

## Assurance of Student Learning Report 2022-2023

<i>PCAL</i>	<i>Music</i>
<i>MUS 593 Bachelor of Music – Music Education or Performance</i>	
<i>Liza Kelly</i>	
<b>Is this an online program?</b> <input type="checkbox"/> Yes <input checked="" type="checkbox"/> No	Please make sure the Program Learning Outcomes listed match those in CourseLeaf . Indicate verification here <input checked="" type="checkbox"/> Yes, they match! (If they don't match, explain on this page under <b>Assessment Cycle</b> )

*Use this page to list learning outcomes, measurements, and summarize results for your program. Detailed information must be completed in the subsequent pages. Add more Outcomes as needed.*

<b>Program Student Learning Outcome 1:</b> Students will demonstrate written/oral analytical processes in musicianship.		
<b>Instrument 1</b>	Capstone Oral Presentation	
<b>Instrument 2</b>	Annual Student Survey	
Based on your results, check whether the program met the goal Student Learning Outcome 1.		<input type="checkbox"/> Met <input checked="" type="checkbox"/> Not Met
<b>Program Student Learning Outcome 2:</b> Students will demonstrate technical proficiency on their applied instrument.		
<b>Instrument 1</b>	Jury Performance	
<b>Instrument 2</b>	Annual Student Survey	
Based on your results, check whether the program met the goal Student Learning Outcome 2.		<input checked="" type="checkbox"/> Met <input type="checkbox"/> Not Met
<b>Program Student Learning Outcome 3:</b> (BM Music Education specific) Students will demonstrate comprehensive proficiency in state music education standards.		
<b>Instrument 1</b>	PRAXIS Exam	
<b>Instrument 2</b>	Annual Student Survey	
Based on your results, check whether the program met the goal Student Learning Outcome 3.		<input checked="" type="checkbox"/> Met <input type="checkbox"/> Not Met

<b>Program Student Learning Outcome 4:</b> (BM Performance specific) Students will demonstrate a high level of technical skills requisite for artistic self - expression and knowledge of solo literature appropriate to their applied instrument in a public performance setting.		
<b>Instrument 1</b>	A juried half solo recital given in the 6 <sup>th</sup> semester of applied lesson studies; a juried full recital given in the 8 <sup>th</sup> semester of applied lesson studies.	
<b>Instrument 2</b>	Annual Student Survey	
Based on your results, check whether the program met the goal Student Learning Outcome 3.		<input type="checkbox"/> Met <input checked="" type="checkbox"/> Not Met
<b>Assessment Cycle Plan:</b>		

The Bachelor of Music program, with concentrations in Music Education and Performance, continues to produce solid musicians and artist teachers. All student learning outcomes were assessed during this cycle. Since all outcomes for the program will remain unaltered, nothing will change in terms of the assessment timeline or methodology.

### MUS 593 Student Learning Outcome 1

<b>Program Student Learning Outcome</b>	Students will demonstrate written/oral analytical processes in musicianship.		
<b>Measurement Instrument 1</b>	<p>Direct: Capstone Oral Presentation</p> <p>In the 7<sup>th</sup> semester of the BM in Music Education or Performance programs, students are required to prepare and present a Capstone Project for the final jury of their undergraduate degree. This project consists of an oral presentation based upon an accompanying outline document related to one of the pieces being performed by the student in that jury. The oral summary presentation should last no more than the duration of one additional jury performance time slot (Capstone students schedule 2 adjacent time slots). The outline document should contain the basic speaking points needed to address the content requirements. The presentation is to be strictly oral with no audio or visual aids allowed.</p> <p>The Capstone Project is meant to demonstrate the student’s ability to bring together skills and understandings from the theory/composition, history/literature, and performance aspects of the undergraduate program and apply those to a selection he/she is presenting in performance. For those reasons the student must have completed MUS 200 and at least 2 semesters of Music History at the time the Capstone Jury is undertaken.</p> <p>Capstone Presentation and Outline Contents:</p> <ul style="list-style-type: none"> <li>● Basic Theory and Form analysis information</li> <li>● Composer information</li> <li>● Details about the text (vocal only)</li> <li>● Reference List (3-4 items minimum)</li> <li>● Music Scores must be provided for jury panelists</li> </ul> <p>In addition to these required content items the project will be graded on organization and presentation and on the quality of the student’s performance of the selection. Students must earn an overall score of at least 3 on a 0-4 scale in order to pass the Capstone Project requirement.</p> <p>Students must earn an overall score of at least 3 on a 0-4 scale in order to pass the Capstone Project requirement.</p>		
<b>Criteria for Student Success</b>	The criteria for student success for the Capstone Oral Presentation is not based on a traditional F-A grading system, but on a scale of 0-4. The outcome of the Capstone Oral Presentation is that students utilize the five components of the measurement instrument to successfully articulate, in writing and public presentation, their ability to synthesize the core music courses of the Bachelor of Music degree. Students earning an overall score of 3 or above have succeeded in passing the Capstone Project requirement.		
<b>Program Success Target for this Measurement</b>	75% of the sample will earn a composite score of 3 or <i>above</i> on the Capstone Oral Presentation.	<b>Percent of Program Achieving Target</b>	Based on an assessment of the target sample, 100% of the students reached the target of 3 or above on the Capstone Oral Presentation. 76.4 % achieved a composite score of 4.

			17.6 % achieved a composite score of 3.
<b>Methods</b>	17 students completed their Capstone Presentation and graduated in 2022-23 (100 total students in the program; all 17 Capstone Presentations surveyed). Each student presented their Capstone Project to a faculty committee of 2-4 members. Each faculty member completed a form that includes a 0-4 scale as noted above and in the specific categories of Basic Theory and Form Analysis, Composer Content, Details about the Text (vocal only), Reference List, and Organization/Presentation. The scores are averaged for a composite score. Assessment forms are then collated, copied/shared with students, and stored in the department office. All 17 capstones were evaluated as part of the sample.		
<b>Measurement Instrument 2</b>	Indirect: Annual Student Survey. Music majors are given the opportunity to complete a broad survey regarding their program, individual classes, ensemble experiences, advising, and department culture.		
<b>Criteria for Student Success</b>	75% of students will rate the overall quality of their WKU education as “Good” or “Outstanding”		
<b>Program Success Target for this Measurement</b>	75% of students will rate their core music courses in Music History Music Theory as “Good” or “Outstanding”	<b>Percent of Program Achieving Target</b>	47% of students surveyed rated courses in Music History as Outstanding or Good; 91% of students surveyed rated courses in Music Theory as Outstanding or Good.
<b>Methods</b>	WKU Music Majors (BA, BM, and MM) are asked to complete a broad department survey at the end of the spring semester every year. In Spring of 2023 forty five (36% of music majors) completed the survey. The survey includes rating course specific topic areas like Music History and Music Theory. While the survey includes students from different programs, all music majors take the same required courses in Music History and Theory; therefore, percentages are reasonably accurate for this individual program and measurement.		
<b>Based on your results, highlight whether the program met the goal Student Learning Outcome 1.</b>		<input type="checkbox"/> <b>Met</b>	<input checked="" type="checkbox"/> <b>Not Met</b>
<b>Results, Conclusion, and Plans for Next Assessment Cycle (Describe what worked, what didn't, and plan going forward)</b>			
<p><u>Results:</u> The results for both measurement instruments were as expected. Percentages are above the target of 75% for Measurement Instrument 1; Student survey results remain above the expected target percentage for Music Theory and fell below the target percentage for Music History for Measurement Instrument 2.</p> <p><u>Conclusions:</u> <i>Measurement 1:</i> percentages are above the target of 75%. The Capstone Information session offered each fall by respective area faculty has helped to connect students with presentation requirements and expectations. In addition, since students and faculty have returned to an on campus/in-person modality, communication and processes concerning the capstone have improved.</p> <p><i>Measurement 2:</i> students are <i>still</i> not connecting as well with Music History as hoped/expected. While the natural aspect of the subject matter (compared to more active areas like performance) can still be considered, the department will work with history faculty on student engagement and synthesis. A large factor in these results, however, can be attributed to employee attrition within the music history faculty line. A new Music Historian joined the faculty in Fall 2021, only to take another position elsewhere within 6 months. While the position was filled by a guest instructor for the 22-23 academic year, there hasn't been enough stability within the position to give an accurate assessment. In addition, we will push for higher participation in the survey (specifically regarding Music History) by the student body through marketing and direct communication.</p> <p><u>Plans for Next Assessment Cycle:</u> The one-on-one attention that students receive and the information session held at the beginning of the semester are elements that assist student success on the Capstone Oral Presentation. In addition, there has been a concerted effort by the instructors teaching core music courses to communicate with each other about the consistency and arc of course content and awareness of students who are struggling with the curriculum. This has worked well in standardizing content delivery and supporting student success.</p>			

The feedback concerning music history was expected and will most likely continue to garner similar information during the next assessment cycle. While the visiting professor for the music history position was hired as a full time tenure track faculty this spring, the professor will be on paternity leave for fall 2023. This means that consistency in the delivery of the music history curriculum sequence will be delayed. It is expected that student survey feedback concerning music history will continue to be below the expected target percentage for the next assessment cycle. While the faculty position for music history remains in transition, the target percentage for students rating music history as “good” or “outstanding” will be lowered to 50%.

### MUS 593 Student Learning Outcome 2

<b>Program Student Learning Outcome</b>	Students will demonstrate technical proficiency on their applied instrument.		
<b>Measurement Instrument 1</b>	<p>Jury Performance</p> <p>At the end of each semester, music majors enrolled in applied lessons are required to take an examination in front of a faculty jury. Each student is evaluated and a grade is recommended to the teacher. Evaluation sheets are made available to each student through the Music Office. During jury examinations, the jury and applied teacher determine if the student should be promoted to the next semester in the applied sequence, or retained at the current level. A student who has received an unsatisfactory or failing grade in his/her/their applied major or principal for two semesters, or who has been retained at the same level for three semesters, will be advised to drop music as a major. <i>(from the music student handbook)</i></p>		
<b>Criteria for Student Success</b>	The degree requires that students earn an overall score of at least 2 on a 0-4 scale for a jury grade of C. Success, however, is defined as an average of 3 or higher.		
<b>Program Success Target for this Measurement</b>	75% of students will earn an average of 3 or above in their jury performance. 50% of students will earn a 4 specifically in Technique and Interpretation/Phrasing.	<b>Percent of Program Achieving Target</b>	100% of students earned an average of 3 or above in their jury performance. 60% earned a 4 in Technique 60% earned a 4 in Interpretation/Phrasing.
<b>Methods</b>	Jury forms for 20 students (100 students in the program; 20% surveyed) were reviewed for this measurement. Each student in the program performs a jury for a faculty committee of 2-4 members every semester. Applied instrument faculty members completed a form with a 0-4 scale including the specific categories of Technique and Interpretation/Phrasing. The scores are averaged, and the forms are then collated, copied/shared with students, and stored in the department office.		
<b>Measurement Instrument 2</b>	<p>Indirect: Annual Student Survey</p> <p>Music majors are given the opportunity to complete a broad survey regarding their program, individual classes, ensemble experiences, advising, and department culture.</p>		
<b>Criteria for Student Success</b>	75% of students will rate the overall quality of their applied lessons as “Good” or “Outstanding”		
<b>Program Success Target for this Measurement</b>	75% of students will rate their Applied Lessons as “Good” or “Outstanding”	<b>Percent of Program Achieving Target</b>	92% of students rated their applied lessons as “good” or “outstanding”. (60% as outstanding)
<b>Methods</b>	WKU Music Majors (BA, BM, and MM) are asked to complete a broad department survey at the end of the spring semester every year. In Spring of 2023 forty five (36% of music majors) completed the survey. The survey includes rating course specific topic areas like Music History and Music Theory. While the survey includes students from different programs, all music majors take the same required courses in Music History and Theory; therefore, percentages are reasonably accurate for this individual program and measurement.		

<b>Based on your results, circle or highlight whether the program met the goal Student Learning Outcome 2.</b>	<input checked="" type="checkbox"/> <b>Met</b>	<input type="checkbox"/> <b>Not Met</b>
<b>Results, Conclusion, and Plans for Next Assessment Cycle (Describe what worked, what didn't, and plan going forward)</b>		
<u>Results:</u> Measurement 1: The vast majority of students perform very well in their end of semester juries. These results are expected due to weekly one-on-one instruction required for applied lesson courses.  Measurement 2: The results gathered through the student survey concerning applied lessons was expected, due to the nature of the required instruction method. Students rate their applied lesson experience very high – higher than almost all other areas.		
<u>Conclusions:</u> It is concluded that the faculty within the music department successfully engage their students within the applied lesson curriculum. Successful jury percentages are direct evidence of their efficacy.		
<u>Plans for Next Assessment Cycle:</u> Since the target percentage for applied lessons has consistently exceeded in both instruments, we may consider altering the target measurement in the hopes of identifying more specific areas that can be improved. In addition, we will push for higher participation in the survey by the student body through marketing and direct communication.		

<b>MUS 593 Student Learning Outcome 3</b>			
<b>Program Student Learning Outcome</b>	(BM Music Education specific) Students will demonstrate comprehensive proficiency in state music education standards.		
<b>Measurement Instrument 1</b>	<b>Direct: PRAXIS Exam</b> – Prior to receiving their Kentucky State Teaching Certificate, music education students must pass the Music: Content and Instruction (5114) portion of the PRAXIS exam series.		
<b>Criteria for Student Success</b>	A score of 162 or higher is required to pass.		
<b>Program Success Target for this Measurement</b>	90% of students will pass on their first attempt.	<b>Percent of Program Achieving Target</b>	95% of students passed on their first attempt.
<b>Methods</b>	Students register for and take the PRAXIS Music Content and Instruction exam. Individual results are gathered and collated to determine success rate. Between June 1, 2022 and May 27, 2023, 20 students took the exam – 19 passed in their first attempt, 1 upon repeat.		
<b>Measurement Instrument 2</b>	Indirect: Annual Student Survey  Music majors are given the opportunity to complete a broad survey regarding their program, individual classes, ensemble experiences, advising, and department culture.		
<b>Criteria for Student Success</b>	75% of students will rate the overall quality of their WKU music education as “Good” or “Outstanding”.		
<b>Program Success Target for this Measurement</b>	75% of students will rate the overall quality of their WKU music education as “Good” or “Outstanding”.	<b>Percent of Program Achieving Target</b>	78.9% of students surveyed rated the overall quality of their WKU music education as “Good” or

				"Outstanding".	
<b>Methods</b>	WKU Music Majors (BA, BM, and MM) are asked to complete a broad department survey at the end of the spring semester every year. In Spring of 2023 forty five (36% of music majors) completed the survey. The survey includes rating course specific topic areas like Music History and Music Theory. While the survey includes students from different programs, all music majors take the same required courses in Music History and Theory; therefore, percentages are reasonably accurate for this individual program and measurement.				
<b>Based on your results, circle or highlight whether the program met the goal Student Learning Outcome 3.</b>				<input checked="" type="checkbox"/> <b>Met</b>	<input type="checkbox"/> <b>Not Met</b>
<b>Results, Conclusion, and Plans for Next Assessment Cycle (Describe what worked, what didn't, and plan going forward)</b>					
<u>Results:</u> The results garnered for Learning Outcome #3 were as expected and positive.					
<u>Conclusions:</u> <i>Measurement 1:</i> These are much higher PRAXIS scores than the ASL report on record from the 2019-2020 year. Test results have risen dramatically since testing preparation and processes have returned to "normal" in a post-pandemic environment. <i>Measurement 2:</i> Students rate the quality of their music education above the targeted percentage rate. WKU continues to effectively prepare and educate future music educators.					
<u>Plans for Next Assessment Cycle:</u> We were moving in a very positive direction with improvement in PRAXIS rates and will continue to offer the measures that helped us gain that positive momentum (unique and synthesized study materials, individual and group review sessions, stressing targeted topics in coursework). In addition, we will push for higher participation in the survey by the student body through marketing and direct communication.					

<b>MUS 593 Student Learning Outcome 4</b>					
<b>Program Student Learning Outcome</b>	(BM Performance specific) Students will demonstrate a high level of technical skills requisite for artistic self - expression and knowledge of solo literature appropriate to their applied instrument in a public performance setting.				
<b>Measurement Instrument 1</b>	Direct: A juried half solo recital given in the 6 <sup>th</sup> semester of applied lesson studies; a juried full recital given in the 8 <sup>th</sup> semester of applied lesson studies.				
<b>Criteria for Student Success</b>	The degree requires that students earn an overall score of at least 2 on a 0-4 scale for a grade of C on their recital hearing and program notes. Success, however, is defined as an average of 3 or higher.				
<b>Program Success Target for this Measurement</b>	75% of students will earn an average of 3 or above in their juried recital hearing and program notes. 50% of students will earn a 4 in their juried recital performance and program notes.	<b>Percent of Program Achieving Target</b>	100% of students earned a 3 or above in their juried recital hearing and program notes.  100% of students earned a 4 or above in their juried recital performance and program notes.		
<b>Methods</b>	Recital hearing forms and program notes for 7 students (100 students in the program; 100% of students giving performance concentration required recitals surveyed) were reviewed for this measurement. Each student in the performance concentration of the program performs a				

	<p>juried recital hearing, including repertoire and program notes, for a faculty committee of 2-4 members. Applied instrument faculty members completed a form with a 0-4 scale including the specific categories of Technique, Interpretation/Phrasing, and Program Note content. The scores are averaged, and the forms, program, and program notes are collated, copied/shared with students, and stored in the department office. This juried recital process, taking place during the 6<sup>th</sup> and 8<sup>th</sup> semesters of applied instrument studies, is in preparation for a public solo performance and held to higher performance standards than other music programs. The recital hearing process and subsequent recital hearing are in lieu of an end of the semester jury (see Student Learning Outcome 2).</p>		
<b>Measurement Instrument 2</b>	<p>Indirect: Annual Student Survey</p> <p>Music majors are given the opportunity to complete a broad survey regarding their program, individual classes, ensemble experiences, advising, and department culture.</p>		
<b>Criteria for Student Success</b>	<p>75% of students will rate the overall quality of their applied lessons as “Good” or “Outstanding”; 75% of students will rate the overall quality of solo performance experience as “Good” or “Outstanding”.</p>		
<b>Program Success Target for this Measurement</b>	<p>75% of students will rate their Applied Lessons as “Good” or “Outstanding”; 75% of students will rate the overall quality of solo performance experience as “Good” or “Outstanding”.</p>	<b>Percent of Program Achieving Target</b>	<p>92% of students rated their applied lessons as “Good” or “Outstanding”. (60% as outstanding); 72% of students rated the overall quality of solo performance experience as “Good” or “Outstanding”.</p>
<b>Methods</b>	<p>WKU Music Majors (BA, BM, and MM) are asked to complete a broad department survey at the end of the spring semester every year. In Spring of 2023 forty five (36% of music majors) completed the survey. The survey includes rating course specific topic areas like Music History and Music Theory. While the survey includes students from different programs, all music majors take the same required courses in Music History and Theory; therefore, percentages are reasonably accurate for this individual program and measurement.</p>		
<b>Based on your results, circle or highlight whether the program met the goal Student Learning Outcome 4.</b>		<input type="checkbox"/> <b>Met</b>	<input checked="" type="checkbox"/> <b>Not Met</b>
<b>Results, Conclusion, and Plans for Next Assessment Cycle (Describe what worked, what didn't, and plan going forward)</b>			
<p><u>Results:</u></p> <p>Measurement 1: The majority, if not all, of students giving program required recitals traditionally achieve high marks on their recital hearing and program notes. These results are expected due to the higher level of technical and artistic requirements for the performance concentration. These students are, generally, the top achieving students within the department. In addition, since recital programs are curated, researched, and prepared through the auspices of the applied lesson course, the structured weekly one-on-one instruction attributes to student success.</p> <p>Measurement 2: The results gathered through the student survey concerning applied lessons was expected, due to the nature of the required instruction method. Students rate their applied lesson experience very high – higher than almost all other areas. The results concerning solo performance experience, while under the target percentage, was also expected.</p> <p><u>Conclusions:</u></p> <p>It is concluded that the faculty within the music department successfully engage their students within the applied lesson curriculum and hold performance concentration students within the program at a high level. Successful recital percentages are direct evidence of their efficacy. Since the annual student survey does not specifically target students by concentration, the data may not be accurate as to how performance students rate solo performance experiences within the department.</p> <p><u>Plans for Next Assessment Cycle:</u></p>			

Since the target percentage for applied lessons has consistently exceeded in both instruments, we may consider altering the target measurement in the hopes of identifying more specific areas that can be improved. Parameters for the annual student survey may also be changed to also measure major and concentration and gather more specific data points. In addition, we will push for higher participation in the survey by the student body through marketing and direct communication.

MUS 593/Music Education Curriculum Map (5/2023)

MUS 593 Bachelor of Music/Music Education Program Learning Outcomes			
	Program Learning Outcome #1 Students will demonstrate written/oral analytical processes in musicianship.	Program Learning Outcome #2 Students will demonstrate technical proficiency on their applied instrument.	Program Learning Outcome #3 Students will demonstrate comprehensive proficiency in state music education standards.
MUS 100 Theory I	I		I
MUS 110 Aural Theory	I		I
MUS 120 Music Appreciation	I		I
MUS 152 Diction I (Vocal track)	I	I	I
MUS 153 Applied Principal (1 <sup>st</sup> sem.)		I/A	
MUS 160 Group Piano I	I		I
MUS 101 Theory II	R		R
MUS 111 Aural Theory II	R		R
MUS 153 Applied Principal (2 <sup>nd</sup> sem.)		R/A	
MUS 161 Group Piano II	R		R
MUS 162 Diction II (Vocal track)	R	R	R
EDU 250 Discover Teaching			I
MUS 200 Theory III	R		R
MUS 210 Aural Theory III	R		R
MUS 153 Applied Principal (3 <sup>rd</sup> sem.)		R/A	
MUS 162 Group Voice (Instrumental track)			R
MUS 166 Group Guitar (Vocal track)			R
MUS 214 String Techniques			R
MUS 260 Group Piano III	R		R
MUS 326 Music History I	R/A		R/A



MUS 201 Theory IV	R/A		R/A
MUS 211 Aural Theory IV	R		R
MUS 215 Brass Techniques			R
MUS 153 Applied Principal (4 <sup>th</sup> sem.)		R/A	
MUS 261 Group Piano IV	R		R
MUS 327 Music History II	R/A		R/A
PSY Educational Psychology			R
MUS 304 Form and Analysis	R/A		R/A
MUS 312 Teaching Music Elementary			R/A
MUS 316 Flute/Double Reed Tech. (Instrumental track)			R
MUS 317 Conducting I			R
MUS 353 Applied Principal (5 <sup>th</sup> sem.)		R/A	
MUS 360 Accompanying (Vocal track)			R
MUS 315 Clarinet/Sax Tech. (Instrumental track)			R
MUS 318 Conducting II			R
MUS 353 Applied Principal (6 <sup>th</sup> sem.)		R/A	
MUS 405 Choral Arranging (Vocal track)			R
MUS 412 Teaching Music Middle Sch.			R/A
MUS 414 Choral Materials (Vocal track only)			R
MUS 416 Instrumental Methods (Instrumental track)			R
MUS 319 Percussion Techniques (Instrumental track)			R
MUS 353 Applied Principal (7 <sup>th</sup> sem.)	M/A	M/A	
MUS 407 Band/Orch Arranging (Instrumental track)			R
MUS 415 Choral Methods (Vocal track)			R
MUS 417 Marching Band Tech (Instrumental track)			R
SEC/MGE 490 Music Student Teaching – Inst/Vocal			M/A
ELED 490 Music Student Teaching - GenMusic			M/A
EDU 489 Student Teaching Seminar			M/A

Legend: I = introduced; R = reinforced; M = mastered; A = assessed



MUS 593/Performance Curriculum Map (5/2023)

MUS 593 Bachelor of Music/Performance Program Learning Outcomes			
	Program Learning Outcome #1  Students will demonstrate written/oral analytical processes in musicianship.	Program Learning Outcome #2  Students will demonstrate technical proficiency on their applied instrument.	Program Learning Outcome #3  Students will demonstrate a high level of technical skills requisite for artistic self - expression and knowledge of solo literature appropriate to their applied instrument in a public performance setting.
MUS 100 Theory I	<b>I</b>		
MUS 110 Aural Theory	<b>I</b>		
MUS 120 Music Appreciation	<b>I</b>		
MUS 152 Diction I (Vocal track)		<b>I</b>	<b>I</b>
MUS 153 Applied Principal (1 <sup>st</sup> sem.)		<b>I/A</b>	<b>I</b>
MUS 160 Group Piano I	<b>I</b>		
MUS 101 Theory II	<b>R</b>		
MUS 111 Aural Theory II	<b>R</b>		
MUS 153 Applied Principal (2 <sup>nd</sup> sem.)		<b>R/A</b>	<b>R/A</b>
MUS 161 Group Piano II	<b>R</b>		
MUS 162 Diction II (Vocal track)	<b>R</b>	<b>R</b>	<b>R</b>
MUS 200 Theory III	<b>R</b>		
MUS 210 Aural Theory III	<b>R</b>		
MUS 153 Applied Principal (3 <sup>rd</sup> sem.)		<b>R/A</b>	<b>R/A</b>
MUS 260 Group Piano III	<b>R</b>		
MUS 326 Music History I	<b>R/A</b>		<b>R/A</b>
MUS 201 Theory IV	<b>R/A</b>		
MUS 211 Aural Theory IV	<b>R</b>		
MUS 153 Applied Principal (4 <sup>th</sup> sem.)		<b>R/A</b>	<b>R/A</b>
MUS 261 Group Piano IV	<b>R</b>		
MUS 327 Music History II	<b>R/A</b>	<b>R/A</b>	<b>R/A</b>

MUS 304 Form and Analysis	R/A		
MUS 317 Conducting I	R		
MUS 357 Applied Major (5 <sup>th</sup> sem.)		R/A	R/A
MUS 310 Applied Pedagogy		R/A	R/A
MUS 338 DIS: Junior Recital			R/A
MUS 357 Applied Major (6 <sup>th</sup> sem.)		R	
MUS 430 Music Literature	R		R
MUS 457 Applied Major (7 <sup>th</sup> sem.)		R/A	R/A
MUS 338 DIS: Senior Recital			M/A
MUS 457 Applied Major (8 <sup>th</sup> sem.)	M/A	M	

Legend: I = introduced; R = reinforced; M = mastered; A = assessed