

B.S. ED. - MUSIC EDUCATION

Career Ready. Community Centered.

I. SUMMARY

Mission Statement

To integrate teaching, performance, and cultural entrepreneurship through a music education program within the context of a comprehensive liberal arts university.

Music Education Goal

To offer an evolving and innovative curriculum for choral, instrumental, and classroom music education grounded in the Kodály Philosophy for pre-K through grade 12 for the 21st century classroom.

Performer

- To develop vocal, instrumental, keyboard and conducting techniques and competencies within an exemplary musicianship training program.
- To foster the progress of candidates in the categories of musicianship, technique, and professionalism.
- To have the opportunity to participate in both traditional and commercial ensembles.

Educator

- To learn the various music education pedagogies that address child development, innovation and creativity and classroom management.
- To experience diverse cultural perspectives through global repertoires.
- To nurture a passion for lifelong learning.
- To acquire and advance recording and technology skills.

Entrepreneur

- To nurture a passion for lifelong learning.
- To build an understanding of advocacy in the music education field.

Outcomes:

Upon graduating from Millersville University with a degree in Music Education, the student will be able to:

Performer

- Demonstrate individual musicianship skills through:
- Perform once at Level 3 or above in his/her studio area of performance
- Keyboard proficiency exams and practical applications
- Singing in tune and providing a musical vocal model
- Knowledge of both written and aural music theory and solfège
- Improvisation both vocally and instrumentally
- Performing in traditional and/or commercial ensembles and concerts

Educator

- Demonstrate teaching competencies as follows:
- Teach music literacy through a sound to symbol orientation
- Apply the Kodály Concept of Music Education and include aspects of other methodologies including Orff, Dalcroze, and Gordon through the development and execution of quality K-12 lesson plans
- Implement improvisation/composition activities into the K-12 music curriculum
- Integrate the use of technology into classroom instruction
- Implement knowledge of recording in concert situations
- Demonstrate rehearsal and conducting techniques and skills appropriate for K-12 vocal and instrumental ensembles and the classroom
- Demonstrate knowledge of classroom instruments and how to use them
- Demonstrate knowledge of band and orchestral instruments and ability to perform on them

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Entrepreneur

- Demonstrate innovative thinking through:
- Identifying a problem and finding a solution
- Developing a strategic plan for an advocacy program
- Formulating ways of raising capital to support your solution

II. PROFESSIONAL ORGANIZATIONS

NOTE: Student education groups need to reserve their meeting dates/times with the Department Secretary one semester in advance to guarantee an optimal meeting time and location. PLEASE NOTE that this is a “first come, first served” situation and no groups will be meeting at the same time.

A. NAME

This organization is primarily of interest to students in the music education curriculum, although all students are invited to become members. The chapter consists of elected officers, one representative from each class, student members, and a faculty advisor. Monthly meetings feature guest speakers and/or other educational programs. Through its affiliation with PCMEA, members of the chapter attend a variety of local, state, divisional, and national music, and leadership conferences in addition to serving as student hosts for the PMEA State Conference.

Membership is encouraged of all Music Education majors.

B. Music Performers Association (MPA)

This organization is primarily of interest to students in the music performance curriculum, although all students are invited and encouraged to become members. This group's primary goal is to provide additional opportunities for students to perform as well as have guest speakers come to inform students about life after college and how to succeed. **Membership is encouraged of all Music Performance majors.**

C. American Choral Director's Association (ACDA)

The Millersville Collegiate Chapter of ACDA is an organization to inspire excellence in choral music through education, performance, composition, and advocacy.

ACDA fosters and promotes choral singing, rehearsal procedures, development of choral groups/music/societies, understanding of choral music, research in the field of choral music, choral composition, and the development of musical culture in America. Membership is open to any student who is interested.

D. All Campus Musical Organization (ACMO)

ACMO is a student-run musical theatre group at Millersville University. ACMO provides an opportunity for theatre enthusiasts to continue participating in theatre throughout college. Our members can explore all aspects of theatre, whether it is performance, directing, stage managing, set design, etc. The All Campus Musical Organization has been entertaining audiences at Millersville for over 40 years.

NOTE: Student Teachers will not participate in ACMO Productions, ensembles, or any other on-campus activity without gaining approval from their advisor, student teaching advisor, and the department chair.

- Exception: Students who are interested in being involved with on-campus activities must submit a written statement to the student teaching advisor and department chair, asking for an exception. This will be brought to the faculty to discuss and determine whether an exception will be made.

E. Music for Everyone (MFE – off campus)

Music for Everyone (MFE) is a non-profit organization based in Lancaster, PA and dedicated to the awareness of the importance of music in the schools and community. In their effort to strengthen the role of music in the schools, MFE offers up to 8 annual scholarships to students majoring in music at Millersville University. MFE Scholars earn a \$2,000 scholarship and, in exchange, volunteer their time to

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work with students in the School District of Lancaster and Columbia School District under the mentorship of veteran music educators. You can find out more information about MFE at www.musicforeveryone.org.

F. Scaling Walls a Note at a Time (SWAN)
<https://swan4kids.org/>

SWAN is a non-profit organization that started in Lancaster, PA in 2011. Their mission is to break the cycle of crime for children whose parent(s) have a history of incarceration by providing free private music lessons, ensemble training, performance opportunities, and mentoring. The SWAN Club at MU operates to coordinate and motivate the SWAN volunteers of the Millersville University Community.

NEEDED -

- Application with references and copies of clearances (FHI {Act 114}, Child Abuse {Act 151}, and Criminal {Act 34})
- Approval of Studio Professor (in written form and attached to application)
- Transportation to lesson site

PARTICIPATION -

- Anyone is invited to participate (even non-music majors/non-musicians) as SWAN also needs help with PR, event planning, fundraising, and event staffing.

III. CURRICULUM REQUIREMENTS

Student Name: _____ Student I.D. # _____

DEGREE: BSE MAJOR: MUSED OPTION:	MAJOR REQUIREMENTS FOR A BSE DEGREE IN MUSIC Total credit hours required: 126.0 minimum
REQUIREMENTS AND POLICIES FOR THE BSE MUSIC MAJOR	
A. Policies for Admission to the Major All music education majors are required to complete a successful audition for admission into the department.	
B. Policies for Retention in the Major 1. All music education majors shall take and pass a series of music, content diagnostic examinations prior to student teaching. 2. All music education majors shall successfully complete the full sequence of PRAXIS Examinations required for certification in the state of Pennsylvania. This includes the successful completion of the required PRAXIS exams for entrance into Advanced Professional Studies and the successful completion of the PRAXIS specialty exams for entrance into the student teaching semester.	
C. Policies for Completion of the Major Completion of all University requirements	
D. Admission to Advanced Professional Studies and Certification (Education Majors) All students enrolled in teacher preparation programs must be admitted to Advanced Professional Studies and meet Pennsylvania State requirements and university requirements prior to being enrolled in their initial Advanced Professional Studies course. Students must meet additional Pennsylvania State requirements in order to be certified.	
Note to the student: <i>This form is provided as a guide. It is your responsibility to consult regularly with your adviser to be aware of changes and curriculum details which are not incorporated on this form.</i>	

MILLERSVILLE UNIVERSITY

Student Name: _____

Student ID #: _____

Major: BSE Music Education

Department: Music

Basic Musicianship and Performance Requirements: 38.0 Music Education

Requirements: 22.0

Professional Education Requirements: 24.0 Electives: 0.0

Required Related: 3.0

Basic Musicianship (29.0 credits)			Music Education Courses (22.0 credits)		
MUSI 112	Solf, Harm & Analysis I	3.0	MUSI 141	Vocal Techniques	1.0
MUSI 131	Class Piano I	2.0	MUSI 151	String Techniques	1.0
MUSI 141	Voice Techniques	1.0	MUSI 152	Woodwinds Techniques	1.0
MUSI 212	Solf, Harm & Analysis II	3.0	MUSI 153	Percussion Techniques	1.0
MUSI 231	Class Piano II	2.0	MUSI 156	Brass Techniques	1.0
MUSI 312	Solf, Harm & Analysis III	3.0	MUSI 350	AoT Modern Band	3.0
MUSI 331	Class Piano III	2.0	MUSI 280	Tech in Music Class	3.0
MUSI 362	Music, Hist. & Lit I	3.0	MUSI 317	AoT Elementary Music	3.0
MUSI 363	Music, Hist. & Lit II	3.0	MUSI 347	AoT Choral Techniques	3.0
MUSI 381	Conducting I	2.0	MUSI 372	AoT Secondary Music	3.0
MUSI 412	Solf, Harm & Analysis IV	3.0	MUSI 373	AoT Instrumental Music	3.0
MUSI 481	Conducting II	2.0			
			Professional Education (24.0 credits)		
			EDFN 211	Found of Modern Ed	3.0
			EDFN 241	Psych Found of Teach	3.0
			EDSE 340	Content Lit Diverse Learners	3.0
			EDSE 471	Student Teaching Sem.	3.0
			SPED 346	Sec. Students w/ Disab.	3.0
			EDMU 461	Student Teaching	9.0
			Recommended Electives		
			MUSI 294	Live Audio I	3.0
			MUSI 369	Intr West African Drum	3.0
MUSI	Ensembles: Band, Orch, Choir	0.5			
MUSI	Ensembles: Band, Orch, Choir	0.5			
MUSI	Ensembles: Band, Orch, Choir	0.5			
MUSI	Ensembles: Band, Orch, Choir	0.5	Electives (0.0 credits)		
MUSI	Ensembles: Band, Orch, Choir	0.0	MUSI 140	Sing Voice Musical Thea.	3.0
MUSI	Ensembles: Band, Orch, Choir	0.0	MUSI 202	Amer. Broadway Musicals	3.0
MUSI	Ensembles: Band, Orch, Choir	0.0	MUSI 207	Love Songs	3.0

MUSI 128	Marching Band Camp	0.0	MUSI 263	Popular Music	3.0
MUSI 129	Marching Band	0.0	MUSI 303	Latino Music in the US	3.0
REQUIREMENTS: <u>Strings/Vocal/Piano</u> - 1 sem of MB Camp/Marching Band <u>Brass/Woodwinds/Perc</u> - 2 sem of MB Camp/Marchng Band Note: MB Camp & Marching Band are taken Simultaneously			MUSI 313	Sem in Jazz Theory	3.0
			MUSI 371	Foreign Lang. Diction	3.0
			MUSI 388	Guided Study Abroad	3.0
			MUSI 398	Songwriting	3.0
			Required Related (3.0 credits)		
			ENTR 201	Art of Entrepreneurship	3.0
			Recommended Related		
			PHYS 205	Musical Acoustics	3.0

B.S. ED. - MUSIC EDUCATION

8 Semester Plan for Music Education

* See Degree Sheet for Full Requirements *

<p>SEMESTER 1: FALL(14.5)</p> <p>Major/ Required:</p> <ul style="list-style-type: none"> <input type="checkbox"/> 3.0 MUSI 104 - Language of Music II <input type="checkbox"/> 1.0 MUSI 141- Vocal Techniques <input type="checkbox"/> 3.0 UNIV 103 - Freshman Seminar (<i>open elec</i>) <input type="checkbox"/> 1.0 Major Performance <input type="checkbox"/> 0.5 Ensemble <input type="checkbox"/> 0.0 Marching Band <input type="checkbox"/> 3.0 ENGL 110 OR COMM 100 <input type="checkbox"/> 3.0 MATH 100 or equivalent (<i>G2-for APS</i>) <p>General Education:</p>		<p>SEMESTER 2: SPRING (17.5)</p> <p>Major/Required:</p> <ul style="list-style-type: none"> <input type="checkbox"/> 3.0 MUSI 112 - Kodaly Solfege, Harm, Analysis I <input type="checkbox"/> 2.0 MUSI 131 -Class Piano I <input type="checkbox"/> 1.0 MUSI 151 - String Techniques <input type="checkbox"/> 1.0 MUSI 153 - Percussion Techniques <input type="checkbox"/> 3.0 MUSI 280 - Tech in the Music Profession <input type="checkbox"/> 1.0 Major Performance <input type="checkbox"/> 0.5 Ensemble <input type="checkbox"/> 3.0 ENGL 110 OR COMM 100 <input type="checkbox"/> 3.0 ENTR 201 - Art of Entrepreneurship (<i>G3</i>) <p>General Education:</p>	
<p>SEMESTER 3: FALL (13.5)</p> <p>Major/ Required:</p> <ul style="list-style-type: none"> <input type="checkbox"/> 1.0 MUSI 156 - Brass Techniques <input type="checkbox"/> 3.0 MUSI 212 - Kodaly Solfege, Harm, Analysis2 <input type="checkbox"/> 2.0 MUSI 231 - Class Piano II <input type="checkbox"/> 3.0 MUSI 350 – AoT Modern Band <input type="checkbox"/> 1.0 Major Performance <input type="checkbox"/> 0.5 Ensemble <input type="checkbox"/> 3.0 MATH 100+ (<i>G2, for APS</i>) <p>General Education:</p>		<p>SEMESTER 4: SPRING (14.5)</p> <p>Major/Required:</p> <ul style="list-style-type: none"> <input type="checkbox"/> 3.0 MUSI 312 - Kodaly Solfege, Harm, Analysis3 <input type="checkbox"/> 2.0 MUSI 331- Class Piano III <input type="checkbox"/> 3.0 MUSI 347 - Art of Choral Techniques <input type="checkbox"/> 2.0 MUSI 381 - Conducting I <input type="checkbox"/> 1.0 Major Performance <input type="checkbox"/> 0.5 Ensemble <input type="checkbox"/> 3.0 ENGL Literature (<i>G1, 2L, MUST be a Literature course for APS</i>) <p>General Education:</p>	
<p>Summer Session: (9)</p>		<p>Major/ Required: Sophomore Bloc - Summer Session I</p> <ul style="list-style-type: none"> <input type="checkbox"/> 3.0 EDFN 211 - Found of Modern Ed (D) <input type="checkbox"/> 3.0 EDFN 241 – Psychological Foundations of Teaching <p>General Education: This course should be taken in a different summer session than the sophomore bloc</p> <ul style="list-style-type: none"> <input type="checkbox"/> 3.0 G1 	
<p>SEMESTER 5: FALL (13)</p> <p>Major/ Required:</p> <ul style="list-style-type: none"> <input type="checkbox"/> 1.0 MUSI 152 - Woodwinds I <input type="checkbox"/> 3.0 MUSI 362 - Music History I (<i>W</i>) <input type="checkbox"/> 3.0 MUSI 412 - Kodaly Solfege, Harm, Analysis4 <input type="checkbox"/> 2.0 MUSI 481 - Conducting II <input type="checkbox"/> 1.0 Major Performance <input type="checkbox"/> 0.0 Ensemble <p>General Education:</p> <ul style="list-style-type: none"> <input type="checkbox"/> 3.0 G2 		<p>SEMESTER 6: SPRING (16) {APS Status Required}</p> <p>Major/Required:</p> <ul style="list-style-type: none"> <input type="checkbox"/> 3.0 MUSI 317 -AoT Elem Music...Kodaly <input type="checkbox"/> 3.0 MUSI 363 - Music History II (<i>P</i>) <input type="checkbox"/> 3.0 MUSI 373 -Art of Instrumental Techniques <input type="checkbox"/> 1.0 Major Performance <input type="checkbox"/> 0.0 Ensemble <p>General Education:</p> <ul style="list-style-type: none"> <input type="checkbox"/> 3.0 AW <input type="checkbox"/> 3.0 G2, L 	

Summer or Winter Session (6)	General Education: <input type="checkbox"/> 3.0 GI <input type="checkbox"/> 3.0 G3, W	
SEMESTER 7: FALL (16) Major/Required: <input type="checkbox"/> 3.0 MUSI 372 - AoT Secondary General Music... Kodaly <input type="checkbox"/> 3.0 EDSE 340 - Content Area Literacy for Div <input type="checkbox"/> 3.0 SPED 346 - Sec Students w/Disabilities <input type="checkbox"/> 3.0 WELL 175-Wellness (<i>WELL</i>) <input type="checkbox"/> 1.0 Major Performance <input type="checkbox"/> 0.0 Ensemble General Education: <input type="checkbox"/> 3.0 G3, W		SEMESTER 8: SPRING (12) Major/Required: <input type="checkbox"/> 9.0 EDMU 461- Student Teaching <input type="checkbox"/> 3.0 EDSE 471- Student Teaching Seminar

DUAL MUSIC DEGREE

BSE - Music Education & BA - Music Performance emphasis

Possible 8 Semester Plan

See Degree Sheet for Full Requirements

NOTES:

- To ensure degree completion in, please be sure meet with your faculty advisor and peer mentor for guidance. University requires a second degree to include a minimum of 30 credits beyond the BSE in Music Education. Courses may need to be taken beyond those listed here for completion. Refer to the Degree Audit to track progress.
- Regarding requirements for the Music Ed and Performance degrees, please review the Music Ed and Performance portions of the student handbook as well as the advisement materials.
- Music Performance emphasis requires that you reach Performance Level 4 to graduate. This degree may extend to an additional semester (9) to complete this requirement. Reminder – student teachers may not perform a recital or take lessons during their student teaching semester.

NOTE: MB Workshop and Marching Band are taken simultaneously.

<p style="text-align: center;">SEMESTER 1: FALL (15.5)</p> <p>Major/Required:</p> <ul style="list-style-type: none"> <input type="checkbox"/> (3.0) MUSI 104 - Language of Music II <input type="checkbox"/> 1.0 MUSI 141 – Vocal Techniques <input type="checkbox"/> 3.0 UNIV 103 - Freshman Seminar (<i>open elec</i>) <input type="checkbox"/> 2.0 Major Performance <input type="checkbox"/> 0.5 Ensemble <input type="checkbox"/> 0.0 Marching Band <input type="checkbox"/> 3.0 ENGL 110 OR COMM 100 <input type="checkbox"/> 3.0 MATH 100 or equivalent (<i>G2 – for APS</i>) <p>General Education:</p>	<p style="text-align: center;">SEMESTER 2: SPRING (18.5)</p> <p>Major/Required:</p> <ul style="list-style-type: none"> <input type="checkbox"/> 3.0 MUSI 112 - Kodály Solfege, Harm, Analysis 1 <input type="checkbox"/> 2.0 MUSI 131 -Class Piano I <input type="checkbox"/> 1.0 MUSI 151 - String Techniques <input type="checkbox"/> 1.0 MUSI 153 - Percussion Techniques <input type="checkbox"/> 3.0 MUSI 280 - Tech in the Music Profession <input type="checkbox"/> 2.0 Major Performance <input type="checkbox"/> 0.5 Ensemble <input type="checkbox"/> 3.0 ENGL 110 OR COMM 100 <input type="checkbox"/> 3.0 ENTR 201 - Art of Entrepreneurship (<i>G3</i>) <p>General Education:</p>
<p style="text-align: center;">SEMESTER 3: FALL (14.5)</p> <p>Major/Required:</p> <ul style="list-style-type: none"> <input type="checkbox"/> 1.0 MUSI 156 - Brass Techniques <input type="checkbox"/> 3.0 MUSI 212 - Kodály Solfege, Harm, Analysis 2 <input type="checkbox"/> 2.0 MUSI 231 - Class Piano II <input type="checkbox"/> 3.0 MUSI 350 – AoT Modern Band <input type="checkbox"/> 2.0 Major Performance <input type="checkbox"/> 0.5 Ensemble <input type="checkbox"/> 3.0 MATH 100+ (<i>G2, for APS</i>) <p>General Education:</p>	<p style="text-align: center;">SEMESTER 4: SPRING (16.5)</p> <p>Major/Required:</p> <ul style="list-style-type: none"> <input type="checkbox"/> 3.0 MUSI 312 - Kodály Solfege, Harm, Analysis 3 <input type="checkbox"/> 2.0 MUSI 331 - Class Piano III <input type="checkbox"/> 3.0 MUSI 347 – AofT Choral Techniques <input type="checkbox"/> 2.0 MUSI 381 - Conducting I <input type="checkbox"/> 2.0 Major Performance <input type="checkbox"/> 0.5 Ensemble <input type="checkbox"/> 3.0 ENGL Literature (<i>G1, 2L, MUST be a Literature course for APS</i>) <p>General Education:</p>

Summer Session: (9) <i>Sophomore Bloc – Summer Session I</i>	Major/Required: <input type="checkbox"/> 3.0 EDFN 211 - Found of Modern Ed (<i>D</i>) <input type="checkbox"/> 3.0 EDFN 241 - Psych Found Teach General Education: <input type="checkbox"/> 3.0 G1	
SEMESTER 5: FALL (14) Major/Required: <input type="checkbox"/> 1.0 MUSI 152 - Woodwinds Techniques <input type="checkbox"/> 3.0 MUSI 362 - Music History I (<i>W</i>) <input type="checkbox"/> 3.0 MUSI 412 - Kodály Solfege, Harm, Analysis 4 <input type="checkbox"/> 2.0 MUSI 481 - Conducting II <input type="checkbox"/> 2.0 Major Performance <input type="checkbox"/> 0.0 Ensemble General Education: <input type="checkbox"/> 3.0 G2	SEMESTER 6: SPRING (20). (APS Status Required) Major/Required: <input type="checkbox"/> 3.0 MUSI 317 - AoT Elem Music...Kodály <input type="checkbox"/> 3.0 MUSI 363 - Music History II (<i>P</i>) <input type="checkbox"/> 3.0 MUSI 373 – AoT Instrumental Techniques <input type="checkbox"/> 2.0 Major Performance <input type="checkbox"/> 0.0 Ensemble General Education: <input type="checkbox"/> 3.0 AW <input type="checkbox"/> 3.0 G2, L	

Summer Session 2 / Winter (6) Session: Recommend Junior Year	General Education: <input type="checkbox"/> 3.0 G1 <input type="checkbox"/> 3.0 G3, W	
SEMESTER 7: FALL (17) Major/Required: <input type="checkbox"/> 3.0 MUSI 372 – AoT Secondary Music <input type="checkbox"/> 3.0 EDSE 340 – Content Area Literacy for Div <input type="checkbox"/> 3.0 SPED 346 – Sec Students w/Disabilities <input type="checkbox"/> 3.0 WELL 175 – Wellness (<i>WELL</i>) <input type="checkbox"/> 2.0 Major Performance <input type="checkbox"/> 0.0 Ensemble General Education: <input type="checkbox"/> 3.0 G3, W	SEMESTER 8: SPRING (12) Major/Required: <input type="checkbox"/> 9.0 EDMU 461 – Student Teaching <input type="checkbox"/> 3.0 EDSE 471 – Student Teaching Seminar	

General Education Check List

(minimum 48.0 credits)

GEN ED REQUIREMENTS	CLASSES	
G1 Block -9.0 credits Humanities & Fine Arts from at least 2 departments	1.Literature	{GI/2L- APS}
	2.	
	3.	
G2 Block - 9.0 credits Science & Mathematics 1 Math & 2 Sciences (1 w/ lab)	1.MATH ..	{G2-APS}
	2.	
	3. PHYS 205 (with Lab)	
G3 Block - 9.0 credits Social Sciences from at least 2 departments	1. ENTR 201- Art of Entrepreneurship	{G3}
	2.	
	3.	
Three G1, G2, or G3 200 Level or Higher	1. ENTR 201 - Art of Entrepreneurship	{G3}
	2.Literature	{GI/2L- APS}
	3. PHYS 205 (with Lab)	
Writing Intensive Courses (W) - 9.0 credits	1. MUSI 362 - Music History I	{W}
	2.	
	3.	
Cultural Diversity/Comm.	1. EDFN 211- Found. of Modern Ed.	{D}
Connec. & Explor. - 9.0credits Perspectives, Wellness &: FYE Seminar or Open Elective	1. WELL 175 - Wellness	
	2. MUSI 363 - Music History II	{P}
	3. UNIV 103 - First Yr: MUSI Majors	
Found. of Lifelong Learning 12.0 credits English 110 - "C" or better Math - with G2 designation	1. ENGL 110 - English Comp	{APS}
	2. COMM 100 - Funds of Speech	{APS}
	3. MATH 130 - Elements of Statistics	{APS}
	4. ENGL 316 - Business Writing	{AW}

IV. MAJOR PERFORMANCE (LESSONS) & ENSEMBLE PARTICIPATION REQUIREMENTS

Major Performance (Lessons)

A. General

1. Definition: "Major Performance" refers to private applied music lessons in the student's area of specialty. Each Music Major will have only one Major Performance area at any one time. 1 credit per semester, 15 half-hour private lessons or equivalency.
2. Admission to Major Performance is by audition only. Normally this will be the student's audition to gain admission to the curriculum.

B. Individual Requirements in Major Performance

1. Students will demonstrate capability in their Major Performance area at least once per year outside the private studio as a soloist during recital hour or a participant in a small ensemble (one person per part).
2. Students will attend and participate in master classes for the equivalent of 1 hour of small group instruction. The 1-hour master class and 30-minute private instruction together provide one and a half hours of major performance instruction per week.
3. Music students will participate in small ensembles as referred by their major performance professors. Small ensembles rehearse during the regularly scheduled Monday, Wednesday, and Friday ensemble hour.
4. Music students will participate in jury examinations at the end of each semester. Jury examination guidelines and requirements are determined by individual faculty.
 - a. All first Semester Freshman will be required to complete a jury.
 - b. All students taking music instruction on any instrument MUST perform a jury at the end of the semester (major performance & 108 sequence).
 - c. To meet level requirements 2, 3, and 4, students performing in juries must reach 85% in each jury rubric category to advance to the next performance level. NOTE: MUSIC EDUCATION MAJORS ARE REQUIRED TO REACH *LEVEL 3* PRIOR TO GRADUATION.
 - d. Students who perform a junior or senior recital during the first seven (7) weeks of that semester are required to complete a jury at the end of the semester. Students who present a junior or senior recital during the last seven (7) weeks of the semester may be exempted from a jury, at the discretion of the major performance instructor.
 - e. Student Teachers will not be allowed to give a Senior Recital during the student teaching semester.
 - f. NOTE: MU Staff-Accompanist may not be used for Junior or Senior Recitals (unless paid by the student).
5. Additional requirements may be required within specific studios. Consult individual studio handbooks and/or syllabi for specific requirements.

Ensemble Participation

A. Required Performance in Ensembles

1. Goals for the individual student through group performance:
 - a. Development of musicianship beyond the scope of individual performance.
 - b. Knowledge of and experience with repertoire.

- c. Observation of group leadership techniques, rehearsal procedures, problem solving on instruments or voice.
2. Required Student Participation in Ensembles
- a. General Requirements for Music Majors in Ensemble Courses.
 - i. Music students are obligated to attend all rehearsals and performances of any ensemble of which they are a member. This responsibility MUST take priority over other commitments.
 - ii. Music students are required to register for any ensemble they are participating in. Ensembles may be taken for 0.5 or 0.0 credits.
 - iii. Any student who is not taking an ensemble course as a degree requirement may choose to enroll for credit or participate for non-credit. All rights and responsibilities pertaining to enrolled students pertain also to participating students.
 - iv. Students taking Choir will be placed in the applicable section after choir auditions at the beginning of the fall semester. Choir placement is decided by the faculty conductor.
 - v. Choir is generally considered the applied musicianship course related to keyboard and guitar major performance areas. However, if a student is proficient on a secondary string, wind or percussion instrument, Orchestra and Chamber Ensemble or Wind Ensemble or Concert Band may substitute.
 - vi. In special circumstances, some students may substitute Jazz Ensemble for Wind Ensemble or Concert Band. This substitution requires the recommendation of the student's major performance professor and approval of the music faculty and Music Department Chairperson.
 - vii. Students who change from one major performance area to another will immediately begin ensemble requirements within the new area.
 - viii. Students will hold first chairs in all ensembles except when the conductor and major performance teacher involved cannot identify a student sufficiently advanced for the position.

ENSEMBLES

Concert Band	Jazz Lab Band	Orchestra	University Choir
Wind Ensemble	Jazz Ensemble	Commercial Ensemble	University Chorale
Marching Band	Flute Ensemble	Commercial Lab Band	Women's Choir
West African Dance & Drum Ensemble	Percussion Ensemble	Chromatic Expansion (Student-led)	'Ville Harmonics (Student-led)

B. Required Ensemble Courses for **B.S.Ed. Music Education** Degree Students.

<u>Major Performance</u>	<u>Ensemble Requirements</u>	<u>Additional Ensemble Requirements</u>
Wind and Percussion	Seven (7) semesters of Concert Band or Wind Ensemble, taken concurrently with Major Performance (for 0.0 or 0.5 credit)	-Two (2) semesters of Choir (for 0.0 or 0.5 credit) -Two (2) semesters of participation in Marching Band (for 0.0 or 0.5 credit) Both above requirements are to be taken concurrently with Concert Band or Wind Ensemble
Strings	Seven (7) semesters of Orchestra and Chamber Ensemble, taken concurrently with Major Performance (for 0.0 or 0.5 credit)	-Two (2) semesters of Choir (for 0.0 or 0.5 credit) -One (1) semester of participation in Marching Band (for 0.0 or 0.5 credit) Both above requirements are to be taken concurrently with Orchestra and Chamber Ensemble
Voice	Seven (7) semesters of Choir, taken concurrently with Major Performance (for 0.0 or 0.5 credit)	-Two (2) semesters of Wind Ensemble, Concert Band, or Orchestra/Chamber Ensemble; OR Four (4) semesters of String Ensemble* (for 0.0 or 0.5 credit) -One (1) semester of participation in Marching Band (for 0.0 or 0.5 credit) Both above requirements are to be taken concurrently with Choir
Keyboard and Guitar	Seven (7) semesters of Choir OR approved substitute**, taken concurrently with Major Performance (for 0.0 or 0.5 credit)	-Two (2) semesters of Wind Ensemble, Concert Band, Orchestra/Chamber Ensemble, or approved substitute**; OR Four (4) semesters of String Ensemble* (for 0.0 or 0.5 credit) -One (1) semester of participation in Marching Band (for 0.0 or 0.5 credit) Both above requirements are to be taken concurrently with Choir

**Music Education Students whose additional required ensemble is Choir, and who are qualified on a secondary instrument, are required to enroll in two semesters of Concert Band, Wind Ensemble, or Chamber/Orchestra Ensemble.*

***Music Education Students whose major performance area is guitar or keyboard, and are proficient on a secondary string, wind, or percussion instrument, may substitute Concert Band, Wind Ensemble, or Orchestra/Chamber Ensemble for their 7 semesters of required ensembles. In this case, enrollment in two semesters of Choir substitutes for the additional ensemble requirement.*

V. PIANO PROFICIENCY - MUSIC ED (SEMESTER 5)

PIANO PROFICIENCY TEST - MUSIC ED MAJORS

(TEST AT THE END OF SEMESTER 4 AND IF FAIL, PASS DURING SEMESTER 5)

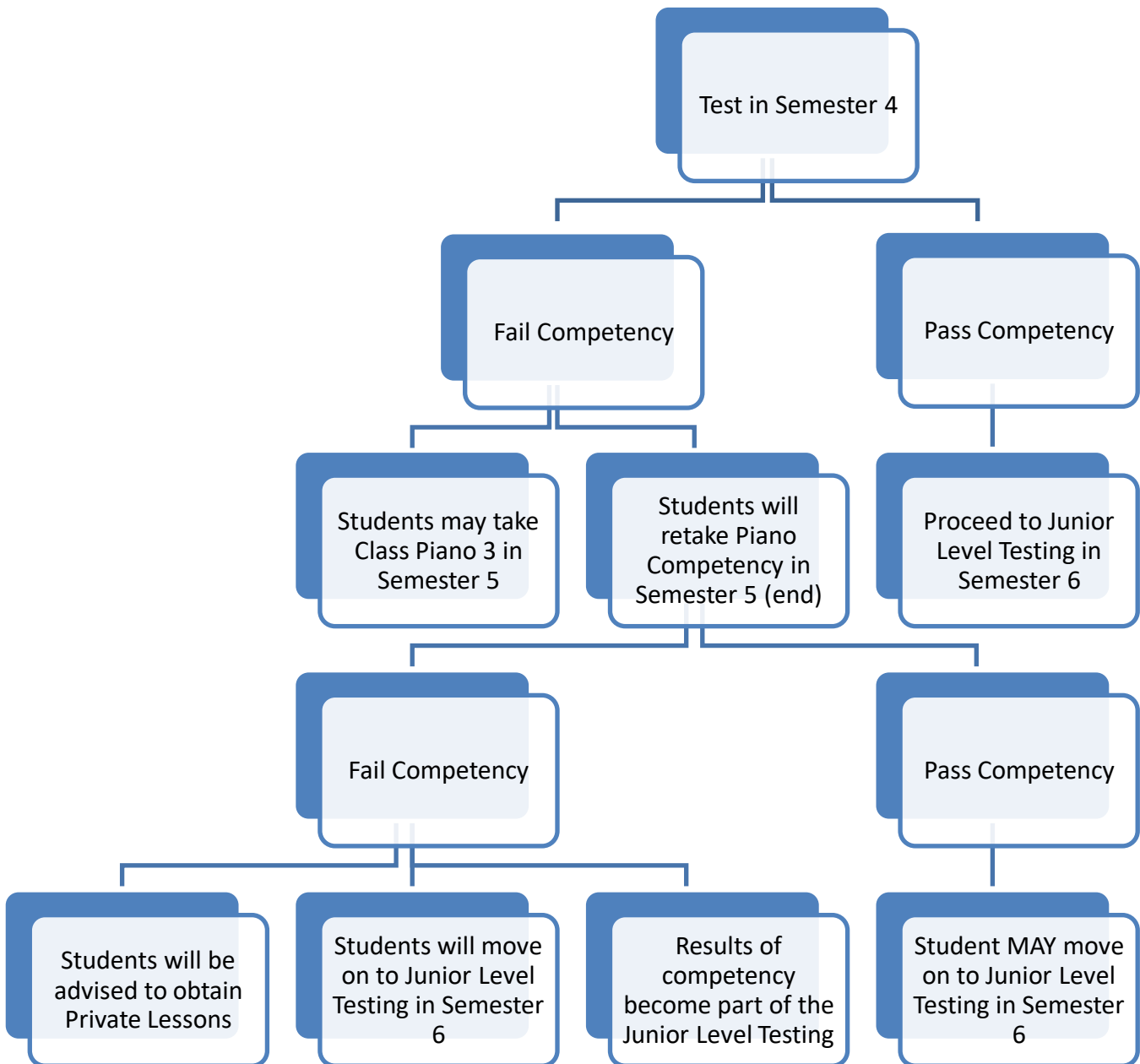
- A. Rehearsal warm-ups including the vocalise (all major/minor pentascales) with the appropriate chord in between each change of key. Sixteenth note = 72
- B. Sight read, harmonize, and transpose a given melody within a limited amount of time.
- C. Triads and inversions in all keys, major and minor, hands together. Broken and blocked. Quarter note = 88 (Sing & Play)
- D. The chord progressions below give a foundation for providing accompaniments to all types of folk and popular songs. Play all chord progressions in indicated keys:

Major - D, E, Eb, F
minor - d, e, c, f

	I -	IV _{6/4} -	I -	V _{6/5} -	I		
<i>Major</i>	<i>d,</i>	<i>f,</i>	<i>d,</i>	<i>s,</i>	<i>d</i>		
	<i>i -</i>	<i>iv_{6/4} -</i>	<i>i -</i>	<i>V_{6/5} -</i>	<i>i</i>		
<i>minor</i>	<i>l,</i>	<i>r,</i>	<i>l,</i>	<i>m,</i>	<i>l</i>		
	I -	vi -	IV -	ii ₆ -	I _{6/4} -	V ₇ -	I
<i>Major</i>	<i>d,</i>	<i>l,</i>	<i>f,</i>	<i>f,</i>	<i>s,</i>	<i>s,</i>	<i>d</i>
	<i>i -</i>	<i>VI -</i>	<i>iv -</i>	<i>ii^o₆ -</i>	<i>i_{6/4} -</i>	<i>V₇ -</i>	<i>i</i>
<i>minor</i>	<i>l,</i>	<i>f,</i>	<i>r,</i>	<i>r,</i>	<i>m,</i>	<i>m,</i>	<i>l</i>

- E. Play the following Patriotic songs (mm = 84) with standing position:
 - i. America (My Country Tis Of Thee)
 - ii. Star-Spangled Banner
 - iii. America the Beautiful
- F. Perform a Bach Chorale; play two/three parts and sing a third/fourth part. (coordinate with Solfège class.)
- G. Sing the melody and play a chordal accompaniment to a melody in a major and minor key.
- H. Prepare an 8-bar excerpt from a four-part choral score. The choral score should be in OPEN score format. You may NOT use an open score with a printed reduction. Mark in phrasing, solfège as needed. Play at singable tempo. (Ask about a tempo if unsure.)

Piano Competency Flow Chart



VI. ADVANCED PROFESSIONAL STUDIES (APS)

What is Advanced Professional Studies?

Advanced Professional Studies, or APS, is criteria developed by Millersville University for admission to and retention in APS courses. MU has developed this criterion to prepare you to meet the requirements which The Pennsylvania Department of Education has established for certification to teach in Pennsylvania.

For the most up-to-date information regarding PRAXIS Testing Requirements, please visit the Certification Office Website. PRAXIS Testing Information can be found here:

<https://www.millersville.edu/cert/aps.php>

VII. JUNIOR LEVEL REVIEW - MUSIC ED (SEMESTER 6)

These formal reviews are administered individually in semester six of the BS Ed degree program in preparation for entering the PDS (Professional Development School). Each area of the exam must be passed with a satisfactory performance/work under the criteria column of the single-point rubric. Failure to pass in one area requires the candidate to retake the entire exam. *Students are expected to pass the review within two attempts.* Historically, students who do not adequately prepare and practice the requirements, find it difficult to satisfactorily pass on their first attempt.

Those who pass on the first attempt and demonstrate work that is above and beyond are eligible to earn the designation of Proficient.

The inability to pass the Junior Level Exam may affect the teacher candidate's ability to satisfactorily complete the professionalism requirements of the PDS through the School of Education and will prompt a meeting with faculty to discuss a path for you to reach your goals. This exam is a university requirement that comes from the School of Education. It is also part of state and national accreditation standards for teaching accreditation.

*In preparation for the Junior Level Review each student is encouraged to have a practice partner who will listen to and go over each part of the exam. It is crucial that you take the time to prepare and practice diligently for your review so that you are fully prepared at your in-person appointment.

****You must also submit an updated curriculum vitae and a sample letter written to a prospective employer based on the type of position you desire, i.e., instrumental, vocal.***

You will receive an invitation to view and submit materials to your personal folder on SharePoint. Please upload faculty references, videos, and written submissions to this folder.

COMPETENCIES

Students as Performers

Students as Stewards of Their Cultural Heritage

1. Singing Competency – Performed in-person by appointment

- Sight read two folk songs in solfège, letter names, neutral syllables, takadimi rhythm syllables, counting with numbers, and conducting with text.

2. Piano Performance Competency - Performed in-person by appointment

- Sing and play the *Star Spangled Banner* and either *America* or *America, the Beautiful*. You are welcome to use the scores from the Class Piano classes. **Tempo minimum J=65 bpm** with 3 or less errors.
- Sing and play a piano accompaniment (block chords or broken chords) to *Go Down, Moses* and *Scarborough Fair*.

3. Choral Performance Competency - *If Ye Love Me*, Thomas Tallis – Performed in-person by appointment

- Play mm. 1-4 in four parts (homorhythmic).
- Mm. 5-13: Sing-and-play - Sing either the A or T part and play the other three parts.

Students as Critical Thinkers

Students as Creative Human Beings

Students as Entrepreneurs

4. Teaching Competencies

All writing is thoughtful, creative, and well organized with evidence of pedagogical knowledge.

- CHORD ANALYSIS - *If Ye Love Me*, Thomas Tallis – complete score (attached) – Uploaded to your personal SharePoint folder
- MUSIC APPRECIATION LESSON PLAN – Upload your chosen lesson plan and written discussions to your personal SharePoint folder

Scenario:

You are interning in a high school setting. Your mentor teaches a music appreciation course titled “History of Rock and Roll.” Many of the students in the class are not musicians; in fact, most have had no music instruction except that provided in general music classes.

Your mentor has asked you to research and find a lesson plan that addresses the role of the Beatles and their influence in the history of rock and roll.

1. Go to <https://teachrock.org/lesson-plan-collections/> and search for and choose a lesson plan that meets the mentor’s request.
2. Prepare written discussions to the following questions –
 - a. Discuss three reasons the plan is appropriate for the specific course/topic. Consider materials, sequence of activities, lesson procedure, purpose of the activities, etc.
 - b. What are the objectives of the lesson? What should the students know or be able to do by the end of the lesson?
 - c. Do the activities support the objectives so the students can successfully meet the objective of the lesson? Why or why not?

- PHILOSOPHY OF MUSIC EDUCATION

Please state your philosophy of music education using the Multiple Dimensions of Musicianship as found in the Kodály Today text.

- List each dimension and provide specific examples of their role in the music classroom/ensemble and their effects on teaching and student-focused learning.

- Minimum of 500 words and double-spaced.
- Be prepared to discuss/defend your philosophy.
- **PROFESSIONALISM**
Provide the name of two music faculty members (*one must be your studio professor*) who can speak to your professional behaviors, ethics, and commitment based on the professionalism criteria as found in the Millersville University Teacher Education Handbook/Professional Policy. <https://www.millersville.edu/education/files/teacher-education-handbook/teachereducationhandbook.php>
 - **Professional Behavior:** Behaviors critical to the profession such as appropriate communication that are demonstrated in all aspects of a candidate's program (field experience, courses, interactions outside of courses).
 - **Professional Dispositions:** The habits of thinking and moral commitments that underlie a professional's performance and behavior.
 - **Professional Ethics:** The norms and principles of appropriate conduct that guide decision-making, and help professionals monitor their own behavior, for the purpose of protecting individuals in their care as well as the general public, mitigating risk to the professional, and to the reputation of the profession.

You may not use Professor Stuart, Dr. Tacka, and/or Dr. Cernuto as a reference. Once you provide the names to us, we will send an electronic form to the faculty members who will complete and return it to us for review.

VIII. TESTING REQUIREMENTS

Music education students must complete exams as follows -

- BASIC SKILLS TESTS - must be completed for admission to Advanced Professional Studies (APS)
 - Please check <https://www.millersville.edu/cert/aps.php> - Act 55 of 2022 to check waiver eligibility
- PRAXIS II (FUNDAMENTALS) - must be completed prior to student teaching
- PRAXIS MUSIC CONTENT - must be completed prior to student teaching

For the most up-to-date information regarding Testing Requirements, please visit the Certification Office Website. Testing Information can be found here:

<https://www.millersville.edu/cert/testingreq/index.php>

IX. FIELD EXPERIENCE IN MUSIC EDUCATION

Field experiences consist of practical in-school activities prior to student teaching. These experiences are required in all music methods courses, including *The Art of Teaching Elementary Music according to the Kodály Concept*, *The Art of Teaching Secondary Music according to the Kodály Concept*, *The Art of Instrumental Techniques*, and *The Art of Choral Techniques*. Field experiences must include supervised teaching, along with observations of the seasoned teacher.

Field Experiences prepare all music education students for their role as student teachers. After all methods courses, students will have experienced classroom teaching, instrumental teaching, and choral/instrument ensemble rehearsals in selected grades K-12. These experiences progressively engage the music education major in the teaching process.

The music education degree culminates with the student teaching experience.

Note: ACT 34, ACT 151, FBI Clearances, and TB test results must be on file in Field Services for class registration. To maintain a seat in the class, clearances and TB test must be updated not to expire during the semester that the class(es) are being taken. Deadlines to submit clearances are posted on the Field Services website. It is recommended that clearances are completed and uploaded so they do not expire during a semester.

The latest information regarding clearances, APS, field experience and certification can be found at

X. STUDENT TEACHING (PER MU GUIDELINES)

Student teaching for music education majors takes place during the Spring semester of the senior year. Student teaching may take place in the Fall semester for dual majors and by permission of the Department Chair. The following procedures apply:

- A. All students must pass:
 - a. Piano Proficiency
 - b. Junior Level Review
 - c. All music education degree program and professional education required courses.
 - B. Shortly before the end of the first semester of the junior year, the music education student has the opportunity of applying for student teaching with the student teaching office.
<https://www.millersville.edu/studentteaching/index.php>
 - C. The Professional Development School Coordinator or Field Services Office advises students of their assignments as they enter the Professional Development School (PDS) in semester 7. Expectations of the PDS and communication with mentors is provided by the College of Education.
 - D. Students are urged to participate in any programs such as professional development days, band camp, musicals, performances, etc., that may be scheduled by the cooperating school.
 - E. The semester opens with a period of orientation under the guidance of the Director of Student Teaching and the Supervisor of Music Education Student Teaching. From that time on, the student teacher follows the schedule of the cooperating school.
 - F. The student is responsible for providing his/her own transportation to and from the cooperating school during the PDS and student teaching semester.
 - G. Written evaluations during the PDS are prepared by the assigned mentor. A liaison from the College of Education will conduct visits for observation purposes. During the student teaching semester, written evaluations of the student teacher's performance are completed by the supervisor and the cooperating teachers after each observation and at the end of the eighth and fifteenth weeks of the semester. Based upon these written reports, the student is assigned a satisfactory or unsatisfactory rating after each placement on the PDE430, a document filed with the Pennsylvania Department of Education by the Certification Office. Guidelines under the Tell School of Music are to be followed in conjunction with the Student Teaching Guidelines from the College of Education.
- A. Criteria for Admission to Student Teaching (MU Guidelines) are:**
- a. Grade point average of 3.0 at the time of student teaching. Effective Spring 2010, a GPA below 3.0 and above 2.8 will be accepted; however, higher scores on the content area certification examination(s) will be required to meet final certification requirements in PA. Please see the Certification Office for a list of Praxis scores with the GPA deviation.
 - b. Satisfactory dispositions record.
 - c. A negative TB Tine test must be on file with the Field Services Office.
 - d. Photocopies of satisfactory (no record exists) Act 34 (Criminal Record Check) report, satisfactory (no record exists) Act 151 (Child Abuse History Clearance) report, and satisfactory (no record exists) FBI clearance (fingerprint check) on file with the Field Services Office.
 - e. Evidence of having current liability insurance.

B. Pre-Requisite Music Classes

MUSI 112 Solfege, Harmony & Analysis I	3.0
MUSI 212 Solfege, Harmony & Analysis II	3.0
MUSI 312 Solfege, Harmony & Analysis III	3.0
MUSI 412 Solfege, Harmony & Analysis IV	3.0
MUSI 131 Class Piano I	2.0
MUSI 231 Class Piano II	2.0
Or	
MUSI 377 Piano Pedagogy	2.0
MUSI 331 Class Piano III	2.0
MUSI 381 Conducting I	2.0
MUSI 481 Conducting II	2.0
MUSI 362 Mus. Hist. & Lit. I	3.0
MUSI 462 Mus. Hist. & Lit. II	3.0
MUSI 141 Voice Techniques	1.0
MUSI 151 Strings Techniques	1.0
MUSI 152 Woodwinds Techniques	1.0
MUSI 153 Percussion Techniques	1.0
MUSI 156 Brass Techniques	1.0

C. Pre-Requisite Professional Courses

MUSI350 Art of Teaching Modern Band	3.0
MUSI 271 Art of Teaching Elem Music according...Kodály	3.0
MUSI 347 Art of Choral Techniques	3.0
MUSI 372 Art of Teaching Middle Level Music accdg...Kodály	3.0
MUSI 373 Art of Instrumental Techniques	3.0
EDFN 130 Tech. in Music Profession	3.0
EDFN 211 Found of Mod Ed	3.0
EDFN 241 Psych Found Teach	3.0
EDSE 340 Content Area Literacy for Diverse Learners	3.0
SPED 346 Secondary Students with Disabilities	3.0

XI. OPTIONAL CERTIFICATES

The Tell School of Music recognizes the importance of meeting each student's individual career needs. While study in a specific degree area is the heart of every musician's education, broadening the range of musical skills can often make a difference in developing a successful career in the profession.

For this reason, the Tell School of Music has developed several highly acclaimed certificate programs to augment our degree-granting programs offered to our students.

CERTIFICATE IN KODÁLY

The Certificate is an additional credential to the Music Education students' transcript showing additional, specialized study in the Kodály method. The Certificate Program consists of **12 credits**. These credits are already included in the BSE degree, so no additional coursework is needed for Music Education Students.

- MUSI312 Solfége, Harmony and Analysis III - 3.0 credits
- MUSI412 Solfége, Harmony and Analysis IV - 3.0 credits
- MUSI271 Elementary Methods According to the Kodály Concept - 3.0 credits
- MUSI372 Middle Level Methods According to the Kodály Concept - 3.0 credits

Level of Proficiency to earn the Kodály Certificate:

A grade of B or higher in all courses required for successful certification.

Music Education students must pass a formal review and discussion of their teaching/conducting including a presentation of a Folksong database/Retrieval System.

This certificate requires addition to the Degree Audit Report (DARS).

1. Go to <https://www.millersville.edu/forms/>
2. Select "Academic Program Change Request"
3. "What Program Type Would you Like to Change" is MAJOR
4. The action you want to take is "Add a new major"
5. Scroll down to "Certificate in Kodály"
6. Semester to take effect "Now"

CERTIFICATE IN TECHNOLOGY IN MUSIC EDUCATION

The Certificate is an additional credential to the Music Education students' transcript showing additional, specialized study in technology.

The Certificate Program consists of **12 credits**.

- MUSI280 Technology in the Music Classroom - 3.0 credits
- MUSI293 Computer Applications in Music Production II - 3.0 credits
- MUSI294 Live Audio Production I - 3.0 credits
- MUSI372 Studio Recording I - 3.0 credits

Level of Proficiency to earn the Technology Certificate:

Successful interview with Music Industry and Music Education faculty outlining how the certificate program fits with and enhances the student's career goals.

Revised 05/08/23

A grade of B or higher in all courses required for successful certification.

This certificate requires addition to the Degree Audit Report (DARS).

- Go to <https://www.millersville.edu/forms/>
- Select “Academic Program Change Request”
- “What Program Type Would you Like to Change” is MAJOR
- The action you want to take is “Add a new major”
- Scroll down to “MUET(MUCSB) – Certificate in Music Technology in Music Education”
- Semester to take effect can be now

MODERN BAND APPLICATIONS CERTIFICATE

The Certificate is an additional credential to the a students' transcript showing additional, specialized study in Modern Band Applications. Students who elect Modern Band Application studies will not only be prepared to teach modern band and applied rock band classes, they will also be versed in live sound, teaching songwriting and composition in a group setting in their schools, and become familiar with all the instruments needed to teach these classes.

The Certificate Program consists of **9 credits**.

- **MUSI 350 The Art of Teaching Modern Band - 3.0 credits**
- **MUSI 294 Live Audio Production - 3.0 credits**
- **MUSI 398 Songwriting and Composition- 3.0 credits**
- **MUSI 124 Commercial Lab Ensemble OR MUSI 324 Commercial Ensemble - 0-1.0 credits**

Level of Proficiency to earn the Modern Band Applications Certificate and Certificate Requirements:

Successful interview with Music Industry and Music Education faculty outlining how the certificate program fits with and enhances the student’s career goals.

Students should take MUSI 294 and MUSI 398 after successfully passing MUSI 350.

Commercial Lab Ensemble / Commercial Lab Band must be taken in sequential Fall/Spring semesters.

A grade of B or higher in all courses required for successful certification.

This certificate requires addition to the Degree Audit Report (DARS).

- Go to <https://www.millersville.edu/forms/>
- Select “Academic Program Change Request”
- “What Program Type Would you Like to Change” is MAJOR
- The action you want to take is “Add a new major”
- Scroll down to “Certificate in Modern Band”
- Semester to take effect can be now