area of study. Languages, history, philosophy (aesthetics), psychology, background in the humanities and social sciences is essential for this major provides preparation for positions in college teaching, in research, aspect of music and to undertake field research in any cultural area. This student also has the opportunity to do research in any historical methods of research in both historical musicology and ethnomusicology, concentration have the opportunity to acquire the appropriate tools and Musicology/Ethnomusicology.

experienced educators, preparing them for advanced careers as teachers in all aspects of music activity, including performance, perception, fundamental principles of human learning and behavior as applied Anthropology, cultural studies, and sociology are supporting, related fields.

Composition. Students pursuing degrees in this area of concentration have the opportunity to acquire the tools to create music and convey their musical ideas through a variety of performance media. Students are expected to exhibit a thorough knowledge of the theoretical and historical basis of music and to develop strong pedagogical skills. A comprehensive general curriculum and optional concentrations in various areas of specialization help to prepare students for advanced careers as composers and teachers.

Conducting. Students in this major study the artistic, technical, physical, and leadership principles and skills required of successful conductors at the professional and postsecondary levels. Intensive coursework in conducting, score study, analysis, musicology, and theory is combined with opportunities to conduct University ensembles. Individual courses of study are tailored to prepare students for advanced careers as artists and teachers.

Theory. Students pursuing degrees in this area of concentration study the principles of music, develop skills in music analysis and scholarly research, and prepare themselves to become college teachers in music theory. Competence in keyboard performance, proficiency in aural skills, a thorough knowledge of the pedagogy of music theory, and a broad background in the humanities are essential for this area of study.

For More Information
Campus address: Music Recital Hall (MRH) 3.706, phone (512) 232-2066; campus mail code: E3100
Mailing address: The University of Texas at Austin, Graduate Program, Butler School of Music, 2406 Robert Dedman Drive Stop E3100, Austin TX 78712
E-mail: mga@mail.music.utexas.edu
URL: http://www.music.utexas.edu/

Facilities for Graduate Work
The Fine Arts Library has excellent facilities for research in its collection of books, scores, periodicals, microforms, and sound recordings. In addition, the Harry Ransom Center houses many special collections of importance, including the Kraus Libretti Collection, the Bachmann Collection, the Carlton Lake Collection, and the Theodore Finney Collection. The Butler School of Music also maintains a collection of authentic early instruments, non-Western instruments, and folk instruments that are available for performance.

Areas of Study
Performance. Degrees in this area of concentration are awarded for performance on brass, woodwind, percussion, keyboard, and stringed instruments, and in voice, opera, collaborative piano, and chamber music. In addition to demonstrating the technical achievements of the artist-performer, the student is expected to exhibit a thorough knowledge of the theoretical, pedagogical, and historical aspects of the major, as well as a knowledge of the literature of the performance area.

Music and Human Learning. Students in this major study the fundamental principles of human learning and behavior as applied in all aspects of music activity, including performance, perception, composition, analysis, pedagogy, and the role of music in elementary and secondary schools and in higher education. Individual courses of study are uniquely designed to broaden and refine the knowledge and skills of experienced educators, preparing them for advanced careers as teachers and scholars in the various dimensions of research and professional education.

Musicology/Ethnomusicology. Students pursuing degrees in this area of concentration have the opportunity to acquire the appropriate tools and methods of research in both historical musicology and ethnomusicology, and to study the history of music from the remote past to the present as well as the nature and function of music in the cultures of the world. The student also has the opportunity to do research in any historical aspect of music and to undertake field research in any cultural area. This major provides preparation for positions in college teaching, in research, in music criticism, and, with additional training, in library work. A broad background in the humanities and social sciences is essential for this area of study. Languages, history, philosophy (aesthetics), psychology, anthropology, cultural studies, and sociology are supporting, related fields.

Admission Requirements
All applicants are required to furnish a statement of intent in graduate study and three letters of reference pertaining to their potential for graduate work in music, music and human learning, or conducting.

Music School of Music, 2406 Robert Dedman Drive Stop E3100, Austin
Campus address:
Mailing address:
E-mail:
URL:

Graduate Studies Committee
The following faculty members served on the Graduate Studies Committee (GSC) in the spring 2024 semester.

Gregory D Allen
Jacqueline Angelina Avila
Joel Braun
Nathaniel O Brickens
Andrew A Brownell
James W Buhler
JD Burnett
Chelsea Burns
Thomas A Burritt
Charles Daniel Carson
Hon Ki Cheung
LEAH CROCE TTO
Andrew F Dell'Antonio
Eric A Drott
Robert A Duke
John M Fremgen
James Gabrillo
Donald J Grantham
Liliana Veronica Guerrero
Jonathan F Gunn
Robert S Hatten
Adam Holzman
Caleb Hudson
Patrick Hughes
Kristin Wolfe Jensen
Jerry F Junkin
Douglas Kinney
Brian D Lewis
Hannah Lewis
William L Lewis
Alison Maggart
John R Mills
Robin D Moore
Luisa Nardini
Anton Niel
Guido Olivieri
Stephen C Page
Andrew A Parker
Suzanne M Pence
Diego Rivera
Tamara Sanikidze
Laurie Pierce Scott
Sonia T Seeman
Yevgeniy Sharlat
Amy L Simmons
Stephen M Slawek
Januibe Tejera
Ebonee Thomas
Omar Thomas
Susan Thomas
Bion Tsang
John R Turci
Colette T Valentine
Charles W Villarrubia
Justin West
Marianne Wheeldon
Darlene C Wiley
Satoko S Yamamoto
Graduate Record Examinations scores are not required for students pursuing degrees in conducting or in music with concentrations in composition or performance. Applicants seeking admission to degree programs with a concentration in performance typically must perform a live audition. Exceptions and detailed instructions can be found on the Butler School of Music graduate admissions website. Those seeking admission to the degree program in conducting and certain areas of concentration within music must submit prescreening videos before arranging for a live audition on campus; those planning to major in music with a concentration in composition must send scores and recordings of their music; and those planning to major in music with a concentration in musicology, ethnomusicology, or music theory must submit samples of their written work. Those applying for admission to doctoral degree programs in music and human learning must submit samples of written work and video recordings of their teaching.

Diagnostic examinations in music theory and in music history and literature are required of all students before registration for the first semester of graduate work. Passing these examinations or remediation of the deficiencies by completing assigned courses is necessary for completion of every degree, and, in the case of doctoral students, is a prerequisite to doctoral comprehensive examinations.

Entering graduate students in music pursuing a concentration in voice are expected to have taken the equivalent of one semester each of Italian, French, and German, and two semesters of diction. All entering graduate students pursuing a degree with a concentration in voice are given a diagnostic examination consisting of reading in these three languages. The examination stresses proficiency in pronunciation and is used to help the student plan a program of study.