



Music Education Handbook  
2020-2021

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# Welcome to UNC-Pembroke

## Student Contact Form

(for current music education majors)

Name: \_\_\_\_\_

BraveMail email: \_\_\_\_\_

Cell Phone: (\_\_\_\_) \_\_\_\_\_

High School Attended: \_\_\_\_\_

HS Director: \_\_\_\_\_

Classification: \_\_\_ Fr. \_\_\_ So. \_\_\_ Jr. \_\_\_ Sr.

Instrument: \_\_\_\_\_



## A Note from the Faculty

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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 in 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 Program is designed to challenge you musically and academically, but I can assure you that the faculty, your advisor, and 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; doing our best to advance quality music education; giving you the absolute finest education; and providing 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 course-specific field 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. 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

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## Meet the Music Education Faculty

The University of North Carolina at Pembroke 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 remain current in contemporary practices and pedagogy.



Dr. Tim Altman, Professor  
Director of Bands



Dr. Katherine DeFiglio  
Voice Professor



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

## UNCP Music Education Program Goals

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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 the following medium,
  - have an adequate level of keyboard proficiency,
  - participate in both large and small ensembles, and
  - 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
  - f) advocate for quality music programs
- Demonstrate
  - a) ability to work independently
  - b) ability to formulate and defend value judgments about music
  - c) an understanding of the interrelationships and interdependencies among the various professions and activities that constitute the music

## Music Education Program Objectives

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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 music 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:

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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

### *North Carolina Professional Teaching Standards*

#### **Standard I: Teachers demonstrate leadership.**

- Teachers lead in their classrooms.
- Teachers demonstrate leadership in the school.
- Teachers lead in the teaching profession.
- Teachers advocate for schools and students.

- Teachers demonstrate high ethical standards.

**Standard II: Teachers establish a respectful environment for a diverse population of students.**

- Teachers provide an environment in which each child has a positive, nurturing relationship with caring adults.
- Teachers embrace diversity in the school community and in the world.
- Teachers treat students as individuals.
- Teachers adapt their teaching for the benefit of students with special needs.
- Teachers work collaboratively with the families and significant adults in the lives of their students.

**Standard III: Teachers know the content they teach.**

- Teachers align their instruction with the North Carolina Standard Course of Study.
- Teachers know the content appropriate to their teaching specialty.
- Teachers recognize the interconnectedness of content areas/disciplines.
- Teachers make instruction relevant to students.

**Standard IV: Teachers facilitate learning for their students.**

- Teachers know the ways in which learning takes place, and they know the appropriate levels of intellectual, physical, social, and emotional development of their students.
- Teachers plan instruction appropriate for their students.
- Teachers use a variety of instructional methods.
- Teachers integrate and utilize technology in their instruction.
- Teachers help students develop critical thinking and problem-solving skills.
- Teachers help students work in teams and develop leadership qualities.
- Teachers communicate effectively.
- Teachers use a variety of methods to assess what each student has learned.

**Standard V: Teachers reflect on their practice.**

- Teachers analyze student learning.
- Teachers link professional growth to their professional goals.
- Teachers function effectively in a complex, dynamic environment.

## [InTASC Model Core Teaching Standards and Learning Progressions for Teachers](#)

### Learner and Learning

**Standard 1: Learner Development**

*The teacher understands how learners grow and develop, recognizing that patterns of learning and development vary individually within and across the cognitive, linguistic, social, emotional, and physical areas, and designs and implements developmentally appropriate and challenging learning experiences.*

**Standard 2: Learning Differences**

*The teacher uses understanding of individual differences and diverse cultures and communities to ensure inclusive learning environments that enable each learner to meet high standards.*

**Standard 3: Learning Environments**

*The teacher works with others to create environments that support individual and collaborative learning, and that encourage positive social interaction, active engagement in learning, and self-motivation.*

### Content Knowledge

**Standard 4: Content Knowledge**

*The teacher understands the central concepts, tools of inquiry, and structures of the discipline(s) he or she teaches and creates learning experiences that make the discipline accessible and meaningful for learners to assure mastery of the content.*

**Standard 5: Application of Content**

*The teacher understands how to connect concepts and use differing perspectives to engage learners in critical thinking, creativity, and collaborative problem solving related to authentic local and global issues.*

**Instructional Practice****Standard 6: Assessment**

*The teacher understands and uses multiple methods of assessment to engage learners in their own growth, to monitor learner progress, and to guide the teacher's and learner's decision making.*

**Standard 7: Planning for Instruction**

*The teacher plans instruction that supports every student in meeting rigorous learning goals by drawing upon knowledge of content areas, curriculum, cross-disciplinary skills, and pedagogy, as well as knowledge of learners and the community context.*

**Standard 8: Instructional Strategies**

*The teacher understands and uses a variety of instructional strategies to encourage learners to develop deep understanding of content areas and their connections, and to build skills to apply knowledge in meaningful ways.*

**Professional Responsibility****Standard 9: Professional Learning and Ethical Practice**

*The teacher engages in ongoing professional learning and uses evidence to continually evaluate his/her practice, particularly the effects of his/her choices and actions on others (learners, families, other professionals, and the community), and adapts practice to meet the needs of each learner.*

**Standard 10: Leadership and Collaboration**

*The teacher seeks appropriate leadership roles and opportunities to take responsibility for student learning, to collaborate with learners, families, colleagues, other school professionals, and community members to ensure learner growth, and to advance the profession.*

## Where can I find an outline of required courses?

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The music education program is outlined in the [UNCP Academic Catalog](#) and on the Music Department webpage. A check sheet can be found at the end of this handbook and in the Music Department Student Handbook

## Transfer students

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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.

Associates in Arts- If you are going to transfer into the department with this completed degree there will no General Education classes that you will need to take.

Associates in Fine Arts – If you transfer into the department with this completed degree there is a very high likelihood that you will be required to take additional General Education courses but less music courses.

Make an appointment with Dr.Rivera and bring your transcripts and degree checklist.

## Will my credits transfer?

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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?

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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 do I schedule an appointment with my advisor?

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Throughout the semester, as needed, 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 advising 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. General 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 a Field Experience registration for online.*

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 and his/her program of study well.

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?

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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 track?

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- 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

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### **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 the following music education courses (MUS 2540, MUS 4000, MUS 4050, or MUS 4100) courses you will also need to register for EDN 2040. EDN 2040 Field Experience (Undergraduate) –The student will participate in field experiences that support the practical application of theoretical constructs including activities completed outside of the college classroom connecting to course content, assignments and assessments. Students will actively engage in clinical teachers and students to broaden their knowledge bases and engage in school-based professional activities and may include observation, co-teaching and working with students in supervised settings. (Course may be repeated).

### **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. Register for EDN 2140 if you are taking one of the following courses EDN 2100, SED 3310, MUS 2540, MUS 4000, MUS 4050, or MUS 4100.

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.

### 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?

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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 – <i>Introduction to Education</i> or the approved equivalent course. EDN 2100 is required for TEP admission.  |
| 3. Have earned a grade of at least a "B-" (B if 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 "B." |

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 and MUS 2540 Intro to Music Education
7. Complete the following forms: <i>Candidate Professional Dispositions Self-Evaluation, Candidate for Professional Licensure (CPL) Date Form, and Application to the Teacher Education Program.</i> Facilitate the completion of the <i>Faculty Evaluation of Candidate Dispositions form</i> in collaboration with the program coordinator. (On-line TASKSTREAM)
8. Satisfactorily complete an admission interview after completing all of the above requirements.
9. Register for (Taskstream.org) account to access all forms needed to the School of Ed.

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) at 910-521-6695.

## Music Education Program Sequence

Year/Semester	Step(s) to be taken:
Freshman/First	Enroll or declare your major as Music Education
Freshman/Second	Continue enrollment in Music Ed. Become a NAFME Member (Student Chapter)
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. <del>Must have at least 2.7 GPA overall</del> c. Demonstrate necessary level of "professionalism" 3. Complete Disposition Form on taskstream 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 Test (Praxis I) 3. Pass Piano Proficiency Exam (Instrumental majors only at this time)
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 year	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 "B" or better in EPC courses c. must have earned a "B" or better in all major and/or professional course work

	<p>d. must have a minimum 2.7 overall GPA</p> <p>e. must have satisfactorily passed the NTE/Praxis CORE Exam</p> <p>f. must have satisfactorily completed the Music Education Interview</p> <p>2. Enroll in SED 3310 Introduction to Exceptional Children (3 credits)</p> <p>3. Should have completed 9 hours of required Writing Enriched Courses</p> <p>4. Enroll in Taskstream (E-Portfolio) Elementary Music Methods</p> <p>5. Complete and Upload Disposition Self-Evaluation form #2</p>
Senior/First	<p>1. Apply for admission for professional semester <b>One year before Internship.</b></p> <p><i>Note:</i> This must be completed at the beginning of the semester</p> <p>a. must have no more than six (6) semester hours remaining in the degree program, excluding those required for the professional semester</p> <p>b. must have a minimum 2.7 GPA and 2.7 GPA in field of study*</p> <p>c. present a final recommendation for suitability by Dr. Rivera</p> <p>2. Attend prospective student teacher candidate orientation meetings at the School of Education (Emails, and Posters on Music Education Board)</p> <p>3. Complete ALL course work before your student teaching semester</p> <p>4. You are required to show proof of registration for the Praxis II workshop when you apply for student teaching</p>
Senior/Second	<p>1. Enroll in MUS 4040 Senior Recital</p> <p>2. Enroll in MUS 4490 Internship Seminar</p> <p>3. Enroll in MUS 4750 Student Teaching Seminar</p>

- Students should apply for admission to the Teacher Education Program when all of the requirements for admission have been met in TASKSTREAM. 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 (This requirement is waived 2020-2021)

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### **YOU ARE EXEMPT FROM TAKING THE PRAXIS CORE IF YOUR ACT AND SAT SCORES ARE:**

#### **However, if you have:**

- a four-year college degree, with an overall 2.7 GPA, from a regionally accredited institution; **or**
- SAT score of 1100 (Verbal and Math only) prior to March 1, 2016
- SAT score of 1170 taken after March 1, 2016
- ACT combined score of 24

**You do NOT have to take any of the Praxis Core tests.**

**However , if you have:**

SAT math score of 550 (prior to March 1, 2016), SAT math score of 570 (after March 1, 2016) or ACT math score of 24. **You do NOT have to take the Praxis Core Mathematics test.**

SAT verbal score of 550 (prior to March 1, 2016), SAT reading and writing score of 600 (after March 1, 2016) or ACT English test score of 24. **You do NOT have to take the Praxis Core Reading or Praxis Core Writing tests.**

**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](http://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

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### Testing Requirements for Admission to the UNCP Teacher Education Program

**State Board of Education (SBE) Approved Qualifying Tests and Scores (effective 9-1-13)**

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.

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<b>New Praxis Core Academic Tests Name and Number</b>	<b>Approved Qualifying Score</b>
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

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

## When do I need to Register for Praxis Core Exam:

All music education sophomores are required to register for the Praxis I Core Exam during while enrolled in MUS 2540 Introduction to Music Education.

## **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](http://www.ets.org/praxis/testprep)
- Study PPST (PRAXIS I) *Tests at a Glance* on the website.
- Register for Praxis Plus (UNCP)
- 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](http://www.learningexpresslibrary.com) Register, go to Teaching, PPST and other appropriate areas.
- Attend appropriate workshops at UNCP. .
- Join the [School of Education Blog](#) for important Praxis information.

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

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

Discussion at the interview centers on the personal characteristics and skills required for 21<sup>st</sup> 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 20 minutes, but may vary depending on the student. Dress should be professional (attractive school clothing; Sunday best is not required)

**The Music Ed Interview consists of three components:**

- Teaching a memorized song by rote
- Sightreading
- Interview Portion

## Timeline of Important Forms and Deadlines:

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1.	Apply for Evaluation Forum	Private Instructor	Sophomore	MUS 2540
2.	Enroll in Taskstream (online account)	Taskstream.com	Sophomore	MUS 2540
3.	Self Evaluation Disposition Form #1	Taskstream	Sophomore	MUS 2540
4.	Faculty Disposition Assess. Form #1	Taskstream	Sophomore	MUS 2540
5.	Sign up for Music Ed. Interview	Dr. Rivera	Sophomore	MUS 2540
6.	Praxis I Academic Core Exam	Praxis.org	Sophomore	MUS 2540
7.	Candidate for Professional Licensure	Taskstream	Junior	MUS 4000
8.	Complete Application for Admission for Teacher Ed. Program	Dr. Rivera	Junior	MUS 4000
9.	Disposition Self Evaluation Form #2	Taskstream	Junior	MUS 4000
10.	Faculty Assess. Disposition Form #2	Taskstream	Junior	MUS 4000
11.	Faculty Summary of Evaluation	Taskstream	Junior	MUS 4000
12.	Apply for Admission Teacher Education Program	Taskstream	Junior	
14.	Application for Internship (online)	Taskstream	Junior	MUS 4050/4200
15.	Complete advisor's recommendation for professional semester	Taskstream	Senior	MUS 4050/4200
16.	Complete Resume	Taskstream	Senior	MUS 4050/4200
17.	North Carolina Public School Health Examination Certificate & TB test	Taskstream	Senior	MUS 4050/4200
18.	Photocopy health insurance card	Taskstream	Senior	MUS 4050/4200
19.	Complete FERPA Form	Taskstream	Senior	MUS 4050/4200
20.	Complete Criminal Background Check	Taskstream	Senior	MUS 4050/4200
21.	Application for Graduation (Registrar's Statement and Application for Degree)	DARS (on line) and upload in Taskstream	Senior	MUS 4050/4200
22.	Professional Profile (Resume)	Taskstream	Senior	MUS 4750
23.	Proof of Liability Insurance	Taskstream	Senior	MUS 4050/4200
24.	Sign up for Praxis II Exam Review	Taskstream	Senior	MUS 4050/4200

25.	Complete Electronic Porfolio	Taskstream	Senior	MUS 4050/4200
25.	Demographic Profile Community & Sch.	Taskstream	Internship	MUS 4750
26.	Mission Statement	Taskstream	Internship	MUS 4750
27.	Certification of Teacher Capacity (Midpoint)	Taskstream	Internship	MUS 4750
28.	Certification of Teacher Capacity (Final)	Taskstream	Internship	MUS 4750
29.	Teacher Candidate Work Sample	Taskstream	Internship	MUS 4750
30.	Application for NC Teaching Licensure	Taskstream/M.Locklear	Internship	MUS 4750

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

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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 starting the 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 B- was earned and earn a grade of B 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 B 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 GPA of 2.7 Fall 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?

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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?

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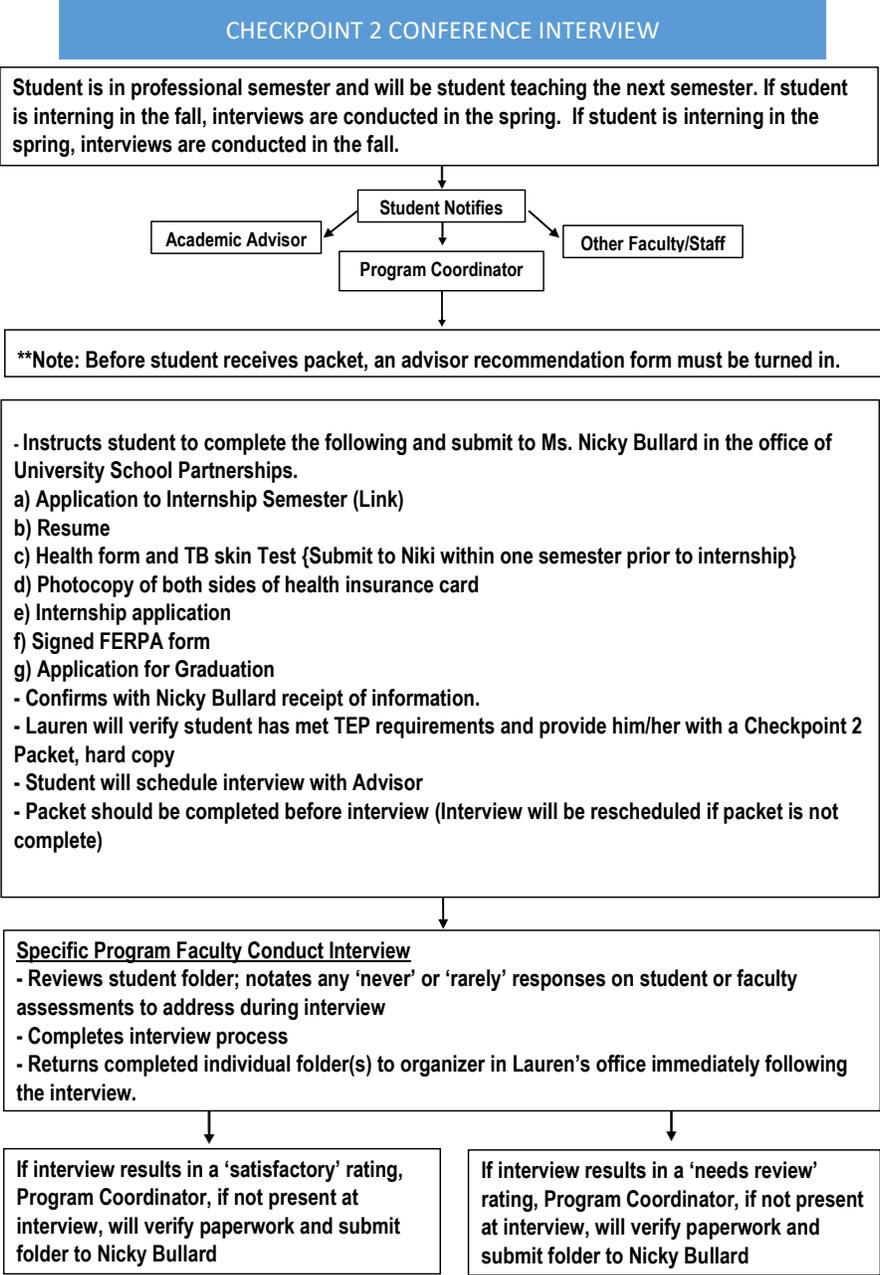
The professional year is a two-semester sequence, which occurs during the senior year. The first semester includes advanced methods courses, and related field experience requirements. Whenever possible, students are placed for pre-internship (senior year, first semester) field experiences with the clinical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

Two semesters prior to the internship semester, teacher candidates should complete the Checkpoint 2 packet with the required forms to apply for internship on TASKSTREM. 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?

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**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.



**Liability Insurance Requirements** - The University of North Carolina at Pembroke assumes no financial responsibility or liability for its teacher interns. The UNCP Teacher Education Program requires professional liability coverage for all candidates enrolled in the teaching internship. Candidates are required to provide proof of liability protection before final approval for the teaching internship is granted and will not be allowed to report to the assigned school without such proof has been submitted.

## 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](http://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 Education Electronic Portfolio 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 students' understanding of four main categories at the emerging, developing and proficient levels.

**Statement on electronic portfolios and Taskstream:** In March 2018, the UNCP Board of Trustees approved a student fee for our Education eportfolio system. The fee is \$25 per semester. This required fee will apply to all undergraduate, graduate, add-on, and licensure only students. *The fee is assessed based on the enrollment in EDN 2040 or EDN 5460 for every semester a teacher candidate is enrolled.*

## Music Education Electronic Portfolio and Evidences

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Electronic Portfolio Artifact		Assigned Course	Reflective Essay	Date
<b>EE 1. Content Knowledge</b> (demonstration of breadth of content knowledge in the specialty area)				
Proficient	Transcripts & Evaluation Forum	MUS 2540	NA	Interview

<b>EE 2. Content Knowledge</b> (demonstration of depth of understanding and application of content knowledge in the specialty area)				
Proficient	Senior Recital	MUS 4040	Reflection	Internship

<b>EE 3. Pedagogical and Professional Knowledge, Skills, and Dispositions</b> (demonstration of effective design of classroom instruction based on research-verified practice)				
Proficient	Instructional Unit Project	MUS 4000	Reflection	Interview

<b>EE 4. Pedagogical and Professional Knowledge, Skills, and Dispositions</b> (demonstration of identified knowledge, skills, and dispositions in practice)				
Emerging	Disposition Form (completed and uploaded)	MUS 2540	Reflection	1 <sup>st</sup> Week
Developing	Disposition Form (completed and uploaded)	MUS 4000	Reflection	Interview
Proficient	LEA/IHE Form (Music Education Coordinator)	MUS 4750	Reflection	Finals

<b>EE 5. Positive Impact on Student Learning</b> (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

<b>EE 6. Leadership and Collaboration</b> (demonstration of leadership and collaboration skills)				
Proficient	NCMEA Music Education State Conference	Reflection Only	Reflection	November

## Tips for writing E-Portfolio Evidence & Reflections

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1. Step One: Use an Outline Approach to writing your reflection
  - a. Write 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 transfers
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? Transfer
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

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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)

## Educator Teaching Prep. Assessment edTPA

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EdTPA is a performance-based, subject-specific assessment and support system used by teacher preparation programs throughout the United States to emphasize, measure and support the skills and knowledge that all teachers need from Day 1 in the classroom. For each handbook field, the placement is a Pre-Kindergarten to 12th grade classroom. edTPA is a subject-specific assessment that includes versions for 27 teaching fields. The assessment features a common architecture focused on three tasks: Planning, Instruction, and Assessment.

Aspiring teachers must prepare a portfolio of materials during their student teaching clinical experience. edTPA requires aspiring teachers to demonstrate readiness to teach through lesson plans designed to support their students' strengths and needs; engage real students in ambitious learning; analyze whether their students are learning, and adjust their instruction to become more effective. Teacher candidates submit unedited video recordings of themselves at work in a real classroom as part of a portfolio that is scored by highly trained educators. edTPA builds on decades of teacher performance assessment development and research regarding teaching skills and practices that improve student learning.

The edTPA consists of three tasks that are completed during the internship semester:

- Task 1 - Planning - Plan a learning segment consisting of 3-5 lessons around a central topic. Analyze the lessons and reflect upon the planning process.
- Task 2 - Instruction - Teach and video record two clips from the lessons from the learning segment. Analyze the lesson and reflect upon the teaching process.
- Task 3 - Assessment - Analyze student performance related to the learning segment. Design and implement a plan for students, including those with special needs.

# Music Education Degree Checklists

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[Checklist for BM in Music Education-Instrumentalist](#)

[Checklist for BM in Music Education-Vocal](#)

[Checklist for BM in Music Education-Keyboards Instrumental](#)

[Checklist for BM in Music Education-Keyboards 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 2020-2021 Collegiate NAfME Chapter Officers:*

Aubrey Davidson, president

Wayne Linton, vice-president

Zoe Polley, secretary

Ryan Godwin, treasurer

Crystal Wood, advocacy

Victor Gonzales, advocacy

### **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 Scholarship**

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)

### **UNCP College of Education Annual Awards**

Each year the UNCP School of Education offer scholarships for students in all field of education including music. All students are encouraged to apply for any scholarship they feel meet specific criteria or requirements. Nominations for most scholarships are in February and awarded in May (see below)

## School of Education Scholarships

SCHOLARSHIP	Criteria
<b>Aggie Goins Deese Endowed Scholarship</b>	Awarded by the School of Education to a full-time student pursuing a teaching education degree. The recipient must be a graduate of a high school in one of the following counties: Bladen, Cumberland, Hoke, Moore, Richmond, Robeson or Scotland in NC.
<b>Anderson N. Locklear Endowed Memorial</b>	Member of a State of Federally recognized tribe. Awarded by the Education Dept. to a major in Teacher Education. Dept. Chair will chair faculty committee. Can be renewed as long as student in good standing.
<b>Brian Freeman Teacher Education Scholarship</b>	Awarded by the Education Dept. to a recipient majoring in Education (K-6) with a 3.0 GPA and a resident of Robeson County. Award not to exceed interest earned on principle each year.
<b>Caton Family Endowment Scholarship, each</b>	The Caton Family Endowed Scholarship is to be given annually to two students from Robeson County who have been admitted to the Teacher Education Program. The recipient shall be of demonstrated financial need and must maintain a 3.0 GPA to retain the scholarship.
<b>Charlie H. and Marie Sampson Moore Scholarship</b>	Awarded by the Education Dept. to an Education Major with at least a B Average. Priority given to candidate with emphasis on elementary education and plans to teach in the public schools. Financial need may be a consideration. Recipient must maintain at least a "B" average to receive and maintain the award.
<b>Dr. Sharon Sharp Memorial Scholarship</b>	The recipients will be residents of North Carolina with a major in Graduate Elementary Education or English Education. Recipients must maintain a minimum of 3.75 QPA. The amount of the award shall be determined annually by the scholarship committee appointed within the UNCP Elementary Education Department. This committee shall also serve as the recipient selection committee.
<b>Herman and Louise M. Jenkins Memoria</b>	Preference given to students from Richmond County and especially Richmond Community College; who plan to return to teach in the county. Awarded by the Education Dept. with a major in Education.

<p><b>James B. &amp; Evelyn J. Kirkland Middle Grades Scholarship</b></p>	<p>Recognize outstanding juniors or seniors in Middle Grade Language Arts. Residents of North Carolina and demonstrate financial need. The student must maintain a 3.0 GPA. Education majors. Juniors and seniors are preferred. The award is renewable.</p>
<p><b>James H. And Katherine B Dial Scholarship</b></p>	<p>The Director of F.A. and/or a representative of the School of Education will conduct selection of the recipient based upon the criteria. Majoring in education (K-7) with a 3.0 GPA and resident of Robeson County and member of a State or Federally recognized tribe.</p>
<p><b>James Leon and Christine R. Hunt Scholarship</b></p>	<p>Awarded by Education Dept. QPA - 2.5. Not to exceed interest earned on principle each year.</p>
<p><b>Josephine B. Lucente Endowed Scholarship</b></p>	<p>Awarded by the Education Dept. to an Education Major with a 2.7 GPA. Plans to teach reading and/or Math. Not awarded to FRESHMAN OR SENIORS Not to exceed full tuition and fees Selection Committee - Financial Aid and representative from Education appointed by chair or dean of Education Dept.</p>
<p><b>Louise Bell Locklear Memorial Scholarship</b></p>	<p>Second semester Sophomore, junior or senior majoring in education with a 2.5 GPA and a resident of North Carolina. Scholarship renewable as long as recipient in good standing with university and criteria is met. First preference given to a member of a state or federally recognized tribe; however if a suitable candidate cannot be identified, the preference does not apply. A committee appointed by the School of Education shall serve as the selection committee. Awards shall be determined by the F.A. Office after review of earnings.</p>
<p><b>LRDA Eral Childhood Development Scholarship,</b></p>	<p>Awarded by the Education Dept. to an Early Childhood (BK) Major from Robeson County.</p>
<p><b>Mary Elizabeth Jones Brayboy Scholarship,</b></p>	<p>Member of a State of Federally recognized tribe. Awarded by the Education dept. to an Education Major with a 3.0 GPA.</p>
<p><b>Pearlie Locklear Memorial Scholarship</b></p>	<p>Member of a State of Federally recognized tribe. Renewable as long as student in good standing. Education chair to chair committee. Major in Early Childhood Education.</p>
<p><b>Purnell Swett Endowed Teaching Scholarship,</b></p>	<p>Awarded by the Education Dept. to an Education Major of a State of Federally recognized tribe. Must make a 2 year commitment to teach in Robeson County after completing education certification requirements. Achieved an outstanding academic record. Completed all requirements for North Carolina Teacher Certification.</p>

<p><b>Sheltering Home Circle or The King's Daughters and Sons</b></p>	<p>Studying to become an elementary classroom teacher in grades K-6. The recipient shall be selected in accordance with the following criteria: Has completed two years of study in the School of Education, has maintained at least a 2.5 GPA. Is a resident of North Carolina, Exhibits financial need, Exhibits integrity, moral standards and service through community and campus involvement to the satisfaction of the scholarship committee, Recipient shall be an enrolled member of a State or Federally recognized Indian tribe, with preference to a member of the Lumbee Tribe. Funds from this scholarship will be used for tuition, fees, and books. Scholarship may be renewed for a 2nd year as need exists and student's academics continue to meet criteria. Recipient will be responsible for acknowledging receipt of the scholarship to a designated member of the Sheltering Home Circle of The King's Daughters and Sons and be willing to share how it assisted them in their career goals.</p>
<p><b>Stacy Locklear Sr. Endowed Scholarship</b></p>	<p>The recipients will be residents of Robeson County and maintain the Minimum University Standard QPA. Majoring in secondary education, with a preference for students studying science education. Financial need should be considered. The award is renewable to the same student should they continue to meet the requirements.</p>
<p><b>The Dial-Chavis SNCAE Scholarship</b></p>	<p>Recipient selected by Education Dept. to an education major. Full interest awarded. Must be a member of SNCAE Chapter. In the case that there is not a SNCAE chapter at the University, that requirement should be replaced with the following: The student must be a graduate of a Robeson County high school.</p>

<p><b>The Linda Walter Larke Endowed School Scholarship,</b></p>	<p>Major in Math Education and maintain the University Minimum Standard QPA. Recipients in their junior year when they receive the scholarship, and must be residents of Robeson County. Recipients must have demonstrated financial need. If there are no applicants who meet all of the above requirements, the scholarship may be awarded to the applicant that most closely meets the requirements. Faculty from the Math Department shall serve as the selection committee.</p>
<p><b>Wendy L. Klenotiz Endowed Memorial Scholarship</b></p>	<p>Preference given to students involved in athletics and with special health needs. Rising junior or senior student majoring in special education. Emphasis placed on student involvement within the University community. QPA - 2.7 Financial need considered. Selection Committee shall consist of a faculty representative from the School of Education specializing in special education, a representative from the F.A. Office and the committee will work in consultation with the donor. Cheryl Pettyjohn 4720 Treadstone Court Raleigh, NC 27616</p>
<p><b>Legacy Award in Teacher Education</b></p>	<p>Awarded to a full-time or part-time undergraduate or graduate with a declared major in Elementary Education or Teacher Education. Preference will be given to an Elementary Education Major. The recipient must be admitted to the Teacher Education program or the Teacher Education Graduate Program. The recipient must maintain a 3.0 GPA. The award is renewable as long as the criteria continues to be met.</p>

<p style="text-align: center;"><b>Hattie M. Strong</b></p>	<ul style="list-style-type: none"> <li>• Undergraduate students who have exhibited outstanding success and enthusiasm in Field Experience or graduate students whose life experiences prior to enrollment reveal similar traits.</li> <li>• Students with demonstrated need. Unmet need is determined by the expected family contribution. <ul style="list-style-type: none"> <li>• Students who have completed FAFSA.</li> </ul> </li> <li>• Students who have achieved a minimum 3.0 GPA in the two semesters prior to their final year.</li> </ul>
<p style="text-align: center;"><b>JT &amp; Vera Doris Locklear Malcolm Endo</b></p>	<p>Awarded to Education Majors (Music or Reading) or Military Cadets with any major who are in the U.S. Army or ROTC Program or a commissioning program offered to enrolled students at UNC Pembroke by another service component. The recipient must maintain a minimum 2.5 QPA. They must be full time and be in their Sophomore, Junior or Senior year. The recipient must have graduated from a Public High School in Robeson, Hoke or Scotland County, unless the applicant's parent(s) are serving in another state due to active military service to our nation. In such a case the parent must have maintained or established residency in one of the above mentioned counties at least one year prior to the applicant starting school at UNC Pembroke. Financial Need will not be considered. The award is renewable as long as the above criteria continues to be met. Successful candidates should be well-rounded, with leadership potential, as evidenced by their involvement in university and community service activities.</p> <p>The student must demonstrate his/her willingness to make a difference in the lives of others and his/her community. The applicants will submit essays to the School of Education selection committee</p>

## 2020 Music Education Lecture Series

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Each year, NAFME officers and the music education staff invite guest speakers/clinicians, master teachers, experts in specific topics in education to come speak on campus. Students are expected to be an active participant in these Lectures.

NAFME National President,  
*Music Education – Transforming Society post COVID.*

NAFME Student Chapter Presidents  
*Roundtable Discussion*

UNCP Music Graduates...Making a Difference!  
*Teaching, Leading, & Inspiring Children through Music.*

## All Music Education Majors are Expected to:

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- a. Become active members of NAFME Student Chapter, our professional organization.
- b. Attend NCMEA State Conference
  - i. Saturday, November 7
  - ii. Sunday, November 8,
  - iii. Tuesday Evening, Nov. 11
- c. Attend all UNC-Pembroke Music Education Lecture Series

## UNCP NAFME Past Student Chapter Officers

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### 2012-2013 NAFME Student Chapter Officers

Rachel Herring, president  
Brittany Green, vice president  
Sean Oxendine, treasurer  
Chauncey Barnes, secretary

### 2013-2014 NAFME Student Chapter Officers

Aaron Brown, president  
Kelsey Buck, vice president  
Jacobi Davis, treasurer  
Laura White, secretary

### 2014-2015 NAFME Student Chapter Officers

Hunter Baxley  
Ryan Leonard  
Jazmine Jackson  
Austin Chapell

### **2015-2016 NAFME Student Chapter Officers**

Hunter Baxley, president  
Michael Price, vice president  
Melody Strupe, treasurer  
BryHanna Waller, secretary

### **2016-2017 NAFME Student Chapter Officers**

Melody Strupe, president  
Michael Price, vice-president  
Dylan Quick, treasurer  
Hunter Baxley, secretary

### **2018-2019 NAFME Student Chapter Officers**

Rachel McCoy, president  
Paul Siegler vice-president  
Juan Banda, treasurer  
Isaiah Jackson, secretary

### **2019-2020 NAFME Student Chapter Officers:**

Devon Cessna, president  
Aubrey Davidson, vice-president  
Simone Henderson, secretary  
Eric Bethea, treasurer

### **2020-2021 NAFME Student Chapter Officers**

Aubrey Davidson, president  
Wayne Linton, vice-president  
Zoe Polley, secretary  
Ryan Godwin, treasurer  
Crystal Wood, advocacy, co-chair  
Victor Gonzales, advocacy, co-chair