



University of Toronto

OFFICE OF THE VICE-PRESIDENT AND PROVOST

TO: Committee on Academic Policy and Programs

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DATE: February 9, 2006

AGENDA ITEM: 6

ITEM IDENTIFICATION:

Faculty of Music: Comprehensive Option within the Bachelor of Music

JURISDICTIONAL INFORMATION:

The Committee has the authority to approve additions of program streams within established programs.

PREVIOUS ACTION TAKEN:

HIGHLIGHTS:

A centerpiece of Music's *Stepping Up* plan was a Comprehensive option within the Bachelor of Music degree, intended to offer increased curricular flexibility and choice for a specific subset of the Faculty's students. The Comprehensive Option will provide students with depth in musical training while preserving considerable opportunities to pursue breadth through electives in Music and in other Faculties. The academic rationale, program description, learning outcomes, and planning details are outlined in the attached proposal from the Dean of the Faculty of Music.

The Comprehensive Option was approved by the Music Faculty Council on May 26, 2005.

FINANCIAL AND/OR PLANNING IMPLICATIONS:

There are no new/additional financial resources required to implement the new option.

RECOMMENDATION:

It is recommended that the Committee on Academic Policy and Programs approve:

THAT the proposed Comprehensive Option, within the existing Bachelor of Music degree program, be approved, effective September 2006.

Proposal for a Comprehensive Option within the Bachelor of Music (Mus.Bac.) Faculty of Music, University of Toronto

Gage Averill, Dean

Academic and pedagogical issues: The University of Toronto's *Stepping UP* process has identified the student experience as an area in need of focused attention for all units at the University. The Faculty of Music's own *Stepping Up* response, *Modulations: Stepping UP in Music*, has identified areas in which we can improve the student experience, including universal access to music lessons, increased online resources, improved facilities, better polling and tracking of students, and curricular diversity. A centerpiece of Music's *Stepping Up* plan was a Comprehensive option within the Bachelor of Music degree, intended to offer increased curricular flexibility and choice for a specific subset of our students. Such an option within the Bachelor of Music degree has been a stated goal of the Faculty for at least eight years.

As a leading comprehensive school of music, the Faculty of Music offers two degrees: the Bachelor of Music (MUS.BAC), and the Bachelor of Music in Performance (MUS.BAC.PERF). Students admitted to the Bachelor of Music in Performance begin their concentrations in first year; however, those admitted to the Bachelor of Music enter a Common Year during which they embark on their core requirements and explore options to help determine a specific concentration in Composition or History & Theory or Music Education.¹ All students must complete a set of core requirements comprising courses drawn from history, theory, and performance. In short, this constitutes a prescribed educational foundation that everyone is required to have in common.

Thus, our existing undergraduate degree options and diplomas are tailored for students wanting to specialize in areas in which we offer well-defined, disciplinary-based programs (Music Education, History & Theory, Composition, Performance). Our offerings are less attractive to students:

- 1) seeking a robustly interdisciplinary experience around a music core,
- 2) interested in a field not clearly contained within our existing programs,
- 3) hoping to declare a minor in a Faculty outside of music,
- 4) interested in a general program of music studies,
- 5) not yet sure of a specialization, or unable to gain acceptance into a desired specialization

The Comprehensive Option will provide students depth in musical training while preserving considerable opportunities to pursue breadth through electives in Music and in other Faculties. It will feature a solid, multi-disciplinary core of required courses plus specific electives chosen from each of the four areas of study: Performance (including jazz), Music History & Theory (including ethnomusicology), Music Education, and Composition. It also offers students the freedom to design part of their program of study around individual interests that may not otherwise be accommodated through our specialized degree programs. Should a student wish, up to 6 credits are available for Arts & Science credits, more than enough to declare most minors within A&S. The Comprehensive Option will provide additional flexibility for students hoping to declare a minor (for example, in comparative literature, drama, or anthropology)²; it will allow students to design their own major in areas such as world music, music business, musical criticism, audio recording, or musical technology; and it will allow students to prepare carefully for graduate programs in areas not currently covered by our curriculum.

¹ Our current initiative with OISE for a concurrent degree in Music Education would permit students in that program to select a Music Education specialization in their first year.

² The Faculty has engaged in discussions with Arts and Science to improve the options for student wishing to pursue an minor. All of our students currently take 4 A&S courses, and we also offer within A&S a music major and minor program for A&S students.

In short, this Option will allow the Faculty of Music to respond to quickly changing needs in musical fields and to prepare our students for a diverse set of career paths. It will eliminate a significant source of dissatisfaction with the undergraduate curriculum in the Faculty of Music.

The educational outcomes for the Comprehensive Option are multiple. We would expect students in this option to:

1. Understand the social and cultural meanings and foundations of music, musical style, and musical genres,
2. Comprehend music's relationship to other expressive cultural media such as visual art, dance, and drama,
3. Develop sufficient music performance proficiency through studio lessons, practice, and ensemble performance, in order to pursue a wide range of careers and graduate studies related to music (part of our general training),
4. Command a special breadth of knowledge about the various musical disciplines and their principal theories and methodologies,
5. Write with insight and style in various genres of music criticism and to convincingly craft arguments mustering music research and opinion,
6. Devise a course of interdisciplinary studies that provides them with a special skill and knowledge set to position them appropriately for their future endeavours,
7. Be inspired to continue lifelong learning in Music.

It is our sense that this combination of a core music program (including the Common Year courses), an emphasis on breadth in musical disciplines, highly developed writing skills, and interdisciplinary flexibility best opens up a range of music-related careers and graduate study options in topics not currently identified as concentrations or specializations, such as in arts management, music journalism, entertainment law, audio recording, music business, music archival and library studies, or a host of arts-related fields.

Student demand. This initiative grows out of a decade of student interest in such an option, and from a range of difficulties that individual students have had in navigating our current degree specializations. These problems have been especially apparent to our registrar who fields many of the student concerns. It is her assessment that at least 10 of our current students per year would be interested in a Comprehensive option, for a total of 30 students total (three cohorts following the Common Year). All of our comparable institutions in Canada feature a version of a flexible degree track, although these go by a variety of names. McGill chose "Faculty Program", Western opted for a non-honours "Bachelor in Musical Arts", UBC and Alberta use the term "General Program", while Laurier, like us, chose "Comprehensive." We feel that the latter term best distills the goals of the option at the University of Toronto. Descriptions of these existing programs at other Universities highlight terms such as "well-rounded", "flexibility", "variety", and "freedom to choose." In comparison, the University of Toronto program appears unnecessarily inflexible, predetermined, and resistant to interdisciplinarity – clearly not an impression or certainly not a reality that we would like to project. Thus, a Comprehensive option for students at the Faculty of Music, University of Toronto, would capture an existing demand among our current students *and* increase interest in our Faculty among the potential applicant pool.

For compliance with the Ontario Undergraduate Program Review Audit Guidelines, we would like to make the following specific points.

- The option was clearly spelled out and argued in our approved five-year plan, and it has been thoroughly assessed for rigor by all of the Divisions within the Faculty over a five-month period.

It incorporates our current Common Year and Core Curriculum for maximal integration with our high standards.

- We will not alter our exacting admission requirements: All students admitted to the Comprehensive option will already have been admitted to the Faculty of Music through our existing admissions process and will meet all of our high expectations.
- The degree program has been designed to preserve depth while offering additional latitude for breadth in multiple disciplines within Music and/or in interdisciplinary studies outside of Music.
- The mode of delivery will not represent a departure for the Faculty. This degree option uses well-established courses and pedagogical strategies.
- Students in this degree option, due to its interdisciplinary nature, will have enhanced counseling and mentorship to ensure that their progress can be evaluated. The nature of evaluation in lessons, ensembles, and academic courses will be the same as those for other students in the Faculty of Music.
- A section below describes the human, physical, and financial resources devoted to this option. The impose little additional costs on the Faculty, and we feel that the design of the degree option curriculum makes efficient use of limited resources to deliver a new and desirable option for our students.
- We will need no additional faculty for this option and the degree option will add only a single course to our Calendar.

Planning and budget. This degree option has minimal resource implications. Because individual faculty members, and not just the program Coordinators, will be serving as mentors, the burden of advising will be marginally more evenly distributed among our faculty. We envision only one new course offering in conjunction with the option. The distinctive offering for students pursuing a Comprehensive option is a course in the second year called “Musical Toronto,” which combines lectures (often guest lectures by faculty and music professionals) with weekly attendance at a range of music events across the city. This course will emphasize a diversity of approaches to writing *about* music and will incorporate an introduction to musical genres, musical professions, and musical disciplines. The course would be open to all, with priority given to declared Comprehensive students. This course has been approved by our Faculty Council in principle and will be presented for formal approval at our next Council meeting on February 26.

Space and Facilities. Our overall census of undergraduate students is not expected to rise as a result of this degree option, and it will impose no additional space or facilities requirements.

Students. Students interested in this option should consult with the Registrar. By the end of the second year, every student in the program should have selected a faculty mentor, who will, in conjunction with the Registrar, ensure that the student pursues an appropriate and rigorous course of studies. The mentor will function in the same capacity as the Coordinator does for students in a defined track. With the mentor’s permission and supervision, a student may substitute for up to 1 credit of their general electives with independent study.

The Dean will serve as the program coordinator in at least the first two years of the option’s existence and will work closely with the Registrar and with the faculty mentors to ensure that students are well counseled. We have additional resources to assist with this program due to the recent reorganization of all of our student services into an Office of Student Services.

Bachelor of Music: *Comprehensive* — Curriculum

<i>Course</i>	<i>Title</i>	<i>(Staff)</i>	<i>Credits</i>
Year 1			
HMU111H1	Introduction to Music & Society	(Kippen)	0.5
PMU184Y1	Applied Music	(Staff)	0.5
PMU1**Y1	Major Ensemble	(Staff)	1.0
TMU120H1, 121H1	Materials of Music Ia & Ib	(Staff)	1.33
TMU105/107Y1	Keyboard Harmony/Skills	(Staff)	0.33
Arts & Science	A&S Elective		1.0
General Music Electives	... <i>any subject area</i>		0.5
			Sub-total 5.17
Year 2			
HMU225H1, 226H1	Historical Surveys I & II	(Staff)	1.0
HMU *****	Musical Toronto ³	(Averill)	0.5
PMU284Y1	Applied Music	(Staff)	0.5
PMU2**Y1	Major Ensemble	(Staff)	1.0
TMU220H1, 221H1	Materials of Music IIa & IIb	(Staff)	1.33
Arts & Science	A&S Elective		1.0
General Music electives	... <i>any subject area</i>		1.0
			Sub-total 6.33
Year 3			
PMU384Y1	Applied Music	(Staff)	0.5
PMU3**Y1	Major Ensemble	(Staff)	1.0
TMU302H1	Materials of Music III	(Staff)	0.5
Specific Music Electives	... <i>see list below</i>		2.0
General Electives	... <i>any subject area</i>		1.0
Arts & Science	A&S Elective		1.0
			Sub-total 6.0
Year 4			
PMU484Y1	Applied Music	(Staff)	0.5
PMU4**Y1	Major Ensemble	(Staff)	1.0
Specific Music Electives	... <i>see list below</i>		2.0
General Electives	... <i>any subject area</i>		1.0
Arts & Science	A&S Elective		1.0
			Sub-total 5.5
			Overall total 23.00

In addition, Comprehensive students should take a 4th-year, 400-level course other than applied and ensemble courses.

Specific Music Electives will be made up as follows:

EMU courses	1.0 credit *
HMU courses	1.0 credit
PMU courses	1.0 credit
TMU courses	1.0 credit (at the 300+ level)

*This includes EMU 275 (.67 cr.), which would be the expected first course in Music Education by those not majoring in Music Education.

³ The placement of this course in the 2nd year has received an exemption to the requirement that the HMU core sequence be completed before taking any other HMU courses.