



# School of Music

# Music Education Student Handbook

Bachelor of Music in Music Education  
and  
Post-Baccalaureate Licensure Program in Music  
2021-2022

**Note:** In addition to this handbook, all students in the Music Education department should consult the *School of Music Undergraduate Student Handbook* for core music requirements and related procedures and guidelines that apply to all music majors in the school (e.g., lessons, juries, recitals, recital/concert attendance, etc.), as well as the *Office of Field Services Handbook* for field work requirements.

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## BACHELOR OF MUSIC IN MUSIC EDUCATION

Requirements for the B.M. in Music Education degree are specified in the University Catalog that is in effect the semester a student begins coursework. Students should consult the University Undergraduate Catalog online for details:  
(<http://catalog.csuohio.edu/content.php?navoid=1474&catoid=18>).

If you have any questions regarding requirements for the major, contact the Coordinator of Music Education.

## POST-BACCALAUREATE LICENSURE PROGRAM IN MUSIC EDUCATION

Requirements for the Post-Bacc program in music education are specified in the University Catalog that is in effect the semester a student begins coursework. Students should consult the University Undergraduate Catalog online for details:  
(<http://catalog.csuohio.edu/content.php?navoid=1474&catoid=18>).

If you have any questions regarding requirements for the program, contact the Coordinator of Music Education.

## ADVISING

### Initial Advising (Freshman, Transfer Students)

Upon admittance to the music education major, students will receive initial advising from Ms. Kate Bill (216-687-5039, or [m.c.bill@csuohio.edu](mailto:m.c.bill@csuohio.edu)). This should be done **before** a student visits the Freshman Advising Center, attends a University or College of Liberal Arts and Social Sciences (CLASS) New Student or Transfer Student Orientation session, or visits the CLASS Advising Center.

### Freshman Advising

First year students are assigned a First Year Advisor and a Music Education Faculty Advisor. The Students must receive permission from their Freshman Advisor to change any courses (add, drop, withdraw) during the first year. **Before making any changes, however, students should see their Music Education Faculty Advisor.** In the spring semester of their first year, students must make an appointment with their Music Education Faculty Advisor regarding registering for the sophomore year, then see their First Year advisor to unlock their account so they can register.

### Sophomore-Senior Advising

- General Education Requirements: See the designated Music Advisor in the **CLASS Advising** office.
- Music Education Requirements: See your **Music Education Faculty Advisor** (Dr. Russell in Fall 2021, Dr. Marcho in Spring 2022).
- Teacher Licensure Program: By the end of the sophomore year, music education students who meet the eligibility requirements must visit the advising office (ESSC) in the College of Education and Human Services (CEHS), and complete an *intake interview* with the designated music advisor in that office. When visiting ESSC, students should identify themselves as a music education

student and ask to see the designated advisor if she is available. At this time, the designated advisor is Ms. Courtney Glover. *Please note the CEHS requirements listed on page 9 of this handbook.*

- When registering for the next academic year, students should register for both fall and spring semesters at the same time.

### Music Education Courses by Year for the Bachelor of Music

(Note: permission is required to register for most of these courses.)

#### Lower-Level Courses

**1st year:** MUS 204 Orientation to Music Education, MUS 206 Technology for Music Education, MUS 355 Vocal Techniques

**2nd year:** MUS 350 Teaching Classroom Instruments, MUS 351 Teaching String Instruments, MUS 352 Teaching Woodwind Instruments, MUS 353 Teaching Brass Instruments, MUS 354 Teaching Percussion Instruments, MUS 360 Intro to Conducting

#### Upper-Level Courses

**3rd year:** MUS 441 General Music Methods, MUS 442 Choral Methods, MUS 446 Instrumental Methods, MUS 462 Choral Conducting, MUS 466 Instrumental Conducting

**4th year, fall semester:** MUS 421 Music in Special Ed and Therapy, MUS 447 Curriculum & Assessment in Music

**4th year, spring semester:** EDB 400 Classroom Assessment, EST 485 Student Teaching Multiage Music

### Degree Maps

- Please consult the University Undergraduate Catalog (find the link on MyCSU).
- For the post-bacc, contact Dr. Russell

## GENERAL EXPECTATIONS

### Outside Performing, Teaching, and Working

All music education degree programs at Cleveland State University require a substantial investment of time beyond the scheduled class meeting times. Each year music education students will be actively engaged in individual practice, concerts, master classes, professional development workshops, and fieldwork. **Required coursework for the degree takes precedence over performance, teaching, and work opportunities outside the University.** When time conflicts occur between required coursework and an outside obligation, students are expected to re-arrange the outside obligation to be able to attend the required event. If the outside event is directly related to the course of study or degree program, students may be excused from a limited number of classes, at the discretion of the course instructor and within the guidelines of the University.

### Professional Dispositions

One important aspect of your education is the development of *professional dispositions*—ways of working, thinking, and interacting with others—in three areas: Professionalism, Work Ethic, and Communication Skills. You should be monitoring your own development beginning now and continuing throughout your teaching career. The Student List of Professional Dispositions, available at <http://coehs.csuohio.edu/fieldservices>, is your guide.

Faculty members you interact with in any part of your program of study who are concerned about your professional dispositions may, at any time, file a concern report with the Coordinator of Music Education or the Associate Dean of the College of Education. If this happens, you will meet with the Coordinator or Dean to discuss the faculty member's concerns and devise a plan for you to improve in that area.

### **Music Education Student Colloquium**

All music education majors must attend a monthly meeting, called a colloquium, during the common hour on the first Tuesday of each month in which school is in session (fall and spring). The purpose of the colloquia (meetings) is to foster community among students and faculty, to provide information everyone needs in a timely manner, and to support student success in many ways. The goal is to have the colloquia be active, interesting, and useful for students.

#### 2021-2022 Colloquia Dates

August 24

September 7

October 5

November 2

December 7

January 18 (Note: *Not* the first Tuesday of month)

February 1

March 1

April 5

May 3

### **Networking and Professional Development Opportunities**

Music Education majors are strongly encouraged to take advantage of the many opportunities for professional networking and professional development available to them, beginning from the first semester of study. These opportunities are offered by CSU, by local arts organizations, and by local and collegiate chapters of national music teaching organizations. These opportunities are usually free or at low cost to students. Organizations include:

- North Coast Kodaly Association (NOCKA)
- Greater Cleveland Chapter of the American Orff-Schulwerk Association
- Ohio Chapter of the Gordon Institute for Music Learning (GIML)
- Ohio Music Educator's Association Professional Development Days/Conference

### **Ohio Collegiate Music Education Association - CSU Chapter**

All students in the B.M. in Music Education and the Post-Baccalaureate Licensure Program are members of CSU's Collegiate Music Education Association (OCMEA), and should register with CSU's Student Activities Office by signing up on VikesConnect.

Students may also become a member of the National Association for Music Education (NAfME) for a nominal fee. OCMEA and NAfME are important to your professional development as a preservice music teacher and will prove a valuable resource to you as both a student and future teacher. OCMEA meets regularly throughout the school year, performs service in the Department of Music, conducts extra-curricular workshops, and provides support to all music education students.

## Attendance and Participation

Attendance and punctuality are two of the foundations of professionalism in education. All music education students are expected to regularly attend classes and to arrive on time.

The **attendance policy for all music education courses** is as follows:

- Students are allowed two (2) absences during a semester.
- No distinction is made between excused and unexcused absences.
- Every absence beyond two (2) will result in the loss of 2 points from the final course grade.
- All students are expected to be seated and ready to begin class at the start time of the class. If they are not, they are late. For every 3 late arrivals to class, 2 points will be deducted from the final course grade.

All students are expected to participate fully and enthusiastically in all music education classes. This includes completing all assignments--on time, contributing to class discussions, and singing, playing, and moving during demonstration activities.

## Practice/Preparation Expectations for Performing

All students are expected to achieve in applied areas of study as well as in music education courses. **This means practicing regularly and warming up before lessons and rehearsals.** If you need assistance meeting the following expectations, ask for help from any music professor and/or your Faculty Advisor.

- Primary Instrument - you should practice on your primary instrument at least **2 hours** a day. This does not include lesson time or ensemble rehearsals.
- Secondary Instruments - you should practice several times a week on every secondary instrument you are currently studying. Aim for **1 hour a day** dedicated to secondary instrument practice. During some semesters, you will be studying 4-6 secondary instruments, so this will take diligence and planning on your part to accomplish.
- Musicianship Courses - you should practice the skills you are learning in class outside of class.
- Conducting and Teaching both have an element of performance to them and require practice to advance skills. You are expected to practice conducting skills, and to practice in preparation for teaching assignments.

## ASSESSMENT

### Music Education Competency Exams

Students majoring in music education who began coursework in fall 2015 or later must meet specific criteria each year to be eligible to continue to the next phase of their program. These criteria are evaluated during Music Education Competency Exams (MEC).

- MEC exams must be taken each spring semester of the first three years of study, and the last semester prior to student teaching.
- A panel of music education faculty members will administer the MEC exams.
- The exams will be scheduled and announced by the Coordinator of Music Education.

**Criteria/Requirements.** Students will demonstrate competency in five domains by performing skills (music and/or teaching) and answering questions (verbally and/or in writing) drawn from the coursework they completed that year. The five domains are:

- Musicianship (including singing),
- Keyboard Skills (piano),
- Movement/Conducting,
- Instrument Playing, and
- Teaching Skills and Knowledge.

The *Music Education Competency Exam Requirements Table* (Appendix A) contains a comprehensive list of skills in each domain for each year.

- Students will perform at least one skill or answer at least one question in each sub-category of each domain (chosen by the faculty on the panel at the time of the exam).
- Each skill or answer will be graded on a pass/fail basis.
- The Coordinator of Music Education will record the results of the MEC Exams for each student in his or her Taskstream portfolio (See Portfolio Requirements section.)

### **Failing the MEC Exam: Remediation, Delay, or Dismissal**

- Tutoring will be available to students, by arrangement, to remediate failed competencies.
- Students will be able to re-test on failed competencies up to three times.
- Students must pass any failed competencies before the first day of classes in the following semester to continue in the course of study without interruption/delay. If a student fails to do so, he or she may not register for continued music education courses (listed above) until the competency is passed. If already registered, the student must drop the course(s).
- Each student is responsible for contacting the Coordinator of Music Education to schedule re-take MEC exams.
- If, after three attempts, a student cannot demonstrate a competency, he or she will be unable to continue in the major (i.e., be dismissed from the major).

## **TEACHER EDUCATION REQUIREMENTS**

### **Admission to the Teacher Licensure Program**

Undergraduate students, upon completing at least 30 semester hours of coursework, and meeting the requirements outlined below, must be admitted to the Teacher Licensure Program in the College of Education and Human Services (CEHS). To do so, students must complete an **intake interview** with the designated music education advisor in the CEHS advising office (ESSC), Nancy Ciganko. The ESSC is located in Julka Hall, room 179.

Undergraduate and post-baccalaureate candidates taking undergraduate licensure courses must satisfy **four requirements** as follows:

1. **Test requirement:** Candidates must receive acceptable scores within the past six years on one of the following content knowledge tests, demonstrating performance in approximately the top 50% of the national distribution. Candidates may satisfy the math, reading, and writing requirements through any *combination of the following tests or subtests*:
  1. ACT: math 20, reading 20, English 20
  2. SAT: math 510, reading 500, writing 490
  3. Praxis Core Academic Skills for Educators (CASE): math 150, reading 156, writing 162
  4. College Level English course completed with course grade of  $\geq$  B-

5. College Level Math course completed with course grade of  $\geq$  B-
2. **GPA:** The candidate must have an institutional or transfer undergraduate GPA (from 30 or more semester hours of college-level courses) of **2.75** or better at the time of acceptance into a licensure program. All course work taken at other institutions is counted in calculating this grade-point average until the student has completed 12 or more credit hours at Cleveland State University, after which only the Cleveland State grade-point average is considered.
3. All prospective licensure candidates in programs requiring fieldwork must pay for an initial **BCI/FBI check** at the time of their initial visit to the Education Student Services Center (except for international students, who are required to have a BCI/FBI check prior to starting their first field experience). Throughout their licensure program, candidates are required to pay for and complete additional BCI/FBI fingerprinting checks to ensure that a valid report is always on file with the Office of Field Services as required for field placement.

Prospective candidates with criminal records indicating convicted offenses considered by the Ohio Department of Education (ODE) to be "absolute bars" to licensure will be denied acceptance to the college and any registration permissions for subsequent semesters will be revoked. Prospective candidates with criminal records indicating convicted offenses eligible for rehabilitation will be referred to the Ohio Department of Education Office of Professional Conduct to determine whether they will be able to obtain a teaching license. For more information, see the Ohio Department of Education website regarding Educator Conduct (<http://education.ohio.gov/Topics/Teaching/Educator-Conduct>).

Please Note: "ODE has statutory authority to ask questions about sealed and expunged records in order to determine whether the conviction bears a direct and substantial relationship to the teaching profession. ORC 3319.31 and 2953.33(B)"

### **Background Checks (BCI/FBI)**

All music education majors must maintain current background checks at all times.

- Background checks are good for one calendar year (365 days).
- Students must renew the background checks *before* they expire each year.
- Students should keep a copy of their background checks in a secure place for their own records *and* give a copy to the Coordinator of Music Education, who will keep them on file.
- Students can apply for background checks at CSU by paying for them at Campus 411 and getting fingerprinted in the Advising Center (ESSC) of the College of Education (CEHS) in Julka Hall room 170.

More information about BCI/FBI background checks is available from the Coordinator of Music Education and from the ESSC.

### **Field Experiences**

All candidates for teacher licensure in Ohio are required to complete 100+ hours of field experiences prior to student teaching. These field experiences are built into coursework throughout the program of study and must be completed. ***Failure to complete field experience for a course will result in an incomplete grade in that course.***

Field experiences are in the form of observations of practicing teachers, assisting practicing



teachers in small group or large group instruction, and teaching or co-teaching limited longer activities in school classrooms. The form of field experiences will depend on the course with which they are associated. Students are expected to dress professionally for all field experiences (see Appendix C).

Most field experiences must be completed outside of regularly scheduled class time. Thus *upperclassmen students must **maintain at least three hours of open time during weekdays** (school hours: 7:30am to 3:00pm) to allow time to complete field experiences.* Students must plan ahead and remember this when scheduling lessons and rehearsal times, and before agreeing to extra commitments for lessons, courses, or outside work.

Field experience placements are assigned/arranged only by course instructors in collaboration with the Coordinator of Music Education and the Office of Field Services. ***Students may NOT contact any music teacher directly*** regarding doing field experiences with him or her. Attempting to do so may result in a failed placement request that will have to be completed at a later time.

### **Applying for a Field Experience Placement**

Anyone taking a course that requires field experience must apply for a placement through OFS. The application is online and accessible from the OFS page of the CSU website. It is open only for a few weeks at the beginning of each semester.

### **Office of Field Services (OFS) Student Handbook**

Students are advised to consult the OFS Student Handbook for additional information about field experiences. Available at:

[http://www.csuohio.edu/sites/csuohio.edu.cehs/files/media/students/documents/OFS\\_Handbook.pdf](http://www.csuohio.edu/sites/csuohio.edu.cehs/files/media/students/documents/OFS_Handbook.pdf)

### **Taskstream Portfolio**

All music education students are candidates for teacher licensure, and as such, are expected to maintain a portfolio while completing their professional coursework and field experiences using TaskStream. **Students must pay the subscription fee** to establish and maintain their Taskstream accounts.

For more information, students are advised to access the College of Education and Human Services section of the Undergraduate Catalog and the Student Portfolio Handbook, available at: <http://www.csuohio.edu/cehs/students/taskstream/taskstream.html>

### **Ohio Assessments for Educators (OAE)**

- You must take and pass two standardized teacher exams, called the *Ohio Assessments for Educators*, to be eligible for licensure. (032 Music content area test; 004 Assessment of Professional Knowledge: Multi-Age, PK-12)
- **You must take both tests before you student teach.** You must pass both before qualifying for licensure.
- Each test has a registration fee.
- Licensure examinations and qualifying scores are subject to change without prior notice by the Ohio State Board of Education. Students are advised to always check the ODE web site (<http://education.ohio.gov/Topics/Teaching/Educator-Licensure/Prepare-for-Certificate->

[License/Educator-Licensure-Examinations](#)) before registering for any examinations.

- When applying to take exams, you must specifically **identify Cleveland State** as your attending institution and request that a copy of your score report be sent to CSU.

### Student Teaching Internship

- Students must pass student teaching to be eligible for teacher licensure in Ohio.
- Students must **apply to student teach** online with the Office of Field Services in the College of Education EARLY in the semester prior to student teaching.
- After applying to student teach, students must **attend an Information Session** given by the Office of Field Services. Dates and times are posted on their web page (<http://www.csuohio.edu/cehs/office-of-field-services/office-field-services-ofs>).
- You may NOT take any classes during student teaching except the two that are required for student teaching (EST 485, EDB 400).
- You should NOT work at all during student teaching. If you *must* work, it should not be more than 10 hours a week.
- You *must* be at school for the entire school day, following the same schedule required of teachers in the district (arrival and leaving times).
- You must attend all outside of school events, meetings, and rehearsals in your mentor teacher's schedule (that have to do with teaching). For example: Music Booster meetings, marching band or musical theater rehearsals, select choir rehearsals, parent night, parent conferences, solo & ensemble festivals, competitions, and the like.

### Eligibility

In addition to those professional standards and the grade-point average requirements listed above, the following must be completed prior to approval to enroll in the Student-Teaching Internship:

1. A student must provide evidence of having taken all state-required licensure examinations prior to the start of the Internship.
2. A student must satisfy checkpoint portfolio requirements as described in the relevant portfolio handbook (found on the College website).
3. A student must submit a negative TB (tuberculosis) test report (Mantoux version).
4. A student must complete a civilian background check (fingerprint check) and submit a copy of a valid and unexpired Clearance Report from the Bureau of Criminal Identification and Investigation (BCI) and the Federal Bureau of Investigation (FBI).
5. An undergraduate student must be enrolled in the appropriate college and must have declared the appropriate major and/or minor (students in Adolescent/Young Adult programs, Music, and Foreign-Language Education should be enrolled in the College of Science or the College of Liberal Arts and Social Sciences). Post-baccalaureate students should be enrolled in the College of Education and Human Services.
6. Application for the Internship must be submitted to the Office of Field Services by September 15 (for spring placement) or February 15 (for fall placement).

Additional information about all standards and requirements is available in the Education Student Services Center, Julka Hall 170 or the Office of Field Services, Julka Hall 187.

### edTPA

- At this time, you must complete this assessment (Teacher Performance Assessment) during student teaching and submit it Pearson for evaluation.

- **The cost to submit the edTPA to Pearson is \$300.00.**
- The edTPA is currently required by CSU, and may soon be required by the state for licensure.
- The edTPA requires video recording. You will need a device with which you can video record your teaching.

### **Teaching Licensure Application**

All requests for a new credential must be completed on-line through the Ohio Department of Educations (ODE) website. Information regarding the on-line application process can be found at <http://education.ohio.gov/Topics/Teaching/Educator-Licensure>.

### **Resident Educator Program**

Students completing all requirements for initial teaching license receive a four-year State of Ohio **Resident Educator License**. These individuals will be granted a Professional Teaching License upon successful completion of a Resident Educator Program as a teacher. The Resident Educator Program includes a formal program of support, mentoring, and assessment designed to foster professional growth. More information on this process is available through the Ohio Department of Education.

## WHO'S WHO IN THE MUSIC EDUCATION DEPARTMENT

Name	Title	E-mail	Office #
Dr. Heather Russell*	Coordinator of Music Education Director, School of Music MUS 447 Curriculum & Assessment in Music <b>*On sabbatical in Spring 2022</b> Faculty Advisor for Music Education Majors (Fall 2022 only)	h.a.russell@csuohio.edu	349 335
Dr. Birch Browning	Director of Bands  MUS 204 Orientation to Music Education	b.browning@csuohio.edu	350
Dr. Trevor Marcho	College Assistant Lecturer  MUS 206 Technology for Music Education MUS 352 Teaching Woodwind Instruments MUS 353 Teaching Brass Instruments MUS 354 Teaching Percussion Instruments MUS 446 Instrumental Methods MUS 466 Instrumental Conducting Supervise Student Teachers Student Teaching Seminar Interim Faculty Advisor for Music Education Majors – Spring 2022	t.marcho@csuohio.edu	359
Mr. Bill Zurkey	Instructor, Music Education  MUS 442 Choral Methods MUS 462 Choral Conducting Supervise Student Teachers (Secondary Choral)	w. zurkey@csuohio.edu	322
Ms. LeslieAnne Bird	Instructor, Music Education MUS 350 Teaching Classroom Instruments MUS 441 General Music Methods	l.bird58@csuohio.edu	
Dr. Victor Liva	Coordinator of String Studies  MUS 360 Introduction to Conducting	v.liva@csuohio.edu	355
Ms. Elizabeth Zadinsky	Instructor, Applied MUS 351 Teaching String Instruments		
Ms. Eileen Moore	Applied Faculty, Voice MUS 355 Vocal Techniques for the Classroom	e.moore@csuohio.edu	441

**Appendix A ~ Music Education Competencies Table  
(Next 2 Pages)**

First Year	Second Year	Third Year	Fourth Year
<b>Musicianship</b>			
Related Courses: MUS 241, 242, 355	Related Courses: MUS 243, 244, 350, 352, 353	Related Courses: MUS 441, 442/462, 446/466	Related Courses: MUS 447
Sing: folk song or art song Major & natural minor scales using solfège. Triads (Major, minor: I, IV, V7, root position & inversions).	Sing: All previous, plus dorian and mixolydian scales, using solfège. Triads (ii, iii, vi, <u>vii<sup>o</sup></u> , root position and inversions.)	Sing: All previous, plus part-song (sing all parts), round, prep sequence (neutral syllable and solfege).	Sing: All previous, plus demonstrate vocal model appropriate for young singers and high school singers.
Chant: Macrobeat & microbeat patterns in duple, triple, and compound duple meters. (Using syllable system.)	Chant: All previous, plus divisions & elongations in duple, triple, compound duple, and mixed meter (neutral syllable and rhythm syllables—MLT, Kodaly, <u>Takadimi</u> ).	Chant: All previous material (maintain skills).	Chant: All previous material (maintain skills).
Listening: Identify tonality from hearing (major, natural minor).	Listening: Identify tonality—all previous, plus harmonic, melodic minor, dorian, mixolydian	Transcribe: Orff parts from hearing; voice parts from hearing; instrumental parts to keyboard from hearing.	Transpose: Voice part to transposing instrument; instrument in one key to instrument in another key.
Dictation: single line melody	Dictation: All Previous, plus bass line dictation (i.e., 2-part dictation)	Error Detection: ensemble excerpt (instrumental or vocal; rhythm & pitch errors).	Detect Errors: tone (instrumental & vocal), expression.
<b>Keyboard Skills</b>			
Related Courses: MUS 241, 242	Related Courses: MUS 117, 118	Related Courses: MUS 441, 442/462, 446/466	Related Courses: MUS 421, 447
Major Scales: C, G, F	Scales: As listed in Keyboard Skills Syllabi.	Scales & Chords: All previous (maintain skills).	Scales & Chords: All previous.
Chords: C Major, I-IV-V (block, root position & inversions, one hands)	Chords: As listed in Keyboard Skills Syllabi.	Accompany: complex folk song (using more than I- IV-V7).	Accompany: Pop melody (from chord symbols).
Single-line melody with one hand.	Play written arrangement: America. Accompany: simple folk song (no block chords)	Accompany: simple choral octavo.	Accompany: simple solo piece (vocal or instrumental, high school level difficulty).
<b>Movement/Conducting</b>			
Related Courses: MUS 241, 242	Related Courses: MUS 243, 244, 350, 352, 353, 360	Related Courses: MUS 441, 442/462, 446/466	Related Courses: MUS 421, 447
Demonstrate Steady Beat Competence (move in gross motor, locomotor and nonlocomotor)	Steady Beat: demonstrate <u>borduns</u> (simple, broken, crossover).	Rhythm: move steady beat (feet) and rhythm (upper body) at the same time.	Rhythm: move steady beat (upper body) and rhythm (feet) at the same time.
	Move with flow using whole body.	Expression: move to show musical elements (gross motor).	Expression: move to show musical elements (gross and fine motor).
Conduct: 2/4, 4/4, 3/4, 6/8 ( <u>two</u> hands) in three articulations (staccato, <u>marcato</u> , and legato).	Conduct: 2/4, 4/4, 3/4, 6/8 (right hand), demonstrate syncopation in gestures.	Conduct: All previous, plus 9/8, 5/4, 7/8 (right hand); Cueing (left hand): crescendo & decrescendo, entrance and cut off.	Conduct: All previous, plus ritardando & accelerando, fermata.



<b>Instrument Playing</b>			
Related Courses: MUA 111-181	Related Courses: MUS 350-354, 362	Related Courses: MUA 311-381, MUS 441, 446, 466	Related Courses: MUS 421, 447, 481
Primary instrument: as required for applied jury.	Wind Instrument: as listed on syllabi for MUS 352 & 353	Primary Instrument: as required for applied jury.	Primary Instrument: as required for recital jury.
	String Instrument/Guitar: as listed on syllabi for MUS 351 or 362	Secondary Instrument: as listed on syllabi for MUS 446 & 466	Secondary Instrument: maintain skills.
	School Ensemble Percussion: as listed on syllabus for MUS 354		
	Classroom Instruments: melody of 5 songs on the recorder; accompany a song using autoharp or ukulele.	Classroom Instrument: Play all parts of an Orff arrangement (pitched and unpitched percussion, recorders).	Classroom Instrument: All previous (maintain skills).
<b>Teaching Skills &amp; Knowledge - Questions</b>			
MUS 204 Orientation to Music Education course, re: how people learn.	MUS 351-354, re: teaching beginning instrument players.	MUS 442, 446, re: ensemble teaching methodology (choral and instrumental).	MUS 447 Curriculum & Assessment in Music, re: assessment tools (purposes, reliability & validity, grading)
MUS 206 Technology for Music Education course, re: integrating technology in the music classroom	MUS 350 Teaching Classroom Instruments, re: movement development.	MUS 441 General Music Methods, re: general music teaching methods and approaches.	MUS 447 Curriculum & Assessment in Music, re: scope & sequence, advocacy, program structure.
MUS 355 Vocal Techniques for the Classroom, re: vocal development.	MUS 350 Teaching Classroom Instruments, re: general music activities.	MUS 462, 466, re: score preparation (vocal & instrumental).	MUS 421 Music in Special Education & Therapy, re: adaptations & modifications, specific disabilities & giftedness, laws & procedures.
	All courses, re: classroom management.	All courses, re: differentiating for individual student needs.	
Self-evaluate teacher professional dispositions.	Self-evaluate teacher professional dispositions.	Self-evaluate teacher professional dispositions.	Self-evaluate teacher professional dispositions.

## Appendix B ~ Costs Not Included in Tuition and Fees

Item	When Paid	Cost	Reason
<b>BCI/FBI Background Checks</b>	<b>Every Year (Valid for 365 days)</b>	<b>\$60.00</b>	<b>Mandated for all adults who come in contact with children in schools. You will receive more information in MUS 204.</b>
<b>Taskstream Subscription</b>	<b>First semester &amp; maintained until graduation.</b>	<b>\$25.00 (one semester)- <del>to</del> \$105.00 (four years)</b>	<b>Electronic portfolio required by College of Education teacher licensure program. You will receive more information in MUS 204.</b>
Professional Development Event Registration Fees	Some required in courses, other events optional. (Paid directly to organizations sponsoring events.)	\$5.00-\$55.00 (Approximately)	Professional networking and resources.
Ohio Collegiate Music Education Association (OCMEA) Membership	Yearly	\$38.00	OCMEA is the professional association for preservice music teachers.
<b>Ohio Assessments for Educators (OAE)</b>	<b>Two tests, taken in junior or senior years.</b>	<b>\$105.00 each</b>	<b>Required by Ohio for teacher licensure.</b>
<del>edTPA</del> <b>(Teacher Performance Assessment)</b>	<b>During student teaching</b>	<b>\$300.00</b>	<b>Required by CSU's College of Education teacher licensure program.</b>
Transportation to and from field experience schools	Personal expense when taking courses with field experience and student teaching. (Not paid to CSU.)	Varies by type of transportation and number of field experience hours required in each course.	Field experience is required as part of the curriculum by the State of Ohio and the National Association of Schools of Music (accrediting agency).
Professional Dress (Clothes to wear to field experiences)	Personal expense when taking courses with field experience and student teaching. (Not paid to CSU.)	Varies by individual.	Appearing professional in field experiences. (Guidelines available in the Undergraduate Handbook.)



## Appendix C ~ Appropriate Dress for Field Experiences

***From Roxanna Elden, author of See Me After Class: Advice for Teachers***

Elder, R. (2013). See me after class: Advice for teachers. Naperville, IL: Sourcebooks.

**1. Dress for coverage:** When you're dressing for the day as a teacher, always look at your outfit from a students' eye view. Do you bend over desks to help students? Do you sit in a chair and read to kindergarteners? [Will you be sitting on the floor? Will you be doing movement activities with children?] Make sure your outfits cover everything you'd want them to cover in each position. Also, raise your arms like you're writing on the board and check whether your shirt still covers your back. Clothing that shows more skin than you intend to can become quite the focal point for your students.

**2. Dress for physical comfort:** Being uncomfortable affects everything you do - your mental processing time, your memory, and your level of patience with students. With this in mind, you'll want to avoid clothes that are scratchy or constricting. Dress in layers if the temperature in your classroom is unpredictable. Most importantly, wear comfortable shoes. You may be on your feet for seven hours - and it's going to feel a lot longer if your feet are killing you by lunchtime.

**3. Dress for savings and efficiency:** If you'd like to avoid dry cleaning expenses or the hassle of ironing every morning, check the washing instructions of your teacher clothes before you buy them. If you're hoping to get away with a smaller teacher wardrobe, stick with less trendy styles and low-key colors so students won't constantly point out that you wore the same thing last week.

**4. Dress for a psychological edge:** In many ways, teaching is a performance. You need to dress so you can be "on" all day without feeling self-conscious. If you're worried you've gained weight over the holidays, avoid squeezing into an outfit you'll be tempted to tug at. You also need to balance your desire for efficiency with the teacher image you hope to project. If you want to be the teacher who wears a suit, you may end up dry cleaning after all. If it's important to you to be a trendsetter, you won't be comfortable rotating the same seven cardigans and four pairs of dark colored pants. And yes, ladies: if you absolutely must show up to work in heels for a psychological edge do it. But keep a spare pair of flats in your desk drawer.

### Additional Notes from Dr. Russell:

- **Tights** without a skirt or dress are not appropriate, neither are jeggings/leggings.
- **Blue jeans** are not appropriate--period. Even if your mentor teacher wears them, you may not.
- **Footwear** - sneakers, tennis shoes, sandals, and flip-flops are not appropriate (even if they are new or sparkly).
- **Cleanliness:** Clothes should be clean and free from odors.
- **Smell:** Try to smell as neutral as possible. Refrain from wearing perfume, cologne, or very smelly personal products (deodorant, hair products, lotion, etc.). You don't need to impress anyone in this way at school, and some teachers and students can be very sensitive to them.