Recommendations

B.M. Music Education

To learn more about how you can make the most of your educational experiences within and beyond the classroom contact:
Clifford Leaman, Associate Dean, cleaman@mozart.sc.edu
PARTICIPATE

Community Service

**Related Course(s)**  MUED 454

**Recommended Sites/Experiences**  School of Music's Gig Office

**Why this is important**  Gives students opportunities to develop performance skills while bringing enjoyment to the local community

Global Learning

**Related Course(s)**  MUSC 555; INTL 501

**Recommended Timing**  During the summer or after first year

**Why is this important**  Allows students to engage in multicultural music experiences

Peer Leadership

**Student Organization(s)**  Kappa Kappa Psi, Sigma Alpha Iota, Pi Mu Alpha Sinfonia, Tau Beta Sigma, Music Teachers National Association (student chapter), American String Teacher Association (USC Chapter), American Choral Directors Association (USC Chapter), National Association for Music Education (NAfME)

**Other Opportunities**  RM at Music Community; Marching Band Leadership Team

**Why this is important**  Allows students to grow in peer relationships and develop leadership skills. Leadership opportunities in these organizations help individuals train for leadership positions in their associations post-graduation.

**Getting Started**  Contact Jacob Will

Internships

**Related Courses**  MUED 454, MUED 465/465P (Practicum in Elementary Music); MUED 467; MUED 476P (Practicum in Choral Music); MUED 477 (Directed Teaching); MUED 533/534P (Practicum in Methods of String Instruction I & II); MUED 568P (Practicum in Instrumental Music); MUED 580; MUED 591; MUED 599

**Professional Organizations**  Music Teachers National Association, American String Teacher Association, International Double Reed Society; Percussive Arts Society; College Music Society, International Trumpet Guild; South Carolina Music Teachers Association

**Recommended sites/work experiences**  University of South Carolina String Project, Children's Center at USC, Children's Music Development Center at USC, Congaree New Horizons Band

**Why this is important**  Music Education students are able to make an immediate transfer from their university classroom toward teaching music to children and adults.
Research

Sample research projects or topics

Sample: Magellan Projects:
- An Online Community for String and Orchestra Teachers (Wiley, S.)
- Novice and Veteran Orchestra Teachers Perceptions of Their Undergraduate Practicum Experiences (Lindler, K.)
- Orff-Schulwerk Applications of Pentatonic and Diatonic Tonal Systems for Elementary-aged Students (M. Graham. 2010).

Sample Honors College Thesis: Young Children’s Responses to Purposeful Silences During Music Activities (T. Willing, 2009)

Why this is important

Students have an opportunity to formulate a research question, collect and analyze data pertaining to the question, and subsequently present results and conclusions. This gives undergraduate students an opportunity to learn the skills for post-baccalaureate degrees.

INTEGRATE

How to integrate

MUED 200 Students engage in practice teaching on-site in a local middle school, then complete a series of reflections on their experiences.

MUED 533-MUED 534 Students compile a Blackboard-based portfolio with examples of their coursework.

MUED 107, MUED 454, MUED 465 students prepare and implement music lessons for children (6 months-grade 6). Students video-record each lesson, evaluate each lesson, and write a reflection on each lesson. Each lesson is a 10-15 minute class project.

MUED 533-MUED 534 Students teach a 2nd year string class (9 year old string players) and post reflections (1st semester) and lesson plans (2nd semester)

Music Education students are able to make an immediate transfer from their university classroom and apply to the music teaching and learning of children.

LEAD

Initial career opportunities

PreK-Grade 5 Elementary General Music Educator, Instrumental Music Educator, Grade 5-12, Choral Music Educator, Grade 6-12; Performing

Related graduate programs

Master of Music Education, Master of Music (Performance), Ph.D., Music Education, Doctor of Musical Arts

Future career opportunities

Qualified persons would be eligible for music education positions in colleges or universities; performance; arts administration

USC Connect

Integrating learning within and beyond the classroom

The listed experiences are a sample of options for your major. See the USC Connect experiences database to search for more opportunities.

www.sc.edu/usconnect/participate
Recommendations for Graduation with Leadership Distinction

Professional & Civic Engagement

**Beyond the Classroom**

**Part A**  
One Semester in an approved leadership experience, such as:

- Extensive Experience
  - String Project - First-year teaching mentorship
  - Band - Extra-curricular pre-service instruction at schools, camps, or administration for USC bands
  - Choral - Choral Mentoring, Staff Singing, Camp Leadership, Working with Youth and Children’s Choirs
  - Elementary - Music Play Assistant Teacher at School of Music or Children’s Center

**Part B**  
Student Teaching

You meet the 240 hours of supervised work/professional experience with student teaching.

**Enhancement Activities**

Giving a lecture or presentation at a professional event

Attending a conference, and document what you learn: SCMEA, ACDA, GIML, ASTA, Midwest Band Clinic

Participating in a service organization

**Course Work**

Course List A - 3 credits required

- EDPY 401

Course List B - 3 credits required

- String Project - MUED 533+533P or MUED 534+534P
- Band - MUED 568+568P
- Choral - MUED 467+467P
- Elementary - MUED 465+465P
- All MUED 454 or MUED 465+465P

**Presentation**

Discovery Day
Recital with Reflection
USC National Association for Music Educators Collegiate Chapter

**E-Portfolio**

Take UNIV 401: Graduation with Leadership Distinction during Senior year, Or:

Attend an E-Portfolio training session. Dates and appointments here.
Find the GLD E-Portfolio Checklist here.
Find the GLD Writing Prompts here.
Find the GLD Scoring Rubric here.

**Note:** This is a demonstration of how a student might complete GLD for this pathway with this major. It is intended as an example. Students can create a path to GLD in many different ways.