

Approval Chart for Curriculum Changes

A = Approval I = Information*

Course Number _____ or Degree Plan(s) MTVA, MTIA, MTPV, MTPB, MTPO

State the requested change and reason. A memo may be attached if more space is necessary.

Change professional education sequence for these certifications. Rationale and description provided at the end of this document.

Proposed New Modified Professional Education Sequence for All-Levels Music:

EDUC 211 Educational Foundations and Multicultural Perspectives

EDUC 221 Educational Psychology

SPED 371 Teaching Students with Special Needs

READ 322 Content Area Reading

EDUC 476 Effective Strategies for English Language Learners

MUSE 449 Professional Practice in Music Education: New 1-hour course. We propose to reduce MUST 332 (Forms and Analysis) from 2 hours to 1 hour to make room for this in the degree.*

EDUC 490 Student Teaching

*** Because all music degrees require MUST 332 (Forms and Analysis), the non-teaching certification degrees will be reduced by 1 hour. These are VOCP, PIAP, and MUSI.**

Circle the number that corresponds to the requested change. Degree plan changes are on the second page.

COUNCIL**

	Change to a Course	Academic	Dept./School	College Academic	Deans	TFC	UGEC	UUAC	GRAD	Provost	President
1.	Title (description unchanged)		A	A	A			I		I	I
2.	Description (not affecting content)		A	A	A			I		I	I
3.	Content (substantive change)		A	A	A			I		A	A
4.	Number of hours (lecture, lab, contact)		A	A	A			A		A	A
5.	Course number within the hundred		A	A	I			I		I	I
6.	Course number beyond the hundred		A	A	A			A		A	A
7.	Prerequisites		A	A	A			I		I	I
8.	Course fee(s)		A	--	A			--		A	I
9.	From U to G or G to U		A	A	A			A		A	A
10.	Cross list with another dept: U or G level		A	A	A			A		A	A
11.	Department of record		A	A	A			A		A	A
12.	Open or close a course		A	A	A			A		A	A
13.	New course — See Adams Center for packet.		A	A	A			A		A	A

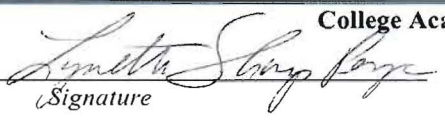
* Councils may request additional information about "Information" items. These items are approved as "Consent Agenda."

**Courses offered only to students seeking teacher certification must go through the Teacher Education Council.

Note: When an academic unit does not have a council, the UGEC and/or UUAC will serve as its academic council, depending on the nature of the issue.

Curriculum/Catalog Changes Signature Page

Department/School Chair(s)	
 Signature	<u>2-21-14</u> Approval date
_____ Signature	_____ Approval date

College Academic Council(s)	
 Signature	<u>2/21/14</u> Approval date
_____ Signature	_____ Approval date

Dean(s)	
_____ Signature	_____ Approval date
_____ Signature	_____ Approval date

Teacher Education Council	
 Chair's signature	<u>3-17-14</u> Approval date

General Education Council	
_____ Chair's signature	_____ Approval date

Undergraduate Academic Council	
_____ Chair's signature	_____ Approval date

Graduate Council	
_____ Chair's signature	_____ Approval date

Provost	
_____ Signature	_____ Approval date

Faculty	
_____ Chair of faculty senate	_____ Approval date

President	
_____ Signature	_____ Approval date

Professional Education Sequence for All-Levels Music

Standard Professional Education Sequence for Secondary Education Candidates

EDUC 211 Educational Foundations and Multicultural Perspectives

EDUC 221 Educational Psychology

SPED 371 Teaching Students with Special Needs

READ 322 Content Area Reading

EDUC 412/432 Secondary Block (6 hours)

EDUC 476 Effective Strategies for English Language Learners (Added this year)

Current Modified Professional Education Sequence for Music

EDUC 211 Educational Foundations and Multicultural Perspectives

EDUC 221 Educational Psychology

SPED 371 Teaching Students with Special Needs

EDUC 413/433 Modified Block (3 hours) – (Subbing READ 322 at this time)

Challenges with the modified sequence:

1. When the new sequence was developed, all-levels certifications included P.E. That certification has been appropriately closed. This means that there are very few candidates each year certifying in the all-levels areas. In the last Title I reporting year, there were only two. Typically, this number ranges from 5-8. It is not possible to provide a specific course for the number of students who now need it.
2. We have tried to substitute READ 322 for the proposed modified block. This does not work as students in this course do not complete a field component and it does not include the program benchmark processes that all candidates must complete.
3. All-levels candidates continue to be out of the loop and frustrated. We are meeting with them individually to make sure that they are informed and prepared for program requirements. This is not sustainable.

Relevant state and national issues:

1. In the last five years state and national reporting and accountability structures have dramatically increased. This includes the specific areas of special needs, technology, ESL, field experience and classroom management.
2. The Teacher Education Department achieved national accreditation in the spring of 2012. This brings the need to include all teacher candidates in the full professional education program. Some of the key courses included in the accreditation processes are not included in the modified sequence.
3. The State of Texas has passed law that mandates and measures the preparation of all teacher candidates in the areas of special education, ESL, technology and classroom management.

ESL Requirement – additional relevant information:

The State of Texas has recently passed legislation outlining standards for and accountability processes in educator preparation. A specific area of focus in this legislation is the preparation of teachers to effectively meet the needs of English language learners (ELLs). The US Department of Education reported an increase in ELLs enrolled in Pre-K through 12 schools from 3.57% in 2000 to 8.45% in 2010. See the following demographic data on ELL enrollment in Texas provided by the Texas Education Agency:

- 817,165 ELL students in Texas
- 456,051 enrolled in bilingual education
- 310,812 enrolled in English as a Second Language

Source: PEIMS Data Spring 2010

- There are over 120 different home languages represented in Texas schools. 91% of ELL students speak Spanish.

Educator preparation programs are required to prepare teacher candidates to serve this population and the state has established the following accountability structures to evaluate programs in this area:

1. TExES certification exams have been revised to include the English Language Proficiency Standards -- the state standards for addressing the needs of ELLs.
2. All candidates for certification must complete an online survey with the Texas Education Agency as part of the certification process. In this survey, candidates evaluate their preparation program. There is a section of questions specifically addressing their preparedness in this area. Data from the most recent report indicate that this is an area of needed attention in our program.
3. At the end of the first year of teaching, principals evaluate a teacher's preparation through a state administered survey. Again, there is a specific section of questions addressing the beginning teacher's level of preparedness for serving ELLs.

In addition to accountability structures, we believe that preparing candidates to serve ELLs will enhance the program. This will make them more competitive as they move into the job market. They will be better prepared to meet the needs of the students in their classrooms. In addition, this preparation can open doors for teaching in international contexts so this is also consistent with the universities' missional and global perspective.

The above stated challenges make it necessary to revisit the professional education sequence of our all-levels teacher candidates. Because EDUC 211 has been approved for the Cultural Awareness requirement, we are able to do this without increasing the hours of the degrees. In addition, these changes are the result of external accrediting bodies.

Challenges specific to the Music Education degree: (From Dana Pemberton)

In order to fulfill the requirements outlined in our National Accreditation process, it is critical that Teacher Education program benchmarking and capstone student experiences be carefully structured and connected to a specific course. These processes include the first submission of the e-portfolio (Domains 1, 4 & 5), the teacher education showcase, TExES practice testing, the second Teacher Education Dispositions Review and the student teaching application. For all other teacher candidates in majors outside of Teacher Education (secondary and all-levels certifications), these processes are addressed in the senior block (EDUC 412/432). However, this block course is offered only on T/TH from 12:00-3:00. Music Education students certifying in instrumental areas must be enrolled in band, which also meets at noon. It is not possible to move either course. Therefore, a necessary modification is being proposed for teacher candidates in music.

This modification is possible because of unique aspects of the music education program. First, music education majors have additional field experiences provided through the music department. This will ensure that these candidates complete the number of pre-student teaching field hours required by the state.

Second, the music department is highly involved in student teaching supervision and so they are already scoring the program completion e-portfolios (Domains 2 & 3) for their teacher candidates. They know the Teacher Education Program competencies and the standards for submission.

Third, there are multiple methods courses in the music education sequence that address instructional planning and professional responsibilities. We will work collaboratively to identify appropriate artifacts in these courses to include in the e-portfolio.

Modified plan for Music Education:

Therefore, the music department will include the following Teacher Education program requirements in a new music education capstone course: the first submission of the e-portfolio (Domains 1, 4 & 5), the Teacher Education Showcase (to be scheduled each semester through the Teacher Education Program), TExES PPR practice testing, and the second Teacher Education Dispositions Review. In addition, they will work with the Teacher Education Department to ensure that music education majors complete application to student teaching and state credentialing processes at the appropriate time.

Forms and Analysis

Abilene Christian University

Course: MUST 332.01 1 Credit Hour

Semester: Spring 2014

Time: 9:00-9:50 M

Room: WPAC 213

Instructor: Mr. Jason Missal

Contact Information: Phone- 674-2240 E-mail: jason.missal@acu.edu

Office Hours: By appointment (Please don't hesitate to contact me for help)

Required Materials:

Burkhart, Charles. *Anthology for Musical Analysis*. 7th edition. Cengage Learning, 2011.

Green, Douglass. *Form in Tonal Music*. 2nd edition. Cengage Learning, 1979.

Set of colored pencils (for analysis)

You will provide your own score for the sonata analysis project. (see below)

You will probably want your previous theory textbook for review. If you do not have one, I recommend *Tonal Harmony* by Kostka and Payne.

A curious and open musical mind (discussion and creativity are encouraged)

Course Description: This course will explore the evolution of musical forms as well as various techniques for musical analysis and score study. While it is at its essence a theory class, the techniques learned in this class will serve to inform and be applied to creative and artistic musical performance.

Course Objectives: At the completion of this course, students should be able to:

- 1) Effectively analyze a piece of music through its basic elements (texture, motive, dynamics, interval structure, etc.) through listening or score
- 2) Integrate aural skills, theory knowledge, and musicianship
- 3) Understand a variety of musical forms and be able to apply them to their musical study and performance
- 4) Write a clear and eloquent analysis of a sonata form movement from a concerto, sonata, or symphony
- 5) Understand and communicate in proper terminology used when analyzing musical form

Measurement Instrument	Objective
Readings/Discussion	5
Homework Assignments	1, 2, 3, 5

Matt Roberson 2/6/14 2:53 PM

Comment [1]: From Jason:
For Forms and Analysis to change from two credit hours to one credit hour, I primarily had to alter the workload of the class. This was accomplished in the following ways:

1. The number of homework assignments was cut from 8 to 4, with an in-class assignment serving as one of the former homework assignments.

2. The number of tests during the semester was cut from 2 to 1, and the final exam remains intact as well.

3. Time spent on topics has been cut down in several areas: where we may have spent two to three class periods on a topic, those have been cut to one period so all of the major topics can still be addressed.

The syllabus reflects this accelerated and streamlined new course.

Test Terminology	3, 5
Test Score Analysis	All
Sonata Analysis Project	All

Grades and Grading: The grade will be broken down into the following categories:

- **Homework Assignments:** These will primarily be analysis assignments out of the anthology, designed to reinforce class concepts and readings.
- **Sonata Analysis Project:** Due Wednesday, May 2 by 5:00 PM. Specific instructions will be given later in class. Students will write a comprehensive structural analysis of a movement from a Classical or early-Romantic symphony.
- **Tests and Exams:** These will be designed to find out what you have learned regarding principles and ideas gleaned from analysis assignments and readings. Because time is severely limited in testing situations, in-class analysis problems will be specific and direct. You will be required to THINK on these tests.

Grades will be portioned as follows:

Homework assignments (4)	35%
Sonata analysis project	20%
Test #1	20%
Final exam	25%

Scale: 90-100=A, 80-89=B, 70-79=C, 60-69=D, 59 and below=F

Assignments may be turned in early for full credit. However, after class time on the date due, no late work will be accepted and the specific assignment will be given a zero unless prior notification has been accepted (in case of an emergency—health emergency, death in the family, etc. up to the instructor's discretion). If you know you will be absent, you must hand in work early—it will not be accepted late.

Final exam: Given on Wednesday, May 7 from 12-1:45 PM.

Attendance: Please read the attendance policy in “The Music Majors Handbook.” It is important that you are present for all classes as a future educator or professional; therefore, absences and tardies will factor into your overall grade. In accordance with university policies, you must attend at least 80% of our classes. Not doing so (missing four classes or more) will result in an automatic failure of the class. Two tardies equal one absence. Two free unexcused absences (or the equivalent) will be allowed without penalty.

After that, your grade will go down one letter grade for every unexcused absence. If you are absent, it is your responsibility to find out what was covered/missed and what is due for the next class.

Academic Integrity: Please read the full policy from ACU for any questions on academic integrity, cheating, plagiarism, etc. at ACU

(<http://www.acu.edu/campusoffices/campuslife/documents/AcadIntegrityPolicy.pdf>)

Academic integrity is expected from you at all times. Any student found guilty of violating academic integrity may be subject to one or more of the following consequences at the instructor's discretion: a zero on the assignment in question, an F in the course, or another consequence outlined in ACU's policy listed at the above URL. Students are encouraged to help each other during assignments; however, you are expected to complete all assignments on your own with your creativity, knowledge, and ideas.

Special Needs Policy

Abilene Christian University is dedicated to removing barriers and opening access for students with disabilities in compliance with ADA and Section 504 of the Rehabilitation Act. The Alpha Scholars Program facilitates disability accommodations in cooperation with instructors. In order to receive accommodations, you must be registered with Alpha Scholars Program, and you must complete a specific request for each class in which you need accommodations. If you have a documented disability and wish to discuss academic accommodations, please call the Alpha office directly at [\(325\) 674-2667](tel:3256742667).

Schedule

1-13: Intro, Syllabus, and Sample Analysis

1-20: **No School (MLK Jr Day)**

1-27: Chapters 1 and 2 (Form Concept, Cadences, The Phrase)

2-3: Chapters 3 and 4 (Motives, Phrase Expansion)

2-10: Chapter 5 (The Period and its Permutations), In-Class Analysis Assignment

2-17: The Period Continued; **Homework 1**

2-24: **Homework 1 Due**; Chapter 6 (Binary and Ternary Forms—small), **Homework 2**

3-3: **Homework 2 Due**; Begin Chapter 7 (Theme and Variation Forms), In-Class Analysis Assignment

3-10: **Spring Break**

3-17: **No Class (Wind Ensemble at CBDNA)**

3-24: Chapter 8 (Large Ternary Forms), **Homework 3**

3-31: **Homework 3 Due; Review for Test 1**

4-7: Test 1

4-14: Chapter 9 (Rondo Forms), Homework 4

4-21: Homework 4 Due; Begin Sonata Form; Assign Sonata Analysis Project

4-28: In-Class Sonata Analysis; Review for Final Exam

5-2: Sonata Analysis Project Due By 5:00 PM

5-7: Final Exam from 12-1:45 PM

BME VOCAL (ALL-LEVEL TEACHER CERTIFICATION) DEGREE PLAN (MTVA)

UNIVERSITY REQUIREMENTS

Please see the University Requirements section of this catalog (page 40).

MAJOR REQUIREMENTS

Theory

MUST 111 Elementary Theory: Sight Singing and Ear Training	1
MUST 112 Elementary Theory: Sight Singing and Ear Training	1
MUST 131 Elementary Theory I: Analysis and Keyboard	3
MUST 132 Elementary Theory II: Analysis and Keyboard	3
MUST 211 Advanced Theory: Sight Singing and Ear Training	1
MUST 212 Advanced Theory: Sight Singing and Ear Training	1
MUST 231 Advanced Theory I: Analysis and Keyboard	3
MUST 232 Advanced Theory II: Analysis and Keyboard	3
MUST 332 Forms and Analysis	2-1
MUST 432 Orchestration and Arranging	2

Music Specialization Skills

MUSE 334 Beginning Conducting	2
MUSE 337 Intermediate Conducting	1

Musicology

MUSM 131 Music in World Cultures	(2) ¹
MUSM 132 Music Literature	(1) ¹ /1
MUSM 432 Music History II: 1750-the Present	3
MUSM 449 Capstone Seminar in Music History and Theory (capstone course)	1

Recital Seminar

Eight semesters, credit or non-credit	0
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Performance Ensemble

Each semester (except during Student Teaching), credit or non-credit	0
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VOCAL CONCENTRATION

Music Pedagogy

MUSE 235 Instrumental Concepts	1
MUSE 336 Concepts of Vocal Performance	3
MUSE 332 Elementary Music Techniques and Literature	3
MUSE 333 Secondary Music Methods – Choral Organization and Administration	3

Diction

MUSC 217 English and Italian Diction	1
MUSC 218 French and German Diction	1

Major Concentration (major lessons)

MPVM	14
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Minor Concentration (non-major lessons)

MUPC and/or MUPN	4
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Bible

MUSM 431 Music History I: Antiquity to 1750 (capstone and writing-intensive course)	(3) ¹
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TOTAL **58 57**

¹Hours (in parentheses) may also fulfill university requirements and are not included in total major hours

PROFESSIONAL REQUIREMENTS

Reading and Education

EDUC 211 Educational Foundations and Multicultural Perspectives	(3) ¹
EDUC 221 Educational Psychology	(3) ¹
SPED 371 Teaching Students With Special Needs (writing-intensive course)	3
READ 322 Reading in Secondary Content Areas	3

Matt Roberson 1/8/14 11:53 AM

Comment [1]: MUST 332 will change from 2 credit hours to 1 to accommodate the new 1-hour music ed. course (MUSE 449). This change will affect all music degrees: The B.A. in Music and the B.M. in performance (piano and voice) will each have one fewer credit hour; all three teacher certification degrees (instrumental, vocal, and piano) will retain the existing number of credit hours, overall.

Matt Roberson 1/8/14 11:52 AM

Comment [2]: I added parentheses here to indicate that this may count in the Foreign Language and Cultural Awareness category of the University Requirements.

Matt Roberson 1/8/14 10:58 AM

Comment [3]: We propose to add this course to the degree plan to conform to the professional requirements of other education degrees.

EDUC 476 Effective Strategies for English Language Learners.....	3
EDUC 413 Professional Practice.....	2
EDUC 433 Introduction to the Reading Process.....	1
MUSE 449 Professional Practice in Music Education.....	1
EDUC 490 Student Teaching (capstone course).....	6
TOTAL	15 16
¹ Hours (in parentheses) may also fulfill university requirements and are not included in total major hours	
ELECTIVES	
Minimum	0
TOTAL MAJOR HOURS	73
CRITERIA FOR ADMISSION TO TEACHER EDUCATION	
In accordance with Texas state law, students must meet the admission criteria described on page 115.	
OTHER GRADUATION REQUIREMENTS	
Pass the piano proficiency exam, sophomore proficiency exam and present a senior recital.	
Minimum grade for MUSE 332 and 333	C
Minimum grade in each required music course	C
Minimum GPA in major	2.75
Minimum GPA for graduation	2.75
Minimum advanced hours	33
Minimum total hours	129
<i>Courses numbered 0** do not count in minimum hours required for degree.</i>	

Matt Roberson 1/8/14 11:00 AM

Comment [4]: We propose to add this course to the degree plan to conform to the professional requirements of other education degrees.

Matt Roberson 1/8/14 11:14 AM

Comment [5]: These two courses will be deleted from the degree.

Matt Roberson 1/8/14 11:16 AM

Comment [6]: This is the new course that we're proposing.

BM: INSTRUMENTAL (ALL-LEVEL TEACHER CERTIFICATION) DEGREE PLAN (MTIA)	
UNIVERSITY REQUIREMENTS	
Please see the University Requirements section of this catalog (page 40).	
MAJOR REQUIREMENTS	
Theory	
MUST 111 Elementary Theory: Sight Singing and Ear Training ..	1
MUST 112 Elementary Theory: Sight Singing and Ear Training ..	1
MUST 131 Elementary Theory I: Analysis and Keyboard	3
MUST 132 Elementary Theory II: Analysis and Keyboard	3
MUST 211 Advanced Theory: Sight Singing and Ear Training	1
MUST 212 Advanced Theory: Sight Singing and Ear Training	1
MUST 231 Advanced Theory I: Analysis and Keyboard	3
MUST 232 Advanced Theory II: Analysis and Keyboard	3
MUST 332 Forms and Analysis	2 1
MUST 432 Orchestration and Arranging	2
Music Specialization Skills	
MUSE 334 Beginning Conducting	2
MUSE 337 Intermediate Conducting	1
Musicology	
MUSM 131 Music in World Cultures	(2) ¹
MUSM 132 Music Literature	(1) ¹ /1
MUSM 432 Music History II: 1750-the Present	3
MUSM 449 Capstone Seminar in Music History and Theory (capstone course)	1

Recital Seminar	
Eight semesters, credit or non-credit	0
Performance Ensemble	
Each semester (except during Student Teaching), credit or non-credit	0
INSTRUMENTAL CONCENTRATION	
Pedagogy	
MUSE 110 Concepts of Percussion	1
MUSE 115 Concepts of High Brasses	1
MUSE 116 Concepts of Clarinet and Saxophone	1
MUSE 117 Concepts of Low Brasses	1
MUSE 118 Concepts of Flute and Double-Reeds	1
MUSE 119 Concepts of Strings	1
MUSE 211 Concepts of Jazz and Improvisation	1
Major Concentration	
MPIM (major)	14
Piano	
2 hours of MUPC and/or MUPN (or proficiency passed)*	2
*May substitute 2 hours in an ensemble if piano proficiency exam is passed.	
Bible	
MUSM 431 Music History I: Antiquity to 1750 (capstone and writing-intensive course)	(3) ¹
TOTAL	51 50
¹ Hours (in parentheses) may also fulfill university requirements and are not included in total major hours	
PROFESSIONAL REQUIREMENTS	
Reading and Education	
EDUC 211 Educational Foundations and Multicultural Perspectives	(3) ¹
EDUC 221 Educational Psychology	(3) ¹
SPED 371 Teaching Students With Special Needs (writing-intensive course)	3
READ 322 Reading in Secondary Content Areas	3
EDUC 476 Effective Strategies for English Language Learners	3
EDUC 413 Professional Practice	2
EDUC 433 Introduction to the Reading Process	1
MUSE 449 Professional Practice in Music Education	1
EDUC 490 Student Teaching (capstone course)	6
Other Required Courses	
MUSE 236 Vocal Concepts	1
MUSE 332 Elementary Music Techniques and Literature	3
MUSE 338 Band Methods: Marching Techniques and Wind Literature	2
MUSE 339 Secondary Music Methods – Instrumental	3
TOTAL	24 25
¹ Hours (in parentheses) may also fulfill university requirements and are not included in total major hours	
ELECTIVES	
Minimum	0
TOTAL MAJOR HOURS	75
CRITERIA FOR ADMISSION TO TEACHER EDUCATION	
In accordance with Texas state law, students must meet the admission criteria described on page 115.	
OTHER GRADUATION REQUIREMENTS	

Matt Roberson 2/11/14 10:22 PM

Comment [7]: I added parentheses here to indicate that this may count in the Foreign Language and Cultural Awareness category of the University Requirements.

Matt Roberson 2/11/14 10:22 PM

Comment [8]: We propose to add this course to the degree plan to conform to the professional requirements of other education degrees.

Matt Roberson 2/11/14 10:22 PM

Comment [9]: We propose to add this course to the degree plan to conform to the professional requirements of other education degrees.

Matt Roberson 2/11/14 10:22 PM

Comment [10]: These two courses will be deleted from the degree.

Matt Roberson 2/11/14 10:22 PM

Comment [11]: This is the new course that we're proposing.

Pass the piano proficiency exam, sophomore proficiency exam and present a senior recital.	
Minimum grade for MUSE 332 and 333	C
Minimum grade in each required music course	C
Minimum GPA in major	2.75
Minimum GPA for graduation	2.75
Minimum advanced hours	33
Minimum total hours	131
<i>Courses numbered 0** do not count in minimum hours required for degree.</i>	

BM: PIANO (ALL-LEVEL TEACHER CERTIFICATION) DEGREE PLAN (MTPA)

UNIVERSITY REQUIREMENTS

Please see the University Requirements section of this catalog (page 40).

MAJOR REQUIREMENTS

Theory

MUST 111 Elementary Theory: Sight Singing and Ear Training	1
MUST 112 Elementary Theory: Sight Singing and Ear Training	1
MUST 131 Elementary Theory I: Analysis and Keyboard	3
MUST 132 Elementary Theory II: Analysis and Keyboard	3
MUST 211 Advanced Theory: Sight Singing and Ear Training	1
MUST 212 Advanced Theory: Sight Singing and Ear Training	1
MUST 231 Advanced Theory I: Analysis and Keyboard	3
MUST 232 Advanced Theory II: Analysis and Keyboard	3
MUST 332 Forms and Analysis	2 1
MUST 432 Orchestration and Arranging	2

Music Specialization Skills

MUSE 334 Beginning Conducting	2
MUSE 337 Intermediate Conducting	1

Musicology

MUSM 131 Music in World Cultures	(2) ¹
MUSM 132 Music Literature	(1) ¹ /1
MUSM 432 Music History II: 1750-the Present	3
MUSM 449 Capstone Seminar in Music History and Theory (capstone course).....	1

Recital Seminar

Eight semesters, credit or non-credit	0
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Performance Ensemble

Each semester (except during Student Teaching), credit or non-credit	0
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Major Lessons

MUPM	14
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Pedagogy

MUSE 236 Vocal Concepts	1
MUSE 332 Elementary Music Techniques & Literature	3
MUSE 335 Concepts of Piano Performance	3

Bible

MUSM 431 Music History I: Antiquity to 1750 (capstone and writing-intensive course)	(3) ¹
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TOTAL **49 48**

¹Hours (in parentheses) may also fulfill university requirements and are not included in total major hours

TRACKS (Choose One)

VOCAL Track (MTPV)	
Minor lessons (voice) MPVN	4
MUSE 235 Instrumental Concepts	1
MUSE 333 Secondary Music Methods: Choral Organization and Administration	3
Track Total	8
BAND Track (MTPB)	
MUSE 110 Percussion	1
MUSE 115 High Brass	1
MUSE 116 Clarinet/Saxophone	1
MUSE 117 Low Brass	1
MUSE 118 Flute/Double Reed	1
MUSE 211 Jazz Improvisation	1
MUSE 338 Band Methods	2
MUSE 339 Secondary Music Methods - Instrumental	3
Track Total	11
ORCHESTRA Track (MTPO)	
MUSE 110 Percussion	1
MUSE 115 High Brass	1
MUSE 116 Clarinet/Saxophone	1
MUSE 117 Low Brass	1
MUSE 118 Flute/Double Reed	1
MUSE 119 Strings	1
MUSE 339 Secondary Music Methods - Instrumental	3
Track Total	9
PROFESSIONAL REQUIREMENTS	
Reading and Education	
EDUC 211 Educational Foundations and Multicultural Perspectives	(3)
EDUC 221 Educational Psychology	(3)
SPED 371 Teaching Students With Special Needs (writing-intensive course)	3
READ 322 Reading in Secondary Content Areas	3
EDUC 476 Effective Strategies for English Language Learners	3
EDUC 413 Professional Practice	2
EDUC 433 Introduction to the Reading Process	1
MUSE 449 Professional Practice in Music Education	1
EDUC 490 Student Teaching (capstone course)	6
TOTAL	15 16
ELECTIVES	
Minimum	0
TOTAL MAJOR HOURS (MTPV)	72
TOTAL MAJOR HOURS (MTPB)	75
TOTAL MAJOR HOURS (MTPO)	73
CERTIFICATION	
<i>This plan includes certification in band, choir, or orchestra with piano as the main instrument.</i>	
CRITERIA FOR ADMISSION TO TEACHER EDUCATION	
In accordance with Texas state law, students must meet the admission criteria described on page 115.	
OTHER GRADUATION REQUIREMENTS	
Pass the piano proficiency exam, sophomore proficiency exam and present a senior recital.	
Minimum grade for MUSE 332 and 333	C

Matt Roberson 2/11/14 10:26 PM

Comment [12]: I added parentheses here to indicate that this may count in the Foreign Language and Cultural Awareness category of the University Requirements.

Matt Roberson 2/11/14 10:26 PM

Comment [13]: We propose to add this course to the degree plan to conform to the professional requirements of other education degrees.

Matt Roberson 2/11/14 10:26 PM

Comment [14]: We propose to add this course to the degree plan to conform to the professional requirements of other education degrees.

Matt Roberson 2/11/14 10:26 PM

Comment [15]: These two courses will be deleted from the degree.

Matt Roberson 2/11/14 10:26 PM

Comment [16]: This is the new course that we're proposing.

Minimum grade for each required music course	C
Minimum GPA in major	2.75
Minimum GPA for graduation	2.75
Minimum advanced hours	33
Minimum total hours (Vocal Track)	128
Minimum total hours (Band Track)	131
Minimum total hours (Orchestra Track)	129
<i>Courses numbered 0** do not count in minimum hours required for degree.</i>	