SCHOOL OF MUSIC

College of Visual and Performing Arts

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music.uncg.edu

Dennis AsKew, Director of the School of Music
Catherine Keen Hock, Assistant Director of the School of Music
Randy Kohlenberg, Graduate Program Director
Constance McKay, Director of Undergraduate Studies

The School of Music was established in 1921 and became a member of the College of Visual and Performing Arts in 2016. UNC Greensboro has long been recognized as having one of the most well-respected music institutions in the United States and has been fully accredited by the National Association of Schools of Music since 1938. The School of Music offers the only comprehensive degrees in music education and music performance in the State of North Carolina, from the undergraduate level through doctoral study. The School of Music offers Bachelor of Arts degree in Music, and Bachelor of Music degrees in Performance and Music Education. At the graduate level, the School of Music offers Master of Music degrees in music composition, music education, conducting, music performance, and music theory, and also offers Post-Baccalaureate Certificates in ethnomusicology, historical keyboard performance, jazz studies, performance studies, musicology, music composition, music education, and music theory, and a Post-Master’s Certificate in music theory pedagogy. Furthermore, the School of Music offers the doctoral degrees of Doctor of Philosophy in Music Education and Doctor of Musical Arts in Music. Our outstanding facilities, world-class faculty, and numerous ensemble experiences provide an environment for artistic and academic success.

Located in artistically-thriving Greensboro, Winston-Salem, and High Point, the Triad area provides a wealth of cultural and academic opportunities for our students. Students regularly attend and perform in concerts by the Greensboro Symphony Orchestra, the Greensboro Opera Company, the Winston-Salem Symphony and the Eastern Music Festival along with a myriad of musical theatre, jazz, and chamber music ensembles.

We welcome students who will strive for excellence and will contribute to the inclusiveness and diversity of our mission.

Mission Statement

We approach music as an essential part of human culture and therefore aspire to engage with the diversity of musical meanings and practices globally and locally; our student and faculty scholarship enrich understandings of music as sound, text, and activity. We engage with local, regional, national and international communities through teaching, performance, publications, lectures, conferences, symposia, festivals, and other educational and cultural programs.

Undergraduate Programs

The B.A. in music provides high-quality musical training with the versatility and breadth of a liberal arts education, it prepares students for a variety of careers and opportunities. With its emphasis on writing, speaking, and critical thinking skills, the B.A. degree is ideal for students wishing to pursue a double major in another academic field, pre-professional programs in law or medicine, study abroad, UNC Greensboro in 3, arts administration, or graduate programs in music theory, musicology, or ethnomusicology.

Undergraduate students in Music Performance pursue rigorous professional training in music along with a broad liberal arts education. Our students graduate as informed, responsible citizens with the tools to succeed and communicate effectively as musicians of the 21st century.

Undergraduate students in Music Education pursue rigorous professional training in music teacher education along with a broad liberal arts education that prepares them for positions as choral directors (principal performance area usually voice, piano, or organ), teachers of general music, or for positions as instrumental directors (principal performance area in orchestral or band instruments) in public schools. Our students graduate earning a Standard Professional 1 (SP1) North Carolina Educator’s License and are prepared as informed, responsible citizens with the tools to succeed and communicate effectively as musicians and educators of the twenty-first century. Music education students acquire valuable early field teaching experience in a wide variety of P-12 school settings beginning the Freshman year and continuing throughout the degree program.

Performance Studies

Throughout the four years of undergraduate enrollment, music students will have the opportunity to study in one or more performance studies areas: keyboard, voice, strings, winds, percussion, jazz, or composition. This study will include private instruction in the major or principal performance area alongside group instruction.

Ensemble Requirements

All undergraduate Music students enrolled for two or more credit hours of music performance studies must audition for and perform in an ensemble each semester. Performance majors will participate in one or more ensembles each semester according to concentration requirements. Students will have the opportunity to express their ensemble placement preferences, but they will be assigned according to audition results and ensemble priorities. Ensemble assignments and placement will be determined by the Director of Instrumental Ensembles, Director of Choral Activities, and the Director of the Miles Davis Jazz Program, in consultation with the performance teachers and appropriate area coordinator. Each year advanced voice students may apply for roles in the performance of opera and musical theatre, which the departments of music present in cooperation with the School of Theatre.

Student Information Manual

Additional policies and regulations are found online in the Music Student Information Manual. This manual is made available to all music students after enrollment requirements are met. Adherence to the contents of this publication is the responsibility of the student.

Graduate Programs

The Master of Music in Music Education leads to graduate licensure and emphasizes the acquisition of a fundamental knowledge of research techniques and scholarly writing standards. Students develop an in-depth understanding of the historical, philosophical, psychological and cultural aspects of music education.

The Master of Music in Performance programs offer conservatory-type performance training and complement this with academic offerings directly related to careers in performance. These students graduate with performance and entrepreneurial skills enabling entry into the profession or further studies.
The Master of Music in Music Theory program offers students an opportunity to deepen and refine their knowledge of music theory, and to continue developing their analytical, keyboard, and aural skills. Most M.M. students gain valuable teaching experience as graduate assistants. Students who complete this course of study are qualified to teach pre-college or community college courses, or to apply for admission to a doctoral program.

Doctor of Musical Arts students are fully prepared as artist/scholars ready to join the academy. A large faculty of outstanding artists, teachers, and researchers supports a comprehensive program of study.

The Doctor of Philosophy in Music Education prepares students for careers as public school music administrators or college-level teachers. Such development requires a comprehensive knowledge of the psychological, social and musical values in music education; theories of learning as applied to music education; historical and theoretical properties of music education; and scholarly and research techniques required for understanding and investigating problems in music and education.

Professor
Dennis Weston Askew
Marjorie H. Bagley
Mary Ashley Barret
Robert Bracey
Kelly Jeanne Burke
Michael J Burns
Guy Capuzzo
Mark Engebretson
Steve Haines
Donald C. Hartmann
David Holley
Randy B. Kohlenberg
Carla LeFevre
Rebecca B. MacLeod
bruce d. mcclung
Constance L. McKoy, Covington Distinguished Professor
Abigail L Pack
Scott Wyatt Rawls
John C. Salmon
Steven Stusek
Dave J. Teachout
Robert A. Wells
Andrew S. Willis, Professor and Covington Distinguished Professor
Welborn E. Young

Academic Professional Professor
Inara Zandmane

Associate Professor
Aaron S. Allen
Gavin D. Douglas
James B. Douglass
Tami Jones Draves
Chad E. Eby
Alexander B. Ezerman
Kevin Matthew Gerald
Elizabeth L. Keathley
Fabian Lopez
Brett Nolker
Clara Joy O’Brien
Carole J Ott
Adam Ricci
Kailan Ruth Rubinoff
Alejandro Humberto Rutty
Patricia E. Sink
Anthony Taylor
Joan Titus
Jennifer Stewart Walter
Eric J Willie

Assistant Professor
David Andrew Julian Aarons
Theresa Rose Bickham
Erika Larsen Boysen
Jonathan Caldwell
Thomas W Heflin
Andrew Douglas Hudson
Annie Jia-Ann Jeng

Academic Professional Assistant Professor
Catherine Catherine Keen Hock

Lecturer
Lorena Guillen
Karen Elaine Hovey Messina
Justin Kendall Worley

Graduate-level faculty
- Performance, B.M. (https://catalog.uncg.edu/visual-performing-arts/music/performance-bm)
- Music Undergraduate Minor (https://catalog.uncg.edu/visual-performing-arts/music/music-minor)
- Music Composition, M.M. (https://catalog.uncg.edu/visual-performing-arts/music/music-composition-mm)
- Music Theory, M.M. (https://catalog.uncg.edu/visual-performing-arts/music/music-theory-mm)
- Performance, M.M. (https://catalog.uncg.edu/visual-performing-arts/music/music-performance-mm)
- Ethnomusicology, Post-Baccalaureate Certificate (https://catalog.uncg.edu/visual-performing-arts/music/ethnomusicology-pbc)
- Jazz Studies, Post-Baccalaureate Certificate (https://catalog.uncg.edu/visual-performing-arts/music/jazz-studies-pbc)
- Music Composition, Post-Baccalaureate Certificate (https://catalog.uncg.edu/visual-performing-arts/music/music-composition-pbc)
• Music Education, Post-Baccalaureate Certificate (https://catalog.uncg.edu/visual-performing-arts/music/music-education-pbc)


• Music Theory Pedagogy, Post-Master’s Certificate (https://catalog.uncg.edu/visual-performing-arts/music/music-theory-pmc)

• Music Theory, Post-Baccalaureate Certificate (https://catalog.uncg.edu/visual-performing-arts/music/music-theory-pbc)

• Musicology, Post-Baccalaureate Certificate (https://catalog.uncg.edu/visual-performing-arts/music/musicology-historical-pbc)