



MURRAY
STATE UNIVERSITY

**College of Education
and Human Services**

INTEGRATED MUSIC EDUCATION (GRADES P-12)

BACHELOR OF MUSIC PROGRAM SUBMISSION SEPTEMBER 2015

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Executive Summary

Theme of the Unit

The mission of the College of Education and Human Services is the preparation of leaders for successful careers that positively impact communities as advocates and practitioners, through student-centered, authentic, and engaging academic programs. The college envisions being recognized for producing graduates who foster excellence in their communities. The college's education programs support that mission and vision by ensuring candidates exemplify the knowledge, skills, dispositions, leadership qualities, and decision-making skills necessary to serve as effective educators in their communities. The goal of the college's educator preparation program is to produce candidates who demonstrate the characteristics of a Murray State University graduate, the proficiencies delineated by Kentucky Teacher Standards and the knowledge required by learned societies. "Educator as a reflective decision-maker" is the unit's theme. Undergraduate candidates demonstrate professional dispositions throughout their course work, field experiences, and student teaching. Murray State University candidates will become educators who demonstrate these dispositions: inclusive, responsible, enthusiastic, caring, confident, and ethical. Graduate candidates exhibit the same dispositions while developing their capacities as teacher leaders who foster excellence in their classrooms, schools, districts, and communities.

Unique Features

Murray State University (MSU) has long recognized teacher preparation as a major institutional focus. Established in 1922 by the Kentucky General Assembly as Murray State Normal School, the institution was renamed Murray State College in 1948 and achieved university status in 1966 as Murray State University. This tax-supported residential comprehensive university is composed of the Hutson School of Agriculture, School of Nursing and Health Professions, and four academic colleges: College of Education and Human Services, Arthur J. Bauernfeind College of Business, College of Humanities and Fine Arts, and Jesse D. Jones College of Science, Engineering and Technology. The university fosters an exciting and challenging learning environment by emphasizing student-centered learning and educational experiences; preparing graduates to succeed in a culturally diverse, technologically oriented society; developing collaborative relationships with alumni and community constituents; promoting international education; and encouraging academic outreach.

MSU serves an 18-county region in the heart of the Jackson Purchase area of Western Kentucky. In fall 2015, the university's enrollment was 10,614 students. MSU has the highest graduation rate (53.1%) and the highest retention rate (72.4%) of among public comprehensive universities in the Commonwealth. Murray State University has consistently been ranked among the top Southern regional and liberal arts colleges in the *U.S. News & World Report's* annual publication, *America's Best Colleges* and has been listed in *Kiplinger's 100 Best Values in Public Colleges*. Senior Surveys indicate that students are positive about their overall education as well as their chosen major in teacher education at Murray State. The Southern Association of Colleges and Schools (SACS) has continuously accredited Murray State since 1928.

Until July 2014, the College of Education departments were: Adolescent, Career and Special Education; Early Childhood and Elementary Education; and Educational Studies, Leadership and Counseling. During a summer 2014 university-wide academic reconfiguration, the College of Education transformed into the College of Education and Human Services (COEHS). The three existing departments were joined by the Department of Community Leadership and Human Services and the Center for Communication Disorders. Please reference the COEHS organizational flowchart at <http://coekate.murraystate.edu/ncate/st/general.htm>.

COEHS is a member of the American Association of Colleges for Teacher Education (AACTE), Teacher Education Council of State Colleges and Universities (TESCU) and is accredited by the National Council for the Accreditation of Teacher Education (NCATE). Initial accreditation from NCATE was received in 1954. Murray State University has actively pursued and maintained NCATE accreditation for its teacher preparation

program. In fall 2016, the unit will seek Council for the Accreditation of Educator Preparation (CAEP) accreditation.

Several unit programs are provided at these Kentucky extended regional campuses: Henderson, Hopkinsville, Madisonville, and Paducah. Candidates can earn undergraduate degrees in elementary education, middle school education, learning and behavior disorders, and interdisciplinary early childhood education. Each semester, the unit hosts an extended campus team session to share unit initiatives, provide professional development, and host course instructional team meetings. All instructors teaching the same course at all sites meet to create a common vision for their course, design common course assignments and assessments, and discuss ways to ensure a consistent, quality course delivery at all site locations.

Rationale for the Program

According to the U.S. Department of Labor, job prospects are best for teachers in high-demand fields, such as mathematics, sciences, languages, and bilingual education. Locations in urban or rural school districts are also considered to be high need areas for content area teachers. Teachers who are geographically mobile and who obtain licensure in more than one subject are likely to have a distinct advantage in finding a job. The Secondary Education program includes University Studies courses, professional education courses and subject-matter content majors or areas. Students can choose from three certification levels: grades 8-12, grades 5-12, and grades P-12. These programs will prepare students in the specified grade ranges in curriculum content areas. The programs range from approximately 120 credit hours to 130 credit hours in content areas as well as professional education coursework. The programs provide access to current best practices and research through practicum experiences and field-based learning activities. The culminating experience is a semester-long teaching experience in the appropriate content area in a public school. Students in these programs are assigned dual advisors: a faculty member in the subject-matter department and one in the Department of Adolescent, Career and Special Education.

Admission and Exit Requirements

Continuous assessment procedures are used to document and systematically monitor candidate progress throughout the education program to ascertain candidates' proficiency in the Kentucky Teacher Standards. Checkpoints provide data to facilitate faculty efforts to make recommendations for improvement, remediation, or candidates' continuance in the program. To become admitted to the teacher education program, candidates must meet the following requirements:

- Attend an admission to teacher education orientation.
- Pass all portions of the CASE exam.
- Earn an overall undergraduate GPA ≥ 2.75 on a 4.0 point scale.
- Complete a minimum of 24 credit hours with a GPA ≥ 2.75 .
- Earn a "B" or higher in the following courses: ENG 105, MAT 117 (or higher), COM 161, EDU 103 (or equivalent).
- Receive their advisor's recommendation to continue in the program through the interview process.
- Review and declare they will adhere to the Professional Code of Ethics for Kentucky School Personnel.
- Submit an official application to Teacher Education Services.

To be admitted to student teaching, candidates must be admitted to teacher education and meet these requirements:

- Attend an admission to student teaching orientation.
- File a formal application with Teacher Education Services two semesters prior to the student teaching term.
- Demonstrate teaching ability in field and practicum experiences.
- Complete 200 hours of field experiences and legislated components.
- Maintain a GPA ≥ 2.75 in overall coursework, professional education coursework, and major or area(s).

To begin student teaching, candidates must have senior, post-bac, or graduate status and have completed all major courses and specialty areas. In addition, they must meet these requirements:

- Complete all required professional teacher education courses with GPA ≥ 2.75 .
- Provide documentation of a current physical exam and a TB risk assessment.
- Obtain a criminal records check.
- Complete all PBIS modules.
- Supply TES with any required information.

To be recommended for initial certification, candidates must successfully complete student teaching and program requirements. They must earn passing scores on relevant *PRAXIS* specialty area tests and the *Principles of Learning and Teaching* exam. Because teacher certification requirements are subject to change, students who are registering for the tests need to refer to the Education Professional Standards (EPSB) website at www.kyepsb.net for current requirements.

Modes of Delivery

Course work is delivered through multiple venues: traditional (face-to-face), hybrid (part traditional, part online), and online.

Conceptual Framework

All teacher certification programs at Murray State University share the same conceptual framework. This document is available at http://coehsnet.murraystate.edu/program_submissions/.

Continuous Assessment

All teacher certification programs at Murray State University share a continuous assessment plan. This document is available at http://coehsnet.murraystate.edu/program_submissions/.

Program Experiences

A. Courses and Experiences

The Integrated Music Education program supports the unit's theme by nurturing individuals to become reflective decision-makers. Reflection is the focus of course activities and is the primary means by which candidates integrate course experiences with Kentucky performance Standards (KTS), College of Education and Human Services Dispositions, and the candidates' own experiences, values, and beliefs about education. At the program's beginning, candidates are asked to reflect upon their own values and beliefs about education and seek integration of those with the COEHS Dispositions through assignments such as philosophy statements, growth plans, practicum work, and other reflective assignments. This process continues as candidates develop portfolio items to reflect their growth and understanding of educational principles leading to the program's end with the eligibility portfolio as a summative evaluation of their knowledge and demonstration of their skills according to Kentucky performance standards. Throughout, program coursework is designed to require planning and reflecting at increasing levels of expertise. Secondary education program faculty collaborate with content area faculty to teach concepts, principles, theories, standards, and research related to evidence-based practices in secondary curriculum, and assessment. The pedagogy coursework models the use of active instructional methods, real-life applications, and cognitive strategies to stimulate learning and provide motivation for the secondary learner. Along with a strong component of content knowledge in the areas of certification, the program is designed to integrate theory into practice with field experiences scheduled as an integral part of methods courses. As program policy, candidates follow curriculum guidesheets and RACR audits (a university advising program tool), and confer with advisors to help them to monitor their personal progress and prepare them for the continuous self-assessment required of professional educators.

At admission to teacher education, candidates are interviewed by faculty and asked to respond to the COEHS dispositions and the Kentucky Code of Ethics. The *Professional Code of Ethics for Kentucky School Personnel* is presented at three additional times to candidates - during orientations to teacher education and student teaching and during the student teaching interview. The Kentucky teacher performance standards are integrated throughout core courses and secondary methods courses as demonstrated in the table below. Candidates are introduced to the standards in early coursework where they gain knowledge (K) of the role performance standards play in becoming reflective decision-makers. As coursework progresses, the standards are applied (A) in lesson plans and other instructional activities. At the end of the program, during extended practicum and student teaching, candidates are evaluated (E) for each standard in an eligibility portfolio. The portfolio is independently scored by two faculty members with content and instructional knowledge in the discipline. In addition, the Murray program allows for post-baccalaureate students to return and earn certification in a content area.

The Music Education degree program was developed in accordance with the Murray State University Conceptual Framework. The Bachelor of Music degree-certification track (Music Education degree) is accredited by the National Association of Schools of Music (NASM). The objectives of the BM-certification track programs are consistent with those specified the National Association of Schools of Music Handbook, and are designed to prepare the student for the competency requirements of the Kentucky Educational Professional Standards Board.

The objectives of the specialty component (music) of the program are realized in courses designed to achieve competency in basic musicianship and in specific areas such as music history and literature, conducting, composing and arranging, performance, and analysis. Functional keyboard and vocal competencies must be attained by all students. Performance skills are refined through applied study and participation in a major ensemble in the student's applied major.

The professional studies component (music education courses) of the basic music education program emphasizes approaches to teaching and learning music at varying levels of child growth and development. Students study current methods, techniques, and materials used in teaching grades K-12, including musical skill development, curriculum design and implementation, strategies for teaching musical content in different teaching venues, and planning and assessing learning, teaching, and program administration.

Code of Ethics

Teacher candidates read and examine the *Professional Code of Ethics for Kentucky School Personnel* when they attend an admission to teacher education orientation. They sign the *Declaration of Eligibility* to attest they (1) understand the standard for personal and professional conduct expected of a professional educator; (2) certify they have read, examined, and understand the *Professional Code of Ethics for Kentucky Certified School Personnel* and agree to abide by its terms during the course of preparation and careers as professional educators; and (3) affirm and declare that all information they give is true, correct, and complete to the best of their knowledge. This is one of the requirements for admission to teacher education.

Once the *Declaration of Eligibility* has been completed and signed, if the attestation changes during the time of participation in the teacher education program the Director of Teacher Education Services must be notified immediately and a new declaration must be submitted. Teacher candidates re-examine the *Professional Code of Ethics for Kentucky School Personnel* during the admission to student teaching orientation. They submit an updated *Declaration of Eligibility* at the conclusion of this orientation. Once candidates have completed all program and certification requirements, they submit a CA-1 application for Kentucky Certification. The application includes a section entitled *Character and Fitness*. By signing the form, candidates attest they have abided and will continue to adhere to the *Professional Code of Ethics for Kentucky School Personnel*.

Teaching Reading and Writing Skills

Candidates enhance their personal literacy skills by successfully completing two *Oral and Written Communication* university studies courses, ENG 105 *Critical Reading, Writing, and Inquiry* and COM 161 *Introduction to Public Speaking*. Furthermore, they complete additional hours of Historical, Literary, and Philosophical university studies courses based upon their choice of content. Students further refine their writing skills by completing the unit's writing-intensive student teaching semester. Methods courses with included field experiences provide students with hands on planning, teaching, and tutoring instruction with secondary level public school students. If the student chooses an English content area, they complete 24 credit hours in literature, English, and writing. Furthermore, candidates demonstrate writing proficiency by passing the writing portion of the *Core Academic Skills for Educators* exam. The Praxis II examination in their content area is required for certification for students completing the degree. With these literacy skills in place, candidates are prepared to develop the reading and writing skills of students in their future classrooms.

Field Experiences

As per 16 KAR 5:040 legislation, Kentucky teacher candidates are required to complete a minimum of 200 clock hours of field experiences prior to student teaching. Candidates participate in varied activities in P12 school settings. Activities include engaging a diverse student population, observing in schools and related agencies (e.g. Family Resource Centers or Youth Service Centers), tutoring, interacting with families of students, attending school board and school-based council meetings, participating in a school-based professional learning community, and assisting teachers or other school professionals. Candidates record field experience hours and activities on the *LiveText Field Experience Module* system and the *Kentucky Field Experience Tracking System*. Course instructors, cooperating teachers, and university supervisors confirm candidates' participation. The unit provides training, video clips, and step-by-step directions to facilitate candidates', instructors' and cooperating teachers' recording efforts. The *Secondary Education Field Experiences Table* delineates this program's field experiences.

Secondary Education Field Experiences Table

Course	Field Hours
EDU 103	7 hours
EDP 260	7 hours
EDU 303	6 hours
EDU 403	3 hours
SED 300	7 hours
SEC 420	57 hours
SEC 422	118 hours

EPSB Themes

Effective educators need to be equipped with the knowledge, skills, dispositions, and decision-making skills necessary to address the needs of a diverse student population. Therefore, the Kentucky Education Professional Standards Board has identified four important themes (diversity, assessment, literacy, closing the achievement gap) to be integrated throughout candidates' academic course work. Furthermore, the unit's theme of *Educator as a Reflective Decision-Maker* is emphasized throughout candidates' program preparation. The *EPSB Themes for Professional Education Courses* table depicts the degree to which these themes are addressed in multiple courses.

EPSB Themes for Professional Education Courses

Course	EPSB THEMES				UNIT THEME
	Diversity	Assessment	Literacy	Gap	Reflective Decision-Maker
EDP 260	A				A
EDU 103	A	K		A	E
EDU 303	K	K	K	K	A
EDU 403	A	A		A	A
ELE 421	E	E	E	E	E
SED 300	K	K	K	K	A
K – Knowledge, A – Application, E – Evaluation					

Content Course Descriptions

MUS 123 Introduction to Music Education (3).

This course is the initial course for all students seeking a degree in music education. It is designed to provide students with an introduction to the field of music education. Included are topics related to learning theories, curriculum, historical and philosophical foundations of music education, resources for teaching, and twentieth century developments in music education.

MUS 300 Public School Music II (2).

Methods and materials for teaching music in the elementary classroom with an emphasis on integrating music across the curriculum. Prerequisite: MUS 200.

MUS 301 General Music Methods (3).

Fundamentals of music teaching are continued along with procedures for selecting materials, teaching musical concepts, and assessing progress in the musical growth and development of the student. Prerequisites: junior standing, all Theory courses completed; Vocal Proficiency must be successfully completed. Prerequisite: MUS 123.

MUS 302 Choral Methods (2).

Methods, materials and pedagogy related to the teaching of choral music in the elementary, junior high/middle school and senior high school choirs. Students must be of junior standing. Required for all music education majors. Prerequisites: MUS 123 and 13

MUS 303 Instrumental Methods: Elementary and Middle School (2).

Methods, materials and pedagogy related to the teaching of instrumental music in the elementary and middle schools will be studied. Students must be of junior standing and completion of instrument techniques courses is recommended. Vocal proficiency must be successfully completed. Prerequisite: MUS 123.

MUS 323 Basic Conducting (2).

Fundamentals of instrumental and choral conducting. The course will emphasize basic skills and techniques related to conducting instrumental and choral ensembles.

Modes of Delivery

Secondary education courses are delivered on the Murray State University campus using face-to-face and online delivery methods. Many instructors also use a blend of approaches, or hybrid model of delivery. Faculty use web-based learning platforms such as *Canvas* and *LiveText* to supplement and enhance face-to-face instruction.

Modes of Delivery for Program Content Courses

Course Number	Face to Face	Web	On-Campus
EDU 103	X	X	X
EDU 303	X		X
EDU 403	X		X
SEC 420	X		Practicum Sites
SEC 422	X		Practicum Sites
SEC 421	X		Student Teaching Sites
EDP 260	X	X	X
SED 300	X		X

B. Specialty Professional Association (SPA) Standards

NASM-National Association of Schools of Music

NASM STANDARD	Courses
Music Competencies Standards	
1. Conducting. The prospective music teacher must be a competent conductor, able to create accurate and musically expressive performances with various types of performing groups and in general classroom situations.	MUS 302, 303, 323
2. Arranging. The prospective music teacher should be able to arrange and adapt music from a variety of sources to meet the needs and ability levels of school performing groups and classroom situations.	MUS 301, 302, 303
3. Functional Performance. In addition to the skills required for all musicians, functional performance abilities in keyboard and the voice are essential. Functional performance abilities in instruments appropriate to the students’ teaching specialties are also essential.	MUS 301, 302

<p>4. Analysis/History/Literature. The prospective music teacher should be able to apply analytical and historical knowledge to curriculum development, lesson planning, and daily classroom and performance activities. Teachers should be prepared to relate their understanding of music with respect to styles, literature, multiple cultural sources, and historical development.</p>	<p>MUS 123, 301, 302, 303, 323</p>
<p>5. Essential competencies and experiences for music: all levels, all specializations:</p> <ul style="list-style-type: none"> a. Knowledge and skills sufficient to teach beginning students on instruments and/or in voice as appropriate to the chosen areas of specialization; b. Knowledge of content, methodologies, philosophies, materials, technologies, and curriculum development in music education; c. Experiences in solo vocal or instrumental performance; d. Experiences in ensembles. Ensembles should be varied in both size and nature; e. The ability to lead performance-based instruction in a variety of settings; f. Laboratory experience in teaching beginning students in a variety of specializations. 	<p>MUS 123, 301, 302, 303, 323</p>
<p>Teaching Competencies Standards</p>	
<p>1. Ability to teach music at various levels to different age groups and in a variety of classrooms and ensemble settings in ways that develop knowledge of how music works syntactically as a communication medium and developmentally as an agent of civilization. This set of abilities includes effective classroom and rehearsal management.</p>	<p>MUS 123, 301, 302, 303, 323</p>
<p>2. An understanding of child growth and development and an understanding of principles of learning as they relate to music.</p>	<p>MUS 123, 301, 302, 303</p>
<p>3. The ability to assess aptitudes, experiential backgrounds, orientations of individuals and groups of students, and nature of subject matter, and to plan educational programs to meet assessed needs.</p>	<p>MUS 123, 301, 302, 303</p>
<p>4. Knowledge of current methods, materials, and repertoires available in various fields and levels of music education appropriate to the teaching specialization.</p>	<p>MUS 123, 301, 302, 303, 323</p>
<p>5. The ability to accept, amend, or reject methods and materials based on personal assessment of specific teaching situations.</p>	<p>MUS 123, 301, 302, 303, 323</p>

6. An understanding of evaluative techniques and ability to apply them in assessing both the musical progress of students and the objectives and procedures of the curriculum.	MUS 123, 301, 302, 303, 323
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C. Kentucky Teacher Standards

The Kentucky Teacher Performance Standards are integrated throughout core courses and secondary education methods courses as demonstrated in the table below. Candidates are introduced to the standards in early coursework where they gain knowledge (K) of the role performance standards play in becoming reflective decision-makers. As coursework progresses, the standards are applied (A) in lesson plans and other instructional activities. At the end of the program, during student teaching, candidates are evaluated (E) for each standard in an eligibility portfolio. The portfolio is independently scored by two faculty members with content and instructional skill in the appropriate content area. Instructors use web-based learning platforms such as *Canvas* to supplement and enhance face-to-face instruction. The *Kentucky Teacher Standards* matrix demonstrates the integration of Kentucky Teacher Standards throughout secondary education coursework.

Kentucky Teacher Standards
Bachelor of Music in Music Education: P-12 Integrated Certification

Course	KTS 1	KTS 2	KTS 3	KTS 4	KTS 5	KTS 6	KTS 7	KTS 8	KTS 9	KTS10
CSC 199	K					A				
EDP 260		K	K	A		A	A	A		
EDU 103	A	K	A	K	K	K	A	K	K	K
EDU 303		A*	A	A	A	A	A	A	K	
EDU 403	A	K	A	K	K	K	A	K	K	A
SEC 420	K	A	K	A					K	
SEC 422	E*	E*	E*	E*	E*	E*	E*	E*	E*	E*
SED 300	A	K	K			K	K	A	K	
MUS 123	KAE	KAE	KA	KAE	KAE	KA	KAE	KA	KA	K
MUS 301	KAE	KAE	KAE	KAE	KAE	KAE	KAE	KA	KA	KA
MUS 302	KAE	KAE	KAE	KAE	KAE	KAE	KAE	KA	KA	KA
MUS 303	KAE	KAE	KAE	KAE	KAE	KAE	KAE	KA	KA	KA
MUS 327	KAE	KAE	KAE	KAE	KAE	KA	KA	KA	KA	KA
K – Knowledge, A – Application, E – Evaluation, * - Signature Assignment										

- KTS 1: Content Knowledge
- KTS 2: Design Instruction
- KTS 3: Learning Climate
- KTS 4: Implements Instruction
- KTS 5: Assessment
- KTS 6: Technology
- KTS 7: Reflection
- KTS 8: Collaboration
- KTS 9: Professional Development
- KTS 10: Leadership

D. Kentucky Core Academic Standards

All teacher certification candidates in the Murray State University education program become familiar with the Kentucky Core Academic Standards (KCAS) in *EDU 103 Issues and Practices of American Education*

or the equivalent course specific to their discipline. This course is designed to provide students with an overview of the field of education. The instructor of this course introduces the KCAS to raise candidates' initial awareness of KCAS as a framework for standards-based instruction. In EDU 303 *Strategies of Teaching*, the instructor spends several class sessions acquainting candidates with the KCAS. In this course, candidates develop lesson planning. All lesson plans, instructional, activities, and assessments must be aligned to the KCAS standards in the appropriate content area. In the music education program, candidates apply what they have learned about designing KCAS standards-based instruction and assessment instruments during the field and practicum experiences associated with these professional education methods courses.

Kentucky Core Academic Standards

Course	KCAS Content Area	Activity
EDU 303	Specific to content area	Lesson plans, micro-teaching activities, mock classroom situations
SEC 420	Specific to content area	Lesson plans, unit plans, field experiences
SEC 422	Specific to content area	Lesson plans, unit plans, field experiences
SEC 421	Specific to content area	Student teaching experience -Designing and implementing instruction

During the student teaching semester, candidates complete TPAs which demonstrate their proficiency in designing, implementing, and reflecting upon KCAS-aligned instructional units, lessons, and assessment instruments. They draft a KCAS standards-based instructional unit. Candidates use the results from a pre-assessment to modify the unit by differentiating instruction to address students' academic needs. They teach and reflect upon a series of lessons before administering the post-assessment. Candidates analyze post-assessment data to discern student growth, continuing academic needs, and achievement gaps to inform future instruction.

E. Program Faculty

Music Faculty

Name	Highest Degree, Field, University	Assignment	Faculty Rank	Scholarship, Leadership in Professional Associations, Service (in the past 3 years)	Status
Almquist, Bradley	D.M.A., Louisiana State University	Full-time faculty	Professor	Director, Paducah Symphony Chorus and Children's Chorus; KY State President, American Choral Directors Association; Guest Conductor, Alaska All-State Chorus	Full-time to institution and unit, part-time to program
Black, Randall	D.M., Indiana University	Faculty, Part-time, Commonwealth Honors	Professor	Recording, "Then Sings My Soul"; National Board, National	Full-time to institution, part-time to unit and program

		Academy, part-time		Association of Teachers of Singing (NATS)	
Conklin, Raymond	M.M., University of Louisville	Full-time Faculty	Professor	Conductor of Trombone Ensemble's performances at American Trombone Festival, International Trombone Festival	Full-time to institution and unit, part-time to program
Crawford, Maribeth	D.M.A. University of Cincinnati	Full-time Faculty	Assistant Professor	(new faculty)	Full-time to institution and unit, part-time to program
D'Ambrosio, Christina	M.M., University of Cincinnati	Part-time Faculty	Adjunct	Private Piano Studio, Murray, KY	Part-time
D'Ambrosio, Michael	D.M.A. University of Cincinnati	Full-time Faculty	Associate Professor	Compositions Commissioned and performed at Lehigh University, Luther College, Sewanee Summer Music Festival; Performance at College Music Society National Conference	Full-time to institution and unit, part-time to program
Dressler, John	D.M., Indiana University	Full-time Faculty	Professor	Book: "Sir Granville Bantock, A Biblio- Biography"; Editorial Staff, Journal of the British Music Society; Paducah Symphony Orchestra Member, Horn	Full-time to institution and unit, part-time to program
Durbin, Geoff	M.M.	Part-time	Adjunct	Gold medal Winner, Falcone International Tuba and Euphonium Competition	Part-time
Erickson, Scott	M.M., University	Full-time Faculty	Associate Professor	Paducah Symphony	Full-time to institution and

	of Wisconsin			Orchestra member, Bassoon	unit, part-time to program
Fannin, John	M.M., New Mexico State University	Full-time Faculty	Associate Professor	Guest Conductor for KMEA Honor Bands; Compositions published by Alfred Music Publishers	Full-time to institution and unit, part-time to program
Field, Tana	DMA, University of Cincinnati	Full-time Faculty	Assistant Professor	Lecture Recital at College Music Society; Presentation at Hawaii International Conference on the Arts and Humanities; Winner, International Liszt Vocal Competition	Full-time to institution and unit, part-time to program
Gianforte, Matthew	D.M., Indiana University	Full-time Faculty	Assistant Professor	Performance at American Liszt Society National Festival; Performance at Kentucky Music Teachers State Conference	Full-time to institution and unit, part-time to program
Han, Jinhee	M.M., Indiana University	Part-time	Adjunct	Paducah Symphony Orchestra member	Part-time
Hightower, Matthew	D.M.A., The University of Texas-Austin	Part-time	Adjunct	Silver medal Winner, Falcone International Tuba and Euphonium Competition	Part-time
Hill, John	D.M.A., Indiana University	Full-time Faculty	Assistant Professor	Released solo CD recording "The Beat Goes On"; Annual jazz drummer performances week of Indy 500 in Indianapolis	Full-time to institution and unit, part-time to program
Hill, Todd	Ed.D., Boise State University	Full-time Faculty	Associate Professor	Jazz Orchestra Director in performance at Midwest Band	Full-time to institution and unit, part-time to program

				Festival, Chicago; published two arrangements for jazz band with ejazzlines.com; KMEA-First District Outstanding College/University Teacher Award	
Johnson, Dennis	M.M., Michigan State University	Full-time Faculty	Associate Professor	Clinician, 2015 World Projects Music Festival	Full-time to institution and unit, part-time to program
Kane, Karen	B.M., Western Kentucky University	Full-time Faculty	Lecturer	Representative to Music and Entertainment Industry Educators Association (MEIEA)	Full-time to institution and unit, part-time to program
Kupinski, Erica	Ph.D. University of Mississippi	Full-time Faculty	Assistant Professor	(new faculty)	Full-time to institution and unit, part-time to program
Locke, Scott	D.A., Ball State University	Full-time Faculty	Professor	Principal Clarinet, Paducah Symphony Orchestra; Performance at International Clarinet Association Conference, Madrid, Spain	Full-time to institution and unit, part-time to program
Madison, Vicki	M.M.E., Murray State University	Part-time Faculty	Adjunct		Part-time
Mitchell, Christopher	D.M. Florida State University	Full-time Faculty	Associate Professor	District Governor, National Association of Teachers of Singing (NATS); Presentation at KMEA State Conference	Full-time to institution and unit, part-time to program
Park, Meeyoun.	D.M. Indiana University	Full-time Faculty	Assistant Professor	Performance at American Liszt Society National Festival;	Full-time to institution and unit, part-time to program

				Performance at Music Teachers National Association Conference	
Park, Sue-Jean	D.M.A., University of Texas-Austin	Full-time Faculty	Associate Professor	Concertmaster, Paducah Symphony Orchestra; released solo CD "Franck and Faure Sonatas"	Full-time to institution and unit, part-time to program
Rea, Stephanie	D.M., Florida State University	Full-time Faculty	Professor	Paducah Symphony Orchestra member, Flute; President, MidSouth Flute Society	Full-time to institution and unit, part-time to program
Swisher, Eric	D.M.A., University of North Texas	Full-time Faculty	Professor	Trumpet Ensemble Performance at the National Trumpet Competition; Guest Conductor, International Trumpet Guild Conference	Full-time to institution and unit, part-time to program
Turner, Tammy	D.A., University of Mississippi	Part-time	Adjunct		Part-time
Webster, Brent	M.M., University of Kentucky	Full-time	Lecturer	(new faculty)	Full-time to institution and unit, part-time to program
Weimer, Stephen	D.M.A., University of Cincinnati	Full-time	Assistant Professor	(new faculty)	Full-time to institution and unit, part-time to program
Woodring, Mark	M.M., Indiana University	Part-time	Adjunct		Part-time
Wurgler, Pamela	Ph.D., The Ohio State University	Part-time Department Chair, Part-time Faculty	Professor	President, KY Music Education Association (KMEA)-First District; KY representative to Society for Music	Full-time to institution and unit, part-time to program

				Teacher Education	
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Education Faculty

NAME	HIGHEST DEGREE, FIELD, & UNIVERSITY	ASSIGNMENT	FACULTY RANK	CERTIFICATIONS, EXPERIENCE, SCHOLARSHIP, LEADERSHIP IN PROFESSIONAL ASSOCIATIONS, AND SERVICE	STATUS
Brown, Cory	Ph.D, Multicultural and Equity Studies in Education, Ohio State University	Assistant Professor Teaches foundation courses	Assistant Professor	<ul style="list-style-type: none"> • High School English – 2 years, Full-Time Academic Advisor, University of Cincinnati – 5 years, University Appointments, Education – 10 years. • Dixon, A. D., Dodo-Seriki, V. and Brown, C. T. (2014). Culturally relevant pedagogy at the intersections of race, gender, and class. Paper presented at the biennial meeting of the International Conference on Urban Education, Montego Bay, Jamaica. • Dodo-Seriki, V., Brown, C. T., and Fasching-Varner, K. (Accepted and in preparation, 2015). The permanence of racism in teacher education. In J. K. Donnor, R. Reynolds, M. Lynn, and A. D. Dixon (Eds.). Is the post-racial still racial?: Understanding the relationship between race and education. NSSE Yearbook, Teachers College Record. • National Council of Teachers for English Assembly of Research - Program Reviewer and Planning Committee, 2015 (New Orleans, Louisiana) 	Full-time to institution Part-time to unit Part-time to program
Campoy, Renee	Ed.D. Curriculum & Instruction University of Missouri-St. Louis	Assistant Dean (Part-time) Teaches EDU 405 (part-time) NCATE Coordinator	Professor	<ul style="list-style-type: none"> • Book: (2004) Case study analysis in the classroom • Presentation: (2006) AERA • BOE Team member: (2005-present) 	Full-time to Institution, Full-time to Unit, Part-time to Program
Gierhart, Greg	MA, Education, Murray State University	Hart Residential College Head Teaches instructional strategies and math methods courses	Lecturer	<ul style="list-style-type: none"> • Certifications & Experience: KY Teaching Lic., Middle school Spanish, Science, and Math, endorsement for teaching early elementary, DPP, School Administration. 10 years experience – middle school. • Murray Lion's Club, National Council of Teachers of Mathematics, National 	Full-time to institution Part-time to unit Part-time to program

				<p>Science Teachers Association, Association of Supervisors and Curriculum Development, International Literacy Association, Association for Middle Level Education, Phi Delta Kappan, Phi Kappa Phi</p> <ul style="list-style-type: none"> • KY Department of Education, Math & Science Leadership Networks 	
Matlock, Pam	MA Special Education, Murray State University	Paducah Campus 2+2 Education Coordinator Teaches special education courses	Lecturer	<p>First Book, Chapter Advisor - Monthly distribution of new books to low socioeconomic students in public schools, KEA - SP, Chapter Advisor - Global Education Outreach Committee, Chairperson</p>	<p>Full-time to institution Part-time to unit Part-time to program</p>
Stormer, Kimberly	Ph.D. Instructional Leadership Academic and Curriculum University of Oklahoma	Middle Level Education Program Coordinator, Teaches middle level education courses.	Assistant Professor	<p>Taught for 7.5 years in large urban school district; and Worked as a School Improvement Specialist for the Oklahoma State Department of Education Diversity Chair Kentucky Council Teachers of English Advisor Murray State Middle Level Association</p>	<p>Full-time to institution Part-time to unit Part-time to program</p>
Musselman, Meagan	Ph.D. Curriculum & Instruction Southern Illinois University	Teacher Leader Program Coordinator, Teaches middle level undergraduate education courses and graduate courses across multiple levels	Associate Professor	<p>Taught math and science in public middle schools; and Education consultant to area schools President of Kentucky Association of Teacher Educators</p>	<p>Full-time to institution Part-time to unit Part-time to program</p>
Gierhart, Greg	MA-Murray State University Pursuing PhD Southern Illinois University-Carbondale	Early Childhood and Elementary Education Teach mathematics to IECE and elementary education majors.	Lecturer	<p>Taught 10 years in a rural school district Provisional Certificate For Teaching In The Middle Grades 5-8 Mathematics Field: Science Professional Certificate for Middle School Teaching</p>	<p>Part-time to institution Part-time to unit Part-time to program</p>

F. Curriculum Contracts/ Guidesheets

Program coordinators work with faculty to ensure current guidesheets are available for course instructors and students. These may be accessed on the unit's intranet site at <http://coekate.murraystate.edu/coecms/ncate/manager/advsheet/>.

Murray State University
BACHELOR OF MUSIC: Certification Option
INSTRUMENTAL EMPHASIS
 Integrated Music Certification (P-12)

2014-2015 Undergraduate Bulletin
Advisor _____

Name _____ M Number _____
E-Mail _____ Phone _____

COURSE DESCRIPTION		HRS	GRADE
UNIVERSITY STUDIES		35	
ORAL & WRITTEN COMMUNICATION (7)			
ENG 105	English 105	4	_____
COM 161	Intro Pub Speak	3	_____
WORLD'S HISTORICAL, LITERARY, AND PHILOSOPHICAL TRADITIONS (6)			
CIV 201 or CIV 202	World Civilization	3	_____
HUM 211	Humanities I	3	_____
SCIENTIFIC INQUIRY, METHODOLOGIES, AND QUANTITATIVE SKILLS (7)			
Science with Lab		4	_____
Math (Univ. Studies)		3	_____
GLOBAL AWARENESS, CULTURAL DIVERSITY, AND WORLD'S ARTISTIC TRADITIONS (6)			
ART	105, 121, 211, OR 212	3	_____
Elective		3	_____
SOCIAL AND SELF-AWARENESS AND RESPONSIBLE CITIZENSHIP (9)			
Ethics, Soc. Respons. & Civic Elective		3	_____
EDP 260	Psych Human Devel	3	_____
Social Sci	Elective	3	_____
PROFESSIONAL EDUCATION (26)			
SED 300	Sts w/ Disabilities	3	_____
SEC 420	Practicum ⁶	3	_____
EDU 403	Struc&F'd of Ed ⁸	2	_____
ELE 421	Student Teaching-Ele	7	_____
SEC 421	Student Teaching-Sec	7	_____
SEC 422	Extended Practicum ⁷	4	_____

MUSIC ENSEMBLES³ 7 (1 per sem)
MUS 151, 152, 154, 157, 158, 351, 352, 354, 357, 358, (355)

Total Curriculum Requirements: 139 hours

COURSE DESCRIPTION		HRS	GRADE
MUSIC		(78)	
MUS 101	Recital Assembly ¹	0	_____
MUS 100T	Transitions	1	_____

MUS 114-118	Applied Lesson ²	2	_____
MUS 114-118	Applied Lesson	2	_____
MUS 123	Intro to Mus Ed ⁴	3	_____
MUS 131	Percussion Methods	1	_____
MUS 132	Woodwind Methods	1	_____
MUS 133	String Methods	1	_____
MUS 134	Voice Methods	1	_____
MUS 135	Brass Methods	1	_____
MUS 170	Theory I	3	_____
MUS 171	Aural Skills I	1	_____
MUS 172	Keyboard I	1	_____
MUS 173	Theory II	3	_____
MUS 174	Aural Skills II	1	_____
MUS 175	Keyboard II	1	_____
MUS 214-218	Applied Lessons	2	_____
MUS 214-218	(Applied Lessons)	2	_____
MUS 270	Theory III	3	_____
MUS 271	Aural Skills III	1	_____
MUS 272	Keyboard III	1	_____
MUS 273	Theory IV	3	_____
MUS 274	Aural Skills IV	1	_____
MUS 275	Keyboard IV	1	_____
MUS 301	Gen Mus Methods	3	_____
MUS 302	Choral Methods	2	_____
MUS 303	Instr Methods	2	_____
MUS 304	Adv. Instr Methods	2	_____
MUS 314-318	Applied Lessons	2	_____
MUS 314-318	Applied Lessons	2	_____
MUS 323	Basic Conducting	2	_____
MUS 327	Arranging Techniques	2	_____
MUS 381	Music History I	3	_____
MUS 382	Music History II	3	_____
MUS 383	Music History III	3	_____
MUS 392	Prof'l Engagement	1	_____
MUS 414-418	Applied Lessons	2	_____
MUS 423	Instl. Conducting	2	_____
MUS 498	Sr Recital ⁵	0	_____
MUS 513	(Form & Analysis)	3	_____

BACHELOR OF MUSIC: Certification Option (INSTRUMENTAL EMPHASIS)

NOTE: All Music courses required for the degree must be completed with the grade of “C” or better.

FOOTNOTES

1. Six (6) successful semesters of MUS 101 Recital Assembly are required.
2. A minimum of seven (7) semesters of specified study to equal fourteen (14) hours in applied music is required as are periodic jury and proficiency examinations. A half-recital must be given in the final semester of study. Keyboard majors selecting the Instrumental Emphasis will study a secondary instrument for 4 consecutive semesters for 1 credit hour each semester.
3. Concurrent with each semester of applied study, students are required to enroll in a major performing ensemble involving a student’s applied major. Woodwind, brass and percussion majors (Instrumental Emphasis) must complete no less than two semesters of Marching Band, which will substitute for a major ensemble for two semesters. String majors must take University Orchestra each semester. Guitar majors must take either two semesters of marching band or two semesters of orchestra; Guitar Ensemble is their major ensemble. Any additional semesters of applied study require concurrent participation in a major ensemble. Music Education keyboard majors follow the emphasis requirement of their chosen applied secondary area. They may be allowed to take accompanying classes (MUS 136 and MUS 336) in place of a major ensemble for two semesters.
4. **Admission to Teacher Education** begins with this course.
5. Must be taken during the semester of the required recital; applied lessons must be taken during this semester.
6. SEC 420 should be taken 2 semesters before student teaching. It is recommended that the student take the Praxis this semester or, at the latest, the Student Teaching semester.
7. SEC 422 should be taken one semester before student teaching.
8. EDU 403 should be taken 1-2 semesters before student teaching.

COURSE SEQUENCES

All applied lessons require a “C” or better to continue in the sequence.

MUS 170, MUS 173, MUS 270, MUS 273 must be taken in sequence, with a “C” or better to continue in the sequence.

MUS 171, MUS 174, MUS 271, MUS 274 must be taken in sequence, with a “C” or better to continue in the sequence.

MUS 123 must be taken before MUS 301, 302, 303, or 304. MUS 303 must be taken before MUS 304.

MUS 323 must be taken before MUS 423.

MUS 381 must be taken first in the Music History Sequence, and the grade of “C” or better is required to continue in the sequence. MUS 382 & MUS 383 may be taken in any order.

PRAXIS TEST:

The following scores on the Specialty Exams are required to be eligible for a teaching certificate:

Music: Content and Analysis (5114) – Passing Score of 162. Principles of Learning and Teaching (5622/0622, or 5623/0623, or 5624/0624) – Passing Score of 160

Teacher certification requirements are subject to change. Before registering for the test(s), please refer to the Education Professional Standards Board (EPSB) website at www.epsb.ky.gov for current requirements or contact the Division of Professional Learning and Assessment at 502-564-4606 or 888-598-7667.

GRADE POINT AVERAGE REQUIREMENTS:

Grade point averages are reviewed during three checkpoints: admission to teacher education (see Requirements for Admission to Teacher Education), admission to student teaching (requires a 2.75 average overall; a 2.75 average in content area; a 2.75 average in professional education) and at the time of completion/graduation (2.75 overall).

IMPORTANT: Upon completion of 60 undergraduate credit hours (junior status), students enrolled or desiring enrollment in education coursework beyond 12 hours credit MUST be admitted to the Teacher Education Program. Students must be admitted to Teacher Education prior to enrollment in upper level teacher education courses.

Admission to Teacher Education requires:

- Minimum GPA of 2.75
- Core Academic Skills for Educators (CASE) tests—Math 150, reading 156, and Writing 162. (Any PPST tests passed prior to Sept. 1, 2014 may be used: Scores – Reading – 176, Math 174, and Writing 174.)
- 24 or more credit hours including a B or better in ENG 105, MAT 117, COM 161, and MUS 123
- Interview with major academic advisor
- Approval of your college Admissions Committee

See Teacher Education Services office for details on admission to Student Teaching.

Statement: Certification requires demonstration of computer competency to meet Kentucky Teacher Standard 6. Music Certification majors demonstrate computer literacy throughout content coursework.

Note: Continuous assessment procedures are used to document and systematically monitor student progress through each program in order to determine the degree to which students have internalized and can demonstrate proficiency with the Kentucky Teacher Standards. The eligibility portfolio is formally assessed during the student teaching semester. For additional information and requirements, each student should see his/her advisor.

Student _____

Advisor _____

Date _____

Date _____

Murray State University
BACHELOR OF MUSIC: Certification Track
VOCAL EMPHASIS

Integrated Music Certification (P-12)
2014-2015 Undergraduate Bulletin

Advisor _____

Name _____ M Number _____

E-Mail _____ Phone _____

COURSE DESCRIPTION	HRS	GRADE
UNIVERSITY STUDIES	35	

ORAL & WRITTEN COMMUNICATION (7)

ENG 105	English 105	4	_____
COM 161	Intro Pub Speak	3	_____

WORLD'S HISTORICAL, LITERARY, AND PHILOSOPHICAL TRADITIONS (6)

CIV 201 or CIV 202	World Civilization	3	_____
HUM 211	Humanities I	3	_____

SCIENTIFIC INQUIRY, METHODOLOGIES, AND QUANTITATIVE SKILLS (7)

Science with Lab		4	_____
Math (Univ. Studies)		3	_____

GLOBAL AWARENESS, CULTURAL DIVERSITY, AND WORLD'S ARTISTIC TRADITIONS (6)

ART	105, 121, 211, OR 212	3	_____
Elective		3	_____

SOCIAL AND SELF-AWARENESS AND RESPONSIBLE CITIZENSHIP (9)

Ethics, Soc. Respons. & Civic Elective		3	_____
EDP 260	Psych Human Devel	3	_____
Social Sci	Elective	3	_____

PROFESSIONAL EDUCATION 26

SED 300	Sts w/ Disabilities	3	_____
SEC 420	Practicum ⁶	3	_____
EDU 403	Struc&F'd of Ed ⁸	2	_____
ELE 421	Student Teaching-Ele	7	_____
SEC 421	Student Teaching-Sec	7	_____
SEC 422	Extended Practicum ⁷	4	_____

Total Curriculum Requirements 138 hours

COURSE DESCRIPTION	HRS	GRADE
MUSIC	(77)	

MUS 101	Recital Assembly ¹	0	_____
MUS 100T	Transitions	1	_____
MUS 119	Applied Lesson ²	2	_____

MUS 119	Applied Lesson	2	_____
MUS 123	Intro to Mus Ed ⁴	3	_____
MUS 170	Theory I	3	_____
MUS 171	Aural Skills I	1	_____
MUS 172	Keyboard I	1	_____
MUS 173	Theory II	3	_____
MUS 174	Aural Skills II	1	_____
MUS 175	Keyboard II	1	_____
MUS 219	Applied Lessons	2	_____
MUS 219	Applied Lessons	2	_____
MUS 225	Singers Diction I	1	_____
MUS 226	Singers Diction II	1	_____
MUS 270	Theory III	3	_____
MUS 271	Aural Skills III	1	_____
MUS 272	Keyboard III	1	_____
MUS 273	Theory IV	3	_____
MUS 274	Aural Skills IV	1	_____
MUS 275	Keyboard IV	1	_____
MUS 301	Gen Mus Methods	3	_____
MUS 302	Choral Methods	2	_____
MUS 303	Instr Methods	2	_____
MUS 319	Applied Lessons	2	_____
MUS 319	Applied Lessons	2	_____
MUS 320	Vocal Ped Mus Ed	2	_____
MUS 321	Choral Repertoire	2	_____
MUS 323	Basic Conducting	2	_____
MUS 327	Arranging Techniques	2	_____
MUS 381	Music History I	3	_____
MUS 382	Music History II	3	_____
MUS 383	Music History III	3	_____
MUS 392	Prof'l Engagement	1	_____
MUS 419	Applied Lessons	2	_____
MUS 424	Choral Conducting	2	_____
MUS 498	Sr Recital ⁵	0	_____
MUS 513	Form & Analysis	3	_____

MUSIC ENSEMBLES³ 7 (1 per sem)
(Major Ensembles are MUS 160 or 162, 360 or 362)

BACHELOR OF MUSIC: Certification Option (VOCAL EMPHASIS)

NOTE: All Music courses required for the degree must be completed with the grade of "C" or better.

FOOTNOTES

1. Six (6) successful semesters of MUS 101 Recital Assembly are required.
2. A minimum of seven (7) semesters of specified study to equal fourteen (14) hours in applied music is required as are periodic jury and proficiency examinations. A half-recital must be given in the final semester of study. Keyboard majors selecting the Vocal Emphasis will take 4 consecutive semesters of Voice for 1 credit hour each semester; MUS 134 may be substituted for the first semester of voice study.
3. Concurrent with each semester of applied study, students are required to enroll in a major performing ensemble (University Chorale or Concert Choir.) Vocal majors (Vocal Emphasis) must complete no less than two semesters of University Chorale. Any additional semesters of applied study require concurrent participation in a major vocal ensemble. Music Education keyboard majors follow the emphasis

requirement of their chosen applied secondary area. They may be allowed to take accompanying classes (MUS 136 and MUS 336) in place of a major ensemble for two semesters.

4. **Admission to Teacher Education** begins with this course.
5. Must be taken during the semester of the required recital; applied lessons must be taken during this semester.
6. SEC 420 should be taken 2 semesters before student teaching.
7. SEC 422 should be taken one semester before student teaching. It is recommended that the student take the Praxis this semester or, at the latest, the Student Teaching semester.
8. EDU 403 should be taken 1-2 semesters before student teaching.

COURSE SEQUENCES

All applied lessons require a “C” or better to continue in the sequence.

MUS 170, MUS 173, MUS 270, MUS 273 must be taken in sequence, with a “C” or better to continue in the sequence.

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MUS 123 must be taken before MUS 301, 302, 303, or 304. MUS 303 must be taken before MUS 304.

MUS 323 must be taken before MUS 423.

MUS 381 must be taken first in the Music History Sequence, and the grade of “C” or better is required to continue in the sequence. MUS 382 & MUS 383 may be taken in any order.

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Student _____

Advisor _____

Date _____

Date _____

G. Syllabi

Common course syllabi, posted on the unit's intranet site, ensure all course instructors provide a consistent, quality delivery of each education course. These may be accessed at <http://coekate.murraystate.edu/coecms/ncate/manager/syllabi/>. A complete listing of all music syllabi may be found in the current MSU Academic Bulletin.

MUS 123

MUS 300

MUS 301

MUS 302

MUS 303

MUS 303