# DELTA STATE UNIVERSITY

## DEPARTMENT of MUSIC

2012-2013 Music Student Handbook

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#### MUSIC FACULTY AND STAFF OFFICE DIRECTORY

<u>NAME</u>	ROOM#	<u>WORK #</u> *	EMAIL**
<b>Faculty</b>			
Mr. Armstong, Joshua	ZE 102	4611	jarmstrong
Dr. Buchanan, Mary Lenn	BA 134	4124	mlbuch
Dr. Butler, Mark, Interim Chair	ZE 108 offic	e 4606	mbutler
	ZE 216 studi	o4619	
Dr. Collins, Shelley	ZE 206	4617	scollins
Dr. Cummins, Nicholaus	BA 129	4115	ncummins
Dr. Fosheim, Karen	ZE 214	4622	kfosheim
Dr. Hankins, Paul, Interim Dean-A	Arts/Sci. KE	Suite A	4100 phankins
	ZE 218 studi	o4618	
Dr. Mark, Douglas	ZE 107	4607	dmark
Mr. Moore, Joe D.	ZE 162	4629	jmoore
Dr. Payton, Chad	BA 126	4614	cpayton
Dr. Pimentel, Bret	ZE 208	4608	bpimentel
Dr. Shimizu, Kumiko	BA 124	4122	kshimizu
Dr. Shin, Jung-Won	BA 136	4123	jshin
Staff			
Ms. Lee, April	ZE 106	4615	alee
For Number	7E 100	1605	
Fax Number Computer Lab	ZE 109 ZE 204	4605 4613	
Student Lounge	ZE 155	4616	

<sup>\*</sup> The prefix for all office numbers is 846. \*\* all Email addresses are @deltastate.edu

## DEPARTMENT OF MUSIC STUDENT HANDBOOK

#### INTRODUCTION

As you will discover when studying this handbook, the standards and expectations of the Delta State University Department of Music are very high. Our faculty is made up of extraordinarily talented and experienced musicians whose first priority is the development of each of your special talents and skills. From their own experience they know that the world of the professional musician is highly competitive and because they care about your success, they will insist on your finest efforts.

#### **BUILDING REGULATIONS**

- 1. The use or sale of <u>any form of tobacco</u> products is prohibited in any Delta State University owned or leased <u>buildings and vehicles</u>. (DSU Tobacco Free Policy <a href="http://www.deltastate.edu/pages/409.asp">http://www.deltastate.edu/pages/409.asp</a>).
- 2. A limited number of lockers are available for rental each semester thru the Band Director. Students with several large instruments may rent two or three lockers per semester.
- 3. Please check the departmental bulletin boards in the south and north foyers and faculty bulletin boards regularly. Information, telephone messages, lesson changes, etc. are posted in these locations.
- 4. Music facilities are not available as practice areas for bands and combos not organized by the Music Department.
- 5. Do not place anything other than a metronome on pianos. Extensive damage has occurred through carelessness in this matter.
- 6. Keep all personal items in your possession. A school instrument which has been assigned for your use will be charged to you if lost or stolen. Be sure that you have insurance (homeowners) on your personal instrument. The University does not provide this.
- 7. The recital hall is available on a limited basis to students preparing a recital. Practice times should be scheduled through the Music Office.

#### STUDENT LOUNGE

Zeigel #155 is the student lounge. It is available for meetings of Music department student organizations and general student use. However, students using this room during the day must remember that a classroom is just across the hall. Please be respectful of others by keeping the noise level to a minimum and by keeping the room neat and clean for the benefit of all who use it. Also be aware that this room may be reserved periodically by faculty for special events that are taking place in the department.

#### **COMPUTER LABORATORY**

The music computer lab is located in ZE #204. Hours of operation are posted on the door. The computers have music software available for music theory, aural theory, music education, music notation, etc. Computers have word processing software available and internet access.

#### RECITALS AND ACTIVITIES

During your undergraduate career you will find it impossible to perform all of the music about which you should have knowledge. Music 104 affords you an opportunity to come into contact with a much larger body of literature than would otherwise be possible. In addition, by giving the music and its performance your careful attention, you will increase your abilities to critically appraise music. Finally, it will offer you the chance to become accustomed to performing before an audience.

Senior recitals and evening concerts are especially important events. The performers are often well-known professionals, outstanding music students, or seniors whose parents are in attendance. Long hours of preparation have gone into these programs and they represent the finest we have to offer. As a result it is appropriate that the audience show a high degree of respect for the performers and for other members of the audience by dressing in a manner that is suitable for such a special occasion. Persons whose attire is distracting will not be admitted.

- 1. Enrollment in Music 104: Recitals and Activities is required for 7 semesters for B.M.E. candidates and for 8 semesters for B.A. and B.M. candidates. Students who have extenuating circumstances concerning the requirements for this course should see the instructor of record for resolution of the problem.
- 2. Grading will be based upon the following scale:
  - "CR" To earn this grade you must attend 17 activities which will include 5 evening events including the Honors Recital for that semester. Attendance is required for the Honors Recital.
  - "NC" Failure to meet the minimum requirements for "CR" will result in a grade of NC (No Credit).
- 3. Attendance is taken at each recital or concert. A signed recital ticket must be turned in as you leave the recital. Failure to turn in the recital ticket will result in 'no credit' for that recital. Tickets will not be accepted late. A recital in which you participate will be credited toward the requirements for this class.
- 4. Because of campus policy, various campus and off-campus concerts which charge admission are not included in the required list. However, those who wish to attend will receive credit by presenting evidence of having attended. Prior approval must be obtained from the instructor of record, and evidence must be presented to the secretary for your file in a timely manner.

#### HONORS RECITAL

To be eligible to perform on the Honors Recital, a student must have a cumulative average of 3.00 or better in music subjects, and audition before a jury consisting of the entire music faculty. Students are not eligible to appear on the Honors Recital during their first semester at Delta State. A minimum of five students and a maximum of 10% of the music population will be selected to perform on the Honors Recital. Students appearing on the Honors Recital will have their names engraved on a plaque in the music building. The plaque is in memory of former music educator Donny Adams and is a gift from our distinguished alumnus, the late Jim McCutcheon. The audition to choose Honors Recital participants will take place four weeks prior to the recital. The audition selection is the same selection the student expects to perform on the recital. The Honors Recital is scheduled late in the spring semester only.

#### MEMBERSHIP IN ENSEMBLES

- 1. Music majors in the B.M.E. and B.A. programs are required to participate in one large ensemble in their major area of study throughout each semester of residency (except the directed teaching internship semester).
- 2. Music majors in the B.M. program are required to participate in one large ensemble *and one minor ensemble* in their major area of study throughout each semester of residency.
- **3.** Only one large ensemble per semester may count toward degree requirements. Only one minor ensemble per semester may count toward degree requirements for B.M. degree candidates.
- 4. All instrumental music majors are required to enroll in the 'Fighting Okra' Pride of the Delta Marching Band each Fall semester.
- 5. Scholarship recipients and music majors may have further participation requirements.
- **6.** Refer to Music Degree Ensemble Requirements chart for qualifying ensembles.
- 7. Exceptions to the policy must be approved by the Department Chair. Revised 9/1/12

## **Music Degree Ensemble Requirements**

Degree Plan	Major Area of Study	Degree Emphasis/Track	Major Ensemble	Minor Ensemble
Bachelor of Music Education	Instrumental	Wind/Percussion	Marching Band-Fall Wind Ensemble, Symphonic Band- Spring	
	Vocal	Voice	Chorale, Delta Singers	
	Keyboard	Instrumental	Marching Band-Fall Wind Ensemble, Symphonic Band- Spring	
	Keyboard	Choral Music/General Music	Chorale, Delta Singers	
Bachelor of Music	Instrumental	Wind/Percussion	Marching Band-Fall Wind Ensemble, Symphonic Band- Spring	Jazz Band, Instrumental Small Ensembles (MUS 384/5/6))
	Vocal	Voice	Chorale, Delta Singers	Chamber Singers, Music Theatre Workshop (MUS 387)
	Keyboard	Keyboard	Chorale, Delta Singers	Collaborative/Chamber Piano, Chamber Singers
Bachelor of Arts	Instrumental	Wind/Percussion	Marching Band-Fall Wind Ensemble, Symphonic Band- Spring	
	Vocal	Voice	Chorale, Delta Singers	
	Keyboard	Keyboard	Chorale, Delta Singers OR Marching Band-Fall Wind Ensemble, Symphonic Band- Spring	
	SRT	Inst./Vocal/ Keyboard	Singers/Marching Band	

#### **ELECTIVE ENSEMBLE POLICY**

Number of Ensembles	Overall GPA (ensemble)	Other Requirements
Allowed computing GPA	Grades are deleted when	
1-3	NONE	NONE
4	Above 2.5	NONE
5	Above 3.0	(See Below)

Approval of the following is required for a student to take 5 ensembles: the student's advisor, the student's applied teacher, the student's major ensemble director, and the departmental chairman. This approval shall be based on the student's overall GPA and the student's progress in their course of study. The student must be on schedule with the curriculum for his particular degree program.

#### **OUTSIDE COMMITMENTS**

The music program is a full and demanding one. Students who for one reason or another are unable to fulfill departmental requirements are requested to give serious consideration to a change of major or to drop out of school until full-time attention to the music program can be accomplished. Students desiring to hold positions as organists, choir directors, church soloists, and teachers of private lessons should weigh carefully the demands of such employment against the very limited free time they will possess.

#### **FINAL EXAMS**

All Instructors are required to give a final exam in a course on the day scheduled by the University or to hold class on the scheduled examination day. Do not ask a teacher to change or excuse you from the hour or day of final exam.

#### RECRUITING

The value of your degree and the future pride you will feel in it will depend upon the growth and well-being of the Music Department. To be the kind of institution that will make you a proud alumnus/a requires that we add increasing numbers of talented and dedicated music majors to our enrollment. You are the best recruiter we can have. One complimentary statement from you about Delta State University will carry more weight with those trying to decide where to pursue their college careers than anything the faculty and staff might do. Please help us and yourself by pointing out our strong points to others, by placing names of quality high school musicians in our hands, and by behaving in the traditionally outstanding manner of Delta State students when in public.

#### UTILIZING YOUR TIME

In spite of your heavy academic load there will be sufficient time available to get your work done and still enjoy an adequate social life. However, this is true only if you get maximum efficiency out of your day.

First, you should schedule your study and practice times as though they were classes. Don't let anyone or anything divert you from following your study and practice schedule to the letter.

Second, learn how to study and practice. Your instructors will suggest approaches to learning that they have found successful. Use them!! If you feel your time is not producing the desired result, don't hesitate to seek assistance from the faculty and staff.

#### Some general tips:

- Divide your practice or study times into several segments.
- Have a plan or goal to accomplish for each segment.
- Pace yourself.
- Work on your challenging spots and integrate that into more comfortable areas when rehearing.
- Assess and evaluate your progress—is what you are doing working?
- Play difficult passages slower and methodically, isolating the most problematic areas.
- Be consistent in your study/practice schedule.
- Have both longer and short term goals in your study/practice plan.
- Ask for feedback, or record yourself. Be objective as if you are teaching someone else.
- Reflect or think about what you studied or practiced to have a sense of the context or larger point of view.

Finally, set priorities. If you can't get the very best grades in all of your classes, then you must decide how best to distribute your efforts. Begin by recognizing that those who will later employ you are concerned with your abilities as a musician and your expert knowledge, so consequently, you should give your maximum focus to your music commitments.

#### STUDENT ACADEMIC GRIEVANCE POLICY

Students who feel that they have an academic grievance may appeal as follows:

1. Discuss the problem with the instructor and seek a solution. If the problem is not satisfactorily resolved in conference with the instructor, the student is entitled to submit an appeal <u>in writing</u> (with documentation) to the department/division chair. Upon receiving a student appeal, the department/division chair submits a written request for a response <u>in writing</u> (with documentation) from the instructor. The department/division chair notifies the student and faculty member <u>in</u> writing of his/her decision, within fifteen working days from the date the appeal is received.

- 2. If the problem is not satisfactorily resolved, the student is entitled to resubmit the appeal in writing to the college/school dean with administrative responsibility for the department where the alleged infraction occurred. The college/school dean reviews the student appeal and the corresponding response from the faculty member. The college/school dean notifies the student and faculty member in writing of his/her decision with a copy to the division/department chair, within ten working days from the date the appeal is received.
- 3. If the problem is not satisfactorily resolved, the student is entitled to submit a request for a hearing with the Academic Appeals Committee. The Academic Appeals Committee chair schedules a hearing date, within fifteen working days from the date the appeal is received, and notifies the student and faculty member. Both parties may submit their cases in person or in writing to the committee. The Academic Appeals Committee notifies the student and faculty member in writing of its decision with a copy to the appropriate dean, within five working days from the date of the hearing.
- 4. If the problem is not satisfactorily resolved, the student is entitled to resubmit the appeal <u>in writing</u> to the Vice President for Academic Affairs. The Vice President for Academic Affairs reviews the student appeal and the corresponding response from the faculty member. The Vice President for Academic Affairs notifies the student and faculty member <u>in writing</u> of their decision, which is final, with a copy to the appropriate dean and chair of the Academic Appeals Committee, within ten days from the date the appeal is received.

Academic appeals by students must be filed no later than the end of the next regular term after the grievance occurred.

#### **MUSIC FEES**

<u>Music Lessons, Private</u>: All students enrolled in applied lessons (AMU), will be assessed \$50 per semester hour credit, with a maximum assessment of \$100 per AMU registration.

**<u>Keyboard Lab Fee:</u>** All students enrolled in classes utilizing the Keyboard Lab (Bailey 135), will be assessed a \$20 lab fee.

<u>String Methods and Materials Lab Fee</u>: All students enrolled in MUS 354 String Methods and Materials will be assessed a \$15 lab fee.

Music Computer Lab Fee: All music majors will be assessed a \$10 computer fee per year.

<u>Marching Band Fee:</u> All students enrolled in marching band will be assessed a \$10 band fee per year.

#### **GUIDELINES AND PROCEDURES**

#### MUSIC MAJOR SCHOLARSHIP GUIDELINES

Students may audition for a music scholarship only once. Normally, the audition for admission also serves as the scholarship audition. Any exception to this norm should be requested prior to the audition.

Music Scholarships are administered by the Department of Music Scholarship Committee in cooperation with the department chair and office assistant, and Office of Financial Aid. This committee is comprised of the chair of the music department; wind, keyboard, and voice faculty; and the directors of the major ensembles. Questions concerning music scholarships should be directed to the chair of the music department.

Awards are subject to review and revision each semester based upon verification of the student's need, talent, eligibility, academic achievement, and progress toward a degree. All awards are made in accordance with the conditions printed in the scholarship contract and Department of Music Student Handbook.

Department of Music Scholarships are renewable throughout the tenure of a music student's fulltime undergraduate enrollment providing the student maintains the minimum requirements as outlined in the agreement:

- The maximum number of semesters for **major**s entering as freshmen is nine (9) and five (5) semesters for transfer students at the junior level,
- The maximum number of semesters for music scholarships for non-majors is eight (8) for incoming freshmen and four (4) for junior transfers.

During the teaching internship, which is the last semester for a candidate for the **Bachelor of Music Education degree**, the music education major may receive a scholarship provided the maximum number of semesters for renewal has not been reached, or may request an extension.

**For non-music majors**, a scholarship will **not** be awarded during a teaching internship (student teaching) in a discipline/area outside of music. This may be waived if the intern is able to fully participate in an appropriate campus ensemble while an intern in the area.

Non-majors may also make a request to the scholarship committee for an additional semester of scholarship, **except for a teaching internship semester**.

The Department of Music reviews all scholarship recipients each semester to determine continued eligibility. Continued eligibility is contingent upon meeting the following requirements:

1. The student must maintain enrollment as a full-time music major (12 semester hours). The student is expected to follow the Suggested Class Schedule as outlined in the Music Student Handbook.

<sup>\*</sup>Exceptions to the semester limitation may be requested by writing to the department chair who will submit the request to the Department of Music Scholarship Committee.

- 2. The student must maintain an overall DSU grade point average (GPA) of 2.5. Non-music majors must maintain an overall GPA of 2.0.
- 3. The student must be enrolled in the appropriate major ensemble(s) each semester and earn a grade of A or B. Continued enrollment and performance as an exemplary member of each organization and performing ensemble is an invariable condition of the contract.

#### **Keyboard Majors**

Freshmen keyboard majors and keyboard scholarship recipients are required to spend 30 hours per semester in collaborative piano and/or chamber ensemble activities which include studio accompanying, rehearsing, and practicing assigned ensemble repertoire. Sophomore, junior and senior keyboard majors and keyboard scholarship recipients are required to spend a minimum of 45 hours per semester in these collaborative activities.

Scholarship students should consult with their applied teacher and ensemble director before accepting any outside engagements. No outside engagements or activities shall conflict with any scheduled performances of the Department of Music.

The Department of Music reserves the right to withdraw scholarship support for conduct inconsistent with the goals of the music program, including non-academic issues and problems.

#### **Scholarship Probation and Cancellation**

If a student's DSU GPA falls below 2.5 in any semester, the student will be granted a one semester probationary period to raise it to the minimum 2.5. The scholarship will remain in effect during the probationary period. However, failure to raise the GPA during the probationary semester to the required minimum will result in permanent loss of scholarship. Students will be allowed one semester of scholarship probation during their academic career.

Failure to comply with all of the provisions of the scholarship agreement may result in cancellation of the financial aid award. If a student's scholarship is cancelled, the student may have all or part of the scholarship reinstated if funds are available and if the student meets the minimum scholarship requirements. Failure to comply with all of the provisions of the scholarship agreement will result in immediate cancellation of the scholarship.

Students will be notified in writing of any action taken regarding probation, loss, or reinstatement of a scholarship

#### **Change of Major**

The Scholarship Contract for a student who elects to change their major mid-semester may be cancelled unless the student maintains satisfactory standing in lessons and ensembles. The scholarship award may be changed for the following semester at the discretion of the Scholarship Committee.

#### Withdrawal from the University

Students who withdraw from Delta State University are subject to institutional refund policies found in the Undergraduate Bulletin.

In accepting the offer of financial aid from Delta State University, it is understood that there is a mutual commitment on the part of the student and the institution. Therefore, after May 1 of the calendar year of matriculation, the student will not consider any other offer from an institution member of the National Association of Schools of Music for the following academic year except with the express written consent of the Chair of the music department.

#### GUIDELINES FOR UNDERGRADUATE DEGREE RECITALS

- 1. Candidates for the Bachelor of Music Education degree are required to present a half recital in the senior year prior to the directed teaching internship. Half recitals take place during the Thursday afternoon recital period and consist of 20-23 minutes of music per student.
- 2. Candidates for the Bachelor of Music degree are required to present a half recital during the junior year (20-25 minutes of music) and a full recital (45-50 minutes of music) during the senior year. Half recitals take place during the Thursday afternoon recital period. Senior recitals may be performed on weeknights, Monday through Thursday, at 7:30 PM. All recitals must be scheduled through the music office and faculty collaborative pianist the semester before the recital or during the first two weeks of the semester in which the recital will be presented.
- 3. A junior and senior recital is an academic and artistic exercise which might be thought of as a comprehensive examination in individual performance. The music chosen for a senior recital should be of the highest caliber in keeping with the student's performing ability. One selection on the senior recital must be prepared without the assistance of the studio instructor. This selection should be so designated on the printed program.
- 4. All junior and senior recitals must be approved by a majority of those present on a faculty audition committee, appointed by the department chair.

#### JUNIOR AND SENIOR RECITAL PROCEDURES

#### **Pre-Recital Approval Process:**

- a. All students performing a degree recital (junior or senior recital) must present a prerecital jury.
- b. Students presenting a degree recital must perform a pre-recital jury for the faculty panel at least two weeks in advance and not more than three weeks before the scheduled recital date. This will allow the student time to respond to the assessment and feedback provided by the pre-recital jury panel.
- c. The length of the pre-recital jury for BM (Junior recital), and BME majors will be 15 minutes. The length of the pre-recital jury for a senior BM is 25 minutes.
- d. The pre-recital jury committee will consist of three (3) members. Normally, this will include the applied instructor; a second member in the performance area; and a music faculty member at large.

- e. In the case of areas with only one instructor, the chair will select committee members from related areas.
- f. The members of the jury committees will be assigned by a staff member in the music office.
- g. Each student must present three copies of the recital program to the recital jury panel for review. All translations, biographical information, and other program notes must be submitted to the committee as well. Please consult your applied lesson instructor for appropriate biographical guidelines.
- h. The pre-recital jury must be performed with the collaborative pianist who will be playing the recital.
- i. Performance of the recital repertoire presented at the pre-recital jury must demonstrate a level of preparation that indicates the student will be ready for public performance at the time of the recital. The faculty may choose to hear any piece from the recital repertoire at the pre-recital jury.
- j. Faculty members reserve the right to delay the recital performance if they believe the student will not be able to successfully perform the recital at that time.
- k. Any student failing a pre-recital jury must wait at least three weeks before attempting to pass it again, considering there is time to reschedule the recital two weeks after the second jury date. If not, students may be deferred to the following semester.
- 1. Students must submit press release information to the music office and schedule a photo session for the press release (due the day of the pre-recital jury).

#### **Recital Procedures:**

- a. A faculty committee will be in attendance for the purpose of recommending the grade for the recital. The faculty committee (3 members) grading the recital will be made at the discretion of the chair. In most cases, one of the members of this committee will be from the student's applied area.
- b. Members of the faculty committee will consider the following aspects when evaluating the recital performance: musicianship; performance technique; intonation; rhythmic security; ensemble balance; performance style related to literature; tone; phrasing; expressiveness; stage presence; and for vocalists, language diction. Comments will be made by the judges in reference to these criteria and a letter grade will be assigned based on their professional assessment.
- c. Prior success or failure by the student is not considered, only the recital performance is evaluated.
- d. Success on the pre-recital jury does not ensure a passing grade by the recital jury nor should it be assumed that having survived the process assures a high grade.

#### Other:

- a. Students earning grades of D or F for their previous semester's work in their major individual performance area may not present a recital.
- b. A Senior BME recital does not fulfill the BM Junior recital requirement.
- c. At least one semester of 300-level applied study must be completed prior to the Junior BM recital or BME Senior recital semester.
- d. BM candidates must complete 3 semesters of 300-level AMU coursework prior to presenting a Senior recital.
- e. Occasionally, B.M.E. students wish to present a full-length recital as preparation for entering graduate school as a Master of Music candidate. This is a non-degree recital.

Use the <u>Student Degree Recital Checklist</u> found in the Appendix (at the end of this document) for further instructions on organizing your junior or senior recital.

#### AMU INDIVIDUAL PERFORMANCE

- 1. Students majoring in music are required to take lessons in their applied area during every semester in residency at DSU until degree requirements are met, with the exception of BME students during the semester in which they are the directed teaching internship.
- 2. Credit in individual performance is determined at the rate of one hour of credit for each one-half hour private lesson weekly. Students taking 2 or more semester hours of applied instruction will receive a one clock-hour lesson per week. They are expected to put in a minimum of 6 hours of individual work outside of the studio lesson. (NASM standard 1 hr 50 min lesson + 3 hours)

#### Students are expected to meet practice expectations as set by their major applied instructor.

- 3. The maximum combined number of credit hours of individual performance that may be taken in one semester by B.M.E., B.A. or B.M. candidates is four.
- 4. Students are expected to attend all lessons and to arrive at lessons on time. The only reasons for missing a lesson are illness, emergencies, or University-related activities. Documentation is required for all missed lessons. Students finding it necessary to miss a lesson must notify the instructor prior to the scheduled period. Lessons canceled without sufficient cause or missed without notification will not be made up and will affect the grade. It is the student's responsibility to contact their instructor regarding missed lessons. Applied faculty members are not required to offer makeup lessons missed by students. Students should refer to their individual instructor's syllabus for particular policies and procedures.
- 5. Applied instructors are not expected to make up lessons missed due to official holidays or University events.
- 6. A change of instructor requires the consent of the Department Chair and is only considered when the student's applied instructor initiates the process for request.
  - Such requests will usually not be considered until the student has had at least two semesters of study under one professor. Responsibility for assignment to a studio professor rests solely with the Department Chair, and although requests for a specific professor are honored when feasible, the most efficient use of faculty, facilities, and concern for student learning must outweigh personal desires.

#### **Jury Procedures**

- 1. All degree candidates enrolled in applied lessons are required to perform for a faculty jury at the end of each semester with the following exceptions:
  - a. Students enrolled in AMU 210
  - b. Students who have performed a junior/senior recital during the semester
  - c. Students in their first semester of applied music on a minor or secondary instrument/voice
- 2. Failure to perform the semester jury will result a failing grade for the semester. Exceptions may be made for cases of medical or family emergency at the discretion of the Chair of the Music Department, in which case the student will receive an Incomplete until the jury is successfully performed.

#### Jury lengths are as follows:

a.	Non-music majors	5 minutes
b.	Music majors: BA, BME	10 minutes
c.	Music majors: BM	15 minutes
d.	All percussion	15 minutes

#### 3. Grading:

- a. Each member of the jury, including the student's applied music teacher, grades the student.
- b. The averaged jury grade will equal one-fourth of the final grade.
- c. Students enrolled in AMU 210 as non-majors do not play a jury and will receive either a grade of CR (credit) or NC (non-credit). Students enrolled in these courses do not receive letter grades.

#### 4. Upper Division:

- a. Upper division status generally indicates that a student has demonstrated a level of technical and musical proficiency sufficient to continue with advanced study. Jury approval is necessary for advancement into upper division individual performance.
- b. Junior/community college transfer students must enroll in lower division performance until their status has been validated by jury examination.
- c. At least one-third of the individual performance requirements must be met with upper level AMU credit.
- d. To achieve upper division status, students typically play a "barrier" jury at the end of the second semester of their sophomore year. Before performing the barrier jury, students who are woodwind, brass, or percussion majors must complete a separate Scales Proficiency Exam. See your applied professor for the exam requirements. Keyboard majors may attempt the barrier jury and a keyboard proficiency in the same semester, but both must be passed for successful completion of the barrier jury.
- e. After students successfully complete the barrier jury, they may register for upper division AMU lessons for the following semester.
- f. Students who do not pass the barrier jury will be allowed to attempt again during the following semester's jury period.

- g. Students should be aware that not passing the barrier jury in a timely manner may delay their date of graduation.
- 5. Bachelor of Music (BM) Candidates:
  - a. The BM degree demands the student to successfully perform a greater amount of literature and degree of difficulty than BA or BME candidates.
  - b. BM majors will be examined each semester during the jury for continued BM candidacy. Unsatisfactory performance will result in probationary status for the succeeding semester. Satisfactory performance is required for continued candidacy.

#### PIANO PROFICIENCY

The piano proficiency examination is required of all students in the B.M.E. and B.M. degrees. Students in the B.M.E. degree must pass the examination prior to directed teaching internship. BM students must pass it prior to graduation.

#### REGISTRATION

- I. All entering freshmen will register for MUS 107 Class Piano.
- II. All transfers will take all five areas of the piano proficiency examination during registration for placement in the proper piano class.
- III. Students must be continuously enrolled in piano until all sections of the piano proficiency exam are passed.

#### **GENERAL**

- I. The piano Proficiency exam will be offered two times each semester:
  - (1) Early in the Fall and Spring semesters.
  - (2) Jury day (an alternative date during finals week may be offered.)
- II. Students may take any one or all five sections at any of these times. The five sections of the exam include:
  - (1) Scales and Arpeggios
  - (2) Five-note scales and Cadences
  - (3) Harmonization and Transposition
  - (4) Sightreading
  - (5) Performance (except for piano majors)
- III. Two or more faculty members will hear proficiency exams. In the event that a student cannot student teach or graduate because of not passing the proficiency examination a jury of three to five faculty members will hear all future attempts.
- IV. Results of the exams will be posted the day following the exam.
  - V. Students in private lessons may substitute the proficiency exam for jury repertoire. This decision should be made between the student and teacher early in the semester. For keyboard majors, the piano proficiency exam is in addition to the regular semester jury.
- VI. Passing grades in class piano indicate the chronological successful completion of sections of the Piano proficiency examination.
- VII. Keyboard and instrumental students will normally pass all sections of the piano proficiency examination by the end of the sophomore year. Voice students will normally pass off most of the requirements for the piano proficiency examination by the end of the sophomore year, however, additional skills are required which can be passed off during the junior or senior years. Regardless of performance area all sections of this examination must be passed prior to the for B.M.E. students.

#### PIANO PROFICIENCY EXAM

#### **REVISED 2006**

#### **Instrumental Majors**

**1.** Scales – all major and harmonic minor keys, 2 octaves, hands apart with correct fingering, minimum speed: 60 = 2 notes per tick

**Arpeggios** – all major and minor tonic triad, 2 octaves, hands apart with correct fingering, minimum speed: 60 = 1 note per tick

2. **Five-note scales** – all major and minor keys, hands together, minimum speed: 60 + 2 notes per tick

**Cadences** – I-IV-I-V7-I in all keys, hands together with appropriate inversions (I in root position), minimum speed: 60 - 2 ticks per note

#### 3. Harmonization and Transposition

- A. Harmonize a folk tune with given chord symbols. Play the melody with the right hand and use a simple chordal accompaniment in the left hand. Use chord inversions as appropriate to show smooth voice leading. Minimum tempo will be determined for each tune.
- B. Transpose the above melody and accompaniment up and down a whole step. Minimum tempo will be determined for each tune.
- 4. **Sight Reading** Simple piece from the piano repertoire showing some independence of hands, on the level of page 205, #3, Alfred's Group Piano for Adults, Volume I, 2<sup>nd</sup> ed. Minimum tempo will be determined for each example.

#### 5. Performance

- A. One piece from the piano repertoire of intermediate difficulty, on the level of page 334, Alfred's Group Piano for Adults, Volume I, 2<sup>nd</sup> ed. Performed at an appropriate tempo, with correct fingerings, and observance of musical markings. No repeats will be taken unless determined necessary to the structure.
- B. One accompaniment for the individual's major instrument. Appropriate difficulty will be determined in consultation with the piano faculty. Student will be responsible for selecting the piece and providing an original copy of the score. Performed at appropriate tempo, with correct fingerings and observance of musical markings, no repeats will be taken unless determined necessary to the structure of the piece.

#### **Voice Majors**

1. Scales – all major and harmonic minor keys, 2 octaves, hands apart with Correct fingering, minimum speed: 60 = 2 notes per tick

**Arpeggios** – all major and minor tonic triad, 2 octaves, hands apart with Correct fingering, minimum speed: 60 = 1 note per tick

2. **Five-note scales** – all major and minor keys, hands together, minimum speed: 60 - 2 notes per tick

**Cadences** – I-IV-I-V7-I in all keys, hands together with appropriate inversions (I in root position), minimum speed: 60 = 2 ticks per note

#### 3. Harmonization and Transposition

- A. Harmonize a folk tune with given chord symbols. Lay the melody with the Right hand and use a simple chordal accompaniment in the left hand. Use Chord inversions as appropriate to show smooth voice leading. Minimum Tempo will be determined for each tune.
- B. Transpose the above melody and accompaniment up and down a whole Step. Minimum tempo will be determined for each tune.

#### 4. Sight Reading

- A. Simple piece from the piano repertoire showing some independence of the Hands on the level of pages 358, Alfred's Group Piano for Adults, Volume II. Minimum tempo will be determined for each example.
- B. Song accompaniment from the voice repertoire, on the level of page 205, Alfred's Group Piano for Adults, Volume II. Minimum tempo will be determined for each example.
- C. Choral score 2 parts from a 4-part open score on the level of page 249, Alfred's Group Piano for Adults, Volume II. Minimum tempo will be determined for each example.

#### 5. Performance

- A. One piece from the piano repertoire of intermediate difficulty, on the level of pages 356-7, Alfred's Group Piano for Adults, Volume II. Performed at an appropriate tempo, with correct fingerings and observance of musical markings. No repeats will be taken unless determined necessary to the structure.
- B. One accompaniment for the individual's voice type. Appropriate difficulty will be determined in consultation with the piano faculty. Student will be responsible for selecting the piece and providing an original copy of the score. Performed at appropriate tempo, with correct fingerings and observance of musical markings, no repeats will be taken unless determined necessary to the structure of the piece.
- C. One Bach Chorale from 1-1 Chorales for Keyboard. Performed at an appropriate tempo with correct fingerings.
- D. One choral accompaniment for SATB. Appropriate difficulty will be determined in consultation with the piano faculty. Student will be responsible for selecting the piece and providing an original copy of the score. Performed at appropriate tempo, with correct fingerings and observance of musical markings, no repeats will be taken unless determined necessary to the structure of the piece.

#### Piano Majors

1. **Scales** – all major and all forms of the minor, 4 octaves, hands together with correct fingering, minimum speed: 60 = 4 notes per tick

#### **Arpeggios**

 $\underline{Tonic\ triad}$  – all major and minor tonic triad, 4 octaves, hands together with correct fingering, minimum speed: 60 = 2 notes per tick

<u>Dominant seventh chord</u> – all major and minor keys, 4 octaves, hands together with correct fingering, minimum speed: 60 = 2 notes per tick

<u>Leading tone seventh chord</u> – fully diminished, all major and minor keys, 4 octaves, hands together with correct fingering, minimum speed: 60 = 2 notes per tick

2. **Five-note scales** – all major and minor keys, hands together, minimum speed: 60 = 2 notes per tick

**Cadences** – I-IV-I-V7-I in all keys, hands together with appropriate inversions (I in root position), minimum speed: 60 = 2 ticks per note

#### 3. Harmonization and Transposition

- A. Harmonize a folk tune with given chord symbols. Play the melody with the right hand and use a simple chordal accompaniment in the left hand. Use chord inversions as appropriate to show smooth voice leading. Minimum tempo will be determined for each tune.
- B. Transpose the above melody and accompaniment up and down a whole step. Minimum tempo will be determined for each tune.

#### 4. Sight Reading

- A. One piece from the intermediate piano repertoire, on the level of page 179 Of Alfred's Group Piano for Adults, Volume II. Minimum tempo will be Determined for each example.
- B. Song accompaniment from the voice repertoire, on the level of page 275 Of Alfred's Group Piano for Adults, Volume II. Minimum tempo will be Determined for each example.
- C. Choral score 4 parts from a 4-part open score, on the level of page 249 Of Alfred's Group Piano for Adults, Volume II, 2<sup>nd</sup> ed. Minimum tempo will Be determined for each example.

#### GUIDELINES TO A USER-FRIENDLY COLLABORATIVE PIANIST

- 1. When you have your instructor's approval, send a completed **Recital Request Form** online (Please go to the Department of Music website. Click on "Current Students" and find "Recital Request Form.") and place your musical score and recording (<u>if available</u>) in my box in Zeigel Hall or on the door (Bailey 124), **at least 7 weeks** prior to Junior/Senior Recitals, **at least 4 weeks** prior to General Convocation.
- 2. It is your responsibility to schedule rehearsals/coaching sessions with me. Sign up for a rehearsal well before your scheduled performance date (at least 8 days before General Convocation, at least 4 weeks before Junior/Senior Recitals. Please refer to *Convocation Update and Important Deadlines* posted in Bailey Hall.) The sign-up sheet for this is on my studio door, Bailey 124. If you cannot find an agreeable time to rehearse on my schedule, please call (662-846-4122), write a note and leave it in the box on my door, or e-mail me.
- 3. Please sign up at least 48 hours in advance of any rehearsal.
- 4. Do be conscientious about showing up for scheduled rehearsals. If you miss a rehearsal with no prior notice, nor have an INCREDIBLY good excuse, the rehearsal time will NOT be made up.
- 5. You are entitled to the following rehearsal time:

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General Convocation ... up to 1 hour in up to three sessions
Junior/Senior Recital ... up to 4 hours in up to eight sessions (in a 5-week period)
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6. If you would like to perform with one of the Delta State student pianists, I would be happy to arrange a partner and/or coach you. Please note though, the pianists are INCREDIBLY BUSY and need the music at least 7 weeks in advance of any intended performance (**Some repertoire requires more time for preparation.**). If you are interested in performing with a student pianist, please indicate your interest and submit a Recital Request Form to me for approval, at least 7 weeks before Junior/Senior recitals or other intended performance date.

If you have any questions about piano collaboration, please don't hesitate to ask. I check my mailbox and e-mail as often as possible. If you need to see me in person, please check my posted schedule (Bailey 124) and see me between rehearsals or sign up for a time.

#### I AM LOOKING FORWARD TO MEETING AND PERFORMING WITH YOU!

Dr. Kumiko Shimizu Associate Professor of Music Studio: Bailey Hall 124 Phone: (662)846-4122

E-mail: kshimizu@deltastate.edu

updated fall 2012

#### RULES FOR USE OF PERFORMANCE PIANOS IN THE RECITAL HALL

The piano should **remain on stage** unless stage is in use.

The piano should be locked at all times that it is not in use.

The piano should be covered at all times that it is not in use.

The piano faculty will have keys, and there will be a key in the music office.

The piano will not be moved from its location by anyone other than the piano faculty without the express permission of the Department Chair.

The piano **must** have the cover in place before it is moved.

There should always be two people present to move this piano; one should be a faculty member.

Only those that will be performing on this piano will play it. (This is **NOT** a practice instrument.)

This piano is for use in the recital hall. To be used in the BPAC there must be permission from the department chair.

Any non music department event must have permission of the department chair to use this piano.

Do not place **ANYTHING** on the piano cabinet.

The piano cover should not be placed on the harpsichord. Place on the cover on the chair/bench provided in the storage room.

Do not STAND on the piano or the piano stool.

Manipulating the mechanical and physical attributes of the piano (i.e. compositions for prepared piano) should be done only with the permission and assistance of DSU piano faculty.

#### PROGRAM AND CURRICULUM

#### THE MUSIC CURRICULUM

Musicians share common professional needs; for example, each to some extent must be a performer, a listener, a historian, a composer, a theorist and a teacher. For this reason, certain subject matter areas and learning processes are common to all baccalaureate degrees in music. However, at some point, the programs for various degrees must begin to diverge because each emphasizes a particular area of musical competence.

The selection of the degree program best suited to an individual's desires and talents is often a complex and difficult task. As you progress through your studies, you will find that you do better in some areas than others. The pleasure you receive from working in each area will vary and as time passes you will find increasing evidence of the specific direction you should take in choosing your professional goals. Please feel completely free to discuss your career goals with your advisor or any other member of the faculty.

#### PROFESSIONAL PROFILES OF A MUSICIAN

Selecting a degree program that is appropriate to a person's interests, aptitudes, and capabilities is a matter for close scrutiny and thought. The decision made about a course of study influences a person and his career for many years to come. It is for this reason that the following descriptions of degree have been prepared. Comparing these characteristics with one's own qualities and interests may allow a more practical and appropriate decision to be made.

#### **BACHELOR OF ARTS IN MUSIC**

A Bachelor of Arts degree is one that allows a person to concentrate in more than one field of study. A person chooses a major field of study but has a number of elective requirements that allow study in other disciplines on campus. The general education core requirements are the same for all degrees except substitutions that are allowed from special degree requirements (philosophy as a social science in the B.A., for example).

The B.A. in Music allows a person to study music theory, music history, and individual performance, to play in ensembles and offers them the study in other academic areas. There are specified minors with planned courses of study (see the undergraduate bulletin for listing of choices). There is a final project requirement, **Senior Capstone Experience** as well as a foreign language requirement. Because of the outside study in other areas, there are fewer music credits than for the other music degrees. Performance benchmarks are more closely matched to the goals of the student.

Possible outcomes of graduating with a B.A. in music would be music journalism (critique or editing), music library work, church music, day school worker, arts administration (orchestra manager, ticket sales, concert associations), music industry (business, publishing, recording, etc.), professional schools (law, seminary), or graduate study in the liberal arts (M.A.). The B.A. is widely recognized as a course of study for those persons wishing to acquire knowledge on a broader base.

At DSU, there is also track in Sound Recording Technology for the Bachelor of Arts in music that incorporates "elective" course work from the Delta Music Institute (DMI).

#### Personal Characteristics:

- 1. Variety of interests
- 2. Interest in reading and writing
- 3. Secondary interests in teaching or performing
- 4. General background in music
- 5. Open to a range of career possibilities.

#### **BACHELOR OF MUSIC EDUCATION**

The Bachelor of Music Education degree (B.M.E.) is designed to train and educate students to become teachers of music. Completing all requirements qualifies a candidate to apply for a license to teach in Mississippi. In addition to general education courses, music theory, music history, and performance, the curriculum includes courses that expose teacher candidates to human behavior, basic education principles, methods of instruction, as well as providing a chance to observe teachers in the field and gain experiencing teaching students. A candidate must be approved to enter the teacher education program by successfully completing lower level courses in music, by reaching upper level performance standards, and by exhibiting personal qualities that are deemed necessary for success as a teacher. Admission requirements to the degree program are initially based on an audition and music literacy exam. Candidates are expected to have had prior musical experiences.

Two additional requirements are a senior recital and sixteen (16) weeks of clinical practice as an intern at an approved school in Mississippi. Passing scores on three standardized examinations called Praxis exams are also necessary to complete this degree and for licensure. Teacher interns are evaluated by state standards called the Teacher Intern Assessment Instruments or TIAI, and by standards and competencies established by the National Council for Accrediting Teacher Education (NCATE), the National Association of Schools Music (NASM), and the Interstate New Teacher Assessment and Support Consortium (INTASC). Candidates must meet all graduation requirements, have passing scores on Praxis exams, and be approved by the music faculty to be able to enter the internship.

Three areas of focus are possible by majoring in music education: vocal/choral at the elementary level, vocal/choral at the secondary level, and instrumental at the secondary level. Vocal/choral majors are either voice or piano majors and learn to direct choirs and to teach elementary general music. Instrumental majors major in a wind or percussion instrument or piano. They learn to direct bands and teach instrumental performance at the junior and senior high levels. State licensure in music requires training at all levels; it is a mark of a true music educator to be aware of teaching music at all levels. All DSU music education majors are trained to teach at the elementary school level, as all Mississippi music teacher licenses cover grades K – 12. It is also sometimes a part of a secondary position, or may be the only job available. Exposure to the widely used "Orff-Schulwerk" approach to music instruction for children is also available for elective study.

Students who complete the B.M.E. degree generally apply for a teaching certificate and teach music at public, private or church schools. Some continue their study at the graduate level by pursuing a Master of Music Education degree, or other type of graduate music degree. Some choose to teach several years before entering graduate school. A music educator who desires to teach at the university level is will most often need to complete a doctoral program in music education or related field.

The Bachelor of Music Education degree may also prepare a music major to be a church musician, rehearsing and conduct choirs and small instrumental ensembles and helping children and adults involved in the church's music program develop their musicianship skills. The B.M.E often requires more than eight semesters to complete all requirements, depending on electives, number of ensembles, and other personal factors. However, a candidate can complete the requirements of the degree program as listed in four years.

#### Characteristics of Effective Music Teachers:

- 1. acceptable writing and communication skills
- 2. ability to motivate others
- 3. ability to organize, describe, and demonstrate music concepts and skills
- 4. genuine interest in young people
- 5. adequate musical performing skills
- 6. excellent aural skills
- 7. solid understanding of music fundamentals and history
- 8. patience and flexibility
- 9. engaging personality
- 10. organizational and management skills
- 11. mature judgment
- 12. respect for others and authority
- 13. ability to draw conclusions and solve problems
- 14. sensitivity to diversity among students
- 15. confidence and assertiveness
- 16. punctuality
- 17. dependability
- 18. responsibility for actions
- 19. ability to plan and assess instruction and learning
- 20. desire to continually learn about music and teaching

#### **BACHELOR OF MUSIC (Performance)**

The Bachelor of Music degree at DSU is designed for people who wish to concentrate their study in performance. The degree requires a bulk of studies in the various music courses as well as a significant amount of time in individual performance. Entrance performance levels are the highest for this degree. Admission to this degree must be approved by a faculty jury which includes a performance audition and a music literacy examination. Coursework prepares students to go on to graduate work, usually in performance, but also musicology, music theory, or other applied music areas. A junior and a senior recital are required to graduate.

Persons completing the B.M. degree often perform with ensembles or performing companies, teach privately, compose music, or go on to graduate or professional school. A Master of Music degree requires further study in music literature and applied music, as well as additional recitals and/or creative/scholarly activity. A Doctor of Musical Arts degree is a logical continuation of this degree for those wishing to be a professor at the collegiate level. The D.M.A. degree often requires several recitals, a written document, pedagogy courses, as well as additional studies in music literature and theory. Conducting is another focal area for graduate applied music study. Both the M.M. and the D.M.A. could qualify a person to teach applied music at a university, perform as a recitalist, and/or engage in creative activity or scholarly research. Competition is very high in all areas of applied music. The B.M. is considered a professional degree in music.

#### Personal Characteristics:

- 1. excellent music performance abilities
- 2. solid background in music fundamentals
- 3. ability to concentrate under pressure
- 4 strong sense of self and assertiveness
- 5. personal discipline of time and practice
- 6. superior scholarship
- 7. ability to analyze and memorize
- 8. long-range career goals
- 9. love of music and performing

It is hoped that these descriptions will make the choice of degree program and/or career choices easier and more productive. Different personal profiles may be better suited to certain degrees and an informed choice is the best way to plan for a career in music.

To summarize, the following are general considerations:

Bachelor of Arts in Music: liberal arts, other areas of study, basic music core

**Bachelor of Music Ed.:** professional degree, advanced music courses, teaching

methodology, internship, teaching licensure, people-oriented

**Bachelor of Music:** performance, advanced music courses, graduate school

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#### **ACADEMIC MINOR IN MUSIC (20 HOURS)**

(see page 124 in 2012-13 DSU UG Bulletin)

MUS 105 Music Literature – 3 hours

MUS 107, 108 Group Piano and Musicianship - 1/1 hrs.

MUS 114 Music in the American Culture OR MUS 115 Experiencing Music - 3 hrs. each

MUS 150, 151 Freshman Music Theory - 3/3 hours (co-requisites with MUS 152, 153)

MUS 152, 153 Musicianship - 1/1 hours

AMU Individual Performance (Voice or Single Instrument) ...... 4 hrs (2-4 semester)

20 hours

A Music Minor must meet minimum standards for Performance as described in Performance section of course descriptions which includes an audition with applied faculty in the area of performance. Permission to take performance must be secured from the Chair of the Music Department.

Students working toward the Minor in Music must earn a minimum grade of C for graduation and for prerequisites to music courses. (*January 2011-Faculty meeting minutes*).

#### **BSIS CONCENTRATION**

BSIS majors must complete at least the Minor in Music course of study (20 hours) and an additional 7 additional hours for two concentrations. They must maintain a 2.5 GPA in each concentration and will also need to make a C in music courses that serve as pre-requisites for other music courses. (*January 2011-Faculty meeting minutes*).

#### PLANNING YOUR PROGRAM

A recommended sequence of courses for each degree is listed in the Appendix. With this aid and the help of your faculty advisor, your program can be planned well in advance.

#### ADVISING AND STUDENT RESPONSIBILITY

- 1. All music majors will be assigned a faculty advisor, who will, in most cases, be the applied studio instructor. The faculty advisor can be very helpful in guiding a student in course selection and career planning. Advisors will assist in scheduling and meeting requirements for graduation. Be sure to plan your program wisely to prevent delaying your progress toward graduation.
- 2. The student must accept full responsibility for knowing the policies and regulations relevant to the undergraduate degree programs. These policies are contained in the Delta State University Undergraduate Bulletin. This handbook also has important information concerning finer details of music department procedures.

#### DSU WRITING PROFICIENCY REQUIREMENT

There are four ways by which a student may demonstrate the writing proficiency which is required for all students for DSU for graduation.

- 1. Pass ENG 300 Exposition, the standard writing proficiency examination. Students may attempt the exam only once, and those who do not receive credit for the exam must pass ENG 301. Successful students receive one hour credit. The pass rate is approximately 60 percent. Students should enroll concurrently in ENG 301.
- 2. Pass ENG 301 Expository Writing. Students who do not receive credit for ENG 300 are required to take this course, but students may take this three-hour course for their initial attempt to demonstrate proficiency. The pass rate is approximately 80 percent.
- 3. Pass the Praxis writing examination. The passing scores are set by the State Board of Education. Praxis is published by Educational Testing Service. The pass rate for DSU students is approximately 50 percent.
- 4. Pass the CAAP Writing Essay examination. The minimum acceptable score is 3 on the 1-6 scale. This test is required by some of our graduate programs.

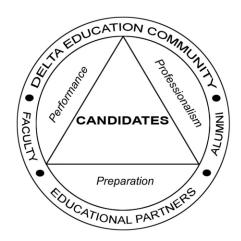
  Students may make arrangements to take CAAP through our Office of Counseling and Developmental Studies. The pass rate for DSU students is approximately 40 percent. See <a href="http://www.act.org/caap/essay.html">http://www.act.org/caap/essay.html</a>. Students who do not pass the Praxis or CAAP may enroll in ENG 301 and/or use the services of the Writing Center to improve writing skills.

#### **MAJOR FIELD TEST**

Upon successfully completing music history and form and analysis courses, usually at the end of the second semester of the junior year, B. M. and B.M.E. majors are required to take a comprehensive examination called the **Major Field Test** in Music to assess retention of music theory, music history, and listening knowledge. The MFT is a timed, computer-based exam that takes approximately 2 hours to complete. There is no cost to students for taking the exam at this time. The score does not affect the outcome of any course grade or graduation sequence as the department uses the exam for program assessment and diagnostics. This exam is published by Educational Testing Service (ETS) which also publishes the Praxis and ACT exams. Information about the MFT is available at <a href="http://www.ets.org/mft/about/content/music">http://www.ets.org/mft/about/content/music</a>.

## TEACHER EDUCATION CONCEPTUAL FRAMEWORK

#### DELTA P<sup>3</sup> MODEL



Vision: The Delta State University College of Education promotes a vibrant educational community committed to preparing capable and confident candidates who can positively affect learning outcomes of students in the P-12 school setting. Appropriately illustrated by the Delta triangle, the model reflects candidate development through the triad of preparation, performance and professionalism, supported by the greater Delta educational community (faculty, educational partners, and alumni).

#### **Guiding Principles:**

- 1. Education is a lifelong endeavor, requiring an ever-expanding content knowledge base, a repertoire of skills, and a broad experience base. (GP1)
- **Education is interactive and reflective,** a process that is accomplished through assessment and reflection of a collaborative nature. (GP2)
- **3. Education is culturally contextualized**, requiring both an understanding and appreciation of the diversity of all individuals within the learning community. (GP3)
- **4. Education is dynamic,** with change being driven by assessment data and the needs of all segments of the educational community. (GP4)
- **5. Education is enhanced by technology,** infused throughout programs and services. (GP5)

#### THE TEACHER EDUCATION PROGRAM

The objective of the Teacher Education Program at Delta State University is to prepare excellent teachers. The administrative control of the Teacher Education Program is centered in the Teacher Education Council. The Dean of the College of Education is the Director of Teacher Education, and the Chair of Teacher Education is the administrative officer for the Teacher Education Council. Students who complete the appropriate curriculum in the prescribed sequence are recommended for educator licensure.

#### ADMISSION TO THE TEACHER EDUCATION PROGRAM

Students may indicate an interest in teacher education upon application for admissions to Delta State University, and they are advised and counseled accordingly. Actual admission to the program is not attained until the junior year. In the junior year students seeking admission to the program must take CUR 300 or CUR 302 or CEL 301. All students completing CUR 300 or CUR 302 or CEL 301 will be admitted by the Office of Field Experiences to the program if all requirements are met at that time. Students failing to meet the requirements will be denied admission until such time that all requirements are met. Each student and his/her advisor are notified of the student's admission status, initially, when the student completes CUR 300 or CUR 302 or CEL 301. Students initially denied admission to the program are resubmitted for admission at a later date when all requirements for admission are met. Upper-level students may file application for admission to the program at any time and must follow the same admission process.

The necessary "Application for Admission to Teacher Education" form and additional information about the Teacher Education Program may be secured from the Office of Field Experiences. The application should be properly executed and filed with the Office of Field Experiences, Post Office Box 3121, Delta State University, Cleveland, MS 38733.

Requirements for Admission to the Program for Secondary Education Majors (including music):

- 1. Complete CUR 300, Survey of Education with Field Experiences\*
- 2. Make application for admission to the Teacher Education Program
- 3. Have at least a 2.5 on all General Education coursework
- 4. Make a passing score on PRAXIS I (PPST) exams, or CBT, or have an ACT composite score of 21 with no sub score below 18 or an SAT composite of 860 on tests taken prior to university admission. The passing PPST scores set by the Mississippi Department of Education for entrance into a teacher education program are: *Praxis I (PPST): Reading 172, Writing 173, Math 172*
- 5. Have a positive recommendation by the department/division faculty; the number of endorsements required will be determined by the department/division based on the number of faculty.
- 6. Have documentation of candidate enrollment and participation in TaskStream (http://www.taskstream.com)
- 7. \*Field Experiences are 30 hours of observation in public schools, 15 of which are completed in the Cleveland Public Schools and 15 in a school(s) outside of Cleveland, arranged by the candidate.

#### **Music Faculty Recommendation into TEP**

In considering the recommendation of a student to be a candidate in the Teacher Education Program, the music faculty discusses the qualifications and readiness of each student, based on such things as whether the candidate:

- Attends class on a regular basis and is punctual is dependable.
- Has a positive work ethic is trying to reach potential.
- Can accept new strategies and ideas presented by the professors in class.
- Has good relationships with peers and faculty getting along with others in the world of work is crucial for success.
- Has leadership qualities and can inspire others to learn.
- Shows evidence of possessing the musical skills and abilities necessary to teach.

A more comprehensive range of Dispositions (included as an appendix) must be demonstrated at a proficient level by candidates before graduation.

Completion of MUS 305 Music Education with a grade of C or higher is also a requirement for admission to TEP for the BME and a prerequisite to MUS 388 Music Methods for the Elementary School

#### REQUIREMENTS FOR COMPLETION OF THE PROGRAM

In order to complete the Teacher Education Program and to qualify for a Mississippi teaching license, an applicant must complete all requirements for the appropriate degree, meet all the minimum course requirements, pass the appropriate Praxis Series and submit an application for licensure to the Mississippi Department of Education. The applicant is responsible for having his or her Praxis scores sent to the Mississippi Department of Education and Delta State University. Candidates who are exempt from the PPST based on ACT or SAT scores must pass either ENG 300 (Writing Proficiency Examination) or the PPST/CBT Writing test or ENG 301.

#### **Directed Teaching Internship**

Students preparing to teach in elementary or high school are expected to set aside the last full semester of their senior year for a Directed Teaching Internship, traditionally known as "the directed teaching internship." 16 weeks of internship are required by the state to graduate and to receive a state license to teach. To prepare for this school-based experience, candidates enroll in three specific professional education courses as a group, called the "block," in the semester prior to the teaching internship. The three courses are EPY 341 Educational Psychology, CUR 393 Classroom Management, and CUR 489 or 490, which is the secondary music education methods course for your license track, K-12 vocal or K-12 instrumental. The internship occurs in schools approved by the University. Teacher interns are at all times under the close supervision of a public school mentor and a university supervisor. Interns who teach outside the city of Cleveland may live in the community in which they teach and pay their own expenses. They do not pay living expenses at the University during this period. Those who teach in the Cleveland schools may stay on the campus but must furnish their own transportation to and from the school. If a teacher intern is allowed to teach outside of the approved Delta Consortium of schools, which covers a wide region in West and Central Mississippi, he/she must pay for the supervisor's travel expenses outside of the boundaries. The Office of Field Experience will set up a process by which to make payment. During this time interns observe a cooperating teacher, work with students, plan lessons, and are evaluated on planning, teaching and assessment. The Teacher Intern Assessment Instrument is used to evaluate the candidate. (See appendix).

In addition, a narrative portfolio called the Teacher Work Sample is completed to indicate specific factors required in the unit plans and how a teacher intern will ensure that all students will be able to learn successfully. The TWS is explored and modeled in the CUR methods course during the block semester. (see Appendix)

Written applications for the Directed Teaching Internship must be filed with the Director of Field Experiences. Secondary and special subject majors make application for the internship during the methods course in their majors. Candidates are responsible for filing applications to comply with deadlines established by the Teacher Education Council a semester in advance: *The fall internship application deadline is the week of February 15*, and the spring internship application deadline is the week of September 15. All requirements for the Directed Teaching Internship must be met before a candidate is approved for internship.

#### **Prerequisites for ALL Teacher Interns:**

- 1. Senior standing (87 and over semester hours)
- 2. Nine hours in residence in the teaching field
- 3. Grade point average of 2.5 on all course work taken
- 4. Completion of prerequisite courses as shown in catalog
- 5. Submission of application for admission to the Directed Teacher Internship Program by the deadline dates shown above
- 6. A positive recommendation by the department/division faculty; the number of endorsements required will be determined by the department/division based on the number of faculty.
- 7. Passing scores on the appropriate Praxis Specialty Area Test and the Praxis Principles of Learning and Teaching (PLT) Test

Also, **DSU Diversity Proficiencies** (see appendix) are to be developed and demonstrated by graduation.

#### THE ROLE OF THE TEACHER INTERN

Information for Teacher Candidates

http://www.deltastate.edu/pages/5050.asp

#### PRAXIS TESTING INFORMATION

http://www.deltastate.edu/pages/661.asp

Praxis exams are available several times each semester and in the summer at DSU and other testing locations/universities. They are taken at the candidate's expense. They may be taken as many times as needed to achieve passing scores. The passing PPST scores set by the Mississippi Department of Education for entrance into a teacher education program are:

#### After 9/1/12:

Praxis I (PPST): Reading -172, Writing -173, Math -172

The passing Praxis scores set by the Mississippi Department of Education for an initial teacher licensure are

Praxis II: Music Education – 161 (taken after 9/1/12); 139 (taken prior to 9/1/12) Praxis II: Principles of Learning and Teaching (PLT) – 157(after 5/1/2012)

Candidates must have passing scores for all Praxis exams on file with the Office of Field Experiences by the first day of class in the semester they plan to complete their teaching internship.

REGISTRATION DEADLINE	TEST DATE

#### MAKE APPLICATION FOR TEST AT LEAST 5 WEEKS <u>BEFORE</u> TEST DATE!

## MUSIC DEPARTMENT REQUIREMENTS FOR ADMISSION TO DIRECTED TEACHING INTERNSHIP ARE:

- 1. To pass all sections of the Piano Proficiency exam.
- 2. To complete the last four hours of credit in applied performance (AMU) at the upper division (300 level), to include the senior recital.
- 3. Present a senior recital prior to the semester of the directed teaching internship, earning a grade of C or higher from the faculty jury and applied instructor.
- 4. Meet standards set for several phases of Field Experiences in area schools in the methods courses MUS 388 Music Methods and Materials for the Elementary School and CUR 489/490 Vocal Music Methods/Instrumental Music Methods.
- 5. Earn the grade of C in all music courses. Courses may be repeated to meet this requirement.

Revised Sept. 2012

#### NONDISCRIMINATION

Delta State University is committed to a policy of equal employment and educational opportunity. Delta State University does not discriminate on the basis of race, color, religion, national origin, sex, age, disability, or veteran status. This policy extends to all programs and activities supported by the University.

#### MUSIC ADVISING CHECKLIST

#### B.M.E.

#### MUSIC DEPARTMENT REQUIREMENTS:

- (1) Register for any necessary developmental courses if ACT scores are below 16 as indicated on Freshman Evaluation Sheet. (Freshman only)
- (2) MUS 104: Seven semesters required (B.M.E.). For transfer students MUS 104 is required for each semester of residence at DSU.
- (3) At least one large ensemble during each semester of residency except for the directed teaching internship semester.
- (4) Senior recital prior to the directed teaching internship.
- (5) Pass piano proficiency exams prior to the directed teaching internship. [Students must be continuously enrolled in group piano MUS 107, 108, 207, 208 or MUS 300 until all sections of the piano proficiency exam are passed.]

#### **IHL REQUIREMENT:**

Not more than six hours in professional education courses may be taken prior to being admitted to the Teacher Education Program.

## DSU MUSIC CORE and MUSIC EDUCATION COURSE SEQUENCE and PRE-REQUISITES

A grade of C or higher must be earned in pre-requisite courses to move forward and in all music classes to graduate.

#### Freshman Year

#### Fall

MUS 107- Class Piano - no prerequisite

MUS 150-Music Theory-no prerequisite, co-requisite with MUS 152

MUS 152-Musicianship-no prerequisite, co-requisite with MUS 152

#### **Spring**

MUS 105 Music Literature-no prerequisite

MUS 108 Class Piano – (MUS 107 as it is a continuation)

MUS 151 Music Theory- (MUS 150, MUS 152, co-requisite with MUS 153)

MUS 153 Musicianship – (MUS 150, MUS 152, co-requisite with MUS 151)

#### Sophomore Year

#### Fall

MUS 207- Class Piano – (MUS 107, 108)

MUS 250-Music Theory- (MUS 150,151, 152, 153); co-requisite with MUS 252

MUS 252-Aural Music Theory- (MUS 150, 151, 152, 153); co-requisite with MUS 250

#### **Spring**

MUS 208- Class Piano – (MUS 107, 108, 207)

MUS 251- Music Theory- (MUS 150, 151, 152, 153, 250, 252) co-requisite with MUS 2 53

MUS 253- Aural Music Theory- (MUS 150, 151, 152, 153, 250, 252); co-requisite with MUS 251

#### \*\* Music Education courses- begin in Junior Year\*\*

#### Junior Year

#### Fall

MUS 301Music of the Middle Ages, Renaissance, and Baroque Periods – (MUS 105, 251)

MUS 305 Music Education – (MUS 250, 251)

MUS 309 Conducting – (MUS 250, 251, 252, 253)

MUS 344 Vocal Pedagogy – (MUS 250, 251, 252, 253)

MUS 350 Orchestration – (MUS 250, 251, 252, 253)

#### **Spring**

MUS 302 Music of the Classic, Romantic and Contemporary Periods –(MUS 105, 251)

MUS 310 Choral Conducting – (MUS 250, 251, 252, 253 and 309 or consent of instructor)

**OR** MUS 311 Instrumental Conducting – (MUS 250, 251, 252, 253 and 309 or consent of instructor)

MUS 354 String Methods – (MUS 250, 251, 252, 253)

MUS 357 Brass Methods – (MUS 250, 251, 252, 253)

MUS 388 Music Methods for the Elementary School – (MUS 250, 251, 252, 253, MUS 305)

MUS 450- Form and Analysis-(MUS 350)

#### Senior Year

#### Fall

MUS 355 Percussion Methods – (MUS 250, 251, 252, 253)

MUS 358 WW Methods – (MUS 250, 251, 252, 253)

AMU 450 Senior Recital – (12 hours of applied study, at least 3 of which are at 300-level; pre-recital jury)

CUR 489 OR 490 Vocal OR Instrumental Methods – (MUS 250, 251, 252, 253, MUS 305)

**Spring** – CUR 498 Directed Teaching Internship in a Mississippi public school district – All requirements for the degree, passing scores on all Praxis exams, and faculty approval

# **APPENDIX**

## DELTA STATE UNIVERSITY COLLEGE OF EDUCATTION

#### APPLICATION FOR DIRECTED TEACHING INTERNSHIP

All teacher candidates <u>must</u> complete an application prior to internship. The deadline for application acceptance for fall internship is the week of February 15<sup>th</sup> prior to the internship semester. The deadline for acceptance for spring internship is the week of September 15<sup>th</sup> prior to the internship semester.

Name			Date	
NameLast	First	Middle		
Campus Address	Campus	Phone	<u> </u>	
Home Address			Home Phone	
Cell Phone				
E-mail Address			Major	
			ernship is through e-mail. E-mail addresses must be currion from the Office of Field Experiences.	ent
ALL PRAXIS TESTS			NTERNSHIP: Pre-Professional Skills Test (C-PPST)	
• Praxis II: Subject As	· · · · · · · · · · · · · · · · · · ·	•	` ,	
• Praxis II: Principles				
Contact the Office of F	ield Experiences	(846-4405) for t	he appropriate test code for your major.	
Expected Graduation Da	ite – Semester and	d Year:		
When do you prefer to c	omplete internshi	p? (circle one)	Fall Spring Year:	

You will be assigned to a school district after you have completed all requirements for internship. Students are not to contact school districts or teachers. Please indicate in the space below your school district preference where you would like to do your internship and any extenuating circumstances to be considered in making your assignment.
Specific schools should not be requested on this application.
School District Choice 1:
School District Choice 2:
Extenuating Circumstances (if applicable):
If you do not complete internship during the semester you have requested above, you must re-apply in the Office of Field Experiences to be admitted the following semester. Deadline dates will apply for reapplications.
I understand that the Director of Field Experiences will make the final decision as to where I will do my internship. My signature indicates that I read and understand all requirements and procedures stated in the above application.
Signature Date
The following attachments must accompany this application:

1. Resumé

2. Recent Photograph

#### Delta State University College of Education Protocol for Dispositions Initial Programs

- 1. Candidates will be introduced to the *Dispositions Rating Scale* during CEL 301, *Introduction to Elementary Education*, CUR 300, *Survey of Education with Field Experiences*, and CUR 302, *Orientation and Field Experiences*. During these courses, candidates will self-assess using the scale, with focused observations and assignments related to field experiences serving as a frame of reference. The instructor will also evaluate the candidate using the scale and will review both assessments, followed by a conference with the candidate to review the assessments and discuss strengths/weaknesses/discrepancies in perspectives.
- 2. A flag form will be placed in each candidate's folder for documenting both deficiencies and exemplary practices/dispositions.
- 3. Dispositions will be taught and reinforced throughout all courses in the program. Faculty who note a deficiency or deficiencies or evidence of strengths in a candidate relevant to a disposition area(s) will enter this information on the appropriate flag form, providing details related to the reason for the concern or commendation.
- 4. Faculty will hold conferences with students regarding the development of dispositions as candidates move through their programs.
- 5. Advisors will review advisees' flag forms and note concerns that need to be brought before the faculty prior to assessment points.
- 6. Upon request for admission to teacher education, and again upon request for admission to the directed teaching internship, faculty will meet to review each candidate's progress with respect to the development of appropriate dispositions for teaching. The *Dispositions Rating Scale* will be used at these two assessment points. The faculty will consult flag forms and entertain faculty concerns at this time.
- 7. Based upon the number and severity of disposition weaknesses/deficiencies, faculty will refer the candidate to the advisor for counseling or to a faculty committee for counseling.
- 8. The faculty members and candidate will establish a written plan for improvement that will become part of the candidate's file. The plan will specify how and when the improvement will occur.
- 9. If deficiency(ies) persist(s), the faculty will meet to consider whether the candidate should continue in the program.
- 10. The form will also be used by the university supervisor and cooperating teacher during the directed teaching semester. Each will submit the forms to the Office of Field Experiences for inclusion in the candidate's file. The university supervisor and cooperating teacher will consult with the Director of Field Experiences and faculty should a deficiency(ies) threaten the successful completion of directed teaching.

## DELTA STATE UNIVERSITY COLLEGE OF EDUCATION

## DISPOSITIONS RATING SCALE UNDERGRADUATE PROGRAMS

Student Name Rater					 Date		
Circle One Program: Art Ele	ementary	English	Mathematics	Music	P. E.	Science	Social Science
<b>Directions:</b> Use the Appraisa provide clarification. Provide 6			•			dicators (e	.g., 1.1, 1.2)
Appraisal Scale:  0 – Does not meet expectation  2 – Meets expectations			w expectations	but not	sufficier	nt	

2 – Meets expectations 3 –	Exceeds expectations	
Characteristic (Disposition)	Rating of Disposition	Evidence for 0,1, or 3 Rating
1.1 Strives to meet the educational needs of all students in a caring, non- discriminatory, and equitable manner  1.2 Treats students, families, community members, and colleagues with dignity and respect, regardless of background, ethnicity/race, capabilities, or beliefs	1. Fairness	
2. The Belief That All Students Can Learn  2.1 Establishes a classroom climate that supports the learning, development, emotional well-being, and physical well-being of a diverse student population  2.2 Effectively plans and implements teaching and assessment strategies that address the experiences; academic, emotional, and physical needs; developmental levels; and interests of a diverse student population	2. The Belief That All Students Can Learn ———	

<ul> <li>3. Professionalism</li> <li>3.1 Engages in ongoing self-reflection and participates in professional development opportunities</li> <li>3.2 Displays professional appearance and actions, including effective oral and written communication</li> <li>3.3 Collaborates with professors, students, colleagues, families, and/or community members</li> </ul>	3. Professionalism	
4. Resourcefulness 4.1 Motivates self and others to	4. Resourcefulness	
perform well 4.2 Anticipates what a situation calls for and responds appropriately		
4.3 Uses personal talents to enhance professional functioning		
4.4 Adapts willingly to change		
<ul> <li>5. Dependability</li> <li>5.1 Attends all expected classes and meetings, and arrives on time</li> <li>5.2 Participates meaningfully in classes and meetings</li> <li>5.3 Fulfills responsibilities in the college classroom and in P-12 settings</li> </ul>	5. Dependability	
faculty and that I received	a copy for my reference. I unde roughout the program in order t	
Candidate's signature		
Date		

## TEACHER INTERN ASSESSMENT INSTRUMENT DELTA STATE UNIVERSITY COLLEGE OF EDUCATION

During methods courses and in the directed teaching internship, candidates/interns must demonstrate ability in planning, instruction and assessment. These facets of teaching are evaluated with the following set of indicators, each of which has a set of detailed rubrics. Rubrics will be provided in methods courses when appropriate. A rating of 2 (out of a possible 3) is required on all indicators by the end of the teaching internship.

#### TEACHER INTERN ASSESSMENT INSTRUMENT (TIAI)

Teacher Intern	Semester/Year:
Check one: 1st Placement: 2nd Placement:	Grade Level/Subject:
Evaluator:	Check one: Classroom Mentor Teacher University Supervisor
School:	Date(s) Evaluation Completed:
Teacher Intern Assessments for assigned teach	o two weeks to complete the Formative and Summative ther interns. University Supervisors will schedule instructed that the state of the second placement (total of four assessments for the made if needed.

## DOMAIN I: PLANNING AND PREPARATION

\*Items 1-6 should be assessed from written lesson and unit plans, classroom observations, and from other artifacts (pretests, inventories, surveys, etc.)

	Selects develop	nentally appropriate, perforn	nanc	ce-based objectives that connec	ct core content
1.				urriculum Frameworks/Comr	
	Standards. (	InTASC 4, 7; M-STAR Domain	I-4	l; NCATE 1a)	
	Unacceptable (0)	Emerging (1)		Acceptable (2)	Target (3)
Obj	on Mississippi Curriculum Frameworks/Commo n Core State	ojectives are based on ssissippi Curriculum ameworks/ Common Core ate Standards and are propriate for student rning, but are not stated as		Objectives are based on Mississippi Curriculum Frameworks/ Common Core State Standards, are developmentally appropriate, are stated as performance objectives, and are clearly aligned with assessments.	In addition to acceptable, includes objectives at different instructional levels that meet individual needs of students (DOK Levels, Bloom's, Understanding by Design, etc.).
SCORES AND COMMENTS ON EFFECTIVENESS					
	Formative Assessment →	Score:		Summative Assessment  →	Score:
For	rmative Assessment:			Summative Assessment:	

	Incorporate	s diversity, including multi-	cultural perspectives, into	lessons. Uses knowledge of
2.	student	backgrounds, interests, exp	eriences, and prior knowle	edge (e.g., pretests, interest
4.	inventor	ies, surveys, and KWLs) to	make instruction relevant	t and meaningful. (InTASC 1, 2, 3,
	4, 7; M-S	TAR Domains $I - 2$ , $III - 10$ ;	NCATE 1c, 4a)	
T I	magaamtahla (A)	Emanaina (1)	A coomtoble (2)	Toward (2)

4, 7; M-S	<u> </u>	NCATE Ic, 4a)	
Unacceptable (0)	Emerging (1)	Acceptable (2)	Target (3)
Does not use	Demonstrates some	Demonstrates	Demonstrates a thorough
knowledge of	understanding of	understanding of	understanding of student
student	student	student	backgrounds, interests,
backgrounds,	backgrounds,	backgrounds,	experiences, and prior
interests,	interests,	interests,	knowledge.
experiences, and prior knowledge to make	experiences, and prior knowledge.	experiences, and prior knowledge.	Effectively and consistently uses this knowledge in developing
instruction	Does not effectively	<b>Effectively</b> uses this	learning experiences that are
relevant and	use the information	knowledge in	relevant and meaningful.
meaningful.	in developing	developing	Uses aspects of the world as well
	learning	learning	as the class make-up to
Does not incorporate	experiences that	experiences that	purposefully and effectively
diversity or	are relevant and	are relevant and	incorporate diversity,
multicultural	meaningful.	meaningful.	including multiculturalism,
perspectives into lessons.	Ineffectively	Incorporates diversity,	into lessons.
iessons.	incorporates	including	
	diversity into	multicultural	
	lessons.	perspectives, into	
		lessons.	
		MMENTS ON EFFECTIVE	
Formative Assessme	ent Score:	Summative Ass	sessment
→ — — — — — — — — — — — — — — — — — — —		→ ·	
Formative Assessment	•	Summative Ass	essment:

Plans and instruction do not include the necessary content and do not connect content across the disciplines.  Plans and instruction instruction frequently include the necessary content and connect connect content across disciplines.  Plans and instruction frequently include the necessary content and connect connect content across disciplines; however, content connections are not connect to meaningful, or relevant to students' lives.  In addition to acc and instruction include the necessary content and include the ne disciplines; co connect consistently clear, meaningful, a students' lives lives.	n consistently ecessary conte
the necessary content and content and do not connect content across the disciplines.  the disciplines.  inconsistentl y include the necessary content across disciplines; however, content across the disciplines.  and/or do not connect to connect to connect to content across lives.  include the necessary content across disciplines; however, connect connections are not consistently clear, meaningful, or students' lives.	ecessary conte
content and do not connect not connect content across the disciplines.  y include the not connect necessary content across the disciplines.  y include the necessary content content and/or do not connect to connect to connect to connect to connect to content across lives.  and connect connect connect connect connect consistently consistently connections are not consistently clear, meaningful, or students' lives	•
not connect content across the disciplines.  necessary content and/or do not connect to connect to content across lives.  disciplines; however, connections are not consistently clear, meaningful, or students' lives	ontent across
content across the disciplines.  content and/or do not connect to connect to content across  content connections are not consistently clear, meaningful, or students' lives  lives.	
the disciplines.  and/or do not consistently clear, meaningful, a students' lives content across lives.  meaningful, or students' lives	
connect to meaningful, or students' lives content across lives.	
content relevant to students' across lives.	
across lives.	3.
disciplines.	
SCORES AND COMMENTS ON EFFECTIVENESS	
Formative Assessment Score: Summative Score:	
→ Assessment	
$\rightarrow$	
Formative Assessment: Summative Assessment:	

4. introductions and closures, and uses a variety of teaching materials and technology	. (InTASC
	`
1, 4, 5, 7, 8; M-STAR Domains I – 1, I – 4, III – 10; NCATE 1a, 1b)	
Unacceptable (0) Emerging (1) Acceptable (2) Target	t (3)
Procedures are not Procedures are Procedures are In addition to a	acceptable,
connected to core referenced to appropriate and procedures in	include
content knowledge, objectives and are sequential, clearly both teachers	er- centered
sequential, and do appropriate for referenced to direct instr	ruction and
not include effective students, but may objectives, include learner-cen	ntered
introductions, not be sequential. innovative activities (g	groups,
closures, or use of Plans include introductions and choice of to	ppics, self-
technology. introductions or closures, and evaluation of	of work,
closures and some incorporate etc.)	
use of technology. technology and	
teaching materials	
effectively.	
SCORES AND COMMENTS ON EFFECTIVENESS	
Formative Assessment Score: Summative Score:	
→ Assessment	
$\rightarrow$	
Formative Assessment: Summative Assessment:	

	R Domains II – 5, II – 6, III		T4 (2)
Unacceptable (0)	Emerging (1)	Acceptable (2)	Target (3)
Assessments are not	Assessments in plans	Multiple assessments are	In addition to
aligned with the	are <b>partially</b>	included in plans where	acceptable,
Mississippi	aligned with the	needed, and assessments	plans include
Curriculum	Mississippi	directly correlate to	informal
Frameworks/Commo	Curriculum	objectives and are aligned	(performance)
n Core State	Frameworks/	with the Mississippi	and formal
Standards.	Common Core	Curriculum Frameworks/	assessments
	State Standards.	Common Core State	along with
		Standards.	rubrics/checklis
	SCORES AND COMM	IENTS ON EFFECTIVENESS	•
Formative Assessment	Score:	Summative	Score:
$\rightarrow$		Assessment	
		$\rightarrow$	
Formative Assessment:	•	Summative Assessment:	

	Plans differentiated learning experiences that accommodate developmental and/or educational								
	needs of learners								
6.	based on assessment information which is aligned with core content knowledge (ex. – use of								
	pre/post assessments, surveys, inventories, remediation, and enrichment activities). (InTASC								
	-1, 2, 7, 8; M-STAR Domains I – 2, II – 5, II – 6; NCATE 1a, 1d, 4a)								
U	nacceptable (0)	Emerging (1)	Acceptable (2)	Target (3)					
Doe	es not use	Ineffectively or	Frequently uses	Consistently and					
	assessment results	inaccurately uses	assessment results to	appropriately uses					
	to adjust individual	assessment results	adjust individual	assessment results					
	and/or whole-	to adjust individual	and/or whole-group	to adjust individual					
	group instructional	and/or whole-group	instructional strategies.	and/or whole-					
	strategies.	instructional	2	group instructional					
		strategies.		strategies.					
	<u>.</u>	SCORES AND COMM	ENTS ON EFFECTIVENESS						
F	ormative Assessment	Score:	Summative	Score:					
	$\rightarrow$		Assessment						
			$\rightarrow$						
For	mative Assessment:		Summative Assessment:						

#### **DOMAIN II: ASSESSMENT**

\*Items 7 – 8 should reflect the teacher intern's ability to effectively communicate assessment information to the students, provide feedback, and incorporate informal and formal assessments. Items should be assessed from written lesson and unit plans, classroom observations, and from other artifacts (pretests, inventories, surveys, etc.)

	cates assessment criteria a	nd perfo	ormance standards to t	he st	udents and provides		
	feedback on	TACC C.	M CTAD Domoing H	<b>.</b> 11	C. NCATE 1° 13)		
students' academic performance. (InTASC 6; M-STAR Domains II – 5, II – 6; NCATE Unacceptable (0) Emerging (1) Acceptable (2) Tar							
Does not	Ineffectively	Effe	ectively communicates	T	Target (3) in addition to acceptable,		
communicate	communicates	-		-	various strategies are		
assessment	assessment criteria		assessment criteria and performance		used to communicate		
criteria and	and performance		standards to the		assessment criteria		
performance	standards to the		students.		and/or student input is		
standards to	students.	Fre	equently provides clear		sought in developing		
the students.	Provides students with		and actionable		assessment criteria.		
Does not provide	minimal or only			(	Consistently provides clear		
students with	summative			`	and actionable feedback		
feedback on	feedback on their		to enable them to improve their		to students to enable		
their	performance.				them to improve their		
performance.	performance.		performance.	performance.			
performance.	SCORES AND CO			aa	performance.		
		JMMEN	TS ON EFFECTIVENES	55			
Formative Assessi	ment Score:		Summative		Score:		
$\rightarrow$			Assessment	;			
Formative Assessme	Formative Assessment:			ment:			

	Incorporates a variety of <u>informal and formal</u> assessments (ex. – pre/post assessments, quizzes,							
8.	unit tests, che	ecklists, rating scales, rubric	cs, remediation, and enrich	ment activities) to				
0.	differentiate learning experiences that accommodate differences in developmental and/or							
	educational n	eeds. (InTASC - 1, 2, 7, 8; M-	STAR Domains $I - 2$ , $II - 5$ , $I$	I – 6; NCATE 1d)				
	Unacceptable (0)	Emerging (1)	Acceptable (2)	Target (3)				
Do	es not plan and use a	Occasionally plans and	Frequently plans and	Consistently plans and				
	variety of informal and	uses informal and	uses a variety of	uses a variety of				
	formal assessments to	formal assessments	informal and	informal and				
	accommodate	to accommodate	formal assessments	formal				
	differences in	differences in	to accommodate	assessments to				
	developmental and/or	developmental	differences in	accommodate				
	educational needs of	and/or educational	developmental	differences in				
	students.	needs of <b>some</b> of	and/or educational	developmental				
		the students.	needs of students.	and/or educational				
				needs of all				
				students.				
		SCORES AND COMMEN	TS ON EFFECTIVENESS					
]	Formative Assessment	Score:	Summative	Score:				
	$\rightarrow$		Assessment					
			$\rightarrow$					
Fo	rmative Assessment:		Summative Assessment:					

#### DOMAIN III: INSTRUCTION

\*Items 9-19 should reflect the teacher intern's overall ability to effectively communicate with students and implement innovative lessons using a variety of teaching strategies that meet the needs of all students. Items should be assessed from written lesson and unit plans and classroom observations.

Uses acceptable written, oral, and nonverbal communication in planning and instruction. (InTASC 5; M-STAR						
, , , , , , , , , , , , , , , , , , , ,						
acceptable (0)	Emerging (1)	Acceptable (2)	Target (3)			
<b>not</b> use standard	Uses standard written,	Uses acceptable written,	Uses acceptable written,			
written, oral, and	oral, and nonverbal	oral, and nonverbal	oral,			
non-verbal	communication	communication with	and nonverbal			
communication.	with <b>multiple</b>	minimal errors.	communication			
	errors.		proficiently.			
	SCORES AND COMM	ENTS ON EFFECTIVENESS				
rmative Assessment	Score:	Summative	Score:			
$\rightarrow$		Assessment				
		$\rightarrow$				
native Assessment:		Summative Assessment	t:			
ביי	(InTASC 5; M Domain III – acceptable (0) not use standard vritten, oral, and non-verbal ommunication.	(InTASC 5; M-STAR Domain III – 11)  acceptable (0)  not use standard vritten, oral, and con-verbal communication.  SCORES AND COMM  That is a standard written, oral, and nonverbal communication with multiple errors.  SCORES AND COMM  Score:	(InTASC 5; M-STAR  Domain III − 11)  acceptable (0)			

Provides clear, complete written and/or oral directions for instructional activities. (InTASC 8; M-STAR Domain III – 11)							
Emerging (1)	Acceptable (2)	Target (3)					
Provides written and/or	Provides clear,	In addition to					
oral directions for	complete written	acceptable, uses					
instructional activities	and/or oral	concrete examples to					
that are vague and/or	directions for	model and clarify					
confusing.	instructional	tasks and concepts.					
	activities.						
SCORES AND COMMEN	TS ON EFFECTIVENESS						
Score:	<b>Summative Assessment</b>	Score:					
	$\rightarrow$						
	Summative Assessment:						
	Emerging (1) Provides written and/or oral directions for instructional activities that are vague and/or confusing.  SCORES AND COMMEN	Emerging (1)       Acceptable (2)         Provides written and/or oral directions for instructional activities that are vague and/or confusing.       Complete written and/or oral directions for instructional activities.         SCORES AND COMMENTS ON EFFECTIVENESS         Score:       Summative Assessment					

11. Communicates IV – 15)	high expectations for lear	rning to all students. (InTASC	2; M-STAR Domains I – 3,
Unacceptable (0)	Emerging (1)	Acceptable (2)	Target (3)
Does not communicate	Inconsistent in	Frequently and clearly	Consistently and
high expectations for	communicating to	has high	clearly has high
learning to any	all students that	expectations for	expectations for
students and does not	they are capable	students of all levels	students of all levels
hold students	of meeting	and <b>frequently</b>	and <b>consistently</b>
accountable for	learning	<b>holds</b> students	<b>holds</b> students
meeting instructional	expectations.	accountable for	accountable for
goals.	_	meeting	meeting
		instructional goals.	instructional goals.
	SCORES AND COMMI	ENTS ON EFFECTIVENESS	
Formative Assessment	Score:	Summative	Score:
$\rightarrow$		Assessment	
		$\rightarrow$	
Formative Assessment:	•	Summative Assessment:	

12. Conv	veys enthusiasm for tea	ching and lear	rning. (InTASC	C 3, 4; M-STA	R Domain IV – 15, IV –
Unacceptable	Emerging (1)	Acce	ptable (2)	Target (3)	
(0)					
Does not convey	Conveys limited	Motivates	students by	In addit	tion to acceptable, the
enthusiasm for	interest and	conve	ying	mot	ivation, enthusiasm, and
the content	enthusiasm	enthus	siasm and	inte	rest in the content are
being taught.	for the	interest for the		evident through students'	
	content	content being taught.		attitudes, questions, and ability	
	being			to stay focused on tasks and	
	taught.			activities.	
		D COMMENTS	S ON EFFECTI		
Formative Asses	sment Score:		Sum	mative	Score:
$\rightarrow$				sessment	
				$\rightarrow$	
Formative Assessm	ent:		Summativ	e Assessment	

	other to					III – 8, IV – 15; NCATE 1
	Unacceptable (0)		Emerging (1)	5	Acceptable (2)	Target (3)
Does	s not provide opportu	nities	Involves the	Invo	lves students in	In addition to acceptable
	for the students to	intics	students		teacher-planned	consistently plans
	cooperate, communic	rate	in limite		cooperative group	instruction to include
	and interact with each		interacti		activities in which	situations for students
other to work toward a common goal.			e		students are working	work cooperatively o
		u	learning		toward a common	projects/activities of
	common goar.		activitie		goal.	their choice.
		S			ON EFFECTIVENES	
Fo	rmative Assessment		Score:	01/11/121/12	Summative	Score:
	$\rightarrow$				Assessment	
Fori	mative Assessment:				Summative Assessme	ent:
14.	-7; NCA	ΓΕ 1a,	1b)	nt for the su	bject(s) taught. (InTa	ASC 4; M-STAR Domain
	nacceptable (0)		merging (1)		cceptable (2)	Target (3)
	ruction shows no	Inst	ruction shows		on shows <b>some</b>	In addition to acceptab
	knowledge of the		basic		lence of knowledge of	instruction demonst
	content		knowledge of		ent (pedagogy)	an <b>in-depth</b>
	(pedagogy) taught		content	through minimal reliance		<b>understanding</b> of
	and does not lead		(pedagogy)	on written notes and		content knowledge
	class discussions		taught but		ws ability to lead class	(pedagogy). Teache
	effectively.		does not lead	disc	ussions effectively.	candidate does not r
			class			on written notes.
			discussions			
		6	effectively.	OMMENTS	ON EFFECTIVENES	C
Fo	ormative Assessmen		Score:	OMMENIS	Summative Assessme	
	$\rightarrow$				$\rightarrow$	
Fori	mative Assessment:				Summative Assessme	ent:
	Uses a variet	y of ap	propriate teach	ning strateg	les (e.g., cooperative	learning, discovery learni
<b>15.</b>	demonst	ration,	discussion, inq	uiry, simula	tion, etc.) to enhance	e student learning. (InTAS
		R Dom	ain III – 8, III – 9		<b>b</b> )	
	Unacceptable (0)		Emerg	<u> </u>	Acceptable (2	)
	a single instructiona	1	Uses a variety		Frequently uses	
				nal strategies	variety of	variety of
	strategy or resource;		and resources but		instructional	
	strategy/resource is				strategies an	
	strategy/resource is <b>consistently</b>		strategies		_	
	strategy/resource is <b>consistently</b> <b>inappropriate</b> for m		strategies <b>sometime</b>	es	resources that	
	strategy/resource is <b>consistently</b>		strategies <b>sometime</b> inapprop	es riate for	resources that	ate appropriate for
	strategy/resource is <b>consistently</b> <b>inappropriate</b> for m		strategies sometime inapprop most stud	es	resources that are appropriation for students'	ate appropriate for students' skills
	strategy/resource is <b>consistently</b> <b>inappropriate</b> for m		strategies sometime inapprop most stud levels.	es oriate for ents' skills	resources that are appropriate for students' skills levels.	ate appropriate for students' skills levels.
	strategy/resource is consistently inappropriate for m students' skill levels.	S	strategies sometime inapprop most stud levels. CORES AND C	es oriate for ents' skills	resources that are appropriate for students' skills levels.  ON EFFECTIVENES	ate appropriate for students' skills levels.
	strategy/resource is <b>consistently</b> <b>inappropriate</b> for m	S	strategies sometime inapprop most stud levels.	es oriate for ents' skills	resources that are appropriate for students' skills levels.	ate appropriate for students' skills levels.
F	strategy/resource is consistently inappropriate for m students' skill levels.	S	strategies sometime inapprop most stud levels. CORES AND C	es oriate for ents' skills	resources that are appropriate for students' skills levels.  ON EFFECTIVENES	ate appropriate for students' skills levels.  Sent Score:

		Provides learning experiences that accommodate differences in developmental and individual						
	16.	needs of di	verse					
	10.	learners (i.e., e	nrichment/remedial needs)	). (InTASC 1, 2, 8; M-STAR Do	omain I – 2; NCATE 1c )			
	Unacceptable (0)		Emerging (1)	Acceptable (2)	Target (3)			
	Does not plan or		Inconsistently plans	Consistently plans and	Consistently and			
		provide learning	and provides	provides learning	effectively plans and			
	•	experiences that	learning	experiences that	provides learning			
	ä	accommodate	experiences that	accommodate the	experiences that			
	(	differences in	accommodate the	developmental and	accommodate the			
	developmental and		developmental and	individual needs of	developmental and			
	individual needs of		individual needs of	diverse learners.	individual needs of			
	(	diverse learners.	diverse learners.		diverse learners.			
			SCORES AND COMME	ENTS ON EFFECTIVENESS				
	For	rmative Assessment	Score:	Summative Assessment	Score:			
		$\rightarrow$		$\rightarrow$				
	Forn	native Assessment:		Summative Assessment:				
<u> </u>				ı				

17. and provides opportunities for students to apply concepts in problem solving and critic thinking. (InTASC 4, 5, 8; M-STAR Domains I – 3, II – 6, III – 8, III – 9; NCATE 1b, 1c)  Unacceptable (0) Emerging (1) Acceptable (2) Target (3)  Does not include multiple and varied poportunities for multiple and varied multiple and includes includes	
Unacceptable (0)Emerging (1)Acceptable (2)Target (3)Does not include multiple and varied opportunities forInconsistently includes multiple and variedFrequently includes multiple and includesConsistently includes multiple and includes	)
Does not include multiple and varied opportunities forInconsistently includes multiple and variedFrequently includes multiple andConsistently includes	)
varied opportunities for multiple and varied multiple and includes	
students to solve problems; analyze, create, and critique content. Questions do not require higher order thinking, are not timed appropriately and/or elicit limited student participation and lead to recitation of information rather than discussion.  students to solve problems; analyze, create, and critique content. Few analyze, create, and critique problems; analyze, create, analyze, create, and critique analyze, create, and critique analyze, create, and critique analyze, create, and critique content. Questions require higher order thinking, are timed appropriately throughout the lesson, and/or elicit meaningful participation and discussion.  students to solve problems; analyze, create, and critique content. Questions require higher order thinking, require higher order thinking, are timed appropriately are timed appropriately throughout the discussion. lesson, and/or elicit meaningful participation and extensive	es for solve eate, e her ing,
discussion. participation discussion.	
SCORES AND COMMENTS ON EFFECTIVENESS	
Formative Assessment Score: Summative Assessment Score:	
Formative Assessment Score.	
Formative Assessment: Summative Assessment:	

their respon								
Unacceptable (0)		Emerging (1	.)	Acceptable (2)	)	Target (3)		
Does not respond to or elicit		Inconsistently		Consistently and		In addition to		
student input during		responds to		appropriately		acceptable,		
instruction AND/OR use	es	and/or elicits		responds to and		provides		
negative words or action	is to	student input		elicits student in		appropriate		
discourage students from	n	during		during instruction.		prompts to		
giving responses and asl	king	instruction and		Adjustments are		encourage		
questions. No adjustmen	nts are	few attempts are		made to instruction		students to		
made to instruction base	ed on	made to adjust		based on student		expand and		
student responses.		instruction based		input and responses.		justify their		
		on student				responses.		
		responses.						
	SCO	RES AND COMME	NTS	ON EFFECTIVENESS				
Formative Assessment	Sco	ore:		<b>Summative Assessment</b>	Scor	e:		
$\rightarrow$				$\rightarrow$				
Formative Assessment:	Formative Assessment:			Summative Assessment:				

19.	Uses family and/or community resources (special guests or materials) in lessons to enhance student learning. (InTASC 10; M-STAR Domain III – 10: NCATE – 1c, 1g)							
Una	Unacceptable (0) Emerging (1)				Acceptable (2)		Target (3)	
:	<u> </u>		ed use of family r community esources in essons to enhance cudent learning.		Effectively uses family and community resources in lessons to enhance student learning.		In addition to acceptable, encourages the students' effective use of family and community resources in lessons and assignments to enhance student learning.	
		S	SCORES AND CO	MMEN'	IS ON EFFECTIVE	NESS		
F	Formative Assessment Score: →			Summative Assessment →		Score:		
Fori	mative Assessme	nt:			Summative Ass	essment:		

## DOMAIN IV: LEARNING ENVIRONMENT

\*Items 20 - 24 should reflect the teacher intern's ability to manage the classroom environment in a way that is conducive to learning. Items should be assessed from classroom observations.

20.	and	Monitors and adjusts the classroom environment to enhance social relationships, motivation, and learning.  (InTASC 3: M-STAR Domain IV – 12, IV – 13, IV – 16; NCATE 1d)					
Un	acceptable (0)	<b>5. 11 51</b> 11	Emerging (1)	10,	Acceptable (2)	Target (3)	
	s not monitor or adjust the classroom environment, and does not address classroom disruptions.	o r n v b n e C	onstrates an awareness of the social elationships and notivational strategies within the classroom, out does not always make adjustments to nhance learning. Classroom disruptions are addressed in an mefficient manner.		Monitors and makes adjustments that are effective in enhancing social relationships, motivation, and learning. Classroom disruptions are addressed immediately but not always efficiently.	In addition to acceptable, monitors students' participation and interpersonal interactions in learning activities and encourages students to develop self-monitoring skills. Classroom disruptions are addressed immediately and efficiently.	
				IEN	TS ON EFFECTIVENESS		
F	ormative Asses →	sment	Score:		Summative Assessment →	Score:	
Forr	native Assessm	ent:			Summative Assessmen	t:	

21. Attends to or delegates routine tasks. (InTASC 3; M-STAR Domain IV – 12)							
Unacceptable (0)	Emerging (1)	Acceptable (2)	table (2) Target (3)				
<b>Does not</b> attend to or	Seldom attends	Consistently	In addition to	o acceptable, has a set plan			
delegates routine	to and	attends to and	which inc	cludes delegating			
tasks.	delegates	delegates		ate responsibilities to			
	routine	routine tasks.	students	who complete these tasks			
	tasks.		efficiently	y.			
	SCORES ANI	O COMMENTS ON EF	FECTIVENESS				
Formative Assessm	ent Score:		Summative	Score:			
$\rightarrow$			Assessment				
			$\rightarrow$				
Formative Assessmen	t:	Sur	nmative Assessment	:			

	Uses a variety of strategies to foster appropriate student behavior according to individual and situational needs. (InTASC 3; M-STAR Domain IV – 13, IV – 16)					
Unacceptable (0)	Em	erging (1)	Accep	otable (2)		Target (3)
Does not establish and communicat e rules and/or expectations	co cl ru ex bu <b>o</b> to	ishes and mmunicates assroom les and/or pectations at <b>overlooks</b> <b>portunities</b> reinforce em.	comm and re classi and/o expec ensur stude	lishes, nunicates, einforces room rules or etations and es that nts	Consistently establishes, communicates, and reinforces classroom rules and/or expectations; ensures that students understand the rules; and, when appropriate, involves students in the creation and monitoring of classroom rules and expectations.	
	SO	CORES AND	COMMENTS	S ON EFFEC	TIVENESS	
Formative Ass →	Formative Assessment Score:  →			Summative Assessment →		Score:
Formative Asse	ssment:			Summat	ive Assessme	ent:

23. (InTASC 3; M Domain IV – 13)	<b>I-STAR</b>		
Unacceptable (0)	Emerging (1)	Acceptable (2)	Target (3)
Does not demonstrate	Inconsistently	Consistently	In addition to
fairness and	demonstrates fairness	demonstrates fairne	ess acceptable,
supportiveness in	and supportiveness in	and supportiveness	in creates a
order to achieve a	order to achieve a	the treatment of	positive,
positive, interactive	positive, interactive	students and active	ly interactive
learning environment.	learning environment.	encourages fairness	learning
	_	among students.	environmen
	SCORES AND COMMENT	TS ON EFFECTIVENESS	
Formative Assessment	Score:	Summative	Score:
$\rightarrow$		Assessment	
		$\rightarrow$	
Formative Assessment:		Summative Assessment:	

24. Maximizes time available for instruction (Uses instructional time effectively). (InTASC 3; M-STAR Domain IV – 14)						
Unacceptable (0)	Emerging (1)	Acceptable (2)	Target (3)			
<b>Does not</b> use instructional time	Overall pacing and	Pacing is appropriate,	In addition to			
effectively - Substantial	transitions are	transitions are	acceptable,			
instructional time is spent	smooth; however,	smooth, and there	students are on-			
in non-instructional	there are <b>minor</b>	are <b>no</b>	task and engaged			
activities and/or time is	problems with	unnecessary	in meaningful			
wasted during transitions.	effective use of	<b>delays</b> or	learning			
	instructional time.	. undesirable	activities.			
		digressions.				
	SCORES AND COMMEN	TS ON EFFECTIVENESS				
Formative Assessment	Score:	<b>Summative Assessment</b>	Score:			
$\rightarrow$		$\rightarrow$				
Formative Assessment:		<b>Summative Assessment:</b>				

## DOMAIN V: PROFESSIONAL RESPONSIBILITIES

\*Item 25 should reflect the teacher intern's ability to involve parents and/or guardians in the child's learning. Items should be assessed from written lesson and unit plans, classroom observations, and from other artifacts (inventories, surveys, and other documentation).

25.	Establishes opportunities for communication with parents and/or guardians and professional colleagues (newsletters, positive notes, extracurricular activities, professional development opportunities, conferences, etc.). (InTASC 10; M-STAR Domain V – 19; NCATE 1g)						
Unac	ceptable (0)	Eme	erging (1)	Accepta	able (2)		Target (3)
opp for con n w and	ot establish portunities	ti p a g ti	tes ommunica ion with parents nd/or quardians hrough an ntroducto y letter.	parents a guardians newslette class web	cation with nd/or s through rs, notes, osites (under vision of the n mentor	In addition to acceptable, consistently communicates with parents and/or guardians for a variety of purposes and in a variety of ways.  Also participates in additional professional development opportunities and seeks advice/information from experienced teachers/peers.	
			SCORES A	AND COMMENTS	ON EFFECT		· · · · · · · · · · · · · · · · · · ·
Forr	Formative Assessment  →  Score			Sum As		Score:	
Format	tive Assessm	ent:			Summat	ive Assessmen	t:

## Delta State University College of Education Diversity Proficiencies Expected of all Candidates

An important characteristic of effective teaching is the belief that all students, regardless of profile, have value and can learn. The DSU Diversity Proficiencies that follow must be demonstrated in planning and instruction by graduation:

- 1. The development of the capacity to function within diverse settings with students and colleagues of varying backgrounds, ethnicities, capabilities, and beliefs (CF 1, 3; DRS 7.1/8.1; 7.3/8)
- 2. The ability to identify contextual factors that may influence student learning (CF 2, 3, 4; DRS 7.3/8.3)
- 3. The establishment of a classroom and school climate that celebrates diversity (CF 2, 3, 4; DRS 7.1/8.1; 7.2/8.2; 7.3/8.3)
- 4. The ability to differentiate instruction and experiences based on individual needs (CF 2, 3, 4, 5; DRS 7.1/8.1, 7.3/8.3)
- 5. The ability to group for instruction for a variety of purposes related to the diverse needs of learners (CF 3, 4; DRS 7.1/8.1, 7.3/8.3)
- 6. The ability to use appropriate assessment strategies to identify the diverse needs of learners (CF 3, 4; DRS 7.2/8.2)

\*CF = Delta P<sup>3</sup> Model; DRS = Dispositions Rating Scale

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#### Delta State University Teacher Work Sample for Secondary Education Revised April 2012

#### Purpose:

The Teacher Work Sample (TWS) project is the culminating project of your teacher education program. It is designed to show that you can plan, implement and assess instruction to demonstrate evidence that students have learned based upon their previous experience, the clear objectives and instruction of the unit, and the depth of assessment consistent with your objectives. The TWS provides evidence that you understand research-based practice, can align curriculum and instruction with state and/or the Common Core Standards (CCS), can evaluate and reflect upon your practice to improve instruction and enhance students' learning. The TWS can also provide evidence of your effectiveness in planning and teaching as you prepare your folio to seek employment.

#### **Background Information:**

The *Teacher Work Sample Folio* has a total of eight components, seven of which deal with teaching processes identified by research and best practice as fundamental to improving the internship in teaching. The eighth component requires the teacher to plan integrated lessons in selected content areas of language arts and reading; mathematics and science; the social sciences; the arts; and physical and health education. In addition, this component requires that these lessons be aligned with the *Mississippi Curricular Frameworks* and/or the Common Core Standards. Each dimension (of the teaching process) of the *Teacher Work Sample* is followed by a TWS criterion or indicator, the task, a prompt, and a rubric that defines various levels of performance on the standard. The criteria and rubrics will be used to evaluate your work. The prompts help document the extent to which you have met the criteria. Included in this packet are sample answers to each prompt.

You are required to develop and teach a comprehensive 5-10-day unit that is based upon assessment of student's prior knowledge as well as curriculum standards. Before teaching the unit, you will describe the contextual factors; identify learning objectives based on your state or district content standards and those contextual factors. You will then create an assessment plan designed to measure student performance before, during, and after teaching, and plan for instruction. After teaching the unit, you will analyze student learning and then reflect upon and evaluate your teaching as related to student learning and your future professional development.

#### **Format**

This TWS unit will be uploaded to TaskStream and formatted as follows. Your first draft will be uploaded as well as your final product.

Complete a cover page that includes the following:

- 1. Your name
- 2. Date submitted
- 3. Grade level taught
- 4. Subject taught
- 5. Your university
- 6. Course number and title

Provide a table of contents that lists the sections and attachments with page numbers.

Charts, graphs, and assessment instruments are required as part of the document. Attachments such as student work may be included. However, these should be chosen selectively and provide clear, concise evidence of your performance related to the standards and your students' learning progress.

References to the work of others must be cited in a separate section at the end of the narrative. The APA style should be used for references.

To ensure the anonymity of students in the classroom, do not include any student names or identify them otherwise in any part of the submissions.

#### **Work Sample Folio**

#### Table of Contents

Contextual Factors and Student Knowledge	Section 1
Learning Objectives	.Section 2
Assessment Plan.	Section 3
Design for Instruction.	.Section 4
Instructional Decision Making	Section 5
Analysis of Student Learning.	Section 6
Reflection and Self Evaluation.	Section 7
Design for Instruction in Secondary Education	.Section 8

#### SECTION 1 CONTEXTUAL FACTORS

#### **CONTEXTUAL FACTORS**

The teacher uses information about the learning-teaching context, prior student knowledge and student individual differences to set learning objectives and plan instruction and assessment.

#### **TASK**

Complete the class description and provide a narrative describing additional relevant factors and how they may affect the teaching-learning process. Include any support and challenges that affect instruction and student learning.

#### **PROMPT**

In your response, address the following:

Knowledge of community, school, and classroom factors. Address geographic location, significant attractions and/or historical significance of the town, i.e. blues museum and restaurants, town with vacated buildings, a performing arts center, port city, casinos, major employers, resources (libraries, colleges, other schools, i.e. private schools, theaters), community and school population, socio-economic profile, and race/ethnicity. Include the class description in your materials. Address availability of technology equipment and resources and the extent of parental involvement. You might also discuss other relevant factors such as classroom rules and routines. Make sure that you articulate how you have researched these characteristics from multiple resources and with the beliefs that this knowledge can enhance student learning. Identify the sources for your data.

Knowledge of students' varied approaches to learning. Explore and implement various learning preferences and past class experiences as well of the characteristics of students that you can determine from the teacher or from formative assessments of the students. Report the findings. Address student differences in terms of development, interests, culture. Ask: what should be understood about development to address students' needs and interests in the lessons? What information is available about the students' interests and the culture of the school and the children?

Knowledge of students' skills and prior learning. Address student skills and prior learning that may influence the development of your learning objectives, instruction, and assessment. Make sure that you specifically attend to MS regulations for pre-assessment, comprehensive assessment and follow-up (RTI and/or 3 tier model) in special education. Be specific enough to be able to explain the next component. Ask: what specific assessment information is already available for the children, and how can access to that information be gained? What assessments will be needed and why?

Implications for instructional planning and assessment. Address how contextual characteristics of the community, classroom, and students have implications for instructional planning and assessment. Remember that assessments include more than tests; they can include such things as student work products, student responses, inventories, or questions and comments students might add. Include specific instructional implications for at least two characteristics and any other factors that will influence how you plan and implement your unit. Include specific information as to the knowledge of previous student learning affected the curriculum and instructional planning. This will include pre-test information that is part of the unit. Ask: How does what you have learned affect how you formulate objectives and plan for instruction?

#### Contextual Factors Rubric

TWS Standard: The teacher uses information about the learning/teaching context and student individual differences to set learning objectives, plan instruction and assess learning.

student individual differences to set learning objectives,	
Rating $\rightarrow$ 1 2	3 Score
Indicator ↓ Indicator Not Indicator	Indicator Met
Met Partially	J.
Met	
Knowledge of Teacher Teacher	Teacher
Community, displays minimal, displays some	e displays a
School and irrelevant, or knowledge of	
Classroom Factors biased characteristic	
knowledge of the the communi	
characteristics of school, and	characteristics
the community, classroom that	at of the
school, and may affect	community,
classroom that learning.	school, and
	classroom that
learning. made efforts	
research this	learning that
knowledge	and comes from
specific to the	is research of
school.	resources
SCHOOL.	
	within and
	outside the
	school.
Knowledge of Teacher Teacher	Teacher
Characteristics displays displays	displays broad
of Students minimal, knowledge	
,	
stereotypical, or student	culturally
irrelevant differences	sensitive &
knowledge of (e.g.,	specific
student developmen	nt, understanding
differences (e.g. interests,	of student
development, culture,	differences
interests, abilities/	(e.g.,
culture, disabilities)	
abilities/ may affect	interests,
disabilities). learning and	d culture,
shows evide	
of using	disabilities) that
	· · · · · · · · · · · · · · · · · · ·
resources to	
supplement	E
knowledge.	
Knowledge of Teacher Teacher	Teacher
Students' displays displays ger	neral displays general
Varied minimal, knowledge	& specific
, ,	*
	understanding
Learning irrelevant different wa	
knowledge students lea	
about the but is unable	e to candidates'

	1		1	
	different ways students learn (e.g., reading levels, learning preferences and experiences,, learning modalities).	articulate specifics for the students involved. (e.g., reading levels, learning preferences, learning modalities).	target population of students learn (e.g., reading levels, learning preferences, learning modalities) that may affect learning.	
Knowledge of Students' Skills And Prior Learning	Teacher displays little or irrelevant knowledge of students' skills and prior learning.	Teacher displays general knowledge of students' skills and prior learning that may affect learning specific to the unit planned.	Teacher displays general & specific understanding of students' skills and prior learning that may affect learning specific to the unit planned.	
Implications for Instructional Planning and Assessment	Teacher does not provide implications for instruction and assessment based on student individual differences and community, school, and classroom characteristics OR provides inappropriate implications.	Teacher provides at least 3 implications for instruction and assessment based on student individual differences, prior learning experiences and community, school, and classroom characteristics.	Teacher provides comprehensive implications for instruction and assessment based on student individual differences, prior learning experiences and community, school, and classroom characteristics.	

#### **SECTION 2 INSTRUCTIONAL OBJECTIVES**

#### INSTRUCTIONAL OBJECTIVES

The teacher sets significant, challenging, varied, and appropriate instructional objectives. TASK

Provide and justify the instructional objectives for the unit to ensure that they provide the optimal opportunities for each student's success at the highest levels.

#### **PROMPT**

In your response, address the following:

List the instructional objectives (not the activities) that will guide the planning, delivery, and assessment of your unit. These objectives should define what you expect students to know and be able to do at the end of the unit. They should be measureable, using some sort scoring guide. Ask: Do these objectives clearly align with what I expect to assess? The objectives should be significant (reflect the big ideas or structure of the discipline), challenging, varied, and appropriate. Ask: Do these objectives outline learning that is focused, standards based and demand higher order thinking? Number or code each learning objective so that you can reference it later in your report on learning objectives and reflection upon your teaching.

Show how the objectives are aligned explicitly with local, state, or national standards.

Label the level of each unit and lesson learning objective. (i.e. Bloom or DOK, and MS Common Core)

Discuss why your learning objectives are appropriate in terms of development, pre-requisite knowledge, skills, and other student need (refer back to Section I).

Explain why the objectives will promote creativity and higher level thinking skills.

#### Learning Objectives Rubric

TWS Standard: The teacher sets significant, challenging, varied and appropriate learning objectives.

Rating $\rightarrow$	1	2	3	Score Score
Indicator ↓	Indicator Not	Indicator	Indicator Met	
	Met	Partially Met		
Significance,	Objectives	Objectives	Objectives	
Challenge and	reflect only one	reflect several	reflect several	
Variety	type or level of	types or levels of	types or levels of	
	learning.	learning but may	learning and are	
		not address	significant and	
		significance or	challenging.	
		challenge.		
Clarity	Objectives are	Some of the	Objectives are	
	not stated clearly	objectives are	clearly stated as	
	and are activities	clearly stated as	learning	
	rather than	learning	outcomes and	
	learning	outcomes and	able to be	
	outcomes.	able to be	assessed.	
		assessed.		
Appropriate-	Objectives are	Some objectives	Most objectives	
ness for Students	not appropriate	are appropriate	are appropriate	
	and not linked to	for and	for the	
	the development;	explicitly linked	development;	
	pre-requisite	to the	pre-requisite	
	knowledge,	development;	knowledge,	
	skills,	pre-requisite	skills,	
	experiences; or	knowledge,	experiences; and	
	other student	skills,	other student	
	needs.	experiences; and	needs. They	
		other student	include attention	
		needs	to diversity.	

Alignment with National, State or Local Standards	Objectives are not appropriately aligned with national, state (MS Common Core) and local standards, as well as Bloom or DOK.	Some objectives are appropriately aligned with national, state (MS Common Core) and local standards as well as Bloom or DOK.	Objectives are explicitly and appropriately aligned with national, state (MS Common Core) or local standards as well as Bloom or DOK. The candidate has made efforts to delineate standards specifically.
Creativity and Higher Order	No explanation of how	Limited or narrow	Clear and compelling
Thinking Skills	objectives	explanation of	explanation of
	promote	how objectives	how objectives
	creativity and	promote	promote
	higher order thinking skills in	creativity and higher order	creativity and higher order
	the narrative.	thinking skills in	thinking skills in
	are narrative.	the narrative.	narrative.

#### SECTION 3 ASSESSMENT PLAN FOR ALL STUDENTS' LEARNING

#### ASSESSMENT PLAN

The teacher uses multiple assessment modes and approaches aligned with learning objectives to assess student learning before, during, and after instruction to ensure that all students have the optimal opportunities to achieve. The teacher assumes responsibility to continuously adjust instruction to ensure optimal learning for students while teaching the unit, based upon ongoing assessment.

#### **TASK**

Explain your assessment plan for each day's lesson plan and your unit that will monitor student progress toward achievement of learning objectives. Ask: what are the best ways in which I can ensure that I understand what students have learned and to what extent they have ALL achieved objectives? Use multiple assessment modes and approaches aligned with learning to assess student learning before, during, and after instruction. Ask: What will I do to differentiate and reteach if students do not achieve as expected? These assessments should authentically measure student learning and may include performance-based tasks, paper-and-pencil tasks, or personal communication. Describe why your assessments are appropriate for measuring learning tied to objectives, state and national standards, as well as what is known about students' previous learning.

#### **PROMPT**

In your response, address the following:

Describe the pre- and post-assessments that are aligned with your learning objectives. List the preassessment procedure planned for this specific unit as referenced in section 1. Describe how you will design and conduct a summative evaluation of your objectives.

Clearly explain how you will evaluate or score pre-and post-assessments, including criteria you will use to determine if the students' performance meets the learning objectives. Ask: How do assessments address the levels of complexity (i.e. Bloom, DOK, etc.) in line with the unit?

Provide a comprehensive overview of the assessment plan based upon the objectives for your unit. For each learning objective, include assessments used to evaluate student performance, the format of each assessment, and design of the assessments for the individual needs of students based on pre-assessment and contextual factors. State how you will keep a record of individual progress on each objective of this unit. Include formative and summative assessments in the lesson plans and final unit evaluation. These should be provided in your initial unit design, but can be modified as you teach the unit. Ask: How do I provide the optimal and maximum number of assessment opportunities to understand student learning? What variety of assessments do I need to conduct and why? How will I record the results of these assessments? How do these assessments need to be modified for ESL students and students with disabilities? How do I ensure that these assessments include higher-order thinking demands? How do I ensure that assessments are free of bias and reflect a respect for the student diversity of the classroom?

Describe how you determined what was to be assessed. Assessment has to sample what students learn. Discuss how you decided what you were going to actually assess.

Describe how you provided assessments appropriate for individual learners. Ask: Were accommodations and varying assessments provided for different learners?

#### Assessment Plan Rubric

TWS Standard: The teacher uses multiple assessment modes and approaches aligned with learning objectives to assess student learning before, during and after instruction.

Rating →	1	2	3	Score
Indicator ↓	Indicator Not Met	<b>Indicator Partially</b>	Indicator Met	
		Met		
Alignment	Content and	Some of the	Each of the learning	
with	methods of	learning objectives	objectives is	
Learning	assessment lack	are assessed	assessed with	
Objectives	congruence with	through the	fidelity and integrity	
and	learning objectives	assessment plan,	through the	
Instruction	and lack cognitive	but more than half	assessment plan.	
	complexity.	are congruent with	Assessments are	
	Assessments do	learning objectives	congruent with the	
	not align with	are aligned and	learning objectives	
	clear local, state,	have integrity with	in content and	
	and national	content and	cognitive	
	standards.	cognitive	complexity.	
		complexity. The		
		assessments show		
		integrity with		
		objectives and		
		standards.		

Clarity of Criteria and Standards for Performance	The assessments contain no clear criteria for measuring student performance relative to the	Assessment criteria have been developed, but more than half are clear or explicitly linked to the	Assessment criteria are clear and are explicitly linked to 90% of the learning objectives.	
	learning objectives.	learning objectives and standards.		
Multiple Modes and Approaches	The assessment plan includes only one assessment mode and does not assess students before, during, and after instruction. All assessments do not tie to instructional objectives.	The assessment plan includes multiple modes before, during and after instruction, but all are either pencil/paper based (i.e. they are not performance assessments) and/or do not require the integration of knowledge, skills and reasoning ability.	The assessment plan includes multiple assessment modes (including performance assessments, lab reports, research projects, etc.) and assesses student performance throughout the instructional sequence explicitly tied to instructional objectives.	
Assessment Plan	Description and narrative regarding the assessment plan does not address questions regarding the plan's design, including records of individual progress, and how assessments reflect a respect for student diversity.	Description and narrative regarding the assessment plan provides limited attention to addressing questions regarding the plan's design, including records of individual progress, and how assessments reflect a respect for student diversity.	Description and narrative regarding the assessment plan thoroughly addresses questions regarding the plan's design, including records of individual progress, and how assessments reflect a respect for student diversity.	
Technical Soundness	Assessments are not valid; scoring procedures are absent or inaccurate; items or prompts are poorly written; directions and procedures are confusing to students.	Assessments appear to have validity. Some scoring procedures are explained; some items or prompts are clearly written; some directions and procedures are clear to students.	Assessments are demonstrated to be valid; scoring procedures are explained; most items or prompts are clearly written; directions and procedures are clear to students.	

Adaptations	Teacher does not	Teacher makes	Teacher makes
Based on the	adapt assessments	adaptations to	adaptations to
Individual	to meet the	assessments that	assessments that are
Needs of	individual needs of	are appropriate to	appropriate to meet
Students	students or these	meet the individual	the individual needs
	assessments are	needs of one	of most students.
	inappropriate.	student related to	The adaptations are
	There is no	unit objectives	explicitly delineated
	explanation		and contextualized.
	regarding		
	adaptations related		
	to unit objectives.		

#### **SECTION 4 DESIGN FOR INSTRUCTION**

#### **DESIGN FOR INSTRUCTION**

The teacher designs instruction for specific learning objectives, student characteristics and needs, and learning contexts. Planning explicitly reflects how all of these data come together to ensure student learning after you have designed and taught the unit.

#### **TASK**

Describe how you will design your unit instruction related to unit objectives, students' characteristics and needs, and the specific learning context. Provide for explicit strategies for differentiating instruction, especially based upon the ongoing performance of students.

#### **PROMPT**

In your response, address the following:

Results of pre-assessment Depict the results of the pre-assessment in a format that allows finding patterns of student performance relative to learning objectives. This should relate to your discussion of how pre-assessment informed your plan for instruction and assessment. Ask: what did you learn from the pre-assessment; how did this inform your planning both for the curriculum and the assessment? What, specifically, will you need to address for students who are ELL, have IEPs or 504 plans and students who are at risk?

Activities. Describe the following unit activities that reflect a variety of instructional strategies/techniques, and explain why you are planning those specific activities:

List an example from this unit where different resources are utilized to accommodate more than one interest, preferences and the background of students' learning to achieve the same objective.

List an example from this unit where you provide different presentation methods to accommodate differentiation for the same objective.

Give an example from this unit where an assignment has two or more options to accommodate assessment of different students.

Provide an example from this unit where you have matched resources or procedures with a specific students' background in learning.

Give an example from this unit where you differentiated instruction based on students' reading levels.

Give an example from this unit where you differentiated instruction based on student language differences. If such students are not in your classroom, discuss what you have learned from the other teachers in your building and/or the district that do have such learners.

Provide an example from this unit where you will allow students to work at their own rate (pace) toward some of the objectives (two or more) some of the time.

List an example from this unit where special provisions are available for learners with exceptionalities.

Give an example from this unit where students who finish early or who are academically precocious are provided content-related enrichment activities.

Include key questions in your plans to provide higher\_ order questions appropriate to your unit.

In your description of each, include how the content relates to your instructional objectives, how the activity stems from your pre-assessment information and contextual factors, what materials/technology you will need to implement the activity, and how you plan to assess student learning during and/or following the activity.

Technology. Describe how you will use technology in your planning and instruction.

#### Design for Instruction Rubric

TWS Standard: The teacher designs instruction for specific learning objectives, student characteristics and needs, and learning contexts.

Rating →	1	2	3	Score
Indicator↓	Indicator Not Met	Indicator Partially	Indicator Met	
•		Met		
Alignment with	Few lessons are	Most lessons are	All lessons are	
Learning			explicitly linked to	
Objectives	learning objectives.	learning objectives.	learning objective. All	
	Few learning	Most learning	learning activities,	
	activities,	activities,	assignments and	
	assignments and	assignments and	resources are aligned	
	resources are	resources are	with learning	
	aligned with	aligned with	objectives. All	
	learning objectives.	learning objective.	learning objectives are	
	Not all learning	Most learning	covered in the design.	
	objectives are	objectives are		
	covered in the	covered in the		
	design.	design.		
Accurate	Teacher's use of	Teacher's use of	Teacher's use of	
Representation	content_contains	content is mostly	content appears to be	
of Content	numerous	accurate according	accurate and of high	
	inaccuracies.	to the national and	integrity according to	
	Content seems to	state standards	the national and state	
	be viewed more as	articulated in	standards articulated	
	isolated skills and	lessons. Shows	in lessons. Focus of	
	facts rather than as	some awareness	the content and	
	part of a larger	and assessment of	assessment is	
	conceptual	the big ideas or	congruent with the big	
	structure.	structure of the	ideas or structure of	
		discipline.	the discipline.	
Lesson and Unit	The lessons within	The lessons within	All lessons within the	
Structure	the unit are not	the unit have some	unit are logically	
	logically organized	logical organization	organized and	
	organization in	and appear to be	connected and useful	
	relationship to the	useful in moving	in moving students	
	unit objectives	students toward	toward achieving the	
	(e.g., sequenced).	achieving the unit's	learning objectives as	
		learning objectives.	articulated in the unit	
			plans.	

-	1		Г
Use of a Variety of Instruction, Activities, Assignments and Resources	Little variety of instruction, activities, assignments, and resources related to the unit objectives. Heavy reliance on textbook or single resource (e.g., work sheets).	Majority of lessons demonstrate variety in instruction, activities, assignments, or resources related to the unit objectives and assessments.	Comprehensive t variety and alignment across instruction, activities, assignments, and/or resources. This variety makes a clear contribution to learning in relationship to the unit objectives and assessments.
Use of Contextual Information and Data to Select Appropriate and Relevant Activities, Assignments and Resources	Instruction has not been designed with reference to contextual factors and pre-assessment data. Activities and assignments do not appear productive and appropriate for each student.	Instruction has been designed with reference to contextual factors and pre-assessment data. Activities and assignments appear productive and appropriate for each student.	Instruction has been designed with reference to contextual factors and preassessment data with comprehensive attention to these criteria. Most activities and assignments appear productive and appropriate for each student. Individual attention to students is fully explicated and planned in activities and assignments.
Use of Technology	Available technology is inappropriately used OR teacher does not use technology, and no (or inappropriate) rationale is provided.	Teacher uses available technology but it does not make a significant contribution to teaching and learning OR teacher provides limited rationale for not using technology.	Teacher integrates appropriate and available technology that makes a significant contribution to teaching and learning OR provides a strong rationale for not using technology.
Differentiated Instruction	There are no examples of lessons where differentiation is made based on reading level or the plan is inaccurate.	Examples show accurate but limited attention to differentiating based upon reading level.	Examples show specific, accurate attention to differentiating based upon reading level.

Differentiated	There are no	Examples show	Examples show
Instruction	lessons that	accurate but limited	specific, accurate
	differentiate	attention to	attention to
	instruction based	differentiating	differentiating based
	on student language	based upon student	on student language
	differences or the	language	differences
	plan is inaccurate.	differences.	
Differentiated	There are no	Examples show	Examples show
Instruction	lessons that	accurate but limited	specific, accurate
	differentiate	attention to	attention to
	instruction for	differentiating for	differentiating for
	students with	students with	students with
	exceptionalities and	exceptionalities and	exceptionalities and
	gifted students.	gifted students.	gifted students.

#### **SECTION 5 INSTRUCTIONAL DECISION MAKING**

#### INSTRUCTIONAL DECISION MAKING

The teacher uses on-going analysis of student learning to make instructional decisions.

#### **TASK**

Provide examples of instructional decision-making based on students' learning or responses while teaching the unit. For each example, explain why you thought your decision would improve student progress toward the learning objectives.

#### **PROMPT**

Provide an example from this unit to show how you have determined which students need supplemental enrichment and/or remedial assignments/lessons.

List examples from this unit where you have planned an enrichment and a remedial objective which matches your unit objectives.

Provide examples from this unit where enrichment and remedial activities/materials were available in addition to regular instruction for specific students and discuss the results for these students.

List from this unit different objectives (two or more) considered to be enrichment and not for the entire class. Explain why these objectives were determined as appropriate.

Provide an example from this unit of how you determined the different reading levels of students and how you differentiated for these readers. Explain how this directly relates to the unit objectives.

Provide specific examples of modifications made in your instruction during a class period and explain the basis for making those modifications including which objectives are addressed.

Provide a specific example of making revisions in your instruction from one day to the next and the basis for making these changes. Include which objectives are addressed.

After teaching this unit, list specific changes you made in planning a later unit and the basis for those changes from the experience teaching the current unit.

Based on any of this year's units, list possible changes for this unit the next time that it is taught and the bases and rationale for the changes.

Instructional Decision-Making Rubric TWS Standard: The teacher uses on-going analysis of student learning to make instructional decisions.

decisions.	T			
Rating $\rightarrow$	1	2	3	Score
Indicator ↓	Indicator Not	Indicator Partially	Indicator Met	
	Met	Met		
Sound	Many	Instructional	Most instructional decisions	
Professional	instructional	decisions and	and modifications are based	
Practice	decisions and	modifications are	upon sound professional	
	modifications	mostly	practice and clearly analyzed	
	are	appropriate, but	(i.e., they are likely to lead to	
	inappropriate	some decisions	student learning).	
	and not	and modifications		
	pedagogically	are not based upon		
	sound.	sound professional		
		practice that leads		
		to student		
		learning./* .		
Modifications	Teacher treats	Some	Appropriate modifications of	
Based on	class as "one	modifications of	the instructional plan are	
Analysis of	plan fits all"	the instructional	made to address individual	
Student	with limited	plan are made to	student needs. These	
Learning	modifications.	address individual	modifications are informed	
		student needs, but	by in-depth analysis of	
		these are not based	student learning/performance,	
		on a thorough	best practice, and contextual	
		analysis of student	factors. Include explanation	
		learning, best	of why the modifications	
		practice, or	would improve student	
		contextual factors.	progress.	
Congruence	Modifications in	Modifications in	Modifications in instruction	
Between	instruction lack	instruction are	are consistently congruent	
Modifications	congruence with	generally	with learning objectives.	
and Learning	learning	congruent with		
Objectives	objectives.	learning		
		objectives.		
Modifications	There are few	Changes are	Changes described are	
for Future	specific	suggested with	thorough, come from	
Teaching	suggestions for	limited bases for	reflection and professional	
	change in the	those changes.	knowledge and have clear	
	unit for the		rationales for the changes.	
	future.			

#### SECTION 6 ANALYSIS OF STUDENT LEARNING

#### ANALYSIS OF STUDENT LEARNING

The teacher uses assessment data to highlight varied aspects of student learning and communicate information about student progress and achievement for the unit's objectives and the state and national standards addressed.

#### **TASK**

Analyze your assessment data, including pre/post assessments and formative assessments to determine students' progress related to the unit learning objectives. Use visual representations and narrative to communicate the performance of the whole class, subgroups, and two individual students. Be as specific as possible regarding how the data provide information about student learning. Conclusions drawn from this analysis should be provided in the "Reflection and Self-Evaluation" section.

#### **PROMPT**

In this section, you will analyze data (quantitative and qualitative) to explain progress and achievement toward learning objectives demonstrated by your whole class, subgroups of students, and individual students. In your response, address the following.

Whole class. To analyze the progress of your whole class, create a table that shows pre- and post-assessment data on every student on every learning goal. Then create a graphic summary that shows the extent to which your students made progress (from pre- to post-) toward the learning criterion that you identified for each learning objective (identified in your Assessment Plan section). Then, in carefully detailed narrative, explain what the graphic indicates about your students' learning related to this unit (i.e., number of students who met the criterion, to what extent they met it and how it is consistent or not consistent with student engagement during the instruction). List how you provided the learners feedback on their progress during and at the end of this unit. List how you will provide the learners information on their summative assessments.

Subgroups. Select a group characteristic (e.g., unit attendance, performance level, socio-economic status, ethnicity, language proficiency) to analyze in learning in terms of two of the learning objectives. Provide a rationale for your selection of this characteristic for subgroups (e.g., Hispanic vs. African-American, high vs. low performers). Create a graphic representation that compares pre- and post-assessment results for the subgroups on the learning goal. Summarize what these data show about student learning and tie to specific decisions you made during the unit to enhance these students' performances.

Two individual students. Feature the achievement of 2 individual students for each of the learning objectives. Provide analysis and explanation regarding the performance of the two students and any individual interventions made to enhance these two students' development.

#### Analysis of Student Learning Rubric

TWS Standard: The teacher uses assessment data to profile student learning and communicate information about student progress and achievement.

Rating →	1	2	3	Score
Indicator ↓	Indicator Not	Indicator	Indicator Met	
·	Met	Partially Met		
Clarity and	Presentations	Presentations	Presentations	
Accuracy of	(whole class,	(whole class,	(whole class,	
Presentation	subgroup and	subgroups, and	subgroups, and	
	individual	individual	individuals	
	students) are	students)are	students) and	
	not clear and	clear and	narrative are	
	accurate; it	appropriate.	clear, thorough,	
	does not	Linkages are	and accurate	
	accurately	made to	and contains no	
	reflect the data.	learning	errors of	
	Data in	objectives in	representation.	
	graphics is not	the narrative	_	
	connected to			
	narrative			
Alignment	Analysis of	Analysis of	Analysis is	
with	student learning	student learning	fully aligned	
Learning	is not aligned	is partially	with learning	
Objectives	with learning	aligned with	objectives and	
	objectives.	learning	provides a	
		objectives	comprehensive	
		and/or fails to	profile of	
		provide a	student learning	
		comprehensive	for the whole	
		profile of	class,	
		student learning	subgroups, and	
		relative to the	two individuals.	
		objectives for		
		the whole class,		
		subgroups, and		
		two individuals.		
Interpretation	Interpretation	Interpretation	Interpretation	
of Data	of data is	of data is	of data is	
	inaccurate, and	technically	meaningful,	
	conclusions are	accurate, but	and appropriate	
	missing or	conclusions are	conclusions are	
	unsupported by	missing or not	drawn from the	
	data.	fully supported	data and	
		by data and the	narrative	
		narrative		
		explanations.		

Evidence of	Analysis of	Analysis of	Analysis of
Impact on	student learning	student learning	student learning
Student	fails to include	includes	includes
Learning	evidence of	incomplete	evidence of the
	impact on	evidence of the	impact on
	student learning	impact on	student learning
	in terms of	student learning	in terms of
	numbers of	in terms of	number of
	students who	numbers of	students who
	achieved and	students who	achieved and
	made progress	achieved and	made progress
	toward each	made progress	toward each
	learning	toward each	learning
	objective.	learning	objectives.
		objectives.	

## SECTION 7 REFLECTION AND SELF-EVALUATION

## REFLECTION AND SELF-EVALUATION

The teacher analyzes the relationship between his or her instruction and student learning in order to improve teaching practice.

## **TASK**

Reflect on your performance as a teacher and link your performance to student learning results. Evaluate your performance and identify specific future actions for improved practice and professional growth. This section should provide evidence of extensive analysis. In your response, address the following:

## **PROMPT**

Provide a specific example of determining your teaching effectiveness by examining written records in your planning and assessment subsequent to each lesson.

List how your learners are given formal opportunities to inform you of their perceptions of your effectiveness.

List a specific example of how you received information on your effectiveness from peers or administrators.

List the method(s) by which you determined the effectiveness of your instruction.

Select the learning objective for which your students were *most* successful. Provide two or more possible reasons for this success. Be very specific about your thinking. Consider your objectives, instruction, and assessment along with student characteristics and other contextual factors you judged as important.

Select the learning objective for which your students were *least* successful. Provide two or more possible reasons for this lack of success that tied to your instructional planning and practices. Consider your objectives, instruction, and assessment along with student characteristics and other contextual factors you deem most important. Discuss what you would do differently (i.e. what strategies or content might you change, what might you eliminate) or better in your subsequent teaching to improve your students' performance.

Reflections on possibilities for professional development (learning/training opportunities for you to enhance/increase your teaching expertise). Review the answers to the previous prompts. Describe at least two professional learning goals for yourself that emerged from your insights and experiences with the *teacher work sample folio*. Identify at least two specific steps for professional development you will take to improve your performance in the critical area(s) you identify.

# Reflection and Self-Evaluation Rubric

TWS Standard: The teacher analyzes the relationship between his or her instruction and student learning in order to improve teaching practice.

Rating →	1 improve teaching j	2	3	Score
Indicator ↓	Indicator Not	Indicator Partially Met	Indicator Met	Score
marcutor \$	Met	molecular running with	maleutor wiet	
Interpretation of Student Learning	No evidence or reasons provided to support	Provides evidence but no (or simplistic, superficial) reasons or hypotheses to support conclusions drawn in	Uses evidence to support conclusions drawn in "Analysis of	
	conclusions drawn in "Analysis of Student	"Analysis of Student Learning" section that show depth of	Student Learning" section. Explores multiple hypotheses about	
	Learning" section.	professional knowledge.	the students and his/her own teaching for why some students did	
			not meet earning objectives. Explicitly analyzes	
			the role of professional	
			knowledge in analyzing his/her	
			responsibilities for student learning.	
Insights on Effective	Provides no rationale for	Identifies successful and unsuccessful activities	Identifies successful and	
Instruction and	why some activities or	or assessments and	unsuccessful activities and	
Assessment	assessments	superficially explores reasons for their success	assessments and	
	were more successful than	or lack thereof (no use of theory, research or	provides plausible, thorough reasons	
	others.	professional knowledge).	(based on theory or research) for their	
		,	success or lack thereof. Assumes	
			active	
			responsibility for his/her	
			professional success.	

Alignment Among Objectives, Instruction and Assessment	Does not connect learning objectives, instruction, and assessment results in the discussion of student learning and effective instruction and/or the connections are irrelevant or inaccurate.	Connects learning objectives, instruction, and assessment results in the discussion of student learning and effective instruction, but misunderstandings are present or there is incomplete/inaccurate analysis.	Logically and extensively connects learning objectives, instruction, and assessment results in the discussion of student learning and effective instruction. Show depth of understanding regarding these linkages.
Implications for Future Teaching	Provides no ideas or inappropriate ideas for redesigning learning goals, instruction, and assessment.	Provides ideas for redesigning learning goals, instruction, and assessment but offers limited rationale for why these changes would improve student learning.	Provides ideas for redesigning learning goals, instruction, and assessment and explains in depth why these modifications would improve student learning.
Implications for Professional Development	Provides no professional learning goals or goals that are not related to the insights and experiences described in this section.	Presents 2 professional learning goals that are somewhat related to the insights and experiences described in this section and/or provides a vague plan for meeting the goals.	Presents more than 2 professional learning goals that clearly emerge from the insights and experiences described in this section. Describes specific steps to meet these goals.

#### SECTION 8 DESIGN FOR INSTRUCTION IN SECONDARY EDUCATION

## DESIGN FOR INSTRUCTION IN SECONDARY EDUCATION

The teacher designs instruction for specific learning objectives, student characteristics and needs, and learning contexts in secondary education.

#### **TASK**

Describe how you will integrate your content area with language arts/reading and mathematics plus one of the special subject areas (music, art, or PE/health).

## **PROMPT**

In your response, include the following:

Alignment with Mississippi Curricular Frameworks and/or Common Core Standards. Document the specific standards for the three integrated areas that your lesson(s) will address and how these standards tie into your learning goals.

Integration of content. Explain how you integrated your content area and language arts/reading with mathematics into your unit instruction. Be specific about how you also included one special subject area into your unit.

NOTE: NOT ALL AREAS OF THE RUBRIC BELOW WILL BE SCORED. ONLY LANGUAGE ARTS/READING, MATHEMATICS, AND YOUR CONTENT AREA ALONG WITH THE SPECIAL SUBJECT AREA YOU INTEGRATED WILL BE SCORED.

Design for Instruction in Secondary Education Rubric

TWS Standard: The teacher designs instruction for specific learning goals, student characteristics and needs, and learning contexts in secondary education.

needs, and i	earning contexts in second	ary Education.		
Rating Indicator	1	2	3	
	Indicator Not Met	Indicator Partially Met	Indicator Met	Score
Alignment	Few lessons are	Most lessons are	All lessons are	
with	explicitly linked to the	explicitly linked to	explicitly linked to the	
Mississippi	Mississippi Curricular	the Mississippi	Mississippi Curricular	
Curricular	Frameworks and/or	Curricular	Frameworks and/or	
Standards	Common Core	Frameworks and/or	Common Core	
and/or	Standards.	Common Core	Standards.	
Common Core		Standards.		
Standards				
Selection and	The plans for the unit	The plans for the unit	The teacher creates	
Integration of	are generic to the	are generic to the	plans where all children	
Content	grade level, with little	grade level, with	can learn deeply about	
	or no connection	partial integration of	the course content as	
	between the various	language	well as integrating the	
	content areas. Goals	arts/reading,	content areas of	
	for IEPS are absent	mathematics, and	secondary education	
	from the plans.	additional content	(language arts/reading,	
		area (science, social	mathematics and	
		studies, the arts, and	another content area)	
		physical education).	and goals from IEPs	
		Goals from IEPs are	into daily activities and	
		minimal or absent	routines.	
		from the plans.		

Language Arts and Reading	The language arts and reading lesson are separate from the other subjects and isolated from other learning experiences.	The lessons provide a limited focus on the various types of language arts and purposes of reading and writing.	The lessons provide specific activities that help students identify the various purposes of reading and writing (narrative, expository, technical, and persuasive) and speaking, listening, and viewing.
Mathematics	Math is taught at the knowledge level with primary focus on memorization of facts and lack of inquiry and conceptualization .	Conceptual development and inquiry are present in isolated problems and activities that foster application and analysis of knowledge.	Describe the use of inquiry in mathematics integration, connecting both to real life situations allowing for discover and application and analysis of knowledge.
Music and/or The Arts	The music and/or the arts activities are left to the special area teacher.	The music and/or the arts activities seem contrived and peripheral to the instruction.	The teacher describes the strategies that actively engage students in creating, performing and responding to the arts.
Physical Education and Health	The P.E. and movement and health activities are left to a special area teacher.	The teacher provides for movement and P.E., but doesn't incorporate information about a healthy lifestyle.	The teacher describes the activities and strategies for healthy lifestyles that include play and physical activity.
Selection of Instructional Materials	Little or no information is provided on how and why curriculum materials were selected.	The teacher describes how they evaluated or why they selected the curriculum materials used in the lesson with limited use of resources.	The teacher describes the evaluation procedure and selected the appropriateness of curriculum materials used in the lessons.

# **COURSE REQUIREMENTS**

Note that certain options under General Education, Major, and Minor may require more than 124 total hours to complete some degree programs.

## **GENERAL EDUCATION**

All students are required to follow this curriculum.

Options vary among degree programs and majors. Students should consult an advisor and refer to requirements as listed by major (pp. 67-114) before enrolling in these general education courses.

# **English Composition (6 hrs)**

ENG 101 English Composition

ENG 102 English Composition or

ENG 103 Honors English Composition

# **Communication Studies (3 hrs)**

COM 101 Public Speaking or

**COM 202 Interpersonal Communications** 

## **Literature and Fine Arts (9 hrs)**

Select two literature courses (6 hours)

Select one art, music, or theater appreciation, history, or introduction course (3 hours)

# History (6 hrs)

Select two courses

HIS 103 World History

HIS 104 World History

HIS 201 United States History

HIS 202 United States History

HIS 203 History of the Americas

HIS 204 History of the Americas

## Mathematics (3 hrs)

Select one course

MAT 103 Quantitative Reasoning

MAT 104 College Algebra

MAT 106 Precalculus

# **Laboratory Science (6 hrs minimum)**

Select two courses

## Perspectives on Society (9 hrs)

PSY 101 General Psychology

ANT 101 Introduction to Anthropology

ECO 210 Principles of Macroeconomics

ECO 211 Principles of Microeconomics

GEO 201 Introduction to Human Geography

GEO 303 World Regional Geography

PHI 201 Introduction to Philosophy

PSC 103 Introduction to Political Science

PSC 201 American National Government

SOC 101 Principles of Sociology

## **Personal Development (2 hrs minimum)**

CEL 300 Child Study

CIS 205 Microcomputer Applications

FCS 215 Personal Finance

FCS 270 Individual and Family Development

FCS 325 Marriage, Family Living, and Sex Ed

FCS 343 Nutrition and Physical Fitness

Foreign Language 101

LIB 101 Fundamentals of Information Literacy

PER 101 Concepts in Physical Education

PER Activity course (100 level)

SHS 360 American Sign Language

SWO 101 Volunteering in the Community

SWO 300 Human Diversity

#### **Total 44 hours**

Updated 9/2010

# <u>Suggested Class Schedule for BME – Vocal Major</u>

# Freshman Year

FALL SEMESTER         MUS 104 Recitals and Activities       0         MUS 107 Intro to Group Piano       1         MUS 138 Delta Chorale       1         MUS 150 Music Theory       3         MUS 152 Musicianship/Aural Theory       1         AMU 185 Voice       2         MUS 375 English/Italian Diction       1	SPRING SEMESTER         MUS 104 Recitals and Activities       0         MUS 108 Intro to Group Piano       1         MUS 139 Delta Chorale       1         MUS 151 Music Theory       3         MUS 153 Musicianship/Aural Theory       1         AMU 185 Voice       2         MUS 376 German/French Diction       1         MUS 105 Music Literature       3
General Education Courses (3)9 Page 85 of DSU Bulletin	General Education Courses (2)
Total18	Total18
Sop	ohomore Year
FALL SEMESTER	SPRING SEMESTER
MUS 104 Recitals and Activities0	MUS 104 Recitals and Activities0
MUS 207 Intermediate Group Piano1	MUS 208 Intermediate Group Piano1
MUS 138 Delta Chorale	MUS 139 Delta Chorale
MUS 250 Music Theory	MUS 251 Music Theory
MUS 252 Aural Theory	MUS 253 Aural Theory1
<b>AMU 185</b> Voice	AMU 185 Voice
General Education Courses (3)9	General Education Courses (3)9
Total17	Total17
1	unior Year
J	umor rear
FALL SEMESTER	SPRING SEMESTER
MUS 104 Recitals and Activities0	MUS 104 Recitals and Activities0
MUS 338 Delta Chorale1	MUS 339 Delta Chorale1
<b>AMU 385</b> Voice <sup>1</sup> 2	<b>AMU 385</b> Voice2
<b>MUS 309</b> Conducting1	MUS 310 Choral Conducting2
MUS 300 Piano Proficiency <sup>2</sup> (1)	MUS 300 Piano Proficiency <sup>2</sup> (1)
MUS 344 Vocal Pedagogy2	MUS 388 Music Methods for El Schools3
<b>MUS 301</b> Music History3	<b>MUS 302</b> Music History3
MUS 350 Orchestration3	MUS 450 Form and Analysis3
MUS 305 Music Education	PER Activity Course1
CUR 300 Survey of Education3	General Education Course3
PER Activity Course1	Total18
Total17	
S	Senior Year
FALL SEMESTER	SPRING SEMESTER
MUS 104 Recitals and Activities0	CUR 498 Directed Teaching9
MUS 338 Delta Chorale1	<sup>4</sup> CUR/CEL Special Topics3
AMU 450 Senior Recital2	Total9-12
MUS 300 Piano Proficiency <sup>2</sup> (1)	
CUR 393 Classroom Management3	**Must enroll in MUS 300, Piano Proficiency, until
CUR 489 Vocal Music Methods3	applied course number.
EPY 341 Educational Psychology3	
<b>HSE 144</b> First Aid/CPR1	**Must enroll in MUS 300, Piano Proficiency, until
General Education Course3	All sections of the proficiency are completed.
Total16	<sup>4</sup> Elective Revised April 2009
	_

# BME – Vocal Major - Check List

		Date
Student must maintain a 2.5 GPA in a	ıll music and ger	neral education coursework.
Conord Education 41 hours		Vocal Concentration 25 hours
General Education 41 hours		Vocal Concentration 25 hours
ENG 101 English Composition 3 ( )		AMU 185 Voice 2 ( )
ENG 102/103 English Comp 3 ( )		AMU 185 Voice 2 ( )
ENG 203/204/206 Eng. Lit. 3 ( )		AMU 185 Voice 2 ( )
		AMU 185 Voice 2 ( )
History 3 ( )		AMU 385 Voice 2 ( )
History 3 ( )		AMU 385 Voice 2 ( )
MAT 103/104/106 Math 3 ( )		AMU 450 Senior Recital 2 ( )
COM 101 Speech 3 ( ) Lab Science 3 ( ) Lab Science 3 ( )	<del></del>	AMU AMU AMU
Lab Science 3 ( )		D' D 6''
Lab Science 3 ( )	<del></del>	Piano Proficiency
PSY 101 Psychology 3 ( )		Technique Harmonization
Perspectives on Society – select 2 course		Chord Progressions Sight Reading
		Repertoire
		MUC 244 Vessel Dedocess
Personal Development – 2 hrs minimum		MUS 344 Vocal Pedagogy 2 ( )
<del></del>	( )	MUS 275 English //talian Disting 1 ( )
	( )	MUS 375 English/Italian Diction 1 ( )
Chariel Descripements Abanca		MUS 376 German/French Diction 1 ( )
Special Requirements 4 hours	( )	
Special Requirements4 hoursHSE 144 First Aid/CPR1EPY 341 Educational Psy.3	( )	
EP I 341 Educational Psy. 3	( )	Major Engamble 7 hours
		Major Ensemble 7 hours
Professional Education 22 hours		
Professional Education 22 hours CUR 300 Survey of Education 3	( )	()()
	( )	( )
MUS 388 Music Meth for El School 3	( )	
CUR 489 Vocal Music Meth 3	( )	
CUP 202 Classroom Mamt	( )	ENG 300 or credit for PPST Writing Exam 0-1
	( )	ENG 300 of cledit for FFST writing Exam 0-1
COR 498 Directed Teaching	( )	
Music Core 38 hours		
	) ( )	0 () 0 () 0 ()
	( )	
MUS 107 Intro Group Piano 1	( )	0()0()
	( )	MUS 108 Intro Group Piano 1 ( )
MUS 150 Music Theory 3	( )	MUS 208 Inter Group Piano 1 ( )
MUS 151 Music Theory 3		MUS 152 Musicianship 1 ( )
MUS 250 Music Theory 3		MUS 153 Musicianship 1 ( )
MUS 251 Music Theory 3		MUS 252 Aural Theory 1 ( )
MUS 301 Music History 3		MUS 253 Aural Theory 1 ( )
MUS 450 Form & Analysis 3 (		MUS 302 Music History 3 ( )
MUS 309 Conducting		MUS 350 Orchestration 3 ( )
1105 507 Conducting	· /	MUS 310 Choral Conducting 2 ( )
		MOS 310 Choral Collumning 2 ( )
Praxis PPST MathPPST Re	eading DD	ST Writing PLT (0524)
Music Content Kı		
Wide Content IX	(0113)	<del></del>

Revised April 2009

# Freshman Year

FALL SEMESTER           MUS 104 Recitals and Activities         0           MUS 107 Intro to Group Piano         1           MUS 145 Marching Band         1           MUS 150 Music Theory         3           MUS 152 Musicianship/Aural Theory         1           Major Instrument         2           General Education Courses (3)         9           Page 85 of DSU Bulletin         Total         17	SPRING SEMESTER           MUS 104 Recitals and Activities         0           MUS 108 Intro to Group Piano         1           MUS 146 Wind/Symphonic¹         1           MUS 151 Music Theory         3           MUS 153 Musicianship/Aural Theory         1           Major Instrument         2           MUS 105 Music Literature         3           General Education Courses (2)         6           Total         17
Sop	homore Year
FALL SEMESTER       0         MUS 104 Recitals and Activities       0         MUS 207 Intermediate Group Piano       1         MUS 145 Marching Band       1         MUS 250 Music Theory       3         MUS 252 Aural Theory       1         Major Instrument       2         General Education Courses (3)       9	SPRING SEMESTER         0           MUS 104 Recitals and Activities         0           MUS 208 Intermediate Group Piano         1           MUS 146 Wind/Symphonic¹         1           MUS 251 Music Theory         3           MUS 253 Aural Theory         1           Major Instrument         2           General Education Courses (3)         9
Total17 <b>J</b> ı	Total17 unior Year
FALL SEMESTER         MUS 104 Recitals and Activities       0         MUS 345 Marching Band       1         Major Instrument²       2         MUS 309 Conducting       1         MUS 300 Piano Proficiency³       (1)         PER Activity Course       1         MUS 301 Music History       3         MUS 350 Orchestration       3         CUR 300 Survey of Education       3         MUS 305 Music Education       1         General Education Course       3         Total       18	SPRING SEMESTER         MUS 104 Recitals and Activities       0         MUS 346 Wind Ensemble       1         Major Instrument       2         MUS 311 Instrumental Conducting       2         MUS 300 Piano Proficiency³       (1)         MUS 388 Music Meth for El School       3         MUS 302 Music History       3         MUS 354 String Methods & Mat       1         MUS 357 Brass Meth & Mat       1         MUS 450 Form and Analysis       3         PER Activity Course       1         Total       17         enior Year
FALL SEMESTER         MUS 104 Recitals and Activities       0         MUS 345 Marching Band       1         MUS 355 Percussion Methods & Mat       1         MUS 358 Woodwind Meth & Mat       1         AMU 450 Senior Recital       2         CUR 393 Classroom Management       3         CUR 490 Instr Music Methods       3         EPY 341 Educational Psychology       3         HSE 144 First Aid/CPR       1         General Education Courses       3         Total       18	SPRING SEMESTER  CUR 498 Directed Teaching

Name Student # _	Date
Student must maintain a 2.5 GPA in all general e	
~ · · · · · · · · · · · · · · · · · · ·	
General Education 41 hours	<b>Instrumental Concentration</b> 25 hours
ENG 101 English Composition 3 ( )	AMU 2 ( )
ENG 102/103 English Comp 3 ( )	AMU 2 ( ) AMU 2 ( )
ENG 203/204/206 Eng. Lit. 3 ( )	AMU 2 ( )
ENG 203/204/206 Eng. Lit. 3 ( )	AMU 2 ( )
	AMU 2 ( )
	AMU 2 ( )
History 3 ( ) MAT 103/104/106 Math 3 ( )	AMU 2 ( ) AMU 450 Senior Recital 2 ( )
COM 101 Speech 3 ( )	AMU AMU AMU
Lab Science       3 ( )         Lab Science       3 ( )         PSY 101 Psychology       3 ( )	DI D 01.1
Lab Science 3 ( )	Piano Proficiency
PSY 101 Psychology 3 ( )	Technique Harmonization Chord Progressions Sight Reading
Perspectives on Society – select 2 courses	Chord Progressions Sight Reading
	_ Repertoire
	_
Personal Development – 2 hrs minimum	
()	_
( )	Major Ensemble 7 hours
<b>Special Requirements</b> 4 hours	
HSE 144 First Aid/CPR 1 ( )	()
HSE 144 First Aid/CPR	= == ( )
21 1 3 11 2 dd dd dd dd dd d d d d d d d d d d	<u>Instrumental Methods</u> 4 hours
<b>Professional Education</b> 22 hours	
CUR 300 Survey of Education 3 ( ) MUS 305 Music Education 1 ( )	
· /	
MUS 388 Music Meth for El School 3 ( )	MUS 357 Brass Methods 1 ( ) MUS 358 Woodwind Methods 1 ( )
CUR 490 Instr Music Meth 3 ( )	
CUR 393 Classroom Mgmt. 3 ( )	
CUR 498 Directed Teaching 9 ( )	ENG 300 or credit for PPST Writing Exam 0-1
Music Core 38 hours	
MUS 104 Recitals & Act – 7 0 ( )	0 ( ) 0 ( ) 0 ( )
MUS 105 Music Literature 3 ( )	0()0()0()
MUS 107 Intro Group Piano 1 ( )	
MUS 207 Inter Group Piano 1 ( )	MUS 108 Intro Group Piano 1 ( )
MUS 150 Music Theory 3 ( )	MUS 208 Inter Group Piano 1 ( )
MUS 151 Music Theory 3 ( )	MUS 152 Musicianship 1 ( )
MUS 250 Music Theory 3 ( )	MUS 153 Musicianship 1 ( )
MUS 251 Music Theory 3 ( )	MUS 252 Aural Theory 1 ( )
MUS 301 Music History 3 ( )	MUS 253 Aural Theory 1 ( )
MUS 450 Form & Analysis 3 ( )	MUS 302 Music History 3 ( )
MUS 309 Conducting 1 ( )	MUS 350 Orchestration 3 ( )
1 ( )	MUS 311 Instr. Conducting 2 ( )
	14105 311 Ilisu. Colluctilig 2 ( )
Duoyin DDCT Moth DDCT D 3'	DDCT Waiting DLT (0524)
	PPST Writing PLT (0524)
Mus	sic Content Knowledge (0113)

Revised April 2009

<u>Suggested Class Schedule for BME – Keyboard Major - Instrumental Track</u>

Freshman Year

FALL SEMESTER         0           MUS 104 Recitals and Activities         0           MUS 107 Intro to Group Piano         1           MUS 145 Marching Band         1           MUS 150 Music Theory         3           MUS 152 Musicianship/Aural Theory         1           Major Instrument         2           General Education Courses (3)         9           Page 85 of DSU Bulletin         Total         17	SPRING SEMESTER           MUS 104 Recitals and Activities         0           MUS 108 Intro to Group Piano         1           MUS 146 Wind/Symphonic¹         1           MUS 151 Music Theory         3           MUS 153 Musicianship/Aural Theory         1           Major Instrument         2           MUS 105 Music Literature         3           General Education Courses (2)         6           Total         17
	Sophomore Year
FALL SEMESTER         MUS 104 Recitals and Activities       0         MUS 207 Intermediate Group Piano       1         MUS 145 Marching Band       1         MUS 250 Music Theory       3         MUS 252 Aural Theory       1         Major Instrument       2         General Education Courses (3)       9         Total       17	SPRING SEMESTER           MUS 104 Recitals and Activities         0           MUS 208 Intermediate Group Piano         1           MUS 146 Wind/Symphonic¹         1           MUS 251 Music Theory         3           MUS 253 Aural Theory         1           Major Instrument         2           General Education Courses (3)         9           Total         17
	Junior Year
FALL SEMESTER           MUS 104 Recitals and Activities         0           MUS 345 Marching Band         1           Major Instrument²         2           MUS 309 Conducting         1           MUS 300 Piano Proficiency³         (1)           MUS 301 Music History         3           MUS 350 Orchestration         3           CUR 300 Survey of Education         3           MUS 305 Music Education         1           General Education Course         3           PER Activity Course         1           Total         18	SPRING SEMESTER           MUS 104 Recitals and Activities         0           MUS 346 Wind Ensemble         1           Major Instrument         2           MUS 311 Instrumental Conducting         2           MUS 300 Piano Proficiency³         (1)           MUS 388 Music Meth for El School         .3           MUS 302 Music History         .3           MUS 354 String Methods & Mat         .1           MUS 357 Brass Meth & Mat         .1           MUS 450 Form and Analysis         .3           PER Activity Course         .1           Total         .17
	Senior Year
FALL SEMESTER         MUS 104 Recitals and Activities       0         MUS 345 Marching Band       1         MUS 355 Percussion Methods & Mat       1         MUS 358 Woodwind Meth & Mat       1         AMU 450 Senior Recital       2         CUR 490 Instr Music Methods       3         CUR 393 Classroom Mgmt       3         EPY 341 Educational Psychology       3         HSE 144 First Aid/CPR       1         General Education Course       3         Total       18         BME - Keyboard	SPRING SEMESTER CUR 498 Directed Teaching
	t # Date
Student must maintain a 2.5 GPA in all gene	ral education and music coursework.

General Education 41 hours	<b><u>Keyboard Concentration</u></b> 25 hours
ENG 101 English Composition 3 ( )	AMU 2 ( )
ENG 102/103 English Comp 3 ( )	AMU 2 ( )
ENG 203/204/206 Eng. Lit. 3 ( )	AMU 2 ( )
ENG 203/204/206 Eng. Lit. 3 ( )	AMU 2 ( )
History 3 ( )	AMU 2 ( )
History 3 ( )	AMU 2 ( )
MAT 103/104/106 Math 3 ( )	AMU 450 Senior Recital 2 ( )
COM 101 Speech 3 ( ) Lab Science 3 ( )	AMU AMU AMU
Lab Science 3 ( )	DI D #1
Lab Science 3 ( )	Piano Proficiency
PSY 101 Psychology 3 ( )	Technique Harmonization
Perspectives on Society – select 2 courses	Chord Progressions Sight Reading
3 ( )	Repertoire
3 ( )	
Personal Development – 2 hrs minimum	Major Ensemble 7 hours
( )	
Special Requirements 4 hours	
HSE 144 First Aid/CPR 1 ( )	Instrumental Methods 4 hours
EPY 341 Educational Psy. 3 ( )	
	MUS 355 Percussion Methods 1 ( )
	MUS 357 Brass Methods 1 ( )
Professional Education 22 hours	MUS 358 Woodwind Methods 1 ( )
CUR 300 Survey of Education 3 ( )	
MUS 305 Music Education 1 ( )	
MUS 388 Music Meth for El Sch 3 ( )	
	ENG 300 or credit for PPST Writing Exam 0-1
CUR 393 Classroom Mgmt. 3 ( )	
CUR 498 Directed Teaching 9 ( )	
<b>15</b> 1 G 201	
Music Core 38 hours	
MUS 104 Recitals & Act - 7 0 ( )	0()0()0()
MUS 105 Music Literature 3 ( )	0 ( ) 0 ( )
MUS 107 Intro Group Piano 1 ( )	NAME AND A COUNTY OF THE PARTY
MUS 207 Inter Group Piano 1 ( )	MUS 108 Intro Group Piano 1 ( )
MUS 150 Music Theory 3 ( )	MUS 208 Inter Group Piano 1 ( )
MUS 151 Music Theory 3 ( )	MUS 152 Musicianship 1 ( )
MUS 250 Music Theory 3 ( )	MUS 153 Musicianship 1 ( )
MUS 251 Music Theory 3 ( )	MUS 252 Aural Theory 1 ( )
MUS 301 Music History 3 ( )	MUS 253 Aural Theory 1 ( )
MUS 450 Form & Analysis 3 ( )	MUS 302 Music History       3 ( )         MUS 350 Orchestration       3 ( )
MUS 309 Conducting 1 ( )	
	MUS 311 Inst Conducting 2 ( )
D ' DDGT M (1 DDGT D 1' DD	DI TI (0724)
Praxis PPST Math PPST Reading PPST Reading	
Music Content I	Knowledge (0113)
	Revised April 2009
	•
Suggested Class Schedule for BME – Keyh	ooard Major – Choral Music/General Music Track
T	shman Vaar
	shman Year G SEMESTER
	04 Recitals and Activities0
THE I	

Student must maintain a 2.5 GPA in all gener	
Name Student	# Date
	<ul> <li>Choral Music/General Music Track - Check List</li> </ul>
<sup>4</sup> Elective	Revised April 2009
	ntil all sections of the proficiency exam are completed.
<sup>2</sup> Must pass applied barrier before enrolling in 3	
<sup>1</sup> Student will be placed in an ensemble after an	audition.
10ta118	
PER Activity Course	
General Education Courses	
HSE 144 First Aid/CPR 1	
EPY 341 Educational Psychology3	
CUR 393 Classroom Mgmt	
CUR 489 Vocal Music Methods3	
AMU 450 Senior Recital	
MUS 359 Piano Pedagogy	Total9-12
MUS 338 Delta Chorale	<sup>4</sup> CUR/CEL 492 Special Topics
MUS 104 Recitals and Activities0	CUR 498 Directed Teaching
FALL SEMESTER MUS 104 Periods and Activities	SPRING SEMESTER CUR 408 Directed Teaching
EALL CEMECTED	Senior Year
Total17	C
PER Activity Course	
MUS 305 Music Education	Total17
CUR 300 Survey of Education3	General Education Course3
MUS 350 Orchestration	MUS 450 Form and Analysis
MUS 301 Music History	MUS 302 Music History
MUS 344 Vocal Pedagogy2	MUS 388 Music Meth for El School3
MUS 300 Piano Proficiency <sup>3</sup> (1)	MUS 300 Piano Proficiency <sup>3</sup> (1)
MUS 309 Conducting	MUS 310 Choral Conducting
Major Instrument <sup>2</sup>	Major Instrument2
MUS 338 Delta Chorale1	MUS 339 Delta Chorale
MUS 104 Recitals and Activities0	MUS 104 Recitals and Activities0
FALL SEMESTER	SPRING SEMESTER
	Junior Year
Total17	Total17
General Education Courses (3)9	General Education Courses (3)9
Major Instrument2	Major Instrument2
MUS 252 Aural Theory1	<b>MUS 253</b> Aural Theory1
MUS 250 Music Theory	MUS 251 Music Theory
MUS 138/140¹ Chorus	MUS 139/141 Chorus
MUS 207 Intermediate Group Piano1	MUS 208 Intermediate Group Piano1
MUS 104 Recitals and Activities0	MUS 104 Recitals and Activities0
FALL SEMESTER	Sophomore Year SPRING SEMESTER
	Canhamana Vaan
Total18	Total17
General Education Courses (3)9	General Education Courses (2)
MUS 120 Class Voice	MUS 105 Music Literature
Major Instrument2	Major Instrument2
MUS 152 Musicianship/Aural Theory1	MUS 153 Musicianship/Aural Theory1
<b>MUS 150</b> Music Theory3	<b>MUS 151</b> Music Theory
MUS 138/140¹ Chorus1	<b>MUS 139/141</b> Chorus
MUS 107 Intro to Group Piano	MUS 108 Intro to Group Piano

**General Education** 41 hours

ENG 101 English Composition ENG 102/103 English Comp ENG 203/204/206 Eng. Lit.	3()	AMU 2 (	)
ENG 203/204/206 Eng. Lit. ENG 203/204/206 Eng. Lit.	3()	AMU 2 ( AMU 2 (	)
History	3()	AMU 2 (	)
History	3()	AMU 2 (	)
MAT 103/104/106 Math	3()	AMU 450 Senior Recital 2 (	)
COM 101 Speech	3()	AMU AMU	AMU
Lab Science	3()	AVIO	AIVIO
Lab Science	3()	Piano Proficiency	
PSY 101 Psychology	3()	Technique Harme	onization
Perspectives on Society – select 2 cour		Technique Harmond Chord Progressions Sight	Reading
- ·	3 ( )	Repertoire	
<del></del>	3 ( )	repertone	
Personal Development – 2 hrs minimu		Major Ensemble 7 hours ( ) ( ) ( ) ( )	()
Special Requirements 4 hours HSE 144 First Aid/CPR EPY 341 Educational Psy.	1 ( )	MUS 120 Class Voice MUS 344 Vocal Pedagogy MUS 359 Piano Pedogogy	
<u>Professional Education</u> 22 hours CUR 300 Survey of Education	3 ( ) 1 ( )	14105 357 I failed I cuogogy	1 ( )
MUS 305 Music Education			
MUS 388 Music Meth for El School	3 ( )		
CUR 489 Vocal Music Meth	3 ( )	ENG 300 or credit for PPST Wri	ting Exam 0-1
CUR 393 Classroom Mgmt.	3()		
CUR 498 Directed Teaching	9( )		
Music Core 38 hours			
MUS 104 Recitals & Act – 7	0 ( ) 0 ( )	0 ( ) 0 (	)
MUS 105 Music Literature	3 ( ) 0 ( )		)
MUS 107 Intro Group Piano	1 ( )	MUS 108 Intro Group Piano	1 ( )
MUS 207 Inter Group Piano	1 ( )	MUS 208 Inter Group Piano	1 ( )
MUS 150 Music Theory	3 ( )	MUS 152 Musicianship	1 ( )
MUS 151 Music Theory	3 ( )	MUS 153 Musicianship	1 ( )
MUS 250 Music Theory	3 ( )	MUS 252 Aural Theory	1 ( )
MUS 251 Music Theory	3 ( )	MUS 253 Aural Theory	1 ( )
MUS 301 Music History	3 ( )	MUS 302 Music History	3 ( )
MUS 450 Form & Analysis	3 ( )	MUS 350 Orchestration	3 ( )
MUS 309 Conducting	1 ( )	MUS 310 Choral Conducting	2 ( )
Praxis PPST MathPPST Music Content Knowledge		ng PLT (0524)	
Sugge	ested Class Schedule for	a BA – Music Major	Revised April 20
Freshman Year			

FALL SEMESTER	SPRING SEMESTER
MUS 104 Recitals and Activities0	MUS 104 Recitals and Activities0
MUS 107 Intro to Group Piano1	MUS 108 Intro to Group Piano1

Major Ensemble	Major Ensemblel
<b>MUS 150</b> Music Theory3	<b>MUS 151</b> Music Theory
MUS 152 Musicianship/Aural Theory1	MUS 153 Musicianship/Aural Theory1
Individual Performance2	Individual Performance2
General Education Courses (3)9	MUS 105 Music Literature3*
Page 66 of DSU Bulletin	General Education Courses (2)
Total17	Total17
10ta11/	10tal17
Sop	homore Year
FALL SEMESTER	SPRING SEMESTER
MUS 104 Recitals and Activities0	MUS 104 Recitals and Activities0
Major Ensemble	Major Ensemble
MUS 250 Music Theory3	<b>MUS 251</b> Music Theory
MUS 252 Aural Theory1	<b>MUS 253</b> Aural Theory1
<b>Individual Performance</b> 2	Individual Performance2
General Education/Elective Courses (3)9	General Education/Elective Courses (3)9
Total16	Total16
J	unior Year
•	umor rear
FALL SEMESTER	SPRING SEMESTER
MUS 104 Recitals and Activities0	MUS 104 Recitals and Activities0
Major Ensemble 1	Major Ensemble
Individual Performance	Individual Performance
MUS 301 Music History	MUS 302 Music History
Foreign Language3	Foreign Language3
General Education/Elective Courses (2)6	General Education/Elective Courses (2)6
Total15	Total15
S	enior Year
EALL CEMECTED	CDDING CEMECTED
FALL SEMESTER	SPRING SEMESTER
MUS 104 Recitals and Activities0	MUS 104 Recitals and Activities0
Major Ensemble1	Major Ensemble1
Individual Performance2	Individual Performance2
Foreign Language3	Foreign Language3
General Education/Elective Courses9	MUS 490 Senior Capstone Experience4
	Philosophy Elective (400 level)
	General Education/Elective Course(s)2
Total15	Total15
10 <b></b>	10000
	Revised April 2009
BA – Music	c Major - Check List
Name Student #	Date
Student must maintain a 2.5 GPA in all music and ge	
Compared Edward and All house	Custal Deminerate 151
General Education <sup>2</sup> 41 hours	Special Requirements 15 hours
ENG 101 English Composition 3 ( )	Philosophy (400 level) 3 ( )

ENG 102/103 English Comp 3 ( )	Foreign Language 3 ( )
ENG 203/204/206 Eng. Lit. 3 ( )	Foreign Language 3 ( )
ENG 203/204/206 Eng. Lit. 3 ( )	Foreign Language 3 ( )
History 3 ( )	Foreign Language 3 ( )
History 3 ( )	
MAT 103/104/106 Math 3 ( )	ENG 300 or credit for PPST Writing Exam 0-1
COM 101 Speech 3 ( )	
Lab Science 3 ( )	Electives 13 hours
Lab Science 3 ( )	3 ( )
PSY 101 Psychology 3 ( )	3 ( )
Perspectives on Society – select 1 course <sup>1</sup>	3 ( )
PHI 201 Intro to Philosophy 3 ( )	
3 ( )	3 ( )
Personal Development – 2 hrs minimum	3 ( )
	1 ( )
( )	
<sup>1</sup> PHI 201 is required as one of your courses. <sup>2</sup> No Fine Arts course is required.	
<u>Music Major Coursework</u> 55 hours	
MUS 104 Recitals & Act – 8 0 ( ) 0 ( ) 0 ( ) _	
Major Ensemble – 8 hours ( ) ( ) ( ) ( ) ( ) ( ) ( )	
MUS 105 Music Literature       3 ( )         MUS 107 Intro Group Piano       1 ( )         MUS 150 Music Theory       3 ( )         MUS 151 Music Theory       3 ( )         MUS 250 Music Theory       3 ( )         MUS 251 Music Theory       3 ( )         MUS 301 Music History       3 ( )	MUS 108 Intro Group Piano       1 ( )         MUS 152 Musicianship       1 ( )         MUS 153 Musicianship       1 ( )         MUS 252 Aural Theory       1 ( )         MUS 253 Aural Theory       1 ( )         MUS 302 Music History       3 ( )
AMU 2 ( ) AMU 2 ( ) AMU 2 ( )	AMU 2 ( ) AMU 2 ( ) AMU 2 ( ) AMU 2 ( ) AMU 2 ( )
Senior Capstone Experience 4 ( )	
Suggested Class Schedule for	Revised April 2009 <b>r BM – Vocal Performance Major</b>
Fre	eshman Year
	SPRING SEMESTER
	MUS 104 Recitals and Activities0
	MUS 108 Intro to Group Piano1
<b>MUS 138/140</b> <sup>1</sup> Chorus	MUS 139 Delta Chorale
	Minor Ensemble1
	<b>MUS 151</b> Music Theory
	MUS 153 Musicianship/Aural Theory1

<b>AMU 185</b> Voice2	<b>AMU 185</b> Voice2
MUS 375 English/Italian Diction1	MUS 376 German/French Diction1
General Education Courses (2)6	MUS 105 Music Literature3
Page 85 of DSU Bulletin	General Education Course
Total16	Total16
So	phomore Year
FALL SEMESTER	SPRING SEMESTER
MUS 104 Recitals and Activities0	MUS 104 Recitals and Activities0
<b>MUS 138</b> Delta Chorale1	<b>MUS 139</b> Delta Chorale1
<b>Minor Ensemble</b> 1	Minor Ensemble1
<b>MUS 250</b> Music Theory	<b>MUS 251</b> Music Theory3
MUS 252 Aural Theory1	<b>MUS 253</b> Aural Theory1
<b>AMU 185</b> Voice2	<b>AMU 185</b> Voice2
Foreign Language3	Foreign Language3
General Education Courses6	General Education Course6
Total17	Total17
	Junior Year
FALL SEMESTER	SPRING SEMESTER
MUS 104 Recitals and Activities0	MUS 104 Recitals and Activities0
MUS 338 Delta Chorale1	<b>MUS 339</b> Delta Chorale
Minor Ensemble1	Minor Ensemble1
<b>AMU 385</b> Voice <sup>2</sup> 2	AMU 300 Junior Recital
MUS 309 Conducting	MUS 310 Choral Conducting
MUS 344 Vocal Pedagogy2	MUS 302 Music History3
MUS 300 Piano Proficiency <sup>3</sup> (1)	MUS 300 Piano Proficiency <sup>2</sup> (1)
MUS 301 Music History3	MUS 450 Form and Analysis
MUS 350 Orchestration	General Education Course
General Education Course	Total16
Total16	10th
10tti10	Senior Year
FALL SEMESTER	SPRING SEMESTER
MUS 104 Recitals and Activities0	MUS 104 Recitals and Activities0
MUS 338 Delta Chorale	MUS 338 Delta Chorale
Minor Ensemble	Minor Ensemble
<b>AMU 385</b> Voice	AMU 450 Senior Recital
MUS 347 Song Literature	General Education Courses (2)
General Education Courses (2)6	PER Activity Course
PER Activity Course1	Total13
Total13	
1Ctudent will be pleased in an ansamble often an audition	
<sup>1</sup> Student will be placed in an ensemble after an audition. <sup>2</sup> Must pass applied barrier before enrolling in 300 applied cours	ea number
<sup>3</sup> Must enroll in MUS 300, Piano Proficiency, until all sections of	of the proficiency exam are completed
Wast emon in 1405 500, I failed I folicioney, until all sections	Revised April 2009
	•
BM – Vocal Per	rformance – Check List
2112 7 0001 1 01	Training Officer East
NameStudent #	Date
Student must maintain a 2.5 GPA in all music an	a general education coursework.
ConstEl of a 411	V I.D C
General Education 41 hours	Vocal Performance 28 hours
ENG 101 English Composition 3( )	AMU 185 Voice 2 ( )
ENG 102/103 English Comp 3 ( )	AMU 185 Voice 2 ( )
ENG 203/204/206 Eng. Lit. 3 ( )	AMU 185 Voice 2 ( )
ENG 203/204/206 Eng. Lit. 3 ( )	AMU 185 Voice 2 ( )
History 3 ( )	AMU 385 Voice 2 ( )
, , , , , , , , , , , , , , , , , , , ,	99

History	3 ( )	AMU 300 Junior Recital	3 ( )
MAT 103/104/106 Math	3 ( )	AMU 385 Voice	2 ( )
COM 101 Speech	3 ( )	AMU 450 Senior Recital	4 ( )
Lab Science	3 ( )		· , ——
Lab Science	3 ( )	MUS 344 Vocal Pedagogy	2( )
PSY 101 Psychology	3()	MUS 347 Song Literature	2( )
Perspectives on Society – selec		MUS 375 Eng/Ita Diction	1( )
	3()	MUS 376 G/F Diction	1( )
			1( )
	3 ( )	MUS 309 Conducting	1( )
Personal Development* – 2 hrs		MUS 310 Choral Cond	2 ( )
	( )		
	( )	Piano Proficiency	
		Technique	Harmonization
<b>Special Requirements</b> 6 hours	}	Chord Progressions	Sight Reading
		C .	Repertoire
Foreign Language	3 ( )		• —
Foreign Language	3 ( ) 3 ( )	ENG 300 or credit for PPST	Writing Exam 0-1
Toroign Zunguage	3 ( )	Enter your or electrical first	,,,,,,,,,,,,,,,,,,,,,,,,,,,,,,,,,,,,,,
*(3 hours satisfies Personal De	velopment requirement)	)	
Music Core 49 hours			
MUS 104 Recitals & Act – 8	0()	0()	0()
WIOS 104 Recitals & Act – 8	0()	0() 0() 0()	
MIIC 105 Maria Litaratana	0()	0( ) 0( )	
MUS 105 Music Literature	3()	Mild 100 I + G B'	1 ( )
MUS 107 Intro Group Piano	1()	MUS 108 Intro Group Piano	
MUS 150 Music Theory	3 ( )	MUS 152 Musicianship	1 ( )
MUS 151 Music Theory	3 ( )	MUS 153 Musicianship	1 ( )
MUS 250 Music Theory	3()	MUS 252 Aural Theory	1 ( )
MUS 251 Music Theory		MUS 253 Aural Theory	1 ( )
MUS 301 Music History	3()	MUS 302 Music History	3 ( )
MUS 450 Form & Analysis	3()	MUS 350 Orchestration	
THE STOT OF THE STREET	3 ( )	Wes 330 Grenesuumon	3 ( )
Major Ensemble 8 hours			
	( )	,	
	()(	)	
()()	()(	)	
Minor Ensemble 8 hours			
()()	( )(	)	
()()	( )(	)	
<b>Electives</b> 0-2 hours			
	1()	1	( )
			Revised April 2009
Suggested	Class Schedule for B	<u> M – Instrumental Perforn</u>	nance Major
	Fre	shman Year	
FALL SEMESTER	SPRING	<u>G SEMESTER</u>	
MUS 104 Recitals and Activities		<b>04</b> Recitals and Activities	0
MUS 107 Intro to Group Piano		<b>08</b> Intro to Group Piano	
Major Ensemble		Ensemble	
Minor Ensemble		Ensemble	
MUS 150 Music Theory		51 Music Theory	
MUS 152 Musicianship/Aural T		53 Musicianship/Aural Theory	
Individual Performance		ual Performance	
General Education Courses (2)	MUS 10	<b>05</b> Music Literature	5

Page 85 of DSU Bulletin Total16	General Education Course
	Sophomore Year
FALL SEMESTER	SPRING SEMESTER
MUS 104 Recitals and Activities0	MUS 104 Recitals and Activities0
Major Ensemble1	Major Ensemble1
<b>Minor Ensemble</b> 1	<b>Minor Ensemble</b> 1
<b>MUS 250</b> Music Theory	<b>MUS 251</b> Music Theory3
<b>MUS 252</b> Aural Theory	<b>MUS 253</b> Aural Theory1
Individual Performance3	Individual Performance3
General Education Courses	General Education Courses9
Total15	Total18
	Junior Year
FALL SEMESTER	SPRING SEMESTER
MUS 104 Recitals and Activities0	MUS 104 Recitals and Activities0
Major Ensemble1	Major Ensemble1
Minor Ensemble1	Minor Ensemble1
Individual Performance <sup>1</sup> 3	AMU 300 Junior Recital3
MUS 300 Piano Proficiency <sup>2</sup> (1)	MUS 300 Piano Proficiency <sup>2</sup> (1)
<b>MUS 309</b> Conducting	MUS 311 Instr. Conducting2
Instrumental Methods	<b>MUS 302</b> Music History3
MUS 301 Music History3	MUS 450 Form and Analysis
MUS 350 Orchestration	General Education Courses3
General Education Course	Total 16
Total17	
	Senior Year
FALL SEMESTER	CDDING CEMECTED
MUS 104 Recitals and Activities0	SPRING SEMESTER MUS 104 Recitals and Activities0
Major Ensemble	Major Ensemble
Minor Ensemble	Minor Ensemble 1
Individual Performance	AMU 450 Senior Recital
General Education Course	General Education Course
PER Activity	Elective Courses
Elective Courses	PER Activity1
Total15	Total12
<sup>1</sup> Must pass applied barrier before enrolling in 30	
<sup>2</sup> Must enroll in MUS 300, Piano Proficiency, ur	ntil all sections of the proficiency exam are completed.
BM – <u>Instrumen</u>	Revised Sept. 200 tal Performance Major – Check List
NameStuden	t # Date
Student must maintain a 2.5 GPA in all n	nusic and general education coursework.
	-
<b>General Education</b> 41 hours	<u>Individual Performance</u> 28 hours
ENG 101 English Composition 3( )	Ind. Performance 2 ( )
ENG 102/103 English Comp 3 ( )	
ENG 203/204/206 Eng. Lit. 3 ( )	Ind. Performance 3 ( )
ENG 203/204/206 Eng. Lit. 3 ( )	
History 3 ( )	
History 3 ( )	AIVIO 300 Juliol Recital 3 ( )

MAT 103/104/106 Math 3 ( )		( )
COM 101 Speech 3 ( )	AMU 450 Senior Recital 4	( )
Lab Science 3 ( )		
Lab Science 3 ( )	MUS 309 Conducting 1	( )
PSY 101 Psychology 3 ( )	MUS 311 Conducting 2	( )
Perspectives on Society – select 2 courses	Instrumental Methods 1	( )
3( )	Instrumental Methods 1	( )
3( )	<del></del>	· /
Personal Development – 2 hrs minimum	Piano Proficiency	
()	Technique	Harmonization
	Chord Progressions	Sight Reading
	enora Progressions	Repertoire
Music Core 49 hours		
MUS 104 Recitals & Act – 8 0 ( )	_ 0( ) 0( )	0()
0()		0()
MUS 105 Music Literature 3 ( )		0( )
MUS 107 Intro Group Piano 1 ( )		1 ( )
*	_	1()
MUS 150 Music Theory 3 ( )		1()
MUS 151 Music Theory 3 ( )		1()
MUS 250 Music Theory 3 ( )		1()
MUS 251 Music Theory 3 ( )		1()
MUS 301 Music History 3 ( )		3()
MUS 450 Form & Analysis 3 ( )	_ MUS 350 Orchestration	3()
Major Ensemble 8 hours         ( ) ( ) ( )         ( ) ( ) ( )         Minor Ensemble 8 hours         ( ) ( ) ( )         ( ) ( ) ( )         ( ) ( )         3 ( )         3 ( )         ENG 300 or credit for PPST Writing Exam	0-1	Revised April 2009
Suggested Class Scho	edule for BM – Keyboard Performance M	<u>ajor</u>
	Freshman Year	
FALL SEMESTER	SPRING SEMESTER	
MUS 104 Recitals and Activities0	MUS 104 Recitals and Activities	0
MUS 107 Intro to Group Piano1	MUS 108 Intro to Group Piano	
Major Ensemble1	Major Ensemble	1
Minor Ensemble1	Minor Ensemble	
<b>MUS 150</b> Music Theory	MUS 151 Music Theory	
MUS 152 Musicianship/Aural Theory1	MUS 153 Musicianship/Aural Theory	
Individual Performance2	Individual Performance	
General Education Courses (2)6	MUS 105 Music Literature	
Page 85 of DSII Bulletin	General Education Course	3

Sophomore Year		
FALL SEMESTER  MUS 104 Recitals and Activities 0  Major Ensemble 1  Minor Ensemble 1  MUS 250 Music Theory 3  MUS 252 Aural Theory 1  Individual Performance 3  General Education Courses 6	SPRING SEMESTER  MUS 104 Recitals and Activities	
Total15	Total18	
	Junior Year	
FALL SEMESTER           MUS 104 Recitals and Activities         0           Major Ensemble         1           Minor Ensemble         1           Individual Performance¹         3           MUS 300 Piano Proficiency²         (1)           MUS 309 Conducting         1           MUS 359 Piano Pedagogy         1           MUS 301 Music History         3           MUS 350 Orchestration         3           General Education Course         3           Total         17	SPRING SEMESTER           MUS 104 Recitals and Activities         0           Major Ensemble         1           Minor Ensemble         1           AMU 300 Junior Recital         3           MUS 300 Piano Proficiency²         (1)           MUS 310/311 Conducting         2           MUS 302 Music History         3           MUS 360 Piano Literature         1           MUS 450 Form and Analysis         3           General Education Courses         3           Total         17	
	Senior Year	
FALL SEMESTER  MUS 104 Recitals and Activities 0 MUS 104 Recitals and Activities 0 Major Ensemble 1 Major Ensemble 1 Minor En		
BM - <u>Keyboard Performance Major</u> - Check List		
NameStudent #Date Student must maintain a 2.5 GPA in all music and general education coursework.		
General Education         41 hours         ENG 101 English Composition       3 ( )         ENG 102/103 English Comp       3 ( )         ENG 203/204/206 Eng. Lit.       3 ( )         ENG 203/204/206 Eng. Lit.       3 ( )         History       3 ( )         History       3 ( )         MAT 103/104/106 Math       3 ( )         COM 101 Speech       3 ( )	Ind. Performance       2 ( )         Ind. Performance       3 ( )         Ind. Performance       3 ( )         Ind. Performance       3 ( )         AMU 300 Junior Recital       3 ( )         Ind. Performance       3 ( )	

Total .....16

Total .....16

Lab Science 3 ( )		
Lab Science 3 ( )	MUS 309 Conducting 1 (	)
PSY 101 Psychology 3 ( )	MUS 310/311 Conduct 2 (	)
Perspectives on Society – select 2 courses		
3 ( )		)
3 ( )	MUS 360 Piano Lit 1 (	)
Personal Development – 2 hrs minimum	Piano Proficiency	
( )	Technique	Harmonization
( )	Chord Progressions	Sight Reading
	Repertoire	
Music Core 49 hours		
MUS 104 Recitals & Act – 8 0 ( )	0()0()	0 ( )
0( )	0 ( )0 ( )	0 ( )
MUS 105 Music Literature 3 ( )		
MUS 107 Intro Group Piano 1 ( )	MUS 108 Intro Group Piano	1 ( )
MUS 150 Music Theory 3 ( )	MUS 152 Musicianship	1 ( )
MUS 151 Music Theory 3 ( )	MUS 153 Musicianship	1 ( )
MUS 250 Music Theory 3 ( )	MUS 252 Aural Theory	1 ( )
MUS 251 Music Theory 3 ( )	MUS 253 Aural Theory	1 ( )
MUS 301 Music History 3 ( )	MUS 302 Music History	3 ( )
MUS 450 Form & Analysis 3 ( )	MUS 350 Orchestration	3 ( )
( )( )( )	( ) ( )	Revised April 2009
		<u> </u>
Fre	eshman Year	
FALL SEMESTER	SPRING SEMESTER	
MUS 104 Recitals and Activities0	MUS 104 Recitals and Activitie	
MUS 107 Intro to Group Piano1	MUS 108 Intro to Group Piano	
Major Ensemble1	Major Ensemble	
MUS 150 Music Theory	MUS 151 Music Theory	
MUS 152 Musicianship/Aural Theory1	MUS 153 Musicianship/Aural	
Individual Performance	Individual Performance	
General Education Courses (2)	MUS 105 Music Literature	
Page 85 of DSU Bulletin	General Education Course	
<b>SRT 111</b> Recording	SRT 112 Recording	

# Sophomore Year

FALL SEMESTER         MUS 104 Recitals and Activities       0         Major Ensemble       1         MUS 250 Music Theory       3         MUS 252 Aural Theory       1         Individual Performance       1         General Education Courses (2)       6         SRT 221 Recording       2         Foreign Language       3         Total       17	SPRING SEMESTER           MUS 104 Recitals and Activities         0           Major Ensemble         1           MUS 251 Music Theory         3           MUS 253 Aural Theory         1           Individual Performance         1           General Education Courses (2)         6           SRT 322 Recording         2           Foreign Language         3           Total         17
Ju	nior Year
FALL SEMESTERMUS 104 Recitals and Activities0Major Ensemble1MUS 301 Music History3SRT 331 Recording2Foreign Language3General Education Courses (2)6Total15	SPRING SEMESTERMUS 104 Recitals and Activities0Major Ensemble1MUS 302 Music History3SRT 332 Recording2Foreign Language3General Education (2)6Total15
Se	enior Year
FALL SEMESTER  MUS 104 Recitals and Activities	SPRING SEMESTERMUS 104 Recitals and Activities0Philosophy Elective (400 level)3SRT 442 Internship6Electives6PER Activity1Total16

**Revised September 2007** 

# BA in Music with a Track in Sound Recording Technology Check List

NameStudent #	Date
Student must maintain a 2.5 GPA in all mus	sic and general education coursework.
G 151 4 2411	G
General Education <sup>2</sup> 41 hours	Special Requirements 15 hours
ENG 101 English Composition 3 ( )	
ENG 102/103 English Comp 3 ( ) ENG 203/204/206 Eng. Lit. 3 ( )	
ENG 203/204/206 Eng. Lit. 3 ( )	
History 3 ( )	Foreign Language 3 ( )
History 3 ( )	Toleigh Language 5 ( )
MAT 103/104/106 3 ( )	ENG 300 or credit for PPST Writing Exam 0-1
COM 101 Speech 3 ( )	
Lab Science 3 ( )	<u>Electives</u> 10 hours
Lab Science 3 ( )	
PSY 101 Psychology 3 ( )	3 ( )
Perspectives on Society – select 1 course <sup>1</sup>	3 ( )
3 ( )	· /
Personal Development – 2 hrs minimum	(Please consult with music chair for
()	required electives that serve as prerequisites.)
<sup>1</sup> PHI 201 is required as one of your courses.	
<sup>2</sup> No Fine Arts course is required.*	
1	
Music Major Coursework 37 hours	
	0() 0()
0 ( ) _	
<b>Major Ensemble</b> – 6 hours	
()()()	()()
MUS 105 Music Literature * 3 ( )	_
MUS 107 Intro Group Piano 1 ( )	MUS 108 Intro Group Piano 1 ( )
MUS 150 Music Theory 3 ( )	_
MUS 151 Music Theory 3 ( )	
MUS 250 Music Theory 3 ( )	
MUS 251 Music Theory 3 ( )	
MUS 301 Music History 3 ( )	MUS 302 Music History 3 ( )
•	•
<b>Individual Performance</b> 4 hours	
AMU 1 ( )	AMU 1 ( )
AMU 1 ( ) AMU 1 ( )	AMU 1 ( ) AMU 1 ( )
Studio Recording Technologies Coursework	21 hours
(Please consult with music chair for list of cu	rrent course numbers that satisfy this requirement.)
SRT 111 Recording 2 ( ) SRT 112 Reco	
SRT 221 Recording 2 ( ) SRT 222 Reco	
SRT 331 Recording 2 ( ) SRT 332 Reco	
SRT 441 Senior Project 3 ( ) SRT 442	Internship 6 ( )

SRT 111 Rec.Stud Thry/Prc I	2()	SRT 112 Rec.Stud Thry/Prc II <sup>3</sup>	2 ( )
DMI 202 Comp Skills Mus I	2()	DMI 203 Comp Skills Mus II	2 ( )
SRT 322 Critical Listening 2		SRT 331 Audio Mon/Mix I	
SRT 441 Senior Project	3()	SRT 442 Internship	6 ( )
•		_	

## **Electives (required)**

DMI 100\_(prereq) 3 ( ) \_\_\_\_\_ DMI 214 3 ( ) \_\_\_\_\_ DMI 314\_3 ( ) \_\_\_\_\_

# Required General Education prerequisites:

MAT 104 College Algebra PHY 210 Acoustics

## Semester sequence of courses (based on pre- and co-requisites): 38 hours

6 Gen Ed 12 Electives

21 (23) SRT Track

Semester 1: MAT 104 (required General Education prerequisite)-3; DMI 100-3 = 6

Semester 2: SRT 111-2, DMI 202-2 (3), and DMI 214-3 (co-requisites) =8

Semester 3: SRT 112-2 and DMI 203-2 (3) (co-requisites) = 5

Semester 4: DMI 314-3, PHY 210 (required Gen Ed prerequisite)-3 = 6

Semester 5: SRT 322-2

Semester 6: SRT 331-2

Semester 7: SRT 441-3; SRT 442-6 = 9

Most SRT/DMI courses are not offered every semester and are offered in a semester sequence. MUS 150 substitutes for DMI 116

# **Student Degree Recital Checklist**

This checklist is to assist you in preparing for your degree recital. The process includes not only musical preparation but also administrative responsibilities. Please be sure to read the pages 13-15 of the Student Handbook (http://www.deltastate.edu/pages/2604.asp) to understand the procedures.

Step 1:	<ul> <li>□ Schedule your recital date with your applied faculty.</li> <li>□ Ask your collaborative pianist (if you need one) if the date works.</li> <li>□ Find out if the date is available for your recital at the music office.</li> <li>□ If you have other collaborators, make sure to check with them on their availability.</li> <li>□ NOTE: You must schedule your recital at the music office and Bailey 124.</li> </ul>
Step 2:	<ul> <li>□ Decide on the recital repertoire with your applied faculty.</li> <li>□ Email the list of your repertoire to the collaborative faculty pianist before getting the scores to him/her. For vocal repertoire, make sure to include the keys for art songs.</li> </ul>
Step 3:	☐ If there are no rehearsal numbers or letters on the scores, number the measures to save rehearsal time. ☐ Get the scores to your collaborators at least 7 weeks before your recital (the sconer, the better). ☐ Let your collaborators know of any cuts, repeats, other things that need special attention.
Step 4:	<ul> <li>□ Your applied faculty will notify you of your pre-recital jury date.</li> <li>□ If you have other collaborators, make sure to inform them of the date, time, and place.</li> <li>□ If you are using equipment other than the Steinway grand piano in the Recital Hall, reserve it and find some people who will help you set up for the jury in advance.</li> <li>□ If you are using the Yamaha grand piano and/or harpsichord in the Recital Hall, inform the music office of it, so the instrument(s) will be tuned for your recital.</li> </ul>
Step 5:	<ul> <li>□ Schedule a dress rehearsal with your applied faculty (see the note below).</li> <li>□ Find out if the Recital Hall is available at the time at the music office.</li> <li>□ Ask if your collaborative pianist is available at the time.</li> <li>□ If you have other collaborators, ask them as well.</li> <li>□ If you are using equipment other than the Steinway grand piano in the Recital Hall, reserve it and find some people who will help you set up for the dress rehearsal in advance.</li> </ul>
	NOTES: It is your responsibility to schedule the set up <u>before</u> the dress rehearsal time so the dress rehearsal will start at the scheduled time (please reserve the Recital Hall accordingly). Your applied faculty and collaborative pianist will not be able to help you with the set up.
	If your recital date is in the last two months of the semester, reserve the Recital Hall for your dress rehearsal <u>before</u> the jury.
Step 6:	<ul> <li>□ Schedule rehearsals with your collaborators.</li> <li>□ For scheduling rehearsals with the collaborative faculty pianist, sign up at Bailey 124.</li> </ul>
Step 7:	<ul> <li>□ Practice for your jury.</li> <li>□ Type the program for your jury.</li> <li>□ Work on the program notes, including any sources cited.</li> <li>□ Submit the program and program notes to your applied faculty for proper structure and editing well in advance (ask the faculty for the deadline).</li> <li>□ Submit your biography for the press release before or on the jury day (ask about the deadline at the music office). See below for the sample press release.</li> <li>□ If you plan to have a reception after your recital and would like Mu Phi Epsilon to host it, contact them three to four weeks in advance. They require one week's notice on the money needed to purchase the supplies.</li> <li>□ Schedule the photo session for the press release with the music office. Photos must be in jpeg format.</li> </ul>

## Sample press release

Note: When you fill in the information, you do not need to capitalize all letters.

- The Delta State University Department of Music will present YOUR NAME in his/her junior/senior YOUR INSTRUMENT recital on DAY, MONTH, DATE, YEAR, at TIME am/pm in the Recital Hall of the Bologna Performing Arts Center. The recital is free and open to the public.
- Mr./Ms. YOUR LAST NAME, a junior/senior YOUR INSTRUMENT major from YOUR HOMETOWN, STATE, is the son/daughter of YOUR PARENTS' NAMES. He/She studies with YOUR APPLIED FACULTY'S NAME, TITLE at Delta State University. Since entering DSU in YEAR, he/she has been involved with DSU Chorale, etc. /performed with the DSU Wind Ensemble, etc. YOUR ACCOMPLISHMENTS HERE (e.g. MMTA competitions, NATS competitions).

Mr./Ms. YOUR LAST NAME will be performing compositions by COMPOSERS' LAST NAMES.

You are welcome to include:

- your musical background (how you began your music studies)
- musical activities in which you have involved (e.g. choir, marching band)
- your accomplishments at the previous school (e.g. Community College)
- award/honor that you have received during your studies at DSU
- membership (e.g. Mu Phi Epsilon, Phi Mu Alpha Sinfonia)

Step 8:	<ul> <li>Perform a pre-recital jury.</li> <li>Bring three copies of your recital program and program notes to the jury. Use an asterisk * to identify your self-prepared piece.</li> </ul>
Step 9:	<ul> <li>□ Your professor will tell you the result of the pre-recital jury.</li> <li>□ Inform your collaborator(s) of the result (if you passed the jury).</li> <li>□ If you pass the jury, reserve the Recital Hall for your dress rehearsal, if you have not done so yet (please see Step 5).</li> </ul>
Step 10	☐ If you still plan to have a reception after your recital, contact Mu Phi Epsilon at least one week in advance. As in Step 7, they require one week's notice on the money needed to purchase the supplies. ☐ If the reception will be in Tims Gallery (the lobby area of the Recital Hall), complete and submit a Bologna Performing Arts Center User Agreement at least two weeks prior to the scheduled event. These agreements are found in the music office.
Step 11	☐ Schedule 1-2 rehearsals before the dress rehearsal with your collaborators.
Step 12	☐ Email the collaborative faculty pianist_your program at least six days before your recital. ☐ Email the music office your program notes for printing.
Step 13	☐ Have a dress rehearsal.  Please read the note regarding your responsibility on the set up above (Step 5).
Step 14	☐ Perform a successful recital.
Step 15	<ul> <li>□ Your professor will tell you the result of the recital.</li> <li>□ Etiquette: Take all things that you used for your recital, such as scores, programs, water bottles, Kleenex, etc. with you or put them in the trash can.</li> </ul>

(September 2010)

Transfer Credit at Delta State University Department of Music

The Mississippi CC Articulation Agreement states that 4-year institutions will accept: Music Theory MUS 1211, 1214, 1221, 1224 - 10 hours (8 hours needed at DSU) Music Survey MUS 1123 - 3 hours
Piano MUA 1511, 1521, 2511, 2521- 4 hours
Applied Major - 8 hours
Ensemble - 4 hours

The Grade of C is required in all music classes to count towards graduation and transfer—if not, the course or a similar course must be taken again at DSU. This also applies to pre-requisites for course sequences.

Transfer	CC Course Numbers	DSU Degree Requirement
Articulation	MUS 1011 1021 2011 2021	NATIO 1040 1144
4 semesters of	MUS 1911, 1921, 2911, 2921	MUS 104 0 credit 4 semesters
Recital	Recital 1 credit each	3.07.10.5.3.6.1.3.1.1.1.1.1.1.1.1.1.1.1.1.1.1.1.1
3 hours of Music	MUS 1123 Survey of Music	MUS 105 Music Literature
Literatrue	Literature (ONLY)	F 11 > FYG 1 FO (1 FO 0 ) 1
8-10 hours of	MUS 1214, 1224, Music Theory I	Fall-MUS 150/152 –3/ 1
freshman theory	and II - 4 hours each	Spring-MUS 151/153 – 3/1
	MUS 1211 and 1221 Music Theory	
	Lab I and II (1 hour each) may	
	be included respectively at	
	some CC to satisfy MUS 152,	
0 1 77	153	II. 6 MAY 050 051
Sophomore Theory	Not required to accept	credits for MUS 250, 251,
	MUS 2214, 2224 Music Theory III	252, 253, may be
	and IV 4 hours each	accepted after sophomore
		music theory validation
4.1	MUA 1511 1521 2511 2521	exam
4 hours of group	MUA 1511, 1521, 2511, 2521	MUS 107, 108, 207, 208 – 1
/class piano	Class Piano <b>Brass</b> MUA 1172, 1182, 2172,	hr. each Sub for AMU 151, 161, 171,
8 hours of applied major @ 2	2182	181, 191
hours each-4	2182	181, 191
semesters:		
schiesters.	Percussion MUA 1472-1482-	Sub for AMU 110
	2472-2482	Sub for AMO 110
	Piano MUA 1572-1582-2572-2582	Sub for AMU 135
	Voice MUA 1772-1782-2772-2782	Sub for AMU 185
	Woodwinds MUA 1872-1882-	Sub for AMU 101, 111, 121,
	2872-2882	131, 141
4 hrs of a major	MUO 1111, 2111 Band	MUS 145 Marching Band
ensemble (4	11100 1111, 2111 Dana	1 hr. 2 <b>fall semesters</b>
semesters – 1		I III. Z IMI DOMESTO
each)		
/	MUO 1121, 2121 Band	MUS 146 Wind Ensemble
		1 hr. 2 spring semesters
	MUO 1211, 2211 Choir	MUS 138 or 140 Chorale
	,	− 1 hr. 2 <b>fall semesters</b>
	MUO 1221, 2221 Choir	MUS 139 or 141 Singers
		1 hr. 2 spring semesters

Learning Outcome Assessment Plan for the Bachelor of Arts Degree in Music

Learning Outcome	Data Collection and Analysis
What should a graduate in this major know, value, or be able to do at graduation and beyond?	What assessment tools and/or methods will you use to determine achievement of
	the learning outcome?
Students will understand, interpret, recognize visually and aurally, analyze,	Aural Skills Assessment
and apply the materials of music, including compositional devices of the common practice period and of the 20 <sup>th</sup> and 21 <sup>st</sup> century.	Theory Mus 250 analysis paper Theory 251 Final Exam
	MUS 150, 151, 152, 153, 250, 251, 252, 253, 107, 108, 207, 208
Students will recognize, discuss, and contextualize genres, eras, musicians,	Research papers MUS 301, 302
and significant representative works from the Western musical canon.	Writing assignments MUS 105
	Major comprehensive exams 301, 302, 105
	Recital Program notes
	MUS 105, 301, 302
Students will develop advanced musicianship, interpretive, and technical skills through the study, preparation and performance of a variety of	Barrier Exam for 300 level
standard solo and ensemble repertoire.	AMU
Students will develop, organize, document, and present a project synthesizing their musical and interdisciplinary studies.	Capstone
synthesizing their musical and interdisciplinary studies.	MUS 490

# Learning Outcome Assessment Plan for the Bachelor of Music Degree

Learning Outcome  What should a graduate in this major know, value, or be able to do at graduation and beyond?	Data Collection and Analysis What assessment tools and/or methods will you use to determine achievement of
graduation and beyond.	the learning outcome?
Students will understand, interpret, recognize visually and aurally, analyze,	
and apply the materials of music, including compositional devices of the	Theory 251 final
common practice period and of the 20 <sup>th</sup> and 21 <sup>st</sup> century.	Aural Skills Assessment
	Major field test Theory Mus 250 analysis paper
	Orchestration final project
	Piano proficiency
	MUS 150, 151, 152, 153, 250, 251, 252,
	253, 350, 450, 107, 108, 207, 208, 300
Students will recognize, discuss, and contextualize genres, eras, musicians,	Form paper
and significant representative works from the Western musical canon.	Research papers MUS 301, 302
	Writing assignments MUS 105 Major comprehensive exams 301, 302,
	105
	Major Field test
	Recital Program notes
	MUS 105, 301, 302, 450 AMU 300, 450
Students will develop advanced musicianship, interpretive, and technical	Junior and Senior Recitals
skills through the study, preparation and performance of a variety of	
standard solo and ensemble repertoire.	AMU 300, 450

Students will arrange and create musical works for a variety of sound	Orchestration Final Project
sources.	N 1110 250
	MUS 350
Students will successfully demonstrate conducting and rehearsal techniques and score study skills.	MUS 309, 310, 311
Students will develop familiarity with pedagogical resources, teaching techniques, and representative repertoire in their areas of concentration.	Teaching demonstrations

# Learning Outcome Assessment Plan for the Bachelor of Music Education Degree

Learning Outcome What should a graduate in this major know, value, or be able to do at graduation and beyond?	Data Collection and Analysis  What assessment tools and/or methods will you use to determine achievement of the learning outcome?  Describe how the data from these tools and/or methods will be collected. Explain the procedure to analyze the data.
Students will understand, interpret, recognize visually and aurally, analyze, and apply the materials of music, including compositional devices of the common practice period and of the 20 <sup>th</sup> and 21 <sup>st</sup> century.	Form paper Theory 251 final Aural Skills Assessment Major field test Theory Mus 250 analysis paper Orchestration final project Piano proficiency Praxis  MUS 150, 151, 152, 153, 250, 251, 252, 253, 350, 450, 107, 108, 207, 208, 300
Students will recognize, discuss, and contextualize genres, eras, musicians, and significant representative works from the Western musical canon.	Form paper Research papers MUS 301, 302 Writing assignments MUS 105 Major comprehensive exams 301, 302,105 Major Field test Praxis Recital Program notes  MUS 105, 301, 302, 450 AMU 450
Students will develop advanced musicianship, interpretive, and technical skills through the study, preparation and performance of a variety of standard solo and ensemble repertoire.	Senior Recitals AMU 450
Students will plan, implement, and assess instruction for diverse student populations at elementary and secondary levels.	MUS 388, CUR 488/490, CUR 498 Internship
Students will arrange and create musical works for a variety of sound sources.	Orchestration Final Project  MUS 350

Students will successfully demonstrate conducting and rehearsal techniques and score study skills.	MUS 309, 310, 311
Students will develop familiarity with pedagogical resources, teaching techniques, and representative repertoire in their areas of concentration.	CUR 498 Internship

Updated Fall 2012

# **DSU Roberts-LaForge Library Information**

http://library.deltastate.edu

#### Access

http://www.deltastate.edu/pages/3459.asp

• Off-campus <a href="http://ezproxy.deltastate.edu:2048/login">http://ezproxy.deltastate.edu:2048/login</a>

## **FAQ**

http://www.deltastate.edu/pages/3555.asp

#### **Policies**

http://www.deltastate.edu/pages/3554.asp

- Policy Regarding Children
- Circulation Policies
- Computer Use Policy
- Delta Area Teachers
- Photocopying Policy

DSU Library Catalog <a href="http://merlin.deltastate.edu/uhtbin/cgisirsi.exe/x/0/0/49?user\_id=GUEST">http://merlin.deltastate.edu/uhtbin/cgisirsi.exe/x/0/0/49?user\_id=GUEST</a>

Instructional Resources Center (IRC) -music scores, recordings, DVDs, video

http://www.deltastate.edu/pages/734.asp

- Collections <a href="http://www.deltastate.edu/pages/737.asp">http://www.deltastate.edu/pages/737.asp</a>
- Equipment/technology <a href="http://www.deltastate.edu/pages/740.asp">http://www.deltastate.edu/pages/740.asp</a>
- Circulation Policiees <a href="http://www.deltastate.edu/pages/4925.asp">http://www.deltastate.edu/pages/4925.asp</a>
- Operation and Staff <a href="http://www.deltastate.edu/pages/741.asp">http://www.deltastate.edu/pages/741.asp</a>

## **Library Guide for Music Holdings**

http://www.deltastate.edu/docs/library/music.pdf (in 2012-2013 Student Handbook)

## **DSU Print Journals - Music**

http://www.deltastate.edu/pages/898.asp#Music

## **DSU E-Journals**

http://atoz.ebsco.com/Titles/K11083?lang=en&lang.menu=en&lang.subject=en

## **Electronic Databases**

 Naxos Music Library (DSU Access) Keyword search, Disc, composition title, composer or artist and listen to their works.

http://deltastate.naxosmusiclibrary.com/

o **Music Index** (1979- ) A subject-author index to historiographic, ethnographic, and musicological data in music periodical literature.

 $\frac{http://web.ebscohost.com/ehost/search/advanced?sid=0ca633d8-761f-4a6a-a079-64ba4dfc79df\%40sessionmgr111\&vid=1\&hid=114$ 

## **Library Instruction and Tours**

http://www.deltastate.edu/pages/3553.asp

## **Distance Education Services for Students**

http://www.deltastate.edu/pages/5081.asp