

**University of Delaware  
DEAN'S SCHOLAR PROGRAM**

**APPLICATION  
Cover Sheet**

**Fall Semester Deadline: October 15  
Spring Semester Deadline: March 15**

**PLEASE PRINT**

TODAY'S DATE: March 9, 2019

NAME: [REDACTED]

UDID NO. [REDACTED]

EMAIL: [REDACTED]

LOCAL ADDRESS: [REDACTED]

LOCAL PHONE: [REDACTED]

PERMANENT ADDRESS: [REDACTED]

PERMANENT PHONE: [REDACTED]

FACULTY WHO HAVE AGREED TO SERVE AS YOUR DEAN'S SCHOLAR ADVISORS  
(list at least three; include faculty name and department)

1. [REDACTED] – Music Composition Faculty
2. [REDACTED] – Music Education Faculty
3. [REDACTED] – Voice Faculty

ATTACH:

1. Statement of the focal question, issue, and/or goals driving your proposed plan of study
2. Explanation of why existing major/minor combinations and general college/university requirements are insufficient to allow you to address your issue
3. Detailed outline of courses proposed, including independent studies, research, internships, etc.
4. Explanation of the role of each of your faculty advisors within your plan of study

1. Statement of focal question, issue, and/or goals driving your proposed plan of study:

I have two passions: sharing the power and joy of music with others and composing music. I have decided that my life goal is to continue to compose music and share my creations with the world and other musicians while also teaching young people how important music is and helping them advance their skills and grow as humans. I have also come to be very interested in the relationship between the therapeutic components of music and how they can help people with disabilities. This is why I am a Music Education and Music Composition double major with a Disability Studies minor here at the University of Delaware – I strive to learn all that I can in the areas of my two passions in order to make an impact on the world through my music and sharing the knowledge of music with others. Although they are two separate majors, music education and music composition go hand-in-hand as they both benefit each other as well as make me a well-rounded musician. Many great composers from our past were also teachers such as Nadia Boulanger who wrote many beautiful works as well as taught dozens of composers including some of our greatest today such as Aaron Copland. With my disability studies minor in addition to my two majors, I will also be able to learn how to understand people and children with disabilities and then help them cope with their challenges through my knowledge of music. I can do this in my own classroom as a music educator as well as with other students that experience disabilities outside of my classroom. Through what I have learned so far in life, I have found that music is not a solitary experience. Of course, one can sit in a room alone and study the theory and “rules” of music by spending hours looking at it on paper, but to truly experience music as an emotional being, one must collaborate with other people. What better way than to experience music with others than to teach them about it and use it to help them? Ever since I discovered the joy in teaching music, I found that the best part is that I can learn from my students almost as much as they can learn from me. Not only does music create a great environment for learning, but it also can be used as a device to ease the struggles that people with disabilities experience. The endless wealth of knowledge that comes from teaching is so abundant that I cannot fathom being a composer without it. I use the world around me to develop myself as a composer and I find inspiration from working with other people and observing my environment. I believe that some of my best works have sprouted from observations that I have made through interaction with others. Composing is how I express myself and share my thoughts with the world, and I believe it is important for me to be able to share the art of composing with younger people in order to better the generations of the future.

After I graduate with a degree in Music Education, Music Composition and a minor in Disability Studies, my goal is to teach choir and general music at the high school or elementary school level, as well as continue to compose independent works as well as commissions. Based on my experience in the music program at University of Delaware so far, I have noticed that the future of music education is heavily leaning toward a focus on composing and songwriting in the classroom. I would be so proud to stand in front of my class and be able to teach them how important writing music is and share my knowledge of composition with them in order to assist them in growing into well-educated musicians and people. I feel that from my music education degree I am learning the techniques and processes that I can use in the classroom when interacting with students and how to engage them into the musical material that I teach. My disability studies minor will help me understand all students in my classroom and teach me ways to shape my lessons to reach students of all different learning styles. From my composition degree I am learning about myself as a creator of music and how my own compositions can bring

out emotions in other people, as well as all of the unique concepts of music theory and how to dive deep into music as a craft. I am bursting with excitement about my career because I feel so passionate about what I have gotten into so far, and I know that I can make a difference in people's lives and be a part of children's paths of life – all through music.

2. Explanation of why existing major/minor combinations and general college/university requirements are insufficient to allow you to address your issue:

As of right now, as a second semester sophomore, I am on track with my courses for both of my majors. I am currently taking 20 credits, since I qualify for overload credits. The next four semesters of my college career are when it is going to get difficult to fit all of the classes into my schedule for both of my majors.

I came into University of Delaware with six credits that satisfied breadth requirements, and I have taken all of my other breadth courses over winter sessions. My composition degree requires more breadth courses than my music education degree, so some of these credits are filling places in my schedule where I could be taking classes that could apply specifically to my majors. I feel that I am doing everything I can to get my breadth courses finished, but once my course load gets more specific to my majors, that they will begin to delay my pathway towards an on-time graduation. However, I do think that breadth courses are important and have enjoyed the ones that I have taken. In fact, I realized my interest in disability studies through my breadth courses.

Another issue that I see happening with scheduling with both of my majors is when I begin to student teach Spring semester of my senior year. Student teaching is 12 credits, and for students who are solely music education majors, student teaching fills the only credits that they take during this semester. For my composition degree, I am required to take higher level theory classes spring semester senior year, which I would not be able to fit in while student teaching. This is both because I will not be on campus during this time as I will be representing University of Delaware at local schools where I will be student teaching, and because the credit load is over 20. I need to figure out a way to finish these higher-level theory classes before I begin student teaching, so that I can still graduate on time after my spring semester senior year. In order to fit in all of my classes for my composition degree before my Spring semester senior year, I will need room in my schedule junior year and fall of senior year. My last four semesters at University of Delaware are when the course scheduling for both of my majors is going to begin to get difficult – which is why I applying to the Dean’s Scholar Program.

3. Detailed outline of courses proposed, including independent studies, research, internships, etc.

**Junior Fall**

MUSC100 – General Student Recital	0
Ensemble – University Singers	1
MUSC296 – Advanced Harmony II	2
MUSC351 – Private Study (Voice)	2
MUED377 – Elementary General Music Methods	3
MUSC420 – Composition Lessons	3
MUSC431 - Orchestration	3
MUSC345 – History of Theatre (or other secondary writing)	3
EDUC230 – Introduction to Exceptional Children	3
Total Credits:	20

**Junior Winter**

DIST301 – Disability Studies: Special Topics	3
HDFS270 – Families and Developmental Disabilities	3
UNIV371-021 – Domestic Travel Study – Hawaii	0
Total Credits:	6

**Junior Spring**

MUSC100 - General Student Recital	0
Ensemble – University Singers	1
MUSC313 – Music History	3
MUSC328 – Choral Literature	2
MUSC352 – Private Study (Voice)	2
MUED336 – Choral Conducting	2
MUED378 – Secondary General Music Methods	3
MUSC420 – Composition Lessons	3
HDFS202 – Diversity and Families	3
Total Credits:	19

### Senior Fall

Ensemble – University Singers	1
MUSC301 – Music Education Recital	0
MUSC392 – Contrapuntal Writing	2
MUSC407 – Contemporary Music Literature	3
MUSC420 – Composition Lessons	3
MUSC451 – Private Study (Voice)	2
MUSC480 – Vocal Pedagogy	3
MUED478 – Secondary Music Materials and Approaches	3
DIST465 – Senior Seminar in Disability Studies	3
Total Credits:	20

### Senior Spring

EDUC400 – Student Teaching	12
MUSC401 – Composition Recital	0
MUSC423 – Composition Lessons	3
Total Credits:	15

### Supplemental Activities

I will be [REDACTED] undergraduate TA for [REDACTED] my junior year. Doing this, I will receive conductor experience in front of a choir in order to be prepared for MUED336 (Choral Conducting) my Spring semester junior year. I will also have experience conducting because I will conduct my own compositions in the composition studio recitals.

I will read the textbook for MUSC312 (Music History: 1600-1827) during winter session 2019-2020 so that I will be prepared to take when I take MUSC313 (Music History: 1827-Present) Spring semester junior year.

4. Explanation of the role of each of your faculty advisors within your plan of study

Dr. [REDACTED] is my composition professor and the head of the composition program at University of Delaware. I take weekly composition lessons with her and she is helping me develop myself as a composer. She has helped me shape my schedule for the rest of my college career as well as mentor me with my compositions.

Dr. [REDACTED] is my Music Education professor and the conductor for the choir that I am in, University Singers. I will be his TA junior year for [REDACTED] so he will be helping me with conducting as well as teaching a choir. He teaches many of my Music Education courses and has helped me shape my schedule for this program.

Professor [REDACTED] is my private voice teacher. She mentors me with my vocal technique as well as performance. She supports me as a performer and a composer and helps me incorporate important compositional and analytical concepts in my repertoire/lessons as well as exposes me to different pieces of music. Professor [REDACTED] will also be helping me prepare my senior recital for my music education degree, including choosing repertoire, planning the recital, and organizing the event.