Handbook for Double-Degree Students & Advisors
INTRODUCTION

This handbook is intended to help give insight into the many possibilities that are available to you as a double-degree student. Perhaps, more importantly, we also hope that this handbook will help you avoid the pitfalls and problems that can arise as part of the Double Degree Program. We urge you to read this handbook carefully and to refer to it when you have questions. You may also refer to the double degree website at https://www.oberlin.edu/aarc/academic-policies-procedures/DDP

NOTE

Double-degree students should note that the requirements for the B.A. degree are expressed mainly in terms of courses (full course or half course) while the B.Mus. degree requirements are described in credits. Double-degree students will find both systems helpful when reviewing their requirements and progress toward the degrees.

Double-degree students will also find the Degree Works progress report (available through each student’s PRESTO account) helpful.

DEFINITION OF TERMS

❖ A&S—refers to the Arts & Sciences division of Oberlin College. Also referred to as the college. Students in the college are working toward the B.A. (Bachelor of Arts) degree.

❖ Applied Study—(also referred to as Private Study, Private Lessons, Principal Study) these are the 6 - 8 credit hour lessons that Conservatory and double-degree students take on their principal instrument or voice. See the grid of requirements in the Course Catalog for specific requirements.

❖ Committees—Conservatory and double-degree students must pass a First and Second Committee at the end of each year of private study. These committees are designed to measure progress on your principal instrument or major area. Each major has specific requirements for passing committees. If a student does not pass the Sophomore Committee, they may not be allowed to continue in that major.

❖ Con—the affectionate nickname for the Conservatory of Music. Students are working toward the B.Mus. (Bachelor of Music) degree, the Performance Diploma, Artist Diploma, or Master’s degree in Conducting, Teaching, Historical Performance or Opera Theater.

❖ DD—Double Degree (not to be confused with Double Major - see below). Students are working toward the B.Mus. and B.A. degrees.

❖ Double Major—A student who is a double major will receive a single degree with two majors (e.g. piano performance and music theory, or chemistry and English).

❖ Double Degree Committee—This committee was created to oversee the Double Degree Program and its students. It is charged with helping students achieve and cope with issues in both the College and Conservatory. The Co-Chairs of the committee are Liz Clerkin, Associate Dean for Academic Advising/Registrar in the College and Mary K. Gray, Associate Dean in the Conservatory. The Committee is comprised of faculty from both the College and Conservatory as well as students.

❖ Music Major—a student in the College of Arts and Sciences who is majoring in music. Also referred to as the Musical Studies Major.
Non-course Requirements—These are the requirements (recitals, proficiencies, committees, etc.) for which Conservatory and double-degree students do not register but must complete in order to graduate. These requirements are listed below the course requirements in the Conservatory requirement section of the Course Catalog.

Academic Advising Resource Center/Registrar—Located in Carnegie 113, the Registrar takes care of coordinating course registration. If you have a registration problem, you may wish to contact the AARC/Registrar office first. Their website is: http://new.oberlin.edu/office/registrar/.

SOME COMMON CONCERNS/QUESTIONS

One of the dominant themes of this handbook, and indeed, in the Double Degree Program, is the challenge of combining the demands and requirements of a liberal arts program with those of a pre-professional music degree. By its very nature, the liberal arts value breadth as well as depth, and therefore, students are encouraged to explore widely. On the other hand, the music student is traditionally urged to commit, commit, commit, and practice, practice, practice. Time that is spent doing other things is sometimes considered to be at the expense of your music. Most students coming into the double degree program have experienced some of this tension already. In fact, the reason some students choose to pursue the double degree program is precisely because they enjoy the challenges inherent in both degrees. Double-degree students, teachers and advisors should be aware of this tension as they find their way through the challenges of the double degree program. Listed below are some of the questions and/or concerns students might hear as they work their way through the five-year program.

Why double degree?

This is the most crucial question of all, and the answers to it are personal and individual. One of the greatest advantages is that the program keeps the widest variety of options open to the student upon graduation. For the many students who have not necessarily decided on a specific post-college plan or, for those who prefer not to limit their bachelor’s education, the acquisition of two different degrees can prove to be a very rewarding experience. Many double-degree students have deep intellectual and musical passions and can’t imagine not pursuing both areas.

Will there be pressure to drop either degree?

Maybe. It would not be unusual for either conservatory or college advisors, at one time or another, to discuss the possibility of dropping one degree. Any double-degree student will feel spread thin at some point; balancing academic classes with practice time and rehearsals is a challenging, but certainly possible, task.

Is it possible to finish in less than five years?
It is difficult to finish the Double Degree Program in less than five years, but every year there are some who will complete both degrees in four and a half years or, rarely, even four. If a student chooses to spread the program over five years, even with no incoming AP or transfer credits, it is likely that both degrees can be finished with ample time to take additional classes of interest to the student, but not required for either major. Although putting together a five-year plan may seem daunting, it is often the case that without the pressure of an early graduation (less than five years), the requirements will fit into five years easily.

**Does being a double-degree student mean that you are not going to be a professional musician?**

The most direct answer to this question is that our graduates go on to careers that run the gamut from professional musicians to business professionals. The advantage is that they are well prepared for whatever profession they choose.

**Do double-degree students have less of a commitment to music than Conservatory students?**

Of course not. If you think about the amount of time per semester that can be devoted to practice, double-degree students may have less than their Conservatory counterparts. On the other hand, over the five-year period, double-degree students must meet the same graduation requirements that Conservatory students do so, in that sense, the only real difference is in how quickly the degree is obtained.

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These are some of the issues that you will have to think about as you go through the Double Degree Program. People differ but all will mostly likely come to a shared conclusion: double-degree students are different from either Conservatory or College students and those differences must be taken into account in order for you to maximize your success here.
DEGREE REQUIREMENTS

(This is the “nuts and bolts” section of this handbook!)

The requirements for the Double Degree Program are stated in the Course Catalog section titled, “The Double-Degree Program.” Double-degree students should carefully read the entire double degree section in the Course Catalog. All references to the Course Catalog refer to the most current Catalog. Each requirement is explained in more detail below.

All students—Arts and Sciences, Conservatory of Music, and Double Degree—are responsible for compliance with the institutional graduation requirements stated in the Oberlin College Course Catalog in effect when they first matriculate at Oberlin, unless action by an appropriate faculty body specifically directs otherwise. See the catalog sections on Major Study for regulations concerning majors.

Please note: Arts and Sciences requirements are generally expressed in number of courses. A course in the Arts and Sciences may be a full course (4 credits) or a half course (2 credits). Conservatory requirements are expressed in credits.

The following summarizes the revised institutional requirements for the Double Degree (effective Fall 2013 and beyond):

1. 214 minimum total credits: Each double-degree student must have a minimum of 214 combined Conservatory and Arts and Sciences credits in order to graduate. On occasion, a student will exceed the minimum due to the combination of majors.
2. 110 minimum Conservatory credits
3. 88 minimum Arts and Sciences credits
   These 88 credits must include completion of 22 full courses or the equivalent, of which at least 20 must be full academic courses (two half academic courses[1] will count as the equivalent of one full course). Up to 2 of the 22 courses may be fulfilled by a combination of co-curricular[2] credits.

   [1] Some labs, mini courses and modules courses, and some private readings will be half courses.
   [2] Co-curricular courses are courses such as ExCo, Athletics, ENTR, and some others as appropriate.
4. 7 semesters in residence: Students must be enrolled at Oberlin or in Oberlin College programs for a minimum of seven semesters.
5. 3 Winter Term projects: This requirement is the same for both double-degree and single-degree students.
6. Completion of a major in each degree program: Double-degree students must fulfill all requirements for their declared majors in both divisions.
7. 40 Arts and Sciences credits (10 full academic courses or the equivalent) by the end of the fifth semester

In order to progress satisfactorily toward the BA degree, it is strongly recommended that double-degree students will have earned at least 16 Arts and Sciences credits by the end of the first year and 32 credits by the end of the second year. By the end of
the fifth semester a double-degree student must have earned 40 Arts and Sciences credits. The student will be asked to drop one portion of the Double Degree Program if the 40-credit rule has not been met. Up to four credits of pre-matriculation transfer credit may count each year toward the satisfactory progress toward the 16-32-40 rule. Transfer credits earned at the end of the first year will be credited to the second year. Students should consult the major grid for the recommended course distribution for each Conservatory major.

Note: This rule may mean that double-degree students will have to postpone some classes considered “typical” or “core” first-year music courses until later in their curriculum. It is important to keep in mind that double-degree students have FIVE years to complete their degree programs so there is some flexibility in scheduling. Double-degree students who enter with Advanced Placement (AP) or other pre-matriculation transfer credits are at a somewhat greater advantage in scheduling.

8. Curriculum exploration requirement in Arts and Sciences.

Double-degree students are required to complete two full academic courses or the equivalent (8 credits) in each of the three divisions of the college, Arts and Humanities, Social Sciences, Natural Sciences and Mathematics, with courses in two different departments or programs within each division, as determined by the course prefix. One full academic course or the equivalent must be completed in each division by the end of six semesters.

Students are also required to complete two additional full academic courses or the equivalent outside their maximal division (the division in which the greatest number of courses is completed).

Courses taken to meet the Cultural Diversity requirement, the Quantitative and Formal Reasoning requirement, and the Writing requirement may be counted simultaneously toward the Curriculum Exploration requirement.

Double-degree students may count Music History courses above MHST 101, upper-division Music Theory courses, and Historical Performance courses toward the Arts and Humanities portion of this requirement. However, these Conservatory courses do not count toward the 88-credit Arts and Sciences requirement.


Students must complete at least three full academic courses with the CD (cultural diversity) designation. The three courses must be earned in at least two different departments or programs, as indicated by the course prefix. Students who study away in a full-semester, credit-bearing international program will receive CD credit equal to one course. Students who study away in a full-semester, credit-bearing U.S. program that directly addresses diversity may petition the Diversity Studies Committee to receive CD credit equal to one course.


Students are required to complete two QFR courses, at least one of which must be completed by the end of the 6th semester for double-degree students. The QFR
requirement can only be satisfied with courses completed at Oberlin College, with the exception that transfer students may petition to count one transferred course with a comparable focus on quantitative and formal reasoning.


Students are required to complete two Writing courses, either W-Intensive (W-Int) or W-Advanced (W-Adv) by the end of the second year of study if at all possible. A third writing course, W-Adv, is strongly recommended. These courses must be completed at Oberlin College, with the exception that transfer students may petition to count one transferred course with a comparable focus on writing.


**Double-degree students may take 26 credits in any semester without special permission.** A student requesting approval of a schedule in excess of 26 credits must have demonstrated the ability to successfully manage a heavy course load.

**ADVISING QUESTIONS**

*Actual double-degree students submitted these questions. The students hope to help you avoid some common pitfalls.*

**Q**: HOW MANY CREDITS SHOULD I TAKE MY FIRST SEMESTER?

**A**: Since 214 credits are needed in order to graduate, double-degree students must average 21.4 credits per semester without AP or transfer credit. The maximum number of credits a double-degree student may take is 26; additional credits may be taken with special permission from the Associate Dean of the Conservatory for an additional charge. First-year students should probably try 22 or 24 credits in order not to feel completely overwhelmed.

**Q**: WHICH CONSERVATORY CLASSES SHOULD I/MAY I DELAY?

**A**: This is a hard question to answer. A typical first-year Conservatory student’s schedule goes something like this:

<table>
<thead>
<tr>
<th>Course</th>
<th>Credits</th>
</tr>
</thead>
<tbody>
<tr>
<td>Private Study</td>
<td>6</td>
</tr>
<tr>
<td>Music Theory</td>
<td>4</td>
</tr>
<tr>
<td>Music History 101</td>
<td>4</td>
</tr>
<tr>
<td>Secondary Piano</td>
<td>2</td>
</tr>
<tr>
<td>Ensemble</td>
<td>2</td>
</tr>
<tr>
<td>Aural Skills</td>
<td>2</td>
</tr>
<tr>
<td><strong>Total</strong></td>
<td><strong>20</strong></td>
</tr>
</tbody>
</table>

This is NOT a good schedule for double-degree students since there are no college courses (remember the 16-32-40 credit rule!).

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Together with your advisors you should ask the following questions to help determine which Conservatory classes you might wish to delay:

- How did you do on your Music Theory Placement Tests and/or your Aural Skills test?

- How are your piano skills? Would it be possible to delay or place out of one semester of piano lessons or piano class?

- Do you have AP credit or other transfer credit that will count toward some of your A&S requirements?

Some advisors may encourage you not to delay any of your Conservatory classes. Make sure that your advisors are aware that you are pursuing the Double Degree Program. The College and Conservatory have mandated expected progress toward the A&S portion of the double degree. Double-degree students are expected to have 16 A&S credits by the end of the first year and 32 by the end of the second. You will certainly wish to discuss this expectation with your Conservatory advisor in order to make satisfactory progress toward your degrees.

Double-degree students often delay MHST101 until the second year.

**VOICE MAJORS:**

First year double-degree voice majors, have several options to consider for course scheduling. Selection of courses should be done carefully in close consultation with both advisors.

* denote classes that are earn Liberal Arts credits and therefore count towards the 16-32-40 credit rule

1) For students needing to concentrate initially on foundational music skills required for the Conservatory degree, we suggest:

6 credits - PVST Primary Voice
2 credits - PVST Secondary Piano
2 credits - Ensemble
2 credits - English Diction
4 credits - Music Theory
2 credits - Aural Skills
4 credits - Italian (or German or French)*
22 credits

2) For students who need or choose to pursue an additional liberal arts course, there are two suggested options:

option a:
6 credits - PVST Primary Voice
2 credits - Ensemble
4 credits - Liberal Arts course*
4 credits - Music Theory
2 credits - Aural Skills
4 credits – Italian*
22 credits

option b:
6 credits - PVST Primary Voice
2 credits - PVST Secondary Piano or English diction
2 credits - Ensemble
4 credits - Music Theory
2 credits - Aural Skills
4 credits – Italian*
4 credits - Additional Liberal Arts course*
24 credits

Q: SHOULD I CONCENTRATE ONE SEMESTER IN THE COLLEGE AND ONE IN THE CONSERVATORY OR KEEP THE CREDITS EVEN?

A: Your best plan is to consider blending both programs as you progress toward graduation. There may be some semesters in which your credit load will be heavier in one division than in the other. Principal private study in most Conservatory majors is required for eight of your ten semesters so it is nearly impossible to have a semester in which you concentrate all your credits in the A&S division.

Q: WHAT HAPPENS IF I DROP ONE PORTION OF MY DOUBLE DEGREE?

A: This is another tricky question since it depends in part on when you make the decision to change degree programs. A decision to change degree programs is called Change of Status. A general guideline is to make the change as early as possible since that gives you the most flexibility in charting a new course. Your first step should be to make an appointment with the appropriate Dean in the division in which you want to continue (Liz Clerkin for the College and Mary K. Gray for the Conservatory). These advisors will review your progress in the division to make sure that you can still complete one degree in four years.

Deadline to change status: Changes to a student’s degree status (from Double Degree, to Double Degree, or transferring from one division to another) must normally occur no later than the end of the third year for single degree students or fourth year for double-degree students. Changes must occur earlier when required by the Conservatory Associate Dean’s Office or the Academic Advising Resource Center due to lack of progress toward a degree (i.e. completing the 16-32-40 rule, following the academic standing policies for a degree, etc.). Normally, students who change their status after the second year must demonstrate the ability to complete the degree(s) without additional semesters in residence required for that degree. The number of semesters of remaining financial aid will be determined by the normal length of the degree to which the student is changing.
Q: WHAT ABOUT FINANCIAL AID?

A: If you are officially enrolled in the Double Degree Program and receive financial aid, you are entitled to ten (10) semesters of aid (providing you qualify for all semesters). If you change to a single degree program you will only be eligible for eight (8) semesters of financial aid (again assuming you qualify for all eight semesters). A change of status may result in a change in financial aid if you receive a merit scholarship from either or both divisions. Please contact the Office of Financial Aid to see how a change of status may impact your financial aid.

Q: WHERE DO I GO FOR HELP?

A: The Co-Chairs of the Double-Degree Committee are:

- Liz Clerkin, Associate Dean for Academic Advising/Registrar, Carnegie 113 x5-8450
- Mary K. Gray, Associate Dean in the Conservatory, Bibbins 113, x5-8200

Students may also wish to contact other double-degree students with questions about scheduling or requirements. A list of double-degree students is available in Bibbins 113.

REPRESENTATIVE FIRST-YEAR SCHEDULES

The following schedules are examples of first semester double-degree student course schedules for incoming students. PLEASE NOTE THAT SINCE THESE ARE ACTUAL SCHEDULES FROM PRIOR YEARS, THERE MAY BE DIFFERENCES FROM THE CURRENT COURSE CATALOG. Each student, in consultation with his/her advisors, should design a semester course schedule that takes into account the following:

- Advanced Placement Credits
- Theory Proficiency
- Music History Background
- Possible A&S Major
- Major Requirements
- Distribution Requirements

There may be other individual needs that should also be taken into account. The schedules below should be considered templates you can use rather than strict guidelines. These samples illustrate some of the difficulties faced by double-degree students when scheduling their courses. None of the samples indicated below are "light" schedules and, although there may be an occasional "light" semester, most of your semesters will be similar to the examples we have put together.

* denote classes that earn Liberal Arts (A&S) credits and therefore count towards the 16-32-40 credit rule
### Sample FLUTE and RELIGION Major (translated to new course/credit system)

<table>
<thead>
<tr>
<th>Credits</th>
<th></th>
</tr>
</thead>
<tbody>
<tr>
<td>4</td>
<td>First Year Seminar *</td>
</tr>
<tr>
<td>4</td>
<td>Religion 207: Life and Teachings of Jesus *</td>
</tr>
<tr>
<td>4</td>
<td>Music Theory 131</td>
</tr>
<tr>
<td>2</td>
<td>Aural Skills 1</td>
</tr>
<tr>
<td>2</td>
<td>Oberlin Orchestra</td>
</tr>
<tr>
<td>6</td>
<td>Principal Private Flute</td>
</tr>
<tr>
<td>2</td>
<td>Piano Class</td>
</tr>
<tr>
<td>24</td>
<td></td>
</tr>
</tbody>
</table>

**Comments:** This student has opted not to take Music History 101 in the first year and has enrolled in the Music Theory sequence instead. She has also chosen to take two A&S courses in order to work toward the recommended 16 credit A&S guideline for the first year.

### Sample PIANO and MATHEMATICS Major

<table>
<thead>
<tr>
<th>Credits</th>
<th></th>
</tr>
</thead>
<tbody>
<tr>
<td>4</td>
<td>Math 133: Calculus I *</td>
</tr>
<tr>
<td>4</td>
<td>First-Year Seminar *</td>
</tr>
<tr>
<td>6</td>
<td>Principal Private Piano</td>
</tr>
<tr>
<td>4</td>
<td>Music Theory 131</td>
</tr>
<tr>
<td>2</td>
<td>Aural Skills 1</td>
</tr>
<tr>
<td>2</td>
<td>Musical Union</td>
</tr>
<tr>
<td>22</td>
<td></td>
</tr>
</tbody>
</table>

**Comments:** This is a challenging schedule. This example also shows a situation in which a student might delay taking Music History 101.

### Sample VIOLIN and ENGLISH Major

<table>
<thead>
<tr>
<th>Credits</th>
<th></th>
</tr>
</thead>
<tbody>
<tr>
<td>4</td>
<td>First Year Seminar *</td>
</tr>
<tr>
<td>4</td>
<td>Music History 101</td>
</tr>
<tr>
<td>4</td>
<td>Music Theory 131</td>
</tr>
<tr>
<td>2</td>
<td>Aural Skills 1</td>
</tr>
<tr>
<td>2</td>
<td>Oberlin Orchestra</td>
</tr>
<tr>
<td>2</td>
<td>Chamber Music</td>
</tr>
<tr>
<td>6</td>
<td>Principal Private Violin</td>
</tr>
<tr>
<td>24</td>
<td></td>
</tr>
</tbody>
</table>
Comments: The student with this challenging schedule has placed out of Piano Class and has several Advanced Placement credits, which will count toward his A&S requirement.

Sample JAZZ and POLITICS Major

<table>
<thead>
<tr>
<th>Credits</th>
<th>Description</th>
</tr>
</thead>
<tbody>
<tr>
<td>4</td>
<td>First Year Seminar Program 128 *</td>
</tr>
<tr>
<td>4</td>
<td>MHST 101 Intro: History &amp; Lit of Music or Liberal Arts class</td>
</tr>
<tr>
<td>4</td>
<td>Jazz Theory</td>
</tr>
<tr>
<td>4</td>
<td>Music Theory 131</td>
</tr>
<tr>
<td>2</td>
<td>Aural Skills 1</td>
</tr>
<tr>
<td>2</td>
<td>Small Jazz Ensemble</td>
</tr>
<tr>
<td>6</td>
<td>Principal Private Jazz Guitar</td>
</tr>
<tr>
<td>26</td>
<td></td>
</tr>
</tbody>
</table>

Comments: This student is taking a cross-listed course AAST 171 that will count toward the Jazz major requirements and as an A&S course.

DOUBLE DEGREE COMMITTEE MEMBERS

Mary Gray, Co-chair, ex officio  
Liz Clerkin, Co-chair, ex officio  
Martin Hundley, ex officio  
David Kamitsuka, ex officio  
Nicholas Jones – College  
Arie Sammartino - College  
Marilyn McDonald – Conservatory  
Jan Miyake - Conservatory  
Students - TBD