 47-49 in the GE plus survey and 86 hours in the major program). Like the BME in General and Instrumental, the categories of the major remained the same with one addition of Music Technology included.

**Bachelor of Music Education in Instrumental Music:** The Bachelor of Music Education in Instrumental Music was last approved by CAA on April 20, 2008. The GEC was originally approved in 1991 and reaffirmed by CAA in 2008. The BME in Instrumental Music will retain its previously approved GE. There were no revisions to the program. The program converted from 196 quarter-credit hours (with 69-71 in the GEC and 126 hours on the major program) to 131 semester-credit hours with 47-49 in the GE plus survey and 84 hours in the major program). Like the BME in General and Choral, the categories of the major remained the same with one addition of Music Technology included.

We are sending these programs forward for review at the full Committee on Curriculum and Instruction.

Thank you for their consideration,



Valarie Williams, Professor of Dance  
Associate Dean, College of Arts and Sciences, Arts and Humanities  
Chair-for-a-Day, Subcommittee of Arts and Humanities-1, Arts

cc: Rick Blatti, Professor and Interim Director, School of Music  
Mark Shanda, Professor and Dean, Arts and Humanities  
Timothy Leasure, Associate Professor and Associate Director, School of Music  
Patrick Woliver, Professor and Graduate Studies Director, School of Music  
Eva-Marie Banks, Assistant to the Associate Director, School of Music



## 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 <sup>st</sup>
English 1110	3	Music 2201.xx (applied)	2	Y E A R
Music 2201.xx (applied)	2	Music 2204.xx–2206.xx, 2215.01 <sup>3</sup>	1–2	
Music 2204.xx–2206.xx, 2215.01 <sup>3</sup>	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 <sup>2</sup>	3	Music 2413 (diction)	2	
GE Literature	3	GE Writing Level II: Music 2470 <sup>5</sup> (Intro to Music Ed)	3	
<b>Total Hours</b>	<b>18–19</b>		<b>18–19</b>	<b>36+</b>

Autumn Semester	Cr	Spring Semester	Cr	2 <sup>nd</sup>
GE Data Analysis	3	GE Math or Logical Skills <sup>1</sup>	3	Y E A R
Music 2204.xx–2206.xx, 2215.01 <sup>3</sup>	1–2	Music 2204.xx–2206.xx, 2215.01 <sup>3</sup>	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	
<b>Total Hours</b>	<b>17–18</b>		<b>18–19</b>	<b>35+</b>

Autumn Semester	Cr	Spring Semester	Cr	3 <sup>rd</sup>
GE 1 <sup>st</sup> Science w/ lab	5	GE 2 <sup>nd</sup> Science	5	Y E A R
Music 2204.xx–2206.xx, 2215.01 <sup>3</sup>	1–2	GE 2 <sup>nd</sup> Social Science	3	
Music 2200.11 <sup>4</sup> (piano secondary)	1	Music 2204.xx–2206.xx, 2215.01 <sup>3</sup>	1–2	
Music 4501.xx (applied)	2	Music 2200.11 (piano secondary) <sup>4</sup>	1	
Music 4572 – Teaching General Music in Secondary Schools	2	Music 2244 – African–American Music Traditions <sup>6</sup>	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	
<b>Total Hours</b>	<b>16–18</b>		<b>18–19</b>	<b>34+</b>

Autumn Semester	Cr	Spring Semester	Cr	4 <sup>th</sup>	
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– <b>OR</b> Educ. P&L 2309 – <b>OR</b> Educ. P&L 5401	3	Music 4587 – Student Teaching in Music in Secondary Schools	6		
Ensemble Elective <sup>3</sup>	1 – 2				
GE Cultures and Ideas: Music 3351 (world music)	3				
Music 2200.11 (piano secondary) <sup>4</sup>	1				
Music 4575 – Teaching Choral Music II	2				
GE History	3				
<b>Total Hours</b>	<b>16–17</b>		<b>12</b>	<b>28+</b>	<b>133</b>

<sup>1</sup> Assumes placement at Math 1116 or higher.

<sup>2</sup> Psych 1100 must be taken 1<sup>st</sup> 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.

<sup>3</sup> 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.

<sup>4</sup> Piano principals take 2200.21 instead.

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

<sup>6</sup> 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 <sup>st</sup>
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					
<b>Total Hours</b>	<b>18</b>		<b>16</b>		<b>17</b>	<b>51</b>

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. <sup>1</sup> Psychology 1100	0		
Global Studies <sup>1</sup> Music 2240–2241, Music 3351	0		

<sup>1</sup> Typically embedded in other requirements

<sup>2</sup> 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 <sup>2</sup>	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		
<b>OR</b>			
Psych 2551 – Adolescence	3		
<b>OR</b>			
Educ. P&L 2309 – Psych Perspectives of Educ.	3		
<b>OR</b>			
Educ. P&L 5401 – Adolescent Learning and Dev.	3		
<b>AND</b>			
Educ. P&L 4403 – Ethics and the Professional Context of Teaching	3		

\* 2 2–credit registrations required of this course.

<sup>2</sup> 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
<b>Minimum Total Units to Graduate</b>	<b>133 units</b>

Name: \_\_\_\_\_

<b>Survey Course – 1 hr</b>	<b>Hours</b>	<b>Grade</b>	<b>Qtr/Year</b>
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/

**Musiology — 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	

**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	
<b>*Piano principals take 200.21 instead</b>		
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	

