Program and Abstracts of Performances and Presentations

Annual Conference of the College Music Society
Great Lakes Chapter

March 30-31, 2001
Mount Union College
Alliance, Ohio

12:15 PM   **LUNCH & BUSINESS MEETING**
Campus Center Atrium

1:30 - 3:00 PM   **SESSION 4**

Curricular Approaches
Session Chair: Ed Duling, Bowling Green State University

The Relationship Between The Undergraduate Music
Methods Class Curriculum and the Use of Music in
the Classrooms of In-Service Elementary Teachers
Tonya Gray, Forestbrook Middle School

Development and Implementation of a Community
College Music Technology Degree
Richard Repp, Terra Community College

Raising the Standards: An Innovative
Music Teacher Education Curriculum
Don Ester, Ball State University

Performance Practice, Multiculturalism
Session Chair: Sally Dawson, Case Western Reserve University

Advanced Studies in Performance - Basic Information
Lorna MacDonald, University of Toronto

The Powerful Mind: How Musicians Can Mentally Prepare for
Performance
Tess Miller, Michigan State University

From What Does it Matter to the Heart of the Matter: The
Application of a Multicultural Education Framework in
Undergraduate Music Programs
David Harnish, Bowling Green State University;
Barbara O'Hagin, Bowling Green State University

3:00 - 3:15 PM -- Interlude (Networking)

3:30 - 4:30 PM   **SESSION 5**

Improvisation and Aural Skills
Session Chair: Elaine Anderson, Mount Union College

Post-Tonal Improvisation in the Aural
Skills Classroom
Peter Silberman, Oberlin Conservatory

Community College Issues
Session Chair: Mary Scanlan, Grand Rapids Community College

Panel Discussion: The Role of Community Colleges in Music
Higher Education
Mary Scanlan, Grand Rapids Community College (moderator);
Barbara E. Bowker, William Rainey Harper College;
Richard Repp, Terra Community College;
Carol VanRandwyck, Grand Rapids Community College

Panel discussion continues

4:30 PM   **Closing Reception** (Refreshments provided)
Cope Music Hall Lobby

Development and Implementation of a Community College Music Technology Degree

ABSTRACT

Music technology is fast becoming a separate discipline within the field of music, and weaving this new discipline into existing degree programs will be a consideration for institutions of higher learning in the new millennium. In the Fall of 2000, a Midwestern community college implemented a new degree program in music technology that dealt with many of the issues inherent in this new curricular concentration. The umbrella term "Music Technology" has come to represent diverse interests such as music composition, performance, classroom aids for the teaching of college music theory, pedagogical strategies for K-12 music educators, traditional recording techniques, research skills, business skills, distance learning, and computer training. Strategies for including a representation for all of these elements into a workable curriculum were addressed in the development and implementation of the degree program. Initial information on early planning strategies, surveys of students and prospective employers, a summary of the state approval process began the process. Next, planning issues such as degree development, production of syllabi, funding issues, hiring of faculty, and student recruitment arose. Finally, implementation issues such as scheduling, facilities management, transfer issues, student feedback, and an evaluation of the effectiveness of the planning strategies were gathered from the evaluation of the implementation of the first year of the degree. Data were collected through journalizing by faculty members, survey mechanisms generated by the institution's academic affairs department, evaluation of the program by administration, and input from students though course evaluations and interviews. Results indicate that the implementation of the program has been a moderate success, with the number of students limited by insufficient recruiting effort. Courses begun have received mostly positive feedback form all involved. The available technologies have also influenced pedagogical approaches to in college courses such as music theory and history.

College Music Society Great Lakes Chapter Meeting March 30, 2001

Development and Implementation
of a Community College
Music Technology Degree

Richard Repp, Ph.D.
CMS-GL Meeting
March 30, 2001

Background

- Small Community College
- Town of 25,000 and Surrounding Area
- Changing Mission from Technical College
- Beginning Music Program
- Begin with Technology and Build Traditional Program Later

Overview

- Defining Music Technology
- Planning a Curriculum
- Implementing Program
- Evaluating Success

Defining Music Technology

- Is technology a separate discipline?
- Yes, just as conducting is separate
- No, technology is just a tool for other disciplines

Uses of Technology

- Academe
- Industry
- Overlap

Academic Uses of Technology

- Composition
- Pedagogical Aids
  – Music Theory/Aural Skills
  – K-12 Teaching
  – Distance Learning
- Research Skills
- Performance

Industrial Uses of Technology

- Business Skills
- Performance
- Recording Techniques
- Live Sound Reinforcement
- Electronics
- Computer Skills
- Web Design

Planning a Curriculum

- Two-Year Degree has Many Purposes
- Transfer Issues
- Employment Issues

Information Gathering

- Survey of Prospective Employers
- High-School Student Survey
- Evaluation of Four-Year Programs
- Examination of Transfer Policies
- OBR Approval

Degree Development

- Degree Programs
- Syllabi
- Funding
- Hiring Faculty
- Recruiting

Facilities Management

- Purchasing Equipment
- Lab Installation
- Scheduling

Implementing Program

- Description of Courses
  - Technical
  - Traditional
- How Program Fulfills Goals

Courses

- Music Technology sequence
  - Intro, MIDI, Digital Audio, Recording Techniques, Composition
- Traditional Courses
  - Theory/Aural Skills, History, Applied, Ensemble
- Electronics Sequence
- Business Courses
- General Education

How Program Fulfills Goals

- Composition
  - Each Technical Course has Composition Projects
    Songwriting in Electronic Music Ensemble
  - Finale
  - Exposure to Max and Computer Music
  - Includes Electro-Acoustic Music

Pedagogical Aids

- Music Theory/Aural Skills
  - Taught with MIDI, Practica Musica
- K-12 Teaching
  - A Section in the Intro Course on Education
  - TI:ME
- Distance Learning via Internet
- Research Skills
  - Internet for Research Taught in Intro Class
  - Stressed in History Classes

Industrial

- Recording Techniques
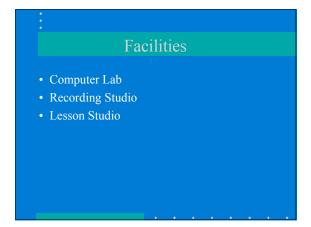 - Two Courses on Recording Techniques
- Live Sound Reinforcement
  - Sound Board for Electronic Music Ensemble
- Electronics Sequence
  - Basic Circuit Design, Soldering, ...

Job Skills

- Business Skills
- Portfolio Development
- Resume Writing
- Computer Skills
- Web Design

Performance

- Electronic Music Ensemble
- Lessons with Computer Accompaniment (SmartMusic)
- Juries and Convocation

Facilities

- Computer Lab
- Recording Studio
- Lesson Studio

Computer Lab

14 Student Stations

Teacher Station

ProTools LE 5.1
Digidesign Digi 001 Interface
Mackie HR824 Studio Monitors
Mackie 24*4 mixer
Roland XP-80
Glyph CD Recorder
External Ultra-wide SCSI Drive
All software and hardware from the student stations

Hardware

Roland PC200 MK II MIDI Keyboard Controller
Roland JV-1010 Sound Module
MOTU Fastlane USB MIDI Interface
Macintosh G3 (Blue) 300 MHz with 128 MB RAM and 12 Gig hard drive
Ethernet Connection to the Internet
Yamaha Headphones

Additional Lab Hardware

Data Projector
Scanner
VST Floppy Drive
USB Hub
Color Printer
LaserWriter IIG Printer

Software

Pro Tools Free (Digidesign)
Peak LE
Studio Vision Pro 3.4.3 (Opcode)
Band-in-a-Box™ 8 (PGMusic)
Finale 2000 (Coda)
Practica Musica 4 (Ars Nova)
SoundDiver JV/XP (MOTU)

Graphics Software

Adobe Photoshop
PageMaker
Adobe Premier
Dreamweaver
Director

Recording Studio

Hardware:

- Digideign ProTools Mix system including
- 888 Studio Interface
- 1622 Studio Interface
- ProTools Software
- D-Verb Plug-ins
- Hyperprism Plug-ins
- Mackie 24*4 Mixer
- Mackie HR 824 Studio Monitors
- Four JBL 15" Powered Speakers
- Macintosh G4 - Dual 18 GB Hard Drives 256K RAM
- MOTU Midi Express 8 channel MIDI Interface
- MOTU Fastlane MIDI Interface
- Fostex Professional Dat Recorder
- Ultrawide SCSI External Hard Drive
- Iomega Jaz Drive SCSI

Instruments:

Kurzweil K 2500 Keyboard
Roland Vdrum Pro kit
2 Roland GR-30 guitar synthesizers
2 Yamaha WX-5 Wind Controllers
Roland XP80 synthesizer
Yamaha EX-5 synthesizer
Lexicon Effects

Software:

Pro Tools (Digidesign)
Peak TDM
Toast
Studio Vision Pro 3.4.3 (Opcode)
Band-in-a-Box™ 8 (PGMusic)
Finale 2000 (Coda)
Practica Musica 4 (Ars Nova)
SoundDiver

Lesson Room

- Roland KR 575 Digital Piano
- Acoustic Piano
- Organ
- Fender Bandmaster Guitar Amplifier
- Power Mac with the SmartMusic 6.0 system.

- Students may check out a key to the practice room from the library.

Evaluation

- Teacher Observation and Logs
- Student Feedback Forms
- Administrative Observations

Conclusions

- Program Implemented Successfully
- Low Enrollment (10 Majors)
- Exceptional Technical Skill
- Difficulty with Rigor of Traditional Courses
- Excellent Ensemble Response
- Poor Individual Musicianship

Administrative Difficulties

- Scheduling Problematic
- Facilities Inadequate
- Noise Factors
- Adjunct Faculty Difficult to Find
- Mindset of Some Administration
- Funding not Continuous
- Four-Year Colleges not Cooperative

Overall Impact

- Final Conclusions not Yet Known
- Positive Reactions From Students
- Administrative Support
- Very Positive Community Reaction
- Benefits to the Atmosphere of the Institution