

Music Education Area Handbook

School of Music, Theatre, & Dance
Colorado State University

2021-2022
Academic Year

Designed for prospective elementary, middle, and secondary school music teachers, a Music Education emphasis at Colorado State University is a gateway to employment *and* growth in musical excellence. Upon successful completion of the degree, students are qualified for licensure to teach elementary, choral, and instrumental music to children in Kindergarten through Grade 12. The Music Education degree at Colorado State University requires 126 credits: approximately 60 credits in music, 40 credits in teacher education, and 26 credits in All University Core Curriculum. Among the strengths of this degree are the opportunities for early experiences in schools, emphasis on professionalism, *and* the development of personal musicianship. The Teacher Licensure Program at CSU is state accredited by the Colorado Commission on Higher Education and the Colorado Department of Education (CDE). It is nationally accredited by the Teacher Education Accreditation Council (TEAC) and includes extensive on-site practicum work, as well as student teaching experiences in elementary *and* secondary schools.

Limitless Opportunities—whether for the job market or graduate school. Employment opportunities abound for music educators in Colorado and nationally. CSU works with school districts throughout the nation to place our highly-qualified graduates and they are extremely sought-after by administrators in the field. In addition, a CSU Bachelor's degree in Music Education will open many paths to graduate education and several of our CSU Master's graduates even go on to pursue a doctorate degree in Music Education.

A Comprehensive Program. A music education emphasis leads to a Colorado Teaching License. Licensure in Colorado enables a teacher to apply for jobs in Kindergarten through Grade 12 instrumental, choral, and elementary music. Undergraduate music education majors at CSU benefit from Dalcroze masterclasses and Kodály workshops held on campus as an extension of graduate coursework within CSU Master of Music in Music Education degree programs. Home to the Colorado Kodály Institute, CSU offers Kodály Certification as an endorsed program of the Organization of American Kodály Educators. CSU's Dalcroze Eurhythmics course enables students to work toward their Dalcroze Certificate and is an authorized training program within the American Eurhythmics Society.

Musicianship. We believe that music teachers should also be the strongest musicians. Through a comprehensive approach to developing strong musicians, music education majors at CSU are expected to excel in music theory, music history, applied lessons, conducting, and piano. Music Education students are also required to participate in large and small ensembles. CSU's Marching Band is the largest in the state, and tours nationally and internationally as do the CSU Choirs. In addition, there are bands, orchestras, chamber and jazz ensembles, percussion and string ensembles, and opera.

Quality of Educational Experience. The music faculty at CSU are nationally and internationally-recognized educators, clinicians, researchers, and performers. By studying directly with expert faculty, our students have the opportunity to receive outstanding instruction and support as they pursue excellence in teaching and musicianship. However there is much to be said about the learning and growth that occurs outside of actual courses. The Music Education Area is in many ways like its own "studio." Students work together to help one another and the environment is congenial as opposed to competitive. Upper-division students at CSU seek out new and lower-division students to mentor and bonds are formed that transcend courses or years. Students travel together to the Colorado Music Educators Association Conference in Colorado Springs every year, and Music Education alumni maintain close ties with CSU.

Field Experiences. One of the strongest components of the Music Education degree program at CSU is the emphasis on early field experiences in local elementary and secondary schools. Students also have opportunities to work with children brought to campus such as in the B.R.A.I.N.Y. (Bringing Arts Integration to Youth) Title 1 Grant Program and the Middle School Outreach Ensemble Program (MSOE). Music Education majors also participate annually in the Fort Collins Symphony's Musical Zoo, and hold music teaching internships within organizations such as Bravo! Vail and El Sistema Colorado. The Music Education faculty members work closely with the Teacher Licensure Office in the School of Education to place students in music classrooms throughout Colorado.

Educational and Social Societies. CSU is affiliated with the National Association for Music Educators-NAfME), and has an award-winning collegiate Music Education Organization (CNAfME). Members meet socially, hear presenters speak on career development, participate in community outreach, and fundraise so they can become active participants in the Colorado Music Educators Association Clinic/Conference each January in Colorado Springs. Music education students are also encouraged to become part of other student music organizations, including Phi Mu Alpha and Delta Omicron.

Master's Programs in Music Education. If you want to continue your education at CSU or start as a new student in one of four Master's programs, CSU has a degree program to fit your needs!

- M.M. in Music Education (full-time)
- M.M. in Music Education with Teacher Licensure (full-time)
- M.M. in Music Education with Kodály Emphasis (summer-residency program)
- M.M. in Music Education with Conducting Specialization (summer-residency program)
- M.M. in Music Education with Composition Specialization

Please speak with one of the Music Education Faculty members below for more information about CSU's Master's degree programs.

Faculty Bios

DR. BONNIE S. JACOBI, ASSOCIATE PROFESSOR OF MUSIC EDUCATION (ELEMENTARY)

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Dr. Bonnie Jacobi has served on the Music Education faculty at Colorado State University since 2010 and formerly taught on the faculties of Southern Methodist University and the University of Houston. A music education specialist for over twenty years, she has taught students of all ages throughout Florida, Massachusetts, New Jersey, and Texas and directed over twelve children's choirs. Dr. Jacobi holds a B.A. in Music from Mount Holyoke College in Massachusetts, a M.M. in Piano Performance from the University of Texas at Austin, and a D.M.A. in Music Education from the University of Houston. She holds Kodály Certification from Indiana University and McNeese State University, and holds a Eurhythmics Certificate from the American Eurhythmics Society, where she serves as a Master Teaching Artist. Dr. Jacobi has trained at Carnegie-Mellon University's International Dalcroze Institute, The Juilliard School's Abramson-Dalcroze Institute, and the Dalcroze School of the Rockies. Dr. Jacobi is a published author and serves on the Editorial Board for NAfME's *Journal of Historical Research in Music Education*. She has authored articles in publications such as: *General Music Today*, *OAKE Envoy*, *the Journal of Historical Research in Music Education*, *American Music Teacher*, and *Music Educators Journal*. At CSU, Dr. Jacobi teaches undergraduate and graduate coursework in Music Education, supervises student teachers in their Elementary Music placements, and leads the Fall Student Music Teacher Seminar. In the summers, she directs the Colorado Kodály Institute and teaches CSU's Dalcroze Eurhythmics course.

DR. ERIK JOHNSON, ASSOCIATE PROFESSOR OF MUSIC EDUCATION (INSTRUMENTAL)

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Dr. Erik Johnson is a member of the Music Education faculty at Colorado State University and is the director of the CSU Middle School Outreach Ensemble and Trying-on-Teaching programs. He holds a master's degree in

Wind Conducting and a Ph.D in Music Education from the University of Colorado at Boulder. Dr. Johnson is a recipient of the 2021 CSU College of Liberal Arts *Excellence in Engaged Scholarship* award winner, the 2019 CSU *Ann Gill Faculty Development Award*, the 2018 CSU *Distinction in Community Outreach Award*, and a 2016 GRAMMY Research Award -- an award that supports research into how peer-assisted learning in music can help to improve social responsiveness for students with Autism Spectrum Disorder. As a teacher, he has received three school board commendations, two 9-News "Teacher Who Cares Awards" and a Colorado Teacher of the Year Award sponsored by the Walmart Foundation. As a conductor, clinician, and presenter, Dr. Johnson has worked extensively throughout Colorado, the United States, and in Japan, India, Scotland, Finland, Ireland, Spain, Argentina, Dominican Republic, and China. He currently is on the conducting staff of the Greater Boulder Youth Orchestras and serves as the Artistic Director and Curator for *SpaRk!*, an annual immersive music festival serving patrons in the San Francisco Bay area. As a scholar, his research focuses upon peer-assisted learning, music teacher identity development, and music theory pedagogy and has been published in the *Journal of Research in Music Education*, the *International Journal of Disabilities, Development, and Education*, the *Music Educators Journal*, *Contributions to Music Education*, the *Journal of Education and Training Studies*, and the *Bulletin for the Council of Research in Music Education*. He is a co-author of book titled *A Guide to Student Teaching* (GLA Publications), a coauthor of *Understanding Teacher Identity: The Complexities of Professional Identity as Teacher* (Rowman & Littlefield Publications), and a co-author of a forthcoming text titled *Teaching Instrumental Music* (Oxford University Press).

DR. SETH PENDERGAST, ASSISTANT PROFESSOR OF MUSIC EDUCATION (Choral/Technology)

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Dr. Pendergast began his appointment as Assistant Professor of Choral Music Education at Colorado State University in the Fall of 2018. He recently completed his Ph.D. in Music Education at the University of Utah. His most recent scholarship includes publications in *Journal of Research in Music Education*, *Update: Applications of Research in Music Education*, *Music Educators Journal*, *The Choral Journal*, and book chapters in *General Music: A K–12 Experience* (Kendall Hunt Publishers) and *Advancing Music Education Through Assessment: Honoring Culture, Diversity, and Practice* (GIA Publications). Seth has presented his research at international, national and state music education conferences and interdisciplinary conferences, including SELF International Conference, the American Educational Research Association National Conference, Music Research and Teacher Education National Conference, the Symposium on Music Teacher Education, Texas Music Educators Clinic/Conference, Florida Music Educators Professional Development Conference, Ohio Music Educators Professional Development Conference and Utah Music Educators Conference. Seth is also an active clinician, conductor, and adjudicator. He frequently leads professional development sessions, clinics, festivals, and honor choirs at various schools, districts, conferences, and universities, both locally and nationally.

DR. NATHAN PAYANT, INTRUCTOR OF MUSIC, ADMINISTRATIVE COORDINATOR OF MUSIC EDUCATION

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Dr. Nathan Payant is a devoted conductor, educator, and professional singer who strives to cultivate long-lasting connections with others through the choral arts. He has over fifteen years of choral teaching and conducting experience at the middle school, high school, college, and professional levels. At CSU, he directs the Concert Choir and oversees the M.M. Music Education – Conducting degree program for working music educators. In addition, he teaches Music Appreciation, assists with various music education courses, mentors student teachers, and is the faculty advisor for two *a cappella* groups. Nathan is also on the choral faculty at the University of Denver, where he conducts the Women's Chorus. A passionate advocate for choral music education, Nathan is fervently involved in NAFME, CMEA, ACDA, and CoACDA, placing special emphasis on encouraging lifelong singing. He has served on the CO All-State Choir Board, the Vocal Music Council of CMEA, and the CoACDA Council as the Treble Choir Chair. Nathan is also an active member of the professional choral community in Colorado. He is the Co-Founder and Artistic Director of Anima Chamber Ensemble, General Manager of Colorado Bach Ensemble, and sings professionally with St. Martin's Chamber Choir and CBE. Most recently, he was appointed as the Music Director of Laudamus Chamber Chorale, a Fort Collins community choir. A native of South Dakota, Nathan earned a B.M. in Music Education from Northern State University in Aberdeen, SD. He received an M.M. in Choral Conducting from Colorado State University and a D.M.A. in Choral Conducting and Literature from the University of Colorado, Boulder. Outside of his professional responsibilities, Nathan enjoys traveling and spending time with his beautiful wife and three daughters.

MS. JESSICA WARNER, *SPECIAL ADMINISTRATIVE SUPPORT IN MUSIC EDUCATION*

Jessica Warner was appointed music engagement coordinator and music education administrator at Colorado State University in 2019. She is an advocate for music education for all children, and strives to develop and strengthen the connection between students and faculty at CSU and the community in northern Colorado. Ms. Warner continuously strives to implement a culture of diversity and inclusion in all aspects of performance, education and engagement. Ms. Warner holds a bachelor's degree from the University of Michigan where she studied with Dr. Nancy Ambrose-King and received her master's degree from the University of Texas at Austin where she studied with Rebecca Henderson. Jessica Warner has won jobs in Roanoke Symphony Orchestra, Western Piedmont Symphony, Peoria Symphony Orchestra, Pontiac Symphony Orchestra, and Auckland Philharmonia. She has performed oboe and English horn with many orchestras throughout the United States and abroad, including Greeley Philharmonic Orchestra, North Carolina Symphony Orchestra, Charlotte Symphony Orchestra, Winston-Salem Symphony, South Carolina Symphony Orchestra, Knoxville Symphony Orchestra, South Bend Symphony, Illinois Symphony and Monterrey Symphony Orchestra. Ms. Warner has experience as an educator and oboe instructor in Michigan, Texas, New York, North Carolina, Tennessee and Colorado. In Austin, Texas, Jessica was a faculty member at the Clavier Werke School of Music and she has worked as oboe faculty at Lenoir-Rhyne University, East Tennessee State University and New York Summer Music Festival. While living in North Carolina, Ms. Warner started the nonprofit Music for Harmony, where she brought music to schools, homeless shelters, gardens, parks and churches, all while raising money for humanitarian and environmental causes.

MR. SHILO STROMAN, *SPECIAL ASSISTANT PROFESSOR OF MUSIC EDUCATION (Instrumental)*

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Professor Stroman is adjunct instructor of Percussion and Jazz at Colorado State University where he teaches lessons, freshman percussion ensemble, drumline, Jazz Pedagogy and is in charge of the Jazz combo program. Mr. Stroman has presented clinics at several Percussive Arts Society Days of Percussion, State Music education conferences, middle schools, high schools and colleges throughout Colorado, Wyoming, Montana and Texas. Having taught instrumental music in the public schools, Mr. Stroman has adjudicated at the UNC/Greeley Jazz Festival, The Kinser Jazz Festival as well as many smaller Jazz festivals. He also regularly judges for the Rocky Mountain Percussion Association and recently the Intermountain Percussion Association. Furthering music education and giving back is an important part of what Shilo does. He is active in the Percussive Arts Society and served as Colorado Chapter President for 10 years. He is also serving his second term on the board of directors for the Rocky Mountain Percussion Association. Shilo is a Yamaha Performing Artist and a proud endorser of Promark, Evans, and Sabian products.

MR. BOB KREUTZ, *SPECIAL ASSISTANT PROFESSOR OF MUSIC EDUCATION (ORCHESTRA)*

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Mr. Bob Kreutz taught for 30 years at Walt Clark Middle School and 26 years at Thompson Valley High School where his successful programs garnered numerous honors, among them, performing in January of 2014 with the high school orchestra at the Colorado Music Convention as one of Colorado's premiere high school string orchestras. They were also awarded the most inspiring award from the Thompson School District in May 2014. As a violinist, Bob performed for 25 years as a member of the Fort Collins Symphony Orchestra until 2008, when he moved into performances with the Larimer Chorale, String Quartet Con Brio, and other area orchestral opportunities. Additionally, Bob is active as a clinician and adjudicator throughout Colorado, Wyoming, and beyond; working with tremendous orchestral students in Denver, Boulder, Fort Collins, Fort Morgan, Grand Junction, Jefferson County, Longmont, Thornton, and nationally in Cheyenne, Wyoming, and Salem, Oregon. Bob recently conducted the Denver Citywide Advanced High School Orchestra in early January of this year. Bob enjoys fly fishing, reading, and working with young orchestras.

MR. MIKE SNELL, *SPECIAL ASSISTANT PROFESSOR OF MUSIC EDUCATION (Instrumental)*

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Originally from Pocatello, Idaho, Mike Snell has called Colorado home for 42 years. He retired from Douglas County Schools in 2013 after teaching middle school and high school band for 27 years. During his time in Douglas County, his bands received numerous awards and traveled throughout the U.S. and Europe. Mike received the Who's Who Among American Teachers distinction five times. Mike earned his Bachelor Of Music Education Degree from the University of Northern Colorado and his Masters of Education Degree from the University Of Colorado at Denver. Currently, Mike is teaching elementary beginning and intermediate band in

Douglas County. Mike is also on staff with the Colorado Honor Band Association teaching beginning band. Mike is on faculty at Colorado State University where he teaches Brass Methods in the Music Education Department. Mike currently serves as the principle conductor of The John Philip Sousa Band of Colorado. Mike is a lifetime member of the Colorado Bandmasters Association.

Ms. Caitlin Kotnik, *ACADEMIC SUPPORT COORDINATOR*

caitlin.kotnik@colostate.edu

Caitlin Kotnik (she/ her) completed her Bachelor's degree at the Ohio State University with a major in Public Affairs Journalism and a minor in Industrial, Interior, and Visual Communication Design. She worked in public relations, marketing, and event coordination before returning to school for a Master of Arts degree in College Student Personnel from Bowling Green State University. At Ohio State, Bowling Green State University, and Columbus College of Arts and Design, Caitlin worked with residential learning programs to support students majoring in music, theatre, dance, art, and design. Caitlin has been an academic success coordinator at CSU since 2013 and has worked in the School of Music, Theatre, and Dance since 2020. Prior to joining the SMTD family, she advised undeclared students, taught personal narrative writing classes with the Key Communities, and facilitated major and career research classes in coordination with Orientation and Transition Programs.

MS. MARJORIE MOSS, *ACADEMIC SUPPORT COORDINATOR*

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Marjorie Moss is an Academic Success Coordinator in the School of Music, Theatre, and Dance. Her educational background includes a Bachelor of Arts in Secondary English Education with a minor in Spanish from the University of Arizona, a Master of Arts in English Composition and Literature from the University of North Texas, and a Master of Science in Student Affairs in Higher Education from Colorado State University. Before joining the advising staff in the College of Liberal Arts, she worked as an undergraduate academic advisor in CSU's College of Business. Additional CSU positions include academic advising and outreach/support programming in the Collaborative for Student Achievement (formerly CASA); program coordination, success coaching, and student mentoring in the Office of Adult Learner and Veteran Services; and international student engagement programming with INTO CSU. Prior to joining the CSU community, Marjorie spent four years working in public secondary education and two years working in marketing and communications. As an undergraduate student at the University of Arizona, she participated in the University Wind Ensemble (oboe), University Honor Choir, and Symphonic Choir. As a graduate student at the University of North Texas, she was in A Cappella Choir, the premier chamber choir at UNT. Working with students in the School of Music, Theatre, and Dance allows her to combine her love of the performing arts with her passion for college student development. Outside of work, she enjoys traveling, hiking, spending time with her family and friends, and taking in as many performing arts productions as possible!

General Music Education Information

Undergraduate Advising

Undergraduate music education majors receive advising and advising codes from Marjorie Moss (Marjorie.moss@colostate.edu) and Caitlin Kotnik (caitlin.kotnik@colostate.edu). Students are responsible for contacting Ms. Moss or Ms. Kotnik to make advising appointments each semester.

Piano Proficiency Requirement for B.M. Music Education Majors

All B.M. Music Education Majors must fulfill a piano proficiency requirement before the time of their UDQE and/or Sophomore Promotional Interview. Because it takes some students longer than they first expect, we ask that you fulfill this requirement by the end of the Freshman year.

Piano Proficiency Requirement Components

STEP 1: MU 150 Class Piano for Music Educators

All B.M. Music Education Majors must successfully pass MU 150 Class Piano for Music Educators with a grade of 80 or higher by the end of their first semester (Freshman year). As this requirement is a prerequisite for the UDQE, **STUDENTS CANNOT PASS THEIR UDQE or SOPHOMORE PROMOTIONAL INTERVIEW IF THEY HAVE NOT FULFILLED THIS REQUIREMENT.** The reason why it is important to pass MU150 in your first semester at CSU is because not all students are able to accomplish this in one semester and some majors require additional semesters of piano study for their requirement. Students will need to practice on a piano or keyboard while taking this course. MU 150 is a course requirement for every B.M. Music Education major; with the exception of M.M. Music Education with Licensure students who have had prior keyboard training.

B.M. Music Education and M.M. Music Education with Licensure degree students must earn a final grade of 80 or above in MU 150 Basic Piano Skills in order to proceed to MU 151 Piano Skills for Music Educators. Students with a final MU 150 grade below 80 will be asked to remediate their work in the course to a final grade of 80 or above before being permitted to take MU 151.

Note: In the event that students have had substantive piano training prior to their arrival at CSU, they should arrange to schedule to take the **Basic Piano Skills test** with Dr. Tim Burns by the end of their first semester in the degree program.

STEP 2: Piano Skills for Music Education (MU 151)

After successful completion of MU 150, both Instrumental and Choral-track majors must also successfully pass **MU 151: Piano Skills for Music Educators (1 credit)** by the date of their Sophomore Promotional Interview [typically April of the Sophomore year] in order to proceed into Upper-Division degree coursework. We ask that you take this course during your 2nd semester (Freshman year) of the degree program, again because some students will need more than one semester to complete this course. Students will not be permitted to register for Upper-Division coursework until they have passed MU 151.

STEP 3: Piano Skills for Choral Directors

Choral-track Music Ed. majors must successfully pass an additional piano class--**MU 152: Piano Skills for Choral Directors (1 credit)**--before they can be placed to student teach. This course should be taken during the Junior year [after you have passed the Sophomore Interview].

Note: M.M. Music Education with Licensure students must fulfill the same piano proficiency requirement as B.M. Music Education majors (see above) because they are training to teach K-12 Music. They are required to demonstrate piano proficiency (Steps 1 & 2) before being permitted to proceed to Upper-Division music education coursework [by the date of their “Music Education” Interview]. Please contact Dr. Tim Burns before the semester of your Sophomore Promotional Interview to introduce yourself, let him know you have already had piano training, and test out MU 150 and MU 151; these will likely be two separate tests.

Upper Division Qualifying Exam (UDQE)

The Upper Division Qualifying Exam must be passed before taking upper-division applied lessons (MU 472). See the Music Student Handbook for further information.

Acceptance into “Phase II” of Study

Undergraduate music majors are required to follow the **four-phase program** implemented in 2010. This program provides clear and systematic program requirements by year and semester (please see attached). As part of the phase program, students will be interviewed by the Music Education faculty at the end of Phase I and recommended for acceptance into Phase II of study. This **Sophomore Promotional**

Interview coincides with the Upper Division Qualifying Exam, completion of the Piano Proficiency Requirement, and formal Application into the CEP Licensure Program.

The Sophomore Promotional Interview

For music education majors, the sophomore promotional interview is the equivalent of an upper-division qualifying process in which students are asked to demonstrate that they have the level of proficiency needed to succeed in the next phase of music education coursework (e.g., elementary and secondary methods). The Sophomore Promotional Interview takes place in April of the same semester as the student's application to the K-12 Music Teacher Licensure program within the Center for Educator Preparation (typically during the 4th semester of study). Please anticipate being contacted by the Music Education faculty during your 4th semester of study in regard to your Sophomore Promotional Interview. It is recommended that you initiate this contact if for any reason you are not contacted.

It is required that students pass their UDQE during this same semester or earlier.

- Passing the Sophomore Promotional Interview is contingent upon the student taking and successfully passing their UDQE *the same semester as their Sophomore Promotional Interview or earlier.*
- Students who do not take or successfully pass their UDQE the same semester as their Sophomore Promotional Interview or earlier will not proceed to upper-division music education and education coursework within the B.M. Music Education degree program.
- As significant time will lapse between these events, students who do not pass their UDQE will be required to re-interview with the music education faculty for admission into the upper-division of the music education program in April of the following year.

The sophomore promotional interview coincides with formal application to the Center for Educator Preparation's K-12 Music Teacher Licensure Program and is a benchmark used by music education faculty as well as School of Education faculty to evaluate students' SOE application.

- Results of the sophomore promotional interview are communicated to the School of Education and weighed in to the CEP's decision on whether the student's application to the Teacher Licensure Program is approved at that time.

In the semester of your sophomore promotional interview, you will be **academically audited** by your Academic Success Coordinator (ASC) to determine your readiness for the Sophomore Promotional Interview. This audit will consist of reviewing transcripts to ensure that you have completed requisite coursework and met minimum GPA standards for the music education degree. Your applied faculty member will be contacted by the ASC to determine if the UDQE is scheduled to take place and to determine your status toward completing the UDQE. **Sophomores in the B.M. Music Education degree program must have earned a final grade of 80 or above in the last Aural Skills course taken in order to take their Sophomore Promotional Interview. Sophomores with a final Aural Skills grade below 80 will be asked to remediate their work in this course to a final grade of 80 or above before being permitted to take their Sophomore Promotional Interview.**

Below is a list of the items to be included in your professional music teacher portfolio for the sophomore promotional interview:

1. Unofficial Transcript(s)
2. Final draft of your *Philosophy Statement*
3. Resumé
4. Practicum Teaching Video
5. Additional Teaching Videos (optional)

6. Practicum Teaching Reflection
7. Practicum Lesson Plan
8. Evaluation of practicum teaching
9. Evaluation of lesson plan
10. Cooperating teacher evaluation
11. Final Draft of your *Professional Goals and Self-Assessment Statement*
12. Completed *Self-Evaluation of Teaching Disposition*
13. K-12 Teacher Interview Reflections

You may choose to compile these materials in one of the following ways:

- 1) A professional, self-contained portfolio folder (can be obtained at an office supply store)
- 2) A self-created web-page such as WordPress or Google sites

Note: All materials must be typed and presented in the highest professional manner.

Note: Students will compile all sophomore promotional interview materials as part of MU 286.

In addition to the music education faculty reviewing the compiled materials listed above, we will be also evaluating your coursework in the following areas:

- GPA minimum of 2.75 [*note: this GPA minimum is consistent with the CEP Licensure Program's requirement however Music Education majors are encouraged to maintain a 3.0 for the purposes of student teaching placement and job placement.*]
- Fulfillment of Piano Proficiency requirement [MU 150 Basic Piano Skills & MU 151]
- MU 286 Intro to Music Education
- MU 251 Voice Techniques
- MU 217 Aural Skills – minimum grade of 80 or higher
- EDUC 275 Schooling in the U.S.
- EDUC 340 Literacy & the Learner
- Formal acceptance into the CEP Licensure Program [this process is explained during your EDUC 340 course]

Note: Students who have not completed MU 217 Theory III or EDUC 340 must receive special approval from the Music Education faculty to proceed and must still be accepted into the CEP Licensure Program.

During the sophomore promotional interview, you will be expected to be professionally dressed, neatly/professionally groomed, and demonstrate evidence of clear communication skills (verbal and written) required by music education professionals. The music education faculty will ask you a series of questions about your teaching experience, your teaching philosophy, and ask you to reflect upon your own progress. Again, the purpose of the sophomore interview is to give you the chance to demonstrate your commitment, professionalism, and your ability to achieve excellence in music teaching through collected evidence and verbal communication.

Outcome decisions for the sophomore promotional interview will be in the following categories: **PASS**, **Provisional** (will re-interview during August prior to the start of fall classes to show evidence of remediation of specific elements assessed in the first interview; students must pass the second interview prior to being able to proceed in upper-division coursework in Music Education), **Probationary** (will be given one year to remediate major deficiencies assessed in the first interview; students will complete their second interview in April of the following year and must pass the second interview prior to being able to

proceed in upper-division coursework in Music Education), **NO PASS** (will not be asked to re-interview). Results will be shared with students by a member of the SMTD Administrative Faculty within approximately three weeks after the conclusion of the semester in which the sophomore promotional interview took place. Students will also have time for one-on-one debrief meetings with Music Education Faculty at the conclusion of each interview.

Student Teaching

B.M. Music Education majors student teach in their final semester of the degree program to fulfill the prerequisite for earning Colorado State Teaching Licensure. You must be cleared to student teach by the Music Education Area in order to be submitted for placement. Because Colorado State Music Teaching Licensure is K-12, you will teach for eight weeks in an Elementary School and eight weeks at a Secondary School. Students must have successfully passed their Sophomore Promotion Interview, their UDQE, and must have been admitted and in good standing within the Center for Educator Preparation's K-12 Music Teacher Licensure Program to be placed for student teaching.

The Music Education faculty members are extremely committed to making sure that 1) every student is well-prepared to student teach, and 2) that every student has a successful student teaching experience. It is the foundation of your music teaching career and will impact your outlook and shape your expertise for years to come!

During the Junior year, students must participate in a ***mandatory Student Teaching Orientation Meeting*** which is advertised heavily through courses, the Music Ed Bulletin Board, the Music Ed website, CNAfME Meetings, and through electronic correspondence. Students must participate in this important meeting TWO SEMESTERS IN ADVANCE OF THE SEMESTER THEY PLAN TO STUDENT TEACH in order to be approved for student teaching placement for that semester.

Students at CSU are actively involved in the placement process and asked to compile a list of possible Cooperating Teachers they might wish to work under. Once you have compiled the list, you will meet with the Music Education faculty to narrow down the list to a shortlist and arrange the names in order of preference. Then you will make arrangements to observe each teacher on the shortlist, request verbal acceptances, and finally submit three placements requests (for both Elementary and Secondary placements, in order of preference) to Music Education Faculty by the assigned deadline. The assigned deadline is the last day of class at 12 pm, two semesters before the student teaching semester. Students who do not fulfill these guidelines (which are specified in the mandatory Student Teaching Orientation Meeting) by the assigned deadline will not have placement requests submitted on their behalf and will be required to postpone their student teaching by one semester.

Keep in mind that Mentor Teachers in the field will be evaluating you carefully as a potential student teacher; they will gather information about you from other professionals in the field (both in the schools and at CSU) who have had experience working with you. At the time they receive a placement request, they receive a complete file on you containing your transcript, all of your grades, recommendations, your philosophy statement (from School of Education coursework), and information about you from the Schools of Education and Music. All of this factors in to their decision about whether or not to accept you as a student teacher.

The student teaching semester is parallel to having an internship; however, your ability to secure this internship largely depends on you. CSU cannot guarantee that you will be accepted for student teaching placements. CSU does everything possible to set you up so that it **can** occur.

It is very important that students: a) follow the specified guidelines in preparation for the placement process, b) maintain close communication with the Music Education faculty throughout the process, and

c) adhere to the assigned deadline in order for placements to be successfully submitted in sufficient time to become approved. The placement process typically takes eight to ten weeks (often even longer), therefore sufficient time must be allotted when submitting a placement request; there is always a risk that the request will be turned down, at which point we will move to your second choice placement and/or the observation process will be repeated.

Another reason why it is important for students to follow the specified guidelines closely is because student teaching involves interaction with professionals in the schools (both Mentor Teachers and Administrators). The manner in which these professionals are approached and communicated with reflects on both you and on CSU and makes a lasting impression. This interaction should always be respectful and professional and that is why the guidelines are in place.

Collegiate National Association for Music Education (CNAfME) Fall 2021 Chapter Events

Date	Event	Guest
Friday 08/20/21	Ram Welcome!	
08/30/21 5:00-6:00	August CNAfME Meeting <i>Meet and Greet</i>	
09/10 11:00 AM	<i>September Music Ed Studio</i>	Dr. Erik Johnson
09/15 7:00 PM	September CNAfME Evening <i>The Science and Profession of Music Therapy: What does it mean for the music educator?</i>	Dr. Jess Rushing
09/24 10:15 AM	Student Teacher Orientation Meeting (room 136)	Required for fall 2022 Student Teachers; Open to any student
10/15 11:00 AM	October CNAfME <i>Mental Health Check-In</i>	Mary Vogelsberg and Dr. Seth Pendergast
10/01 11:00 AM	<i>October Music Ed Studio</i>	Dr. Seth Pendergast
11/12 11:00 AM	<i>November Music Ed Studio</i>	Dr. Nathan Payant

11/17 6:00 PM	November CNAfME Evening <i>Instrumental and Choral Conducting: A Practicum Experience</i>	Dr. Nathan Payant
12/3	December CNAfME Looking Ahead to CMEA	CSU CNAfME Leadership Team

Local Professional Development Events

Date	Event
Saturday 08/28/21	The Five Games of Eurythmics at Aspen View Academy Charter School
09/11	Scaffolding Movement in the Music Classroom http://rockymountainorff.org/events/category/workshop/
09/25	Matters of Diversity in a Kodaly Setting https://www.coloradokodaly.org
10/09	Recipe for Success: What does it take? http://rockymountainorff.org/events/category/workshop/
11/13	Living Traditions: Songs and Singing Games from Spain, Guatemala, and Nicaragua https://www.coloradokodaly.org

Degree check sheets are posted on the music website: music.colostate.edu/academics/undergraduate/undergraduate-checksheets/