

SUNY BROCKPORT

College Senate
State University of New York College at Brockport
350 New Campus Drive
Brockport, NY 14420-2925
395-2586 (Fax) 395-2246

Resolution # 20 2006-2007 COLLEGE SENATE

TO: Dr. John R. Halstead, College President

FROM: The College Senate: **March 5, 2007**

RE: ⇒ I. Formal Resolution (*Act of Determination*)
II. Recommendation (*Urging the Fitness of*)
III. Other, For Your Information (*Notice, Request, Report, etc.*)

SUBJ: **Music Minor** #35 06-07 UC

COLLEGE SENATE
SUNY College at Brockport
APR 11 2007
350 New Campus Drive
Brockport, NY 14420-2925

Signed: Jeffrey T. Lasbrock Date: 3/22/07
(Dr. Jeffrey T. Lasbrock, 2006-07 College Senate President)

Please fill out the bottom portion and return document to the College Senate Office.

TO: The College Senate President

FROM: College President

RE: ⇒ I. Decision and Action Taken on Formal Resolution (circle choice)

a. Accepted

• *Implementation Effective Date: Fall 2007

**Date resolution will begin to be used by the College (i.e. spring, fall, when included in catalog, etc.)*

b. Deferred for discussion with the Faculty Senate on ___/___/___

c. Unacceptable for the reasons contained in the attached explanation

II, III. Response to Recommendation or Other/FYI

a. Received and acknowledged ___/___/___

b. Comment: _____

DISTRIBUTED BY PRESIDENT'S OFFICE TO: President's Cabinet

DISTRIBUTE ALSO TO: Originator, Academic Advisement, Registrar (as appropriate)

Signed: Dr. John R. Halstead Date: 4/5/07
(Dr. John R. Halstead, President, SUNY College at Brockport)

**COLLEGE SENATE OFFICE
RESOLUTION PROPOSAL COVER PAGE**

Routing Number	#35 06-07 UC
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ROUTING NUMBER TO BE ASSIGNED BY SENATE OFFICE

DEADLINE FOR SUBMISSIONS: FEBRUARY 23

Proposals received after the deadline may not be reviewed until next semester.

INSTRUCTIONS:

- Submit proposals individually rather than packets with multiple documents.
- Complete this cover page for each proposal (available online at www.brockport.edu/collegesenate)
- Prepare proposal in Word format using committee guidelines (available online)
- Submit proposal electronically with this cover page to senate@brockport.edu, facprez@brockport.edu
- All updates must be resubmitted to the Senate office with an updated cover page, use routing number
- Questions? Call the Senate office at 395-2586 or the appropriate committee chairperson.

1. PROPOSAL TITLE:

Please be somewhat descriptive, for example, *Graduate Probation/Dismissal Proposal* rather than *Graduate Proposal*.

Undergraduate Minor in Music

2. BRIEF DESCRIPTION OF PROPOSAL:

18-credit-hour undergraduate minor in music
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3. SUBMISSION & REVISION DATES: PLEASE DATE ALL UPDATED DOCUMENTS

First Submission	Updated on	Updated on	Updated on
January 5, 2007			

4. SUBMITTED BY: (contact person)

Name	Department	Phone	Email
Dr. William R. Hullfish	Theatre	395-5257	whullfis@brockport.edu

5. COMMITTEES TO COPY: (Senate office use only)

Standing Committee	Forwarded To	Date
<input type="checkbox"/> Enrollment Planning & Policies	Committee Chair	1/25/07
<input type="checkbox"/> Faculty & Professional Staff Policies	Executive Committee	2/12/07
<input type="checkbox"/> General Education & Curriculum Policies	Senate Floor	2/19/07 – vote 3/5/07
<input type="checkbox"/> Graduate Curriculum & Policies	College President	3/22/07
<input type="checkbox"/> Student Policies	Other	
<input checked="" type="checkbox"/> Undergraduate Curriculum & Policies		

*(ROUTING NUMBER WILL BE A CHRONOLOGICAL NUMBER SEQUENCE FOLLOWED BY COMMITTEE INITIALS)

Proposal for a Music Minor

Introduction

Music has played a significant role on the Brockport campus over the years, as reported in Dedman's *Cherishing this Heritage* (128-129, 178, 201-202), and Gigliotti, Leslie, and O'Brien's *State University of New York College at Brockport* (15, 19, 27, 53, 54, 60, 72). The College has had orchestras, ensembles, marching bands, and vocal groups, as well as academic programs in music, throughout its history. According to the current College Registrar, Peter Dowe, a reference to a major in music first appeared in the 1964-65 college catalog, as the College began the transition from a teacher's college to a comprehensive college (music courses can be found in catalogs dating back to the 1930's). The music major existed at Brockport until 1983. At that time, in the face of declining state support for SUNY, the college retrenched several departments and programs on campus, eliminating both the music major and Department of Music. Some music faculty positions were lost in the retrenchment; but three music professors were transferred to the Department of Theatre. This transfer maintained a modest "music presence" on campus by providing support for seven music courses per semester (primarily in general education), two ensembles (one vocal and one instrumental), at least two concerts per semester, and support for the music specialty in the interdisciplinary Arts for Children Program.

As music faculty retired without replacement, however, the "music presence" eroded with each separation. Music courses were lost; and first the band, and then the chorus, ceased operations. Finally, the music specialty in the Arts for Children program was suspended. Over the last ten years, an effort has been made to reestablish music on campus. Most notably, additional adjunct instructors have been hired to increase the number of music courses offered; and the college has entered into an agreement with the Rochester Philharmonic Orchestra to perform on campus once a year, and to supply an orchestra member to teach a course in music appreciation. The School of Arts and Performance has added concerts to its regular annual programming (including the Music at Noon series in the library), the chorus has been reestablished, a Gospel Choir has been organized, an additional full-time music instructor was recently hired, and the music specialty in the Arts for Children Program is being reinstated. The musical presence at the College is currently stronger than it has been any time over the past 10 to 15 years; but the campus continues to lack a degree program in music. This document sets forth a proposal for the creation of an academic minor in music. The proposed minor outlined in this document requires 18 credit hours of study in music theory, music history, and applied music.

Rationale for a Music Minor

The rationale for instituting an academic minor in music at Brockport at this time is based on 1) the need to fill a void in the College's curricular offerings, 2) the existence of current circumstances that make the addition of a minor in music viable, 3) considerable student interest, and 4) consistency with the College's interest in continuing to attract good (i.e., tier 1 and 2) students. Each of these points is discussed briefly below.

Need

President Brown created the first School of the Arts at Brockport, consisting of the Departments of Art, Dance, Theatre, and Music, in 1966. Since the retrenchment of the Department of Music in 1983, the College has had a school of the "arts" lacking a major component. The current Dean of the School of Arts and Performance reports that, during the recently completed Periodic Program Review cycle, it was

not uncommon to hear external reviewers from the other arts departments' program reviews comment on the absence of any degree program in music as a notable deficiency in the School. The reviewers for the Department of Theatre Periodic Program Review suggested strongly that the Department add a minor, with "the modest addition of coursework in musical theory," to provide a modicum of academic standing for music, and to provide additional credibility and balance for the Department and School.

Viability

An academic minor in music is a viable option at this time. Only two new courses are required to establish the curriculum, and a number of performing ensembles, essential to the proposed program and curriculum, are already in place. The Department of Theatre houses a College-Community Chorus and a Gospel Choir. A number of performing ensembles, such as the Brockport Community Band and Community Jazz Ensemble, provide outlets for instrumentalists, with no demand on College resources. The Department was recently contacted by the Brockport High School band director about forming a community band, composed of college, high school, and community musicians. Furthermore, the music program has been strengthened by the recent hiring of a second full-time faculty member in music, and the College's relationship with the Rochester Philharmonic Orchestra provides another potential source of support for curricular and co-curricular possibilities in the minor.

Student Interest

There is a demand for more music on campus. At Saturday information sessions parents and students often ask about opportunities to perform in ensembles and continue musical studies. While planning to major in another discipline, these students want music to remain a part of their lives. Many of our current students seek out MUS classes to fulfill general education requirements or as electives. In the fall 2006 semester, MUS classes served 331 students, generating a total of 13,902 student credit hours. In the spring of 2006, through the Angel course-management system, the Department surveyed the College student body regarding students' interest in music. Of the 642 students who responded, over half owned their own musical instruments, over 27% expressed an interest in playing in an instrumental group on campus, and about 29% were interested in receiving credit for playing in an ensemble. It is apparent from the responses that a large majority of the respondents are interested in a greater "music presence" on campus (see attachments for survey results and student comments).

Student Quality

As a group, students who study music generally achieve a higher degree of academic success than those who have not studied music. The addition of a music minor to the Brockport curriculum may attract "higher parameter" students who hope to continue their music while majoring in another discipline. As reported by the American Music Conference (http://www.amc-music.com/research_briefs.htm), the study of music has a positive relationship with other academic and social indices, specifically:

- Regardless of socioeconomic background, music-making students get higher marks on standardized tests than those who had no music involvement.
- A study of 7,500 university students indicated that music majors have higher reading scores than those of any other majors.
- High school music students score higher on SATs in both verbal and math than their peers without coursework or experience in the arts; in 2001, 57 points higher on the verbal portion and 41 points higher on the math portion.
- College-aged musicians are emotionally healthier (less performance anxiety, fewer emotional concerns, fewer bouts of alcohol-related problems) than their non-musician counterparts.

- Students who were undergraduate music majors were accepted into medical schools at a higher rate than those with any other undergraduate major;
- Studies have found significant correlations between the number of years of instrumental music instruction and academic achievement in math, science, and language arts.

It appears, from the information presented above, that the addition of a minor would support the College's pursuit of higher-achieving students.

The Proposed Program

This proposal considers the curriculum, faculty, budget, facilities, and students needed to offer an academic minor in music. Each of these elements is discussed briefly below.

Curriculum

The music minor requires 18 credit hours of study, and may be combined with any major. Courses for the music minor fall into the traditional areas of music theory, music history, and applied music. Music history is already adequately served by existing courses. Courses in applied music, in which the students develop performance skills, will consist of instrumental and vocal lessons, as well as performance experience with ensembles such as chorus and band. The College currently offers class lessons in voice and piano; and, under the plan for a minor, students could also receive credit for private lessons with instructors approved by the music faculty. Students would pay for such lessons themselves. A number of performing ensembles, both on and off campus, are in place for our students, and all music minors would be required to be in a performing ensemble such as chorus, orchestra, band, jazz ensemble or chamber ensemble. Two new courses, created specifically to fulfill the theory requirements of the minor, Music Theory I and Music Theory II, have been registered in fall of 2006. The full curriculum is attached.

Faculty

The Department currently has two full-time music faculty members and three adjunct faculty members. Additional adjunct instructors would be required for full staffing of the proposed music minor. Given Brockport's proximity to the Eastman School of Music, adjunct faculty members in music have proven readily available. The RPO may be another potential source for adjunct instructors. Instrumental students may choose to receive credit for private study with faculty-approved private instructors.

Budget

A music minor of quality could be offered with the addition of nine credit hours a semester (at an adjunct salary cost of approximately \$14,400 per year). Additionally, the program would require an S&E budget of \$4,000 per year to cover the cost of sheet music, travel, musical instruments, tuning, sound equipment, and instrument repair and replacement.

Facilities and Other Resources

A music minor would require additional space allocated as teaching studios and practice rooms. There are classrooms with pianos and practice rooms in the Tower Fine Arts Building, but they would need to be available for music activities. The practice rooms are currently used primarily for storage; but the Dean of Arts and Performance has suggested that space in the basement of Tower can serve this function in the future. There is only one classroom (TFA120), designated as a general-purpose classroom, that is currently appropriately furnished for teaching music, and the demand for that room is greater than its availability as currently scheduled. The need for spaces in Tower for music instruction may necessitate

that at least one other classroom (e.g., TFA 102), currently designated as a general-purpose classroom, be dedicated to music. Ideally, the Department (perhaps with some support from the dean's office) would purchase another 10 electronic keyboards to complement the ten recently purchased, and establish a room specifically for piano classes. The addition of music theory classes will be facilitated by computer-assisted instructional software purchased with funds received through a Technology Initiative Grant awarded last year. The College currently has a basic music collection in the library. Since 1983, the library holdings in music, including recordings and videos, have been updated using the Theatre and Arts for Children library acquisition budgets. The library holdings in music need to be reviewed, and the collection of periodicals needs updating, but the current holdings appear to be sufficient for a minor.

Students

To be accepted as music minors, students must already have some background in music, and will be required to participate in an interview/audition for assessment of their performing skills and musical knowledge. Students who perform at a New York State School Music Association (NYSSMA) level of IV, and who pass a basic written test in the fundamentals of music, will be admitted to the program. Those who do not pass the written test in the fundamentals of music must successfully complete MUS 105, Introduction to Music, before being accepted into the music minor. As proposed, it is anticipated that the minor can initially accommodate up to 40 students at one time. After two years, as the population of minors is spread more evenly over the lower and upper divisions, the minor could easily accommodate 60 students.

Attachments

I. Proposed Curriculum for Music Minor

II. Suggested Sequence of Courses in the Music Minor

III. Music Survey

IV. Course Registration Forms

- Form to change course number of MUS 130 to MUS 135
- Form to change name of MUS 139
- Form and attachment to register Music Theory I, submitted to registrar
- Form and attachment to register Music Theory II, submitted to registrar

For admission to the Music Minor program, students must pass a pretest or successfully complete MUS 105, Introduction to Music.

Music Minor	
Theory Courses (6 credits):	6 credit hours
MUS 305 Theory I (3)	
MUS 306 Theory II (3)	
Music History (6 credits):	6 credit hours
<u>Required:</u>	
MUS 112 World Music (3) OR	
MUS 210 Music Appreciation (3)	
<u>Choose 3 credits from:</u>	
DNS 232 African Music and Drumming (3)	
MUS 413 American Music (3)	
MUS 414 American Musical Theatre (3)	
MUS 485 American Folk Music (3)	
MUS 399 Independent Study (1-3) on music history topic	
MUS 499 Advanced Independent Study (1-3) on music history topic	
Applied Music (4 credits):	4 credit hours
MUS 135 Class Piano I (2)	
MUS 139 Class Voice I (2)	
MUS 235 Class Piano II (2)	
MUS 335 Advanced Piano Class (2)	
MUS 339 Class Voice II (2)	
MUS 399 Independent Study (2) applied music with approved private instructor	
MUS 499 Advanced Independent Study (2) applied music with approved private instructor	
Ensemble (2 credits)*:	2 credit hours
MUS 320 Brockport Chorus (1)	
MUS 322 Gospel Choir (1)	
MUS 399 Independent Study (1) with approved instrumental ensemble	
TOTAL CREDIT HOURS REQUIRED FOR MINOR:	18 credit hours

** Music minors must participate in an ensemble for a minimum of two semesters. Maximum amount of credit for ensemble participation is two credits. Students may take ensemble for no credit.*

II. Suggested Sequence of Courses in the Music Minor:

Four semester plan (after completing general education courses):

1st semester	2nd Semester	3rd Semester	4th Semester
MUS 135 or 139 (Piano I or Voice I) 2 credit hours	MUS 235 or 339 (Piano II or Voice II) 2 credit hours	MUS 305 (Music Theory I) 3 credit hours	MUS 306 (Music Theory II) 3 credit hours
Ensemble 1 credit hour	Ensemble 1 credit hour	(Ensemble optional 1 credit hour)	(Ensemble optional 1 credit hour)
MUS 112 or 210 (World Music or Music Apprec.) 3 credit hours	Music History Elective 3 credit hours		
Total: 6 credit hours	Total: 6 credit hours	Total: 3 credit hours	Total: 3 credit hours

NOTE: Ensemble could be taken in any semester, and it is recommended that minors participate in an ensemble every semester.



Music Performance Survey

[Reports](#) > Response Summary

This survey regarding music performance and studies among students will take less than one minute to complete. The Music program in the Department of Theatre is considering ways to encourage and facilitate music performance among students, including the possibility of a music minor, small ensembles, and more for instrumental studies. Responses to this survey will help us shape those initiatives.

Thanks,

Frank Kuhn Chair, Department of Theatre

Q. Do you play a musical instrument?

343 - Yes

299 - No

Responses: 642

Q. Do you own your own musical instrument?

328 - Yes

308 - No

Responses: 636

Q. What type of instrument(s) do you play?

156 - Woodwind

53 - Brass

52 - String

41 - Percussion

113 - Piano

119 - other (guitar, recorder, bagpipe, etc.)

Responses: 389

Q. If the answer to the previous question is 'other', please indicate the instrument here.

Responses > 125-Valid, 518-Blank, 643-Total

Responses

1. electric keyboard
2. guitar, banjo
3. guitar
4. guitar

5. Guitar
6. guitar, bass
7. harmonica
8. flute
9. guitar
10. guitar
11. guitar, bass, keyboards
12. Bass guitar
13. bass guitar
14. none
15. Guitar, recorder, mandolin
16. clarinet
17. guitar
18. violin
19. guitar
20. sing
21. I played viola for 1/2 a year.
22. guitar
23. Voice
24. classic guitar
25. guitar
26. guitar, bass guitar
27. Guitar
28. recorder
29. Keyboard
30. Guitar
31. none
32. bass guitar
33. cello
34. Guitar, Both bass and electric
35. clarinet

36. n/a
37. guitar
38. bass guitar
39. guitar, vocals, small percussion (tamborine...)
40. Guitar
41. guitar
42. Organ/keyboard
43. guitar
44. Banjo
45. guitar
46. guitar and bass
47. guitar
48. keyboard
49. Guitar
50. guitar
51. Djembe
52. Guitar
53. Harmonica
54. guitar. bass
55. guitar
56. Kazoo
57. guitar
58. guitar
59. Bass guitar
60. guitar
61. voice
62. alt., sopr. recorder
63. Guitar
64. guitar
65. none
66. Melodica

67. Bass guitar
68. Voice
69. My voice...does that count...I used to sing
70. bagpipe, guitar, juze harp,
71. guitar
72. recorder
73. guitar
74. drum
75. electric bass
76. guitar
77. guitar, recorder
78. none
79. recorder and voice
80. bass,guitar
81. Guitar
82. bass, and electric guitar
83. guitar
84. acoustic/electric guitar
85. Guitar
86. Recorder
87. recorder
88. guitar
89. guitar
90. Guitar
91. guitar, banjo, ukelele
92. Flute
93. Mandolin, Guitar
94. guitar
95. Guitar
96. GUITAR!!!!
97. acoustic guitar

98. banjo
99. guitar
100. guitar
101. guitar, acoustic and electric
102. none
103. guitar
104. Cello
105. guitar, bass
106. guitar
107. guitar
108. electric guitar
109. guitar
110. Trumpet
111. recorder, guitar
112. Guitar
113. guitar
114. electric guitar, acoustic guitar, electric bass, percussion instruments, native american style
flute
115. Alto Saxophone
116. Guitar
117. guitar
118. acoustic guitar
119. guitar
120. guitar, bass
121. Guitar, Bass
122. recorder
123. guitar
124. banjo
125. none

Q. Would you be interested in playing in an instrumental group on campus?

175 - Yes

454 - No

Responses: 629

Q. How many years have you played an instrument?

113 - 1 to 4 years

125 - 5 to 8 years

109 - 9 to 12 years

51 - more than 12 years

Responses: 398

Q. Did you play in any of the following groups in high school or college?

233 - Concert band

66 - Pep band

88 - Jazz ensemble

76 - Orchestra

Responses: 266

Q. If you participated in a NYSSMA solo or ensemble competition, at what level did you perform?

15 - I

8 - II

30 - III

46 - IV

43 - V

52 - VI

Responses: 194

Q. Would you be interested in receiving college credit for playing in an ensemble?

189 - Yes

383 - No

Responses: 572

Q. Any additional comments pertaining to this survey you would like to make?

Responses > 130-Valid, 513-Blank, 643-Total

Responses

1. I myself do not play any instruments but I would certainly like to see a music program started on campus. I would definitely attend any concerts that were put on.

2. I fool around with any instrument I can get my hands on, but I am a vocalist and was selected to all-county 4 years, area all-state 2 years and all-state 2 years. I was selected to all-eastern 1 year as well, but couldn't afford to go.
3. instructional classes. If the school is going to carry an entire music department, it should offer instructional classes as a way to boost enrollment and involvement in the department... Or drop the department, SUNY schools do not need to be all things to everyone. This is one of the problems with SUNY schools; just because people want a program at the school that is convenient for them, doesn't mean that it is SUNY's job to cater to them...
4. I know that an orchestra was started a year or two ago but it did not turn out well. I feel that there needs to be some funding involved for instruments. I play the viola and since I did not have one, I was forced to play the two timpani that have probably been there longer than I've been on this earth. I would be in the fore-front for a music ensemble to be created. I also work with BSG and while funding for next year is over, I think it would be a good option to look into starting a club and then eventually getting club status and funding. If you have any questions feel to email me. mste0312@brockport.edu I would love to get something started for next year!
5. Sounds like a great plan to me, I almost did not attend here because of the lack in a solid music program.
6. I have never played an instrument.
7. I would like to learn to play the piano.
8. I have been looking to play in a band on campus for about 3 years now. I was hoping one would be formed before i left. It doesn't even have to be for credit. I just want to play again. I love it and i am solely in it for the music.
9. I took an introductory music class with Bill Hullfish and found him fascinating. Brockport is lucky to have him. He should be utilized in any efforts to promote music.
10. None, whatsoever
11. A music ensemble would be a great incentive to prospective students and I would greatly enjoy to take a class that would allow me to use my skills with an instrument. I miss being in a band. I hope you decide to offer a class with an ensemble.
12. I think providing more musical opportunities for students is an excellent idea! I am graduating, but I hope that other students will have more options!
13. participated in nyssma vocally and have been singing longer then then i had been playing the clarinet. i have tried the tumpet also. I like singing more then anything else.
14. Jazz ensemble or concert band, or a pep band would be great. I spent 6 years in high school playing and havent played since.
15. I wish this had been an option 4 years ago, as I am graduating this semester... but I would have loved to continue playing in a band-type setting after high school. If kids can sing in the chorus here for credit, I think it's only right to have a band, too.
16. I would have LOVED to be involved in a musical performance class/major but I am now graduating May '06, I wished that there was a program like this when I came to school here in '99, it's a great idea and I hope that the program is put together for future students.
17. I think it would be great if Brockport started offering more music classes and organized some sort of band/orchestra.
18. I do not play an instrument, but I think it would be nice if students had a chance to participate in

an ensemble or a choral group.

19. I don't play anythinggggggggggg. Thanks.

20. Will only be at Brockport for another year. Have held leadership positions in ensembles. This school needs at least a pep band and maybe a marching band for football games.

21. No

22. Offer the courses, people will sign up try to offer some at 300 and 400 level since the # of Up Div credits req'd has increased

23. I would like to see a music program here. I could teach songwriting...

24. my NYSSMA competition was for a chorale, we performed both level 5 and 6 pieces.

25. Although I play guitar I much prefer singing as a musical outlet. If there were an a cappella singing ensemble on campus either contemporary or barbershop style I would probably participate.

26. I'm graduating although I would have been interested.

27. this sucked

28. We need a better music program, stat!

29. Though i would have loved to participate in musical ensembles at Brockport, I am transferring in the fall. But it would be a nice addition to Brockport for other students.

30. sorry dont play an instrument, athlete

31. n/a

32. Stop sending me these stupid surveys

33. I am a musician, but I'm more of a vocalist than anything. I've been singing since I can remember. I participated at solofest for singing.

34. It's been a while since I have played, that is the reason for not being interested in playing anymore.

35. Sorry I could be helpful.

36. I play in a band outside of school and between that work & school there's no time for more...

37. It'd be awesome if we had a marching band!!

38. I think a music ensemble would be great for this school. I'm glad somebody is taking the initiative to try to get one started.

39. I have not played since high school, but enjoyed taking lessons and being part of a group (concert band, marching band, pep band). I would be interested in these things at SUNY Brockport if lessons for credit were offered, and if there were opportunities that were non-competitive, and just for fun.

40. The addition of any music programming here at Brockport would be a huge asset for the college community as a whole. I personally would be more interested in additional vocal groups other than the general chorus. I was surprised that vocal performance was not a choice on this survey...

41. Sorry wish I could help.

42. I graduated from Attica Senior High School in June '05. I really miss playing the Tenor Saxophone and would play again in a heart beat. I'm used to marching, but I always enjoyed playing in Solo Festivals and All-County bands where the people were there to play.
43. I tried to join the jazz band on campus, however the instructor did not try to make the group appealing. I went for a few weeks and stopped because it just wasn't fun!
44. I took lessons for awhile when I was younger, but haven't touched anything in quite awhile.
45. what about vocal ensembles?
46. There are a lot of musicians on this campus. Being able to play in small ensembles would be awesome!!!!
47. I think it would be really nice to have music classes, that have more than just theory. I believe it would work will many students.
48. There should be options for students who don't play instruments, like No or N/A
49. This survey really did not cater to the people who do not know how to play an instrument, but are interested in learning.
50. Please have a concert band and add an acapella choir!
51. Is there any thought of doing rock/jazz creative arrangements and performance for those who play by ear.
52. haven't played since 10th grade
53. I would also be interested in a marching band/field band which I also participated in for 4 years.
54. What about vocal music?
55. There is not a big interest. Brockport is not known for a music school. We are Phys-Ed, Teaching, Dance, Business. Let's stick to what we are good at.
56. I am musically inclined but I would love to learn :o)
57. I wish Brockport had more of a music program. If music comes to Brockport, I'll be glad! (even though i'm graduating)
58. I played the trumpet during Middle School, and took private lessons. I would love to pick it back up, but I am not sure if I could jump back into the "groove" after so many years.
59. a long, long, long time ago...
60. If the instrument I need is available I would be willing to play. (Valve Trombone or Slide Trombone preferrably valve)
61. As a graduate student I simply don't have the time. But it's a great idea and I would take advantage of it if I were still an undergrad!!!!
62. Does this survey apply to singing as well? My voice is my instrument :) It was hard for me to answer these questions.
63. The recorder became a hobby that I wish I could have kept going. I doubt that you're looking for novice musicians, but if so, I might be interested...
64. I participated in Choral groups throughout high school... I would be interested in performing in some sort of vocal jazz group.

65. Please create an orchestra or band!!! I would Love to play again!!!
66. Currently involved in the Rock 'n' Roll club, an onpen musical forum at the Gallery on MWF.
67. I would like to learn how to play an instrument
68. I took piano a lonng time ago- kind of wish I had paid more attention to it and really practiced but I didn't have a good teacher and that makes all the difference in the world.
69. I really feel that you should have better targeted this survey. I have no desire to play/take part in this kind of activity. I did it in High School and HATED it. I was very confused when I was asked to take this survey and I do not think that my answers will help the program because I answered 'no' to most.
70. I think that you should include voice as an instrument it is just as difficult to sing as it is to play an instrument and I have done both.
71. For the NYSSMA competition it was for singing not playing a musical instrument...and competed 3 times by myself and twice with an ensemble.
72. Although it doesn't directly pertain to me, I feel that offering a music minor or offering college credit for playing in ensembles would help draw and attract more students to the Department of Theatre.
73. My family(my husband and 4 children(ages 14,13,10,6))play instruments. My husband is a suzuki guitar teacher in our home. My 4 children play violin and piano. We take the children to Hochstein Music school. They are very active in ensembles and orchestras and voice lessons there. They have been taking lessons for over 6 years. I think if you can open a community school that would cater to children of all ages for all instruments. Music therapy and non traditional instruments are of interest.
74. Band is cool! I play sax.
75. I play the bassoon as well as the piano. I would be very interested in playing the bassoon again. I miss it very much.
76. great idea! this would be a great way to spread school spirit at school events
77. i am a member of the rock n' roll club on campus. we meet friday afternoon up at the gallery
78. I wish we had a good music program here oncampus along with a band and orchestra. I think we would attract a more diverse crowd to our campus if we did.
79. i've played the drums for a few years but never in any groups. i would like to learn more.
80. VOCAL ENSEMBLES!!!
81. SUNY Brockport should have some band/orchestra group
82. I would LOVE it if there was an instumental program or even classes at Brockport becasue music can be such a creative outlet for so many people!
83. How about some small vocal ensembles? Madrigal group? Barbershop? show tune choir?
84. I think having music ensembles on campus are a great way to enrich the college experience. I am aware of vocal ensembles but I would really like to see instrumental ensembles of many kinds most specifically a concert band and a jazz ensemble.
85. I personally wouldn't be interested in playing an instrument, but I do think this is a good idea. I'm the type of person that would rather listen to music than play it, so if the groups had concerts I

would most likely attend some of them. I think that it would be a good opportunity for those that are interested. It would also be something that might draw more people to the college.

86. I think it would be a great addition to the school's music program to have an on campus orchestra. Whether participation would include credits or not.

87. I can play three instruments (Tuba, baritone, and trumpet). I only own the Trumpet.

88. I greatly appreciate the idea of creating creditworthy ensembles on-campus. I had originally been disappointed to see that there were none. Thank you!

89. My answers to question 5 and 9 would have been different a couple of years ago. Since I am graduating and doing my student teaching next fall, I no longer have the time to do those things, but they would have interested me before.

90. I would love if they could have a band here at Brockport. I'm in the chorus, but I miss playing in a band.

91. I do not play any instruments... but I do think that it would be a great thing if there was such a thing for students who do play instruments to be able to come together to play music to share with the entire campus....

92. i don't play and instrument

93. I think that getting music groups together is a very good idea. I really miss the closeness I had with people by playing with them in high school. I am a commuter student and I find it hard to meet people.

94. One thing I was disappointed about this school was the lack of music classes and resources to advance my skills with my own flute playing. I would of loved to join an orchestra or something to that effect either for class credit or just for fun.

95. Beginner's learning of musical instruments at Brockport for course credits.

96. I would like to have piano class as an official part. i would take it! guitar class too. i would love to take music theory and if my schedule wasn't so tight i would be in an ensemble. please expand!

97. I honestly do not think we have any sort of substantial music program. I think that adding one would be an asset to our college (even though I would not participate in it- I know many students who would). Also, as a tour guide, many incoming students are interested in continuing their musical talents and it just so happens that Brockport has a limited/nonexistent music program.

98. I have never played any instruments, but would love to learn one. I don't have a specific instrument in mind, but it would be interesting. Sorry this doesn't help your survey much.

99. It would be great too if we could expand the vocal music opportunities as well.

100. I have been waiting for a band to be on campus for a long time, this would be nice to have even if credit was not received. I miss playing after playing all the time up through high school

101. I think that those who do like to play instruments and would like to play in an ensemble, I think that they should receive credit for it. It's a good idea.

102. It would be hard for me to make time to be a part of an ensemble here even though I'd like to.

103. The addition of music and more musicians on campus creates a nice atmosphere.

104. I am also a soloist.

105. I was disappointed that Brockport did not have a music ensemble and would love it if i could play my saxophone here.
106. I graduated highschool and never picked up my trumpet again. It's in the attic. That's kinda sad, huh? My mom thought it would be special if i saved it, instead of selling it. Someday i'll enjoy unearthing it and taking trip down memory lane. Hope my info helped your survey.
Regards, Sarah Wysocki
107. I haven't played in a while, but I still know how.
108. It may be too late for me, but I'm sure others would love this opportunity. Best of luck.
109. I have always loved music and would love to incorporate this into my college courses.
110. I really wish that SUNY Brockport had more musical opportunities available for students.
111. I believe offering a minor in music(or even a Major) would be a benfit to Brockport. I play mostly for personal pleasure and have no desire to play in a group but I know there are many students out there who would.
112. I would love to have an opportunity to play my instrument once again. I miss it horribly while I am at school. Living in a dorm, I have no place to practice and just play. Without practice rooms or an ensemble to play in, I have no outlet to play my clarinet.
113. this college needs more music. There are currently not enough opportunities for musicians at brockport.
114. I would love to play in a band or especially an orchestra on campus for credit! One of the reasons I chose to come to Brockport was because it was listed in the college guidebooks as having a band/orchestra. I have been very disappointed to have to lose touch with my music!
115. although i am not interested in playing a musical instrument at brockport, i think that music programs in ANY stage of education are very important and should be considered important!
116. A pep band would be alot of fun.
117. I would love to see SUNY Brockport bolster their Music program. Music is a huge part of my life (I am also a vocalist), but I've never had the impression that Brockport has much to offer as far as Music programs.
118. I would love for there to be more opportunities for students to be involved in music on campus!!
119. This is a great idea!! Unfortunately, I'm a wife and mother who travels an hour one to college. If I lived closer to school, perhaps I would join. Good luck!
120. A music minor would be awesome!
121. There should be more and better pianos on campus for students to play.
122. I would love to be able to get more involved however my time is limited... I hope however the music dept and Arts for Children dept. can effectively communicate. Prof. Liz Banner does an amazing job with the Music and the Child Course.
123. I trained in classical music for 6 years as a vocalist.
124. If you did offer a music class for instruments then i think there should be a class for beginners. For instance, the class should be for people who want to start taking an instrument as

well as people who already know the basics and so on.

125. formation of non-traditional groups would be great too, like a rock band for example. Many students would prefer those types of groups over jazz and orchestra. The groups can include horns and other instruments, rock is as diverse as jazz in many respects.
126. I would really be interested in having at least a jazz band or even just a regular band. This i think will broaden Brockport as a whole too.
127. i play for fun and personal enjoyment
128. I love music, I've been going to Brockport for 4 years now and would like to see the college move more toward a musical campus then a phys. ed. campus.
129. It's about time!!!! Would you be interested in also having a percussion ensemble to compete in NYSPC? (the New York State Percussion Circuit... GCC has their own ensemble and has no competition!)
130. I have found no opportunities on campus to play my instrument. I was very disappointed that the college does not offer anything.

College Course Registration Form

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Data entry fields are shaded. Some fields have limits on numbers and spaces that can be entered. Some areas have drop-down menus with options that can be selected by clicking your choice. Save the blank form before using it and then save each course form with an individual file name. Go back to the saved blank for each new form but save with a different name after filling in data.

Action concerns a new course Discipline Number
Action concerns an existing course: Discipline MUS Number 130

Course Submitted by: Frank Kuhn
Department: Theatre

Chairperson's Approval: _____ Date: _____

Dean's Approval: _____ Date: _____

1. Action requested:

- Registration of new course
- Revision of content for existing course
- Registration of general course listing under which related titles can be taught (umbrella courses)
- Registration of topics course for specific semester (if checked, complete item 2 below)
- Change of course title – Previous Title:
- Inactivation of existing course registration (course will not be taught in near future)
- Other – Describe: CHANGE COURSE NUMBER from MUS 130 to MUS 135

2. Complete for registration of topics courses or umbrella courses:

- a. General course registration: Discipline: Number:
 - b. General registration title:
 - c. Specific course title for semester offered (topics course title):
 - d. Topics course registration is for: FALL SEMESTER Year:
3. a. Undergraduate listing: Discipline: MUS Number: 135
b. Graduate listing: Discipline: Number:
4. a. Official course title: Class Piano I
b. Course start date: FALL SEMESTER YEAR: 2007
5. Abbreviated course title (restricted to 16 spaces)
6. a. Semester hours of credit assigned to course (invariable):
b. Can this course have variable credit No Yes- Credit range to semester hours
c. Is this course is repeatable for multiple credit? No Yes - Credit Maximum =

7. Type of Course: LIBERAL ARTS

8. General Education Information: (Complete only for General Education courses)

a. General Education Knowledge Area (choose one if applicable): NONE

b. Additional student learning outcomes: (check all codes that are currently approved)

- | | | | |
|--------------------------|--|--------------------------|---|
| <input type="checkbox"/> | Contemporary Issues (I) | <input type="checkbox"/> | Upper Level Writing (U) |
| <input type="checkbox"/> | Both Contemporary Issues and Upper Level Writing (J) | | |
| <input type="checkbox"/> | Scholarship on Women (W) | <input type="checkbox"/> | Diversity (D) |
| <input type="checkbox"/> | Science & Technology (E) | <input type="checkbox"/> | Other World Civilizations (Non-Western) (O) |

9. If cross-listed in another discipline(s), give discipline(s)/number(s):

If there are pre-requisites that are enforced, give discipline(s)/number(s):

If there are co-requisites, give discipline(s)/number(s):

10. a. Approximate total number of seats/semester expected:

b. How many sections do you expect to offer per semester:

11. Sections of this course are (check one): taught by one instructor taught by a team

12. Planned frequency of offering: EVERY SEMESTER

13. Grading (check any that apply):

- Letter grade Pass/Fail (S/U) ONLY Approved for IP grade
 Course requires a minimum grade of _____ for General Education or the major

14. If this course requires any special scheduling arrangements with regard to time or room/space, please

comment on this in the space provided:

15. If this course is required for any degrees/programs, please list them below:

16. Write a brief course description for the College Catalogs. Reflect content as accurately as possible using 65 words or less (about 500 characters. Use action verbs and omit "This course covers..." and similar phrases.

17. For all courses, please attach the following information:

- (a) a list of major course objectives
- (b) a topical outline of course
- (c) a list of methods used to evaluate student performance

- (d) a list of instructional materials used – give bibliographic citations of texts, critical readings, films, e
- (e) a current course syllabus, if possible
- (f) a brief statement detailing the additional work required of graduate students in a “swing course.”

For General Education courses only, attach also:

- (g) *Supplemental General Education Course Registration Form*
- (h) *Student Learning Outcomes Checklist (for specific codes requested).*

College Course Registration Form

This form is used to register all courses. It must be signed by the department chair and the school dean who will send it forward to the Registrar's Office. Registration of General Education courses requires an additional *Supplemental Course Registration Form* and the appropriate *Student Learning Outcomes Checklist*. Approval by the Faculty Senate's General Education Committee is necessary for all General Education courses.

Data entry fields are shaded. Some fields have limits on numbers and spaces that can be entered. Some areas have drop-down menus with options that can be selected by clicking your choice. Save the blank form before using it and then save each course form with an individual file name. Go back to the saved blank for each new form but save with a different name after filling in data.

Action concerns a new course Discipline Number
Action concerns an existing course: Discipline MUS Number 139

Course Submitted by: Frank Kuhn
Department: Theatre

Chairperson's Approval: _____ Date:

Dean's Approval: _____ Date:

1. Action requested:

- Registration of new course
- Revision of content for existing course
- Registration of general course listing under which related titles can be taught (umbrella courses)
- Registration of topics course for specific semester (if checked, complete item 2 below)
- Change of course title – Previous Title: Beginning Voice Class
- Inactivation of existing course registration (course will not be taught in near future)
- Other – Describe:

3. Complete for registration of topics courses or umbrella courses:

- a. General course registration: Discipline: Number:
 - e. General registration title:
 - f. Specific course title for semester offered (topics course title):
 - g. Topics course registration is for: FALL SEMESTER Year:
3. a. Undergraduate listing: Discipline: MUS Number: 139
b. Graduate listing: Discipline: Number:
4. a. Official course title: CLASS VOICE I
b. Course start date: SPRING SEMESTER YEAR: 2007
6. Abbreviated course title (restricted to 16 spaces)
6. a. Semester hours of credit assigned to course (invariable):
b. Can this course have variable credit No Yes- Credit range to semester hours
c. Is this course is repeatable for multiple credit? No Yes - Credit Maximum =

7. Type of Course: LIBERAL ARTS

9. General Education Information: (Complete only for General Education courses)

a. General Education Knowledge Area (choose one if applicable): NONE

b. Additional student learning outcomes: (check all codes that are currently approved)

- | | | | |
|--------------------------|--|--------------------------|---|
| <input type="checkbox"/> | Contemporary Issues (I) | <input type="checkbox"/> | Upper Level Writing (U) |
| <input type="checkbox"/> | Both Contemporary Issues and Upper Level Writing (J) | | |
| <input type="checkbox"/> | Scholarship on Women (W) | <input type="checkbox"/> | Diversity (D) |
| <input type="checkbox"/> | Science & Technology (E) | <input type="checkbox"/> | Other World Civilizations (Non-Western) (O) |

10. If cross-listed in another discipline(s), give discipline(s)/number(s):

If there are pre-requisites that are enforced, give discipline(s)/number(s):

If there are co-requisites, give discipline(s)/number(s):

10. a. Approximate total number of seats/semester expected:

b. How many sections do you expect to offer per semester:

11. Sections of this course are (check one): taught by one instructor taught by a team

12. Planned frequency of offering: EVERY SEMESTER

14. Grading (check any that apply):

- Letter grade Pass/Fail (S/U) ONLY Approved for IP grade
 Course requires a minimum grade of _____ for General Education or the major

14. If this course requires any special scheduling arrangements with regard to time or room/space, please

comment on this in the space provided:

15. If this course is required for any degrees/programs, please list them below:

16. Write a brief course description for the College Catalogs. Reflect content as accurately as possible using 65 words or less (about 500 characters. Use action verbs and omit "This course covers..." and similar phrases.

18. For all courses, please attach the following information:

- (i) a list of major course objectives
- (j) a topical outline of course
- (k) a list of methods used to evaluate student performance
- (l) a list of instructional materials used – give bibliographic citations of texts, critical readings, films, e

(m) a current course syllabus, if possible

(n) a brief statement detailing the additional work required of graduate students in a “swing course.”

For General Education courses only, attach also:

(o) *Supplemental General Education Course Registration Form*

(p) *Student Learning Outcomes Checklist (for specific codes requested).*

College Course Registration Form

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Action concerns a new course Discipline MUS Number 305
Action concerns an existing course: Discipline Number

Course Submitted by: William R. Hullfish
Department: Theatre

Chairperson's Approval: _____ Date:

Dean's Approval: _____ Date:

1. Action requested:

- Registration of new course
- Revision of content for existing course
- Registration of general course listing under which related titles can be taught (umbrella courses)
- Registration of topics course for specific semester (if checked, complete item 2 below)
- Change of course title – Previous Title:
- Inactivation of existing course registration (course will not be taught in near future)
- Other – Describe:

4. Complete for registration of topics courses or umbrella courses:

- a. General course registration: Discipline: Number:
- h. General registration title:
- i. Specific course title for semester offered (topics course title):
- j. Topics course registration is for: FALL SEMESTER Year:

- 3. a. Undergraduate listing: Discipline: MUS Number: 305
- b. Graduate listing: Discipline: Number:

- 4. a. Official course title: MUSIC THEORY I
- b. Course start date: FALL SEMESTER YEAR: 2008

7. Abbreviated course title (restricted to 16 spaces) MUSIC THEORY I

- 6. a. Semester hours of credit assigned to course (invariable): 3
- b. Can this course have variable credit No Yes- Credit range to semester hours
- c. Is this course is repeatable for multiple credit? No Yes - Credit Maximum =

7. Type of Course: LIBERAL ARTS

10. General Education Information: (Complete only for General Education courses)

- a. General Education Knowledge Area (choose one if applicable): NONE

b. Additional student learning outcomes: (check all codes that are currently approved)

- | | | | |
|--------------------------|--|--------------------------|---|
| <input type="checkbox"/> | Contemporary Issues (I) | <input type="checkbox"/> | Upper Level Writing (U) |
| <input type="checkbox"/> | Both Contemporary Issues and Upper Level Writing (J) | | |
| <input type="checkbox"/> | Scholarship on Women (W) | <input type="checkbox"/> | Diversity (D) |
| <input type="checkbox"/> | Science & Technology (E) | <input type="checkbox"/> | Other World Civilizations (Non-Western) (O) |

11. If cross-listed in another discipline(s), give discipline(s)/number(s):

If there are pre-requisites that are enforced, give discipline(s)/number(s):

If there are co-requisites, give discipline(s)/number(s):

10. a. Approximate total number of seats/semester expected: 12

b. How many sections do you expect to offer per semester: 1

11. Sections of this course are (check one): taught by one instructor taught by a team

12. Planned frequency of offering: EVERY FALL

15. Grading (check any that apply):

Letter grade Pass/Fail (S/U) ONLY Approved for IP grade

Course requires a minimum grade of C for General Education or the major

14. If this course requires any special scheduling arrangements with regard to time or room/space, please

comment on this in the space provided:

Should be offered in Tower Fine Arts Room 120 so that pianos and computer projection are available.

15. If this course is required for any degrees/programs, please list them below:

Music Minor.

16. Write a brief course description for the College Catalogs. Reflect content as accurately as possible using 65 words or less (about 500 characters. Use action verbs and omit "This course covers..." and similar phrases.

Prerequisite: MUS 105 or equivalent

Music Theory I has written exercises in the basic harmonic system, melodic principles of part-writing,

the chorale and four-part writing in root position and in inversions, secondary dominants, and modulation. It also contains exercises in rhythmic, melodic and simple harmonic ear-training.

19. For all courses, please attach the following information:

(q) a list of major course objectives

(r) a topical outline of course

(s) a list of methods used to evaluate student performance

- (t) a list of instructional materials used – give bibliographic citations of texts, critical readings, films, e
- (u) a current course syllabus, if possible
- (v) a brief statement detailing the additional work required of graduate students in a “swing course.”

For General Education courses only, attach also:

(w) *Supplemental General Education Course Registration Form*

(x) *Student Learning Outcomes Checklist (for specific codes requested).*

Objectives:

1. Practice the rules of standard music notation.
2. Practice the creation of melody and harmony in tonal music.
3. Develop a proficiency in writing four-part diatonic harmony.
4. Develop aural skills in rhythmic, melodic and simple chord progression dictation.
5. Practice in using computer notation software (Sibelius).

Outline:

1. Introduction to Sibelius computer software.
2. Melodic principles of part-writing, voicing, and connecting chords.
3. The chorale: Part-writing in root position.
4. The chorale: Part-writing using inversions.
5. The chorale: Part-writing using seventh chords.

Evaluation:

1. Performance on regular written quizzes.
2. Performance on regular listening/dictation quizzes.
3. Performance on written mid-term exam.
4. Performance on written final exam.
5. Grades on weekly homework exercises.

Instructional Materials:

1. Textbook: Ralph Turek. *Theory for Today's Musician*. Boston: McGraw-Hill, 2007.
2. Sibelius Computer notation software.
3. Auralia computer ear-training software.

College Course Registration Form

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Action concerns a new course Discipline MUS Number 306
Action concerns an existing course: Discipline Number

Course Submitted by: William R. Hullfish
Department: Theatre

Chairperson's Approval: _____ Date:

Dean's Approval: _____ Date:

1. Action requested:

- Registration of new course
- Revision of content for existing course
- Registration of general course listing under which related titles can be taught (umbrella courses)
- Registration of topics course for specific semester (if checked, complete item 2 below)
- Change of course title – Previous Title:
- Inactivation of existing course registration (course will not be taught in near future)
- Other – Describe:

5. Complete for registration of topics courses or umbrella courses:

- a. General course registration: Discipline: Number:
- k. General registration title:
- l. Specific course title for semester offered (topics course title):
- m. Topics course registration is for: FALL SEMESTER Year:

- 3. a. Undergraduate listing: Discipline: MUS Number: 306
- b. Graduate listing: Discipline: Number:

- 4. a. Official course title: MUSIC THEORY II
- b. Course start date: SPRING SEMESTER YEAR: 2008

8. Abbreviated course title (restricted to 16 spaces) MUSIC THEORY II

- 6. a. Semester hours of credit assigned to course (invariable): 3
- b. Can this course have variable credit No Yes- Credit range to semester hours
- c. Is this course is repeatable for multiple credit? No Yes - Credit Maximum =

- 7. Type of Course: LIBERAL ARTS

11. General Education Information: (Complete only for General Education courses)

a. General Education Knowledge Area (choose one if applicable): NONE

b. Additional student learning outcomes: (check all codes that are currently approved)

- | | | | |
|--------------------------|--|--------------------------|---|
| <input type="checkbox"/> | Contemporary Issues (I) | <input type="checkbox"/> | Upper Level Writing (U) |
| <input type="checkbox"/> | Both Contemporary Issues and Upper Level Writing (J) | | |
| <input type="checkbox"/> | Scholarship on Women (W) | <input type="checkbox"/> | Diversity (D) |
| <input type="checkbox"/> | Science & Technology (E) | <input type="checkbox"/> | Other World Civilizations (Non-Western) (O) |

12. If cross-listed in another discipline(s), give discipline(s)/number(s):

If there are pre-requisites that are enforced, give discipline(s)/number(s):

If there are co-requisites, give discipline(s)/number(s):

10. a. Approximate total number of seats/semester expected: 12

b. How many sections do you expect to offer per semester: 1

11. Sections of this course are (check one): taught by one instructor taught by a team

12. Planned frequency of offering: EVERY FALL

16. Grading (check any that apply):

- Letter grade Pass/Fail (S/U) ONLY Approved for IP grade
 Course requires a minimum grade of C for General Education or the major

14. If this course requires any special scheduling arrangements with regard to time or room/space, please

comment on this in the space provided:

Should be offered in Tower Fine Arts Room 120 so that pianos and computer projection are available.

15. If this course is required for any degrees/programs, please list them below:

Music Minor.

16. Write a brief course description for the College Catalogs. Reflect content as accurately as possible using 65 words or less (about 500 characters. Use action verbs and omit "This course covers..." and similar phrases.

Prerequisite: Theory I, MUS 105 or equivalent

Music Theory is a continuation of Theory I and begins with exercises in chromatic harmony, including secondary dominants, jazz and popular harmony, modulation and beginning counterpoint. Students will use computer notation software (Sibelius) in completing assignments for the course. Advanced ear-training in rehythmic, melodic and harmonic dictation is included..

20. For all courses, please attach the following information:

(y) a list of major course objectives

(z) a topical outline of course

- (aa) a list of methods used to evaluate student performance
- (bb) a list of instructional materials used – give bibliographic citations of texts, critical readings, films, e
- (cc) a current course syllabus, if possible
- (dd) a brief statement detailing the additional work required of graduate students in a “swing course.”

For General Education courses only, attach also:

- (ee) *Supplemental General Education Course Registration Form*
- (ff) *Student Learning Outcomes Checklist (for specific codes requested).*

Objectives:

1. Practice using advanced techniques in Sibelius music notation software.
2. Practice using secondary dominants in common musical contexts.
3. Practice using the ii-V-I chord progression in jazz and popular styles.
4. Practice modulating by the common chord and chromatic modulation methods.
5. Practice advanced ear-training in hearing rhythmic, melodic, and harmonic exercises.

Outline:

1. Introduce advanced techniques using Sibelius computer notation software.
2. Using secondary dominants.
3. Using secondary dominant leading tone chords.
4. Using secondary dominants in jazz and popular music, especially the ii-V-I progression.
5. Modulation: common chord and chromatic.

Evaluation:

1. Performance on regular written quizzes.
2. Performance on regular listening/dictation quizzes.
3. Performance on written mid-term exam.
4. Performance on written final exam.
5. Grades on weekly homework exercises.

Instructional Materials:

1. Textbook: Ralph Turek. *Theory for Today's Musician*. Boston: McGraw-Hill, 2007.
2. Sibelius computer music software.
3. Auralia computer ear-training software.