SCHOOL OF EDUCATION
Music Education Handbook
2017-2018

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Welcome to UNC-Pembroke

Student Contact Form

(for current Music Ed. majors)

Name: _____

BraveMail email: _____

Cell Phone: (___) _____

High School Attended:_____

HS Director:_____

Classification: ___Fr. ___So. ___Jr. ___Sr.

A Note from the Faculty

Dear Music Education majors,

On behalf of the Music Education Faculty, I want to welcome you to the University of North Carolina at Pembroke music education program. With your acceptance into this degree program, you become a part of a long and dedicated line of music educators who have changed so many lives through music education in our state. Starting your first semester, you will begin an academic journey that will give you the skills, knowledge, and motivation necessary to become one of the proud UNC-Pembroke music education alumni.

We strive to provide the necessary tools for your success as a music educator and musician. Our music education is designed to challenge you musically and academically, but I can assure you that the faculty, your advisor and the many campus services are here to help you through those times. As a music education faculty we are fully committed to staying active as performers, conductors, and researchers and doing our best to advance quality music education, giving you the absolute finest education, and provide you with pre-service teaching experience at local schools.

As your faculty, we respect the personal and professional commitment that you have made and we will honor that commitment with one of our own. We believe that it takes both academic preparation and practical experiences with K-12 children to fully prepare you to enter a classroom of your own. Through meaningful learning experiences in classrooms on our campus and in area public schools, you will engage in learning that will constantly provide new insights into the world of K-12 children. With each experience, you will increasingly become empowered to make good decisions in the classroom. These field course specific experiences in your program and an extensive internship at the conclusion of the program will provide the hands-on application of the concepts that you learn on campus. So we ask that you take advantage of every opportunity to learn and reach your highest potential

As your faculty, we are here to serve you. We request that you read this handbook carefully and consult it when you have questions related to the program. If you do not find an answer to your question, then email your advisor or stop by for a visit during his or her office hours. We are so fortunate to be in a profession that has the capability of making such a difference in the lives of so many. We hope that you join us in our vision of using quality music education to transform individuals and communities while advancing the art of music.

Sincerely,

José Rivera, Ph.D.
Associate Professor and Coordinator of Music Education

Meet the Music Education Faculty

The University of North Carolina Department of music provides a comprehensive program devoted to excellence in performance and pedagogy. The music education faculty and adjunct professionals guide our students in a rich and full experience leading to student teaching. Music education faculty are educator-practitioners. Our faculty continue to work regularly with music education students in public schools and and remain current in contemporary practices and pedagogy.

Dr. Tim Altman, Professor
Director of Bands

Mr. Marty Spitzer
Directors of Athletic Bands

Dr. José Rivera, Associate Professor,
Coordinator of Music Education & University Chorale, Director

UNCP Music Education Program Goals

The goal of the Music Education program is to provide comprehensive training for teachers of vocal and instrumental music. These students will have a solid foundation in the liberal arts and musical experiences that will develop their cultural sensitivity while providing programs and concerts to enrich the cultural life of the university and the community. Specifically, students majoring in Music Education will:

- demonstrate a mastery of performance skills in at least one major medium, b) have an adequate level of keyboard proficiency, c) participate in both large and small ensembles, and d) acquire suitable conducting and rehearsal skills
- demonstrate both aural and analytical skill encompassing an understanding of the basic elements of music, its forms, processes, and structures as well as the ability to place music into its proper historical, cultural, and stylistic context
- demonstrate the ability to create (compose and improvise) derivative or original music
- demonstrate knowledge of music history and literature of both Western and non-Western origin
- demonstrate a knowledge of current music technology
- demonstrate a thorough knowledge of the North Carolina Standard Course of Study K-12
- demonstrate the ability to a) use comprehensive assessment, b) create and foster dynamic learning environments, c) use diversity as a strength in the classroom, d) model attitudes and behaviors that reflect professional and ethical standards, e) interact effectively with others in the school, the community, and beyond, and f) advocate for quality music programs
- demonstrate a) the ability to work independently, b) the ability to formulate and defend value judgments about music, and c) an understanding of the interrelationships and interdependencies among the various professions and activities that constitute the music

Music Education Program Objectives

The objectives of the Music Education program are to produce a student who will have:

- a comprehensive and integrated understanding of music theory, literature, and history
- adequate preparation in conducting, analyzing, arranging, and composing
- a philosophical basis for the planning and implementation of an inclusive program of music education consistent with the aesthetic nature and function of music and the other arts in the pluralistic society
- developed musical sensitivity and technical proficiency in musical performance areas
- developed professional awareness and communication skills pertaining to the music teaching process at all learning levels
- advanced preparation in areas determined by the special needs and interests of the prospective teacher

- developed the capacity and the disposition for continued learning in the field of music
- demonstrated a knowledge of both fundamental and advanced music theory concepts that include such areas as form and analysis, counterpoint, orchestration, conducting, improvisation, and composition
- demonstrated at an acceptable level functional keyboard skills
- demonstrated a knowledge of musical language and grammar and an understanding of the common elements of music
- exhibited knowledge of the historical development of music in order to place compositions in stylistic perspective from not only the western art must tradition, but also from a wide diversity of other styles
- formed and defended evaluative judgments about music.

The Music Education Program embraces in theory and practice the mission of the Teacher Education Program of UNC Pembroke:

Believing that the quality of education directly influences the quality of life both for those served and for those serving, the UNC Pembroke Teacher Education Program has as its mission to develop and nurture competent and caring communities of public school professionals who dedicate themselves to the education and welfare of all students and whose understanding of the dynamic interrelationship among theory, practice, and reflection compels them to actively influence positive change with sensitivity and integrity. The UNCP Teacher Education Program shares the University's commitment to academic excellence, cultural diversity, and lifelong learning within a balanced program of teaching, research, and service.

Specifically, students majoring in Music Education will:

- demonstrate musical, analytical skills, and pedagogical skills: a) demonstrate a mastery of performance skills in at least one major medium, b) have an adequate level of keyboard proficiency, c) participate in both large and small ensembles, and d) acquire suitable conducting and rehearsal skills
- demonstrate both aural and analytical skill encompassing an understanding of the basic elements of music, its forms, processes, and structures as well as the ability to place music into its proper historical, cultural, and stylistic context
- demonstrate the ability to create (compose and improvise) derivative or original music
- demonstrate knowledge of music history and Western and non-Western literature
- demonstrate a knowledge of current music technology
- demonstrate a thorough knowledge of the North Carolina Standard Course of Study K-12
- demonstrate the ability to a) use comprehensive assessment, b) create and foster dynamic learning environments, c) use diversity as a strength in the classroom, d) model attitudes and behaviors that reflect professional and ethical standards, and e) interact effectively with others in the school, the community, and beyond

- demonstrate a) the ability to work independently, b) the ability to formulate and defend value judgments about music, and c) an understanding of the interrelationships and interdependencies among the various professions and activities that constitute the music

Program accreditation and format

The music education program is designed to meet specific standards as designated by the North Carolina Department of Public Instruction (NCDPI) and the National Council for Accreditation of Teacher Education (NCATE). The structure and organization of the courses is specific to the music education program at UNC-Pembroke. Our program is offered in a face-to face format; each course requires participation in classroom and online delivery using BlackBoard. Students are encouraged to follow the curriculum checksheet and to take courses in the order listed. Many courses have prerequisites. It is critical that students follow this guideline in order to graduate in a timely manner.

Where can I find an outline of required courses?

The music education program is outlined in the UNCP Academic Catalog and on the music Department webpage. A checksheet can be found at the end of this handbook and in the Music Department Student Handbook

Transfer students

Teacher Recruitment personnel work closely with transfer students for the purpose of making a smooth transition into UNCP and the School of Education. Unofficial evaluations of transcripts are completed using community college and UNCP articulation agreements, as one of the services provided to transfer students. Many questions arise from transfer students coming from community college settings, as well as institutions of higher learning and the transfer staff are ready and willing to answer those questions and help ease the stress of this transition.

Is there a special meeting for transfer students?

The university invites transfer students to an orientation meeting when they receive an acceptance letter. These meetings are structured for the student to learn about the university and to set up BraveWeb and BraveMail accounts. Opportunity is also provided for students to meet with the program coordinator for the elementary education program and advisors, and register for the upcoming semester. Transfer students are encouraged to attend these meetings to receive valuable information and start their journey at UNCP as

an music education major. An advisor will be assigned to transfer students at the conclusion of orientation meetings.

Will my credits transfer?

An analysis of college transcripts will determine what course requirements have already been met. The transcript analysis will first be conducted by the Office of Admissions to determine General Education course equivalents. Students will receive credit for these courses when they are initially accepted into the university. If there are questions about these courses, an appointment should be made with the registrar or her staff to discuss the courses.

The program coordinator for the music education program will then review transcripts to determine if any major course requirements in music education have been met. Education students wishing to transfer any education courses should provide syllabi for those courses in order for an appropriate decision to be made regarding course equivalency. The chair of the department will request that courses be accepted by the registrar when approved by the program coordinator.

How do I declare my major?

The Office of the Registrar must know every student's major. The Office of the Registrar receives the information about each student's chosen major from a form called the *Declaration of Major* Form. If a student entered the University as a freshman, he/she was probably asked to complete a *Declaration of Major Form* during freshman orientation. If you the student was undecided about his/her major at that time, the Office of the Registrar does not know what you the student finally decided to choose as a major. Students should go to the Registrar's Office as soon as possible and complete the form. If a student is a transfer student, the form is completed when the student applied for admission to the University or attended the advisement session for transfer students in the department of music. If not, this form should be completed as soon as students pass the Music Evaluation Forum; forms are available in the Department of Music main office.

How are traditional students assigned an advisor?

Each student at The University of North Carolina at Pembroke is assigned a faculty advisor to guide his/her progress through a prescribed program of study. If the student is a music major, the chairperson of that department assigns a faculty member as his/her advisor. Students seeking music education licensure are typically assigned to advisors

who work with them. After students pass their evaluation forum, they must fill out a change of advisor form, at this point Dr. Rivera becomes their music education advisor. A regular meeting with an assigned advisor is important, as he/she is aware of such matters as changes in program requirements and when specific courses may be offered. University registration procedures require that the student have the approval of advisor for each course in which the student registers. Although your advisor guides your progress toward program completion, the final responsibility for meeting all academic program requirements rests with the student.

How do I schedule an appointment with my advisor, receive my PIN and register each semester?

Throughout the semester, as a need, students should email their advisor for an appointment. Be aware that advisors are not in their offices each day; so please allow 48 hours for an answer. During peak advisement and registration times in October and March, elementary faculty will have posters on their office doors and students are encouraged to sign up there for an advisement appointment. During the appointment, students will gain essential information regarding course changes and possible course rotations. The goal of every student is to register at the earliest opportunity each semester. Genreal education courses fill quickly so students will want to register as soon as possible after meeting with his/her advisor.

When seeking courses on BraveWeb to register, please use the link at the bottom of the BraveWeb page that is labeled: *'Course Section Search.'* You will find this link on the first page as you open BraveWeb, before you log in with your user name and password.

Make a list of the courses that you wish to take from this menu by listing the CRN (course reference number) for each course. Then go back to log into BraveWeb and choose course registration and the add/drop menu. At this point, you will simply place the CRNs in the spaces to add your chosen courses.

Please remember that prior to registering for education courses you will need to complete the Field Experience registration online form.

The academic calendar on the Registrar's webpage will provide information about the dates students may register each semester. *The student's advisor is the person that will provide a PIN in order for students to register each semester. Administrative assistants and staff in the School of Education will not have access to this PIN and will not be able to assist students with this information.* Consistency is a good thing; making an appointment with an assigned advisor will ensure that the person advising each individual student knows that student well and his/her program of study.

Please allow at least ***48 hours*** for your advisor to respond via email. Faculty members have responsibilities off campus, such as supervising student interns, and may not be available in their offices at all times during the work week. Please schedule appointments for fall and summer advising during the regular school term.

How do I change my major?

What happens if you decide to change your major? For example, a freshman declares BA in Music as a major. However, after completing Evaluation Forum requirement the student decides she/he wants to switch to music education. That student will need a new advisor (Dr. Rivera) from the music education program. To change your major and your advisor, you must complete a new *Declaration of Major Form,* ask the chair of the music department (Dr. Altman) and the music education coordinator (Dr. Rivera) to sign the form and submit it to the Office of the Registrar. The Registrar makes the change in your record and forwards the form to the new department chair who assigns you a new advisor. The former advisor receives a copy of the form, forwards any pertinent advisee information to the new advisor and the change of major is complete.

What do I need to remember to stay informed and graduate on time?

- Subscribe to the School of Education Blog…to stay informed of SOE events and news (http://uncptep.wordpress.com/)
- Complete and submit required program paperwork in a timely manner
- Stay in touch with advisor, particularly during the scheduled advisement period each semester
- Be patient when emailing faculty; expect to wait at least 48 hours for an answer
- Contact advisor when there are academic issues that you need to discuss
- Consult the *Music Education Handbook* and music web resources for program information
- Attend all major's meetings each semester
- Seek advisement and PIN in fall (October) for spring semester, and spring (March) for summer and following fall. Faculty will not give a student a *PIN* without advising the student first, via an in person meeting or online.

Field Experience

WHY DO I NEED TO PARTICIPATE IN FIELD EXPERIENCE BEFORE MY INTERNSHIP?

One of the great strengths of our music education program is that our students have many opportunities to observe, participate and teach in elementary classrooms, grades K-12. This experiential approach to learning is needed for each student to experience the "real world" in terms of public school teaching. Therefore, each course will have a field experience component.

HOW DO I REGISTER FOR FIELD EXPERIENCE EACH SEMESTER?

When registering for courses, click on the REMOVE HOLD link and proceed to complete the registration form. This form will confirm Field Experience for all courses.

Note: The Summer School Registration differs from the Fall/Spring. If you are taking a course that requires Field Experience during the summer, contact your course instructor for instructions

- ## WHAT ABOUT OTHER FIELD EXPERIENCE?

University-School Partnerships will use the information from the submitted form to place each student in ONE school for each semester. That school is to be used for all field experience for every course during the semester. When the LEA has confirmed the student's placement, they will notify University-School Partnerships. In turn, students may check University-School Partnerships website and the SOE blog to see when each LEA has confirmed placements in their region. In addition students may check with his/her professor about confirmation.

When students have received confirmation of early field experience placement from the Office of University-School Partnerships or Course Professor, the student should:

1. Contact the school(s) to which he/she has been assigned to schedule a first visit.

2. Be sure to wear identification and identify yourself as a UNCP student assigned for field experience. Remember that students are guests, representatives of UNCP, and potential employees in the school(s). Students should conduct themselves as a professional from their first contact and throughout all of their field experience.

3. **Do not** simply show up at the school thinking that observation may occur that day without an appointment.

4. **Do not wait** late in the semester students may be unable to complete their assignment. If this occurs, there is nothing that your professor or University School Programs can do to assist students in this situation. During testing times (especially spring semester) many schools will not allow our students to be in the classrooms during the last month of school.

Principals and teachers will expect you to:

- Keep scheduled appointments. Illness and/or emergencies are the only legitimate excuses for not keeping an appointment. If illness or an emergency prevents your attendance, notify the school immediately.
- Be on time and stay for the full time for which you are scheduled.
- Dress appropriately (no jeans, no t-shirts, no short skirts, etc.) and follow the rules of basic courtesy toward everyone with whom you have contacted.
- Take confirmation forms and UNCP ID to verify your assignment and identity.
- Check in at the office regardless of how familiar you are with the school.
- Know your field experience assignment and have any necessary materials and/or plans ready for use.
- Avoid unfavorable criticism of the University program, the school, and the community.
- Exemplify the attitudes and actions of a teacher and not a student.
- Safeguard all personal and confidential information concerning students.
- Be cooperative and remember that the school's first priority must be the students. Do not take cell phones or food into the classroom.

The requirements for each field experience assignment is determined by the professor. See your course professor with problems specific to the assignments. Contact the Office of University-School Partnerships or course professor if there are problems regarding changes in courses or school systems, not concerning times for observations. Field experiences are an integral part of your preparation for effective teaching.

Consider the time you spend in each school as a valuable opportunity to further explore teaching as a career and to develop the competencies needed to become an effective professional for effective schools. You are expected **to** complete your field experience in a timely manner. If you do not complete the required field experience hours and/or assignments, you face the potential of earning a failing grade for the assignment and perhaps the related course, depending on the requirements in your syllabus. In most cases of failed or dropped field experiences, you would have to retake the co-requisite course(s) as well as the field experience. Students completing the field experience requirements at any site will follow the standards established in the **UNCP Academic Honor Code.**

How do I apply for Teacher Education Admission?

The Teacher Education Committee selectively admits and periodically evaluates students in the Teacher Education Program on the basis of scholastic aptitude and suitability for teaching. Admission into the university as a student does not automatically satisfy eligibility requirements for admission to the Teacher Education Program. Eligibility for admission into the Teacher Education Program will be determined by regulations current at the time initial application is made for admission into the program. Typically elementary majors apply for admission to the Teacher Education program no later than the close of the second semester in the sophomore year.

Students should apply for admission to the Teacher Education Program when all of the requirements for admission have been met. Packets are available in the School of Education. Formal admission to the Teacher Education Program is a prerequisite for enrollment in many Elementary and Education courses.

To be eligible for consideration by the Teacher Education Committee and approved for admission to the Teacher Education Program, each candidate must:

1. Have not more than 9 hours of the General Education requirements remaining.
2. Have earned a "C" (2.0) or better in EDN 2100 – *Introduction to Education* or the approved equivalent course. EDN 2100 is required for TEP admission.
3. Have earned a grade of at least a "C-" (C is the course was repeated) in all required professional studies core, content pedagogy, and specialty area standards courses completed at the time of admission, with the exception of EDN 2100, which requires a grade of "C."
4. Have at least a 2.7 cumulative Quality Point Average (QPA) on a 4.0 scale on all prior college/university course work.
5. Meet the state established scores on the Praxis Core Academic Skills for Educators (Core) Tests. During test registration, enter code R5534 for UNCP. If you meet the state established scores on the SAT or ACT, an official copy of the scores must be sent to the UNCP School of Education Licensure Office. Students must meet the scores in effect at the time they apply to and qualify for admission to the Teacher Education Program. Printed copies of all qualifying scores must be brought to the admission interview.
6. Complete and pass Evaluation Forum, MUS 2540 Intro to Music Education
7. Complete the following forms: *Candidate Professional Dispositions Self-Evaluation, Candidate for Professional Licensure (CPL) Date Form, and Application to the Teacher Education Program.* Facilitate the completion of the *Faculty Evaluation of Candidate Dispositions form* in collaboration with the Program Coordinator.
8. Satisfactorily complete an admission interview after completing all of the above requirements.
9. Program coordinator will deliver completed packet to Licensure Office.

Students will receive written notification from the School of Education Licensure Office that their application for admission to the Teacher Education Program is approved or disapproved by the Teacher Education Committee. Students with disabilities who may require special accommodations should first consult the Accessibility Resource Center (ARC) (910-521-6695) and then the Dean of the School of Education.

Music Education Program sequence

Year/Semester	Step(s) to be taken:
Freshman/First	Enroll in BA Program (MUS)
Freshman/Second	1. Continue enrollment in BA
Sophomore/First	1. Enroll in MUS 2540 Introduction to Music Education 2. Successfully complete "Evaluation Forum" process: a. Demonstrate necessary level of proficiency on instrument/voice b. Must have at least 2.7 GPA overall c. Demonstrate necessary level of "professionalism" 3. Complete Disposition Form and turn in to Dr. Rivera a week prior to Music Education Interview 4. Sign up for Music Ed. Interview (see Dr. Rivera for an appointment)
Sophomore/Second	1. Submit change of major form to registrar to appropriate Music Education program (MUSV; MUSI; MUSK; KEYI) 2. Register & Pass the Professional Core Academic Test (Praxis I) 3. Pass Piano Proficiency Exam (Instrumental majors only at this time) 4. Enroll in the program area drf (Taskstream account)
Junior/First	1. Enroll in both courses: (Must be completed this semester) EDN 2100 Intro to Education (3 credits) (must be taken and passed prior to admission to the TEC program 2. Pass Piano Proficiency Exam (Vocal Majors)
Junior/Second	1. Apply for Admission to Teacher Education Program: a. must have completed all but 9 hours of General Ed requirements b. must have earned a "C" or better in EPC courses c. must have earned a "C-" or better in all major and/or professional course work d. must have a minimum 2.70 GPA overall e. must have satisfactorily passed the NTE/Praxis Exam f. must have satisfactorily completed the Music Education Interview 2. Enroll in SED 3310 Introduction to Exceptional Children (3 credits) 3. Should have completed 9 hours of required Writing Enriched Courses 4. Complete and Upload Disposition Self-Evaluation form #2
Senior/First	1. Enroll in EDN 3150 Developmental Perspectives of Ed. Psychology for Grades K-12 (3 credits) 2. Apply for Admission to your Professional Semester (Student Teaching) *Note:* This must be completed at the beginning of the semester a. must have no more than six (6) semester hours remaining in the degree program, excluding those required for the professional semester b. must have a minimum 2.7 GPA and 2.7 GPA in Field of Study c. present a final recommendation for suitability by Dr. Rivera, program coordinator 3. Attend prospective Student Teacher Candidate meetings at the School of Education 4. Complete ALL course work before your Student Teaching semester 5. We strongly advise you to register for the Praxis II workshop and take the music exam
Senior/Second	1. Enroll in MUS 4040 Senior Recital 2. Enroll in MUS 4490 Internship Seminar 3. Enroll in MUS 4750 Student Teaching Seminar

- Students should apply for admission to the Teacher Education Program when all of the requirements for admission have been met. Upon successful completion of the interview, verification and endorsements will be obtained for each applicant. The names of all applicants meeting admission requirements are presented to the Teacher Education Committee for approval. Each student who applies for admission to the undergraduate Teacher Education Program receives written notification from the Dean of the School of Education of the approval or disapproval of the application by the Teacher Education Committee. A student is not considered admitted to the Teacher Education Program until such notification is made. Students are not allowed to enroll in certain courses until they have been formally admitted to the Teacher Education Program. If students enroll in courses requiring TEC admission and are not eligible to take those courses due to TEC admission, they will be administratively dropped from those courses prior to the beginning of each semester.

PRAXIS Core Academic Skills for Educators Tests Information

- **WHERE DO I REGISTER FOR PRAXIS CORE?**

  - **Computer-Delivered Tests:** To register for a computer-delivered Praxis I test using a credit or debit card, visit www.ets.org/praxis/register or call Prometric Services at 1-800-853-6773.

- **INFORMATION FOR REGISTRATION:**

  Name of institution attended—

  - **UNCP code A5534**

  Names of agencies or institutions to who you want score reports sent:

  - **NC Division of Teacher Ed. Services R7846.**

Praxis Core Academic Skills for Educators Tests

Testing Requirements for Admission to the UNCP Teacher Education Program
Effective: September 1, 2017

State Board of Education (SBE) Approved Qualifying Tests and Scores (effective 9-1-17)

1. Effective August 1, 2014, **only** the new Praxis Core Academic Skills for Educators Tests will be offered by the Educational Testing Service (ETS).

2. Students must meet the scores in effect at the time they apply to and qualify for admission to the Teacher Education Program.

New Praxis Core Academic Tests Name and Number	**Approved Qualifying Score**
Core Academic Skills For Educators: Reading (5712)	156
Core Academic Skills For Educators: Writing (5722)	162
Core Academic Skills For Educators: Mathematics (5732)	150
Core Academic Skills for Educators: Combined Test (Reading, Writing and Mathematics) (5751)	468

Cost: $150 combined $90 each (if taken separately)

HELP! I NEED SOME RESOURCES TO GET THROUGH PRAXIS CORE!

- ETS offers a wide array of free and fee-based Praxis test preparation materials. Visit **www.ets.org/praxis/testprep**
- Study PPST (PRAXIS I) ***Tests at a Glance*** on the website.
- Use PLATO, a web-based tutorial, paid for by UNCP Teacher Education.
- Use the practice booklets for each test area available in the Curriculum Lab (Education Center).
- Go online to: **www.learningexpresslibrary.com** Register, go to Teaching, PPST and other appropriate areas.
- Attend appropriate workshops at UNCP.
- For more information contact Dr. Val Ford by telephone at 910.521.6893 or by e-mail at Valjeaner.ford@uncp.edu.
- Join the **School of Education Blog** for important Praxis information.

What is the teacher education interview and how do I prepare?

The teacher education interview is an opportunity for a student to meet with elementary education faculty to discuss their choice of teaching as a profession.

Discussion at the interview centers on the personal characteristics and skills required for 21st century teachers. The disposition sheet will provide an opportunity for students to think about the qualities that are essential for elementary classroom teachers. It is important that students reflect on their personal beliefs and qualities that they bring to the classroom prior to the interview.

Typically interviews last approximately 30 minutes, but may vary depending on the student. Dress should be professional (attractive school clothing, Sunday best is not required!)

Important Forms and Deadlines:

1.	Apply for Evaluation Forum	Private Instructor	Sophomore	MUS 2540
2.	Enroll in Taskstream (On-line Account)	Taskstream.com	Sophomore	MUS 2540
3.	Disposition Self Evaluation Form #1	Dr. Rivera/Taskstream	Sophomore	MUS 2540
4.	Faculty Assessment Disposition Form #1	Dr. Rivera/Taskstream	Sophomore	MUS 2540
5.	Sign-up for Music Education Interview	Sign up w/Dr. Rivera	Sophomore	MUS 2540
6.	Apply for Praxis I Academic Core Exam	Praxis.org	Sophomore/Jr	MUS 2290
7.	Application for Admission to Teacher Ed	Dr. Rivera	Junior	MUS 4000
8.	Candidate for Professional Licensure CPL	Dr. Rivera	Junior	MUS 4000
9.	Complete Application for Admission for Teacher Ed. Program	Dr. Rivera	Junior	MUS 4000
10.	Disposition Self Evaluation Form #2	Dr. Rivera/Taskstream	Junior	MUS 4000
11.	Faculty Assessment Disposition Form #2	Dr. Rivera/Taskstream	Junior	MUS 4000
12.	Faculty Summary of Evaluation Form	Dr. Rivera/Taskstream	Junior	MUS 4000
13.	Application for Student Internship (Online)	Dr. Rivera /Taskstream	Senior	MUS 4050/4200
14.	Complete Advisor's Recommendation for Professional Semester	Dr. Rivera	Senior	MUS 4050/4200
15.	North Carolina Public School Health Examination Certificate & TB Test	Dr. Rivera	Senior	MUS 4050/4200
16.	Photocopy Health Insurance Card	Dr. Rivera	Senior	MUS 4050/4200
17.	Complete FERPA Form	Dr. Rivera	Senior	MUS 4050/4200
18.	Complete Criminal Background Check	Nicky Bullard	Senior	MUS 4050/4200
19.	Application for Graduation (Registrar's Statement and Application for Degree)	Registrar's Office	Senior	MUS 4050/4200
20.	Professional Profile (Resume)	Taskstream	Senior	MUS 4750
21.	Teaching Philosophy	Taskstream	Senior	MUS 4050/4200
22.	Complete- Praxis II Exam Review	Dr. Rivera	Senior	MUS 4050/4200
23.	E-Portfolio-Presentation to Music Ed. Fac.	Music Ed. Faculty	Senior	MUS 4050/4200
24.	Demographic Profile Community & Sch.	Taskstream	St. Teaching	MUS 4750
25.	Mission Statement	Taskstream	St. Teaching	MUS 4750
26.	Certification of Teacher Capacity	Tasktream	St. Teaching	MUS 4750
27.	Certification of Teacher Capacity (Final)	Tasktream	St. Teaching	MUS 4750
28.	edTPA-Completed & Submitted	Tasktream	St. Teaching	MUS 4750
29.	Application for NC Teaching Licensure	Dr. Rivera	St. Teaching	MUS 4750

Once I am admitted to Teacher Education Program, how do I remain in good standing?

In order to maintain their admission status to the Teacher Education Program, all education majors must meet the established criteria for the program. For example, if at any time, a student makes a grade below C- in a required specialty area, professional studies or content pedagogy course, and/or their QPA drops below 2.7 he student will be dropped from the teacher education program. If this occurs, the student will be required to repeat the course in which the grade below C- was earned and earn a grade of C in order to be reinstated in the program.

NO OTHER COURSES in the teacher education program may be taken until that one course is repeated and the grade of C is earned to replace the lower grade. The student replacing a grade is responsible for completing paperwork in the registrar's office to replace the grade.

If a grade of 2.7 is not maintained, those courses affecting the QPA must be repeated and the QPA returned to a 2.7 or above in order for the student to be re-admitted into the program. The student will be notified by mail if he/she is to be dropped from the Teacher Education program. Likewise, when requirements are met for the student to be re-instated in the program, the student will be notified by mail.

Why is the Academic Honor Code important?

By accepting admission to The University of North Carolina at Pembroke, each student also accepts the standards of conduct, both in the classroom and outside it, of the UNCP community. One of the most important of these standards is academic honesty. You are expected to know what the Academic Honor Code says and to apply the provisions of that Code to your conduct at the University.

WHAT ARE SOME OF THE PRINCIPLES IN THE ACADEMIC HONOR CODE?

- Academic honor and integrity are essential to the existence of a university community. If high standards of honesty are not maintained by everyone, the entire community and society itself suffer. Maintaining standards of academic honesty and integrity is ultimately the formal responsibility of the instructional faculty. Therefore, when any academic dishonesty is suspected, a faculty member has the responsibility to, and must, follow the policies and procedures of the Academic Honor Code.
- Students are important members of the academic community. As responsible citizens of the UNCP community, students are obligated to uphold basic

standards of honesty and to actively encourage others to respect and maintain those standards. Allowing academic dishonesty is just as dishonest as committing a dishonest act oneself.

WHERE DO I FIND INFORMATION ABOUT THE STUDENT HONOR CODE?

Students have the responsibility to know and observe the UNCP Academic Honor Code. This code forbids cheating, plagiarism, abuse of academic materials, fabrication or falsification of information, and complicity in academic dishonesty. Any special requirements or permission regarding academic honesty in this course will be provided to students in writing at the beginning of the course, and are binding on the students. Academic evaluations in this course include a judgment that the student's work is free from academic dishonesty of any type and grades in this course therefore should be and will be adversely affected by academic dishonesty. Students who violate this code can be dismissed from the University. The normal penalty for a first offense is an F in the course. Standards of academic honor will be enforced in this course. Students are expected to report cases of academic dishonesty to the instructor. (See UNCP Academic Honor Code)

In general, faculty members should, and will, take preventative measures to avoid cases of academic dishonesty (for example, examinations should be carefully proctored). However, a faculty member's failure to take such measures is no excuse for academic dishonesty. Academic honesty and integrity, in the final analysis, are matters of personal honesty and individual integrity on the part of every student.

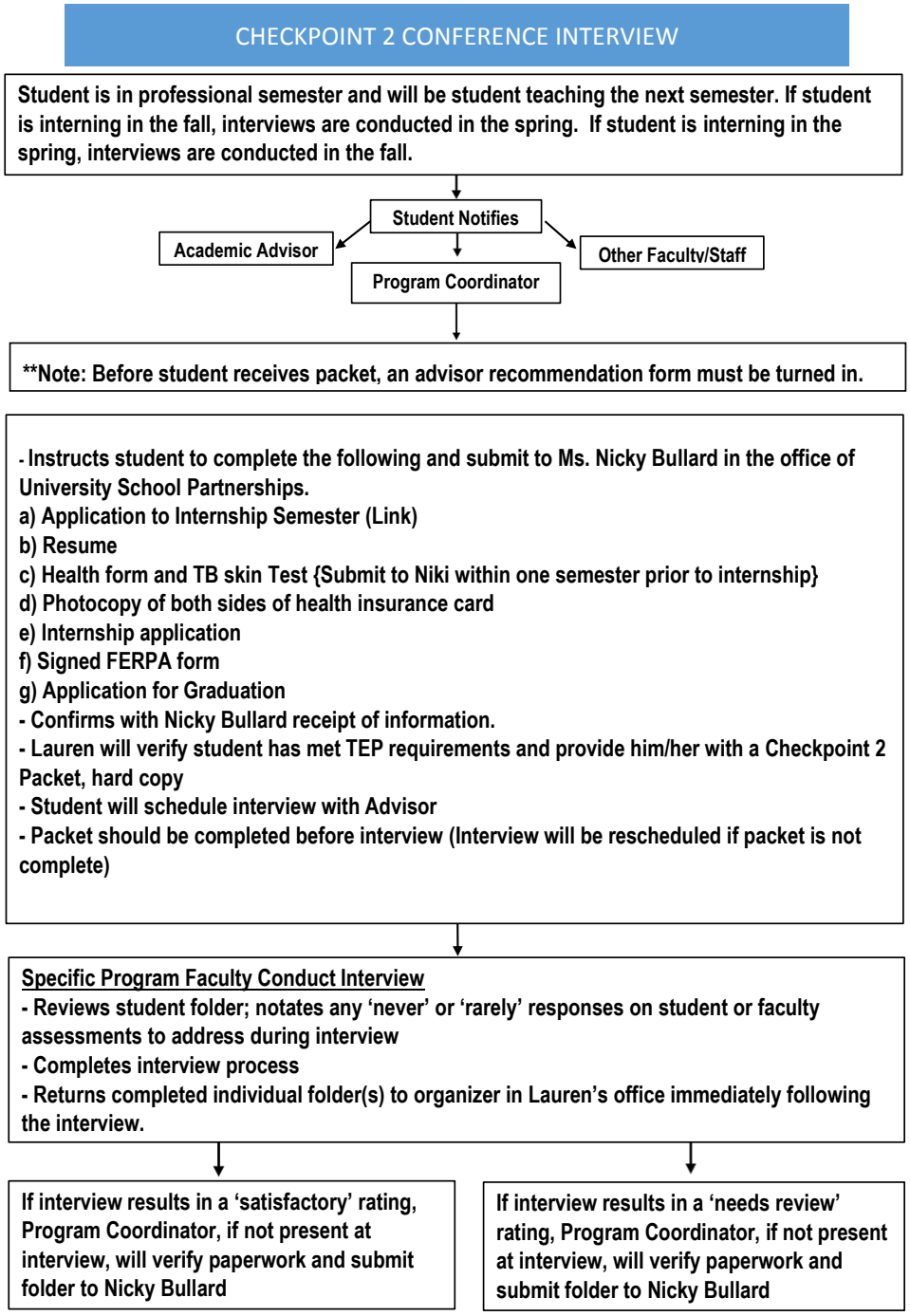
I am ready for internship! How do I prepare?

The professional year is a two-semester sequence, which occurs during the senior year. The first semester includes advanced methods courses, and related field experience requirements. Whenever possible, students are placed for pre-internship (senior year, first semester) field experiences with the Clinical Teacher who will supervise their internship during the professional semester.

Two semesters prior to the internship semester, teacher candidates should complete Checkpoint 2 packet with the required forms to apply for internship. Enrollment in the professional semester is the culminating experience of the UNCP undergraduate Teacher Education Program. For more information please refer to the Student Teacher Handbook.

When do I apply for Internship and what is the process?

Two semesters prior to the internship, each candidate must complete the professional semester enrollment packet and schedule an interview with their academic advisor. Students with disabilities who may require special accommodations during the professional semester should contact the Director of University-School Programs.


CHECKPOINT 2 CONFERENCE INTERVIEW
Student is in professional semester and will be student teaching the next semester. If student is interning in the fall, interviews are conducted in the spring. If student is interning in the spring, interviews are conducted in the fall.
Student Notifies
Academic Advisor
Other Faculty/Staff
Program Coordinator
**Note: Before student receives packet, an advisor recommendation form must be turned in.
- Instructs student to complete the following and submit to Ms. Nicky Bullard in the office of University School Partnerships.
a) Application to Internship Semester (Link)
b) Resume
c) Health form and TB skin Test {Submit to Niki within one semester prior to internship}
d) Photocopy of both sides of health insurance card
e) Internship application
f) Signed FERPA form
g) Application for Graduation
- Confirms with Nicky Bullard receipt of information.
- Lauren will verify student has met TEP requirements and provide him/her with a Checkpoint 2 Packet, hard copy
- Student will schedule interview with Advisor
- Packet should be completed before interview (Interview will be rescheduled if packet is not complete)
Specific Program Faculty Conduct Interview
- Reviews student folder; notates any 'never' or 'rarely' responses on student or faculty assessments to address during interview
- Completes interview process
- Returns completed individual folder(s) to organizer in Lauren's office immediately following the interview.
If interview results in a 'satisfactory' rating, Program Coordinator, if not present at interview, will verify paperwork and submit folder to Nicky Bullard
If interview results in a 'needs review' rating, Program Coordinator, if not present at interview, will verify paperwork and submit folder to Nicky Bullard

HOW DO ASSIGNMENTS TO INTERNSHIP PLACEMENTS OCCUR?

Student internship placements are cooperatively arranged by the Director of University-School Partnerships, the Undergraduate Elementary Education Program Coordinator and contact persons in the local school systems with which The University of North Carolina at Pembroke has written agreements. Students may be asked to choose a county (LEA) in which he/she would be placed for internship. Student interns may not be placed in a school that he/she attended, in which he/she has been employed, in which a relative is employed, or in which a relative is enrolled. Prior to UNCP's forwarding placement requests to area systems, program coordinators have the opportunity for input as to the grade level(s), school(s), and teacher(s) requested.

When and how do I apply for graduation?

Students will need to apply for graduation. Applications are available in the Registrar's Office or online (www.uncp.edu/registrar). The application must be submitted at least two semesters before graduation (**March 1st is the deadline for winter commencement; October 1st is the deadline for spring/summer commencement)**. Application for graduation is a University policy, separate from any Teacher Education Program policies and procedures. Students will be asked to complete this step when they apply for permission to enroll in the professional semester.

Music Ed. Electronic Portfolio and Evidences

The UNCP Teacher Education Program is structured around the five North Carolina Professional Teaching Standards that teacher candidates are expected to meet by the time their program of study is completed. These performance-based standards were used throughout the teacher candidates program of study to guide in the development of assignments and projects that demonstrated the candidates' mastery and level of competence. The sequential completion of assignments and projects also requires candidates to write a reflection to explain what they learned and the connection between the standards and outcomes (i.e. assignment, project, lesson plans, unit plan, etc.). The summation of this product results in an electronic portfolio called **e-Portfolio**. The product demonstrates that the candidates understand the standards and are capable of mastering musical skills and pedagogical knowledge. In music education, students submit evidences (assignments, projects, artifacts) in the form of audio recording or videos of solo performance or an ensemble students directed. These evidences demonstrate student's understanding of four main categories at the emerging, developing and proficient levels.

Music Ed. Electronic Portfolio and Evidences

Electronic Portfolio Artifact		Assigned Course	Reflective Essay	Date
EE 1. **Content Knowledge** (demonstration of breadth of content knowledge in the specialty area)				
Emerging	Transcripts & Evaluation Forum	MUS 2540	NA	Interview
Developing	Transcripts -Taskstream	MUS 4000	NA	Interview
Proficient	Transcripts-Transcripts	MUS 4750	NA	1st Week

EE 2. **Content Knowledge** (demonstration of depth of understanding and application of content knowledge in the specialty area)				
Emerging	Music History Research Paper	MUS 3970	Reflection	Finals
Developing	Orchestration & Arranging	MUS 3340	Reflection	Finals
Proficient	Senior Recital	MUS 4040	Reflection	Internship

EE 3. **Pedagogical and Professional Knowledge, Skills, and Dispositions** (demonstration of effective design of classroom instruction based on research-verified practice)				
Emerging	Conducting Final Exam Video	MUS 3290	Reflection	Finals
Developing	Concert Planning Project	MUS 4050 or MUS 4200	Reflection	Finals
Proficient	Instructional Unit Project	MUS 4000	Reflection	Interview

EE 4. **Pedagogical and Professional Knowledge, Skills, and Dispositions** (demonstration of identified knowledge, skills, and dispositions in practice)				
Emerging	Disposition Form (Completed and Uploaded)	MUS 2540	Reflection	1st Week
Developing	Disposition Form (Completed and Uploaded)	MUS 4000	Reflection	Interview
Proficient	LEA/IHE Form (Music Ed. Coordinator)	MUS 4750	Reflection	Finals

EE 5. **Positive Impact on Student Learning** (demonstration of the ability to positively impact student learning)				
Emerging	Lesson Plans	MUS3301/4050/4000/4200	Reflection	Finals
Developing	Assessment Evaluation (TCWS)	MUS 4050/4200/4750	Reflection	Finals
Proficient	Assessment Section (TCWS) Section 15-16	MUS 4750	Reflection	Internship

EE 6. **Leadership and Collaboration** (demonstration of leadership and collaboration skills)				
Emerging	NAfME (Honor Choir/Band or Solo & Ens.)	MUS 4000	Reflection	Finals
Developing	NC- Music Education State Conference	Reflection Only	Reflection	November
Proficient	Webpage Assignment	MUS 2450	Reflection	Finals

Tips for writing E-Portfolio Evidence Reflections

1. Step One: Use an Outline Approach to writing your reflection
    a. From General to specific
    b. Topic sentences for each paragraph followed by several supporting ideas
        i. Provides clarity to the reader
        ii. Organizes your ideas into points of interest.

2. Step Two: Restate the Standard
    a. Example (Standard 6): The teacher uses knowledge of effective verbal, nonverbal, and media communication techniques to foster active inquiry, collaboration, and supportive interaction in the classroom.
    b. Begin your reflection by restating the standard: Effective communication is essential to a productive learning environment. Music teachers communicate in a variety of ways.

3. Step Three: Introduce your Artifact/Evidence
    a. Introduce your artifact only AFTER you have restated the standard.
        i. Ex. I choose to include following artifact because it (demonstrates, exemplifies, illustrates)
        ii. The attachment below includes an excerpt from my_____

4. Step Four: Reflection
    a. Describe what you learned from completing the assignment or project. What is the value?
    b. Use personal and teaching experiences.
    c. Demonstrate your ability to make <u>transfers</u>

5. Step Five: Make an argument on how this transfers to Teaching
    a. How does the experience of completing this assignment/project help you Become a better learner & musician, and how does it relate to teaching?
    b. How does (your ability to…..) can or will impact your students? <u>Transfer</u>

6. Step Six: Review your reflection…….
    a. Read your paragraph out loud
    b. Check for clarity of ideas
    c. Use correct grammar and spell check
    d. Structure each paragraph with a main sentences and supporting arguments.
    b. Use scholarly tone rather than colloquial expressions.
    e. Avoid redundantly using "I" to start sentences.
    f. Use positive tone of voice…avoid using negativity or sarcastic tone
    g. What did you learn from completing this artifact?
    h. How did this help you prepare to become a future music teacher!

Completion of Professional Semester

1. During the student teaching semester, each intern is visited four times by the university supervisor. Each visit includes an evaluation completed on a standard evaluation document provided by the School of Education. The form is signed by the intern, university supervisor, and the clinical teacher. These visits also serve as opportunities for a one-on-one conference with individual interns.

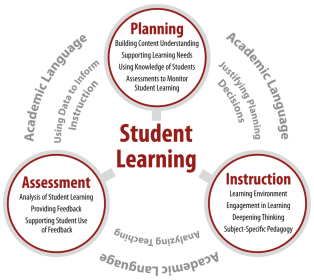
2. Beside the four evaluations conducted throughout the internship semester, a formal midpoint and final evaluation form is completed by the student, clinical teacher, and university supervisor.

At the end of the internship and after the successful completion of the Teacher Candidate Work Sample, E-Portfolio, and formal evaluations, student interns must formally apply to the North Carolina Department of Public Instruction for professional licensure. Two forms are to be completed along with all required documents: An Application for a North Carolina Licensure and Certification of Teaching Capacity. (see Student Teaching Handbook)

edTPA Assessment

EdTPA is a summative, subject-specific portfolio-based assessment of teaching performance, completed during a preparation program within a clinical field experience. edTPA is designed to assess a teaching candidate's readiness to teach. The purpose of edTPA K–12 Performing Arts, a nationally available performance-based assessment, is to measure novice teachers' readiness to teach K–12 performing arts.

The assessment is designed with a focus on student learning and principles from research and theory. It is based on findings that successful teachers develop knowledge of subject matter, content standards, and subject-specific pedagogy develop and apply knowledge of varied students' needs consider research and theory about how students learn reflect on and analyze evidence of the effects of instruction on student learning. As a performance-based assessment, edTPA is designed to engage candidates in demonstrating their understanding of teaching and student learning in authentic ways.



Music Education Degree Checklists

Checklist for BM in Music Education-Instrumental
Checklist for BM in Music Education-Vocal
Checklist for BM in Music Education-Keyboard
Checklist for BM in Music Education- Keyboard Vocal

NAfME National Association for Music Educators

NAfME is the national music education professional organization serving all band, choral, general, orchestra music teachers across the US. Music education students at UNC-Pembroke are strongly encouraged to become active members of the NAfME collegiate chapter. Students join or renew their NAfME member annually.

Meet your 2017-2018 Collegiate Chapter Officers:

Rachel McCoy
Paul Seigler
Isaiah Jackson
Juan Banda
Allison Sontag

NAfME Scholarships

The following student scholarships are awarded annually to North Carolina NAfME members. Completed scholarship applications must be submitted online no later than March 15.

Bill McCloud Scholarhip
Nominees must have completed three years of study with a minimum 3.0 GPA. ($2,000.00)

Ruth Jewell Scholarship
Awarded to a music education major ($2,000.00)

2017-2018 Music Education Lecture Series

September 18	Teaching students to become "Independent Musicians" Eugene Cottrell, band director at Pinecrest HS Amy Stovall, choral director at Gray's Creek HS	6:00 p.m.
October 16	Dr. Sara Lynn Baird, Auburn University Residency- October 15-19	6:00 p.m.
January 22	Music Education Lecture Series	6:00 p.m
April 15	Music Education Lecture Series	6:00 p.m