

Music Education Candidate Handbook (2017 – 2019)

School of Music

of the

**State University of New York
at Fredonia**

Revised Fall 2017, KML

Requirements for:

Bachelor of Music in Music Education (MUSB)
Multi-Award Program in Music Education (MUSB/MM)
Master of Music - Music Education (MM)
Master of Music – Music Education Studies (MM)

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Part I: Introduction to the Handbook

The Music Education Handbook for the School of Music at the State University of New York at Fredonia lists official policies and requirements for all music education degrees conferred at this institution. The Bachelor's degree (MUSB) leads to New York's Initial Teaching Certification in Music. The Master's in Music – Music Education satisfies New York's education requirements for the Professional Certification in Music. In all cases, policies and requirements printed in this Handbook supersede any previously printed policy or requirement. If future modifications are necessary, they will be approved by the Professional Education Council and/or Music Education Committee. Such modifications will supersede information in the Handbook and will be distributed to all candidates and faculty via Fredonia email as an addendum to the information in the Handbook.

Fredonia's Music Education Area uses Google Groups to email you announcements and electronic applications you need to complete your degree. To insure that you receive business email from the Music Education Area, click the Groups icon  that is available from the Google Suite applications you select from your Fredonia Mail screen, and look for "Music Education Certification Group" under "My Groups." If "Music Education Certification Group" is *missing* from your list of groups, email the Music Education Area Head (Levy@fredonia.edu) and ask to be added to the group.

Conceptual Framework

Fredonia's music educator preparation program is designed around a central idea that all children can learn. Candidates for certification to teach music (YOU) learn to be responsive educators who assess their instructional competence through reflection on student performance. To instill reflection and create responsive educators, all candidates must complete four field-based experiences called *practica*. A required education course is linked to each field-based experience to clearly connect theory and practice. Field-based experiences provide opportunities for you to Plan, Instruct, Reflect, and Respond with school children in classroom settings. In addition to field-based experiences, you take courses related to child and adolescent development, applications of psychology in the classroom, and pedagogical strategies. Liberal arts and discipline-specific content courses are required as well. This compilation of course work and experiences work together to strengthen your Four Pillars of Understanding -- Knowledge, Pedagogy, Diversity, and Professionalism -- which in turn support the process of effective planning, instructing, reflecting, and responding.

What Fredonia's Music Educator Preparation Offers:

More Than Observations: All Fredonia candidates begin TEACHING in their first field-based course. Candidates plan lessons, teach these lessons, gather pupil data, reflect on the outcomes of their instruction, and respond to data planning subsequent lessons.

Work With Diverse Learners: All candidates have experiences working in high-need school districts with children who are from poverty and children who are speakers of languages other than English.

Student Teaching Options: Each candidate successfully completes a full semester of student teaching. School placements are available in Chautauqua and Erie counties, as well as in Rochester, New York, the Hudson Valley, Long Island, and New York City.

Professionalism: Fredonia candidates are actively involved with professional organizations such as National Association for Music Education ([NAfME](#)), American Choral Directors Association ([ACDA](#)), and American String Teachers Association ([ASTA](#)).

Getting that First Job: Candidates receive extensive training in portfolio development, resume building and interview strategies.

The Conceptual Framework is the foundation for the Bachelor of Music in Music Education MusB. The curriculum of the Bachelor of Music in Music Education at Fredonia is based upon Professional Standards (see Appendix B) listed by four certifying organizations: Council for the Accreditation of Educator Preparation (CAEP), National Association for Schools of Music (NASM), National Association for Music Education (NAfME), and the New York State Board of Regents.

Standards are statements of basic knowledge, understanding, and skills in music and music education that are necessary for success as a public school Music Educator. Specifically, selected standards are addressed in each class and assessed by rubrics (i.e., an authentic assessment tool used to measure candidates' work and to get candidates to think about the criteria on which their work will be judged). Candidates must maintain a Music Education e-Portfolio in which they post one or more artifacts (e.g., papers, videos, projects) from each course will be required as demonstration that standards have been demonstrated and learned effectively (see Transition Points in Music Education Degrees, Appendix C).

Specific Concentrations in Music Education (see Part VIII) candidates (you) choose (i.e., General /Choral, Instrumental, etc.) require different knowledge, understanding, and skills (hence, different rubrics and artifacts). Candidates who can demonstrate the standards upon which a course is based will be excused from taking it. This allows each of you to meet degree and certification requirements more quickly, although additional credits may be needed to reach a total minimum of credit hours necessary for graduation. Initially you choose a specific concentration, however you may demonstrate additional standards from another concentration or change concentrations entirely (with permission of the Music Education Committee).

Standards are addressed in specific coursework:

- College Core Curriculum/Fredonia Foundations (Fredonia Foundations begins with students who first enroll in fall, 2018) (see Part V)
- Musicianship Core Requirements for Music Education (see Part VI)
- Music Education Core Requirements (see Part VII)
- Concentrations in Music Education (see part VIII)

Completing a course does not always mean that you have completed the related standards. In some instances a separate assessment related to the course is required (e.g., secondary instruments, piano class, etc.). Your record of progress is generally reviewed at the end of each year (called a transition point—see Appendix C). For example, at the end of the sophomore and junior years and at the completion of student teaching, you will be specifically reviewed to qualify for:

- Admission to Professional Standing and Educator Preparation Program (see Part II)
- Admission to Student Teaching (includes Secondary Instrument Requirements) (see Part III)
- Completion of Student Teaching (see Part IV)

Appendices

Forms and related information concerning the following can be found in the *Appendices*:

- Conceptual Framework of Fredonia’s Responsive Educator Program (Appendix A)
- Program Standards (Appendix B)
- Transition Points in Baccalaureate (MUSB) and Multi-Award (MUSB/MM) Music Education Degrees (Appendix C)
- Professional Dispositions (Appendix D)
- Sample Music Education Four-Year Plans (Appendix E)
- Master of Music in Music Education Programs, including the Multi-Award “Master’s in Five” Bachelor’s and Master’s in Music – Music Education (Appendix F)

Part II: Admission to Professional Standing and to the Educator Preparation Program

Professional Standing is the recognition that you have successfully completed all requirements to enter educator preparation courses, which are MUED courses at the 300- and 400-level. Upon completion of 200-level Music and Music Education coursework, each candidate will submit an electronic application for *Professional Standing*. To insure that you receive the **Professional Standing Application** and all other notices from the Music Education Area, click the Groups icon  that is available from the Google Suite applications you select from your Fredonia Mail screen, and look for “Music Education Certification Group” under “My Groups.” If “Music Education Certification Group” is *missing* in your groups, email the Music Education Area Head and ask to be added to the group. To earn Professional Standing, you must demonstrate the following:

- 3.0 overall GPA
- C minimum grade for MUED classes
- C- minimum grade for theory classes: MUS 121, 122, 221, 222, 123, 124, 223, 224
- D+ minimum grade for all other MUS classes
- MUED 150, 250, and 251 completed
- Two practica completed and all required forms filed with the Music Education Area
- Secondary Instruments:
 - General/Choral Concentration:
 - MUS 218 piano class completed (note that MUS 317 is prerequisite for MUED 391 and MUED 392 Choral Rehearsal Techniques courses)
 - MUED 204 (Voice class required for non-voice applied majors)
 - Instrumental Concentration:
 - Four playing classes completed with at least two proficiencies earned
 - MUS 218 piano class completed
 - MUS 113 voice class completed
- Conducting completed (MUS 231-232)
- In addition, all artifacts from the music education courses listed below must be available for *anyone at Fredonia* to view in your **Music Education e-Portfolio**.
 - MUED 150 - Introduction to Music Education
 - MUED 250 - Foundations of Music Education I
 - MUED 251 - Foundations of Music Education II

Anyone not meeting all standards or presenting all required **artifacts** will be denied acceptance into *Professional Standing* and will not be admitted into Music Education educator preparation program coursework. All 300-400 level Music Education courses have a prerequisite of *Professional Standing*. *Music Education courses may be retaken only once.*

Transfer students and others with special circumstances necessitating exceptions to these requirements must request special acceptance *in writing* to the Music Education Area Head.

Professional Standing Application Review and Decisions

The transcript, e-portfolio and practica audits required for applications must be completed after students' completed course grades are available and deadlines for practicum paperwork submission have passed. The following is an approximate schedule for review of Professional Standing Applications:

- June 15-30 review of spring applications
- July 15-30 review of summer applications
- January 5-20 review of fall applications

The Music Education Area Head notifies applicants for Professional Standing of their status (achievement or denial of full or provisional Professional Standing) via candidates' Fredonia email address. Applicants' academic advisors receive a copy of Professional Standing status email messages. Reasons for denial or provisional Professional Standing and steps the candidate must take to earn Professional Standing are included in the Professional Standing status emails. Candidates who fail to earn Professional Standing must re-apply for Professional Standing in the semester they complete the requirements.

Candidates who feel that the Music Education Committee's decision to deny Professional Standing is incorrect have the right to appeal. This appeal must be typed and sent to the Fredonia email address of the Music Education Area Head within 5 days of the date the denial of Professional Standing email is sent to the candidate. The appeal must outline the reasons why the student feels the denial decision was incorrect and supply any relevant documentation (*e.g.* practicum reports, proficiency records) in support of a decision change.

The Music Education Area Head will submit the candidate's letter of appeal and materials to the members of Music Education Committee for review. The Music Education Committee's ruling on the appeal will be sent to the candidate's SUNY Fredonia email address within 5 days of the date the appeal is received.

If the candidate's appeal is denied by the Music Education Committee and the candidate is still unsatisfied, the candidate may take his or her case to the Director of the School of Music.

Part III: Admission to Student Teaching

Admission to Student Teaching requires that candidates complete the following standards (A--Q) including presentation of all artifacts that are designated as necessary for success in student teaching. Documentation of successful completion of these standards will require submission of the electronic **Student Teaching Application** the year before you plan to student teach (on or about February 1) and will be used to determine your *Admission to Student Teaching* and assignment of a teaching placement. To insure that you receive the Student Teaching Application and all other notices from the Music Education Area, click the Groups icon , one of the Google Suite applications you select from your Fredonia Mail screen, and look for “Music Education Certification Group” under “My Groups.” If “Music Education Certification Group” is *not listed* in your groups, email the Music Education Area Head and ask to be added to the group.

A. Music Theory, Music History, and all other MUS courses: A minimum grade point average of 2.0 (C) for all required MUS courses. Minimum grade of C- in theory or D+ in other MUS courses.

B. Principal Applied: Completion of MUS 326 with a minimum grade point average of 2.0 (C) for Principal Applied studies taken at Fredonia.

C. Music Education Introduction and Foundations Courses, earning a minimum grade point average of 2.5 (C+) with minimum grade of C in each individual course.

- MUED 150 Introduction to Music Education
- MUED 250 Foundations of Music Education I
- MUED 251 Foundations of Music Education II
- MUED 300 Foundations of Music Education III

D. Music Education Teaching and Rehearsal Techniques Courses: (MUED 301, 302, 304, 305, 391, 392, 393, 394 as per Concentration) A minimum grade point average of 2.5 (C+) with minimum grade of C in each single course. All candidates who request student teaching placement in **New York City** must complete MUED 301 and earn a minimum grade of C.

E. Music Education Pedagogy Courses: (MUED 203, 204, 291, MUTY 240, and secondary instrument credits and competencies per Concentration) Minimum grade point average of 2.5 (C+) with no grade lower than C in any single course.

F. Practica: (MUED 255, 256, 355, 356) Satisfactory completion of all four practica; all paperwork on file with the Music Education Area.

G. Piano, Voice, Guitar: Satisfactory completion of appropriate competency or classes required by concentration earning minimum grade of C in MUED courses, D+ in MUS courses.

H¹. Instrumental Concentration – Woodwind, Brass, String, and Percussion Instrument Proficiencies

1. **Secondary Instrument Proficiencies** must be successfully completed and documented prior to student teaching. The instrumental standards required depend upon the major instrument of the candidate (see chart on p. 10). (Note: A minimum of 8 credit hours in the Secondary Instrument Curriculum must be completed as indicated on the next page of this Handbook).

2. The **Minimum Proficiency Requirement** is satisfactory performance at a level equivalent to NYSSMA Level II on most instruments, and satisfactory performance at a level equivalent to NYSSMA Level IV on at least one instrument (contrasting to the candidate's major instrument—see Secondary Instrument Standards chart). The criterion of competence is that the candidate exhibits range, tonal control and technical facility on the instrument sufficient to be able to use the instrument as a teaching tool for demonstration in the public schools. The specific requirements to achieve proficiency vary due to varied skills required for different instruments.

Table 1

*Secondary Instrument Requirements for the Instrumental Concentration
(8 credits minimum)*

| <u>Principal Applied</u> | <u>Minimum Required Proficiencies</u> | |
|----------------------------------|--|-------------------------------------|
| Woodwind (WW) | 2 WW*, begin. 1 Brass, begin.; 1 Brass*, adv. | Percussion 1 String, begin. |
| Brass | 2 Brass*, begin. 1 WW, begin.; 1 WW*, adv. | Percussion 1 String, begin. |
| Percussion | 2 WW*, begin. <i>or</i> 2 Brass*, begin. 1 WW, adv. <i>or</i> 1 Brass, adv. | Percussion Ped. 1 String, begin. |
| String | 1 WW, begin. 1 String, begin.; 2 string* adv. | Percussion 1 Brass, begin. |
| Keyboard, Voice, Harp, Guitar | (Note: This applies ONLY to <i>Instrumental Concentrators</i> .) 2 WW*, begin. <i>or</i> 2 Brass*, begin. 1 WW, adv. <i>or</i> 1 Brass, adv. | Percussion 1 String, begin. |

Note. Begin. = Instrument classes titled "Beginning," or demonstrated NYSSMA Level II proficiency. Adv. = Instrument classes titled "Advanced," or demonstrated NYSSMA Level IV proficiency. **Brass Pedagogy**, MUED 260, is required for all candidates in Instrumental Concentration. **Minimum of eight (8) credits** in secondary instruments is required for all candidates in Instrumental Concentration.

* indicates instruments must contrast:

| Instrument | Contrasting Instrument(s) |
|----------------------|----------------------------------|
| Flute | All other woodwinds |
| Clarinet, Saxophone | Flute, Oboe, Bassoon |
| Trumpet, French Horn | Trombone, Euphonium, Tuba |
| Trombone | All other Brass |

3. Faculty teaching the relevant courses or a specially scheduled examination by the course instructor or a designated Music Education faculty member shall determine whether the Secondary Instrument Proficiency has been achieved. It is the responsibility of the candidate to secure the written validation of the completion of any proficiency exam from the instructor administering the exam and to turn in a copy of the written validation to be placed in your file in the Music Education area. A copy of this form can be found on the OnCourse *Groups* MUED Secondary Instrument site.

4. Video of Secondary Instrument Performance: As part of the application for student teaching, candidates *may be required* to submit a date-stamped video of a personal performance on a secondary instrument at the minimum required level. If the Music Education faculty, in consultation with the applied faculty, find any performance does not meet the appropriate proficiency for which it was submitted, the candidate will not be allowed to student teach until the semester following successful demonstration of the required proficiency. All resubmitted videos must be submitted three months prior to the next available student teaching semester.

Table 2

Secondary Instrument Requirements (Vocal/General Concentration)

| <u>Principal Applied</u> | <u>Minimum Required Proficiencies</u> | |
|--------------------------|---|--|
| ALL | Woodwind (MUED 128) Brass (MUED 128) | Percussion (MUED 128) String (MUED 128) |
| Voice, non-guitar/piano | Piano (MUS 417) | Guitar (MUED 211) |
| Piano | Voice (MUED 204) | Piano (MUS 416) |
| Guitar | Voice (MUED 204) | Piano (MUS 417) |

H². Vocal/General Concentration – Woodwind, Brass, String, and Percussion Instruments Standards

1. You must demonstrate NYSSMA Level II proficiency on one instrument in each family - woodwind, brass, string, and percussion (*may vary depending on course and instrument availability*).
2. Proficiency can be demonstrated by completing appropriate Secondary Instrument classes with a minimum grade of C and/or by passing approved test by designated faculty. It is the responsibility of the candidate to secure the written validation of the completion of any proficiency exam from the instructor administering the exam and to turn in a copy of the written validation to be placed in your file in the Music Education area. A copy of this form can be found on the MUED Secondary Instrument site in OnCourse Groups.

I. New York State Certification Exams (NYSTCEs)

In order to begin Student Teaching, candidates must have on record in the State Education Department passing scores on all New York State Teacher Certification Exams (NYSTCEs) required for Initial Certification in Music, or have scheduled the exams in the near future. Information concerning state certification requirements is available on campus at the Office of Student Services in the College of Education <http://www.fredonia.edu/coe/studentservices.asp> See <http://www.nystce.nesinc.com/> for most current testing requirements and to register to take the exams required for NY State certification. The State Education Department requires you to pass all exams to earn *Initial Certification* to teach music.

K. Additional Coursework and Workshops: Completion of:

- MUED 252 Reporting of Child Abuse and Neglect workshop (CAW)
- MUED 253 Prevention of Alcohol, Tobacco, and Drug Abuse workshop
- MUTY 240 Music for Children with Disabilities
- MUED 303 Literacy Workshop
- EDU 303 completed OR certifications of completion of required workshops below on file with Music Education Area:
 - Dignity for All Students Act workshop (DASA)
 - School Violence Prevention and Intervention workshop (SAVE)

The State Education Department requires these workshops before *Initial Certification* is granted.

Also required for graduation.

L. Fingerprinting: All candidates must be fingerprinted and have a criminal background check. The State Education Department must have a record of this background check before *Initial Certification* is granted (see <http://www.highered.nysed.gov/tsei/ospra/>). Many school districts require fingerprinting before allowing you to complete Practicum or Student Teaching experiences.

M. Evidence of Immunizations: Measles, Mumps, and Rubella immunizations must be recorded with the Health Center.

N. Overall GPA minimum of 3.0 with last semester before Student Teaching 2.75 GPA minimum.

O. Candidate Dispositions Relevant to Teaching Success (Appendix D)

1. Specific dispositions, such as, but not limited to, the following are important ingredients of teaching competence and success:

- communication
- leadership
- personality variables
- mental and emotional stability
- maturity of judgment
- reliability and responsibility
- physical health and stamina
- conduct/behavior appropriate to school and community standards for teachers

Professional Dispositions aligned with Interstate Teacher Assessment and Support Consortium (InTASC) standard requirements apply to all teacher candidates at all times in real world interactions and in all on-line activities that are accessible by other professionals and the public. The Professional Dispositions are printed in Appendix D and on Fredonia's website at <http://home.fredonia.edu/coe/disposition-description> These dispositions may be measured at any time by any of the candidate's instructors using an [Instructor Initiated Form](#).

2. The Music Education faculty reserves the right to exercise its professional judgment in refusing entrance to, or in removing from Student Teaching, any candidate for whom evidence exists (including reports from any music education Practicum work) that certain personal traits or dispositions:

- are likely to prevent the candidate from successfully completing Student Teaching;
- in some way significantly jeopardize the public school students with whom the Student Teacher would work or is working;
- have, irrespective of teaching competence, earned the disapprobation, censure, or rebuke of the Cooperating Teacher(s) and/or school officials.

3. In the event the Music Education faculty refuses the candidate entrance to or removes the candidate from Student Teaching, the candidate must cooperate fully in seeking corrective measures. Every possible attempt will be made to assist the candidate to re-qualify.

P. Professional Commitment: Each candidate is expected to demonstrate involvement in support of the profession of music education.

1. Active participation in student organizations devoted to the support of music and music education (NYSSMA/NA/ME, ACDA, ASTA, ΣAI, ΦMA, etc.). Participation in NYSSMA/NA/ME is the minimum professional commitment each semester.

2. Participation (of some kind ranging from attendance to leadership) in extracurricular activities, elective courses, conferences, workshops, volunteer work, etc., related to music and music education.

Q. Music Education e-Portfolio Artifacts: all music education course artifacts (see Transition Points in Music Education Degrees, Appendix C) must be available for *anyone at Fredonia* to view in your Music Education e-Portfolio throughout your education at Fredonia.

Table 3

Summary of Prerequisites to Student Teaching

1. Coursework grade point averages as outlined in Part III A through E (Theory, History, Applied Music, Conducting, Music Education, Music Therapy – Music For Children With Disabilities).
 2. Four Practica (see Part III F)
 3. The class Piano standard for your concentration.
 4. The class Voice standard for your concentration.
 5. The class Guitar standard for your concentration.
 6. The Secondary Instrument requirements for your concentration.
 7. Passing Scores on the New York State Teacher Certification Exams or scheduled dates.
 8. Successful completion of workshops (MUED 252, 253, 303, and EDU 303) and fingerprinting/background-check.
 9. Required immunizations recorded with the Health Center.
 10. Overall GPA of 3.0 for all courses with last semester before Student Teaching 2.75 GPA minimum.
 11. Demonstration of Professional Commitment and appropriate Candidate Dispositions.
 12. All appropriate artifacts uploaded and available for *anyone at Fredonia* to review in candidate's Music Education e-Portfolio.
-

Part IV: Completion of Student Teaching

College Supervisor(s), Cooperating Teacher(s), MUED 400 Instructors, and Music Education Committee members evaluate candidates' student teaching. To pass the final transition point, candidates must demonstrate capability for success in a first-year teaching position. Candidates must complete a satisfactory Student Teaching Portfolio based on the Educational Teacher Performance Assessment (edTPA), a performance-based assessment of teaching required for the New York State *Initial Certification* in Music.

A. Assessment Criteria for Final Standards during Student Teaching

1. The ability to carry out all teaching responsibilities successfully and independently of the College Supervisor or Cooperating Teachers.
2. The ability to plan and deliver instruction that results in effective and efficient results.
3. The possession of musicianship and musical skills sufficient to succeed as a first-year teacher in the school system in which the candidate's Student Teaching takes place.
4. Personal and professional conduct and dispositions, including but not limited to Part III O, that are clearly within expectations for professional staff in the school system in which the student teaching takes place.

B. Failure to Demonstrate Final Standards during Student Teaching

In the event a candidate fails to demonstrate Final Standards during Student Teaching, the Music Education Student Teaching Coordinator shall consult the Music Education Committee and recommend one of the following:

1. Repeat Student Teaching in its entirety.
2. Complete additional Student Teaching until the Final Standards in question are successfully completed.
3. Demonstrate the Final Standards in question by some other reasonable means.

Anyone failing Student Teaching *must wait one year* before reapplying for Student Teaching. Formal application *in writing* to the Music Education Student Teaching Coordinator must address all concerns documented in the candidate's previous (unsuccessful) student teaching evaluations and contain evidence of the candidate's potential to succeed.

Part V: College Core Curriculum (CCC)*

Courses approved for the College Core Curriculum (CCC) are searchable by category in Your Connection by “Attribute Type.” All categories of the CCC (1-10) may be taken in the major.

| CCC No. | CCC Category | Course No. | Credit Hours | Year Taken | Grade Earned |
|---------|--|----------------------|--------------|------------|--------------|
| 1 | Basic Written Communication | | 3 | | |
| 2 | Mathematics/Quantitative Reasoning | | 3 | | |
| 3 | Foreign Language (Foreign Language) Candidates in all education programs are required to demonstrate competence in a foreign language. This requirement must be satisfied in any one of the following ways: <ul style="list-style-type: none"> • Score of 85 percent or higher on New York State Regents Exam (or local equivalent). Requirement is fulfilled. • Scores of 65 percent - 84 percent on High School N.Y.S. Regents Exam (or local equivalent): Student needs to take an Elementary I level course or an Elementary II level course of a language or equivalent course(s) or successfully complete an equivalent Fredonia proficiency exam. Scores below 65 percent on High School N.Y.S. Regents Exam (or local equivalent) or if student did not take a N.Y.S. Regents or local Exam: Student needs to take an Elementary I level course and an Elementary II level course of the same language or equivalent. | | 3—6 | | |
| 4 | Arts | MUS 125/126** | 4 | | |
| 5 | Humanities | MUED 300* | 3 | | |
| 6 | Social Sciences (One additional non- music course is required) | MUED 251** | 2 | | |
| | | | 3 | | |
| 7 | Natural Sciences (Two different fields of study are required.) | | 3—4 | | |
| | | | 3—4 | | |
| 8 | American History (Candidates who scored below 85 on the American History Regents test must take History 105 or 106. Others may take any course in the category.) | | 3 | | |

| | | |
|----|--|---|
| 9 | Western Civilization | 3 |
| 10 | World History or Non-Western Civilization | 3 |
| 11 | Speaking-Intensive Requirement (One course must be in the major, both can be. Courses satisfying any category above will satisfy this requirement if they are also certified as speaking intensive. | MUS 100, 200, 300, 400** |
| 12 | No upper division CCC coursework required for Music Education majors. | ---- ----- ---- ----- |

Note. The number of credit hours needed to complete the CCC will vary according to AP, IB, and transfer credits earned prior to entering Fredonia.

*Candidates entering Fall 2018 or later must complete the **new** Fredonia Foundations General Education program.

**These music courses fulfill these requirements.

Part VI: Musicianship Core for Music Education

| <u>Course</u> | <u>Credit Hours</u> | <u>Year Taken</u> | <u>Grade</u> |
|---|-------------------------|-----------------------|-----------------|
| <u>Applied Music</u> | | | |
| MUS 125 Applied Major | 2 | _____ | _____ |
| MUS 126 Applied Major | 2 | _____ | _____ |
| MUS 100 Recital Sem. (2 semesters) | S/U | S/U | |
| MUS 120 Concert Att. (2 semesters) | S/U | S/U | |
| MUS 225 Applied Major | 2 | _____ | _____ |
| MUS 226 Applied Major | 2 | _____ | _____ |
| MUS 200 Recital Sem. (2 semesters) | S/U | S/U | |
| MUS 120 Concert Att. (2 semesters) | S/U | S/U | |
| MUS 325 Applied Major | 2 | _____ | _____ |
| MUS 326 Applied Major | 2 | _____ | _____ |
| MUS 300 Recital Sem. (2 semesters) | S/U | S/U | |
| MUS 120 Concert Att. (2 semesters) | S/U | S/U | |
| Graduation Recital | S/U | | |
| <u>Music Theory/Aural Skills/Conducting</u> | | | |
| MUS 121 Aural Skills I | 2 | _____ | _____ |
| MUS 123 Music Theory I | 3 | _____ | _____ |
| MUS 122 Aural Skills II | 2 | _____ | _____ |
| MUS 124 Music Theory II | 3 | _____ | _____ |
| MUS 221 Aural Skills III | 2 | _____ | _____ |
| MUS 223 Music Theory III | 3 | _____ | _____ |
| MUS 231 Conducting I | 2 | _____ | _____ |
| MUS 222 Aural Skills IV | 2 | _____ | _____ |
| MUS 224 Music Theory IV | 3 | _____ | _____ |
| MUS 232 Conducting II | 2 | _____ | _____ |
| <u>Music History</u> | | | |
| MUS 163 Our World of Music I | 1 | _____ | _____ |
| MUS 164 Our World of Music II | 1 | _____ | _____ |
| MUS 263 Music Hist. in West. Civ. I | 3 | _____ | _____ |
| MUS 264 Music Hist. in West. Civ. II | 3 | _____ | _____ |
| Total Musicianship Credit and GPA: | _____ Credits | | _____ (MUS) GPA |

Part VII: Music Education Core

| <u>Course No.</u> | <u>Course Title</u> | <u>Credit</u> | <u>Year Taken</u> | <u>Grade Earned</u> |
|-------------------|--------------------------------------|---------------|-------------------|---------------------|
| MUED 150 | Intro to Public School Music | 0 | _____ | _____ |
| MUED 250 | Foundations of Music Education I | 2 | _____ | _____ |
| MUED 252 | Child Abuse/Neglect Workshop | 0 | _____ | _____ |
| MUED 255 | Practicum - Elementary | 0 | _____ | S/U |
| MUED 251 | Foundations of Music Education II | 2 | _____ | _____ |
| MUED 253 | Drug/Alcohol/Tobacco Abuse | 0 | _____ | S/U |
| MUED 256 | Practicum – Middle School | 0 | _____ | S/U |
| MUED 291 | Technology in Music | 2 | _____ | _____ |
| MUTY 240 | Music for Children with Disabilities | 1 | _____ | _____ |
| EDU 303 | SAVE/DASA/Fire & Arson safety | 1 | _____ | _____ |

Required After Admission to Professional Standing/EPP

| <u>Concentration</u> | <u>Credit</u> | <u>Year Taken</u> | <u>Grade Earned</u> |
|--|---------------------------------------|-------------------|---------------------|
| <u>All (General/Choral and Instrumental)</u> | | | |
| MUED 300 | Foundations of Music Education III | 3 | _____ |
| MUED 303 | Literacy Workshop | 0 | S/U |
| MUED 355 | Practicum – Secondary School | 0 | S/U |
| <u>General/Choral</u> | | | |
| MUED 301 | General Music in Elementary School | 2 | _____ |
| MUED 302 | General Music in Secondary School | 2 | _____ |
| MUED 356 | Practicum - Methods | 0 | S/U |
| MUED 391 | Elementary School Choral Reh. Tech. | 3 | _____ |
| MUED 392 | Secondary School Choral Reh.Tech. | 3 | _____ |
| <u>Instrumental</u> | | | |
| MUED 304 | Instrumental Music in Elem. School | 2 | _____ |
| MUED 305 | Instrumental Music in Sec. School | 2 | _____ |
| MUED 301 | General Music in Elem. OR Sec. School | 2 | _____ |
| or 302 | | | |
| MUED 356 | Practicum - Methods | 0 | S/U |
| MUED 393 | Elem. Sch. Instrumental Reh. Tech. | 2 | _____ |
| MUED 394 | Sec. Sch. Instrumental Reh.Tech. | 2 | _____ |

Required After Admission to Student Teaching

| | | | | |
|--|-----------------------|--------------|---------------------|-------|
| MUED 400 | Professional Semester | 12 | _____ | _____ |
| Total Music Education Core Credit and GPA | | _____Credits | _____ (MUED) GPA | |

**Part VIII-A: General/Choral Concentration
Voice Applied**

| <u>Course No.</u> | <u>Course Title</u> | <u>Credit</u> | <u>Year Taken</u> | <u>Grade Earned</u> |
|--|--|---------------|-------------------|---------------------|
| <u>Diction</u> | | | | |
| MUS 137* | English Diction for Singers | .5 | _____ | _____ |
| MUS 138* | Italian Diction for Singers | .5 | _____ | _____ |
| MUS 139* | German Diction for Singers | .5 | _____ | _____ |
| MUS 140* | French Diction for Singers | .5 | _____ | _____ |
| * Voice Area requirement | | | | |
| <u>Piano Classes</u> | | | | |
| MUS 118 | (required for Music core) | 2 | _____ | _____ |
| MUS 217 | | 1 | _____ | _____ |
| MUS 218 | (required prior Professional Standing) | 1 | _____ | _____ |
| MUS 317 | (required for Choral Rehearsal Techniques) | 1 | _____ | _____ |
| MUS 318 | | 1 | _____ | _____ |
| MUS 417 | (required prior to Student Teaching) | 1 | _____ | _____ |
| <u>Guitar Classes</u> | | | | |
| MUED 210 | | 1 | _____ | _____ |
| MUED 211 | | 1 | _____ | _____ |
| <u>Elective Coursework By Advisement</u> including brass, woodwinds, string and percussion secondary instruments (see H ² , p. 11). | | | | |
| _____ | | | _____ | _____ |
| _____ | | | _____ | _____ |
| _____ | | | _____ | _____ |
| <u>Ensembles: Seven semesters in 1-credit choral ensembles</u> | | | | |
| 1 | | 1 | _____ | _____ |
| 2 | | 1 | _____ | _____ |
| 3 | | 1 | _____ | _____ |
| 4 | | 1 | _____ | _____ |
| 5 | | 1 | _____ | _____ |
| 6 | | 1 | _____ | _____ |
| 7 | | 1 | _____ | _____ |

**Part VIII-B: General/Choral Concentration
Keyboard Applied**

| <u>Course No.</u> | <u>Course Title</u> | <u>Credit</u> | <u>Year Taken</u> | <u>Grade Earned</u> |
|--|---|---------------|-------------------|---------------------|
| <u>Voice and Diction</u> | | | | |
| MUS 137 | English Diction for Singers | .5 | _____ | _____ |
| MUS 138 | Italian Diction for Singers | .5 | _____ | _____ |
| MUS 139 | German Diction for Singers | .5 | _____ | _____ |
| MUS 140 | French Diction for Singers | .5 | _____ | _____ |
| MUED 203 | Intermediate Voice Class | 1.5 | _____ | _____ |
| MUED 204 | Advanced Voice Class | 1.5 | _____ | _____ |
| (MUS 113) | Voice Class | 1 | _____ | _____ |
| <u>Piano</u> | | | | |
| MUS 415 | Piano Class for Keyboard Majors | 1 | _____ | _____ |
| MUS 416 | Piano Class (required for Student Teaching) | 1 | _____ | _____ |
| <u>Guitar</u> | | | | |
| MUED 210 | Guitar Class | 1 | _____ | _____ |
| MUED 211 | Guitar Class | 1 | _____ | _____ |
| <u>Elective Coursework By Advisement</u> including brass, woodwinds, string and percussion secondary instruments (see H ² , p. 11). | | | | |
| _____ | _____ | _____ | _____ | _____ |
| _____ | _____ | _____ | _____ | _____ |
| _____ | _____ | _____ | _____ | _____ |

Ensembles: One (1)-credit ensemble each semester of residency except during student teaching (7 total) including a minimum of three semesters of piano ensemble and four semesters in choral ensembles. Must be in an ensemble every semester except during student teaching.

| | | | | |
|---------------|-------|---|-------|-------|
| <u>Piano</u> | | | | |
| 1 | _____ | 1 | _____ | _____ |
| 2 | _____ | 1 | _____ | _____ |
| 3 | _____ | 1 | _____ | _____ |
| <u>Choral</u> | | | | |
| 1 | _____ | 1 | _____ | _____ |
| 2 | _____ | 1 | _____ | _____ |
| 3 | _____ | 1 | _____ | _____ |
| 4 | _____ | 1 | _____ | _____ |

**Part VIII-C: General/Choral Concentration
Non-Voice/Non-Piano Applied**

| <u>Course No.</u> | <u>Course Title</u> | <u>Credit</u> | <u>Year Taken</u> | <u>Grade Earned</u> |
|--|--|---------------|-------------------|---------------------|
| <u>Voice and Diction</u> | | | | |
| MUS 137 | English Diction for Singers | .5 | _____ | _____ |
| MUS 138 | Italian Diction for Singers | .5 | _____ | _____ |
| MUS 139 | German Diction for Singers | .5 | _____ | _____ |
| MUS 140 | French Diction for Singers | .5 | _____ | _____ |
| MUED 203 | Intermediate Voice Class | 1.5 | _____ | _____ |
| MUED 204 | Advanced Voice Class | 1.5 | _____ | _____ |
| (*MUS 113) | Voice Class | 1 | _____ | _____ |
| <u>Piano</u> | | | | |
| MUS 118 | (required for Music core) | 2 | _____ | _____ |
| MUS 217 | | 1 | _____ | _____ |
| MUS 218 | (required prior Professional Standing) | 1 | _____ | _____ |
| MUS 317 | (required for Choral Rehearsal Techniques) | 1 | _____ | _____ |
| MUS 318 | | 1 | _____ | _____ |
| MUS 417 | (required prior to Student Teaching) | 1 | _____ | _____ |
| <u>Guitar</u> | | | | |
| MUED 210 | Guitar Class | 1 | _____ | _____ |
| MUED 211 | Guitar Class | 1 | _____ | _____ |
| <u>Elective Coursework By Advisement including brass, woodwinds, string and percussion secondary instruments (see H², p. 11).</u> | | | | |
| _____ | | | _____ | _____ |
| _____ | | | _____ | _____ |
| _____ | | | _____ | _____ |

Ensembles: One (1)-credit ensemble each semester of residency except during Student Teaching, four of which must be choral ensembles.

| <u>Assigned Ensembles</u> | <u>Choral Ensembles</u> | | | |
|---------------------------|-------------------------|-----|-------|-------|
| 1 | 1 | 1-2 | _____ | _____ |
| 2 | 2 | 1-2 | _____ | _____ |
| 3 | 3 | 1-2 | _____ | _____ |
| | 4 | 1-2 | _____ | _____ |

Part VIII-D: Instrumental Concentration

| <u>Course No./Title</u> | <u>Credit</u> | <u>Year Taken</u> | <u>Grade Earned</u> |
|---|---------------|-------------------|---------------------|
| <u>Piano, Voice, Brass Pedagogy</u> | | | |
| MUS 113 Voice Class | 1 | _____ | _____ |
| MUS 118 Piano | 2 | _____ | _____ |
| MUS 217 Piano | 1 | _____ | _____ |
| MUS 218 Piano (required for Prof. Std.) | 1 | _____ | _____ |
| (*MUS 117) | 1 | _____ | _____ |
| MUED 260 Brass Pedagogy | 1 | _____ | _____ |

Secondary Instruments (**Minimum of 8 credits required** including MUED 260 Brass Pedagogy. See PART III for specific requirements.)

Beginning Proficiency Courses

| | | | |
|-----------------------|---|-------|-------|
| MUED 161 Trumpet | 1 | _____ | _____ |
| MUED 162 Trombone | 1 | _____ | _____ |
| MUED 163 Horn | 1 | _____ | _____ |
| MUED 164 Tuba | 1 | _____ | _____ |
| MUED 171 Clarinet | 1 | _____ | _____ |
| MUED 172 Flute | 1 | _____ | _____ |
| MUED 173 Oboe | 1 | _____ | _____ |
| MUED 174 Bassoon | 1 | _____ | _____ |
| MUED 175 Saxophone | 1 | _____ | _____ |
| MUED 185 Violin/Viola | 1 | _____ | _____ |
| MUED 186 Cello | 1 | _____ | _____ |
| MUED 187 Bass | 1 | _____ | _____ |
| MUED 221 Percussion | 2 | _____ | _____ |

Advanced Proficiency Courses

| | | | |
|---|---|-------|-------|
| MUED 261 Trumpet | 1 | _____ | _____ |
| MUED 262 Trombone | 1 | _____ | _____ |
| MUED 263 Horn | 1 | _____ | _____ |
| MUED 264 Tuba | 1 | _____ | _____ |
| MUED 271 Clarinet | 2 | _____ | _____ |
| MUED 272 Flute | 2 | _____ | _____ |
| MUED 273 Oboe | 2 | _____ | _____ |
| MUED 274 Bassoon | 2 | _____ | _____ |
| MUED 275 Saxophone | 2 | _____ | _____ |
| MUED 285 Violin/Viola | 2 | _____ | _____ |
| MUED 286 Cello | 2 | _____ | _____ |
| MUED 287 Bass | 2 | _____ | _____ |
| MUED 485 (section 2) Percussion Pedagogy (Percussion Majors Only) | 1 | _____ | _____ |
| MUED 315 (see note below) | 1 | _____ | _____ |
| MUED 316 (see note below) | 1 | _____ | _____ |

Elective Coursework By Advisement

| | | |
|-------|-------|-------|
| _____ | _____ | _____ |
| _____ | _____ | _____ |
| _____ | _____ | _____ |

Ensembles: One (1)-credit ensemble using principal instrument each semester, plus two semesters in a 1-credit choral ensemble, plus at least one semester of instrumental chamber music. Exception: Piano Candidates in the Instrumental Concentration must play a primary or secondary instrument in band and/or orchestra for a total of three (3) semesters, plus four (4) piano ensembles (which covers the small ensemble requirement) and two (2) choral ensembles.

Instrumental

| | | | |
|---|---|-------|-------|
| 1 | 1 | _____ | _____ |
| 2 | 1 | _____ | _____ |
| 3 | 1 | _____ | _____ |
| 4 | 1 | _____ | _____ |
| 5 | 1 | _____ | _____ |
| 6 | 1 | _____ | _____ |
| 7 | 1 | _____ | _____ |

Choral

| | | | |
|---|---|-------|-------|
| 1 | 1 | _____ | _____ |
| 2 | 1 | _____ | _____ |

Chamber

| | | | |
|---|----|-------|-------|
| 1 | .5 | _____ | _____ |
|---|----|-------|-------|

Note. Candidates whose Principal Applied is a non band or orchestral instrument (such as piano, guitar, harp or voice) must complete a minimum of two (2) semesters Secondary Applied (MUS 315/316) or other approved private study on a band or orchestral instrument (woodwind, brass, string or percussion)

Part IX-A: Elective Coursework by Advisement

Your concentration lists the minimal number of credits you are required to choose so that your program will equal 122-126.5 credit hours, depending on area of concentration. You may, of course, take more. Since these are intended to “round out” your preparation in a variety of areas not otherwise addressed by your core program or concentration, it is probably a good idea to consider taking more than are required.

If your academic record is very strong, and you are confident that music teaching is your best career choice, consider enrolling in the Music Education Multi-Award Degree Program in which you can earn your Bachelor’s *and* Master’s Degrees in Music Education in as few as five years and one summer. This program becomes available after you achieve Professional Standing, and it enables you to begin taking graduate courses while you are still an undergraduate student. Contact the Music Education Area Head for more information!

The following list of suggested courses is provided to enable you to plan your program intelligently. It is not exhaustive, and some of the courses listed may not be available every semester.

Electives Applicable Regardless of Concentration

- Secondary Instrument Classes in addition to those required
- MUED 301, 302, 304, 305 Methods course(s) in addition to those required
- MUS 375, 377 Early Childhood Music Pedagogy
- MUED 450-451 Directed Study in music education (1 to 3 cr.)*
- Advanced Conducting courses
- Community Music courses
- MUS 137, 138, 139, 140 English, Italian, German, French Diction
- Upper level courses in Theory, Analysis, History, Literature
- Composition, Electronic Music
- MUS 119 Free Improvisation
- MUS 109 Harp Class

Vocal/General Concentration Choices

- MUS 404 Choral Arranging
- Advanced Conducting
- MUS 344 Vocal Pedagogy
- MUED 310/311 Advanced Guitar Class

Instrumental Concentration Choices

- MUS 371 Woodwind Repair
- MUED 331 Marching Band Techniques
- Choral Conducting
- MUS 344 Vocal Pedagogy

- Guitar Classes
- Intermediate/Advanced Voice Classes
- Piano Classes in addition to those required
- MUS 401 Orchestration

**No more than 3 credits of Electives by Advisement may be fulfilled by Directed Study*

Part IX-B: Planning Ahead: Challenges and Choices

You are required to take only 6 semesters of applied music study, but you may take 7 semesters. You must complete a satisfactory graduation recital within that time. However, you should try to complete the recital in the Spring of your junior year (MUS 326) for the following reasons:

- You have the opportunity to study another instrument, subject to space available in the playing class of your preference. This can greatly add to your competence for teaching and to your credentials.
- You can take additional courses such as composition, upper level theory or history, music technology, etc. to improve your general musicianship.

You must complete four (4) Practica before student teaching, two (2) before Professional Standing. However, there are several potential difficulties:

- With ensemble tours using vacation time as well as time between and after semesters, it can be difficult to schedule your practica. Plan ahead. You may need to complete one during a semester or double up (e.g., it is possible to complete two weeks of practicum in May/June after spring semester ends).
- Your foundations courses, methods courses, and conducting courses will be much more relevant if you complete practica each year instead of waiting to do them just before the deadline.

Double Majors

Consider the following:

- You must officially declare Music Education as your primary degree. The State requires that Music Education be listed as your “primary degree” in order to receive certification.
- When you graduate, your diploma will show only the “primary” degree. Your transcript will show the other degree, but the *official* diploma you put on the wall will not show two degrees.
- Most graduate schools are not interested in your degree labels or whether you have two or more. They are interested in your musical and scholastic competence and potential as indicated in your transcript and audition.
- If you are getting financial aid, you must check with the Financial Aid Office about the impact of declaring a second major. Additional time beyond eight semesters or the awarding of the “primary” degree may affect financial aid.
- One of the interesting things about the music education major is that you frequently can, if you use your choices appropriately, get virtually all the same courses, performance opportunities, etc., without formally declaring a second major. This may be the preferred way to go if you would otherwise lose financial aid, or if the doubling of credits for the applied lesson will regularly put you over the allowed number of credits per semester. The completion of any double major usually takes 9 to 10 semesters.

Certain required courses are offered only in the Fall semester or only in the Spring Semester. The following are potential problems:

- If you graduate in December you will not be around the following Spring semester to take certain courses that are only offered in the Spring. Make sure you find out which these are and plan to meet these requirements before you student teach.
- If you have a double major, check with your advisor for the specific courses that are required in the other major that are offered only one semester of the school year. Be sure to include these in your program appropriately.

Earning Bachelor's and Master's Degrees in One Program: The Music Education Multi-Award MusB/MM

New York state requires all teachers with Initial Certification to earn a Master's degree within five years in order to qualify for the next level of certification, which is Professional Certification. The Music Education MusB/MM program enables you to earn two separate degrees at Fredonia, the Bachelor of Music - Music Education and the Master of Music - Music Education, within as few as five years. Combined, these two music education degrees fulfill the academic requirements for New York Initial and Professional Certificates in Music Education. Candidates for this program attain admission to the Music Education Bachelor of Music degree program. Upon successful admission to Professional Standing and prior to beginning the student teaching semester, candidates in good standing may apply for the Music Education MusB/MM Program. Undergraduates accepted in the Music Education MusB/MM Program may begin graduate work during the senior year and complete the remaining requirements for the Master's degree in as few as two semesters and one summer. Fredonia's Music Education Master's degrees offer you the option of completing a Recital track that includes private lessons and a graduate music education recital (audition required), a Final Project/Thesis track that includes courses in research and completion of a research-based final project, or an In-Service track designed to broaden your teaching range with a number of elective course options in music, education, and music education. You can see the course lists for these tracks in Appendix F. Contact the Music Education Area Head for application information.

Activities During Student Teaching

Due to the importance of student teaching and the time involved in additional school rehearsals, field trips, contests, and concerts, student teachers:

- May not participate in any college courses **or** in any School of Music sponsored extracurricular activities
- May not perform recitals, opera roles, or concerto
- Are urged to avoid other regular obligations, such as jobs or other professional work.

Music Education adheres to University policies concerning academic integrity (plagiarism, cheating, etc.) found in the *Fredonia Catalog: Undergraduate and Graduate Programs* (<http://fredonia.smartcatalogiq.com/2017-2018/Catalog>). Anyone who is suspected of academic dishonesty will be reported to the Academic Affairs committee; if the Committee finds that the charges are supported, then the candidate will fail the course and may be suspended from the Music Education program.

Part X: Practica

What Are Practica?

New York State requires that all candidates for Initial Certification in Music Education have experience in school music classrooms prior to student teaching. To meet this requirement, candidates in Music Education at Fredonia are required to spend at least 40 clock hours each of 4 placements (for a total of 160 hours) functioning as a music teacher's aide. These pre-student teaching experiences are called practica.

Each of your Foundations courses has an accompanying practicum (singular of practica) that is devoted to specific grade levels related to that course (although the actual experiences can be completed in any order).

- MUED 250 Foundations I-MUED 255-Practicum in Elementary **General Music**
- MUED 251 Foundations II-MUED 256-Practicum in Middle School Music
- MUED 300 Foundations III-MUED 355-Practicum in High School Music

You are also required to complete an additional practicum at a grade level of your choice before student teaching:

- MUED 356-Practicum in music at a grade level of your choice.
 - One of these four practica must be in a high-needs school as defined and listed by New York State (see OnCourse MUED Practicum Site for a partial list of high-needs schools).
 - One of these four practica must be completed in **elementary general music setting** to insure that you observe *all* or nearly all of the children enrolled in a school in their music classes, and to insure that you complete New York state's requirement of at least 15 observation hours in settings with students with disabilities and with English language learners.

To get started, choose a school where you would like to complete one of your practica.

Typically, Music Education students choose a school close to home, which enables them to live at home and complete practica in weeks in January or May/June. Contact the local music teacher or the administration offices of the school district and request permission to observe in their school. Briefly describe your reasons for contacting them. Remember to explain that this is a *pre-student teaching* experience—if you use the word *practicum*, they may not understand our use of the term.

If the school agrees to allow you to complete the practicum, give them the **Practicum Packet**. This packet can be found on the OnCourse MUED Practicum Site, and consists of:

- A letter to the teacher explaining the program and requesting permission for you to participate in the school
- Guidelines for the cooperating teacher
- Agreement form (print in ink or type your name and other pertinent information; *include stamped and addressed envelope to Dr. Levy*)

- Evaluation form (print in ink or type your name and other pertinent information; *Give the school officials a stamped envelope addressed to Dr. Levy*).
- Practicum Reflection Form

Although completing your practica at the school in which you graduated is convenient, it is highly advisable to schedule your High School practicum (as well as other practica) in a different district. This will allow you to broaden your experience. You may complete any practicum in more than one school building or district as long as the grade levels meet the requirements. To insure that your practicum observations are sufficiently broad, you may complete **only one (1) practicum** experience (5 school days) **with any one music teacher**. This means that you must observe at least four (4) *different* music teachers to complete the four required practica.

After you have completed your practicum, complete the:

- Practicum Reflection Form

Submit all three of the required Practicum forms to Dr. Levy within ten days of completing each practicum. You can check your grades on the OnCourse MUED Practicum site to see the status of all submitted forms. Remember that you must complete two practica to earn Professional Standing and all four practica for Admission to Student Teaching. You must enroll in the appropriate course number of each Practicum with each co-requisite foundations/methods class, but you may complete the practicum weeks in schools in any order.

Special Note: ***Professional conduct and dress are required while in the schools***. If you are unclear about acceptable criteria for each, contact the cooperating teacher or administration offices and request guidance.

Appendix A

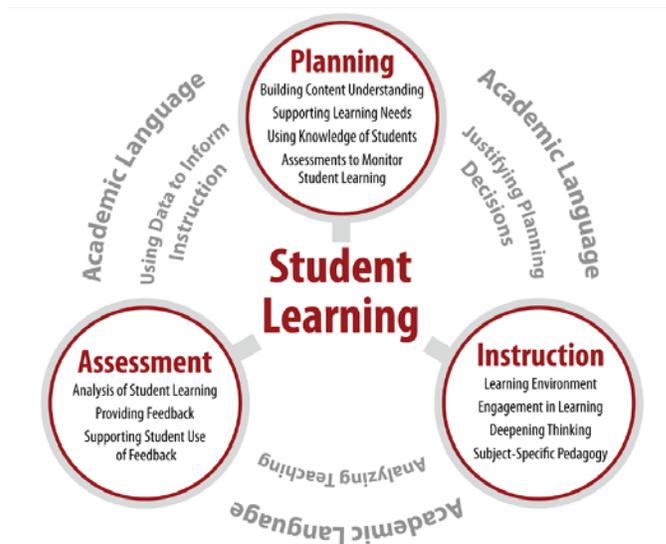
Conceptual Framework of Fredonia's Responsive Educator Program

The School of Music prepares music educators for the significant instructional challenges that await them. The general philosophy underlying the Responsive Educator Program is an organized, yet complex model, which correlates with the themes that characterize current educational reform movements. That is, **we believe that all children can learn and make music, and that they can learn and make music best when taught by Music Educators who are responsive.**

The process of responsive instruction comprised of planning, instructing, reflecting, and responding is a process that all effective professionals engage in when providing best teaching practice. This is supported by the Four Pillars of Understanding-Knowledge, Pedagogy, Diversity, and Professionalism. The foundation that supports the pillars is rooted in Trustworthy Educational Research, Contextual Influences Impacting Instructional Delivery and Standards for Teaching, Learning, and Professional Behavior.

The Cycle of Effective Teaching

The cycle of effective teaching involves three processes: planning, instruction, and assessment. Planning is your **intended** teaching, instruction is your **enacted** teaching, and assessment reveals the **impact** of your teaching on student learning.



Effective *planning* means selecting content, setting objectives, studying learner needs and backgrounds, and designing instructional strategies. Well organized *instructing* involves using diverse, proven teaching practices and linking theory with practice. Successful *assessment* provides information to be used as feedback to continually adjust teaching and learning activities in response to learner performance.

The supports for effective teaching are the Four Pillars of Understanding. These practices are the basis of the instruction. Each future educator is provided with the knowledge necessary for providing best teaching practice. This includes general and specific knowledge, the knowledge of human development and the learning process. Pedagogy is the method of instructional delivery. Candidates learn to use teacher-directed, peer-assisted, student-regulated, and technology-assisted methods of instructional delivery. Subject-specific teaching practices are also taught to educators. Comprehension of diversity is another important knowledge base for educators. Fredonia Music Education majors learn to accommodate students of all needs and backgrounds. Cultural and linguistic diversity, multicultural education, special needs and inclusion, and urban education are taught to all future Music Educators. Lastly, professionalism is a large part of the knowledge base provided for Music Education students. Professionalism incorporates life-long learning, professional development and advocacy through collaboration. Professionalism also includes ethical conduct, behavior, research and contribution to the field.

The foundation of the model refers to trustworthy research, contextual influences impacting instruction, and standards. A diverse foundation of knowledge combined with responsive instruction is the ideal conceptual framework for student learning and teaching.

Appendix B

Program Standards

Council for Accreditation of Educator Preparation (CAEP). Fredonia's Music Education program is part of the College of Education-Professional Education Unit accredited through the Council for the Accreditation of Educator Preparation ([CAEP](#)). The [CAEP Standards](#) reflect the voice of the education field on what makes a quality teacher.

Standard 1: Content and pedagogical knowledge. The provider ensures that candidates develop a deep understanding of the critical concepts and principles of their discipline and, by completion, are able to use discipline specific practices flexibly to advance the learning of all students toward attainment of college- and career-readiness standards.

Standard 2: Clinical partnerships and practice. The provider ensures that effective partnerships and high- quality clinical practice are central to preparation so that candidates develop the knowledge, skills, and professional dispositions necessary to demonstrate positive impact on all P-12 students' learning and development.

Standard 3: Candidate quality, recruitment, and selectivity. The provider demonstrates that the quality of candidates is a continuing and purposeful part of its responsibility from recruitment, at admission, through the progression of courses and clinical experiences, and to decisions that completers are prepared to teach effectively and are recommended for certification. The provider demonstrates that development of candidate quality is the goal of educator preparation in all phases of the program. This process is ultimately determined by a program's meeting of Standard 4.

Standard 4: Program impact. The provider demonstrates the impact of its completers on P-12 student learning and development, classroom instruction, and schools, and the satisfaction of its completers with the relevance and effectiveness of their preparation.

Standard 5: Provider quality assurance and continuous improvement. The provider maintains a quality assurance system comprised of valid data from multiple measures, including evidence of candidates' and completers' positive impact on P-12 student learning and development. The provider supports continuous improvement that is sustained and evidence-based, and that evaluates the effectiveness of its completers. The provider uses the results of inquiry and data collection to establish priorities, enhance program elements and capacity, and test innovations to improve completers' impact on P-12 student learning and development.

National Association of Schools of Music (NASM) Standards Concerning Music Teacher Preparation

Standard 3a: Desirable Attributes, Essential Competencies, and Professional Procedures

- (1) Personal commitment to the art of music, to teaching music, and to encouraging the artistic and intellectual development of students
- (2) The ability to lead students to an understanding of music as an art form, as a means of communication, and as a part of their intellectual and cultural heritage
- (3) The capability to inspire others and to excite the imagination of students, engendering a respect for music and a desire for musical knowledge and experiences
- (4) The ability to articulate logical rationales for music as a basic component of general education
- (5) The ability to work productively within specific education systems
- (6) The ability to evaluate ideas, methods, and policies in the arts, the humanities, and in arts education for their impact on the musical and cultural development of students
- (7) The ability and desire to remain current with developments in the art of music and in teaching

Standard 3b: Music Competencies

- (1) Conducting
- (2) Arranging
- (3) Performance
- (4) Analysis/history/literature
- (5) Essential competencies and experiences in performance

Standard 3c: Teaching Competencies

- (1) Ability to teach music at various levels to different age groups
- (2) An understanding of child growth and development and an understanding of principles of learning as they relate to music
- (3) The ability to assess aptitudes and to plan educational programs to meet assessed needs
- (4) Knowledge of current methods, materials, and repertoires
- (5) The ability to accept, amend, or reject methods and materials based on personal assessment of specific teaching situations
- (6) An understanding of evaluative techniques

Standard 3d: Professional Procedures

- (1) Music methods courses and field work must be taught or supervised by institution's music education faculty who have had successful experience teaching music in elementary and/or secondary schools
- (2) Institutions should encourage observation and teaching experiences
- (3) Institutions should establish specific evaluative procedures to assess students' progress and achievement
- (4) Institutions should provide opportunities for advanced undergraduate study in such areas as conducting, composition, and analysis

National Core Arts Standards

Available at <http://www.nationalartsstandards.org/>

NATIONAL CORE ARTS STANDARDS

Dance, Media Arts, Music, Theatre And Visual Arts



What Are The Standards?

A process that guides educators in providing a unified quality arts education for students in Pre-K through high school.

[Read more →](#)



Creating

- Anchor Standard #1. Generate and conceptualize artistic ideas and work.
- Anchor Standard #2. Organize and develop artistic ideas and work.
- Anchor Standard #3. Refine and complete artistic work.



**Performing/
Presenting/
Producing**

- Anchor Standard #4. Analyze, interpret, and select artistic work for presentation.
- Anchor Standard #5. Develop and refine artistic work for presentation.
- Anchor Standard #6. Convey meaning through the presentation of artistic work.



Responding

- Anchor Standard #7. Perceive and analyze artistic work.
- Anchor Standard #8. Interpret intent and meaning in artistic work.
- Anchor Standard #9. Apply criteria to evaluate artistic work.



Connecting

- Anchor Standard #10. Synthesize and relate knowledge and personal experiences to make art.
- Anchor Standard #11. Relate artistic ideas and works with societal, cultural and historical context to deepen understanding.

New York State Learning Standards for the Arts

Arts Standard 1: Creating, performing, and participating in the arts

Create and perform short pieces (a)

Sing songs and play instruments (b)

Read simple notation (c)

Perform in ensembles (d)

Identify and use, in individual and group experiences, some of the roles, processes, and actions used in performing and composing music of their own and others (e)

Arts Standard 2: Knowing and using arts materials and resources

Use classroom and nontraditional instruments (a)

Construct instruments (b)

Demonstrate how to play recorded music (c)

Identify various settings in which they hear music and resources use to produce that music (d)

Demonstrate appropriate audience behavior (e)

Discuss ways that music is used by society (f)

Arts Standard 3: Responding to and analyzing works of art

Through listening, identify strengths and weaknesses of specific music works and performances (a)

Describe music in terms related to basic elements (i.e., pitch, melody, harmony, etc.) (b)

Discuss basic means by which voice and instruments can alter pitch, loudness, duration, and timbre (c)

Describe music's context in terms related to social and psychological functions and settings (d)

Describe their understandings of particular pieces of music and how they relate to their surroundings (e)

Arts Standard 4: Understanding the cultural dimensions and contributions of the arts

Identify when listening, and perform from memory, a basic repertoire of folk songs/dances (a)

Identify titles and composers of well-known examples of classical concert music and blues/jazz selections (b)

Identify the primary cultural, geographical, and historical settings for the music they listen to and perform (c)

Appendix C

Transition Points in Baccalaureate (MUSB) and Multi-Award (MUSB/MM) Music Education Degrees

Music Education Baccalaureate Degree (MUSB)*

| | T-0 Admission to Program | T-1 Progress through Program | T-2 Admission to Professional Standing | T-3 Admission to Student Teaching | T-Exit | After Program Completion |
|-----------------|---|--|---|--|--|--|
| Music (MusB) | <ul style="list-style-type: none"> • SAT \geq 1000 or ACT \geq 20 • High School GPA \geq 80% | <p>End of Freshman Year</p> <ul style="list-style-type: none"> • Completion of MUED 150 Introduction to Music Education • MUED 150 artifact posted to Music Education e-portfolio • Successful elementary or middle school practicum • Overall GPA \geq 3.0 • Successful completion of studio jury (MUS 126) • C- minimum in all Music Theory classes • D+ minimum in all other MUS classes • C minimum in all Music Education classes • Successful ensemble participation | <p>End of Sophomore Year</p> <ul style="list-style-type: none"> • Application for Professional Standing • Completion of MUED 250/251 Foundations I/II • MUED 250/251 artifacts posted to Music Education e-portfolio • Successful practicum MUED 255/256 • GPA \geq 3.0 • Successful completion of studio jury (MUS 226) • C- minimum in all Music Theory classes • D+ minimum in all other MUS classes • C minimum in all Music Education classes • Successful ensemble participation • Completion of appropriate secondary instruments requirements | <p>End of Junior Year</p> <ul style="list-style-type: none"> • Application for Student Teaching • Completion of MUED 300 Foundations III • Completion of all methods classes • Methods and MUED 300 artifacts posted to Music Education e-portfolio • Completion of all NY state mandated workshops (CAW, Drug/Alcohol/Tobacco, Literacy, SAVE, DASA, Fire/Arson) • Completion of Music for Children with Disabilities MUTY240 • Successful high school and elective practica MUED 355/356 • Overall GPA \geq 3.0 • Successful completion of studio jury (MUS 326) • C minimum in all Music Education classes • D+ minimum in all other MUS classes • Successful ensemble participation • Successful completion of appropriate secondary instruments | <p>End of Senior Year</p> <ul style="list-style-type: none"> • Completion of Student Teaching and Student Teaching Portfolio • Satisfactory completion of all music education program requirements <p>GRADUATION:</p> <ul style="list-style-type: none"> • Application for Graduation • Completion of academic program • Successful recital, recital program on file with School of Music • Positive Disposition record at exit • Overall GPA \geq 3.0 | <p>CERTIFICATION: State Licensure exams (edTPA, EAS, Music CST and all current NYSED teacher certification requirements)</p> |

* Leads to Institutional Recommendation for New York State Initial Teacher Certification.

Multi-Award Program MUSB/MM in Music Education*

| | T-0 Admission to Program | T-1 Progress through Program | T-2 Admission to Professional Standing/Admission to MUSB/MM Program | T-3 Admission to Student Teaching/Master's (MM) Program Advancement | T-4 Baccalaureate (MUSB) Completion/ MM Program Advancement | T-Exit Master's (MM) Program Completion | After Master's (MM) Program Completion |
|---|--|--|---|---|---|--|---|
| Music (MusB) and Music (MM-Music Education) | <ul style="list-style-type: none"> • SAT <input type="checkbox"/> 1000 or ACT <input type="checkbox"/> 20 • High School GPA <input type="checkbox"/> 80% | <p>End of Freshman Year</p> <ul style="list-style-type: none"> • Completion of MUED 150 Introduction to Music Education • MUED 150 artifact posted to Music Education e-portfolio • Successful elementary or middle school practicum • Overall GPA \geq 3.0 • Successful completion of studio jury (MUS 126) • C- minimum in all Music Theory classes • D+ minimum in all other MUS classes • C minimum in all Music Education classes • Successful ensemble participation | <p>End of Sophomore Year</p> <ul style="list-style-type: none"> • Application for Professional Standing • Completion of MUED 250/251 Foundations I/II • MUED 250/251 artifacts posted to Music Education e-portfolio • Successful practicum MUED 255/256 • GPA \geq 3.0 • Successful completion of studio jury (MUS 226) • C- minimum in all Music Theory classes • D+ minimum in all other MUS classes • C minimum in all Music Education classes • Successful ensemble participation • Completion of appropriate secondary instruments requirements • Recommendation to MUSB/MM program from Music Education Committee OR successful application for MUSB/MM to Music Education Committee | <p>End of Junior Year</p> <ul style="list-style-type: none"> • Application for Student Teaching • Completion of MUED 300 Foundations III • Completion of all methods classes • Methods and MUED 300 artifacts posted to Music Education e-portfolio • Completion of all NY state mandated workshops (CAW, Drug/Alcohol/Tobacco, Literacy, SAVE, DASA, Fire/Arson) • Completion of Music for Children with Disabilities MUTY240 • Successful high school and elective practica MUED 355/356 • Overall GPA \geq 3.0 • Successful completion of studio jury (MUS 326) • C minimum in all Music Education classes • D+ minimum in all other MUS classes • Successful ensemble participation • Successful completion of appropriate secondary instruments • Completion of 3-6 credits of graduate coursework (500-level) • Graduate GPA \geq 3.0 • Completion of GRE-General Test; \geq135 score in Math and Verbal Skills | <ul style="list-style-type: none"> • Completion of Student Teaching and Student Teaching Portfolio • Satisfactory completion of all music education program requirements <p>MUSB GRADUATION:</p> <ul style="list-style-type: none"> • Application for MUSB Graduation • Completion of MUSB academic program • Successful undergraduate recital, recital program on file with School of Music • Positive Disposition record at exit • Overall GPA \geq 3.0 • Completion of 3-6 credits of graduate coursework (500-level) • Graduate GPA \geq 3.0 | <p>Initial CERTIFICATION: NY State Teacher Certification Exams (edTPA, EAS, Music CST) and all current NYSED teacher certification requirements</p> <ul style="list-style-type: none"> • Application for MM Graduation • B- minimum in MUED619, MUED620, MUED621 • C minimum in all other Music Education classes • Completion of all Music Education coursework • Completion of all Musicianship course-work • Completion of all Elective coursework • Completion of recital, thesis, or project when Final Project option has been chosen • Completion of 12 Music credit hours • Minimum 18 credit hours of 600-level coursework <p>MM – Music Ed GRADUATION:</p> <ul style="list-style-type: none"> • Successful Program Completion • Graduate GPA \geq 3.0 • Positive Disposition Record at exit | <p>Professional CERTIFICATION</p> <ul style="list-style-type: none"> • Completion of three years MUSIC teaching experience in public or approved nonpublic preschool or elementary, middle, or secondary school • Experience that is not full time may be credited on prorated basis • Completion of mentored experience verified by employing school district • Fingerprint clearance • Citizenship Status - INS Permanent Residence or U.S. Citizenship • Complete NYSED Application for Professional Certification |

* Leads to Institutional Recommendation for New York State Initial *and* Professional Teacher Certification.

Appendix D

Candidate Dispositions

Professional Disposition Statements. These statements apply to all teacher candidates at all times in real world interactions and in all on-line activities that are accessible by other professionals and the public. Each statement is aligned with the specific Interstate Teacher Assessment and Support Consortium (InTASC) standard referenced in parentheses and followed by a bulleted list of indicators. These dispositions may also be measured at any time by any of the candidate's instructors using an Instructor Initiated Form. The following is a description of the professional dispositions:

Disposition 1. The teacher candidate demonstrates the cognitive ability to assume responsibility in his/her own and his/her students' development. (InTASC 1)

- *Creates developmentally appropriate practice for students, fostering the contributions of families, colleagues, and other professionals.*
- *Incorporates differentiated instruction to support student development of critical thinking, problem-solving and performance abilities.*

Disposition 2. The teacher candidate appreciates and values human diversity and shows respect for others' varied talents and perspectives. (InTASC 2)

- *Listens to others' perspectives in a respectful manner.*
- *Exhibits an understanding of the complexities of race, power, gender, class, sexual orientation and privilege in American society.*

Disposition 3. The teacher candidate contributes to a positive climate in the university classroom and PreK-12 setting. (InTASC 3)

- *Participates actively in class discussions and assignments; works effectively with others.*
- *Shows respect for and consideration for the thoughts and feelings of others.*

Disposition 4. The teacher candidate develops a mastery of content and effectively creates learning experiences that assure mastery of content for pupils. (InTASC 4)

- *Demonstrates a commitment to professional development and attention to new ideas in both content and pedagogy.*
- *Appreciates multiple perspectives and recognizes the potential for bias in his or her representation of the content area.*

Disposition 5. The teacher candidate is committed to developing as a creative and collaborative problem-solver. (InTASC 5)

- *Uses disciplinary knowledge to address local and global issues.*
- *Values knowledge from across content areas, in addition to the candidate's own area(s) of specialization.*
- *Values flexible learning environments that encourage exploration, discovery, and creative expression.*

Disposition 6. The teacher candidate is committed to reflection, assessment, and learning as an ongoing process.(InTASC 6)

- *Reflects on information provided and demonstrates an ability to apply ideas to his/her own practice or life.*
- *Able to modify behavior and/or understanding when provided with new information or experience.*
- *Demonstrates an interest in and commitment to lifelong learning.*

Disposition 7. The teacher candidate plans instruction that supports every student in meeting rigorous learning goals by drawing upon knowledge of content, curriculum and pedagogy in context. (InTASC 7)

- *Demonstrates an interest in and commitment to lifelong learning.*
- *Develops, reflects on, and refines plans based on learners' diverse needs.*
- *Values the input, when planning, of learners, other professionals, families, and the larger community.*

Disposition 8. The teacher candidate understands and uses a variety of instructional strategies to encourage learners to develop deep understanding of content areas and their connections to other areas. (InTASC 8)

- *Adapts instruction to meet students' diverse needs and learning styles.*
- *Applies technology to promote learning and communication.*

Disposition 9. The teacher candidate demonstrates a level of responsibility appropriate for a professional. (InTASC 9)

- *Attends all classes, practicum experiences, and required activities and arrives on time and prepared.*
- *Dresses for the practicum experiences in an appropriate manner.*
- *Communicates in a professional manner regarding extenuating circumstances that may prevent attendance.*
- *Demonstrates academic integrity.*

Disposition 10. The teacher candidate is sensitive to community and cultural norms of the teacher education program, the university classroom, and practicum settings. (InTASC 10)

- *Uses language that demonstrates sensitivity to others.*
- *Communicates effectively with peers, instructors, PreK-12 pupils, and cooperating teachers.*
- *Shows an awareness of the context in which s/he is interacting.*

Rating Scale:

| | |
|-------------------------------|---|
| (4) Exemplary | Teacher candidate consistently and effectively displays developmentally appropriate professional dispositions. |
| (3) Proficient | Teacher candidate consistently and effectively displays appropriate dispositions at a level expected of practicing professional educators. |
| (2) Developing Proficiency | Teacher candidate is developing the professional disposition in a positive fashion, but more attention and focus is required of this candidate. |
| (1) Does not meet Proficiency | Teacher candidate has not displayed acceptable dispositions OR has not demonstrated an adequate level of professional behaviors OR has displayed behaviors counter to those accepted as professional dispositions |

Appendix E

Instrumental Concentration Sample Four-Year Plan

| FIRST YEAR | | | | | |
|-------------------|-----------------------------------|-------------|-------------------|-------------------------------------|--------------|
| Fall Semester | | | Spring Semester | | |
| Course | | Credits | Course | | Credits |
| MUS 163 | Our World of Music I | 1 | MUS 164 | Our World of Music II | 1 |
| MUED 150 | Intro to Music Education | 0 | | Ensembles (Major and Choral) | 2 |
| | Ensembles (Major and Choral) | 2 | MUS 122 | Aural Skills II | 2 |
| MUS 121 | Aural Skills I | 2 | MUS 124 | Music Theory II | 3 |
| MUS 123 | Music Theory I | 3 | MUS 126 | Lessons | 2 |
| MUS 125 | Lesson | 2 | MUS 100 | Recital Seminar | 0 |
| MUS 100 | Recital Seminar | 0 | MUS 120 | Concert Attendance | 0 |
| MUS 120 | Concert Attendance | 0 | MUS 118 | Piano | 2 |
| ENGL 100 | English Composition | 3 | MUED 291 | Technology in Music | 2 |
| CCC | Mathematics | 3 | MUS 161-187 | Begin Secondary Inst. | 1 |
| MUS 117 | Beginning piano, if needed | | CCC | Social Science | 3 |
| TOTAL | | 16 | TOTAL | | 18 |
| SECOND YEAR | | | | | |
| Fall Semester | | | Spring Semester | | |
| Course | | Credits | Course | | Credits |
| MUS 263 | Music History I | 3 | MUS 264 | Music History II | 3 |
| | Ensemble | 1 | | Ensemble | 1 |
| MUED 250 | Found Music Ed I | 2 | MUED 251 | Fnd Mus Ed II (CCC Soc Sci) | 2 |
| MUED 255 | Foundations I Practicum -OR- | 0 | MUED 255 | Foundations I Practicum -OR- | 0 |
| MUED 256 | Foundations II Practicum | 0 | MUED 256 | Foundations II Practicum | 0 |
| MUED 252 | Child Abuse Reporting | 0 | MUED 253 | Tobacco/Drug/Alcohol Abuse Workshop | 0 |
| MUS 221 | Aural Skills III | 2 | MUS 222 | Aural Skills IV | 2 |
| MUS 223 | Music Theory III | 3 | MUS 224 | Theory IV | 3 |
| MUS 231 | Conducting I | 2 | MUS 232 | Conducting II | 2 |
| MUS 225 | Lessons | 2 | MUS 226 | Lessons | 2 |
| MUS 200 | Recital Seminar | 0 | MUS 200 | Recital Seminar | 0 |
| MUS 120 | Concert Attendance | 0 | MUS 120 | Concert Attendance | 0 |
| MUS 217 | Piano | 1 | MUS 218 | Piano | 1 |
| MUED 161-187 | Begin Secondary Instrument | 1 | MUED 261-287 /221 | Advanced Secondary Instrument | 1 |
| MUED 261-287 /221 | Advanced Secondary Instrument | 1 | MUS 113 | Voice Class | 1 |
| TOTAL | | 18 | TOTAL | | 18 |
| THIRD YEAR | | | | | |
| Fall Semester | | | Spring Semester | | |
| Course | | Credits | Course | | Credits |
| | Ensembles (Major and Chamber) | 1.5 | | Ensemble | 1 |
| MUS 325 | Lessons | 2 | MUED 301/302 | General Music | 2 |
| MUS 300 | Recital Seminar | 0 | MUED 356 | Practicum | 0 |
| MUS 120 | Concert Attendance | 0 | MUED 326 | Lessons | 2 |
| MUED 304 | Teaching Instr Music | 2 | MUS 300 | Recital Seminar | 0 |
| MUED 394 | Instr Rehearsal Tech | 2 | MUS 120 | Concert Attendance | 0 |
| MUED 260 | Brass Pedagogy | 1 | | Recital | 0 |
| MUTY 240 | Music for Children w Disabilities | 1 | MUED 161-187 | Begin Secondary Instrument | 1 |
| CCC | Foreign Language | 3 | MUED 305 | Teaching Instr Music | 2 |
| CCC | Natural Science | 3 | MUED 395 | Instr Rehearsal Tech | 2 |
| MUED 161-187 | Begin Secondary Instruments | 1 | CCC | Other World Civilization | 3 |
| | | | CCC | American History | 3 |
| TOTAL | | 16.5 | TOTAL | | 16 |
| FOURTH YEAR | | | | | |
| Fall Semester | | | Spring Semester | | |
| Course | | Credits | Course | | Credits |
| MUED 300 | Fnd of Mus Ed III (CCC Hum) | 3 | MUED 400 | Student Teaching (or Fall sem) | 12 |
| MUED 355 | Practicum | 0 | | | |
| MUED 303 | Literacy Workshop | 0 | | | |
| EDU 303 | SAVE/DASA/Fire Safety | 1 | | | |
| | Ensembles | 1 | | | |
| MUED 161-187 | Begin Secondary Instrument | 1 | | | |
| CCC | Western Civilization | 3 | | | |
| CCC | Natural Science | 3 | | | |
| TOTAL | | 12 | TOTAL | | 12 |
| 2016-2017 | | | | GRAND TOTAL | 126.5 |

Choral/General Concentration Sample Four-Year Plan

| FIRST YEAR | | | | | | | |
|------------------|-----------------------------------|-------------|---------|--------------------|--------------------------------------|--------------|---------|
| Course | | | Credits | Course | | | Credits |
| MUS 163 | Our World of Music I | 1 | | MUS 164 | Our World of Music II | 1 | |
| MUED 150 | Intro to Music Education | 0 | | | Ensemble | 1 | |
| | Ensembles (Major and Opera Prod) | 1.5 | | MUS 122 | Aural Skills II | 2 | |
| MUS 121 | Aural Skills I | 2 | | MUS 124 | Music Theory II | 3 | |
| MUS 123 | Music Theory I | 3 | | MUS 126 | Lessons | 2 | |
| MUS 125 | Lessons | 2 | | MUS 100 | Recital Seminar | 0 | |
| MUS 100 | Recital Seminar | 0 | | MUS 120 | Concert Attendance | 0 | |
| MUS 120 | Concert Attendance | 0 | | MUS 118 | Piano | 2 | |
| MUS 137 | and MUS 138 Diction | 1 | | MUED 291 | Technology in Music | 2 | |
| ENGL 100 | English Composition | 3 | | MUS 139 | and MUS 140 Diction | 1 | |
| CCC | Mathematics | 3 | | CCC | American History | 3 | |
| | Beginning piano, if needed | | | | | | |
| TOTAL | | 16.5 | | TOTAL | | 17 | |
| SECOND YEAR | | | | | | | |
| Fall Semester | | | Credits | Spring Semester | | | Credits |
| MUS 263 | Music History I | 3 | | MUS 264 | Music History II | 3 | |
| | Ensemble | 1 | | | Ensemble | 1 | |
| MUED 250 | Found Music Ed I (CCC) | 2 | | MUED 251 | Fnd Mus Ed II (CCC Soc Sci) | 2 | |
| MUED 255 | Foundations I Practicum -OR- | 0 | | MUED 255 | Foundations I Practicum -OR- | 0 | |
| MUED 256 | Foundations II Practicum | 0 | | MUED 256 | Foundations II Practicum | 0 | |
| MUED 252 | Child Abuse Reporting | 0 | | MUED 253 | Tobacco/Drug/Alcohol Abuse Workshop | 0 | |
| MUS 221 | Aural Skills III | 2 | | MUS 222 | Aural Skills IV | 2 | |
| MUS 223 | Music Theory III | 3 | | MUS 224 | Music Theory IV | 3 | |
| MUS 231 | Conducting I - Choral | 2 | | MUS 232 | Conducting II - Choral | 2 | |
| MUS 225 | Lessons | 2 | | MUS 226 | Lessons | 2 | |
| MUS 200 | Recital Seminar | 0 | | MUS 200 | Recital Seminar | 0 | |
| MUS 120 | Concert Attendance | 0 | | MUS 120 | Concert Attendance | 0 | |
| MUS 217 | Piano | 1 | | MUS 218 | Piano | 1 | |
| MUED 210 | Guitar | 1 | | MUED 211 | Guitar | 1 | |
| TOTAL | | 17 | | TOTAL | | 17 | |
| THIRD YEAR | | | | | | | |
| Fall Semester | | | Credits | Spring Semester | | | Credits |
| | Ensemble | 1 | | | Ensemble | 1 | |
| MUS 325 | Lessons | 2 | | MUED 302 | Teaching General Music | 2 | |
| MUS 300 | Recital Seminar | 0 | | MUED 356 | Practicum | 0 | |
| MUS 120 | Concert Attendance | 0 | | MUED 326 | Lessons | 2 | |
| MUS 317 | Piano | 1 | | MUS 300 | Recital Seminar | 0 | |
| MUED 301 | Teaching General Music | 2 | | MUS 120 | Concert Attendance | 0 | |
| MUED 391 | Elem Choral Rehearsal Techniques | 3 | | | Recital | 0 | |
| MUTY 240 | Music for Children w Disabilities | 1 | | MUS 318 | Piano | 1 | |
| CCC | Foreign Language | 3 | | MUED 302 | General Music in Secondary School | 2 | |
| CCC | Natural Science | 3 | | MUED 392 | Secondary Choral Rehearsal Technique | 3 | |
| | | | | CCC | Other World Civilization | 3 | |
| | | | | CCC | Social Science | 3 | |
| | | | | MUED 128 | Instruments for Vocalists 2 | 1 | |
| TOTAL | | 16 | | TOTAL | | 18 | |
| FOURTH YEAR | | | | | | | |
| Fall Semester | | | Credits | Spring Semester | | | Credits |
| MUED 300 | Fnd of Mus Ed III (CCC Hum) | 3 | | MUED 400 | Student Teaching (or Fall sem) | 12 | |
| MUED 355 | Practicum | 0 | | | | | |
| MUED 303 | Literacy Workshop | 0 | | | | | |
| EDU 303 | SAVE/DASA/Fire Safety | 1 | | | | | |
| | Ensemble | 1 | | | | | |
| MUS 417 | Piano | 1 | | | | | |
| MUED 128 | Instruments for Vocalists 1 | 1 | | | | | |
| CCC | Western Civilization | 3 | | | | | |
| CCC | Natural Science | 3 | | | | | |
| TOTAL | | 13 | | TOTAL | | 12 | |
| 2016-2017 | | | | GRAND TOTAL | | 126.5 | |

Appendix F

Master of Music in Music Education (MM) Programs Leading to Professional Certification

The School of Music offers two tracks in the Master of Music - Music Education, the Final Project Program and the In-Service Program. Each track consists of core curriculum required for all Master of Music degrees and additional requirements as accredited by the National Association of Schools of Music (NASM). Whether you enter the Master's program as an undergraduate in the MUSB/MM Multi-Award Program or as a graduate student in the Master's in Music Education, you complete one of the three graduate programs included in this appendix.

Final Project Program

This 30-credit program leads to one of three Final Project options: Thesis/Final Project, Composition/Arrangement, or Performance Recital. Prior approval must be obtained from the performance faculty or Music Education committee for students wishing to exercise this option. (For the Performance Recital option, the applicant must audition for and be accepted by the appropriate applied music faculty at the time of application and not later than 6 to 12 credit hours into the program.) The program is designed to prepare a student for further graduate study and/or to refine a specific area of interest or competence.

In-Service Program

The 36-credit In-Service program provides a greater range of courses than the often more specialized concentration of the Final Project program. In recognition of the individual differences among teachers, their teaching positions, and thus of their particular needs, this program allows maximum flexibility with a broad, yet balanced selection of choices.

Three sample Master of Music – Music Education program checklists follow:

FREDONIA School of Music

Final Project Program (30 credits) – Master of Music in Music Education

| | |
|----------------------------|-----------------------------|
| LAST / FIRST / INITIAL ↑ | FREDONIA ID#↑ |
| STREET ADDRESS ↑ | CITY / STATE / ZIP CODE ↑ |
| MAJOR PERFORMANCE MEDIUM ↑ | UNDERGRADUATE INSTITUTION ↑ |

| | |
|------------------------------------|--|
| GRE SCORE: | COMPREHENSIVE EXAM PASSED (MUED 621):(DATE) |
| MUSIC HISTORY ENTRANCE EXAM SCORE: | COMPREHENSIVE EXAM COMMITTEE (MUED 621): |
| MUSIC THEORY ENTRANCE EXAM SCORE: | |
| DATE OF ADMISSION TO CANDIDACY: | I. INSTRUCTOR II. |

A minimum of 30 semester hours of graduate-level courses, with a minimum of 15 hours at the 600 level.

| | | | Credit HOURS | Year TAKEN | Term TAKEN | GRADE |
|--|-----|---|------------------------|----------------------|----------------------|--------------|
| MUSICIANSHIP COURSEWORK (9 CREDITS) | | | | | | |
| MUS | 521 | <u>Music Bibliography</u> | (3) | ___ | F J S S | ___ |
| MUS | 624 | <u>Analytic Technique</u> | (3) | ___ | F J S S | ___ |
| MUS | | <u>Elective</u> | (3) | ___ | F J S S | ___ |
| MUSIC EDUCATION COURSEWORK (12 CREDITS) | | | | | | |
| MUED | 619 | <u>Foundations I (History/Philosophy)</u> | (3) | ___ | F J S S | ___ |
| MUED | 620 | <u>Foundations II (Psychology/Sociology)</u> | (3) | ___ | F J S S | ___ |
| MUED | 621 | <u>Foundations III (Curriculum/Assessment/Capstone)</u> | (3) | ___ | F J S S | ___ |
| MUED | 520 | <u>Psych Research Methods (recommended)</u> | (3) | ___ | F J S S | ___ |
| ELECTIVE COURSEWORK (6 CREDITS) | | | | | | |
| MUED | 590 | <u>(recommended to prepare project)</u> | (3) | ___ | F J S S | ___ |
| MUED/MUS/EDU | | <u>Elective</u> | (3) | ___ | F J S S | ___ |
| THESIS/PROJECT/RECITAL | | | | | | |
| MUED | 695 | <u>Thesis/Final Project</u> | (3) | ___ | F J S S | ___ |

TOTAL CREDIT HOURS

FREDONIA School of Music

Recital Program (30 credits) – Master of Music in Music Education

| | |
|----------------------------|-----------------------------|
| Name | |
| LAST / FIRST / INITIAL ↑ | FREDONIA ID↑ |
| STREET ADDRESS ↑ | CITY/STATE/ZIP CODE ↑ |
| MAJOR PERFORMANCE MEDIUM ↑ | UNDERGRADUATE INSTITUTION ↑ |

| | |
|------------------------------------|---|
| GRE SCORE: | COMPREHENSIVE EXAM PASSED (MUED 621):(DATE) |
| MUSIC HISTORY ENTRANCE EXAM SCORE: | COMPREHENSIVE EXAM COMMITTEE (MUED 621): |
| MUSIC THEORY ENTRANCE EXAM SCORE: | |
| DATE OF ADMISSION TO CANDIDACY: | I. INSTRUCTOR II. |

A minimum of 30 semester hours of graduate-level courses, with a minimum of 15 hours at the 600 level.

| | | | Credit Hours | Year Taken | Term Taken | Grade |
|--|-----|---|-----------------|---------------|---------------|-------|
| MUSICIANSHIP COURSEWORK (9 Credits) | | | | | | |
| MUS | 521 | <u>Music Bibliography</u> | (3) | _____ | F J S S | _____ |
| MUS | 624 | <u>Analytic Technique</u> | (3) | _____ | F J S S | _____ |
| MUS | | <u>Elective</u> | (3) | _____ | F J S S | _____ |
| MUSIC EDUCATION COURSEWORK (12 CREDITS) | | | | | | |
| MUED | 619 | <u>Foundations I (History/Philosophy)</u> | (3) | _____ | F J S S | _____ |
| MUED | 620 | <u>Foundations II (Psychology/Sociology)</u> | (3) | _____ | F J S S | _____ |
| MUED | 621 | <u>Foundations III (Curriculum/ Assessment/ Capstone)</u> | (3) | _____ | F J S S | _____ |
| MUED | | <u>Elective</u> | (3) | _____ | F J S S | _____ |
| ELECTIVE COURSEWORK (6 CREDITS) | | | | | | |
| MUS | 605 | <u>Lessons</u> | (2) | _____ | F J S S | _____ |
| MUS | 606 | <u>Lessons</u> | (2) | _____ | F J S S | _____ |
| MUED/MUS/EDU | | <u>Elective</u> | (2) | _____ | F J S S | _____ |
| THESIS/PROJECT/RECITAL | | | | | | |
| MUED | 695 | <u>Thesis/Project/Recital</u> | (3) | _____ | F J S S | _____ |

TOTAL CREDIT HOURS

FREDONIA School of Music

In-Service Program (36 credits) – Master of Music in Music Education

| | |
|----------------------------|-----------------------------|
| LAST / FIRST / INITIAL ↑ | FREDONIA ID#↑ |
| STREET ADDRESS ↑ | CITY/STATE/ZIP CODE ↑ |
| MAJOR PERFORMANCE MEDIUM ↑ | UNDERGRADUATE INSTITUTION ↑ |

| | |
|------------------------------------|---|
| GRE SCORE: | COMPREHENSIVE EXAM PASSED (MUED 621): (DATE) |
| MUSIC HISTORY ENTRANCE EXAM SCORE: | COMPREHENSIVE EXAM COMMITTEE (MUED 621): |
| MUSIC THEORY ENTRANCE EXAM SCORE: | |
| DATE OF ADMISSION TO CANDIDACY: | I. INSTRUCTOR II. |

A minimum of 36 semester hours of graduate-level courses, with a minimum of 18 hours at the 600 level.

| | | | Credit Hours | Year Taken | Term Taken | Grade |
|--|-----|--|-----------------|---------------|---------------|-------|
| MUSICIANSHIP COURSEWORK (12 CREDITS) | | | | | | |
| MUS | 521 | Music Bibliography | (3) | 20__ | F J S S | ___ |
| MUS | 624 | Analytic Technique | (3) | 20__ | F J S S | ___ |
| MUS | | _____ | (3) | 20__ | F J S S | ___ |
| MUS | | _____ | (3) | 20__ | F J S S | ___ |
| MUSIC EDUCATION COURSEWORK (15 CREDITS) | | | | | | |
| MUED | 619 | Foundations I (History/Philosophy) | (3) | 20__ | F J S S | ___ |
| MUED | 620 | Foundations II (Psychology/Sociology) | (3) | 20__ | F J S S | ___ |
| MUED | 621 | Foundations III (Curriculum/ Assessment/Capstone) | (3) | 20__ | F J S S | ___ |
| MUED | | _____ | (3) | 20__ | F J S S | ___ |
| MUED | | _____ | (3) | 20__ | F J S S | ___ |
| ELECTIVE COURSEWORK (9 CREDITS) | | | | | | |
| MUED/MUS/EDU | | _____ | (3) | 20__ | F J S S | ___ |
| MUED/MUS/EDU | | _____ | (3) | 20__ | F J S S | ___ |
| MUED/MUS/EDU | | _____ | (3) | 20__ | F J S S | ___ |

TOTAL CREDIT HOURS

Transition Points: Music Education Master's Degree (MM-Music Education)*

| | T-0 Admission to Program | T-1 Advancement | T-2 Advancement to Capstone (Recital, Thesis, or Project) | T-Exit Program Completion | After Program Completion |
|------------------------------|--|---|---|--|---|
| Music – Music Education (MM) | <ul style="list-style-type: none"> • Completion of baccalaureate degree in Music Education or equivalent • GPA \geq 3.0 • NY Initial Certification in Music • Two letters of recommendation • Completion of GRE – General Test; \geq135 score in Math and Verbal Skills | <ul style="list-style-type: none"> • Overall GPA \geq 3.0 • B- minimum in MUED619, MUED620 • C minimum in all other Music Education class | <ul style="list-style-type: none"> • Completion of all MUED coursework before MUED 621 • Overall GPA \geq 3.0 • C minimum on other Music Education coursework | <ul style="list-style-type: none"> • Application for Graduation • Completion of all Music Education coursework • Completion of all Musicianship coursework • Completion of all Elective coursework • Successful Completion of recital, thesis, or project when Final Project option has been chosen • B- minimum in MUED619, MUED620, MUED621 • C minimum in all other Music Education classes • Completion of 12 Music credit hours • Minimum 18 credit hours of 600-level coursework <p>GRADUATION:</p> <ul style="list-style-type: none"> • Successful Program Completion • Overall GPA \geq 3.0 • Positive Disposition Record at exit | <p>Professional CERTIFICATION</p> <ul style="list-style-type: none"> • Completion of three years MUSIC teaching experience in public or approved nonpublic preschool or elementary, middle, or secondary school • Experience that is not full time may be credited on prorated basis • Completion of mentored experience verified by employing school district • Fingerprint clearance • Citizenship Status - INS Permanent Residence or U.S. Citizenship • Complete NYSED Application for Professional Certification |

* Leads to Institutional Recommendation for New York State Professional Teacher Certification.

Transition Points: Multi-Award Program MUSB/MM in Music Education*

| | T-0 Admission to Program | T-1 Progress through Program | T-2 Admission to Professional Standing/Admission to MUSB/MM Program | T-3 Admission to Student Teaching/Master's (MM) Program Advancement | T-4 Baccalaureate (MUSB) Completion/ MM Program Advancement | T-Exit Master's (MM) Program Completion | After Master's (MM) Program Completion |
|---|--|--|---|---|---|--|---|
| Music (MusB) and Music (MM-Music Education) | <ul style="list-style-type: none"> • SAT <input type="checkbox"/> 1000 or ACT <input type="checkbox"/> 20 • High School GPA <input type="checkbox"/> 80% | <p>End of Freshman Year</p> <ul style="list-style-type: none"> • Completion of MUED 150 Introduction to Music Education • MUED 150 artifact posted to Music Education e-portfolio • Successful elementary or middle school practicum • Overall GPA \geq 3.0 • Successful completion of studio jury (MUS 126) • C- minimum in all Music Theory classes • D+ minimum in all other MUS classes • C minimum in all Music Education classes • Successful ensemble participation | <p>End of Sophomore Year</p> <ul style="list-style-type: none"> • Application for Professional Standing • Completion of MUED 250/251 Foundations I/II • MUED 250/251 artifacts posted to Music Education e-portfolio • Successful practicum MUED 255/256 • GPA \geq 3.0 • Successful completion of studio jury (MUS 226) • C- minimum in all Music Theory classes • D+ minimum in all other MUS classes • C minimum in all Music Education classes • Successful ensemble participation • Completion of appropriate secondary instruments requirements • Recommendation to MUSB/MM program from Music Education Committee OR successful application for MUSB/MM to Music Education Committee | <p>End of Junior Year</p> <ul style="list-style-type: none"> • Application for Student Teaching • Completion of MUED 300 Foundations III • Completion of all methods classes • Methods and MUED 300 artifacts posted to Music Education e-portfolio • Completion of all NY state mandated workshops (CAW, Drug/Alcohol/Tobacco, Literacy, SAVE, DASA, Fire/Arson) • Completion of Music for Children with Disabilities MUTY240 • Successful high school and elective practica MUED 355/356 • Overall GPA \geq 3.0 • Successful completion of studio jury (MUS 326) • C minimum in all Music Education classes • D+ minimum in all other MUS classes • Successful ensemble participation • Successful completion of appropriate secondary instruments • Completion of 3-6 credits of graduate coursework (500-level) • Graduate GPA \geq 3.0 • Completion of GRE-General Test; \geq135 score in Math and Verbal Skills | <ul style="list-style-type: none"> • Completion of Student Teaching and Student Teaching Portfolio • Satisfactory completion of all music education program requirements <p>MUSB GRADUATION:</p> <ul style="list-style-type: none"> • Application for MUSB Graduation • Completion of MUSB academic program • Successful undergraduate recital, recital program on file with School of Music • Positive Disposition record at exit • Overall GPA \geq 3.0 • Completion of 3-6 credits of graduate coursework (500-level) • Graduate GPA \geq 3.0 | <p>Initial CERTIFICATION: NY State Teacher Certification Exams (edTPA, EAS, Music CST) and all current NYSED teacher certification requirements</p> <ul style="list-style-type: none"> • Application for MM Graduation • B- minimum in MUED619, MUED620, MUED621 • C minimum in all other Music Education classes • Completion of all Music Education coursework • Completion of all Musicianship course-work • Completion of all Elective coursework • Completion of recital, thesis, or project when Final Project option has been chosen • Completion of 12 Music credit hours • Minimum 18 credit hours of 600-level coursework <p>MM – Music Ed GRADUATION:</p> <ul style="list-style-type: none"> • Successful Program Completion • Graduate GPA \geq 3.0 • Positive Disposition Record at exit | <p>Professional CERTIFICATION</p> <ul style="list-style-type: none"> • Completion of three years MUSIC teaching experience in public or approved nonpublic preschool or elementary, middle, or secondary school • Experience that is not full time may be credited on prorated basis • Completion of mentored experience verified by employing school district • Fingerprint clearance • Citizenship Status - INS Permanent Residence or U.S. Citizenship • Complete NYSED Application for Professional Certification |

* Leads to Institutional Recommendation for New York State Initial *and* Professional Teacher Certification.

Appendix G

Master of Music in Music Education Studies

International students and U.S. students from states other than New York may apply for the Music Education Studies Master's degree, a state approved Master's degree without requisite New York state teaching certification. The School of Music offers two tracks in the Music Education Studies Master of Music: the Final Project Program and the Educational Expertise Program. Each track consists of core curriculum required for all Master of Music degrees and additional requirements as accredited by the National Association of Schools of Music (NASM).

Final Project Program

This 30-credit program leads to one of three Final Project options: Thesis/Final Project, Composition/Arrangement, or Performance Recital. Prior approval must be obtained from the performance faculty or Music Education committee for students wishing to exercise this option. (For the Performance Recital option, the applicant must audition for and be accepted by the appropriate applied music faculty at the time of application and not later than 6 to 12 credit hours into the program.) The program is designed to prepare a student for further graduate study and/or to refine a specific area of interest or competence.

Educational Expertise Program

The 36-credit Educational Expertise program provides a greater range of courses than the often more specialized concentration of the Final Project program. In recognition of the individual differences among teachers, their teaching positions, and thus of their particular needs, this program allows maximum flexibility with a broad, yet balanced selection of choices.

Three sample Master of Music – Music Education Studies program checklists follow:

FREDONIA School of Music

Final Project Program (30 credits)

Master of Music in Music Education Studies

| | |
|----------------------------|-----------------------------|
| LAST / FIRST / INITIAL ↑ | FREDONIA ID#↑ |
| STREET ADDRESS ↑ | CITY / STATE / ZIP CODE ↑ |
| MAJOR PERFORMANCE MEDIUM ↑ | UNDERGRADUATE INSTITUTION ↑ |

| | | | |
|------------------------------------|--|---------------|-----|
| GRE SCORE: | COMPREHENSIVE EXAM PASSED (MUED 621):(DATE) | | |
| MUSIC HISTORY ENTRANCE EXAM SCORE: | COMPREHENSIVE EXAM COMMITTEE (MUED 621): | | |
| MUSIC THEORY ENTRANCE EXAM SCORE: | | | |
| DATE OF ADMISSION TO CANDIDACY: | <table style="width: 100%; border: none;"> <tr> <td style="width: 50%; border: none;">I. INSTRUCTOR</td> <td style="width: 50%; border: none;">II.</td> </tr> </table> | I. INSTRUCTOR | II. |
| I. INSTRUCTOR | II. | | |

A minimum of 30 semester hours of graduate-level courses, with a minimum of 15 hours at the 600 level.

| | | | Credit <u>HOURS</u> | Year <u>TAKEN</u> | Term <u>TAKEN</u> | <u>GRADE</u> |
|--|-----|---|------------------------|----------------------|----------------------|--------------|
| MUSICIANSHIP COURSEWORK (9 CREDITS) | | | | | | |
| MUS | 521 | <u>Music Bibliography</u> | (3) | ___ | F J S S | ___ |
| MUS | 624 | <u>Analytic Technique</u> | (3) | ___ | F J S S | ___ |
| MUS | | <u>Elective</u> | (3) | ___ | F J S S | ___ |
| MUSIC EDUCATION COURSEWORK (12 CREDITS) | | | | | | |
| MUED | 619 | <u>Foundations I (History/Philosophy)</u> | (3) | ___ | F J S S | ___ |
| MUED | 620 | <u>Foundations II (Psychology/Sociology)</u> | (3) | ___ | F J S S | ___ |
| MUED | 621 | <u>Foundations III (Curriculum/Assessment/Capstone)</u> | (3) | ___ | F J S S | ___ |
| MUED | 520 | <u>Psych Research Methods (recommended)</u> | (3) | ___ | F J S S | ___ |
| ELECTIVE COURSEWORK (6 CREDITS) | | | | | | |
| MUED | 590 | <u>(recommended to prepare project)</u> | (3) | ___ | F J S S | ___ |
| MUED/MUS/EDU | | <u>Elective</u> | (3) | ___ | F J S S | ___ |
| THESIS/PROJECT/RECITAL | | | | | | |
| MUED | 695 | <u>Thesis/Final Project</u> | (3) | ___ | F J S S | ___ |
| TOTAL CREDIT HOURS | | | | | | |

FREDONIA School of Music

Recital Program (30 credits)

Master of Music in Music Education Studies

| | |
|-----------------------------------|------------------------------------|
| Name | |
| LAST / FIRST / INITIAL ↑ | FREDONIA ID ↑ |
| STREET ADDRESS ↑ | CITY/STATE/ZIP CODE ↑ |
| MAJOR PERFORMANCE MEDIUM ↑ | UNDERGRADUATE INSTITUTION ↑ |

| | |
|------------------------------------|--|
| GRE SCORE: | COMPREHENSIVE EXAM PASSED (MUED 621):(DATE) |
| MUSIC HISTORY ENTRANCE EXAM SCORE: | COMPREHENSIVE EXAM COMMITTEE (MUED 621): |
| MUSIC THEORY ENTRANCE EXAM SCORE: | |
| DATE OF ADMISSION TO CANDIDACY: | I. INSTRUCTOR II. |

A minimum of 30 semester hours of graduate-level courses, with a minimum of 15 hours at the 600 level.

| | | | <u>Credit Hours</u> | <u>Year Taken</u> | <u>Term Taken</u> | <u>Grade</u> |
|--|-----|---|-------------------------|-----------------------|-----------------------|--------------|
| MUSICIANSHIP COURSEWORK (9 Credits) | | | | | | |
| MUS | 521 | <u>Music Bibliography</u> | (3) | _____ | F J S S | _____ |
| MUS | 624 | <u>Analytic Technique</u> | (3) | _____ | F J S S | _____ |
| MUS | | <u>Elective</u> | (3) | _____ | F J S S | _____ |
| MUSIC EDUCATION COURSEWORK (12 CREDITS) | | | | | | |
| MUED | 619 | <u>Foundations I (History/Philosophy)</u> | (3) | _____ | F J S S | _____ |
| MUED | 620 | <u>Foundations II (Psychology/Sociology)</u> | (3) | _____ | F J S S | _____ |
| MUED | 621 | <u>Foundations III (Curriculum/ Assessment/ Capstone)</u> | (3) | _____ | F J S S | _____ |
| MUED | | <u>Elective</u> | (3) | _____ | F J S S | _____ |
| ELECTIVE COURSEWORK (6 CREDITS) | | | | | | |
| MUS | 605 | <u>Lessons</u> | (2) | _____ | F J S S | _____ |
| MUS | 606 | <u>Lessons</u> | (2) | _____ | F J S S | _____ |
| MUED/MUS/EDU | | <u>Elective</u> | (2) | _____ | F J S S | _____ |
| THESIS/PROJECT/RECITAL | | | | | | |
| MUED | 695 | <u>Thesis/Project/Recital</u> | (3) | _____ | F J S S | _____ |

TOTAL CREDIT HOURS

FREDONIA School of Music

Educational Expertise Program (36 credits)

Master of Music in Music Education Studies

| | |
|----------------------------|-----------------------------|
| LAST / FIRST / INITIAL ↑ | FREDONIA ID#↑ |
| STREET ADDRESS ↑ | CITY/STATE/ZIP CODE ↑ |
| MAJOR PERFORMANCE MEDIUM ↑ | UNDERGRADUATE INSTITUTION ↑ |

| | | | |
|------------------------------------|--|---------------|-----|
| GRE SCORE: | COMPREHENSIVE EXAM PASSED (MUED 621):(DATE) | | |
| MUSIC HISTORY ENTRANCE EXAM SCORE: | COMPREHENSIVE EXAM COMMITTEE (MUED 621): | | |
| MUSIC THEORY ENTRANCE EXAM SCORE: | | | |
| DATE OF ADMISSION TO CANDIDACY: | <table style="width: 100%; border: none;"> <tr> <td style="width: 50%; border: none;">I. INSTRUCTOR</td> <td style="width: 50%; border: none;">II.</td> </tr> </table> | I. INSTRUCTOR | II. |
| I. INSTRUCTOR | II. | | |

A minimum of 36 semester hours of graduate-level courses, with a minimum of 18 hours at the 600 level.

| | | | Credit <u>Hours</u> | Year <u>Taken</u> | Term <u>Taken</u> | <u>Grade</u> |
|--|-----|--|------------------------|----------------------|----------------------|--------------|
| MUSICIANSHIP COURSEWORK (12 CREDITS) | | | | | | |
| MUS | 521 | <u>Music Bibliography</u> | (3) | 20__ | F J S S | ___ |
| MUS | 624 | <u>Analytic Technique</u> | (3) | 20__ | F J S S | ___ |
| MUS | | _____ | (3) | 20__ | F J S S | ___ |
| MUS | | _____ | (3) | 20__ | F J S S | ___ |
| MUSIC EDUCATION COURSEWORK (15 CREDITS) | | | | | | |
| MUED | 619 | <u>Foundations I (History/Philosophy)</u> | (3) | 20__ | F J S S | ___ |
| MUED | 620 | <u>Foundations II (Psychology/Sociology)</u> | (3) | 20__ | F J S S | ___ |
| MUED | 621 | <u>Foundations III (Curriculum/ Assessment/Capstone)</u> | (3) | 20__ | F J S S | ___ |
| MUED | | _____ | (3) | 20__ | F J S S | ___ |
| MUED | | _____ | (3) | 20__ | F J S S | ___ |
| ELECTIVE COURSEWORK (9 CREDITS) | | | | | | |
| MUED/MUS/EDU | | _____ | (3) | 20__ | F J S S | ___ |
| MUED/MUS/EDU | | _____ | (3) | 20__ | F J S S | ___ |
| MUED/MUS/EDU | | _____ | (3) | 20__ | F J S S | ___ |

TOTAL CREDIT HOURS

Music Education STUDIES Master’s Degree (MM-Music Education Studies)*

| | T-0 Admission to Program | T-1 Advancement | T-2 Advancement to Capstone (Recital, Thesis, or Project) | T-Exit Program Completion |
|---|--|---|---|--|
| Music – Music Education Studies (MM – MUED Studies) | <ul style="list-style-type: none"> • Minimum 18 credit hours of 600-level coursework • Completion of baccalaureate degree in Music Education or equivalent • GPA ≥ 3.0 • Two letters of recommendation | <ul style="list-style-type: none"> • Overall GPA ≥ 3.0 • B- minimum in MUED619, MUED620 • C minimum in all other Music Education class | <ul style="list-style-type: none"> • Completion of all MUED coursework before MUED 621 • Overall GPA ≥ 3.0 • C minimum on other Music Education coursework | <ul style="list-style-type: none"> • Application for Graduation • Completion of all Music Education coursework • Completion of all Musicianship coursework • Completion of all Elective coursework • Successful Completion of recital, thesis, or project when Final Project option has been chosen • B- minimum in MUED619, MUED620, MUED621 • C minimum in all other Music Education classes • Completion of 12 Music credit hours • Minimum 18 credit hours of 600-level coursework <p>GRADUATION:</p> <ul style="list-style-type: none"> • Successful Program Completion • Overall GPA ≥ 3.0 • Positive Disposition Record at exit |

*A state-approved Master’s degree for international and U.S. students who do *NOT* seek New York state teacher certification.