

MUSIC EDUCATION
at the University of Colorado



Handbook for Undergraduate Students

2008-2009

THE MUSIC EDUCATION FACULTY

James Austin, Associate Professor , Instrumental Music – Band

Associate Dean, Undergraduate Studies
Ph.D, M.A., University of Iowa; B.M., University of North Dakota

Margaret Berg, Associate Professor, Instrumental Music – Orchestra/Strings

Ph.D, Northwestern University.; M.Ed., University of Cincinnati; B.M., Cleveland Institute of Music;
B.S., Case Western Reserve University

Dana Biggs, Assistant Director of Bands, Instrumental Music-Band

M.M., Eastern Kentucky University; B.M.E., University of Kentucky

Peter Miksza, Assistant Professor, Instrumental Music – Band

Ph.D, M.M.E, Indiana University; BM, The College of New Jersey

Martina Miranda, Assistant Professor, General Music

DMA, Arizona State University; M.A., San Francisco State Univ., B.A., Trinity International Univ.

Matthew Roeder, Assistant Professor/Associate Director of Bands, Instrumental Music-Band

M.M., Peabody Conservatory; B.M., Miami University

Sue Williamson, Assistant Professor, Choral Music

Ph.D., University of Washington; M.M.E., University of Colorado; B.M.E., Ball State University

THE MUSIC EDUCATION PROGRAM

The College of Music at the University of Colorado-Boulder has a long and honored tradition in the field of Music Education. Since the 1930's, the College has prepared musicians to be teachers in the nation's public schools. The quality and reputation of music education program graduates has resulted in an extraordinarily high placement rate for K-12 music teaching positions (nearly 100% for the past twelve years).

Music Education majors complete a minimum of 126 semester hours of course work in the liberal arts, music (theory, history, performance, conducting) and music teacher education. Students may specialize in choral music, instrumental music, or general music combined with one of the other areas (choral-general, instrumental-general). Graduates of the program earn a Bachelor of Music Education (B.M.E.) degree and a Colorado K-12 Music Teaching License.

Some courses in the music education program are offered on an alternate semester or alternate year basis. Beyond course work, students must meet a number of related requirements (minimum GPA, keyboard and applied proficiencies, PLACE assessment, sophomore interview, supervised field experiences). Because of the complex and challenging nature of the music education program, students are advised to carefully read and follow this handbook as well as the attached advising sheets.

PROGRAM REQUIREMENTS

ACADEMIC RECORD

Music Education students must maintain a cumulative grade point average of 2.75 and a music grade point average of 3.0 to be accepted into and complete the Teacher Education Program. The School of Education will allow no pass-fail grades (except for K-12 student teaching) and no letter grade below a “C-” in a student’s degree program. Any class with a grade below these minimums must be retaken or replaced.

KEYBOARD PROFICIENCY

All students in the Music Education program must demonstrate appropriate piano skills. This requirement can be addressed either by challenging and passing a Piano Proficiency exam (see Alejandro Cremaschi, Assistant Professor of Piano Pedagogy, C194) or by taking the Keyboard Musicianship classes (two semesters for students choosing the Instrumental or Instrumental-General emphasis, four semesters for students choosing the Choral or Choral-General emphasis). Following successful challenges, students must obtain a statement from Professor Cremaschi indicating they have passed the Piano Proficiency exam, and then must take substitute courses in music to account for the credits.

APPLIED PROFICIENCY

All B.M.E. students are required to pass the junior level proficiency (i.e., passing grade on the Junior Recital) on their major instrument or voice prior to student teaching, and senior level proficiency (i.e., passing grade on the Senior Applied Jury) prior to graduation. Studio faculty determine the proficiency requirements and standards for recitals/juries.

PLACE MUSIC ASSESSMENT

Prior to student teaching, all B.M.E. students must pass the PLACE Music Assessment. Students are encouraged to complete the PLACE one year prior to the intended semester of student teaching. The PLACE Music Assessment typically is administered on one Saturday in the months of September, November, January, February, and April in the Boulder-Denver area. Visit the PLACE website (www.place.nesinc.com) to register and obtain more information. Registration deadlines are typically three weeks prior to the testing date.

SOPHOMORE INTERVIEW

The Music Education Faculty interviews all B.M.E. students during the sophomore year (or after 50 credits have been earned, including approved transfer credits) to evaluate academic progress and to assess personal musicianship, professional commitment, teaching competency and communication skills. Typically, Sophomore Interviews are held during the end of the fall semester and during the middle of the spring semester. Students should contact the Music Education Chair to request an interview. Prior to the interview, students must prepare a portfolio (see the Music Education Chair for a list of suggested contents) and a 20-minute videotape of teaching conducted in a K-12 public school music class.

Students receive one of three evaluations -- “Formal Pass,” “Provisional Pass,” or “Recall.” To be accepted into the Teacher Education Program, students must receive a Formal or Provisional Pass. Criteria for formal acceptance into the Teacher Education Program are as follows:

1. Cumulative GPA of 3.0 in music courses and 2.75 in all courses at CU-Boulder.
2. Appropriate keyboard and applied proficiencies passed.
3. Introduction to Music Education (MUSC 2103) course completed with a grade of C- or better.
4. Twenty-five hours of supervised field experience documented.
5. Satisfactory demonstration of professional traits, communication skills, and teaching competencies.

A Provisional Pass will be granted to students who meet all of the requirements listed above, but who have not yet passed the appropriate keyboard proficiency or applied proficiency. Any such provisions must be addressed during the semester immediately following the interview (or as specified by the Music Education Chair). Students who fail to address provisions will not be permitted to enroll in upper-division (4000-level) music education courses.

Students who cannot be recommended to the Teacher Education Program will be recalled for a second interview during a subsequent semester. Students who cannot meet the guidelines for a Formal/Provisional Pass after having completed a second interview or by the time they have completed 65 credits toward the B.M.E. degree (including approved transfer credits) will not be permitted to register for any further classes in Music Education and will be advised to transfer into another degree program. Individuals who can meet the guidelines for a Formal Pass at a later date may petition the Music Education Faculty through the Music Education Chair for re-admittance into the program.

APPLICATION TO THE SCHOOL OF EDUCATION

Students who complete the Sophomore Interview and receive a Formal or Provisional Pass should apply to the School of Education during the following semester (by March 1 for fall or summer admission, by October 1 for spring admission). Copies of the UCB Advising Handbook for Teacher Education (which includes detailed instructions for completing the application process) are available in the Office of Student Services (School of Education, Room 151). In addition to submitting an application form, licensure checklist, and \$20 program fee, students must provide the School of Education with the following: a written personal statement (see Advising Handbook); a letter of recommendation (this will be submitted directly to the School of Education by the Chair, on behalf of the Music Education Faculty, following successful completion of the Sophomore Interview); and Field Experience Documentation Forms (called Youth Experience Forms by the School of Education, verifying at least 25 clock hours of early field experience). Finally, students must request an unofficial copy of their CU transcript from the Registrar's Office (official transcripts also are required if students have attended any other college or university). All transcripts must be mailed directly to Travis Anderson (Teacher Education Licensure, School of Education, 249 UCB, University of Colorado at Boulder, Boulder, CO, 80309).

SUPERVISED FIELD EXPERIENCE

All B.M.E. students are required to complete a total of 150 hours of supervised field experience, prior to student teaching, as part of their licensure program. Each experience must be documented by completing a Music Education Field Experience Form (see attached). These forms are to be signed by the field experience supervisor and a music education faculty member, and then placed in the student's file in the Office of the Associate Dean for Undergraduate Studies. A copy of these forms also must be taken by the student to the School of Education when making application there. Field experience hours are accumulated in four phases: (1) Pre-Sophomore Interview, (2) Proseminar II Practicum, (3) Music Methods Practicum, and (4) Introduction to Student Teaching.

Prior to the Sophomore Interview and acceptance into the Teacher Education Program, all students must satisfactorily complete 25 hours of Field Experience -15 hours as part of the Introduction to Music Education course (MUSC 2103) plus 10 hours completed independently within the past five years. These hours can involve any type of experience working with school-age children. Many students complete this requirement by working at summer camps, with youth groups, or by assisting public school music teachers.

After students have passed the Sophomore Interview and have been accepted into the Teacher Education Program, they must complete an additional 125 hours of field experience. Fifty of those hours are fulfilled through the Proseminar II Practicum (EDUC 3023) and 25 hours are fulfilled through the Music Methods Practicum (MUSC 4203), which is taken in conjunction with the emphasis area methods course(s). The remaining 50 hours are completed as part of the Introduction to Student Teaching course (MUSC 4103), which is taken the semester immediately preceding Student Teaching.

STUDENT TEACHING

Students wishing to receive student teaching assignments must make application for student teaching to the School of Education through the Music Education Chair. Prerequisites for student teaching include:

1. Admission to the Teacher Education Program.
2. A minimum cumulative GPA of 2.75 and music GPA of 3.0
3. Completion of all music education and School of Education courses with a grade of C- or higher.
4. Satisfactory performance skills as demonstrated by meeting Junior level applied proficiency requirements.
5. Passing score on the PLACE Music Assessment.
6. Recommendation of the Music Education Faculty.

Student teaching placements are assigned by the School of Education in consultation with the Music Education Chair and each student's primary advisor. At least two semesters prior to the student teaching semester, students should begin to identify possible assignments and mentor teachers. Student teaching assignments typically include eight weeks at the elementary level and eight weeks at the secondary level (middle school assignments may fulfill either the elementary or secondary level requirement). Student teachers are observed and assessed by a cooperating teacher (public school teacher) and university supervisor (music education faculty member or doctoral student).

All student teachers must enroll in Student Teaching (EDUC 4732, 8 credits) and Student Teaching Seminar (MUSC 4193, 1 credit). Student teachers who need to maintain full time status also should register for Student Teaching Practicum at the elementary level (MUSC 4123, 3 credits) and/or secondary level (MUSC 4133, 3 credits). Students are not permitted to enroll in any other university courses and/or participate informally in applied lessons or ensembles during the student teaching semester without prior approval of the Music Education Chair.