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Music Degrees

Degree Plans

Music (Music Business), BA (MUSB)

Objectives for Music Majors

The following is a statement of objectives that all students who graduate as music

Facilities

There are listening stations in the library, including facilities for listening to and/or viewing recordings in all formats (LPs, CDs, audio cassettes, video tapes, and DVDs). The library's PC environment allows for index searching and includes CD-ROM playback. Several PC stations which include Sibelius and Finale Music Notation software are available for Hadin Simmons students.

Book holdings and score holdings are catalogued online and may be easily accessed. Most LP holdings are searchable only through the card catalog although online cataloging of these items has begun, with more than 1,500 already searchable in the university's online catalog.

The library is a place for research and study. Talking should be kept to a minimum. However, reference and supervision of student assistants may require audible activities. Handle all library materials with care. Replacement cost is high, and often materials are no longer available.

Upon presentation of adequate identification, students at Hadin Simmons University, McMurry University, Abilene Christian University, and Howard Payne University, as well as their faculties and staff, and also most Abilene Public Library patrons, have access to the library. Loan limits vary according to the patron's status at their parent institution.

USE OF THE LIBRARY IS A PRIVILEGE, NOT A RIGHT. The director of libraries and the music librarian may take any or all legal actions against any person who violates library policies, University regulations, and city, state, or federal laws, especially those governing copyright. The following policies, rules, and bylaws shall apply to the use of the library.

3 The following policies will be set by the studio teacher:

- a Amount of rehearsal time outside of lessons**
- b Decisions related to repertoire, musical interpretation and technique**
- c Decisions related to performance, such as stage deportment, balance between soloist and accompanists, etc.**

Jury fee

\$25 per hour for staff accompanist

\$1000 per hour for student accompanist

The jury fee is due no later than one week prior to the jury

The jury fee covers the jury and one final rehearsal for the semester outside of the lesson with the applied teacher

All outstanding accompanists' fees (jury, rehearsal, recital, NATS, etc.) are due one (1) week prior to juries EACH term. If fees are not paid by that date, accompanists have the right to refuse to play for the jury.

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Student Accompanists

Student accompanist will receive the rate paid by HSU. This rate is a flat rate that all student workers receive. Student accompanists will be paid a jury fee of \$12.50 by students no later than one week prior to the jury date. This fee covers the jury and one rehearsal outside of the lesson with the applied teacher:

Student accompanists will clock hours worked on their time card daily. Student accompanists will e w

Jury Literature Requirements for Voice Students

The following grid shows the number of prepared selections required for each voice jury based upon class and hours enrolled

Hours	Freshmen	Sophomore	Junior & Senior
1	2 selections	3 selections	4 selections
2	3 selections	4 selections	5 selections
3	4 selections	5 selections	6 selections

1. Students who have chosen the performance major must pass the sophomore barrier jury to continue as a performance major. This usually takes place in their 4th semester of study.
2. At juries in the audition semester, before the student performs, the area faculty will be informed that the jury is intended as an audition to become an official performance major. The program for the jury will include works of a variety, range, and level of difficulty appropriate to the instrument and to the student's classification. The student will be allowed to begin with his/her choice and the faculty will be free to choose the work or sections of works that will complete the audition.
3. Immediately following the jury performance, the area faculty will vote on whether to recommend to the full faculty that the student be accepted as a performance major. A majority must vote for approval for the student to be recommended to the full faculty.
4. If accepted to the performance major, the student will perform for the full faculty during the following full semesters in their jury exams, along with the other performance majors.

Sophomore Barrier for Piano

Students pursuing a BM degree or BS performance degree must play major and minor scales and arpeggios chosen by juries, played four octaves at appropriate velocity. The student should also offer polished and memorized performance of three movements or works contrasting in style and period, which are of a level of difficulty comparable to that of the easier Preludes and Fugues from Bach's Well-Tempered Clavier; the easier sonatas by Haydn, Mozart, or Beethoven; or Chopin Waltzes and easier Nocturnes. While one of the works may have been presented on previous juries, two of them must be prepared for the first time during the semester in which the barrier jury occurs. In the event of unsatisfactory performance, the student may continue to study as a piano principal but will be held at the sophomore level until piano faculty determines deficiencies have been addressed. For those pursuing the BA or other BS degrees as a piano principal, the

Guest artist performer recitals, master classes, and concerts
Faculty recitals
Civic and Community Performing Arts Series Concerts
Ballet (with live orchestra only)
Musical theater (university or national touring groups)
TMEA Concerts (convention and regional) and UIL Contest Concerts
University student recitals (junior; senior)
Student recital hour (Wednesday recitals)
CONC 1000 Lecture/Listen Lab (Wednesday recital hour)
Student scholarship recitals or competitions
Elementary, middle school, or high school concerts
High school musical theater
Contemporary Christian, rock/pop, or country concerts

date, time, place, your name and biographical information, what you are doing and why (junior recital in partial fulfillment of degree requirements), and recital content or theme. This information will be shared on the university calendar. The student may submit one (1) poster advertising their recital to the School of Music office for approval and posting on the bulletin board in the HMK building. Ten (10) copies of the poster will be printed in color at no cost to the student for distribution.

- 3 Scheduling. The date for a student's degree-required recital is reserved by the instructor at the beginning of the school (usually within the first three weeks of school). Undergraduate student recitals may be scheduled on Monday through Friday. Scheduling of recitals after the calendar planning meeting or any changes to the date or time of your recital, should be made through the administrative assistant in the School of Music office,**

Specific Requirements for Degree Recital in Composition

1. Senior Composition Recital

Piano Proficiency

All music majors (except keyboard majors and principals) on the B and BS degree must pass the piano proficiency. The proficiency will be divided into three segments to be tested at the end of Class Piano II, Class Piano III, and Class Piano IV. The proficiency test segments will be graded as any other test or final, and a student only needs to pass the overall segment to pass that portion of the

definitely be completed as soon as possible and no later than after the completion of 60 semester hours, or 30 hours for Teacher Preparation students. Your copy of the Academic

HSU Teacher Preparation Program, and be listed as a completer to sit for the Texas credentialing exam for teacher certification if he/she selected to not practice and earn 85% correct prior to graduation

15 Observation

Cowboy Band

Opera Workshop

String Ensemble

Brass, Tuba/Trombone & Jazz Ensembles

Woodwind Ensemble

Student Organizations

The Epsilon Pi Chapter of Pi Kappa Lambda was founded at HSU in February 1984. Its primary objective is the recognition and encouragement of the highest level of musical achievement and academic scholarship. This national music honorary society chooses its members annually by invitation only according to class ranking and/or grade point average. There are over 130 chapters of Pi Kappa Lambda nationwide.

Other student fraternity/ sorority organizations for service to the mission of the school of music are also available. Membership requirements will be advertised by the organizers during the semester.

Music Educators National Conference and Texas Music Educators Association are organizations for music educators and are represented in the School of Music through a student affiliate chapter. By participation in this professional organization at the student level, one is better prepared to serve the profession following graduation. All music education majors, as well as students in other majors, are strongly encouraged to become active in the profession through participation in the student music educators chapter.

Student Services

Employment

The University maintains a placement office (Career Services) to assist students in procuring a position upon graduation. During the student's senior year, a file should be established in the Office of Enrollment Services in Sandefer Memorial. Early contact with that office is essential as you seek employment after graduation. Students who are interested in working while a student have several alternatives:

- 1. Work Study – The University employs students for work on campus. The School of Music needs accompanists, office workers, library workers, monitors for buildings, etc. Contact career services located on the second floor of Moody Center for details.**
- 2. Part time church positions – Numerous calls come to the School of Music, M**

inquiries are forwarded to the Head of the Church Music Department who will post the job announcement

- 3 Part time positions in the business community of Abilene – Periodically the Office of Career Services receives information about job opportunities in the community. These job opportunities are usually posted online, in Mbody Center; as well as on the bulletin boards of most of the schools.**

Bulletin Boards

Students are encouraged to be aware of events and information through announcements posted on the bulletin boards in the lobbies of Lee Hemphill Music Building and the Cowboy Band Hall

The risk of hearing loss is based on a combination of sound or loudness intensity and duration

Special Studies

In each department there is a special studies course number which is used intermittently to offer the study of subject areas not in the usual course listing. These classes give present students an opportunity to extend their undergraduate experience if they choose.

Course Syllabi

Students should expect a detailed syllabus with student learning objectives and a list of course guidelines at the beginning of each semester in each of their classes including solo performance study.

Choice of Private Instructor

You may choose the performance instructor with whom you wish to study. Your request will be honored if possible. It will be necessary to take into consideration the loads of all faculty members when making student assignments. If, after a semester of study you wish to change teachers, please make your request to the dean in the College of Fine Arts since it is the dean's responsibility to balance teacher loads.

Grade of Incomplete

A grade of incomplete ('I') is given to a student who has substantially completed the course but who, at the end of the semester and due to circumstances beyond his/her control, lacks certain essentials of performance. Successful completion of the course within the time frame specified by the instructor will entitle the student to a regular grade. If the course is not completed before the end of the next long semester it automatically converts to an 'F' and calculates into the GPA as such. An incomplete in performance study must be completed shortly after the beginning of the next semester. The voice area has a specific deadline for making up an incomplete within the first three weeks of the following long semester. Students may enroll in the next course number only with the permission of the instructor and/or the dean.

Appendix I

Course Sequences

The following courses in the School of Music are offered only once each year and always in the semester indicated

MHL 3241, 3242, 3242	History of Music I, II, III (see catalog for clarification)
MHL 3343	Understanding Music: Classical, Popular; World (fall)
MHL 3344	The History of Jazz (spring)
MPC 1125, 1126	Diction (1125 fall, 1126 spring – all BM voice principals)
MSB 3301	Introduction to Fine Arts Management (fall)
MSB 3302	Introduction to the Recording Studio (spring)
MSB 4351	Music Business Internship (as needed)
MSI 3122	Introduction to Conducting Skills (fall)
MSI 3223	Choral Conducting (spring)
MSI 3224	Instrumental Conducting (spring)
MSI 3321	Music, Learning and Children (fall)
MSI 3322	Older Children and Music Learning – Vocal (spring even)
MSI 3323	Older Children and Music Learning – Band (spring odd)
MSI 3324	Older Children and Music Learning – Orchestra (needed)
MSI 3325	Essential Elements of Music (fall and summer)
MSI 4321	Music for Adolescents - Choral (fall)
MSI 4321	Music for Adolescents - Instrumental (spring)
MTC 4232	Orchestration II (as needed)

The following courses are offered only in the year and semester indicated

MSI 2121	Essentials of Woodwind Instruments (fall, odd years)
MSI 2122	Essentials of Bass Instruments (spring even years)
MSI 2123	Essentials of Percussion Instruments (fall, even years)
MSI 2124	Essentials of String Instruments (spring odd years)
MSI 2125	Instrumental Perspectives (fall, odd years)
MSI 2126	Vocal Perspectives (fall, even years)
MSB 3351	Survey of Music Business I (fall, even years)
MSB 3352	Survey of Music Business II (spring odd years)
MSB 3345	History of Commercial Music (fall, odd years)
MSI 3201	Marching Band Techniques (fall, even years)

school day. The HSU professor and the Head of Music Education department must approve all such arrangements in advance.

Other degree requirements that must be fulfilled before graduation include recital attendance, piano proficiency, and senior comprehensive exams. These must be completed before beginning the student teaching semester.

Academic Standards

Currently, music education majors must have a cumulative GPA of at least 3.0 in all required music classes. No grade below a 'C' is accepted in any required music class. In addition, students are required to maintain an overall GPA of 2.80 for admission to, and continuance in the Teacher Preparation Program. No grade

- 1. Meet all School of Education requirements for admission to Student Teaching**
- 2. Complete Senior Recital**
- 3. Pass all parts of the Piano Proficiency test**
- 4. Pass all parts of the Music Senior Comprehensive Exam Score Analysis, Listening and Area questions**

The School of Music has the right to alter the requirements of the Music Education Program at any time in order to meet requirements of the State Board for Educator Certification. Students will be expected to abide by these changes as they occur. Currently, the requirements are as follows: Music education majors must have a cumulative grade point average of 3.0 in all required music courses. Additionally, music education majors may have no grade lower than "C" for any required music course. All portions of the senior comprehensive exam, including the written music education portion must be passed in order to take the Texas Credentialing exam for teacher certification.

Appendix III

Educational Outcomes

Bachelor of Music

Music Core

- 1. Graduates will have a broad knowledge and understanding of the**

Bachelor of Science, Composition Concentration

- 1. Graduates will exhibit advanced aural, written, sight singing, analytical, counterpoint, and instrumentation skills.**

Graduates will, through original works, demonstrate a high level of skill in composition, encompassing a variety of media, styles, and forms.

Bachelor of Science, Performance Concentration

- 1. Graduates will demonstrate advanced knowledge of representative literature of all major style periods appropriate to the performing medium**
- 2. Graduates will demonstrate the ability to discern and describe traits and structural characteristics of the literature studied**
- 3. Graduates will demonstrate skills in both preparation and performance.**
- 4. Graduates will demonstrate knowledge of pedagogical procedures in the performance area**

Bachelor of Science, Worship Leadership Concentration

- 1. Graduates will exhibit an understanding of the many facets of a successful church music ministry; demonstrate an understanding of worship and place of music in worship, and will have developed skills in planning effective Christian worship**
- 2. Graduates will exhibit an understanding and appreciation of a wide variety of church music literature, demonstrating an ability to make discriminating choices based on musical, aesthetic, and theological grounds.**
- 3. Graduates will demonstrate skills in conducting and a level of skill appropriate to the major in voice or keyboard**

Bachelor of Arts: Music Major and a Business Administration Minor

- 1. Graduates will demonstrate knowledge of the various fields of music business that are available to him/her as avenues of employment**
- 2. Graduates will demonstrate knowledge of the various unions involved in all sectors of music business.**
- 3. Graduates will demonstrate knowledge of organizations of many different facets of music business, such as ASCAP, BMI, NEA, NAMM, etc.**

Graduates will demonstrate knowledge of the essential provisions of the 1976 Copyright Act

Appendix IV
School of Music Forms





STUDENT EVALUATION OF TEACHING
Private Instruction
Hardin Simmons University, School of Music

Instructor:

Semester:

Course:

Your instructor is seeking your thoughtful responses to the following questions and statements. After each section you may make comments regarding specific situations if you wish. Using the following rating scale, circle the number which best describes your reaction to each statement.

Strongly disagree - 1

Disagree - 2

Agree - 3

Strongly agree - 4

My instructor:

- | | | | | | |
|---|---|---|---|----|--|
| 1 | 2 | 3 | 4 | 25 | Demonstrated a broad knowledge of teaching material and repertoire. |
| 1 | 2 | 3 | 4 | 26 | Has shown interest in my progress. |
| 1 | 2 | 3 | 4 | 27 | Is able to analyze my musical and technical problems and offers solutions. |
| 1 | 2 | 3 | 4 | 28 | Uses lesson time effectively. |
| 1 | 2 | 3 | 4 | 29 | Encourages me to develop serious practice habits. |
| 1 | 2 | 3 | 4 | 30 | Is enthusiastic and inspiring. |
| 1 | 2 | 3 | 4 | 31 | Is available for consultation outside of lesson time. |

Comments: _____

My instructor's:

- | | | | | | |
|---|---|---|---|----|--|
| 1 | 2 | 3 | 4 | 8 | Teaching style is appropriate for my individual needs. |
| 1 | 2 | 3 | 4 | 9 | Teaching has increased my ability to learn independently. |
| 1 | 2 | 3 | 4 | 10 | Comments and suggestions are timely, clear and constructive. |

Comments: _____

Course objectives, goals, analysis, and grading

- | | | | | | |
|---|---|---|---|-----|--|
| 1 | 2 | 3 | 4 | 11. | Course objectives and goals are clearly defined in the syllabus. |
| 1 | 2 | 3 | 4 | 12 | I am being graded in a fair and timely manner. |
| 1 | 2 | 3 | 4 | 13 | Interpretive and/or theoretical analysis (such as harmony, melody, rhythm form, dynamics, etc) is part of the instructor's approach to a new piece of music. |

Comments: _____

Assessment Questionnaire

In order to improve the preparation of our music business interns, we would like your feedback on their preparation and performance in various areas. This information is for institutional use only, and will be kept confidential. You need only fill out the portion that pertains to the work the student did. This is a work in progress. Please feel free to add your personal comments about the questionnaire at the end. Are the questions pertinent? Do you have any suggestions for additions or deletions to the text? Your input is greatly appreciated.

Music Publishing

Evaluation standard

General Success as an Intern: In order to have a successful rating as an intern the student must receive a rating no lower than a 30 (proficient) when the score is tallied

Rolling 5 year average: At least 85% of interns will be scored as “Proficient” in “General Success as an Intern” in their Music Business Internship on the Assessment Questionnaire for Music Business Internship

