



MASTER OF ARTS IN MUSIC EDUCATION

2005–2008



UNIVERSITY of ST. THOMAS
MINNESOTA



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Photographs by Carroll Gonzo



WHAT OUR STUDENTS SAY:

“The coursework that makes up the Master of Arts in Music Education degree at the University of St. Thomas helped me unlock my highest potential as a music educator. Each part of the program is designed to meet a need in the overall development of the classroom music practitioner. A sensible balance of pedagogy and research assures that each student is ready for the challenges of today’s music educator. I was able to teach during the school year, study during the summer, and apply my studies directly to my teaching following each summer’s coursework. The caliber of the faculty is second to none, and the individual attention for each student’s educational and professional goals is unique among graduate music education programs in our country. I would recommend the St. Thomas M. A. degree program to anyone who seeks to reach their highest potential, and who strives to provide their students the highest quality education through music.”

Michael Chandler
Parkway Elementary School
Lewisville, Texas

From the Director

The Master of Arts in Music Education at the University of St. Thomas is a 33-credit degree program designed for professional music educators who wish to strengthen their classroom teaching effectiveness by combining theoretical and applied study in a graduate program. Designed by teachers for teachers, our M.A. degree is a stimulating alternative to traditional graduate study. Internationally recognized educators and musicians—many of whom teach in elementary and secondary schools—serve as faculty for this graduate program. Our work encourages a continual process of music education reform. We initiate programs that address practitioners' musical, intellectual, and professional needs. We value classroom practice, theory, and research equally in our quest to improve the quality of music education.

Artistry in teaching is an important outcome of the University of St. Thomas' theoretical and practical course of study. Teacher/artists are masters of their subject and possess a broad perspective of the cultural, historical, and philosophical contexts of their discipline. They practice their musicianship and maintain high performance standards, using excellent materials. Teacher/artists understand current educational practice and adeptly combine rigorous, theoretical scholarship with practical training. In their constant quest to refresh their outlooks and expand their capabilities, teacher/artists are lifelong learners. These tenets and this spirit form the core of the Master of Arts in Music Education degree at the University of St. Thomas.

The unique Master of Arts in Music Education degree program at St. Thomas is designed to:

- offer a broad range of theoretical courses and practical training in contemporary music pedagogy;
- provide opportunities for students to place music education in a broad cultural and historical context; and

- raise the standard of music teaching in the United States by promoting artistic, intelligent, reflective, and inspired music teaching at all levels of music instruction.

The St. Thomas M. A. degree program provides for intense and thorough study in five areas of concentration within the context of the degree program: Choral, Instrumental, Kodály, Orff Schulwerk, and Piano Pedagogy. Each course of study affords a fresh opportunity to meet a wide range of musical, intellectual, and professional objectives. The emphasis on summer study, with its healthy mix of local, national, and international graduate students, provides a stimulating learning environment. Core courses, required for all students, present opportunities to gain a wide perspective on and appreciation for the shared commitment of music education professionals at all levels. Students in the Kodály and Orff concentrations earn certificates endorsed by the respective national organizations—the Organization of American Kodály Educators and the American Orff Schulwerk Association—as part of their degree programs.

The faculty, staff, and students in our M.A. program welcome your interest in St. Thomas' Master of Arts in Music Education. I hope you will join this lively community of talented and committed teacher/artists, and become a part of the St. Thomas tradition of excellence and inspiration.



Dr. Jill Trinkka, Director

A handwritten signature in black ink that reads "Jill Trinkka". The signature is written in a cursive, flowing style.

Program Structure

THE MASTER OF ARTS in Music Education curriculum requires 33 semester hours and consists of three essential elements:

- core courses that embody issues of teaching and learning, historical and philosophical foundations of music education, musicianship and ensemble, perspectives in music theory, and music education research methods;
- a specialized field of concentration that offers opportunities to develop specific skills in required and elective courses; and
- a master's thesis that allows students to conduct applied research in music education.

CORE COURSES

Core courses provide opportunities for students to place their specific skills within a broader musical and educational context. Areas of study include: an examination of conditions that affect the learning process and ways they can be mediated to influence student development (GMUS 601); a survey of ideas, forces, philosophies, and values that have shaped American music education (GMUS 608); an examination and



application of traditional and contemporary music theory scholarship (GMUS 611); systematic study of applied musicianship skills in tonic solfa and choral ensemble (GMUS 750); an introduction to applied research in music education (GMUS 875); and the application of music education research to thesis writing (GMUS 890).

FIELDS OF CONCENTRATION

Five fields of concentration are available in the Master of Arts program. Each is designed to develop teaching expertise in an area of specialty in music education: Choral, Instrumental, Kodály, Orff Schulwerk, or Piano Pedagogy. The recommended degree programs for each field of concentration are described in the Degree Concentrations section of this catalog. All course descriptions are available at www.stthomas.edu/musiced.

THESIS

The thesis is an independent research project involving the acquisition of new knowledge through systematic, objective examination of questions in music teaching and learning. Thesis work may be formulated in the traditional models of descriptive, experimental, quasi-experimental, theoretical, or historical modes of educational research. In addition, students may focus on real-life problems in their classrooms by completing a thesis in applied pedagogy. Regardless of the design, the thesis is a written document adhering to an accepted, formal style guide that is submitted for review by a thesis supervisor and committee, and subjected to a public oral defense.

SCHEDULING

The Master of Arts in Music Education degree program is designed for working music teachers who wish to pursue graduate study without interrupting their professional lives. All courses required for the degree are available during the summer term in an interlocking arrangement of day and evening courses. Field of concentration courses are offered in rotations of even- and odd-numbered years. For the convenience of those teachers who live in the Twin Cities' metropolitan area, most core courses are offered also during the fall and spring semesters.

ADVISING

The program director serves as academic advisor for all students until course work is completed. Degree plans are prepared during the admissions interview.

Application Requirements

MINIMUM APPLICATION CRITERIA

Applicants for admission to the Master of Arts in Music Education degree program must meet the following minimal criteria:

- baccalaureate degree and a major in music or music education from an accredited college or university with a minimum of a “B” grade average;
- at least two years of full-time music teaching experience or current or previous teaching licensure; and
- evidence of successful work in the field confirmed by three letters of recommendation from teachers, administrators, or other professional colleagues.

Meeting minimal application criteria does not guarantee admission; likewise, exceptions to minimum criteria may be made by the Admissions Committee based on other factors of professional achievement.

APPLICATION REQUIREMENTS

Applicants must submit the following materials to Graduate Programs in Music Education (GPME). Applications will not be processed without receipt of all items.

1. Completed and signed Application for Admission form, available at www.stthomas.edu/musiced.
2. Nonrefundable application fee of \$50. Include a check payable to the University of St. Thomas with the application form.
3. Official transcripts of all baccalaureate and graduate studies.
4. Résumé, including education, teaching experience, music performances, awards, professional activities, and affiliations.
5. Three confidential letters of recommendation. Use forms available at www.stthomas.edu/musiced.
6. Application essay. Typewritten, double-spaced essay describing why you have decided to pursue graduate study, how the University of St. Thomas Master of Arts in Music Education degree program will help you meet your professional goals, and what outcomes you expect as a result of earning the M.A. degree at the University of St. Thomas.
7. Submit a clearly marked VHS videotape of your teaching (one lesson or rehearsal) and a typed, double-spaced lesson/rehearsal plan. Briefly describe the school and students. (See: Teaching Videotapes, p. 4)



APPLICATION DEADLINES

Fall term	July 1
Spring term	Dec. 1
Summer term	April 1

INTERNATIONAL APPLICANTS

International students must have a recent (within two years) paper-based TOEFL score of not less than 550 or a computer-based TOEFL score of not less than 215. This applies to students whose native language is not English, and who have not completed an undergraduate degree in the United States. It is recommended that international students complete their application at least six months prior to their anticipated arrival on campus.

COSTS

Tuition for the 2005-2006 academic year is \$542 per credit. Tuition changes annually in the summer term. For current rates, please visit www.stthomas.edu/musiced, or call Graduate Programs in Music Education, (651) 962-5870 or (800) 328-6819.



WHAT OUR STUDENTS SAY:

“The chance to network and communicate with passionate, in-practice musicians and educators who are your fellow students and professors is what sets GPME at St. Thomas ahead of the rest. Not only am I a better person, musician, and educator after completing the program, but also I am well-positioned for further study.”

Tim McMillin, Simpson College
Indianola, Iowa

Admission Requirements



ADMISSION INTERVIEW AND INTERVIEW ESSAY

Students are admitted conditionally until successful completion of an admission interview and extemporaneous essay, which are scheduled with the program director at least one month prior to the first semester of degree coursework. Non-local students complete these requirements during their first summer term. The individualized degree plan is prepared at this time with the program director.

PERFORMANCE ASSESSMENT HEARING

Candidates for the Master of Arts degree must demonstrate music performance ability in piano, voice, or other classical instrumental performance. The performance assessment hearing is approximately 10 minutes long. Students perform two different compositions, showing contrasting styles in historical periods, technical demands, and tempi. At least one piece must be in the art music genre. Students provide their own accompanists. Taped accompaniments are not acceptable unless the piece being performed was composed for taped accompaniment. Although not required, students are encouraged to perform pieces from memory. Instrumentalists, regardless of concentration, will be asked to sing either “My County, ‘Tis of Thee,” or “America, the Beautiful,” or another familiar song, a cappella.

Live performance is required. Local students must complete the hearing assessment in the semester prior to the first semester of coursework. Non-local students perform during the first term in which they are enrolled as a degree-seeking student, and are admitted conditionally until successful completion of the performance assessment hearing.

Assessment hearings are evaluated on technical competence (at the level of a senior recital) and musical expression, including stylistic understanding of the music presented. The assessment emphasis is on meaningful musical performance that demonstrates the student’s ability to expressively convey music convincingly in a formal setting.

Performance assessment hearings are scheduled once each term, in early April, mid-July, and early December. Contact the GPME office for specific dates and scheduling.

ENTRANCE EXAMINATION

After acceptance into the master’s degree program, all students are required to take a diagnostic examination in the areas of music history and theory prior to enrolling in GMUS 611, Perspectives in Music Theory or GMUS 612, Topics in Music History, Theory, and Literature. Review may be necessary for students who do not pass the examination; a minimum of 60 days is required prior to scheduling a second test. Students who do not pass the examination after two attempts will be dropped from the program. Contact the GPME office to receive a practice exam.

VIDEOTAPES OF TEACHING

A distinctive feature of the St. Thomas Master of Arts in Music Education degree program is the emphasis placed on the classroom teaching practices of our students. The entrance teaching videotape provides an invaluable opportunity for assessment and growth of artistic, reflective teaching practice. Videotapes of teaching are intended to be a demonstration of pedagogic practice, not performance.

The student’s VHS Teaching Videotape is submitted as part of the application materials and becomes the property of the university. The tape should document the student’s choice of one class or rehearsal of typical length, usually 30 minutes. The camera should focus on the students and the teacher.

This tape is diagnostic and provides a framework for objective analysis of teaching practice. A field of concentration faculty member critiques the tape with the student and identifies demonstrated expertise and strategies for improvement. Toward the conclusion of the student’s coursework, the faculty member and student review a second videotape tape, submitted near the end of the student’s coursework to review outcomes of the recommended strategies.

Information about videotape preparation is available at www.stthomas.edu/musiced.

Program Requirements

ORAL COMPREHENSIVE EXAMINATION

Students are required to pass an oral comprehensive examination at the completion of their coursework. In this one-hour examination, students present their historical knowledge and theoretical understanding of important issues in music education and demonstrate how this knowledge and understanding informs classroom practice. Optimally, the examination is scheduled prior to beginning coursework in GMUS 875, Introduction to Thesis Writing. Students who do not pass the comprehensive examination are required to retake the exam after a period of at least six months. The Oral Comprehensive Examination Study Guide is available at www.stthomas.edu/musiced.

DEGREE CANDIDACY

Students advance to degree candidacy after successfully completing:

- the performance assessment hearing;
- all coursework with a minimum 3.0 GPA;
- entrance and exit reviews of the entrance teaching videotape;
- an oral comprehensive examination; and
- a thesis proposal.

THESIS SUPERVISION

The thesis topic is formulated in consultation with the research director as a requirement of GMUS 875, Introduction to Thesis Writing. Upon the conclusion of this course, students are matched with a thesis supervisor who has expertise in the designated area of research. The supervisor's role is to give counsel and direction throughout the thesis process as the student prepares the review of literature, collects and analyzes data, formulates the written document, prepares for the final defense, and makes final thesis revisions.

Upon completion of GMUS 875, students are required to enroll each semester in GMUS 876, Directed Research (0 credit) until the semester of graduation. Students enroll in a section of GMUS 876, depending upon the supervising professor's section number, and whether the student is actively working on the thesis in any given semester. Students pay one tuition hour for each semester in which they are working with the supervising professor on the thesis; an administrative fee is assessed in all semesters in which the student is not actively



working on the thesis. In the semester in which the student has successfully defended the thesis, the student is automatically enrolled in GMUS 890, Thesis.

THESIS COMMITTEE

The completed thesis is defended by the student in the presence of the Thesis Committee and the general public. The Thesis Committee consists of the thesis supervisor, at least one St. Thomas music education faculty member, and a third member selected from the UST music education faculty, the St. Thomas department of music, or outside the university. Thesis committee members must hold a doctoral degree or equivalent, unless approval to include a committee member who does not hold a doctorate is secured from the program director.

The Master of Arts in Music Education degree is conferred following the successful public defense of the thesis and completion of thesis revisions.

Academic Policies and Procedures



- acceptable at the granting institution toward a graduate degree there; and
- not used to fulfill requirements for a previously granted degree.

Transfer credits from another institution may not be applied to Level II or III of either the Orff or Kodály fields of concentration; however, they may be applied to the core requirements and Level I in these fields of concentration.

Six graduate credits earned as a nondegree student in UST courses that are also requirements for the graduate program may be transferred to meet the student's course requirements. The total number of transfer credits from other institutions and the University of St. Thomas may not exceed six.

ACTIVE STATUS

Once accepted as a student in the St. Thomas Master of Arts in Music Education degree program, students must enroll in a course within one year. Matriculated students who do not register for two successive summer terms will be deactivated and must reapply to resume work in the program.

TIME LIMITS

All requirements for the degree must be completed within seven years of matriculation into the program.

GRADES

"B-" is the minimum grade accepted for courses to be used to meet degree requirements. A minimum cumulative GPA of 3.0 on a four-point scale is needed to receive the Master of Arts degree. Thesis projects are graded on a Pass/No Credit basis. Student progress in the program is reviewed annually by the director.

TRANSFER OF COURSE WORK

A maximum of six semester hours completed at another accredited institution prior to entering the program may be considered for transfer to meet degree requirements if the course work was:

- graded "B-" or better;
- taken within the last seven years;
- comparable in content and approach with those in the St. Thomas Master of Arts in Music Education degree program;



WHAT OUR STUDENTS SAY:

"The in-depth coursework and study at UST challenged me to articulate and rationalize a personal philosophy of music education. Not only was I challenged to become a better teacher, but also I was challenged to become a more well-rounded musician. UST taught me how to use research as a tool for improving the quality of my teaching. The UST faculty are at the forefront of the most current trends in music education."

Ann Williams, Fernbrook Elementary
Maple Grove, Minnesota

Degree Concentrations

CHORAL CONCENTRATION

The Master of Arts degree with a concentration in choral music education features a broad range of theoretical courses balanced by requirements that apply directly to choral directors' work with treble, emerging adolescent, and mature adolescent voices. Unique to this program is its emphasis on practical application in graduate study as well as cooperation among classroom, vocal, and instrumental music educators to produce superior music education in our schools.

In this program, students will:

- sharpen conducting and rehearsal skills necessary for efficient choral artistry;
- gain insights into historical and contemporary choral literature through analytical study;
- improve musical competency;
- broaden understanding of music history, theory, and literature;
- gain pedagogical insights into vocal development, sight-singing/musicianship, and choral music learning for choirs of all ages and ability levels;
- discover new applications for existing expertise; and
- emphasize the commonality of the goals and techniques shared by music educators at all levels.

Choral Core Courses

Students are required to take the following thirteen semester credits and write a thesis (1 credit). (Course descriptions are available at www.stthomas.edu/musiced.)

GMUS 601 Teaching and Learning (3 credits)

Offered every summer, Monday and Wednesday evenings, and fall Saturdays in even years.

GMUS 608 Foundations of Music Education (3 credits)

Offered every summer, Tuesday and Thursday evenings, and every spring on Saturdays.

GMUS 611 Perspectives in Music Theory (3 credits)

Offered every summer, Tuesday and Thursday evenings, and fall Saturdays in odd years.

GMUS 750 Musicianship and Ensemble (1 credit)

Offered every summer, mornings during the last two weeks in June.

GMUS 875 Introduction to Thesis Writing (3 credits)

Offered every summer, Monday and Wednesday evenings, and every fall on Saturdays.

GMUS 876 Directed Research (0 credits)

TBA with thesis supervisor.

GMUS 890 Thesis (1 credit)

TBA with thesis supervisor.

Choral Field of Concentration Courses

Students are required to take thirteen required credits in the choral field of concentration and six elective credits. Through the required concentration courses, students expand and refine the information needed to work successfully with choral singers of all ages. Elective courses offer students opportunities to further define and hone the depth and breadth of their expertise.

Required Choral Courses (13 credits)

GMUS 574 Applied Voice Study (1 credit)

Private study; twelve, 30-minute lessons arranged through the graduate music education office.

GMUS 673 Choral Score Study and Literature I (2 credits)

Offered in 2005: first two weeks in August; 2008: last two weeks in June

GMUS 674 Choral Score Study and Literature II (2 credits)

Offered in 2006: last two weeks in June; 2007: first two weeks in August; 2009: first two weeks in August.

GMUS 726 Intermediate Choral Conducting (2 credits)

Offered the last two weeks in June in odd years and the first two weeks in August in even years.

GMUS 727 Advanced Choral Conducting (2 credits)

Offered the last two weeks in June in odd years and the first two weeks in August in even years.

GMUS 676 Voice Fundamentals (2 credits)

Offered in even summers.

Choose 2:

GMUS 520 French Diction for Singers (1 credit)

Offered in July 2007 and every third summer.

GMUS 521 German Diction for Singers (1 credit)

Offered in July 2005 and every third summer.

GMUS 522 Italian Diction for Singers (1 credit)

Offered in July 2006 and every third summer.



Degree Concentrations

Recommended Choral Elective Courses
(6 credits)

GMUS 517 Developing the Child Voice in the Choral Setting (2 credits)
Offered every summer, beginning in 2006.

GMUS 524 Emerging Adolescent Voices: Repertoire and Teaching Techniques (2 credits)
Offered in even summers.

GMUS 525 Mature Adolescent Voices: Repertoire and Teaching Techniques (2 credits)
Offered in odd summers.

GMUS 527 Vocal Jazz Techniques (2 credits)
Offered in even summers in June.

GMUS 612 Topics in Music History, Literature, and Theory (3 credits)
Offered every summer and in odd springs.

GMUS 651 Dalcroze Musicianship (3 credits)
Offered every July, middle two weeks.

GMUS 753 Musicianship, Conducting, and Ensemble II (1 credit)
Offered every summer, last two weeks in June.

GMUS 756 Musicianship, Conducting, and Ensemble III (1 credit)
Offered every summer, last two weeks in June.



INSTRUMENTAL CONCENTRATION

The Master of Arts degree with a concentration in instrumental music education features a broad range of theoretical courses balanced by requirements that apply to instrumental directors' work with elementary, middle, and high school instrumental ensembles. Unique to this program is its emphasis on practical application in graduate study as well as cooperation among classroom, vocal, and instrumental music educators to produce superior music education in our schools. Informed, practical pedagogy is the cornerstone of this concentration.

In this program, students will:

- sharpen conducting and rehearsal skills necessary for efficient instrumental artistry;
- gain insights into historical and contemporary instrumental literature through analytical study;
- improve musical competency;
- broaden understanding of music history, theory, and literature;
- gain pedagogical insights into instrumental pedagogy, sight-reading/musicianship, and instrumental music learning for ensembles of all ages and ability levels;
- discover new applications for existing expertise; and
- emphasize the commonality of the goals and techniques shared by music educators at all levels.

Instrumental Core Courses

Students are required to take the following sixteen semester credits and write a thesis (1 credit).

GMUS 601 Teaching and Learning (3 credits)

Offered every summer, Monday and Wednesday evenings, and fall Saturdays in even years.

GMUS 608 Foundations of Music Education (3 credits)

Offered every summer, Tuesday and Thursday evenings, and every spring on Saturdays.

GMUS 611 Perspectives in Music Theory (3 credits)

Offered every summer, Tuesday and Thursday evenings, and fall Saturdays in odd years.

GMUS 612 Topics in Music History, Literature, and Theory (3 credits)

Offered every summer, Monday and Wednesday evenings, and spring on Saturdays in odd years.

GMUS 750 Musicianship and Ensemble (1 credit)

Offered every summer, mornings during the last two weeks in June.

GMUS 875 Introduction to Thesis Writing (3 credits)

Offered every summer, Monday and Wednesday evenings, and every fall on Saturdays.

GMUS 876 Directed Research (0 credits)

TBA with thesis supervisor.

GMUS 890 Thesis (1 credit)

TBA with thesis supervisor.

Instrumental Field of Concentration Courses

Students take eleven required credits in the instrumental field of concentration and five elective credits. Through the

required concentration courses, students expand and refine the information needed to work successfully with instrumentalists of all ages. Elective courses offer students opportunities to further define and hone the breadth and depth of their expertise.

Required Instrumental Courses (11 credits)

GMUS 570-92 Applied Performance Studies (2 credits as specified below):

- Private study; twelve 30-minute lessons on the major instrument, arranged through the graduate music education office and determined in consultation with the director. (1 credit)
- Private study; twelve 30-minute lessons on a secondary instrument, arranged through the graduate music education office and determined in consultation with the director. (1 credit)

GMUS 665 Instrumental Musicianship Pedagogy (3 credits)
Offered in odd summers, two weeks in July, beginning in 2005.

GMUS 687 Advanced Instrumental Score Study and Literature (3 credits)
This course is a prerequisite for GMUS 690. Offered in even summers, three weeks in July.

GMUS 690 Advanced Instrumental Conducting (3 credits)
Offered in odd summers, two weeks in July. Prerequisite: GMUS 687.

Recommended Instrumental Elective Courses (5 credits)

GMUS 544 05 Practical Band Instrument Repair (1 credit)
Offered in odd summers, one week in July.

GMUS 557 Marching Band Techniques (1 credit)
Offered in odd summers, one week.
Offered in 2003 as MUS 544 02.

GMUS 558 Small Ensemble and Solo Literature (1 credit)
Offered in even summers, one week.

GMUS 651 Dalcroze Musicianship (3 credits)
Offered every July, middle two weeks.

GMUS 661 Exploring Music Technology (3 credits)
Offered in even summers, first two weeks in August.

GMUS 664 Jazz Pedagogy (3 credits)
Offered in odd summers, two weeks, July-August.

GMUS 671 African Music Ensemble (2 credits)
Offered every summer, third week in June, and evenings in fall and spring semesters.

GMUS 686 Instrumental Arranging (2 credits)
Offered in even summers.

KODÁLY CONCENTRATION

The Master of Arts degree with a concentration in Kodály music education features a broad range of theoretical courses balanced by requirements that apply to the general music teacher's work with students of all ages using the Kodály approach. This developmentally sequential, active music-making approach emphasizes singing, artistry, literacy, authentic music materials, reflective practice, and inquiry-based learning within a Prepare-Make Conscious-Practice-Assess instructional model for teaching musical concepts and skills. Pedagogic tools include moveable-do tonic solfa, Curwen/Glover handsigns and rhythm syllables.

In this program, students will:

- sharpen performance skills necessary for achieving artistic

ensemble and solo performance;

- gain insights into historical and contemporary art music and folk music literature and performance style through analytical study, classification, and performance;
- improve musical competency and conducting skills;
- broaden understanding of music history, theory, and literature;
- gain pedagogical insights into developmentally appropriate, sequential music instruction using a spiral curriculum with children of all ages and ability levels;
- discover new applications for existing expertise;
- experience, explore, and create strategies for developing successful preparation, make conscious, practice, and assessment experiences; and
- articulate ways in which Kodály-inspired music teaching serves the common goals of the music education profession.

Kodály Core Courses

Students are required to take the following fifteen semester credits and write a thesis (1 credit).

GMUS 601 Teaching and Learning (3 credits)
Offered every summer, Monday and Wednesday evenings, and fall Saturdays in even years.



Degree Concentrations

GMUS 608 Foundations of Music Education (3 credits)

Offered every summer, Tuesday and Thursday evenings, and every spring on Saturdays.

GMUS 611 Perspectives in Music Theory (3 credits)

Offered every summer, Tuesday and Thursday evenings, and fall Saturdays in odd years.

GMUS 612 Topics in Music History, Literature, and Theory (3 credits)

Offered every summer, Monday and Wednesday evenings, and spring Saturdays in odd years.

GMUS 875 Introduction to Thesis Writing (3 credits)

Offered every summer, Monday and Wednesday evenings, and every fall on Saturdays.

GMUS 876 Directed Research (0 credits)

TBA with thesis supervisor.

GMUS 890 Thesis (1 credit)

TBA with thesis supervisor.

Kodály Field of Concentration Courses

Students take thirteen required credits in the Kodály field of concentration and four elective credits. Through the



required concentration courses, students expand and refine information needed to successfully use the Kodály approach in their classrooms and rehearsals with children of all ages. Elective courses offer students opportunities to further define and hone the breadth and depth of their expertise.

Required Kodály Courses (13 credits)

GMUS 750-760 are offered every summer during the last two weeks in June.

Level I

GMUS 750
Musicianship and Ensemble I
(1 credit)

GMUS 751

Materials, Analysis, and Retrieval
Systems I (1 credit)

GMUS 752

Curriculum, Pedagogy, and
Instructional Techniques I
(1 credit)

Level II

GMUS 753
Musicianship, Ensemble, and
Conducting II (1 credit)

GMUS 754

Materials, Analysis, and Retrieval
Systems II (1 credit)

GMUS 755

Curriculum, Pedagogy, and
Instructional Techniques II
(1 credit)

Level III

GMUS 756
Musicianship, Ensemble, and
Conducting III (1 credit)

GMUS 757

Materials, Analysis, and Retrieval
Systems III (1 credit)

GMUS 758

Curriculum, Pedagogy, and
Instructional Techniques III (1 credit)

Level IV

GMUS 759
Musicianship and Conducting
Mastery (1 credit)

GMUS 760

Curriculum, Practicum, and Retrieval
Mastery (1 credit)

GMUS 765

American Folk Music (2 credits)
Offered in odd summers and even
springs. Prerequisite for Kodály
Concentration students is GMUS 751
and GMUS 752.

Recommended Kodály Electives (4 credits)

GMUS 517 Developing the Child
Voice: Classroom Setting (2 credits)
Offered every summer, beginning in
2006.

GMUS 518 Developing the Child
Voice: Choral Setting (2 credits)
Offered every summer, beginning in
2006.

GMUS 520 French Diction for Singers
(1 credit)
Offered in July: 2007, 2010.

GMUS 521 German Diction for
Singers (1 credit)
Offered in July: 2005, 2008, 2011.

GMUS 522 Italian Diction for Singers
(1 credit)
Offered in July: 2006, 2009, 2012

GMUS 524 Emerging Adolescent
Voices: Repertoire and Teaching
Techniques (2 credits)
Offered in even summers.

Degree Concentrations

GMUS 544 02 First Steps in Music
(1 credit)
Offered in even summers during July.

GMUS 544 01 Learn to Play Autoharp and Dulcimer (1 credit)
Offered in even summers and odd springs.

GMUS 570-592 Applied lessons
(1 credit)
Offered in all semesters.

GMUS 651 Dalcroze Musicianship
(3 credit)
Offered every July, middle two weeks.

GMUS 671 African Music Ensemble
(2 credits)
Offered every summer, third week in June.

GMUS 676 Voice Fundamentals
(2 credits)
Offered in even summers.

GMUS 727 Advanced Choral Conducting (2 credits)
Offered the last two weeks in June in odd summers and the first two weeks in August in even summers.

GMUS 731 Orff Schulwerk Level I
(3 credits)
Offered every summer, first two weeks in August.

ORFF SCHULWERK CONCENTRATION

The Master of Arts degree with an Orff Schulwerk concentration features a broad range of theoretical courses balanced by requirements that apply to the general music teacher's work with students of all ages using Orff Schulwerk. In the Orff approach, teachers create an environment in which children become active, creative participants in their musical education. They experience music through move-

ment, song, speech, and instrument playing, which prepares them for music reading and writing. Independent musicianship is developed through a teaching process that includes imitation, exploration, improvisation, composition, and literacy.

In this program, students will:

- sharpen performance skills necessary for achieving artistic ensembles;
- gain insights into historical and contemporary Orff ensemble literature through analytical study and orchestration;
- improve musical competency;
- broaden understanding of music history, theory, and literature;
- examine pedagogical uses of Orff media to teach music concepts, develop musical ideas and skills, and facilitate ensemble performance with children of all ages and ability levels;
- discover new applications for existing expertise;
- experience and explore strategies for developing successful improvisation and composition experiences; and
- articulate ways in which Orff Schulwerk serves the common goals of the music education profession.

Orff Core Courses

Students are required to take the following sixteen semester credits and write a thesis (1 credit).

GMUS 601 Teaching and Learning
(3 credits)
Offered every summer, Monday and Wednesday evenings, and fall Saturdays in even years.

GMUS 608 Foundations of Music Education (3 credits)

Offered every summer, Tuesday and Thursday evenings, and every spring on Saturdays.

GMUS 611 Perspectives in Music Theory (3 credits)

Offered every summer, Tuesday and Thursday evenings, and fall Saturdays in odd years.

GMUS 612 Topics in Music History, Literature, and Theory
(3 credits)

Offered every summer, Monday and Wednesday evenings, and spring Saturdays in odd years.

GMUS 750 Musicianship and Ensemble (1 credit)

Offered every summer, last two weeks in June.

GMUS 875 Introduction to Thesis Writing (3 credits)

Offered every summer, Monday and Wednesday evenings, and every fall on Saturdays.

GMUS 876 Directed Research
(0 credits)

TBA with thesis supervisor.

GMUS 890 Thesis (1 credit)
TBA with thesis supervisor.



Degree Concentrations

Orff Field of Concentration Courses

Students take eleven required credits in the Orff Schulwerk field of concentration and five elective credits. Through the required concentration courses, students expand and refine the information needed to successfully use the Orff Schulwerk approach with children of all ages. Elective courses offer students opportunities to further define and hone the breadth and depth of their expertise.

Required Orff Courses (11 credits)

GMUS 731 Orff Schulwerk I
(3 credits)

Offered every summer, first two weeks in August.

GMUS 732 Orff Schulwerk II
(3 credits)

Offered every summer, first two weeks in August.

GMUS 733 Orff Schulwerk III
(3 credits)

Offered every summer, first two weeks in August.

GMUS 735 Curriculum Development
(2 credits)

Offered every summer in the week prior to GMUS 731, 732, 733. Prerequisite: GMUS 731.



Recommended Orff Electives (5 credits)

GMUS 517 Developing the Child Voice in the Classroom (2 credits)

Offered every summer, beginning in 2006.

GMUS 532 Orff Master Class
(2 credits)

Offered every summer.

GMUS 544 02 First Steps in Music
(1 credit)

Offered in even summers during July.

GMUS 651 Dalcroze (3 credits)

Offered every July, middle two weeks.

GMUS 671

African Music Ensemble (2 credits)

Offered every summer, third week in June.

GMUS 751 Kodály Materials, Analysis, and Retrieval Systems

(1 credit)

Offered every summer, last two weeks of June.

GMUS 752 Kodály Curriculum, Pedagogy, and Instructional Techniques (1 credit)

Offered every summer, last two weeks of June.

GMUS 765 American Folk Music
(2 credits)

Offered odd summers, first two weeks in July, and even springs.

GMUS 725 Beginning Choral Conducting (2 credits)

Offered every summer, first week in July.

PIANO PEDAGOGY CONCENTRATION

The Master of Arts degree with a concentration in piano pedagogy features a broad range of theoretical courses balanced by requirements that apply to

piano teachers' work with students of all ages and abilities. The program places emphasis on practical aspects of teaching elementary, intermediate, and advanced students to develop their musicianship and technical skills.

In this program, students will:

- sharpen and improve personal competence in performance on the piano;
- learn the principles of a healthy and effective technique and how to develop it in students;
- broaden understanding of music history, theory, and historic piano performance practices;
- develop a good working knowledge of literature for the piano, as well as specific piano teaching methods, sources, and editions available;
- gain insights into individual learning styles and performance psychology;
- gain pedagogical insights into the pedagogy of sight-reading, improvisation, keyboard theory, practicing, and expressive interpretation;
- discover new applications for existing expertise;
- expand organizational skills in areas of studio policy, goal-setting, and curriculum development; and
- discover the commonality of the goals and techniques shared by all music educators.

Piano Pedagogy Core Courses

Students are required to take the following thirteen semester credits and write a thesis (1 credit).

GMUS 601 Teaching and Learning
(3 credits)

Offered every summer, Monday and Wednesday evenings, and fall Saturdays in even years.

Degree Concentrations

GMUS 608 Foundations of Music Education (3 credits)
Offered every summer, Tuesday and Thursday evenings, and every spring on Saturdays.

GMUS 651 Dalcroze Musicianship (3 credits)
Offered every July, middle two weeks.

GMUS 750 Musicianship and Ensemble (1 credit)
Offered every summer, last two weeks in June.

GMUS 875 Introduction to Thesis Writing (3 credits)
Offered every summer, Monday and Wednesday evenings, and every fall on Saturdays.

GMUS 876 Directed Research (0 credits)
TBA with thesis supervisor.

GMUS 890 Thesis (1 credit)
TBA with thesis supervisor.

Piano Pedagogy Field of Concentration Courses

Students take thirteen required credits in the piano pedagogy field of concentration and six elective credits. Through the required concentration courses, students expand and refine the information needed to work successfully with pianists of all ages. Elective courses offer students opportunities to further define and hone the breadth and depth of their expertise. Summer classes meet MWF, 9 a.m.–noon; fall and spring classes meet TTR, 10–11:30 a.m.

Required Piano Pedagogy Courses
(13 credits)

GMUS 571 Advanced Applied Piano Studies (1 credit) (3 semesters)
Offered every semester, TBA with instructor.

GMUS 613 Advanced Theory for

Pianists (3 credits)
Offered summer 2006, spring 2008, summer 2010.

GMUS 771 Elementary Materials and Teaching Techniques (3 credits)
Offered spring 2006, summer 2008, spring 2010.

GMUS 772 Intermediate Materials and Teaching Techniques (3 credits)
Offered summer 2005, spring 2007, summer 2009.

GMUS 800 Supervised Teaching (1 credit)
Offered every semester.

Recommended Piano Pedagogy Elective Courses (6 credits)

GMUS 544 02 First Steps in Music (1 credit)
Offered in even summers during July.

GMUS 571 Advanced Applied Piano Studies (1 credit: additional semester)
Offered every semester, TBA with instructor.

GMUS 615 Performance Practices (3 credits)
Offered fall 2007, spring 2009, fall 2010.

GMUS 619 Keyboard Literature (3 credits)
Offered spring 2005, summer 2007, fall 2009.



GMUS 752 Curriculum, Pedagogy, and Instructional Techniques (1 credit)
Offered every summer, last two weeks in June.

GMUS 773 Advanced Teaching Techniques (3 credits)
Offered fall 2006, fall 2008, summer 2011.

GMUS 800 Supervised Teaching (1 credit: additional semester)
Offered every semester.



WHAT OUR STUDENTS SAY:

“The classes I took at UST were challenging and worthwhile to me as a person and a music educator. There are two main parts to our profession—the music part and the education part. The program ministers to both parts in superior ways. I highly recommend the graduate program in music education at UST. The faculty, courses, and campus make this graduate program one of the best. I give it an A+!”

Lisa Lozito, Southview Elementary
Waconia, MN

Campus Resources



THE CAMPUS

The University of St. Thomas, founded in 1885, is a Catholic, independent, liberal arts university that emphasizes values-centered and career-oriented education. With 11,079 students, it is Minnesota's largest independent college or university.

St. Thomas' main campus is located in St. Paul where the city's historic Summit Avenue meets the Mississippi River. While situated in a quiet, residential neighborhood, the 78-acre park-like campus is only minutes from the downtowns of Minnesota's Twin Cities: St. Paul and Minneapolis. The St. Thomas campuses are accessible by public transportation, major freeways, and the Minneapolis-St. Paul International Airport.

THE LIBRARIES

St. Thomas is home to four libraries. Three of them—the O'Shaughnessy-Frey Library Center on the main campus, John Ireland Memorial Library on the St. Paul "south" campus, and the Charles J. Keffer Library on the Minneapolis campus—collectively house 466,493 volumes and have seating for 2,200 readers. The new School of Law library has room for 250,000 books and 250,000 volumes on microfiche. Library users have access to hundreds of electronic databases and online resources, including electronic collections of books, newspapers, and journals. CLICNet, the libraries' online catalog, is searchable via the Internet. It serves as the catalog of the holdings of the St. Thomas libraries as well as the collections of an eight-library consortium in the Twin Cities, with a combined collection of 2 million volumes. Three auditoriums and Foley Theater provide facilities for student theatrical performances as well as speakers, forums, and concerts. Brady Educational Center, where the majority of Master of Arts in Music Education courses are held, houses the Music Resource Center, which contains musical scores, recordings, videos, and reference materials. A special Music Education Resource Room is located in Loras Hall, home of Graduate Programs in Music Education.

FELLOWSHIPS

Fellowships are gift monies and need not be repaid. Several fellowships are offered each summer semester and are awarded to continuing M.A. students and to new M.A. students. The application deadline for summer fellowships is April 1. Fellowships are competitive and amount to the tuition for one, three-credit course. Students are advised to prepare application materials carefully. Fellowships applications are available in pdf format at www.stthomas.edu/musiced.

ARVIDA STEEN ORFF SCHULWERK STUDIES SCHOLARSHIP

The two-credit Arvida Steen Orff Schulwerk Studies scholarship is awarded to a UST Master of Arts in Music Education student in the Orff concentration for the course GMUS 735 01, Curriculum Development. The recipient must have successfully completed Level II Orff studies at the time of application and must demonstrate financial need.

FINANCIAL AID

The university administers various loan programs for graduate students. These loans are available to students enrolled on a half-time basis or more. Half-time status at the graduate level is equivalent to three semester credits per term. Applicants must have a Free Application for Federal Student Aid (FAFSA) on file at the university. Early application is encouraged.

Subsidized Stafford loans are federally funded on a need basis and are available to U.S. citizens and eligible noncitizens who are not in default of any previous student loans.

Unsubsidized Stafford loans are federally funded on a non-need basis. To qualify, students must not be in default of any student loans.

SELF (Student Education Loan Fund) is funded by the state of Minnesota on a nonneed basis. To qualify, students must not be in default of any student loans or delinquent on interest payments on an outstanding SELF loan. A student must apply with a credit-worthy cosigner.

Private Educational Loans are available from private lenders. These loans are approved based on the student's credit history and are not based on financial need. The FAFSA is not required to apply for these loans.

For further information on student loans, please contact:

Office of Student Financial Services

University of St. Thomas

FOL 100

2115 Summit Ave.

St. Paul, MN 55105-1096

(800) 329-6819 Ext. 26550 or (651) 962-6550

Engaging the Profession



JANE FRAZEE DISTINGUISHED SCHOLAR/ARTIST SERIES

Scheduled in mid-to-late July, this seminar offers an opportunity for a lecture/performance and discussion on topics of interest to music educators, led by a distinguished expert in the field. Recent meetings have featured music education philosophy, musical aesthetics, feminist perspectives on art, music education reform, national standards, creativity, and assessment.

STUDENT RECITAL SERIES

Each summer, students who have performed particularly well in the Performance Assessment Hearing perform for students, faculty, and the general public in an afternoon performance in the “Leather Room” in O’Shaughnessy-Frey Library.



WHAT OUR STUDENTS SAY:

“My musicianship, educational philosophy, and teaching strategies were enhanced and altered at GPME. I felt encouraged, challenged, and inspired throughout the program. I found instructors exceptional, course content pertinent, and classmates professionally engaging. GPME at UST is the program for music educators who desire a powerful impact on their teaching and musicianship.”

Janet Cruse, Hillcrest Community School
Bloomington, MN

ALUMNI ADVISORY COUNCIL

Graduates of the St. Thomas Master of Arts in Music Education degree program contribute to the growth of the music education community by organizing special events, including an annual Children’s Music Festival and a summer reception for students and alumni.

SATURDAY WORKSHOPS

Graduate Programs in Music Education supports the activities of local Orff and Kodály chapter organizations by providing facilities for workshops throughout the year. Students may register for graduate credit for workshop attendance.

PROFESSIONAL DEVELOPMENT

Graduate Programs in Music Education offers opportunities for local music educators to earn professional development hours. Seminars are offered at one-half the cost of degree rate tuition. Certificates of contact hours are presented to participants.

OUTREACH

St. Thomas generates support for music education at the annual conference of the Minnesota Music Educators Association. Current students and alumni share their expertise through demonstrations with children in conference sessions. Graduate Programs in Music Education faculty and graduates regularly present sessions at Minnesota Music Educators Association conferences and participate in the education efforts of the Minnesota Center for Arts Education, the Alliance for Arts in Education, the Minnesota Orchestra, and the Minnesota Opera. Graduate faculty frequently serve as clinicians, adjudicators, lecturers, or artists-in-residence in local public and private schools.

Administration/Faculty

ADMINISTRATION

Jill L. Trinka, Ph.D.

Director of graduate and undergraduate programs in music education.

Karen L. Howell

Program coordinator for graduate programs in music education.

Stephanie Huss

Program assistant for graduate programs in music education

FACULTY

Music Education Faculty

Bruce Gleason, associate professor of music

Graduate music education, research and thesis advising; editor, *Research and Issues in Music Education*.

B. A., Crown College

B. S., M. A., University of Minnesota

Ph. D., University of Iowa.

Carroll Gonzo, professor of music

Chiuminatto Distinguished Professor of Research in Music Education; Women's Choir; editor, American Choral Director's Association *Choral Journal*.

B. M., Lawrence University

M. M., Ph. D., University of Wisconsin-Madison.

Douglas Orzolek, assistant professor of music

Associate director of bands; coordinator of undergraduate music education; instrumental music education; graduate music education

B.M., Mansfield University of Pennsylvania

M.Ed., Penn State University

Ph.D., University of Minnesota

Jill Trinka, associate professor of music

Kodály studies; American folk music; folk instruments; elementary methods

B. S., University of Illinois

Kodály Certificate, Franz Liszt Academy of Music, Budapest

Ph.D., University of Texas at Austin

St. Thomas Graduate Faculty

Angela Broeker, associate professor of music

Director of choral activities; coordinator of graduate choral concentration; choral conducting; choral literature and analysis.

B.M.E., M. M., Indiana University

D.M.A., University of Oklahoma

Alan Bryan, associate professor of music

Vocal performance; diction; music history and aesthetics.

B.M., M.M., Colorado State University

D.M.A., Eastman School of Music

James Callahan, professor of music

Piano; piano literature; advanced theory for pianists; organ

B. A., St. John's University

M.F.A., University of Minnesota

Ph.D., University of Minnesota

Katherine Faricy, director, Music Institute; coordinator, Piano

Pedagogy; piano; piano literature; performance practices.

B.M., Oberlin Conservatory of Music

M.F.A., University of Minnesota

Matthew George, professor of music

Chair, Music Department; director of bands; instrumental conducting; instrumental literature and analysis.

B.A., Ithaca College

M.M., Southern Methodist University

D.M.A., University of North Texas

Shersten Johnson, assistant professor of music

Graduate and undergraduate music theory; composition.

B.A., Augsburg College

M.M., California State University-Northridge

Ph.D., University of Wisconsin-Madison.

For a complete annual listing of national and international adjunct faculty in Graduate Programs in Music Education, visit www.stthomas.edu/musiced.



The University of St. Thomas does not discriminate on the basis of race, color, creed, religion, ancestry, national origin, sex, sexual orientation, disability, age, marital status, or status with regard to public assistance in the employment of faculty or staff, the admission or treatment of students, or in the operation of its educational programs and activities.

University of St. Thomas
Graduate Programs in Music Education

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www.stthomas.edu/musiced

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CHANGE OUR WORLD



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MINNESOTA