Programme specification

1. Overview/ factual information

Programme/award title(s)	BA (Honors) Music/Music Performance
Teaching Institution	The American College of Greece -DEREE
Awarding Institution	The Open University
Date of latest OU validation	2016
Next revalidation	2021
Credit points for the award	360
UCAS Code	
Programme start date	September 2011
Underpinning QAA subject benchmark(s)	Music (2008)
Other external and internal reference points used to inform programme outcomes	
Professional/statutory recognition	None
Duration of the programme for each mode of study (P/T, FT,DL)	FT- 4 years
Dual accreditation (if applicable)	NEASC Accredited
Date of production/revision of this specification	January 2016

Please note: This specification provides a concise summary of the main features of the programme and the learning outcomes that a typical student might reasonably be expected to achieve and demonstrate if s/he takes full advantage of the learning opportunities that are provided.

More detailed information on the learning outcomes, content, and teaching, learning and assessment methods of each module can be found in student module guide(s) and the student handbook.

The accuracy of the information contained in this document is reviewed by the University and may be verified by the Quality Assurance Agency for Higher Education.

1.2 Music Area Mission
In congruence with the mission of DEREE College, the mission of the Music Programme is to offer a broad academic foundation in music addressing both and music performance pathways to serve as a basis from which students can progress on to postgraduate studies or careers in music and related fields.

Educational aims and objectives
The Music programme aims to provide a diverse curriculum focused on an approach to the study of music which promotes the development of musical knowledge and understanding, musicianship, creativity as well as practical and transferable skills. The Music department is dedicated to maintaining a stimulating learning environment that seeks to offer students a wide range of opportunities for personal development. The Programme aims, objectives and primary goals as outlined below, are in alignment with the MUSIC 2008 QAA Subject Benchmark Statements.

The primary goals of the Music programme are to:
- enable students to develop a coherent understanding of a wide range of musical repertoires with a focus on Western European music, closely integrated with an understanding of their stylistic developments and broader historical and cultural contexts
- enable students to develop their knowledge of the performance practices at issue across these repertoires
- develop students musicianship skills and understanding of musical processes
- provide performance platforms, allied with timely feedback in order that students may improve their creative and practical performance skills *(performance pathway)*
- provide students with the skills to conduct academic research and present their work in a manner that adheres to scholarly conventions
- develop students' analytical and critical thinking skills and their ability to evaluate and organize information
- advance students' transferable skills, particularly with regard to effective oral and written communication and interpersonal and team work skills with the aim of better equipping them for future careers or postgraduate study
- provide an environment in which students are encouraged to broaden their cultural awareness and their openness to new and different ideas
- promote an understanding of ethical issues and professional conduct
- provide students with frequent opportunities to participate in a wide range of extracurricular activities in order to develop their personal leadership and collaborative skills through the creative organization and participation in music making events

Music programme student learning outcomes
3A. Knowledge and understanding
Students successfully completing the Music programme will have extensive knowledge and understanding of:
A1. a substantial selection of Western musical repertoire and associated source materials as well as scholarly literature across a broad range of stylistic periods: its genres and forms, stylistic elements, performance practices and reception in an historical and cultural context
A2. musical terminology, notation and the core elements of music theory: use of melody, harmony, rhythm, texture, tonality and form across a wide range of musical style periods
A3. (Music Pathway) the key theoretical issues concerning the use of computer technology in order to make and manipulate music together with broad practical experience and skills in this field

3B. Cognitive skills
Students successfully completing the Music programme will be able to:
B1. critically examine, analyze and evaluate aural and written materials
B2. organize and synthesize information and ideas from scholarly sources
B3. devise, develop and defend academic arguments as well as critically evaluate and engage in informed discussions of the arguments of others

3C. Practical and professional skills
Students successfully completing the Music programme will be able to:
C1. accurately hear, read, sing, and notate music, demonstrate fundamental knowledge of theory at the keyboard and relate their understanding of musical theory to performance
C2. effectively use computer technology and online resources for musical research and the production of creative projects
C3. demonstrate the ability to recognize and identify components of musical language and organization both by ear and through the study of a written score
C4. (Performance pathway) demonstrate the ability to perform and collaborate in musical performance
C5. show creativity and originality in conceiving, structuring and executing music projects
C6. (Performance Pathway) perform on a primary instrument or voice, demonstrating musicianship, technical proficiency, interpretive understanding and breadth of repertoire.

3D.Transferable key skills (Generic)
Students successfully completing the Music programme will be able to demonstrate the ability to:
D1. conduct research, to collect and evaluate relevant information and write a well-structured essay, using recognized academic conventions
D2. make effective oral presentations
D3. work and learn independently showing confidence and self-awareness
D4. utilize information and communication technology for research
D5. demonstrate personal skills as a leader and collaborator in musical interpretation or group projects and to work effectively within a team, toward common objectives
D6. apply knowledge of professional ethics, codes of conduct, time management and personal responsibility
D7. communicate effectively in the English language

2.2 Relationship to other programmes and awards
(Where the award is part of a hierarchy of awards/programmes, this section describes the articulation between them, opportunities for progression upon completion of the programme, and arrangements for bridging modules or induction)

In addition to the UK validated programmes, Deree Music students are required to take the following modules as part of the American Bachelor of Arts degree. These requirements represent 43 US credits out of a total 121 US credits require to receive the BA award. Additionally, students take 6 US credits as free electives from any academic area. (3 US credits is the equivalent to 15 UK credits.)

MUSIC AND MUSIC PERFORMANCE LIBERAL EDUCATION REQUIREMENTS

Liberal Education (LE) …………………………………………………...43 US credits	
Core Courses	
WP 1010 Introduction to Academic Writing	3
WP 1111 Integrated Academic Writing & Ethics	3
EN 1212 Academic Writing and Research	3
Mathematics (basic statistics, college algebra, OR higher*)	3
SP 2300 Presentation Skills *or* EN 2342 Professional Communication *or* equivalent	3
CS 1070 Introduction to information systems *or* equivalent computer literacy course *	3
Any Natural Science with a lab	4
Liberal Education Electives	
LE designated course in STEM/Natural Sciences	3
LE designated courses in the Social and Behavioral Sciences *(from more than one discipline)*	9
LE designated courses in Humanities *(from more than one discipline)*	6
LE designated course in Fine and Performing Arts	3

*May be fulfilled through appropriate academic evaluation

Elective courses (selected from any academic area)………….….………...6 US credits

ACG-DEREE
MUSIC EXIT AWARDS

I. Certificate of Higher Education in Music

In Accordance with the framework for higher education qualifications, the Certificate of Higher Education in Music (Cert HE) is awarded to students who have completed 120 credits at Level 4 have demonstrated the ability to:

Develop a rigorous approach to the acquisition of a broad knowledge base; employ a range of specialised skills; evaluate information using it to plan and develop investigative strategies and to determine solutions to a variety of unpredictable problems; operate in a range of varied and specific contexts taking responsibility for the nature and quality of outputs.

Music programme student learning outcomes

3A. Knowledge and understanding

Students successfully completing the Certificate of Higher Education in Music will have knowledge and understanding of:

A1. a substantial selection of Western musical repertoire and associated source materials as well as scholarly literature across a broad range of stylistic periods: its genres and forms, stylistic elements, performance practices and reception in an historical and cultural context
A2. musical terminology, notation and the core elements of music theory: use of melody, harmony, rhythm, texture, tonality and form across a wide range of musical style periods
A3. (Music Pathway) the key theoretical issues concerning the use of computer technology in order to make and manipulate music together with broad practical experience and skills in this field

3B. Cognitive skills

Students successfully completing the Certificate of Higher Education in Music will be able to:

B1. critically examine, analyze and evaluate aural and written materials
B2. organize and synthesize information and ideas from scholarly sources

3C. Practical and professional skills

Students successfully completing the Certificate of Higher Education in Music will be able to:

C1. accurately hear, read, sing, and notate music, demonstrate fundamental knowledge of theory at the keyboard and relate their understanding of musical theory to performance
C2. effectively use computer technology and online resources for musical research and the production of creative projects
C3. demonstrate the ability to recognize and identify components of musical language and organization both by ear and through the study of a written score
C4. (Performance pathway) demonstrate the ability to perform and collaborate in musical performance

3D.Transferable key skills (Generic)

Students successfully completing the Certificate of Higher Education in Music will be able to:

D1. conduct research, to collect and evaluate relevant information and write a well-structured essay, using recognized academic conventions
D4. utilize information and communication technology for research

D7. communicate effectively in the English language

II. Intermediate Level

The Intermediate Level Diploma of Higher Education in Music (DipHE) and the Ordinary (non-Honours) degree in Music

Diploma of Higher Education in Music (DipHE)

In Accordance with the framework for higher education qualifications, the Diploma of Higher Education in Music (DipHE) is awarded to students who have completed 240 credits comprising 120 at Level 5 and 120 at Level 4, and have demonstrated the ability to:

Generate ideas through the analysis of concepts at an abstract level with a command of specialised skills and the formulation of responses to well defined and abstract problems; analyse and evaluate information; exercise significant judgement across a broad range of functions; accept responsibility for determining and achieving personal and/or group outcomes.

Music programme student learning outcomes

3A. Knowledge and understanding

Students successfully completing the Music programme will have extensive knowledge

and understanding of:

A1. a substantial selection of Western musical repertoire and associated source materials as well as scholarly literature across a broad range of stylistic periods: its genres and forms, stylistic elements, performance practices and reception in an historical and cultural context
A2. musical terminology, notation and the core elements of music theory: use of melody, harmony, rhythm, texture, tonality and form across a wide range of musical style periods
A3. (Music Pathway) the key theoretical issues concerning the use of computer technology in order to make and manipulate music together with broad practical experience and skills in this field

3B. Cognitive skills

Students successfully completing the Music programme will be able to:

B1. critically examine, analyze and evaluate aural and written materials
B2. organize and synthesize information and ideas from scholarly sources
B3. devise, develop and defend academic arguments as well as critically evaluate and engage in informed discussions of the arguments of others

3C. Practical and professional skills

Students successfully completing the Music programme will be able to:

C1. accurately hear, read, sing, and notate music, demonstrate fundamental knowledge of theory at the keyboard and relate their understanding of musical theory to performance
C2. effectively use computer technology and online resources for musical research and the production of creative projects

C3. demonstrate the ability to recognize and identify components of musical language and organization both by ear and through the study of a written score

C4. (Performance pathway) demonstrate the ability to perform and collaborate in musical performance

3D.Transferable key skills (Generic)

Students successfully completing the Music programme will be able to:

D1. conduct research, to collect and evaluate relevant information and write a well-structured essay, using recognized academic conventions

D2. make effective oral presentations

D3. work and learn independently showing confidence and self-awareness

D5. demonstrate personal skills as a leader and collaborator in musical interpretation or group projects and to work effectively within a team, toward common objectives

D6. apply knowledge of professional ethics, codes of conduct, time management and personal responsibility

D7. communicate effectively in the English language

II. BA in Music

Ordinary (non-Honours) degree in Music

In Accordance with the framework for higher education qualifications, the ordinary (non-Honours) degree in Music is awarded to students who have completed 300 credits (20 15 credit modules) of which a minimum 60 should be at Level 6 with the remainder comprising 120 credits at Level 4 and 120 at Level 5, 240 credits comprising 120 at Level 5 and 120 at Level 4, and have demonstrated the ability to:

Critically review, consolidate and extend a systematic and coherent body of knowledge utilizing specialized skills across an area of study; critically evaluate new concepts and evidence from a range of sources; transfer and apply diagnostic and creative skills and exercise significant judgment in a range of situations; accept accountability for determining and achieving personal and/or group outcomes

Music programme student learning outcomes for the ordinary (non-Honours) degree in Music

3A. Knowledge and understanding

Students successfully completing the Music programme will have extensive knowledge and understanding of:

A1. a substantial selection of Western musical repertoire and associated source materials as well as scholarly literature across a broad range of stylistic periods: its genres and forms, stylistic elements, performance practices and reception in an historical and cultural context

A2. musical terminology, notation and the core elements of music theory: use of melody, harmony, rhythm, texture, tonality and form across a wide range of musical style periods

A3. (Music Pathway) the key theoretical issues concerning the use of computer technology in order to make and manipulate music together with broad practical experience and skills in this field

3B. Cognitive skills
Students successfully completing the Music programme will be able to:

B1. critically examine, analyze and evaluate aural and written materials

B2. organize and synthesize information and ideas from scholarly sources

B3. devise, develop and defend academic arguments as well as critically evaluate and engage in informed discussions of the arguments of others

3C. Practical and professional skills
Students successfully completing the Music programme will be able to:

C1. accurately hear, read, sing, and notate music, demonstrate fundamental knowledge of theory at the keyboard and relate their understanding of musical theory to performance

C2. effectively use computer technology and online resources for musical research and the production of creative projects

C3. demonstrate the ability to recognize and identify components of musical language and organization both by ear and through the study of a written score

C4. (Performance pathway) demonstrate the ability to perform and collaborate in musical performance

C5. show creativity and originality in conceiving, structuring and executing music projects

C6. (Performance Pathway) perform on a primary instrument or voice, demonstrating musicianship, technical proficiency, interpretive understanding and breadth of repertoire.

3D.Transferable key skills (Generic)
Students successfully completing the Music programme will be able to demonstrate the ability to:

D1. conduct research, to collect and evaluate relevant information and write a well-structured essay, using recognized academic conventions

D2. make effective oral presentations

D3. work and learn independently showing confidence and self-awareness

D4. utilize information and communication technology for research

D5. demonstrate personal skills as a leader and collaborator in musical interpretation or group projects and to work effectively within a team, toward common objectives

D6. apply knowledge of professional ethics, codes of conduct, time management and personal responsibility

D7. communicate effectively in the English language

3. Programme outcomes

Intended learning outcomes are listed below.

3A. Knowledge and understanding	
Learning outcomes:	**Learning and teaching strategy/ assessment methods**
Students completing the Music Programme will have extensive knowledge and understanding of: **A1 A substantial selection of Western musical repertoire and associated source materials as well as scholarly literature across a broad range of stylistic periods: its genres and forms, stylistic elements, performance practices and reception in an historical and cultural context**	**Learning and Teaching Strategies** ➢ Class lectures (including discussions and student interaction) ➢ In-class listening and music reading activities aided by audiovisual media ➢ Practical film music work aided by computer technology available in suitable labs on campus ➢ Additional independent listening activity based on a given list of works, available at the Media Center of the J. S. Bailey Library. ➢ Research, listening, reading and writing exercises assigned as homework which are then reviewed in class ➢ Student class presentations ➢ Formulation of a song recital ➢ Concert attendance and review (recommended by instructor according to relevance with class material)

3A. Knowledge and understanding	
	Assessment Methods Written examinations Written assignments Oral Presentation Portfolios Projects
A2 Musical terminology, notation and the core elements of music theory: use of melody, harmony, rhythm, texture, tonality and form across a wide range of musical style periods	**Learning and teaching Strategies** ➢ Class lectures (including discussion, student interaction score reading) ➢ In-class listening and ear-training activities, including demonstration of examples at the piano and use of supportive audio-visual sources ➢ Music reading and music writing activities, and regular homework which is reviewed in class ➢ Student practice sessions at the online learning centres of recommended resources, which are designed to reinforce taught material **Assessment Methods** Written Examinations Portfolio of Written Assignments

3A. Knowledge and understanding	
A3 The key theoretical issues concerning the use of computer technology to make and manipulate music, together with broad practical experience and skills in this field (*Optional for the Music Performance Pathway*)	**Learning and teaching Strategies** ➢ Class lectures (including class discussions and group work) ➢ Practical work in a suitable computer lab using the range of software identified for the course ➢ Listening, reading and practical exercises assigned as homework which are then reviewed in class **Assessment Methods** Practical Projects

3B. Cognitive skills	
Learning outcomes:	**Learning and teaching strategy/ assessment methods**
Students completing the Music Programme will be able to: **B1 Critically examine, analyze and evaluate aural and written materials** **B2 Organize and synthesise information and ideas obtained from a variety of appropriate sources** **B3 Devise, develop and defend academic arguments as well as critically evaluate and engage in informed discussions of the arguments of others**	➤ Class lectures (including class discussions and group work) ➤ Practical tutorials in the college library and the national research library for music ➤ Individual and small group tutorials, within scheduled class hours, where project progress and musical issues raised are detailed and discussed ➤ Listening, reading and written exercises assigned as homework which are then reviewed in class ➤ Research, listening, reading and writing activities completed independently by students as they undertake their individual project **Assessment Methods** Writing Assignments Projects

3C. Practical and professional skills	
Learning outcomes:	**Learning and teaching strategy/ assessment methods**
Upon completion of the Music programme, students will be able to: **C1 Accurately hear, read, sing, and notate music, demonstrate fundamental knowledge of theory at the keyboard and relate their understanding of musical theory to performance**	➢ Group and individual practical guiding instructions and demonstrations ➢ Practical application of skills reinforced by written work of notation at every stage (Class and homework exercises) reviewed in class ➢ Practice sessions at the online learning centres of McGraw-Hill, which are designed to reinforce taught material ➢ Individual practice of a minimum 7-8 hours per week outside the designated class hours ➢ Attendance to live performances to be discussed in class **Assessment Methods** Recorded Performances Written Examinations
C2 Make effective use of computer technology and online resources for musical research and the production of creative projects	For Learning and Teaching Strategies and Assessment Methods see L.O. A1 B1 B2 B3
C3 Demonstrate the ability to recognize and identify components of musical language and organization both by ear and through the study of a written score	For Learning and Teaching Strategies and Assessment Methods see L.O A1

3C. Practical and professional skills	
C4. (*Music Performance Pathway*) **Demonstrate the ability to perform and collaborate in musical performance**	**Learning and Teaching Strategies** ➢ Individual and group instruction and coaching by instructor ➢ Preparing musical compositions, discussing aspects of interpretation, style and technique ➢ Rehearsing during and outside class hours ➢ Performing during class hours and in scheduled concerts ➢ Participating in a formal final concert open to the public **Assessment Methods** Recorded Performances Written Assignments
C5. Show creativity and originality in conceiving, structuring and executing music projects	**Learning and Teaching Strategy** ➢ Private instruction catered to individual student needs ➢ Keep a 14 week Practice Journal where: a. Instructor signs his or her name each week upon the completion of each lesson, and may choose to write comments and/or summarize main points each lesson. b. Student keeps a practice record of goals, instructor suggestions and comments, student self-evaluation, log of hours practiced each week, and a record of weekly repertoire including scales, etudes, and all studied repertoire.

3C. Practical and professional skills	
	➢ Attendance and performance participation in a weekly Music Forum Performance Lab where music students prepare and perform publically for each other and attending faculty, and receive feedback. ➢ Music Forum concerts, student weekly performances, workshops, master classes, and other relevant Music Area events. **Assessment Methods** Evaluation of student work and progress though practice journal Music Forum and Evaluation of a public performance (recorded document) Evaluation of program notes in Capstone
C6. *(Music Performance Pathway)* **Perform on a primary instrument or voice, demonstrating musicianship, technical proficiency, interpretive understanding and breadth of repertoire**	For Learning and Teaching Objectives see L.0 C4 and C5

3D. Key/transferable skills	
Learning outcomes:	**Learning and teaching strategy/ assessment methods**
D1 Conduct research, to collect and evaluate relevant information and write a well-structured essay, while adhering to academic conventions	For Learning and Teaching Strategy and Assessment Methods see L.O A1 and B3
D2. Make effective oral presentations	** For Learning and Teaching Strategy and Assessment Tools see L.O. A1, B3, C5
D3. Work and learn independently showing confidence and self-awareness	
D4. Utilize information and communication technology	For Learning and Teaching Strategy and Assessment Tools see L.O. A1
D5. Demonstrate personal skills as a leader and collaborator in musical interpretation or group projects and to work effectively within a team, toward common objectives	For Learning and Teaching Strategy and Assessment Tools see L.O. A1
D6. Apply knowledge of professional ethics, codes of conduct, time management and personal responsibility	Taught in all modules through all the above mentioned strategies and assessed through all assesment methods.
D7. Communicate effectively in the English language	

4. Programme Structure

Pathway 1 :Music			
Programme Structure - LEVEL 1/4			
Compulsory modules	**Credit points**	**Optional modules**	**Credit points**
MU 2014 Theory and Musicianship I	15	*Three of the following L4 options:*	
MU 2159 Theory and Musicianship II	15		
MU 2125 History of Western Music I- Medieval		MU 2135 Cultural Perspectives on Music	15
through the Baroque	15	MU 2030 Film Music	15
MU 2134 History of Western Music II- 1750		MU 2049 Recording Studio Techniques I	15
through the 20th Century	15	MU 2150 Improvisation Techniques I	15
MU 2124 Researching and Writing about Music	15	AR/GD LE 2001 Visual Literacy	15
Total Credits	75	Total Credits	45

Certificate of Higher Education in Music
 In Accordance with the framework for higher education qualifications, the Certificate of Higher Education in Music (Cert HE) is awarded to students who have completed 120 credits at Level 4.

Programme Structure - LEVEL 2/5				
Compulsory modules	Credit points	Optional modules		Credit points
		Three of the following L5 options:		
MU 3215 Theory and Musicianship III	15	MU/CN 3164 Sound Design		15
MU 3329 Theory and Musicianship IV	15	MU 33041 Film Score and Soundtrack		15
MU 3336 Beethoven in Context	15	MU 3163 Recording Studio Techniques II		15
MU 3337 Issues in Performance	15	MU 3264 Improvisation Techniques II		15
MU 3119 Making Music with Computers	15	MU 3062 Music Performance Workshop I		15
		AR 3019 Video Art		15
Total Credits	75	Total Credits		45

Diploma of Higher Education in Music (DipHE)
In Accordance with the framework for higher education qualifications, the Diploma of Higher Education in Music (DipHE) is awarded to students who have completed 240 credits comprising 120 at Level 5 and 120 at Level 4

Programme Structure - LEVEL 3/6			
Compulsory modules	**Credit points**	**Optional modules**	**Credit points**
MU 4066 Music in the Community MU 4040 Modernism MU 4043 Experimental Sound Art MU 4648 Music CAPSTONE Total Credits	15 15 15 15 60	*Four of the following L6 options- including at least one Selected Topic:* MU 4371 Selected Topics in Symphonic Forms MU 4368 Selected Topics in Art Song and Opera MU 4310 Selected Topics in Jazz and Popular Music MU 4369 Selected Topics in Composition, Song Writing and Arranging MU 4031 Studies in Modern Greek Music MU 4008 Music Performance Workshop II MU A 4065 (MU B 4065) Ensemble (long thin module-2 semesters) DA 4066 Music and Dance in Collaboration Total Credits	15 15 15 15 15 15 15 15 60

Intermediate Level

The Intermediate Level Diploma of Higher Education in Music (DipHE) and the Ordinary BA (non-Honours) degree in Music

Diploma of Higher Education in Music (DipHE)

In Accordance with the framework for higher education qualifications, the Diploma of Higher Education in Music (DipHE) is awarded to students who have completed 240 credits comprising 120 at Level 5 and 120 at Level 4.

BA in Music Ordinary (non-Honours) degree in Music

In Accordance with the framework for higher education qualifications, the ordinary (non-Honours) degree in Music is awarded to students who have completed 300 credits (20 15 credit modules) of which a minimum 60 should be at Level 6 with the remainder comprising 120 credits at Level 4 and 120 at Level 5, 240 credits comprising 120 at Level 5 and 120 at Level 4.

Pathway Two: Music Performance
Programme Structure – LEVEL 1/ 4

Optional non-validated modules

MU 1051 Applied Music I and Music Forum NOT VALIDATED
MU 1152 Applied Music II and Music Forum NOT VALIDATED

Compulsory modules	Credit points	Optional modules	Credit points
		One of the following L4 options:	
MU 2014 Theory and Musicianship I	15		
MU 2159 Theory and Musicianship II	15	MU 2135 Cultural Perspectives on Music	15
MU 2125 History of Western Music I- Medieval		MU 2049 Recording Studio Techniques I	15
through the Baroque	15	MU 2150 Improvisation Techniques I	15
MU 2134 History of Western Music II- 1750		DA 2018 LE Body Awareness and Movement	15
through the 20th Century	15		
MU 2124 Researching and Writing about Music	15		
MU 2053 Applied Music III and Music Forum	15		
MU 2154 Applied Music IV and Music Forum	15		
			15
Total Credits	105	Total Credits	

Certificate of Higher Education in Music

In Accordance with the framework for higher education qualifications, the Certificate of Higher Education in Music (Cert HE) is awarded to students who have completed 120 credits at Level 4.

Programme Structure - LEVEL 2/5			
Compulsory modules	**Credit points**	**Optional modules**	**Credit points**
		Two of the following L5 options :	
MU 3215 Theory and Musicianship III	15		
MU 3329 Theory and Musicianship IV	15	MU 3119 Making Music with Computers	15
MU 3336 Beethoven in Context	15	MU 3163 Recording Studio Techniques II	15
MU 3337 Issues in Performance	15	MU 3264 Improvisation Techniques II	15
MU 3255 Applied Music V and Music Forum	15	MU 3062 Music Performance Workshop I	15
MU 3356 Applied Music VI and Music Forum	15	MU 3062 Music Theatre Workshop I	15
Total Credits	90	Total Credits	30

Diploma of Higher Education in Music (DipHE)

In Accordance with the framework for higher education qualifications, the Diploma of Higher Education in Music (DipHE) is awarded to students who have completed 240 credits comprising 120 at Level 5 and 120 at Level 4

Programme Structure – LEVEL 3/ 6				
Compulsory modules	**Credit points**	**Optional modules**		**Credit points**
		Three of the following L6 options- including at least one Selected Topic:		
MU 4066 Music in the Community	15	MU 4371 Selected Topics in Symphonic Forms		15
MU 4040 Modernism	15	MU 4368 Selected Topics in Art Song and Opera		15
MU 4043 Experimental Sound Art	15	MU 4310 Selected Topics in Jazz and Popular Music		15
MU 4457 Applied Music VII and Music Forum	15	MU 4369 Selected Topics in Composition, Song Writing and Arranging		15
MU 4558 Capstone in Applied Music VIII and Music Forum	15	MU 4031 Studies in Modern Greek Music		15
		MU 4008 Music Performance Workshop II		15
		MU 4167 Music Theatre Workshop II		15
		MU A 4065 (MU B 4065) Ensemble (long thin module-2 semesters)		15
		DA 4066 Music and Dance in Collaboration		
Total Credits	75			45
		Total Credits		

Intermediate Level

The intermediate Level Diploma of Higher Education in Music (DipHE) and the Ordinary (non-Honours) degree in Music

Diploma of Higher Education in Music (DipHE)

In Accordance with the framework for higher education qualifications, the Diploma of Higher Education in Music (DipHE) is awarded to students who have completed 240 credits comprising 120 at Level 5 and 120 at Level 4

BA in Music Ordinary (non-Honours) degree in Music

In Accordance with the framework for higher education qualifications, the ordinary (non-Honours) degree in Music is awarded to students who have completed 300 credits (20 15 credit modules) of which a minimum 60 should be at Level 6 with the remainder comprising 120 credits at Level 4 and 120 at Level 5, 240 credits comprising 120 at Level 5 and 120 at Level 4.

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5. Distinctive features of the programme structure

Where applicable, this section provides details on distinctive features such as:

- **where in the structure above a professional/placement year fits in and how it may affect progression**

- **any restrictions regarding the availability of elective modules**
where in the programme structure students must make a choice of pathway/route

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6. Support for students and their learning

1. Office hours: students are encouraged to make full use of their instructor's office hours, where they can ask questions, see their assigned work results and/or go over lecture material
2. Use of a learning management system (Blackboard) where instructors post lecture notes, assignment instructions, announcements and additional resources

3.	Support from the Student Academic Support Services (SASS), who offer one-to-one and group workshop sessions to support the development of academic and study skills.

7. Criteria for admission

Admissions criteria

To qualify for admissions to the academic programs of DEREE-ACG, applicants must demonstrate that they have the appropriate qualifications to suggest that they will be successful in the program of their choice.

4. The **standard minimum entry requirement** for the major's program is the following: 14/20 in the Greek system, an overall average grade of C in the US system, or 20 and above in the IB. Applicants whose grades are between 12/20 -13.99/20 or its equivalent, may be admitted to the General Studies Program, an access program designed to provide foundation learning opportunities to academic students who show potential.

5. **English Language Qualifications** All applicants must provide proficiency in the English language either by taking the College's English Placement Test (EPT) or by submitting any one of the following tests:
   Pearson test of Academic English (PTE Academic) > 58
   Michigan State University Certificate of Language Proficiency (MSU-CELP)
   Michigan Proficiency Certificate
   Cambridge Proficiency Certificate
   IB Certificate
   IB Diploma
   IELTS >6.5
   SAT >450
   ACT >18
   TOEFL (paper based) >550
   TOEFL (computer based) >213
   TOEFL (internet based) >79
   GCE higher level English >C

EPT >115

The listed grades qualify the student for placement directly into (WP 1010 Introduction to Academic Writing). Applicants who do not qualify for WP 1010 but who otherwise show academic promise, may be placed in the English Language Preparation program, foundation courses in English.

6. **A Letter of Recommendation** from an academic teacher or professor.
7. A **certified copy of their ID card** for Greek citizens or a **valid passport** for non-Greek citizens.
8. An **interview** with an admissions counsellor.

Music Programme Pre-requisites:

To enter the Music programme core modules (L4), students are required to have successfully completed WP 1010 Introduction to Academic Writing. A basic understanding of Music Notation and Theory fundamentals is also required. Students who do not read music notation can take a fundamentals course at Deree before beginning the programme. Theory Placement Tests are offered when students declare the Music Major through the advising office.

Performance Pathway Admission Requirement:

An audition is required for admission to the Performance Pathway in Music. The study of performance at a university level requires previous instrumental or vocal studies. Students can request an audition from the Music Department Head. The approximate minimum entry standard is the completion of ABRSM grade 6 which can be used as reference for the minimum level of achievement required for admission to the Performance Pathway. The ABRSM Grade 6 is the clearest way to express a standard; however, the student is not required to have taken ABRSM exams or to play the ABRSM repertoire.

Minimum Required Standards for Validated Applied Music Modules.
Applied Music III and IV (LEVEL 4)
Minimum level for entry to the BA in Music Performance Pathway aligned with the ABRSM Grade 6
Exit level aligned with ABRSM grade 7

Applied Music V and VI (LEVEL 5)
Exit Level Aligned with ABRSM grade 8

Applied Music VII and Applied Music VIII Capstone (LEVEL 6)
Capstone repertoire and level aligned with the DipABRSM
http://www.abrsm.org/fileadmin/user_upload/diplomas/performance/performanceInstruments.pdf

8. Language of study
English

9. Information about assessment regulations
Please see Regulatory Framework

10. Methods for evaluating and improving the quality and standards of teaching and learning.
Recognizing the importance of pedagogy and research, the College has developed a Deree Teaching and Learning Resource Center (e.g. writing, study skills, academic integrity, counseling, pedagogy, learning challenges, learning assessment) to enhance teaching competencies and improve student learning. During the academic year 2009-10, a wide range of activities took place aiming to raise staff awareness with regards to the College's emphasis on pedagogy and research. Lectures, workshops, and seminars were organized by the College and were well-attended by the staff of all departments/areas. Notable events include two lectures on pedagogy and learning sponsored by the Global Liberal Arts Alliance (of which

DEREE became a member this past year) and the conference "Tech-Education 2010, First International Conference on Technology Enhanced Learning, Quality of Teaching and Reforming of Education".

Annexe 1: Curriculum Map

Annexe 2: On completing the OU programme specification template

Annexe 1 - Curriculum map

This table indicates which study units assume responsibility for delivering (shaded) and assessing (✓)

particular programme learning outcomes.

Level	Study module/unit	A1	A2	A3	B1	B2	B3	C1	C2	C3	C4	C5	C6	D1	D2	D3	D4	D5	D6	D7
4	**Compulsory Modules**																			
	MU 2014 Theory and Musicianship I		X		X			X	X	X		X				X	X		X	X
	MU 2159 Theory and Musicianship II		X		X			X	X	X		X				X	X		X	X
	MU 2125 History of Western Music I	X	X		X	X				X						X	X		X	X
	MU 2134 History of Western Music II	X	X		X	X				X						X	X		X	X
	MU 2124 Researching and Writing about Music				X	X	X		X					X			X		X	X
	MU 2053 Applied Music III (Pathway 2:Music Performance)	X	X		X					X	X	X	X			X	X		X	X
	MU 2154 Applied Music IV (Pathway 2:Music Performance)	X	X		X					X	X	X	X			X	X		X	X
	Optional Modules																			
	MU 2135 Cultural Perspectives on Music	X			X	X	X		X	X				X		X	X		X	X
	MU 2030 Film Music (Pathway 1: Music)	X		X	X				X	X		X				X	X		X	X
	MU 2049 Recording Studio Techniques I		X						X							X	X		X	X
	MU 2150 Improvisation Techniques I		X					X		X	X	X				X			X	X
	AR/GD 2001 LE Visual Literacy (Pathway 1:Music)		X	X	X				X			X			X	X	X		X	X
	DA 2018 LE Body Awareness and Movement (P.2)					X											X		X	X

Level	/ Study module unit	A1	A2	A3	B1	B2	B3	C1	C2	C3	C4	C5	C6	D1	D2	D3	D4	D5	D6	D7
5	**Compulsory Modules**																			
	MU 3215 Theory and Musicianship III		X		X			X	X	X		X				X	X		X	X
	MU 3329 Theory and Musicianship IV		X		X			X	X	X		X				X	X		X	X
	MU 3336 Beethoven in Context	X	X		X	X	X		X	X				X	X	X	X		X	X
	MU 3337 Issues in Performance	X	X		X	X	X		X	X				X	X	X	X		X	X
	MU 3119 Making Music with Computers *			X					X			X				X	X		X	X
	MU 3255 Applied Music V (Pathway 2:Music Performance)	X	X		X						X	X	X			X	X		X	X
	MU 3255 Applied Music VI (Pathway 2:Music Performance)	X	X		X						X	X	X			X	X		X	X
	Optional Modules																			
	MU 2041 Film Score and Soundtrack (Pathway 1)	X		X	X	X			X	X		X				X	X		X	X
	MU/CN 3164 Sound Design (Pathway 1: Music)			X	X				X			X				X	X		X	X
	MU 3163 Recording Studio Techniques II			X					X							X	X		X	X
	MU 3264 Improvisation Techniques II		X					X		X	X	X					X		X	X
	MU 3062 Music Performance Workshop I	X	X		X						X	X	X			X	X	X	X	X
	MU 3061 Music Theatre Workshop I (Pathway 2)	X									X	X	X			X	X	X	X	X
	AR 3019 Video Art (Pathway 1: Music)			X					X			X			X	X	X		X	X

* MU 3119 is an optional module in Pathway 2: Music Performance

Level	Study module/unit	A1	A2	A3	B1	B2	B3	C1	C2	C3	C4	C5	C6	D1	D2	D 3	D 4	D5	D6	D7
6	**Compulsory Modules**																			
	MU 4066 Music in the Community				X	X				X	X	X		X	X	X	X	X	X	X
	MU 4040 Modernism	X	X		X	X	X		X	X				X		X	X		X	X
	MU 4043 Experimental Sound Art	X	X		X	X	X		X	X				X		X	X		X	X
	MU A4648 (MU B4648) Music Capstone (Pathway 1: Music)				X	X	X		X		X			X	X	X	X		X	X
	MU 4457 Applied Music VII (Pathway 2:Music Performance)	X	X		X						X	X	X			X	X		X	X
	MU 4558 Capstone in Applied Music VIII (Pathway 2: Music Performance)	X	X		X						X	X	X			X	X		X	X
	Optional Modules																			
	MU 4371 Selected Topics in Symphonic Forms	X	X		X	X	X		X	X				X	X	X	X		X	X
	MU 4368 Selected Topics in Art Song and Opera	X	X		X	X	X		X	X				X	X	X	X		X	X
	MU 4310 Selected Topics in Jazz and Popular Music	X	X		X	X	X		X	X				X	X	X	X		X	X
	MU 4369 Selected Topics in Composing, Song Writing and Arranging			X	X				X	X		X				X	X		X	X
	MU 4031 Studies in Modern Greek Music	X	X		X	X	X		X	X	X	X		X		X	X	X	X	X
	MU 4008 Music Performance Workshop II	X	X		X						X	X	X			X	X	X	X	X
	MU 4167 Music Theatre Workshop II	X									X	X	X			X	X	X	X	X
	MU A4065 (MU B4065) Ensemble (long thin module - 2 semesters)	X	X								X	X	X			X	X	X	X	X
	DA 4066 Music and Dance in Collaboration	X			X						X	X				X	X	X	X	X

Annexe 2: Notes on completing programme specification templates

1 **-** This programme specification should be aligned with the learning outcomes detailed in module specifications.

2 – The expectations regarding student achievement and attributes described by the learning outcome in <u>section 3</u> must be appropriate to the level of the award within the **QAA frameworks for HE qualifications**: <u>http://www.qaa.ac.uk/academicinfrastructure/FHEQ/default.asp</u>

3 – Learning outcomes must also reflect the detailed statements of graduate attributes set out in **QAA subject benchmark statements** that are relevant to the programme/award: <u>http://www.qaa.ac.uk/academicinfrastructure/benchmark/default.asp</u>

4 – In section 3, the learning and teaching methods deployed should enable the achievement of the full range of intended learning outcomes. Similarly, the choice of assessment methods in section 3 should enable students to demonstrate the achievement of related learning outcomes. Overall, assessment should cover the full range of learning outcomes.

5 - Where the programme contains validated **exit awards** (e.g. CertHE, DipHE, PGDip), learning outcomes must be clearly specified for each award.

6 - For programmes with distinctive study **routes or pathways** the specific rationale and learning outcomes for each route must be provided.

7 – Validated programmes delivered in **languages other than English** must have programme specifications both in English and the language of delivery