

## **School of Music**

Dr. Glenn Koponen, Dean

*Nyack College (Rockland campus) is an accredited institutional member of the National Association of Schools of Music (NASM).*

### **MUSIC PROGRAMS**

The School of Music provides professional training for qualified students enrolled in the following degree programs:

Associate of Science in Music  
Bachelor of Arts in Music  
Bachelor of Music in Composition  
Bachelor of Music in Music Education  
Bachelor of Music in Performance  
Bachelor of Science in Music in Worship

All curricula stress sound musicianship, active musical experience, knowledge of theoretical and practical issues in the field of specialization, acquaintance with the professional literature, secular and sacred, and responsible participation in all phases of instruction.

#### **Mission**

The School of Music, in its various degree programs, is committed to excellence in personal, musical, and spiritual development, in an atmosphere which fosters creativity, dedication, energy and vision.

#### **Goals and Objectives**

The goals and objectives of the School of Music are determined primarily by the mission, and core values of Nyack College. They are further shaped by the National Association of Schools of Music (NASM) standards for accreditation and the desire to serve The Christian & Missionary Alliance.

Graduates will have prepared for careers as performers, ministers of music, organists, choir directors, composers, teachers of music in public and private elementary and secondary schools, and various music-related careers (music recording, publishing, music business, etc.). Graduates are also qualified for advanced studies in graduate schools.

#### **Student Learning Goals**

To graduate students who have acquired and developed the foundational academic skills of reading carefully and critically, communicating clearly and cogently, and thinking analytically and synthetically.

- By designing into music courses a cognitive approach to the language and syntax of harmony, form, and the structure of music.
- By designing into the music history sequence a comprehensive overview of western music and related religious, philosophical, political, scientific, and social developments.
- By designing into music literature courses the appreciation and understanding of non-Western music and music of the church, including research components and the analysis of contemporary phenomena in these areas.
- By fostering the aural development, kinesthetic processes, and aesthetic sensitivities which form the basis of professional caliber musicianship.

To graduate students who have achieved a broad understanding of human learning.

- By fostering in our students the skills and motivation for life-long learning and participation in music.
- By encouraging all students to value the creativity of the human spirit and the aesthetic dimension of life.

- By promoting involvement in campus life through participation in aesthetic and cultural activities.

To graduate students who have achieved an in-depth understanding of one particular field of study by meeting the requirements of at least one major

- By training our students to acquire the theoretical and practical skills required by music educators, church musicians, performers and composers.
- By fostering a broad knowledge of music literature, both sacred and secular, through study and performance.
- By employing a competency-based approach for course design and requirements throughout the program while encouraging artistic creativity.
- By cultivating career programs and awareness in the various music and music-related fields.
- By utilizing the cultural resources of various metropolitan New York area institutions.

To graduate students who have achieved a basic Christian worldview understanding which can serve as a basis for interpreting experience

- By providing experiences in Christian ministry involving music in the Christian and Missionary Alliance and other churches.
- By promoting a sense of Christian love and caring throughout the endeavors of the School of Music.
- By building the self-esteem of the individual through musical achievement in the Christian context.
- By fostering a respect for diverse forms of music, worship, and culture.

To strengthen a sense of civic responsibility to the community

- By promoting in our students an appreciation for the opportunities and responsibilities which exist in a democratic society concerning the arts.
- By encouraging involvement in civic affairs through music and the allied arts.

### **Program Assessment**

Courses in music theory and ear training, music history and literature, and instruction and experience in performance are required of all music majors beginning in the freshmen year and provide the foundation for advanced music study. The School of Music continually assesses student achievement in these areas through classes, private lessons, rehearsals, recitals, and concerts. In addition, a formal assessment is conducted at the end of each school year to identify areas of strength as well as areas of deficiency which would benefit from changes in the program. The following assessments are used to assess music program effectiveness.

Assessment	Context	Location in Program
1. Written evaluation of knowledge of theory and aural skills	Required theory and ear training courses	Fr. and Soph. years
2. Written evaluation of knowledge of music history and literature	Required music history courses	Soph. and Jr. years
3. Evaluation of performance juries, private instruction, ensemble and recital participation	Live performances	End of each semester

Assessment results are evaluated on an annual basis for program improvement. No individual student is identified in the evaluation of the program data. Results are reported below with percentage of students in each performance category.

**2008-2009**

Assessment	Exceeds Expectations	Meets Expectations (Pass)	Approaches Expectations	Does not meet Expectations (Fail)
1. Written evaluation of knowledge of theory and aural skills	48%	28%	12%	13%
2. Written evaluation of knowledge of music history and literature	36%	37%	19%	8%
3. Performance juries, private instruction, ensemble and recital participation	61%	32%	3%	3%

*2010-2011 assessment results are in progress at time of printing*

**Admission to Program**

All freshmen and transfer students are admitted to the music degree programs on the basis of audition, teacher recommendation, and written essay. Prospective students for the B.M. and B.S.M. degree programs should perform at least two compositions in addition to technical exercises, scales, arpeggios, and sight-reading. B.A. in Music majors may perform a selection of choice commensurate with their background, ability, and interests. The audition is generally scheduled following the student's acceptance by the college. Prospective music majors may, upon request, audition for the music faculty prior to submitting an application for admission to the college. Prospective students who reside within a 200-mile radius of the college are expected to audition in person. Prospective students living outside a 200-mile radius may submit a recorded audio or video audition for review by the faculty, along with a letter explaining the contents of the recording and the conditions under which it was recorded. Applicants should consult the Recommended Repertoire section found in the Music Handbook for further audition guidelines. Transfer students should follow the repertoire suggestions for the appropriate year.

**Advanced Placement**

Placement tests in music theory, ear training, sight singing, and dictation are given to all new music majors during Freshman Orientation. For students who display competence in these areas, the first year courses may be waived. Credits for music courses waived by exam or audition must be replaced by music elective credits.

Nyack College also accepts Advanced Placement (AP) music credits earned during high school. Contact the School of Music for more information.

**Applied Music Requirements for Music Majors**

All music majors (except students in the B.A. in Music) are required to satisfy a certain level of performance in addition to the completion of the minimum number of credits in applied music. Occasionally this may require taking additional credits of applied music to achieve the graduation standard.

Students enrolled in the Performance and Music Education degree programs are required to fulfill applied major requirements. Applied minor study is recommended and optional.

Composition majors are required to fulfill the second year level in their applied major. Instrumental and Piano Performance majors must also complete the Concerto requirement (MUS 476) as described in the Music Handbook.

Performance majors will present a Junior Recital in their third year, one-half hour of music, and a Senior Recital in the fourth year, one hour of music. Students enrolled in Music Education and Sacred Music are required to present a Senior Recital of one-half hour in length prior to graduation.

### **Piano Proficiency**

All music majors not majoring or minoring in piano or Functional Piano are required to demonstrate Piano Proficiency (MUS 477) by audition or jury exam as described in the Music Handbook. (B.A. in Music majors are exempt from this requirement.)

### **Jury Examinations**

Students will perform before the music jury each semester in their applied major area, Functional Piano, Piano Proficiency and in an optional applied minor when applicable. The purpose of the jury is to determine whether significant progress has been achieved or if the required level of competence has been attained to satisfy the degree requirement for graduation. The faculty will use the student's initial applied minor jury to approve the minor. Piano and voice juries are to be performed by memory, however piano minor juries do not require memorization.

Students preparing junior or senior recitals will perform Recital Juries approximately four weeks before the recital, and are exempt from regular semester juries. Details about juries and recitals are in the Music Handbook.

### **Accompanying Requirement**

A minimum of two semesters of accompanying experience in instrumental and voice studios and student recitals is required of all piano majors. Students are encouraged to receive coaching from their private piano instructor.

### **Ensemble Requirements**

Music majors are required to participate in at least one musical organization each semester they are enrolled full-time in the program. Voice majors are required to participate in a choral organization and instrumental majors in an instrumental organization. Keyboard majors may select either a choral or instrumental organization. Students may register for zero or one credit. (Chamber music is not considered to be a musical organization.)

### **Ensemble Requirements for Orchestral Instrument Majors**

First Year: Membership in one of Nyack College's instrumental ensembles in a second or third desk position.

Second Year: Membership in one of the college's instrumental ensembles, and capability of filling a second desk position in works of medium difficulty.

Third Year: Membership in one of the college's instrumental ensembles with sufficient ability to fill a first desk position.

Fourth Year: Membership in one of the college's instrumental ensembles, and sufficient experience and technique to hold a first or second desk in a professional instrumental ensemble. The candidate for graduation should have covered the standard literature of the various instrumental media, from chamber to symphony, and demonstrate proficiency to appear as soloist with a symphony orchestra.

### **Course Rotations**

The following music courses may be offered in alternate years and must be taken when offered:

Music History courses:

MUS 213 (W. Music to 1700) alternates with MUS 319 (Music/19<sup>th</sup> c.)

MUS 214 (Music of the 18th c.) alternates with MUS 320 (Music/20<sup>th</sup> c.)

## **MUSIC EDUCATION MAJOR - MUS.B.**

*Primary Faculty, Rockland:* Dr. Glenn Koponen, Joan Mallory

*Primary Faculty, NYC:* Dr. Elizabeth Swanson, Dr. Sue Talley, Dr. Dana Talley

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The School of Education is accredited by the National Council for Accreditation of Teacher Education (NCATE) The Music Education major is designed for the training of teachers in elementary and secondary school music in accordance with the requirements of the Division of Teacher Education and Certification of the Department of Higher Education of the State of New York. In New York, permanent certification for teaching in the public schools is open only to those holding a master's degree and having two years

teaching experience; this curriculum, therefore, leads to recommendation for the provisional certificate for teaching (K-12) in the elementary, middle, and high schools of New York. The State of New York certification procedures require that recommended candidates make personal application for this initial certificate. Nyack College is not required to make recommendation for certification of a candidate not meeting the standards. For example, a grade of B- or better is required in Senior Seminar and both placements of Student Teaching or recommendation for certification will be withheld.

The regulations of the Commissioner of Education stipulate that initial certification will be granted in New York on the basis of passing scores on the Liberal Arts and Sciences Test (LAST), the Assessment of Teaching Skills-Written (ATS-W), and the Content Specialties Test (CST). The candidate must take the LAST at least once before the end of the sophomore year and pass the exam prior to admission to methods courses. It is recommended that the candidate take the ATS-W and CST during junior year, as passing scores are required for admission to student teaching.

Title II, Section 207 of the Higher Education Act requires all institutions with teacher preparation programs that enroll students receiving federal financial assistance to prepare annual reports on teach preparation and licensing. Additionally, institutions must publish licensure test pass rate information for all programs, with ten or more students who completed their prescribed programs within the previous reporting year, in official documents. Nyack College's Childhood Education, Early Childhood Education, and Early Childhood-Childhood B.S. programs each had fewer than ten program completers in 2009-2010 and are prohibited from publishing program pass rate data. However, the institutional pass rates for undergraduate and graduate program completers combined are below:

Graduation Years	<u>2009-2010</u>	<u>2008-2009</u>	<u>2007-2008</u>
Nyack College Overall Pass Rates	89% (n=28)	85% (n=33)	96% (n=27)
NY State Average Overall Pass Rates	94%	97%	97%

Students who intend to pursue certification in other states should be aware of the requirements for those states. Many states have a reciprocity agreement with New York State and by meeting another state's testing requirements a NYS certificate can be exchanged for a certificate in that state. Students should also be aware that Pennsylvania now requires teachers to have a 3.0 GPA and other states may also. Such GPA requirements are above the current minimum GPA requirements for Nyack College, meaning that, graduation with a degree does not guarantee certification in other states.

### Program Assessment

The following assignments are used to assess program effectiveness.

Assessment	Context	Location in Program
1. Content Specialty Test (CST)	Licensure Test	Junior year
2. Competency Attainment Checklist	Student Teaching	Senior year
3. Teacher Work Sample (TWS)	Senior Seminar	Senior year

Assessment results are evaluated on an annual basis for program improvement. No individual student is identified in the evaluation of the program data. Results for past years are reported below with percentage of students in each performance category for the Rockland Campus (RC) and Manhattan Campus (MC).

Assessment	Exceeds Expectations	Meets Expectations	Approaches Expectations	Does Not Meet Expectations
	RC / MC	RC / MC	RC / MC	RC / MC
1. CST 09-10 (n		50% / -		50% / -
08-09		50% / 33%		50% / 67%

2. CAC 09-10 (n	100% / -	- / -	50% / -	- / -
08-09	50% / 33%	- / 67%	- / -	- / -
3. TWS 09-10 (n		100% / -	- / -	- / -
08-09		100% / -	- / -	- / -

Graduates are also qualified to direct music in churches and to teach music on the mission field in schools for children of missionaries and government officials. The teacher education program of Nyack College has been accredited by the Certification Commission of the Association of Christian Schools International (ACSI) for the preparation of teachers for a ministry in Christian school education. Candidates, upon successful completion of the program of study, will also be awarded an ACSI teaching certificate.

### Admission to the Music Education Methods (EDM 441, 444)

In addition to the general admission requirements listed in the catalog, admission to the Music Education program requires the following items:

1. Submission of departmental application.
2. Completion of 30 hrs of pre-approved independent field experience(s).
3. Satisfactory grade point average (overall GPA of 2.5, 2.75 in music courses, and 2.75 in education courses). Specifically, a grade of C or better is required in each education course, or the course must be repeated.
4. Passing score on LAST certification exam for NY.
5. Satisfactory faculty review of professional attitudes and behaviors on the Undergraduate Assessment of Dispositions, having met at least 80% of the dispositional expectations.
6. Approval by School of Education faculty.

The focus of this course of study is the development of well-rounded and effective teachers. The inclusion of Bible courses makes an ideal program for one who wishes to serve both the community and church interests.

In addition to the general admission requirements listed in the Nyack College catalog, applicants will be expected to have satisfactory scores on the Scholastic Aptitude Test of the College Entrance Examination Board (generally 920 or more). Applicants wishing to transfer into the program in cases where the SAT scores are insufficient or not readily available will be expected to present a grade point average of not less than 2.5 on a four-point scale.

### Disposition Requirements

In addition to evaluation of content, pedagogical, and professional knowledge and skills, Music Education majors are evaluated on their attitudes and behaviors in class, in field experience, and in relating to peers, faculty, and college/schools staff as indicators of the appropriateness of their dispositions for the education profession. The Undergraduate Assessment of Dispositions form will be utilized in five phases:

Phase I- Introduction to the School of Ed: candidate self-assessment

Phase II- Exiting EDU246 Foundations of Ed: professor assessment

Phase III- Application for Admission to the School of Ed: faculty assessment by committee

Phase IV- Application for Admission to Student Teaching: faculty assessment by committee

Phase V- Program Completion: faculty assessment by committee

Candidates must meet at least 80% of the dispositional expectations of Phase III and IV reviews.

### Applied Requirements

Students majoring in Music Education will select a major applied area by audition. Applied minors are optional. For graduation, proficiency in the applied major should be at the third year level in the Music Student Handbook. Proficiency in the optional applied minor should be equivalent to the first year level. Functional piano skills are required of all Music Education majors. Vocal and instrumental Music Education majors normally take the four-semester Functional Piano sequence unless waived by exam. For piano majors, a specially designed one-semester Advanced Functional Piano Course (MUS 301) is required.

### **Field Experiences**

All music education candidates are required to complete 135 hours of supervised observations prior to beginning their student teaching experience. Part of these observations will be done in conjunction with EDU 246, EDU 258, and 259. Methods courses will provide 70 hours of observation in elementary, middle, and high school classrooms. The candidates will also be required to complete 30 hours of pre-approved, independent field experience prior to methods courses. All field experiences require access to one's own transportation.

### **Admission to Supervised Student Teaching**

Candidates enrolled in this curriculum will be required to satisfy the following before registering for student teaching:

1. Candidates must receive satisfactory faculty review of professional attitudes and behaviors on the Undergraduate Assessment of Dispositions, having met at least 80% of the dispositional expectations. One Faculty Recommendation form must also be submitted from a specialization professor.
2. Candidates must present a health certificate, including the results of a Mantoux tuberculin test, within 6 months prior to student teaching indicating that they are free from physical and health conditions which might be detrimental to teaching.
3. All course requirements except EDM 470, 493, 495, and MUS 352 must be satisfied prior to student teaching. A grade of C or better is required in each education course, or the course must be repeated.
4. Candidates must have a cumulative grade point average of not less than 2.5, not less than 2.75 in all of their Education courses, and not less than 2.75 in all of their Music courses.
5. Candidates must have the ability to sing in tune with tone quality worthy of imitation and sufficient command of the voice to teach rote songs effectively in the elementary classroom. In order to appraise the vocal quality of candidates not majoring or minoring in voice, a recommendation will be made by the Fundamentals of Singing instructor. Candidates must also pass vocal proficiency in EDM 441.
6. The candidate must have passing scores on the Liberal Arts & Sciences Test (LAST), the Assessment of Teaching Skills-Written (ATS-W), and the Music Content Specialty Test (CST).
7. The candidate must submit an Application for Admission to Student Teaching and accompanying resume to the Education Office by March 1 junior year for Fall student teaching or May 1 junior year for Spring student teaching.

Other issues to consider with regard to Student Teaching include the following:

- The candidate must have access to his/her own means of transportation for the supervised student teaching experience. Transportation and other costs for student teaching are at the candidate's expense.
- The department advises extreme caution against engaging in any and all activities that usurp time/attention from the professional preparation of student teaching and Senior Seminar, including additional coursework, employment, and extra-curricular activities (e.g., sports, etc.). Planning ahead is expected in order to avoid the stress and distraction of being overscheduled during this capstone experience, where possible.

140 credit hours, distributed as follows, are required for the Bachelor of Music degree in Music Education:

<b>Liberal Arts and Sciences Core Component (31 credits)</b>	<b>Credits</b>
LIB 101 - Information Literacy.....	1
MUS 110 - Freshman Music Seminar .....	2
ENG 101-102 - College Writing I and II .....	6
ENG 201 or 202 - Global Literature I or II .....	3
HIS 113 - History of World Civilization I .....	3
Lab Science elective- .....	4
EDU 445 – Educating a Diverse Population ( <i>replaces SOC 347</i> ).....	3
MAT elective- .....	3
PSY 101- General Psychology.....	3
MUS 213,214- Music History ( <i>replaces FNA core credit</i> ) .....	3
<b>Language Requirement (3 credits)</b>	
One semester foreign language requirement. ....	3
<b>Bible and Ministry Minor Curriculum .....</b>	<b>9</b>
<b>Major Field Component (97 credits)</b>	
MUS 101,102 - Functional Piano Class 1 and 2 (except piano majors).....	2
MUS 103 - Fundamentals of Singing (except voice majors).....	1
MUS 105 - Beginning Guitar Techniques (except guitar majors) .....	1
MUS 121,122 - Ear-Training 1,2 .....	2
MUS 123,124 – Theory 1,2 .....	6
MUS 171,2; 271,2; 371,2; 471,2 – Major Jury Examinations .....	0
MUS 201,202 - Functional Piano Class 3 and 4 .....	2
MUS 213 - Western Music to 1700, Music of 18 <sup>th</sup> Cent ( <i>replaces FNA</i> ) ....	1
MUS 221,222 - Ear-Training 3,4 .....	2
MUS 223,224 – Theory 3,4 .....	6
MUS 233 - Singer’s Diction (except instrumental majors) .....	2
MUS 301 – Advanced Functional Piano (keyboard majors only) .....	1
MUS 319 - Music of the 19th Cent.....	2
MUS 320 - Music of the 20th Cent.....	2
MUS 321 - Composition and Improvisation .....	2
MUS 323 - Form and Analysis .....	2
MUS 327 - Instrumentation and Orchestration .....	2
MUS 333,334 - Choral Conducting or MUS 331 Fund of Conducting.....	3
MUS 352 - Music of Diverse Cultures.....	2
MUS 354 - Introduction to Music Technology.....	2
MUS 361 – Chamber Music (2 semesters required) .....	0
MUS 433,434 - Orchestral Conducting or MUS 332 Conducting Methods	2
MUS 470 - Senior Recital.....	0
MUS 490 - Senior Seminar .....	2
Applied music major area .....	14
Music Organization each semester.....	0
EDU 246 - Foundations of Education .....	3
EDU 247 - Health Issues .....	1
EDU 258 - Development and Learning Theory .....	3
EDU 259 - Teaching and Learning Strategies.....	3
EDU 353 – The Exceptional Child .....	3
EDU 441 - The Christian Teacher (Worldview requirement).....	2
EDM 345 - Strings Methods .....	1
EDM 346 - Brass Methods .....	1
EDM 347 - Woodwinds Methods .....	1
EDM 348 - Percussion Methods .....	1



EDM 441 - Music in the Elementary School .....	3
EDM 444 - Music in the Secondary School .....	3
EDM 470 - Senior Seminar .....	2
EDM 493 - Supervised Student Teaching of Music in the Elementary School	5
EDM 495 - Supervised Student Teaching/Music in Middle and/or High School	5
Field Experience – EDU 191, 291, 292, EDM 391, and 392	

**Total credits required** ..... 140

**Music Education Major Suggested Program Plan (9 semester plan)**

**FIRST YEAR: Fall**

PMN 101-Intro to Spiritual Form.2	
ENG 101-College Writing I .....	3
HIS 113-Hist. of World Civ. I.....3	
MUS 110-Fresh Mus Sem .....	2
MUS 101-Functional Piano 1 * ..1	
MUS 121-Ear Training 1 .....	1
MUS 123-Theory 1 .....	3
MUS 171-Major Jury .....	0
Applied Music .....	2
Music Organization~ .....	0

**SECOND YEAR: Fall**

BIB 201-New Testament Lit.....3	
EDU 258-Dev & Lrng Theory.....3	
EDU 291-2 <sup>nd</sup> Yr Field Exp.....0	
MUS 103-Fund. of Singing .....	1
MUS 201-Functional Piano 3* ...1	
MUS 213-West Music to 1700	
Or MUS 319 <sup>#</sup> .....	2
MUS 221-Ear Training 3. ....1	
MUS 223-Theory 3.....3	
MUS 271-Major Jury .....	0
MUS 333-Choral Conducting.....1	
Applied Music .....	2
Music Organization~ .....	0

**THIRD YEAR: Fall**

MUS 354-Intro for Mus Tech ....2	
EDM 345-Strings Methods.....1	
ENG 201 or 202-Global Lit. I or II3	
MAT-Elective .....	3
MUS 319-Music 19th Century or	
MUS 213 <sup>#</sup> .....	2
MUS 321-Comp. & Improv. ....2	
MUS 371-Major Jury .....	0
MUS 433-Orchestral Conduct. .1	
Applied Music .....	2
Music Organization~ .....	0

**FOURTH YEAR: Fall**

EDM 347-Woodwinds Meth. ....1	
EDM 391-Methods Fld Exp.....0	
EDM 441-Music Elem. School...3	
EDU 445-Educ Diverse Soc .....	3
Foreign Language .....	3
MUS 327-Orchestration .....	2
MUS 352 Music of Diverse Cult. 2	
MUS 471-Major Jury .....	0
Applied Music .....	1
Music Organization~ .....	0

**FIRST YEAR: Spring**

BIB 102-Old Testament Lit. ....3	
EDU 191-1 <sup>st</sup> Yr Field Experience0	
EDU 246-Found. of Education ...3	
MUS 102-Functional Piano 2* ...1	
MUS 122-Ear Training 2.....1	
MUS 124-Theory 2 .....	3
MUS 172-Major Jury.....0	
PSY 101-General Psychology...3	
Applied Music.....2	
Music Organization~ .....	0
INT 101-Info Literacy .....	1

**SECOND YEAR: Spring**

ENG 102-College Writing II .....	3
EDU 259-Tchg & Lrng Strategies3	
EDU 292-2 <sup>nd</sup> Yr Field Experience0	
MUS 202/MUS 301-Func.	
Piano4* .....	1
MUS 214-Music of 18th Century	
or MUS 320 <sup>#</sup> .....	2
MUS 222-Ear Training 4.....1	
MUS 224-Theory 4 .....	3
MUS 272-Major Jury.....0	
MUS 334-Choral Conducting	
Methods.....2	
Applied Music.....2	
Music Organization~ .....	0

**THIRD YEAR: Spring**

EDU 353-The Except Child .....	2
EDM 346-Brass Methods .....	1
EDU 233-Singer's Diction.....2	
MUS 105-Beg. Guitar Tech. ....1	
MUS 320-Music 20th Century	
Or MUS 214 <sup>#</sup> .....	2
MUS 372-Major Jury.....0	
MUS 434-Orchestral Conduct. ...1	
PMN 201-Nyack Heritage.....1	
MUS 323-Form and Analysis ....2	
MUS 354-Intro. Music Tech.....2	
Applied Music.....2	
Music Organization~ .....	0

**FOURTH YEAR: Spring**

EDM 348-Percussion Methods .1	
EDM 444-Music Sec. School.....3	
EDM 392-Methods Field Exp ....0	
EDU 247-Health Issues .....	1
EDU 441-Christian Teacher .....	3
MUS 470-Senior Recital .....	0
MUS 472-Major Jury.....0	

**FIFTH YEAR: Fall**

EDM 470-Student Teach Sem. .2  
EDM 493-Student Teaching .....5  
EDM 495-Student Teaching .....5

Laboratory Science elective .....4  
Applied Music..... 1  
Music Organization~ .....0

*\* Functional piano courses MUS 101, 102, 201, 202 are required of all non-keyboard majors unless waived by exam. Keyboard majors are required to take MUS 301-Advanced Functional Piano (1 credit) and add 3 music elective credits to their program. Non-keyboard majors who test out of any semester of Functional Piano will replace it with 1 music elective credit for each semester.*

*~ Music organizations may be taken for 0 or 1 credit.*

*# These courses are offered in alternate years and must be taken when offered.*

*## MUS 103 – Fundamentals of Singing, is not required for Music Education voice majors. The credit is to be replaced with one music elective credit.*