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MUSIC FACULTY AND STAFF OFFICE DIRECTORY

NAME	ROOM #	WORK #*	EMAIL**
Dr. Bradford, Larry	ZE 102	4611	jbradfrd
Dr. Buchanan, Mary Lenn	BA 134	4124	mlbuch
Dr. Butler, Mark, Interim Chair	ZE 108	4615	
Studio	ZE 216	4619	mbutler
Dr. Collins, Shelley	ZE 206	4617	scollins
Dr. Fosheim, Karen	ZE 214	4622	kfosheim
Dr. Hankins, Paul, Interim Dean-Arts/Sci.	KE Suite A	4100	phankins
Studio	ZE 218	4618	
Dr. Herron, Teri	BA 125	4783	therron
Dr. Mark, Douglas	ZE 107	4607	dmark
Dr. Pimentel, Bret	ZE 208	4608	bpimentel
Dr. Shimizu, Kumiko	BA 124	4122	kshimizu
Dr. Shin, Jung-Won	BA 136	4123	jshin
Dr. Waters, Richard	BA 129	4115	rwaters
Dr. Wojcik, John	ZE 162	4629	jwojcik

Fax Number	ZE 109	4605	
Computer Lab	ZE 204	4613	
Graduate Assistant Office	ZE 163		
Student Lounge	ZE 155	4616	
Phi Mu Chapter Room	ZE 155		

* The prefix for all office numbers is 846.
** all Email addresses are @deltastate.edu

DEPARTMENT OF MUSIC
STUDENT HANDBOOK

INTRODUCTION

As you will discover when studying this handbook, the standards and expectations of the Delta State University Department of Music are very high. Our faculty is made up of extraordinarily talented and experienced musicians whose first priority is the development of each of your special talents and skills. From their own experience they know that the world of the professional musician is highly competitive and because they care about your success, they will insist on your finest efforts.

BUILDING REGULATIONS

1.   The use or sale of <u>any form of tobacco</u> products is prohibited in any Delta State University owned or leased <u>buildings and vehicles</u>. (DSU Tobacco Free Policy http://www.deltastate.edu/pages/409.asp).

2.   A limited number of lockers are available for rental each semester thru the Band Director. Students with several large instruments may rent two or three lockers per semester.

3.   Please check the departmental bulletin boards in the south and north foyers and faculty bulletin boards regularly. Information, telephone messages, lesson changes, etc. are posted in these locations.

4.   Music facilities are not available as practice areas for bands and combos not organized by the Music Department.

5.   Do not place anything other than a metronome on pianos. Extensive damage has occurred through carelessness in this matter.

6.   Keep all personal items in your possession. A school instrument which has been assigned for your use will be charged to you if lost or stolen. Be sure that you have insurance (homeowners) on your personal instrument. The University does not provide this.

7.   The recital hall is available on a limited basis to students preparing a recital. Practice times should be scheduled through the Music Office.

STUDENT LOUNGE

Zeigel #155 is the student lounge. It is available for meetings of Music department student organizations and general student use. However, students using this room during the day must remember that a classroom is just across the hall. Please be respectful of others by keeping the noise level to a minimum and by keeping the room neat and clean for the benefit of all who use it. Also be aware that this room may be reserved periodically by faculty for special events that are taking place in the department.

COMPUTER LABORATORY

The music computer lab is located in ZE #204. Hours of operation are posted on the door. The computers have music software available for music theory, aural theory, music education, music notation, etc. Computers have word processing software available and internet access.

RECITALS AND ACTIVITIES

During your undergraduate career you will find it impossible to perform all of the music about which you should have knowledge. Music 104 affords you an opportunity to come into contact with a much larger body of literature than would otherwise be possible. In addition, by giving the music and its performance your careful attention, you will increase your abilities to critically appraise music. Finally, it will offer you the chance to become accustomed to performing before an audience.

Senior recitals and evening concerts are especially important events. The performers are often well-known professionals, outstanding music students, or seniors whose parents are in attendance. Long hours of preparation have gone into these programs and they represent the finest we have to offer. As a result it is appropriate that the audience show a high degree of respect for the performers and for other members of the audience by dressing in a manner that is suitable for such a special occasion. Persons whose attire is distracting will not be admitted.

1. Enrollment in Music 104: Recitals and Activities is required for 7 semesters for B.M.E. candidates and for 8 semesters for B.A. and B.M. candidates. Students who have extenuating circumstances concerning the requirements for this course should see the instructor of record for resolution of the problem.

2. Grading will be based upon the following scale:

    "CR" - To earn this grade you must attend 17 activities which will include 5 evening events including the Honors Recital for that semester. Attendance is required for the Honors Recital.

    "NC" - Failure to meet the minimum requirements for "CR" will result in a grade of NC (No Credit).

3.   Attendance is taken at each recital or concert. A signed recital ticket must be turned in as you leave the recital. Failure to turn in the recital ticket will result in 'no credit' for that recital. Tickets will not be accepted late.   To receive credit for evening recital attendance, a signed program must be turned to the music department office no later than two days after the event. Programs will not be accepted after this time. A recital in which you participate will be credited toward the requirements for this class.

4.   Because of campus policy, various campus and off-campus concerts which charge admission are not included in the required list. However, those who wish to attend will receive credit by presenting evidence of having attended. Prior approval must be obtained from the instructor of record, and evidence must be presented to the secretary for your file in a timely manner.

HONORS RECITAL

To be eligible to perform on the Honors Recital, a student must have a cumulative average of 3.00 or better in music subjects, and audition before a jury consisting of the entire music faculty. Students are not eligible to appear on the Honors Recital during their first semester at Delta State. A minimum of five students and a maximum of 10% of the music population will be selected to perform on the Honors Recital. Students appearing on the Honors Recital will have their names engraved on a plaque in the music building. The plaque is in memory of former music educator Donny Adams and is a gift of our distinguished alumnus, Jim McCutcheon. The audition to choose Honors Recital participants will take place four weeks prior to the recital. The audition selection is the same selection the student expects to perform on the recital. The Honors Recital is scheduled late in the spring semester only.

MEMBERSHIP IN ENSEMBLES

1.   Music majors in the B.M.E. and B.A. programs participate in one large ensemble in their major area of study throughout each semester of residency (except the the directed teaching internship semester) even if the required number of ensemble hours for the degree has been earned.

2.   Music majors in the B.M. program participate in one large ensemble and one minor ensemble in their major area of study throughout each semester of residency even if the required number of ensemble hours for the degree has been earned.

3.   Scholarship recipients and music majors may have further participation requirements.

4.   Only one large ensemble per semester may count toward degree requirements. Only one minor ensemble per semester may count toward degree requirements for B.M. degree candidates.

5.   All instrumental music majors are required to enroll in the 'Fighting Okra' Pride of the Delta Marching Band each Fall semester. Marching band counts as the major ensemble for the fall semester for instrumental majors not in wind ensemble. Junior level transfer students enroll in a maximum of three fall semesters. Entering freshmen enroll in a maximum of five fall semesters.

6.   Refer to Music Degree Ensemble Requirements chart for qualifying ensembles.

7.   Exceptions to the policy must be approved by the Department Chair.   Revised 9/1/09

Music Degree Ensemble Requirements

Degree Plan	Major Area of Study	Degree Emphasis/Track	Major Ensemble	Minor Ensemble
Bachelor of Music Education	Instrumental	Wind/Percussion	Wind Ensemble, Symphonic Band*	
	Vocal	Voice	Chorale, Delta Singers	
	Keyboard	Instrumental	Wind Ensemble, Symphonic Band*	
	Keyboard	Choral Music/General Music	Chorale, Delta Singers	
Bachelor of Music	Instrumental	Wind/Percussion	Wind Ensemble, Symphonic Band*	Jazz Band, Instrumental Small Ensembles (MUS 384/5/6))
	Vocal	Voice	Chorale, Delta Singers	Chamber Singers, Music Theatre Workshop (MUS 387)
	Keyboard	Keyboard	Chorale, Delta Singers	Collaborative/Chamber Piano, Chamber Singers
Bachelor of Arts	Instrumental	Wind/Percussion	Wind Ensemble, Symphonic Band*	
	Vocal	Voice	Chorale, Delta Singers	
	Keyboard	Keyboard	Chorale, Delta Singers OR Wind Ensemble, Symphonic Band*	
	SRT	Inst./Vocal/ Keyboard	Singers/Marching Band	

*Fall semester: Marching Band

Revised 9/1/09

ELECTIVE ENSEMBLE POLICY

Number of Ensembles Allowed computing GPA	Overall GPA (ensemble) Grades are deleted when	Other Requirements
1-3	NONE	NONE
4	Above 2.5	NONE
5	Above 3.0	(See Below)

Approval of the following is required for a student to take 5 ensembles: the student's advisor, the student's applied teacher, the student's major ensemble director, and the departmental chairman. This approval shall be based on the student's overall GPA and the student's progress in their course of study. The student must be on schedule with the curriculum for his particular degree program.

OUTSIDE COMMITMENTS

The music program is a full and demanding one. Students who for one reason or another are unable to fulfill departmental requirements are requested to give serious consideration to a change of major or to drop out of school until full-time attention to the music program can be accomplished. Students desiring to hold positions as organists, choir directors, church soloists, and teachers of private lessons should weigh carefully the demands of such employment against the very limited free time they will possess.

FINAL EXAMS

All Instructors are required to give a final exam in a course on the day scheduled by the University or to hold class on the scheduled examination day. Do not ask a teacher to change or excuse you from the hour or day of final exam.

RECRUITING

The value of your degree and the future pride you will feel in it will depend upon the growth and well- being of the Music Department. To be the kind of institution that will make you a proud alumnus requires that we add increasing numbers of talented and dedicated music majors to our enrollment. You are the best recruiter we can have. One complimentary statement from you about Delta State University will carry more weight with those trying to decide where to pursue their college careers than anything the faculty and staff might do. Please help us and yourself by pointing out our strong points to others, by placing names of quality high school musicians in our hands, and by behaving in the traditionally outstanding manner of Delta State students when in public.

UTILIZING YOUR TIME

In spite of your heavy academic load there will be sufficient time available to get your work done and still enjoy an adequate social life. However, this is true only if you get maximum efficiency out of your day.

First, you should schedule your study and practice times as though they were classes. Don't let anyone or anything divert you from following your study and practice schedule to the letter.

Second, learn how to study and practice. Your instructors will suggest approaches to learning that they have found successful. Use them!! If you feel your time is not producing the desired result, don't hesitate to seek assistance from the faculty and staff.

Finally, set priorities. If you can't get the very best grades in all of your subjects, then you must decide how best to distribute your efforts. Begin by recognizing that those who will later employ you are concerned with your abilities as a musician and, consequently you should give your maximum stress to your music commitments.

STUDENT ACADEMIC GRIEVANCE POLICY

Students who feel that they have an academic grievance may appeal as follows:

1. Discuss the problem with the instructor and seek a solution. If the problem is not satisfactorily resolved in conference with the instructor, the student is entitled to submit an appeal in writing (with documentation) to the department/division chair. Upon receiving a student appeal, the department/division chair submits a written request for a response in writing (with documentation) from the instructor. The department/division chair notifies the student and faculty member in writing of his/her decision, within fifteen working days from the date the appeal is received.

2. If the problem is not satisfactorily resolved, the student is entitled to resubmit the appeal in writing to the college/school dean with administrative responsibility for the department where the alleged infraction occurred. The college/school dean reviews the student appeal and the corresponding response from the faculty member. The college/school dean notifies the student and faculty member in writing of his/her decision with a copy to the division/department chair, within ten working days from the date the appeal is received.

3. If the problem is not satisfactorily resolved, the student is entitled to submit a request for a hearing with the Academic Appeals Committee. The Academic Appeals Committee chair schedules a hearing date, within fifteen working days from the date the appeal is received, and notifies the student and faculty member. Both parties may submit their

cases in person or in writing to the committee. The Academic Appeals Committee notifies the student and faculty member in writing of its decision with a copy to the appropriate dean, within five working days from the date of the hearing.

4. If the problem is not satisfactorily resolved, the student is entitled to resubmit the appeal in writing to the Vice President for Academic Affairs. The Vice President for Academic Affairs reviews the student appeal and the corresponding response from the faculty member. The Vice President for Academic Affairs notifies the student and faculty member in writing of their decision, which is final, with a copy to the appropriate dean and chair of the Academic Appeals Committee, within ten days from the date the appeal is received.

Academic appeals by students must be filed no later than the end of the next regular term after the grievance occurred.

MUSIC FEES

Music Lessons, Private: All students enrolled in applied lessons (AMU), will be assessed $50 per semester hour credit, with a maximum assessment of $100 per AMU registration.

Keyboard Lab Fee: All students enrolled in classes utilizing the Keyboard Lab (Bailey 135), will be assessed a $20 lab fee.

String Methods and Materials Lab Fee: All students enrolled in MUS 354 String Methods and Materials will be assessed a $15 lab fee.

Music Computer Lab Fee: All music majors will be assessed a $10 computer fee per year.

Marching Band Fee: All students enrolled in marching band will be assessed a $10 band fee per year.

GUIDELINES AND PROCEDURES

MUSIC MAJOR SCHOLARSHIP GUIDELINES

Students may audition for a music scholarship only once. Normally, the audition for admission also serves as the scholarship audition. Any exception to this norm should be requested prior to the audition.

Music Scholarships are administered by the Department of Music Scholarship Committee in cooperation with the Office of Financial Aid. This committee is comprised of the chair of the music department; wind, keyboard, and voice faculty; and the directors of the major ensembles. Questions concerning music scholarships should be directed to the chair of the music department.

Awards are subject to review and revision each semester based upon verification of the student's need, talent, eligibility, academic achievement, and progress toward a degree. All awards are made in accordance with the conditions printed in the scholarship contract and Department of Music Student Handbook.

Department of Music Scholarships are granted for the duration of the student's full- time undergraduate enrollment to a maximum of nine (9) semesters for freshmen and five (5) semesters for community or junior college transfers, providing the student maintains the minimum requirements as outlined in the agreement. Exceptions to the semester limitation may be made in writing to the Department of Music Scholarship Committee.

The Department of Music reviews all scholarship recipients each semester to determine continued eligibility. Continued eligibility is contingent upon meeting the following requirements:

1. The student must maintain enrollment as a full-time music major (12 semester hours). The student is expected to follow the Suggested Class Schedule as outlined in the Music Student Handbook.

2. The student must maintain an overall DSU grade point average (GPA) of 2.5. Non-music majors must maintain an overall GPA of 2.0.

3. The student must be enrolled in the appropriate major ensemble(s) each semester and earn a grade of A or B. Continued enrollment and performance as an exemplary member of each organization and performing ensemble is an invariable condition of the contract.

Keyboard Majors

Freshmen keyboard majors and keyboard scholarship recipients are required to spend 30 hours per semester in collaborative piano and/or chamber ensemble activities which include studio accompanying, rehearsing, and practicing assigned ensemble repertoire. Sophomore, junior and senior keyboard majors and keyboard scholarship recipients are required to spend a minimum of 45 hours per semester in these collaborative activities.

. Scholarship students should consult with their applied teacher and ensemble director before accepting any outside engagements. No outside engagements or activities shall conflict with any scheduled performances of the Department of Music.

The Department of Music reserves the right to withdraw scholarship support for conduct inconsistent with the goals of the music program, including non-academic issues and problems.

Scholarship Probation and Cancellation

If a student's DSU GPA falls below 2.5 in any semester, the student will be granted a one semester probationary period to raise it to the minimum 2.5. The scholarship will remain in effect during the probationary period. However, failure to raise the GPA during the probationary semester to the required minimum will result in permanent loss of scholarship.

Students will be allowed one semester of scholarship probation during their academic career.

Failure to comply with all of the provisions of the scholarship agreement may result in cancellation of the financial aid award.

If a student's scholarship is cancelled, the student may have all or part of the scholarship reinstated if funds are available and if the student meets the minimum scholarship requirements. Failure to comply with all of the provisions of the scholarship agreement will result in immediate cancellation of the scholarship.

Students will be notified in writing of any action taken regarding probation, loss, or reinstatement of a scholarship

Change of Major

The Scholarship Contract for a student who elects to change their major mid-semester may be cancelled unless the student maintains satisfactory standing in lessons and ensembles. The scholarship award may be changed for the following semester at the discretion of the Scholarship Committee.

Withdrawal from the University

Students who withdraw from Delta State University are subject to institutional refund policies found in the Undergraduate Bulletin.

In accepting the offer of financial aid from Delta State University, it is understood that there is a mutual commitment on the part of the student and the institution. Therefore, after May 1 of the calendar year of matriculation, the student will not consider any other offer from an institution member of the National Association of Schools of Music for the following academic year except with the express written consent of the Chair of the music department.

GUIDELINES FOR UNDERGRADUATE DEGREE RECITALS

1. Candidates for the Bachelor of Music Education degree are required to present a half recital in the senior year prior to the directed teaching internship. Half recitals take place during the Thursday afternoon recital period and consist of 20-23 minutes of music per student.

2. Candidates for the Bachelor of Music degree are required to present a half recital during the junior year (20-25 minutes of music) and a full recital (45-50 minutes of music) during the senior year. Half recitals take place during the Thursday afternoon recital period. Senior recitals may be performed on weeknights, Monday through Thursday, at 7:30 PM. All recitals must be scheduled through the music office and faculty accompanist the semester before the recital or during the first two weeks of the semester in which the recital will be presented.

3. A junior and senior recital is an academic and artistic exercise which might be thought of as a comprehensive examination in individual performance. The music chosen for a senior recital should be of the highest caliber in keeping with the student's performing ability. One selection on the senior recital must be prepared without the assistance of the studio instructor. This selection should be so designated on the printed program.

4. All junior and senior recitals must be approved by a majority of those present on the faculty audition committee.

JUNIOR AND SENIOR RECITAL PROCEDURES

Pre-Recital Approval Process:
   a. All students performing a degree recital (junior or senior recital) must present a pre-recital jury.
   b. Students presenting a degree recital must perform a pre-recital jury for the faculty at least two weeks in advance and not more than three weeks before the scheduled recital date. This will allow the student time to respond to the assessment and feedback provided by the pre-recital jury panel.

c. The length of the pre-recital jury for BM (Junior recital), and BME majors will be 15 minutes. The length of the pre-recital jury for a senior BM is 25 minutes.
d. The pre-recital jury committee will consist of three (3) members. Normally, this will include the applied instructor; a second member in the performance area; and a music faculty member at large.
e. In the case of areas with only one instructor, the chair will select committee members from related areas.
f. The members of the jury committees will be assigned by a staff member in the music office.
g. Each student must present three copies of the recital program to the pre-recital jury faculty members for review. All translations, biographical information, and other program notes must be submitted to the committee as well. Please consult your applied lesson instructor for appropriate biographical guidelines.
h. The pre-recital jury must be performed with the accompanist that will be playing the recital.
i. Performance of the recital repertoire presented at the pre-recital jury must demonstrate a level of preparation that indicates the student will be ready for public performance at the time of the recital. The faculty may choose to hear any piece from the recital repertoire at the pre-recital jury.
j. Faculty members reserve the right to delay the recital performance if they believe the student will not be able to successfully perform the recital at that time.
k. Any student failing a pre-recital jury must wait at least three weeks before attempting to pass it again.
l. Students must submit press release information to the music office and schedule a photo session for the press release (due the day of the pre-recital jury).

Recital Procedures:
a. A faculty committee will be in attendance for the purpose of recommending the grade for the recital. The faculty committee (3 members) grading the recital will be made at the discretion of the chair. In most cases, one of the members of this committee will be from the student's applied area.
b. Members of the faculty committee will consider the following aspects when evaluating the recital performance: musicianship; intonation; rhythmic security; balance; performance style related to literature; tone; phrasing; expressiveness; stage presence; and performance technique. Comments will be made by the judges in reference to these criteria and a letter grade will be assigned based on their professional assessment.
c. Prior success or failure by the student is not considered, only the recital performance is evaluated.
d. Success on the pre-recital jury does not ensure a passing grade by the recital jury nor should it be assumed that having survived the process assures a high grade.

Other
a. Students earning grades of D or F for their previous semester's work in their major individual performance area may not present a recital.

      b. A Senior BME recital does not fulfill the BM Junior recital requirement.

      c. At least one semester of 300-level applied study must be completed prior to the Junior BM recital or BME Senior recital semester.

      d. BM candidates must complete 3 semesters of 300-level AMU coursework prior to presenting a Senior recital.

      e. Occasionally, B.M.E. students wish to present a full-length recital as preparation for entering graduate school as a Master of Music candidate. This is a non-degree recital.

Use the <u>Student Degree Recital Checklist</u> found in the Appendix (at the end of this document) for further instructions on organizing your junior or senior recital.

AMU INDIVIDUAL PERFORMANCE

1.   Students majoring in music are required to take lessons in their applied area during every semester in residency at DSU, with the exception of BME students during the semester in which they are the directed teaching internship.

2.   Credit in individual performance is determined at the rate of one hour of credit for each one-half hour private lesson weekly. Students taking 2 or more semester hours of applied instruction will receive a one clock-hour lesson per week.

<u>Students are expected to meet practice expectations as set by their major applied instructor.</u>

3.   The maximum combined number of credit hours of individual performance that may be taken in one semester by B.M.E., B.A. or B.M. candidates is four.

4.   Students are expected to attend all lessons and to arrive at lessons on time. The only reasons for missing a lesson are illness, emergencies, or University-related activities. Documentation is required for all missed lessons. Students finding it necessary to miss a lesson must notify the instructor prior to the scheduled period. Lessons canceled without sufficient cause or missed without notification will not be made up and will affect the grade. It is the student's responsibility to contact their instructor regarding missed lessons. Applied faculty members are not required to offer makeup lessons missed by students. Students should refer to their individual instructor's syllabus for particular policies and procedures.

5.   Applied instructors are not expected to make up lessons missed due to official holidays or University events.

6.   A change of instructor requires the consent of the Department Chair and is only considered when the student's applied instructor initiates the process for request. Such requests will usually not be considered until the student has had at least two semesters of study under one professor. Responsibility for assignment to a studio professor rests solely with the Department Chair, and although requests for a specific professor are honored when feasible, the most efficient use of faculty, facilities, and concern for student learning must outweigh personal desires.

Jury Procedures

1. All degree candidates enrolled in applied lessons are required to perform for a faculty jury at the end of each semester with the following exceptions:

    a. Students enrolled in AMU 210
    b. Students who have performed a junior/senior recital during the semester
    c. Students in their first semester of applied music on a *minor* or *secondary* instrument/voice

2. Failure to perform the semester jury will result a failing grade for the semester. Exceptions may be made for cases of medical or family emergency at the discretion of the Chair of the Music Department, in which case the student will receive an Incomplete until the jury is successfully performed.

    Jury lengths are as follows:

    a. Non-music majors   5 minutes
    b. Music majors: BA, BME   10 minutes
    c. Music majors: BM   15 minutes
    d. All percussion   15 minutes

3. Grading:
    a. Each member of the jury, including the student's applied music teacher, grades the student.

    b. The averaged jury grade will equal one-fourth of the final grade.

    c. Students enrolled in AMU 210 as non-majors do not play a jury and will receive either a grade of CR (credit) or NC (non-credit). Students enrolled in these courses do not receive letter grades.

4. Bachelor of Music (BM) Candidates:
    a. The BM degree demands the student to successfully perform a greater amount of literature and degree of difficulty than BA or BME candidates.

    b. BM majors will be examined each semester during the jury for continued BM candidacy. Unsatisfactory performance will result in probationary status for the succeeding semester. Satisfactory performance is required for continued candidacy.

    c. **Upper Division:** Upper division status generally indicates that a student has demonstrated a level of technical and musical proficiency sufficient to continue with advanced study.

    d. Jury approval is necessary for advancement into upper division individual performance.

e. Junior/community college transfer students must enroll in lower division performance until their status has been validated by jury examination.

f. At least one-third of the individual performance requirements must be met with upper level AMU credit.

g. To achieve upper division status, students typically play a "barrier" jury at the end of the second semester of their sophomore year. Before performing the barrier jury, students who are woodwind, brass, or percussion majors must complete a separate Scales Proficiency Exam. See your applied professor for the exam requirements. Keyboard majors may attempt the barrier jury and a keyboard proficiency in the same semester, but both must be passed for successful completion of the barrier jury.

h. After students successfully complete the barrier jury, they may register for upper division AMU lessons for the following semester.

i. Students who do not pass the barrier jury will be allowed to attempt again during the following semester's jury period.

j. Students should be aware that not passing the barrier jury in a timely manner may delay their date of graduation.

PIANO PROFICIENCY

The piano proficiency examination is required of all students in the B.M.E. and B.M. degrees. Students in the B.M.E. degree must pass the examination prior to directed teaching internship. BM students must pass it prior to graduation.

REGISTRATION

I.   All entering freshmen will register for MUS 107 Class Piano.

II.   All transfers will take all five areas of the piano proficiency examination during registration for placement in the proper piano class.

III.   Students must be continuously enrolled in piano until all sections of the piano proficiency exam are passed.

GENERAL

I.   The piano Proficiency exam will be offered two times each semester:
   (1)   Early in the Fall and Spring semesters.

   (2)   Jury day (an alternative date during finals week may be offered.)

II.   Students may take any one or all five sections at any of these times. The five sections of the exam include:
   (1)   technique (scales/arpeggios)

   (2)   Harmonization and transposition

   (3)   Chord progressions

   (4)   Sight reading

   (5)   Repertoire (excluded for keyboard majors)

III.   Two or more faculty members will hear proficiency exams. In the event that a student cannot student teach or graduate because of not passing the proficiency examination a jury of three to five faculty members will hear all future attempts.

IV.   Results of the exams will be posted the day following the exam.

V.   Students in private lessons may substitute the proficiency exam for jury repertoire. This decision should be made between the student and teacher early in the semester. For keyboard majors, the piano proficiency exam is in addition to the regular semester jury.

VI.   Passing grades in class piano indicate the chronological successful completion of sections of the Piano proficiency examination.

VII.   Keyboard and instrumental students will normally pass all sections of the piano proficiency examination by the end of the sophomore year. Voice students will normally pass off most of the requirements for the piano proficiency examination by the end of the sophomore year, however, additional skills are required which can be passed off during the junior or senior years. Regardless of performance area all sections of this examination must be passed prior to the for B.M.E. students.

PIANO PROFICIENCY EXAM

REVISED 2006

Instrumental Majors

1. Scales – all major and harmonic minor keys, 2 octaves, hands apart with correct fingering, minimum speed: 60 = 2 notes per tick

   Arpeggios – all major and minor tonic triad, 2 octaves, hands apart with correct fingering, minimum speed: 60 = 1 note per tick

2. **Five note scales** – all major and minor keys, hands together, minimum speed: 60 + 2 notes per tick

   Cadences – I-IV-I-V7-I in all keys, hands together with appropriate inversions (I in root position), minimum speed: 60 – 2 ticks per note

3. **Harmonization and Transposition**
   A.   Harmonize a folk tune with given chord symbols. Play the melody with the right hand and use a simple chordal accompaniment in the left hand. Use chord inversions as appropriate to show smooth voice leading. Minimum tempo will be determined for each tune.
   B.   Transpose the above melody and accompaniment up and down a whole step. Minimum tempo will be determined for each tune.

4. **Sight Reading** – Simple piece from the piano repertoire showing some independence of hands, on the level of page 205, #3, Alfred's Group Piano for Adults, Volume I, 2nd ed. Minimum tempo will be determined for each example.

5. **Performance**
   A.   One piece from the piano repertoire of intermediate difficulty, on the level of page 334, Alfred's Group Piano for Adults, Volume I, 2nd ed. Performed at an appropriate tempo, with correct fingerings, and observance of musical markings. No repeats will be taken unless determined necessary to the structure.

   B.   One accompaniment for the individual's major instrument. Appropriate difficulty will be determined in consultation with the piano faculty. Student will be responsible for selecting the piece and providing an original copy of the score. Performed at appropriate tempo, with correct fingerings and observance of musical markings, no repeats will be taken unless determined necessary to the structure of the piece.

Voice Majors

1. Scales – all major and harmonic minor keys, 2 octaves, hands apart with Correct fingering, minimum speed: 60 = 2 notes per tick

Arpeggios – all major and minor tonic triad, 2 octaves, hands apart with Correct fingering, minimum speed: 60 = 1 note per tick

2. **Five note scales** – all major and minor keys, hands together, minimum speed: 60 – 2 notes per tick

   Cadences – I-IV-I-V7-I in all keys, hands together with appropriate inversions (I in root position), minimum speed: 60 = 2 ticks per note

3. **Harmonization and Transposition**
   A.   Harmonize a folk tune with given chord symbols. Lay the melody with the Right hand and use a simple chordal accompaniment in the left hand. Use Chord inversions as appropriate to show smooth voice leading. Minimum Tempo will be determined for each tune.

   B.   Transpose the above melody and accompaniment up and down a whole Step. Minimum tempo will be determined for each tune.

4. **Sight Reading**
   A.   Simple piece from the piano repertoire showing some independence of the Hands on the level of pages 358, Alfred's Group Piano for Adults, Volume II. Minimum tempo will be determined for each example.

   B.   Song accompaniment from the voice repertoire, on the level of page 205, Alfred's Group Piano for Adults, Volume II. Minimum tempo will be determined for each example.

   C.   Choral score – 2 parts from a 4-part open score on the level of page 249, Alfred's Group Piano for Adults, Volume II. Minimum tempo will be determined for each example.

5. **Performance**
   A.   One piece from the piano repertoire of intermediate difficulty, on the level of pages 356-7, Alfred's Group Piano for Adults, Volume II. Performed at an appropriate tempo, with correct fingerings and observance of musical markings. No repeats will be taken unless determined necessary to the structure.

   B.   One accompaniment for the individual's voice type. Appropriate difficulty will be determined in consultation with the piano faculty. Student will be responsible for selecting the piece and providing an original copy of the score. Performed at appropriate tempo, with correct fingerings and observance of musical markings, no repeats will be taken unless determined necessary to the structure of the piece.

   C.   One Bach Chorale from 1-1 Chorales for Keyboard. Performed at an appropriate tempo with correct fingerings.

   D.   One choral accompaniment for SATB. Appropriate difficulty will be determined in consultation with the piano faculty. Student will be

responsible for selecting the piece and providing an original copy of the score. Performed at appropriate tempo, with correct fingerings and observance of musical markings, no repeats will be taken unless determined necessary to the structure of the piece.

Piano Majors

1. **Scales** – all major and all forms of the minor, 4 octaves, hands together with correct fingering, minimum speed: 60 = 4 notes per tick

   Arpeggios
   Tonic triad – all major and minor tonic triad, 4 octaves, hands together with correct fingering, minimum speed: 60 = 2 notes per tick
   Dominant seventh chord – all major and minor keys, 4 octaves, hands together with correct fingering, minimum speed: 60 = 2 notes per tick
   Leading tone seventh chord – fully diminished, all major and minor keys, 4 octaves, hands together with correct fingering, minimum speed: 60 = 2 notes per tick

2. **Five note scales** – all major and minor keys, hands together, minimum speed: 60 = 2 notes per tick

   Cadences – I-IV-I-V7-I in all keys, hands together with appropriate inversions (I in root position), minimum speed: 60 = 2 ticks per note

3. **Harmonization and Transposition**
   A.   Harmonize a folk tune with given chord symbols. Play the melody with the right hand and use a simple chordal accompaniment in the left hand. Use chord inversions as appropriate to show smooth voice leading. Minimum tempo will be determined for each tune.

   B.   Transpose the above melody and accompaniment up and down a whole step. Minimum tempo will be determined for each tune.

4. **Sight Reading**
   A.   One piece from the intermediate piano repertoire, on the level of page 179 Of Alfred's Group Piano for Adults, Volume II. Minimum tempo will be Determined for each example.

   B.   Song accompaniment from the voice repertoire, on the level of page 275 Of Alfred's Group Piano for Adults, Volume II. Minimum tempo will be Determined for each example.

   C.   Choral score – 4 parts from a 4-part open score, on the level of page 249 Of Alfred's Group Piano for Adults, Volume II, 2nd ed. Minimum tempo will Be determined for each example.

GUIDELINES TO A USER-FRIENDLY ACCOMPANIST

1. When you have your instructor's approval, send a completed **Recital Request Form** online (Please go to the Department of Music website. Click on "Resources for Current Students" and find "Recital Request Form") and place your musical score and recording (if available) in my box in Zeigel Hall or on the door (Bailey 124), **at least 7 weeks** prior to Junior/Senior Recitals, **at least 4 weeks** prior to General Convocation.

2. It is your responsibility to schedule rehearsals/coaching sessions with me. Sign up for a rehearsal well before your scheduled performance date (at least 8 days before General Convocation, at least 4 weeks before Junior/Senior Recitals). The sign-up sheet for this is on my studio door, Bailey 124. If you cannot find an agreeable time to rehearse on my schedule, please call (4122), write a note and leave it in the box on my door, or e-mail me. (Please call on the hour or half-hour. I will not interrupt a rehearsal to take a phone call).

3. Please sign up at least 48 hours in advance of any rehearsal.

4. Do be conscientious about showing up for scheduled rehearsals. If you miss a rehearsal with no prior notice, nor have an INCREDIBLY good excuse, the rehearsal time will NOT be made up.

5. You are entitled to the following rehearsal time:

   > General Convocation … up to 1 hour in up to three sessions
   > Junior/Senior Recital … up to 4 hours in up to eight sessions (in a 5-week period)

6. If you would like to perform with one of the Delta State student pianists, I would be happy to arrange a partner and/or coach you. Please note though, the pianists are INCREDIBLY BUSY and need the music at least 7 weeks in advance of any intended performance (**Some repertoire requires more time for preparation**). If you are interested in performing with a student accompanist, please indicate your interest and submit a Recital Request Form to me for approval, **at least 7 weeks** before Junior/Senior recitals or other intended performance date.

If you have any questions about piano collaboration, please don't hesitate to ask. I check my mailbox and e-mail as often as possible. If you need to see me in person, please check my posted schedule (Bailey 124) and see me between rehearsals or sign up for a time.

I AM LOOKING FORWARD TO MEETING AND PERFORMING WITH YOU!

Dr. Kumiko Shimizu
Assistant Professor of Music/Accompanist
Studio: Bailey Hall #124
Phone: 846-4122
E-mail: kshimizu@deltastate.edu

RULES FOR USE OF THE STEINWAY PIANO
IN THE RECITAL HALL

The piano should be locked at all times that it is not in use.

The piano should be covered at all times that it is not in use.

The piano faculty will have keys, and there will be a key in the music office.

The piano will not be moved from its location by anyone other than the piano faculty without the express permission of the Department Chair.

The piano **must** have the cover in place before it is moved.

There should always be two people present to move this piano; one should be a faculty member.

Only those that will be performing on this piano will play it. (This is **NOT** a practice instrument.)

This piano is for use in the recital hall. To be used in the BPAC there must be permission from the department chair.

Any non music department event must have permission of the department chair to use this piano.

Do not place **ANYTHING** on the piano cabinet.

The piano cover should not be placed on the harpsichord. Place on the cover on the chair/bench provided in the storage room.

Do not STAND on the piano or the piano stool.

Manipulating the mechanical and physical attributes of the piano (i.e. compositions for prepared piano) should be done only with the permission and assistance of DSU piano faculty.

<div align="right">Updated fall 2010</div>

PROGRAM AND CURRICULUM

THE MUSIC CURRICULUM

Musicians share common professional needs; for example, each to some extent must be a performer, a listener, a historian, a composer, a theorist and a teacher. For this reason, certain subject matter areas and learning processes are common to all baccalaureate degrees in music. However, at some point, the programs for various degrees must begin to diverge because each emphasizes a particular area of musical competence.

The selection of the degree program best suited to an individual's desires and talents is often a complex and difficult task. As you progress through your studies, you will find that you do better in some areas than others. The pleasure you receive from working in each area will vary and as time passes you will find increasing evidence of the specific direction you should take in choosing your professional goals. Please feel completely free to discuss your career goals with your advisor or any other member of the faculty.

PROFESSIONAL PROFILES OF A MUSICIAN

Selecting a degree program that is appropriate to a person's interests, aptitudes, and capabilities is a matter for close scrutiny and thought. The decision made about a course of study influences a person and his career for many years to come. It is for this reason that the following descriptions of degree have been prepared. Comparing these characteristics with one's own qualities and interests may allow a more practical and appropriate decision to be made.

BACHELOR OF ARTS IN MUSIC

A Bachelor of Arts degree is one that allows a person to concentrate in more than one field of study. A person chooses a major field of study but has a number of elective requirements that allow study in other disciplines on campus. The general education core requirements are the same for all degrees except substitutions that are allowed from special degree requirements (philosophy as a social science in the B.A., for example).

The B.A. in Music allows a person to study music theory, music history, and individual performance, to play in ensembles and offers them the study in other academic areas. There are specified minors with planned courses of study (see the undergraduate bulletin for listing of choices). There is a final project requirement, Senior Capstone Experience as well as a foreign language requirement. Because of the outside study in other areas, there are fewer music credits than for the other music degrees. Performance benchmarks are more closely matched to the goals of the student.

Possible outcomes of graduating with a B.A. in music would be music journalism (critique or editing), music library work, church music, day school worker, arts administration (orchestra manager, ticket sales, concert associations), music industry

(business, publishing, recording, etc.), professional schools (law, seminary), or graduate study in the liberal arts (M.A.). The B.A. is widely recognized as a course of study for those persons wishing to acquire knowledge on a broader base. Many entry-level positions in corporations and businesses require a liberal arts degree, which a Bachelor of Arts in music could satisfy.

At DSU, there is also a separate concentration in Sound Recording Technology associated with the Bachelor of Arts in music that incorporates course work from the Delta Music Institute (DMI).

Personal Characteristics:

1. Variety of interests
2. Interest in reading and writing
3. Secondary interests in teaching or performing
4. General background in music
5. Open to a range of career possibilities.

BACHELOR OF MUSIC EDUCATION

The Bachelor of Music Education degree (B.M.E.) is designed to train and educate students to become teachers of music. Completing all requirements qualifies a candidate to apply for a license to teach in Mississippi. In addition to general education courses, music theory, music history, and performance, the curriculum includes courses that expose teacher candidates to human behavior, basic education principles, methods of instruction, as well as providing a chance to observe teachers in the field and gain experiencing teaching students. A candidate must be approved to enter the teacher education program by successfully completing lower level courses in music, by reaching upper level performance standards, and by exhibiting personal qualities that are deemed necessary for success as a teacher. Admission requirements to the degree program are initially based on an audition and music literacy exam. Candidates are expected to have had prior musical experiences.

Two additional requirements are a senior recital and sixteen (16) weeks of clinical practice as a student teacher at an approved school in Mississippi. Passing scores on three standardized examinations called Praxis exams are also necessary to complete this degree and for licensure. Student teachers are evaluated by state standards called the Teacher Intern Assessment Instruments or TIAI, and by standards and competencies established by the National Council for Accrediting Teacher Education (NCATE), the National Association of Schools Music (NASM), and the Interstate New Teacher Assessment and Support Consortium (INTASC). Candidates must meet all graduation requirements, have passing scores on Praxis exams, and be approved by the music faculty to be able to student teach.

Three areas of focus are possible by majoring in music education: vocal/choral at the elementary level, vocal/choral at the secondary level and instrumental at the secondary level. Vocal/choral majors are either voice or piano majors and learn to direct choirs and

to teach elementary general music. Instrumental majors major in a wind or percussion instrument or piano. They learn to direct bands and teach instrumental performance at the junior and senior high levels. State licensure in music requires training at all levels and it is a mark of a true music educator to be aware of teaching music at all levels. All DSU music education majors are trained to teach at the elementary school level, as all Mississippi music teacher licenses cover grades K – 12. It is also sometimes a part of a secondary position, or may be the only job available.   Exposure to the "Orff-Schulwerk" approach to instruction for elementary music is also available for elective study as it is widely used by many teachers in the field.

Students who complete the B.M.E. degree generally apply for a teaching certificate and teach music at public, private or church schools. Some continue their study at the graduate level by pursuing a Master of Music Education degree, or possibly a Master of Music degree in performance. Some choose to teach several years before entering graduate school. A music educator who desires to teach at the university level is generally expected to complete a doctoral program in music education or related field.

The Bachelor of Music Education degree may also prepare a music major to be a church musician, where a musician would rehearse choirs and small instrumental ensembles, conduct, and help children and adults involved in the church's music program develop their musicianship skills. The B.M.E often requires more than four years to complete all requirements depending on electives, number of ensembles, and other personal factors. However, a candidate can complete the requirements of the degree program in four years.

Characteristics of Effective Music Teachers:

1. acceptable writing and communication skills
2. ability to motivate others
3. ability to organize, describe, and demonstrate music concepts and skills
4. genuine interest in young people
5. adequate musical performing skills
6. excellent aural skills
7. solid understanding of music fundamentals and history
8. patience and flexibility
9. engaging personality
10. organizational skills
11. mature judgment
12. respect for others and authority
13. ability to draw conclusions and solve problems
14. sensitivity to diversity among students
15. confidence and assertiveness
16. punctuality
17. dependability
18. responsibility for actions
19. ability to plan and assess instruction and learning
20. desire to continually learn about music and teaching

BACHELOR OF MUSIC (Applied Music)

The Bachelor of Music degree is designed for people who wish to concentrate their study in performance, music theory, music history, and composition/arranging. The degree requires a bulk of studies in the various music courses as well as a significant amount of time in individual performance. Entrance performance levels are the highest for this degree.. Admission to this degree must be approved by a faculty jury which includes a performance audition and a music literacy examination. Coursework prepares students to go on to graduate work, usually in performance, musicology, music theory, or other applied music areas. A junior and a senior recital are required to graduate.

Persons completing the B.M. degree often perform with ensembles or performing companies, teach privately, compose music, or go on to graduate or professional school. A Master of Music degree requires further study in literature and applied music, as well as additional recitals and scholarly research. A Doctor of Musical Arts degree is a logical continuation of this degree for those wishing to be a professor at the collegiate level. The D.M.A. degree requires several recitals, a written document, pedagogy courses, as well as additional studies in music literature and theory. Conducting is another focal area for graduate applied music study. Both the M.M. and the D.M.A. could qualify a person to teach applied music at a university, perform as a recitalist, and/or do research. Competition is very high in all areas of applied music. The B.M. is considered a professional degree in music.

Personal Characteristics:

1. excellent music performance abilities
2. good background in music fundamentals
3. ability to concentrate under pressure
4 strong sense of self and assertiveness
5. personal discipline of time and practice
6. superior scholarship
7. ability to analyze and memorize
8. plan to complete graduate study for career security
9. love of music and performing

It is hoped that these descriptions will make the choice of degree programs and/or career choices easier and more productive. Not all degrees are best suited to all people and an informed choice is the best way to plan for a career in music.

To summarize, the following are general considerations:
Bachelor of Arts in Music: liberal arts, other areas of study, basic music core
Bachelor of Music Ed.:   professional degree, teaching certification, people oriented
Bachelor of Music: performance/applied music study, graduate school

PLANNING YOUR PROGRAM

A recommended sequence of courses for each degree is listed in the Appendix. With this aid and the help of your faculty advisor, your program can be planned well in advance.

ADVISING AND STUDENT RESPONSIBILITY

1. Every music major will be assigned a faculty advisor. The faculty advisor can be very helpful in guiding the student in course selection and career planning. Advisors will assist in scheduling and meeting requirements for graduation. Be sure to plan your program wisely so as not to delay your progress toward graduation.

2. The student must accept full responsibility for knowing the policies and regulations relevant to the undergraduate degree programs. These policies are contained in the Delta State University Undergraduate Bulletin.

WRITING PROFICIENCY REQUIREMENT

There are four ways by which a student may demonstrate the writing proficiency required for graduation.

1. Pass ENG 300 Exposition, the standard writing proficiency examination. Students may attempt the exam only once, and those who do not receive credit for the exam must pass ENG 301. Successful students receive one hour credit. The pass rate is approximately 60 percent. Students should enroll concurrently in ENG 301.

2. Pass ENG 301 Expository Writing. Students who do not receive credit for ENG 300 are required to take this course, but students may take this three-hour course for their initial attempt to demonstrate proficiency. The pass rate is approximately 80 percent.

3. Pass the Praxis writing examination. The passing scores are set by the State Board of Education. Praxis is published by Educational Testing Service. The pass rate for DSU students is approximately 50 percent.

4. Pass the CAAP Writing Essay examination. The minimum acceptable score is 3 on the 1-6 scale. This test is required by some of our graduate programs. Students may make arrangements to take CAAP through our Office of Counseling and Developmental Studies. The pass rate for DSU students is approximately 40 percent. See http://www.act.org/caap/essay.html. Students who do not pass the Praxis or CAAP may enroll in ENG 301 and/or use the services of the Writing Center to improve writing skills.

MAJOR FIELD TEST

At the end of the core curriculum the department administers a comprehensive examination of music theory, music history and listening. The examination is the Major Field Test and is published by Educational Testing Service (ETS) which also publishes Praxis and ACT exams. The MFT is a timed computer based exam that takes approximately 2 hours. There is no fee for the exam at this time. B. M. and B.M.E. students are required to complete this exam for departmental diagnostics and assessment. The score does not affect the outcome of any course grade or graduation sequence. Information about the MFT is available at http://www.ets.org/mft.

TEACHER EDUCATION
CONCEPTUAL FRAMEWORK

DELTA P^3 MODEL

Vision: The Delta State University College of Education promotes a vibrant educational community committed to preparing capable and confident candidates who can positively affect learning outcomes of students in the P-12 school setting. Appropriately illustrated by the Delta triangle, the model reflects candidate development through the triad of preparation, performance and professionalism, supported by the greater Delta educational community (faculty, educational partners, and alumni).

Guiding Principles:

1. **Education is a lifelong endeavor,** requiring an ever-expanding content knowledge base, a repertoire of skills, and a broad experience base. (GP1)
2. **Education is interactive and reflective,** a process that is accomplished through assessment and reflection of a collaborative nature. (GP2)
3. **Education is culturally contextualized**, requiring both an understanding and appreciation of the diversity of all individuals within the learning community. (GP3)
4. **Education is dynamic,** with change being driven by assessment data and the needs of all segments of the educational community. (GP4)
5. **Education is enhanced by technology,** infused throughout programs and services. (GP5)

THE TEACHER EDUCATION PROGRAM

The objective of the Teacher Education Program at Delta State University is to prepare excellent teachers. The administrative control of the Teacher Education Program is centered in the Teacher Education Council. The Dean of the College of Education is the Director of Teacher Education, and the Chair of Teacher Education is the administrative officer for the Teacher Education Council. Students who complete the appropriate curriculum in the prescribed sequence are recommended for educator licensure.

ADMISSION TO THE TEACHER EDUCATION PROGRAM

Students may indicate an interest in teacher education upon application for admissions to Delta State University, and they are advised and counseled accordingly. Actual admission to the program is not attained until the junior year. In the junior year students seeking admission to the program must take CUR 300 or CUR 302 or CEL 301. All students completing CUR 300 or CUR 302 or CEL 301 will be admitted by the Office of Field Experiences to the program if all requirements are met at that time. Students failing to meet the requirements will be denied admission until such time that all requirements are met. Each student and his/her advisor are notified of the student's admission status, initially, when the student completes CUR 300 or CUR 302 or CEL 301. Students initially denied admission to the program are resubmitted for admission at a later date when all requirements for admission are met. Upper-level students may file application for admission to the program at any time and must follow the same admission process.

The necessary "Application for Admission to Teacher Education" form and additional information about the Teacher Education Program may be secured from the Office of Field Experiences. The application should be properly executed and filed with the Office of Field Experiences, Post Office Box 3121, Delta State University, Cleveland, MS 38733.

Requirements for Admission to the Program for Secondary Education Majors (including music):

1. Complete CUR 300, Survey of Education with Field Experiences*

2. Make application for admission to the Teacher Education Program

3. Have at least a 2.5 on all General Education coursework

4. Make a passing score on the PRAXIS I, or CBT, or have an ACT composite score of 21 with no sub score below 18 or an SAT composite of 860 on tests taken prior to university admission.

5. Have a positive recommendation by the department/division faculty; the number of endorsements required will be determined by the department/division based on the number of faculty.

6. Have documentation of candidate enrollment and participation in TaskStream

7. *Field Experiences are 30 hours of observation in public schools, 15 of which are completed in the Cleveland Public Schools and 15 in a school(s) outside of Cleveland, arranged by the candidate.

Music Faculty Recommendation into TEP

In considering the recommendation of student into the Teacher Education Program, the music faculty discusses the qualifications of each student based on, but not limited to, such things as whether the candidate:

- *Attends class on a regular basis and is punctual – is dependable.*
- *Has a positive work ethic – is trying to reach potential.*
- *Can accept new strategies and ideas presented by the professors in class.*
- *Has good relationships with peers and faculty – getting along with others in the world of work is crucial for success.*
- *Has leadership qualities and can inspire others to learn.*
- *Shows evidence of possessing the musical skills and abilities necessary to teach.*

A more comprehensive range of Disposition (included as an appendix) must be demonstrated by candidates at a proficient level before graduation.

Completion of **MUS 305 Music Education** with a grade of C or higher is also a requirement.

REQUIREMENTS FOR COMPLETION OF THE PROGRAM

In order to complete the Teacher Education Program and to qualify for a Mississippi teaching license, an applicant must complete all requirements for the appropriate degree, meet all the minimum course requirements, pass the appropriate Praxis Series tests or the National Teacher Examination tests, and submit an application for licensure to the Mississippi Department of Education. The applicant is responsible for having his or her Praxis and/or NTE scores sent to the Mississippi Department of Education and Delta State University. Candidates who are exempt from the PPST based on ACT or SAT scores must pass either ENG 300 (Writing Proficiency Examination) or the PPST/CBT Writing test or ENG 301.

Directed Teaching Internship

Students preparing to teach in elementary or high school are expected to set aside the last full semester of their senior year for a Directed Teaching Internship, traditionally known as "the directed teaching internship." 16 weeks of internship are required by the state to graduate and to receive a state license to teach. To prepare for this school-based experience, candidates enroll in three specific professional education courses as a group, called the "block," in the semester prior to the teaching internship. The three courses are EPY 341 Educational Psychology, CUR 393 Classroom Management, and CUR 489 or 490, which is the secondary music education methods course for your license track, K-12 vocal or K-12 instrumental. The internship occurs in schools approved by the University. Teacher interns are at all times under the close supervision of a public school mentor and a university supervisor. Interns who teach outside the city of Cleveland may live in the community in

which they teach and pay their own expenses. They do not pay living expenses at the University during this period. Those who teach in the Cleveland schools may stay on the campus but must furnish their own transportation to and from the school. If a teacher intern is allowed to teach outside of the approved Delta Consortium of schools, which covers a wide region in West and Central Mississippi, he/she must pay for the supervisor's travel expenses outside of the boundaries. The Office of Field Experience will set up a process by which to make payment. During this time interns observe a cooperating teacher, work with students, plan lessons, and are evaluated on planning, teaching and assessment. The Teacher Intern Assessment Instrument is used to evaluate the candidate. (See appendix).

In addition, a narrative portfolio called the Teacher Work Sample is completed to indicate specific factors required in the unit plans and how a teacher intern will ensure that all students will be able to learn successfully. The TWS is explored and modeled in the CUR methods course during the block semester.

Written applications for the Directed Teaching Internship must be filed with the Director of Field Experiences. Secondary and special subject majors make application for the internship during the methods course in their majors. Candidates are responsible for filing applications to comply with deadlines established by the Teacher Education Council a semester in advance: *The fall internship application deadline is the week of* **February 15***, and the spring internship application deadline is the week of* **September 15***.* All requirements for the Directed Teaching Internship must be met before a candidate is approved for internship.

Prerequisites for ALL Teacher Interns:

1. Senior standing (87 and over semester hours)
2. Nine hours in residence in the teaching field
3. Grade point average of 2.5 on all course work taken
4. Completion of prerequisite courses as shown in catalog
5. Submission of application for admission to the Directed Teacher Internship Program by the deadline dates shown above
6. A positive recommendation by the department/division faculty; the number of endorsements required will be determined by the department/division based on the number of faculty.
7. Passage of the appropriate Praxis Specialty Area Test and the Praxis Principles of. Learning and Teaching Test

Also, **DSU Diversity Proficiencies** (see appendix) are to be developed and demonstrated by graduation.

PRAXIS TESTING INFORMATION

Praxis exams are available several times each semester and in the summer at DSU and other testing locations/universities. They are taken at the candidate's expense. They may be taken as many times is necessary to achieve passing scores. The passing Praxis scores set by the Mississippi Department of Education for teacher licensure are:

*Praxis I: Reading – **170**, Writing – **172**, Math – **169***
*Praxis II: Music Education – **139***
*Praxis II: Principles of Learning and Teaching (PLT) – **152***

Candidates must have passing scores for all Praxis exams on file with the Office of Field Experiences by the first day of class in the semester they plan to complete their teaching internship.

REGISTRATION DEADLINE	TEST DATE

MAKE APPLICATION FOR TEST AT LEAST 5 WEEKS *BEFORE* TEST DATE!

MUSIC DEPARTMENT REQUIREMENTS FOR ADMISSION TO DIRECTED TEACHING INTERNSHIP ARE:

1. To pass all sections of the Piano Proficiency exam.

2. To complete the last four hours of credit in applied performance (AMU) at the upper division (300 level), to include the senior recital.

3. Present a senior recital prior to the semester of the directed teaching internship, earning a grade of C or higher from the faculty jury and applied instructor.

4. Meet standards set for several phases of Field Experiences in area schools in the methods courses MUS 388 Music Methods and Materials for the Elementary School and CUR 489/490 Vocal Music Methods/Instrumental Music Methods.

5. Earn the grade of C in all music courses. Courses may be repeated to meet this requirement.

Revised Sept. 2009

NONDISCRIMINATION

Delta State University is committed to a policy of equal employment and educational opportunity. Delta State University does not discriminate on the basis of race, color, religion, national origin, sex, age, disability, or veteran status. This policy extends to all programs and activities supported by the University.

MUSIC ADVISING CHECKLIST
B.M.E.

MUSIC DEPARTMENT REQUIREMENTS:

(1) Register for necessary developmental courses as indicated on Freshman Evaluation Sheet. (Freshman only)
(2) MUS 104: Seven semesters required (B.M.E.). For transfer students 104 required for each semester of residence at DSU.
(3) At least one large ensemble during each semester of residency except for the directed teaching internship semester.
(4) Senior recital prior to the directed teaching internship.
(5) Pass piano proficiency exam prior to the directed teaching internship. [Students must be continuously enrolled in group piano MUS 107, 108, 207, 208 or MUS 300 until all sections of the piano proficiency exam are passed.]

IHL REQUIREMENT:

Not more than six hours in professional education courses may be taken prior to being admitted to the Teacher Education Program.

DSU MUSIC CORE and MUSIC EDUCATION COURSE SEQUENCE and PRE-REQUISITES

A grade of D or higher must be earned to satisfy pre-requisites and a C or higher to graduate.

Freshman Year

Fall
MUS 107- Class Piano - no prerequisite
MUS 150-Music Theory-no prerequisite
MUS 152-Musicianship-no prerequisite

Spring
MUS 105 Music Literature-no prerequisite
MUS 108 Class Piano – (MUS 107 as it is a continuation)
MUS 151 Music Theory- (MUS 150)
MUS 153 Musicianship – (MUS 150, MUS 152)

Sophomore Year

Fall
MUS 207- Class Piano – MUS 107, 108
MUS 250-Music Theory- MUS (150,151), 152, 153
MUS 252-Aural Music Theory- MUS (150, 151), 152, 153

Spring
MUS 208- Class Piano – MUS 107, 108, (207)
MUS 251- Music Theory- MUS 150, 151, (152, 153), 250
MUS 253- Aural Music Theory- MUS (150, 151), 152, 153, (250, 252)

** Music Education courses- begin in Junior Year**

Junior Year

Fall
MUS 301Music of the Middle Ages, Renaissance, and Baroque Periods - MUS 105, 251
MUS 350 Orchestration MUS 250, 251, 252, 253 (all Sophomore Theory)
MUS 309 Conducting- Freshmen and Sophomore Theory
MUS 305 Music Education – MUS 250, 251
MUS 344 Vocal Pedagogy – Freshmen and Sophomore Theory

Spring
MUS 302 Music of the Classic, Romantic and Contemporary Periods - MUS 105, 251
MUS 310 Choral Conducting – MUS 250, 251, 252, 253 and 309 or consent of instructor
OR MUS 311 Instrumental Conducting - MUS 250, 251, 252, 253 and 309 or consent of instructor
MUS 354 String Methods – MUS 250, 251, 252, 253
MUS 357 Brass Methods - MUS 250, 251, 252, 253
MUS 388 Music Methods for the Elementary School – MUS 250, 251, 252, 253, MUS 305
MUS 450- Form and Analysis- MUS 350

Senior Year

Fall
MUS 355 Percussion Methods - MUS 250, 251, 252, 253
MUS 358 WW Methods - MUS 250, 251, 252, 253
AMU 450 Senior Recital – 12 hours of applied study, at least 3 of which are at 300-level; pre-recital jury
CUR 489 OR 490 Vocal OR Instrumental Methods – (MUS 250, 251, 252, 253, MUS 305)

Spring – CUR 498 Directed Teaching Internship in a Mississippi public school district –
    All requirements for the degree, passing scores on all Praxis exams, and faculty approval

APPENDIX

DELTA STATE UNIVERSITY
COLLEGE OF EDUCATTION

APPLICATION FOR DIRECTED TEACHING INTERNSHIP

All teacher candidates <u>must</u> complete an application prior to internship. The deadline for application acceptance for fall internship is the week of February 15th prior to the internship semester. The deadline for acceptance for spring internship is the week of September 15th prior to the internship semester.

Name _____   Date _____
           Last   First   Middle

Campus Address_____Campus Phone _____

Home Address _____   Home Phone _____

Cell Phone _____

E-mail Address _____   Major _____

All correspondence with teacher candidates prior to and during internship is through e-mail. E-mail addresses must be current and teacher candidates need to check e-mail daily for information from the Office of Field Experiences.

<u>**ALL PRAXIS TESTS MUST BE PASSED BEFORE INTERNSHIP:**</u>
- Pre-Professional Skills Test (PPST) or Computerized Pre-Professional Skills Test (C-PPST)
- Praxis II: Subject Assessment/Specialty Area
- Praxis II: Principles of Learning and Teaching (PLT)

<u>**Contact the Office of Field Experiences (846-4405) for the appropriate test code for your major.**</u>

Expected Graduation Date – Semester and Year: _____

When do you prefer to complete internship? (circle one)   Fall   Spring   Year: ____

*You will be assigned to a **school district** after you have completed all requirements for internship. __Students are not to contact school districts or teachers__. Please indicate in the space below your **school district** preference where you would like to do your internship and any extenuating circumstances to be considered in making your assignment.*

Specific schools should not be requested on this application.

School District Choice 1: _____

School District Choice 2: _____

Extenuating Circumstances (if applicable): _____

If you do not complete internship during the semester you have requested above, you must re-apply in the Office of Field Experiences to be admitted the following semester. Deadline dates will apply for reapplications.

I understand that the Director of Field Experiences will make the final decision as to where I will do my internship. My signature indicates that I read and understand all requirements and procedures stated in the above application.

Signature _____ Date _____

The following attachments must accompany this application:

1. Resume'
2. Recent Photograph

Delta State University
College of Education
Protocol for Dispositions
Initial Programs

1. Candidates will be introduced to the *Dispositions Rating Scale* during CEL 301, *Introduction to Elementary Education,* CUR 300, *Survey of Education with Field Experiences,* and CUR 302, *Orientation and Field Experiences.* During these courses, candidates will self-assess using the scale, with focused observations and assignments related to field experiences serving as a frame of reference. The instructor will also evaluate the candidate using the scale and will review both assessments, followed by a conference with the candidate to review the assessments and discuss strengths/weaknesses/discrepancies in perspectives.

2. A flag form will be placed in each candidate's folder for documenting both deficiencies and exemplary practices/dispositions.

3. Dispositions will be taught and reinforced throughout all courses in the program. Faculty who note a deficiency or deficiencies or evidence of strengths in a candidate relevant to a disposition area(s) will enter this information on the appropriate flag form, providing details related to the reason for the concern or commendation.

4. Faculty will hold conferences with students regarding the development of dispositions as candidates move through their programs.

5. Advisors will review advisees' flag forms and note concerns that need to be brought before the faculty prior to assessment points.

6. Upon request for admission to teacher education, and again upon request for admission to the directed teaching internship, faculty will meet to review each candidate's progress with respect to the development of appropriate dispositions for teaching. The *Dispositions Rating Scale* will be used at these two assessment points. The faculty will consult flag forms and entertain faculty concerns at this time.

7. Based upon the number and severity of disposition weaknesses/deficiencies, faculty will refer the candidate to the advisor for counseling or to a faculty committee for counseling.

8. The faculty members and candidate will establish a written plan for improvement that will become part of the candidate's file. The plan will specify how and when the improvement will occur.

9. If deficiency(ies) persist(s), the faculty will meet to consider whether the candidate should continue in the program.

10. The form will also be used by the university supervisor and cooperating teacher during the directed teaching semester. Each will submit the forms to the Office of Field Experiences for inclusion in the candidate's file. The university supervisor and cooperating teacher will consult with the Director of Field Experiences and faculty should a deficiency(ies) threaten the successful completion of directed teaching.

DELTA STATE UNIVERSITY
COLLEGE OF EDUCATION

DISPOSITIONS RATING SCALE
UNDERGRADUATE PROGRAMS

Student Name _____

Rater _____   Date _____

Circle One Program: Art   Elementary   English   Mathematics   Music   P. E.
                     Science   Social Science

Directions: Use the Appraisal Scale to rate each of the five Dispositions. The Indicators
    (e.g.,1.1, 1.2) provide clarification. Provide evidence in the last column for ratings of 1,
    2, or 4.

Appraisal Scale:

1 – Does not meet expectations   2 – Meets a few expectations but not sufficient
3 – Meets expectations   4 – Exceeds expectations

Characteristic (Disposition)	Rating of Disposition	Evidence for 1,2, or 4 Rating
1. Fairness 1.1 Strives to meet the educational needs of all students in a caring, non-discriminatory, and equitable manner (IN 2, 3, 5) 1.2 Treats students, families, community members, and colleagues with dignity and respect, regardless of background, ethnicity/race, capabilities, or beliefs (IN 10)	1. Fairness_____	

2. The Belief That All Students Can Learn 2.1 Establishes a classroom climate that supports the learning, development, emotional well-being, and physical well-being of a diverse student population (IN 2, 3, 5) 2.2 Effectively plans and implements teaching and assessment strategies that address the experiences; academic, emotional, and physical needs; developmental levels; and interests of a diverse student population (IN 4, 8)	2. The Belief That All Students Can Learn _____	
3. Professionalism 3.1 Engages in ongoing self-reflection and participates in professional development opportunities (IN 9, 10) 3.2 Displays professional appearance and actions, including effective oral and written communication (IN 6) 3.3 Collaborates with professors, students, colleagues, families, and/or community members (IN 10)	3. Professionalism _____	

4. Resourcefulness 4.1 Motivates self and others to perform well (IN 5) 4.2 Anticipates what a situation calls for and responds appropriately (IN 6) 4.3 Uses personal talents to enhance professional functioning (IN 6) 4.4 Adapts willingly to change (IN 5)	4. Resourcefulness _____	
5. Dependability 5.1 Attends all expected classes and meetings, and arrives on time (IN 10) 5.2 Participates meaningfully in classes and meetings (IN 10) 5.3 Fulfills responsibilities in the college classroom and in P-12 settings	5. Dependability _____	

TEACHER INTERN ASSESSMENT INSTRUMENT
DELTA STATE UNIVERSITY
COLLEGE OF EDUCATION

During methods courses and in the directed teaching internship, candidates/interns must demonstrate ability in planning, instruction and assessment. These facets of teaching are evaluated with the following set of indicators, each of which has a set of detailed rubrics. Rubrics will be provided in methods courses when appropriate. A rating of 2 (out of a possible 3) is required on all indicators by the end of the teaching internship.

Teacher Intern Assessment Instrument

Teacher Candidate/Intern _____ Semester/Year _____

Evaluator _____Circle One: **University/College Supervisor   Cooperating Teacher**

I. <u>PLANNING AND PREPARATION</u>

*Items 1-9 should be assessed from written plans.

1. **Selects developmentally appropriate objectives for lessons based on state frameworks and best practices. (1, 7)**

Unacceptable (0)	Emerging (1)	Acceptable (2)	Target (3)
jectives based on state frameworks and best practices are not present OR are not stated as performance outcomes and/OR inappropriate for student learning.	Objectives based on state frameworks and best practices are stated as performance outcomes and are appropriate for student learning.	Objectives based on state frameworks and best practices are stated as performance outcomes, are appropriate for student learning, and are aligned with assessments.	In addition to **acceptable**, objectives are planned for different instructional levels and individual needs (DOK Levels, Bloom's, Understanding by Design, etc.) .
First Assessment →	Score:	**Second Assessment** →	Score:
Comments on Effectiveness			
First Assessment:		**Second Assessment:**	

2. Plans appropriate teaching procedures. (2, 4, 7)

Unacceptable (0)	Emerging (1)	Acceptable (2)	Target (3)
No procedures are included, OR procedures are not referenced to objectives.	Procedures are referenced to objectives and are appropriate for students.	Procedures are sequential, clearly referenced to objectives, and appropriate for students.	In addition to **acceptable**, procedures are both learner-centered and teacher-centered.
First Assessment →	**Score:**	**Second Assessment** →	**Score:**
Comments on Effectiveness			
First Assessment:		**Second Assessment:**	

3. Selects a variety of appropriate materials and technology for lessons. (1, 2, 6, 7)

Unacceptable (0)	Emerging (1)	Acceptable (2)	Target (3)
Materials and technology are not specified OR are limited to textbooks and worksheets.	Materials and technology other than textbooks and worksheets are specified and related to procedures.	Various types of materials and technology are appropriately integrated and are used effectively to enhance lessons.	In addition to **acceptable**, materials and technology show initiative and creativity in original development.
First Assessment →	**Score:**	**Second Assessment** →	**Score:**
Comments on Effectiveness			
First Assessment:		**Second Assessment:**	

4. Prepares appropriate assessment procedures and materials to evaluate learner progress. (7, 8)

Unacceptable (0)	Emerging (1)	Acceptable (2)	Target (3)
Assessment procedures and materials are not specified in the plans OR are inappropriate for students OR are not matched to objectives.	Assessment procedures and materials in plans are related to objectives and appropriate for students.	Multiple assessment procedures and materials are included in plans where needed and assessments directly correlate to objectives and are appropriate for students.	In addition to **acceptable**, informal (performance) and formal assessments and materials are planned including rubrics/checklists.
First Assessment →	**Score:**	**Second Assessment** →	**Score:**
Comments on Effectiveness			
First Assessment:		**Second Assessment:**	

5. Uses assessment information (ex. – pretests, quizzes, unit tests, remediation, and enrichment activities) to plan differentiated learning experiences that accommodate differences in developmental and/or educational needs. (2, 3, 4, 7)

Unacceptable (0)	Emerging (1)	Acceptable (2)	Target (3)
Does not use assessment information to plan instruction accommodating differences in developmental and/or educational needs of students.	Uses assessment information to plan instruction accommodating differences in developmental and/or educational needs of **some** students.	Uses assessment information to plan instruction accommodating differences in developmental and/or educational needs of **most** students.	Uses assessment information to plan instruction accommodating differences in developmental and/or educational needs of **all** students.
First Assessment →	**Score:**	**Second Assessment** →	**Score:**
Comments on Effectiveness			
First Assessment:		**Second Assessment:**	

6. **Uses knowledge of students' backgrounds, interests, experiences, and prior knowledge (e.g., pretests, learning styles inventories, interest inventories, multiple intelligences surveys, and KWLs) to make instruction relevant and meaningful. (1, 2, 3, 5, 7)**

Unacceptable (0)	Emerging (1)	Acceptable (2)	Target (3)
Does not use knowledge of students' backgrounds, interests, experiences, and prior knowledge to make instruction relevant and meaningful.	Demonstrates some understanding of students' background, interests, experiences, and prior knowledge, but does not effectively use the information in developing learning experiences that are relevant and meaningful.	Demonstrates understanding of students' background, interests, experiences, and prior knowledge and effectively uses this knowledge in developing learning experiences that are relevant and meaningful.	Demonstrates a **thorough** understanding of students' background, interests, experiences, and prior knowledge and **effectively and consistently** uses this knowledge in developing learning experiences that are relevant and meaningful.
First Assessment →	**Score:**	**Second Assessment** →	
Comments on Effectiveness			
First Assessment:		**Second Assessment:**	

7. **Integrates knowledge from several subject areas in lessons. (1, 7)**

Unacceptable (0)	Emerging (1)	Acceptable (2)	Target (3)
Provides instruction that relates to only one subject and focuses on specific skills.	Instruction includes integration of content areas but lessons maintain a discipline centered focus and offer limited assistance in helping students make connections across disciplines.	Instruction includes effective integration of content areas clearly establishing connections across disciplines.	In addition to **acceptable**, creates **innovative** lessons which include activities that assist students in making connections across multiple disciplines.
First Assessment →	**Score:**	**Second Assessment** →	**Score:**
Comments on Effectiveness			
First Assessment:		**Second Assessment:**	

8.Incorporates diversity, including multicultural perspectives, into lessons. (3)

Unacceptable (0)	Emerging (1)	Acceptable (2)	Target (3)
Does not incorporate diversity or multicultural perspectives into lessons.	Ineffectively incorporates diversity into lessons.	Incorporates diversity, including multicultural perspectives, into lessons.	Uses aspects of the world as well as the class make-up to purposefully and effectively incorporate diversity, including multiculturalism, into lesson.
First Assessment →	**Score:**	**Second Assessment →**	**Score:**
Comments on Effectiveness			
First Assessment:		**Second Assessment:**	

9.Uses a variety of strategies to introduce and close lessons. (1, 6)

Unacceptable (0)	Emerging (1)	Acceptable (2)	Target (3)
No introductions and/or closures to lessons.	Inconsistently or inappropriately uses introductions and/or closures to lessons.	Consistently and appropriately uses a variety of strategies to introduce and close lessons. Strategies to introduce lessons motivate students and closures accurately summarize the lessons.	In addition to **acceptable**, introductions and closures are creative and innovative.
First Assessment →	**Score:**	**Second Assessment →**	**Score:**
Comments on Effectiveness			
First Assessment:		**Second Assessment:**	

II. <u>COMMUNICATION AND INTERACTION</u>
10. Uses acceptable written, oral, and nonverbal communication. (6)

Unacceptable (0)	Emerging (1)	Acceptable (2)	Target (3)
Does not use standard written, oral, and non-verbal communication.	Uses standard written, oral, and nonverbal communication with multiple errors.	Uses acceptable written, oral, and nonverbal communication with minimal errors.	Uses acceptable written, oral, and nonverbal communication proficently.
First Assessment →	**Score:**	**Second Assessment →**	**Score:**
Comments on Effectiveness			
First Assessment:		**Second Assessment:**	

11. Provides clear, complete written and/or oral directions for instructional activities. (4)

Unacceptable (0)	Emerging (1)	Acceptable (2)	Target (3)
No written and/or oral directions for instructional activities are provided.	Provides written and/or oral directions for instructional activities that are vague and/or confusing.	Provides clear, complete written and/or oral directions for instructional activities.	In addition to **acceptable**, uses concrete examples to model and clarify tasks and concepts.
First Assessment →	Score:	**Second Assessment** →	Score:
Comments on Effectiveness			
First Assessment:		**Second Assessment:**	

12. Communicates high expectations for learning to all students. (3)

Unacceptable (0)	Emerging (1)	Acceptable (2)	Target (3)
Does not communicate high expectations for learning to **all** students.	Inconsistent in communicating to **all** students that they are capable of meeting learning expectations.	Consistent in communicating to **all** students that they are capable of meeting learning expectations.	In addition to **acceptable**, provides a supportive risk free environment
First Assessment →	Score:	**Second Assessment** →	Score:
Comments on Effectiveness			
First Assessment:		**Second Assessment:**	

13. Conveys enthusiasm for teaching and learning. (1, 5)

Unacceptable (0)	Emerging (1)	Acceptable (2)	Target (3)
Does not convey enthusiasm for the content being taught.	Conveys limited interest and enthusiasm for the content being taught.	Motivates students by conveying enthusiasm and interest for the content being taught.	In addition to **acceptable**, the motivation, enthusiasm, and interest in the content are evident through students' attitudes, questions, and ability to stay focused on tasks and activities.
First Assessment →	Score:	**Second Assessment** →	Score:
Comments on Effectiveness			
First Assessment:		**Second Assessment:**	

14. Provides opportunities for the students to cooperate, communicate, and interact with each other to enhance learning. (2, 5, 6)

Unacceptable (0)	Emerging (1)	Acceptable (2)	Target (3)
Does not provide opportunities for the students to cooperate, communicate, and interact with each other to enhance learning.	Involves the students in interactive learning activities.	Involves students in teacher-planned cooperative group activities in which students are working toward a common goal.	In addition to **acceptable**, frequently plans instruction to include situations for students to work cooperatively on projects/activities of their choice.
First Assessment →	**Score:**	**Second Assessment →**	**Score:**
Comments on Effectiveness			
First Assessment:		**Second Assessment:**	

15. Establishes opportunities for communication with parents and/or guardians (newsletters, positive notes, extracurricular activities, etc.). (10)

Unacceptable (0)	Emerging (1)	Acceptable (2)	Target (3)
Does not establish opportunities for communication with parents and/or guardians.	Initiates communication with parents and/or guardians through an introduction.	In addition to **emerging**, maintains communication with parents and/or guardians.	In addition to **acceptable** consistently communicates with parents and/or guardians for a variety of purposes and in a variety of ways.
First Assessment →	**Score:**	**Second Assessment →**	**Score:**
Comments on Effectiveness			
First Assessment:		**Second Assessment:**	

III. TEACHING FOR LEARNING

16. Demonstrates knowledge of the subject(s) taught. (1)

Unacceptable (0)	Emerging (1)	Acceptable (2)	Target (3)
Does not demonstrate basic knowledge of the subject(s) taught.	Demonstrates adequate knowledge of the subject(s) being taught.	Evidence of thorough subject(s) knowledge is exhibited through minimal reliance on written notes and ability to lead effective class discussions.	In addition to **acceptable**, challenging questions and/or activities relating to subject(s) are included in lessons that demonstrate depth of understanding and knowledge of subject(s).
First Assessment →	**Score:**	**Second Assessment →**	**Score:**
Comments on Effectiveness			
First Assessment:		**Second Assessment:**	

17. Uses a variety of appropriate teaching strategies (e.g., cooperative learning, discovery learning, demonstration, discussion, inquiry, simulation, etc.) (4)

Unacceptable (0)	Emerging (1)	Acceptable (2)	Target (3)
Does not u se a variety of teaching strategies.	Ineffectively uses a variety of teaching strategies.	Effectively uses a variety of appropriate teaching strategies.	In addition to **acceptable**, teaching strategies are both teacher-centered and learner-centered.
First Assessment →	Score:	**Second Assessment →**	Score:
Comments on Effectiveness			
First Assessment:		**Second Assessment**	

18. Provides learning experiences that accommodate differences in developmental and individual needs of diverse learners (i.e., learning styles, multiple intelligences and enrichment/remedial needs). (2, 3, 4)

Unacceptable (0)	Emerging (1)	Acceptable (2)	Target (3)
Does not provide learning experiences that accommodate differences in developmental and individual needs of diverse learners.	Inconsistently provides learning experiences that accommodate the developmental and individual needs of diverse learners.	Consistently provides learning experiences that accommodate the developmental and individual needs of diverse learners.	Consistently and **effectively** provides learning experiences that accommodate the developmental and individual needs of diverse learners.
First Assessment →	Score:	**Second Assessment →**	Score:
Comments on Effectiveness			
First Assessment		**Second Assessment:**	

19. Provides opportunities for students to apply concepts in problem solving and critical thinking. (4, 6)

Unacceptable (0)	Emerging (1)	Acceptable (2)	Target (3)
No opportunities are provided for students to apply concepts in problem solving and critical thinking.	Provides opportunities for students to recognize and identify problems.	In addition to **emerging**, provides opportunities for students to propose and test solutions.	In addition to **acceptable**, provides opportunities for students to analyze and evaluate their solutions and to present findings.
First Assessment →	Score:	**Second Assessment →**	Score:
Comments on Effectiveness			
First Assessment:		**Second Assessment:**	

20. Responds to and elicits student input during instruction. (6)

Unacceptable (0)	Emerging (1)	Acceptable (2)	Target (3)
Does not respond to or elicit student input during instruction AND/OR uses negative words or actions to discourage students from giving responses and asking questions.	Inconsistently responds to and/or elicits student input during instruction.	Consistently and appropriately responds to and elicits student input during instruction.	In addition to **acceptable**, provides appropriate prompts to elicit expanded student responses.
First Assessment →	**Score:**	**Second Assessment →**	**Score:**
Comments on Effectiveness			
First Assessment:		**Second Assessment:**	

21. Allows sufficient and equitable wait time to encourage students to expand and support their responses. (2, 4)

Unacceptable (0)	Emerging (1)	Acceptable (2)	Target (3)
Does not allow sufficient and equitable wait time to encourage students to expand and support their responses.	Inconsistently allows sufficient and equitable wait time to encourage students to expand and support their responses.	Allows sufficient and equitable wait time to encourage students to expand and support their responses.	In addition to 3, probes and encourages students to expand and support their responses.
First Assessment →	**Score:**	**Second Assessment →**	**Score:**
Comments on Effectiveness			
First Assessment:		**Second Assessment:**	

22. Uses higher-order questions to engage students in analytic, creative, and critical thinking. (1, 4, 6)

Unacceptable (0)	Emerging (1)	Acceptable (2)	Target (3)
Does not use questioning to engage students.	Asks questions at the lowest level, gathering and recalling information (knowledge and comprehension).	Asks questions which are designed to apply knowledge, analyze, compare/contrast, or classify data (application, analysis).	In addition to **acceptable**, asks questions which encourage students to think intuitively, creatively, and hypothetically, to use their imaginations, to identify a value system; or to evaluate judgments (synthesis and evaluation).
First Assessment →	**Score:**	**Second Assessment →**	**Score:**
Comments on Effectiveness			
First Assessment:		**Second Assessment:**	

23. Uses family and/or community resources (human or material) in lessons to enhance student learning. (10)

Unacceptable (0)	Emerging (1)	Acceptable (2)	Target (3)
Does not use family or community resources in lessons.	Limited use of family or community resources in lessons to enhance student learning.	Effectively uses family and community resources in lessons to enhance student learning.	In addition to **acceptable**, encourages the students' effective use of family and community resources in lessons to enhance student learning.
First Assessment →	**Score:**	**Second Assessment →**	**Score:**
Comments on Effectiveness			
First Assessment:		**Second Assessment:**	

IV. MANAGEMENT OF THE LEARNING ENVIRONMENT

24. Monitors and adjusts the classroom environment to enhance social relationships, motivation, and learning. (5)

Unacceptable (0)	Emerging (1)	Acceptable (2)	Target (3)
Does not monitor or adjust the classroom environment.	Demonstrates an awareness of the social relationships and motivational strategies within the classroom, but does not always make adjustments to enhance learning.	Monitors and makes adjustments that are effective in enhancing social relationships, motivation, and learning.	In addition to **acceptable**, monitors students' participation and interpersonal interactions in learning activities and encourages students to develop self-monitoring skills.
First Assessment →	**Score:**	**Second Assessment →**	**Score:**
Comments on Effectiveness			
First Assessment:		**Second Assessment:**	

25. Adjusts lessons according to individual student cues, professional reflections, and group responses. (2, 4)

Unacceptable (0)	Emerging (1)	Acceptable (2)	Target (3)
Does not adjust lessons.	Ineffectively or inconsistently adjusts lessons according to individual student cues, personal reflections, and group responses.	Effectively adjusts lessons according to individual student cues, personal reflections, and group responses.	In addition to **acceptable**, takes advantage of teachable moments to enhance lessons.
First Assessment →	**Score:**	**Second Assessment →**	**Score:**
Comments on Effectiveness			
First Assessment:		**Second Assessment:**	

26. Attends to or delegates routine tasks. (5)

Unacceptable (0)	Emerging (1)	Acceptable (2)	Target (3)
Does not attend to or delegates routine tasks.	Seldom attends to and delegates routine tasks.	Attends to and delegates routine tasks.	In addition to **acceptable,** has a set plan which includes delegating appropriate responsibilities to students who complete these tasks efficiently.
First Assessment →	**Score:**	**Second Assessment** →	**Score:**
Comments on Effectiveness			
First Assessment:		**Second Assessment:**	

27. Uses a variety of strategies to foster appropriate student behavior according to individual and situational needs. (5)

Unacceptable (0)	Emerging (1)	Acceptable (2)	Target (3)
Does not attend to inappropriate student behavior.	Inconsistently uses a variety of strategies to foster appropriate student behavior according to individual and situational needs.	Consistently uses a variety of strategies to foster appropriate student behavior according to individual and situational needs.	In addition to **acceptable**, uses a variety of strategies that promote cooperation and learning.
First Assessment →	**Score:**	**Second Assessment** →	**Score:**
Comments on Effectiveness			
First Assessment:		**Second Assessment:**	

28. Demonstrates fairness and supportiveness in order to achieve a positive, interactive learning environment. (5)

Unacceptable (0)	Emerging (1)	Acceptable (2)	Target (3)
Does not demonstrate fairness and supportiveness in order to achieve a positive, interactive learning environment.	Inconsistently demonstrates fairness and supportiveness in order to achieve a positive, interactive learning environment.	Consistently demonstrates fairness and supportiveness in the treatment of students and actively encourages fairness among students.	In addition to **acceptable**, creates a positive, interactive learning environment.
First Assessment →	**Score:**	**Second Assessment** →	**Score:**
Comments on Effectiveness			
First Assessment:		**Second Assessment:**	

29. Uses instructional time effectively.(5)

Unacceptable (0)	Emerging (1)	Acceptable (2)	Target (3)
Does not use instructional time effectively - Substantial instructional time is spent in non-instructional activities and/or time is wasted during transitions.	Overall pacing and transitions are smooth; however, there are minor problems with effective use of instructional time.	Pacing is appropriate, transitions are smooth, and there are no unnecessary delays or undesirable digressions.	In addition to **acceptable**, students are on-task and engaged in meaningful learning activities.
First Assessment →	**Score:**	**Second Assessment →**	**Score:**
Comments on Effectiveness			
First Assessment:		**Second Assessment:**	

V. ASSESSMENT OF STUDENT LEARNING

30. Communicates assessment criteria and performance standards to the students. (8)

Unacceptable (0)	Emerging (1)	Acceptable (2)	Target (3)
Does not communicate assessment criteria and performance standards to the students.	Ineffectively communicates assessment criteria and performance standards to the students.	Effectively communicates assessment criteria and performance standards to the students.	In addition to **acceptable**, various strategies are used to communicate assessment criteria AND/OR student input is sought in developing assessment criteria.
First Assessment →	**Score:**	**Second Assessment →**	**Score:**
Comments on Effectiveness			
First Assessment:		**Second Assessment:**	

31. Develops and uses a variety of informal and formal assessments (ex. – pretests, quizzes, unit tests, remediation, and enrichment activities) to differentiate learning experiences that accommodate differences in developmental and/or educational needs. (2, 3, 4, 7)

Unacceptable (0)	Emerging (1)	Acceptable (2)	Target (3)
Does not use a variety of informal and formal assessments to accommodate differences in developmental and/or educational needs of students.	Occasionally uses informal and formal assessments to accommodate differences in developmental and/or educational needs of **some** of the students.	Uses a variety of informal and formal assessment information to accommodate differences in developmental and/or educational needs of **most** students.	Consistently plans and uses assessment information to accommodate differences in developmental and/or educational needs of **all** students.
First Assessment →	**Score:**	**Second Assessment →**	**Score:**
Comments on Effectiveness			
First Assessment:		**Second Assessment:**	

32. Provides timely feedback on students' academic performance and discusses corrective procedures to be taken. (8)

Unacceptable (0)	Emerging (1)	Acceptable (2)	Target (3)
Does not provide feedback.	Provides timely feedback on students' academic performance and occasionally discusses corrective procedures.	Consistently provides timely feedback on students' academic performance, discusses corrective procedures, and purposefully uses reinforcement and praise.	In addition to **acceptable**, encourages student conferences and reflections for self-evaluation.
First Assessment →	Score:	Second Assessment →	Score:
Comments on Effectiveness			
First Assessment:		Second Assessment:	

33. Maintains records of student work and performance and appropriately communicates student progress. (10)

Unacceptable (0)	Emerging (1)	Acceptable (2)	Target (3)
Does not maintain records of student work or performance.	Maintains limited records of student work and performance and attempts to communicate student progress.	Maintains adequate records of student work and performance and communicates student progress in a timely manner.	Maintains detailed records of student work and performance, communicates student progress and helps students develop self-evaluation processes.
First Assessment →	Score:	Second Assessment →	Score:
Comments on Effectiveness			
First Assessment:		Second Assessment:	

Revised 8/20/09

Delta State University
College of Education
Diversity Proficiencies Expected of all Candidates

An important characteristic of effective teaching is the belief that all students, regardless of profile, have value and can learn. The DSU Diversity Proficiencies that follow must be demonstrated in planning and instruction by graduation:

1. The development of the capacity to function within diverse settings with students and colleagues of varying backgrounds, ethnicities, capabilities, and beliefs (CF 1, 3; DRS 7.1/8.1; 7.3/8)

2. The ability to identify contextual factors that may influence student learning (CF 2, 3, 4; DRS 7.3/8.3)

3. The establishment of a classroom and school climate that celebrates diversity (CF 2, 3, 4; DRS 7.1/8.1; 7.2/8.2; 7.3/8.3)

4. The ability to differentiate instruction and experiences based on individual needs (CF 2, 3, 4, 5; DRS 7.1/8.1, 7.3/8.3)

5. The ability to group for instruction for a variety of purposes related to the diverse needs of learners (CF 3, 4; DRS 7.1/8.1, 7.3/8.3)

6. The ability to use appropriate assessment strategies to identify the diverse needs of learners (CF 3, 4; DRS 7.2/8.2)

*CF = Delta P^3 Model; DRS = Dispositions Rating Scale

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Delta State University – *Teacher Work Sample Folio*

Notice: Much of the material contained in the Teacher Work Sample was developed by representatives of the Renaissance Partnership Institutions (California State University at Fresno, Eastern Michigan University, Emporia State University, Idaho State University, Kentucky State University, Longwood College, Middle Tennessee State University, Millersville University, Southeast Missouri State University, University of Northern Iowa, and Western Kentucky University). Permission has been granted by *The Renaissance Partnership for Improving Teacher Quality Project* http://fp.uni.edu/itq. The *Renaissance Partnership for Improvement of Teacher Quality* is a Title II federally funded project, originally located at Western Kentucky University. The teacher education faculty at Delta State University is appreciative of the endeavors of our colleagues at these institutions.

Background Information:

The *Teacher Work Sample Folio* has a total of eight components, seven of which deal with teaching processes identified by research and best practice as fundamental to improving student learning. The eighth component requires the teacher to plan integrated lessons in **selected** content areas of language arts and reading; mathematics and science; the social sciences; the arts; and physical and health education. In addition, this component requires that these lessons be aligned with the *Mississippi Curricular Frameworks.* Each dimension (or teaching process) of the *teacher work sample* is followed by a standard, the task, a prompt, and a rubric that defines various levels of performance on the standard. The standards and rubrics will be used to evaluate your work. The prompts help you document the extent to which you have met each standard. Included in this packet are sample answers to each prompt.

You are required to teach a comprehensive seven-day unit Before teaching the unit, describe contextual factors, identify learning goals based on your state or district content standards, create an assessment plan designed to measure student performance before, during, and after teaching, and plan for your instruction. After teaching the unit, you will analyze student learning and then reflect upon and evaluate your teaching as related to student learning.

Format

Complete a cover page that includes the following:
1. Your name
2. Date submitted
3. Grade level taught
4. Subject taught
5. Your university
6. Course number and title

- Provide a table of contents that lists the sections and attachments with page numbers.
- Charts, graphs, and assessment instruments are required as part of the document. Attachments such as student work may be included. However, these should be chosen selectively and provide clear, concise evidence of your performance related to the standards and your students' learning progress.
- References to the work of others must be cited in a separate section at the end of the narrative. The APA style should be used for references.
- To ensure the anonymity of students in the classroom, do not include any student names or identify them otherwise in any part of the submissions.

Work Sample Folio

Table of Contents

SECTION 1 CONTEXTUAL FACTORS

CONTEXTUAL FACTORS
The teacher uses information about the learning-teaching context and student individual differences to set learning goals and plan instruction and assessment.

TASK
Complete the class description and provide a narrative describing additional relevant factors and how they may affect the teaching-learning process. Include any support and challenges that affect instruction and student learning.

PROMPT
In your response, address the following:
- **Knowledge of community, school, and classroom factors.** Address geographic location, community and school population, socio-economic profile, and race/ethnicity. Address availability of technology equipment and resources and the extent of parental involvement. You might also discuss other relevant factors such as classroom rules and routines.
- **Knowledge of students' varied approaches to learning.** Explore and implement various learning styles/modalities inventories. Report the findings.
- **Knowledge of students' skills and prior learning.** Address student skills and prior learning that may influence the development of your learning goals, instruction, and assessment.
- **Implications for instructional planning and assessment.** Address how contextual characteristics of the community, classroom, and students have implications for instructional planning and assessment. Include specific instructional implications for at least two characteristics and any other factors that will influence how you plan and implement your unit.

Contextual Factors Rubric
TWS Standard*: **The teacher uses information about the learning/teaching context and student individual differences to set learning goals, plan instruction and assess learning.***

Rating → Indicator ↓	1 Indicator Not Met	2 Indicator Partially Met	3 Indicator Met	Score
Knowledge of Community, School and Classroom Factors	Teacher displays minimal, irrelevant, or biased knowledge of the characteristics of the community, school, and classroom.	Teacher displays some knowledge of the characteristics of the community, school, and classroom that may affect learning.	Teacher displays a comprehensive understanding of the characteristics of the community, school, and classroom that may affect learning.	

Knowledge of Characteristics of Students	Teacher displays minimal, stereotypical, or irrelevant knowledge of student differences (e.g. development, interests, culture, abilities/ disabilities).	Teacher displays general knowledge of student differences (e.g., development, interests, culture, abilities/ disabilities) that may affect learning.	Teacher displays general & specific understanding of student differences (e.g., development, interests, culture, abilities/ disabilities) that may affect learning.	
Knowledge of Students' Varied Approaches to Learning	Teacher displays minimal, stereotypical, or irrelevant knowledge about the different ways students learn (e.g., learning styles, learning modalities).	Teacher displays general knowledge about the different ways students learn (e.g., learning styles, learning modalities).	Teacher displays general & specific understanding of the different ways students learn (e.g., learning styles, learning modalities) that may affect learning.	
Knowledge of Students' Skills And Prior Learning	Teacher displays little or irrelevant knowledge of students' skills and prior learning.	Teacher displays general knowledge of students' skills and prior learning that may affect learning.	Teacher displays general & specific understanding of students' skills and prior learning that may affect learning.	
Implications for Instructional Planning and Assessment	Teacher does not provide implications for instruction and assessment based on student individual differences and community, school, and classroom characteristics OR provides inappropriate implications.	Teacher provides general implications for instruction and assessment based on student individual differences and community, school, and classroom characteristics.	Teacher provides specific implications for instruction and assessment based on student individual differences and community, school, and classroom characteristics.	

Contextual Factors

STUDENT TEACHER ASSESSMENT INSTRUMENT
(STAI)

CLASS DESCRIPTION

Name: School:
Grade: Subject:

1. **Age range of class:**
2. **Ability range (SPED, remedial, average, advanced/accelerated, or specify range in percentiles or grade equivalents):**
3. **Socioeconomic and diversity description:**
4. **Typical demeanor of students:**
5. .**Typical interests and involvement of students:**
6. **Prior relevant materials studied (immediately before STAI unit):**

Classroom Description (include photos)

SECTION 2   LEARNING GOALS

LEARNING GOALS
The teacher sets significant, challenging, varied, and appropriate learning goals.
TASK
Provide and justify the learning goals for the unit.

PROMPT
In your response, address the following:
- **List the learning goals (not the activities) that will guide the planning, delivery, and assessment of your unit.** These goals should define what you expect students to know and be able to do at the end of the unit. The goals should be significant (reflect the big ideas or structure of the discipline), challenging, varied, and appropriate. Number or code each learning goal so you can reference it later.
- **Show how the goals are aligned with local, state, or national standards.**
- **Label the levels of your learning goals.**
- **Discuss why your learning goals are appropriate in terms of development, pre-requisite knowledge, skills, and other student needs.**

Learning Goals Rubric

TWS Standard: *The teacher sets significant, challenging, varied and appropriate learning goals.*

Rating → Indicator ↓	1 Indicator Not Met	2 Indicator Partially Met	3 Indicator Met	Score
Significance, Challenge and Variety	Goals reflect only one type or level of learning.	Goals reflect several types or levels of learning but lack significance or challenge.	Goals reflect several types or levels of learning and are significant and challenging.	
Clarity	Goals are not stated clearly and are activities rather than learning outcomes.	Some of the goals are clearly stated as learning outcomes.	Most of the goals are clearly stated as learning outcomes.	
Appropriate-ness for Students	Goals are not appropriate for the development; pre-requisite knowledge, skills, experiences; or other student needs.	Some goals are appropriate for the development; pre-requisite knowledge, skills, experiences; and other student needs	Most goals are appropriate for the development; pre-requisite knowledge, skills, experiences; and other student needs.	
Alignment with National, State or Local Standards	Goals are not aligned with national, state or local standards.	Some goals are aligned with national, state or local standards.	Most of the goals are explicitly aligned with national, state or local standards.	

.SECTION 3   ASSESSMENT PLAN

ASSESSMENT PLAN
The teacher uses multiple assessment modes and approaches aligned with learning goals to assess student learning before, during, and after instruction.

TASK
Explain your assessment plan to monitor student progress toward learning goals. Use multiple assessment modes and approaches aligned with learning goals to assess student learning before, during, and after instruction. These assessments should authentically measure student learning and may include performance-based tasks, paper-and-pencil tasks, or personal communication. Describe why your assessments are appropriate for measuring learning.

PROMPT

In your response, address the following:

- **Provide an overview of the assessment plan.** For each learning goal, include assessments used to judge student performance, the format of each assessment, and adaptations of the assessments for the individual needs of students based on pre-assessment and contextual factors. State how you will keep a record of individual progress on each objective of this unit.
- **Describe the pre- and post-assessments that are aligned with your learning goals.** List the pre-assessment procedure planned for this specific unit. Describe how you will conduct a summative evaluation. Clearly explain how you will evaluate or score pre-and post-assessments, including criteria you will use to determine if the students' performance meets the learning goals.

Assessment Plan Rubric

TWS Standard: *The teacher uses multiple assessment modes and approaches aligned with learning goals to assess student learning before, during and after instruction.*

Rating → Indicator ↓	1 Indicator Not Met	2 Indicator Partially Met	3 Indicator Met	Score
Alignment with Learning Goals and Instruction	Content and methods of assessment lack congruence with learning goals or lack cognitive complexity.	Some of the learning goals are assessed through the assessment plan, but many are not congruent with learning goals in content and cognitive complexity.	Each of the learning goals is assessed through the assessment plan; assessments are congruent with the learning goals in content and cognitive complexity.	
Clarity of Criteria and Standards for Performance	The assessments contain no clear criteria for measuring student performance relative to the learning goals.	Assessment criteria have been developed, but they are not clear or are not explicitly linked to the learning goals.	Assessment criteria are clear and are explicitly linked to the learning goals.	
Multiple Modes and Approaches	The assessment plan includes only one assessment mode and does not assess students before, during, and after instruction.	The assessment plan includes multiple modes but all are either pencil/paper based (i.e. they are not performance assessments) and/or do not require the integration of knowledge, skills and reasoning ability.	The assessment plan includes multiple assessment modes (including performance assessments, lab reports, research projects, etc.) and assesses student performance throughout the instructional sequence.	

Technical Soundness	Assessments are not valid; scoring procedures are absent or inaccurate; items or prompts are poorly written; directions and procedures are confusing to students.	Assessments appear to have some validity. Some scoring procedures are explained; some items or prompts are clearly written; some directions and procedures are clear to students.	Assessments appear to be valid; scoring procedures are explained; most items or prompts are clearly written; directions and procedures are clear to students.	
Adaptations Based on the Individual Needs of Students	Teacher does not adapt assessments to meet the individual needs of students or these assessments are inappropriate.	Teacher makes adaptations to assessments that are appropriate to meet the individual needs of some students.	Teacher makes adaptations to assessments that are appropriate to meet the individual needs of most students.	

SECTION 4 DESIGN FOR INSTRUCTION

DESIGN FOR INSTRUCTION
The teacher designs instruction for specific learning goals, student characteristics and needs, and learning contexts.
TASK
Describe how you will design your unit instruction related to unit goals, students' characteristics and needs, and the specific learning context.

PROMPT
In your response, address the following:
- **Results of pre-assessment.** Provide an example from this unit where you based instruction on an assessment of your students' past performance. Depict the results of the pre-assessment in a format that allows you to find patterns of student performance relative to learning goals.
- **Activities.** Describe the following unit activities that reflect a variety of instructional strategies/techniques, and explain why you are planning those specific activities:
    1. List an example from this unit where different resources are utilized to accommodate more than one learning style to achieve the same objective.
    2. List an example from this unit where you provide different presentation methods to accommodate more than one learning style for the same objective.
    3. Give an example from this unit where an assignment has two or more options to accommodate more than one learning style.
    4. Provide an example from this unit where you have matched resources or procedures with a specific learning style.
    5. Give an example from this unit where you differentiated instruction based on student reading levels.
    6. Give an example from this unit where you differentiated instruction based on student language differences.
    7. Provide an example from this unit where you will allow students to work at their own rate (pace) toward some of the objectives (two or more) some of the time.

8. List an example from this unit where special provisions are available for learners who work more slowly than others.
9. Give an example from this unit where students who finish early are provided content-related enrichment activities.

In your description of each, include how the content relates to your instructional goals, how the activity stems from your pre-assessment information and contextual factors, what materials/technology you will need to implement the activity, and how you plan to assess student learning during and/or following the activity.

- **Technology.** Describe how you will use technology in your planning and instruction.

Design for Instruction Rubric

TWS Standard: *The teacher designs instruction for specific learning goals, student characteristics and needs, and learning contexts.*

Rating → Indicator↓	1 Indicator Not Met	2 Indicator Partially Met	3 Indicator Met	Score
Alignment with Learning Goals	Few lessons are explicitly linked to learning goals. Few learning activities, assignments and resources are aligned with learning goals. Not all learning goals are covered in the design.	Most lessons are explicitly linked to learning goals. Most learning activities, assignments and resources are aligned with learning goals. Most learning goals are covered in the design.	All lessons are explicitly linked to learning goals. All learning activities, assignments and resources are aligned with learning goals. All learning goals are covered in the design.	
Accurate Representation of Content	Teacher's use of content appears to contain numerous inaccuracies. Content seems to be viewed more as isolated skills and facts rather than as part of a larger conceptual structure.	Teacher's use of content appears to be mostly accurate. Shows some awareness of the big ideas or structure of the discipline.	Teacher's use of content appears to be accurate. Focus of the content is congruent with the big ideas or structure of the discipline.	
Lesson and Unit Structure	The lessons within the unit are not logically organized organization (e.g., sequenced).	The lessons within the unit have some logical organization and appear to be somewhat useful in moving students toward achieving the learning goals.	All lessons within the unit are logically organized and appear to be useful in moving students toward achieving the learning goals.	

Use of a Variety of Instruction, Activities, Assignments and Resources	Little variety of instruction, activities, assignments, and resources. Heavy reliance on textbook or single resource (e.g., work sheets).	Some variety in instruction, activities, assignments, or resources but with limited contribution to learning.	Significant variety across instruction, activities, assignments, and/or resources. This variety makes a clear contribution to learning.	
Use of Contextual Information and Data to Select Appropriate and Relevant Activities, Assignments and Resources	Instruction has not been designed with reference to contextual factors and pre-assessment data. Activities and assignments do not appear productive and appropriate for each student.	Some instruction has been designed with reference to contextual factors and pre-assessment data. Some activities and assignments appear productive and appropriate for each student.	Most instruction has been designed with reference to contextual factors and pre-assessment data. Most activities and assignments appear productive and appropriate for each student.	
Use of Technology	Technology is inappropriately used OR teacher does not use technology, and no (or inappropriate) rationale is provided.	Teacher uses technology but it does not make a significant contribution to teaching and learning OR teacher provides limited rationale for not using technology.	Teacher integrates appropriate technology that makes a significant contribution to teaching and learning OR provides a strong rationale for not using technology.	

SECTION 5 INSTRUCTIONAL DECISION MAKING

INSTRUCTIONAL DECISION MAKING
The teacher uses on-going analysis of student learning to make instructional decisions.

TASK
Provide examples of instructional decision-making based on students' learning or responses. For each example, explain why you thought your decision would improve student progress toward the learning goal.

PROMPT
- Provide an example from this unit of how you have determined which students need enrichment and remedial assignments/lessons.
- List an example from this unit where you have planned an enrichment and a remedial objective which matches your terminal objective.

- Provide an example from this unit where enrichment and remedial activities/materials in addition to regular instruction are available for specific students.
- List from this unit different objectives (two or more) considered to be enrichment and not for the entire class.
- Provide a specific example if you ever made changes in your instructions during a class period and list the basis for making the change.
- Provide a specific example of making revisions in your instructions from day-to-day and the basis of making this change.
- After teaching this unit, list specific changes you made in a later unit and the basis for those changes.
- Based on any of this year's units, list possible changes for the unit next year and the basis of the change.

Instructional Decision-Making Rubric

TWS Standard: *The teacher uses on-going analysis of student learning to make instructional decisions.*

Rating → Indicator ↓	1 Indicator Not Met	2 Indicator Partially Met	3 Indicator Met	Score
Sound Professional Practice	Many instructional decisions are inappropriate and not pedagogically sound.	Instructional decisions are mostly appropriate, but some decisions are not pedagogically sound.	Most instructional decisions are pedagogically sound (i.e., they are likely to lead to student learning).	
Modifications Based on Analysis of Student Learning	Teacher treats class as "one plan fits all" with no modifications.	Some modifications of the instructional plan are made to address individual student needs, but these are not based on the analysis of student learning, best practice, or contextual factors.	Appropriate modifications of the instructional plan are made to address individual student needs. These modifications are informed by the analysis of student learning/performance, best practice, or contextual factors. Include explanation of why the modifications would improve student progress.	

Congruence Between Modifications and Learning Goals	Modifications in instruction lack congruence with learning goals.	Modifications in instruction are somewhat congruent with learning goals.	Modifications in instruction are congruent with learning goals.	

SECTION 6 ANALYSIS OF STUDENT LEARNING

ANALYSIS OF STUDENT LEARNING
The teacher uses assessment data to profile student learning and communicate information about student progress and achievement.

TASK
Analyze your assessment data, including pre/post assessments and formative assessments to determine students' progress related to the unit learning goals. Use visual representations and narrative to communicate the performance of the whole class, subgroups, and two individual students. Conclusions drawn from this analysis should be provided in the "Reflection and Self-Evaluation" section.

PROMPT
In this section, you will analyze data to explain progress and achievement toward learning goals demonstrated by your whole class, subgroups of students, and individual students. In your response, address the following.

- **Whole class.** To analyze the progress of your whole class, create a table that shows pre- and post-assessment data on every student on every learning goal. Then create a graphic summary that shows the extent to which your students made progress (from pre- to post-) toward the learning criterion that you identified for each learning goal (identified in your Assessment Plan section). Summarize what the graph indicates about your students' learning related to this unit (i.e., number of students who met the criterion). List how you will provide the learners feedback on their progress during this unit. List how you will provide the learners information on their summative test scores.
- **Subgroups.** Select a group characteristic (gender, performance level, socio-economic status, language proficiency) to analyze in terms of one learning goal. Provide a rationale for your selection of this characteristic for subgroups (girls vs. boys; high vs. low performers). Create a graphic representation that compares pre- and post-assessment results for the subgroups on the learning goal. Summarize what these data show about student learning.

Analysis of Student Learning Rubric
TWS Standard: *The teacher uses assessment data to profile student learning and communicate information about student progress and achievement.*

Rating → Indicator ↓	1 Indicator Not Met	2 Indicator Partially Met	3 Indicator Met	Score
Clarity and Accuracy of Presentation	Presentation is not clear and accurate; it does not accurately reflect the data.	Presentation is understandable and contains few errors.	Presentation is easy to understand and contains no errors of representation.	

Alignment with Learning Goals	Analysis of student learning is not aligned with learning goals.	Analysis of student learning is partially aligned with learning goals and/or fails to provide a comprehensive profile of student learning relative to the goals for the whole class, subgroups, and two individuals.	Analysis is fully aligned with learning goals and provides a comprehensive profile of student learning for the whole class, subgroups, and two individuals.	
Interpretation of Data	Interpretation is inaccurate, and conclusions are missing or unsupported by data.	Interpretation is technically accurate, but conclusions are missing or not fully supported by data.	Interpretation is meaningful, and appropriate conclusions are drawn from the data.	
Evidence of Impact on Student Learning	Analysis of student learning fails to include evidence of impact on student learning in terms of numbers of students who achieved and made progress toward learning goals.	Analysis of student learning includes incomplete evidence of the impact on student learning in terms of numbers of students who achieved and made progress toward learning goals.	Analysis of student learning includes evidence of the impact on student learning in terms of number of students who achieved and made progress toward each learning goal.	

SECTION 7 REFLECTION AND SELF-EVALUATION

REFLECTION AND SELF-EVALUATION
The teacher analyzes the relationship between his or her instruction and student learning in order to improve teaching practice.

TASK
Reflect on your performance as a teacher and link your performance to student learning results. Evaluate your performance and identify future actions for improved practice and professional growth. In your response, address the following:

PROMPT
- **Provide a specific example of determining your effectiveness by examining written records.**
- **List how your learners are given formal opportunities to inform you of their perceptions of your effectiveness.**
- **List a specific example of how you received information on your effectiveness from peers or administrators.**
- **List the method(s) by which you determined the effectiveness of your instruction.**

- **Select the learning goal for which your students were *most* successful.** Provide two or more possible reasons for this success. Consider your goals, instruction, and assessment along with student characteristics and other contextual factors under your control.
- **Select the learning goal where your students were *least* successful.** Provide two or more possible reasons for this lack of success. Consider your goals, instruction, and assessment along with student characteristics and other contextual factors under your control. Discuss what you could do differently or better in the future to improve your students' performance.
- **Reflections on possibilities for professional development.** Describe at least two professional learning goals that emerged from your insights and experiences with the *teacher work sample folio.* Identify two specific steps you will take to improve your performance in the critical area(s) you identified.

Reflection and Self-Evaluation Rubric
TWS Standard*: The teacher analyzes the relationship between his or her instruction and student learning in order to improve teaching practice.*

Rating → Indicator ↓	1 Indicator Not Met	2 Indicator Partially Met	3 Indicator Met	Score
Interpretation of Student Learning	**No evidence or reasons provided to support conclusions drawn in "Analysis of Student Learning" section.**	**Provides evidence but no (or simplistic, superficial) reasons or hypotheses to support conclusions drawn in "Analysis of Student Learning" section.**	**Uses evidence to support conclusions drawn in "Analysis of Student Learning" section. Explores multiple hypotheses for why some students did not meet earning goals. l**	
Insights on Effective Instruction and Assessment	**Provides no rationale for why some activities or assessments were more successful than others.**	**Identifies successful and unsuccessful activities or assessments and superficially explores reasons for their success or lack thereof (no use of theory or research).**	**Identifies successful and unsuccessful activities and assessments and provides plausible reasons (based on theory or research) for their success or lack thereof.**	

Alignment Among Goals, Instruction and Assessment	Does not connect learning goals, instruction, and assessment results in the discussion of student learning and effective instruction and/or the connections are irrelevant or inaccurate.	Connects learning goals, instruction, and assessment results in the discussion of student learning and effective instruction, but misunderstandings or conceptual gaps are present.	Logically connects learning goals, instruction, and assessment results in the discussion of student learning and effective instruction.	
Implications for Future Teaching	Provides no ideas or inappropriate ideas for redesigning learning goals, instruction, and assessment.	Provides ideas for redesigning learning goals, instruction, and assessment but offers no rationale for why these changes would improve student learning.	Provides ideas for redesigning learning goals, instruction, and assessment and explains why these modifications would improve student learning.	
Implications for Professional Development	Provides no professional learning goals or goals that are not related to the insights and experiences described in this section.	Presents professional learning goals that are not strongly related to the insights and experiences described in this section and/or provides a vague plan for meeting the goals.	Presents a small number of professional learning goals that clearly emerge from the insights and experiences described in this section. Describes specific steps to meet these goals.	

SECTION 8 DESIGN FOR INSTRUCTION IN SECONDARY EDUCATION

DESIGN FOR INSTRUCTION IN SECONDARY EDUCATION
The teacher designs instruction for specific learning goals, student characteristics and needs, and learning contexts in secondary education.

TASK
Describe how you will integrate **your content area** with **language arts/reading and mathematics plus one** of the **special subject areas** (music, art, or PE/health).

PROMPT

In your response, include the following:

- **Alignment with Mississippi Curricular Frameworks.** Document the specific standards for the two integrated areas that your lesson(s) will address and how these standards tie into your learning goals.
- **Integration of content.** Tell how you integrated **your content area and language arts/reading with mathematics** into your unit instruction. Be specific about what you did also to include one special subject area into your unit.

NOTE: NOT ALL AREAS OF THE RUBRIC BELOW WILL BE SCORED. <u>ONLY LANGUAGE ARTS/READING, MATHEMATICS, AND YOUR CONTENT AREA ALONG WITH THE SPECIAL SUBJECT AREA YOU INTEGRATED WILL BE SCORED.</u>

Design for Instruction in Secondary Education Rubric
TWS Standard: *The teacher designs instruction for specific learning goals, student characteristics and needs, and learning contexts in elementary education.*

Rating Indicator	1 Indicator Not Met	2 Indicator Partially Met	3 Indicator Met	Score
Alignment with Mississippi Curricular Standards	Few lessons are explicitly linked to the Mississippi Curricular Standards.	Most lessons are explicitly linked to the Mississippi Curricular Standards.	All lessons are explicitly linked to the Mississippi Curricular Standards.	
Selection and Integration of Content	The plans for the unit are generic to the grade level, with little or no connection between the various content areas. Goals for IEPS are absent from the plans.	The plans for the unit are generic to the grade level, with partial integration of language arts/reading, mathematics, science, social studies, the arts, and physical education. Goals from IEPs are minimal or absent from the plans.	The teacher creates plans where all children can learn, integrating the content areas of elementary education (language arts/reading, mathematics, science, social studies, the arts, physical education) and goals from IEPs into daily activities and routines.	
Language Arts and Reading	The language arts and reading lesson are separate from the other subjects and isolated from other learning experiences.	The lessons provide a limited focus on the various types of language arts and reading purposes and activities.	The lessons provide specific activities that help students identify the various purposes of reading and writing (narrative, expository, technical, and persuasive) and speaking, listening, and viewing.	
Mathematics and Science	Math and science are taught at the knowledge level with primary focus on memorization of facts.	Memorization of facts is supplemented with isolated problems and application of knowledge.	Describe the use of inquiry in mathematics and science lessons, connecting both to real life situations allowing for discover and application of knowledge.	

Social Science	The social sciences are taught incidentally or add on to the classroom activities.	The social sciences are taught as separate aspects of culture with the use of single sources to study relevant events, processes, people, and regions.	Describe how the social sciences connect various elements of culture and the use of resources, data, sources, and tools are used to interpret information.	
The Arts	The arts activities are left to the special area teacher.	The arts activities seem contrived and an add-on to the regular classroom.	The teacher describes the strategies that actively engage students in creating, performing and responding to the arts.	
Physical Education and Health	The P.E. and movement activities are left to the special area teacher.	The teacher provides for outdoor play and P.E., but doesn't incorporate information about health and lifestyle.	The teacher describes the activities and strategies for healthy lifestyles that include play and physical activity.	
Selection of Instructional Materials	Little or no information is provided on how and why reading and curriculum materials were selected.	The teacher describes how they evaluated or why they selected the reading and curriculum materials used in the lesson.	The teacher describes the evaluation procedure and selected the appropriateness of the reading and curriculum materials used in the lessons.	

COURSE REQUIREMENTS

Note that certain options under General Education, Major, and Minor may require more than 124 total hours to complete some degree programs.

GENERAL EDUCATION

All students are required to follow this curriculum.

Options vary among degree programs and majors. Students should consult an advisor and refer to requirements as listed by major (pp. 67-114) before enrolling in these general education courses.

English Composition (6 hrs)
ENG 101 English Composition
ENG 102 English Composition or
ENG 103 Honors English Composition

Communication Studies (3 hrs)
COM 101 Public Speaking or
COM 202 Interpersonal Communications

Literature and Fine Arts (9 hrs)
Select two literature courses (6 hours)
Select one art, music, or theater appreciation, history, or introduction course (3 hours)

History (6 hrs)
Select two courses
HIS 101 History of Civilization
HIS 102 History of Civilization
HIS 201 United States History
HIS 202 United States History
HIS 203 History of the Americas
HIS 204 History of the Americas

Mathematics (3 hrs)
Select one course
MAT 103 Quantitative Reasoning
MAT 104 College Algebra
MAT 106 Precalculus

Laboratory Science (6 hrs minimum)
Select two courses

Perspectives on Society (9 hrs)
PSY 101 General Psychology
ANT 101 Introduction to Anthropology
ECO 210 Principles of Macroeconomics
ECO 211 Principles of Microeconomics
GEO 201 Introduction to Human Geography
GEO 303 World Regional Geography
PHI 201 Introduction to Philosophy
PSC 103 Introduction to Political Science
PSC 201 American National Government
SOC 101 Principles of Sociology

Personal Development (2 hrs minimum)
CEL 300 Child Study
CIS 205 Microcomputer Applications
FCS 215 Personal Finance
FCS 270 Individual and Family Development
FCS 325 Marriage, Family Living, and Sex Ed
FCS 343 Nutrition and Physical Fitness
Foreign Language 101
LIB 101 Fundamentals of Information Literacy
PER 101 Concepts in Physical Education
PER Activity course (100 level)
SHS 360 American Sign Language
SWO 101 Volunteering in the Community
SWO 300 Human Diversity

Total 44 hours

Updated 9/2010

Suggested Class Schedule for BME – Vocal Major

Freshman Year

FALL SEMESTER
MUS 104 Recitals and Activities …………0
MUS 107 Intro to Group Piano …………...1
MUS 138 Delta Chorale …………………..1
MUS 150 Music Theory …………………..3
MUS 152 Musicianship/Aural Theory ……1
AMU 185 Voice ………………………….2
MUS 375 English/Italian Diction …………1
General Education Courses (3)…………….9
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Total …………18

SPRING SEMESTER
MUS 104 Recitals and Activities …………..0
MUS 108 Intro to Group Piano …………....1
MUS 139 Delta Chorale …………………..1
MUS 151 Music Theory …………………..3
MUS 153 Musicianship/Aural Theory ……..1
AMU 185 Voice ………………………….2
MUS 376 German/French Diction …………1
MUS 105 Music Literature ………………..3
General Education Courses (2)……………….6

Total …………...18

Sophomore Year

FALL SEMESTER
MUS 104 Recitals and Activities …………0
MUS 207 Intermediate Group Piano ……...1
MUS 138 Delta Chorale …………………..1
MUS 250 Music Theory …………………..3
MUS 252 Aural Theory ……………….....1
AMU 185 Voice …………………………..2
General Education Courses (3)…………….9

Total …………17

SPRING SEMESTER
MUS 104 Recitals and Activities …….……0
MUS 208 Intermediate Group Piano ……....1
MUS 139 Delta Chorale …………………..1
MUS 251 Music Theory …………………..3
MUS 253 Aural Theory …………………....1
AMU 185 Voice …………………………..2
General Education Courses (3)………………9

Total …………....17

Junior Year

FALL SEMESTER
MUS 104 Recitals and Activities ………...0
MUS 338 Delta Chorale …………………..1
AMU 385 Voice[1] …………………………2
MUS 309 Conducting ……………………..1
MUS 300 Piano Proficiency[2] ……............(1)
MUS 344 Vocal Pedagogy ………………..2
MUS 301 Music History …………………..3
MUS 350 Orchestration …………………..3
MUS 305 Music Education ………….…...1
CUR 300 Survey of Education …………....3
PER Activity Course …………………........1

Total ……....……17

SPRING SEMESTER
MUS 104 Recitals and Activities …….…...0
MUS 339 Delta Chorale ……………..……1
AMU 385 Voice ………………….…..……2
MUS 310 Choral Conducting ……….……2
MUS 300 Piano Proficiency[2] …….............(1)
MUS 388 Music Methods for El Schools....3
MUS 302 Music History ………………....3
MUS 450 Form and Analysis …………….3
PER Activity Course ………………………..1
General Education Course ………………...3

Total …………………18

Senior Year

FALL SEMESTER
MUS 104 Recitals and Activities ………...0
MUS 338 Delta Chorale …………………..1
AMU 450 Senior Recital …………………2
MUS 300 Piano Proficiency[2] …….…........(1)
CUR 393 Classroom Management………..3
CUR 489 Vocal Music Methods ………....3
EPY 341 Educational Psychology ……….3
HSE 144 First Aid/CPR …………………1
General Education Course………………....3

Total………………16

SPRING SEMESTER
CUR 498 Directed Teaching …………….9
[4]**CUR/CEL** Special Topics………………...3

Total……………....9-12

**Must enroll in MUS 300, Piano Proficiency, until applied course number.

**Must enroll in MUS 300, Piano Proficiency, until All sections of the proficiency are completed.

[4]**Elective**   **Revised April 2009**

BME – Vocal Major - Check List

Name _____   Student # _____   Date _____
Student must maintain a 2.5 GPA in all music and general education coursework.

General Education 41 hours
ENG 101 English Composition 3 ( ) _____
ENG 102/103 English Comp 3 ( ) _____
ENG 203/204/206 Eng. Lit. 3 ( ) _____
ENG 203/204/206 Eng. Lit. 3 ( ) _____
History 3 ( ) _____
History 3 ( ) _____
MAT 103/104/106 Math 3 ( ) _____
COM 101 Speech 3 ( ) _____
Lab Science 3 ( ) _____
Lab Science 3 ( ) _____
PSY 101 Psychology 3 ( ) _____
Perspectives on Society – select 2 courses
_____ 3 ( ) _____
_____ 3 ( ) _____
Personal Development – 2 hrs minimum
_____ __ ( ) _____
_____ __ ( ) _____

Special Requirements 4 hours
HSE 144 First Aid/CPR 1 ( ) _____
EPY 341 Educational Psy. 3 ( ) _____

Professional Education 22 hours
CUR 300 Survey of Education 3 ( ) _____
MUS 305 Music Education 1 ( ) _____
MUS 388 Music Meth for El School 3 ( ) _____
CUR 489 Vocal Music Meth 3 ( ) _____
CUR 393 Classroom Mgmt. 3 ( ) _____
CUR 498 Directed Teaching 9 ( ) _____

Music Core 38 hours
MUS 104 Recitals & Act – 7 0 ( ) _____
MUS 105 Music Literature 3 ( ) _____
MUS 107 Intro Group Piano 1 ( ) _____
MUS 207 Inter Group Piano 1 ( ) _____
MUS 150 Music Theory 3 ( ) _____
MUS 151 Music Theory 3 ( ) _____
MUS 250 Music Theory 3 ( ) _____
MUS 251 Music Theory 3 ( ) _____
MUS 301 Music History 3 ( ) _____
MUS 450 Form & Analysis 3 ( ) _____
MUS 309 Conducting 1 ( ) _____

Vocal Concentration 25 hours
AMU 185 Voice 2 ( ) _____
AMU 185 Voice 2 ( ) _____
AMU 185 Voice 2 ( ) _____
AMU 185 Voice 2 ( ) _____
AMU 385 Voice 2 ( ) _____
AMU 385 Voice 2 ( ) _____
AMU 450 Senior Recital 2 ( ) _____
AMU ____ AMU ____ AMU ____

Piano Proficiency
Technique ____ Harmonization ____
Chord Progressions ____ Sight Reading ____
Repertoire ____

MUS 344 Vocal Pedagogy 2 ( ) _____

MUS 375 English/Italian Diction 1 ( ) _____
MUS 376 German/French Diction 1 ( ) _____

Major Ensemble 7 hours
____ ( ) ____ ( ) ____ ( )
____ ( ) ____ ( ) ____ ( )
____ ( )

ENG 300 or credit for PPST Writing Exam 0-1 ___

0 ( ) _____ 0 ( ) _____ 0 ( ) _____
0 ( ) _____ 0 ( ) _____ 0 ( ) _____

MUS 108 Intro Group Piano 1 ( ) _____
MUS 208 Inter Group Piano 1 ( ) _____
MUS 152 Musicianship 1 ( ) _____
MUS 153 Musicianship 1 ( ) _____
MUS 252 Aural Theory 1 ( ) _____
MUS 253 Aural Theory 1 ( ) _____
MUS 302 Music History 3 ( ) _____
MUS 350 Orchestration 3 ( ) _____
MUS 310 Choral Conducting 2 ( ) _____

Praxis PPST Math ____ PPST Reading ____ PPST Writing ____ PLT (0524) ____
Music Content Knowledge (0113) ____

Revised April 2009

Suggested Class Schedule for BME – Instrumental Major

Freshman Year

FALL SEMESTER
MUS 104 Recitals and Activities……………… 0
MUS 107 Intro to Group Piano………………… 1
MUS 145 Marching Band………………………1
MUS 150 Music Theory………………………. 3
MUS 152 Musicianship/Aural Theory.. ………. 1
Major Instrument……………………….…..... 2
General Education Courses (3)………………… 9
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                Total ……………. 17

SPRING SEMESTER
MUS 104 Recitals and Activities …………..0
MUS 108 Intro to Group Piano …………... .1
MUS 146 Wind/Symphonic[1] ………………..1
MUS 151 Music Theory …………………….3
MUS 153 Musicianship/Aural Theory …….1
Major Instrument…………………..…….…2
MUS 105 Music Literature ………………… 3
General Education Courses (2)………….…...6
                Total …………...17

Sophomore Year

FALL SEMESTER
MUS 104 Recitals and Activities …………0
MUS 207 Intermediate Group Piano ……...1
MUS 145 Marching Band…………………1
MUS 250 Music Theory …………………..3
MUS 252 Aural Theory ………………...…1
Major Instrument………………………..2
General Education Courses (3)…………….9
                Total …………17

SPRING SEMESTER
MUS 104 Recitals and Activities …………..0
MUS 208 Intermediate Group Piano ……....1
MUS 146 Wind/Symphonic[1] ………………..1
MUS 251 Music Theory …………………….3
MUS 253 Aural Theory ………………...…..1
Major Instrument………………….……..2
General Education Courses (3)…………….…9
                Total …………...17

Junior Year

FALL SEMESTER
MUS 104 Recitals and Activities ………...0
MUS 345 Marching Band …………………1
Major Instrument[2] ………………………2
MUS 309 Conducting ……………………1
MUS 300 Piano Proficiency[3] …...............(1)
PER Activity Course …………………....…1
MUS 301 Music History …………………3
MUS 350 Orchestration …………………3
CUR 300 Survey of Education …………...3
MUS 305 Music Education ………………1
General Education Course …………………3
                Total …………18

SPRING SEMESTER
MUS 104 Recitals and Activities …………..0
MUS 346 Wind Ensemble …………………1
Major Instrument……………………….....2
MUS 311 Instrumental Conducting……..….2
MUS 300 Piano Proficiency[3] …...............(1)
MUS 388 Music Meth for El School ……. .3
MUS 302 Music History ……………….....3
MUS 354 String Methods & Mat ……….…1
MUS 357 Brass Meth & Mat ………………1
MUS 450 Form and Analysis ………………3
PER Activity Course ………………….........1
                Total …………...17

Senior Year

FALL SEMESTER
MUS 104 Recitals and Activities ………...0
MUS 345 Marching Band …………………1
MUS 355 Percussion Methods & Mat …….1
MUS 358 Woodwind Meth & Mat ………..1
AMU 450 Senior Recital …………………2
CUR 393 Classroom Management………..3
CUR 490 Instr Music Methods …………..3
EPY 341 Educational Psychology ……..…3
HSE 144 First Aid/CPR …………………1
General Education Courses ………………...3
                Total …………18

SPRING SEMESTER

CUR 498 Directed Teaching ………………..9
[4]CUR/CEL Special Topics…………………...3
                Total…..………...9-12

[1] Student will be placed in an ensemble after an audition.
[2] Must pass applied barrier before enrolling in 300 applied
              course number
[3] Must enroll in MUS 300, Piano Proficiency, until all sections
     of the proficiency exam are completed
  [4]Elective

Revised April 2009

BME – Instrumental Major - Check List

Name _____   Student # _____   Date _____

Student must maintain a 2.5 GPA in all general education and music coursework.

General Education 41 hours
ENG 101 English Composition   3 (   ) _____
ENG 102/103 English Comp   3 (   ) _____
ENG 203/204/206 Eng. Lit.   3 (   ) _____
ENG 203/204/206 Eng. Lit.   3 (   ) _____
History   3 (   ) _____
History   3 (   ) _____
MAT 103/104/106 Math   3 (   ) _____
COM 101 Speech   3 (   ) _____
Lab Science   3 (   ) _____
Lab Science   3 (   ) _____
PSY 101 Psychology   3 (   ) _____
Perspectives on Society – select 2 courses
_____   3 (   ) _____
_____   3 (   ) _____
Personal Development – 2 hrs minimum
_____   __ (   ) _____
_____   __ (   ) _____

Special Requirements 4 hours
HSE 144 First Aid/CPR   1 (   ) _____
EPY 341 Educational Psy.   3 (   ) _____

Professional Education 22 hours
CUR 300 Survey of Education   3 (   ) _____
MUS 305 Music Education   1 (   ) _____
MUS 388 Music Meth for El School   3 (   ) _____
CUR 490 Instr Music Meth   3 (   ) _____
CUR 393 Classroom Mgmt.   3 (   ) _____
CUR 498 Directed Teaching   9 (   ) _____

Music Core 38 hours
MUS 104 Recitals & Act – 7   0 (   ) _____
MUS 105 Music Literature   3 (   ) _____
MUS 107 Intro Group Piano   1 (   ) _____
MUS 207 Inter Group Piano   1 (   ) _____
MUS 150 Music Theory   3 (   ) _____
MUS 151 Music Theory   3 (   ) _____
MUS 250 Music Theory   3 (   ) _____
MUS 251 Music Theory   3 (   ) _____
MUS 301 Music History   3 (   ) _____
MUS 450 Form & Analysis   3 (   ) _____
MUS 309 Conducting   1 (   ) ____

Instrumental Concentration 25 hours
AMU _____   2 (   ) _____
AMU _____   2 (   ) _____
AMU _____   2 (   ) _____
AMU _____   2 (   ) _____
AMU _____   2 (   ) _____
AMU _____   2 (   ) _____
AMU 450 Senior Recital   2 (   ) _____
AMU ____   AMU ____   AMU ____

Piano Proficiency
Technique ____   Harmonization ____
Chord Progressions ____ Sight Reading ____
Repertoire ____

Major Ensemble 7 hours
____ (   )   ____ (   )   ____ (   )
____ (   )   ____ (   )   ____ (   )
____ (   )

Instrumental Methods 4 hours
MUS 354 String Methods   1 (   ) _____
MUS 355 Percussion Methods   1 (   ) _____
MUS 357 Brass Methods   1 (   ) _____
MUS 358 Woodwind Methods   1 (   ) _____

ENG 300 or credit for PPST Writing Exam 0-1 ___

0 (   ) _____ 0 (   ) _____ 0 (   ) _____
0 (   ) _____ 0 (   ) _____ 0 (   ) _____

MUS 108 Intro Group Piano   1 (   ) _____
MUS 208 Inter Group Piano   1 (   ) _____
MUS 152 Musicianship   1 (   ) _____
MUS 153 Musicianship   1 (   ) _____
MUS 252 Aural Theory   1 (   ) _____
MUS 253 Aural Theory   1 (   ) _____
MUS 302 Music History   3 (   ) _____
MUS 350 Orchestration   3 (   ) _____
MUS 311 Instr. Conducting   2 (   ) _____

Praxis   PPST Math ____ PPST Reading ____ PPST Writing ____ PLT (0524) ____
Music Content Knowledge (0113) ____

Revised April 2009

Suggested Class Schedule for BME – Keyboard Major - Instrumental Track

Freshman Year

FALL SEMESTER
MUS 104 Recitals and Activities …………0
MUS 107 Intro to Group Piano …………...1
MUS 145 Marching Band…………………1
MUS 150 Music Theory……………………..3
MUS 152 Musicianship/Aural Theory ..… .1
Major Instrument………………….………..2
General Education Courses (3)……………..9
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Total …………17

SPRING SEMESTER
MUS 104 Recitals and Activities …………..0
MUS 108 Intro to Group Piano ………….....1
MUS 146 Wind/Symphonic[1] ……………….1
MUS 151 Music Theory …………………….3
MUS 153 Musicianship/Aural Theory ……..1
Major Instrument………………….…………..2
MUS 105 Music Literature …………………3
General Education Courses (2)……………….6
Total …………...17

Sophomore Year

FALL SEMESTER
MUS 104 Recitals and Activities …………0
MUS 207 Intermediate Group Piano ……...1
MUS 145 Marching Band…………………1
MUS 250 Music Theory …………………..3
MUS 252 Aural Theory ……………….....1
Major Instrument…………………………..2
General Education Courses (3)……………..9
Total …………17

SPRING SEMESTER
MUS 104 Recitals and Activities …………..0
MUS 208 Intermediate Group Piano ……....1
MUS 146 Wind/Symphonic[1] ……………….1
MUS 251 Music Theory …………………….3
MUS 253 Aural Theory ………………....….1
Major Instrument……………………………..2
General Education Courses (3)……………….9
Total …………...17

Junior Year

FALL SEMESTER
MUS 104 Recitals and Activities ………...0
MUS 345 Marching Band …………………1
Major Instrument[2] ………………………2
MUS 309 Conducting ……………………1
MUS 300 Piano Proficiency[3] ……...............(1)
MUS 301 Music History …………………3
MUS 350 Orchestration …………………3
CUR 300 Survey of Education …………...3
MUS 305 Music Education ……………..…1
General Education Course …………………3
PER Activity Course ……………………......1
Total………………18

SPRING SEMESTER
MUS 104 Recitals and Activities …………..0
MUS 346 Wind Ensemble ……………….…1
Major Instrument…………….…………....2
MUS 311 Instrumental Conducting………….2
MUS 300 Piano Proficiency[3] ……...............(1)
MUS 388 Music Meth for El School ……. ..3
MUS 302 Music History …………………..3
MUS 354 String Methods & Mat …………..1
MUS 357 Brass Meth & Mat ……………....1
MUS 450 Form and Analysis ………………3
PER Activity Course ………………………..1
Total …………....17

Senior Year

FALL SEMESTER
MUS 104 Recitals and Activities ………...0
MUS 345 Marching Band …………………1
MUS 355 Percussion Methods & Mat …….1
MUS 358 Woodwind Meth & Mat ………..1
AMU 450 Senior Recital …………………2
CUR 490 Instr Music Methods …………...3
CUR 393 Classroom Mgmt………………..3
EPY 341 Educational Psychology ………..3
HSE 144 First Aid/CPR …………………..1
General Education Course……………........3
Total …………18

SPRING SEMESTER
CUR 498 Directed Teaching………………...9
[4]CUR/CEL Special Topics…………………..3
Total…….……..9-12

[1] Student will be placed in an ensemble after an audition.
[2] Must pass applied barrier before enrolling in 300 applied course number
[3] Must enroll in MUS 300, Piano Proficiency, until all sections of the proficiency exam are completed

Revised April 2009

BME – Keyboard Major – Instrumental Track - Check List

Name _____   Student # _____   Date _____

Student must maintain a 2.5 GPA in all general education and music coursework.

General Education 41 hours

ENG 101 English Composition	3	( )	_____
ENG 102/103 English Comp	3	( )	_____
ENG 203/204/206 Eng. Lit.	3	( )	_____
ENG 203/204/206 Eng. Lit.	3	( )	_____
History	3	( )	_____
History	3	( )	_____
MAT 103/104/106 Math	3	( )	_____
COM 101 Speech	3	( )	_____
Lab Science	3	( )	_____
Lab Science	3	( )	_____
PSY 101 Psychology	3	( )	_____

Perspectives on Society – select 2 courses

_____   3 ( ) _____
_____   3 ( ) _____

Personal Development – 2 hrs minimum

_____ (   ) _____

Keyboard Concentration 25 hours

AMU _____	2	( )	_____
AMU _____	2	( )	_____
AMU _____	2	( )	_____
AMU _____	2	( )	_____
AMU _____	2	( )	_____
AMU _____	2	( )	_____
AMU 450 Senior Recital	2	( )	_____

AMU ____   AMU ____   AMU ____

Piano Proficiency

Technique ____   Harmonization ____
Chord Progressions ____ Sight Reading ____
Repertoire ____

Major Ensemble   7 hours

____ ( )   ____ ( )   ____ ( )
____ ( )   ____ ( )   ____ ( )
____ ( )

Special Requirements 4 hours

HSE 144 First Aid/CPR	1	( )	_____
EPY 341 Educational Psy.	3	( )	_____

Professional Education 22 hours

CUR 300 Survey of Education	3	( )	_____
MUS 305 Music Education	1	( )	_____
MUS 388 Music Meth for El Sch	3	( )	_____
CUR 490 Instr. Music Meth	3	( )	_____
CUR 393 Classroom Mgmt.	3	( )	_____
CUR 498 Directed Teaching	9	( )	_____

Instrumental Methods 4 hours

MUS 354 String Methods	1	( )	_____
MUS 355 Percussion Methods	1	( )	_____
MUS 357 Brass Methods	1	( )	_____
MUS 358 Woodwind Methods	1	( )	_____

ENG 300 or credit for PPST Writing Exam 0-1 ___

Music Core 38 hours

MUS 104 Recitals & Act – 7	0	( )	_____
MUS 105 Music Literature	3	( )	_____
MUS 107 Intro Group Piano	1	( )	_____
MUS 207 Inter Group Piano	1	( )	_____
MUS 150 Music Theory	3	( )	_____
MUS 151 Music Theory	3	( )	_____
MUS 250 Music Theory	3	( )	_____
MUS 251 Music Theory	3	( )	_____
MUS 301 Music History	3	( )	_____
MUS 450 Form & Analysis	3	( )	_____
MUS 309 Conducting	1	( )	_____

0 ( ) _____   0 ( ) _____   0 ( ) _____
0 ( ) _____   0 ( ) _____   0 ( ) _____

MUS 108 Intro Group Piano	1	( )	_____
MUS 208 Inter Group Piano	1	( )	_____
MUS 152 Musicianship	1	( )	_____
MUS 153 Musicianship	1	( )	_____
MUS 252 Aural Theory	1	( )	_____
MUS 253 Aural Theory	1	( )	_____
MUS 302 Music History	3	( )	_____
MUS 350 Orchestration	3	( )	_____
MUS 311 Inst Conducting	2	( )	_____

Praxis   PPST Math ____PPST Reading ____ PPST Writing ____ PLT (0524) ____
Music Content Knowledge (0113) ____

Revised April 2009

Suggested Class Schedule for BME – Keyboard Major – Choral Music/General Music Track

Freshman Year

FALL SEMESTER
MUS 104 Recitals and Activities …………0
MUS 107 Intro to Group Piano …………...1
MUS 138/140[1] Chorus..………………....1
MUS 150 Music Theory……………….....3
MUS 152 Musicianship/Aural Theory ……1
Major Instrument..………………..……...2
MUS 120 Class Voice ………………….....1
General Education Courses (3)…………….9
                          Total ……….....18

SPRING SEMESTER
MUS 104 Recitals and Activities …………..0
MUS 108 Intro to Group Piano …………....1
MUS 139/141 Chorus ………………...…..1
MUS 151 Music Theory …………………..3
MUS 153 Musicianship/Aural Theory ……..1
Major Instrument..…………………..……..2
MUS 105 Music Literature …………………3
General Education Courses (2)………………6
                          Total ………….....17

Sophomore Year

FALL SEMESTER
MUS 104 Recitals and Activities …………0
MUS 207 Intermediate Group Piano ……...1
MUS 138/140[1] Chorus..………………....1
MUS 250 Music Theory …………………3
MUS 252 Aural Theory ……………...…..1
Major Instrument..…………………..2
General Education Courses (3)…………….9
                          Total …………17

SPRING SEMESTER
MUS 104 Recitals and Activities …………..0
MUS 208 Intermediate Group Piano ……....1
MUS 139/141 Chorus …………………...…..1
MUS 251 Music Theory …………………..3
MUS 253 Aural Theory ………………...…..1
Major Instrument..…………………..……..2
General Education Courses (3)………………9
                          Total …………...17

Junior Year

FALL SEMESTER
MUS 104 Recitals and Activities ………...0
MUS 338 Delta Chorale …………………1
Major Instrument[2] ………………………2
MUS 309 Conducting ……………………1
MUS 300 Piano Proficiency[3] …...............(1)
MUS 344 Vocal Pedagogy…………………2
MUS 301 Music History …………………3
MUS 350 Orchestration …………………3
CUR 300 Survey of Education …………...3
MUS 305 Music Education ……………….1
PER Activity Course ………………….....1
                          Total …………17

SPRING SEMESTER
MUS 104 Recitals and Activities …………..0
MUS 339 Delta Chorale ……………………1
Major Instrument..……………………….....2
MUS 310 Choral Conducting………....……2
MUS 300 Piano Proficiency[3] …….............(1)
MUS 388 Music Meth for El School ….…....3
MUS 302 Music History ……………….…...3
MUS 450 Form and Analysis ………………3
General Education Course …………………...3
                          Total …………...17

Senior Year

FALL SEMESTER
MUS 104 Recitals and Activities ………...0
MUS 338 Delta Chorale …………………1
MUS 359 Piano Pedagogy…………………1
AMU 450 Senior Recital …………………2
CUR 489 Vocal Music Methods ……….....3
CUR 393 Classroom Mgmt …………….....3
EPY 341 Educational Psychology…………3
HSE 144 First Aid/CPR …………………1
General Education Courses……………....3
PER Activity Course..……………………..1
                          Total …………18

SPRING SEMESTER
CUR 498 Directed Teaching ……………….9
[4]**CUR/CEL 492** Special Topics………………3
                          Total……..……..9-12

[1] Student will be placed in an ensemble after an audition.
[2] Must pass applied barrier before enrolling in 300 applied course number.
[3] Must enroll in MUS 300, Piano Proficiency, until all sections of the proficiency exam are completed.
[4] Elective   **Revised April 2009**

BME – Keyboard Major – Choral Music/General Music Track - Check List

Name _____   Student # _____   Date _____
Student must maintain a 2.5 GPA in all general education and music coursework.

General Education 41 hours
ENG 101 English Composition   3 (   ) _____
ENG 102/103 English Comp   3 (   ) _____
ENG 203/204/206 Eng. Lit.   3 (   ) _____
ENG 203/204/206 Eng. Lit.   3 (   ) _____
History   3 (   ) _____
History   3 (   ) _____
MAT 103/104/106 Math   3 (   ) _____
COM 101 Speech   3 (   ) _____
Lab Science   3 (   ) _____
Lab Science   3 (   ) _____
PSY 101 Psychology   3 (   ) _____
Perspectives on Society – select 2 courses
_____   3 (   ) _____
_____   3 (   ) _____
Personal Development – 2 hrs minimum
_____ (   ) _____
_____ (   ) _____

Keyboard Concentration 25 hours
AMU _____   2 (   ) _____
AMU _____   2 (   ) _____
AMU _____   2 (   ) _____
AMU _____   2 (   ) _____
AMU _____   2 (   ) _____
AMU _____   2 (   ) _____
AMU 450 Senior Recital 2 (   ) ____
AMU ____   AMU ____   AMU ____

Piano Proficiency
Technique ____   Harmonization ____
Chord Progressions ____ Sight Reading ____
Repertoire ____

Major Ensemble 7 hours
____ (   )   ____ (   )   ____ (   )
____ (   )   ____ (   )   ____ (   )
____ (   )

Special Requirements 4 hours
HSE 144 First Aid/CPR   1 (   ) _____
EPY 341 Educational Psy.   3 (   ) _____

MUS 120 Class Voice   1 (   ) _____
MUS 344 Vocal Pedagogy   2 (   ) _____
MUS 359 Piano Pedogogy   1 (   ) _____

Professional Education 22 hours
CUR 300 Survey of Education   3 (   ) _____
MUS 305 Music Education   1 (   ) _____
MUS 388 Music Meth for El School   3 (   ) _____
CUR 489 Vocal Music Meth   3 (   ) _____
CUR 393 Classroom Mgmt.   3 (   ) _____
CUR 498 Directed Teaching   9 (   ) _____

ENG 300 or credit for PPST Writing Exam 0-1 ___

Music Core 38 hours
MUS 104 Recitals & Act – 7   0 (   ) _____   0 (   ) _____   0 (   ) _____   0 (   ) _____
MUS 105 Music Literature   3 (   ) _____   0 (   ) _____   0 (   ) _____   0 (   ) _____
MUS 107 Intro Group Piano   1 (   ) _____   MUS 108 Intro Group Piano   1 (   ) _____
MUS 207 Inter Group Piano   1 (   ) _____   MUS 208 Inter Group Piano   1 (   ) _____
MUS 150 Music Theory   3 (   ) _____   MUS 152 Musicianship   1 (   ) _____
MUS 151 Music Theory   3 (   ) _____   MUS 153 Musicianship   1 (   ) _____
MUS 250 Music Theory   3 (   ) _____   MUS 252 Aural Theory   1 (   ) _____
MUS 251 Music Theory   3 (   ) _____   MUS 253 Aural Theory   1 (   ) _____
MUS 301 Music History   3 (   ) _____   MUS 302 Music History   3 (   ) _____
MUS 450 Form & Analysis   3 (   ) _____   MUS 350 Orchestration   3 (   ) _____
MUS 309 Conducting   1 (   ) _____   MUS 310 Choral Conducting   2 (   ) _____

Praxis   PPST Math ____PPST Reading ____ PPST Writing ____ PLT (0524) ____
Music Content Knowledge (0113) ____

Revised April 2009

Suggested Class Schedule for a BA – Music Major

Freshman Year

FALL SEMESTER
MUS 104 Recitals and Activities……….…0
MUS 107 Intro to Group Piano…………...1
Major Ensemble …………………………1
MUS 150 Music Theory…………………..3
MUS 152 Musicianship/Aural Theory…….1
Individual Performance …………………2
General Education Courses (3)……………9
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            Total …………17

SPRING SEMESTER
MUS 104 Recitals and Activities …………..0
MUS 108 Intro to Group Piano …………....1
Major Ensemble………………………..…1
MUS 151 Music Theory …………………..3
MUS 153 Musicianship/Aural Theory……...1
Individual Performance……………….…..2
MUS 105 Music Literature …………………3*
General Education Courses (2)………………6
            Total ……………....17

Sophomore Year

FALL SEMESTER
MUS 104 Recitals and Activities …………..0
Major Ensemble …………………………...1
MUS 250 Music Theory …………………...3
MUS 252 Aural Theory …………….....…..1
Individual Performance …………………2
General Education/Elective Courses (3)….......9
            Total ….….……16

SPRING SEMESTER
MUS 104 Recitals and Activities …………..0
Major Ensemble ………………….……..…1
MUS 251 Music Theory …………….……3
MUS 253 Aural Theory ………………...…..1
Individual Performance……………….…..2
General Education/Elective Courses (3)………9
            Total ………….......16

Junior Year

FALL SEMESTER
MUS 104 Recitals and Activities ………….0
Major Ensemble……………………………1
Individual Performance …………………2
MUS 301 Music History...……………… . 3
Foreign Language ……………………….3
General Education/Elective Courses (2)… . 6
            Total …………15

SPRING SEMESTER
MUS 104 Recitals and Activities …………...0
Major Ensemble ……………………….…..1
Individual Performance……………….....…2
MUS 302 Music History……………………3
Foreign Language……...…………………..3
General Education/Elective Courses (2)..…….6
            Total …………....15

Senior Year

FALL SEMESTER
MUS 104 Recitals and Activities ………….0
Major Ensemble……………………………1
Individual Performance …………………2
Foreign Language ……………………….3
General Education/Elective Courses.………9

            Total …………..15

SPRING SEMESTER
MUS 104 Recitals and Activities …………...0
Major Ensemble ………………………..…..1
Individual Performance……………….....…2
Foreign Language……...……………………3
MUS 490 Senior Capstone Experience………4
Philosophy Elective (400 level) …………….3
General Education/Elective Course(s).………2
            Total …………15

Revised April 2009

BA – Music Major - Check List

Name _____ Student # _____ Date _____
Student must maintain a 2.5 GPA in all music and general education coursework.

General Education² 41 hours		**Special Requirements** 15 hours	
ENG 101 English Composition	3 ( ) _____	Philosophy (400 level) 3 ( ) _____	
ENG 102/103 English Comp	3 ( ) _____	Foreign Language 3 ( ) _____	
ENG 203/204/206 Eng. Lit.	3 ( ) _____	Foreign Language 3 ( ) _____	
ENG 203/204/206 Eng. Lit.	3 ( ) _____	Foreign Language 3 ( ) _____	
History	3 ( ) _____	Foreign Language 3 ( ) _____	
History	3 ( ) _____		
MAT 103/104/106 Math	3 ( ) _____	ENG 300 or credit for PPST Writing Exam 0-1 ___	
COM 101 Speech	3 ( ) _____		
Lab Science	3 ( ) _____	**Electives** 13 hours	
Lab Science	3 ( ) _____		
PSY 101 Psychology	3 ( ) _____	_____ 3 ( ) _____	
Perspectives on Society – select 1 course¹		_____ 3 ( ) _____	
PHI 201 Intro to Philosophy	3 ( ) _____	_____ 3 ( ) _____	
_____	3 ( ) _____	_____ 3 ( ) _____	
Personal Development – 2 hrs minimum		_____ 3 ( ) _____	
_____ ( ) _____		_____ 3 ( ) _____	
_____ ( ) _____		_____ 1 ( ) _____	

¹PHI 201 is required as one of your courses.
²No Fine Arts course is required.

Music Major Coursework 55 hours

MUS 104 Recitals & Act – 8   0 ( ) _____   0 ( ) _____   0 ( ) _____   0 ( ) _____
                              0 ( ) _____   0 ( ) _____   0 ( ) _____   0 ( ) _____

Major Ensemble – 8 hours
____ ( )   ____ ( )   ____ ( )   ____ ( )
____ ( )   ____ ( )   ____ ( )   ____ ( )

MUS 105 Music Literature	3 ( ) _____		
MUS 107 Intro Group Piano	1 ( ) _____	MUS 108 Intro Group Piano	1 ( ) _____
MUS 150 Music Theory	3 ( ) _____	MUS 152 Musicianship	1 ( ) _____
MUS 151 Music Theory	3 ( ) _____	MUS 153 Musicianship	1 ( ) _____
MUS 250 Music Theory	3 ( ) _____	MUS 252 Aural Theory	1 ( ) _____
MUS 251 Music Theory	3 ( ) _____	MUS 253 Aural Theory	1 ( ) _____
MUS 301 Music History	3 ( ) _____	MUS 302 Music History	3 ( ) _____

Individual Performance 16 hours

AMU _____	2 ( ) ____	AMU _____	2 ( ) ____
AMU _____	2 ( ) ____	AMU _____	2 ( ) ____
AMU _____	2 ( ) ____	AMU _____	2 ( ) ____
AMU _____	2 ( ) ____	AMU _____	2 ( ) ____
AMU _____	2 ( ) ____	AMU _____	2 ( ) ____

Senior Capstone Experience   4 ( ) _____

Revised April 2009

Suggested Class Schedule for BM – Vocal Performance Major

Freshman Year

FALL SEMESTER
MUS 104 Recitals and Activities …………0
MUS 107 Intro to Group Piano …………...1
MUS 138/140[1] Chorus… …………………..1
Minor Ensemble ……………………………1
MUS 150 Music Theory ………………….3
MUS 152 Musicianship/Aural Theory ……1
AMU 185 Voice ………………………..2
MUS 375 English/Italian Diction …………1
General Education Courses (2)…………….6
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                Total …………16

SPRING SEMESTER
MUS 104 Recitals and Activities …………..0
MUS 108 Intro to Group Piano …………....1
MUS 139 Delta Chorale …………………..1
Minor Ensemble……………………………..1
MUS 151 Music Theory ………………….3
MUS 153 Musicianship/Aural Theory ……..1
AMU 185 Voice ……………………………2
MUS 376 German/French Diction ………….1
MUS 105 Music Literature ………………….3
General Education Course ……..……………3
                Total …………...16

Sophomore Year

FALL SEMESTER
MUS 104 Recitals and Activities …………0
MUS 138 Delta Chorale …………………1
Minor Ensemble ……………………………1
MUS 250 Music Theory ………………..3
MUS 252 Aural Theory ……………….....1
AMU 185 Voice …………………………..2
Foreign Language …………………..……3
General Education Courses. ………..………6
                Total …………..17

SPRING SEMESTER
MUS 104 Recitals and Activities …………..0
MUS 139 Delta Chorale …………………..1
Minor Ensemble……………………………..1
MUS 251 Music Theory ………………….3
MUS 253 Aural Theory ……………….....1
AMU 185 Voice ……………………………2
Foreign Language…………………..………..3
General Education Course.. ………….……...6
                Total……………17

Junior Year

FALL SEMESTER
MUS 104 Recitals and Activities …………..0
MUS 338 Delta Chorale …………………1
Minor Ensemble ………………………......1
AMU 385 Voice[2]…………………………..2
MUS 309 Conducting ……………………1
MUS 344 Vocal Pedagogy ………………2
MUS 300 Piano Proficiency[3] ……..............(1)
MUS 301 Music History …………………3
MUS 350 Orchestration ……………………3
General Education Course.. ………..………3
                Total …………16

SPRING SEMESTER
MUS 104 Recitals and Activities …………..0
MUS 339 Delta Chorale …………………..1
Minor Ensemble……………………………..1
AMU 300 Junior Recital…………………….3
MUS 310 Choral Conducting ………………2
MUS 302 Music History …………………...3
MUS 300 Piano Proficiency[2] ……...............(1)
MUS 450 Form and Analysis ……………..3
General Education Course.. ………….……...3
                Total …………...16

Senior Year

FALL SEMESTER
MUS 104 Recitals and Activities ………...0
MUS 338 Delta Chorale …………………1
Minor Ensemble ……………………….....1
AMU 385 Voice ……………………..2
MUS 347 Song Literature …………………2
General Education Courses (2)…………....6
PER Activity Course..……………………..1
                Total …………13

SPRING SEMESTER
MUS 104 Recitals and Activities …………..0
MUS 338 Delta Chorale ………………......1
Minor Ensemble……………………………..1
AMU 450 Senior Recital ………….……….4
General Education Courses (2)…..………......6
PER Activity Course.…………………………1
                Total …………13

[1]Student will be placed in an ensemble after an audition.
[2]Must pass applied barrier before enrolling in 300 applied course number.
[3]Must enroll in MUS 300, Piano Proficiency, until all sections of the proficiency exam are completed.

Revised April 2009

BM – Vocal Performance – Check List

Name _____Student # _____Date _____
Student must maintain a 2.5 GPA in all music and general education coursework.

General Education 41 hours		**Vocal Performance** 28 hours	
ENG 101 English Composition	3( ) _____	AMU 185 Voice	2 ( ) _____
ENG 102/103 English Comp	3 ( ) _____	AMU 185 Voice	2 ( ) _____
ENG 203/204/206 Eng. Lit.	3 ( ) _____	AMU 185 Voice	2 ( ) _____
ENG 203/204/206 Eng. Lit.	3 ( ) _____	AMU 185 Voice	2 ( ) _____
History	3 ( ) _____	AMU 385 Voice	2 ( ) _____
History	3 ( ) _____	AMU 300 Junior Recital	3 ( ) ____
MAT 103/104/106 Math	3 ( ) _____	AMU 385 Voice	2 ( ) _____
COM 101 Speech	3 ( ) _____	AMU 450 Senior Recital	4 ( ) _____
Lab Science	3 ( ) _____		
Lab Science	3 ( ) _____	**MUS 344** Vocal Pedagogy	2( ) _____
PSY 101 Psychology	3 ( ) _____	**MUS 347** Song Literature	2( ) _____
Perspectives on Society – select 2 courses		**MUS 375** Eng/Ita Diction	1( ) _____
_____	3 ( ) _____	**MUS 376** G/F Diction	1( ) _____
_____	3 ( ) _____	**MUS 309** Conducting	1( ) _____
Personal Development* – 2 hrs minimum		**MUS 310** Choral Cond	2 ( ) _____

_____ __ ( ) _____
_____ __ ( ) _____

Piano Proficiency

Technique ____   Harmonization ____

Special Requirements 6 hours

Chord Progressions ____   Sight Reading ____
                                 Repertoire ____

Foreign Language	3 ( ) _____
Foreign Language	3 ( ) _____

ENG 300 or credit for PPST Writing Exam 0-1 ___

*(3 hours satisfies Personal Development requirement)

Music Core 49 hours

MUS 104 Recitals & Act – 8	0 ( ) _____	0 ( ) _____	0 ( ) _____	0 ( ) _____
	0 ( ) _____	0 ( ) _____	0 ( ) _____	0 ( ) _____

MUS 105 Music Literature	3 ( ) _____		
MUS 107 Intro Group Piano	1 ( ) _____	MUS 108 Intro Group Piano	1 ( ) _____
MUS 150 Music Theory	3 ( ) _____	MUS 152 Musicianship	1 ( ) _____
MUS 151 Music Theory	3 ( ) _____	MUS 153 Musicianship	1 ( ) _____
MUS 250 Music Theory	3 ( ) _____	MUS 252 Aural Theory	1 ( ) _____
MUS 251 Music Theory	3 ( ) _____	MUS 253 Aural Theory	1 ( ) _____
MUS 301 Music History	3 ( ) _____	MUS 302 Music History	3 ( ) _____
MUS 450 Form & Analysis	3 ( ) _____	MUS 350 Orchestration	3 ( ) _____

Major Ensemble 8 hours

____ ( ) ____ ( )   ____ ( )   ____ ( )
____ ( ) ____ ( )   ____ ( )   ____ ( )

Minor Ensemble 8 hours

____ ( ) ____ ( )   ____ ( )   ____ ( )
____ ( ) ____ ( )   ____ ( )   ____ ( )

Electives 0-2 hours

_____ 1 ( )   _____ 1 ( )

Revised April 2009

Suggested Class Schedule for BM – Instrumental Performance Major

Freshman Year

FALL SEMESTER
MUS 104 Recitals and Activities …………0
MUS 107 Intro to Group Piano …………..1
Major Ensemble …………………………..1
Minor Ensemble …………………………..1
MUS 150 Music Theory ………………….3
MUS 152 Musicianship/Aural Theory ……1
Individual Performance ………………….3
General Education Courses (2)……………..6
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            Total …………16

SPRING SEMESTER
MUS 104 Recitals and Activities …………..0
MUS 108 Intro to Group Piano ………….....1
Major Ensemble …………………………1
Minor Ensemble…………………………...1
MUS 151 Music Theory ………………….3
MUS 153 Musicianship/Aural Theory ……..1
Individual Performance …………..……….3
MUS 105 Music Literature ……………….3
General Education Course ……...……………3
            Total …………...16

Sophomore Year

FALL SEMESTER
MUS 104 Recitals and Activities …………0
Major Ensemble …………………………..1
Minor Ensemble …………………………..1
MUS 250 Music Theory ………………….3
MUS 252 Aural Theory ………………....1
Individual Performance ………………….3
General Education Courses. ………….……..6
            Total …………15

SPRING SEMESTER
MUS 104 Recitals and Activities …………..0
Major Ensemble …………………………1
Minor Ensemble…………………………...1
MUS 251 Music Theory ………………….3
MUS 253 Aural Theory ………………...…1
Individual Performance …………..……….3
General Education Courses. ………….……...9
            Total……………18

Junior Year

FALL SEMESTER
MUS 104 Recitals and Activities ………...0
Major Ensemble …………………………..1
Minor Ensemble …………………….....1
Individual Performance[1] ………………….3
MUS 300 Piano Proficiency[2] ……...........(1)
MUS 309 Conducting …………………….1
Instrumental Methods ……………………..2
MUS 301 Music History ………………….3
MUS 350 Orchestration ………………….3
General Education Course.. ………….……..3
            Total …………17

SPRING SEMESTER
MUS 104 Recitals and Activities …………..0
Major Ensemble …………………………1
Minor Ensemble…………………………...1
AMU 300 Junior Recital …………………..3
MUS 300 Piano Proficiency[2] ……..............(1)
MUS 311 Instr. Conducting ………....……..2
MUS 302 Music History ………………….3
MUS 450 Form and Analysis ………………..3
General Education Courses……..……..………3
            Total………….. 16

Senior Year

FALL SEMESTER
MUS 104 Recitals and Activities ………...0
Major Ensemble …………………………..1
Minor Ensemble ………………….......1
Individual Performance ………………….3
General Education Course.. ………….……..6
PER Activity ………………………………..1
Elective Courses …………………………...3
            Total……...…15

SPRING SEMESTER
MUS 104 Recitals and Activities …………..0
Major Ensemble …………………………1
Minor Ensemble…………………………...1
AMU 450 Senior Recital …………..………3
General Education Course…..……..............3
Elective Courses ……………..…………….3
PER Activity ………………………………1
            Total ……………12

[1] Must pass applied barrier before enrolling in 300 applied course number
[2] Must enroll in MUS 300, Piano Proficiency, until all sections of the proficiency exam are completed.

Revised Sept. 2009

BM – <u>Instrumental Performance Major</u> – Check List

Name _____Student # _____Date _____
Student must maintain a 2.5 GPA in all music and general education coursework.

General Education 41 hours
ENG 101 English Composition   3( ) _____
ENG 102/103 English Comp   3 ( ) _____
ENG 203/204/206 Eng. Lit.   3 ( ) _____
ENG 203/204/206 Eng. Lit.   3 ( ) _____
History   3 ( ) _____
History   3 ( ) _____
MAT 103/104/106 Math   3 ( ) _____
COM 101 Speech   3 ( ) _____
Lab Science   3 ( ) _____
Lab Science   3 ( ) _____
PSY 101 Psychology   3 ( ) _____
Perspectives on Society – select 2 courses
_____   3 ( ) _____
_____   3 ( ) _____
Personal Development – 2 hrs minimum
_____ ( ) _____
_____ __ ( ) _____

Individual Performance 28 hours
Ind. Performance _____   2 ( ) _____
Ind. Performance _____   2 ( ) _____
Ind. Performance _____   3 ( ) _____
Ind. Performance _____   3 ( ) _____
Ind. Performance _____   3 ( ) _____
AMU 300 Junior Recital   3 ( ) _____
Ind. Performance _____   3 ( ) ____
AMU 450 Senior Recital   4 ( ) _____

MUS 309 Conducting   1 ( ) _____
MUS 311 Conducting   2 ( ) _____
Instrumental Methods   1 ( ) _____
Instrumental Methods   1 ( ) _____

Piano Proficiency
Technique ____   Harmonization ____
Chord Progressions ____   Sight Reading ____
                              Repertoire ____

Music Core 49 hours
MUS 104 Recitals & Act – 8   0 ( ) _____   0 ( ) _____   0 ( ) _____   0 ( ) _____
                             0 ( ) _____   0 ( ) _____   0 ( ) _____   0 ( ) _____
MUS 105 Music Literature   3 ( ) _____
MUS 107 Intro Group Piano   1 ( ) _____   MUS 108 Intro Group Piano   1 ( ) _____
MUS 150 Music Theory   3 ( ) _____   MUS 152 Musicianship   1 ( ) _____
MUS 151 Music Theory   3 ( ) _____   MUS 153 Musicianship   1 ( ) _____
MUS 250 Music Theory   3 ( ) _____   MUS 252 Aural Theory   1 ( ) _____
MUS 251 Music Theory   3 ( ) _____   MUS 253 Aural Theory   1 ( ) _____
MUS 301 Music History   3 ( ) _____   MUS 302 Music History   3 ( ) _____
MUS 450 Form & Analysis   3 ( ) _____   MUS 350 Orchestration   3 ( ) _____

Major Ensemble 8 hours
____ ( ) ____ ( )   ____ ( )   ____ ( )
____ ( ) ____ ( )   ____ ( )   ____ ( )

Minor Ensemble 8 hours
____ ( ) ____ ( )   ____ ( )   ____ ( )
____ ( ) ____ ( )   ____ ( )   ____ ( )

Electives 6 hours
_____ 3 ( )
_____ 3 ( )

ENG 300 or credit for PPST Writing Exam 0-1 ___

Revised April 2009

Suggested Class Schedule for BM – Keyboard Performance Major

Freshman Year

FALL SEMESTER
MUS 104 Recitals and Activities …………0
MUS 107 Intro to Group Piano …………...1
Major Ensemble …………………………1
Minor Ensemble …………………………1
MUS 150 Music Theory …………………3
MUS 152 Musicianship/Aural Theory ……1
Individual Performance …………………2
General Education Courses (2)……………6
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                 Total …………16

SPRING SEMESTER
MUS 104 Recitals and Activities …………..0
MUS 108 Intro to Group Piano …………....1
Major Ensemble ……………………………1
Minor Ensemble…………………………...1
MUS 151 Music Theory ……………………3
MUS 153 Musicianship/Aural Theory ……..1
Individual Performance ……………………2
MUS 105 Music Literature …………………3
General Education Course ……...……………3
               Total …………...16

Sophomore Year

FALL SEMESTER
MUS 104 Recitals and Activities …………0
Major Ensemble …………………………..1
Minor Ensemble …………………………1
MUS 250 Music Theory …………………..3
MUS 252 Aural Theory ………………...…1
Individual Performance …………………3
General Education Courses. ………..………6
               Total …………15

SPRING SEMESTER
MUS 104 Recitals and Activities …………..0
Major Ensemble ……………………………1
Minor Ensemble……………………….....1
MUS 251 Music Theory ……………………3
MUS 253 Aural Theory ………………...…..1
Individual Performance ……………………3
General Education Courses. …………………..9
               Total……………18

Junior Year

FALL SEMESTER
MUS 104 Recitals and Activities ………...0
Major Ensemble …………………………1
Minor Ensemble ………………………....1
Individual Performance[1] ………………3
MUS 300 Piano Proficiency[2] ……...........(1)
MUS 309 Conducting ……………………1
MUS 359 Piano Pedagogy…………….....1
MUS 301 Music History …………………3
MUS 350 Orchestration …………………3
General Education Course.. ………………3
               Total …………17

SPRING SEMESTER
MUS 104 Recitals and Activities …………..0
Major Ensemble ……………………………1
Minor Ensemble……………………….....1
AMU 300 Junior Recital ……………………3
MUS 300 Piano Proficiency[2] ……..............(1)
MUS 310/311 Conducting …………………2
MUS 302 Music History ……………………3
MUS 360 Piano Literature……………….…..1
MUS 450 Form and Analysis ……….…..…3
General Education Courses……….…………3
               Total……………17

Senior Year

FALL SEMESTER
MUS 104 Recitals and Activities ………...0
Major Ensemble …………………………1
Minor Ensemble ……………………….....1
Individual Performance …………………3
General Education Course ………................6
PER Activity ………………………………1
Elective Courses …………………………..3
               Total …………..15

SPRING SEMESTER
MUS 104 Recitals and Activities …………..0
Major Ensemble ……………………………1
Minor Ensemble……………………………1
AMU 450 Senior Recital ……………...……4
General Education Course…..……….............3
Elective Courses …………………………...3
PER Activity …………………………………1
               Total ……………13

[1] Must pass applied barrier before enrolling in 300 applied course number.
[2] Must enroll in MUS 300, Piano Proficiency, until all sections of the proficiency exam are completed.

Revised Sept. 2009

BM – <u>Keyboard Performance Major</u> – Check List

Name _____ Student # _____ Date _____

Student must maintain a 2.5 GPA in all music and general education coursework.

General Education 41 hours
ENG 101 English Composition	3 ( ) _____	
ENG 102/103 English Comp	3 ( ) _____	
ENG 203/204/206 Eng. Lit.	3 ( ) _____	
ENG 203/204/206 Eng. Lit.	3 ( ) _____	
History	3 ( ) _____	
History	3 ( ) _____	
MAT 103/104/106 Math	3 ( ) _____	
COM 101 Speech	3 ( ) _____	
Lab Science	3 ( ) _____	
Lab Science	3 ( ) _____	
PSY 101 Psychology	3 ( ) _____	

Perspectives on Society – select 2 courses
_____ 3 ( ) _____
_____ 3 ( ) _____

Personal Development – 2 hrs minimum
_____ ( )
_____ ( )

Individual Performance 28 hours
Ind. Performance _____	2 ( ) _____	
Ind. Performance _____	2 ( ) _____	
Ind. Performance _____	3 ( ) _____	
Ind. Performance _____	3 ( ) _____	
Ind. Performance _____	3 ( ) _____	
AMU 300 Junior Recital	3 ( ) _____	
Ind. Performance _____	3 ( ) _____	
AMU 450 Senior Recital	4 ( ) _____	

MUS 309 Conducting   1 ( ) _____
MUS 310/311 Conduct   2 ( ) _____

MUS 359 Piano Ped   1 ( ) _____
MUS 360 Piano Lit   1 ( ) _____

Piano Proficiency
Technique ____   Harmonization ____
Chord Progressions ____   Sight Reading ____
Repertoire ____

Music Core 49 hours
MUS 104 Recitals & Act – 8	0 ( ) _____	0 ( ) _____ 0 ( ) _____ 0 ( ) _____
	0 ( ) _____	0 ( ) _____ 0 ( ) _____ 0 ( ) _____
MUS 105 Music Literature	3 ( ) _____	
MUS 107 Intro Group Piano	1 ( ) _____	MUS 108 Intro Group Piano 1 ( ) _____
MUS 150 Music Theory	3 ( ) _____	MUS 152 Musicianship 1 ( ) _____
MUS 151 Music Theory	3 ( ) _____	MUS 153 Musicianship 1 ( ) _____
MUS 250 Music Theory	3 ( ) _____	MUS 252 Aural Theory 1 ( ) _____
MUS 251 Music Theory	3 ( ) _____	MUS 253 Aural Theory 1 ( ) _____
MUS 301 Music History	3 ( ) _____	MUS 302 Music History 3 ( ) _____
MUS 450 Form & Analysis	3 ( ) _____	MUS 350 Orchestration 3 ( ) _____

Major Ensemble 8 hours
____ ( ) ____ ( )   ____ ( )   ____ ( )
____ ( ) ____ ( )   ____ ( )   ____ ( )

Minor Ensemble 8 hours
____ ( ) ____ ( )   ____ ( )   ____ ( )
____ ( ) ____ ( )   ____ ( )   ____ ( )

Electives 6 hours
_____ 3 ( )
_____ 3 ( )

ENG 300 or credit for PPST Writing Exam 0-1 ___

Suggested Class Schedule for a BA in Music with a Track in Sound Recording Technology

Freshman Year

FALL SEMESTER

MUS 104 Recitals and Activities …………0
MUS 107 Intro to Group Piano …………...1
Major Ensemble …………………………..1
MUS 150 Music Theory ………………….3
MUS 152 Musicianship/Aural Theory ……1
Individual Performance ………………….1
General Education Courses (2)………………6
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SRT 111 Recording ……………………….2
              Total …………15

SPRING SEMESTER

MUS 104 Recitals and Activities …………..0
MUS 108 Intro to Group Piano …………....1
Major Ensemble………………………..…1
MUS 151 Music Theory …………………..3
MUS 153 Musicianship/Aural Theory ……..1
Individual Performance………………...…1
MUS 105 Music Literature …………………3
General Education Course……………………3
SRT 112 Recording …………………………2
              Total …………...15

Sophomore Year

FALL SEMESTER

MUS 104 Recitals and Activities.. …………0
Major Ensemble …………………………..1
MUS 250 Music Theory.……………………3
MUS 252 Aural Theory ………………...…1
Individual Performance.…………………..1
General Education Courses (2)……………….6
SRT 221 Recording.………………………..2
Foreign Language…………………………….3
              Total …….…….17

SPRING SEMESTER

MUS 104 Recitals and Activities …………..0
Major Ensemble …………………….……..1
MUS 251 Music Theory …………………….3
MUS 253 Aural Theory ………………...…..1
Individual Performance.………………...…1
General Education Courses (2) ………………6
SRT 322 Recording.…………………………2
Foreign Language…………………………….3
              Total …………...17

Junior Year

FALL SEMESTER

MUS 104 Recitals and Activities ………...0
Major Ensemble……………………………1
MUS 301 Music History.……………………3
SRT 331 Recording.………………………..2
Foreign Language…………………………….3
General Education Courses (2)………………6
              Total …………15

SPRING SEMESTER

MUS 104 Recitals and Activities …………..0
Major Ensemble ………………………...…1
MUS 302 Music History.……………………3
SRT 332 Recording.…………………………2
Foreign Language.……...……………………3
General Education (2).…………………………6
              Total …………...15

Senior Year

FALL SEMESTER

MUS 104 Recitals and Activities.…………0
General Education Courses (2)………………6
SRT 441 Senior Project……………………3
Electives………………………………………4
PER Activity…………………………………1
              Total …………14

SPRING SEMESTER

MUS 104 Recitals and Activities …………..0
Philosophy Elective (400 level)……………..3
SRT 442 Internship…………………………6
Electives………………………………………6
PER Activity…………………………………1
              Total …………16

Revised September 2007

BA in Music with a Track in Sound Recording Technology
Check List

Name _____ Student # _____ Date _____
Student must maintain a 2.5 GPA in all music and general education coursework.

General Education² 41 hours
ENG 101 English Composition 3 ( ) _____
ENG 102/103 English Comp 3 ( ) _____
ENG 203/204/206 Eng. Lit. 3 ( ) _____
ENG 203/204/206 Eng. Lit. 3 ( ) _____
History 3 ( ) _____
History 3 ( ) _____
MAT 103/104/106 Math 3 ( ) _____
COM 101 Speech 3 ( ) _____
Lab Science 3 ( ) _____
Lab Science 3 ( ) _____
PSY 101 Psychology 3 ( ) _____
Perspectives on Society – select 1 course¹
PHI 201 Intro to Philosophy 3 ( ) _____
_____ 3 ( ) _____
Personal Development – 2 hrs minimum
_____ __ ( ) _____
_____ __ ( ) _____
¹PHI 201 is required as one of your courses.
²No Fine Arts course is required.

Special Requirements 15 hours
Philosophy (400 level) 3 ( ) _____
Foreign Language 3 ( ) _____
Foreign Language 3 ( ) _____
Foreign Language 3 ( ) _____
Foreign Language 3 ( ) _____

ENG 300 or credit for PPST Writing Exam 0-1 ___

Electives 10 hours
_____ 3 ( ) _____
_____ 3 ( ) _____
_____ 3 ( ) _____
_____ _____ 1 ( ) _____

Music Major Coursework 37 hours
MUS 104 Recitals & Act – 8   0 ( ) _____ 0 ( ) _____ 0 ( ) _____ 0 ( ) _____
  0 ( ) _____ 0 ( ) _____ 0 ( ) _____ 0 ( ) _____

Major Ensemble – 6 hours
____ ( ) ____ ( )   ____ ( )   ____ ( )   ____ ( )   ____ ( )

MUS 105 Music Literature 3 ( ) _____
MUS 107 Intro Group Piano 1 ( ) _____   MUS 108 Intro Group Piano 1 ( ) _____
MUS 150 Music Theory 3 ( ) _____   MUS 152 Musicianship 1 ( ) _____
MUS 151 Music Theory 3 ( ) _____   MUS 153 Musicianship 1 ( ) _____
MUS 250 Music Theory 3 ( ) _____   MUS 252 Aural Theory 1 ( ) _____
MUS 251 Music Theory 3 ( ) _____   MUS 253 Aural Theory 1 ( ) _____
MUS 301 Music History 3 ( ) _____   MUS 302 Music History 3 ( ) _____

Individual Performance 4 hours
AMU _____ 1 ( ) _____   AMU _____ 1 ( ) _____
AMU _____ 1 ( ) _____   AMU _____ 1 ( ) _____

Studio Recording Technologies Coursework 21 hours
SRT 111 Recording 2 ( ) _____   SRT 112 Recording 2 ( ) _____
SRT 221 Recording 2 ( ) _____   SRT 222 Recording 2 ( ) _____
SRT 331 Recording 2 ( ) _____   SRT 332 Recording 2 ( ) _____
SRT 441 Senior Project 3 ( ) _____   SRT 442 Internship 6 ( ) _____

Revised September 2007

Student Degree Recital Checklist

This checklist is to assist you in preparing for your degree recital. The process includes not only musical preparation but also administrative responsibilities. Please be sure to read the pages 13-15 of the Student Handbook (http://www.deltastate.edu/pages/2604.asp) to understand the procedures.

Step 1: ❑ Schedule your recital date with your applied faculty.
❑ Ask your collaborative pianist (if you need one) if the date works.
❑ Find out if the date is available for your recital at the music office.
❑ If you have other collaborators, make sure to check with them on their availability.
❑ NOTE: You must schedule your recital at the music office <u>and</u> Bailey 124.

Step 2: ❑ Decide on the recital repertoire with your applied faculty.
❑ Email the list of your repertoire to the collaborative faculty pianist <u>before</u> getting the scores to him/her. For vocal repertoire, make sure to include the keys for art songs.

Step 3: ❑ If there are no rehearsal numbers or letters on the scores, number the measures to save rehearsal time.
❑ Get the scores to your collaborators at least 7 weeks before your recital (the sooner, the better).
❑ Let your collaborators know of any cuts, repeats, other things that need special attention.

Step 4: ❑ Your applied faculty will notify you of your pre-recital jury date.
❑ If you have other collaborators, make sure to inform them of the date, time, and place.
❑ If you are using equipment other than the Steinway grand piano in the Recital Hall, reserve it and find some people who will help you set up for the jury in advance.
❑ If you are using the Yamaha grand piano and/or harpsichord in the Recital Hall, inform the music office of it, so the instrument(s) will be tuned for your recital.

Step 5: ❑ Schedule a dress rehearsal with your applied faculty (see the note below).
❑ Find out if the Recital Hall is available at the time at the music office.
❑ Ask if your collaborative pianist is available at the time.
❑ If you have other collaborators, ask them as well.
❑ If you are using equipment other than the Steinway grand piano in the Recital Hall, reserve it and find some people who will help you set up for the dress rehearsal in advance.

　　　NOTES: It is your responsibility to schedule the set up <u>before</u> the dress rehearsal time so the dress rehearsal will start at the scheduled time (please reserve the Recital Hall accordingly). Your applied faculty and collaborative pianist will not be able to help you with the set up.

　　　　If your recital date is in the last two months of the semester, reserve the Recital Hall for your dress rehearsal <u>before</u> the jury.

Step 6: ❑ Schedule rehearsals with your collaborators.
❑ For scheduling rehearsals with the collaborative faculty pianist, sign up at Bailey 124.

Step 7: ❑ Practice for your jury.
❑ Type the program for your jury.
❑ Work on the program notes, including any sources cited.
❑ Submit the program and program notes to your applied faculty for proper structure and editing well in advance (ask the faculty for the deadline).
❑ Submit your biography for the press release before or on the jury day (ask about the deadline at the music office). See below for the sample press release.
❑ If you plan to have a reception after your recital and would like Mu Phi Epsilon to host it, contact them three to four weeks in advance. They require one week's notice on the money needed to purchase the supplies.
❑ Schedule the photo session for the press release with the music office. Photos must be in jpeg format.

Sample press release

Note: When you fill in the information, you do not need to capitalize all letters.

The Delta State University Department of Music will present YOUR NAME in his/her junior/senior YOUR INSTRUMENT recital on DAY, MONTH, DATE, YEAR, at TIME am/pm in the Recital Hall of the Bologna Performing Arts Center. The recital is free and open to the public.

Mr./Ms. YOUR LAST NAME, a junior/senior YOUR INSTRUMENT major from YOUR HOMETOWN, STATE, is the son/daughter of YOUR PARENTS' NAMES. He/She studies with YOUR APPLIED FACULTY'S NAME, TITLE at Delta State University. Since entering DSU in YEAR, he/she has been involved with DSU Chorale, etc. /performed with the DSU Wind Ensemble, etc. YOUR ACCOMPLISHMENTS HERE (e.g. MMTA competitions, NATS competitions).

Mr./Ms. YOUR LAST NAME will be performing compositions by COMPOSERS' LAST NAMES.

> You are welcome to include:
> - your musical background (how you began your music studies)
> - musical activities in which you have involved (e.g. choir, marching band)
> - your accomplishments at the previous school (e.g. Community College)
> - award/honor that you have received during your studies at DSU
> - membership (e.g. Mu Phi Epsilon, Phi Mu Alpha Sinfonia)

Step 8: ❑ Perform a pre-recital jury.
❑ Bring three copies of your recital program and program notes to the jury. Use an asterisk * to identify your self-prepared piece.

Step 9: ❑ Your professor will tell you the result of the pre-recital jury.
❑ Inform your collaborator(s) of the result (if you passed the jury).
❑ If you pass the jury, reserve the Recital Hall for your dress rehearsal, if you have not done so yet (please see Step 5).

Step 10: ❑ If you still plan to have a reception after your recital, contact Mu Phi Epsilon at least one week in advance. As in Step 7, they require one week's notice on the money needed to purchase the supplies.
❑ If the reception will be in Tims Gallery (the lobby area of the Recital Hall), complete and submit a Bologna Performing Arts Center User Agreement at least two weeks prior to the scheduled event. These agreements are found in the music office.

Step 11: ❑ Schedule 1-2 rehearsals before the dress rehearsal with your collaborators.

Step 12: ❑ Email the collaborative faculty pianist your program at least six days before your recital.
❑ Email the music office your program notes for printing.

Step 13: ❑ Have a dress rehearsal.
Please read the note regarding your responsibility on the set up above (Step 5).

Step 14: ❑ Perform a successful recital.

Step 15: ❑ Your professor will tell you the result of the recital.
❑ Etiquette: Take all things that you used for your recital, such as scores, programs, water bottles, Kleenex, etc. with you or put them in the trash can.

(September 2010)