

## **Program Statement**

DuWayne Dale, Director of Bands, Morehead State University

Morehead State University is a comprehensive regional institution offering 141 undergraduate and 70 graduate degree programs across four colleges. Music, Theatre and Dance is a department within the School of Creative Arts, which is, in turn, a component of the Caudill College of Arts, Humanities and Social Sciences. Music programs at MSU are accredited by the National Association of Schools of Music (NASM). Undergraduate music degree offerings include a Bachelor of Music Education (B.M.E.), a Bachelor of Music (B.M.), a Bachelor of Arts (B.A.), and a Minor in Music. Graduate degrees (M.M.) are offered in music education and music performance. Each undergraduate degree program features an array of specialization tracks tailored for students' primary instrument or voice, their specific future career aspirations, and their goals for continuing their education at the graduate level.

The band program at Morehead State University includes two concert ensembles and athletic bands serving an average annual band membership of over 130 students. All ensembles are open to any MSU student, regardless of major, with competitive auditions used for placement in one of the concert ensembles. Annual performances by MSU Bands include seven to ten concert performances, six home football games, approximately ten home basketball games, and numerous community and campus events. The MSU Symphony Band, the university's premier instrumental ensemble, regularly undertakes a spring concert tour to perform for regional high schools. The Symphony Band has also performed tours in Brazil, Spain, and The People's Republic of China.

MSU Bands hosts three major annual outreach events: The Blue and Gold Championship of Marching Bands, the Tri-State Middle School Band Clinic, and the MSU High School Concert Band Clinic. In total, these events routinely bring over 2000 students to Morehead's campus and provide them with exceptional rehearsal, performance, or assessment experiences led by nationally-recognized clinicians and adjudicators. Additionally, MSU Bands facilitates on-campus events for KMEA's District 8. Most recently, this has included the all-district band and spring band assessment events.

Dr. DuWayne Dale joined the faculty of Morehead State University as the Associate Director of Bands in 2017 after 18 years of teaching high school band and orchestra in Ohio (1999-2003) and Kentucky (2003-2017). Dr. Dale was named Director of Bands at MSU in the fall of 2019, and has since been solely responsible for the administration and operation of MSU Bands. In addition to directing all MSU Bands ensembles, Dr. Dale teaches undergraduate and graduate courses in music education, band literature, and instrumental conducting. He supervises and coordinates a band office staff consisting of four undergraduate work-studies, two graduate assistants, and a band office secretary.

Dr. Dale's approach to the concert ensembles he directs is one of collaboration. All students are engaged not only in the process of refining works, but also in making decisions about interpretation and determining which works make it on the final concert program. Dr. Dale excels at questioning techniques that engage students in high-level analytical and strategic thinking to identify performance problems in rehearsal, determine root causes, devise strategies to address identified concerns, and reflect on the efficacy of suggested approaches once applied. Music education majors comprise a majority of the band membership, so Dr. Dale

believes that facilitating a student/teacher paradigm shift within both concert ensembles is an essential step toward helping his students transition to their professional careers as music educators. Those band members who are not music education majors benefit from this approach as well, as they experience a sense of ownership in both the final concert product and the process by which it was refined.

Similarly, Dr. Dale approaches the MSU Marching Band as much a clinic in marching band administrative and teaching techniques as a performing ensemble. Throughout preparation for myriad performances each fall semester, he ensures constant opportunities for student input in the final performance product and that students have an in-depth understanding of each step of the process. As students learn marching fundamentals, for example, they also learn the rationale for MSU's marching approach, common appropriate alternatives, and effective strategies for teaching marching technique to others. As additional enrichment for future music educators in the ensemble, Dr. Dale has established marching band pedagogy clinics—a series of professional development sessions embedded in the marching band course that address specific topics related to administering and teaching marching band. Dr. Dale and other MSU faculty members lead many of these sessions, but other well-respected and experienced guest speakers from outside the university are often invited to share their expertise with students.

In his music education courses, Dr. Dale's students benefit from his extensive background teaching high school and middle school. Though he works diligently to balance the theoretical and the practical, his courses are primarily project-based, and he has designed each assignment to guide students toward the creation and refinement of practical, professional

artifacts that can be adapted and applied in their future careers. In addition to such artifacts, he also facilitates extensive training on setting quality learning objectives (based on established state and national standards); effective planning and pacing of lesson/rehearsal procedures; embedding multiple forms of valid, authentic assessment; and reflecting on and refining practices based on outcomes of previous instruction. Dr. Dale takes the preparation of preservice music teachers seriously and works tirelessly helping students develop essential professional attitudes and behaviors; acquire and refine quality music teaching pedagogy; and grow to fully appreciate the responsibility they have to their future students and music programs, the communities in which they will live, and to the music education profession.