

2017 - 2018 Annual Program Assessment Report

The Office of Academic Program Assessment
California State University, Sacramento

For more information visit our [website](#)
or [contact us](#) for more help.

Please begin by selecting your program name in the drop down.

If the program name is not listed, please enter it below:

BA Music

OR enter program name:

Section 1: Report All of the Program Learning Outcomes Assessed

Question 1: Program Learning Outcomes

Q1.1.

Which of the following Program Learning Outcomes (PLOs), Sac State Baccalaureate Learning Goals (BLGs), and emboldened Graduate Learning Goals (GLGs) **did you assess?** [Check all that apply]

- 1. **Critical Thinking**
- 2. **Information Literacy**
- 3. **Written Communication**
- 4. **Oral Communication**
- 5. Quantitative Literacy
- 6. **Inquiry and Analysis**
- 7. Creative Thinking
- 8. Reading
- 9. Team Work
- 10. Problem Solving
- 11. Civic Knowledge and Engagement
- 12. **Intercultural Knowledge, Competency, and Perspectives**
- 13. Ethical Reasoning
- 14. Foundations and Skills for Lifelong Learning
- 15. **Global Learning and Perspectives**
- 16. Integrative and Applied Learning
- 17. Overall Competencies for GE Knowledge
- 18. **Overall Disciplinary Knowledge**
- 19. **Professionalism**
- 20A. Other, specify any assessed PLOs not included above:

a.

b.

c.

20B. **Check here if your program has not collected any data for any PLOs.** Please go directly to Q6 (skip Q1.2 to Q5.3.1.)

Q1.2.

Please provide more detailed background information about **EACH PLO** you checked above and other information including how your specific PLOs are **explicitly** linked to the Sac State **BLGs/GLGs**:

Written Communication:

Information Literacy:

Inquiry and analysis:

Q1.2.1.

Do you have rubrics for your PLOs?

- 1. Yes, for all PLOs
- 2. Yes, but for some PLOs
- 3. No rubrics for PLOs
- 4. N/A
- 5. Other, specify:

Q1.3.

Are your PLOs closely aligned with the mission of the university?

- 1. Yes
- 2. No
- 3. Don't know

Q1.4.

Is your program externally accredited (other than through WASC Senior College and University Commission (WSCUC))?

- 1. Yes
- 2. No (skip to **Q1.5**)
- 3. Don't know (skip to **Q1.5**)

Q1.4.1.

If the answer to Q1.4 is **yes**, are your PLOs closely aligned with the mission/goals/outcomes of the accreditation agency?

- 1. Yes
- 2. No
- 3. Don't know

Q1.5.

Did your program use the **Degree Qualification Profile** ("DQP", see <http://degreeprofile.org>) to develop your PLO(s)?

- 1. Yes
- 2. No, but I know what the DQP is
- 3. No, I don't know what the DQP is
- 4. Don't know

Q1.6.

Did you use action verbs to make each PLO measurable?

1. Yes
 2. No
 3. Don't know

(Remember: **Save your progress**)

Section 2: Report One Learning Outcome in Detail**Question 2: Standard of Performance for the Selected PLO****Q2.1.**

Select **OR** type in **ONE(1)** PLO here as an example to illustrate how you conducted assessment (be sure you *checked the correct box* for this PLO in Q1.1):

Written Communication

If your PLO is **not listed**, please enter it here:

Q2.1.1.

Please provide more background information about the **specific PLO** you've chosen in Q2.1.

We have assessed student writing from a scaffolded series of writing assignments in the music history survey series MUSC 10 A/B/C and the capstone writing intensive music history research course, MUSC 110.

Q2.2.


Has the program developed or adopted **explicit program standards of performance/expectations** for this PLO? (e.g. "We expect 70% of our students to achieve at least a score of 3 or higher in all dimensions of the Written Communication VALUE rubric.")


1. Yes
 2. No
 3. Don't know
 4. N/A

Q2.3.

Please **1) provide and/or attach the rubric(s) AND 2) the standards of performance/expectations** that you have developed for *the selected PLO* here:

We expect 70% of our students to achieve a score of 3 (Accomplished) or higher at exit from MUSC 110.

 CSU Sacramento Written Communication Rubric and Implementation Guide DRAFT 11.9.17.docx
185.84 KB

 No file attached

Q2.4. PLO	Q2.5. Stdrd	Q2.6. Rubric	Please indicate where you have published the PLO , the standard (stdrd) of performance, and the rubric that was used to measure the PLO:
<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	1. In SOME course syllabi/assignments in the program that address the PLO
<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	2. In ALL course syllabi/assignments in the program that address the PLO
<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	3. In the student handbook/advising handbook
<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	4. In the university catalogue
<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	5. On the academic unit website or in newsletters
<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	6. In the assessment or program review reports, plans, resources, or activities
<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	7. In new course proposal forms in the department/college/university
<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	8. In the department/college/university's strategic plans and other planning documents
<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	9. In the department/college/university's budget plans and other resource allocation documents
<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	10. Other, specify: <input type="text"/>

Question 3: Data Collection Methods and Evaluation of Data Quality for the Selected PLO

Q3.1.

Was assessment data/evidence **collected** for the selected PLO?

- 1. Yes
- 2. No (skip to **Q6**)
- 3. Don't know (skip to **Q6**)
- 4. N/A (skip to **Q6**)

Q3.1.1.

How many assessment tools/methods/measures **in total** did you use to assess this PLO?

Q3.2.

Was the data **scored/evaluated** for this PLO?

- 1. Yes
- 2. No (skip to **Q6**)
- 3. Don't know (skip to **Q6**)
- 4. N/A (skip to **Q6**)

Q3.2.1.

Please describe how you collected the assessment data for the selected PLO. For example, in what course(s) or by what means were data collected:

Writing assignments for MUSC 10 A-B-C and 110 were collected by instructors of record.

(Remember: Save your progress)

Question 3A: Direct Measures (key assignments, projects, portfolios, etc.)

Q3.3.

Were direct measures (key assignments, projects, portfolios, course work, student tests, etc.) used to assess this PLO?

- 1. Yes
- 2. No (skip to **Q3.7**)
- 3. Don't know (skip to **Q3.7**)

Q3.3.1.

Which of the following direct measures (key assignments, projects, portfolios, course work, student tests, etc.) were used? [**Check all that apply**]

- 1. Capstone project (e.g. theses, senior theses), courses, or experiences
- 2. Key assignments from required classes in the program
- 3. Key assignments from elective classes
- 4. Classroom based performance assessment such as simulations, comprehensive exams, or critiques
- 5. External performance assessments such as internships or other community-based projects
- 6. E-Portfolios
- 7. Other Portfolios
- 8. Other, specify:

Q3.3.2.

Please **1) provide and/or attach the direct measure** (key assignments, projects, portfolios, course work, student tests, etc.) you used to collect data, **THEN 2) explain here** how it assesses the PLO:

Student writing provides a measure for student success in written communication.

 No file attached

 No file attached

Q3.4.

What tool was used to evaluate the data?

- 1. **No** rubric is used to interpret the evidence (skip to **Q3.4.4.**)
- 2. Used rubric developed/modified by the faculty who teaches the class (skip to **Q3.4.2.**)
- 3. Used rubric developed/modified by a group of faculty (skip to **Q3.4.2.**)
- 4. Used rubric pilot-tested and refined by a group of faculty (skip to **Q3.4.2.**)
- 5. The VALUE rubric(s) (skip to **Q3.4.2.**)
- 6. Modified VALUE rubric(s) (skip to **Q3.4.2.**)
- 7. Used other means (Answer **Q3.4.1.**)

Q3.4.1.

If you used other means, which of the following measures was used? [**Check all that apply**]

- 1. National disciplinary exams or state/professional licensure exams (skip to **Q3.4.4.**)
- 2. General knowledge and skills measures (e.g. CLA, ETS PP, etc.) (skip to **Q3.4.4.**)
- 3. Other standardized knowledge and skill exams (e.g. ETC, GRE, etc.) (skip to **Q3.4.4.**)
- 4. Other, specify:

(skip to **Q3.4.4.**)

Q3.4.2.

Was the **rubric** aligned directly and explicitly **with the PLO**?

- 1. Yes
- 2. No
- 3. Don't know
- 4. N/A

Q3.4.3.

Was the **direct measure** (e.g. assignment, thesis, etc.) aligned directly and explicitly **with the rubric**?

- 1. Yes
- 2. No
- 3. Don't know
- 4. N/A

Q3.4.4.

Was the **direct measure** (e.g. assignment, thesis, etc.) aligned directly and explicitly **with the PLO**?

- 1. Yes
- 2. No
- 3. Don't know
- 4. N/A

Q3.5.

Please enter the number (#) of faculty members who participated in planning the assessment data **collection** of the selected PLO?

Q3.5.1.

Please enter the number (#) of faculty members who participated in the **evaluation** of the assessment data for the selected PLO?

Q3.5.2.

If the data was evaluated by multiple scorers, was there a norming process (a procedure to make sure everyone was scoring similarly)?

- 1. Yes
- 2. No
- 3. Don't know
- 4. N/A

Q3.6.

How did you **select** the sample of student work (papers, projects, portfolios, etc.)?

Random sampling of student writing from MUSC 10 A/B/C and MUSC 110

Q3.6.1.

How did you **decide** how many samples of student work to review?

Q3.6.2.

Please enter the number (#) of students that were in the class or program?

110

Q3.6.3.

Please enter the number (#) of samples of student work that you evaluated?

24 - 6 from each of four classes

Q3.6.4.

Was the sample size of student work for the direct measure adequate?

- 1. Yes
- 2. No
- 3. Don't know

(Remember: Save your progress)

Question 3B: Indirect Measures (surveys, focus groups, interviews, etc.)

Q3.7.

Were indirect measures used to assess the PLO?

- 1. Yes
- 2. No (skip to **Q3.8**)
- 3. Don't Know (skip to **Q3.8**)

Q3.7.1.

Which of the following indirect measures were used? [**Check all that apply**]

- 1. National student surveys (e.g. NSSE)
- 2. University conducted student surveys (e.g. OIR)
- 3. College/department/program student surveys or focus groups
- 4. Alumni surveys, focus groups, or interviews
- 5. Employer surveys, focus groups, or interviews
- 6. Advisory board surveys, focus groups, or interviews
- 7. Other, specify:

Q3.7.1.1.

Please explain and attach the indirect measure you used to collect data:

Exit survey for students in MUSC 110



Student Exit Survey.docx
13.47 KB



No file attached

Q3.7.2.

If surveys were used, how was the sample size **decided**?

Q3.7.3.

If surveys were used, how did you **select** your sample:

Q3.7.4.

If surveys were used, please enter the response rate:

Question 3C: Other Measures
(external benchmarking, licensing exams, standardized tests, etc.)**Q3.8.**

Were external benchmarking data, such as licensing exams or standardized tests, used to assess the PLO?

- 1. Yes
- 2. No (skip to **Q3.8.2**)
- 3. Don't Know (skip to **Q3.8.2**)

Q3.8.1.

Which of the following measures was used? [**Check all that apply**]

- 1. National disciplinary exams or state/professional licensure exams
- 2. General knowledge and skills measures (e.g. CLA, ETS PP, etc.)
- 3. Other standardized knowledge and skill exams (e.g. ETC, GRE, etc.)
- 4. Other, specify:

Q3.8.2.

Were other measures used to assess the PLO?

- 1. Yes
- 2. No (skip to **Q4.1**)
- 3. Don't know (skip to **Q4.1**)

Q3.8.3.

If other measures were used, please specify:

(Remember: **Save your progress**)

Question 4: Data, Findings, and Conclusions

Q4.1.

Please provide tables and/or graphs to summarize the assessment data, findings, and conclusions for the selected PLO in **Q2.1** (see Appendix 12 in our [Feedback Packet Example](#)):



2018 final assessment scoring sheet.docx
17.18 KB



2018 final assessment scoring sheet.docx
17.28 KB

Q4.2.

Are students doing well and meeting the program standard? **If not**, how will the program work to improve student performance of the selected PLO?

Students are meeting the desired standard.



No file attached



No file attached

Q4.3.

For the selected PLO, the student performance:

- 1. **Exceeded** expectation/standard
- 2. **Met** expectation/standard
- 3. **Partially** met expectation/standard
- 4. Did not meet expectation/standard
- 5. No expectation/standard has been specified
- 6. Don't know

Question 4A: Alignment and Quality

Q4.4.

Did the data, including the direct measures, from all the different assessment tools/measures/methods directly align with the PLO?

- 1. Yes
- 2. No
- 3. Don't know

Q4.5.

Were **all** the assessment tools/measures/methods that were used good measures of the PLO?

- 1. Yes
- 2. No
- 3. Don't know

Question 5: Use of Assessment Data (Closing the Loop)

Q5.1.

As a result of the assessment effort and based on prior feedback from OAPA, do you anticipate **making any changes** for your program (e.g. course structure, course content, or modification of PLOs)?

- 1. Yes
- 2. No (skip to **Q5.2**)
- 3. Don't know (skip to **Q5.2**)

Q5.1.1.

Please describe **what changes** you plan to make in your program as a result of your assessment of this PLO.

Committee identified opportunity for improvement in 10 A-B-C with improved student sequential progress through the survey courses. We plan to improve advising to help students take this sequence in order. We also plan to offer 10 in the fall semester so students can begin the sequence as they enter the program.

Q5.1.2.

Do you have a plan to assess the **impact of the changes** that you anticipate making?

- 1. Yes, describe your plan:

Continued assessment of written communication in 10 A-B-C for clear development of competence in each semester of the survey.

- 2. No
- 3. Don't know

Q5.2.

To what extent did you apply **previous assessment results** collected through your program in the following areas?

1.	2.	3.	4.	5.
Very Much	Quite a Bit	Some	Not at All	N/A

1. Improving specific courses	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input checked="" type="radio"/>	<input type="radio"/>
2. Modifying curriculum	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input checked="" type="radio"/>	<input type="radio"/>
3. Improving advising and mentoring	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input checked="" type="radio"/>	<input type="radio"/>
4. Revising learning outcomes/goals	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input checked="" type="radio"/>	<input type="radio"/>
5. Revising rubrics and/or expectations	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input checked="" type="radio"/>	<input type="radio"/>
6. Developing/updating assessment plan	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input checked="" type="radio"/>	<input type="radio"/>
7. Annual assessment reports	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input checked="" type="radio"/>	<input type="radio"/>
8. Program review	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input checked="" type="radio"/>	<input type="radio"/>
9. Prospective student and family information	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input checked="" type="radio"/>	<input type="radio"/>
10. Alumni communication	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input checked="" type="radio"/>	<input type="radio"/>
11. WSCUC accreditation (regional accreditation)	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input checked="" type="radio"/>	<input type="radio"/>
12. Program accreditation	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input checked="" type="radio"/>	<input type="radio"/>
13. External accountability reporting requirement	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input checked="" type="radio"/>	<input type="radio"/>
14. Trustee/Governing Board deliberations	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input checked="" type="radio"/>	<input type="radio"/>
15. Strategic planning	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input checked="" type="radio"/>	<input type="radio"/>
16. Institutional benchmarking	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input checked="" type="radio"/>	<input type="radio"/>
17. Academic policy development or modifications	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input checked="" type="radio"/>	<input type="radio"/>
18. Institutional improvement	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input checked="" type="radio"/>	<input type="radio"/>
19. Resource allocation and budgeting	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input checked="" type="radio"/>	<input type="radio"/>
20. New faculty hiring	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input checked="" type="radio"/>	<input type="radio"/>
21. Professional development for faculty and staff	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input checked="" type="radio"/>	<input type="radio"/>
22. Recruitment of new students	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input checked="" type="radio"/>	<input type="radio"/>
23. Other, specify: <input type="text"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input checked="" type="radio"/>	<input type="radio"/>

Q5.2.1.

Please provide a detailed example of how you used the assessment data above:

Q5.3.

To what extent did you apply **previous assessment feedback** from the Office of Academic Program Assessment in the following areas?

	1.	2.	3.	4.	5.
	Very Much	Quite a bit	Some	Not at All	N/A
1. Program Learning Outcomes	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input checked="" type="radio"/>	<input type="radio"/>

2. Standards of Performance	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input checked="" type="radio"/>	<input type="radio"/>
3. Measures	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input checked="" type="radio"/>	<input type="radio"/>
4. Rubrics	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input checked="" type="radio"/>	<input type="radio"/>
5. Alignment	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input checked="" type="radio"/>	<input type="radio"/>
6. Data Collection	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input checked="" type="radio"/>	<input type="radio"/>
7. Data Analysis and Presentation	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input checked="" type="radio"/>	<input type="radio"/>
8. Use of Assessment Data	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input checked="" type="radio"/>	<input type="radio"/>
9. Other, please specify: <input type="text"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input checked="" type="radio"/>	<input type="radio"/>

Q5.3.1.

Please share with us an example of how you applied **previous feedback** from the Office of Academic Program Assessment in any of the areas above:

(Remember: **Save your progress**)

Section 3: Report Other Assessment Activities

Other Assessment Activities

Q6.

If your program/academic unit conducted assessment activities that are **not directly related to the PLOs** for this year (i.e. impacts of an advising center, etc.), please provide those activities and results here:

No file attached

No file attached

Q6.1.

Please explain how the assessment activities reported in **Q6** will be linked to any of your PLOs and/or PLO assessment in the future and to the mission, vision, and the strategic planning for the program and the university:

Q9.1.If you have attached **any** files to this form, please list **every** attached file here:**Section 4: Background Information about the Program****Program Information (Required)****Program:**
(If you typed in your program name at the beginning, please skip to **Q11**)**Q10.**

Program/Concentration Name: [skip if program name is already selected or appears above]

Q11.

Report Author(s):

Q11.1.

Department Chair/Program Director:

Q11.2.

Assessment Coordinator:

Q12.

Department/Division/Program of Academic Unit (select):

Q13.

College:

Q14.

What is the total enrollment (#) for Academic Unit during assessment (see Departmental Fact Book):

Q15.

Program Type:

- 1. Undergraduate baccalaureate major
- 2. Credential
- 3. Master's Degree

4. Doctorate (Ph.D./Ed.D./Ed.S./D.P.T./etc.)

5. Other, specify:

Q16. Number of **undergraduate degree programs** the academic unit has?

Q16.1. List all the names:

BA, Music; Bachelor of Music

Q16.2. How many concentrations appear on the diploma for this undergraduate program?

Q17. Number of **master's degree programs** the academic unit has?

Q17.1. List all the names:

Master of Music

Q17.2. How many concentrations appear on the diploma for this master's program?

Q18. Number of **credential programs** the academic unit has?

Q18.1. List all the names:

Bachelor of Music in Music Education

Q19. Number of **doctorate degree programs** the academic unit has?

Q19.1. List all the names:

When was your Assessment Plan...	1.	2.	3.	4.	5.	6.	7.	8.

	Before 2012-13	2013-14	2014-15	2015-16	2016-17	2017-18	No Plan	Don't know
Q20. Developed?	<input checked="" type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Q20.1. Last updated?	<input checked="" type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>

Q20.2. (Required)

Please **obtain** and **attach** your latest **assessment plan**:

 **Assessment Plan2012.doc**
37 KB


Q21.

Has your program developed a **curriculum map**?

- 1. Yes
- 2. No
- 3. Don't know

Q21.1.

Please **obtain** and **attach** your latest **curriculum map**:

 Roadmaps.zip
1.24 MB

Q22.

Has your program indicated explicitly in the curriculum map where assessment **of student learning** occurs?

- 1. Yes
- 2. No
- 3. Don't know

Q23.

Does your program have a capstone class?

- 1. Yes, specify:

MUSC 110. MUSC 185

- 2. No
- 3. Don't know

Q23.1.

Does your program have a capstone project(s)?

- 1. Yes
- 2. No
- 3. Don't know

(Remember: Save your progress)

Save When Completed!

ver. 10.31.17

CSU SACRAMENTO WRITTEN COMMUNICATION RUBRIC AND IMPLEMENTATION GUIDELINES

The written communication rubric was developed by the Reading and Writing Senate Subcommittee in an effort to provide a set of measurable outcomes for student achievement goals associated with writing. The rubric is based on the Association of American Colleges & Universities (AAC&U) VALUE rubrics, which “were developed by teams of faculty experts representing colleges and universities across the United States through a process that examined many existing campus rubrics and related documents for each learning outcome and incorporated additional feedback from faculty.”

Faculty interested in the AAC&U VALUE Rubric for writing communication should consult the rubric for written communication (www.aacu.org/value/rubrics/written-communication).

The AAC&U Definition of Written Communication

Written communication is the development and expression of ideas in writing. Written communication involves learning to work in many genres and styles. It can involve working with many different writing technologies, and mixing texts, data, and images. Written communication abilities develop through iterative experiences across the curriculum.

Translating the VALUE Rubric to the Contexts of CSU Sacramento

In an effort to fulfill its charge, the Writing and Reading Senate Subcommittee worked to translate the AAC&U Written Communication VALUE Rubric to meet the specific demands of our campus and our students. We have added emphasis on issues of writing process, writing strategies, and engagement with disciplinary knowledge through the process of writing. The expectation is that faculty engaged in the evaluation of programs, course outcomes, or individual pieces of student work will further contextualize the University-Wide Written Communication Rubric in order to meet their own assessment needs. This process of contextualization is demonstrated in the Implementation Guidelines.

In order to assess writing process and content development, it is recommended evaluators also consider process artifacts (e.g. outlines and early drafts) and reflective work that addresses questions such as the following: What decisions did the writer make about audience, purpose, and genre during the writing process? How are those choices evident in the writing -- in the content, organization and structure, reasoning, evidence, mechanical and surface conventions, and citation systems used in the writing?

Glossary

- **Rhetorical Awareness:** An understanding that in order to successfully fulfill the purpose of a writing task, the author must be able to anticipate and address the needs of the intended audience.
- **Disciplinary Awareness:** Understanding the relationship between disciplinary issues of concern and the specific methodologies for addressing those issues.
- **Genre & Disciplinary Conventions:** Formal and informal rules that constitute what is seen generally as appropriate within different academic fields and the various genres within those fields, e.g. introductory strategies, use of passive voice or first person point of view, expectations for thesis or hypothesis, expectations for kinds of evidence and support that are appropriate to the task at hand, use of primary and secondary sources to provide evidence and support arguments and to document critical perspectives on the topic.
- **Sources:** The incorporation of outside information according to disciplinary and genre conventions and in accordance with the writer's purpose for the text. Through increasingly sophisticated use of sources, writers develop an ability to differentiate between their own ideas and the ideas of others, credit and build upon work already accomplished in the field or issue they are addressing, and provide meaningful examples to readers.
- **Evidence:** Source material that is used to extend, in purposeful ways, writers' ideas in a text.
- **Syntax:** The skillful arrangement of words and phrases.
- **Mechanics:** Use of appropriate grammar, punctuation, spelling, and formatting of text.
- **Academic Discourse:** The ability to participate in discourse by placing new ideas or knowledge within the context of existing disciplinary knowledge.
- **Writing Process:** Writing may start in a lab or a library. Understanding the steps that lead to the development of a text is writing process knowledge. Each discipline has a unique way of producing texts, from the generation of ideas through the submission of a final draft.

University-Wide Written Communication Rubric

	Capstone	Milestones		Benchmark
	4	3	2	1
Rhetorical Awareness	Demonstrates thorough understanding of the context, audience, persona, and purpose with a clear focus on a specific writing task.	Demonstrates adequate understanding of the context, audience, persona, and purpose with a clear focus on a specific writing task.	Demonstrates awareness of context, audience, persona, and purpose with a focus on a specific writing task.	Demonstrates attention to context, audience, persona, and purpose in a writing task.
Disciplinary Awareness	Demonstrates mastery of discipline-specific conventions related to the creation and communication of knowledge, including modes of synthesis and analysis.	Demonstrates familiarity with discipline-specific conventions related to the creation and communication of knowledge.	Demonstrates awareness of discipline-specific conventions related to the creation and communication of knowledge.	Demonstrates awareness of the existence of discipline-specific conventions related to the creation and communication of knowledge.
Content Development	Uses appropriate, relevant, and compelling content to demonstrate academic rigor and illustrate mastery of the subject, conveying the writer's understanding, and shaping the whole work.	Uses appropriate, relevant, and compelling content to develop and explore ideas within the context of the discipline and shape the whole work.	Uses appropriate and relevant content to develop and explore ideas within the context of the discipline and shape the whole work.	Uses relevant content to explore ideas and shape the whole work.
Genre and Disciplinary Conventions	Demonstrates detailed attention to and successful execution of a wide range of conventions particular to a specific discipline and/or writing task(s) including organization, content, presentation, formatting, and stylistic choices.	Demonstrates consistent use of important conventions particular to a specific discipline and/or writing task(s) including organization, content, presentation, and stylistic choices.	Follows expectations appropriate to a specific discipline and/or writing task(s) for basic organization, content, and presentation.	Uses a consistent system for basic organization and presentation.
Sources and Evidence	Demonstrates skillful use of high quality, credible, relevant, and task-appropriate evidence and/or sources to support ideas.	Demonstrates skillful use of credible, relevant, and task-appropriate evidence and/or sources to support ideas.	Demonstrates use of credible and relevant evidence and/or sources to support ideas.	Demonstrates use of evidence and/or sources to support ideas.
Syntax	Uses task-appropriate language that skillfully communicates meaning to readers with clarity and fluency.	Uses language that skillfully communicates meaning to readers with clarity and fluency.	Uses clear language that conveys meaning to readers.	Uses language that conveys meaning to readers.
Mechanics	Demonstrates superior control of mechanics and grammar, and is virtually error-free.	Demonstrates consistent control of mechanics and grammar, and has few errors.	Demonstrates adequate control of mechanics and grammar, although writing may include some errors.	Demonstrates understanding of mechanics and grammar. Errors may distract or impede understanding.

Implementation Guidelines for the University-Wide Written Communication Rubric

The University-Wide Written Communication Rubric is intended to be a tool that aids faculty in the development of program rubrics, course rubrics, and writing assignments.

The University-Wide Written Communication Rubric is designed to assess institutional effectiveness.

The University-Wide Written Communication Rubric is *not* intended to be used as a grading rubric for individual assignments or as a rubric for assessing courses or programs. The unique context of each program and each course requires that local faculty develop their own assessment tools capable of measuring the learning outcomes appropriate for that context.

****Program Rubric Example****

To demonstrate this process, the Writing and Reading Senate Subcommittee created an example of a program rubric (page 4).

The example is a rubric for the Writing Programs. To craft the program rubric, the Subcommittee used the learning outcomes previously developed by Writing Programs faculty to reframe and reshape the University-Wide Written Communication Rubric.

Instructors in the Writing Programs are now able to use the Program Rubric to inform the creation of course rubrics, writing assignments, and grading rubrics for individual assignments.

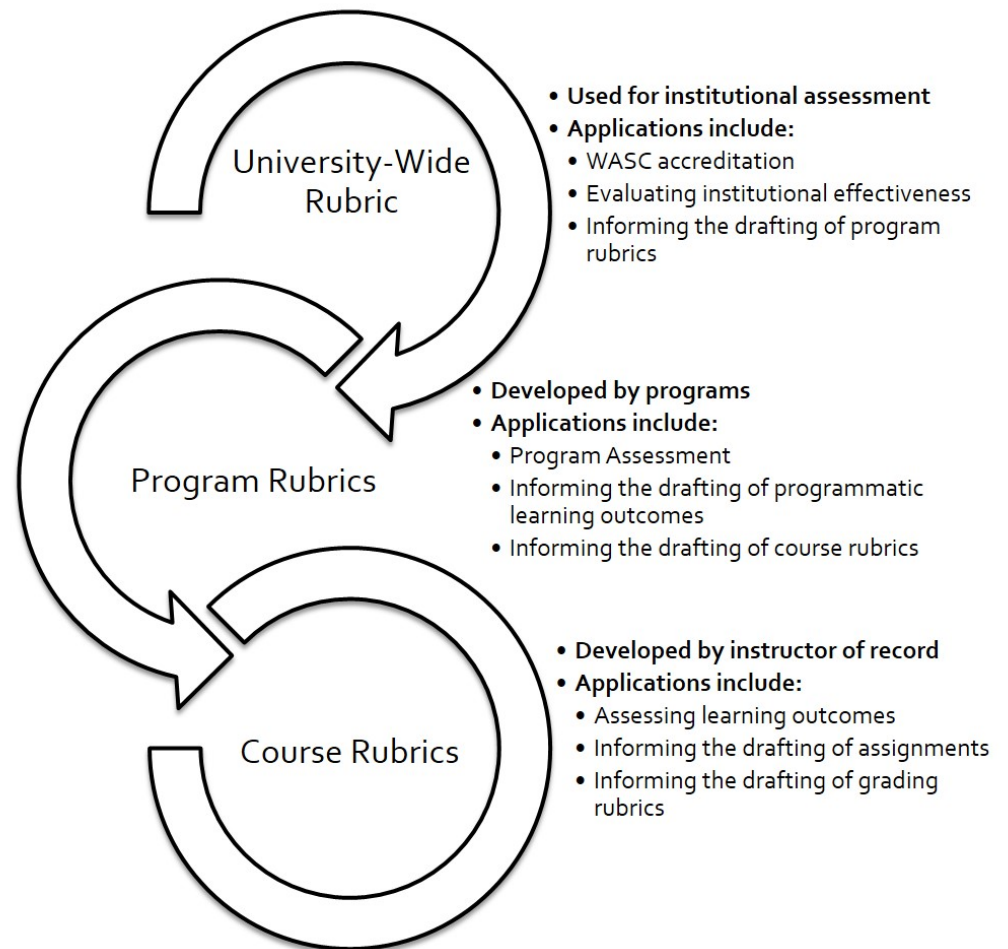


Figure 1 - Using The University-Wide Written Communication Rubric to Craft Program and Course Rubrics

Program Written Communication Rubric

	Exemplary/Exceeds Expectation	Accomplished/Partially Exceeds Expectation	Developing/Meets Expectations	Beginner/Needs Improvement
Academic Discourse / Source and Evidence	Demonstrates sophisticated ability to summarize, analyze, and synthesize a credible and relevant body of literature.	Demonstrates ability to summarize, analyze, and synthesize a credible and relevant body of literature.	Demonstrates ability to summarize and analyze a relevant body of literature.	Demonstrates ability to summarize a relevant body of literature.
Thesis Development / Content Development	Establishes a carefully articulated idea with a strong sense of purpose and appropriateness for audience.	Establishes a meaningful controlling idea with a clear sense of purpose and appropriateness for audience.	Establishes a controlling idea with a sense of purpose and appropriateness for audience.	Establishes an idea with a sense of purpose.
Organization / Discipline-based Argumentation	Utilizes task-appropriate organization to create a sophisticated argument that makes effective connections between claims supported by discipline-appropriate evidence.	Utilizes task-appropriate organization to create a consistent argument that makes effective connections between claims supported by discipline-appropriate evidence.	Utilizes task-appropriate organization to create an argument that makes connections between claims supported by evidence.	Utilizes an organizational structure to create an argument that makes connections between claims supported by evidence.
Control of Syntax and Grammar	Demonstrates scholarly use of language that skillfully communicates meaning with few grammatical errors, making misinterpretation unlikely. All in-text citations are appropriately written for a given discipline.	Demonstrates effective use of language that clearly communicates meaning with few grammatical errors, making misinterpretation unlikely. Most of the in-text citations are appropriately written for the given discipline.	Demonstrates control of language that communicates meaning with clarity. Grammatical errors that rarely interfere with communication. The majority of in-text citations are appropriately written for the given discipline.	While grammatical errors may interfere with communication, the text demonstrates control of language that communicates meaning. In-text citations are utilized.
Writing Process	Demonstrates mastery of the ways in which one proceeds through the various writing processes associated with the task.	Demonstrates thorough understanding of the ways in which one proceeds through the various writing processes associated with the task.	Demonstrates understanding of the ways in which one proceeds through the various writing processes associated with the task.	Demonstrates an awareness of ways in which one proceeds through the various writing processes associated with the task.

Student Exit Survey
Music 110 Fall, 2016

Please answer the questions below in as much detail as possible.

1. Describe how well this class prepared you to conduct and present original research.
2. Describe how well this class prepared you to write a research paper.
3. Describe how prepared you were to access online primary sources as a result of this class.

4. Describe how this class contributed to your overall effectiveness as a writer.

5. Describe your general knowledge of musicological writing as a result of this class.

6. Describe the effectiveness of daily writing assignments in the improvement of your writing.

2018 CSUS School of Music Written Communication Assessment

	Exemplary	Accomplished	Developing	Beginner
MUSC 10A	0	5	11	8
MUSC 10B	1	6	8	9
MUSC 10C	2	9	6	7
MUSC 110	5	11	7	0

**CALIFORNIA STATE UNIVERSITY, SACRAMENTO
DEPARTMENT OF MUSIC**

ASSESSMENT PLAN

Overview and Mission

The Department of Music offers a traditionally based course of study dedicated to providing thorough training and understanding for students planning careers in music. Degree options available are the Bachelor of Arts, Bachelor of Arts with Music Management concentration, Bachelor of Music in Performance and Composition, and Master of Music in Conducting, Composition, Music Education, Music History/Literature, and Performance. In conjunction with the Bachelor of Arts or Bachelor of Music degrees, students may prepare for a teaching credential. A minor requiring sixteen units is also available.

The focus of all programs is on performance and in-depth preparations in the academic disciplines of music. Course requirements in many ways resemble those at major conservatories and schools of music from throughout the United States. The faculty itself represents many of America's most prestigious music schools and conservatories, and their curricular expectations replicate their experiences.

The Department subscribes to the National Schools of Music statement of purpose in regard to musicianship.

Musicianship is the body of knowledge, skills, practices, and insights that enables music-making at any level. To some extent, every musician functions regularly as a performer, a listener, an historian, a composer, a theorist, and a teacher. Completion of an undergraduate program in music indicates acquisition of sufficient musicianship to perform these functions appropriate to areas of concentration and to communicate effectively across the specializations of musical practice.

Primary Program Goals

- A. To prepare students as performers on a major instrument.
- B. To prepare students in the historical perspectives of music.
- C. To prepare students in the theoretical elements of music.
- D. To prepare students in the supporting areas of aural theory skills, keyboard skills, conducting, and technology.

Student Competencies*

By the end of undergraduate study, students should have:

A. Performance

1. Developed competence in at least one major performance area.
2. Performed a cross-section of the music from the complete repertory of the particular performance medium.
3. Developed technical skills requisite for artistic self-expression at the level appropriate for the particular music concentration.
4. Participated in the ensemble experience throughout the baccalaureate program.
5. Been exposed to large and varied body of music through attendance at recitals, concerts, operas, and other performances.

B. History

1. Acquired a general knowledge of the major styles, genres, forms, and composers from the middle ages to the present.
2. Acquired an historical perspective of music based upon musical literature and the social context of its creation, including an exposure to music from non-western world cultures.
3. Worked independently on a variety of musical problems by combining their capabilities in performance; aural, verbal and visual analysis; repertory and history.

C. Theory

1. Studied theoretical applications of music from the seventeenth century to the present.
2. Developed (a) an understanding of the common elements and organizational patterns of music and their interaction, and (b) the ability to employ this understanding in aural, verbal and visual analyses.
3. Sufficient knowledge of musical forms, processes, and structures to use this knowledge compositional, performance, scholarly, pedagogical, and historical contexts.

D. Supporting Areas

1. Acquired aural theory competency.
2. Acquired keyboard competency.
3. Acquired conducting and rehearsal skills.
4. Acquired skills and understanding in the use of music technology.

* certain statements drawn from National Association of Schools of Music 1997-1998 Handbook

Assessment Procedures

A. Performance

1. Entering Audition - Each entering music major is required to declare a major performance area and perform a ten-minute audition of prepared music before being admitted to the Department. The performance is evaluated by a panel of professors representing the major performance area. Students that demonstrate the ability to complete the applied requirements for a music degree are admitted to the program and assigned a semester level from one through eight. Students that do not demonstrate the ability to complete the applied requirements for a music degree are advised to study independently and retake the audition at a later date.
2. Semester Auditions - During final examinations, each student enrolled in applied music performs a semester audition of prepared music for a panel of professors representing the major performance area. A student that has performed a recital during the semester is not required to play a semester audition. The types of semester auditions are:

Jury Auditions - Each student performs a ten-minute (B.A.) or twenty-minute (B.M.) recital of prepared music. Based on the quality of the performance together with the appropriate level of the literature, the faculty panel makes the decision to pass the student to the next semester level, hold the student at the present level for another semester, or recommend that the student repeat the performance at the beginning of the next semester.

Junior Qualifying Audition - During the jury audition for the second semester sophomore level, the student is evaluated on the basis of probable success in performing a senior recital (B.A.) or a junior and senior recital (B.M) during the next four semesters. As with the prior jury auditions and based on the quality of the performance together with the appropriate level of the literature, the faculty panel makes the decision to pass the student to the upper division level, hold the student at the present level for another semester, or recommend that the student repeat the performance at the beginning of the next semester.

Junior/Senior Recital Permission - During jury auditions prior to a junior or senior recital, each student performs a twenty-minute program that includes movements or excerpts from the compositions that will be performed on the recital. Based on the quality of the performance together with the appropriate level of the literature, the faculty panel gives permission for the student to perform a junior or senior recital, recommends that the student repeat the recital permission performance at the beginning of the next semester or holds the student at the present level so that the student may repeat the performance at the end of the next semester.

B. Music Theory

1. Entering Music Theory Examination of Written and Aural Skills - Each entering music major is required to take the CSUS Music Theory Placement Exam before

being assigned to music theory classes. The instrument has both aural and harmony components and is written at four levels: A, B, C and D. Based on the student's background in music theory, an appropriate level of the test is administered and graded by a music theory professor. The student is assigned to music theory courses on the basis of the results of this diagnostic examination.

2. Music 110B Capstone Literature & Analysis Presentation and Paper - see below

C. Music History

Music 110B Capstone Literature & Analysis Presentation and Paper - A Capstone component is included in Music 110B: History of Music. The course has as a terminal requirement the writing of a paper and presentation that serves as verification of comprehensive understanding in music theory, analysis, literature, and history. Specifically, a major solo or chamber work will be selected that the student has recently performed. The composition will serve as a basis for research which includes a historical analysis together with a formal theoretical analysis of the music. The paper will be presented to the 110B class and evaluated by the professor or a panel of faculty members. The paper should show evidence of acceptable writing and research skills. The presentation should show evidence of acceptable speaking skills and the use of appropriate media devices.

D. Supporting Areas

1. Entering Keyboard Examination - The Entering Keyboard Examination is given to each new student by a member of the piano faculty before the start of classes. Each student is asked to perform components of the Music 14B final examination. This includes sight reading appropriate literature, performing prepared piano repertoire, all major and minor scales, keyboard chord patterns in major and minor keys, transposition of melodies, and harmonization of simple melodies. Based on the professor's evaluation, the student is granted competency and is exempt from taking piano classes or is assigned to an appropriate piano class, 14B-D.
2. Keyboard Proficiency Examination - The Keyboard Proficiency Examination may be taken at any time but is usually included in Music 14D: Basic Piano IV. Specifically, Keyboard Proficiency is achieved by performing at a satisfactory level intermediate piano selections, sight reading a variety of textures, accompanying soloists in performance and scales, arpeggios, chord progressions and melodic transposition. The Keyboard Proficiency Examination is administered and evaluated by the Music 14D instructor or a member of the piano faculty.
3. Music 1 Aural Theory Barrier Examination - The Barrier Examination includes

intermediate interval identification; melodic, harmonic and rhythmic dictation; and sight-singing of melodies. The Barrier Examination is administered and evaluated by the Music 1 instructor. Student competency in intermediate aural skills is acquired by passing the Music 1 Barrier Examination. Students that pass the Barrier Examination are eligible to enroll in Music 2: Musicianship II.

4. Music 2 Aural Theory Barrier Examination - The Barrier Examination includes advanced interval identification; melodic, harmonic and rhythmic dictation; and sight-singing of melodies. The Barrier Examination is administered and evaluated by the Music 2 instructor. Student competency in advanced aural skills is acquired by passing the Music 2 Barrier Examination.

E. Graduating Senior Assessment Survey

A Graduating Senior Assessment Survey will be completed by each student during the spring semester prior to graduation. The assessment instrument is a fifteen-item survey which asks the student to rate on a five-point Likert scale how well the competencies, as stated in this document, were met during the undergraduate program. Data from the survey will be used in assessing course material and for revision of the assessment program.

Assessment Implementation Procedures

Most of the components of the Department of Music's Assessment Plan have been implemented with two exceptions:

1. The Music 110B Capstone Literature & Analysis Presentation and Paper has been implemented, however, the standards have not been formalized by the faculty.
2. The Bachelor of Arts Degree with a Music Management Concentration is currently in its third year. The course that would contain the capstone component, Music 197: Music & Business has not been offered.

Bachelor of Music: Instrumental

FOUR YEAR PLAN

Minimum total units required for BM Degree: 120 (75-78 units required from Major department)

Additional courses may be needed to meet requirements in English and/or Math prior to completing GE requirements: A2 & B4

This form is designed to be used in partnership with GE and Major advisors - modifications may be necessary to meet the unique needs of each student. Seek assistance each semester to stay on track and graduate!

YEAR 1	Sem. 1	Intermediate Applied BA (1 unit), Intermediate Applied BM (1 unit), & MUSC 142 (1 unit)	MUSC 5	MUSC 9 (GE C1)	GE B4 (EDUC 18)	GE E (MUSC 21)	15 UNITS
	Sem. 2		MUSC 10A (GE C2)	MUSC 1 (2 units)	MUSC 6	GE A1	GE A2

YEAR 2	Sem. 3	Intermediate Applied BA (1 unit), Intermediate Applied BM (1 unit), & MUSC 142 (1 unit)	MUSC 2 (2 units)	MUSC 7	MUSC 10B (GE C)	MUSC 14D (1 unit)	GE A3	FL	18 UNITS
	Sem. 4		MUSC 3 (2 units)	MUSC 10C	GE B1+B3 (4 units)	GE D (GOVT)	FL	18 UNITS	

YEAR 3	Sem. 5	Advanced Applied BA (1 unit), Advanced Applied BM (1 unit), & MUSC 142 (1 unit)	MUSC 103	MUSC 144 (1 unit)	MUSC 151 (2 units)	ENGL 20	GE B2	GE D	18 UNITS
	Sem. 6		MUSC 105	MUSC 144 (1 unit)	MUSC 154 (2 units)	MUSC 175 (1 unit)	GE B5-UD (PHYS 186)	13 UNITS	

YEAR 4	Sem. 7	Advanced Applied BA (1 unit), Advanced Applied BM (1 unit), & MUSC 142 (1 unit)	MUSC 106	MUSC 172 (1 units)	GE C-UD	GE D-UD (US HIST)	13 UNITS
	Sem. 8		MUSC 172 (1 units)	MUSC 110*	MUSC 185 (2 units)	GE D+	12 UNITS

KEY:

- Major requirements
- GE/graduation requirements
- Electives
- Minor requirements

UD Upper Division
+ Race & Ethnicity
***** Writing Intensive (Complete WPJ or substitute ENGL 109W/M for elective in Semester 5 before enrolling)
FL If requirement was not met in high school or through testing, substitute two semesters of Foreign Language for electives
() Courses in parentheses are suggested, not required.

NOTES:
 Enroll in piano each semester until successful completion of MUSC 14D. MUSC 14B and MUSC 14C are the correct courses leading to MUSC 14D.

TOTAL = 124 UNITS



Bachelor of Music: Jazz Studies, Music Ed. Concentration

FOUR YEAR PLAN

Minimum total units required for BM Degree: 120 (75-78 units required from Major department)

Additional courses may be needed to meet requirements in English and/or Math prior to completing GE requirements: A2 & B4

This form is designed to be used in partnership with GE and Major advisors - modifications may be necessary to meet the unique needs of each student. Seek assistance each semester to stay on track and graduate!

YEAR 1	Sem. 1	Intermediate Applied Music (1 unit) & MUSC 142 (1 unit)	MUSC 5	MUSC 9 (GE C1)	MUSC 40B (1 unit)	GE E (MUSC 21)	GE B4 (EDUC 18)	15 UNITS
	Sem. 2		MUSC 1 (2 units)	MUSC 6	MUSC 10A (GE C)	MUSC 40W (1 unit)	GE A1	GE A2

YEAR 2	Sem. 3	MUSC 142 (1 unit) & MUSC 50 (1 unit)	MUSC 2 (2 units)	MUSC 7	MUSC 43A (2 unit)	MUSC 10B (GE C)	MUSC14D (1 unit)	GE A3	16 UNITS
	Sem. 4		MUSC 3 (2 units)	MUSC 43B (2 units)	MUSC 15 (1 unit)	MUSC 10C	GE B1+B3 (4 units)	ENGL 20	17 UNITS

YEAR 3	Sem. 5	Advanced Applied Music (1 unit) & MUSC 143J/143V (1 unit)	MUSC 151 (2 units)	MUSC 106	MUSC 162 (2 units)	MUSC 40S (1 unit)	GE B2	FL	16 UNITS
	Sem. 6		MUSC 118B	MUSC 105	MUSC 153/154 (2 units)	MUSC 164 (2 units)	GE C2-UD	FL	18 UNITS

YEAR 4	Sem. 7	Advanced Applied Music (1 unit) & MUSC 143J/143V (1 unit)	MUSC 140 (2 units)	MUSC 110*	GE D-UD (US HIST)	GE D (GOVT)	GE D+	16 UNITS
	Sem. 8		MUSC 102	MUSC 185E (1 unit)	MUSC 161 (2 units)	MUSC 40P (1 unit)	GE B5-UD (PHYS 186)	GE D

KEY:

- Major requirements
- GE/graduation requirements
- Electives
- Minor requirements

UD Upper Division
+ Race & Ethnicity
***** Writing Intensive (Complete WPJ or substitute ENGL 109W/M for elective in Semester 5 before enrolling)
FL If requirement was not met in high school or through testing, substitute two semesters of Foreign Language for electives
() Courses in parentheses are suggested, not required.

NOTES:
 Enroll in piano each semester until successful completion of MUSC 14D. MUSC 14B and MUSC 14C are the correct courses leading to MUSC 14D.
 Take MUSC 178 and MUSC 179 during Credential Program.
 Credential Program prerequisites: EDUC 100A/100B, EDUC 170, HISC 136 (8) units. Can be taken during the summer following completion of the BMUE.
 This concentration is **not** a Subject Matter Waiver program. Applicants to the Credential Program will need to pass CSET prior to acceptance.

TOTAL = 130 UNITS



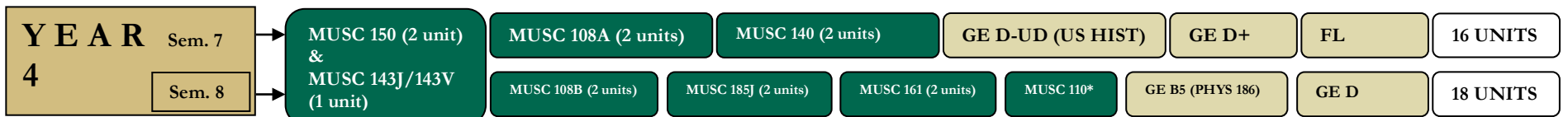
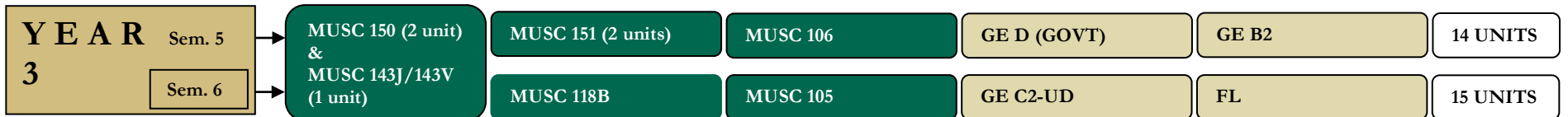
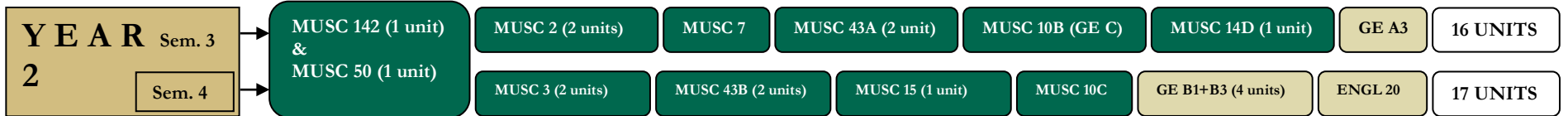
Bachelor of Music: Jazz Studies

FOUR YEAR PLAN

Minimum total units required for BM Degree: 120 (75-78 units required from Major department)

Additional courses may be needed to meet requirements in English and/or Math prior to completing GE requirements: A2 & B4

This form is designed to be used in partnership with GE and Major advisors - modifications may be necessary to meet the unique needs of each student. Seek assistance each semester to stay on track and graduate!



KEY:

- Major requirements
- GE/graduation requirements
- Electives
- Minor requirements

UD Upper Division
+ Race & Ethnicity
***** Writing Intensive (Complete WPJ or substitute ENGL 109W/M for elective in Semester 5 before enrolling)
FL If requirement was not met in high school or through testing, substitute two semesters of Foreign Language for electives
() Courses in parentheses are suggested, not required.

NOTES:
 Enroll in piano each semester until successful completion of MUSC 14D. MUSC 14B and MUSC 14C are the correct courses leading to MUSC 14D.

TOTAL = 126 UNITS



Bachelor of Music: Keyboard

FOUR YEAR PLAN

Minimum total units required for BM Degree: 120 (75-78 units required from Major department)

Additional courses may be needed to meet remediation requirements in English and/or Math prior to completing GE requirements: A2 & B4

This form is designed to be used in partnership with GE and Major advisors - modifications may be necessary to meet the unique needs of each student. Seek assistance each semester to stay on track and graduate!

YEAR 1	Sem. 1	MUSC 142 (1), MUSC 32A/35A (1), & MUSC 32B/35B (1)	MUSC 5	MUSC 9 (GE C1)	GE B4 (EDUC 18)	GE E (MUSC 21)	15 UNITS
	Sem. 2		MUSC 1 (2 units)	MUSC 6	MUSC 10A (GE C)	GE A2	GE A1

YEAR 2	Sem. 3	MUSC 142 (1), MUSC 32A/35A (1), & MUSC 32B/35B (1)	MUSC 2 (2 units)	MUSC 7	MUSC 10B (GE C)	GE A3	14 UNITS
	Sem. 4		MUSC 3 (2 units)	MUSC 10C	GE B1+B3 (4 units)	GE D (US HIST)	ENGL 20

YEAR 3	Sem. 5	MUSC 172 (1), MUSC 132A/135A (1), & MUSC 132B/135B (1)	MUSC 103	MUSC 151 (2 units)	MUSC 176 (2 units)	GE B2	FL	16 UNITS
	Sem. 6		MUSC 105	MUSC 173A (2 units)	MUSC 175 (1 unit)	GE D (GOVT)	FL	15 UNITS

YEAR 4	Sem. 7	MUSC 172 (1), MUSC 132A/135A (1), & MUSC 132B/135B (1)	MUSC 106	MUSC 141A (2 units)	GE D	GE C2-UD	14 UNITS
	Sem. 8		MUSC 141B (2 units)	MUSC 110*	MUSC 185 (2 units)	GE D-UD	GE B5-UD (PHYS 186)

KEY:

- Major requirements
- GE/graduation requirements
- Electives
- Minor requirements

UD Upper Division
+ Race & Ethnicity
***** Writing Intensive (Complete WPJ or substitute ENGL 109W/M for elective in Semester 5 before enrolling)
FL If requirement was not met in high school or through testing, substitute two semesters of Foreign Language for electives
() Courses in parentheses are suggested, not required.

NOTES:

TOTAL = 126 UNITS



MUSIC : Music Concentration

FOUR YEAR PLAN

Minimum total units required for BA Degree: 120 □ 52-65 units required from Major department

□ Additional courses may be needed to meet requirements in English and/or Math prior to completing GE requirements: A2 & B4

This form is designed to be used in partnership with GE and Major advisors - modifications may be necessary to meet the unique needs of each student.

Seek assistance each semester to stay on track and graduate!

YEAR 1	Sem. 1	MUSC 5	MUSC 9 (GE C1)	MUSC 142 (1 unit)	Applied Music (1 unit)	GE B4 (EDUC 18)	GE E (MUSC 21)	14 UNITS
	Sem. 2	MUSC 14C (1)	MUSC 6	MUSC 10A/10C	See NOTES below^ (1)	Applied Music (1)	GE A2 GE A1	15 UNITS
YEAR 2	Sem. 3	MUSC 7	See NOTES below^ (1)	Applied Music (1)	MUSC 10B (GE C)	GE A3	FL	14 UNITS
	Sem. 4	See NOTES below^ (1)	Applied Music (1)	GE B1+B3 (4 units)	GE D (US HIST)	ENGL 20	FL	15 UNITS
YEAR 3	Sem. 5	Performance Studies-UD (1)	Music Hist/Lit or Theory	GE B2	GE C	GE D	Elective/ENGL 109	16 UNITS
	Sem. 6	Performance Studies-UD (1)	Music Hist/Lit or Theory	GE B5-UD (PHYS 186)	GE D (GOVT)	Elective (1)	Elective	14 UNITS
YEAR 4	Sem. 7	Performance Studies-UD (1)	Music Hist/Lit or Theory	GE D-UD+*	Elective	Elective	Elective	16 UNITS
	Sem. 8	MUSC 184 (1)	GE C2-UD	Elective	Elective	Elective	Elective	16 UNITS

KEY:

- Major requirements
- GE/graduation requirements
- Electives

UD Upper Division
+ Race & Ethnicity
***** Writing Intensive (Complete WPJ or substitute ENGL 109W/M for elective before enrolling)
FL If requirement was not met in high school or through testing, substitute two semesters of Foreign Language for electives
() Courses in parentheses are suggested, not required.

NOTES:
 ^ Applied Music, Large Performance Ensemble (MUSC 142 series) and Concert Attendance (MUSC 100 series) is required each semester (equals 3 units total)
 MUSC 14B may be required prior to MUSC 14C.
 Courses are 3 units unless noted. In parentheses (1=1 unit)

TOTAL = 120 UNITS



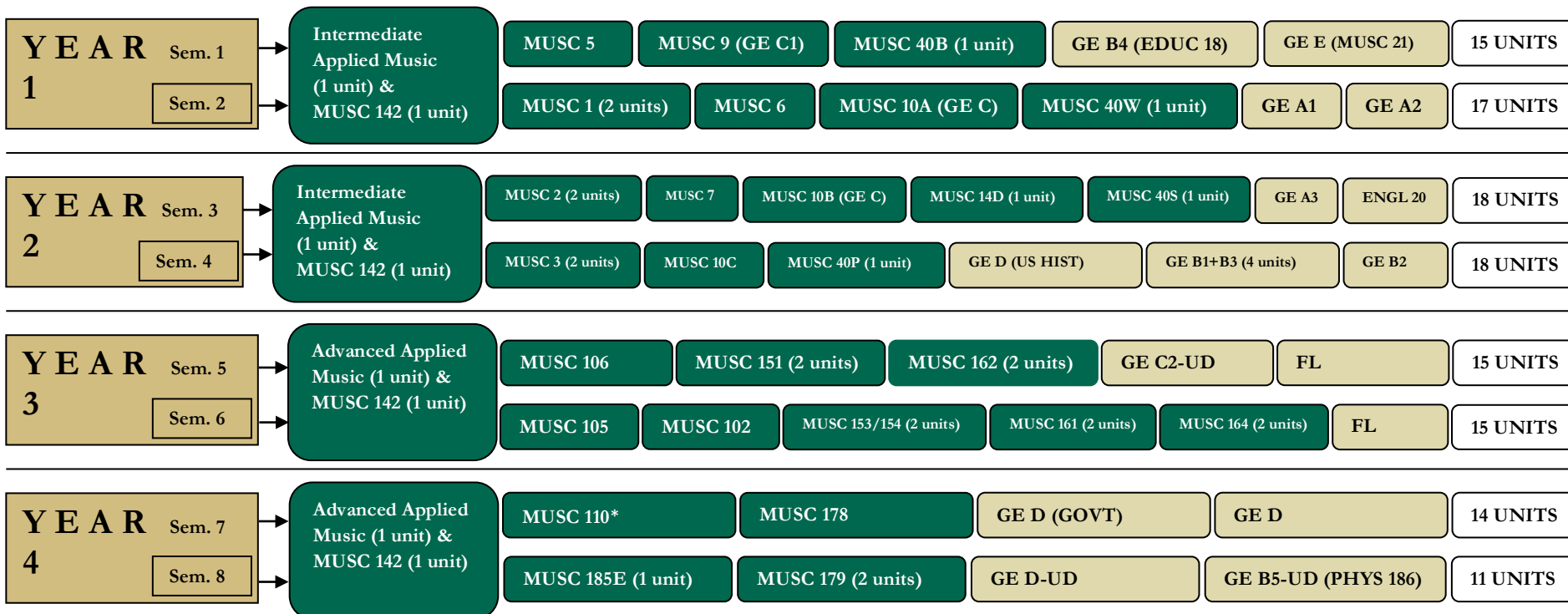
Bachelor of Music: Music Education

FOUR YEAR PLAN

Minimum total units required for BM Degree: 120 (75-78 units required from Major department)

Additional courses may be needed to meet remediation requirements in English and/or Math prior to completing GE requirements: A2 & B4

This form is designed to be used in partnership with GE and Major advisors - modifications may be necessary to meet the unique needs of each student. Seek assistance each semester to stay on track and graduate!



KEY:

- Major requirements
- GE/graduation requirements
- Electives
- Minor requirements

UD Upper Division
+ Race & Ethnicity
***** Writing Intensive (Complete WPJ or substitute ENGL 109W/M for elective in Semester 5 before enrolling)
FL If requirement was not met in high school or through testing, substitute two semesters of Foreign Language for electives
() Courses in parentheses are suggested, not required.

NOTES:

Credential Program prerequisites: EDUC 100A/100B, EDUC 170, HLSC 136 (8) units. Can be taken during the summer following completion of the BMUE.

Enroll in piano each semester until successful completion of MUSC 14D. MUSC 14B and MUSC 14C are the correct courses leading to MUSC 14D.

TOTAL = 123 UNITS



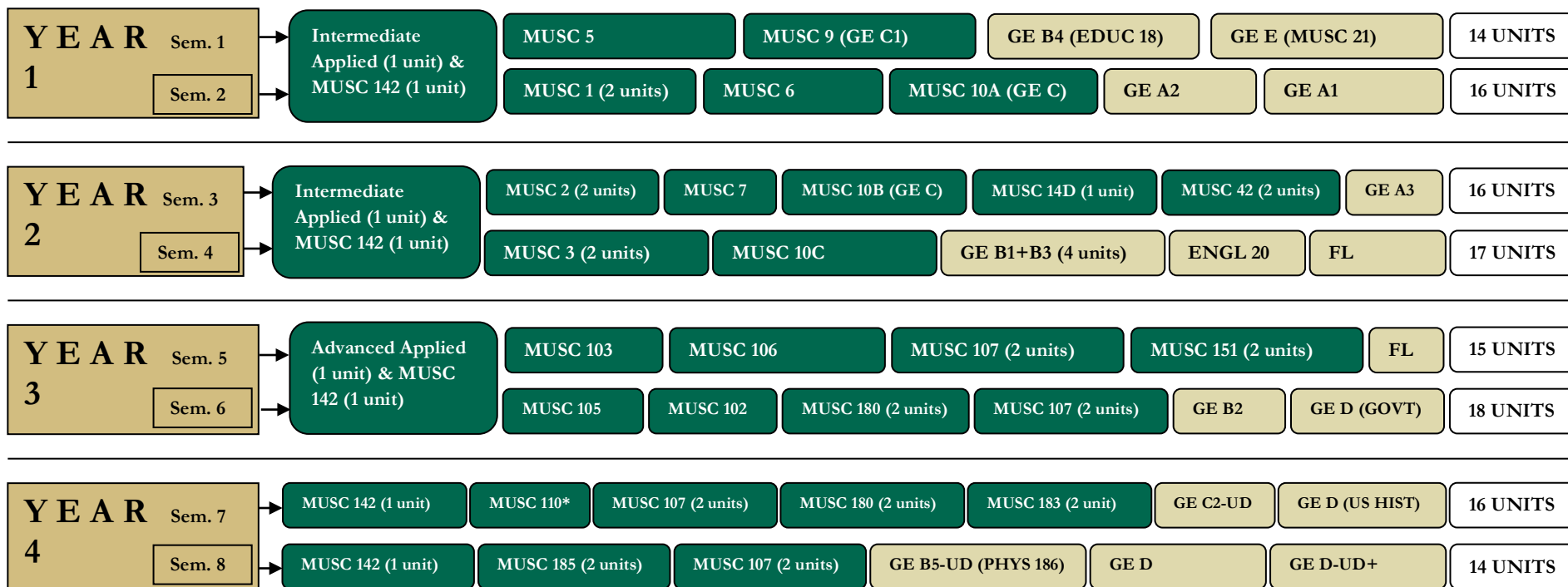
Bachelor of Music: Theory and Composition

FOUR YEAR PLAN

Minimum total units required for BM Degree: 120 (75-78 units required from Major department)

Additional courses may be needed to meet requirements in English and/or Math prior to completing GE requirements: A2 & B4

This form is designed to be used in partnership with GE and Major advisors - modifications may be necessary to meet the unique needs of each student. Seek assistance each semester to stay on track and graduate!



KEY:

- Major requirements
- GE/graduation requirements
- Electives
- Minor requirements

UD Upper Division
+ Race & Ethnicity
***** Writing Intensive (Complete WPJ or substitute ENGL 109W/M for elective in Semester 5 before enrolling)
FL If requirement was not met in high school or through testing, substitute two semesters of Foreign Language for electives
() Courses in parentheses are suggested, not required.

NOTES:
 Enroll in piano each semester until successful completion of MUSC 14D. MUSC 14B and MUSC 14C are the correct courses leading to MUSC 14D.

TOTAL = 126 UNITS



Bachelor of Music: Voice

FOUR YEAR PLAN

Minimum total units required for BM Degree: 120 (73-78 units required from Major department)

Additional courses may be needed to meet requirements in English and/or Math prior to completing GE requirements: A2 & B4

This form is designed to be used in partnership with GE and Major advisors - modifications may be necessary to meet the unique needs of each student. Seek assistance each semester to stay on track and graduate!

YEAR 1	Sem. 1	MUSC 37A Intermediate Voice BA (1 unit), MUSC 37B Intermediate Voice BM (1 unit), & MUSC 142 (1 unit)	MUSC 5	MUSC 9 (GE C1)	GE B4 (EDUC 18)	GE E (MUSC 21)	15 UNITS
	Sem. 2		MUSC 10A (GE C2)	MUSC 1 (2 units)	MUSC 6	GE A1	GE A2

YEAR 2	Sem. 3	MUSC 37A Intermediate Voice BA (1 unit), MUSC 37B Intermediate Voice BM (1 unit), & MUSC 142 (1 unit)	MUSC 2 (2 units)	MUSC 7	MUSC 10B (GE C)	MUSC 14D (1 unit)	GE A3	FL	18 UNITS
	Sem. 4		MUSC 3 (2 units)	MUSC 10C	GE B1+B3 (4 units)	GE D (GOVT)	FL	18 UNITS	

YEAR 3	Sem. 5	MUSC 137A Adv. Voice BA (1 unit), MUSC 137B Adv. Voice BM (1 unit), & MUSC 142 (1 unit)	MUSC 103	MUSC 172 (1 unit)	MUSC 136A	MUSC 151 (2 units)	GE B2	ENGL 20	18 UNITS
	Sem. 6		MUSC 105	MUSC 172 (1 unit)	MUSC 153 (2 units)	MUSC 175 (1 unit)	GE B5-UD (PHYS 186)	13 UNITS	

YEAR 4	Sem. 7	MUSC 137A Adv. Voice BA (1 unit), MUSC 137B Adv. Voice BM (1 unit), & MUSC 142 (1 unit)	MUSC 106	MUSC 172 (1 unit)	GE C2 - UD	GE D	13 UNITS
	Sem. 8		MUSC 172 (1 unit)	MUSC 110*	MUSC 185 (2 units)	GE D-UD (US HIST)	GE D+

KEY:

- Major requirements
- GE/graduation requirements
- Electives
- Minor requirements

UD Upper Division
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