

UNIVERSITY *of*
NORTHERN COLORADO



College of Performing & Visual Arts
School of Music

BACHELOR *of* MUSIC EDUCATION
ADVISING
HANDBOOK

(Revised January 2010)

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Please email comments or corrections for this handbook to Jason.byrnes@unco.edu.

UNC MUSIC EDUCATION PROGRAM MISSION

The mission of the Music Education program at the University of Northern Colorado is to raise the status of music education in the Western United States through the cultivation of highly effective practice and relevant knowledge in undergraduate students, graduate students, and in-service music educators.

Students successfully completing the music education curriculum and all tests required by the Colorado Department of Education will be qualified for a professional certificate, grades K-12, which enables them to teach instrumental, vocal, and general music in the public schools of Colorado.

The music education curriculum at UNC is well-rounded and prepares students for a wide variety of teaching settings. Types of courses in the curriculum include those that increase skills as a musician; those that develop knowledge of teaching, learning, and schools; those that increase skills as a teacher and performer of various instruments and voice; those that cultivate skills as a teacher in each of the three major areas of music education (general music, choral music, and instrumental music); and those that balance professional specialization in music. A capstone experience featuring a sixteen-week supervised teaching internship in K-12 schools is also included.

Several distinct advantages for students enrolled in the UNC music education program are: a comprehensive curriculum, excellent and varied musical ensembles, nationally recognized faculty, talented student colleagues, unique curriculum opportunities, and an outstanding faculty/student ratio. These advantages have resulted in a full-time teaching position placement rate of nearly 100% for graduates over the past several years. UNC Music Education graduates also compete favorably with graduates of other regional institutions for admission to prestigious graduate programs in music.

MUSIC EDUCATION FACULTY

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Instrumental BME Suggested Course of Study (based on 09–10 Catalog)

<p>Freshman year:</p> <p>Fall semester:</p> <table style="width: 100%; border-collapse: collapse;"> <tr><td>MUS100 Recitals</td><td style="text-align: right;">0</td></tr> <tr><td>Applied lessons</td><td style="text-align: right;">2</td></tr> <tr><td>Major Ensemble</td><td style="text-align: right;">1</td></tr> <tr><td>MUS113 Music Theory^{1,2}</td><td style="text-align: right;">2</td></tr> <tr><td>MUS114 Aural Skills</td><td style="text-align: right;">2</td></tr> <tr><td>MUS292 Marching Band⁴</td><td style="text-align: right;">1</td></tr> <tr><td>MUS160 Class Piano³</td><td style="text-align: right;">1</td></tr> <tr><td>ENG122 (L.A.C. area 1a)</td><td style="text-align: right;">3</td></tr> <tr><td>MUS143⁵</td><td style="text-align: right;">3</td></tr> <tr><td></td><td style="text-align: right; border-top: 1px solid black;">14–18</td></tr> </table>	MUS100 Recitals	0	Applied lessons	2	Major Ensemble	1	MUS113 Music Theory ^{1,2}	2	MUS114 Aural Skills	2	MUS292 Marching Band ⁴	1	MUS160 Class Piano ³	1	ENG122 (L.A.C. area 1a)	3	MUS143 ⁵	3		14–18	<p>Spring semester:</p> <table style="width: 100%; border-collapse: collapse;"> <tr><td>MUS100</td><td style="text-align: right;">0</td></tr> <tr><td>Applied lessons</td><td style="text-align: right;">2</td></tr> <tr><td>Major Ensemble</td><td style="text-align: right;">1</td></tr> <tr><td>MUS115 Music Theory²</td><td style="text-align: right;">2</td></tr> <tr><td>MUS116 Aural Skills</td><td style="text-align: right;">2</td></tr> <tr><td>MUS161 Class Piano³</td><td style="text-align: right;">1</td></tr> <tr><td>EDFE110 (initial PTEP appl.)</td><td style="text-align: right;">0</td></tr> <tr><td>L.A.C. (area 3b-e)</td><td style="text-align: right;">3</td></tr> <tr><td>L.A.C. (area 2)</td><td style="text-align: right;">3</td></tr> <tr><td>L.A.C. (area 1b)</td><td style="text-align: right;">3</td></tr> <tr><td></td><td style="text-align: right; border-top: 1px solid black;">16–17</td></tr> </table>	MUS100	0	Applied lessons	2	Major Ensemble	1	MUS115 Music Theory ²	2	MUS116 Aural Skills	2	MUS161 Class Piano ³	1	EDFE110 (initial PTEP appl.)	0	L.A.C. (area 3b-e)	3	L.A.C. (area 2)	3	L.A.C. (area 1b)	3		16–17						
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Vocal-Piano-General BME Suggested Course of Study (09–10 Catalog)

Freshman year:		Spring semester:	
Fall semester:			
MUS100 Recitals	0	MUS100	0
Applied lessons	2	Applied lessons	2
Major Ensemble	1	Major Ensemble	1
MUS113 Music Theory ^{1,2}	2	MUS115 Music Theory ²	2
MUS114 Aural Skills	2	MUS116 Aural Skills	2
MUS160 Class Piano ³	1	MUS161 Class Piano ³	1
ENG122 (L.A.C. area 1a)	3	EDFE110 (initial PTEP app.)	0
L.A.C. (area 3b, c, or d)	3	L.A.C. (area 1b)	3
L.A.C. (area 2)	3	L.A.C. (area 6)	4
	<u>16–17</u>		<u>14–18</u>
Sophomore year:		Spring semester:	
Fall semester:			
MUS100	0	MUS100	0
Applied lessons	2	Applied lessons	2
Major Ensemble	1	Major Ensemble	1
MUS213 Music Theory ²	2	MUS215 Music Theory	2
MUS214 Aural Skills	1	MUS216 Aural Skills	1
MUS210 Intro Music Ed ^B	1	MUS261 Class Piano ³	1
MUS330 String Tech ^F	1	EDFE120 (full PTEP admission)	0
MUS260 Class Piano ³	1	PSY347 or 349 ^B	3
EDFE270 Field Exp ^B	2	MUS143 ⁴	3
EDF366 Conc. of School ^B	4	L.A.C. (area 5)	3
	<u>14–15</u>		<u>15–16</u>
Junior year:		Spring semester:	
Fall semester:			
MUS100	0	MUS100	0
Applied lessons	2	Applied lessons	2
Major Ensemble	1	Major Ensemble	1
MUS243 Mus. History I ^{F,4}	3	MUS244 Mus. History II ^{S,4}	3
MUS310 Elementary Methods ^F	2	MUS311 Gen Mus Secondary	2
MUS312 Inst Mus Elem ^F	2	MUS324 Choral Cond/Ped ^S	2
MUS361 Single reed & Flute ^B	1	MUS325 Choral Methods ^S	1
MUS323 Choral Tech ^F	2	MUS367 Brass/Perc Tech ^S	1
L.A.C. (area 7 or 8)	3	MUS414 Contemporary Issues ^S	2
	<u>16</u>	L.A.C. (area 6)	3
			<u>17</u>
Senior year:		Spring semester:	
Fall semester:			
MUS100	0	EDFE444 Student Teaching ^B	12
Applied lessons	2	MUS450 Seminar ^B	1
Major Ensemble	1		<u>13</u>
EDFE130 (student teach app.)	0		
EDRD340 Reading in Content ^B	3		
EDSE433 Exceptional Student ^B	2		
MUS314 Class Guitar ^F	1		
MUS410 Vocal Ped ^F	2		
L.A.C. (area 7 or 8)	3		
L.A.C. (area 4)	3		
	<u>17</u>		

1 – Pre-requisite of MUS 104 or theory placement exam
 2 – sign up for 2 hour lecture and 0 hour lab
 3 – recommended until piano proficiency is passed
 4 – counts towards L.A.C. area 3a or L.A.C. elective (NOTE: only 9 credits with MUS prefix count for L.A.C. requirements)
 F – generally offered only in FALL semester
 S – generally offered only in SPRING semester
 B – offered in FALL and SPRING semester

Piano Placement and Piano Proficiency Policies

•All students who have had piano instruction prior to their entrance to UNC will be given a Placement Exam by the Coordinator of the Class Piano program to determine placement in the piano curriculum. Placement will be based upon the student's needs and abilities. Bachelor of Music Education/piano emphasis majors are exempt from this Placement Exam.

•All students entering the Bachelor of Music Education program who have very limited or no piano background are strongly advised to register for MUS 160, Beginning Class Piano.

•All Bachelor of Music Education students must pass the Piano Proficiency Exam in its entirety to be fully admitted to upper level Professional Teacher Education courses. This exam must be passed by the end of the second semester of their sophomore year.

•If a student fails 1-6 sections of the Exam upon first hearing; the student must retake those sections the following semester. If the student fails to retake those sections the following semester he/she must retake the entire Exam in a subsequent semester. If the student fails 7 or more sections upon first hearing, he/she must retake the entire Exam the following semester.

•All music education students will be asked to demonstrate the following skills for the Piano Proficiency Exam:

HARMONIZATION Harmonize at sight two melodies utilizing the chord symbols/Roman numerals given and one melody without chord symbols indicated. You must be able to use block chords or an accompanimental figure in your harmonization. You will also be expected to play a "boom chuck" accompaniment on one piece. That is, playing a single note in left hand and chord in right hand, while another person plays the melody on second piano.

TRANSPOSITION Read and transpose a simple melody and accompaniment in any major key

TECHNIQUE All of the following must be played with correct and consistent fingerings, either alternate or traditional.

1. Play ALL major scales and harmonic minor scales up to 4 flats and 4 sharps, hands together, two octaves, maintaining a consistent and fluent tempo.
2. Play ALL major arpeggios and minor arpeggios up to 4 flats and 4 sharps, hands together, four octaves, maintaining a consistent and fluent tempo.

REPERTOIRE 1. Perform a work or movement, of at least two pages in length, selected from standard early intermediate level repertoire (i.e. Clementi Sonatinas, Bach Minuets.) The instructor must have approved this repertoire piece.

2. You must be prepared to play "Happy Birthday" by ear, with the right hand playing the melody and the left hand playing chords, in the keys of F and G. This piece must be played with enough authority to lead a group in singing.

SCORE READING Be able to play a combination of any two non-adjacent parts (ST, AB, SB) in a vocal score and two lines in an instrumental score, one of which will be a transposing instrument and one a non-transposing instrument, at a consistent tempo with accurate pitch and rhythm. Four excerpts (two vocal and two instrumental) will be available to each student for preparation two weeks before the examination. At the examination, the examiner will choose which excerpts will be heard.

ACCOMPANIMENT Prepare for performance level, with a partner, an accompaniment of moderate difficulty. This work must have been approved by the instructor and will be performed with the partner in the exam.

REPERTOIRE Everyone must play the "Star Spangled Banner". You may choose to play it in the keys of Ab, A, or Bb. This piece must be played with enough authority to lead a group in singing

The UNC Vault Instrument and Locker Rental Policies and Procedures

Frasier Hall, Room 011A

Located in the basement of the southeast wing of Frasier Hall, next to the Design Lab.

Vault hours will be posted on the bulletin board outside the vault door, as well as in other locations around Frasier Hall.

All vault fees must be paid in cash; checks or credit cards are not accepted/

Email: ron.brooks@unco.edu

Phone: 351-2680

Instruments

UNC owns a variety of instruments which students are eligible to check out for the small fee of \$25 per semester. These instruments are intended for students taking lessons who do not own their own instrument, for use as secondary instruments in UNC ensembles and lessons, and for instrumental methods classes required for music education majors. Where numbers are limited, checkouts will be prioritized at the discretion of the faculty.

Instrumental checkouts and returns must be completed in person at the UNC vault during vault hours. In order to checkout an instrument over the summer, students must get the written permission of their major professor and Dr. Mayne.

At the time of instrumental checkout, the student will be required to sign a rental agreement acknowledging the following responsibilities:

- Instruments must be returned or renewed by the Wednesday of finals week of each semester, or at the end of the method's section. There is a \$5 per day late fee assessed if the instrument is not returned by Wednesday of finals week.
- Instruments are never to be handed off to another person.
- At the time of instrument checkout, the student will be asked to examine the instrument and note any existing damage. Upon instrument return, the vault manager will complete another inspection. The student will be charged for any repairs that need to be made to the instrument beyond normal wear and tear.
- Accessories provided with the instrument, such as mouthpieces, will be noted on the rental agreement. They are the student's responsibility and must be returned with the instrument.
- Repairs needed as a result of negligence will be billed to the student.
- Before returning an instrument to the vault, both the case and the instrument should be thoroughly cleaned and anything not provided through the vault, such as reeds, should be removed from the case.
- If the instrument is not returned within 30 days of the end of the contract, the student will be charged the full replacement cost.

Lockers

Frasier Hall has lockers in a variety of sizes which students are eligible to rent. Lockers are rented for the small fee of \$5 per semester. Lockers for summer sessions are rented separately at the end of Spring semester.

In order to rent a locker, the student must come to the vault in person during vault hours. Lockers are issued on a first-come, first-served basis and only one locker will be issued to each student before the third week of the semester. After that time, students may rent an additional locker. Every attempt will be made to provide the student with a locker large enough to meet their needs; however, lockers are designed for instrument storage only and certain sized lockers are reserved for specific oversized instruments, such as tubas, basses, celli and horns in F.

At the time of checkout, the student will be asked to sign a rental agreement acknowledging the following policies:

- Lockers are property of UNC. As such, a representative of UNC has the right to open the locker at any time.
- Students may not make permanent changes or additions to the lockers or they will be fined for

- the cost of removal/ repair.
- Each locker is equipped with a lock and students may not replace it with their own. Unauthorized locks will be cut off.
- The deadline for lockers to be cleaned out at the end of Spring semester is the Friday of finals week. If the locker is not emptied by that time, either the lock will be changed or the contents will be removed and the student will have to make an appointment with the vault manager in order to retrieve his/her belongings.
- Each semester, a deadline for locker cleanout will be posted and emailed to the student prior to the end of the semester.
- A new locker contract is required for each school year beginning at the fall semester.
- The student will provide the vault manager with an accurate email address, as it will be the primary method of communicating important deadlines and other information.

Applying for Student Teaching; A Step-by-Step Process

1. The semester before you plan to student teach check Dr. Mills' bulletin board (Frasier 127) and/or stop by her office to find out the dates for the Student Teacher Orientation Meetings. Two meeting times will be offered and you must attend one of them to receive the application forms and deadline dates.
2. Sign up for a one-half hour appointment with Dr. Mills to fill out the application forms and discuss the student's placement request. Please have an idea of where and with whom you want to do your student teaching. If you need help please see Drs. Mayne, Byrnes, and/or Montemayor for instrumental suggestions, Drs. Darrough and/or Burleson for choral suggestions, and Drs. Harding and/or Mills for General Music suggestions. Dr. Mills' signature is required on the student teacher forms before they can be submitted to Marita Johnson in the Student Teacher Office in McKee Hall.
3. Once the student teaching form is submitted, Ms. Johnson contacts the schools that you have requested and when the schools accept the placement then you will receive a letter confirming your placement which will include the school and address, cooperating teacher(s) name(s), and beginning and concluding dates for your student teaching assignment.
4. Once your student teaching assignment is underway, you will be contacted by the UNC Music Education Faculty to attend four (4) required Student Teacher Seminars. Dates will be established at the beginning of the semester and e-mailed to you. You will be required to attend these seminars as part of your student teaching requirement.

Guidelines for Student Teacher Conduct

Congratulations! You are now entering the final and possibly most rewarding stage in your undergraduate education at UNC. Student teaching is also one of the most stressful and busy times during your undergraduate studies.

The purpose of these guidelines is to help student teachers understand the expectations of you in your role as a student teacher and to provide a few procedures. Your university supervisor's goal is to help make student teaching the most rewarding experience possible for you. Please read this information below and call your university supervisor if you have any questions.

1. Your student teaching experience can have a significant impact on your ability to secure a job in the future. Treat everyone with whom you work with courtesy and respect.
2. Understand and accept the fact that you may be asked to do many things (some not enjoyable) that you don't want to do. Do them anyway, with a smile and then ask how else you can help.

There is valuable learning potential in all you do.

3. Each cooperating teacher has his or her own methods and expectations for you. Your job is to be flexible and responsive to their procedures and demands.
4. Review your student teacher packet and understand that it is your responsibility to initiate all paperwork involved.
5. Your university supervisor will observe you a minimum of two times. Please make arrangements for us to consult privately during visitations. The teacher's lounge is not a good location for these meetings.
6. Make sure your university supervisor has your current phone numbers and email address and can contact you if needed. Please see the front matter of this handbook for contact information for all university supervisors.
7. You will be notified of the MUS 450 Seminar dates and times, which are the required seminars that accompany student teaching.
8. Call or email your university supervisor after your second week (before third week is over) of student teaching so we can set up the first observation.
9. Random thoughts:
 - a. You are a guest. Your behavior and success will determine the placement of future students with your cooperating teachers.
 - b. Your actions will reflect not only on you, but also on all of your professors, and on UNC as a whole.
 - c. The world of music education is a very small world. It takes years to build a career and only seconds to destroy one.
10. Keep your university supervisor informed about your job search situation. We can often be of help in securing employment and a position that fits your needs.