Music Course Offerings

1101 Tower Fine Arts Building
(585) 395-2496

Associate Professor: William Hullfish, Jr., EdD, SUNY Buffalo; Assistant Professor: Natalie Sarrazin, PhD, University of Maryland; Lecturers: Elizabeth Banner, MALS, The College at Brockport; Carol Brown, MM, Arizona State University; Mark A. Olivieri, PhD, University of Buffalo; Lara Sipols, MM, Mannes College of Music; Herbert Wise, PhD, Eastman School of Music.

The College offers classes in applied music, music theory, music history and music appreciation, both to fulfill a music minor and general education requirements. Interested students may participate in musical ensembles.

A unique collaboration has been developed with Rochester Philharmonic Orchestra, which includes RPO performances on the College at Brockport campus; an RPO member teaching a music course on campus and invited musicians presenting lecture-demonstrations. Music courses also serve as a component of the arts for children program. Music classes and the music minor are offered by the Department of Theatre.

Requirements for Music Minor:
For admission to the music minor program, students must pass a pretest or successfully complete MUS 105 Introduction to Music.

Music Minor

<table>
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<tr>
<th>Theory Courses (6 credits):</th>
<th>Credits</th>
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<tbody>
<tr>
<td>MUS 305 Theory I (3)</td>
<td>6</td>
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<tr>
<td>MUS 306 Theory II (3)</td>
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Music History (6 credits):

Required:

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<tr>
<th>MUS 112 World Music (3)</th>
<th>6</th>
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OR

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<tr>
<th>MUS 210 Music Appreciation (3)</th>
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Choose 3 credits from:

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<tr>
<th>DNS 232 African Music and Drumming (3)</th>
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<tr>
<td>MUS 413 American Music (3)</td>
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<tr>
<td>MUS 414 American Musical Theatre (3)</td>
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<tr>
<td>MUS 485 American Folk Music (3)</td>
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<tr>
<td>MUS 399 Independent Study (1-3)</td>
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<tr>
<td>MUS 499 Advanced Independent Study (1-3) on music history topic</td>
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Applied Music (4 credits):

| MUS 135 Class Piano I (2) | 4 |
| MUS 139 Class Voice I (2) |   |
| MUS 235 Class Piano II (2) |   |
| MUS 335 Advanced Piano Class (2) |  |
| MUS 339 Class Voice II (2)  |   |
| MUS 399 Independent Study (2) |   |

applied music with approved private instructor

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<tr>
<th>MUS 499 Advanced Independent Study (2)</th>
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applied music with approved private instructor

Ensemble (2 credits)*:

| MUS 320 Brockport Chorus (1) | 2 |
| MUS 322 Gospel Choir (1)     |   |
| MUS 323 Xylophone Ensemble (1) |   |
MUS 323 Recorder Ensemble (1)
MUS 323 Instrumental Ensemble (1)
MUS 399 Independent Study (1)
with approved instrumental ensemble

Total credits required for music minor: 18

* Music minors must participate in an ensemble for a minimum of two semesters. Maximum amount of credit for ensemble participation is two credits. Students may take ensemble for no credit.

Interdisciplinary Arts for Children: Music Speciality

Students seeking an interdisciplinary major in arts for children with a specialty in music are required to complete a 48 credit program consisting of (1) two interdisciplinary courses, IAC 280 Introduction to Related Arts for Children, and IAC 491 Seminar in Arts for Children; (2) a music specialty of 21 credits; and (3) a 21-credit block consisting of two courses in each of the other three arts and one approved elective. Students wishing a major in interdisciplinary arts for children with a music specialty must pass the entrance audition — performance in voice or an instrument at NYSSMA level IV or above. A minimum grade of “C” must be maintained in all required courses.

For detailed information and a comprehensive listing of courses required in this specialty area, refer to the section Arts for Children - Interdisciplinary Major in this catalog.

Department of Music Courses

MUS 100 Fundamentals of Music for Dance (A). Provides a study of rhythm and elements of music. Explores the significance of “time” in movements and its importance to rhythmic phrasing in music and dance. 2 Cr.

MUS 105 Introduction to Music (A,P). Open to all students. Required of Arts for Children majors. No musical background required. Covers music fundamentals, such as reading music in treble and bass clefs, keyboard, scales, intervals, and chords. Also includes a performance component in which students learn to perform rhythm patterns and play the recorder. 3 Cr. Every Semester.

MUS 112 World Music (A,F,O). Examines the universal principles that connect music around the world. Includes the music of India, Africa, Japan, South America, the United States and Europe. Includes a unit on the contribution of women composers. 3 Cr. Every Semester.

MUS 135 Class Piano I (B). Allows development of practical skills in reading music at the keyboard, including some knowledge of scales and chords to provide basic accompaniment. 2 Cr. Fall.

MUS 139 Class Voice I (B). Allows development of basic vocal skills, including breathing, placement, sight reading; study of vowels, consonants, and appropriate song literature. 2 Cr.

MUS 201 Computers and Music (A). Provides an introduction to computer basics and hands-on experience with music software. Explores computers as used by musicians and artists. Emphasizes sound analysis and digital music production. Surveys electronic and computer music. 3 Cr. Every Semester.

MUS 210 Music Appreciation With the RPO (A,F). Open to all students; no musical background required. Explores the inner world of orchestral music contra-bassoon; 3 Bs of classical music; contemporary composers; and the influence of changing historical, social, and artistic trends on the orchestra. Studies the use of Howard Gardner’s Theory of Multiple Intelligences in learning music. Examines the influence of other cultures upon Western music. Helps students to become educated and discriminating listeners through guided listening and required attendance at Rochester Philharmonic Orchestra concerts. 3 Cr. Every Semester.

MUS 235 Class Piano II (A). Provides students an opportunity to continue the skills developed in Class Piano I. Emphasis will be on further mastery of the keyboard through increased technical abilities such as sight-reading, improvisation and harmonization. By the end of the course students will be able to play all major scales and minor scales on white keys, 2 octaves, hands together and all
white key major and minor arpeggios. Repertoire will focus on pieces by great masters at the late elementary or early intermediate levels and will stress hand independence, a broader choice of articulation, a wider dynamic range, scale passages, chords in root and inverted position and 7th chords. 2 Cr. Fall.

**MUS 278 Afro-American Music and Culture (A).** Cross-listed as AAS 278. Provides a basic history of African-American music and related aspects of theatre, dance, and literature from the 17th century to the present. 3 Cr. Fall.

**MUS 300 Music for Dance (A).** Emphasizes the correlation between rhythm and dynamics in music and movement, and rhythmic notation in relation to dance. Studies musical techniques needed to provide percussion accompaniment for dance movement. Provides some analysis of simple musical forms, and an introduction to music resources for the dance. 3 Cr.

**MUS 305 Music Theory I (A).** Music Theory I has written exercises in the basic harmonic system, melodic principles of part-writing, the chorale and four-part writing in root position and in inversions, secondary dominants and modulation. It also contains exercises in rhythmic, melodic, and simple harmonic ear-training. 3 Cr. Fall.

**MUS 306 Music Theory II (A).** Music Theory II is a continuation of Music Theory I and begins with exercises in chromatic harmonic, including secondary dominants and modulation. Students will use computer notation software (Sibelius) in completing assignments for the course. Advanced ear-training in rhythmic, melodic and harmonic dictation is included. 3 Cr. Spring.

**MUS 320 Brockport Chorus (B).** Includes performance of standard choral works from many styles and periods. 1 Cr.

**MUS 321 Vocal and Instrumental Jazz Ensemble (B).** Includes performance of instrumental and vocal jazz. Provides an instruction in improvisation, stylistic elements, and historical background. 1 Cr.

**MUS 322 Gospel Music I (B).** Cross-listed as AAS 322. Provides a basic history of black American gospel music and its relationship to contemporary music form; and includes performances of Gospel Music. 1 Cr.

**MUS 323 Instrumental Ensemble (A).** Instrumental ensemble acts as a blanket course for small chamber ensembles (e.g. recorder ensemble, saxophone quartet, etc.) and large ensembles such as a community band, community jazz ensemble, Brockport Symphony Orchestra, etc. 1 Cr. Every Semester.

**MUS 335 Advanced Piano Class (B).** Allows development of more advanced skills in piano performance techniques, including pedaling, phrases and fingering, and study of polyphonic and homophonic styles. 2 Cr. Fall.

**MUS 339 Class Voice II (A).** Studies standard vocal repertoire, improvement of technical vocal problems through performance, and stage awareness. 2 Cr. Every Semester.

**MUS 399 Independent Study in Music (A).** To be defined in consultation with the instructor-sponsor and in accordance with the procedures of the Office of Academic Advisement prior to registration. 1-3 Cr.

**MUS 401 The Films and Film Music of India (A).** Uses film to examine the culture and music of India. Introduces Indian films, popular music genres, and use of melodrama and emotion in narrative development and as an expression of the Indian psyche. Adopts critical approaches for looking at the representation of India through cinema, music, and constructions of mainstream and marginalized identities (gender, caste, religion), narrative formulas, song picturizations, theatrical characterizations, and spectacle. 3 Cr. Spring.

**MUS 413 American Music (A).** Provides a study of representative music styles and idioms of North America from Colonial times to the present; analysis of visual and aural, structural and stylistic characteristics of the music; and recognition of important composers and musicians who contributed to the development of American music. 3 Cr.

**MUS 414 American Musical Theatre (A).** Surveys the American musical theatre, including Broadway shows, through investigation of its form. Provides analyses, discussions, viewing and research of selected works to serve as a basis for a more aware listening technique. 3 Cr.

**MUS 420 Music Literature for Dance (A).** Prerequisites: MUS 300. Provides a study of musical literature with particular reference to interrelationships between dance and music; a historical survey; selection of music for dance; and Western classical, jazz, and world music resources. 3 Cr.

**MUS 455 Music Resources for Dance (A).** Prerequisite: MUS 300. Explores music materials and resources for use in choreography; techniques of taping and creating taped collages for production; and concerns for original scores. Analyzes musical forms and rhythmic structure; and historical styles of music. 3 Cr.

**MUS 485 American Roots Music (A).** Takes a performance approach to the history, styles, and repertoire of North-American folk music. Allows students to learn approximately 100 folk songs, covering all geographic regions, from performances
by the instructor, guest artists, members of the class, films, and recordings. Especially recommended for arts for children, recreation and leisure, education, and music education majors. 3 Cr.

**MUS 487 Music and the Child (A).** Prerequisite: *MUS 105*. Covers current approaches in using music with children and ways in which music can contribute to the total growth of the child. Explores existing vocal and instrumental materials suitable for children, creating original songs, rhythmic games, and sound stories. 3 Cr. Spring.

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**DEPARTMENT OF NURSING**

**B361 Tuttle North**  
(585) 395-2355

*Chair and Associate Professor:* Linda Snell, DNS, SUNY Buffalo; *Associate Professors:* Margie Lovett-Scott, EdD, SUNY Buffalo; Kathleen Peterson-Sweeney, PhD, University of Rochester; *Assistant Professors:* Zara R. Brenner, MS, University of Rochester; Tamala David, PhD, University of Rochester; Susan Glose, PhD, University of Rochester; Elizabeth Heavey, PhD, SUNY Buffalo; Mary Kozub, PhD, Indiana University; Nancy Iafrati, MS, St. John Fisher College; Patricia Lee Sharkey, MS, SUNY Buffalo; Joanne Stevens, PhD, University of Rochester; *Lecturers:* Connie Lawrence, MS, The College at Brockport; Pamela Reamer, MS, The College at Brockport; Jennifer Elseta Reid, MS, Nazareth College; Marcia Wieczorek, BSN, The College at Brockport.

**Philosophy**

The curriculum of the Department of Nursing is derived from the program’s mission, purpose, objectives and organizing framework. The philosophy describes the faculty’s beliefs concerning the purpose of nursing, the focus of baccalaureate nursing education, and the expectations for program graduates.

The philosophy of the Department of Nursing states that:

The faculty of the Department of Nursing at The College at Brockport believes that education is a lifelong process which fosters the cultural, psychosocial and intellectual development of the individual. The faculty fully support the Mission of the College, recognizing that students bring to the educational setting a diversity of abilities, motivations, experiences and cultures. Accordingly, opportunities are provided, which allow each individual to build on past knowledge and experience and to develop within the educational philosophy of the State University of New York.

Nursing is a profession, science and art with the primary purpose of facilitating clients (individuals, families and communities) to retain, attain and maintain an optimal level of wellness through purposeful interventions. The faculty believe that clients are a composite of physiological, psychological, developmental, sociocultural and spiritual dimensions. Professional nurses utilize the nursing process to manage care of clients throughout the life cycle. Nurses work independently and in collaboration with other health professionals.

Nursing education utilizes knowledge drawn from nursing, the liberal arts, sciences and humanities. Nursing curricula emphasize the development of concepts and skills that are essential to nursing practice, leadership and research, and foster the development of critical thinking. Students are active, responsible participants in the learning process.

The faculty believe that baccalaureate education serves as the foundation for graduate study and continuing professional and personal growth.