CERTIFICATE IN MUSIC EDUCATION
PROGRAM BOOKLET

2013-2014

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CARNEGIE MELLON UNIVERSITY
SCHOOL OF MUSIC

Certificate in Music Education

The faculty of the School of Music believes that strong teachers are first of all strong performers or strong composers. We view music educators as those who must be competent subject matter specialists and competent specialists in educational practice. This philosophy was superbly articulated by Leonard Bernstein: “To be the best teachers possible, we need to be the best musicians we can be, not teachers who happen to be teaching music, but musicians who specialize in the art of teaching.” Thus, all undergraduate students seeking certification in music education must also be a major in either the Performance or Composition option. This means that music education is a viable career option for all music majors.

Graduates of the Certificate program are eligible for licensure to teach instrumental, vocal, and general music (K-12) in the public schools of Pennsylvania and reciprocating states. Certification course work also provides baseline instructional knowledge & skills for instructional practice at the undergraduate level.

The placement record of Carnegie Mellon music educators is outstanding. Our graduates are teaching in colleges and universities, elementary and secondary schools, and in private studios across the nation and in several foreign countries. The pass rate for our certificate students taking the Praxis Series of teacher examinations, required by the Commonwealth of Pennsylvania, is 96%.

The Certificate in Music Education program is designed as a five-year curriculum. Students who declare two majors, or add a minor in addition to certification, should expect to extend their time commitment beyond five years. Students interested in music education begin their work in the sophomore year after fulfilling the academic and musical requirements for admission into the education program. Students who delay registration in any certification course, as per the certification Curriculum Sequence, may cause a delay in completing their program.

The course work of each certification student is monitored continuously. If a student’s work falls below expectation, the student’s candidacy for certification will be placed on probation for one semester. If the deficiency is not remedied after one semester, the student’s admission to the Certification program will be cancelled and the student will need to re-apply for admission.

Application due dates are November 1 for spring semester admission and April 1 for fall semester admission.

Admission Requirements for Certification Candidacy

Carnegie Mellon University Undergraduates.
1. Complete the application for the Certificate in Music Education program.
3. Check of current mid-semester grades.
4. Four (4) Courses: English Composition, English Literature, two (2) mathematics courses
5. Two (2) music class faculty references.

Cross-Registration Applicants
1. Complete the application for the Certificate in Music Education program.
3. Check of current mid-semester grades.
4. Four (4) Courses: English Composition, English Literature, two (2) mathematics
5. On-campus interview and proficiency audition on major instrument and solfeggio.
6. Two (2) music class faculty references.
7. Studio teacher endorsement.

Applicants Holding College/University Degrees
1. Complete the application for the Certificate in Music Education program.
2. Minimum cumulative G.P.A. of 3.00 with most recent music degree.
3. On-campus interview and proficiency audition on major instrument and solfeggio to be determined after a review of the application.
4. Three (3) references who can support academic ability and promise as a music educator.
Course Planning

Plan your certification course work with your advisor. Once a semester course registration is complete, apprise your advisor of any course change that affects your certification course work.

Required Law Enforcement & Medical Clearances

Some certification courses include required field experiences with local K-12 school students. In order to work with, or observe, K-12 students in Pennsylvania, school districts require three law enforcement clearances. Because of processing delays (usually 4-6 weeks), it is best to apply for law enforcement clearances during the summer prior to the academic year in which the clearances will be needed. Students are not permitted to register for courses that require law enforcement and health screening clearances until the clearances are obtained. Act 34 and Act 151 can be obtained through the Gelfand Center on the Carnegie Mellon campus. Provide copies of your clearances to Dr. Ozeas. Copies of your clearances must be on file before the start of the course.

According to the Pennsylvania Department of Education, law enforcement clearances do not have to be renewed during your enrollment as a fulltime student at Carnegie Mellon University, however, some school districts do require a yearly update.

a. Law Enforcement Background Checks
   ♦ Information and forms for these clearances may be obtained by going to the Pennsylvania Department of Education website or to the Gelfand Center.

   ♦ Required law clearances include:
     • The Pennsylvania State police Request for Criminal Records Check (Act 34)
     • The Federal Criminal History Record (Act 114)
     • The Child Abuse History Clearance (Act 151)

b. Health Screening
   ♦ TB Health Screening (may be obtained from Student Health Service)

Currently, the following certification courses require law enforcement and health screening clearances: Observation (57-608), Secondary Guided Teaching (57-355), and Practice Teaching (57-603, 604), Music in the Urban School (57-374).

Application for Student Teaching (57-603, -604)

Submit the Application for Student Teaching by March 1 for a student teaching placement during the fall or spring semester of the following academic year. Applications are available online and must be submitted to Dr. Natalie Ozeas. Students must complete all Certification course work prior to registering for Student Teaching. The Music Education Committee must approve any exception to this policy.

Graduation Requirements for Certificate in Music Education

1. Cumulative G.P.A. of 3.00 (includes BFA degree and certification course work).
2. Meet minimum grade requirement in certification courses, as prescribed (see p. 7). Courses for which minimum grades were not earned must be repeated in order for the student to continue in the certification program.
3. Completion of keyboard proficiency.
4. Satisfactory cumulative rating on Standards of Professional Development.
5. Passing scores on PAPA & Praxis tests required by the Pennsylvania Department of Education (see p. 4).
**PAPA and PRAXIS Professional Assessments for Beginning Teachers**

Pennsylvania teacher certification requires beginning teachers to take three Pre-Service Academic Performance Assessment (PAPA) tests and two tests from the Praxis series (see below).

The music education faculty suggests that students complete the PAPA & PRAXIS tests as follows:

**Sophomore Year:** Pre-Service Academic Performance Assessments (PAPA)
- Reading
- Writing
- Mathematics

**Junior Year:** Fundamental Subjects: Content Knowledge (0511)

**Senior Year:** Music: Content Knowledge (0113)

For information on test content and registration for the PAPA & Praxis tests, go to:
http://www.pde.state.pa.us > Teachers & Teacher Certification > Testing Requirements
Standards of Professional Behavior

Being an educator involves strong interpersonal skills and disciplined work habits. You must be able to interact with students, work with colleagues, and draw support for music education from the school community and the public. Neither course grades nor standardized test scores alone can fully measure the quality of these essential skills. Therefore, certification course instructors assess your conduct in these important areas by completing the Standards of Professional Behavior rubric. The rubric measures the quality of expected behaviors related to social interaction, work ethic, and professional attitude. Satisfactory course grades and satisfactory rubric evaluations are BOTH required for continuation in the Certification Program. Rubrics are graded Pass/Fail.

The rubric presents behaviors for two levels of certification courses:

Level I – Pre-Clinical Courses

*MUSIC education courses without a required field experience component.*

Level II – Guided Teaching Courses

*MUSIC education courses with a required field experience component.*

In cases where the rubric is failed, a plan for improvement will be discussed with the student and satisfactory improvement will be expected by the end of the next semester in which certification courses are taken. Failure to remedy the unsatisfactory ratings or to incur new unsatisfactory ratings in the next semester will constitute automatic probationary status in the Certification Program. Probationary status disqualifies students from taking courses that require observation or teaching placements in elementary and secondary schools. Failure to remedy unsatisfactory ratings or to incur new unsatisfactory ratings by the end of the probationary semester will result in dismissal from the Certification Program. Students dismissed from Certification may reapply for admission to the Certification Program following a one-year wait period. A student may appeal a rubric failure or the faculty’s decision to dismiss from the Certification Program by following the normal university appeal procedure.

Rev. 1/07
Standards of Professional Behavior  
Certificate in Music Education

Name ________________________________________  Instructor __________________________
Course _______________________________  Term ____________  Grade (Pass/Fail) _______

- Rubric ratings:
  Satisfactory = Demonstrates acceptable performance
  Concern = Noticeable need for improvement
  Not Satisfactory = Does not meet expected performance standard

- For Level I, a rating of “Not Satisfactory” on one Section A indicator or two Section B indicators will constitute failure of the rubric. A plan for improvement will be discussed with the student and satisfactory improvement will be expected by the end of the following semester. Failure to improve will result in automatic probationary status in the Certification Program.

<table>
<thead>
<tr>
<th>Professional Development Indicators</th>
<th>Satisfactory</th>
<th>Concern</th>
<th>Not Satisfactory</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Level I: Pre-Clinical Courses</strong></td>
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</tr>
<tr>
<td><strong>Section A</strong></td>
<td></td>
<td></td>
<td></td>
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<tr>
<td>• Communicates accurate subject content knowledge</td>
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<tr>
<td>• Accepts constructive criticism &amp; improves performance</td>
<td></td>
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<tr>
<td>• Exhibits collegial behavior with classmates and faculty</td>
<td></td>
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<td></td>
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<tr>
<td>• Daily reliability, e.g., attendance, punctuality, on-time completion of course assignments</td>
<td></td>
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<tr>
<td><strong>Section B</strong></td>
<td></td>
<td></td>
<td></td>
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<tr>
<td>• Active participant in class discussion</td>
<td></td>
<td></td>
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<tr>
<td>• Clearly communicates, verbally and in writing</td>
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<tr>
<td><strong>Level II: Guided Teaching (Clinical) Courses</strong></td>
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<td></td>
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<tr>
<td>• Communicates accurate subject content knowledge</td>
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<tr>
<td>• Accepts constructive criticism &amp; improves performance</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>• Exhibits collegial behavior with classmates and faculty</td>
<td></td>
<td></td>
<td></td>
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<tr>
<td>• Daily reliability, e.g., attendance, punctuality, on-time completion of course assignments</td>
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<td></td>
</tr>
<tr>
<td>• Demonstrates a comfortable leadership style</td>
<td></td>
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<tr>
<td>• Exhibits supportive attitude and behavior towards students</td>
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</tbody>
</table>

Rev. 8/10
Certificate in Music Education
Course Sequence
2013-2014

Freshman Year
All students follow their regular B.F.A. freshman year curriculum.
* Designated Writing Course/English Composition ................................. 9 units

Sophomore Year
* Introduction to Educational Psychology .............................................. 9 units
  Observation (see Notes 1,2,3, 11) .................................................. 3 units
  Principles of Education (see Note 9) .................................................. 9 units
  Vocal Methods .................................................................................. 3 units
  EDC 333 Assessment & Adaptation: Students with Special Needs (Chatham) 9 units (3 cr)
  EDU 634 Inclusion: Issues and Strategies (Chatham) ............................. 6 units (2 cr)

Sophomore Summer
* Math elective #1 (see Note 4) ........................................................... 9 units
* English Literature elective ............................................................... 9 units

Junior Year
  Brass Methods (see Note 10) ............................................................. 3 units
  Percussion Methods .......................................................................... 3 units
  String Methods ................................................................................ 3 units
  Woodwind Methods (see Note 10) ..................................................... 3 units
+ Introduction To Conducting ............................................................. 6 units
+ Choral & Instrumental Conducting .................................................. 6 units
  Keyboard Studies V (or certification proficiency test) ......................... 3 units
  Keyboard Studies VI (or certification proficiency test) ....................... 3 units
  Secondary Fretted Instrument ......................................................... 3 units

Junior Summer
* Math elective #2 (see Note 4) ........................................................... 9 units

Senior Year
  Band & Choral Arranging ................................................................. 6 units
  Marching Band Techniques (see Note 7) or Stage Direction (see Notes 2,8) 3 units
+ Music In The Elementary School .................................................... 6 units
+ Elementary Guided Teaching (see Note 2) ........................................ 3 units
+ Music In The Secondary School ...................................................... 6 units
+ Secondary Guided Teaching (see Notes 1,2,3,5) ............................. 3 units
  IL 2257 Teaching English Language Learners (Pitt) .......................... 9 units (3 cr)

Fifth Year
  Practice Teaching (see Notes 1,2,3,6) ............................................... 12 units

Notes
* This course may be transferred from another institution.
+ This course requires a minimum grade of B (undergraduate students) and B- (graduate students).
  1. This course requires 3 law enforcement clearances and TB health screening (see p. 3).
  2. This course involves off-campus visits to local schools. Access to a car will be necessary.
  3. Pre-requisite: Acceptance into the Certificate Program in Music Education.
  4. A score of 560 on the SAT II Math Level 1C Assessment AND AP math credit granted by the University will satisfy both required math courses. Either the SAT II score or AP credit may satisfy one math course. You must provide a copy of your scores to your certification advisor.
  5. Course Pre-requisites: 2 semesters of conducting, observation, elementary and secondary guided teaching, and all instrumental & vocal methods.
  6. Completion of all prior certificate program course and proficiency requirements.
  7. Marching Band Techniques is required for wind and percussion majors, and all other majors declaring a student teaching preference in instrumental music.
  8. Stage Direction may be elected by voice or piano majors. Involves visits to local schools.
  9. This course is required during the first year of enrollment in Certification.
 10. This course requires two off-campus field teaching experiences in local schools. Student schedules should allow c. 3 hours to complete each experience.
 11. This course requires students to complete 20 classroom observations in local schools – multiple observations may be completed at each school visit. Student course schedules should allow enough time to complete these observations – having an open 3-hour block once-a-week is recommended.
# Music Education Certification Curriculum Planning Sheet

## 2013-2014

### Certification Courses By Semester

#### Fall Semester

<table>
<thead>
<tr>
<th>Course Description</th>
<th>Grade</th>
<th>Comments</th>
</tr>
</thead>
<tbody>
<tr>
<td>Principles of Education (57-331)</td>
<td>9 units</td>
<td></td>
</tr>
<tr>
<td>Introduction to Educational Psychology</td>
<td>9 units</td>
<td></td>
</tr>
<tr>
<td>Designated Writing Course (76-_____)</td>
<td>9 units</td>
<td></td>
</tr>
<tr>
<td>Brass Methods (57-360)</td>
<td>3 units</td>
<td></td>
</tr>
<tr>
<td>Percussion Methods (57-361)</td>
<td>3 units</td>
<td></td>
</tr>
<tr>
<td>Keyboard Studies V (57-391) (or exam)</td>
<td>3 units</td>
<td></td>
</tr>
<tr>
<td>Introduction To Conducting (57-332)</td>
<td>6 units</td>
<td></td>
</tr>
<tr>
<td>Marching Band Techniques (57-334)</td>
<td>3 units</td>
<td></td>
</tr>
<tr>
<td>Music In The Elementary School (57-375)</td>
<td>6 units</td>
<td></td>
</tr>
<tr>
<td>Elementary Guided Teaching (57-356)</td>
<td>3 units</td>
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</tbody>
</table>

### Spring Semester

<table>
<thead>
<tr>
<th>Course Description</th>
<th>Grade</th>
<th>Comments</th>
</tr>
</thead>
<tbody>
<tr>
<td>Vocal Methods (57-607)</td>
<td>3 units</td>
<td></td>
</tr>
<tr>
<td>String Methods (57-363)</td>
<td>3 units</td>
<td></td>
</tr>
<tr>
<td>Woodwind Methods (57-362)</td>
<td>3 units</td>
<td></td>
</tr>
<tr>
<td>Keyboard Studies VI (57-392)</td>
<td>3 units</td>
<td></td>
</tr>
<tr>
<td>Choral &amp; Instrumental Conducting (57-336)</td>
<td>6 units</td>
<td></td>
</tr>
<tr>
<td>Band &amp; Choral Arranging (57-333)</td>
<td>6 units</td>
<td></td>
</tr>
<tr>
<td>(Optional) Stage Direction (57-370)</td>
<td>3 units</td>
<td></td>
</tr>
<tr>
<td>Music In The Secondary School (57-376)</td>
<td>6 units</td>
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</tr>
<tr>
<td>Secondary Guided Teaching (57-355)</td>
<td>3 units</td>
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### Fall or Spring Semesters

<table>
<thead>
<tr>
<th>Course Description</th>
<th>Grade</th>
<th>Semester</th>
<th>Comments</th>
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</thead>
<tbody>
<tr>
<td>Observation (57-608)</td>
<td>3 units</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Math elective #1</td>
<td>9 units</td>
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<td></td>
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<tr>
<td>Math elective #2</td>
<td>9 units</td>
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<tr>
<td>English Literature elective</td>
<td>9 units</td>
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<tr>
<td>Secondary Fretted Instrument (57-107)</td>
<td>3 units</td>
<td></td>
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<tr>
<td>EDC 333 A &amp; A: Students with Special Needs…</td>
<td>9 units</td>
<td></td>
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<tr>
<td>EDU 634 Inclusion: Issues and Strategies……</td>
<td>6 units</td>
<td></td>
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<tr>
<td>IL 2257 Teaching English Language Learners...</td>
<td>9 units</td>
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### Final Semester

<table>
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<tr>
<th>Course Description</th>
<th>Grade</th>
<th>Semester</th>
<th>Comments</th>
</tr>
</thead>
<tbody>
<tr>
<td>Practice Teaching (57-603, 604)</td>
<td>12 units</td>
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