APPLICATION FOR NEW COURSE
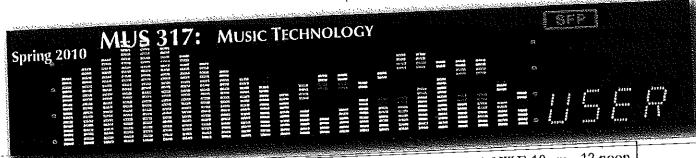
1. Submitted by the College of __Fine Arts__   Date: __April 30, 2009__

    Department/Division proposing course: __School of Music__

2. Proposed designation and Bulletin description of this course:

    a. Prefix and Number   __MUS 317__

    b. Title* __Music Technology__

        *If title is longer than 24 characters, offer a sensible title of 24 characters or less: _____

    c. Courses must be described by <u>at least one</u> of the categories below. Include number of <u>actual contact hours per week</u>..

        (__) CLINICAL   (__) COLLOQUIUM   (__) DISCUSSION   (_1_) LABORATORY   (__) LECTURE

        (__) INDEPEND. STUDY   (_1_) PRACTICUM   (__) RECITATION   (__) RESEARCH   (__) RESIDENCY

        (__) SEMINAR   (__) STUDIO   (____) OTHER – Please explain: _____

    d. Please choose a grading system: ☒ Letter (A, B, C, etc.)   ☐ Pass/Fail

    e. Number of credit hours: __1__

    f. Is this course repeatable?   YES ☐   NO ☒   If YES, maximum number of credit hours: _____

    g. Course description:

        An introductory instructional media experience including basic production and utilization techniques for media materials and operation of commonly used educational media equipment. Topics include audio/video materials, notation software, music sequencing software, website design software, internet/web-based education, and electronic portfolios.

    h. Prerequisite(s), if any:

        Admission to the Teacher Education Program (TEP)

    i. Will this course also be offered through Distance Learning?   YES ☐   NO ☒

        If YES, please check one of the methods below that reflects how the majority of the course content will be delivered:

        Internet/Web-based ☐   Interactive video ☐   Extended campus ☐

3. Supplementary teaching component: ☒ N/A   or   ☐ Community-Based Experience   ☐ Service Learning   ☐ Both

4. To be cross-listed as: __N/A__ _____ ___/_____
    Prefix and Number   printed name   Cross-listing Department Chair   signature

5. Requested effective date (term/year): __Fall__ / __2010__

APPLICATION FOR NEW COURSE

6. Course to be offered (please check all that apply): ☒ Fall ☒ Spring ☐ Summer

7. Will the course be offered every year? ☒ YES ☐ NO

If NO, please explain: _____

8. Why is this course needed?

It is a refinement of EDC 317, a requirement in the bachelor of music in music education degree curriculum.

MUS 317 will be more closely aligned with trends in music technology and its relationship to the needs of our future music educators.

9. a. By whom will the course be taught? George Boulden

b. Are facilities for teaching the course now available? ☒ YES ☐ NO

If NO, what plans have been made for providing them?

10. What yearly enrollment may be reasonably anticipated?

10-20

11. a. Will this course serve students primarily within the department? ☒ Yes ☐ No

b. Will it be of interest to a significant number of students outside the department? ☐ YES ☒ NO
If YES, please explain.

12. Will the course serve as a University Studies Program course†? ☐ YES ☒ NO

If YES, under what Area? _____

†AS OF SPRING 2007, THERE IS A MORATORIUM ON APPROVAL OF NEW COURSES FOR USP.

13. Check the category most applicable to this course:

☒ traditional – offered in corresponding departments at universities elsewhere

☐ relatively new – now being widely established

☐ not yet to be found in many (or any) other universities

14. Is this course applicable to the requirements for at least one degree or certificate at UK? ☒ Yes ☐ No

15. Is this course part of a proposed new program? ☐ YES ☒ NO

If YES, please name: _____

16. Will adding this course change the degree requirements for ANY program on campus? ☒ YES ☐ NO
If YES†, list below the programs that will require this course:

BMME

APPLICATION FOR NEW COURSE

‡In order to change the program(s), a program change form(s) must also be submitted.

17. ☒ The major teaching objectives of the proposed course, syllabus and/or reference list to be used are attached.

Check box if   If the course is 400G- or 500-level, *you must include a syllabus showing differentiation* for undergraduate
18. ☐ course is   and graduate students by (i) requiring additional assignments by the graduate students; and/or (ii) the
         400G or 500.   establishment of different grading criteria in the course for graduate students. (See *SR 3.1.4*)

19. Within the department, who should be contacted for further information about the proposed new course?

Name: George Boulden   Phone: 257.2263   Email: gbould@uky.edu

20. Signatures to report approvals:

_10/23/09_   BEN ARNOLD _____   _Ben C. U_____
DATE of Approval by Department Faculty   printed name   Reported by Department Chair   signature

_12/1/09_   ROBERT STEAZ _____   _Kurt_____
DATE of Approval by College Faculty   printed name   Reported by College Dean   signature

_2/2/2010_   _____ / _____
* DATE of Approval by Undergraduate   printed name   Reported by Undergraduate Council Chair   signature
         Council

_____   _____ / _____
* DATE of Approval by Graduate Council   printed name   Reported by Graduate Council Chair   signature

_____   _____ / _____
* DATE of Approval by Health Care   printed name   Reported by Health Care Colleges Council Chair   signature
Colleges Council (HCCC)

_____   Reported by Office of the Senate Council
* DATE of Approval by Senate Council

_____   Reported by Office of the Senate Council
* DATE of Approval by University Senate

*If applicable, as provided by the *University Senate Rules. (http://www.uky.edu/USC/New/RulesandRegulationsMain.htm)*

Rev 7/08

MUS 317: MUSIC TECHNOLOGY

Spring 2010

George Boulden
33 Fine Arts Building
Lexington, KY 40506-0022
Office: 859.257.2263
Email: george.boulden@uky.edu\
Class Web Site: www.uky.edu/~gbould

Office Hours: M-W-F, 10 am - 12 noon

other times by appointment

Class Meetings: Tuesday
8:00 am – 9:15 am

Purpose

The intention of this course is to provide a framework in which you can develop a standards-based, research and theory-supported technology curriculum integration project appropriate to your own teaching circumstances. You might think of this course as independent study within a group setting with the instructor and class colleagues serving as facilitators for your learning. Through the development of the curriculum project, you will learn music software and hardware skills and apply them to the preparation of lesson plans to integrate technology into your music teaching. The course will result in a plan (and supporting teaching materials) to be presented to school colleagues for the integration of technology into music curriculum.

Rationale

The course is based on the belief that:

- You are a self-motivated and sophisticated learner,

- you are best able to determine what learning is of most value to you,

- technology can provide tools and resources for empowering students to become active agents in their own growth in music knowledge, attitudes, and skill,

- technology can help students make progress toward achieving the National Standards in Music: singing, playing, improvising, composing, reading and notating, listening, evaluating, understanding relationships with the arts and other disciplines, and understanding history and culture, and

- technology can help teachers prepare more engaging and effective music learning materials.

Increasingly, information and communication technologies are becoming woven into the fabric of the everyday tasks of music teachers and students. All music educators need to be aware of the range of technologies in use and develop the skills to use these tools naturally to help carry out their many responsibilities. We will adopt the systems perspective which views technology for learning and teaching as an interactive system of multiple components of people, purposes, places, information, software and hardware. Only when each of these components is balanced and aligned are empowering uses of technology achieved.

Prerequisites

Some important attitudes for the course are:

- an avid interest in teaching and in young people,

- interest in the integration of technology into instruction - not simply desire to play around with music related software,

- readiness to learn from and assist others who have different skill levels or interests,

- willingness to learn independently, take initiative, and be self-motivated,

- willingness to undergo the practice and frustrations needed to learn software, including reading of software tutorials and manuals, and

- an openness to thinking about schools and music teaching/learning in new ways.

Outcomes

At the conclusion of this course, you should be able to:

1. use relevant standards for students, teachers, and school music programs to plan curricula which integrate technology (Kentucky Academic Expectations & Core Content/Kentucky Educational Technology System)

2. refer to appropriate research and educational theory when proposing music curricula which integrate technology

3. demonstrate skills with a range of music and World Wide Web software for instruction

4. draw upon online and print resources for planning and integrating technology into instruction

5. develop strategies (lesson plans and units) for integrating technology into music teaching and learning

6. design a final project which integrates technology into music learning

7. make a persuasive presentation of a final project

KERA Initiatives

This course will provide students an opportunity to advance their knowledge and mastery of the tools associated with Kentucky education reform, including the Kentucky Learning Goals and Academic Expectations (LGAE), the Kentucky Program of Studies (POS), and the Commonwealth Accountability Testing System (CATS), which includes the Core Content for Assessment. As students carry out projects and complete assignments that involve instructional activities for P-12 students in Kentucky schools, they will address one or more components of the KERA initiatives.

Themes of Diversity, Assessment, and Technology

All UK professional education programs address and affirm the value of diversity in education, the use of technology to support all aspects of instructional programming, and the importance of attaining high levels of skill in assessing the outcomes of instruction. This course will provide students an opportunity to demonstrate attention to these themes and reflect on the mechanisms that this course has provided to demonstrate improved skills in these areas.

Class Periods

We will alternate our class periods between instructor-led sessions and lab times for your independent work. The instructor-led sessions will include these types of activities:

- presentations and demonstrations by the instructor,

- guided group practice with software,

- group discussions, and

- student presentations

Lab Times

You should expect to work in the Fine Arts Computer Lab or on your own computer during non-class times several hours a week to complete projects. This is when your major skill development will occur. I recommend that you schedule this time into your calendar on a regular basis to make ongoing progress on projects.

Projects & Tutorials

You will be given assignments in the form of projects and tutorials that should be completed by a due date. These vary in the amount of time required. If you have trouble meeting a due date, please discuss this with me to make alternate arrangements.

Readings, Online Discussions, & Reading Reflections

Most topics have suggested readings to provide explanation and background, in addition to the skills and ideas presented in class. Some topics will require participation in an online discussion with class members. Others may require a written reflection on the readings.

Grading

Projects will be evaluated based generally on how well they are ready for use with students and/or colleagues, i.e. how well they represent the quality of work expected of professional music educators. The schedule of assignments indicates the number of points which can be earned for each graded project. Project due dates are firm. Projects submitted more than one week after the due date will not be accepted.

Cell Phone Policy

Please be sure that your cell phone is turned off during class periods. The receiving of cell phone calls during class is inappropriate.

Attendance and Assignment Policy

Students are expected to attend every class session and to be on time. Participation in class discussions and presentations is a vital part of this course. Late attendance is marked as an absence. Official travel and similar absences must be documented by a written Dean's excuse. An unexcused absence will be recorded when the instructor was not notified in advance of a legitimate reason for an absence. Each unexcused absence will result in a four point deduction from the final class average.

All assignments and projects are due at the beginning of class on the due date. Most important, please be assured that I want students to learn and receive the good grades they deserve. Please make an appointment with me should you have undue difficulty with your work in the course.

MUS 317 – Course Schedule: SPRING 2010

Tue	9/1	Course Introduction, Syllabus, & Complete Technology Survey Brief Historical Perspective & The Role of Music Technology in Music Education (How/Why?) **Readings:** Choose a Selected Article
Tue	9/8	**Project: Written, Oral, & Technological Presentation of Selected Article (50 pts)** Notation Software Exploration: Sibelius
Tue	9/15	**Project: Sibelius Project due (100 pts)** Notation Software Exploration: SmartMusic
Tue	9/22	Sequencing Software Exploration: GarageBand
Tue	9/29	**Project: GarageBand Project 1 due (50 pts)** Project Consultation
Tue	10/6	**Project: GarageBand Project 2 due (50 pts)**
Tue	10/13	**Project: Final Project Outline & Critique Session due (75 pts)** Web Design Software Exploration: iWeb & Dreamweaver **Readings:** Web Design Related Articles
Tue	10/20	Web Design Software Exploration: iWeb & Dreamweaver
Tue	10/27	Web Design Software Exploration: iWeb & Dreamweaver **Project: Web Design project presentation due (50 pts)**
Tue	11/3	Creating your e-portfolio
Tue	11/10	Creating your e-portfolio
Tue	11/17	**Project: E-portfolio presentation due (50 pts)** Creating & Equipping a Computer Lab **Readings:** Equipping a Computer Workstation
Tue	11/24	Final Project Work Day
Tue	12/1	Final Project Work Day
Tue	12/8	Final Project presentation due (125 pts)

BE ALERT! The syllabus or schedule is subject to change...

Summary	
Project	**Grade**
Written, Oral, & Technological Presentation of Selected Article	50 points
Finale Project	50 points
GarageBand Project 1	50 points
GarageBand Project 2	50 points
Final Project Outline	75 points
Web Design project	50 points
E-portfolio	50 points
Final Project Presentation	125 points
Total Points	500 points

Benchmark Institutions that include a Technology Course in the Music Education Program

Hugh Hodgson School of Music

Program of Study

Bachelor of Music – Education

Consult the On-Line Bulletin at www.bulletin.uga.edu for complete course choices, descriptions, or preferred course listings.

First Year: Fall Semester

Core Academics	
☐ Science	03-04
☐ English (ENGL 1101)	03
☐ Theory I (MUSI 1100)[1]	03
☐ Aural Skills I (MUSI 1110)[1]	01
☐ Applied Music (MUSI 1810)	02
☐ Applied Music: Secondary Instrument	01
☐ Large Ensemble (2000 level)	01
	14-15

First Year: Spring Semester

Core Academics	
☐ Math / Science / Technology	03
☐ English (ENGL 1102M recommended)*	03
☐ Fine Arts / Humanities	03
☐ Theory II (MUSI 1120)[2]	03
☐ Aural Skills II (MUSI 1130)[2]	01
☐ Applied Music (MUSI 1820)	02
☐ Applied Music: Secondary Instrument	01
☐ Large Ensemble (2000 level)	01
	17

Second Year: Fall Semester

Core Academics	
☐ Math	03
☐ Fine Arts / Humanities	03
☐ History (2111 or 2112)	03
☐ Theory III (MUSI 2100)[1]	03
☐ Aural Skills III (MUSI 2110)[1]	01
☐ Applied Music (MUSI 2810)	02
☐ Applied Music: Secondary Instrument	01
☐ Large Ensemble (2000 level)	01
	17

Second Year: Spring Semester

Core Academics	
☐ Social Science (POLS 1101 recommended)+	03
☐ Social Science (ANTH 1102 recommended)#	03
☐ Science	03-04
☐ Theory IV (MUSI 2120)[2]	03
☐ Aural Skills IV (MUSI 2130)[2]	01
☐ Applied Music (MUSI 2820)	02
☐ Applied Music: Secondary Instrument	01
☐ Large Ensemble (2000 level)	01
	17-18

Third Year: Fall Semester

☐ Educational Psychology (EPSY 2130)	03
☐ Educational Foundations (EFND 2110, *Legette section*)[1]	03
☐ Instrumentation and Arranging (MUSI 3240)[1]	01
☐ Music History I (MUSI 3210)[1]	03
☐ Secondary Methods (See requirements below)	04
☐ Applied Music (MUSI 3810)	02
☐ Large Ensemble (4000 level)	01
	17

Third Year: Spring Semester

☐ Music History II (MUSI 3220)[2]	03
☐ Music Techniques for Children (MUSI 3110)[2]	03
☐ Music Literature for Children (MUSI 3120)[2]	02
☐ Music for Exceptional Children (MUSI 5450[2] or SPED 2000)	03
☐ Conducting I (MUSI 3480)[2]	02
☐ Secondary Methods (See requirements below)	02
☐ Applied Music (MUSI 3820)	01
☐ Junior Recital (MUSI 3910)	01
☐ Large Ensemble (4000 level)	01
	18

Fourth Year: Fall Semester

☐ Core Academics: History	03
☐ Choral / Instrumental Techniques (3130 or 3150)[1]	03
☐ Secondary Literature (5340 or 5350)[1]	02
☐ Secondary Methods (see requirements below)	02
☐ Conducting II (3490 or 3500 or 3510)[1]	02
☐ Applied Music (MUSI 4810)	01
☐ Senior Recital (MUSI 5910)	01
☐ Small Ensemble	01
☐ Large Ensemble (4000 level)	01 (SOM requirement)
	16

Fourth Year: Spring Semester

☐ Senior Practicum (EMUS 5460)	12
	12

Admission to the Music Education major requires an interview with the faculty at the end of the sophomore year.

[1] Offered fall semester only

[2] Offered spring semester only

Information continues on the reverse side of this sheet.

PLEASE NOTE:

- Students are required to take 1 hour of PEDB that is not included in the total credit hours.
- All UGA students must fulfill Core Requirements, University-wide degree requirements, and both a Multicultural Literacy and Environmental Literacy requirement in addition to the requirements for their majors. Please visit the student section of the Franklin College website (www.franklin.uga.edu/students/index.htm) to view these extra requirements. Bear in mind that only courses at the 1000 or 2000 level satisfy the Core.
- A total of 39 upper division hours (courses numbered 3000 and above) is required for graduation.
- This Program of Study is only a reference. You and your advisor should use it in conjunction with the online UGA bulletin for the most current listings of courses, descriptions, prerequisites, and preferred or recommended courses for each category.
- All music students are required to pass a piano proficiency exam, including keyboard majors.
  - Non-Keyboard concentration: Successful completion of MUSI 2530 (fourth semester of class piano) or the piano proficiency examination. Four semesters of Piano Class (MUSI 2500, 2510, 2520, 2530) fulfills *both* the piano proficiency and the secondary applied requirements.
  - Keyboard concentrations should enroll in MUSI 3470 or officially challenge the course.
- Keyboard majors traditionally take Voice Class (MUSI 2400, 2410, 2420, 2430) for their secondary applied instrument credits. Other options can be explored with the student's advisor.
- For a complete list of large and small ensembles at the University of Georgia, visit the Ensembles page on the School of Music website. Some of these groups require an additional audition.

Footnotes to Course Checklist:

- * ENGL 1102M fulfills the Multicultural requirement.
- \# ANTH 1102 fulfills the Environmental Literacy requirement.
- \+ Students who have not met the Georgia and U.S. Constitution requirement by examination should enroll in POLS 1101.
- ^ HIST 2111, 2112: A passing grade on an examination on the history of the United States and Georgia is required to satisfy the United States and Georgia History Requirement for all those receiving a baccalaureate degree from UGA, unless exempted by passing HIST 2111 or HIST 2112. Examinations are given to freshman each semester by the History Department; exam dates are listed in the *Schedule of Classes*.

Minimum Secondary Methods Requirements for Music Education
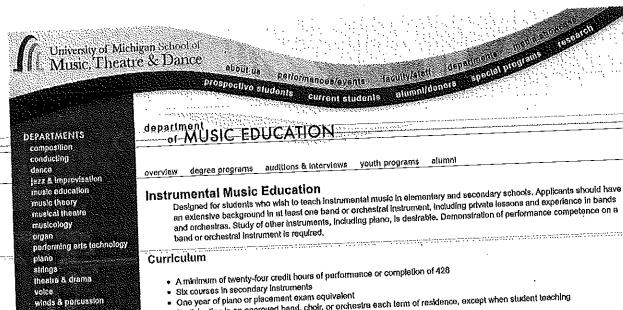### * 13 Credit Hours required *

Voice Concentration (General / Choral)

Piano Class	MUSI 2500-2530	4 hours
Vocal Pedagogy	MUSI 3450	2 hours
Guitar Class	MUSI 3400	1 hour
String Methods	MUSI 3410	1 hour
Brass Methods	MUSI 3430	1 hour
Woodwind Methods	MUSI 3420	1 hour
Percussion Methods	MUSI 3440	1 hour
Secondary Piano (2540 & 2550) or 2 hours of ensemble		2 hours
(MUSI 2540 & 2550 must be completed or challenged.)		
Total		**13 hours**

Piano Concentration (General / Choral)

Voice Class	MUSI 2400	4 hours
Vocal Pedagogy	MUSI 3450	2 hours
Guitar Class	MUSI 3400	1 hour
String Methods	MUSI 3410	1 hour
Brass Methods	MUSI 3430	1 hour
Woodwind Methods	MUSI 3420	1 hour
Percussion Methods	MUSI 3440	1 hour
Secondary Voice (2440 & 2450) or 2 hours of ensemble		2 hours
(MUSI 2440 & 2450 must be completed or challenged.)		
Total		**13 hours**

Piano Concentration (Instrumental)

Secondary Instrument		4 hours
Guitar Class	MUSI 3400	1 hour
String Methods	MUSI 3410	1 hour
Brass Methods	MUSI 3430	1-2 hours
Woodwind Methods	MUSI 3420	1-2 hours
Percussion Methods	MUSI 3440	1 hour
Voice Class	MUSI 2400	1 hour
Small Ensemble		1-3 hours
Total		**13 hours**

Instrumental Concentration

Secondary Piano		4 hours
Guitar Class	MUSI 3400	1 hour
String Methods	MUSI 3410	1 hour
Brass Methods	MUSI 3430	1-2 hours
Woodwind Methods	MUSI 3420	1-2 hours
Percussion Methods	MUSI 3440	1 hour
Voice Class	MUSI 2400	1 hour
Small Ensemble		1-3 hours
Total		**13 hours**

NOTE: Students may begin Secondary Methods during the Sophomore year (instead of the Junior year) if schedule and load permits.

Possible 8 Semester Sequence	
Year #1 Fall Semester	2
Applied Music	1
Music Ensemble	2
MUS101 Theory of Music	2
MUS107 Aural Skills I	2
MUS172 Group Piano	2
Supplemental Instruments (Clarinet or Trumpet)	2
MUS110 Basic Music Literature	2
Composition I (or any other gen. ed.)	3
Any General Education	3
	19
Year #1 Spring Semester	2
Applied Music	1
Music Ensemble	2
MUS102 Theory of MUSII	2
MUS108 Aural Skills II	2
MUS173 Group Piano	2
Supplemental Instruments	2
MUS243 Introduction to Technology Based Music Instruction	3
Non-Western/U.S. Minority Culture (or any other gen. ed.)	3
Natural Science & Technology (or any other gen. ed.)	19
Year #2 Fall Semester	2
Applied Music	1
Music Ensemble	2
MUS201Theory of Music III	2
MUS207 Aural Skills III	1
Supplemental Instruments	2
MUS240 Introduction to Music Education (May be taken Fall or Spring)	2
MUS242 Elements of Conducting(May be taken Fall or Spring)	3
Western Cultures	3
Speech Communication	19
Year #2 Spring Semester	2
Applied Music	1
Music Ensemble	2
MUS202 Theory of Music IV	1
MUS208 Aural Skills IV	1
Supplemental Instruments	1
Curriculum & Instruction 473 Literacy in Content Areas (may be taken Fall or Spring, Year 2)	4
Psychology 100	3
Any General Education	3
Natural Science & Technology (or any other gen. ed.)	18

Year #3 Fall Semester	2
Applied Music	0/1
Music Ensemble	3
MUS313 History of Music II	1
MUS320B Early Field Experience (Home District)	3
MUS332 Instrumental Literature and Conducting I	3
Additional Science	1
Supplemental Instruments	3
EPS 201 Educational Policy Studies	17
Year #3 Spring Semester	2
Applied Music	1
Music Ensemble	3
MUS314 History of Music II	1
Supplemental Instruments	3
MUS344 Teaching of Instrumental Music (Wind and Percussion majors) (Spring only)	3
MUS352 String Pedagogy (String majors (Spring only)	3
MUS346B (offered Fall or Spring)	16
Year #4 Fall Semester	1
Music Ensemble	0
MUS090 Seminar in Music Education	3
MUS339 Principles of Music Education	3
MUS333 Instrumental Literature and Conducting II	2
MUS335 Elementary/Middle School Instrumental Music	1
MUS320A Early Field Experience	3
EPSY 201	3
Any General Education course	3
Any General Education courses	1
Music Elective	20
Year #4 Spring Semester	8
Ed. Pract. 438 Educational Practice for Special Fields	8
Ed. Pract. 442 Educational Practice for Secondary Education	16

2/24/09 9:57 AM

University of Michigan School of
Music, Theatre & Dance

about us · performances/events · faculty/staff · departments · special programs · research
prospective students · current students · alumni/donors

DEPARTMENTS
composition
conducting
dance
jazz & improvisation
music education
music theory
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musicology
organ
performing arts technology
piano
strings
theatre & drama
voice
winds & percussion

department
of MUSIC EDUCATION

overview   degree programs   auditions & interviews   youth programs   alumni

Instrumental Music Education

Designed for students who wish to teach instrumental music in elementary and secondary schools. Applicants should have an extensive background in at least one band or orchestral instrument, including private lessons and experience in bands and orchestras. Study of other instruments, including piano, is desirable. Demonstration of performance competence on a band or orchestral instrument is required.

Curriculum

- A minimum of twenty-four credit hours of performance or completion of 426
- Six courses in secondary instruments
- One year of piano or placement exam equivalent
- Participation in an approved band, choir, or orchestra each term of residence, except when student teaching
- Two semesters of conducting
- A minimum of eight hours of musicology, including the study of European and American music history
- A minimum of two years of music theory, including the sounds and concepts of many world music traditions, and the study of the structure of primarily tonal music, through ear training and sight-singing, written work in construction and composition, and music analysis
- One course in advanced music theory
- One additional elective in musicology, music theory or jazz
- One semester of music technology
- A minimum of eighteen credit hours of additional coursework in various departments covering the areas of foreign language, humanities, natural and social science, one introductory psychology course, and the University's two semester English requirement
- A minimum of eleven to fourteen Music Education credit hours
- Nine hours of professional education courses
- Admission to the Teacher Education Program
- Twelve credits of student teaching
- Completion of all applications, courses, student teaching, and audits necessary for the K-12 Michigan Teacher's Certificate
- Electives to complete a total of 130-138 credit hours

Students should contact the Department of Music Education for specific details regarding the above requirements.

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http://www.music.umich.edu/departments/mused/Instrumental.htm

THE OHIO STATE UNIVERSITY

Music Education

The study of music education provides the training and tools to specialize in music instruction in public and private schools. Music educators usually have one or more teaching specializations from the following: instrumental music (band, orchestra), general music, and vocal music.

Music education students who successfully complete the degree requirements receive a provisional teaching license from the State of Ohio.

Pursuing Music Education at Ohio State

Students interested in music education should develop performance skills in preparation for the entrance audition. Piano lessons are also recommended, if available.

All students planning to pursue a music major must complete an entrance audition and the Music Achievement Test (MAT). Normally students do this during the senior year in high school on a scheduled Audition Day. Transfer students and students already at Ohio State should also plan to complete an audition and the MAT.

For additional information about auditions, please visit music.osu.edu or contact Catherine Hope-Cunningham, School of Music, 1866 College Road, Columbus, Ohio 43210-1170; (614) 292-2870; e-mail: music-ug@osu.edu.

After the sophomore year, students apply for admission into the professional program. Acceptance is contingent upon completion of Psychology 100 and English 110 or 111, the second year of applied music on the principal instrument and Music 423, 426, 470; minimal cumulative point-hour ratio (CPHR) of 2.75; 100 hours of pre-service interactions with children in pre-K through high school; and recommendation of the music education faculty.

Music Education Requirements

Core courses
- Music Theory
- Music Aural Training
- Music Technology
- Music History & World Music
- Ensembles
- Applied Music
- Minor Applied Music

- Conducting
- Arranging

Required major courses
- Introduction to Music Education
- Child/Adolescent Psychology
- Educational Philosophy & History
- Music Education Methods
- Student Teaching

Co-Curricular Opportunities

The Ohio Collegiate Music Educators Association (OCMEA) is the professional organization associated with Music Education. The organization is lead by an elective body of the undergraduate music education students. Regular informative workshops and state conferences contribute to enhanced learning opportunities in the field.

Honors & Scholars Opportunities

Ohio State offers the Honors & Scholars programs to create an environment of intellectual support and stimulation within a close-knit community of high-ability undergraduate students. Through these programs, students have access to smaller classes, undergraduate research opportunities, close working relationships with faculty, priority scheduling, and unique housing options.

Honors & Scholars programs represent great opportunities to be part of a smaller community within a large university. Good candidates for these programs will receive additional information after admission to the university. Learn more about the Honors & Scholars program at honors-scholars.osu.edu.

Career Prospects in Music Education

Music educators have teaching careers available in preschools through high schools, adult learning centers, and private studio teaching.

Students who wish to teach music education at the college level should teach music in grades K-12 for at least three years. Graduate study in music education is also required for college teaching positions.

Beginning salaries for music teachers vary depending on the school district. High school teachers and some junior

Curriculum Sample
This is a sample list of classes a student will take to pursue a degree in Music Education. Since university students need more than a specific education in a narrow field, they also will take classes to complete the General Education Curriculum (GEC). The GEC will allow students to develop the fundamental skills essential to collegiate success across major programs. Course work options satisfying the GEC often come from a variety of academic areas of study allowing students to tailor their GEC toward their interests. Note: This sample represents one of several possible paths to a degree in Music Education. Consult the departmental web site, music.osu.edu, for details on each specific track.

Freshman Year:
Music History	1
Music Theory I-III	9
Music Aural Training I-III	6
Music Technology	3
Ensembles	3
Lessons on principal instrument	6
Minor Applied Instruments	4
GEC (English composition)	5
GEC (mathematics)	5
GEC (social sciences)	10
Introduction to Music Education	1
Arts Survey	1
Freshman Seminar	1
Total hours	55

Sophomore Year:
Music Theory IV-VI	9
Music Aural Training IV-VI	6
Music History I-III	9
Ensembles	3
Lessons on principal instrument	6
Minor Applied Instruments	6
Introduction to Music Education (second writing course)	5
GEC (literature)	5
GEC (quantitative & logical)	5
Total hours	54

Junior Year:
World Music	6
Conducting	4
Ensembles	3
Lessons on principal instrument	6
Minor Applied Instruments	4
Junior Recital	1
Music Education Methods	3
GEC (historical survey)	5
GEC (integrated arts or studio)	3
GEC (natural sciences)	10
Educational Psychology	3
Total hours	48

Senior Year:
Music Education Methods	11
Educational Philosophy and History	6
Ensembles	2
Conducting	3
Arranging	3
GEC (social sciences)	5
GEC (natural sciences)	5
Student teaching	15
Total hours	50

high/middle school teachers receive supplementary stipends for extra duties (e.g., marching band and musical theatre productions).

About Ohio State
The Ohio State University is recognized throughout the nation and the world for its innovative programs, exceptional faculty, and cutting edge facilities. In fact, Ohio State is consistently ranked among the country's best public institutions for overall academic reputation. Because Ohio State is a major teaching and research university, our students receive excellent preparation for entry into top graduate/professional programs and the job market.

Offering over 170 majors and more than 12,000 courses, Ohio State allows students to tailor their education to their interests through double majors, minors, and personalized study programs.

Apply to Ohio State
Students wishing to apply for admission have a number of options. Those with Internet access can download application materials or apply online by visiting undergrad.osu.edu. Students may also contact Undergraduate Admissions and First Year Experience at (614) 292-3980 or askabuckeye@osu.edu to have an application mailed.

In addition, all students applying to be a music major must audition. Audition applications can be found at music.osu.edu.

Career Counseling and Job Placement
Ohio State's professional counseling staff specializes in personal development and academic growth. In addition, Ohio State's career and job placement offices around campus offer help in career planning and, as students move closer to graduation, resume writing, writing application letters, and job placement. These offices can help students match interests and strengths with a promising career. Ohio State recognizes that students' needs for career support services vary and offers special services for disabled students, veterans, minority students, and international students.

Revised August 2007. For the most up-to-date information on the music education program, please visit music.osu.edu.