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MUSIC DEPARTMENT HANDBOOK

COLLEGE OF VISUAL AND PERFORMING ARTS

ANDERSON UNIVERSITY

Purpose of the Music Handbook

The Music Handbook serves as an extension of the Anderson University catalog. Rules and regulations concerning the music degrees' processes are located in this document. Since the guidelines found in the handbook for your degree program are binding, retain the original copy of the handbook under which you enter. Subsequent handbooks and catalogs may contain changes. These changes will not alter your graduation requirements unless you decide to graduate under a later catalog. Nevertheless, rules and processes included in later handbooks will be binding upon all students. This handbook does not constitute a contract between a student and Anderson University either expressed or implied; and Anderson University reserves the right at any time to change, delete, or add to any of the contents at its sole discretion.

HANDBOOK CODING

Items in the Music Handbook are coded as follows:

- (C) CATALOG—Material pertains to a University catalog issue and applies to students entering under a particular catalog.
- (R) RULES, REGULATIONS, or PROCEDURES—Material applies to all students regardless of when they entered and may be changed by the music faculty as necessary.

MUSIC DEPARTMENT MISSION STATEMENT

KNOWLEDGE FOR THE JOURNEY

The Department of Music is an academic community within the College of Visual and Performing Arts, an academic community within Anderson University which is affiliated with the South Carolina Baptist Convention. The department provides challenging academic and professional training in music including education, performance, sacred music, and scholarly studies. It seeks to provide peripheral opportunities and career

exploration to nurture student growth and give support for the ongoing musical needs of the Anderson University Community. The department is Christ-centered, people-focused, student-oriented, quality-driven, and future-directed.

VISION STATEMENT

To be a department in which professional and academic studies in music thrive within a distinctively Christian community of faculty, staff, and students dedicated to learning and service.

VALUES

The Department of Music takes pride in being able to function as a community within the University. We have adopted values supporting our aspiration to fulfill the University's musical mission and achieve its vision, both of which are considerable aims. Values serve as guiding principles that shape our daily actions. These are dimensions of our community we believe are very important and should be known and understood by everyone within our institution.

Value: A Commitment to a Christian Community

The Department of Music functions with the university as a Christ-centered community that presents Jesus as the Christ and as the ultimate model for personal behavior. The unifying principle of Anderson University is a Christian vision of life in which community participants are encouraged to develop a Christian worldview and live up to the high calling of the Great Commandments which tells us to love God with our hearts, with our minds, and with our souls, and to love others completely. We seek to build an academic community where men and women can be lovingly and gracefully introduced through music to an understanding of God and his creation and grace, and humanity's place of great privilege and responsibility in God's world.

Value: A Commitment to the Art

The Department of Music is dedicated to provide a challenging commitment to quality musicianship. A variety of majors provide training in performance and private pedagogy; training in traditional and contemporary music education practices which can lead to professional certification; training in Church music; and general training in music. All programs provide students with rigorous and engaging learning experiences that emphasize the knowledge, intellectual skills, and conceptual frameworks central to the discipline. A central, cohering value of the Anderson University academic experience is that each field of study includes a rich core of liberal arts courses in the foundational fields of human knowledge and achievement. These courses comprise the requisite knowledge to facilitate the development of skills in critical thinking, interpersonal relationships, ethical reflection, and an appreciation of the fine arts as integral to an educated citizenry.

Value: Commitment to the Individual

The Department of Music is a people-focused community where individuals are valued and where all participants seek to honor one another through words, behavior, and a commitment to each person's success. Here, people are encouraged to value individuals and the creative possibilities that lie within each of us. Together, we dedicate ourselves to the values and success of Anderson University.

Value: Commitment to Students

The Department of Music is a student-oriented community where our core process is teaching and learning aimed at the development of graduates of disciplined intelligence, competence, character, and faith. We acknowledge a significant responsibility for our students' education. Thus, the department provides opportunities for individual performance and composition, ensemble performance, the theoretical foundations of music, the literature of music and its historical context, pedagogical skills, and supporting technologies.

Value: Commitment to a Diverse Student Body

The Department of Music is committed to recruiting students who are supportive of its mission and who can benefit from the academic programs and services offered. Our goal is to recruit students who are representative of the cultural and ethnic diversity of our region and characterizes the society in which graduates will live and work. The department seeks to offer appropriate programs for all students that focus on quality instruction in the classroom, studio, and rehearsal hall; to provide specialized programs in performance, music education, and church music; to maintain strong ensemble programs; to provide access to recording and computer technology; to continue musical relationships and student opportunities within Baptist churches; to support the financial needs of students through scholarship and major endowment funds; and to continue accreditation by the National Association of Schools of Music (NASM).

Value: Commitment to Continuous Quality Improvement

The Department of Music is a quality-driven community where a commitment to continuous quality improvement enhances all aspects, as well as improves the effectiveness of individuals in carrying out our responsibilities. Being a quality-driven department requires us to be a "learning organization" wherein we constantly learn from our own organizational experience, we stay abreast of and learn from best practices in the larger higher education musical community, and we continuously strive to strengthen and add value to our department so it can function at its best and serve its stakeholders to the fullest of its potential.

Value: Commitment to the Future

The Department of Music is a future-directed community. We seek to be an agile department that continuously identifies, evaluates, and if appropriate, seizes upon

windows of opportunities in a timely manner to the extent our resources will allow. As stewards of our institution, we seek to maximize all our resources to fulfill our common mission and vision.

Value: Commitment to Servant Leadership

The Department of Music seeks to equip men and women to have the skills, knowledge, and dispositions to impact their communities and the world through their professional contributions and spiritual gifts. Our goal is to develop servant leaders who live out their daily lives at home and at work with a deep and profound commitment to the tenets of Jesus Christ. Most importantly, servant leaders are first and foremost servants. They are affirmative builders of a better society. They understand the value of effective listening and are skilled communicators. Servant leaders have empathy for others and are accepting of diverse people. Servant leaders have power through a voluntary commitment of others. They are able to view events and situations from a broad perspective yet also spend time in the trenches and understand the practical and realistic. They help others grow to become wiser and more independent and ultimately to become servant leaders themselves.

ACCREDITATIONS (C)

Anderson University is accredited by the Commission on Colleges of the Southern Association of Colleges and Schools to award baccalaureate degrees. The National Association of Schools of Music, National Council for Accreditation of Teacher Education (NCATE), National Association of State Directors of Teacher Education and Certification, and South Carolina State Board of Education have accredited specific programs.

ENSEMBLES (C)

The music department's ensembles are open to all Anderson University students based on an audition. Audition requirements and procedures vary with each ensemble. Contact the director of each ensemble for specific information concerning audition procedures. (C)

The established ensembles include the Anderson University Chamber Singers, AU Choir, AU Wind Symphony, Anderson Symphony Orchestra, Instrumental Chamber Ensemble, AU Ensemble (Gospel Choir), Guitar Ensemble, Jazz Band, String Ensemble, and Vocal Ensemble Lab. Other ensembles may be formed based upon the needs and requests of the student body and availability of faculty members. (R)

REGULATIONS FOR MUSIC MAJORS AND MINORS

MUSIC MAJOR ADMISSION REQUIREMENTS (R)

To be admitted for music study, a student must meet the general requirements for admission to the university and pass an audition in his/her major applied area. This audition can take place on scheduled audition dates or by special appointment under extenuating circumstances. Students accepted for music study will begin preparation for formal admission to one of the music degree programs, which normally happens at the end of the sophomore year. The music faculty has the sole responsibility and authority to admit students into the music department and then into a music degree program. Students not accepted for music study may re-audition the following academic year.

Entrance requirements for specific areas of applied music may be obtained by contacting music admissions at (864) 231-2123, music.admissions@andersonuniversity.edu or Box 1083, Anderson University, 316 Boulevard, Anderson, SC 29621. Additional audition information can be accessed at www.andersonuniversity.edu and following links to academics/music/audition requirements. To be admitted to the music department and considered for music scholarships, applicants must demonstrate technical facility and musicianship as well as strong academic potential. The audition will include performing two pieces in contrasting styles, sight reading on the student's instrument (if applicable), and sight singing and ear training exercises. Applicants must also complete a theory placement examination and a written essay. Applicants should be prepared to provide the names and phone numbers of three references.

MUSIC MINOR ADMISSION REQUIREMENTS (R)

Students who wish to minor in music must apply through their major advisor following procedures and forms outlined in the university catalog. No solo audition is required for entry into the music minor. However, music minors must audition for their primary ensemble (see below). In addition, they must take the music theory placement exam.

MUSIC SCHOLARSHIPS (R)

Anderson University scholarships may be available to those music students who complete an applied audition and interview with the music faculty. Monies for scholarships come from institutional funds, designated gifts, and endowments. Scholarships are normally renewable based on musical and academic criteria as articulated in annual student scholarship letters.

MUSIC MAJOR ADVISING (C)

A Student wishing to major in music will be assigned a music faculty member as an advisor upon entry. Advisors will recommend courses according to the specific degree requirements, assist the student in long-range career planning, and act as a liaison between the student and other levels of authority at the student's request. While the faculty advisor is essential, successful completion of the chosen degree program remains the primary responsibility of the student.

ADMISSION TO A SPECIFIC MUSIC DEGREE PROGRAM (R)

Students normally indicate their desired major upon entering the university. However, students are not formally admitted into specific music degree programs until they have completed the sophomore portfolio review. The review will consist of a portfolio presentation at their spring jury at which time they will also demonstrate aural skills, technical skills such as PPE or other skills befitting their instrument, and performance jury.

The portfolio will contain the following items:

- Title Page
- Table of Contents
- Unofficial transcript
- Programs for any performance they were involved
- Résumé
- Ensemble rubric
- Progress report from their primary applied instructor
- A copy of their 200 level history final
- A theory composition from MUT 201 or 203
- A recording project from MUS 205
- A copy of their MUT 201 final
- A progress report for PPE

Students who fail to meet any of these conditions will not be fully admitted into a music degree program but may be admitted conditionally until all areas are satisfied. Students are responsible for completing the application for admission to a music degree program.

ENSEMBLE REQUIREMENTS (C)

All students seeking the B.M. and B.A. degrees are required to earn eight semester hours credit in their primary ensemble. B.M.E. students are required to earn seven semester

hours in their primary ensemble. Music minors must complete four semester hours in their primary ensemble. B.M. students must earn four additional semester hours in secondary ensembles, and B.A. students must earn two additional semester hours in secondary ensembles. (C)

Music majors and minors are required to participate in the major ensemble most closely related to their applied major. The Anderson University Chamber Singers (MUS 127) is the primary ensemble for vocalists and keyboardists. Students not selected for Chamber Singers will meet the ensemble requirement by taking Vocal Ensemble Lab, a separate section of MUS 127. Students will be assigned to one of these two classes by the Director of Choral Activities. The Anderson University String Ensemble is the primary ensemble for string players. The Anderson University Wind Symphony is the primary ensemble for wind players and percussionists. The Anderson University Guitar Ensemble is the primary ensemble for guitarists. (R)

APPLIED MUSIC REQUIREMENTS (C)

B.M. students must complete sixteen semester hours in the principal applied area and complete two semester hours of secondary applied music. B.M.E. instrumental students must complete twelve semester hours in the principal applied area and complete three semester hours of secondary applied music; B.M.E. vocal/choral students must complete twelve semester hours in the principal applied area and complete four semester hours of secondary applied music. B.A. students must complete eight semester hours in the principal applied area and complete two semester hours of secondary applied music. (C)

All students taking applied lessons must reserve practice time in the Rainey Fine Arts Center. The amount of practice time per day for each student must be equal to number of semester hours of applied music in which the student is enrolled. The music faculty reserves the right to check and monitor practice room use. (R)

EVALUATION OF APPLIED STUDY (R)

All music majors currently enrolled in applied music are expected to perform both publicly and for evaluation by faculty on their primary instrument(s). Each year, students will complete the following requirements:

1. Performance twice each semester on either master classes or public recitals at the teacher's discretion.
2. Performance before a jury of applied faculty at the end of each semester.

Juries will include at least three instructors, normally from the student's general area of applied study. Applied instructors will determine repertoire and technical requirements for their own students. The jury will evaluate students' work in relation to the goals set by their private teachers. Students must provide the jury a copy of the

music studied during the semester. The grade earned on the fall jury examination will count as 20% of the semester's final grade.

Students who fail to perform during master class or recital hour will receive "0" as their grade for these requirements. This, combined with potential reductions in lesson and jury grades, can easily result in a failing grade. Except when there are extenuating circumstances, students will not be allowed to take an incomplete to make up a performance. If circumstances such as illness prevent the performance, an alternative assessment may be allowed at the discretion of the music faculty.

APPLIED LESSON GRADES (R)

Applied lesson grades will be determined as follows:

Lesson grade 60%

Performance grade 40% (if a jury is performed, it will count as half of the performance grade)

Performance grade includes performance on master classes, student recitals, and juries.

RECITALS (R)

Students enrolled in the B.M. degree must present a half-hour public recital during their junior year and a full-hour recital during their senior year. B.M.E. degree students must present a half-hour public recital during their junior or senior year. Students enrolled in the B.A. in music degree are not required to present a public recital, but may do so upon the recommendation of their applied instructor. (C) All students planning to present a special (200-level), junior (300-level), or senior (400-level) recital must pass a pre-recital hearing before a music faculty committee consisting of the applied instructor and at least two other music faculty. The pre-recital hearing must take place between 15 and 30 calendar days prior to the scheduled public recital. No student will present a pre-recital hearing without the permission of the applied instructor. The student must submit a REQUEST FOR PRE-RECITAL HEARING FORM to the faculty no later than 15 calendar days before the desired hearing date. Students must submit the RECITAL PROGRAM FORM at the pre-recital hearing, and a concert program is to be developed by the student and the instructor for university printing. All students giving public recitals are required to be enrolled in private applied lessons during the semester of the recital's performance. During the semester that a student is performing a special, junior or senior recital, the applied instructor has the discretion to waive the masterclass and/or student recital requirements. With the permission of the applied instructor and music faculty, a student may present additional public recitals. Upon completion of a recital, the student must submit a completed RECITAL COMPLETION FORM to the Fine Arts Division secretary. All recitals will be recorded for NASM files. (R)

ADDITIONAL POLICIES FOR DEGREE RECITALS

- 1) Junior Recitals must contain 30 minutes of music. Senior Recitals must contain 60 minutes of music.
- 2) Music Education majors with a double concentration in vocal and instrumental music must present complete junior recitals for each concentration.
- 3) The majority of the recital must consist of representative selections from the standard repertoire of the instrument.
- 4) Additional selections in other styles may be included at the instructor's discretion.

RECITAL ACCOMPANIST POLICY (R)

Anderson University will provide an accompanist for a degree-required recital. The fee for the accompanist is paid by the student as follows:

MUR 300 Junior Recital and one dress rehearsal	\$100.00
MUR 400 Senior Recital and one dress rehearsal	\$150.00

The fee should be paid to the accompanist prior to the recital, generally on the day of the event. Additional rehearsal hours and payment are negotiated by the student with the accompanist. In order to make it affordable, the accompanist fees are artificially low. Student recitalists are strongly encouraged to use respect and common sense when negotiating and working with recital accompanists.

APPLIED LESSON CODES (R)

Applied lesson codes are indicated by the prefix MUA, the number of credit hours (1 or 2), numerical listing of instruments, and applied instructor. Applied lessons may be repeated using the same designator until the required numbers of credit hours have been completed. A numerical listing of instruments may be found in the university catalog.

PIANO PROFICIENCY EXAMINATION (R)

All music majors are required to study applied piano until they pass the piano proficiency examination. A music faculty committee will give the piano proficiency examination during the last week of each semester. Students wishing to take all or a

portion of the PPE must register for a time on the posted sheet. Beginning piano students may begin their study in class piano during which time selected portions of the PPE will be completed. Once a student has completed two semesters of class piano, they should continue in private lessons until such time the PPE is completed. Students who have sufficient keyboard skills may challenge the exam without enrolling in class or private lessons.

The piano proficiency examination is a prerequisite to the assignment of student teaching and internships. Students must pass all parts of the examination by the semester before they start their actual student teaching assignment or internship.

The requirements and standards for the piano proficiency examination are listed on the Piano Proficiency Examination form.

N.B.: If a student does not pass an attempted part of the exam, that part may be retaken.

MUSIC RECITAL HOUR (C)

All music majors must complete seven semesters of Music Recital Hour (MUS 090). Music minors must complete four semesters (MUS 090).

Students enrolled in Music Recital Hour must earn a predetermined number of concert attendance points by attending performances listed on the Music Recital Hour syllabus given out at the beginning of each semester. Credit may be given for certain outside performances if pre-approved by the instructor. A student earns either an A or an F based on the concert attendance points earned. Transfer students must enroll in Music Recital Hour until they have completed seven semesters or met all other degree requirements.

Music Recital Hour attendance slips must be turned in to the College of Visual and Performing Arts administrative assistant no later than 9:00 A.M. the following school day. (R)

EXIT EXAMINATIONS (R/C)

B.M.E. students must pass the Education Praxis I Entrance Examination to be accepted into the Teacher Education Program. In order to be certified to teach in South Carolina public schools, B.M.E. students must pass the Praxis II (music areas) and the Principles of Teaching and Learning (PLT) exam. Students taking these examinations must contact the Director of Music Education for information concerning these tests. Failure to pass the Praxis II and the PLT will keep students from being certified to teach in South Carolina public schools, but will not keep them from graduating from Anderson University.

All students must present a senior portfolio at the end of their final semester of enrollment at Anderson University. The portfolio is described as follows:

All Degrees:

1. A copy of the MUH 370 or 371 history research paper
2. A composition from either a theory class or composition lessons
3. Unofficial transcript
4. Programs for any performance in which they were involved
5. Résumé
6. Assessment rubrics of primary ensemble participation
7. Progress reports from their primary applied instructor
8. A copy of their MUH 371 history final
9. A progress report for PPE

SPECIFIC DEGREE REQUIREMENTS AT THE SENIOR LEVEL

BME:

1. Field experience rubric
2. Recital rubric
3. Administrative project
4. Philosophy paper
5. A progress report of practice teaching

BM:

1. Pedagogy project
2. Recital(s) rubric

BA: Capstone project and assessment

Results of these examinations will be used in the evaluation of the music curricula and their constituent courses.

MUSIC DEGREES (C)

Anderson University offers the Bachelor of Music in Performance degree (B.M.), the Bachelor of Music of Education (B.M.E.) degree with choral and instrumental concentrations, and the Bachelor of Arts (B.A.) degree in music. The B.M.E. degree leads to certification by the South Carolina State Board of Education to teach in public school (K-12). It can also lead to careers in studio teaching or graduate study. Students who wish to prepare for music ministry may select any of the music majors and supplement them with church music courses and courses from Christian Ministries, Religion, or other relevant fields. Students interested in music ministry may also select a minor appropriate to their personal ministry goals. The B.A. degree is designed for those

students who desire a liberal arts degree with music emphasis. This program of study provides flexibility so students may choose many of their courses based on their personal interests. In addition to church music courses, a student may choose courses in the areas of studio recording technologies, piano pedagogy, vocal pedagogy, church music, or general music.

MUSIC COMPETENCIES STATEMENT (C)

The Anderson University Music Department is a full member of the NASM and adheres to the recommended practices, requirements, and standards of that agency. Skills required of our graduates in all degree programs are based upon the recommendations established by NASM, and the Southern Association of Universities and Schools (SACS). In addition, the National Association of State Directors of Teacher Education and Certification (NASDTEC), NCATE, and the South Carolina State Board of Education approve the B.M.E. degree standards.

AWARDS (R)

Student awards consist of selection to the annual Honors Recital presented in the spring semester of each year, and the “Most Outstanding Music Major” award presented at the annual Academic Honors Convocation. Students who wish to participate in the Honors Recital must be nominated by their applied instructor and audition before the faculty at the prescribed time. Students should complete an audition form and present it to the Music/Art Administrative Assistant one week prior to the audition. Should the performance piece require an accompanist, the accompanist must also be present at the audition.

The “Most Outstanding Music Major” award is given to a graduating senior who is chosen by a vote of the faculty. Criteria for selection include excellence in academic achievement, musicianship, Christian character, and servant leadership.

MUSIC STUDENT ADVISORY COMMITTEE

The purpose of the Music Student Advisory Committee (MSAC) is to foster productive communication between music students and the music faculty. To this end, the duties of committee members will be as follows:

1. Provide a role model for openness, collaborative spirit, and sincerity.
2. Meet with the music faculty at least once per semester to share information.
3. Meet with the faculty as needed to discuss issues that require special attention.
4. Assist music faculty to communicate policies and other information to students.
5. Be available to students to discuss concerns related to procedures and policies.

6. Share student concerns with the music faculty through reports to the department chair as necessary, and meet with the department chair when requested.

MSAC will consist of four members: The presidents of AU-ACDA and AU-CMENC and two members chosen by student vote from those listing music as their major. If the same person serves as president of both organizations, then a vice-president from one of the organizations will be appointed by the faculty. To be eligible, students must have a GPA of 2.5 or better and be a sophomore or higher when they serve. Each member will serve for a one year term. Selection of members will occur each spring prior to their serving the next academic year. It is possible that the committee will function with fewer than four members for reasons such as student teaching.

BACHELOR OF ARTS DEGREE (C)

The curriculum for the B.A. degree and descriptions of all music courses are in the Anderson University Academic Catalog.

- A. Performance Outcome: The student will demonstrate competence in one major area of applied performance adequate to meet the needs of artistic self-expression appropriate to the major area of concentration of the Bachelor of Arts Degree.
 1. Specific Performance Outcomes and Assessments
 - a) The student will read music at sight appropriate to the particular music concentration, as assessed by successful completion of the sight-reading component of juries.
 - b) The student will perform repertoire in a stylistically appropriate manner as assessed by successful stylistic performance in jury evaluations and required performances.
 - c) The student will demonstrate technical and artistic performance competency as assessed by successful performance of technical proficiencies at jury evaluations and required performances.
 - d) The student will demonstrate successful technical and artistic performance of appropriate ensemble repertoire as assessed by achievement in appropriate ensembles.
- B. Historical Understanding Outcome: The student will demonstrate understanding of composers, styles, structures, and cultural context of various musical practices.
 1. Specific Historical Understanding Learning Outcomes and Assessments
 - a) The student will demonstrate knowledge of composers, styles, and structures of Western art music from antiquity through the twentieth century, as assessed by achievement in music history and elective literature courses.
 - b) The student will identify Western art music visually and aurally as assessed by achievement in listening recognition and analysis

- of compositions represented by notation, as assessed by achievement in music history and elective literature courses.
- c) The student will demonstrate understanding of historical context of selected compositions and musical examples as assessed by achievement in music history courses.
 - d) The student will identify characteristics of various world music practices as assessed by achievement in integrated arts or world music courses.
- C. Analytical Skills Outcome: The student will demonstrate effective strategies to analyze and evaluate various musical compositions and practices.
- 1. Specific Analytical Skills Outcomes and Assessments
 - a) The student will demonstrate functional knowledge of the language and terminology found in musical examples, as assessed by achievement in elementary, intermediate, and advanced music theory courses.
 - b) The student will demonstrate understanding of interaction of the common elements of music--rhythm, melody, harmony, timbre, texture, dynamics, and form—through visual and aural analysis, as assessed by achievement in elementary and intermediate music theory courses.
 - c) The student will form and defend evaluative judgments about music, as assessed by achievement in upper level music theory courses.
 - d) The student will demonstrate skill in composing, arranging, and orchestrating music in various traditional and non-traditional contexts, as assessed by achievement in orchestration, arranging or composition courses.
 - e) The student will demonstrate the ability to compose, arrange, and adapt music to meet needs and ability levels of school performing groups and classroom situations, as assessed by implementation in planning and instruction within music education methods courses.
- D. Related Music Outcomes: The student will demonstrate understanding and application of musical competencies that support outcomes consistent with a liberal arts education.
- a) The student will demonstrate competent conducting skills reflecting contextual and analytical understanding of composer's intentions, resulting in expressive realization of compositions by students, as assessed by evaluation in conducting courses.
 - b) The student will demonstrate application of music recording, notation and instructional technology as assessed by achievement in music technology courses.
 - c) If elected, the student will articulate a philosophy of applied pedagogy supported by rationales presented in prominent

- educational philosophies and current research as assessed by evaluation of philosophy in pedagogy method courses.
- d) The student will demonstrate research skills through a major project as required in the senior capstone course.
- E. Secondary Concentration Outcome: The student will demonstrate competence in one non-music minor area adequate to achieve outcomes consistent with a liberal arts education as assessed by achievement in a minor concentration.

BACHELOR OF MUSIC EDUCATION DEGREE (C)

The curriculum for the B.M.E. degree and descriptions of all music courses are in the Anderson University Academic Catalog.

- A. Performance Outcome: The student will demonstrate competence in one major area of applied performance adequate to meet the needs of artistic self-expression appropriate to the major area of concentration of the Bachelor of Music Education Degree.
 - 1. Specific Performance Outcomes and Assessments
 - a) The student will read music at sight appropriate to the particular music concentration, as assessed by successful completion of the sight-reading component of juries.
 - b) The student will perform repertoire in a stylistically appropriate manner as assessed by successful stylistic performance in jury evaluations and the junior recital.
 - c) The student will demonstrate technical and artistic performance competency as assessed by successful performance of technical proficiencies at jury evaluations and the junior recital.
 - d) Successful technical and artistic performance of appropriate ensemble repertoire as assessed by achievement in appropriate ensembles.
- B. Historical Understanding Outcome: The student will demonstrate understanding of composers, styles, structures, and cultural context of various musical practices.
 - 1. Specific Historical Understanding Learning Outcomes and Assessments
 - a) The student will demonstrate knowledge of composers, styles, and structures of Western art music from antiquity through the twentieth century, as assessed by achievement in music history courses.
 - b) The student will identify Western art music visually and aurally as assessed by achievement in listening recognition and analysis of compositions represented by notation, as assessed by achievement in music history courses.
 - c) The student will demonstrate understanding of historical context of selected compositions and musical examples as assessed by achievement in music history courses.

- d) The student will identify characteristics of various world music practices as assessed by achievement in integrated arts or world music courses.
- C. Analytical Skills Outcome: The student will demonstrate effective strategies to analyze and evaluate various musical compositions and practices.
- 1. Specific Analytical Skills Outcomes and Assessments
 - a) The student will demonstrate functional knowledge of the language and terminology found in musical examples, as assessed by achievement in elementary, intermediate, and advanced music theory courses.
 - b) The student will demonstrate understanding of interaction of the common elements of music--rhythm, melody, harmony, timbre, texture, dynamics, and form—through visual and aural analysis, as assessed by achievement in elementary, intermediate, and advanced music theory courses.
 - c) The student will form and defend evaluative judgments about music, as assessed by achievement in upper level music theory courses.
 - d) The student will demonstrate skill in composing, arranging, and orchestrating music in various traditional and non-traditional contexts, as assessed by achievement in orchestration, arranging or composition courses.
 - e) The student will demonstrate the ability to compose, arrange, and adapt music to meet needs and ability levels of school performing groups and classroom situations, as assessed by implementation in planning and instruction within music education methods courses.
- D. Music Education Pedagogy Outcome: The student, as a pre-service teacher, will demonstrate effective planning, instruction, assessment, and evaluation strategies based on philosophical principles and research-based practices that result in increased musical understanding and music-making achievement of students.
- 1. Specific Music Education Pedagogy Outcomes and Assessments
 - a) The student will articulate a philosophy of music education supported by rationales presented in prominent music education philosophies and current research, as assessed by evaluation of philosophy in music education methods courses.
 - b) The student will demonstrate research-based planning, implementation, assessment, and evaluation of instructional goals related to state and national music standards, including integration of technology and use of music from diverse cultures, as assessed by evaluation in music methods courses, field experiences, and student teaching.
 - c) The student will demonstrate competent conducting skills reflecting contextual and analytical understanding of composer's

intentions, resulting in expressive realization of compositions by students, as assessed by evaluation in conducting and music education methods courses, field experiences, and student teaching.

- d) The student will demonstrate competence in modeling of performance and pedagogy methods related to brass, woodwind, string, percussion, vocal, and piano performance as appropriate to instrumental or vocal music concentration, as assessed by achievement in instrumental and vocal pedagogy methods courses, and successful completion of the piano proficiency exam.
- e) The student will demonstrate competence in administrative tasks of budget and resource management, facilities evaluation, scheduling, and development of music ensembles relevant to instrumental, vocal, or general music settings, as assessed by achievement in upper level music education methods courses.
- f) The student will demonstrate effectiveness in student-teacher relationships, parent communication, collegiality, and community relations, as evaluated in music methods courses, field experiences, and student teaching.

BACHELOR OF MUSIC ©

The curriculum for the B.M. degree and descriptions of all music courses are in the Anderson University Academic Catalog.

- A. The student will demonstrate skill in one major area of applied performance adequate to meet the needs of artistic self-expression appropriate to the major area of concentration of the Bachelor of Music Degree.
 - 1. Specific Performance Outcomes and Assessments
 - a) The student will read music at sight appropriate to the particular music concentration, as assessed by successful completion of the sight-reading component of juries.
 - b) The student will perform repertoire in a stylistically appropriate manner as assessed by successful stylistic performance in jury evaluations, junior and senior recitals.
 - c) The student will demonstrate technical and artistic performance competency as assessed by successful performance of technical proficiencies at jury evaluations
 - d) The student will demonstrate successful technical and artistic performance of appropriate repertoire at the senior recital.
 - e) The student will demonstrate successful technical and artistic performance of appropriate ensemble repertoire as assessed by achievement in appropriate ensembles.

- C. Historical Understanding Outcome: The student will demonstrate understanding of composers, styles, structures, and cultural context of various musical practices.
 - 1. Specific Historical Understanding Learning Outcomes and Assessments
 - a) The student will demonstrate knowledge of composers, styles, and structures of Western art music from antiquity through the twentieth century, as assessed by achievement in music history and literature courses.
 - b) The student will identify Western art music visually and aurally as assessed by achievement in listening recognition and analysis of compositions represented by notation, as assessed by achievement in music history and literature courses.
 - c) The student will demonstrate understanding of historical context of selected compositions and musical examples as assessed by achievement in music history and literature courses.
 - d) The student will identify characteristics of various world music practices as assessed by achievement in integrated arts or world music courses.
- D. Analytical Skills Outcome: The student will demonstrate effective strategies to analyze and evaluate various musical compositions and practices.
 - 1. Specific Analytical Skills Outcomes and Assessments
 - a) The student will demonstrate functional knowledge of the language and terminology found in musical examples, as assessed by achievement in elementary, intermediate, and upper music theory courses.
 - b) The student will demonstrate understanding of interaction of the common elements of music--rhythm, melody, harmony, timbre, texture, dynamics, and form—through visual and aural analysis, as assessed by achievement in elementary, intermediate, and upper level music theory courses.
 - c) The student will form and defend evaluative judgments about music, as assessed by achievement in upper level music theory courses.
 - d) The student will demonstrate skill in composing, arranging, and orchestrating music in various traditional and non-traditional contexts, as assessed by achievement in orchestration, arranging or composition courses.
 - e) The student will demonstrate the ability to compose, arrange, and adapt music to meet needs and ability levels of school performing groups and classroom situations, as assessed by implementation in planning and instruction within music education methods courses.
- E. Applied Pedagogy Outcome: The student will demonstrate effective pedagogy methods based on philosophical principles and research-based practices that result in increased musical understanding and music-making achievement of students.

1. Specific Pedagogy Outcomes and Assessments

- a) The student will articulate a philosophy of applied pedagogy supported by rationales presented in prominent educational philosophies and current research as assessed by evaluation of philosophy in accepted pedagogy method courses.
- b) The student will demonstrate competent conducting skills reflecting contextual and analytical understanding of composer's intentions, resulting in expressive realization of compositions by students, as assessed by evaluation in conducting courses.
- c) The student will demonstrate integration of recording, notation and instructional technology into applied pedagogy as assessed by achievement in music technology courses.
- d)

DEPARTMENTAL FORMS

The following forms are part of the official operation of the music department. While these are not the only forms used by the division and department, they represent the ones important to a complete and accurate record of a student's degree program. Copies of the forms may be obtained from the College of Visual and Performing Arts office when needed. Some forms will be found outside the office of the coordinator of the music education degree.

- 1. Application for Admission to Music Degree Program
- 2. Applied Lesson Grade Record
- 3. Audition Form
- 4. Jury Repertoire Sheet
- 5. Minor in Music Form
- 6. MUS 090 Attendance Slips
- 7. Petition for Change of Applied Instructor
- 8. Pre-Recital Hearing Registration Form
- 9. Recital Completion Form
- 10. Recital Program Form
- 11. Student Progress Report
- 12. Student Recital Sign-Up Sheet
- 13. Theory Placement Test
- 14. PPE Signup Sheet
- 15. Honors Recital Sign-Up Sheet

Revised: July, 2008