

# Music



The Music Field of Study at Lee College is designed to prepare students to transfer to a four-year university and pursue a bachelor's degree in music or music education. This curriculum aligns with the State of Texas-approved Field of Study in Music and includes 31 lower-division semester credit hours fully transferable to public Texas universities. These courses are either applied as a complete block or evaluated on a course-by-course basis toward a bachelor's degree in music.

The Associate of Arts (AA) degree core requirements are modified to accommodate the Field of Study curriculum. However, students still receive a solid foundation in music theory, aural skills, ensemble performance, and applied instruction.

Program Requirements for Music Majors:

- Enroll in either Class Piano or Applied Piano until the exit proficiency requirements are met.
- Participate in a weekly music seminar or forum.
- Attend a specified number of approved concerts each semester.

Students are encouraged to take advantage of the many music-related opportunities at Lee College, including participation in the Lee College Choir, instrumental ensembles, and applied private lessons on any instrument or voice.

**Many careers require education beyond the associate degree. Students should work with their advisor to tailor course selections to align with their chosen transfer university. The transfer plan on this page shows an example commonly chosen by Lee College students. Students may choose to continue their education at any university.**

## **What Will I Learn?**

The Field of Study Curriculum for Music comprises a structured set of lower-division courses that are required for students pursuing a bachelor's degree in Music. Designed to streamline the transfer process to four-year institutions, this curriculum ensures that students receive a solid foundation in music while maximizing the portability of their academic credits.

Our Music Program offers a wide range of fully transferable courses for both music majors and non-majors, cultivating valuable skills that extend far beyond the practice room or concert hall:

### **Applied Music (MUAP: Piano, Voice, Instrumental)**

- Students enrolled in applied music courses gain more than technical proficiency; they develop self-confidence, discipline, and the ability to focus deeply on a task. These qualities are essential not only for musical success but also for thriving in any professional environment.

### **Ensemble Participation**

- Performing in an ensemble fosters collaboration, communication, and mutual respect. Students learn how to work toward shared goals, building trust and teamwork. These are skills that are highly valued in every career path.

### **Music Theory, Sight Singing, and Ear Training**

- These core academic courses sharpen analytical and critical thinking skills. The ability to interpret, analyze, and respond thoughtfully to complex material equips students for success in diverse fields requiring problem-solving and mental agility.

### **Cognitive and Academic Benefits of Music Study**

- Neuroscientific research consistently shows that studying music enhances cognitive function, including improved memory, verbal reasoning, and mathematical ability. Music education supports overall academic achievement and lifelong learning.

### [View Program Learning Outcomes](#)

## **"What Can I Do With This Course of Study?"**

Musicians have access to a wide variety of rewarding career paths, both in performance and in music-related professions. Many of these careers may require additional education or specialized training beyond the associate degree:

### **Music Performance**

- Opportunities across various styles and genres, including classical, pop, jazz, musical theater, opera, and church music.

### **Public Music Education**

- Roles such as choir director, band director, orchestra conductor, and music teacher at the elementary or secondary level.

### **Church Music**

- Positions include music minister, choir director, and church organist.

### **Independent Music Instruction**

- Teaching private lessons in piano, organ, voice, and band or orchestral instruments.

### **Music Therapy**

- Using music as a therapeutic tool in clinical and educational settings.

### **Music Composition**

- Careers as a singer-songwriter, composer for ensembles, or writing music for film, television, and radio.

### **Music Technology**

- Designing and developing music software, apps, and tools for musicians and educators.

### **Instrument Maintenance and Repair**

- Becoming a piano tuner/technician or an organ tuner/technician.

### **Performing Arts Medicine**

- Specializing in musician health and injury prevention.

### **Music Publishing and Editing**

- Working with composers and arrangers to prepare and distribute musical works.

### **Music Business and Touring**

- Managing logistics, marketing, and contracts for performing artists.

### **Concert and Artist Management**

- Overseeing artist careers and managing performance schedules, bookings, and negotiations.

## **Music Field of Study Plan**

### **Semester 1**

- MUSI 1311 — Music Theory I\*\*\*
- MUSI 1116 — Sight Singing and Ear Training I\*\*\*

- MUSI 1181 — Piano Class I\* or MUAP 1169
- MUEN 11XX Ensemble\*\*
- MUAP 12XX Applied Music (Freshman Level)
- ENGL 1301Ω — English Composition I ♦
- SPCH 13XX Oral Communication ♦

## Semester 2

- MUSI 1312 — Music Theory II\*\*\*\*
- MUSI 1117 — Sight Singing and Ear Training II\*\*\*\*
- MUAP XX69 or MUAP XX70 Applied Piano\*
- MUEN 11XX Ensemble\*\*
- MUAP 12XX Applied Music (Freshman Level)
- MUSI 1307 — Music Literature
- HIST 1301Ω — History of the United States to 1877 ♦
- GOVT 2305Ω — Federal Government ♦

## Semester 3

- MUSI 2311Ω — Music Theory III\*\*\*
- MUSI 2116 — Sight Singing and Ear Training III\*\*\*
- MUAP XX69 or MUAP XX70 Applied Piano\*
- MUEN 21XX Ensemble\*\*
- MUAP 22XX Applied Music (Sophomore Level)
- HIST 1302Ω — History of the United States Since 1877 ♦
- MATH 1314 — College Algebra ♦
- MATH 1332 — Contemporary Mathematics I ♦
- MATH 1342 — Elementary Statistics ♦

## Semester 4

- MUSI 2312Ω — Music Theory IV 3\*\*\*\*
- MUSI 2117 — Sight Singing and Ear Training IV\*\*\*\*
- MUAP XX69 or MUAP XX70 Applied Piano\*
- MUEN 21XX Ensemble\*\*
- MUAP 22XX Applied Music (Sophomore Level)
- GOVT 2306Ω — Texas Government ♦
- LPS X4XX Life and Physical Sciences ♦

\*\*Choices include: Concert Choir, Chamber Choir, Baytown Jazz Band, Chamber Ensemble or Bay Area Philharmonic

\*\*\*Offered in the Fall only/guaranteed to be offered once a year

\*\*\*\*Offered in the Spring only/guaranteed to be offered once a year Total SCH for the AA Music Field of Study = 60 SCH AA Core 25 SCH

♦ Core curriculum course

Students who first enrolled in courses in the Music Field of Study Curriculum prior to Fall 2018 should not be required to repeat content or unnecessarily accumulate semester credit hours. Students should be transitioned to the revised Field of Study Curriculum, with their previously completed Field of Study courses applied to the

revised Field of Study requirements under the same terms as those that apply to a student who transfers from one institution to another. The student shall then complete the remaining requirements under the current Field of Study Curriculum.

### **Keyboard (piano) Proficiency**

Keyboard (piano) proficiency is a requirement for most baccalaureate degrees in music. Instruction in keyboard skills is generally offered in the first two years of undergraduate study. Therefore it is strongly recommended that community college degree plans include courses in group piano or applied piano lessons even though they are not part of the Field of Study Curriculum for Music. Keyboard proficiency courses approved for transfer are courses in group piano or applied piano lessons that concentrate specifically on the development of skills for passing keyboard proficiency examinations. Keyboard courses that concentrate primarily on performance literature are not considered keyboard proficiency courses. Completion of courses leading to a keyboard proficiency does not necessarily satisfy the requirement at a receiving institution.

### **Competency, Proficiency, and Diagnostic Assessment**

Transferring students who have completed the field of study curriculum must satisfy the competency and proficiency requirements of the receiving institution. Diagnostic assessment of transfer students is permissible only if the receiving institution routinely conducts a diagnostic assessment of native students at the same point in the program of study. Should a transferring student fail to demonstrate proficiency, the student may be encouraged, but not required to retake relevant courses to gain proficiency.

### **Courses in Addition to the Field of Study Curriculum for Music**

Completion of the Field of Study Curriculum shall not prevent a receiving institution from requiring additional lower-division courses that may be necessary for specialized programs of a bachelor's degree with a major in Music. Courses selected for inclusion in the Field of Study Curriculum are those considered to be common to lower-division study for most music degrees. Receiving institutions may require transfer students in specialized programs (e.g., jazz studies, performance, composition, music therapy, etc.) to take additional degree-specific lower-division courses that are not included in the Field of Study Curriculum. For example, course work in vocal diction is not included in the Field of Study Curriculum for music but may transfer by agreement between institutions.

### **General Education Core Curriculum Courses**

The Field of Study Curriculum for Music should serve as the basis for structuring the associate degree. Each two-year college determines which courses from its approved general education core curriculum, along with the Field of Study Curriculum for Music, constitute a 60-semester-credit-hour transfer block. Students shall complete the remaining general education core curriculum in effect at the receiving institution.

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