Music Technology programs focus on the integration of music composition, sound design, audio engineering, and interdisciplinary collaboration. They prepare students for varieties of careers in music. Music Technology programs teach sound techniques and post-production as well as music performance and composition. Students develop technical skills including, but not limited to how to handle both the artistic and technical demands of music production, film scoring, sound design and multimedia audio production. The field of Music Technology is constantly being redefined due to new developments in hardware and software.

Programs at Montana State University lead to music degrees and are not just a "recording" program. If you have never read music or played an instrument, you will have remedial work to complete before the regular course sequence. If you start as a Music Technology pre-major with less experience reading music, it may take longer than a year to complete the initial course sequence and apply for the Music Technology major. However, we do recognize that many exceptionally talented students have written music with a computer or by ear, but have less experience reading and writing music on paper. We fully intend to support those students with extra assistance along the way, provided they are willing to put in the time and effort to learn.

Due to the high demand for this program, The Music Technology program accept 16 students per year into the second year of the Music Tech program. This allows us to offer sufficient resources (faculty, staff, classroom space, and studio time), while also ensuring that students admitted to the BA Music Technology degree program have the best chance for future success in the field.

Characteristics associated with success are being results oriented, creative, passionate with an aptitude for exploring different kinds of music and creative collaboration with other disciplines.

Occupations in this field require the ability to:

- Have music reading skills or be willing to learn
- Play an instrument or study voice
- Be willing to take on responsibilities and challenges
- Be able to tolerate accepting criticism and stress
- Be innovative and creative
- Pay attention to detail
- Be able to solve technical and musical problems
- Be enterprising
- Be able to lead people and work well with teams
- Be open to taking risks
- Enjoy technology and working with computers
- Be an effective communicator
- Be adept at observing, receiving and obtaining information

Related occupations include:

- Composition, production, and marketing of independent music
- Graduate study in electroacoustic music
- Teaching, and running a university studio
- Design and operation of a recording studio
- Design, installation, and operation of live sound systems for concerts and other events
- Content for new Internet and broadcast media
- Musical instrument and audio equipment design, manufacture, and sales
- Audio software research and programming
- Music education at all levels
- Music and sound design for film, commercials, theater, visual art, computer games, virtual environments, and consumer devices such as mobile phones
**Music Technology**

**MSU graduates (Bachelor’s degree) were hired in the following selected fields**:

- Computer Support Specialist – Montana State University
- Film Composer
- Music Composer – Montana PBS

**Salary averages of survey respondents (# of respondents in parentheses)**:

<table>
<thead>
<tr>
<th>Year</th>
<th>MT:</th>
<th>Out-of-State:</th>
</tr>
</thead>
<tbody>
<tr>
<td>2012</td>
<td>$26,640 (2)</td>
<td>Insufficient Data*</td>
</tr>
<tr>
<td>2011</td>
<td>$22,880 (1)</td>
<td>Insufficient Data*</td>
</tr>
<tr>
<td>2010</td>
<td>Insufficient Data*</td>
<td>Insufficient Data*</td>
</tr>
<tr>
<td>2009</td>
<td>Insufficient Data*</td>
<td>Insufficient Data*</td>
</tr>
</tbody>
</table>

The Music Technology program has graduated 18 students from May 2010 to May 2012, therefore because of this limited data; please review the following information for additional context for educational outcomes. Please remember when reviewing the salary information that it is the “median”, meaning 50% of reported wages fell below and 50% above the reported wage.

In the field for “Sound Engineering Technicians” the median wages in the nation in 2012 was estimated at $46,310 annually. In 2012 there were 17,000 positions nationally with an expected growth forecast of +2% through 2022. In Montana in 2012 the median wage was estimated at $27,700 annually. In 2012 there were 60 positions in Montana with an expected growth forecast of +15% through 2022. Job openings in Montana and nationally are due to both growth and net replacement.

**Graduates from this program entered programs of further education at these institutions**:

- Montana State University

**Other Sources of Information**:

- The Recording Academy: www.grammy.org/recording-academy/producers-and-engineers
- Association for Educational Communications and Technology: www.aect.org
- Music Teachers National Association: www.mtna.org
- International Computer Music Association: www.computermusic.org
- Montana State University School of Music; Music Technology: www.montana.edu/musictech

*Insufficient Data: Each year the Career, Internship & Student Employment Services Office at Montana State University conducts a survey to determine placement rates and salary survey information from recent MSU graduates. Graduates were requested to participate in the survey to provide relevant information regarding the transition from college to career/graduate school. At times, there are limited or no respondents. Statistics, therefore, are not always based upon the response of the total sample group and are sometimes listed as “Insufficient Data”.

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1 Montana State University School of Music
2 Montana State University Career Services
3 50% of reported wages fall below the Median wage and 50% above and include entry to senior level positions. This is not an average.
4 Copyright © 2013 State of Minnesota. CareerOneStop. All rights reserved.
5 Number of graduates/number of respondents: 2012: 9/3; 2011: 9/3; 2010: N/A; 2009: N/A