

# Certificate in Music Theory Pedagogy

## Request for renewal

Karen M. Bottge, Director of the Certificate

### 1. Introduction:

The Certificate in Music Theory Pedagogy is intended primarily for DMA (Doctor of Musical Arts degree) students who wish to gain experience and expertise in theory pedagogy in order to strengthen their vitae for increased marketability in higher education. DMA students, those students whose major is in performance such as piano or voice or percussion, find that many of the job openings in higher education require experience and training in a second area such as music theory or music history. Music theory is often cited as a desired second area, and pedagogical training and experience are highly advantageous in securing teaching positions. This certificate will augment and be pursued concurrently with the regular DMA degree program of the School of Music.

### 2. Faculty associated with the certificate:

Karen Bottge, director

Dick Domek

Kevin Holm-Hudson

Michael Baker

All four faculty teach music theory at the graduate and undergraduate levels. Professors Domek and Holm-Hudson are Full members of the graduate faculty; Professors Baker and Bottge are Associate members.

### 3. Admissions requirements for certificate program:

Admission criteria for the certificate are the same as those for graduate study in music, with one additional requirement. All graduate applicants in music are required to submit the Graduate School application form, transcripts from all higher education institutions attended, and GRE scores. Applicants for the School of Music are also required to submit at least three letters of recommendation, and an essay of personal goals and objectives, and to take the School of Music's Entrance Exams. Applicants for the Certificate are further required to complete an entrance interview with 1-2 members of the theory faculty – during which students are asked about their career objectives, teaching philosophy, and coursework, and tested on various prerequisite teaching skills – and an exit interview/teaching discussion.

### 4. Current requirements for completion:

The Certificate requires 15 hours, distributed as follows:

- 12 credit hours in theory coursework; these hours must include MUS 674 and at least one of MUS 670-671-672-676
- 3 hours of internship (MUS 675, 1 credit for each internship)

## 5. Have the objectives of the certificate been met over the last 5 years?

Yes, and these objectives have been recently updated and codified in a list of 8 learner outcomes. Moreover, assessment measures have been put in place to track student performance and success. Please see the following chart:

| Student learning outcome   | Evidence   | Method(s) of assessment  |
|--|--|--|
| Upon completion of the certificate program, graduate students shall:<br>1. be aware of available materials and resources needed to organize an undergraduate music theory curriculum, and have the ability to make critical decisions about those teaching materials | Written project: students will review a broad collection of pedagogical literature and submit their findings.  | The result is an A/E grade for the project. This project is a required assignment graded by the music theory faculty member(s) responsible for teaching the theory pedagogy course. Students may not receive the certificate without successfully completing this project.   |
| 2. be able to design a syllabus and correlating teaching materials for a course in the undergraduate music theory/aural skills sequence  | Written project: students will create/design a syllabus for one semester of undergraduate music theory classes.  | The result is an A/E grade for the project. This project is a required assignment graded by the music theory faculty member(s) responsible for teaching the theory pedagogy course. Students may not receive the certificate without successfully completing this project.   |
| 3. have a broadened awareness of various teaching models/methodologies and be able to develop and implement a greater variety of pedagogical, curricular, and organizational strategies for undergraduate teaching   | Internship: students will (a) attend all classes and staff meetings of one of the undergraduate music theory sections, (b) keep a log of observations/class notes, (c) prepare lesson plans and teach 1-2 classes during the semester of the internship and under the observation of the supervising teacher, and (d) assist with additional course responsibilities at the discretion of the supervising faculty. | The result is an A/E grade for the internship. Internships are graded by the music theory faculty member(s) responsible for supervising the specific undergraduate courses involved. Students may not receive the certificate without successfully completing 3 semesters of internships.  |
| 4. demonstrate the ability to successfully teach undergraduate classes in written and aural music theory, both at the freshman and sophomore levels  | Mock teaching: students will lead individual and team-teaching demonstrations in both aural skills and written theory.   | The result is an A/E grade. Mock teaching is a required component of both the internship program and the music theory pedagogy course, both of which are graded by the music theory faculty member(s) responsible for teaching these courses. Students may not receive the certificate without successfully completing this project. |
| 5. show specialized knowledge of at least one aspect of advanced music analysis (tonal analysis, Schenkerian analysis, post-tonal analysis, or atonal analysis)  | Seminar paper/project: students will submit a final paper/project demonstrating advanced specialized knowledge of music analysis.  | The result is an A/E grade. Final papers/projects are a required component graded by the music theory faculty member(s) responsible for teaching the   |

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|--|--|--|
|  |  | advanced music theory courses. Students may not receive the certificate without successfully completing a minimum of one course in advanced analysis.  |
| 6. demonstrate knowledge of diverse approaches to music theory and analysis  | Successful completion (grade of B or higher) of 15 hours of music theory coursework on diverse topics.   | The results are A/E grades. The certificate requires a total of 15 hours on various topics in music theory and analysis. Students must earn a grade of B or higher in each course and are graded by the music theory faculty member(s) responsible for teaching these courses.                     |
| 7. be able to pursue academic research on musical topics using standard professional sources   | Article review: students will demonstrate knowledge of professional research sources by submitting an article review in professional formatting and selected from a pool of standard peer-reviewed journals. | The result is an A/E grade. Article reviews are a required component graded by the music theory faculty member(s) responsible for teaching the theory pedagogy course. Students may not receive the certificate without successfully completing this project.                                      |
| 8. display the advanced musical and pedagogical knowledge and research/writing skills necessary to teach at the college/university level | Exit interview/teaching discussion: following the completion of all required coursework for the certificate, the student will schedule an exit exam with a selected music theory faculty committee.          | The result is a P/F grade. The interview is assessed by the coordinator of the certificate program along with the individual faculty members on the interview committee. Students may not receive the certificate without satisfactorily demonstrating advanced musical and pedagogical knowledge. |

**6. Have the needs (environmental, social, business, educational) that triggered that development of the graduate certificate been satisfied?** Yes, the Certificate has strengthened the credentials of many of our music graduates and assisted greatly in securing their hire after graduation. For example, Rachel Hauser (2006) has a degree in flute performance, but currently teaches music theory in at Dickinson State University. Recent graduate James Rode (2011) teaches choir in the public schools and was recently certified to teach AP music theory. He credits the CMTP program with his success:

I just spent this past week getting my certification to teach AP Music Theory and I had to send a thank you email to you and truly all the theory professors at UK. The instructor came up to me personally a few times and remarked how knowledgeable I was on all the topics we discussed in class. He used the Rogers book as a guide to approach topics and I was the only one in class familiar with the text. In addition, the final assignment was to design a mock AP Theory exam to give to our future students for practice. **Thanks to the pedagogy classes and internships**, I already had tons of sound examples, error detection examples and questions.

**7. How many students have been admitted to the certificate program over the last 5 years?** The following chart provides the names of participants from 2000-2012. In the past 5 years (2008-2012, highlighted below) 8 students have been admitted.

|                     |                    |
|---------------------|--------------------|
| Mira Kraja          | 2000               |
| Jennifer King       | 2001               |
| Terri Armfield      | 2002               |
| David McKee         | 2002               |
| James Allen         | 2003               |
| Christopher Mathews | 2003               |
| Steven Thompson     | 2003               |
| Rob Parks           | 2005               |
| Rachel Hauser       | 2006               |
| Margaret LeRose     | 2006               |
| Jay Crutcher        | 2008               |
| Adam Sovkoplak      | 2009               |
| Andrea Kleesattel   | 2009               |
| Bradley Meyer       | 2010               |
| James Rode          | 2011               |
| Benjamin Stiers     | 2011               |
| Andrew Serce        | Currently enrolled |
| Jonathan Sharp      | Currently enrolled |

**4. What is the average amount of time that these students have taken to complete the program?** 2 years

**5. How many students have graduated from the program over the past 5 years?** 6 students have graduated; 2 just enrolled in Fall 2012

**6. What value have the students derived from receiving the graduate certificate (for example, a new job, a promotion, a pay raise, personal enrichment, etc.)?**

I believe that James Rode's email above is a great indicator of the value of this certificate program. The certificate not only adds weight and additional credentials to our graduates' vitae, but further gives them the additional skills, expertise, and confidence to succeed in interviews. Once hired, our graduates have been offered avenues for teaching that they did not anticipate, but for which they were well prepared by the CMTP program.

**7. What is your assessment of the need for this graduate certificate over the next 5 years?** I strongly advocate for its continuation. I receive requests for

participation every semester, and this increased demand has allowed the theory division to become more selective in our acceptance of applicants. We are extremely proud of the high caliber students currently enrolled in the CMTP program, and equally proud of the success of our former participants.