Bachelor of Music in Music Education at ASU

Core Principles
- Flexible musicianship
- Inquisitive minds
- Innovative practices
- Community leaders

Mission
We aim to develop, among ASU Music Education students, excellence in the core principles through innovative and rigorous coursework that leverages the expertise of the School of Music faculty and the professional community of music educators in the greater metropolitan area and beyond.

Aims
- A sense of professional community, identification with a peer group, and contact with a music education faculty member every semester.
- Contact with and learning from strong practicing K-12 music education professionals through coursework, projects, or field experiences.
- Expansive thinking about music education. One unified degree with options and choices that reflect career intentions and innovative, contemporary conceptions of music making and learning.
- Flexibility and hybridity. Strong aural and improvisation abilities in a solid core of musicianship. Infusion of hybrid ways of doing music throughout the degree program.
- Distributed practice. Practice in musical leadership, secondary instrument skills, and pedagogical abilities beginning in the freshman and sophomore years and continuing throughout every semester.
- Synthesizing experiences throughout the curriculum in the form of course experiences that meet multiple goals and make connections between courses. Projects that require synthesis of abilities and knowledge in authentic, practice-based contexts.
- Independence and collaboration. Students who are strong musicians and self-learners, who can collaborate with other musicians, educators, members of the arts and education community, and members of the community at large.
- Innovation and initiative. Places for excellent students—both prospective and current—with different kinds of musical abilities, multiple musical abilities, and initiative to pursue innovation. Places for faculty and student proposals for new kinds of studios, ensembles, and courses.

MUSIC EDUCATION AT ASU: YOUR CAREER STARTS NOW!
Bachelor of Music Education Course Planning Guide

The purpose of the Course Planning Guide is to help you chart your course of study for the four years of your degree program. The curriculum is designed to help you meet certification requirements of the State of Arizona as well as other accrediting agencies. The faculty will assist you in making choices that meet both your career goals and the requirements of certification.

**Freshman music education students** must complete this form during the second semester of the freshman year.

**Transfer students** must complete this form as soon as possible after admission to the program.

**All music education students** must keep this form up-to-date, per the instructions below.

**INSTRUCTIONS for FRESHMEN and NEW TRANSFERS:**

Prior to meeting with a music education faculty member, complete the Steps 1-5 below.

**Step 1, Personal Data** – Enter your name, ASU ID, and email at the top of the form.

**Step 2, Music/Career Data** – Enter your *primary* instrument or voice; this is the performance area in which you are currently taking your 111/311 studio lessons. Then, enter your minor instruments. For example, if you are a saxophone player who doubles on flute, enter flute. If you are an oboist who played mallet percussion during marching season, enter that. If you are a violinist who plays viola, enter that. If you are tenor who plays guitar and electric bass, enter that. Finally, describe your career goals in terms of the kind of music teaching in which you are interested. Think broadly.

**Step 3, Freshman Year Check** – Freshman year music education courses are specified for you in the *center* column. In the *right* column, circle “piano” if you are enrolled in the two required keyboard classes in the freshman year. Circle “voice” if you are a pianist or organist. If you passed out of piano, make a note of that.

**Step 4, Sophomore Year Advance Planning** – You will take four Musicianship Labs during your sophomore year. These labs are designed to build secondary instrument and voice skills, leadership and conducting abilities, and beginning pedagogical tools and curricular knowledge. **Important:** Secondary instrument skill development continues in the Art of Teaching courses in the junior year, and additional instruments and skills are covered in those courses.

Choose sophomore year labs to *develop skills/abilities you do not yet possess* and for which you need the most help.
Examples:

- If you are a tuba player, then Woodwind and Percussion labs are good choices. Brass Lab is *not* your best choice; you will learn more about and play other brass instruments in the Art of Teaching courses, *and* you can play a secondary brass instrument in Jazz Lab, if you decide to take that.
- If voice is your primary studio area, then do not choose Choral/Voice Lab, which is designed for beginning singers. Instead, choose keyboard lab, which will give you the keyboard skills needed to work with choirs.

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Brass Lab – Fall and Spring
Choral/Voice Lab – Fall only
Digital and Hybrid Lab – Fall and Spring – **required for everyone**
Guitar Lab – Fall and Spring
Jazz Lab – Spring only
Keyboard Lab – Fall and Spring
Percussion Lab – Fall and Spring
Strings Lab – Fall and Spring
Woodwinds Lab – Fall and Spring
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Obviously, the combinations are endless. Think about what you can already do, and select four labs that will help you develop things you *cannot* do. **Everyone takes Digital and Hybrid lab.** Write your choices in the center column. Please note the semester in which Labs are offered as you choose. **Your choices may be modified after consulting with your faculty advisor.**

**Remember, additional secondary instrument study is included in the Art of Teaching courses. If you want even more secondary instrument/musicianship study,** you may take additional Labs in your Junior and Senior Years. You may also request MUE 121 lessons, *only in your junior and senior years, and only after you have completed four Lab courses.* MUE 121 lessons slots are limited.

**Step 5, Junior-Senior Years Advance Planning** – You will take three Art of Teaching courses—one course during each of your junior year semesters and one course in the first semester of your senior year. To meet certification requirements of the State of Arizona as well as the requirements of the program, you must choose…

- one elementary course,
- one secondary course,
- one general music course.

Note that some of courses double count; in other words, some courses meet two of the requirements listed above. Please note the semester in which courses are offered and plan accordingly. Write the three courses you prefer in the center column. **Your choices may be modified after consulting with your faculty advisor.**
Art of Teaching Advanced Instrumentalists – Secondary; Spring only
Art of Teaching Beginning Instrumentalists – Elementary; Fall only
Art of Teaching Children Music – Elementary; General music; Every fall and even-year springs
Art of Teaching Choral Musicians – Secondary, Spring only
Art of Teaching Contemporary Music – Secondary; General; Every fall and odd-year springs

Step 6 – Meet with your Music Education Faculty advisor during March of your freshman year. Your advisor will review your Lab and Art of Teaching course choices with you. Your advisor may make changes, depending on how your interests and career goals develop. Obtain your advisor’s signature, then copy and send the form to your advisor.

Keyboard, guitar, voice: Dr. Stauffer or Dr. Tobias
Strings: Dr. Schmidt
Woodwind, brass, percussion: Dr. Sullivan

Step 7 – Make an appointment with your HIDA advisor (Jennifer Edwards). Take this form to her and have your course choices entered into the DARS system.

AFTER THE FRESHMAN YEAR:

• Follow the plan you have outlined. If your ideas about your career shift during the program (this is normal), visit with your music education faculty advisor to change your course outline. Obtain your advisor’s signature/approval first.

• In the right column of the form, keep track of the instrument/voice/digital abilities you acquire each semester. For example, if you are a saxophonist who takes jazz lab and gets good on electric bass and guitar, write that in the column.

• You may take extra courses! Although four Labs are required for the program, you may take as many additional Labs as you wish. You may also enroll in extra conducting courses, minor lesson, and Art of Teaching courses, depending on your schedule. Remember, MUE 121 minor lessons are available only after you have completed four labs, typically only during your junior and senior years, and only as spaces are available.

*****→ If you have questions, ask a faculty member! Your fellow students are great sources for some kinds of information. However, asking another student for advising may result in bad decisions, as procedures and requirements sometimes change for all kinds of reasons. Get advising from faculty and from Jennifer Edwards.
ADDITIONAL INFO and QUESTIONS

- **Sign up for the music education e-mail list.** Send your e-mail address to Jill.Sullivan@asu.edu and ask to be added to the undergraduate list.

- **Add things to your digital portfolio** throughout the degree program. We will help you set up a portfolio in one of your classes. Your portfolio will serve as a record of your progress, and some of the items in it can be used to find a job at the end of your degree.

- **Get fingerprinted!** Beginning the junior and senior years, your course work will include time in public schools. To be allowed to a school, you must have a legal fingerprint card. Getting a card takes a minimum of six weeks. **Apply for and obtain a card during your freshman year, and no later than the first semester of your sophomore year.** If you wait until your Junior year, you will not have the card in time to complete your requirements each semester, which may delay your graduation. Also, getting your card early may allow you to start teaching experiences in the schools early, giving you and advantage for jobs later on.

- **Apply to the ASU iTeach program.** You will start the iTeach program in the ASU Teachers College in the fall of your junior year. **You must** apply to the iTeach program late in the fall semester or early in the spring of your sophomore year.

- **Complete the Music Education Sophomore Musicianship Milestone** late in the first semester of your sophomore year or early in the second semester of your sophomore year. The Musicianship check includes a short solo in your primary performance medium, sight-reading, sight-singing, and an interview with the music education faculty.

- **Sign up for TK20** after being admitted to the iTeach program. You will receive information from the ASU Teachers College about how to do this.

- **Complete three field experience placements**, one during each semester you are enrolled in the Art of Teaching courses. Placements coordinate with courses and are arranged through the Music Education faculty. **Do not arrange placements on your own**, as each placement must be approved by several offices at ASU and in the school district.

- **Complete student teaching** in the final semester of your degree. Student teaching typically includes two placements—elementary and high school, elementary and middle school, or middle school and high school.