

# Curriculum Committee Proposal Summary

3/10/2016

Department: LLMC (Mass Communication)

## Course Modifications

MASS 372

### **Current**

### **Proposed**

Course Prefix: MASS

Course No.: 372

Credit Hours 3

Course Title: Video Production II

TV Studio Production

Prerequisites:

Current: MASS 213 and 271

Proposed: None

Description for catalog:

Current: Combination of in-studio and field- shot productions via production team approach. Includes script writing, location management, location scheduling, time management in field and editing culminating in broadcast- quality programming. Prerequisites: MASS 213 and MASS 271 or consent of instructor.

Proposed: Combination of multi-camera studio and electronic field productions. Includes videography, live-editing, non-linear editing, graphic creation, audio manipulation and script writing, culminating in broadcast- quality programming.

Requirement or listed choice for any program of study: Yes  No

LLMC BA, Mass Communication-Media Strategies and Applications: 3256

Justification:

Student Learning Outcomes, current:

Student Learning Outcomes, proposed:

Discussions with affected departments:

Mass Communication discussed and approved the changes on January 27th, 2016.

Proposed by: Greg Mikolai

Expected Implementation: Fall 2016

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Program Modification

Mass Communication-Media Strategies and Applications: 3256

Degree Type: BA

Revision to program sheet: Yes  No

Description of modification:

Revise Program Sheet to reflect changes in course titles to MASS 271, 372, 452, and 471.

Justification:

See Course Mod Proposals for justification.

Revision to SLOs: Yes  No

Other changes: Yes  No

Discussions with affected departments:

Discussed with Mass Comm on 1/27/16. Changes approved.

Proposed by: Jennifer R Hancock

Director of Teacher Education Signature:

Expected Implementation: Fall 2016

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**~~2015-2016~~2016-2017 PETITION/PROGRAM SHEET**

**Degree: Bachelor of Arts**

**Major: Mass Communication**

**Concentration: Media Strategies and Applications**

**About This Major . . .**

The Bachelor of Arts degree in Mass Communication is a concentration in Media Strategies and Applications. The overriding goal of the program is to offer students opportunities to develop the knowledge, theory and skills that will assist them in securing careers in the ever-changing, fields of mass communication.

Graduates of Colorado Mesa University's Mass Communication program establish successful careers in media (magazines, newspapers, radio, television, public relations, advertising, and Internet-based media), as well as in other venues such as non-profit organizations, and government agencies.

For more information on what you can do with this major, go to <http://www.coloradomesa.edu/career/whatmajor.html>

All CMU baccalaureate graduates are expected to demonstrate proficiency in critical thinking, communication fluency, quantitative fluency, and specialized knowledge/applied learning. In addition to these campus-wide student learning outcomes, graduates of this major will be able to:

1. Apply specific paradigms for critical thinking to mass communication. (Critical Thinking)
2. Evaluate and apply diversity, objectivity, and balance to any form of mass communication. (Critical Thinking)
3. Justify the decision for resolving moral or ethical mass communication dilemmas. (Specialized Knowledge)
4. Write a compelling content that demonstrates proper grammar, well-organized facts, and story-telling techniques for a variety of media. (Communication Fluency)
5. Determine validity of sources and research techniques. Additionally, they will be able to interpret data. (Quantitative Fluency)
6. Identify specific examples of media evolution. (Specialized Knowledge)
7. Evaluate mass communication theories and assess their use. (Specialized Knowledge)
8. Demonstrate proper application of industry tools and techniques common to mass communication. (Applied Learning)
9. Determine the best methods and strategies for developing a message. (Communication Fluency)

**NAME:** \_\_\_\_\_ **STUDENT ID #** \_\_\_\_\_

**LOCAL ADDRESS AND PHONE NUMBER:** \_\_\_\_\_

\_\_\_\_\_ ( ) \_\_\_\_\_

I, (Signature) \_\_\_\_\_, hereby certify that I have completed (or will complete) all the courses listed on the Program Sheet. I have read and understand the policies listed on the last page of this program sheet. I further certify that the grade listed for those courses is the final course grade received except for the courses in which I am currently enrolled and the courses which I complete next semester. I have indicated the semester in which I will complete these courses.

\_\_\_\_\_  
Signature of Advisor Date \_\_\_\_\_ 20\_\_\_\_

\_\_\_\_\_  
Signature of Program Director Date \_\_\_\_\_ 20\_\_\_\_

\_\_\_\_\_  
Signature of Department Head Date \_\_\_\_\_ 20\_\_\_\_

\_\_\_\_\_  
Signature of Registrar Date \_\_\_\_\_ 20\_\_\_\_

**DEGREE REQUIREMENTS:**

- 120 semester hours total (Students must complete a minimum of 30 of the last 60 hours of credit at CMU, with at least 15 semester hours in major discipline courses numbered 300 or higher).
- 40 upper division credits (A minimum of 15 taken at the 300-400 course levels within the major at CMU).
- Pre-collegiate courses (usually numbered below 100) cannot be used for graduation.
- 2.00 cumulative GPA or higher in all CMU coursework
- 2.50 cumulative GPA or higher and grade of C or better in all classes in the major.
- When filling out the program sheet a course can be used only once.
- A student must follow the CMU graduation requirements either from 1) the program sheet for the major in effect at the time the student officially declares a major; or 2) a program sheet for the major approved for a year subsequent to the year during which the student officially declares the major and is approved for the student by the department head. Because a program may have requirements specific to the degree, the student should check with the faculty advisor for additional criteria. It is the student's responsibility to be aware of, and follow, all requirements for the degree being pursued. Any exceptions or substitutions must be approved by the student's faculty advisor and Department Head.
- Essential Learning Capstone should be completed between 45 and 75 hours.
- See the "Undergraduate Graduation Requirements" in the catalog for additional graduation information.

**ESSENTIAL LEARNING REQUIREMENTS** (31 semester hours)

See the current catalog for a list of courses that fulfill the requirements below. If a course is an Essential Learning option and a requirement for your major, you must use it to fulfill the major requirement and make a different selection for the Essential Learning requirement.

Course	No	Title	Sem.hrs	Grade	Term	Trns
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**English** (6 semester hours, must receive a grade of "B" or better and must be completed by the time the student has 60 semester hours.)

ENGL 111	English Composition	3	_____	_____	_____	_____
ENGL 112	English Composition	3	_____	_____	_____	_____

**Math** **MATH 110 or higher** (3 semester hours, must receive a grade of "C" or better, must be completed by the time the student has 60 semester hours.)

MATH 1	_____	_____	_____	_____	_____	_____
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**Humanities** (3 semester hours)

_____	_____	_____	_____	_____	_____	_____
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**Social and Behavioral Sciences** (6 semester hours)

_____	_____	_____	_____	_____	_____	_____
_____	_____	_____	_____	_____	_____	_____

**Natural Sciences** (7 semester hours, one course must include a lab)

_____	_____	_____	_____	_____	_____	_____
_____	_____	_____	_____	_____	_____	_____
_____	L	_____	_____	_____	_____	_____

**History** (3 semester hours)

HIST	_____	_____	_____	_____	_____	_____
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**Fine Arts** (3 semester hours)

_____	_____	_____	_____	_____	_____	_____
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Course	No	Title	Sem.hrs	Grade	Term	Trns
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**WELLNESS REQUIREMENT** (2 semester hours)

KINE 100	Health and Wellness	1	_____	_____	_____	_____
KINA 1	_____	1	_____	_____	_____	_____

**ESSENTIAL LEARNING CAPSTONE** (4 semester hours)

ESSL 290	Maverick Milestone					
	(see English & math pre-reqs)	3	_____	_____	_____	_____
ESSL 200	Essential Speech (co-requisite)	1	_____	_____	_____	_____

**FOUNDATION COURSES** (9 semester hours) Two **consecutive** classes in the **same** foreign language. Must receive a grade of "C" or better. FLAS 114 & 115 will **NOT** fulfill this requirement.

FLA	_____	_____	_____	_____	_____	_____
FLA	_____	_____	_____	_____	_____	_____
MASS 110	Mass Media: Impact & History	3	_____	_____	_____	_____

**MASS COMMUNICATION MEDIA STRATEGIES & APPLICATIONS CONCENTRATION REQUIREMENTS**

(50-51 semester hours) Must pass all courses with a grade of "C" or higher.

**Mass Communication Core** (26 semester hours)

MASS 140	Media Theory Introduction	3	_____	_____	_____	_____
MASS 142	Media Software Application	3	_____	_____	_____	_____
MASS 144	Multimedia Storytelling	3	_____	_____	_____	_____
MASS 213	Introduction to Media Writing	3	_____	_____	_____	_____
MASS 310	Media Law and Ethics	3	_____	_____	_____	_____
MASS 397	Practicum	1	_____	_____	_____	_____
MASS 494	Seminar, Theory and Research	4	_____	_____	_____	_____
MASS 498	Senior Project Portfolio	1	_____	_____	_____	_____
MASS 499	Internship	5*	_____	_____	_____	_____

\*Student may take more than 5 hours of Internship. Any hours beyond 5 may be included in the general Elective category on Page 3.

**Select at least four courses from the list of Strategy Courses below.** (12 semester hours)

MASS 251	Mass Media: Advertising and Promotions	3	_____	_____	_____	_____
MASS 313	Broadcast Journalism Reporting	3	_____	_____	_____	_____
MASS 315 A	Specialized Writing for Media, Science	3	_____	_____	_____	_____
MASS 315 B	Specialized Writing for Media, Sports	3	_____	_____	_____	_____
MASS 315 C	Specialized Writing for Media, Health	3	_____	_____	_____	_____
MASS 315 D	Specialized Writing for Media, Crime	3	_____	_____	_____	_____
MASS 317	Writing Opinion for Impact	3	_____	_____	_____	_____
MASS 319	Commercial Copy	3	_____	_____	_____	_____
MASS 343	Social Media	3	_____	_____	_____	_____
MASS 350	Public Relations Concepts	3	_____	_____	_____	_____
MASS 415	Public Affairs Reporting	3	_____	_____	_____	_____
MASS 417	Writing for PR & Advertising	3	_____	_____	_____	_____
MASS 450	Public Relations Campaigns	3	_____	_____	_____	_____

Course No	Title	Sem.hrs	Grade	Term/Trns
MASS _____	_____	_____	_____	_____
MASS _____	_____	_____	_____	_____
MASS _____	_____	_____	_____	_____
MASS _____	_____	_____	_____	_____

**Select at least four courses from the list of Application Courses below.** (12-13 semester hours)

MASS 261	Audio Announcing and Production	4		
MASS 271	<del>Video Production I</del> <u>Video Production</u>	3		
MASS 342	Photojournalism I	3		
MASS 352	Design and Editing for Print	3		
MASS <del>371</del> <del>372</del>	<del>Video Production II</del> <u>TV Studio Production</u>	3		
MASS 441	Emerging Media	3		
MASS 442	Photojournalism II	3		
MASS 452	<del>Desktop Publishing</del> <u>Design for Brand and Message</u>	3		
MASS 471	<del>Video Production III</del> <u>Advanced Video Production</u>	3		

Course No	Title	Sem.hrs	Grade	Term/Trns
MASS _____	_____	_____	_____	_____
MASS _____	_____	_____	_____	_____
MASS _____	_____	_____	_____	_____
MASS _____	_____	_____	_____	_____

Course No Title Sem.hrs Grade Term/Trns  
**Electives** (All college level courses appearing on your final transcript, **not listed above** that will bring your total semester hours to 120 hours.) (23-24 semester hours: 0-11 semester hours of upper division may be needed.)

_____	_____	_____	_____	_____
_____	_____	_____	_____	_____
_____	_____	_____	_____	_____
_____	_____	_____	_____	_____
_____	_____	_____	_____	_____
_____	_____	_____	_____	_____
_____	_____	_____	_____	_____
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_____	_____	_____	_____	_____
_____	_____	_____	_____	_____
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_____	_____	_____	_____	_____
_____	_____	_____	_____	_____
_____	_____	_____	_____	_____

**SPECIAL REQUIREMENTS:**

In an effort to meet industry standards, Macintosh computers are used in all computer-based Mass Communication courses. Majors are strongly advised to consider purchasing a Macintosh and related print and web publication software for personal use.

To continue in the program and eventually graduate as Mass Communication – Media Strategies and Applications majors, students must earn a minimum grade of C in the major requirements within no more than three attempts.

**SUGGESTED COURSE SEQUENCING FOR A MAJOR IN  
MASS COMMUNICATION – MEDIA STRATEGIES AND APPLICATIONS CONCENTRATION**

This is a recommended sequence of course work. Certain courses may have prerequisites or are only offered during the Fall or Spring semesters. It is the student’s responsibility to meet with the assigned advisor and check the 2 year course matrix on the website for course availability.

**FRESHMAN YEAR**

<b>Fall Semester</b>	<b>Hours</b>	<b>Spring Semester</b>	<b>Hours</b>
ENGL 111 English Composition	3	ENGL 112 English Composition	3
MATH XXX (110 or higher)	3	ESSL Natural Science	3
ESSL Humanities	3	ESSL Social/Behavioral Science	3
ESSL Social/Behavioral Science	3	MASS 140 Media Theory Introduction	3
MASS 110 Mass Media: Impact & History	3	MASS 142 Media Software Application	3
KINE 100 Health and Wellness	<u>1</u>	KINA Activity	<u>1</u>
	16		16

**SOPHOMORE YEAR**

<b>Fall Semester</b>	<b>Hours</b>	<b>Spring Semester</b>	<b>Hours</b>
ESSL Fine Arts	3	ESSL 290 Maverick Milestone	3
ESSL History	3	ESSL 200 Essential Speech	1
Foundation Course Foreign Language	3	Foundation Course Foreign Language	3
MASS 144 Multimedia Storytelling	3	MASS 213 Introduction to Media Writing	3
ESSL Natural Science with Lab	<u>4</u>	MASS Course from Strategy or Applications List	3
	16	KINA Activity	<u>1</u>
			14

**JUNIOR YEAR**

<b>Fall Semester</b>	<b>Hours</b>	<b>Spring Semester</b>	<b>Hours</b>
MASS 310 Media Law & Ethics	3	MASS Course from Strategy List	3
MASS 397 Practicum	1	MASS Course from Application List	3
MASS Course from Strategy List	3	Elective or Minor	3
MASS Course from Application List	3	Elective or Minor	3
Elective or Minor	3	Elective or Minor	<u>3</u>
Elective or Minor	<u>3</u>		15
	16		

**SENIOR YEAR**

<b>Fall Semester</b>	<b>Hours</b>	<b>Spring Semester</b>	<b>Hours</b>
MASS Course from Strategy List	3	MASS 499 Internship	5
MASS Course from Application List	3	MASS 498 Senior Project Portfolio	1
Elective or Minor	3	MASS 494 Seminar, Theory and Research	4
Elective or Minor	3	MASS Course from Strategy or Applications List	<u>3</u>
Elective or Minor	<u>3</u>		13
	15		

**POLICIES:**

1. Please see the catalog for a complete list of graduation requirements.
2. This program sheet must be submitted with your graduation planning sheet to your advisor during the **semester prior to the semester of graduation, no later than October 1 for spring graduates, no later than March 1 for fall graduates.** You must turn in your “Intent to Graduate” form to the Registrar’s Office **by September 15 if you plan to graduate the following May, and by February 15 if you plan to graduate the following December.**
3. Your advisor will sign and forward the Program Sheet and Graduation Planning Sheet to the Department Head for signature. Finally, the Department Head will submit the signed forms to the Registrar’s Office. (Students cannot handle the forms once the advisor signs.)
4. If your petition for graduation is denied, it will be your responsibility to reapply for graduation in a subsequent semester. Your “Intent to Graduate” does not automatically move to a later graduation date.

5. NOTE: During your senior year, you will be required to take a capstone exit assessment/project (e.g., Major Field Achievement Test).

Department: Music

Program Additions

Music Business and Entrepreneurship

Degree Type: NEW: Bachelor of Music (BM)

Abbreviated Name: BM-ESBE

Proposed by: Calvin Hofer

Director of Teacher Education Signature:

Expected Implementation: Fall 2016

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**2015-16 DEPARTMENT WORKSHEET FOR PROGRAM ADDITION**  
Colorado Mesa University Curriculum Committees

**NOTE: All related course changes must be submitted on separate forms.**

a. Identifying information

Department: **Music**

If new department, please enter name:

Program: Degree type: **New**

Program/concentration Name: **Music Business and Entrepreneurship**

Abbreviated program/concentration (max 30 characters ): **BM-ESBE**

PROPOSED AND PREPARED BY:

Name: **Calvin Hofer**

Date: **1/25/2016**

Email: **chofer@coloradomesa.edu**

Phone: **248-1163**

**Additional required information for each proposal for a program addition:** (see Section IV.F of Curriculum Manual)

1. Complete items **b** through **m** on the following pages.
2. Complete the three CDHE tables at the end of this document. These tables **MUST** be included for all new program proposals. If any of the fields do not apply, please enter NA or other explanation.
3. Discuss the proposal with all departments affected by the program.  
Enter NA or dates/outcomes of such discussions  
The Business Department was consulted on these changes and approved.
4. Submit complete program sheet. The most up-to-date program sheet templates are available as Word documents at R:\Curriculum\Program Sheets for Curriculum Program Modifications.
5. Submit this completed form to the Library's Curriculum Committee representative and the Director of Financial Aid a week prior to the published proposal submission deadline.
6. Obtain departmental approval according to department-specific procedures.

Implementation Deadlines

Program additions and modifications approved at the September-February curriculum meetings are generally implemented the following academic year. See Section II.D of the Curriculum Manual. Exceptions are rare and granted only in extenuating circumstances. To request a different effective date, the academic department head should contact the curriculum committee chair. (Note: in the approval process only the VPAA will ultimately approve or deny the request.)

REVIEWED BY DEPARTMENT'S CURRICULUM COMMITTEE REPRESENTATIVE:

Name: **Monte Atkinson**

Date: **1/26/2016**

APPROVED BY DEPARTMENT HEAD:

Name: **Calvin Hofer**

Date: **1/25/16**

APPROVED BY DIRECTOR OF TEACHER EDUCATION (REQUIRED FOR TEACHING PROGRAMS)

Name:

Date:

**Submit to the chair of the appropriate curriculum committee.**

**Music Business and Entrepreneurship**

b. Demonstration of compliance with CMU requirements related to student learning outcomes (SLOs):

- 1) Identify program student learning outcomes (SLOs)
  - 2) Identify linkage of program SLOs to institutional SLOs
  - 3) Illustrate relationship of SLOs to proposed curriculum using curriculum map format
  - 4) Identify planned assessments for the program SLO.
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Music Program SLOs (relationship of Program SLOs mapped to Institutional SLO in parentheses)

1. Develop and defend music judgments through solo and ensemble performances  
(ISLO #4 – Critical Thinking)  
Planned Assessment: solo performance assessed during end-of-semester juries
2. Create materials for effective marketing in the arts field  
(ISLO #3 – Communication)  
Planned Assessment: Follow up a marketing evaluation assignment with an assignment to create a new marketing plan for a real or fictitious music business
3. Apply learning objectives through on-the-job experiences in their chosen area of interest.  
(ISLO #2 – Specialized Knowledge and Applied Learning)  
Planned Assessment: The internship sponsor provides feedback as built into the Internship
4. Apply entrepreneurial concepts in the creation of an entity in the creative sector  
(ISLO #4 – Critical Thinking)  
Planned Assessment: Students will create a business as part of the new Entrepreneurship for Creatives course
5. Produce digital audio projects through multi-track recording, sequencing and editing using industry standard software.  
(ISLO #1 – Specialized Knowledge & Applied Learning)  
Planned Assessment: Students create a variety of audio projects as part of the Advanced Music Technology Course

**Elective Studies in Business Curriculum Map - Courses in which ESB SLO's are assessed**



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c. Program goals as they pertain to Colorado Mesa University's goals and objectives and Colorado Mesa University's Role and Mission.

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The Bachelor of Music with Elective Studies in Business and Entrepreneurship is designed for students who desire a career within the music industry. A majority of music graduates in the ESBE program will be self-employed. This degree will result in completion of the Entrepreneurship Certificate and be two courses short of a Minor in Business Administration giving students the skills to identify entrepreneurial opportunities, market themselves, and have foundational business skills in Economics, Management, and Business Law. These skills are essential to musicians in the 21<sup>st</sup> Century.

An internship component provides the opportunity for students to gain real world experience in the music industry areas of their choice. Professional success in the musical industry requires a comprehensive understanding of the new business models at work in our digital world. Our program seeks to provide this up-to-date information to enhance success for the student at every level. This program serves students of Western Colorado who wish to pursue a career in a music industry related field, and wish to "create their own future and not simply enter a future that's been created for them". (CMU Vision, Values and Mission) Further, in collaboration with CMU's new Innovation Center and the newly minted Music Business Lab, majors from this program will "embrace the notion that change and innovation" within the music industry is "the norm rather than a necessity in response to" the ever-changing music industry.

### Elective Studies in Business Curriculum Map - Courses in which ESB SLO's are assessed

ESB SLO's	SLO #1	SLO #2	SLO #3	SLO #4	SLO #5
<b>ESB SLO Definition</b>	Develop & defend music judgement	Create effective marketing materials	Apply learning objectives in on-the-job experiences	Apply entrepreneurial concepts	Produce digital audio projects
<b>MUSL 100 - 400 level Lessons</b>	X				
<b>MUSA 311 Advanced Music Technology</b>					X
<b>MUSA 363 Music Industry &amp; Marketing</b>		X			
<b>MUSA 365 Entrepreneurship for Creatives</b>				X	
<b>MUSA 499 Internship</b>			X		

### Elective Studies in Business Curriculum Map - ESB SLO's aligned to Institutional SLO's

#### ESB SLO's Aligned to Institutional Student Learning Outcomes

Institutional SLO's	ISLO #1	ISLO #2	ISLO #3	ISLO #4
<b>Institutional SLO definition</b>	specialized knowledge	quantitative fluency	communication fluency	critical thinking
ESB SLO #1 - Develop and defend music judgement				X
ESB SLO #2 - Create effective marketing materials			X	
ESB SLO #3 - Apply learning objectives in on-the-job experiences	X			
ESB SLO #4 - Apply entrepreneurial concepts				X
ESB SLO #5 - Produce digital audio projects	X			

d. Program strengths, special features, innovations, and/or unique elements.

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The strength of the Bachelor of Music with Electives Studies in Business and Entrepreneurship is that students who graduate from this degree are first and foremost, excellent musicians. This will allow them to adapt to a varied wealth of job opportunities both as a professionals in the music industry and as musicians. Special features of this degree include achieving an Entrepreneurship Certificate and being only two courses short of a Business minor. A unique course in this degree is the newly added "Entrepreneurship for Creatives" course that will focus on students entering the field focusing on treating their career as entrepreneurs and not just entering a job to work for someone else.

e. External agencies, such as program accreditations, professional associations, as well as licensing requirements that have helped shape the program's curriculum (i.e., effects such as length of the program, on program content or mode of delivery, etc.). Do faculty members anticipate seeking program accreditation at appropriate date?

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This program previously existed as a Bachelor of Arts in Music with Elective Studies in Business and has been accredited by the National Association of Schools of Music (NASM) since 2010. Further, this degree has been designated as a Professional Degree by the Curriculum Committee (Spring 2010 minutes). While NASM allows a liberal arts degree to house a degree with professional intent and purposes, the industry standard name for a degree of this nature is Bachelor of Music. Since this degree is combined with an outside field, the NASM standard is that this degree contain at least 50% music studies and "a published curriculum that offers opportunities for at least 15% of the total program to involve studies focused on the development of general competence in a second discipline". (NASM Handbook 2015-2016, page 183). The second discipline in this degree is combination of Business and Entrepreneurship courses. Lastly, degree names at CU, CSU and UNC (CMU's major competition) all have the Bachelor of Music titles for their professional degree programs.

f. Program admissions requirements (if any beyond admission to institution).

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Students must pass a performance audition to be accepted into the program. Also included is a theory exam for placement into the theory sequence and a piano proficiency assessment.

g. Rationale and justification for the program demonstrating the demand, as evidenced by:

- (1) Employer need/demand as demonstrated by evidence such as:
    - (a) identification of several potential employers of program graduates;
    - (b) projected regional and/or statewide need for graduates from current labor market analyses and/or future workforce projections/studies (potential source: [www.occsupplydemand.org/](http://www.occsupplydemand.org/))
    - (c) surveys made by external agencies;
    - (d) letters of direct employer support may be used. Include letters indicating the availability of positions for graduates of the proposed programs, signed by individual in a senior position of authority. Page 27 of 41
  - (2) Student demand as demonstrated by evidence such as surveys of potential students to answer the question: "what is the student population served by program implementation?"
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**(1a and b)** According to a February 16, 2016 article from the National Endowment for the Arts (<http://go.usa.gov/cyHA4>), the growth in the Gross Domestic Product in arts and culture between 1998 and 2013 was 32.5%. During this time frame, the arts contributed \$704.2 Billion to the GDP. In addition, consumer spending on the performing arts grew 10 percent annually over the 15-year period. The cultural arts outpaced sectors such as accommodation and food services, retail trade and transportation and warehousing. In addition, in 2013 the arts sector employed 4.7 million wage and salary workers earning \$339 billion. The industry with the fastest growth in arts and culture production between 1998-2013 was "other information services", a category that includes online publishing, broadcasting and streaming services.

**(2)** The number of majors currently in this program is 11, and continually growing. This degree was added in 2009 with minimal cost, using existing music and business courses and adding two music courses. A third course is being added now, plus the Music Business Lab. This program is extremely cost effective, and pertinent to the arts and culture industry.

h. Relationship of the proposed program to existing programs on campus and to similar programs within the state, with a rationale reflecting that proposed program demand cannot be met by another program (i.e., program implementation is not an unnecessary duplication)

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No program at CMU/WCCC duplicates what the Music Program does and cannot be met by another program. CU does not have an undergraduate music business degree, but they do have a Center for Entrepreneurship. UNC has a Bachelor of Music: Business Emphasis degree. CSU does not have an undergraduate degree in business, but has a minor in Arts Leadership and Management. CMU is uniquely situated to offer this degree to not only serve western Colorado, but to attract students from Colorado who wish to attend an institution like CMU.

i. Curriculum, including identification of new courses and the numbers, names, and sequencing of all courses, as well as demonstration of compliance with CMU's Credit Hour Policy as required by the U.S. Department of Education and articulated by the Higher Learning Commission;

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A new course is being added to this degree: Entrepreneurship for Creatives. Please see the Course Addition form as well as the course sequencing following the Program Sheet. This degree complies with credit hour policies as outlined in the Course Addition Form.

j. List of faculty and their qualifications. (Is there a need for additional faculty?)

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There is no need for additional faculty. The Music faculty consists of 11 full-time and 11 part-time/adjunct positions that deliver the music curriculum for all degree programs. Rather than list them all in this document, it is more efficient for Curriculum Committee members to view their credentials and qualifications at:  
<http://www.coloradomesa.edu/music/faculty.html>

k. Description of learning resources needed for implementation. Scope and quality of library holdings, laboratories, clinical facilities, and technological support as applicable. Department's recommendations for additions to the Library's collection.

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There is no need for additional library resources, as this degree already exists as a Bachelor of Arts in Music with Elective Studies in Business. Library Curriculum Assessment accompanies this proposal.

l. Intended delivery mode for program. For programs delivering any of its coursework via 1) alternative formats, 2) outsourcing, and/or 3) a consortial relationship, the program proposal must demonstrate compliance with requirements as specified by the U.S. Department of Education and articulated in the Higher Learning Commission's policies. To demonstrate this compliance, the proposing department must submit a statement from the VPAA's office.

---

This program will be delivered the same way it has been delivered as a Bachelor of Arts in Music degree, which is to say this degree is a combination of academic courses, ensembles and applied lessons on the main campus. Academic courses will consist of music, business and entrepreneurship courses as well as marketing, entrepreneurship and industry courses specific to music.

m. For Professional, Technical or Other Programs, the justification must include:

- (1) Rationale for program to be in the PTO category.
  - (2) Statement as to how the curriculum aligns to the requirements or recommendations of the nationally recognized accrediting, licensing, certifying or professional organization.
  - (3) Rationale for the program to exceed 60 credit hours, if applicable.
  - (4) Rationale for prescribing Applied Studies courses, if applicable.
  - (5) Explanation as to how a transfer student with an AA degree in the discipline of that program can graduate by completing only an additional 60 hours.
- 

- (1) This degree, as it previously existed housed in a Bachelor of Arts degree, is already designated as a professional program by CMU (Spring 2010). The title Bachelor of Music aligns with NASM standards and degree title descriptions under Section "e" above. Further justification is from the 2015-2016 NASM Handbook (ages 85-88)

regarding degree titles: *The Association recognizes two generic types of undergraduate degrees in music. To be consistent with general academic practice, these degrees are labeled (1) liberal arts degrees and (2) professional degrees. Each of these degrees has distinct overall purposes reflected structurally in the curricular time accorded to music and to other curricular components. The liberal arts degree focuses on music in the context of a broad program of general studies. The professional degree focuses on intensive work in music supported by a program in general studies. When music study occupies at least 50% of the total curriculum...(and a) published curriculum that offers opportunities of at least 15% of the total program to involve studies focused on the development of general competence in a second discipline....NASM publications will list such a program as Bachelor of Music with Elective Studies in [title of area].* CMU's second discipline is a combination of courses in Business and Entrepreneurship.

- (2) This program has already been evaluated by NASM against the professional standards of this degree and is accredited. CMU would notify NASM that the degree title has been changed to a Bachelor of Music. NOTE: the Head of the Department of Music at CMU currently serves on the NASM Commission on Accreditation
- (3) NA
- (4) NA – Maverick Milestone replaced Applied Studies
- (5) Transfer guides already exist for all music programs.

## TABLE 1: ENROLLMENT PROJECTIONS

Name of Program: Music

Degree Title Bachelor of Music with Elective Studies in Business and Entrepreneurship

Name of Institution: Colorado Mesa University

**DEFINITIONS:**

Academic year is the period beginning July 1 and concluding June 30.

Headcount projections represent an unduplicated count of those students officially admitted to the program and enrolled at the institution during the academic year.

FTE is defined as the full-time equivalent number of those students majoring in the program, regardless of the classes enrolled, during the academic year.

Program graduate is defined as a student who finishes all academic program requirements and graduates with a formal award within a particular academic year.

**SPECIAL NOTES:**

To calculate the annual headcount enrollment, add new enrollees to the previous year headcount and subtract the number who graduated in the preceding year. Adjust by the anticipated attrition rate.

To calculate FTE, multiply the number of students times the projected number of credit hours degree seeking students will be typically enrolled in per year and divide by 30.

The data in each column is the annual **unduplicated** number of declared program majors. Since this table documents program demand, course enrollments are not relevant and shall not be included in the headcount or FTE data.

		Yr 1	Yr 2	Yr 3	Yr 4	Yr 5	Full Implementation
1-a	In-state Headcount	11	15	15	20	25	25
1-b	Out-of-State Headcount	0	1	2	3	4	4
2	Program Headcount		16	17	23	29	29
3-a	In-state FTE		15	15	17	20	20
3-b	Out-of-State FTE		1	2	3	4	4
4	Program FTE		16	17	20	24	29
5	Program Graduates	0	0	3	6	8	8

\_\_\_\_\_  
Signature of Governing Board Officer

\_\_\_\_\_  
Date



TABLE 2: PHYSICAL CAPACITY ESTIMATES

Name of Program: Music

Name of Institution: Colorado Mesa University

Purpose: This table documents the physical capacity of the institution to offer the program and/or the plan for achieving the capacity. Complete A or B.

Part A **NOTE: No additional facilities are needed as current facilities are excellent.**

I certify that this proposed degree program can be fully implemented and accommodate the enrollment projections provided in this proposal without requiring additional space or renovating existing space during the first five years.

\_\_\_\_\_  
Governing Board Capital Construction Officer

\_\_\_\_\_  
Date

Part B

	Column 1	Column 2	Column 3		Column 4		Column 5	Column 6
ASSIGNABLE SQUARE FEET	TOTAL NEEDED	AVAILABLE	RENOVATION		NEW CONSTRUCTION		LEASE/RENT	REVENUE SOURCE*
TYPE OF SPACE			Immed	Future	Immed	Future		
Classroom								
Instructional Lab								
Offices								
Study								
Special/General Use								
Other								
TOTAL								

\* Capital Construction Fund (CCF), Research Building Revolving Fund (RBRF), Gift (GIFT), Grant (GR), Auxiliary Fund (AUX)

Attach a narrative describing the institutional contingency plan that addresses the space requirements of the proposed program or alternative delivery options, in the event that the request for capital construction or renovation is not approved.

\_\_\_\_\_  
Governing Board Capital Construction Officer

\_\_\_\_\_  
Date

Approved Policy

I-B-10

June 5, 2003

**TABLE 3 – PROJECTED EXPENSE AND REVENUE ESTIMATES**

All cost and revenue projections should be in constant dollars (do not include an inflation factor).

**NOTE: Budgets exist already for this program**

		ESTIMATED AMOUNT IN DOLLARS (PV)				
		Year 1	Year 2	Year 3	Year 4	Year 5
Operating Expenses:						
1	Faculty					
2	Financial Aid specific to program					
3	Instructional Materials					
4	Program Administration					
5	Rent/Lease					
6	Other Operating Costs					
7	Total Operating Expenses					
Program Start-Up Expenses						
8	Capital Construction					
9	Equipment Acquisitions					
10	Library Acquisitions					
11	Total Program Start-Up Exp.					
<b>TOTAL PROGRAM EXPENSES</b>						
Enrollment Revenue						
12	General Fund: State Support					
13	Cash Revenue: Tuition					
14	Cash Revenue: Fees					
Other Revenue						
15	Federal Grants					
16	Corporate Grants/Donations					
17	Other fund sources *					
18	Institutional Reallocation **					
<b>TOTAL PROGRAM REVENUE</b>						

\*\* If revenues are projected in this line, please attach an explanation of the specific source of the funds. If reallocated, the specific departments and the impact the dollars will have on the departments that will provide the reallocated dollars.

\_\_\_\_\_  
Signature of Governing Board Financial Officer

\_\_\_\_\_  
Title

\_\_\_\_\_  
Date

**20165-20176 PETITION/PROGRAM SHEET**

**Degree: Bachelor of Arts Music**

**Major: Music Business and Entrepreneurship**

**Major: Music**

**Concentration: Elective Studies in Business**

**About This Major . . .**

The Bachelor of ~~Arts Music in Music~~ with Elective Studies in Business ~~and Entrepreneurship~~ is designed for students who desire a career within the music industry. The comprehensive core curriculum in music includes courses in theory, history, literature, music technology, improvisation, applied study on the major instrument or voice and ensemble performance. Also included are specialized courses in Music Industry and Marketing, Entrepreneurship and Advanced Music Technology. Required business courses include the areas of Marketing, Management, Accounting, Economics, and the Legal Environment of Business. This degree will also result in completion of the requirements for a Certificate in Entrepreneurship. This degree will also result in completion of the requirements for a Minor in Business Administration. Finally, an internship component provides the opportunity for students to gain real world experience in the music industry areas of their choice. Professional success in the musical arts requires a comprehensive understanding of the new business models at work in our digital world. Our program seeks to provide this up-to-date information to enhance success for the student at every level.

For more information on what you can do with this major, go to <http://www.coloradomesa.edu/career/whatmajor.html>

All CMU baccalaureate graduates are expected to demonstrate proficiency in critical thinking, communication fluency, quantitative fluency, and specialized knowledge/applied learning. In addition to these campus-wide student learning outcomes, graduates of this major must:

~~1. —Develop and express music judgments through solo performances~~

~~Create materials for effective marketing in the arts field~~

~~Apply learning objectives through on-the-job experiences in their chose area of interest~~

~~Apply entrepreneurial concepts in the creation of an entity in the creative sector~~

~~Produce digital audio projects through multi-track recording, sequencing and editing using industry standard software demonstrate keyboard competency at the level determined by the piano proficiency requirements outlined in the Music Student Handbook. (Applied Learning)~~

~~2. —hear, identify, and realize the elements of music (such as rhythm, melody, harmony, structure, timbre, texture), demonstrating general musicianship and skills appropriate for the particular music concentration. (Specialized Knowledge)~~

~~3. —demonstrate in a historical context a broad knowledge of musical literature, cultures, principal genres and industry practices. (Communication Fluency)~~

~~4. —develop and defend music judgments through solo performances, ensemble performances and academic/scholarly work. (Critical~~

**NAME:** \_\_\_\_\_ **STUDENT ID #:** \_\_\_\_\_

**LOCAL ADDRESS AND PHONE NUMBER:** \_\_\_\_\_

\_\_\_\_\_ ( ) \_\_\_\_\_

I, (Signature) \_\_\_\_\_, hereby certify that I have completed (or will complete) all the courses listed on the Program Sheet. I have read and understand the policies listed on the last page of this program sheet. I further certify that the grade listed for those courses is the final course grade received except for the courses in which I am currently enrolled and the courses which I complete next semester. I have indicated the semester in which I will complete these courses.

\_\_\_\_\_  
Signature of Advisor Date 20\_\_

\_\_\_\_\_  
Signature of Department Head Date 20\_\_

Signature of Registrar

Date

**DEGREE REQUIREMENTS:**

- 120 semester hours total (Students must complete a minimum of 30 of the last 60 hours of credit at CMU, with at least 15 semester hours in major discipline courses numbered 300 or higher).
- 40 upper division credits (A minimum of 15 taken at the 300-400 course levels within the major at CMU).
- 2.00 cumulative GPA or higher in all CMU coursework.
- 2.00 cumulative GPA or higher in coursework toward the major content area.
- Pre-collegiate courses (usually numbered below 100) cannot be used for graduation.
- When filling out the program sheet a course can be used only once.
- A student must follow the CMU graduation requirements either from 1) the program sheet for the major in effect at the time the student officially declares a major; or 2) a program sheet for the major approved for a year subsequent to the year during which the student officially declares the major and is approved for the student by the department head. Because a program may have requirements specific to the degree, the student should check with the faculty advisor for additional criteria. It is the student’s responsibility to be aware of, and follow, all requirements for the degree being pursued. Any exceptions or substitutions must be approved by the student’s faculty advisor and Department Head.
- Essential Learning Capstone should be completed between 45 and 75 hours.
- See the “Undergraduate Graduation Requirements” in the catalog for additional graduation information.

**ESSENTIAL LEARNING REQUIREMENTS** (31 semester hours)

See the current catalog for a list of courses that fulfill the requirements below. If a course is an Essential Learning option and a requirement for your major, you must use it to fulfill the major requirement and make a different selection for the Essential Learning requirement.

Course No	Title	Sem.hrs	Grade	Term
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**English** (6 semester hours, must receive a grade of “C” or better and must be completed by the time the student has 60 semester hours.)

ENGL 111	English Composition	3	_____	_____
ENGL 112	English Composition	3	_____	_____

**Math MATH 110 or higher** (3 semester hours, must receive a grade of “C” or better, must be completed by the time the student has 60 semester hours.)

MATH 1	_____	_____	_____	_____
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**Humanities** (3 semester hours)

**Social and Behavioral Sciences** (6 semester hours)

ECON 201	Principles of Macroeconomics	3	_____	_____
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**Natural Sciences** (7 semester hours, one course must include a lab)

_____	_____	_____	_____	_____
_____	_____	_____	_____	_____
_____	L _____	_____	_____	_____

**History** (3 semester hours)

HIST	_____	_____	_____	_____
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**Fine Arts** (3 semester hours)

MUSA 266	History of Popular Music	3	_____	_____
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Course No	Title	Sem.hrs	Grade	Term
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**WELLNESS REQUIREMENT** (2 semester hours)

KINE 100	Health and Wellness	1	_____	_____
KINA 1	_____	1	_____	_____

**ESSENTIAL LEARNING CAPSTONE** (4 semester hours)

ESSL 290	Maverick Milestone (see English & math pre-reqs)	3	_____	_____
ESSL 200	Essential Speech (co-requisite)	1	_____	_____

**FOUNDATION COURSES** (23 semester hours)

Must pass all courses with a “C” or better

MUSA 111	Music Technology	1	_____	_____
MUSA 114	Theory I - Introduction	3	_____	_____
MUSA 115	Theory II – Diatonic Concepts	3	_____	_____
MUSA 116	Ear Training &Sightsinging I	2	_____	_____
MUSA 117	Ear Training &Sightsinging II	2	_____	_____
MUSA 214	Theory III – Chromatic Concepts	3	_____	_____
MUSA 215	Theory IV – Twentieth Century Form and Analysis	3	_____	_____
MUSL 1	_____	1	_____	_____
MUSL 1	_____	1	_____	_____
MUSL 2	_____	1	_____	_____
MUSP 1	_____	1	_____	_____
MUSP 1	_____	1	_____	_____
MUSP 2	_____	1	_____	_____

**BACHELOR OF ARTS in MUSIC with +Elective Studies in Business and Entrepreneurship Concentration** (60 semester hours)

Must pass all courses for credit with a “C” or better

**Music Core** (36/42 Semester Hours)

MUSA 101	Concert Attendance (8 semesters)0	_____	_____	_____
MUSA 101	Concert Attendance	0	_____	_____
MUSA 101	Concert Attendance	0	_____	_____
MUSA 101	Concert Attendance	0	_____	_____
MUSA 101	Concert Attendance	0	_____	_____
MUSA 101	Concert Attendance	0	_____	_____
MUSA 101	Concert Attendance	0	_____	_____
MUSA 101	Concert Attendance	0	_____	_____
MUSA 268	Beginning Jazz Improvisation	1	_____	_____
MUSA 311	Advanced Music Technology	1	_____	_____
MUSA 317	Orchestration	2	_____	_____
MUSA 326	Music History & Literature I	3	_____	_____
MUSA 327	Music History & Literature II	3	_____	_____
MUSA 363	Music Industry and Marketing	3	_____	_____
MUSA 365	Entrepreneurship for Creatives	3	_____	_____
MUSA 426	Music of World Cultures	2	_____	_____
MUSA 499	Internship	4	_____	_____
MUSP 420	Senior Recital/Presentation	1	_____	_____
MUSL 2	_____	1	_____	_____
MUSL 3	_____	1	_____	_____
MUSL 3	_____	1	_____	_____
MUSL 4	_____	1	_____	_____
MUSP 2	_____	1	_____	_____
MUSP 3	_____	1	_____	_____
MUSP 3	_____	1	_____	_____
*MUSP 4	_____	1	_____	_____
FLA	_____	3	_____	_____

~~FLA \_\_\_\_\_ 3 \_\_\_\_\_~~

Select one of the following:

MUSA 337 Diction for Singers ~~2~~ \_\_\_\_\_

MUSA 368 Advanced Jazz Improvisation 2 \_\_\_\_\_

Music Electives Select 36 semester hours from any MUSx course. ‡

~~MUS \_\_\_\_\_~~

~~MUS \_\_\_\_\_~~

~~MUS \_\_\_\_\_~~

~~MUS \_\_\_\_\_~~

\*Excluding MUSE 420, it is used above

Course No Title Sem.hrs Grade Term

Business and Entrepreneurship Core (~~21~~5 semester hours)

~~ENTR 300 Small Business and 3~~

~~ENTR 340 Applied Financial Management 3~~

~~ENTR 343 Exploring Entrepreneurial 3~~

~~Opportunities ACCT 201 Principles of Financial~~

~~Acct 3~~

MANG 201 Principles of Management 3 \_\_\_\_\_

MARK 231 Principles of Marketing 3 \_\_\_\_\_

BUGB 349 Legal Environment of Business 3 \_\_\_\_\_

~~MANG 410 Effective Workplace 3~~

~~Communication \_\_\_\_\_~~

~~\_\_\_\_\_ 3 \_\_\_\_\_~~

**Additional Requirements**

Students deficient in piano skills will be required to complete MUSA 130 (2), MUSA 131 (2), MUSA 230 (2), MUSA 231 (2), in the first two years.

**POLICIES:**

1. Please see the catalog for a complete list of graduation requirements.
2. This program sheet must be submitted with your graduation planning sheet to your advisor during the **semester prior to the semester of graduation, no later than October 1 for spring graduates, no later than March 1 for fall graduates.** You must turn in your "Intent to Graduate" form to the Registrar's Office **by September 15 if you plan to graduate the following May, and by February 15 if you plan to graduate the following December.**
3. Your advisor will sign and forward the Program Sheet and Graduation Planning Sheet to the Department Head for signature. Finally, the Department Head will submit the signed forms to the Registrar's Office. (Students cannot handle the forms once the advisor signs.)
4. If your petition for graduation is denied, it will be your responsibility to reapply for graduation in a subsequent semester. Your "Intent to Graduate" does not automatically move to a later graduation date.

Course No Title Sem.hrs Grade Term

Business or Entrepreneurship Electives Select 3 semester hours from any business or entrepreneurship course, the following:

~~\_\_\_\_\_ \*ACCT 202 Principles of~~

~~Managerial~~

~~\_\_\_\_\_ Accounting 3 \_\_\_\_\_~~

~~BUGB 211 Business Communications 3 \_\_\_\_\_~~

~~\*CISB 305 Solving Problems Using~~

~~\_\_\_\_\_ Spreadsheets and Statistical~~

~~\_\_\_\_\_ Software 3 \_\_\_\_\_~~

~~\*FINA 301 Managerial Finance 3 \_\_\_\_\_~~

~~MANG 300 Small Business Management 3 \_\_\_\_\_~~

~~MANG 301 Organizational Behavior 3 \_\_\_\_\_~~

~~MANG 371 Human Resource Management 3 \_\_\_\_\_~~

~~\*MANG 450 Entrepreneurship 3 \_\_\_\_\_~~

~~MARK 325 Consumer Behavior 3 \_\_\_\_\_~~

Electives Select 3 semester hours from any courses outside music

~~\_\_\_\_\_ 3 \_\_\_\_\_~~

~~\*Additional prerequisites required for these courses beyond those required for the major.~~

~~‡At least 7 credits from Music and Business Electives need to be upper division~~

### Suggested Course Sequencing for a Major in Music w/ Elective Studies in Business & Entrepreneurship

This is a recommended sequence of course work. Certain courses may have prerequisites or are only offered during the Fall or Spring semesters. It is the student's responsibility to meet with the assigned advisor and check the 2 year course matrix on the website for course availability.

#### FRESHMAN YEAR

Fall Semester		Hours	Spring Semester		Hours
MUSA 101	Concert Attendance	0	MUSA 101	Concert Attendance	0
MUSA 114	Theory I – Introduction	3	MUSA 115	Theory II – Diatonic Concepts	3
MUSA 116	Ear Training/Sight Singing I	2	MUSA 117	Ear Training/Sight Singing II	2
MUSA 111	Music Technology	(1)	MUSA 111	Music Technology	(1)
MUSL 1__	Applied Music Lessons	1	MUSL 1__	Applied Music Lessons	1
MUSP 1	Performance Ensemble	1	MUSP 1	Performance Ensemble	1
ENGL 111	English Composition	3	ENGL 112	English Composition	3
KINE 100	Health and Wellness	1	Essential Learning Natural Science		3
Essential Learning Humanities		<u>3</u>	Essential Learning Social and Behavioral Sciences		<u>3</u>
		14-15			16-17

#### SOPHOMORE YEAR

Fall Semester		Hours	Spring Semester		Hours
MUSA 101	Concert Attendance	0	MUSA 101	Concert Attendance	0
MUSA 214	Theory III – Chromatic Concepts	3	MUSA 215	Theory IV – 20 <sup>th</sup> Cent. Form & Analysis	3
MUSA 268	Beginning Jazz Improvisation	1	MUSA 266	History of Popular Music-Fine Arts EL	3
MUSL 2__	Applied Music Lessons	1	MUSL 2__	Applied Music Lessons	1
MUSP 2__	Performance Ensemble	1	MUSP 2__	Performance Ensemble	1
MATH 110	College Mathematics (or higher)	3	MANG 201	Principles of Management	3
KINA	Activity	1	MARK 231	Principles of Marketing	3
ECON 201	Principles of Macroeconomics-SBS EL	3	ESSL 290	Maverick Milestone	3
<del>ACCT 201</del>	<del>Principles of Financial Accounting</del>	<del>Electives</del>	ESSL 200	Essential Speech (co-requisite)	<u>1</u>
		16			187

#### JUNIOR YEAR

Fall Semester		Hours	Spring Semester		Hours
MUSA 101	Concert Attendance	0	MUSA 101	Concert Attendance	0
MUSA 317	Orchestration	2	MUSA 31 <u>2</u>	Advanced Music Technology	1
MUSA 326	Music History and Literature I	3	MUSA 327	Music History and Literature II	3
MUSA 337	Diction for Singers <b>or</b>	(2)	MUSA 368	Advanced Jazz Improvisation <b>OR</b>	(2)
Business <b>or</b> Entrepreneurship Elective* <u>‡</u>		(3)	Business <b>or</b> Entrepreneurship Elective* <u>‡</u>		(3)
MUSA 363	Music Industry and Marketing	(3)	<del>MUSA 365</del>	<del>Entrepreneurship for Creatives <b>OR</b></del>	<del>(3)</del>
MUSL 3__	Applied Music Lessons	1	<u>MUSA 426</u>	Music of World Cultures	(2)
MUSP 3__	Performance Ensemble	1	MUSL 3__	Applied Music Lessons	1
<del>FLAx</del> <u>ENTR 300</u>	<del>Foreign Language</del> <u>Small Business and Entrepreneurship</u>	<u>3</u>	MUSP 3__	Performance Ensemble	1
		12-16	BUGB 349	Legal Environment of Business	<u>3</u>
			<del>FLAx</del>	<del>Foreign Language</del>	<del>3</del>
					134-157

#### SENIOR YEAR

Fall Semester		Hours	Spring Semester		Hours
MUSA 101	Concert Attendance	0	MUSA 101	Concert Attendance	0
MUSL 4__	Applied Music Lessons	1	<del>MUSA 365</del>	<del>Entrepreneurship for Creatives <b>OR</b></del>	<del>(3)</del>
MUSP 4	Performance Ensemble	1	<u>MUSA 426</u>	Music of World Cultures	(2)
MUSP 420	Senior Recital/Presentation	1	MUSA 499	Internship	4
MUSA 363	Music Industry and Marketing	(3)	<del>MANG 410</del>	<del>Effective Workplace Communication</del>	<del>3</del>
<del>Business Elective*<u>‡</u></del> <u>ENTR 343</u>	<del>Exploring Entrepreneurial Opportunities</del>		MUSA 368	Advanced Jazz Improvisation <b>OR</b>	(2)
<del>Music Electives*<u>‡</u></del>		<u>3</u>	<u>Business</u> <b>or</b> <u>Entrepreneurship</u> Elective* <u>‡</u>		(3)
Essential Learning History		3	Music Electives		<u>3*‡</u>
Essential Learning Natural Science with Lab		<u>4</u>	<u>ENTR 340</u>	<u>Applied Fin Mang Emerging Firms</u>	<u>3</u>
		136-169			140-167

\*Selected from: ACCT 202, BUGB 211, CISB 305, FINA 301, MANG 300, MANG 301, MANG 371, MANG 450, MARK 325

~~†At least 7 credits Music and Business electives must be upper division to meet the 40-hour upper division credit requirement.~~

## Program Additions

### Music Performance

Degree Type: NEW: Bachelor of Music (BM)

Abbreviated Name: BMP

Proposed by: Calvin Hofer

Director of Teacher Education Signature:

Expected Implementation: Fall 2016

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**2015-16 DEPARTMENT WORKSHEET FOR PROGRAM ADDITION**  
Colorado Mesa University Curriculum Committees

**NOTE: All related course changes must be submitted on separate forms.**

a. Identifying information

Department: **Music**

If new department, please enter name:

Program: Degree type: **New**  
Program/concentration Name: **Music Performance**

Abbreviated program/concentration (max 30 characters ): **BMP**

PROPOSED AND PREPARED BY:

Name: **Calvin Hofer**

Date: **1/25/2016**

Email: **chofer@coloradomesa.edu**

Phone: **248-1163**

**Additional required information for each proposal for a program addition:** (see Section IV.F of Curriculum Manual)

1. Complete items **b** through **m** on the following pages.
2. Complete the three CDHE tables at the end of this document. These tables **MUST** be included for all new program proposals. If any of the fields do not apply, please enter NA or other explanation.
3. Discuss the proposal with all departments affected by the program.  
Enter NA or dates/outcomes of such discussions  
NA
4. Submit complete program sheet. The most up-to-date program sheet templates are available as Word documents at R:\Curriculum\Program Sheets for Curriculum Program Modifications.
5. Submit this completed form to the Library's Curriculum Committee representative and the Director of Financial Aid a week prior to the published proposal submission deadline.
6. Obtain departmental approval according to department-specific procedures.

Implementation Deadlines

Program additions and modifications approved at the September-February curriculum meetings are generally implemented the following academic year. See Section II.D of the Curriculum Manual. Exceptions are rare and granted only in extenuating circumstances. To request a different effective date, the academic department head should contact the curriculum committee chair. (Note: in the approval process only the VPAA will ultimately approve or deny the request.)

REVIEWED BY DEPARTMENT'S CURRICULUM COMMITTEE REPRESENTATIVE:

Name: **Monte Atkinson**

Date: **2/3/2016**

APPROVED BY DEPARTMENT HEAD:

Name: **Calvin Hofer**

Date: **1/25/16**

APPROVED BY DIRECTOR OF TEACHER EDUCATION (REQUIRED FOR TEACHING PROGRAMS)

Name:

Date:

**Submit to the chair of the appropriate curriculum committee.**

**Music Performance**

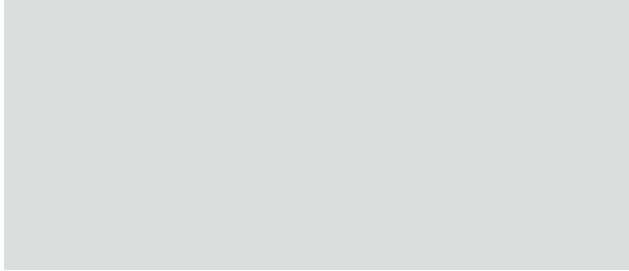
b. Demonstration of compliance with CMU requirements related to student learning outcomes (SLOs):

- 1) Identify program student learning outcomes (SLOs)
  - 2) Identify linkage of program SLOs to institutional SLOs
  - 3) Illustrate relationship of SLOs to proposed curriculum using curriculum map format
  - 4) Identify planned assessments for the program SLO.
- 

Music Program SLOs (relationship of Program SLOs mapped to Institutional SLO in parentheses)

1. Develop and express music judgments through solo performances  
(ISLO #4 – Critical Thinking)  
Planned Assessment: solo performance assessed during end-of-semester jury, sophomore review and senior recital
2. Create a bibliography of solo and ensemble literature applicable to student's major instrument  
(ISLO #3 – Intellectual Skills – Communication Fluency)  
Planned Assessment: Create a selected bibliography of solo and ensemble repertoire that pertains to student's major instrument and defend in a well-organized document and an oral presentation why this repertoire was chosen
3. Demonstrate the fundamentals of pedagogy on the student's major instrument  
(ISLO #1 – Specialized Knowledge)  
Planned Assessments: 1.) in person or video recording of student teaching an intermediate – advanced student performing on the student's major instrument, demonstrating the fundamentals of teaching.  
2.) Critical review of pedagogical approaches/schools of thought, pedagogical articles, chapters and books. Identify teachers who align with these approaches/schools of thought

**Performance Curriculum Map - Courses in which Performance SLO's are assessed**



O #3 - Demonstrate the fundamentals of pedagogy on the student's major instrument



c. Program goals as they pertain to Colorado Mesa University's goals and objectives and Colorado Mesa University's Role and Mission.

---

One goal of this new degree program (Bachelor of Music) is to create excellent performers who “create their own future and not simply entering a future that’s been created for them”. (CMU Vision, Values and Mission statement). A second goal of this program is to train musicians with 21<sup>st</sup> century skills so they have the ability to make their own opportunities, shape their careers like entrepreneurs, produce their own performances, collaborate with artists from other genres and art forms and perform at a high artistic level.

<b>Performance Curriculum Map - Courses in which Performance SLO's are assessed</b>			
<b>Performance SLO's</b>	<b>SLO #1</b>	<b>SLO #2</b>	<b>SLO #3</b>
<b>Performance SLO Definition</b>	Develop & express music judgement	Create a solo and ensemble bibliography applicable to student's major instrument	Demonstrate the fundamentals of pedagogy on the student's major instrument
<b>MUSL Applied Lessons (8 semesters)</b>	X		
<b>Pedagogy and Materials course of student's instrument</b>		X	X

<b>Performance Curriculum Map - Performance SLO's aligned to Institutional SLO's</b>				
<b>Performance SLO's Aligned to Institutional Student Learning Outcomes</b>				
<b>Institutional SLO's</b>	<b>ISLO #1</b>	<b>ISLO #2</b>	<b>ISLO #3</b>	<b>ISLO #4</b>
<b>Institutional SLO definition</b>	specialized knowledge	quantitative fluency	communication fluency	critical thinking
Performance SLO #1 - Develop and express music judgement				X
Performance SLO #2 - Create a solo and ensemble bibliography applicable to student's major instrument			X	
Performance SLO #3 - Demonstrate the fundamentals of pedagogy on the student's major instrument	X			

d. Program strengths, special features, innovations, and/or unique elements.

---

This degree already exists as a Bachelor of Arts in Music with a concentration in Performance. The strength of the program is solid and each year continues to attract students of high quality, talent and work ethic. That said, this degree is going through an exciting transformation to better train students with 21<sup>st</sup> Century skills. To that effect, a new class has been added that performance majors will take: "Entrepreneurship for Creatives". This class is discussed under Section "i", below.

A unique innovation that is currently underway is to re-think how ensemble training is delivered. Currently, the major ensembles at CMU are the large ensembles in the band, choir and orchestra areas. This is where the emphasis is currently placed, but students receive the most valuable music training in smaller ensembles when they are the only person playing their part. They must quickly rise to a higher level of performance, both technically and musically.

All music faculty are passionate about chamber music and want their students to train in small ensembles, but there are not enough credits in the degree that allows this. Faculty discovered that many students were performing 4 - 5 ensembles each semester. Each had its own meeting time, set of repertoire, and performance expectations. While some of these students came into the music program "on fire", this ensemble schedule soon burned them out. The music faculty are taking an innovative, collaborative and educational approach to solve this issue, yet give students the best music ensemble training possible. To that end, faculty are thinking differently with regard to ensemble training by examining a new model whereby ensembles are on a two year rotation. The faculty are addressing a serious question, which is: "Do ensembles serve the students, or do students serve the ensembles"? When a decision is made and a new rotation model is implemented, it could be used by other institutions across the country.

e. External agencies, such as program accreditations, professional associations, as well as licensing requirements that have helped shape the program's curriculum (i.e., effects such as length of the program, on program content or mode of delivery, etc.). Do faculty members anticipate seeking program accreditation at appropriate date?

---

This program previously existed as a Bachelor of Arts in Music with a concentration in Performance, and has been accredited by the National Association of Schools of Music (NASM) since 2005. Further, this degree program has been designated as a Professional Degree by the Curriculum Committee (Spring 2010 minutes).

f. Program admissions requirements (if any beyond admission to institution).

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Students must pass a performance audition to be accepted into the program. Also included is a theory exam for placement into the theory sequence and a piano proficiency assessment.

g. Rationale and justification for the program demonstrating the demand, as evidenced by:

- (1) Employer need/demand as demonstrated by evidence such as:
    - (a) identification of several potential employers of program graduates;
    - (b) projected regional and/or statewide need for graduates from current labor market analyses and/or future workforce projections/studies (potential source: [www.occsupplydemand.org/](http://www.occsupplydemand.org/))
    - (c) surveys made by external agencies;
    - (d) letters of direct employer support may be used. Include letters indicating the availability of positions for graduates of the proposed programs, signed by individual in a senior position of authority. Page 27 of 41
  - (2) Student demand as demonstrated by evidence such as surveys of potential students to answer the question: "what is the student population served by program implementation?"
- 

Performing artists, in addition to being self-employed, will have many employers by performing in existing ensembles such as a: symphony orchestra, music theater pit orchestra, Armed Services Bands, chamber ensembles, jazz ensembles, pop/rock ensembles and many more. They also will most likely create their own ensemble(s) and seek out venues in which to perform. As mentioned under Section "c", students must develop the ability to make their own opportunities, shape their careers like entrepreneurs, produce their own performances, collaborate with artists from other genres and art forms and perform at a high artistic level.

According to a February 16, 2016 article from the National Endowment for the Arts (<http://go.usa.gov/cyHA4>), the growth in the Gross Domestic Product in arts and cultural between 1998 and 2013 was 32.5%. During this time frame, the arts contributed \$704.2 Billion to the GDP. In addition, consumer spending on the performing arts grew 10 percent annually over the 15-year period. The cultural arts outpaced sectors such as accommodation and food services, retail trade and transportation and warehousing. In addition, in 2013 the arts sector employed 4.7 million wage and salary workers earning \$339 billion. The industry with the fastest growth in arts and culture production between 1998-2013 was “other information services”, a category that includes online publishing, broadcasting and streaming services.

The University of Southern California produced an index of music professions that includes an excellent summary that is most fitting for this proposal: *A professional music career evolves over the lifetime of a musician, often in surprising and unpredictable ways. Most musicians combine various jobs or professions both to support their immediate lifestyle and to realize a fulfilling long-term career. It is usually multiple, simultaneous opportunities and income streams that make it possible to be a professional musician. This is not only important for financial reasons but it also contributes to a musician’s life satisfaction. Most successful musicians construct their overall career paths out of some combination of opportunities which they find interesting. The possible performance opportunities alone are endless. At the same time, musicians do not have to make an exclusive choice between a performance-based and a non-performance based music career. The present-day musician cannot afford to have a merely vocational or otherwise narrow approach to building a career. Taking active responsibility for one’s education and career goals is a critical part of being successful as a music professional. Musicians inevitably create their own distinct niche and professional identity from countless options.*

h. Relationship of the proposed program to existing programs on campus and to similar programs within the state, with a rationale reflecting that proposed program demand cannot be met by another program (i.e., program implementation is not an unnecessary duplication)

---

This is the only program of its type at CMU. Many music programs across the nation have developed curricula to address the needs of the 21st-century musician, including entrepreneurial, leadership, and advocacy skills; in fact, this was the focus of the recent 2015 National Association of Schools of Music (NASM) Annual Meeting, our accrediting body. Many institutions in Colorado have a performance degree.

i. Curriculum, including identification of new courses and the numbers, names, and sequencing of all courses, as well as demonstration of compliance with CMU's Credit Hour Policy as required by the U.S. Department of Education and articulated by the Higher Learning Commission;

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The addition of the new course MUSA 365, Entrepreneurship for Creatives, reflects a commitment by the music department to ensure our performance graduates will have the skills to identify entrepreneurial opportunities and market themselves as music increasingly becomes decentralized from traditional organizational structures, such as the symphony orchestra, and moves increasingly into a model in which musicians must identify unique professional opportunities. MUSA 365 serves as an expansion of the current offering in the area of music industry studies, MUSA 363, Music Industry and Marketing. This new course will teach skills that will enable musicians to create their own professional identity, harness their creativity, collaborate successfully, and bring their projects to fruition in professional settings. This class will enhance our performance degrees and also allow us to more effectively recruit against similar music programs in Colorado that include curricula to address the needs of the 21st-century musician, including University of Northern Colorado, Colorado State University, and University of Colorado Boulder.

The addition of the two new classes in diction, MUSA 437 and MUSA 438, are advanced classes to compliment and build upon the existing diction class, MUSA 337. Advanced lyric diction in multiple foreign languages is essential for vocal performance majors, and these new classes will enhance and refine the foundational content of MUSA 337, offering greater nuance, refinement, and attention to detail between the Romance languages and Russian. It will also allow students vital in-class coaching of their singing by skilled music vocal faculty. Many of our sister institutions in Colorado already have such advanced classes, so this addition will elevate CMU to a higher level of performance instruction.

j. List of faculty and their qualifications. (Is there a need for additional faculty?)

---

There is no need for additional faculty. The Music faculty consists of 11 full-time and 11 part-time/adjunct positions that deliver the music curriculum for all degree programs. Rather than list them all in this document, it is more efficient for Curriculum Committee members to view their credentials and qualifications at:

<http://www.coloradomesa.edu/music/faculty.html>

k. Description of learning resources needed for implementation. Scope and quality of library holdings, laboratories, clinical facilities, and technological support as applicable. Department's recommendations for additions to the Library's collection.

---

There is no need for additional library resources, as this degree already exists as a Bachelor of Arts in Music with a concentration in Performance. Library Curriculum Assessment accompanies this proposal

l. Intended delivery mode for program. For programs delivering any of its coursework via 1) alternative formats, 2) outsourcing, and/or 3) a consortial relationship, the program proposal must demonstrate compliance with requirements as specified by the U.S. Department of Education and articulated in the Higher Learning Commission's policies. To demonstrate this compliance, the proposing department must submit a statement from the VPAA's office.

---

This program will be delivered the same way it has been delivered as a Bachelor of Arts in Music degree with a concentration in Performance, which is to say this degree is a combination of academic courses, ensembles and applied lessons. Additionally, courses in pedagogy and literature, a junior recital and a senior recital capstone course are also included. This degree is delivered on the main campus only.

m. For Professional, Technical or Other Programs, the justification must include:

- (1) Rationale for program to be in the PTO category.
  - (2) Statement as to how the curriculum aligns to the requirements or recommendations of the nationally recognized accrediting, licensing, certifying or professional organization.
  - (3) Rationale for the program to exceed 60 credit hours, if applicable.
  - (4) Rationale for prescribing Applied Studies courses, if applicable.
  - (5) Explanation as to how a transfer student with an AA degree in the discipline of that program can graduate by completing only an additional 60 hours.
- 

- (1) This degree, as it previously existed housed in a Bachelor of Arts degree, is already designated as a professional program by CMU (Spring 2010 Curriculum Committee minutes). The title Bachelor of Music aligns with NASM standards and degree title descriptions under Section "e" above. Further justification is from the 2015-2016 NASM Handbook (ages 85-88) regarding degree titles: *The Association recognizes two generic types of undergraduate degrees in music. To be consistent with general academic practice, these degrees are labeled (1) liberal arts degrees and (2) professional degrees. Each of these degrees has distinct overall purposes reflected structurally in the curricular time accorded to music and to other curricular components. The liberal arts degree focuses on music in the context of a broad program of general studies. The professional degree focuses on intensive work in music supported by a program in general studies. Further, Curricula to accomplish this purpose that meet the standards just indicated normally adhere to the following structural guidelines: study in the major area of performance, including ensemble participation, pedagogy courses, independent study, and recitals, should comprise 25-35% of the total program; supportive courses in music, 25-35%; Studies in the major area and supportive courses in music normally total at least 65% of the curriculum. (page 100)*

This describes the music performance degree at CMU, and the title change reflects the professional intent of the curricula and the result of the training for a career as a performing artist.

- (2) This program has already been evaluated by NASM against the professional standards of this degree and is accredited. CMU would notify NASM that the degree title has been changed to a Bachelor of Music. NOTE: the Head of the Department of Music at CMU currently serves on the NASM Commission on Accreditation
- (3) NA
- (4) Maverick Milestone replaced Applied Studies
- (5) Transfer guides already exist for all Music degree programs



**TABLE 1: ENROLLMENT PROJECTIONS**

Name of Program: Music

Degree Title Bachelor of Music in Performance (title change from Bachelor of Arts in Music with a Concentration in Performance)

Name of Institution: Colorado Mesa University

**DEFINITIONS:**

Academic year is the period beginning July 1 and concluding June 30.

Headcount projections represent an unduplicated count of those students officially admitted to the program and enrolled at the institution during the academic year.

FTE is defined as the full-time equivalent number of those students majoring in the program, regardless of the classes enrolled, during the academic year.

Program graduate is defined as a student who finishes all academic program requirements and graduates with a formal award within a particular academic year.

**SPECIAL NOTES:**

To calculate the annual headcount enrollment, add new enrollees to the previous year headcount and subtract the number who graduated in the preceding year. Adjust by the anticipated attrition rate.

To calculate FTE, multiply the number of students times the projected number of credit hours degree seeking students will be typically enrolled in per year and divide by 30.

The data in each column is the annual **unduplicated** number of declared program majors. Since this table documents program demand, course enrollments are not relevant and shall not be included in the headcount or FTE data.

		Yr 1	Yr 2	Yr 3	Yr 4	Yr 5	Full Implementation
1-a	In-state Headcount	24	28	30	32	35	35
1-b	Out-of-State Headcount	0	1	2	3	4	5
2	Program Headcount	24	29	32	35	39	40
3-a	In-state FTE	24	28	30	32	35	35
3-b	Out-of-State FTE	0	1	2	3	4	5
4	Program FTE	24	29	32	35	39	40
5	Program Graduates	2	4	5	6	7	8

\_\_\_\_\_  
Signature of Governing Board Officer

\_\_\_\_\_  
Date

TABLE 2: PHYSICAL CAPACITY ESTIMATES

Name of Program: Music

Name of Institution: Colorado Mesa University

Purpose: This table documents the physical capacity of the institution to offer the program and/or the plan for achieving the capacity. Complete A or B.

Part A **NOTE: No additional facilities are needed as current facilities are excellent.**

I certify that this proposed degree program can be fully implemented and accommodate the enrollment projections provided in this proposal without requiring additional space or renovating existing space during the first five years.

\_\_\_\_\_  
Governing Board Capital Construction Officer

\_\_\_\_\_  
Date

Part B

	Column 1	Column 2	Column 3		Column 4		Column 5	Column 6
ASSIGNABLE SQUARE FEET	TOTAL NEEDED	AVAILABLE	RENOVATION		NEW CONSTRUCTION		LEASE/RENT	REVENUE SOURCE*
TYPE OF SPACE			Immed	Future	Immed	Future		
Classroom								
Instructional Lab								
Offices								
Study								
Special/General Use								
Other								
TOTAL								

\* Capital Construction Fund (CCF), Research Building Revolving Fund (RBRF), Gift (GIFT), Grant (GR), Auxiliary Fund (AUX)

Attach a narrative describing the institutional contingency plan that addresses the space requirements of the proposed program or alternative delivery options, in the event that the request for capital construction or renovation is not approved.

\_\_\_\_\_  
Governing Board Capital Construction Officer

\_\_\_\_\_  
Date

Approved Policy

I-B-10

June 5, 2003

**TABLE 3 – PROJECTED EXPENSE AND REVENUE ESTIMATES**

All cost and revenue projections should be in constant dollars (do not include an inflation factor).

**NOTE: Budgets exist for this program and are adequate.**

		ESTIMATED AMOUNT IN DOLLARS (PV)				
		Year 1	Year 2	Year 3	Year 4	Year 5
<b>Operating Expenses:</b>						
1	Faculty					
2	Financial Aid specific to program					
3	Instructional Materials					
4	Program Administration					
5	Rent/Lease					
6	Other Operating Costs					
7	Total Operating Expenses					
<b>Program Start-Up Expenses</b>						
8	Capital Construction					
9	Equipment Acquisitions					
10	Library Acquisitions					
11	Total Program Start-Up Exp.					
<b>TOTAL PROGRAM EXPENSES</b>						
<b>Enrollment Revenue</b>						
12	General Fund: State Support					
13	Cash Revenue: Tuition					
14	Cash Revenue: Fees					
<b>Other Revenue</b>						
15	Federal Grants					
16	Corporate Grants/Donations					
17	Other fund sources *					
18	Institutional Reallocation **					
<b>TOTAL PROGRAM REVENUE</b>						

\*\* If revenues are projected in this line, please attach an explanation of the specific source of the funds. If reallocated, the specific departments and the impact the dollars will have on the departments that will provide the reallocated dollars.

\_\_\_\_\_  
Signature of Governing Board Financial Officer

\_\_\_\_\_  
Title

\_\_\_\_\_  
Date

**20165-20176 PETITION/PROGRAM SHEET**

**Degree: Bachelor of Music**

**Major: Music PerformanceArts**

**Major: Music Performance**

**About This Major . . .**

The Bachelor of Music in Performance Arts with a concentration in performance is designed for those students who desire a performance-focused career. ~~A strong core curriculum of musicianship courses include~~A strong core curriculum of musicianship courses includes music theory, history, literature, pedagogy, ensemble performance, and applied study. These courses develop the student's abilities and prepare them to perform in a plethora of venues and genres such as symphony orchestras, chamber ensembles, armed forces ensembles, musical theaters, opera, and countless entertainment venues. ~~This degree also prepares students to pursue graduate study or teach privately.~~As a musician in the 21<sup>st</sup> Century, this degree also seeks to create excellent performers who "create their own future and not simply enter a future that's been created for them." ~~A second goal of this program is to train musicians with current skills so they have the ability to make their own opportunities, shape their careers like entrepreneurs, produce their own performances, collaborate with artists from other genres and art forms and perform at a high artistic level. Training in the following areas will assist performers to create a meaningful career in music: Creating and Leveraging a Personal Network, Developing and Executing an Action Plan, Identifying Entrepreneurial Opportunities in Music and the Creative Sector, Interdisciplinary Collaborations, E Marketing your Music, Creating an Artist's Digital Portfolio, Video Marketing, Independent Business Website.~~

All CMU baccalaureate graduates are expected to demonstrate proficiency in critical thinking, communication fluency, quantitative fluency, and specialized knowledge/applied learning. In addition to these campus-wide student learning outcomes, graduates of this major must be able to:

- ~~4. Develop and express music judgements~~judgments through solo performances
  - Create a bibliography of solo and ensemble literature applicable to the student's major instrument
  - Demonstrate the fundamentals of pedagogy on the student's major instrument~~demonstrate keyboard competency at the level as determined by the piano proficiency requirements outlined in the Music~~
- Student Handbook. (Applied Learning)

**NAME:** \_\_\_\_\_ **STUDENT ID #** \_\_\_\_\_

**LOCAL ADDRESS AND PHONE NUMBER:** \_\_\_\_\_

\_\_\_\_\_ ( ) \_\_\_\_\_

I, (Signature) \_\_\_\_\_, hereby certify that I have completed (or will complete) all the courses listed on the Program Sheet. I have read and understand the policies listed on the last page of this program sheet. I further certify that the grade listed for those courses is the final course grade received except for the courses in which I am currently enrolled and the courses which I complete next semester. I have indicated the semester in which I will complete these courses.

\_\_\_\_\_  
Signature of Advisor Date 20\_\_

\_\_\_\_\_  
Signature of Department Head Date 20\_\_

\_\_\_\_\_  
Signature of Registrar Date 20\_\_

**DEGREE REQUIREMENTS:**

- 120 semester hours total (Students must complete a minimum of 30 of the last 60 hours of credit at CMU, with at least 15 semester hours in major discipline courses numbered 300 or higher).
- 40 upper division credits (A minimum of 15 taken at the 300-400 course levels within the major at CMU).
- 2.00 cumulative GPA or higher in all CMU coursework
- 2.00 cumulative GPA or higher in coursework toward the major content area
- Pre-collegiate courses (usually numbered below 100) cannot be used for graduation.
- When filling out the program sheet a course can be used only once.
- A student must follow the CMU graduation requirements either from 1) the program sheet for the major in effect at the time the student officially declares a major; or 2) a program sheet for the major approved for a year subsequent to the year during which the student officially declares the major and is approved for the student by the department head. Because a program may have requirements specific to the degree, the student should check with the faculty advisor for additional criteria. It is the student’s responsibility to be aware of, and follow, all requirements for the degree being pursued. Any exceptions or substitutions must be approved by the student’s faculty advisor and Department Head.
- Essential Learning Capstone should be completed between 45 and 75 hours.
- See the “Undergraduate Graduation Requirements” in the catalog for additional graduation information.

**ESSENTIAL LEARNING REQUIREMENTS** (31 semester hours):

See the current catalog for a list of courses that fulfill the requirements below. If a course is an Essential Learning option and a requirement for your major, you must use it to fulfill the major requirement and make a different selection for the Essential Learning requirement.

Course No	Title	Sem.hrs	Grade	Term/Trns
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**English** (6 semester hours, must receive a grade of “C” or better and must be completed by the time the student has 60 semester hours.)

ENGL 111	English Composition	3	_____	_____
ENGL 112	English Composition	3	_____	_____

**Math** MATH 110 or higher (3 semester hours, must receive a grade of “C” or better, must be completed by the time the student has 60 semester hours.)

MATH 1	_____	_____	_____	_____
--------	-------	-------	-------	-------

**Humanities** (3 semester hours)

_____	_____	_____	_____	_____
-------	-------	-------	-------	-------

**Social and Behavioral Sciences** (6 semester hours)

_____	_____	_____	_____	_____
-------	-------	-------	-------	-------

**Natural Sciences** (7 semester hours, one course must include a lab)

_____	_____	_____	_____	_____
-------	-------	-------	-------	-------

_____	L	_____	_____	_____
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**History** (3 semester hours)

HIST	_____	_____	_____	_____
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**Fine Arts** (3 semester hours)

MUSA 220	Music Appreciation	3	_____	_____
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Course No	Title	Sem.hrs	Grade	Term/Trns
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**WELLNESS REQUIREMENT** (2 semester hours)

KINE 100	Health and Wellness	1	_____	_____
KINA 1	_____	1	_____	_____

**ESSENTIAL LEARNING CAPSTONE** (4 semester hours)

ESSL 290	Maverick Milestone (see English & math pre-reqs)	3	_____	_____
ESSL 200	Essential Speech (co-requisite)	1	_____	_____

**FOUNDATION COURSES** (23 semester hours)

Must pass all courses with a “C” or better

MUSA 111	Music Technology	1	_____	_____
MUSA 114	Theory I - Introduction	3	_____	_____
MUSA 115	Theory II – Diatonic Concepts	3	_____	_____
MUSA 116	Ear Training & Sightsinging I	2	_____	_____
MUSA 117	Ear Training & Sightsinging II	2	_____	_____
MUSA 214	Theory III – Chromatic Concepts	3	_____	_____
MUSA 215	Theory IV – Twentieth Century Form and Analysis	3	_____	_____
MUSL 1	_____	1	_____	_____
MUSL 1	_____	1	_____	_____
MUSL 2	_____	1	_____	_____
MUSP 1	_____	1	_____	_____
MUSP 1	_____	1	_____	_____
MUSP 2	_____	1	_____	_____

**BACHELOR OF ~~ARTS~~ IN MUSIC IN PERFORMANCE:  
Performance Concentration**

(60 semester hours)

Must pass all courses for credit with a “C” or better

**Music Core** (363-374 semester hours)

MUSA 101	Concert Attendance (8 semesters)	0	_____	_____
MUSA 101	Concert Attendance	0	_____	_____
MUSA 101	Concert Attendance	0	_____	_____
MUSA 101	Concert Attendance	0	_____	_____
MUSA 101	Concert Attendance	0	_____	_____
MUSA 101	Concert Attendance	0	_____	_____
MUSA 101	Concert Attendance	0	_____	_____
MUSA 250	Beginning Conducting	2	_____	_____
MUSA 268	Beginning Jazz Improvisation (instrumental students only)	1	_____	_____
MUSA 317	Orchestration	2	_____	_____
MUSA 326	Music History & Literature I	3	_____	_____
MUSA 327	Music History & Literature II	3	_____	_____
MUSA 363	Music Industry & Marketing	3	_____	_____
MUSA 365	Entrepreneurship for Creatives	3	_____	_____
MUSA 426	Music of World Cultures	2	_____	_____
*MUSP 420	Senior Recital/Presentation	2	_____	_____
FLA	_____	3	_____	_____
FLA	_____	3	_____	_____
Select 5 semester hours from MUSL XXX: *				
MUSL 2	_____	1	_____	_____
MUSL 3	_____	1	_____	_____
MUSL 3	_____	1	_____	_____
MUSL 4	_____	1	_____	_____
MUSL 4	_____	1	_____	_____
Select 5 semester hours from MUSP XXX: *				
MUSP 2	_____	1	_____	_____

MUSP 3	_____	1	_____
MUSP 3	_____	1	_____
*MUSP 4	_____	1	_____
*MUSP 4	_____	1	_____

Course No Title Sem.hrs Grade Term/Trns

Select one of the following options and electives:

Instrumental Performance (16 semester hours)

MUSA303	Symphonic Literature	3	_____
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Select 4 upper division semester hours from Music Lessons (MUSL):

*MUSL	_____	1	_____
*MUSL	_____	1	_____
*MUSL	_____	1	_____
*MUSL	_____	1	_____

Select 4 semester hours chosen from MUSA 368, MUSA 350B, or upper division MUSP Music Performance Ensembles:

*MUS	_____	_____	_____
*MUS	_____	_____	_____
*MUS	_____	_____	_____
*MUS	_____	_____	_____

Select Pedagogy course in applied area, 2 semester hours:

MUSA	_____	_____	_____
------	-------	-------	-------

Select 3 semester hours from Fine and Performing Arts, must be outside of the concentration:

\* MUSP and MUSL credits can only be used once on a program sheet. Students should consult their advisor when determining the section to use these courses.

Keyboard Performance (18 semester hours)

MUSA 302	Keyboard Literature I	3	_____
MUSA 304	Keyboard Literature II	3	_____
MUSA 310	Accompanying Techniques	2	_____
MUSA 411	Piano Pedagogy	3	_____
*MUSL 330	Piano Lessons	1	_____
*MUSL 330	Piano Lessons	1	_____
*MUSL 430	Piano Lessons	1	_____
*MUSL 430	Piano Lessons	1	_____

Course No Title Sem.hrs Grade Term/Trns

Select 3 semester hours from Fine and Performing Arts, must be outside of the concentration:

Vocal Performance (2149 semester hours)

MUSA 318	Vocal Literature	3	_____
MUSA 337	Diction for Singers	2	_____
MUSA 410	Vocal Pedagogy	3	_____
<u>MUSA 437</u>	<u>Adv Diction German Russian</u>	<u>1</u>	_____
<u>MUSA 438</u>	<u>Adv Diction Romance</u>	<u>1</u>	_____
*MUSL 337	Voice Lessons	1	_____
*MUSL 337	Voice Lessons	1	_____
*MUSL 437	Voice Lessons	1	_____
*MUSL 437	Voice Lessons	1	_____
*MUSP 365	Opera Workshop	1	_____
*MUSP 465	Opera Scenes/Performance	1	_____
THEA 153	Acting I: Beginning Acting	3	_____

Select two credits from the following: MUSA 350A, MUSP 350, 356, 358, 359, 450, 456, 458, or 459

Electives (All college level courses appearing on your final transcript, **not listed above** that will bring your total semester hours to 120 hours.) (38-740) semester hours; additional upper division hours will be needed for Instrumental Performance students.)

_____	_____	_____	_____
_____	_____	_____	_____
_____	_____	_____	_____
_____	_____	_____	_____
_____	_____	_____	_____
_____	_____	_____	_____
_____	_____	_____	_____
_____	_____	_____	_____
_____	_____	_____	_____
_____	_____	_____	_____
_____	_____	_____	_____
_____	_____	_____	_____
_____	_____	_____	_____

### **Additional Requirements**

Students deficient in piano skills will be required to complete MUSA 130 (2), MUSA 131 (2), MUSA 230 (2), and MUSA 231 (2), in the first two years. Some Essential Learning credits will have to be completed in the junior year.

### **POLICIES:**

1. Please see the catalog for a complete list of graduation requirements.
2. This program sheet must be submitted with your graduation planning sheet to your advisor during the **semester prior to the semester of graduation, no later than October 1 for spring graduates, no later than March 1 for fall graduates.** You must turn in your "Intent to Graduate" form to the Registrar's Office **by September 15 if you plan to graduate the following May, and by February 15 if you plan to graduate the following December.**
3. Your advisor will sign and forward the Program Sheet and Graduation Planning Sheet to the Department Head for signature. Finally, the Department Head will submit the signed forms to the Registrar's Office. (Students cannot handle the forms once the advisor signs.)
4. If your petition for graduation is denied, it will be your responsibility to reapply for graduation in a subsequent semester. Your "Intent to Graduate" does not automatically move to a later graduation date.

## SUGGESTED COURSE SEQUENCING FOR A MAJOR IN **MUSIC** PERFORMANCE – KEYBOARD OPTION

This is a recommended sequence of course work. Certain courses may have prerequisites or are only offered during the Fall or Spring semesters. It is the student's responsibility to meet with the assigned advisor and check the 2-year course matrix on the website for course availability.

**NOTE:** ( ) Parenthesis means there are options of when a course may be taken.

### FRESHMAN YEAR

Fall Semester		Hours	Spring Semester		Hours
MUSA 101	Concert Attendance	0	MUSA 101	Concert Attendance	0
MUSA 114	Theory I – Introduction	3	MUSA 115	Theory II – Diatonic Concepts	3
MUSA 111	Music Technology – fall or spring	(1)	MUSA 111	Music Technology – fall or spring	(1)
MUSA 116	Ear Training/Sightsinging I	2	MUSA 117	Ear Training/Sightsinging II	2
MUSL 130	Keyboard Lessons	1	MUSL 130	Keyboard Lessons	1
MUSP 1_	Performance Ensemble	1	MUSP 1_	Performance Ensemble	1
ENGL 111	English Composition	3	ENGL 112	English Composition	3
MATH 110	College Mathematics (or higher)	3	MUSA 220	Music Appreciation- Fine Arts EL	3
Essential Learning	Social/Behavioral Science	<u>3</u>	Essential Learning	Social/Behavioral Science	<u>3</u>
		16-17			16-17

### SOPHOMORE YEAR

Fall Semester		Hours	Spring Semester		Hours
MUSA 101	Concert Attendance	0	MUSA 101	Concert Attendance	0
MUSA 214	Theory III – Chromatic Concepts	3	MUSA 215	Theory IV – 20 <sup>th</sup> Cent. Form & Analysis	3
MUSA 268	Beginning Jazz Improvisation	1	MUSL 230	Keyboard Lessons	1
MUSL 230	Keyboard Lessons	1	MUSP 2_	Performance Ensemble	1
MUSP 2_	Performance Ensemble	1	MUSA 250	Beginning Conducting	2
Essential Learning	History	3	Essential Learning	Humanities	3
Essential Learning	Natural Science with Lab	4	ESSL 290	Maverick Milestone	3
KINE 100	Health and Wellness	1	ESSL 200	Essential Speech (co-requisite)	<u>1</u>
Elective		<u>2</u>			14
		16			

### JUNIOR YEAR

Fall Semester		Hours	Spring Semester		Hours
MUSA 101	Concert Attendance	0	MUSA 101	Concert Attendance	0
MUSA 411	Piano Pedagogy <b>OR</b>		MUSA 310	Accompanying Techniques <b>OR</b>	(2)
MUSA 304	Keyboard Literature I	3	MUSA 302	Keyboard Literature II	(3)
MUSA 326	Music History and Literature I	3	MUSA 327	Music History and Literature II	3
MUSL 330	Keyboard Lessons	2	MUSL 330	Keyboard Lessons	2
MUSP 3_	Performance Ensemble	1	MUSP 3_	Performance Ensemble	1
FLAx	Foreign Language	3	FLAx	Foreign Language	3
<del>Elective</del>		<del>3</del>	<del>MUSA 365</del>	<del>Entrepreneurship for Creatives <b>OR</b></del>	<del>(3)</del>
MUSA 363	Music Industry and Marketing	(3)	<del>MUSA 426</del>	<del>Music of World Cultures</del>	<del>(2)</del>
		<del>125-158</del>	<del>Essential Learning- Natural Science</del>		<del>3</del>
					134-157

### SENIOR YEAR

Fall Semester		Hours	KINA	Activity	1
MUSA 101	Concert Attendance	0	MUSA 363	Music Industry and Marketing	(3)
MUSA 411	Piano Pedagogy <b>or</b>		<del>Essential Learning</del>	<del>Natural Science</del>	<del>3</del>
MUSA 304	Keyboard Literature I	3	<hr style="border: 1px solid black;"/>		
MUSA 317	Orchestration	2			
MUSL 430	Keyboard Lessons	2			
MUSP 4_	Performance Ensemble	1			
Fine Arts Course	(outside Music)	3			



<b>Spring Semester</b>		<b>Hours</b>
MUSA 101	Concert Attendance	0
MUSA 310	Accompanying Techniques <b>OR</b>	(2)
MUSA 302	Keyboard Literature II	(3)
MUSL 430	Keyboard Lessons	2
MUSP 420	Senior Recital/Presentation	2
MUSP 4_	Performance Ensemble	1
<del>MUSA 365</del>	<del>Entrepreneurship for Creatives <b>OR</b></del>	<del>(3)</del>
<del>    MUSA 426</del>	<del>Music of World Cultures</del>	<del>(2)</del>
<del>Upper Division Elective</del>	<del>3Essential Learning</del>	<del>Natural Science</del>
<del>3</del>		<del>3</del>
<del>Elective</del>		<del>3</del>
		<del>12</del>
		<del>10-143</del>

## SUGGESTED COURSE SEQUENCING FOR A MAJOR IN **MUSIC** PERFORMANCE – VOCAL OPTION

This is a recommended sequence of course work. Certain courses may have prerequisites or are only offered during the Fall or Spring semesters. It is the student's responsibility to meet with their advisor and check the 2 year course matrix on the website for course availability.

**NOTE:** ( ) Parenthesis means there are options of when a course may be taken.

### FRESHMAN YEAR

<b>Fall Semester</b>		<b>Hours</b>	<b>Spring Semester</b>		<b>Hours</b>
MUSA 101	Concert Attendance	0	MUSA 101	Concert Attendance	0
MUSA 114	Theory I – Introduction	3	MUSA 115	Theory II – Diatonic Concepts	3
MUSA 111	Music Technology – fall or spring	(1)	MUSA 111	Music Technology – fall or spring	(1)
MUSA 116	Ear Training/Sightsinging I	2	MUSA 117	Ear Training/Sightsinging II	2
MUSL 137	Voice Lessons	1	MUSL 137	Voice Lessons	1
MUSP 1_	Performance Ensemble	1	MUSP 1_	Performance Ensemble	1
ENGL 111	English Composition	3	ENGL 112	English Composition	3
KINE 100	Health and Wellness	1	MUSA 220	Music Appreciation- Fine Arts EL	3
KINA	Activity	1	Essential Learning	Social/Behavioral Science	<u>3</u>
Essential Learning	Social/Behavioral Science	<u>3</u>			16-17
		15-16			

### SOPHOMORE YEAR

<b>Fall Semester</b>		<b>Hours</b>	<b>Spring Semester</b>		<b>Hours</b>
MUSA 101	Concert Attendance	0	MUSA 101	Concert Attendance	0
MUSA 214	Theory III – Chromatic Concepts	3	MUSA 215	Theory IV – 20 <sup>th</sup> Cent. Form & Analysis	3
MUSL 237	Voice Lessons	1	MUSL 237	Voice Lessons	1
MUSP 2_	Performance Ensemble	1	MUSP 2_	Performance Ensemble	1
FLAx	Foreign Language	3	MUSA 250	Beginning Conducting	2
MATH 110	College Mathematics (or higher)	3	FLAx	Foreign Language	3
Essential Learning	History	3	ESSL 290	Maverick Milestone	3
THEA 153	Acting I: Beginning Acting	<u>3</u>	ESSL 200	Essential Speech (co-requisite)	<u>1</u>
		17			14

### JUNIOR YEAR

<b>Fall Semester</b>		<b>Hours</b>			
MUSA 101	Concert Attendance	0	MUSA 101	Concert Attendance	0
MUSA 337	Diction for Singers	2	MUSA 410	Vocal Pedagogy <b>or</b>	
MUSA 326	Music History and Literature I	3	MUSA 318	Vocal Literature	3
MUSL 337	Voice Lessons	2	MUSA 327	Music History and Literature II	3
MUSP 3_	Performance Ensemble	1	MUSL 337	Voice Lessons	2
Select 2 credits from the following: MUSA 350A,			MUSP 365	Opera Workshop <b>OR</b>	
MUSP 350, 356, 358, 450, 456, 458		2	MUSP 465	Opera Scenes/Performance	1
Essential Learning	Natural Science with Lab	4	MUSP 3_	Performance Ensemble	1
MUSA 363	Music Indust & Mark <b>OR</b> Elective	<u>3</u>	<del>MUSA 365</del>	<del>Entrepreneurship for Creatives <b>OR</b></del>	<del>(3)</del>
		18	<del>__MUSA 426</del>	<del>Music of World Cultures</del>	<del>(2)</del>
			<del>MUSA 437</del>	<del>Adv Diction German Russian <b>OR</b></del>	
			<del>MUSA 438</del>	<del>Adv Diction Romance</del>	<del>1</del>
			<del>Essential Learning</del>	<del>Natural Science</del>	<del>3</del>
					133-145

**Spring Semester** **Hours**

### SENIOR YEAR

<b>Fall Semester</b>		<b>Hours</b>		
MUSA 101	Concert Attendance	0		
MUSA 317	Orchestration	2		
MUSL 437	Voice Lessons	2		
MUSP 4_	Performance Ensemble	1		
Select 2 credits from the following: MUSA 350A,				
MUSP 350, MUSP 358, MUSP 450, MUSP 458		2		
Essential Learning	Humanities	3		
MUSA 363	Music Indust & Mark <b>OR</b> Elective	3		
<del>Essential Learning</del>	<del>Natural Science</del>	<del>3</del>		
				16

<b>Spring Semester</b>		<b>Hours</b>
MUSA 101	Concert Attendance	0
MUSA 410	Vocal Pedagogy <b>OR</b>	
MUSA 318	Vocal Literature	3
MUSL 437	Voice Lessons	2
MUSP 420	Senior Recital/Presentation	2

MUSP 365	Opera Workshop	<b>OR</b>		<u>MUSA 426</u>	Music of World Cultures	(2)
MUSP 465	Opera Scenes/Performance		1	<u>MUSA 437</u>	<u>Adv Diction German Russian</u>	<b>OR</b>
MUSP 4_	Performance Ensemble		1	<u>MUSA 438</u>	<u>Adv Diction Romance</u>	<u>1</u>
<del>Upper Division Electives</del>			<del>4</del>	<del>MUSA 365</del>	<del>Entrepreneurship for Creatives</del>	<del><b>OR</b> 120-132(3)</del>

## SUGGESTED COURSE SEQUENCING FOR A MAJOR IN ~~MUSIC~~ PERFORMANCE – INSTRUMENTAL OPTION

This is a recommended sequence of course work. Certain courses may have prerequisites or are only offered during the Fall or Spring semesters. It is the student's responsibility to meet with their advisor and check the 2 year course matrix on the website for course availability.

**Note: A pedagogy course in your applied area is required for this concentration. These courses are offered only every other year. Check the 2 year course offering schedule to determine when to take the course in your applied area. This course does not appear on this sequence.**

**NOTE:** ( ) Parenthesis means there are options of when a course may be taken.

### FRESHMAN YEAR

Fall Semester		Hours		Spring Semester		Hours
MUSA 101	Concert Attendance	0		MUSA 101	Concert Attendance	0
MUSA 114	Theory I – Introduction	3		MUSA 115	Theory II – Diatonic Concepts	3
MUSA 111	Music Technology – fall or spring	(1)		MUSA 111	Music Technology – fall or spring	(1)
MUSA 116	Ear Training/Sightsinging I	2		MUSA 117	Ear Training/Sightsinging II	2
MUSL 1__	Applied Music Lessons	1		MUSL 1__	Applied Music Lessons	1
MUSP 1__	Performance Ensemble	1		MUSP 1__	Performance Ensemble	1
ENGL 111	English Composition	3		ENGL 112	English Composition	3
MATH 110	College Mathematics (or higher)	3		MUSA 220	Music Appreciation – Fine Arts EL	<u>3</u>
Essential Learning	Social/Behavioral Science	<u>3</u>				16-17
		17-18				

### SOPHOMORE YEAR

Fall Semester		Hours		Spring Semester		Hours
MUSA 101	Concert Attendance	0		MUSA 101	Concert Attendance	0
MUSA 214	Theory III – Chromatic Concepts	3		MUSA 215	Theory IV – 20 <sup>th</sup> Cent. Form & Analysis	3
MUSA 268	Beginning Jazz Improvisation	1		MUSL 2__	Applied Music Lessons	1
MUSL 2__	Applied Music Lessons	1		MUSP 2__	Performance Ensemble	1
MUSP 2__	Performance Ensemble	1		MUSA 250	Beginning Conducting	2
KINE 100	Health and Wellness	1		Essential Learning	Natural Science	3
Fine Arts Course (Outside Music)		3		ESSL 290	Maverick Milestone	3
Essential Learning	Social/Behavioral Science	3		ESSL 200	Essential Speech (co-requisite)	1
Essential Learning	Natural Science with Lab	<u>4</u>		KINA	Activity	<u>1</u>
		17				15

### JUNIOR YEAR

Fall Semester		Hours		Spring Semester		Hours
MUSA 101	Concert Attendance	0		MUSA 101	Concert Attendance	0
MUSA 317	Orchestration	2		MUSA 303	Symphonic Literature <b>OR</b>	(3)
MUSA 326	Music History and Literature I	3		__MUSA 426	World Cultures	(2)
MUSL 3__	Applied Music Lessons	2		MUSA 327	Music History and Literature II	3
MUSP 3__	Performance Ensemble	1		MUSL 3__	Applied Music Lessons	2
FLAx	Foreign Language	3		MUSP 3__	Performance Ensemble	1
*MUSA 350B	Advanced Conducting, Instrumental <b>OR</b>			FLAx	Foreign Language	3
*MUSP XXX	Performance Ensembles	2		<u>MUSA 365</u>	<u>Entrepreneurship for Creatives</u>	<u>(3)</u>
MUSA 363	Music Industry & Marketing	(3)		*MUSA 368	Advanced Jazz Improv. <b>OR</b>	
		13-16		*MUSP XXX	Performance Ensembles	<u>2</u>
*Select 4 hours from: MUSA 368, MUSA 350B or MUSP						13-1 <u>7</u> <u>4</u>
Performance Ensembles						

### SENIOR YEAR

Fall Semester		Hours		Spring Semester		Hours
MUSA 101	Concert Attendance	0		MUSA 101	Concert Attendance	0
MUSL 4__	Applied Music Lessons	2		MUSA 303	Symphonic Literature <b>OR</b>	(3)
MUSP 4__	Performance Ensemble	1		__MUSA 426	World Cultures	(2)
Essential Learning	Humanities	3		MUSL 4__	Applied Music Lessons	2
Essential Learning	History	3		MUSP 420	Senior Recital/Presentation	2
Upper Division Electives		3		MUSP 4__	Performance Ensemble	1
MUSA 363	Music Industry & Marketing	(3)		<u>MUSA 365</u>	<u>Entrepreneurship for Creatives</u>	<u>(3)</u>
		12-15		Electives		<u>4</u>
						<u>112-153</u>



## Program Additions

### **Music Education K-12**

Degree Type: NEW: Bachelor of Music Education (BME)

Abbreviated Name: BME

Proposed by: Calvin Hofer

Director of Teacher Education Signature: Valerie J. Dobbs

Expected Implementation: Fall 2016

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**2015-16 DEPARTMENT WORKSHEET FOR PROGRAM ADDITION**  
Colorado Mesa University Curriculum Committees

**NOTE: All related course changes must be submitted on separate forms.**

a. Identifying information

Department: **Music**

If new department, please enter name:

Program: Degree type: **New**

Program/concentration Name: **Music Education K-12**

Abbreviated program/concentration (max 30 characters): **BME**

PROPOSED AND PREPARED BY:

Name: **Calvin Hofer**

Date: **1/25/2016**

Email: **chofer@coloradomesa.edu**

Phone: **248-1163**

**Additional required information for each proposal for a program addition:** (see Section IV.F of Curriculum Manual)

1. Complete items **b** through **m** on the following pages.
2. Complete the three CDHE tables at the end of this document. These tables **MUST** be included for all new program proposals. If any of the fields do not apply, please enter NA or other explanation.
3. Discuss the proposal with all departments affected by the program.  
Enter NA or dates/outcomes of such discussions  
Teacher Education has approved this program
4. Submit complete program sheet. The most up-to-date program sheet templates are available as Word documents at R:\Curriculum\Program Sheets for Curriculum Program Modifications.
5. Submit this completed form to the Library's Curriculum Committee representative and the Director of Financial Aid a week prior to the published proposal submission deadline.
6. Obtain departmental approval according to department-specific procedures.

Implementation Deadlines

Program additions and modifications approved at the September-February curriculum meetings are generally implemented the following academic year. See Section II.D of the Curriculum Manual. Exceptions are rare and granted only in extenuating circumstances. To request a different effective date, the academic department head should contact the curriculum committee chair. (Note: in the approval process only the VPAA will ultimately approve or deny the request.)

REVIEWED BY DEPARTMENT'S CURRICULUM COMMITTEE REPRESENTATIVE:

Name: **Monte Atkinson**

Date: **1/25/2016**

APPROVED BY DEPARTMENT HEAD:

Name: **Calvin Hofer**

Date: **1/25/16**

APPROVED BY DIRECTOR OF TEACHER EDUCATION (REQUIRED FOR TEACHING PROGRAMS)

Name: Valerie J. Dobbs

Date: 1/26/16

**Submit to the chair of the appropriate curriculum committee.**

**Music Education K-12**

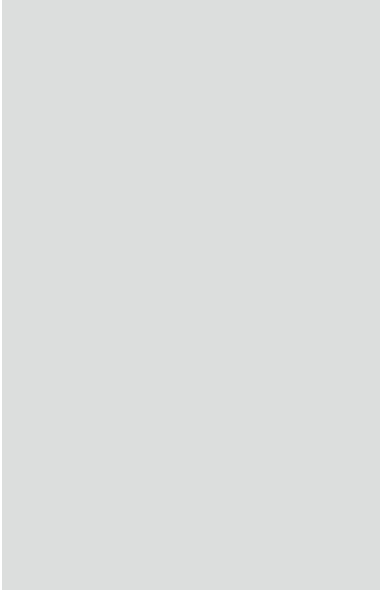
b. Demonstration of compliance with CMU requirements related to student learning outcomes (SLOs):

- 1) Identify program student learning outcomes (SLOs)
  - 2) Identify linkage of program SLOs to institutional SLOs
  - 3) Illustrate relationship of SLOs to proposed curriculum using curriculum map format
  - 4) Identify planned assessments for the program SLO.
- 

1. Develop and express music judgments through solo performances  
(ISLO #4 - Critical Thinking)  
Planned Assessment: solo performance assessed during end-of-semester jury, sophomore review and senior recital
2. Identify current national and state music education curriculum standards  
(ISLO #1 – Specialized Knowledge)  
Planned Assessment:
3. Demonstrate techniques and strategies associated with teaching successful elementary and general music curricula  
(ISLO #1 – Specialized Knowledge)  
Planned Assessments: Develop lesson plans; teach lessons to the class
4. Evaluate appropriate literature for use in both instrumental and vocal music ensembles at the secondary level  
(ISLO #3 – Intellectual Skills – Communication Fluency)  
Planned Assessment: Create literature project that defends literature choices based on professional opinions of the student and other sources (seasoned teachers; literature publications, etc)
5. Demonstrate pedagogical techniques in beginning instrumental or vocal settings.  
(ISLO #1 – Specialized Knowledge)  
Planned Assessments: Peer teaching – in person or via video recording



Music Education Curriculum Map - Courses in which MUED SLOs are assessed



5 - Professional learning & self-renewal; self-reflection & collaboration

X

c. Program goals as they pertain to Colorado Mesa University's goals and objectives and Colorado Mesa University's Role and Mission.

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This degree currently exists at CMU as a Bachelor of Arts in Music with a Concentration in K-12 Music Education and has been one of the most successful programs in the Music Department.

The primary goal of this program is to prepare students to be effective music educators in private or public schools. Students are trained and licensed to teach instrumental and vocal music from Kindergarten through 12<sup>th</sup> grade. This program seeks to prepare students to obtain teaching positions in School District 51, the 14-county region of Colorado that CMU serves, as well as the state of Colorado and surrounding states. Currently, 40% of music teachers in School District 51 are alumni from CMU.

<b>Music Education Curriculum Map - Courses in which MUED SLOs are assessed</b>											
<b>MUED SLOs</b>	<b>SLO #1</b>	<b>SLO #2</b>	<b>SLO #3</b>	<b>SLO #4</b>	<b>SLO #5</b>	<b>K-12 SLO #1</b>	<b>K-12 SLO #2</b>	<b>K-12 SLO #3</b>	<b>K-12 SLO #4</b>	<b>K-12 SLO #5</b>	
<b>MUED SLO Definition</b>	Develop and express music judgements through solo performances	Identify current National & state curriculum standards	Demonstrate elementary and general music teaching techniques and strategies	Evaluate secondary ensemble literature	Basic instrumental and vocal pedagogical techniques	Instruct based on self-written learning plans	Design safe & supportive learning environment	Apply content knowledge; access info in real world settings; master of content	Assessment, planning and instructional strategies	Professional learning & self-renewal; self-reflection & collaboration	
<b>MUSL Applied Lessons</b>	X										
<b>MUSA 240 Intro to Music Ed</b>		X									
<b>MUSA 137 Class Voice</b>					X						
<b>MUSA 232 String Pedagogy/Materials</b>					X						
<b>MUSA 233 Woodwind Ped/Materials</b>					X						
<b>MUSA 234 Bras Pedagogy/Materials</b>					X						
<b>MUSA 235 Percussion Ped/Materials</b>					X						
<b>MUSA 340 Teach Elem &amp; Gen Mus</b>			X								
<b>MUSA 440 Teaching K12 Vocal Mus</b>				X							
<b>MUSA 441 Teaching K12 Inst Mus</b>				X							
<b>EDUC 499 Student Teaching Internship</b>						X	X	X		X	
<b>EDUC 342 Pedagogy &amp; Assessment</b>									X		

<b>Music Education SLOs Curriculum Map - MUED &amp; K-12 SLOs aligned to Institutional SLOs</b>				
<b>Institutional SLO's</b>	<b>ISLO #1</b>	<b>ISLO #2</b>	<b>ISLO #3</b>	<b>ISLO #4</b>
<b>Institutional SLO definition</b>	specialized knowledge	quantitative fluency	communication fluency	critical thinking
MUED SLO #1 - Develop and express music judgements through solo performances				X
MUED SLO #2 - Identify current National & state curriculum standards	X			
MUED SLO #3 - Demonstrate elementary and general music teaching techniques	X			
MUED SLO #4 - Evaluate secondary ensemble literature			X	
MUED SLO #5 - Basic instrumental and vocal pedagogical techniques	X			
K-12 SLO #1 - Instruct based on self-written learning plans	X			
K-12 SLO #2 - Design safe & supportive learning environment	X			
K-12 SLO #3 - Apply content knowledge; access info in real world settings; master of content	X			
K-12 SLO #4 - Assessment, planning and instructional strategies				X
K-12 SLO #5 - Professional learning & self-renewal; self-reflection & collaboration	X			

d. Program strengths, special features, innovations, and/or unique elements.

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The major strength of this program is the collaborative spirit with District 51. Prior to student teaching, CMU students spend 200 hours observing District 51 teachers at all levels and specialties (Instrumental, Choral, Elementary). District 51 teachers gladly accept CMU student teachers because of their excellent preparation. One special feature and innovation of CMU's music education degree is that majors meet weekly in a lab setting. In this lab, students learn from guest speakers, experience mock interviews with principals, and expand on topics from methods courses. Further, all music education majors are required to be a member of the National Association for Music Education. Each year about 30 CMU music education students attend the Colorado Music Education Association Conference (CMEA). At the collegiate meeting of CMEA, other institutions from Colorado have 5 – 10 students who attend.

e. External agencies, such as program accreditations, professional associations, as well as licensing requirements that have helped shape the program's curriculum (i.e., effects such as length of the program, on program content or mode of delivery, etc.). Do faculty members anticipate seeking program accreditation at appropriate date?

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This program (as a BA degree) has been accredited by the National Association of Schools of Music since 2005, and is evaluated against the standards of a professional degree. 85-90% of institutions that go through the accreditation process are deferred for standards issues. In CMU's last accreditation, (2010), this degree (and all degrees) passed through accreditation process with no deferment by the NASM Commission on Accreditation. Because Colorado licenses music teachers to teach K-12 music, the curriculum is designed to train students to be prepared in all areas. CCHE has allowed a music degree to be at 126 hours, and that is what this degree is.

f. Program admissions requirements (if any beyond admission to institution).

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Students must pass a performance audition to be accepted into the program. Also included is a theory exam for placement into the theory sequence and a piano proficiency assessment.

g. Rationale and justification for the program demonstrating the demand, as evidenced by:

- (1) Employer need/demand as demonstrated by evidence such as:
    - (a) identification of several potential employers of program graduates;
    - (b) projected regional and/or statewide need for graduates from current labor market analyses and/or future workforce projections/studies (potential source: [www.occsupplydemand.org/](http://www.occsupplydemand.org/))
    - (c) surveys made by external agencies;
    - (d) letters of direct employer support may be used. Include letters indicating the availability of positions for graduates of the proposed programs, signed by individual in a senior position of authority. Page 27 of 41
  - (2) Student demand as demonstrated by evidence such as surveys of potential students to answer the question: "what is the student population served by program implementation?"
- 

As mentioned earlier, 40% of the music teachers in District 51 are CMU alumni, but there are still more positions that will come open in the next 5-10 years. According to "greatschools.org", Colorado has 4500 public, public charter and private schools. The 2015-2016 Colorado High School Activities Association Directory of Member Schools lists 340 high schools. Most high schools have a band director and choir director. A large majority of them also have an orchestra director. Many of the 5A high schools have two music teachers in each area. Each of these high schools have at least one, if not two middle schools that feed the high schools, each with their own music educator in each area.

The United States is currently experiencing a teacher shortage (Huffington Post, The Atlantic, U.S. News & World Report, Washington Post) For the foreseeable future, there will be music positions available for CMU graduates.

For the second time in the CMU Music Departments history, there are 100 music majors. 44 of these are music education majors. The goal is to continue increasing numbers in this degree as well as all majors.

h. Relationship of the proposed program to existing programs on campus and to similar programs within the state, with a rationale reflecting that proposed program demand cannot be met by another program (i.e., program implementation is not an unnecessary duplication)

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This degree program is the only one of its type at CMU. Most institutions of higher education in Colorado have a music education degree.

i. Curriculum, including identification of new courses and the numbers, names, and sequencing of all courses, as well as demonstration of compliance with CMU's Credit Hour Policy as required by the U.S. Department of Education and articulated by the Higher Learning Commission;

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The curriculum for this degree already exists as a Bachelor of Arts in Music with a concentration in K-12 Music Education. Therefore, this curriculum meets the CMU's Credit Hour Policy. A course sequence accompanies the updated program sheet.

j. List of faculty and their qualifications. (Is there a need for additional faculty?)

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There is no need for additional faculty. The Music faculty consists of 11 full-time and 11 part-time/adjunct positions that deliver the music curriculum for all degree programs. Rather than list them all in this document, it is more efficient for Curriculum Committee members to view their credentials and qualifications at:  
<http://www.coloradomesa.edu/music/faculty.html>

k. Description of learning resources needed for implementation. Scope and quality of library holdings, laboratories, clinical facilities, and technological support as applicable. Department's recommendations for additions to the Library's collection.

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There is no need for additional library resources as this degree already exists as a Bachelor of Arts in Music with a concentration in K-12 Education.

l. Intended delivery mode for program. For programs delivering any of its coursework via 1) alternative formats, 2) outsourcing, and/or 3) a consortial relationship, the program proposal must demonstrate compliance with requirements as specified by the U.S. Department of Education and articulated in the Higher Learning Commission's policies. To demonstrate this compliance, the proposing department must submit a statement from the VPAA's office.

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This program will be delivered the same way it has been delivered as a Bachelor of Arts in Music degree with a concentration in K-12 Music Education, which is to say this degree is a combination of academic courses, ensembles and applied lessons. Additionally, courses in music education such as methods and materials, pedagogy and literature and a student teaching internship are also in this degree. This degree is delivered on the main campus only.

m. For Professional, Technical or Other Programs, the justification must include:

- (1) Rationale for program to be in the PTO category.
  - (2) Statement as to how the curriculum aligns to the requirements or recommendations of the nationally recognized accrediting, licensing, certifying or professional organization.
  - (3) Rationale for the program to exceed 60 credit hours, if applicable.
  - (4) Rationale for prescribing Applied Studies courses, if applicable.
  - (5) Explanation as to how a transfer student with an AA degree in the discipline of that program can graduate by completing only an additional 60 hours.
-

(1) This degree, as it previously existed housed in a Bachelor of Arts degree, is already designated as a professional program by CMU (Spring 2010). The title Bachelor of Music Education aligns with NASM standards and degree title descriptions under Section “e” above. Further justification is from the 2015-2016 NASM Handbook (pages 96) regarding degree titles: “The term Bachelor of Music is the most usual designation for the professional undergraduate degree in music”. Further, “Some of the titles for degree programs designed for teacher education in music include Bachelor of Music Education, Bachelor of Music in Education, Bachelor of Science in Music Education, and Bachelor of Arts in Music Education” (115). NASM recognizes that “Liberal arts degree titles...may be used for professional degree content. Typical examples are: Degrees offered by institutions chartered to offer the Bachelor of Arts or Bachelor of Science that prepare students for state licensure or certification as specialist music teachers. Although these degrees may reflect strong liberal arts objectives, they lead to a professional result” (93-94). Colorado Mesa University (formerly Mesa State College) used to only offer a liberal arts degree, which is no longer the case.

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- (2) Degree program already accredited by NASM
- (3) This program is at 126 hours, as approved by CCHE
- (4) Maverick Milestone replaced Applied Studies
- (5) Transfer guides already exist for all music programs.

**TABLE 1: ENROLLMENT PROJECTIONS**

Name of Program:     **Music**

Degree Title            **Bachelor of Music Education**

Name of Institution:   **Colorado Mesa University**

**DEFINITIONS:**

Academic year is the period beginning July 1 and concluding June 30.

Headcount projections represent an unduplicated count of those students officially admitted to the program and enrolled at the institution during the academic year.

FTE is defined as the full-time equivalent number of those students majoring in the program, regardless of the classes enrolled, during the academic year.

Program graduate is defined as a student who finishes all academic program requirements and graduates with a formal award within a particular academic year.

**SPECIAL NOTES:**

To calculate the annual headcount enrollment, add new enrollees to the previous year headcount and subtract the number who graduated in the preceding year. Adjust by the anticipated attrition rate.

To calculate FTE, multiply the number of students times the projected number of credit hours degree seeking students will be typically enrolled in per year and divide by 30.

The data in each column is the annual **unduplicated** number of declared program majors. Since this table documents program demand, course enrollments are not relevant and shall not be included in the headcount or FTE data.

**NOTE: This is a degree title change only, not a new program**

		Yr 1	Yr 2	Yr 3	Yr 4	Yr 5	Full Implementation
1-a	In-state Headcount	42	45	48	50	55	55
1-b	Out-of-State Headcount	2	3	4	5	6	6
2	Program Headcount	44	48	52	55	61	61
3-a	In-state FTE	42	45	48	50	55	61
3-b	Out-of-State FTE	2	3	4	5	6	6
4	Program FTE	44	48	52	55	61	61
5	Program Graduates	9	10	11	12	13	15

\_\_\_\_\_  
Signature of Governing Board Officer

\_\_\_\_\_  
Date

**TABLE 2: PHYSICAL CAPACITY ESTIMATES**

Name of Program: Music

Name of Institution: Colorado Mesa University

Purpose: This table documents the physical capacity of the institution to offer the program and/or the plan for achieving the capacity. Complete A or B.

**NOTE: This program already exists and facilities are excellent**

**Part A**

I certify that this proposed degree program can be fully implemented and accommodate the enrollment projections provided in this proposal without requiring additional space or renovating existing space during the first five years.

\_\_\_\_\_  
Governing Board Capital Construction Officer

\_\_\_\_\_  
Date

**Part B**

	Column 1	Column 2	Column 3		Column 4		Column 5	Column 6
ASSIGNABLE SQUARE FEET	TOTAL NEEDED	AVAILABLE	RENOVATION		NEW CONSTRUCTION		LEASE/ RENT	REVENUE SOURCE*
TYPE OF SPACE			Immed	Future	Immed	Future		
Classroom								
Instructional Lab								
Offices								
Study								
Special/ General Use								
Other								
<b>TOTAL</b>								

\* Capital Construction Fund (CCF), Research Building Revolving Fund (RBRF), Gift (GIFT), Grant (GR), Auxiliary Fund (AUX)

Attach a narrative describing the institutional contingency plan that addresses the space requirements of the proposed program or alternative delivery options, in the event that the request for capital construction or renovation is not approved.

\_\_\_\_\_  
Governing Board Capital Construction Officer

\_\_\_\_\_  
Date

Approved Policy

I-B-10

June 5, 2003

**TABLE 3 – PROJECTED EXPENSE AND REVENUE ESTIMATES**

All cost and revenue projections should be in constant dollars (do not include an inflation factor).

**NOTE: This program already exists and the budget is adequate**

		ESTIMATED AMOUNT IN DOLLARS (PV)				
		Year 1	Year 2	Year 3	Year 4	Year 5
Operating Expenses:						
1	Faculty					
2	Financial Aid specific to program					
3	Instructional Materials					
4	Program Administration					
5	Rent/Lease					
6	Other Operating Costs					
7	Total Operating Expenses					
Program Start-Up Expenses						
8	Capital Construction					
9	Equipment Acquisitions					
10	Library Acquisitions					
11	Total Program Start-Up Exp.					
<b>TOTAL PROGRAM EXPENSES</b>						
Enrollment Revenue						
12	General Fund: State Support					
13	Cash Revenue: Tuition					
14	Cash Revenue: Fees					
Other Revenue						
15	Federal Grants					
16	Corporate Grants/Donations					
17	Other fund sources *					
18	Institutional Reallocation **					
<b>TOTAL PROGRAM REVENUE</b>						

\*\* If revenues are projected in this line, please attach an explanation of the specific source of the funds. If reallocated, the specific departments and the impact the dollars will have on the departments that will provide the reallocated dollars.

\_\_\_\_\_  
Signature of Governing Board Financial Officer

\_\_\_\_\_  
Title

\_\_\_\_\_  
Date





20165-20176 PETITON/PROGRAM SHEET

Degree: Bachelor of Music Education
Major: Music Education K-12Arts

Major: Music
Concentration: K-12 Teaching

About This Major . . .

The Music Education concentration-degree provides students with the knowledge, skills, and musicianship to become a successful music educator. Studies in music theory, history, literature, ensemble performance, and applied study give the student a strong foundation on which to build a successful teaching career.

As a student, you will gradually accumulate over 200 hours of classroom experience before beginning student teaching. School districts throughout western Colorado provide opportunities to gain experience with children of all ages and backgrounds in a variety of school settings.

A minimum of 75 credit hours of Essential Learning and content area coursework must be completed with a minimum GPA of 2.80 before a candidate may apply for admission to the Center for Teacher Education secondary licensure program. Please see the Teacher Education Admission Packet for further information on admissions criteria.

All CMU baccalaureate graduates are expected to demonstrate proficiency in critical thinking, communication fluency, quantitative fluency, and specialized knowledge/applied learning. In addition to these campus-wide student learning outcomes, graduates of this major must be able to:

- 1. demonstrate keyboard competency at the level as determined by the piano proficiency requirements outlined in the Music Student Handbook. (Applied Learning)
2. hear, identify, and realize the elements of music (such as rhythm, melody, harmony, structure, timbre, texture), demonstrating general musicianship and skills appropriate for the particular music concentration. (Specialized Knowledge)
3. demonstrate in a historical context a broad knowledge of musical literature, cultures, principal genres and industry practices.(Communication Fluency)
4. develop and defend music judgments through solo performances and academic/scholarly work. (Critical Thinking)

In addition to these music program outcomes, graduates of this major must be able to:

- develop and express music judgments through solo performances
• identify current national and state music education standards
• demonstrate techniques and strategies associated with teaching successful elementary and general music curricula
• evaluate appropriate literature for use in both instrumental and vocal music ensembles at the secondary level
• demonstrate pedagogical techniques in beginning instrumental or vocal settings
• demonstrate techniques and strategies associated with teaching successful general music curricula in both primary and secondary schools
• identify appropriate literature for use in both instrumental and vocal music teaching
• demonstrate conducting techniques and musical leadership appropriate for use with secondary level performing ensembles
• demonstrate basic pedagogical techniques and strategies for teaching in beginning instrumental or vocal

NAME: \_\_\_\_\_ STUDENT ID #: \_\_\_\_\_

LOCAL ADDRESS AND PHONE NUMBER: \_\_\_\_\_

\_\_\_\_\_ ( ) \_\_\_\_\_

I, (Signature) \_\_\_\_\_, hereby certify that I have completed (or will complete) all the courses listed on the Program Sheet. I have read and understand the policies listed on the last page of this program sheet. I further certify that the grade listed for those courses is the final course grade received except for the courses in which I am currently enrolled and the courses which I complete next semester. I have indicated the semester in which I will complete these courses.

Signature of Advisor \_\_\_\_\_ Date \_\_\_\_\_ 20
Signature of Content Advisor \_\_\_\_\_ Date \_\_\_\_\_ 20
Signature of Department Head \_\_\_\_\_ Date \_\_\_\_\_ 20
Signature of Registrar \_\_\_\_\_ Date \_\_\_\_\_ 20

**DEGREE REQUIREMENTS:**

- 126 semester hours total (Students must complete a minimum of 30 of the last 60 hours of credit at CMU, with at least 15 semester hours in major discipline courses numbered 300 or higher).
- 40 upper division credits (A minimum of 15 taken at the 300-400 course levels within the major at CMU).
- 2.80 cumulative GPA or higher in all CMU coursework.
- 2.80 cumulative GPA or higher in coursework toward the major content area.
- All EDUC prefix courses must be completed with a grade of B or better.
- Pre-collegiate courses (usually numbered below 100) cannot be used for graduation.
- A student must follow the CMU graduation requirements either from 1) the program sheet for the major in effect at the time the student officially declares a major; or 2) a program sheet for the major approved for a year subsequent to the year during which the student officially declares the major and is approved for the student by the department head. Because a program may have requirements specific to the degree, the student should check with the faculty advisor for additional criteria. It is the student’s responsibility to be aware of, and follow, all requirements for the degree being pursued. Any exceptions or substitutions must be approved by the student’s faculty advisor and Department Head.
- Students must PASS the PLACE exam in the content area prior to beginning the internship. Also, ALL other coursework toward the degree must be successfully completed prior to the internship.
- When filling out the program sheet a course can be used only once.
- Essential Learning Capstone should be completed between 45 and 75 hours.
- See the “Undergraduate Graduation Requirements” in the catalog for additional graduation information.

**ESSENTIAL LEARNING REQUIREMENTS** (31 semester hours)

See the current catalog for a list of courses that fulfill the requirements below. If a course is an Essential Learning option and a requirement for your major, you must use it to fulfill the major requirement and make a different selection for the Essential Learning requirement.

Course No	Title	Sem.hrs	Grade	Term/Trns
<b>English</b> (6 semester hours, must receive a grade of “B” or better and must be completed by the time the student has 60 semester hours.)				
ENGL 111	English Composition	3	_____	_____
ENGL 112	English Composition	3	_____	_____

**Math MATH 110 or higher** (3 semester hours, must receive a grade of “C” or better, must be completed by the time the student has 60 semester hours.)

MATH 1_____	_____	_____	_____	_____
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**Humanities** (3 semester hours)

**Social and Behavioral Sciences** (6 semester hours)

*PSYC 233	Human Growth & Development	3	_____	_____
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\*Must earn a “B” or higher

**Natural Sciences** (7 semester hours, one course must include a lab)

_____	_____	_____	_____	_____
_____	_____	_____	_____	_____

_____	L	_____	_____	_____
-------	---	-------	-------	-------

**History** (3 semester hours)

Course No	Title	Sem.hrs	Grade	Term/Trns
<b>Fine Arts</b> (3 semester hours)				
MUSA 220	Music Appreciation	3	_____	_____

**WELLNESS REQUIREMENT** (2 semester hours)

KINE 100	Health and Wellness	1	_____	_____
KINA 1_____	_____	1	_____	_____

**ESSENTIAL LEARNING CAPSTONE** (4 semester hours)

ESSL 290	Maverick Milestone (see English & math pre-reqs)	3	_____	_____
ESSL 200	Essential Speech (co-requisite)	1	_____	_____

**FOUNDATION COURSES** (23 Semester hours)

Must pass all courses with a “C” or better

MUSA 111	Music Technology	1	_____	_____
MUSA 114	Theory I	3	_____	_____
MUSA 115	Theory II	3	_____	_____
MUSA 116	Ear Training & Sightsinging I	2	_____	_____
MUSA 117	Ear Training & Sightsinging II	2	_____	_____
MUSA 214	Theory III	3	_____	_____
MUSA 215	Theory IV	3	_____	_____
MUSL 1_____	_____	1	_____	_____
MUSL 1_____	_____	1	_____	_____
MUSL 2_____	_____	1	_____	_____
MUSP 1_____	_____	1	_____	_____
MUSP 1_____	_____	1	_____	_____
MUSP 2_____	_____	1	_____	_____

**BACHELOR OF ARTS in MUSIC EDUCATION- K-12 Teaching Concentration**

**(66 semester hours)**

Must pass all courses for credit with a “C” or better

**Music Core** (24-25 Semester Hours)

MUSA 101	Concert Attendance (8 semesters)	0	_____	_____
MUSA 101	Concert Attendance	0	_____	_____
MUSA 101	Concert Attendance	0	_____	_____
MUSA 101	Concert Attendance	0	_____	_____
MUSA 101	Concert Attendance	0	_____	_____
MUSA 101	Concert Attendance	0	_____	_____
MUSA 101	Concert Attendance	0	_____	_____
MUSA 250	Beginning Conducting	2	_____	_____
MUSA 268	Beginning Jazz Improvisation	1	_____	_____

**(MUSA 268 is for instrumental and keyboard students only)**  
**(Select 3 credits from MUSA 302, 303, 304 or 319)**

MUSA _____	_____	3	_____	_____
MUSA 317	Orchestration	2	_____	_____
MUSA 326	Music History I	3	_____	_____
MUSA 327	Music History II	3	_____	_____
MUSA 426	The Music World of Cultures	2	_____	_____
MUSP 420	Senior Recital/Presentation	1	_____	_____

MUSL 2	_____	1	_____	_____
MUSL 3	_____	1	_____	_____
MUSL 3	_____	1	_____	_____
MUSL 4	_____	1	_____	_____
MUSP 2	_____	1	_____	_____

MUSP 3	_____	1	_____	_____
MUSP 3	_____	1	_____	_____
MUSP 4	_____	1	_____	_____

**MUSIC EDUCATION K-12 REQUIREMENTS**

(24-25 Semester hours)

MUSA 137	Class Voice I	1	w/lab	_____
(MUSA 137 is for instrumental and keyboard students only)				
MUSA 232	String Pedagogy & Materials	2		_____
MUSA 233	Woodwind Pedagogy and Materials	2		_____
MUSA 234	Brass Pedagogy and Materials	2		_____
MUSA 235	Percussion Pedagogy and Materials	2		_____
MUSA 240	Introduction to Music Education	2		_____
MUSA 337	Diction	2	w/lab	_____
(MUSA 337 is for vocal students only)				
MUSA 340	Teaching Elementary & General Music	3		_____
MUSA 350A,B	Advanced Conducting: Choral or Instrumental	2		_____
(Select 2 credits from MUSA 350 A or 350 B)				
MUSA 440	Teaching Vocal Music K-12	3		_____
MUSA 441	Teaching Instrumental Music K-12	3		_____

Course No Title Sem.hrs Grade Term/Trns

MUSA 442	A,B Teaching Special Ensembles: Choral or Instrumental	2		_____
(Select 2 credits from MUSA 442 A or 442 B)				

160 Field Experience Hours

**Additional Requirements**

- Students must meet departmental recital/concert attendance requirements.
- Students deficient in piano skills will be required to complete MUSA 130 (2), MUSA 131 (2), MUSA 230 (2), MUSA 231 (2), in the first two years.
- Some Essential Learning credits will have to be completed in the junior year.

**K-12 Licensure Requirements** (17 Semester Hours)

ENGL 111 & 112 (or ENGL 129), PSYC 233, EDUC 115, EDUC 215 (All with grade of "B" or higher) and MATH 110 or higher (with grade of "C" or higher) and formal acceptance to the Teacher Education Program

Course No	Title	Sem.hrs	Grade	Term		
EDUC 115	What It Means to be a Teacher	1	_____	_____	1 semester hours	8 Field Experience Hours
EDUC 215	Teaching as a Profession	1	_____	_____	1 semester hours	12 Field Experience Hours
EDUC 343	Teaching to Diversity	3	_____	_____	3 semester hours	20 Field Experience Hours
EDUC499D	Teaching Internship/Colloq.: Elementary	6	_____	_____	6 semester hours	300 Field Experience Hours
EDUC499H	Teaching Internship/Colloq.: Secondary	6	_____	_____	6 semester hours	300 Field Experience Hours

**\*\*All EDUC prefix courses listed above must be completed with a grade of B or better to progress through the program sequence.**

## SUGGESTED COURSE SEQUENCING FOR A MAJOR IN MUSIC—MUSIC EDUCATION K-12

This is a recommended sequence of course work required by the CDHE for students wishing to graduate in four years. A course sequence to graduate in 4 ½ years follows this one. Certain courses may have prerequisites or are only offered during the Fall or Spring semesters. It is the student's responsibility to meet with the assigned advisor and check the 2 year course matrix on the website for course availability. A course offering schedule specific to music is found on the department's website under student resources. NOTE: Hours in parenthesis indicates courses that are on a two year rotation. Plan carefully.

### FRESHMAN YEAR

Fall Semester	Hours	Spring Semester	Hours
MUSA 101	0	MUSA 101	0
MUSA 114	3	MUSA 115	3
MUSA 116	2	MUSA 117	2
MUSA 111	(1)	MUSA 111	(1)
MUSL 1__	1	MUSL 1__	1
MUSP 1	1	MUSP 1	1
ENGL 111	3	ENGL 112	3
KINE 100	1	KINA	1
PYSC 233	3	ESSL	3
ESSL	3		154-17
	17-18		

### SOPHOMORE YEAR

Fall Semester	Hours	Spring Semester	Hours
MUSA 101	0	MUSA 101	0
MUSA 214	3	MUSA 215	3
MUSA 240	2	MUSA 220	2
MUSA 2xx	2	ESSL	3
MUSA 268	1	MUSL 2__	1
MUSL 2__	1	MUSP 2__	1
MUSP 2__	1	MUSA 2xx	2
MATH 110	3	MUSA 250	2
ESSL	3	MUSA 3__	(3)
ESSL	4	MUSA 426	13 (2)
	20	MUSA 4__	3
		EDUC 115	1
		EDUC 215	1
			19-20

### JUNIOR YEAR

Fall Semester	Hours	Spring Semester	Hours
MUSA 101	0	MUSA 101	0
MUSA 2xx	2	MUSA 2xx	2
MUSA xxx	(3)	MUSA 3xx	(3)
	(2)	MUSA 426	(2)
MUSA 350	2	MUSA 4xx	3
MUSA 326	3	MUSA 327	3
MUSL 3__	1	MUSL 3__	1
MUSP 3	1	MUSP 3	1
MUSA 302	(3)	EDUC 343	3
MUSA 337	(2)		15-16
ESSL 290	3		
ESSL 200	1		
	17-19		

### SENIOR YEAR

Fall Semester	Hours	Spring Semester	Hours
MUSA 101	0	EDUC 499D	6
MUSA 317	2	EDUC 499H	6
MUSA 137	1		
MUSA ___	(3)		12
	(2)		
MUSL 4__	1		
MUSP 4__	1		
Essential Learning	3		
MUSA 302	(3)		
MUSA 337	(2)		
KINA	1		
MUSP 420	12-16		

## SUGGESTED COURSE SEQUENCING FOR A MAJOR ~~INN~~MUSIC –MUSIC EDUCATION ~~K-12~~

### – 4 ½ year course sequence

This is a recommended sequence of course work for students wishing to graduate in 4 ½ years.. Certain courses may have prerequisites or are only offered during the Fall or Spring semesters. It is the student's responsibility to meet with the assigned advisor and check the 2 year course matrix on the website for course availability. A course offering schedule specific to music is found on the department's website under student resources.

NOTE: Hours in parenthesis indicates courses that are on a two year rotation. Plan carefully.

#### FRESHMAN YEAR

Fall Semester		Hours	Spring Semester		Hours
MUSA 101	Concert Attendance	0	MUSA 101	Concert Attendance	0
MUSA 114	Theory I – Introduction	3	MUSA 115	Theory II – Diatonic Concepts	3
MUSA 116	Ear Training/Sight Singing I	2	MUSA 117	Ear Training/Sight Singing II	2
MUSA 111	Music Technology	(1)	MUSA 111	Music Technology	(1)
MUSL 1__	Applied Music Lessons	1	MUSL 1__	Applied Music Lessons	1
MUSP 1	Performance Ensemble	1	MUSP 1	Performance Ensemble	1
ENGL 111	English Composition	3	ENGL 112	English Composition	3
KINE 100	Health and Wellness	1	KINA	Activity	1
PYSC 233	Human Growth and Development	3	ESSL	Humanities	3
		14-15			14-15

#### SOPHOMORE YEAR

Fall Semester		Hours	Spring Semester		Hours
MUSA 101	Concert Attendance	0	MUSA 101	Concert Attendance	0
MUSA 137	Class Voice (inst & kb students only)	1	MUSA 215	Theory IV – 20 <sup>th</sup> Cent. Form & Analysis	3
MUSA 214	Theory III – Chromatic Concepts	3	MUSA 220	Music Appreciation:Fine Arts Essential Learning	3
MUSA 240	Introduction to Music Education	2	MUSL 2__	Applied Music Lessons	1
MUSA 2xx	String <b>OR</b> Woodwind Pedagogy	2	MUSP 2__	Performance Ensemble	1
MUSA 268	Beginning Jazz Improvisation	1	MUSA 2xx	Brass <b>OR</b> Percussion Pedagogy	2
MUSL 2__	Applied Music Lessons	1	MUSA 250	Beginning Conducting	2
MUSP 2__	Performance Ensemble	1	ESSL	Social and Behavioral Sciences	3
MATH 110	College Mathematics (or higher)	3	EDUC 115	What It Means to be a Teacher	1
ESSL 290	Maverick Milestone	3	EDUC 215	Teaching as a Profession	1
ESSL 200	Essential Speech	1			1
		18-19			17

#### JUNIOR YEAR

Fall Semester		Hours	Spring Semester		Hours
MUSA 101	Concert Attendance	0	MUSA 101	Concert Attendance	0
MUSA 2xx	String <b>OR</b> Woodwind Pedagogy	2	MUSA 2xx	Brass <b>OR</b> Percussion Pedagogy	2
MUSA xxx	Teaching Elem Music <b>OR</b>	(3)	MUSA 3xx	Symphonic/Choral Literature <b>OR</b>	(3)
	Teaching Special Ensembles	(2)	MUSA 426	The Music of World Cultures	(2)
MUSA 350	Advanced Conducting	2	MUSL 3__	Applied Music Lessons	1
MUSL 3__	Applied Music Lessons	1	MUSP 3	Performance Ensemble	1
MUSP 3	Performance Ensemble	1	MUSA 4__	Instrumental <b>OR</b> Vocal Methods K-12	3
EDUC 343	Teaching to Diversity	3	MUSA 220	Music Appreciation-Fine Arts Essential Learning	3
MUSA 302	Keyboard Literature (KB students only)	(3)			12-13
MUSA 337	Diction (vocal students only)	(2)			
ESSL	Natural Science	3			
		14-18			

#### SENIOR YEAR

Fall Semester		Hours	Spring Semester		Hours
MUSA 101	Concert Attendance	0	MUSA 101	Concert Attendance	0
MUSA 317	Orchestration	2	MUSA 3xx	Symphonic/Choral Literature <b>OR</b>	(3)
MUSA ___	Teaching Elem Music <b>OR</b>	(3)	MUSA 426	The Music of World Cultures	(2)
	Teaching Special Ensembles	(2)	MUSA 4xx	Instrumental <b>OR</b> Vocal Methods K-12	3
MUSL 4__	Applied Music Lessons	1	MUSA 327	Music History and Literature II	3
MUSP 4__	Performance Ensemble	1	MUSP 420	Senior Recital/Presentation	1
MUSA 326	Music History and Literature I	3	ESSL	Natural Science w/lab	4
ESSL	History	3			13-14
MUSA 302	Keyboard Literature (KB students only)	(3)			
MUSA 337	Diction (vocal students only)	(2)			
KINA	Activity	1			
		13-17			

<b>Fall Semester – Fifth Year</b>		<b>Hours</b>
EDUC 499D	Student Teaching Internship	6
EDUC 499H	Student Teaching Internship	<u>6</u>
		12

**POLICIES:**

1. Please see the catalog for a complete list of graduation requirements.
2. This program sheet must be submitted with your graduation planning sheet to your advisor during the **semester prior to the semester of graduation, no later than October 1 for spring graduates, no later than March 1 for fall graduates.** You must turn in your “Intent to Graduate” form to the Registrar’s Office **by September 15 if you plan to graduate the following May, and by February 15 if you plan to graduate the following December.**
3. Your advisor will sign and forward the Program Sheet and Graduation Planning Sheet to the Department Head for signature. Finally, the Department Head will submit the signed forms to the Registrar’s Office. (Students cannot handle the forms once the advisor signs.)
4. If your petition for graduation is denied, it will be your responsibility to reapply for graduation in a subsequent semester. Your “Intent to Graduate” does not automatically move to a later graduation date.

## Course Additions

MUSA 365

Credit Hours 3

Course Title: Entrepreneurship for Creatives

Abbreviated Title: E for Creatives

Contact hours per week: Lecture 3 Lab Field Studio Other

Type of Instructional Activity: Lecture

Academic engagement minutes: 2250 Student preparation minutes: 4500

Intended semesters for offering this course: Fall  J-Term  Spring  Summer

Essential Learning Course: Yes  No

Prerequisites: Yes  No

Prerequisite for other course(s): Yes  No

Co-requisites: Yes  No

Requirement or listed choice for any program of study: Yes  No

Music BA, Music-Elective Studies in Business: 3208

Music BA, Music-Performance: 3249

Overlapping content with present courses offered on campus: Yes  No

Additional faculty FTE required: Yes  No

Additional equipment required: Yes  No

Additional lab facilities required: Yes  No

### Course description for catalog:

Preparation for aspiring musical creatives to build a career through entrepreneurial activities including business model development, project management strategy development, budgeting, and promotion, leading to a startup endeavor in the creative sector.

### Justification:

A "creative" is a noun that commonly describes an individual involved in a creative artistic process: music, visual art, dance, theater arts, poetry/creative writing, design, etc. Building a career as a "creative" in today's marketplace requires the development of entrepreneurial ways of thinking and acting. This course helps to prepare aspiring musical "creatives" so they may thrive in today's creative economy, and it will serve as an important expansion of offerings in the area of music industry studies, a key component of our BM with Elective Studies in Business and Entrepreneurship degree. Our current single class devoted to the music industry, MUSA 363, Music Industry and Marketing, has proven inadequate by itself to prepare our students for careers in an ever-changing music field, particularly in identifying entrepreneurial opportunities for self-employment. In the current creative economy, musicians as well as those in other creative disciplines require similar approaches to entrepreneurship and management. In addition, an understanding of the specific project planning needs for creative endeavors is lacking. This course teaches the skills that enable musicians and other creatives to create their identity, harness their creativity, collaborate successfully, and bring their ideas to fruition in the creative sector.

### Topical course outline:

Creating and Leveraging a Personal Network  
Developing and Executing an Action Plan  
Identifying Entrepreneurial Opportunities in Music and the Creative Sector  
Interdisciplinary Collaborations  
E Marketing your Music

## Course Additions

- Creating an Artist's Digital Portfolio
- Video Marketing
- Independent Business Website

### Student Learning Outcomes:

1. Apply entrepreneurial concepts in the creation of an entity in the creative sector
2. Create an effective and flexible action model for the startup of a new creative endeavor
3. Develop and implement an effective project management strategy for the developed action model

### Discussions with affected departments:

NA

Proposed by: Dr. Sean Flanigan

Expected Implementation: Fall 2016

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## Course Additions

MUSA 437

Credit Hours 1

Course Title: Advanced Singer's Diction - Romance Languages

Abbreviated Title: Adv Diction Romance

Contact hours per week: Lecture 1 Lab 1 Field Studio Other

Type of Instructional Activity: Laboratory: Academic/Clinical

Academic engagement minutes: 1500 Student preparation minutes: 750

Intended semesters for offering this course: Fall  J-Term  Spring  Summer

Essential Learning Course: Yes  No

Prerequisites: Yes  No

Diction - MUSA 337, completion of sophomore review.

Prerequisite for other course(s): Yes  No

Co-requisites: Yes  No

Requirement or listed choice for any program of study: Yes  No

Music BA, Music-Performance: 3249

Overlapping content with present courses offered on campus: Yes  No

Additional faculty FTE required: Yes  No

Additional equipment required: Yes  No

Additional lab facilities required: Yes  No

### Course description for catalog:

Advanced instruction in lyric diction for Romance languages including Latin, Italian, French, and Spanish.

#### Justification:

Advanced lyric diction in multiple foreign languages is essential for Vocal Performance majors and highly encouraged for Vocal Music Education majors to be successful and competitive in their field. The current single semester of diction has been found to be insufficient for the professional needs of students. This course will build upon the fundamentals taught in MUSA 337 by focusing on greater nuance and detail, as well as acceptable variations of pronunciations within common performance practice.

#### Topical course outline:

Week 1-4: International Phonetic Alphabet (IPA) transliterations and performances of various Latin Mass settings

-Liturgical Latin vs. Germanic Latin

Week 5-10: IPA transliterations and performances of Italian and Spanish art songs and operatic arias

-Regional variations: Northern vs. Southern Italian, Neapolitan dialect, European vs. Latin American Spanish

Week 11-16: IPA transliterations and performances of French art songs and operatic arias

-Classical Lyric French vs. colloquial and spoken French

-Medieval French

#### Student Learning Outcomes:

Learn and sing music independently at a high level level in all of the major lyric Romance languages (Latin, Italian, French, Spanish), and be highly proficient with use of IPA.

#### Discussions with affected departments:

Music

Course Additions

Proposed by: Graham Anduri

Expected Implementation: Fall 2016

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## Course Additions

MUSA 438

Credit Hours 1

Course Title: Advanced Singer's Diction - German and Russian

Abbreviated Title: Adv Diction German Russ

Contact hours per week: Lecture 1 Lab 1 Field Studio Other

Type of Instructional Activity: Laboratory: Academic/Clinical

Academic engagement minutes: 1500 Student preparation minutes: 750

Intended semesters for offering this course: Fall  J-Term  Spring  Summer

Essential Learning Course: Yes  No

Prerequisites: Yes  No

Diction - MUSA 337, completion of sophomore review.

Prerequisite for other course(s): Yes  No

Co-requisites: Yes  No

Requirement or listed choice for any program of study: Yes  No

Music BA, Music-Performance: 3249

Overlapping content with present courses offered on campus: Yes  No

Additional faculty FTE required: Yes  No

Additional equipment required: Yes  No

Additional lab facilities required: Yes  No

### Course description for catalog:

Advanced instruction in lyric diction for German and Russian.

### Justification:

Advanced lyric diction in multiple foreign languages is essential for Vocal Performance majors and highly encouraged for Vocal Music Education majors to be successful and competitive in their field. The current single semester of diction has been found to be insufficient for the professional needs of students. This course will build upon the fundamentals taught in MUSA 337 by focusing on greater nuance and detail, as well as acceptable variations in pronunciations of the German language. It will also introduce the Cyrillic alphabet and Russian language, focusing on lyric diction for Russian Romances (songs) and operatic arias, as well as the lyric diction for Church Slavonic.

### Topical course outline:

Week 1-6: International Phonetic Alphabet (IPA) transliterations and performances of German Lieder and operatic arias.

-Regional and dialectic variations of the German language

Week 7-8: Cyrillic alphabet transliterations into IPA.

Week 9: Transliterations of Church Slavonic into IPA

Week 10-16: IPA transliterations and performances of Russian art songs, operatic arias, and Liturgical choral music.

-Old and defunct Cyrillic characters that may be found in Russian music

### Student Learning Outcomes:

Learn and sing music independently at a high level level in German and Russian and be highly proficient with use of IPA.

### Discussions with affected departments:

Music

Proposed by: Graham Anduri

Expected Implementation: Fall 2016

## Course Modifications

### MUSP 145

#### **Current**

Course Prefix: MUSP

Course No.: 145

Credit Hours 1

Course Title: Instrumental Ensembles, Sections A - F

#### **Proposed**

Chamber Ensembles

Prerequisites:

Current: MUSP 145 require audition by the band director.

Proposed: Membership approval by the director.

Description for catalog:

Current: Groups organized upon the talents and interests of the members. Specified ensembles may be offered from time to time in the format of String Quartets, Woodwind, and Brass Choirs, etc. A minimum of one public performance per each term of enrollment is required. Prerequisite: MUSP 145, 245, 345, 445 require audition by the band director.

Proposed: Various chamber groups organized by the faculty according to the talents and interests of the members. Membership approval by the faculty. A minimum of one public performance per semester is required.

Requirement or listed choice for any program of study: Yes  No

#### Justification:

Currently, this course has many sections for different instrumental ensembles. The department has decided to eliminate all the sections and make it into a single course with no sections. All students interested in playing in chamber music can register for this one course, and then be organized by the department into various appropriate chamber groups. Teaching faculty will be assigned as needed. In addition, this proposal will eliminate the scheduling issues by having various ensembles meet at the same time in different locations. This will also enable collaborative ensembles across different disciplines; students can move from one ensemble to another without any scheduling conflict since all the groups meet at the same time.

Current Sections: Section A) Instrumental Ensemble - Woodwinds; (Section B) Instrumental Ensemble - Brass; (Section C) Instrumental Ensemble - Strings; (Section D) Instrumental Ensemble - Percussion; (Section E) Instrumental Ensemble - Guitar; (Section F) Instrumental Ensemble - Piano

#### Topical course outline, proposed:

- oStylistic interpretation
- oSense of rhythm
- oListening
- oBalance and blend
- oAbility to perform cohesively with other musicians
- oIndividual preparation
- oMusical skills such as refined intonation, flexible tone color, and high sound quality in ensemble setting
- oKnowledge of literature

#### Student Learning Outcomes, current:

ISLO #1 Applied learning; Specialized Knowledge

#### Student Learning Outcomes, proposed:

Institutional Student Learning Outcomes:

The CMU baccalaureate degree graduate will be able to:

## Course Modifications

1. Construct a summative project, paper or practiced-based performance that draws on current research, scholarship and/or techniques, and specialized knowledge in the discipline (applied learning; specialized knowledge)

Music Department Student Learning Outcomes:

All music majors must:

2. Hear, identify, and realize the elements of music (such as rhythm, melody, harmony, structure, timbre, texture), demonstrating general musicianship and skills appropriate for the particular music concentration
4. Develop and defend music judgments through solo performances, ensemble performances and academic/scholarly work

Course Specific Student Learning Outcomes:

Ensemble participation will help Performance Concentration to:

1. Attain comprehensive capabilities in the major performing medium including the ability to work independently to prepare performances at the highest level
2. Possess knowledge of applicable solo and ensemble literature, and orientation to and experience with the fundamentals of pedagogy
3. Develop the attitude and decorum to be a successful performer

Ensemble participation will help Liberal Arts Concentration to:

1. Perform solo and collaborative repertory at an undergraduate proficiency level

Discussions with affected departments:

Only music. The faculty discussed the issue throughout AY 2014-15, and all faculty agreed with the proposed changes.

Proposed by: Jun Watabe

Expected Implementation: Fall 2016

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## Course Modifications

### MUSP 245

#### **Current**

Course Prefix: MUSP

Course No.: 245

Credit Hours 1

Course Title: Instrumental Ensembles, Sections A - F

#### **Proposed**

Chamber Ensembles

Prerequisites:

Current: MUSP 245 require audition by the band director.

Proposed: Membership approval by the director.

Description for catalog:

Current: Groups organized upon the talents and interests of the members. Specified ensembles may be offered from time to time in the format of String Quartets, Woodwind, and Brass Choirs, etc. A minimum of one public performance per each term of enrollment is required. Prerequisite: MUSP 145, 245, 345, 445 require audition by the band director.

Proposed: Various chamber groups organized by the faculty according to the talents and interests of the members. Membership approval by the faculty. A minimum of one public performance per semester is required.

Requirement or listed choice for any program of study: Yes  No

#### Justification:

Currently, this course has many sections for different instrumental ensembles. The department has decided to eliminate all the sections and make it into a single course with no sections. All students interested in playing in chamber music can register for this one course, and then be organized by the department into various appropriate chamber groups. Teaching faculty will be assigned as needed. In addition, this proposal will eliminate the scheduling issues by having various ensembles meet at the same time in different locations. This will also enable collaborative ensembles across different disciplines; students can move from one ensemble to another without any scheduling conflict since all the groups meet at the same time.

Current Sections: Section A) Instrumental Ensemble - Woodwinds; (Section B) Instrumental Ensemble - Brass; (Section C) Instrumental Ensemble - Strings; (Section D) Instrumental Ensemble - Percussion; (Section E) Instrumental Ensemble - Guitar; (Section F) Instrumental Ensemble - Piano

#### Topical course outline, proposed:

oStylistic interpretation

oSense of rhythm

oListening

oBalance and blend

oAbility to perform cohesively with other musicians

oIndividual preparation

oMusical skills such as refined intonation, flexible tone color, and high sound quality in ensemble setting

oKnowledge of literature

#### Student Learning Outcomes, current:

ISLO #1 Applied learning; Specialized Knowledge

#### Student Learning Outcomes, proposed:

Institutional Student Learning Outcomes:

The CMU baccalaureate degree graduate will be able to:

1. Construct a summative project, paper or practiced-based performance that draws on current research,

## Course Modifications

scholarship and/or techniques, and specialized knowledge in the discipline (applied learning; specialized knowledge)

Music Department Student Learning Outcomes:

All music majors must:

2. Hear, identify, and realize the elements of music (such as rhythm, melody, harmony, structure, timbre, texture), demonstrating general musicianship and skills appropriate for the particular music concentration
4. Develop and defend music judgments through solo performances, ensemble performances and academic/scholarly work

Course Specific Student Learning Outcomes:

Ensemble participation will help Performance Concentration to:

1. Attain comprehensive capabilities in the major performing medium including the ability to work independently to prepare performances at the highest level
2. Possess knowledge of applicable solo and ensemble literature, and orientation to and experience with the fundamentals of pedagogy
3. Develop the attitude and decorum to be a successful performer

Ensemble participation will help Liberal Arts Concentration to:

1. Perform solo and collaborative repertory at an undergraduate proficiency level

Discussions with affected departments:

Only music. The faculty discussed the issue throughout AY 2014-15, and all faculty agreed with the proposed changes.

Proposed by: Jun Watabe

Expected Implementation: Fall 2016

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## Course Modifications

MUSP 345

### **Current**

Course Prefix: MUSP

Course No.: 345

Credit Hours 1

Course Title: Instrumental Ensembles, Sections A - F

### **Proposed**

Chamber Ensembles

Prerequisites:

Current: MUSP 345 require audition by the band director.

Proposed: Membership approval by the director.

Description for catalog:

Current: Groups organized upon the talents and interests of the members. Specified ensembles may be offered from time to time in the format of String Quartets, Woodwind, and Brass Choirs, etc. A minimum of one public performance per each term of enrollment is required. Prerequisite: MUSP 145, 245, 345, 445 require audition by the band director.

Proposed: Various chamber groups organized by the faculty according to the talents and interests of the members. Membership approval by the faculty. A minimum of one public performance per semester is required.

Requirement or listed choice for any program of study: Yes  No

### Justification:

Currently, this course has many sections for different instrumental ensembles. The department has decided to eliminate all the sections and make it into a single course with no sections. All students interested in playing in chamber music can register for this one course, and then be organized by the department into various appropriate chamber groups. Teaching faculty will be assigned as needed. In addition, this proposal will eliminate the scheduling issues by having various ensembles meet at the same time in different locations. This will also enable collaborative ensembles across different disciplines; students can move from one ensemble to another without any scheduling conflict since all the groups meet at the same time.

Current Sections: Section A) Instrumental Ensemble - Woodwinds; (Section B) Instrumental Ensemble - Brass; (Section C) Instrumental Ensemble - Strings; (Section D) Instrumental Ensemble - Percussion; (Section E) Instrumental Ensemble - Guitar; (Section F) Instrumental Ensemble - Piano

### Topical course outline, proposed:

- oStylistic interpretation
- oSense of rhythm
- oListening
- oBalance and blend
- oAbility to perform cohesively with other musicians
- oIndividual preparation
- oMusical skills such as refined intonation, flexible tone color, and high sound quality in ensemble setting
- oKnowledge of literature

### Student Learning Outcomes, current:

ISLO #1 Applied learning; Specialized Knowledge

### Student Learning Outcomes, proposed:

Institutional Student Learning Outcomes:

The CMU baccalaureate degree graduate will be able to:

1. Construct a summative project, paper or practiced-based performance that draws on current research,



## Course Modifications

scholarship and/or techniques, and specialized knowledge in the discipline (applied learning; specialized knowledge)

Music Department Student Learning Outcomes:

All music majors must:

2. Hear, identify, and realize the elements of music (such as rhythm, melody, harmony, structure, timbre, texture), demonstrating general musicianship and skills appropriate for the particular music concentration
4. Develop and defend music judgments through solo performances, ensemble performances and academic/scholarly work

Course Specific Student Learning Outcomes:

Ensemble participation will help Performance Concentration to:

1. Attain comprehensive capabilities in the major performing medium including the ability to work independently to prepare performances at the highest level
2. Possess knowledge of applicable solo and ensemble literature, and orientation to and experience with the fundamentals of pedagogy
3. Develop the attitude and decorum to be a successful performer

Ensemble participation will help Liberal Arts Concentration to:

1. Perform solo and collaborative repertory at an undergraduate proficiency level

### Discussions with affected departments:

Only music. The faculty discussed the issue throughout AY 2014-15, and all faculty agreed with the proposed changes.

Proposed by: Jun Watabe

Expected Implementation: Fall 2016

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## Course Modifications

MUSP 445

### **Current**

Course Prefix: MUSP

Course No.: 445

Credit Hours 1

Course Title: Instrumental Ensemble, Sections A - F

### **Proposed**

Chamber Ensembles

Prerequisites:

Current: MUSP 445 require audition by the band director.

Proposed: Membership approval by the director.

Description for catalog:

Current: Groups organized upon the talents and interests of the members. Specified ensembles may be offered from time to time in the format of String Quartets, Woodwind, and Brass Choirs, etc. A minimum of one public performance per each term of enrollment is required. Prerequisite: MUSP 145, 245, 345, 445 require audition by the band director.

Proposed: Various chamber groups organized by the faculty according to the talents and interests of the members. Membership approval by the faculty. A minimum of one public performance per semester is required.

Requirement or listed choice for any program of study: Yes  No

### Justification:

Currently, this course has many sections for different instrumental ensembles. The department has decided to eliminate all the sections and make it into a single course with no sections. All students interested in playing in chamber music can register for this one course, and then be organized by the department into various appropriate chamber groups. Teaching faculty will be assigned as needed. In addition, this proposal will eliminate the scheduling issues by having various ensembles meet at the same time in different locations. This will also enable collaborative ensembles across different disciplines; students can move from one ensemble to another without any scheduling conflict since all the groups meet at the same time.

Current Sections: Section A) Instrumental Ensemble - Woodwinds; (Section B) Instrumental Ensemble - Brass; (Section C) Instrumental Ensemble - Strings; (Section D) Instrumental Ensemble - Percussion; (Section E) Instrumental Ensemble - Guitar; (Section F) Instrumental Ensemble - Piano

### Topical course outline, proposed:

- oStylistic interpretation
- oSense of rhythm
- oListening
- oBalance and blend
- oAbility to perform cohesively with other musicians
- oIndividual preparation
- oMusical skills such as refined intonation, flexible tone color, and high sound quality in ensemble setting
- oKnowledge of literature

### Student Learning Outcomes, current:

ISLO #1 Applied learning; Specialized Knowledge

### Student Learning Outcomes, proposed:

Institutional Student Learning Outcomes:

The CMU baccalaureate degree graduate will be able to:

1. Construct a summative project, paper or practiced-based performance that draws on current research,

## Course Modifications

scholarship and/or techniques, and specialized knowledge in the discipline (applied learning; specialized knowledge)

Music Department Student Learning Outcomes:

All music majors must:

2. Hear, identify, and realize the elements of music (such as rhythm, melody, harmony, structure, timbre, texture), demonstrating general musicianship and skills appropriate for the particular music concentration
4. Develop and defend music judgments through solo performances, ensemble performances and academic/scholarly work

Course Specific Student Learning Outcomes:

Ensemble participation will help Performance Concentration to:

1. Attain comprehensive capabilities in the major performing medium including the ability to work independently to prepare performances at the highest level
2. Possess knowledge of applicable solo and ensemble literature, and orientation to and experience with the fundamentals of pedagogy
3. Develop the attitude and decorum to be a successful performer

Ensemble participation will help Liberal Arts Concentration to:

1. Perform solo and collaborative repertory at an undergraduate proficiency level

Discussions with affected departments:

Only music. The faculty discussed the issue throughout AY 2014-15, and all faculty agreed with the proposed changes.

Proposed by: Jun Watabe

Expected Implementation: Fall 2016

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Program Deletion

Department: Music

Degree Type: BA

Program: Music-Elective Studies in Business: 3208

Justification:

The title of the degree is being changed to reflect the professional curriculum, intent and purposes of the degree. The current degree is a Bachelor of Arts and the degree name is being changed to Bachelor of Music, which is the industry standard for a degree title of this nature.

Teach-out Plan:

Starting Fall 2016, students who enter this program will receive the degree Bachelor of Music with Elective Studies in Business and Entrepreneurship. Students currently in the program will be allowed to switch to this program sheet with the understanding they will need to take the Maverick Milestone course. The teach out plan is 2020 for those students who wish to stay in the Bachelor of Arts program.

Term and year in which all students will have completed: NA NA

Year to reexamine program's status: NA

Proposed by: Calvin Hofer

Director of Teacher Education Signature:

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## Program Deletion

Department: Music

Degree Type: BA

Program: Music-K-12 Education: 3217

### Justification:

This is a degree title change. The new program is: Bachelor of Music Education. This title is the standard title for a professional degree in Music Education. While a Bachelor of Arts degree can contain professional content, the appropriate title for a degree that is professional in its intent and purposes is the BME.

### Teach-out Plan:

Starting Fall 2016, students who enter this program will receive the degree Bachelor of Music Education degree. Students currently in the program will be allowed to switch to this program sheet with the understanding they will need to take the Maverick Milestone course. The teach out plan is 2020 for those students who wish to stay in the Bachelor of Arts program.

Term and year in which all students will have completed: N/A N/A

Year to reexamine program's status: N/A

Proposed by: Calvin Hofer

Director of Teacher Education Signature: Valerie J. Dobbs

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## Program Deletion

Department: Music

Degree Type: BA

Program: Music-Performance: 3249

Justification:

Degree title is changing to the professional title that is industry standard: Bachelor of Music in Performance

Teach-out Plan:

Starting Fall 2016, students who enter this program will receive the degree Bachelor of Music in Performance. Students currently in the program will be allowed to switch to this program sheet with the understanding they will need to take the Maverick Milestone course. The teach out plan is 2020 for those students who wish to stay in the Bachelor of Arts program.

Term and year in which all students will have completed: NA NA

Year to reexamine program's status: NA

Proposed by: Calvin Hofer

Director of Teacher Education Signature:

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## Department: SBS (Psychology)

### Course Additions

PSYC 390

Credit Hours 1

Course Title: GRE Prep

Abbreviated Title: GRE Prep

Contact hours per week: Lecture 1 Lab Field Studio Other

Type of Instructional Activity: Lecture

Academic engagement minutes: 750 Student preparation minutes: 1500

Intended semesters for offering this course: Fall  J-Term  Spring  Summer

Essential Learning Course: Yes  No

Prerequisites: Yes  No

Prerequisite for other course(s): Yes  No

Co-requisites: Yes  No

Requirement or listed choice for any program of study: Yes  No

SBS BA, Psychology: 3724

SBS BA, Psychology-Counseling Psychology: 3726

Overlapping content with present courses offered on campus: Yes  No

Additional faculty FTE required: Yes  No

Additional equipment required: Yes  No

Additional lab facilities required: Yes  No

### Course description for catalog:

Introduction to the GRE, including the verbal, quantitative, and writing sections. Includes study tips, practice questions, and critical reading and writing techniques for students to improve their performance on the exam.

### Justification:

GRE prep has run as a topics course for several years. It is now proposed that this course be given permanent status.

### Topical course outline:

GRE familiarization  
Verbal Section  
Quantitative Section  
Analytical Writing Section

### Student Learning Outcomes:

Be familiar with the GRE General Test by covering the rationale, sections, and procedures.  
Practice doing representative verbal, quantitative, and essay writing problems.  
Understand techniques to avoid common pitfalls of the GRE.

### Discussions with affected departments:

The psychology department met in May 2015, and all members agreed that the GRE Prep course be switched from a topics course to a permanent course.

### Instructions to Registrar:

NA

Proposed by: Brian Parry

Expected Implementation: Fall 2016 Page 79 of 100

## Program Modification

### Psychology: 3724

Degree Type: BA

Modified Program Name: PSYC

Revision to program sheet: Yes  No

Description of modification:

GRE Prep was previously listed as a topics course. It is proposed that GRE Prep becomes a permanent course. The new course will be listed under the psychology elective courses from which majors can take toward their 33 credit, upper division psychology requirement.

Justification:

In order to accommodate the transition of GRE Prep from a topic course to a permanent course, the program sheet will need to be modified in regards to changing the associated name and course number. No additional changes are being requested.

Revision to SLOs: Yes  No

Other changes: Yes  No

Discussions with affected departments:

NA

Proposed by: Brian Parry

Director of Teacher Education Signature:

Expected Implementation: Fall 2016

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**2016-2017 PETITION/PROGRAM SHEET**

**Degree: Bachelor of Arts**

**Major: Psychology**

**About This Major . . .**

Students may pursue the Psychology B.A. degree or the Psychology B.A. degree with a concentration in Counseling Psychology. All majors are required to complete some laboratory coursework in which they conduct psychological science research. Practica are required for counseling students and are available at nearby human service agencies and treatment centers. The psychology programs provide students with a working knowledge of the methods and findings of modern psychology. Students majoring in psychology are prepared to work in a wide variety of settings, including human services (counseling and social work), public affairs, business, sales, criminal justice, and (following graduate study) psychotherapy, teaching and research. The psychology program provides a strong foundation for graduate study in psychology and related disciplines.

The psychology program sponsors a Psychology Club and a local chapter of the national honor society in psychology, Psi Chi. Through active membership in these organizations, students are encouraged to become involved in community service and to attend and present their research at regional and national conferences.

For more information on what you can do with this major, go to <http://www.coloradomesa.edu/career/whatmajor.html>.

All CMU baccalaureate graduates are expected to demonstrate proficiency in critical thinking, communication fluency, quantitative fluency, and specialized knowledge/applied learning. In addition to these campus-wide student learning outcomes, graduates of this major will be able to:

1. Critically analyze the historical trends in psychology (Specialized Knowledge)
2. Compare basic research methodology in psychology, including research design, data analysis and interpretation (Applied Learning)
3. Communicate clearly in written and oral presentations in standard American Psychological Association format (APA) (Broad Integrative Knowledge/Applied Learning)
4. Apply statistical concepts to decision making and problem solving in areas of psychological application (Quantitative Fluency)
5. Think critically to solve problems in psychological areas of analysis using academic sources of information. (Intellectual Skills)

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**NAME:** \_\_\_\_\_ **STUDENT ID #:** \_\_\_\_\_

**LOCAL ADDRESS AND PHONE NUMBER:** \_\_\_\_\_

\_\_\_\_\_ ( ) \_\_\_\_\_

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I, (Signature) \_\_\_\_\_, hereby certify that I have completed (or will complete) all the courses listed on the Program Sheet. I have read and understand the policies listed on the last page of this program sheet. I further certify that the grade listed for those courses is the final course grade received except for the courses in which I am currently enrolled and the courses which I complete next semester. I have indicated the semester in which I will complete these courses.

\_\_\_\_\_  
Signature of Advisor Date \_\_\_\_\_ 20\_\_\_\_

\_\_\_\_\_  
Signature of Department Head Date \_\_\_\_\_ 20\_\_\_\_

\_\_\_\_\_  
Signature of Registrar Date \_\_\_\_\_ 20\_\_\_\_

**DEGREE REQUIREMENTS:**

- 120 semester hours total (Students must complete a minimum of 30 of the last 60 hours of credit at CMU, with at least 15 semester hours in major discipline courses numbered 300 or higher).
- 40 upper division credits (A minimum of 15 taken at the 300-400 course levels within the major at CMU).
- 2.00 cumulative GPA or higher in all CMU coursework
- 2.00 cumulative GPA or higher in coursework toward the major content area
- Pre-collegiate courses (usually numbered below 100) cannot be used for graduation.
- When filling out the program sheet a course can be used only once.
- A student must follow the CMU graduation requirements either from 1) the program sheet for the major in effect at the time the student officially declares a major; or 2) a program sheet for the major approved for a year subsequent to the year during which the student officially declares the major and is approved for the student by the department head. Because a program may have requirements specific to the degree, the student should check with the faculty advisor for additional criteria. It is the student's responsibility to be aware of, and follow, all requirements for the degree being pursued. Any exceptions or substitutions must be approved by the student's faculty advisor and Department Head.
- Essential Learning Capstone should be completed between 45 and 75 hours.
- See the "Requirements for Undergraduate Degrees and Certificates" in the for additional graduation information.

**ESSENTIAL LEARNING REQUIREMENTS** (31 semester hours):  
See the current catalog for a list of courses that fulfill the requirements below. If a course is an Essential Learning option and a requirement for your major, you must use it to fulfill the major requirement and make a different selection for the Essential Learning requirement.

Course No	Title	Sem.hrs	Grade	Term	Trms
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**English** (6 semester hours, must receive a grade of "C" or better and must be completed by the time the student has 60 semester hours.)

ENGL 111	English Composition	3	_____	_____	_____
ENGL 112	English Composition	3	_____	_____	_____

**Math MATH 110 or higher** (3 semester hours, must receive a grade of "C" or better, must be completed by the time the student has 60 semester hours.)

MATH 1	_____	_____	_____	_____	_____
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**Humanities** (3 semester hours)

_____	_____	_____	_____	_____	_____
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**Social and Behavioral Sciences** (6 semester hours)

_____	_____	_____	_____	_____	_____
_____	_____	_____	_____	_____	_____

**Natural Sciences** (7 semester hours, one course must include a lab)

_____	_____	_____	_____	_____	_____
_____	_____	_____	_____	_____	_____
_____	L	_____	_____	_____	_____

**History** (3 semester hours)

HIST	_____	_____	_____	_____	_____
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**Fine Arts** (3 semester hours)

_____	_____	_____	_____	_____	_____
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Course No	Title	Sem.hrs	Grade	Term	Trms
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**WELLNESS REQUIREMENT** (2 semester hours)

KINE 100	Health and Wellness	1	_____	_____	_____
KINA 1	_____	1	_____	_____	_____

**ESSENTIAL LEARNING CAPSTONE** (4 semester hours)

ESSL 290	Maverick Milestone (see English & math pre-reqs)	3	_____	_____	_____
ESSL 200	Essential Speech (co-requisite)	1	_____	_____	_____

**PSYCHOLOGY MAJOR REQUIREMENTS** (59 semester hours)

Must pass all courses with a grade of "C" or higher. To continue in the program and eventually graduate as psychology majors a student must earn, within no more than three attempts, at least a grade of "C" in the major requirements.

**FOUNDATION COURSES** (6 semester hours) Two **consecutive** classes in the **same** foreign language.

FL	_____	_____	_____	_____	_____
FL	_____	_____	_____	_____	_____

**Psychology Core** (20 semester hours)

PSYC 150	General Psychology	3	_____	_____	_____
PSYC 201	Orientation to the Psychology Major	3	_____	_____	_____
STAT 215	Statistics for Social & Behavioral Sciences	4	_____	_____	_____
PSYC 216	Research Methods in Psychology	3	_____	_____	_____
PSYC 216L	Research Methods in Psychology Lab	1	_____	_____	_____
PSYC 414	History of Psychology	3	_____	_____	_____
PSYC 416	Memory & Cognition	3	_____	_____	_____

**Psychology Electives** (Total Psychology Electives must equal 33 Semester Hours)

**At least one course from each of the following five Areas:**

**Developmental Area**

PSYC 310	Child Psychology	3	_____	_____	_____
PSYC 330	Psychology of Adolescence & Emerging Adulthood	3	_____	_____	_____
PSYC 350	Psychology of Adulthood	3	_____	_____	_____

**Personality/Social Area**

PSYC 320	Social Psychology	3	_____	_____	_____
PSYC 401	Sport Psychology	3	_____	_____	_____
PSYC 412	Industrial/Organizational Psychology	3	_____	_____	_____
PSYC 420	Personality	3	_____	_____	_____
PSYC 435	Applied Social Psychology	3	_____	_____	_____

**Diversity Area**

PSYC 370	Cross-Cultural Psychology	3	_____	_____	_____
PSYC 335	Psychology of Women	3	_____	_____	_____
PSYC 411	Human Sexuality	3	_____	_____	_____
PSYC 425	Forensic Psychology	3	_____	_____	_____

**Health & Wellness Area**

PSYC 300	Health Psychology	3	_____	_____	_____
PSYC 340	Abnormal Psychology	3	_____	_____	_____
PSYC 410	Drugs & Human Behavior	3	_____	_____	_____
SOCI 410	Death, Dying & Bereavement	3	_____	_____	_____

**Behavioral Neuroscience Area**

PSYC 314	Psychology of Learning	3	_____	_____	_____
PSYC 422	Sensation & Perception	3	_____	_____	_____
PSYC 430	Biopsychology	3	_____	_____	_____

**Psychology course(s) may also be taken from the following:**

**Elective Area**

PSYP 305	Suicide Intervention	1	_____	_____
PSYP 306	Applied Ethics	1	_____	_____
<del>PSYC 390</del>	<del>GRE Prep</del>	<del>1</del>	<del>_____</del>	<del>_____</del>
PSYC 400	Psychological Testing	3	_____	_____
PSYC 395/495	Independent Study (1-3)	-	_____	_____
PSYC 396/496	Topics (1-3)	-	_____	_____
PSYC 499	Internship (1-3)	-	_____	_____
SOCI 497	Structured Research (1-6)	-	_____	_____

**Electives** (All college level courses appearing on your final transcript, **not listed above** that will bring your total semester hours to 120 hours.) (24 semester hours)

_____	_____	_____	_____
_____	_____	_____	_____

Course No	Title	Sem.hrs	Grade	Term/Trms
_____	_____	_____	_____	_____
_____	_____	_____	_____	_____
_____	_____	_____	_____	_____
_____	_____	_____	_____	_____
_____	_____	_____	_____	_____
_____	_____	_____	_____	_____
_____	_____	_____	_____	_____
_____	_____	_____	_____	_____
_____	_____	_____	_____	_____
_____	_____	_____	_____	_____

## SUGGESTED COURSE SEQUENCING FOR A MAJOR IN PSYCHOLOGY

This is a recommended sequence of course work. Certain courses may have prerequisites or are only offered during the Fall or Spring semesters. It is the student's responsibility to meet with the assigned advisor and check the 2 year course matrix on the website for course availability.

### FRESHMAN YEAR

Fall Semester	Hours	Spring Semester	Hours
ENGL 111      English Composition	3	ENGL 112      English Composition	3
Essential Learning      Humanities	3	Essential Learning      Natural Science	3
Essential Learning      Social/Behavioral Sciences	3	Essential Learning      Mathematics	3
Essential Learning      Natural Science with Lab	4	Essential Learning      History	3
PSYC 150      General Psychology	<u>3</u>	Essential Learning      Fine Arts	3
	16	KINE 100      Health and Wellness	<u>1</u>
			16

### SOPHOMORE YEAR

Fall Semester	Hours	Spring Semester	Hours
Foreign Language	3	ESSL 200      Essential Speech	1
PSYC 201      Orientation to the Psychology Major	3	ESSL 290      Maverick Milestone	3
Essential Learning – Social/Behavioral Science	3	Foreign Language	3
STAT 215      Statistics for Social & Behavioral Sciences	4	Elective	3
KINA      Activity	<u>1</u>	PSYC 216/216L      Research Methods in Psychology and Lab	<u>4</u>
	14		14

### JUNIOR YEAR

Fall Semester	Hours	Spring Semester	Hours
PSYC 416      Memory & Cognition	3	Upper Division      PSYC Electives (3)	9
Upper Division      PSYC Electives (3)	9	Electives (2)	<u>6</u>
Elective	<u>3</u>		15
	15		

### SENIOR YEAR

Fall Semester	Hours	Spring Semester	Hours
Upper Division      PSYC Electives (3)	9	PSYC 414      History of Psychology	3
Electives (2)	<u>6</u>	Upper Division      PSYC Electives (2)	6
	15	Electives (2)	<u>6</u>
			15

A one- or two-hour elective may be taken in any semester in place of the three-hour elective shown in the proposed sequence to make the total hours equal exactly 120.

#### POLICIES:

1. Please see the catalog for a complete list of graduation requirements.
2. This program sheet must be submitted with your graduation planning sheet to your advisor during the **semester prior to the semester of graduation, no later than October 1 for spring graduates, no later than March 1 for fall graduates.** You must turn in your "Intent to Graduate" form to the Registrar's Office **by September 15 if you plan to graduate the following May, and by February 15 if you plan to graduate the following December.**
3. Your advisor will sign and forward the Program Sheet and Graduation Planning Sheet to the Department Head for signature. Finally, the Department Head will submit the signed forms to the Registrar's Office. (Students cannot handle the forms once the advisor signs.)
4. If your petition for graduation is denied, it will be your responsibility to reapply for graduation in a subsequent semester. Your "Intent to Graduate" does not automatically move to a later graduation date.
5. NOTE: During your senior year, you will be required to take a capstone exit assessment/project (e.g., Major Field Achievement Test).

Program Modification

Psychology-Counseling Psychology: 3726

Degree Type: BA

Modified Program Name: PSYP

Revision to program sheet: Yes  No

Description of modification:

GRE Prep was previously listed as a topics course. It is proposed that GRE Prep becomes a permanent course. The new course will be listed under the psycholgy elective courses from which majors can take toward their 33 credit, upper division psychology requirement.

Justification:

In order to accommodate the transition of GRE Prep from a topic course to a permanent course, the program sheet will need to be modified in regards to changing the associated name and course number. No additional changes are being requested.

Revision to SLOs: Yes  No

Other changes: Yes  No

Discussions with affected departments:

NA

Proposed by: Brian Parry

Director of Teacher Education Signature:

Expected Implementation: Fall 2016

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**2016-2017 PETITION/PROGRAM SHEET**  
**Degree: Bachelor of Arts**  
**Major: Psychology**  
**Concentration: Counseling Psychology**

**About This Major . . .**

Students may pursue the Psychology B.A. degree or the Psychology B.A. degree with a concentration in Counseling Psychology. All majors are required to complete some laboratory coursework in which they conduct research in psychological science. Practica are required for counseling students and are available at nearby human service agencies and treatment centers. The psychology programs provide students with a working knowledge of the methods and findings of modern psychology. Students majoring in psychology are prepared to work in a wide variety of settings, including human services (counseling and social work), public affairs, business, sales, criminal justice, and (following graduate study) psychotherapy, teaching and research. The psychology program at provides a strong foundation for graduate study in psychology and related disciplines.

Many of CMU’s psychology majors have successfully continued their education in graduate programs in psychology. A few have continued on to medical school or law school. The psychology program sponsors a Psychology Club and a local chapter of the national honor society in psychology, Psi Chi. Through active membership in these organizations, students are encouraged to become involved in community service and to attend and present their research at regional and national conferences.

For more information on what you can do with this major, go to <http://www.coloradomesa.edu/career/whatmajor.html>

All CMU baccalaureate graduates are expected to demonstrate proficiency in critical thinking, communication fluency, quantitative fluency, and specialized knowledge/applied learning. In addition to these campus-wide student learning outcomes, graduates of this major will be able to:

1. Critically analyze the historical trends in psychology (Specialized Knowledge)
2. Compare basic research methodology in psychology, including research design, data analysis and interpretation (Applied Learning)
3. Communicate clearly in written and oral presentations in standard American Psychological Association format (Broad Integrative Knowledge /Applied Learning)
4. Apply statistical concepts to decision making and problem solving in areas of psychological application (Quantitative Fluency)
5. Think critically to solve problems in psychological areas of analysis using academic sources of information. (Critical)

**NAME:** \_\_\_\_\_ **STUDENT ID #:** \_\_\_\_\_

**LOCAL ADDRESS AND PHONE NUMBER:** \_\_\_\_\_

\_\_\_\_\_ ( ) \_\_\_\_\_

I, (Signature) \_\_\_\_\_, hereby certify that I have completed (or will complete) all the courses listed on the Program Sheet. I have read and understand the policies listed on the last page of this program sheet. I further certify that the grade listed for those courses is the final course grade received except for the courses in which I am currently enrolled and the courses which I complete next semester. I have indicated the semester in which I will complete these courses.

\_\_\_\_\_  
Signature of Advisor Date \_\_\_\_\_ 20\_\_

\_\_\_\_\_  
Signature of Department Head Date \_\_\_\_\_ 20\_\_

\_\_\_\_\_  
Signature of Registrar Date \_\_\_\_\_ 20\_\_

**DEGREE REQUIREMENTS:**

- 120 semester hours total (Students must complete a minimum of 30 of the last 60 hours of credit at CMU, with at least 15 semester hours in major discipline courses numbered 300 or higher).
- 40 upper division credits (A minimum of 15 taken at the 300-400 course levels within the major at CMU).
- 2.00 cumulative GPA or higher in all CMU coursework
- 2.00 cumulative GPA or higher in coursework toward the major content area
- Pre-collegiate courses (usually numbered below 100) cannot be used for graduation.
- A student must follow the CMU graduation requirements either from 1) the program sheet for the major in effect at the time the student officially declares a major; or 2) a program sheet for the major approved for a year subsequent to the year during which the student officially declares the major and is approved for the student by the department head. Because a program may have requirements specific to the degree, the student should check with the faculty advisor for additional criteria. It is the student’s responsibility to be aware of, and follow, all requirements for the degree being pursued. Any exceptions or substitutions must be approved by the student’s faculty advisor and Department Head.
- Essential Learning Capstone should be completed between 45 and 75 hours.
- See “Requirements for Undergraduate Degrees and Certificates” in the for additional graduation information.

**ESSENTIAL LEARNING REQUIREMENTS** (31 semester hours):  
See the current catalog for a list of courses that fulfill the requirements below. If a course is an Essential Learning option and a requirement for your major, you must use it to fulfill the major requirement and make a different selection for the Essential Learning requirement.

Course No	Title	Sem.hrs	Grade	Term/Trns
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**English** (6 semester hours, must receive a grade of “C” or better and must be completed by the time the student has 60 semester hours.)  
ENGL 111 English Composition 3 \_\_\_\_\_  
ENGL 112 English Composition 3 \_\_\_\_\_

**Math** MATH 110 or higher (3 semester hours, must receive a grade of “C” or better, must be completed by the time the student has 60 semester hours.)  
MATH 1 \_\_\_\_\_

**Humanities** (3 semester hours)  
\_\_\_\_\_

**Social and Behavioral Sciences** (6 semester hours)  
\_\_\_\_\_

**Fine Arts** (3 semester hours)  
\_\_\_\_\_

**Natural Sciences** (7 semester hours, one course must include a lab)  
\_\_\_\_\_  
\_\_\_\_\_L\_\_\_\_\_

**History** (3 semester hours)  
HIST \_\_\_\_\_

Course No	Title	Sem.hrs	Grade	Term/Trns
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**WELLNESS REQUIREMENT** (2 semester hours)  
KINE 100 Health and Wellness 1 \_\_\_\_\_  
KINA 1 \_\_\_\_\_ 1 \_\_\_\_\_

**ESSENTIAL LEARNING CAPSTONE** (4 semester hours)  
ESSL 290 Maverick Milestone  
(see English & math pre-reqs) 3 \_\_\_\_\_  
ESSL 200 Essential Speech (co-requisite) 1 \_\_\_\_\_

**PSYCHOLOGY – COUNSELING MAJOR REQUIREMENTS**  
(57 semester hours) Must pass all courses with a grade of “C” or higher.  
To continue in the program and eventually graduate as counseling psychology majors a student must earn, within no more than three attempts, at least a grade of “C” in the major requirements.

**FOUNDATION COURSES** (6 semester hours) Two **consecutive** classes in the **same** foreign language.  
FL \_\_\_\_\_  
FL \_\_\_\_\_

**Psychology Core** (20 semester hours)  
PSYC 150 General Psychology 3 \_\_\_\_\_  
PSYC 201 Orientation to the Psychology  
Major 3 \_\_\_\_\_  
STAT 215 Statistics for the Social &  
Behavioral Sciences 4 \_\_\_\_\_  
PSYC 216 Research Methods in  
Psychology 3 \_\_\_\_\_  
PSYC 216L Research Methods in  
Psychology Lab 1 \_\_\_\_\_  
PSYC 416 Memory & Cognition 3 \_\_\_\_\_  
PSYC 414 History of Psychology 3 \_\_\_\_\_

**Counseling Concentration** (31 semester hours)  
PSYC 320 Social Psychology 3 \_\_\_\_\_  
PSYC 340 Abnormal Psychology 3 \_\_\_\_\_  
PSYC 400 Psychological Testing 3 \_\_\_\_\_  
PSYC 420 Personality 3 \_\_\_\_\_  
PSYP 320 Career Development 3 \_\_\_\_\_  
PSYP 420 Counseling Processes & Tech. 3 \_\_\_\_\_  
PSYP 422 Psychological Interviewing 3 \_\_\_\_\_  
PSYP 424 Group Processes 3 \_\_\_\_\_  
PSYP 497 Practicum 4 \_\_\_\_\_  
Choose one: PSYC 370 Cross-Cultural Psychology OR PSYP 322  
Multicultural Service Learning 3 \_\_\_\_\_

**ADDITIONAL ELECTIVES:** All college-level academic courses appearing on your final transcript that you have not used in any other category to bring your total semester hours to 120 hours.  
Recommended: At least one course from each of the following three areas plus optional Practicum II (26 semester hours)

PSYP 499 Practicum II 4 \_\_\_\_\_  
**Developmental Area**  
PSYC 310 Child Psychology 3 \_\_\_\_\_  
PSYC 330 Psychology of Adolescence &  
Emerging Adulthood 3 \_\_\_\_\_  
PSYC 350 Psychology of Adulthood 3 \_\_\_\_\_  
**Neuropsychological Area**  
PSYC 410 Drugs and Human Behavior 3 \_\_\_\_\_  
PSYC 422 Sensation and Perception 3 \_\_\_\_\_  
PSYC 430 Biopsychology 3 \_\_\_\_\_

Course No	Title	Sem.hrs	Grade	Term/Trns
<b>Topical Area</b>				
PSYC 300	Health Psychology	3	_____	_____
PSYC 314	Psychology of Learning	3	_____	_____
PSYC 325	Environmental Psychology	3	_____	_____
PSYC 335	Psychology of Women	3	_____	_____
PSYC 380	Comparative Psychology	3	_____	_____
<u>PSYC 390</u>	<u>GRE Prep</u>	<u>1</u>	_____	_____
PSYC 396/496	Topics (1-3)	3	_____	_____
PSYC 401	Sport Psychology	3	_____	_____
PSYC 411	Human Sexuality	3	_____	_____
PSYC 412	Industrial & Organizational Psychology	3	_____	_____
PSYC 425	Forensic Psychology	3	_____	_____
PSYC 435	Applied Social Psychology	3	_____	_____
PSYP 305	Suicide Intervention	1	_____	_____
PSYP 306	Applied Ethics	1	_____	_____
PSYP 410	Intro to Marriage & Family Therapy	3	_____	_____
SOCI 410	Death, Dying & Bereavement	3	_____	_____
SOCI 497	Structured Research (1-6)	3	_____	_____

Course No	Title	Sem.hrs	Grade	Term/Trns
<u>Electives</u> (All college level courses appearing on your final transcript, <b>not listed above</b> that will bring your total semester hours to 120 hours.)				
_____	_____	_____	_____	_____
_____	_____	_____	_____	_____
_____	_____	_____	_____	_____
_____	_____	_____	_____	_____
_____	_____	_____	_____	_____
_____	_____	_____	_____	_____
_____	_____	_____	_____	_____
_____	_____	_____	_____	_____
_____	_____	_____	_____	_____



**SUGGESTED COURSE SEQUENCING FOR A MAJOR IN  
PSYCHOLOGY – COUNSELING PSYCHOLOGY**

This is a recommended sequence of course work. Certain courses may have prerequisites or are only offered during the Fall or Spring semesters. It is the student's responsibility to meet with the assigned advisor and check the 2 year course matrix on the website for course availability.

**FRESHMAN YEAR**

<b>Fall Semester</b>		<b>Hours</b>	<b>Spring Semester</b>		<b>Hours</b>
ENGL 111	English Composition	3	ENGL 112	English Composition	3
Essential Learning	Humanities	3	Essential Learning	History	3
PSYC 150	General Psychology	3	Essential Learning	Mathematics	3
Essential Learning	Natural Science	3	Essential Learning	Fine Arts	3
KINE 100	Health and Wellness	<u>1</u>	KINA	Activity Course	<u>1</u>
		13			13

**SOPHOMORE YEAR**

<b>Fall Semester</b>		<b>Hours</b>	<b>Spring Semester</b>		<b>Hours</b>
PSYC 201	Orientation to the Psychology Major	3	Essential Learning	Natural Science with Lab	4
Foreign Language		3	Foreign Language		3
Essential Learning	Social/Behavioral Science	3	ESSL 200	Essential Speech	1
Essential Learning	Social/Behavioral Science	3	ESSL 290	Maverick Milestone	3
	(Recommend ANTH 202)	3	Elective		3
STAT 215	Statistics for the Social & Behavioral Sciences	<u>4</u>	PSYC 216	Research Methods in Psychology	3
		16	PSYC 216L	Research Methods in Psychology Lab	<u>1</u>
					18

**JUNIOR YEAR**

<b>Fall Semester</b>		<b>Hours</b>	<b>Spring Semester</b>		<b>Hours</b>
PSYP 320	Career Development	3	PSYP 420	Counseling Processes	3
PSYC 320	Social Psychology	3	PSYC 416	Memory & Cognition	3
PSYC or PSYP	Elective	3	PSYC 414	History of Psychology	3
PSYC 370	Cross-Cultural Psychology <b>OR</b>		PSYC or PSYP	Elective	3
PSYP 322	Multicultural Service Learning	3	Elective		<u>3</u>
PSYC 340	Abnormal Psychology	<u>3</u>			15
		15			

**SENIOR YEAR**

<b>Fall Semester</b>		<b>Hours</b>	<b>Spring Semester</b>		<b>Hours</b>
PSYP 424	Group Processes	3	PSYC 420	Personality	3
PSYC 400	Psychological Testing	3	PSYP 422	Psychological Interviewing	3
Elective		3	PSYP 497	Practicum	4
PSYC or PSYP	Elective	3	Elective		2
Elective		<u>3</u>	PSYC or PSYP	Elective	<u>3</u>
		15			15

**POLICIES:**

1. Please see the catalog for a complete list of graduation requirements.
2. This program sheet must be submitted with your graduation planning sheet to your advisor during the **semester prior to the semester of graduation, no later than October 1 for spring graduates, no later than March 1 for fall graduates.** You must turn in your "Intent to Graduate" form to the Registrar's Office **by September 15 if you plan to graduate the following May, and by February 15 if you plan to graduate the following December.**
3. Your advisor will sign and forward the Program Sheet and Graduation Planning Sheet to the Department Head for signature. Finally, the Department Head will submit the signed forms to the Registrar's Office. (Students cannot handle the forms once the advisor signs.)
4. If your petition for graduation is denied, it will be your responsibility to reapply for graduation in a subsequent semester. Your "Intent to Graduate" does not automatically move to a later graduation date.
5. NOTE: During your senior year, you will be required to take a capstone exit assessment/project (e.g., Major Field Achievement Test).

Department: WCCC

Program Modification

Culinary Arts: 1350

Degree Type: AAS

Revision to program sheet: Yes  No

Description of modification:

CUAR 115	Intro to Sustainable Cuisine	Moving from First semester to Second semester
CUAR 145	Introduction to Baking	Moving from First semester to Second semester
CUAR 125	Introduction to Foods	Moving from Second semester to First semester
CUAR 129	Center of the Plate	Moving from Second semester to First semester
KINE 100	Health and Wellness	Moving from Second semester to Third semester
KINA	Activity	Moving from Second semester to Third semester
CUAR 179	Wine, Spirits and Beers	Moving from Third semester to Second semester

Justification:

Due to scheduling conflicts, it became necessary to move courses from original course sequence to this new proposed sequence. These changes will enable students to complete their degree on time and in four semesters.

Revision to SLOs: Yes  No

Other changes: Yes  No

N/A

Discussions with affected departments:

N/A

Proposed by: Daniel Kirby

Director of Teacher Education Signature:

Expected Implementation: Fall 2016

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**2015-2016 - 2016-2017 PETITION/PROGRAM SHEET**

**Degree: Associate of Applied Science**

**Major: Culinary Arts**

**About This Major . . .**

Students in the Culinary Arts Program learn the fundamental skills and techniques needed to succeed in the professional kitchen. Areas of study include; Safety and Sanitation, Nutrition, Food Preparation, Baking, Dining Room Management, Wine and Spirits, Hospitality Supervision, Cost Controls, and Purchasing. Students choose from elective courses in garde manger, international cuisine, techniques of competition, or an on the job internship. The curriculum meets the requirements of the American Culinary Federation. Upon completion of the program, students will be prepared for an entry-level position in the broad and expanding hospitality industry, as well as prepared to continue for advanced study in the Bachelor of Applied Science in Hospitality Management.

For more information on what you can do with this major, go to <http://www.coloradomesa.edu/wccc/programs.html>

All CMU associate graduates are expected to demonstrate proficiency in critical thinking, communication fluency, quantitative fluency, and specialized knowledge/applied learning. In addition to these campus-wide student learning outcomes, graduates of this major will be able to:

1. Use information on an assigned topic to address a course or discipline related question or a question of practice in a workplace setting. (Applied Learning)
2. Apply appropriate mathematical concepts to the field of culinary arts as a basis for menu planning, purchasing and recipe conversion. (Quantitative Fluency)
3. Evaluate strategies for production and sales of food products, identify, formulate, and assess a variety of food products. (Critical Thinking/ Specialized Knowledge)
4. Interact with customers in dining room to present and explain the menu, the ingredients, and the cooking and baking methods, using best marketing practices while meeting the need of the customer. (Applied Learning/ Communication Fluency)

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**NAME:** \_\_\_\_\_ **STUDENT ID #:** \_\_\_\_\_

**LOCAL ADDRESS AND PHONE NUMBER:** \_\_\_\_\_

\_\_\_\_\_ ( ) \_\_\_\_\_

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I, (Signature) \_\_\_\_\_, hereby certify that I have completed (or will complete) all the courses listed on the Program Sheet. I have read and understand the policies listed on the last page of this program sheet. I further certify that the grade listed for those courses is the final course grade received except for the courses in which I am currently enrolled and the courses which I complete next semester. I have indicated the semester in which I will complete these courses.

\_\_\_\_\_  
Signature of Advisor Date 20\_\_

\_\_\_\_\_  
Signature of Department Head Date 20\_\_

\_\_\_\_\_  
Signature of Registrar Date 20\_\_

**DEGREE REQUIREMENTS:**

- Minimum 66 semester hours total (A minimum of 16 taken at CMU in no fewer than two semesters)
- A cumulative grade point average of 2.0 or higher must be maintained for all courses taken and a “C” or better must be achieved in coursework toward major content area.
- Pre-collegiate courses (usually numbered below 100) cannot be used for graduation.
- A student must follow the CMU graduation requirements either from 1) the program sheet for the major in effect at the time the student officially declares a major; or 2) a program sheet for the major approved for a year subsequent to the year during which the student officially declares the major and is approved for the student by the department head. Because a program may have requirements specific to the degree, the student should check with the faculty advisor for additional criteria. It is the student’s responsibility to be aware of, and follow, all requirements for the degree being pursued. Any exceptions or substitutions must be approved by the student’s faculty advisor and Department Head.
- When filling out the program sheet a course can be used only once.
- See the “Undergraduate Graduation Requirements” in the catalog for additional graduation information.

**ESSENTIAL LEARNING REQUIREMENTS** (Minimum 15 semester Hours) See the current catalog for a list of courses that fulfill the requirements below. If a course is on the Essential Learning list of options and a requirement for your major, you must use it to fulfill the major requirement and make a different selection within the Essential Learning requirement. The Essential Learning capstone course and co-requisite Essential Speech course (required for bachelor’s degrees) cannot be used as options for the below requirements.

Course No	Title	Sem.hrs	Grade	Term/Trns
<b>Communication</b> (6 semester hours)				
ENGL 111	English Composition	3	_____	_____
ENGL 112	English Composition	3	_____	_____
<b>-OR-</b>				
ENGL 111	English Composition <u>and</u>	3	_____	_____
SPCH 101	Interpersonal Communication <u>or</u>	3	_____	_____
SPCH 102	Speechmaking	3	_____	_____
<b>Mathematics:</b> (Minimum 3 semester hours) Minimum MATH 107 Career Mathematics or higher				
_____	_____	3	_____	_____
<b>Social Sciences, Natural Science, Fine Arts or Humanities</b> (Minimum 6 semester hours)				
_____	_____	3	_____	_____
_____	_____	3	_____	_____

Course No	Title	Sem.hrs	Grade	Term/Trns
<b>WELLNESS REQUIREMENT</b> (2 semester hours)				
KINE 100	Health and Wellness	1	_____	_____
KINA 1	_____	1	_____	_____

**ASSOCIATE OF APPLIED SCIENCE: CULINARY ARTS REQUIREMENTS**  
(49 semester hours)

<b>Core Classes</b>				
CUAR 100	Culinary Fundamentals	3	_____	_____
CUAR 101	Food Safety and Sanitation	2	_____	_____
CUAR 115	Intro to Sustainable Cuisine	3	_____	_____
CUAR 125	Introduction to Foods	4	_____	_____
CUAR 129	Center of the Plate	4	_____	_____
CUAR 145	Introduction to Baking	4	_____	_____
CUAR 156	Nutrition for the Hospitality Professional	3	_____	_____
CUAR 179	Wines, Spirits, Beers	3	_____	_____
CUAR 190	Dining Room Management	4	_____	_____
CUAR 233	Advanced Line Prep & Cookery	4	_____	_____
CUAR 255	Supervision in the Hospitality Industry	3	_____	_____
CUAR 262	Purchasing for the Hospitality Industry	3	_____	_____
CISB 101	Business Info Technology		_____	_____
<b>OR</b>				
OFAD 118	Intro to PC Application	3	_____	_____
CUAR Electives		6	_____	_____
CUAR _____	_____	_____	_____	_____
CUAR _____	_____	_____	_____	_____
CUAR _____	_____	_____	_____	_____

- Electives**  
(Choose 6 semester hours from the list below)
- CUAR 245 International Cuisine 3
  - CUAR 251 Advanced Garde Manger 3
  - CUAR 261 Cost Controls 3
  - CUAR 271 Techniques of Culinary Competition – hot food 3
  - CUAR 272 Techniques of Culinary Competition – cold food 3
  - CUAR 281 Internship (1-6)

Additional expenses – Students in Culinary Arts may be required to purchase or have cooking tools and appropriate chef’s clothing. This does not include required textbooks. These costs vary with student needs and brand or quality of tools purchased.

\*Please see your advisor for requirements specific to this program.

## SUGGESTED COURSE SEQUENCING FOR THE ASSOCIATE OF APPLIED SCIENCE WITH A MAJOR IN CULINARY ARTS

This is a recommended sequence of course work. Certain courses may have prerequisites or are only offered during the Fall or Spring semesters. It is the student's responsibility to meet with the assigned advisor and check the 2 year course matrix on the Colorado Mesa website for course availability.

### Freshman Year

First Semester	Hours	Second Semester	Hours
CUAR 100 Culinary Program Fundamentals	3	MATH107 Career Math	3
CUAR 101 Food Safety and Sanitation	2	<del>CUAR 125 Introduction to Foods</del>	
<del>CUAR 115 Intro to Sustainable Cuisine</del>		<del>CUAR 115 Intro to Sustainable Cuisine</del>	<del>3</del>
<del>CUAR 125 Introduction to Foods</del>	<del>3-4</del>		<del>4</del>
<del>CUAR 145 Introduction to Baking</del>		<del>CUAR 129 Center of the Plate</del>	
<del>Center of the Plate</del>	<del>4</del>	<del>CUAR 145 Introduction to Baking</del>	<del>4</del>
ENGL 111 English Composition	3	ENGL 112 English Composition <b>OR</b>	
	<u>15</u>	SPCH 101/102	<del>3</del>
	<u>16</u>	<del>CUAR 179 Wine, Spirits and Beers</del>	<del>3</del>
		<del>KINA Activity</del>	<del>1</del>
		<del>KINE 100 Health and Wellness</del>	<del>1</del>
			<u>16</u>

### Sophomore Year

Third Semester	Hours	Fourth Semester	Hours
CUAR 156 Nutrition for the Hospitality Professional	3	CUAR 190 Dining Room Management	4
<del>CUAR 179 Wine, Spirits and Beers</del>	<del>3</del>	CUAR 233 Advanced Line Prep and Cookery	4
<del>KINE 100 Health and Wellness</del>	<del>1</del>	CUAR 255 Supervision in the Hospitality Industry	3
<del>KINA Activity</del>	<del>1</del>	CISB 101 Business Information Technology <b>OR</b>	
CUAR 262 Purchasing for the Hospitality Industry	3	OFAD 118 Intro to PC Applications	3
History, Humanities, Social and Behavioral Sciences	3	History, Humanities, Social and Behavioral Sciences	<u>3</u>
CUAR Electives	<u>6</u>		<u>17</u>
	<u>17</u>		

#### POLICIES:

1. Please see the catalog for a complete list of graduation requirements.
2. This program sheet must be submitted with your graduation planning sheet to your advisor during the **semester prior to the semester of graduation, no later than October 1 for spring graduates, no later than March 1 for fall graduates.** You must turn in your "Intent to Graduate" form to the Registrar's Office **by September 15 if you plan to graduate the following May, and by February 15 if you plan to graduate the following December.**
3. Your advisor will sign and forward the Program Sheet and Graduation Planning Sheet to the Department Head for signature. Finally, the Department Head will submit the signed forms to the Registrar's Office. (Students cannot handle the forms once the advisor signs.)

4. If your petition for graduation is denied, it will be your responsibility to reapply for graduation in a subsequent semester. Your “Intent to Graduate” does not automatically move to a later graduation date.
5. NOTE: The semester before graduation, you may be required to take a Major Field Achievement Test (exit exam).

## Program Modification

### Culinary Arts: 1351

Degree Type: Tech Cert

Revision to program sheet: Yes  No

Description of modification:

Propose to add CUAR 233 Advanced Line Cooking and CUAR 190 Dining Room Management to the list of required classes in the certificate program. Then reduce the number of elective credits required from 13 to 5.

Justification:

Students seeking a certificate are typically looking for the quick acquisition of skills to enter the industry in the hopes of obtaining a position, or a more profitable position. Dining room management and Advanced line cooking is an excellent vehicle to develop these skills. Completion of these courses will result in better prepared students who are more qualified to step into mid and upper level positions instead of low level positions in the food and beverage industry

Revision to SLOs: Yes  No

Other changes: Yes  No

N/A

Discussions with affected departments:

N/A

Proposed by: Jon St.Peter

Director of Teacher Education Signature:

Expected Implementation: Fall 2016

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**2015-2016-2017 PETITION/PROGRAM SHEET**

**Award: Technical Certificate**

**Specialization: Culinary Arts**

**About This Certificate. . .**

Students enrolled in the Technical Certificate in Culinary Arts learn the fundamental skills and techniques of food and bakery production, safety, and sanitation. Additionally, students select from a list of elective classes that includes: International Cuisine, Advanced Garde Manger, Dining Room Management, Advanced Line Cooking, Supervision in the Hospitality Industry, Cost Controls, Purchasing, Nutrition, and Wine and Spirits. Upon completion of the program, students will be prepared for an entry-level position in the broad and expanding hospitality industry, as well as prepared to continue for advanced study in the Associate of Applied Science in Culinary Arts, or the Bachelor of Applied Science in Hospitality Management.

For more information on what you can do with this major, go to <http://www.coloradomesa.edu/wccc/programs.html>

All CMU certificate graduates are expected to demonstrate proficiency in critical thinking, communication fluency, quantitative fluency, and specialized knowledge/applied learning. In addition to these campus-wide student learning outcomes, graduates of this major will be able to:

1. Use information on an assigned topic to address a course or discipline related question or a question of practice in a workplace setting. (Applied Learning)
2. Apply appropriate mathematical concepts to the field of culinary arts as a basis for menu planning, purchasing and recipe conversion. (Quantitative Fluency)
3. Evaluate strategies for production and sales of food products, identify, formulate, and assess a variety of food products. (Critical Thinking/Specialized Knowledge)
4. Interact with customers in dining room to present and explain the menu, the ingredients, and the cooking and baking methods, using best marketing practices while meeting the need of the customer. (Applied Learning/Communication Fluency)

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**NAME:** \_\_\_\_\_ **STUDENT ID #:** \_\_\_\_\_

**LOCAL ADDRESS AND PHONE NUMBER:** \_\_\_\_\_

\_\_\_\_\_ ( ) \_\_\_\_\_

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I, (Signature) \_\_\_\_\_, hereby certify that I have completed (or will complete) all the courses listed on the Program Sheet. I have read and understand the policies listed on the last page of this program sheet. I further certify that the grade listed for those courses is the final course grade received except for the courses in which I am currently enrolled and the courses which I complete next semester. I have indicated the semester in which I will complete these courses.

\_\_\_\_\_  
Signature of Advisor

\_\_\_\_\_  
Date

20

\_\_\_\_\_  
Signature of Department Head

\_\_\_\_\_  
Date

20

\_\_\_\_\_  
Signature of Registrar

\_\_\_\_\_  
Date

20



Students should work closely with a faculty advisor when selecting and scheduling courses prior to registration.

**DEGREE REQUIREMENTS:**

- 2.00 cumulative GPA or higher in all CMU coursework and a “C” or better must be achieved in each course which comprises the area of emphasis or specialization.
- Pre-collegiate courses (usually numbered below 100) cannot be used for graduation.
- A student must follow the CMU graduation requirements either from 1) the program sheet for the major in effect at the time the student officially declares a major; or 2) a program sheet for the major approved for a year subsequent to the year during which the student officially declares the major and is approved for the student by the department head. Because a program may have requirements specific to the degree, the student should check with the faculty advisor for additional criteria. It is the student’s responsibility to be aware of, and follow, all requirements for the degree being pursued. Any exceptions or substitutions must be approved by the student’s faculty advisor and Department Head.
- When filling out the program sheet a course can be used only once.
- See the “Undergraduate Graduation Requirements” in the catalog for additional graduation information.

**TECHNICAL CERTIFICATE: CULINARY ARTS**

(30 semester hours)

Course No	Title	Sem.hrs	Grade	Term/Trns
<b>Core Classes</b>				
CUAR 100	Culinary Fundamentals	3		
CUAR 101	Food Safety and Sanitation	2		
CUAR 125	Introduction to Foods	4		
CUAR 129	Center of the Plate	4		
CUAR 145	Introduction to Baking	4		
<a href="#">CUAR 190 Dining Room Management</a>		4		
<a href="#">CUAR 233 Advanced Line Prep and Cookery</a>		4		

Course No Title Sem.hrs Grade Term/Trns

**Electives:** Choose at least ~~13~~ 5 semester hours from list below

CUAR	_____	_____	_____	_____
CUAR	_____	_____	_____	_____
CUAR	_____	_____	_____	_____
CUAR	_____	_____	_____	_____
CUAR	_____	_____	_____	_____

**Electives: Choose 13-5 semester hours from the following**

- CUAR 156 Nutrition for the Hospitality Professional (3)
- CUAR 179 Wine, Spirits and Beers (3)
- ~~CUAR 190 Dining Room Management (4)~~
- ~~CUAR 233 Advanced Line Prep and Cookery (4)~~
- CUAR 245 International Cuisine (3)
- CUAR 251 Advanced Garde Manger (3)

- CUAR 255 Supervision in the Hospitality Industry (3)
- CUAR 262 Purchasing for the Hospitality Industry (3)
- CUAR 271 Techniques of Competition – Hot Food (3)
- CUAR 272 Techniques of Competition – Cold Food (3)
- CUAR 281 Internship (1-6)

**Additional expenses** – Students in Culinary Arts are required to purchase cooking tools and uniforms. This does not include required textbooks. These costs vary with student needs and brand or quality of tools purchased.

## SUGGESTED COURSE SEQUENCING FOR THE TECHNICAL CERTIFICATE WITH A SPECIALIZATION IN CULINARY ARTS

This is a recommended sequence of course work. Certain courses may have prerequisites or are only offered during the Fall or Spring semesters. It is the student's responsibility to meet with the assigned advisor and check the course matrix on the Colorado Mesa website for course availability.

<u>First Semester</u>	<u>Hours</u>	<u>Second Semester</u>	<u>Hours</u>
CUAR 100 Culinary Program Fundamentals	3	CUAR 145 Introduction to Baking	4
CUAR 101 Food Safety and Sanitation	2	<u>CUAR 190 Dining Room Management</u>	<u>4</u>
CUAR 125 Introduction to Foods	4	<u>CUAR 233 Advanced Line Prep and Cookery</u>	<u>4</u>
CUAR 129 Center of the Plate	4	CUAR Electives	<u>10</u>
CUAR Electives	<u>3</u>		14
	16		

### POLICIES:

1. Please see the catalog for a complete list of graduation requirements.
2. This program sheet must be submitted with your graduation planning sheet to your advisor during the **semester prior to the semester of graduation, no later than October 1 for spring graduates, no later than March 1 for fall graduates.** You must turn in your "Intent to Graduate" form to the Registrar's Office **by September 15 if you plan to graduate the following May, and by February 15 if you plan to graduate the following December.**
3. Your advisor will sign and forward the Program Sheet and Graduation Planning Sheet to the Department Head for signature. Finally, the Department Head will submit the signed forms to the Registrar's Office. (Students cannot handle the forms once the advisor signs.)
4. If your petition for graduation is denied, it will be your responsibility to reapply for graduation in a subsequent semester. Your "Intent to Graduate" does not automatically move to a later graduation date.
5. NOTE: The semester before graduation, you may be required to take a Major Field Achievement Test (exit exam).
6. NOTE: Students should consult the Financial Aid Office for eligibility requirements for undergraduate and graduate certificates.

## Program Deactivation

Department: WCCC

Degree Type: AAS

Program: Process Systems Tech: 1320

### Justification:

The Process Technology Applied Associate Degree program was created for the Oil and Gas Companies on the Western slope. Due to the recent downturn in oil and gas production and prices the program has lost a considerable amount of student interest. For the past five years the enrollment in the degree area has been below twenty students. From 2011 to 2015 the largest number of degrees awarded has been seven. That number was awarded in 2011, 2013 and 2015. The student enrollment 2015-2016 school year is ten students. Some are taking courses toward the Process Technology Degree or other degrees. The program has two full time instructors and two part time instructors. All instructors will be able to teach courses within other programs.

### Teach-out Plan:

The teach out plan is to allow the remaining students to finish their degree plan. A total number of seven students will finish the course work toward the degree and graduate in the spring of 2017. Some Process Tech courses will remain. These are; PROS 100 (Introduction to Process Tech), PROS 117 (Electronics I), and PROS 118 (Electronics II) they are connected to other programs. Attached shows the cost analysis of the program. The credit hours or tuition does not match the cost of instruction.

Term and year in which all students will have completed: Spring 2018

Year to reexamine program's status: 2018

Proposed by: Christine Murphy

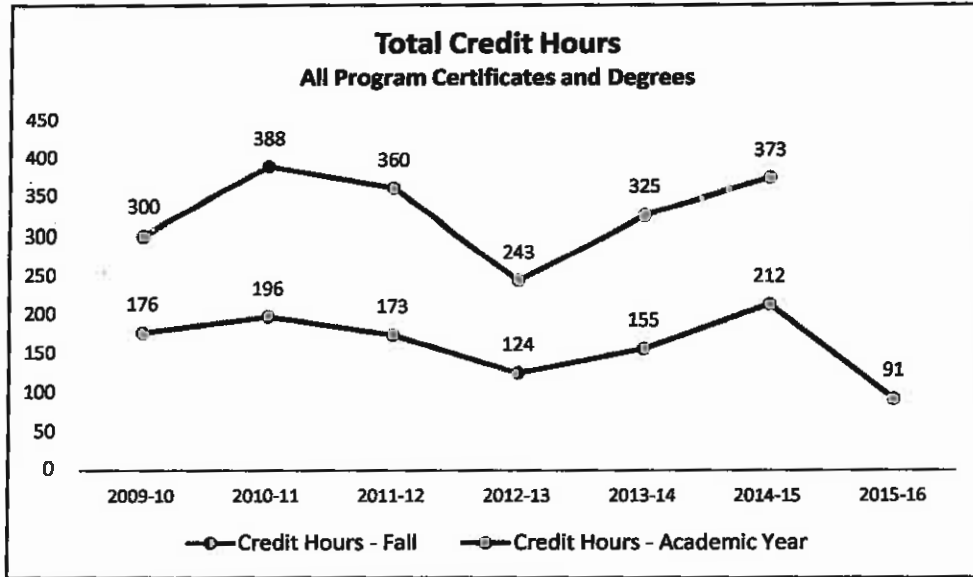
Director of Teacher Education Signature:

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# Western Colorado Community College

## Process Systems Technology

### 2015-16



#### Program Rate of Growth - Credit Hours

% over(under) prior year

	Fall to Fall			Year to Year		
	Cr Hrs	1 year	5-year	Cr Hrs	1 year	5-year
2009-10	176	155.1%	266.7%	300	40.8%	82.9%
2010-11	196	11.4%	116.2%	388	29.3%	85.4%
2011-12	173	(11.7%)	47.9%	360	(7.2%)	41.7%
2012-13	124	(28.3%)	(3.3%)	243	(32.5%)	(11.7%)
2013-14	155	25.0%	5.0%	325	33.7%	8.0%
2014-15	212	36.8%	28.6%	373	14.8%	15.4%
2015-16	91	(57.1%)	(47.1%)			

\* % over(under) average of previous 5 years of program

#### Program Tuition and Faculty Costs per Credit Hour

	Tuition per Cr Hr *	Credit Hours	Faculty Cost **	Faculty Cost per Cr Hr	Tuition Net of Faculty
2009-10	167.58	300	97,287	324.29	(156.71)
2010-11	182.66	388	115,060	296.55	(113.89)
2011-12	192.66	360	121,043	336.23	(143.57)
2012-13	203.41	243	120,041	494.00	(290.59)
2013-14	214.60	325	143,711	442.19	(227.59)
2014-15	227.05	373	125,521	336.52	(109.47)
2015-16	266.93				

\* COF not included

\*\* full and part-time faculty salary and benefits

