

SEMESTER 1

Course	Credits	Grade		✓
ENGL 101: Composition & Rhetoric I	3	C*		<input type="checkbox"/>
COMM 101: Fundamentals of Speech	3			<input type="checkbox"/>
MUS 106 & 106A: Music Theory I & Aural Theory I	4			<input type="checkbox"/>
MUS 161: Class Piano I	1	B		<input type="checkbox"/>
MUS 451: Collegiate Singers <i>or</i> MUS 453: Band	1			<input type="checkbox"/>
General Education Course	3			<input type="checkbox"/>
UNIV 100: CU Foundations	1			<input type="checkbox"/>

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SEMESTER 2

Course	Credits	Grade		✓
ENGL 102: Composition & Rhetoric II	3	C*		<input type="checkbox"/>
MATH 101: Quantitative Reasoning	3			<input type="checkbox"/>
MUS 107 & 107A: Music Theory II & Aural Theory II	4	B		<input type="checkbox"/>
MUS 162: Class Piano II	1			<input type="checkbox"/>
MUS 451: Collegiate Singers <i>or</i> MUS 453: Band	1			<input type="checkbox"/>
General Education Course	3-4			<input type="checkbox"/>

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SEMESTER 3

Course	Credits	Grade		✓
EDUC 210: Diversity, Culture & Education in Society	3			<input type="checkbox"/>
EDSP 303: Introduction to Special Education	3			<input type="checkbox"/>
MUS 206 & 206A: Music Theory III & Aural Theory III	4	B		<input type="checkbox"/>
MUS 302: History and Analysis of Music I	3	B		<input type="checkbox"/>
MUS 451: Collegiate Singers <i>or</i> MUS 453: Band	1			<input type="checkbox"/>
General Education Course	3			<input type="checkbox"/>

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SEMESTER 4

Course	Credits	Grade		✓
MUS 306: History and Analysis of Music II	3	B		<input type="checkbox"/>
MUS 329 & 329A: Music Theory IV & Aural Theory IV	4	B		<input type="checkbox"/>
MUS 451: Collegiate Singers <i>or</i> MUS 453: Band	1			<input type="checkbox"/>
General Education Course	3-4			<input type="checkbox"/>
General Education Course	3			<input type="checkbox"/>
General Education Course	3			<input type="checkbox"/>

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The Bachelor of Science in Education, Music PreK-Adult

degree provides students with fundamental knowledge, skills, and licensure to teach general, instrumental, and choral music grades preK-12. Students will participate in ensembles and take core music courses in theory, history, and teaching methods. The degree culminates with a year-long residency.



MILESTONE COURSES

Courses marked as Milestone Courses are crucial for staying on track to complete your degree in four years. Take them in the recommended semester to stay on track! If you see a recommended minimum grade, this is the grade you need to earn to have the best chance for success in this degree! Grades marked with an asterisk are required to pass.



LANDMARKS

Points where you see a landmark icon on the four-year plan indicate you have reached a point of action outside regular coursework! See the Helpful Hints for information on each landmark.

HELPFUL HINTS

- Semester 3 Landmark—Students should take the Praxis Core no later than this semester. *Core Praxis prep course available—see your advisor.*
- Semester 3—EDUC 210 and EDSP 303 must be taken concurrently.
- Semester 4 Landmark—At this point, you have taken all the necessary coursework to apply to the Teacher Education Program. Note—candidates must have a 2.5 GPA to apply. Check out the [application process](#) online!
- MUS 302 and 306 can be taken in any order, but it is recommended you take MUS 302 first.
- Classes with field placements include: EDUC 210, EDUC 305, EDUC 306, and EDSP 409.

SEMESTER 5

Course	Credits	Grade	✓
EDUC 301: Educational Technology (EPAT)	3		<input type="checkbox"/>
EDUC 305: Psychology of Teaching & Learning (EPAT)	3		<input type="checkbox"/>
MUS 303 Music Education I—General	3	B	<input type="checkbox"/>
MUS 410: Conducting and Rehearsal Strategies	3	B	<input type="checkbox"/>
MUS 451: Collegiate Singers <i>or</i> MUS 453: Band	1		<input type="checkbox"/>
General Education Course	2-3		<input type="checkbox"/>

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SEMESTER 6

Course	Credits	Grade	✓
*EDUC 306: Classroom Management	3		<input type="checkbox"/>
*EDUC 418: Content Reading	3		<input type="checkbox"/>
MUS 304: Music Education II—Choral	3	B	<input type="checkbox"/>
MUS 305: Music Education III—Instrumental	3	B	<input type="checkbox"/>
MUS 451: Collegiate Singers <i>or</i> MUS 453: Band	1		<input type="checkbox"/>
General Education Course	3		<input type="checkbox"/>

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YEAR-LONG RESIDENCY

SEMESTER 7

Course	Credits	Grade	✓
*EDSP 409: Strategies for the Secondary Classroom	3		<input type="checkbox"/>
*EDUC 416: Assessment and the Data Informed	3		<input type="checkbox"/>
*EDUC 450: Clinical Experience Level IV	6		<input type="checkbox"/>

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SEMESTER 8

Course	Credits	Grade	✓
*EDUC 460: Student Teaching	6		<input type="checkbox"/>
*EDUC 460: Student Teaching	6		<input type="checkbox"/>

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ADVISING

When you choose to pursue this degree, you will be assigned two advisors: one who is an expert in the field of Music and one who is an expert in the field of Education. These advisors can help you with course selection, career planning, resume building, and help you with tracking your path to degree completion.

CAREERS

With a degree in Music Education, you will be qualified to teach Elementary, Middle, and High School music, or pursue other music careers such as: Independent Music Contractor, Armed Forces Musician, or Church Music Director. You could also go on to graduate school to pursue fields such as Music Recording and Production or Music Therapy.

COMPLEMENTARY MINORS

Theater

HELPFUL HINTS

- MUS 303, 304, and 305 can be taken in any order, and will be offered on a two-semester rotation.
- Courses marked with an asterisk (*) require admission to the Teacher Education Program.
- Semester 5—EDUC 301 and EDUC 305 must be taken concurrently.
- Semester 6 Landmark—Students should take PLT and Praxis II during this semester.
- Semesters 7 & 8—Year-Long Residency. The music program participates in a year-long residency model. This model enables teacher candidates to spend a year in the same classroom with the same students and cooperating teacher. This model has proven to deepen the professional relationships within the school as well provide teacher candidates with more practical experiences over longer periods of time. Our candidates report feeling more effective and confident during their first year of teaching.