

# PETITION TO MAJOR - MUSIC EDUCATION

ALL DEGREE-SEEKING STUDENTS WHO HAVE EARNED 44 OR MORE QUARTER HOURS ARE REQUIRED TO PETITION TO MAJOR IN A) PERFORMANCE, B) MUSIC EDUCATION, C) COMPOSITION, D) SOUND RECORDING TECHNOLOGY, E) JAZZ STUDIES. THIS APPLICATION IS INTENDED FOR USE BY THOSE STUDENTS SEEKING ENTRY INTO THE MUSIC EDUCATION PROGRAM.

RETURN THIS COMPLETED APPLICATION TO DR. KELLY-MCHALE.

Name \_\_\_\_\_ Date \_\_\_\_\_

Student ID Number \_\_\_\_\_ Current G.P.A. \_\_\_\_\_

Permanent Address \_\_\_\_\_  
(street, city, state, zip)

School Address (dorm/apt.) \_\_\_\_\_  
(street, city, state, zip)

Permanent Phone Number \_\_\_\_\_ School Phone \_\_\_\_\_

Email address: \_\_\_\_\_ Are you a double major?  
 No\_\_\_ Yes\_\_\_  
 Are you a transfer student? Yes \_\_\_\_\_ No \_\_\_\_\_ If Yes, list major: \_\_\_\_\_

If yes, name of previous school \_\_\_\_\_

Applied emphasis: \_\_\_\_\_  
(instrument/voice)

**A minimum of four faculty references supporting this application is required. Please list the names of these four individuals. Written references from them must then be submitted directly by those instructors to the Music Education Office.**

Piano Instructor \_\_\_\_\_

Ensemble Director \_\_\_\_\_

Applied Instructor \_\_\_\_\_

Musicianship Instructor \_\_\_\_\_

Musicianship Grades		Applied Grades	
GRADE	INSTRUCTOR	GRADE	INSTRUCTOR
Quarter 1:	Instructor:	Quarter 1:	Instructor:
Quarter 2:	Instructor:	Quarter 2:	Instructor:
Quarter 3:	Instructor:	Quarter 3:	Instructor:

Quarter 4:	Instructor:	Quarter 4:	Instructor:
Quarter 5:	Instructor:	Quarter 5:	Instructor:
Quarter 6:	Instructor:	Quarter 6:	Instructor:

Aural Training Grades		Techniques Classes Taken*	
GRADE	INSTRUCTOR	Brass I:	Instructor:
Quarter 1:	Instructor:	Brass II:	Instructor:
Quarter 2:	Instructor:	WW I:	Instructor:
Quarter 3:	Instructor:	WW II:	Instructor:
Quarter 4:	Instructor:	WW III:	Instructor:
Quarter 5:	Instructor:	Strings I:	Instructor:
Quarter 6:	Instructor:	Strings II:	Instructor:
		Class Voice:	Instructor:
		Class Guitar:	Instructor:

**\*In addition to the four faculty references, the music education committee would like to contact techniques class instructors regarding this application. Please initial below if you agree to allow the committee to speak with your techniques instructors.**

**Student Initials:** \_\_\_\_\_

**Current coursework:**

I have completed Class Piano, level \_\_\_\_\_.

I am currently registered in level \_\_\_\_\_.

Aural Skills: I have completed Aural Skills, level \_\_\_\_\_.

I am currently registered in level \_\_\_\_\_.

**DePaul ensembles I have participated in:**

\_\_\_\_\_

1. What was the name and location of your high school? \_\_\_\_\_

\_\_\_\_\_

2. In which high school ensemble(s) did you participate? \_\_\_\_\_

\_\_\_\_\_

3. How long did you study privately prior to college? \_\_\_\_\_  
(years, months)

4. **Prior** to college, did you have any experience on a secondary instrument, e.g., keyboard, voice, guitar? How long did you study privately? \_\_\_\_\_

\_\_\_\_\_

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5. **Prior** to college, what experience have you had in teaching music to groups, individuals, or classes, working with school children, conducting, assisting teachers, composing/arranging, or any other related activities? (Please describe)

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6. **Prior** to college, what teaching or leadership roles have you had *outside* of music?

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7. **After** entering college, have you had any experience teaching music to groups, individuals, or classes, working with school children, conducting, assisting teachers, composing/arranging, or any other related activities?

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8. **After** entering college, have you had any teaching or leadership roles *outside* of music? (e.g. scouts, summer camps, church school, etc.)

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9. On a separate sheet of paper, please *type* a brief essay (approximately one page) as to why you are petitioning to major in music education. Answer the following within the body of your essay.

- Why do you want to go into teaching?
- What factors lead you to believe that you will be a successful music teacher?
- What are your goals as a music teacher?
- In what area and/or level do you, at this point, wish to teach (e.g. general music, chorus, orchestra, band, elementary, junior high, high school?)

10. Do you have any questions about the music education major? If so, please list them on the back of this page.

# EVALUATION FORM: PETITION TO MAJOR, MUSIC EDUCATION

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STUDENT NAME: \_\_\_\_\_

**TO ALL FACULTY: AS YOU EVALUATE THIS STUDENT, PLEASE RATE THE STUDENT'S SUITABILITY FOR THE TEACHING PROFESSION. PLEASE CONSIDER THE IMPORTANCE OF THE STUDENT'S PERSONALITY AND LEVEL OF MATURITY. THIS STUDENT MUST BE ABLE TO ASSUME THE RESPONSIBILITY OF WORKING WITH CHILDREN OF ALL AGES, COLLEAGUES, PARENTS, ADMINISTRATORS, AND THE PUBLIC.**

**PLEASE ADD SEVERAL COMMENTS ABOUT THIS STUDENT, GIVING A CANDID AND CLEAR DESCRIPTION OF HIM/HER. YOUR COMMENTS WILL BE KEPT**

This student:	(0-1) Lower 10%	(2-3) Below Average	(4-6) Average	(7-8) Above Average	(9-10) Upper 10%	Not Applicable
1. maintains constructive relationships with others.	1	2	3	4	5	N/A
2. demonstrates sensitivity to others.	1	2	3	4	5	N/A
3. shows intellectual curiosity, open-mindedness to new ideas, opinions, or experiences.	1	2	3	4	5	N/A
4. exhibits enthusiasm for musical experiences and learning.	1	2	3	4	5	N/A
5. is able to accept criticism.	1	2	3	4	5	N/A
6. is able to express him/herself clearly orally.	1	2	3	4	5	N/A
7. is able to express him/herself clearly in writing.	1	2	3	4	5	N/A
8. is responsible with his/her work: on time and well organized.	1	2	3	4	5	N/A
9. is interested in teaching and helping others.	1	2	3	4	5	N/A
10. demonstrates initiative in solving problems.	1	2	3	4	5	N/A
11. shows overall suitability for the teaching profession.	1	2	3	4	5	N/A
12. Attendance	1	2	3	4	5	N/A
13. Promptness	1	2	3	4	5	N/A
14. Attitude	1	2	3	4	5	N/A
15. Preparedness	1	2	3	4	5	N/A
16. Responsibility	1	2	3	4	5	N/A
17. Overall musical ability	1	2	3	4	5	N/A

**CONFIDENTIAL. THANK YOU.**

Additional comments:

Faculty Signature: \_\_\_\_\_

**Please return this to Jacqueline Kelly-McHale**