Music, B.M.

Learning Outcomes

Bachelor of Music Graduates

The Bachelor of Music degree is the primary professional degree in music, and it emphasizes the development of the skills, concepts, and sensitivities essential to the professional life of the musician. Bachelor of Music students in performance programs develop comprehensive capabilities in the major-performing medium and the ability to integrate musical knowledge and performance skills in preparation for entering the profession or advanced study in graduate school.

All graduates of the Bachelor of Music program in music will be able to demonstrate the following.

• Performance. Students will acquire the ability to sight read, reach technical proficiency, apply historically and stylistically informed performance practices, gain a broad knowledge of the repertoire of their performance area, perform a cross-section of that repertoire, and gain collaborative skills through ensemble experiences.

• Keyboard Competency. Students will acquire the functional ability to play piano, including the ability to perform major and minor scales, arpeggios, and chord progressions in all keys; and to harmonize melodies, transpose, and improvise.

• Conducting, Leadership, and Collaboration. Students will acquire the ability to work as leaders and in collaboration matters of musical preparation, rehearsal techniques, and interpretation. Students will demonstrate competent conducting technique.

• Musical Repertoire and Style. Students will acquire a basic knowledge of music history and repertoire through the present; an acquaintance with repertoires beyond the area of specialization; the ability to place music in historical, cultural, and stylistic contexts; and the ability to write and speak about music history and style in a coherent manner.

• Music Theory, Analysis, and Compositional Processes. Students will acquire aural skills sufficient to hear melodic, rhythmic, harmonic, and formal elements of music; analytical skills sufficient to understand the melodic, rhythmic, harmonic, and formal elements of music; knowledge of basic compositional techniques; and the ability to write and speak about musical processes in a coherent manner.

Teacher Education Program Graduates

All graduates of the Teacher Education Program will be able to:

• demonstrate competent conducting, and musical leadership of performing groups and in general classroom situations;

• apply knowledge of analytical and historical knowledge to curriculum development, lesson planning, and daily classroom and performance activities;

• demonstrate the ability to arrange and adapt music from a variety of sources to meet the needs and ability levels of individuals and groups;

• demonstrate functional performance abilities in keyboard, voice, and instruments appropriate to the teaching specialization;

• demonstrate pedagogical skills appropriate to the area of specialization sufficient to teach students individually and in groups; and

• demonstrate knowledge and skills in student learning, diverse learning, planning instruction, instructional strategies, the learning environment, communication, assessment and evaluation, collaboration, ethics, and relationships.

Bachelor of Music in Composition Graduates

In addition to the learning outcomes listed above, all graduates of the Bachelor of Music in composition will:

• the ability to compose solo, chamber, vocal, and electronic music;

• acquire a basic knowledge of acoustics; and

• demonstrate the ability to use technologies applicable to musical composition, such as sound synthesis, recording and processing, and computer notation.

Bachelor of Music in Music Therapy Graduates

The undergraduate music therapy program provides the required academic and clinical course work necessary to become professionally certified as a music therapist. The program, which is approved by the American Music Therapy Association, prepares students to pass the Certification Board for Music Therapists national exam, which is required for entry-level music therapy positions.

In addition to the learning outcomes listed above, all graduates of the Bachelor of Music in music therapy will display:

• Functional musical and arranging skills in voice, keyboard, guitar, and percussion to accompany self and group singing, with basic repertoire of traditional, folk, popular songs in several keys, with and without written music.

• Knowledge of basic principles of human development, exceptionality, psychopathology, principles of therapy, and the therapeutic relationship.

• Knowledge of basic principles of music therapy including history and philosophy; the psychological, physiological, and sociological bases for the use of music as therapy; music therapy techniques and materials and their application with various client populations.

• Knowledge of various client populations, the therapeutic process (client assessment, treatment planning, therapeutic implementation, evaluation, and documentation of progress); knowledge of research methods and ability to interpret research findings.

• Knowledge of professional issues (standards, ethics, interdisciplinary collaboration, supervision, and administration).

• Clinical skills with a variety of client populations to enable students to function as entry-level music therapists. Students will acquire knowledge of the technological developments applicable to the field of music therapy.

Overview

All undergraduate enrollments require School of Music approval. Entering first-year and transfer students who plan to major in music must be accepted into a performance area through audition either in person or by recording before they register. All entering students must complete the online theory
diagnostic examination for MUS:1201 Musicianship and Theory I and a piano proficiency exam to determine appropriate placement in related courses.

Transfer students admitted to the School of Music must complete a minimum of one year of applied music (lower or upper level) and one year of major ensemble at the University of Iowa in order to earn a degree in music. Transfer students who have not completed the equivalent of the four-semester sequence of Musicianship and Theory I-IV (MUS:1201, MUS:1202, MUS:2203, and MUS:2204) must complete a theory diagnostic exam to determine appropriate placement in the musicianship and theory sequence. Transfer students who have not completed the equivalent of two semesters of class piano or a piano proficiency exam must meet piano proficiency requirements at the University of Iowa.

**Requirements**

The Bachelor of Music requires a minimum of 120 s.h. of credit. Students must maintain a g.p.a. of at least 2.00 in all courses for the major and in all UI courses for the major. They also must complete the College of Liberal Arts and Sciences GE CLAS Core.

The program offers concentrations in composition, music therapy, and performance. Students seeking licensure/certification in music education or music therapy should enroll in the B.M. program.

Many students earn more than 120 s.h. in fulfilling the requirements for their majors—for instance, those who choose the music therapy concentration or seek teacher certification. The College of Liberal Arts and Sciences maximum hours rule does not apply to the Bachelor of Music, so B.M. students may count more than 56 s.h. of course work in music toward the degree.

The Bachelor of Music requires the following School of Music course work.

**General Course Requirements**

To register for MUS:1201 Musicianship and Theory I, students also must register for MUS:1211 Group Instruction in Piano I or already have completed that course or have been exempted from it by proficiency exam. To register for MUS:1202 Musicianship and Theory II, students also must register for MUS:1212 Group Instruction in Piano II or already have completed that course or have been exempted from it by proficiency exam. Transfer students should complete the group piano requirement during their first year in residence unless they are exempted by proficiency exam.

Six semesters of MUS:1210 Recital Attendance are required for all B.M. students, except music therapy students, who are required to take four semesters. Transfer students should plan to enroll in this course each of their remaining semesters, or until the requirement is met.

To complete the senior recital, students must have achieved upper-level applied status or be enrolled in upper-level applied music courses (see “Applied Music” below). Music therapy students may complete a senior recital or a senior research project. Composition students substitute MUS:4910 Bachelor's Thesis for the senior recital. The senior recital, research project, or thesis must be completed at the University of Iowa.

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### Code | Title | Hours
--- | --- | ---
MUS:1200 | Fundamentals of Music for Majors (or successful completion of the online theory diagnostic examination for MUS:1201) | 0
MUS:1201 | Musicianship and Theory I | 4
MUS:1202 | Musicianship and Theory II | 4
MUS:1210 | Recital Attendance (taken six semesters for 1 s.h. each) | 6
MUS:1211 | Group Instruction in Piano I (or successful completion of proficiency exam I) | 1
MUS:1212 | Group Instruction in Piano II (or successful completion of proficiency exam I) | 1
MUS:2203 | Musicianship and Theory III | 4
MUS:2204 | Musicianship and Theory IV | 4
MUS:2301 | History of Music I (western music of the Middle Ages, Renaissance, and Baroque) | 3
MUS:2302 | History of Music II (western music 1750-present) | 3
MUS:3625 | Techniques of Conducting | 2
MUS:4900 | Senior Recital | 1
One of these:
MUS:1009 | Jazz Cultures in America and Abroad | 3
MUS:1310 | World Music | 3
MUS:1720 | History of Jazz | 3
MUS:2311/ LAS:2311 | Music of Latin America and the Caribbean | 3
At least 3 s.h. from these:
MUS:2206 | Form and Analysis | 3
MUS:3001 | Introduction to Jazz Improvisation | 3
MUS:3665 | Arranging for Band | 3
MUS:3710 | Intermediate Jazz Improvisation | 2
MUS:3750 | Jazz Theory | 3
MUS:4200 | Counterpoint Before 1600 | 3
MUS:4201 | Counterpoint After 1600 | 3
MUS:4210 | Keyboard Harmony | 2
MUS:4710 | Advanced Jazz Improvisation | 2
MUS:4750 | Transcription | 2

**Applied Music**

Students must complete four years of applied music. Instruction is provided on two levels, lower and upper. Students must achieve upper-level status before they may present their senior recital. Readiness for upper-level applied music is determined by a jury examination in the area. The eighth semester of applied music may be waived for students who have successfully completed a senior recital, are enrolled in the Teacher Education Program, and are student teaching. Students are allowed a maximum of six semesters (not including summer) in lower-level applied instruction. Those who want to continue lessons beyond the maximum allowable lower-level registration must do so under the nonmajor category.
Composition students are required to take 6 s.h. of lower-level applied music and 2 s.h. of secondary piano.

Music therapy students who complete a senior research project rather than a senior recital are required to take three years of lower-level applied music.

**Ensemble Participation**

Students must complete eight semesters of major ensemble participation. They normally enroll in a major ensemble during consecutive semesters, beginning early in their degree work, to ensure timely completion of the requirement. Ensemble assignments are made at the discretion of the major teacher and ensemble director. String students participate in University Orchestra and Chamber Orchestra. Wind and percussion students participate in Symphony Band, Concert Band, and University Band. Voice students participate in Camerata Singers, University Choir, Kantorei, and Women's Chorale. Keyboard students may substitute accompaniment for major ensemble participation for two semesters during their junior and/or senior years, with their major applied-music teacher's consent. Composition students may, with their advisor's consent, substitute two semesters of other ensembles during their junior and/or senior year.

Music therapy students who complete a senior research project rather than a senior recital are required to complete 6 s.h. of major ensemble participation.

Any student who wants to request adjustment of the major ensemble requirement must submit a request in writing to a review committee consisting of the ensemble director(s) involved, the studio instructor, and the associate director for undergraduate studies.

Major ensembles are as follows.

### Code | Title | Hours
--- | --- | ---
MUS:1176 | Women's Chorale | 1
MUS:3160 | Symphony Band/Concert Band | 1
MUS:3170 | Kantorei | 1
MUS:3172 | Camerata Singers | 1
MUS:3174 | University Choir | 1
MUS:3180 | Orchestra | 1

**Electives**

Students may take advanced electives in performance (including chamber music and piano accompaniment), theory, composition, music education, music therapy, music history, diverse music cultures, music literature, conducting, and orchestration.

**Performance Concentrations**

A performance concentration is available in these areas—brass, jazz, organ, percussion, piano, strings, voice, and woodwinds. Students must take at least an additional 17 s.h. beyond the School of Music general course requirements. This course work includes required courses and electives unique to each performance area. Course listings for each of the respective areas are available from the School of Music office.

**Music Therapy Concentration**

Admission to the music therapy concentration is based on successful completion (grade of C-plus or higher) of MUS:1687 Orientation to Music Therapy. Students must earn a B-minus or higher in all remaining music therapy core courses. In addition to the core courses in music therapy listed below, specific courses are required in biology, anatomy, psychology, and music.

A six-month, full time internship in an American Music Therapy Association (AMTA) approved off-campus clinical facility is required for completion of the degree. There are a limited number of approved music therapy internships in the Iowa City area, and many internship placements require relocation to a different city. Students are eligible to begin applying for their internship one year prior to the start of the internship. Securing an internship typically involves completing application materials, interviewing on site or via electronic platform, and demonstrating musical competencies. Students are not automatically placed in internships, but must work with the clinical advisor to select and apply for appropriate programs. Following successful completion of the internship, students are eligible to take the board certification examination in music therapy. This exam is offered through the Certification Board for Music Therapists. This leads to national board certification as a music therapist, with the credential music therapist-board certified (MT-BC).

Since music therapists work with vulnerable populations, the School of Music is required to run a criminal background check on all students when they begin their clinical experiences. Criminal convictions could negatively impact a student's ability to continue in the music therapy program and/or gain placement at an internship site. For more information, contact the director of the music therapy program.

The music therapy concentration requires the following course work.

<table>
<thead>
<tr>
<th>Code</th>
<th>Title</th>
<th>Hours</th>
</tr>
</thead>
<tbody>
<tr>
<td>MUS:1687</td>
<td>Orientation to Music Therapy</td>
<td>2</td>
</tr>
<tr>
<td>MUS:3675</td>
<td>Music Therapy Practicum (section 1 taken twice for 2 s.h. and section 2 taken once for 1 s.h.)</td>
<td>5</td>
</tr>
<tr>
<td>MUS:3680</td>
<td>Music in Special Education</td>
<td>3</td>
</tr>
<tr>
<td>MUS:3690</td>
<td>Music Therapy with Adults</td>
<td>3</td>
</tr>
<tr>
<td>MUS:4670</td>
<td>Internship in Music Therapy</td>
<td>arr.</td>
</tr>
<tr>
<td>MUS:4685</td>
<td>Music Therapy with Children</td>
<td>3</td>
</tr>
<tr>
<td>EDTL:4630/MUS:4630</td>
<td>Psychology of Music</td>
<td>2-3</td>
</tr>
<tr>
<td>EDTL:4640</td>
<td>Introduction to Music Research</td>
<td>2-3</td>
</tr>
</tbody>
</table>

At least two of these (total of 4 s.h.):

<table>
<thead>
<tr>
<th>Code</th>
<th>Title</th>
<th>Hours</th>
</tr>
</thead>
<tbody>
<tr>
<td>MUS:2671</td>
<td>Music Foundations in Therapy I</td>
<td>2</td>
</tr>
<tr>
<td>MUS:2672</td>
<td>Music Foundations in Therapy II</td>
<td>2</td>
</tr>
<tr>
<td>MUS:3676</td>
<td>Percussion Experience for Teachers and Therapists</td>
<td>1</td>
</tr>
</tbody>
</table>

**Recital Attendance**

- 1 per semester for 1 s.h.
- 2 per semester for 2 s.h.
- 3 per semester for 3 s.h.
- 4 per semester for 4 s.h.
- 5 per semester for 5 s.h.
- 6 per semester for 6 s.h.
- 7 per semester for 7 s.h.
- 8 per semester for 8 s.h.
- 9 per semester for 9 s.h.
- 10 per semester for 10 s.h.
- 11 per semester for 11 s.h.
- 12 per semester for 12 s.h.
- 13 per semester for 13 s.h.
- 14 per semester for 14 s.h.
- 15 per semester for 15 s.h.
- 16 per semester for 16 s.h.
- 17 per semester for 17 s.h.
- 18 per semester for 18 s.h.
- 19 per semester for 19 s.h.
- 20 per semester for 20 s.h.
- 21 per semester for 21 s.h.
- 22 per semester for 22 s.h.
- 23 per semester for 23 s.h.
- 24 per semester for 24 s.h.
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- 30 per semester for 30 s.h.
- 31 per semester for 31 s.h.
- 32 per semester for 32 s.h.
- 33 per semester for 33 s.h.
- 34 per semester for 34 s.h.
- 35 per semester for 35 s.h.
- 36 per semester for 36 s.h.
- 37 per semester for 37 s.h.
- 38 per semester for 38 s.h.
- 39 per semester for 39 s.h.
- 40 per semester for 40 s.h.
- 41 per semester for 41 s.h.
- 42 per semester for 42 s.h.
- 43 per semester for 43 s.h.
- 44 per semester for 44 s.h.
- 45 per semester for 45 s.h.
- 46 per semester for 46 s.h.
- 47 per semester for 47 s.h.
- 48 per semester for 48 s.h.
- 49 per semester for 49 s.h.
- 50 per semester for 50 s.h.
- 51 per semester for 51 s.h.
- 52 per semester for 52 s.h.
- 53 per semester for 53 s.h.
- 54 per semester for 54 s.h.
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- 63 per semester for 63 s.h.
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- 66 per semester for 66 s.h.
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- 79 per semester for 79 s.h.
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- 81 per semester for 81 s.h.
- 82 per semester for 82 s.h.
- 83 per semester for 83 s.h.
- 84 per semester for 84 s.h.
- 85 per semester for 85 s.h.
- 86 per semester for 86 s.h.
- 87 per semester for 87 s.h.
- 88 per semester for 88 s.h.
- 89 per semester for 89 s.h.
- 90 per semester for 90 s.h.
- 91 per semester for 91 s.h.
- 92 per semester for 92 s.h.
- 93 per semester for 93 s.h.
- 94 per semester for 94 s.h.
- 95 per semester for 95 s.h.
- 96 per semester for 96 s.h.
- 97 per semester for 97 s.h.
- 98 per semester for 98 s.h.
- 99 per semester for 99 s.h.
- 100 per semester for 100 s.h.

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**Internship**

Students must work with the clinical advisor to select and apply for appropriate programs. Following successful completion of the internship, students are eligible to take the board certification examination in music therapy. This exam is offered through the Certification Board for Music Therapists. This leads to national board certification as a music therapist, with the credential music therapist-board certified (MT-BC).

Since music therapists work with vulnerable populations, the School of Music is required to run a criminal background check on all students when they begin their clinical experiences. Criminal convictions could negatively impact a student's ability to continue in the music therapy program and/or gain placement at an internship site. For more information, contact the director of the music therapy program.

The music therapy concentration requires the following course work.
MUS:2213 Group Instruction in Piano III 1
One of these:
MUS:3850/ DANC:3850/ DPA:3850
Introduction to Laban Movement Studies 2

MUS:3851/ DANC:3851/ DPA:3851
Introduction to the Alexander Technique 3

DANC:1085/ DPA:1085
Introduction to Afro-Caribbean Dance Techniques 2
One of these:
MUS:1007 Garage Band: The Basics 2
MUS:3665 Arranging for Band 3
One of these:
MUS:1121 Secondary Performance - Piano 1
MUS:3001 Introduction to Jazz Improvisation 3
One of these:
PSY:2930 Abnormal Psychology: Health Professions 3
PSY:3320 Abnormal Psychology 3
One of these:
ANTH:1101/IS:1101 Cultural Anthropology 3
PSY:2301 Introduction to Clinical Psychology 3
PSY:2601 Introduction to Cognitive Psychology 3
PSY:2701 Introduction to Behavioral Neuroscience 4
One of these:
PSQF:4106 Child Development 3
PSY:2401 Introduction to Developmental Science 3
One of these:
CSD:1015 Introduction to Speech and Hearing Processes and Disorders 2
CSD:2140 Manual Communication 1
PSQF:1075 Educational Psychology and Measurement 3
RCE:4178 Microcounseling 1-3
RCE:4199 Counseling for Related Professions 3
Aging Matters: Introduction to Gerontology 3
One of these:
MUS:4675 Senior Project in Music Therapy 1
MUS:4900 Senior Recital 1

Music therapy students who elect the senior recital/ performance option must take four years of applied music and attain upper-level status; they also must take 8 s.h. of major ensemble participation. Vocal majors choosing this option also must take MUS:1510 Diction for Singers I and MUS:2510 Diction for Singers II.

Music therapy students who elect the senior project/clinical option must take three years of applied music and 6 s.h. of major ensemble. They also must take an additional 4 s.h. of music performance courses in areas such as MUS:1120 Secondary Performance - Voice, MUS:1121 Secondary Performance - Piano, MUS:1137 Secondary Performance - Percussion, MUS:3154 Introduction to Afro-Cuban Drumming, MUS:3163 Intermediate Steel Band, or other courses approved by the advisor.

In order to satisfy national certification requirements, all music therapy students must fulfill certain GE CLAS Core requirements with specific courses. Students should consult their music therapy advisor before selecting GE CLAS Core courses.

Composition Concentration
The composition concentration is open to students who have been admitted to a performance area in the School of Music. Before admission to the concentration, students normally must complete the following four-semester sequence.

<table>
<thead>
<tr>
<th>Code</th>
<th>Title</th>
<th>Hours</th>
</tr>
</thead>
<tbody>
<tr>
<td>MUS:1201</td>
<td>Musicianship and Theory I</td>
<td>4</td>
</tr>
<tr>
<td>MUS:1202</td>
<td>Musicianship and Theory II</td>
<td>4</td>
</tr>
<tr>
<td>MUS:2203</td>
<td>Musicianship and Theory III</td>
<td>4</td>
</tr>
<tr>
<td>MUS:2204</td>
<td>Musicianship and Theory IV</td>
<td>4</td>
</tr>
</tbody>
</table>

The last course in the sequence, MUS:2204, is a prerequisite for MUS:2220 Composition (undergraduate composition lessons).

Applicants to the composition concentration must submit a portfolio of creative work to the composition faculty for evaluation and acceptance into the program. Students who wish to prepare a portfolio may register for MUS:1139 Secondary Performance - Composition.

Composition students must satisfy the degree requirements stated under “General Course Requirements” above. The composition concentration requires additional course work in composition and music theory; contact the School of Music office.

The course MUS:4910 Bachelor’s Thesis replaces the recital required of applied music students. It consists of one or more compositions, approved by a committee of three faculty members and performed in regularly scheduled School of Music recitals.

Teacher Licensure
Majors who intend to earn licensure to teach in elementary and/or secondary schools must complete the College of Education’s Teacher Education Program (TEP) in addition to the requirements for the Bachelor of Music major and all requirements for graduation.

Students must satisfy all degree requirements and complete Teacher Education Program licensure before degree conferral.

Undergraduate students seeking teacher licensure certification must be enrolled in a Bachelor of Music program in performance and must complete the appropriate licensure program (e.g., band, choral, string). Students must be admitted to the Teacher Education Program before they may take required professional education courses. See “Admission to the Teacher Education Program” below.

All students must complete the College of Liberal Arts and Sciences GE CLAS Core. In addition to the B.M. requirements in music, TEP students must take GE CLAS Core courses that fulfill licensure requirements. The certification program
requires courses in music methods and techniques, professional education courses, and student teaching.

The following courses are required for all music TEP students.

<table>
<thead>
<tr>
<th>Code</th>
<th>Title</th>
<th>Hours</th>
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</thead>
<tbody>
<tr>
<td>EDTL:3002</td>
<td>Technology in the Classroom</td>
<td>2</td>
</tr>
<tr>
<td>EDTL:3091</td>
<td>Secondary Education Program Orientation and Classroom Management</td>
<td>3</td>
</tr>
<tr>
<td>EDTL:3095</td>
<td>Teaching Reading in Secondary Content Areas</td>
<td>1</td>
</tr>
<tr>
<td>EDTL:3610</td>
<td>Introduction and Practicum: Music</td>
<td>2</td>
</tr>
<tr>
<td>EDTL:3620</td>
<td>Methods and Materials: General Music</td>
<td>3</td>
</tr>
<tr>
<td>EDTL:4087</td>
<td>Seminar: Curriculum and Student Teaching (section 61)</td>
<td>3</td>
</tr>
<tr>
<td>EDTL:4091</td>
<td>Observation and Laboratory Practice in the Secondary School (section 61)</td>
<td>6</td>
</tr>
<tr>
<td>EDTL:4192</td>
<td>Special Area Student Teaching (section 20)</td>
<td>6</td>
</tr>
<tr>
<td>EDTL:4900</td>
<td>Foundations of Special Education</td>
<td>3</td>
</tr>
<tr>
<td>EPLS:3000</td>
<td>Foundations of Education</td>
<td>3</td>
</tr>
<tr>
<td>EPLS:4180</td>
<td>Human Relations for the Classroom Teacher</td>
<td>3</td>
</tr>
<tr>
<td>PSQF:1075</td>
<td>Educational Psychology and Measurement</td>
<td>3</td>
</tr>
</tbody>
</table>

One college-level mathematics course, excluding MATH:0100, MATH:0300, MATH:1005, and PHIL:1636

### Woodwind, Percussion, or Keyboard Students (Band Emphasis)

The following courses are required.

<table>
<thead>
<tr>
<th>Code</th>
<th>Title</th>
<th>Hours</th>
</tr>
</thead>
<tbody>
<tr>
<td>MUS:1165</td>
<td>Hawkeye Marching Band</td>
<td>1</td>
</tr>
<tr>
<td>MUS:1711</td>
<td>Jazz Rhythms and Interpretation</td>
<td>1</td>
</tr>
<tr>
<td>MUS:3659</td>
<td>Class Strings (section 1)</td>
<td>1</td>
</tr>
<tr>
<td>MUS:3666</td>
<td>Marching Band Techniques</td>
<td>1</td>
</tr>
<tr>
<td>MUS:3760</td>
<td>Jazz Band Techniques</td>
<td>1</td>
</tr>
<tr>
<td>EDTL:3605</td>
<td>Instrumental Techniques (taken three times; section 1 for percussion/flute; section 2 for brass; section 3 for woodwinds)</td>
<td>6</td>
</tr>
<tr>
<td>EDTL:3635/MUS:3635</td>
<td>Instrumental Conducting</td>
<td>3</td>
</tr>
<tr>
<td>EDTL:3640/MUS:3640</td>
<td>Choral Methods</td>
<td>3</td>
</tr>
<tr>
<td>EDTL:3650/MUS:3650</td>
<td>Instrumental Methods and Materials</td>
<td>3</td>
</tr>
</tbody>
</table>

### Keyboard (Choral Music Emphasis) Students

Keyboard majors with a choral music emphasis must include choral ensembles in their major ensemble experience.

<table>
<thead>
<tr>
<th>Code</th>
<th>Title</th>
<th>Hours</th>
</tr>
</thead>
<tbody>
<tr>
<td>EDTL:3640/MUS:3640</td>
<td>Choral Methods</td>
<td>3</td>
</tr>
<tr>
<td>EDTL:3650/MUS:3650</td>
<td>Instrumental Methods and Materials</td>
<td>3</td>
</tr>
</tbody>
</table>

### String Students

String majors in the TEP take one semester of secondary performance on each of three string instruments other than their primary instrument (total of 3 s.h.).

The following courses are required.

<table>
<thead>
<tr>
<th>Code</th>
<th>Title</th>
<th>Hours</th>
</tr>
</thead>
<tbody>
<tr>
<td>MUS:3659</td>
<td>Class Strings (section 2, taken three times for 1 s.h. each)</td>
<td>3</td>
</tr>
<tr>
<td>MUS:3664</td>
<td>Introduction to Wind and Percussion Instruments</td>
<td>2</td>
</tr>
<tr>
<td>EDTL:3635/MUS:3635</td>
<td>Instrumental Conducting</td>
<td>3</td>
</tr>
<tr>
<td>EDTL:3640/MUS:3640</td>
<td>Choral Methods</td>
<td>3</td>
</tr>
<tr>
<td>EDTL:3650/MUS:3650</td>
<td>Instrumental Methods and Materials</td>
<td>3</td>
</tr>
</tbody>
</table>

### Vocal Students

The following courses are required.

<table>
<thead>
<tr>
<th>Code</th>
<th>Title</th>
<th>Hours</th>
</tr>
</thead>
<tbody>
<tr>
<td>MUS:1211</td>
<td>Secondary Performance - Piano</td>
<td>1</td>
</tr>
<tr>
<td>MUS:2213</td>
<td>Group Instruction in Piano III</td>
<td>1</td>
</tr>
<tr>
<td>MUS:3664</td>
<td>Introduction to Wind and Percussion Instruments</td>
<td>2</td>
</tr>
<tr>
<td>EDTL:3640/MUS:3640</td>
<td>Choral Methods</td>
<td>3</td>
</tr>
<tr>
<td>EDTL:3645/MUS:3645</td>
<td>Choral Conducting and Literature</td>
<td>3</td>
</tr>
<tr>
<td>EDTL:3650/MUS:3650</td>
<td>Instrumental Methods and Materials</td>
<td>3</td>
</tr>
</tbody>
</table>

### Keyboard Students (Nonvocal)

Keyboard students who plan to teach in nonvocal areas complete the requirements in either the brass-woodwind-percussion area or the string area, as stated above.

### Admission to the Teacher Education Program

Application forms for admission to the Teacher Education Program are available from the Office of Student Services at the College of Education. Application deadlines for the secondary Teacher Education Program are October 1 for
entry the following spring and March 1 for entry the following summer or fall. The Teacher Education Program in music accepts a limited number of applicants; meeting the minimum requirements (stated below) does not guarantee admission. Minimum requirements for admission to the music TEP are:

- admission to the School of Music;
- a University of Iowa g.p.a. and a cumulative g.p.a. of at least 3.00 at the time of admission to the program;
- a g.p.a. of at least 3.00 in all music course work;
- successful completion of MUS:1201 Musicianship and Theory I and MUS:1202 Musicianship and Theory II;
- completion of at least 30 s.h. of college credit;
- completion of a 10-hour volunteer practicum in a K-12 school setting (volunteer verification form on the Teacher Education Program application website);
- a completed application form;
- two recommendations (with original signatures; forms are on the Teacher Education Program application website);
- transcript(s) of all college courses;
- an essay, typewritten on a separate sheet, of no more than 500 words on the topic of a contemporary teaching challenge faced by teachers nationally and how the applicant would address it;
- a résumé, typewritten on a separate sheet, of paid or volunteer work experience, including jobs, employers, and dates of employment; and
- an acceptable score on either the Praxis I exam (Pre-Professional Skills Tests, combined test, test code 5750) with a cumulative score of at least 522 and no score below 170 on the reading, writing, and mathematics tests, or Praxis Core (combined test, test code 5751) for reading (156), writing (162), and mathematics (150).

First-year students interested in seeking music licensure, who earned a high school g.p.a. of at least 3.20 and who are accepted into the School of Music, are directly admitted into the Teacher Education Program. By the last day (Friday) of finals week in the fall semester, any student who has been directly admitted through early admission must also complete the following:

- achieve passing scores on a standardized test, either Praxis I (PPST or CPPST) with a cumulative score of at least 522, and no score below 170 on the reading, writing, and mathematics tests, or Praxis Core for reading (156), writing (162), and mathematics (150);
- at least 10 hours of volunteer work (if not done prior to admission) and submission of the verification form; and
- a criminal background check.

Honors

Honors in the Major

Students have the opportunity to graduate with honors in the major. Members of the School of Music honors program must have a g.p.a. of at least 3.80 in music course work. Students must complete at least 6 s.h. of honors work in music, normally in their junior and senior years. They must earn a minimum of 3 s.h. of the required honors work in MUS:4995 Honors in Music by completing one or more honors projects, such as solo or ensemble recitals; compositions, transcriptions, orchestrations, or arrangements; and essays, research papers, editions, or translations. Honors projects must be in addition to the projects normally required for graduation with a major in music.

Students also may earn honors credit in other honors courses (normally upper-level undergraduate courses) or in approved graduate courses (music history and music theory are particularly recommended).

For complete details about requirements for graduation with honors in the music major, visit Honors in Music on the School of Music website and consult the school's honors advisor.

National Honor Society

The School of Music sponsors a chapter of Pi Kappa Lambda, the national music honor society. Students of exceptional ability are recommended for membership by faculty members. For more information, consult the School of Music honors advisor.

University of Iowa Honors Program

In addition to honors in the major, students have opportunities for honors study and activities through membership in the University of Iowa Honors Program. Visit Honors at Iowa to learn about the University’s honors program.

Membership in the UI Honors Program is not required to earn honors in the music major.

Financial Support

A number of music performance-based merit scholarships are available to qualified undergraduate music majors. All music majors with scholarships must enroll in a major ensemble and studio lessons each semester. For information, contact the School of Music.

Academic Plans

Four-Year Graduation Plan

The following checkpoints list the minimum requirements students must complete by certain semesters in order to stay on the University’s Four-Year Graduation Plan.

In addition to the requirements listed under the checkpoints, all students must complete 2 s.h. in applied music and 1 s.h. in a major ensemble each semester. The Four-Year Graduation Plan is not available for music therapy and music education students.

Students may apply more than 56 s.h. earned in School of Music courses toward the minimum 120 s.h. required for the B.M.

Before the third semester begins: 18 s.h. of course work in the major, including MUS:1201 Musicianship and Theory I, MUS:1202 Musicianship and Theory II, MUS:1211 Group Instruction in Piano I, and MUS:1212 Group Instruction in Piano II

Before the fifth semester begins: at least 34 s.h. of course work in the major, including MUS:2102 Musicianship and Theory III and MUS:2204 Musicianship and Theory IV
Before the seventh semester begins: at least 50 s.h. of course work in the major and at least 90 s.h. earned toward the degree

Before the eighth semester begins: at least 56 s.h. of course work in the major

During the eighth semester: enrollment in all remaining course work in the major, all remaining GE CLAS Core courses, and a sufficient number of semester hours to graduate

Career Advancement

The Pomerantz Career Center offers multiple resources to help students find internships and jobs.