

Music		Course to Program Map					
Program Outcomes: Upon completion of the program, graduates will be able to...	Institutional Skills	apply music theory in analyzation and creating of music.	perform harmonic and technical skills on piano.	analyze the cultural and historical origins of selected music literature.	connect sight singing to melodic, harmonic, and rhythmic dictation.	perform standard repertoire on an instrument or voice.	perform collaboratively in a small or large ensemble with musical sensitivity.
Courses							
MUSC 111 Class Piano I	12	I	I		I	I	
MUSC 112 Class Piano II	12	IR	IRA		IR	IR	
MUSC 254 Class Piano III	123	IRMA	RMA		IRA	RMA	
MUSC 255 Class Piano IV	123	IRMA	IRMA		RA	RMA	
MUSC 120 Band I	2345			I		I	I
MUSC 121 Band II	2345			IR		IR	IR
MUSC 210 Band III	2345			R		R	R
MUSC 211 Band IV	2345			RMA		RMA	RMA
MUSC 124 Jazz Ensemble I	2345			I		I	I
MUSC 125 Jazz Ensemble II	2345			IR		IR	IR
MUSC 218 Jazz Ensemble III	2345			R		R	R
MUSC 219 Jazz Ensemble IV	2345			RMA		RMA	RMA
MUSC 126 String Ensemble I	2345			I		I	I
MUSC 127 String Ensemble II	2345			IR		IR	IR

Mapping	
I	Introduced
R	Reinforced
M	Mastered
A	Assessed/Artifact

Essential Skills	
1	written communication
2	oral communication
3	critical thinking
4	cultural diversity
5	social responsibility

Employability Skills	
C	communication
P	problem solving
W	work ethic

MUSC 223 String Ensemble III	2345		R		R	R
MUSC 224 String Ensemble IV	2345		RMA		RMA	RMA
MUSC 150 Music Theory I	123	I	I			
MUSC 151 Music Theory II	123	IRA	IRA			
MUSC 250 Music Theory III	1234	RMA	RMA			
MUSC 251 Music Theory IV	1234	RMA	RMA			
MUSC 152 Aural Skills I	123	I		I	I	
MUSC 153 Aural Skills II	123	IRA	IRA	IR		
MUSC 252 Aural Skills III	123	IRMA		IRMA		
MUSC 253 Aural Skills IV	123	IRMA		IRMA		
MUSC 157 Brass Ensemble I	2345		I		I	I
MUSC 162 Brass Ensemble II	2345		IR		IR	IR
MUSC 207 Brass Ensemble III	2345		R		R	R
MUSC 226 Brass Ensemble IV	2345		RMA		RMA	RMA
MUSC 158 Percussion Ensemble I	2345		I		I	I
MUSC 163 Percussion Ensemble II	2345		IR		IR	IR
MUSC 208 Percussion Ensemble III	2345		R		R	R
MUSC 227 Percussion Ensemble IV	2345		RMA		RMA	RMA

MUSC 159 Woodwind Ensemble I	2345		I		I	I
MUSC 164 Woodwind Ensemble II	2345		IR		IR	IR
MUSC 209 Woodwind Ensemble III	2345		R		R	R
MUSC 228 Woodwind Ensemble IV	2345		RMA		RMA	RMA
MUSC 1021 Private Instruction I-IV	234	I	I		I	
MUSC 1031 Private Instruction I-IV	234	IR	IR		IR	
MUSC 2031 Private Instruction I-IV	234	R	R		R	
MUSC 2041 Private Instruction I-IV	234	RMA	RMA		RMA	
MUSC 1041 Keyboard Private Instruction I	234	I	I		I	
MUSC 1051 Keyboard Private Instruction II	234	IR	IR		IR	
MUSC 2051 Keyboard Private Instruction III	234	R	R		R	
MUSC 2061 Keyboard Private Instruction IV	234	RMA	RMA		RMA	
MUSC 130 Choir I	2345					IR
MUSC 131 Choir II	2345					IR
MUSC 212 Choir III	2345					IRMA
MUSC 213 Choir IV	2345					IRMA
MUSC 132 Vocal Ensemble I	2345					IR
MUSC 133 Vocal Ensemble II	2345					IR

MUSC 214 Vocal Ensemble III	2345					IRMA
MUSC 215 Vocal Ensemble IV	2345					IRMA
MUSC 1001 Voice Private Instruction I	234	I		I	I	
MUSC 1011 Voice Private Instruction II	234	IR		IR	IRA	
MUSC 2011 Voice Private Instruction III	234	IR		IR	IRA	
MUSC 2021 Voice Private Instruction IV	234	IRMA		IRMA	IRMA	
PCDE 109 Career Success	125				I	I

MUSC 111, 112, 254, 255 Class Piano I-IV	Curriculum Map					
Program Outcomes	apply music theory in analysis and creating of music.	perform harmonic and technical skills on piano.	analyze the cultural and historical origins of selected music literature.	connect sight singing to melodic, harmonic, and rhythmic dictation.	perform standard repertoire on an instrument or voice.	perform collaboratively in a small or large ensemble with musical sensitivity.
Course SLO: Students will be able to						
MUSC 111 Class Piano I						
perform major and minor pentascales, hands together, at a steady tempo.	I	I				
perform root position triads given root and quality (at least major and minor qualities).	I	I				
harmonize a melody with primary triads	I	I		I		
sight read a piece within a five-finger pattern, in white note major and minor keys and simple meter, hands together, with a steady tempo.	I	I		I		
demonstrate correct posture, hand position, dynamics, and articulation, and be able to describe the piece using appropriate musical terminology.		I			I	
transpose a piece from one five-finger pattern to another.	I	I		I		
MUSC 112 Class Piano II						
perform two-octave major scales and minor scales, one octave, hands separately.	IR	IRA				
perform inverted triads given root and quality (at least major, minor, and diminished qualities).	IR	IRA				
harmonize a melody with diatonic triads	IR	IRA		IR		
sight read a piece hands together, in simple or compound meter, at a steady tempo.	IR	IRA		IR		

through the performance of an early intermediate piece, students will demonstrate correct posture, hand position, dynamics, and articulation, and be able to describe the piece using appropriate musical terminology.		IRA			IR	
transpose a piece from one major key to another.	IR	IRA		IR		
MUSC 254 Class Piano III						
perform one octave minor scales hands together	IRA	RMA				
perform all major, minor, diminished, and augmented triads in all inversions.	RA	RMA				
harmonize a melody with varied accompaniment patterns.	RA	RMA		IRA		
sight read a piece hands together simple and compound, at a steady tempo.	RA	RMA				
through the performance of an intermediate piece, demonstrate correct posture, hand position, dynamics, and articulation.	RMA				RMA	
transpose a piece from a major key to a minor key.	RMA	IR		IRA		
MUSC 255 Class Piano IV						
perform two octave melodic, harmonic, and natural minor scales.	RMA	RMA				
perform pop chord charts.	IR	IR				
harmonize a melody using only chord symbols.	IR	IR		RA		
sightread and transpose a piece; hand together at a steady tempo.	RMA	RMA			RMA	
transpose a piece from a major or minor key to the dominant.	RMA	RMA		RA		

MUSC 120, 121, 210, 211 Band I-IV	Curriculum Map					
Program Outcomes	apply music theory in analysis and creating of music.	perform harmonic and technical skills on piano.	analyze the cultural and historical origins of selected music literature.	connect sight singing to melodic, harmonic, and rhythmic dictation.	perform standard repertoire on an instrument or voice.	perform collaboratively in a small or large ensemble with musical sensitivity.
Course SLO: Students will be able to						
MUSC 120 Band I						
apply appropriate phrasing and musical style.						I
match characteristic tone and intonation.						I
model technical aptitude through scales, fundamental exercises, and repertoire.					I	I
comment on ensemble performance.			I			I
MUSC 121 Band II						
analyze appropriate phrasing and musical style.						IR
judge characteristic tone and intonation.						IR
build technical aptitude through scales, fundamental exercises, and repertoire.					IR	IR
practice on ensemble performance.			IR			IR
MUSC 210 Band III						
perform appropriate phrasing and musical style.						R
experiment with characteristic tone and intonation.						R
improve technical aptitude through scales, fundamental exercises, and repertoire.					R	R
develop on ensemble performance.			R			R
MUSC 211 Band IV						
evaluate appropriate phrasing and musical style.						RMA
implement characteristic tone and intonation.						RMA
facilitate technical aptitude through scales, fundamental exercises, and repertoire.					RMA	RMA
criticize on ensemble performance.			RMA			RMA

MUSC 124, 125, 218, 219 Jazz Ensemble I-IV	Curriculum Map					
Program Outcomes	apply music theory in analysis and creating of music.	perform harmonic and technical skills on piano.	analyze the cultural and historical origins of selected music literature.	connect sight singing to melodic, harmonic, and rhythmic dictation.	perform standard repertoire on an instrument or voice.	perform collaboratively in a small or large ensemble with musical sensitivity.
Course SLO: Students will be able to						
MUSC 124 Jazz Ensemble I						
apply solo within a framework for jazz improvisation.						I
apply appropriate phrasing and musical style.						I
match characteristic tone and intonation.						I
model technical aptitude through scales, fundamental exercises, and repertoire.					I	
comment on ensemble performance.			I			I
MUSC 125 Jazz Ensemble II						
analyze solo within a framework for jazz improvisation.						IR
analyze appropriate phrasing and musical style.						IR
judge characteristic tone and intonation.						IR
build technical aptitude through scales, fundamental exercises, and repertoire.					IR	
practice on ensemble performance.			IR			IR
MUSC 218 Jazz Ensemble III						
perform solos within a framework for jazz improvisation.						R
perform appropriate phrasing and musical style.						R
experiment with characteristic tone and intonation.						R
improve technical aptitude through scales, fundamental exercises, and repertoire.					R	
develop on ensemble performance.			R			R
MUSC 219 Jazz Ensemble IV						
evaluate solos within a framework for jazz improvisation.						RMA
evaluate appropriate phrasing and musical style.						RMA

implement characteristic tone and intonation.					RMA
facilitate technical aptitude through scales, fundamental exercises, and repertoire.				RMA	
criticize on ensemble performance.		RMA			RMA

MUSC 126, 127, 223, 224 String Ensemble-IV	Curriculum Map					
Program Outcomes	apply music theory in analysis and creating of music.	perform harmonic and technical skills on piano.	analyze the cultural and historical origins of selected music literature.	connect sight singing to melodic, harmonic, and rhythmic dictation.	perform standard repertoire on an instrument or voice.	perform collaboratively in a small or large ensemble with musical sensitivity.
Course SLO: Students will be able to						
MUSC 126 String Ensemble I						
apply appropriate phrasing, bowing, and musical style.						I
match characteristic tone and intonation.						I
model technical aptitude through scales, fundamental exercises, and repertoire.					I	I
comment on ensemble performance.			I			I
MUSC 127 String Ensemble II						
analyze appropriate phrasing, bowing, and musical style.						IR
judge characteristic tone and intonation.						IR
build technical aptitude through scales, fundamental exercises, and repertoire.					IR	IR
practice on ensemble performance.			IR			IR
MUSC 223 String Ensemble III						
perform appropriate phrasing, bowing, and musical style.						R
experiment with characteristic tone and intonation.						R
improve technical aptitude through scales, fundamental exercises, and repertoire.					R	R
develop on ensemble performance.			R			R
MUSC 224 String Ensemble IV						
evaluate appropriate phrasing, bowing, and musical style.						RMA
implement characteristic tone and intonation.						RMA
facilitate technical aptitude through scales, fundamental exercises, and repertoire.					RMA	RMA
criticize on ensemble performance.			RMA			RMA

MUSC 150, 151, 250, 251 Music Theory I-IV	Curriculum Map					
Program Outcomes	apply music theory in analysis and creating of music.	perform harmonic and technical skills on piano.	analyze the cultural and historical origins of selected music literature.	connect sight singing to melodic, harmonic, and rhythmic dictation.	perform standard repertoire on an instrument or voice.	perform collaboratively in a small or large ensemble with musical sensitivity.
Course SLO: Students will be able to						
MUSC 150 Music Theory I	I					
identify common notational practices in Western Art Music.	I					
identify harmonies, depending on the level and historical context of the class.	I					
define historical framework of the evolution of the musical composition of Western Civilization from the Common Practice period to the Twentieth Century.	I		I			
define comprehensive composition skills by examining the elements of music and their applications in the different style periods.	I					
define musical compositional forms.	I					
MUSC 151 Music Theory II						
read music using common notational practices in Western Art Music.	IRA					
read harmonies, depending on the level and historical context of the class.	IRA					
identify historical framework of the evolution of the musical composition of Western Civilization from the Common Practice period to the Twentieth Century.	IRA		IRA			
display comprehensive composition skills by examining the elements of music and their applications in the different style periods.	IRA					
identify musical compositional forms.	IRA					
MUSC 250 Music Theory III						

notate music using common notational practices in Western Art Music.	RMA				
build harmonies, depending on the level and historical context of the class.	RMA				
compare historical framework of the evolution of the musical composition of Western Civilization from the Common Practice period to the Twentieth Century.	RMA	RMA			
duplicate comprehensive composition skills by examining the elements of music and their applications in the different style periods.	IRA				
label musical compositional forms.	RMA				
MUSC 251 Music Theory IV					
analyze music using common notational practices in Western Art Music.	RMA				
analyze harmonies, depending on the level and historical context of the class.	RMA				
analyze historical framework of the evolution of the musical composition of Western Civilization from the Common Practice period to the Twentieth Century.	RMA				
create music using comprehensive composition skills by examining the elements of music and their applications in the different style periods.	RMA	RMA			
compare musical compositional forms.	RMA				

MUSC 152, 153, 252, 253 Aural Skills I-IV	Curriculum Map					
Program Outcomes	apply music theory in analysis and creating of music.	perform harmonic and technical skills on piano.	analyze the cultural and historical origins of selected music literature.	connect sight singing to melodic, harmonic, and rhythmic dictation.	perform standard repertoire on an instrument or voice.	perform collaboratively in a small or large ensemble with musical sensitivity.
Course SLO: Students will be able to						
MUSC 152 Aural Skills I						
define major, minor, diminished, and augmented chords.	I			I		
define duple and triple meter.	I			I		
define individual rhythms and intervals by ear onto manuscript paper.	I			I		
duplicate singing major and minor scales in all forms.	I			I		
define all combinations of duple and triple rhythms and intervals in solfege.	I			I		
identify I V vi IV progressions in all positions.	I			I		
MUSC 153 Aural Skills II						
demonstrate major, minor, diminished, and augmented chords.	IRA			IRA		
demonstrate duple and triple meter.	IRA			IRA		
identify individual rhythms and intervals by ear onto manuscript paper.	IRA			IRA		
compare singing major and minor scales in all forms.	IR			IR		
identify all combinations of duple and triple rhythms and intervals in solfege.	IR			IR		
sing I V vi IV progressions in all positions.	IR			IR		
MUSC 252 Aural Skills III						
demonstrate major, minor, diminished, and augmented chords.	IRMA			IRMA		
demonstrate duple and triple meter.	IRMA			IRMA		

demonstrate dictation of individual rhythms and intervals by ear onto manuscript paper.	IRA			IRA		
develop singing major and minor scales in all forms.	IRMA			IRMA		
construct all combinations of duple and triple rhythms and intervals in solfege.	IR			IR		
practice singing and identifying I V vi IV progressions in all positions.	IR			IR		
infer 2 part music both melodically and rhythmically and probable chord progressions based on 2 part dictation.	IR			IR		
MUSC 253 Aural Skills IV						
assess duple and triple meter.	IRMA			IRMA		
evaluate aurally individual rhythms and intervals onto manuscript paper.	IRMA			IRMA		
sight read all combinations of duple and triple rhythms and intervals in solfege.	IRMA			IRMA		
analyze the I V vi IV progressions in all positions.	IRM			IRMA		
analyze folk melodies in solfege.	IRMA			IR		

MUSC 157, 162, 207, 226 Brass Ensemble I-IV	Curriculum Map					
Program Outcomes	apply music theory in analysis and creating of music.	perform harmonic and technical skills on piano.	analyze the cultural and historical origins of selected music literature.	connect sight singing to melodic, harmonic, and rhythmic dictation.	perform standard repertoire on an instrument or voice.	perform collaboratively in a small or large ensemble with musical sensitivity.
Course SLO: Students will be able to						
MUSC 157 Brass Ensemble I						
apply appropriate phrasing and musical style.						I
match characteristic tone and intonation.						I
model technical aptitude through scales, fundamental exercises, and repertoire.					I	I
comment on ensemble performance.			I			I
MUSC 162 Brass Ensemble II						
analyze appropriate phrasing and musical style.						IR
judge characteristic tone and intonation.						IR
build technical aptitude through scales, fundamental exercises, and repertoire.					IR	IR
practice on ensemble performance.			IR			IR
MUSC 207 Brass Ensemble III						
perform appropriate phrasing and musical style.						R
experiment with characteristic tone and intonation.						R
improve technical aptitude through scales, fundamental exercises, and repertoire.					R	R
develop on ensemble performance.			R			R
MUSC 226 Brass Ensemble IV						
evaluate appropriate phrasing and musical style.						RMA
implement characteristic tone and intonation.						RMA
facilitate technical aptitude through scales, fundamental exercises, and repertoire.					RMA	RMA
criticize on ensemble performance.			RMA			RMA

MUSC 158, 163, 208, 227 Percussion Ensemble I-IV	Curriculum Map					
Program Outcomes	apply music theory in analysis and creating of music.	perform harmonic and technical skills on piano.	analyze the cultural and historical origins of selected music literature.	connect sight singing to melodic, harmonic, and rhythmic dictation.	perform standard repertoire on an instrument or voice.	perform collaboratively in a small or large ensemble with musical sensitivity.
Course SLO: Students will be able to						
MUSC 158 Percussion Ensemble I						
apply appropriate phrasing and musical style.						I
match characteristic tone.						I
model technical aptitude through scales, fundamental exercises, and repertoire.					I	I
comment on ensemble performance.			I			I
MUSC 163 Percussion Ensemble II						
analyze appropriate phrasing and musical style.						IR
judge characteristic tone.						IR
build technical aptitude through scales, fundamental exercises, and repertoire.					IR	IR
practice on ensemble performance.			IR			IR
MUSC 208 Percussion Ensemble III						
perform appropriate phrasing and musical style.						R
experiment with characteristic tone.						R
improve technical aptitude through scales, fundamental exercises, and repertoire.					R	R
develop on ensemble performance.			R			R
MUSC 227 Percussion Ensemble IV						
evaluate appropriate phrasing and musical style.						RMA
facilitate characteristic tone.						RMA
integrate technical aptitude through scales, fundamental exercises, and repertoire.					RMA	RMA
criticize on ensemble performance.			RMA			RMA

MUSC 159, 164, 209, 228 Woodwind Ensemble I-IV	Curriculum Map					
Program Outcomes	apply music theory in analysis and creating of music.	perform harmonic and technical skills on piano.	analyze the cultural and historical origins of selected music literature.	connect sight singing to melodic, harmonic, and rhythmic dictation.	perform standard repertoire on an instrument or voice.	perform collaboratively in a small or large ensemble with musical sensitivity.
Course SLO: Students will be able to						
MUSC 159 Woodwind Ensemble I						
apply appropriate phrasing and musical style.						I
match characteristic tone and intonation.						I
model technical aptitude through scales, fundamental exercises, and repertoire.					I	I
comment on ensemble performance.			I			I
MUSC 164 Woodwind Ensemble II						
analyze appropriate phrasing and musical style.						IR
judge characteristic tone and intonation.						IR
build technical aptitude through scales, fundamental exercises, and repertoire.					IR	IR
practice on ensemble performance.			IR			IR
MUSC 209 Woodwind Ensemble III						
perform appropriate phrasing and musical style.						R
experiment with characteristic tone and intonation.						R
improve technical aptitude through scales, fundamental exercises, and repertoire.					R	R
develop on ensemble performance.			R			R
MUSC 228 Woodwind Ensemble IV						
evaluate appropriate phrasing and musical style.						RMA
implement characteristic tone and intonation.						RMA
facilitate technical aptitude through scales, fundamental exercises, and repertoire.					RMA	RMA
criticize on ensemble performance.			RMA			RMA

MUSC 1021, 1031, 2031, 2041 Instrumental Private Instruction I-IV	Curriculum Map					
Program Outcomes	apply music theory in analysis and creating of music.	perform harmonic and technical skills on piano.	analyze the cultural and historical origins of selected music literature.	connect sight singing to melodic, harmonic, and rhythmic dictation.	perform standard repertoire on an instrument or voice.	perform collaboratively in a small or large ensemble with musical sensitivity.
Course SLO: Students will be able to						
MUSC 1021 Private Instruction I						
define the sight reading process.	I				I	
match characteristic tone and intonation on primary instrument.					I	
model technical aptitude through scales, etudes, and fundamental exercises.					I	
comment on one's own performance.			I		I	
MUSC 1031 Private Instruction II						
analyze the sight reading process.	IR					
judge one's own characteristic tone and intonation on primary instrument.					IR	
build technical aptitude through scales, etudes, and fundamental exercises.					IR	
practice one's own performance.					IR	
MUSC 2031 Private Instruction III						
integrate the sight reading process.	R				R	
experiment with characteristic tone and intonation on primary instrument.					R	
improve technical aptitude through scales, etudes, and fundamental exercises.	IR				R	
develop one's own performance.			R		R	
MUSC 2041 Private Instruction IV						
implement the sight reading process.	RMA				RMA	
facilitate characteristic tone and intonation on primary instrument.					RMA	

integrate technical aptitude through scales, etudes, and fundamental exercises.					RMA	
criticize one's own performance.			RMA		RMA	

MUSC 1041, 1051, 2051, 2061 Keyboard Private Instruction I-IV	Curriculum Map					
Program Outcomes	apply music theory in analysis and creating of music.	perform harmonic and technical skills on piano.	analyze the cultural and historical origins of selected music literature.	connect sight singing to melodic, harmonic, and rhythmic dictation.	perform standard repertoire on an instrument or voice.	perform collaboratively in a small or large ensemble with musical sensitivity.
Course SLO: Students will be able to						
MUSC 1041 Keyboard Private Instruction I						
define the sight reading process.	I				I	
match characteristic tone and intonation on primary instrument.					I	
model technical aptitude through scales, etudes, and fundamental exercises.					I	
comment on one's own performance.			I		I	
MUSC 1051 Keyboard Private Instruction II						
analyze the sight reading process.	IR					
judge one's own characteristic tone and intonation on primary instrument.					IR	
build technical aptitude through scales, etudes, and fundamental exercises.					IR	
practice one's own performance.					IR	
MUSC 2051 Keyboard Private Instruction III						
integrate the sight reading process.	R				R	
experiment with characteristic tone and intonation on primary instrument.					R	
improve technical aptitude through scales, etudes, and fundamental exercises.	IR				R	
develop one's own performance.			R		R	
MUSC 2061 Keyboard Private Instruction IV						
implement the sight reading process.	RMA				RMA	

facilitate characteristic tone and intonation on primary instrument.					RMA	
integrate technical aptitude through scales, etudes, and fundamental exercises.					RMA	
criticize one's own performance.			RMA		RMA	

MUSC 130, 131, 212, 213 Choir I-IV	Curriculum Map					
Program Outcomes	apply music theory in analysis and creating of music.	perform harmonic and technical skills on piano.	analyze the cultural and historical origins of selected music literature.	connect sight singing to melodic, harmonic, and rhythmic dictation.	perform standard repertoire on an instrument or voice.	perform collaboratively in a small or large ensemble with musical sensitivity.
Course SLO: Students will be able to						
MUSC 130 Choir I						
apply appropriate phrasing and musical style.						IR
match characteristic tone and intonation.						IR
model appropriate diction and expression within varied repertoire.						IR
comment on ensemble performance.						IR
match blend and balance within an ensemble.						IR
MUSC 131 Choir II						
analyze appropriate phrasing and musical style.						IR
judge characteristic tone and intonation.						IR
build appropriate diction and expression within varied repertoire.						IR
practice on ensemble performance.						IR
identify blend and balance within an ensemble.						IR
MUSC 212 Choir III						
integrate appropriate phrasing and musical style.						IRMA
experiment characteristic tone and intonation.						IRMA
improve appropriate diction and expression within varied repertoire.						IRMA
develop on ensemble performance.						IRMA
accurately produce blend and balance within an ensemble.						IRMA
MUSC 213 Choir IV						
implement appropriate phrasing and musical style.						IRMA
facilitate characteristic tone and intonation.						IRMA

integrate appropriate diction and expression within varied repertoire.					IRMA
criticize ensemble performance.					IRMA
evaluate blend and balance within an ensemble.					IRMA

MUSC 132, 133, 214, 215 Vocal Ensemble I-IV	<i>Curriculum Map</i>					
Program Outcomes	apply music theory in analysis and creating of music.	perform harmonic and technical skills on piano.	analyze the cultural and historical origins of selected music literature.	connect sight singing to melodic, harmonic, and rhythmic dictation.	perform standard repertoire on an instrument or voice.	perform collaboratively in a small or large ensemble with musical sensitivity.
Course SLO: Students will be able to						
MUSC 131 Vocal Ensemble I						
apply appropriate phrasing and musical style within a small ensemble.						IR
match characteristic tone and intonation within a small ensemble.						IR
model appropriate diction and expression within varied repertoire within a small ensemble.						IR
comment on ensemble performance.						IR
match blend and balance within a small ensemble.						IR
MUSC 133 Vocal Ensemble II						
analyze appropriate phrasing and musical style within a small ensemble.						IR
judge characteristic tone and intonation within a small ensemble.						IR
build appropriate diction and expression within varied repertoire within a small ensemble.						IR
practice on small ensemble performance.						IR
identify blend and balance within a small ensemble.						IR
MUSC 214 Vocal Ensemble III						
integrate appropriate phrasing and musical style within a small ensemble.						IRMA
experiment characteristic tone and intonation within a small ensemble.						IRMA

improve appropriate diction and expression within varied repertoire within a small ensemble.					IRMA
develop on small ensemble performance.					IRMA
accurately Produce blend and balance within a small ensemble.					IRMA
MUSC 215 Vocal Ensemble IV					
implement appropriate phrasing and musical style within a small ensemble.					IRMA
facilitate characteristic tone and intonation within a small ensemble.					IRMA
integrate appropriate diction and expression within varied repertoire within a small ensemble.					IRMA
criticize a small ensemble performance.					IRMA
evaluate blend and balance within a small ensemble.					IRMA

MUSC 1001, 1011, 2011, 2021 Voice Private Instruction I-IV	Curriculum Map					
Program Outcomes	apply music theory in analysis and creating of music.	perform harmonic and technical skills on piano.	analyze the cultural and historical origins of selected music literature.	connect sight singing to melodic, harmonic, and rhythmic dictation.	perform standard repertoire on an instrument or voice.	perform collaboratively in a small or large ensemble with musical sensitivity.
Course SLO: Students will be able to						
MUSC 1001 Voice Private Instruction I						
apply appropriate breathing techniques.	I			I	I	
match characteristic tone and intonation.	I			I	I	
model technical aptitude through repertoire and fundamental exercises.	I			I	I	
comment on one's own performance.	I			I	I	
MUSC 1011 Voice Private Instruction II						
analyze appropriate breathing techniques.	IR			IR	IRA	
judge characteristic tone and intonation.	IR			IR	IRA	
build technical aptitude through repertoire and fundamental exercises.	IR			IR	IRA	
practice on one's own performance.	IR			IR	IRA	
MUSC 2011 Voice Private Instruction III						
integrate appropriate breathing techniques.	IR			IR	IRA	
experiment characteristic tone and intonation.	IR			IR	IRA	
improve technical aptitude through repertoire and fundamental exercises.	IR			IR	IRA	
develop one's own performance.	IR			IR	IRA	
MUSC 2021 Voice Private Instruction IV						
implement appropriate breathing techniques.	IRMA			IRMA	IRMA	
facilitate characteristic tone and intonation.	IRMA			IRMA	IRMA	
integrate technical aptitude through repertoire and fundamental exercises.	IRMA			IRMA	IRMA	
criticize one's own performance.	IRMA			IRMA	IRMA	

PCDE 109 Career Success	<i>Curriculum Map</i>					
Program Outcomes	apply music theory in analysis and creating of music.	perform harmonic and technical skills on piano.	analyze the cultural and historical origins of selected music literature.	connect sight singing to melodic, harmonic, and rhythmic dictation.	perform standard repertoire on an instrument or voice.	perform collaboratively in a small or large ensemble with musical sensitivity.
Course SLO: Students will be able to						
demonstrate reliability.						
illustrate professionalism.						
identify acts of initiative.						
describe the significance of honesty and integrity in the workplace.						
critique interactions with managers and co-workers.						
develop strategies that show gratitude toward others.						