

Buffalo State College * Music Department* BMUS: Music Education National Association of Schools of Music Competencies (NASM)		MUS 171, MUS 173, MUS 271, MUS 273, MUS 371, MUS 373 College & Studio Class	MUS 230, MUS 231, MUS 330, MUS 331	MUS 218, MUS 219, MUS 318, MUS 319	MUS 206, MUS 302, MUS 303W, MUS 340W	MUS 220	MUS 322, MUS 333	See Course Catalog	Department Requirement	Transition Point		MUS 313, MUS 314, MUS 326, MUS 334, MUS 335, MUS 337, MUS 338, MUS 339	EDF 203, EDF 303, EDF 403, EDU 211, EDU 416, EXE 100	MUS 122	MUS 457, MUS 458	MUS 345, MUS 360, MUS 362	MUS 346, MUS 353, MUS 361, MUS 363	MUS 460	MUS 113, MUS 114, MUS 115, MUS 116, MUS 119				
		Applied Music Jury	CIA	Music Theory Key Assessment	Aural Perception Key Assessment	Music History Key Assessment	Music Technology Assessment	Conducting Key Assessment	Professional Education Courses	Concert Attendance	Piano Proficiency	Recital	Upper Division Transition	Small/Large Ensemble	Professional Disposition Report	Introduction to Music Studies and Careers	State Licensure Exam	Student Teacher Observation	Lesson Plan Assessment	Field Experience Assessment	Seminar Assessment Project	Portfolio	Secondary Instruments (Final Grades)
Assessment Code		AMJ	CIA	MTA	APA	MHA	TECH	CA	TRAN	CAR	PP	REC	UDT	ENS	PDR	INTRO	SLE	STO	LPA	FEA	SAP	PORT	Sec Instr.
<b>BM 1.</b>	<b>Bachelor of Music Competency 1. Performance</b>																						
BM 1.1	Technical skills requisite for artistic self-expression in at least one major performance area at a level appropriate for the particular music concentration.	AMJ											ENS										
BM 1.2	An overview understanding of the repertory in the student's major performance area and the ability to perform from a cross-section of that repertory.	AMJ											ENS										
BM 1.3	The ability to read at sight with fluency demonstrating both general musicianship and, in the major performing area, a level of skill relevant to professional standards appropriate for the particular concentration.	AMJ											ENS										
BM 1.4	Knowledge and skills sufficient to work as a leader and in collaboration on matters of musical interpretation, including rehearsal and conducting skills as appropriate to the particular music concentration.						CA						ENS	PDR			STO						
BM 1.5	Keyboard competency									PP							STO						
BM 1.6	Growth in artistry, technical skills, collaborative competence and knowledge of repertory through regular ensemble experiences that are varied both in size and nature.												ENS										
<b>BM 2.</b>	<b>Bachelor of Music Competency 2. Musicianship Skills and Analysis</b>																						
BM 2.1	An understanding of the common elements and organizational patterns of music and their interaction, the ability to employ this understanding in aural, verbal, and visual analyses, and the ability to take aural dictation.			MTA	APA																		
BM 2.2	Sufficient understanding of and capability with musical forms, processes, and structures in order to use this knowledge in compositional, performance, analytical, scholarly, and pedagogical applications, according to the requisites of their specializations.	AMJ	CIA	MTA	APA	MHA	CA					REC	ENS										
BM 2.3	The ability to place music in historical, cultural, and stylistic contexts.					MHA																	
<b>BM 3.</b>	<b>Bachelor of Music Competency 3. Composition and Improvisation</b>																						
BM 3.1	Rudimentary capacity to create derivative or original music both extemporaneously and in written form.		CIA																				
<b>BM 4.</b>	<b>Bachelor of Music Competency 4. History and Repertory</b>																						
BM 4.1	A basic knowledge of music history through the present time, including study and experience of musical language and achievement in addition to that of the primary culture encompassing the area of specialization.					MHA																	
BM 4.2	An acquaintance with repertories beyond the area of specialization through exposure to a large and varied body of music by attending and studying recitals, concerts, opera and musical theatre productions, and other performances.									CAR			ENS										
<b>BM 5.</b>	<b>Bachelor of Music Competency 5. Technology</b>																						
BM 5.1	The ability to use technologies current to their area of specialization.						TECH																
<b>BM 6.</b>	<b>Bachelor of Music Competency 6. Synthesis</b>																						
BM 6.1	Demonstrate achievement of professional, entry-level competence in the major area, including significant technical mastery, capability to produce work and solve professional problems independently, and a coherent set of artistic/intellectual goals that are evident in their work.	AMJ												PDR		SLE	STO				SAP	PORT	
BM 6.2	The competency to form and defend value judgments about music, including the ability to communicate musical ideas, concepts, and requirements to professionals and lay persons.	AMJ				MHA					REC	UDT					STO						
<b>BM 7.</b>	<b>Bachelor of Music Competency 7. Health and Safety</b>																						
BM 7.1	Understand importance of health and safety within the contexts of practice, performance, teaching and listening.																INTRO						
<b>BME 1.</b>	<b>Bachelor of Music Education Competency 1. Desirable Attributes</b>																						
BME 1.1	Personal commitment to the art of music, to teaching music as an element of civilization, and to encouraging the artistic and intellectual development of students, plus the ability to fulfill these commitments as an independent professional.												UDT	PDR	INTRO		STO	LPA	FEA	SAP	PORT		
BME 1.2	The ability to lead students to an understanding of music as an art form, as a means of communication, and as a part of their intellectual and cultural heritage.												UDT	PDR			STO	LPA	FEA				

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BME 1.3	The capability to inspire others and to excite the imagination of students, engendering a respect for music and a desire for musical knowledge and experiences.												UDT		PDR			STO	LPA	FEA			
BME 1.4	The ability to articulate logical rationales for music as a basic component of general education, and to present the goals and objectives of a music program effectively to parents, professional colleagues, and administrators.												UDT		PDR	INTRO		STO	LPA	FEA		PORT	
BME 1.5	The ability to work productively within specific education systems, promote scheduling patterns that optimize music instruction, maintain positive relationships with individuals of various social and ethnic groups, and be empathetic with students and colleagues of differing backgrounds.												UDT		PDR	INTRO		STO	LPA	FEA			
BME 1.6	The ability to evaluate ideas, methods, and policies in the arts, the humanities, and in arts education for their impact on the musical and cultural development of students.												UDT		PDR	INTRO		STO	LPA	FEA		PORT	
BME 1.7	The ability and desire to remain current with developments in the art of music and in teaching, to make independent, in-depth evaluations of their relevance, and to use the results to improve musicianship and teaching skills.												UDT		PDR	INTRO		STO	LPA	FEA	SAP	PORT	
BME 2.	<b>Bachelor of Music Education Competency 2, Music Competencies.</b>																						
BME 2.1	<b>Conducting.</b> Being a competent conductor, able to create accurate and musically expressive performances with various types of performing groups and in general classroom situations through knowledge of score reading and the integration of analysis, style, performance practices, instrumentation, and baton techniques.							CA										STO		FEA			
BME 2.2	<b>Arranging.</b> Competency to arrange and adapt music from a variety of sources to meet the needs and ability levels of school performing groups and classroom situations.		CIA															STO	LPA	FEA		PORT	
BME 2.3	<b>Functional Performance.</b> Functional performance abilities in keyboard, the voice, and instruments appropriate to the student's teaching specialization.									PP	REC							STO					Sec. Instr
BME 2.4	<b>Analysis/History/Literature.</b> a. The ability to apply analytical and historical knowledge to curriculum development, lesson planning, and daily classroom and performance activities. b. The ability to relate their understanding of music with respect to styles, literature, multiple cultural sources, and historical development to their students.																	STO	LPA	FEA			
BME 2.5	<b>Bachelor of Music Education: Specialization Competencies</b>																						
BME 2.5.1	a. Sufficient musicianship, vocal, and pedagogical skills sufficient to teach general music. b. Sufficient vocal and pedagogical skill to teach effective use of the voice. c. Knowledge of content, methodologies, philosophies, materials, technologies, and curriculum development for general music and <i>specialized music.</i>																	STO					Sec. Instr
BME 2.5.2	The ability to successfully experience solo vocal, and small and large choral ensemble performance.													ENS									
BME 2.5.3	Performance ability sufficient to use at least one instrument as a teaching tool and to provide, transpose, and improvise accompaniments.		CIA							PP								STO		FEA			
BME 2.5.4	a. The ability to successfully teach general music classes. b. The ability to successfully teach beginning vocal techniques individually, in small groups and in larger classes.																	STO	LPA	FEA		PORT	
BME 2.5.5	a. Knowledge of and performance ability on wind, string, and percussion instruments sufficient to teach beginning students effectively in groups. b. Knowledge of content, methodologies, philosophies, materials, technologies, and curriculum development for instrumental music.																	STO		FEA			Sec. Instr
BME 2.5.6	The ability to successfully experience solo instrumental performance, as well as participation in small and large instrumental ensembles.											REC		ENS				STO		FEA			Sec. Instr

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BME 2.5.7	The ability to successfully teach beginning instrumental students individually, in small groups and in larger classes.																	STO		FEA			Sec. Instr.
<b>BME 3.</b>	<b>Bachelor of Music Education Competency 3. Teaching Competencies.</b>																						
BME 3.1	Ability to teach music at various levels to different age groups and in a variety of classroom and ensemble settings in ways that develop knowledge of how music works syntactically as a communication medium and developmentally as an agent of civilization, including demonstration of skill in effective classroom and rehearsal management.																SLE	STO	LPA	FEA			
BME 3.2	An understanding of child growth and development and an understanding of principles of learning as they relate to music.								TRAN								SLE	STO	LPA	FEA			
BME 3.3	The ability to assess aptitudes, experiential backgrounds, orientations of individuals and groups of students, and the nature of subject matter, and to plan educational programs to meet assessed needs.								TRAN								SLE	STO	LPA	FEA			
BME 3.4	Knowledge of current methods, materials, and repertoires available in various fields and levels of music education appropriate to the teaching specialization.																SLE	STO	LPA	FEA		PORT	
BME 3.5	The ability to accept, amend, or reject methods and materials based on personal assessment of specific teaching situations.																SLE	STO	LPA	FEA		PORT	
BME 3.6	An understanding of evaluative techniques and ability to apply them in assessing both the musical progress of students and the objectives and procedures of the curriculum.																SLE	STO	LPA	FEA	SAP	PORT	