MUSIC EDUCATION
at the University of Colorado

Handbook for Undergraduate Students

2018-2019
THE MUSIC EDUCATION FACULTY

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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. Some courses (for example, instrument techniques classes) have an enrollment maximum, and therefore priority order for registration is determined by class rank. Beyond course work, students must meet a number of related requirements (minimum GPA, keyboard and applied proficiencies, PRAXIS 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 degree sheets available on the undergraduate advising website (https://www.colorado.edu/music/academics/undergraduate-advising/degrees).

We strongly recommend that you regularly consult the music education website at http://www.colorado.edu/music/departments/music-education for current events as well as program-
related documents. Also, the undergraduate music education listserv is used to communicate important music education program information, so please be sure to read listserv emails.

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.

PROFESSIONALISM
Students are expected to exhibit professionalism in their studies, which extends to all field teaching experiences. At CU-Boulder, professional behavior is tracked along 10 dimensions: advocacy, integrity, professional dress, work ethic & perseverance; responsibility for actions; collegial interactions & communications; timeliness and organization; diversity & community; respect for students; responsibility for learning. If concerns are present in the “Advocacy” or “Integrity” categories, the department chair and selected music education faculty will meet with the student, document the concerns, and develop next steps as these concerns are potential grounds for dismissal from the program. Professionalism will be tracked throughout your music education coursework. Documented consistent lack of professionalism in two or more dimensions may delay student teaching. The common attendance policy for all music education courses is designed to encourage professional behavior. Several student groups (CNAfME, ASTA, ACDA) and department-sponsored activities (Middle School Ensemble Program) provide opportunities for students to demonstrate professional commitment and leadership through participation in scheduled events.

KEYBOARD PROFICIENCY
All students in the Music Education program must demonstrate appropriate piano skills. This requirement can be addressed either by passing a Piano Proficiency exam 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). Piano Proficiency exams are administered during the first week of the Fall and Spring semesters. Students should contact Prof. Cremaschi (Alejandro.Cremaschi@colorado.edu) for a list of materials to prepare for the exam. Following successful completion of the piano proficiency exam, a verification form is added to the students’ undergraduate file. Students who pass the piano proficiency exam must take substitute courses in music to account for the credits.

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

PRAXIS MUSIC ASSESSMENT
Prior to student teaching, all B.M.E. students must pass the PRAXIS Subject Assessment for Music: Content Knowledge (test #5113). For fall term student teachers, the optimal time to take the test will be in December/January prior to student teaching. For spring term student teachers, the optimal time to take the test will be in April-May prior student teaching. The PRAXIS test is offered continuously throughout the year in 2-3 week testing windows every month. You can re-test every 21 days and students are allowed to take the test three times. The passing score for the exam is currently 161. The exam currently costs $120. Visit the PRAXIS website (https://www.ets.org/praxis/prepare/materials/5113) for more information.
Note: Be sure to keep a copy of your Score Report as this is needed when you apply for licensure. Also, please email a copy of the score report to Travis.Anderson@colorado.edu. Travis will keep a copy of the score report for you on a secure server. Currently, students have a calendar year from when they took the test to log back into their account with PRAXIS and access the “Score Report.” After that, PRAXIS charges for a copy, and after five years, your score report is no longer available.

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 are scheduled in conjunction with the Introduction to Music Education course. Prior to the interview, students must prepare a portfolio and a 20-minute video 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 February 1 for fall or summer admission, by September 15 for spring admission). Application instructions are available online at https://www.colorado.edu/education/academics/teacher-licensure/secondary/music-education-k-12. In addition to submitting an application form, students must provide the School of Education with a written personal statement (similar to your Philosophy of Music Education assignment). The required letter of recommendation and youth experience form (verification of at least 25 clock hours of early field experience) will be submitted directly to the School of Education by the Music Education Chair, on behalf of the Music Education Faculty, following successful completion of the Sophomore Interview. Finally, students must submit an official copy of a transcript 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 (available on the department website). 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. Field experience hours are accumulated in four phases: (1) Pre-Sophomore Interview, (2) EDUC 4023 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 EDUC 4023 Practicum and 25 hours are fulfilled through the Music Methods Practicum (MUSC 4203, instrumental or choral), which is taken in conjunction with the emphasis area methods course(s). Students enrolled in a methods course and EDUC 4023 the same semester complete 25 hours for Music Methods Practicum and 10 hours for EDUC 4023. 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 complete the application for student teaching as an assignment for the Introduction to Student Teaching course. 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 PRAXIS 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, doctoral student, or contract supervisor).

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 (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.

During the student teaching semester, students are required to complete and earn a minimum cut score on the edTPA, a culminating performance assessment of teacher candidates’ readiness to teach. Lesson plans, student work, assessments, teaching videos, and commentaries are evaluated by trained scorers to assess teacher candidates’ planning, instruction, assessment, ability to analyze teaching effectiveness, and ability to account for students’ academic language development and students’ backgrounds.

A limited (1-2 per calendar year) number of music student teachers will be approved to student teach in Colorado school districts beyond the greater Boulder/Denver area for one of their 8-week placements. Approval is contingent on music education faculty approval of the placement and availability of a suitable University Supervisor who is able to complete the required number of student teacher observations and associated paperwork. In cases where a student teacher would like to petition to student teach in a school in another state, approval must also be granted from the School of Education. The student teacher will be responsible for some of the costs associated with a long-distance student teaching placement. Please contact the department chair the semester prior to student teaching for more information on long distance student teaching policies, procedures, and deadlines.

ADDITIONAL INFORMATION

STUDY ABROAD
Students who wish to participate in the Study Abroad program are encouraged to do so. However, it is strongly advised that you work with your faculty advisor to identify the best time in your degree program to participate in Study Abroad. If you want to study abroad during the academic year, music education students have found spring semester of the sophomore year to have the least impact on progress toward degree completion.

TEACHING IN ANOTHER STATE
Currently, 49 states/jurisdictions have an interstate agreement which makes it possible for an educator who holds a Colorado teaching license to earn a certificate or license in another state. Receiving states may have special requirements (e.g. an assessment, course, or teaching experience) which must be met in a reasonable period of time. For more information, go to http://www.nasdtec.net/?page=interstate as well as the department of education for the state in which you would like to be hired for a full-time teaching position.

TEACHING ABROAD
CU-Boulder graduates have gained full-time employment at international schools, most recently in western Europe and South America. For more information see https://www.iss.edu/education-careers/careers-for-educators/teaching-for-iss/iss-job-openings and http://www.tieonline.com/. There is an international teaching career fair every spring in Iowa (https://www.uni.edu/placement/overseas/fair).
Ensemble Requirements for Music Education Majors

1. Each music education major is required to earn **seven semester hours** of ensemble credit. Students must be enrolled in an ensemble during any semester in which applied study toward the degree occurs. Students should not be enrolled in applied study or an ensemble during the student teaching semester unless prior approval has been granted by the Music Education Chair.

2. All students must be enrolled in a **conducted concert ensemble** in the student’s area of emphasis during the semesters in which they study conducting (see list below). Normally, students are expected to successfully audition into an upper level ensemble (indicated with a * in the list below) by their fifth semester of study and maintain enrollment in an upper-level ensemble for the remainder of the degree. BME-choral majors must participate in a mixed voice ensemble for at least 1 semester. Students unable to successfully audition into an upper level ensemble by their fifth semester or maintain upper-level ensemble enrollment due to instrument/vocal proficiency will complete an ensemble remediation assignment.

   Conducted concert ensembles include:
   - Wind Symphony*
   - Symphonic Band*
   - Concert Band
   - Symphony Orchestra*
   - Campus Orchestra
   - University Singers*
   - University Choir*
   - Women’s Chorus*
   - Collegiate Chorale

   Elective ensembles include: Marching Band, Jazz Ensembles, Jazz Combos, Opera Chorus, Men’s Chorus, Early Music Ensembles, New Music Ensembles, World Music Ensembles, and Chamber Ensembles.

   Non-Scholarship Students: BME students not on scholarship must meet the minimum degree requirement for conducted concert ensemble registration (five semesters, including semesters during which they are enrolled in conducting classes), and otherwise may enroll in elective ensembles (EMUS prefix only) of their choice or choral/world music ensembles required for the choral-general and instrumental-general degree tracks. Students may also choose to enroll in an ensemble outside of their major area (i.e., vocalist playing in band or orchestra, instrumentalist singing in choir).

3. **Scholarship Students:** All BME students on scholarship, including Choral-General and Instrumental-General track students, must plan to audition for and participate in a conducted concert ensemble related to their major applied area (e.g., strings in orchestra, wind brass/percussion in band or orchestra, voice choir, piano in advising) each semester other than the student teaching semester; enrollment in world music ensemble and/or choir (in order to meet choral-general and instrumental-general degree requirements) will be in addition to the ensemble that meets the scholarship requirement. Exceptions must be approved on a case-by-case basis by the music education faculty with input from the conducting faculty.

4. All wind, brass, and percussion majors must participate in Marching Band for at least one semester.

5. **Ensemble requirements for piano majors choosing an instrumental or choral emphasis are as follows:**
   - Piano accompanying may satisfy no more than 2 of the 7 ensemble credit hour requirement
   - Campus band, marching band, campus orchestra (where a student playing a minor wind/percussion/string instrument), and collegiate chorale may fulfill no more than of 3 of the 7 hour requirement
   - 3 or more hours should be earned by participating in concert band, symphonic band, wind symphony, symphony orchestra, university choir or university singers

6. Given that students are required to earn seven semester hours of ensemble credit, listed below are the possible credit ranges by degree concentration for students **not** receiving a scholarship (however, wind brass percussion students, see #3 & 4 above):

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<th>Instrumental (Band)</th>
<th>Instrumental (Strings)</th>
<th>Choral</th>
<th>Instrumental-General</th>
<th>Choral-General</th>
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<tr>
<td>5-6 semesters</td>
<td>3-7 semesters</td>
<td>5-7 semesters</td>
<td>5 semesters</td>
<td>6 semesters</td>
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<td>conducted symphony</td>
<td>conducted choral</td>
<td>conducted concert</td>
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<td>instrumental ensemble</td>
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<td>0-4 semesters</td>
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<td>campus orchestra</td>
<td>choral ensemble</td>
<td>conducted choral</td>
<td>(male students</td>
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<tr>
<td>0-1 semester other</td>
<td>0-2 semesters</td>
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Passed by the Music Education Faculty on 11/17/09; Section 3 updated 9/6/12; Section 2 updated 9/12/16