

Austin Peay State University
Department of Music

in cooperation with the
College of Education

M*E*S*H*

Music Education Student Handbook

Draft: Fall 2011

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Coordinator of Music Education

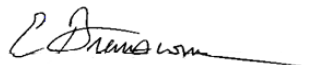
Introduction

Greetings and welcome to the Music Education program at Austin Peay State University. We are excited that you have chosen to major in music education at APSU. Music Education is a challenging and rewarding career in which highly qualified professionals have the opportunity to continue their own creative endeavors as musicians, while providing a solid musical foundation and instilling a life-long love of music in their students. It is our goal to challenge you to grow personally, musically, and professionally as a music education major, and as you begin what we hope will be a successful and long-lasting career as a music educator.

This handbook was created to help you understand the course requirements and general expectations of the Music Education program at APSU. This handbook also serves as a resource for many of the forms that you will need throughout your coursework. While most of these forms are available online, it is also helpful to have a hard copy for your records.

As you read through this information, remember that it was intended to be a guide for you over the next four or more years of your coursework. As you progress through your coursework, you will be reintroduced to each component described in this handbook in the appropriate courses. In the meantime, please do not hesitate to contact your advisor, or any of the music education faculty if you have any questions.

Sincerely,



E. Branscome
Coordinator of Music Education
Austin Peay State University

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Section 1:

Introduction and Overview

Answers to Common Questions Concerning a Degree in Music Education

What does it mean to be a music education major?

Music teachers are both professional educators and professional musicians. Therefore your course work will prepare you to be a competent educator and exceptional vocalist or instrumentalist. Specifically, your major field of study (music) will be accompanied by a minor in professional education. Upon successful completion of your course work and additional requirements, you will be awarded a Bachelor of Science in Music Education or a Bachelor of Arts in Music Education, and an all-level music teacher certification from the state of Tennessee. Although you may have specific career goals as an elementary music specialist or secondary ensemble director, you will be trained and certified to do both.

What can I do with a degree in music education?

A Music Education Degree prepares students to teach music in a variety of settings and to students of all ages. Music Education graduates typically pursue careers as:

- Pre-school Music Teachers
- Elementary/General Music Teachers
- Choral Directors (Middle School or High School)
- Band Directors (Middle School or High School)
- Orchestra Directors (Middle School or High School)
- Private Studio Instructors
- Professional Performers

Many of our graduates also pursue graduate degrees in music education, performance, or other professional music endeavors.

In addition to the course work, what is required of music education majors?

Additional requirements are described in Section 2 of this packet. Additional information will be provided by your advisor, and course instructors.

What do you recommend to people considering an alternative licensure?

Alternative licensure was originally designed for seasoned professionals in high-demand areas (sciences, math, and languages) to become educators without returning to college as a traditional student. Over the years, many traditional college students began to use alternative licensure as a way of graduating earlier, trying to avoid certain requirements of the traditional teacher certification process.

We strongly discourage students from pursuing alternative licensure for three main reasons. First, *No Child Left Behind* (2002) legislation clearly defined what it means to be a “highly qualified” teacher. Alternative licensure does not meet the requirements of NCLB, placing teachers with an alternative license at a significant disadvantage.

Second, recent research reported that a significant number of alternatively-licensed teachers either quit or are fired within the first few years of teaching because they do not know how to teach and they cannot handle classroom management.

Finally, many school administrators have begun to notice professional shortcomings of alternatively-certified teachers and no longer consider them as viable job candidates. Some states have even enacted laws discouraging the hire of alternatively certified teachers.

Our advice is to get the appropriate degree and certification. You will be a much more likely to get the job you want, and enjoy a successful career in music education.

When I graduate, will I automatically become certified to teach?

APSU can only provide a music education degree to students who have successfully completed the course requirements. The teacher licensure (certification) is offered by the Tennessee Department of Education. To obtain the certification, you must pass the required Praxis exams described above. Your education and music education faculty will walk you through the entire process when you reach the right point in your degree.

Should I get a music education degree in Tennessee if I plan to live in another state?

Yes, most states offer “reciprocity” for teacher certification, meaning that they will accept teaching licenses from other states. Based on where you live, you may be required to take a different exam within a given timeframe. At the very least, you will have the necessary degree and credentials to be hired in another state.

Can I graduate in four years?

Although some students take five years to complete their coursework, a four-year degree is manageable. APSU provides a four-year plan of study (enclosed in this handbook) that includes a final semester of student teaching. When you enroll, you will be provided with a faculty advisor in the music department who will work with you to enroll in the appropriate courses you need to graduate on time. Graduating in four years assumes that you take the courses in the order in which they are suggested and that you successfully complete each course on your first attempt.

If I don't want to teach for a living, should I get a music education degree as a safety net?

A music education degree opens the doors to many opportunities in music. While we do not view teaching as a "fall-back" position, the options are there for those who seek them. In addition, we have found that many who seek other degrees in music (performers, composers, directors) often find themselves teaching at some point in their careers. It is best to be prepared.

Meet the Music Education Faculty

Dr. Eric E. Branscome

Degrees held:

Coordinator of Music Education, Assistant Professor of Music

Ph.D. Music Education, University of North Texas

M.M. Horn Performance, Northwestern University

B.M. Stephen F. Austin State University (*Summa Cum Laude*)

Courses taught:

MUS 2240 Foundations of Music Education

MUS 3255 General Music Methods

MUS 3252 Secondary Music Methods and Humanities

MUS 5050 Seminar in Music Education

Music Clinical Teacher Supervision

Dr. Korre D. Foster

Degrees held:

Director of Choral Activities, Assistant Professor of Music

D.M.A. Choral Conducting, University of Miami

M.M. Choral Conducting, University of Arizona

B.A. French Education, Millikin University

B.M. Music Education, Millikin University

Courses taught:

MUS 4380 Choral Techniques

MUS 4390 Choral Literature

Music Clinical Teacher Supervision

Ensembles: *University Choir, Chamber Singers,
Governors Singers*

Mr. John P. Schnettler

Degrees held:

Associate Director of Bands, Assistant Professor of Music

D.M.A. (in progress) Music Education, University of Georgia

M.M. Conducting, University of South Florida

M.A. Music Education, University of South Florida

B.M.E. Music Education, University of Central Florida

Courses taught:

MUS 4240 Marching Band Techniques

MUS 4260 Materials and Techniques for Instrumental Instruction

Music Clinical Teacher Supervision

Ensembles: *Governors Own Marching Band, Pep Band,
Symphonic Band*

Dr. Gregory Wolynech

Degrees held:

Director of Bands and Orchestras, Associate Professor of Music

D.M.A. Instrumental Conducting, Michigan State University

M.M. Instrumental Conducting, Michigan State University

B.M. Music Education & Clarinet Performance, SUNY Potsdam

Courses taught:

Graduate and undergraduate conducting, orchestration, and
Instrumental music education

Ensembles: *Wind Ensemble, Symphony Orchestra,
Gateway Chamber Orchestra*

Section 2:
Advising and Program Requirements

Semester-by-Semester Plan: Vocal/Choral Track

**Students should enroll in 7 semesters of MUS 1060 Recital Attendance*

Freshman Year					
Fall			Spring		
APSU 1000	Liberal Arts Univ.	1	MUS 1190	Theory 2	3
MUS 1180	Theory 1	3	MUS 1195	Aural Skills 2	1
MUS 1185	Aural Skills 1	1	MUS 1XX0	Individual Instruction	1
MUS 1XX0	Individual Instruction	1	MUS 1XX0	Choral Ensemble	1
MUS 1XX0	Choral Ensemble	1	ENGL 1020	English Composition	3
ENGL 1010	English Composition	3	COMM 1010	Fund. of Public Speaking	3
MUS 11XX	Class Piano or Ind. Piano ½ hr.	1	MUS 1250/X500	Class Voice or Choir	1
MATH XXXX	Math Core	3	HIST XXXX	History Core	3
MUS 1970	Intro to Music Lit.	3			
	TOTAL	17		TOTAL	16

**Students should attempt Praxis 1 during the Freshman year*

Sophomore Year					
Fall			Spring		
MUS 2180	Theory 3	3	MUS 2190	Theory 4	3
MUS 2185	Aural Skills 3	1	MUS 2195	Aural Skills 4	1
MUS 1XX0	Individual Instruction	1	MUS 1XX0	Individual Instruction	1
MUS 1XX0	Choral Ensemble	1	MUS 1XX0	Choral Ensemble	1
PSY 1010	General Psych.	3		Social Science Core	3
ENGL 2030	English Literature	3		Natural Science Core	4
MUS 2240*	Found. of Music Ed.	2	MUS 3160	Intro to Music Tech	3
	Humanities Core	3			
	TOTAL	17		TOTAL	16

**Students will complete Milestone I in MUS 2240*

Students will complete the Junior Level Hearing at the end of the Sophomore year

Junior Year					
Fall			Spring		
MUS 3XX0	Individual Instruction	2	MUS 3XX0	Individual Instruction	2
MUS 3XX0	Choral Ensemble	1	MUS 3XX0	Choral Ensemble	1
EDUC 3070	Instructional Strategies	3		Natural Science Core	4
MUS 3010	Music History	3	HIST	History Core	3
MUS 4810	Orchestration	2	MUS 3810	Choral Conducting	2
MUS 3800	Basic Conducting	2	MUS 3020	Music History	3
MUS 4390	Choral Literature	3	MUS 4380	Choral Techniques/Methods	3
	TOTAL	16		TOTAL	18

** Students will complete Milestone II in EDUC 3070*

Praxis 1 must be completed prior to or during Milestone II

Senior Year					
Fall			Spring		
MUS 3XX0	Individual Instruction	2	EDUC 4X10	Clinical Teaching (Elementary)	5
MUS 3XX0	Choral Ensemble	1	EDUC 4X10	Clinical Teaching (Secondary)	5
EDUC 4080*	Classroom Org and Mgt	3	EDUC 4950	Student Teaching Seminar	2
PSY 3130	Intro to Ed Psych	3		TOTAL	12
SPED 3000	Intro to Special Education	3			
EDUC 4160	Teaching Diverse Students	3			
MUS 4930	Senior Recital	0			
MUS 3255	General Music Methods	2			
	TOTAL	17			

**Students will complete Milestone III in EDUC 4080 (Residency 1)*

Milestone III includes the Praxis (PLT and Music) exams

Students should enroll in only one large ensemble in Residency 1

Students will complete Milestone IV in Residency 2 (Clinical Teaching)

Students will take the Senior Exam during the Senior Year

Semester-by-Semester Plan: Instrumental Track

**Students should enroll in 7 semesters of MUS 1060 Recital Attendance*

Freshman Year					
Fall			Spring		
APSU 1000	Liberal Arts Univ.	1	MUS 1190	Theory 2	3
MUS 1180	Theory 1	3	MUS 1195	Aural Skills 2	1
MUS 1185	Aural Skills 1	1	MUS 1XX0	Individual Instruction	1
MUS 1XX0	Individual Instruction	1	MUS 1XX0	Instrumental Ensemble	1
MUS 1XX0	Instrumental Ensemble	1	ENGL 1020	English Composition	3
ENGL 1010	English Composition	3	COMM 1010	Fund. of Public Speaking	3
MUS 11XX	Class Piano or Ind. Piano ½ hr.	1	MUS 1250/X500	Class Voice or Choir	1
MATH XXXX	Math Core	3	HIST XXXX	History Core	3
MUS 1970	Intro to Music Lit.	3			
	TOTAL	17			TOTAL 16

**Students should attempt to take Praxis 1 during the Freshman year*

Sophomore Year					
Fall			Spring		
MUS 2180	Theory 3	3	MUS 2190	Theory 4	3
MUS 2185	Aural Skills 3	1	MUS 2195	Aural Skills 4	1
MUS 1XX0	Individual Instruction	1	MUS 1XX0	Individual Instruction	1
MUS 1XX0	Instrumental Ensemble	1	MUS 1XX0	Instrumental Ensemble	1
PSY 1010	General Psych.	3		Social Science Core	3
ENGL 2030	English Literature	3		Natural Science Core	4
MUS 2240*	Found. of Music Ed.	2	MUS 3160	Intro to Music Tech	3
	Humanities Core	3			
	TOTAL	17			TOTAL 16

**Students will complete Milestone I in MUS 2240*

Students will complete the Junior Level Hearing at the end of the Sophomore year

Junior Year					
Fall			Spring		
MUS 3XX0	Individual Instruction	2	MUS 3XX0	Individual Instruction	2
MUS 3XX0	Instrumental Ensemble	1	MUS 3XX0	Instrumental Ensemble	1
EDUC 3070	Instructional Strategies	3		Natural Science Core	4
MUS 3010	Music History	3	HIST	History Core	3
MUS 4810	Orchestration	2	MUS 3820	Instr. Conducting	2
MUS 3800	Basic Conducting	2	MUS 3020	Music History	3
MUS 42XX	Marching Band Tech, Symphonic Lit, or Guitar Ped	3	MUS 4260	Materials and Techniques for Instrumental Instruction	3
	TOTAL	16		TOTAL	18

** Students will complete Milestone II in EDUC 3070*

Praxis 1 must be completed prior to or during Milestone II

Senior Year					
Fall			Spring		
MUS 3XX0	Individual Instruction	2	EDUC 4X10	Clinical Teaching (Elementary)	5
MUS 3XX0	Instrumental Ensemble	1	EDUC 4X10	Clinical Teaching (Secondary)	5
EDUC 4080*	Classroom Org and Mgt	3	EDUC 4950	Student Teaching Seminar	2
PSY 3130	Intro to Ed Psych	3		TOTAL	12
SPED 3000	Intro to Special Education	3			
EDUC 4160	Teaching Diverse Students	3			
MUS 4930	Senior Recital	0			
MUS 3255	General Music Methods	2			
	TOTAL	17			

**Students will complete Milestone III in EDUC 4080 (Residency 1)*

Milestone III includes the Praxis (PLT and Music) exams

Students should enroll in only one large ensemble in Residency 1

Students will complete Milestone IV in Residency 2 (Clinical Teaching)

Students will take the Senior Exam during the Senior Year

Requirements Along the Way & Explanation of Fees

Freshman Year

Praxis I Exam

NOTE: *We recommend you take the Praxis I during your freshman or sophomore year. You are not required to take Praxis I as a freshman, but you will not be allowed to enroll in EDUC 3070 [usually taken in the sophomore or junior year] until you receive acceptable scores on Praxis I.*

Praxis Exams are administered by Educational Testing Services (ETS) and are required by the Tennessee Department of Education of all teacher candidates:

Praxis I is a college-entrance exam that assess competence in the areas of math, language, and reading comprehension. If you have taken the ACT, SAT, or GRE, you may be exempt from Praxis 1 if you have a minimum score of:

SAT:	1020
ACT:	22
GRE:	350 Verbal and 350 Quantitative

Praxis I minimum acceptable score for entry into the teacher education program are:

Reading:	174
Math:	173
Writing:	173

Praxis I may be taken at the Sylvan Learning Center in Clarksville, TN. Call 647-2003 for more information or to register for this exam.

Summary of Praxis Fees:

Registration fee (payable to E.T.S.)	\$50.00 (only charged once per year)
Praxis I:	\$40.00

For additional information, to check dates and deadlines, or to register for a Praxis Exam:

(PDF) <http://www.ets.org/Media/Tests/PRAXIS/pdf/01361.pdf>

[or] to check status, register or pay online: <http://www.ets.org/praxis>

Free study guides are available for Praxis I subjects <http://www.ets.org/praxis/prepare/materials>

- Once you select the test for which you wish to obtain materials, select “Free Test Preparation”

Financial Assistance for Praxis Exams

Students who demonstrate extreme financial need may be able to obtain financial assistance to register for the Praxis exam from:

Workforce Essentials / 110 Main Street / Clarksville, TN 37040-3236 / (931) 551-9110

Proficiency Exams: Typically during your first two years of study, you may attempt to pass proficiency exams (demonstrate competency) in the following areas:

- All music majors: Piano
- Instrumental Music Education Majors: Woodwind, Brass, Percussion, and String.

Students who do not attempt or do not pass the proficiency exam will be expected to take the required courses in each area where competency was not met.

Sophomore Year

In the sophomore year, you should take **MUS 2240 (Foundations of Music Education)**. This course will provide additional information regarding the sophomore-year requirements listed below.

Milestone I

Milestones: The milestones are a series of checklists documenting that you have met certain competencies that are required of professional educators. There are four milestones and each milestone is associated with a required course in the music education program. Milestone I is completed in MUS 2240 Foundations of Music Education as a pre-admission to the Teacher Education Program

The Milestone Review Criteria Checklist (page 22 of this packet) describes the requirements for each milestone. You will also receive additional information in each class related to the milestone process.

FEE: No fee

Dispositions

Students in initial licensure programs at Austin Peay State University are expected to demonstrate positive professional dispositions (characteristics or traits of effective teachers). These dispositions will be evaluated by university professors and classroom teachers during field experiences. Failure to do so may result in dismissal from the teacher education program. The dispositions are described on page 29 of this packet. You will be requested to sign a copy of this form in MUS 2240.

Field Experience

For many of the education and music education courses you will be assigned to a local school and will be required to complete a designated number of observation and/or teaching hours in your assigned school. The Coordinator of Clinical Teaching for the College of Education will assign your field experience placements for each class that includes this requirement.

At the conclusion of your observation hours you will need to complete a Field Experience Observation Reflection (page 27). At the conclusion of each teaching session, you will need to complete the Teaching Reflection Form (p. 29). Forms are also available on Livetext, and should be submitted to your livetext account for the respective class.

Field Experience placements will be made in
MUS 2240 Foundations of Music Education
MUS 3255 General Music Methods
EDUC 3070 Instructional Strategies
EDUC 4080 Classroom Management

FEE: No fee

Security Check

Before you can complete any field experience observations or teaching placements, you must complete a *Security Check Form* (page 26) and *Consent for Criminal Records Check by the Tennessee Bureau of Investigation and the Federal Bureau of Investigation* (available from the College of Education).

The security check is completed in MUS 2240 (Foundations of Music Education) and is valid until you graduate unless you withdraw from the university and return at a later date.

FEE: \$40.00 for fingerprinting services.

Livetext

Livetext is an online document database used by the APSU College of Education to monitor your progress, and document that you have met the APSU Teacher Education Standards. In several Education and Music Education courses, you will complete assignments that are designated as Key Assessments. All Key Assessments should be submitted to your Livetext account. A committee will review your Livetext account for Milestone III and IV.

You will obtain a Livetext account in MUS 2240, and keep this account until you graduate. There are two methods for obtaining an account:

1. Purchase a CD from the APSU bookstore that will install this service to your computer.
2. [OR] go directly to the Livetext website (www.livetext.com) to purchase an account.

FEE: \$105 for a Livetext subscription

Junior Level Hearing:

At the end of your sophomore year, you will complete a jury that ensures you are ready for upper-level music performance study. Your private lessons instructor(s) will guide you through this process. Additional information is available in the current Undergraduate Bulletin.

Junior Year

In the junior year, you should take **EDUC 3070 (Instructional Strategies)**. During this course, you will continue to use Livetext, and will complete additional field experience hours. You will also complete Milestone II as formal admission to the Teacher Education Program. Milestone II criteria are described on page 22 of this packet. *You will not be allowed to enroll in EDUC 3070 until you receive acceptable scores on Praxis I.*

Senior Year

First Semester

Residency 1 requirements are usually fulfilled in the seventh semester (the first semester of your senior year). During this semester, you will only be permitted to enroll in EDUC and MUS courses that are scheduled to compensate for the Residency 1 program (see your degree plan in this handbook for specific courses). Each course will be taught in a condensed, 10-week format. For the remaining five weeks of the semester, you will be assigned to a local school to complete an extended field-experience placement.

Praxis 2 is the teacher licensure exam for teacher candidates in the state of Tennessee. Students typically take Praxis 2 in EDUC 4080 (Classroom Management) during the semester prior to student teaching. Praxis 2 measures your knowledge and skill as an educator and as a musician.

Praxis 2 is divided into 2 sections:

Principles of Learning and Teaching (PLT / multiple choice)

(Covers classroom management, educational psychology, special education, pedagogy, and instructional planning)

Music: Concepts and Processes (writing a music lesson plan)

Content Knowledge: Listening Portion (multiple choice)

Written Portion (multiple choice)

Minimum passing scores for each section of Praxis 2 are

PLT	158
Music Concepts and Processes	145
Music Content Knowledge	150

You will not be permitted to student teach until and unless you receive passing scores on Praxis 2. Minimum passing scores for Praxis 2 are:

For additional information, to check dates and deadlines, or to register for a Praxis Exam:

(PDF) <http://www.ets.org/Media/Tests/PRAXIS/pdf/01361.pdf>

[or] to check status, register or pay online: <http://www.ets.org/praxis>

For music test information including study guides and sample questions:

- Music Concepts and Processes (PDF):
<http://www.ets.org/Media/Tests/PRAXIS/pdf/0111.pdf>
- Music Content Knowledge (PDF):
<http://www.ets.org/Media/Tests/PRAXIS/pdf/0113.pdf>

To obtain official Praxis Study Materials

1. Go to <http://www.ets.org/praxis>
2. Click on Get Official Praxis test prep
3. Select the test for which you wish to obtain materials

Praxis 2 Fees

Praxis PLT:	\$90.00
Praxis Music Concepts & Processes:	\$80.00
Praxis Music Content Knowledge:	\$80.00

Milestone III:

You will complete Milestone III during EDUC 4080 (Classroom Management) as admission to the Clinical Teaching (Student Teaching) semester. Milestone III criteria are described on page 22 of this packet.

Second Semester (of Senior Year)

Residency 2 (Clinical Teaching [formerly referred to as “student teaching”]) requirements are fulfilled in the final semester. In this semester, you will be assigned to a local school and will teach under the guidance and supervision of your campus mentor

(the music teacher on the campus where you have been assigned) and a university mentor (APSU music education faculty). You will also attend student-teaching seminars one afternoon each week with other student teachers and your university mentor.

Music students will complete half of the clinical teaching semester on an elementary campus, and the second half in either a middle school or high school setting.

Liability Insurance: All Clinical Teachers must obtain a liability insurance policy through the Office of Clinical Teaching.

FEE: \$35.00

Milestone IV: You will complete Milestone IV during the Residency 2 semester. Milestone IV criteria are described on page 22 of this packet.

Senior Exam (graduating exam)

The Senior Exit Exam (**California Critical Thinking Skills Test (CCTST)**) is intended for use by colleges and universities in assessing the effectiveness of their general education programs to improve the quality of instruction and learning

(excerpted from <http://www.apsu.edu/ire/senior-exam-faq>)

- Contact your advisor, e-mail ire@apsu.edu, call 221-6184, or visit the website <http://www.apsu.edu/ire/senior-exam> for more information.

Rotating Music Courses

The music courses listed below are offered on a limited basis. Check this schedule and check with your advisor each semester to ensure you enroll in the courses you need when they are offered.

Course Number	Course Title	Schedule
MUS 1600/3600	Symphonic Band	Spring
MUS 1630/3630	Marching Band	Fall
MUS 1180	Theory 1	Fall
MUS 1185	Aural Skills 1	Fall
MUS 1190	Theory 2	Spring
MUS 1195	Aural Skills 2	Spring
MUS 2180	Theory 3	Fall
MUS 2185	Aural Skills 3	Fall
MUS 2190	Theory 4	Spring
MUS 2195	Aural Skills 4	Spring
MUS 2240	Foundations of Music Education	Fall
MUS 3010	Music History	Fall
MUS 3020	Music History	Spring
MUS 3252	Secondary Music Methods/Humanities	Spring
MUS 3255	General Music Methods	Spring
MUS 3800	Basic Conducting	Fall
MUS 3810	Choral Conducting	Spring
MUS 3820	Instrumental Conducting	Spring
MUS 3860	Guitar Pedagogy	Spring Even
MUS 3890	Brass Group Instruction	Spring Even
MUS 3900	Percussion Group Instruction	Fall Odd
MUS 4240	Marching Band Techniques	Fall
MUS 4260	Materials and Techniques for Instrumental Instruction	Spring
MUS 4270	Vocal Pedagogy	Spring
MUS 4280	Piano Pedagogy	As needed
MUS 4310	Survey of Piano Literature	As needed
MUS 4320	Guitar Literature	Spring Odd
MUS 4370	Art Song Literature	Fall Odd
MUS 4380	Choral Techniques	Fall Odd
MUS 4390	Choral Literature	Fall Even
MUS 4420	Symphonic Literature	Spring Even
MUS 4790	Fute/Double Reed Group Instruction	Fall Even
MUS 4800	Clarinet/Sax Group Instruction	Spring Odd
MUS 4810	Orchestration	Fall
MUS 4890	String Group Instruction	Fall Odd

Additional Opportunities for Music Education Majors

There are a number of additional opportunities for music education majors. The music education faculty encourage you to become actively involved in one or more of the following areas to prepare you for your careers and to help you become a more desirable job candidate:

1. The APSU Community School of the Arts (located in the Music and Mass Communications Building) commonly uses APSU music majors to teach private and group lessons, and conduct ensembles. Students typically range in age from pre-school to adult beginners. Contact the CSA office for more information on how to become involved.
2. National Association for Music Education Collegiate (formerly MENC). This is the division of NA ME for college music students. Joining this organization provides access to a number of invaluable online and print resources for music majors. In addition, when you begin applying for jobs, administrators will want to see that you are already involved in your profession. For more information or to join NAFME Collegiate, see the Coordinator of Music Education or go to <http://www.menc.org/gp/menc-collegiate-home>
3. Summer Music Camps: Local music educators (usually marching band directors) commonly hire music education majors as marching or sectional techs. Summer music camps around the country also employ college music and music education majors as camp counselors, dorm assistants, or instructors. Information will be posted throughout MMC when it is available.
4. The APSU Music Education division has established a partnership with the APSU Child Learning Center (CLC). Music education majors and performing ensembles are periodically needed on Friday mornings (9:00 – 9:30) to lead songs, demonstrate instruments, or perform age-appropriate music to the CLC students. Contact the Coordinator of Music Education for more information.
5. The APSU Music Education division has established a partnership with the Clarksville-Montgomery County Library. Music education majors and performing ensembles are periodically needed on the first Tuesday of every month (4:30 to 5:30) to lead songs, demonstrate instruments, or perform age-appropriate music. Contact the Coordinator of Music Education for more information.



Section 3:

Key Assessments for Music Education Milestones

Overview of APSU Teacher Education Standards

The APSU College of Education has adopted seven **Teacher Education Standards**. These standards are measured through Key Assessments (specific course assignments that are submitted to Livetext) through the Milestone process. This page outlines the music course assignments that should be submitted to Livetext for Milestone reviews. See your course instructors, or the Coordinator of the Music Education Program for additional information.

Artifacts for Key Assessments

All Programs

- | | |
|-----------------|--|
| <u>MUS 2240</u> | Foundations of Music Education <ul style="list-style-type: none">▪ Research Paper▪ Written Philosophy of Music Education▪ Field Experience Observation/Reflection (4 hours) |
| <u>MUS 3160</u> | Introduction to Music Technology <ul style="list-style-type: none">▪ Word Assignment▪ Finale Assignment▪ HTML Assignment▪ MIDI Assignment |
| <u>MUS 3255</u> | Elementary/General Music Methods <ul style="list-style-type: none">▪ Excel Grade book▪ Lesson Plan▪ Formative/Summative Assessment Assignment▪ Alternative Assessment Assignment▪ Orff Arrangement▪ Field Experience Observation/Reflection (4 hours) |

Vocalists

- | | |
|----------|--|
| MUS 4380 | Choral Techniques <ul style="list-style-type: none">▪ Rehearsal Simulation▪ Choral Tone▪ Test▪ Audition Criteria Assignment |
|----------|--|

Instrumentalists

- | | |
|----------|--|
| MUS 4260 | Materials and Techniques <ul style="list-style-type: none">▪ Band Handbook / Syllabus▪ Four Year Literature Plan▪ Lesson Plan |
| MUS 4240 | Marching Band Techniques <ul style="list-style-type: none">▪ Pyware Assignment▪ Finale Assignment (arranging a popular song for athletic band)▪ Excel Assignment (budget for high school band program) |

The APSU College of Education Teacher Education Standards

STANDARD ONE: PROFESSIONAL GROWTH AND DEVELOPMENT

- Candidates are reflective practitioners who continually evaluate the effects of their choices and actions on others, who actively seek out opportunities to grow professionally, and who effectively communicate with students, parents, colleagues, and others.

STANDARD TWO: KNOWLEDGE OF INSTRUCTION

- Candidates plan instruction based upon knowledge of subject matter, students, the community, and curriculum goals and use a variety of instructional strategies to encourage development of critical thinking, problem solving and performance skills in students.

STANDARD THREE: KNOWLEDGE OF ASSESSMENT AND EVALUATION

- Candidates know, understand and use formal and informal assessment strategies to evaluate and ensure the continuing, intellectual, social and physical development of the learner.

STANDARD FOUR: KNOWLEDGE OF STUDENTS

- Candidates understand the diverse needs of students and that students differ in their approaches to learning. They can create learning opportunities that meet the needs of all students. They support students' intellectual, social and personal development.

STANDARD FIVE: KNOWLEDGE OF CLASSROOM MANAGEMENT

- Candidates use an understanding of individual and group motivation and behavior to create a learning environment that encourages positive social interaction, active engagement in learning and self-motivation.

STANDARD SIX: KNOWLEDGE OF TECHNOLOGY

- Candidates promote the equitable, ethical and legal use of technology resources and use technology and technology based resources to facilitate developmentally appropriate student learning, and to enhance their professional growth and productivity

STANDARD SEVEN: KNOWLEDGE OF CONTENT

- Candidates know, understand, and use the central concepts, tools of inquiry and structures of the discipline(s) they teach and can create learning experiences that develop student competence in the subject matter.

Milestone Review Criteria Checklist

Milestone	Date Met	Evaluation Criteria
Milestone I Pre- Admission Completed in MUS 2240		Minimum 2.5 GPA (undergraduate) 2.75 (MAT students)
		Minimum of 12 hours of undergraduate credit or 3 hours of graduate credit
		Completion of EDUC 2100/5500 or equivalent with C or better
		Evidence of Professional Dispositions
		Completion of Security Clearance by TBI/FBI
Milestone II Admission to Teacher Education Required prior to Residency I Completed in EDUC 3070		Minimum 2.75 GPA
		Minimum of "C" in Professional Minor courses
		Minimum of 45 hours if undergraduate or 9 hours if graduate student
		Minimum Praxis I (PPST Reading-174, Math & Writing-173, or ACT-22, SAT-1020)/GRE (Verbal-350 & Quantitative-350) score
		Successful Interview
		Evidence of Professional Disposition
		Completion of Security Clearance by TBI/FBI
Milestone III Admission to Clinical Teaching Required prior to Residency II Completed in EDUC 4080		Minimum 2.75 GPA
		Minimum grade of "C" in all professional Education courses
		Completion of all courses required for licensure
		Pass all required Praxis II exams
		Successful Mastery of Standards I-VII
		Evidence of Professional Dispositions
		Completion of Security Clearance by TBI/FBI
Milestone IV Licensure Completed in Student Teaching		Passing grades in both clinical placements.
		Successful completion of student teaching seminars.
		Completion of all licensure requirements
		Successful passage of all licensure exams
		Meets acceptable level for knowledge and skills identified for Milestone IV through approval of electronic portfolio (all scores must be passing, no unacceptables) or successful completion of Teaching Performance Assessment (TPA)
		Evidence of Professional Dispositions
	Completion of Security Clearance by TBI/FBI	

Lesson Plan Format

Lesson Description

Describe the topic of the lesson. Provide the context in which the lesson will be taught. What grade level? What type of school? What is the length of the lesson? What part of the school year will the lesson be taught? Help the reader understand what you will teach and to whom. Provide the demographics of the students in the class if this lesson is not part of a unit plan.

Standards

Provide the standards and performance indicators to be covered by this lesson.

Performance Objectives

Provide the objectives for this lesson. These must be measurable.

Assessment

Describe the form of assessment planned to measure each objective. Describe any modifications to the objectives that will be needed to meet the special needs of students.

Instruction

- **Part A: Introduction (also known as anticipatory set, bell ringer).**
Create a focus for students. The introduction should involve students and builds on prior knowledge.

- **Part B: Instruction**
Describe in detail the *differentiated* instructional strategies you will use to deliver the materials. This can be in the form of direct or indirect instruction.

- **Part C: Closure**
Describe what the teacher will do to bring closure to the lesson. Describe the activity or activities the students will complete as part of the lesson closure. How will you check for understanding? What will students do?

- **Part D: Modifications to instruction**
Identify ways to modify instruction and assessment for diverse students.

Materials

List all the materials, resources, and technology that will be used in the lesson.

Reflection

Provide a written reflection of your perceptions of the strengths and weaknesses of the lesson. What problems arose? What modifications would you make before you teach the lesson again?

APSU Standard Lesson-Plan Wording Suggestions for Music Education

Many of the courses that require students to write lesson plans are structured to encompass students from all disciplines. As a result, some lesson-plan components must be modified to attend to the unique traits of each discipline. Music teachers, for example, are not exempt from making modifications, differentiated instruction, and assessment. Rather, music teachers must document these and other requirements in a way that complies with policy and meets common requirements. The following statements have been approved for lesson-plans of music education majors:

- **Modifications:** Students with IEPs will be given assignments that have been modified to meet the written requirements for successful completion of this lesson plan (Preferential seating, teacher assistance, one-on-one instruction by aide, extra time to complete assignments).
- **Accommodations:** The individual activities of this lesson will be modified to meet the expectations and requirements as outlined in each students' IEP where necessary.
- **Differentiated Instruction:** All components of this lesson have been planned for differentiation and will be graded according to those standards. Each of the lesson components have been designed for various skill levels and musical development.
- **Attendance:** Statement: Attendance is taken at the beginning of the school day, and monitored throughout the day by the homeroom teacher.

Assessment

Assessment is another area where music educators must formally and tangibly document student growth, and mastery of course objectives. The following statements are included as suggestions for music education majors. Students completing lesson plans must decide which summative assessment measure is appropriate for a particular lesson and include the appropriate rubrics, documents, or other artifacts where needed.

- **Formative Assessment Statement:** The teacher constantly monitors student progress through informal classroom performances in group and solo settings, and adjusts instruction accordingly.
- **Summative Assessment** (sample activities):
 - **Elementary**
 - Singing games as assessments
 - Instrumental performance as assessments (recorder, percussion, guitar, etc...)
 - Worksheets
 - PTA performance programs
 - In-class performances / student-demonstrations
 - **Secondary:**
 - Chair tests
 - In-class formal performances
 - Submit recorded examples of etudes, solo literature, scales, excerpts from ensemble literature, all-state audition materials
 - **Artifacts:** Create a rubric of some kind to document whether the student has mastered a particular objective. These may include
 - Worksheets
 - Sample tests
 - A copy of the student's music with your notes/critiques of the student's performance
 - Practice logs (completed)
 - Formal rubrics

APSU Unit Plan

Unit Title and Grade Level

Provide the title of the unit and grade level. Also include the context in which the lesson will be taught to include what type of school; length of unit; and time of year. Provide the demographics of the students in the class.

State Standard(s)

List the state Content Standard(s).

Goals/Objectives

Goals are written as broad statements of expected learning. Objectives are written in measurable terms and linked to assessment. Instructor will clarify. (Note: consider including higher order of thinking skills)

Prerequisite Knowledge and Skills

Identify the specific prior knowledge and skills students should possess before this unit is taught. List the method to assess prerequisite knowledge and skills.

Unit Assessment(s)

List the appropriate summative assessment(s) that measures the objectives of the unit.

Scope and Sequence Chart

Provide an outline of the topics to be taught each day in the sequence they will be taught.

Unit Lessons

Attach individual lesson plans.

Unit Resources/Materials/Technology

List all materials, equipment, resources, websites, and technology to be used during the unit.

Unit Reflections: (Complete only if you actually taught the unit).

Based on student performance data received, provide a written summation of both positive and negatives associated with the unit. Describe the data collected to support this analysis. Do the data suggest the need for changes in the unit plan? How did the unit delivery differ from plans? Did the unit meet the instructional needs of all students? If yes, how? If no, what changes are needed next time?

Instructions for Obtaining Security Check for Field Placements

College of Education Austin Peay State University

Register online at www.L1enrollment.com or call 855-226-2937. Do the following:

- Submit your name
 - Choose Non-DCS Child Care/Adoption Providers
 - Choose Child Related Worker/Volunteer (private)
 - You will be asked for your O.R.I. number. **The number for APSU is TNCC63013.**
 - The transition type is **DP**.
 - The applicant (you) is paying for the security check.
 - You will be asked personal information. This is a secure site but if you are uncomfortable giving your social security number over the internet, call the number above.
2. Prepay your fingerprint service. The cost is \$48.00. Pre-payment can be completed at www.tnprints.com or by calling 1-800-964-7690.
3. **Wait one day** and then proceed to the fingerprint location of your choice. No appointment is necessary. You must be registered and have made payment before going to be fingerprinted. Most locations are open from 8:00 to 4:30 M-F. Locations in Middle Tennessee are:

Integrity International Security Services
211 University Avenue
Clarksville, TN 37040

The Holland Group
313 East College Street
Suite 1
Dickson, TN 37055

Metro Nashville Public Schools
2601 Bransford Avenue
Nashville, TN 37204

Other locations are available at www.L1enrollment.com.

If you have any problems registering contact Martha Andrews at (931) 221-7534.

APSU MUSIC FIELD EXPERIENCE FORM (OBSERVATION)

Teacher's Name: _____
School: _____ Grade /Ensemble Observed: _____
Date: _____ Beginning Time: _____ Ending Time: _____

Direct Instruction

Provide a detailed description of the lesson/rehearsal:

- What songs/pieces were taught?
- How were the songs/pieces taught?
- What was done with the songs (rhythm reading / intervals / movement activity...)
- In your own words, what was the primary purpose of this lesson?

Monitoring / Adjusting

- What problems did the students demonstrate with the content?
- What did the teacher do to correct these issues?
- To what degree were these techniques successful?

Behavior Management

- What behavioral issues did the teacher deal with (do not list names of students)
- What techniques did the teacher use to deal with these behaviors?
- To what degree were these techniques successful?

General

- Cite any two or three attributes of the teacher / lesson / classroom that you might want to introduce in your own teaching environment
- In what way (if any) did this observation impact your decision to pursue a career in music education?
- Any additional comments / observations you wish to make

Classroom Demographics Data

Number of students in class: _____
Approximate percent of males / females _____
Approximate percent of _____
 • African-American students _____
 • Hispanic Students _____
 • Native American _____
 • Asian / Pacific Islander _____
 • White / Non-Hispanic _____
Approximate percent of ELL (English Language Learners) _____
Approximate percent of students with IEP _____
Approximate percent of students of low socioeconomic status _____

FIELD EXPERIENCE EVALUATION FORM (TEACHING)
AUSTIN PEAY STATE UNIVERSITY
COLLEGE OF EDUCATION

COURSE: (INSERT NAME OF COURSE)

SEMESTER: (INSERT TERM)

Teacher Candidate Name

School

Printed Name of Evaluator

Signature of Evaluator

Date Requirements Completed

Evaluate candidate by placing an X in the appropriate column.

Expected Dispositional Behavior	Nonapplicable	Unacceptable*	Acceptable	Exceeds Expectations
1. Demonstrates a positive attitude about working with diverse students, peers, professionals, and in diverse environments.				
2. Attends field experiences consistently and punctually (including timely arrival and departure).				
3. Demonstrates honesty and integrity.				
4. Communicates effectively, both orally and in writing.				
5. Demonstrates positive interactions with mentor teacher, students and school personnel.				
6. Demonstrates a commitment to students' success and to maintenance of a positive learning environment				
7. Demonstrates self-respect and respect for others.				
8. Accepts constructive criticism and is willing to modify one's behavior.				
9.				
10.				
11.				
12.				

* Provide explanatory comments on reverse side to support all UNACCEPTABLE ratings.

 Additional Comments: _____

Return to: (Insert your name and address)

Expectations of Dispositions for Initial Licensure

**AUSTIN PEAY STATE UNIVERSITY
COLLEGE OF EDUCATION**

Students in initial licensure programs at Austin Peay State University are expected to demonstrate the following positive professional dispositions. These dispositions will be evaluated by university professors and classroom teachers during field experiences. Failure to do so may result in dismissal from the teacher education program.

1. Demonstrates a positive attitude about working with diverse students, peers, professionals, and in diverse environments.
2. Attends classes and field experiences consistently and punctually (including not arriving late or leaving early).
3. Demonstrates honesty and integrity.
4. Communicates effectively, both orally and in writing.
5. Demonstrates positive interactions with peers, faculty and P-12 students and school personnel.
6. Demonstrates a commitment to P-12 students' success and to maintenance of a positive learning environment.
7. Demonstrates self-respect and respect for others.
8. Accepts constructive criticism and is willing to modify one's behavior.
9. Analyzes problems critically and attempts to resolve them independently.
10. Assumes personal responsibility for adhering to professional guidelines regarding academic conduct.
11. Assumes personal responsibility for adhering to established guidelines for the Teacher Education Program.
12. Maintains professional ethics, appearance and demeanor.

I have read the information above and understand the consequences of not displaying appropriate dispositions.

Printed Name

Signature

Date

Section 5:

Print and Online Music Education Resources

Online Music Education Resources

Lesson Planning

K-12 Resources for Music Educators	http://www.hickorytech.net/~cshirk/k-12music
Kiddles: online children's song library	http://www.kiddles.com
Songs for Teaching	www.songsforteaching.com
Free clip-art gallery	http://school.discoveryeducation.com/clipart/
Choral Public Domain Library	http://www.cpdlib.org/
International Music Score Library Project	http://imslp.org/
Kodály Music Education Institute of Australia	http://www.kodaly.org.au/
The American Folk Song Collection Holy Names University	http://kodaly.hnu.edu/
Nursery Rhyme Collections	http://www.zelo.com/FAMILY/NURSERY/ http://www.nursery-rhymes-collection.com/index.html http://www.apples4theteacher.com/mother-goose-nursery-rhymes/

Assessment: Online Worksheets/Formative and Summative Grading Rubrics

Music Tech Teacher	http://www.musictechteacher.com/worksheets.htm
<ul style="list-style-type: none">▪ Worksheets (Multiple topics)▪ Quizzes▪ Exam Questions▪ (must have Sibelius Scorch or Adobe PDF)	
G Major Worksheets	http://www.gmajormusictheory.org/Fundamentals/workbooks.html
<ul style="list-style-type: none">▪ Mainly music theory	
TLS Books	http://www.tlsbooks.com/musicworksheets.htm
<ul style="list-style-type: none">▪ Worksheets (general music classes)	
Enchanted Learning	http://www.enchantedlearning.com/music/
<ul style="list-style-type: none">▪ Multiple topics▪ Multiple ability levels	
Making Music Fun	http://makingmusicfun.net/html/printit_notename.htm
<ul style="list-style-type: none">▪ Theory worksheets	
Major Symphony Orchestras	(Example) http://www.lancastersymphony.org/SoundDiscoveryEducation/EducationalResources/MusicWorksheet/tabid/1275/Default.aspx

Music Tutoring and Review Websites

Music Theory Online Tutoring	www.teoria.com www.musictheory.net www.practicespot.com/theorycenter.phtml
Ear Training Online Tutoring	www.good-ear.com www.practicespot.com/rhythmgym.phtml (rhythm reading) www.practicespot.com/chordwizard.phtml (chords)

Music History Content www.colleges.org/techcenter/music/MusHist/musichistory.html
www.wwnorton.com/college/music/grout8

Music History Online listening www.wwnorton.com/college/music/listeninglab/welcome2.htm

World Music www.ancient-future.com

Standardized Music Tests

- GIA Publications http://www.giamusic.com/music_education/

Common Adjudication Forms

- National Federation of State High School Associations
<http://www.nfhs.org/content.aspx?id=2796>

Customizable Templates from Ed Asmus, Ph.D., University of Miami

- <http://www.music.miami.edu/assessment/>

Assessment in Music Education Position Statement from NAFME

- <http://www.menc.org/about/view/assessment-in-music-education>

Assessment Strategies and Performance Standards from NAFME

- <http://www.menc.org/resources/view/performance-standards-for-music-assessment-strategies-for-music>

Resources for Music and Special Needs Learners

Music and Students with Special Needs <http://www.people.vcu.edu/~bhammel/special/>

The Full Pitcher Music Resources <http://www.fullpitcher.co.uk/specialneeds.htm>

Songs for Teaching (focus on special needs) <http://www.songsforteaching.com/specialneeds.htm>

New Zealand Ministry of Education <http://www.tki.org.nz/r/arts/music/specialneeds/>

See additional sites under *Music Therapy*

Professional Music Organizations

*Local Organizations noted by **

General / Education

National Association for Music Education www.menc.org

International Association for Jazz Education <http://www.apassion4jazz.net/iaje.html>

National Association of Schools of Music <http://nasm.arts-accredit.org/>

Music Teacher National Association <http://www.mtna.org/>

*Tennessee Music Educators Association <http://tnmea.org/>

National Federation of Music Clubs <http://nfmc-music.org/cms/>

National Federation of State
High School Associations
(training for music adjudication)

<http://www.nfhs.org/Music/>

Elementary

Organization of American Kodaly Educators
American Orff-Schulwerk Association
Dalcroze Society of America
Gordon Institute of Music Learning
Suzuki Association of the Americas
*Middle Tennessee American
Orff-Schulwerk Association
*Middle Tennessee General Music
Educators Association

<https://www.oake.org/default.aspx>

<http://www.aosa2.org/>

<http://www.dalcrozeusa.org/>

<http://www.giml.org/>

<http://suzukiassociation.org/>

<http://homepage.mac.com/andrewnelson/mtaosa/main.htm>

<http://www.bar.rcs.k12.tn.us/teachers/simmons/mtgmea.html>

Vocal / Choral

National Association of Teachers of Singing
American Choral Directors Association
Choristers Guild
National Opera Association
* Middle Tennessee Vocal Association
Chorus America
Choral Net

<http://www.nats.org/>

<http://acda.org/>

<http://www.choristersguild.org/>

<http://webdb.iu.edu/sem/scripts/home.cfm>

<http://www.mtva.org/>

<http://www.chorusamerica.org/>

<http://www.choralnet.org/>

Musical Theatre

Musical Theatre Society

<http://musicaltheatresociety.com>

Band Directors

National Bandmasters Association
College Band Directors National Association
* Middle Tennessee School Band and
Orchestra Association

<http://www.nationalbandassociation.org/>

<http://www.cbdna.org/>

www.mtsboa.org

Instrumental

American Guild of Organist
Piano Technicians Guild
Music Teacher National Association
The National Guild of Piano Teachers
American String Teacher Association
Violin Society of America
American Viola Society
Internet Cello Society
International Society of Bassists
American Harp Society

<http://www.agohq.org/home.html>

<http://www.ptg.org>

<http://www.mtna.org/>

<http://pianoguild.com/>

<http://www.astaweb.com>

<http://www.vsa.to/>

<http://americanviolasociety.org/>

<http://www.cello.org/>

<http://www.isbworldoffice.com/>

<http://www.harpsociety.org/>

The National Flute Association
*Mid-South Flute Society
International Double-Reed Society
International Clarinet Association
International Saxophone Homepage
International Trumpet Guild
International Horn Society
International Trombone Association
International Tuba Euphonium Association
Percussive Arts Society
Guitar Foundation of America
Musical Chairs

<http://www.nfaonline.org/>
www.midsouth.org
<http://www.idrs.org/>
<http://www.clarinet.org/>
<http://www.saxophone.org/>
<http://www.trumpetguild.org/>
<http://www.hornsociety.org/>
<http://www.ita-web.org/>
<http://www.iteaonline.org>
<http://www.pas.org/index.aspx>
<http://www.guitarfoundation.org>
<http://www.musicalchairs.info/>

Theory / Composition

Society for Music Theory
American Composers Forum
Broadcast Music International
International Computer Music Association
Society of Composers, Inc.
American Society of Composers, Authors,
& Publishers

<http://societymusictheory.org/>
<http://www.composersforum.org/>
<http://www.bmi.com/>
<http://www.computermusic.org/>
<http://www.societyofcomposers.org/>

<http://www.ascap.com/>

Technology

Association for Technology in Music Instruction

<http://atmionline.org/>

Sacred Music

Worship and Church Music
The Cyber Hymnal
Center for Church Music - Songs and Hymns
Service Music: Music for Church Worship
Worship Resource Center

<http://www.worshipandchurchmusic.com/>
<http://www.cyberhymnal.org/>
<http://songsandhymns.org/>
<http://www.servicemusic.org.uk/>
<http://www.praise.net/>

College / University

College Music Society
National Association of College Wind and
Percussion Instructors
College Band Directors National Association

<http://www.music.org/cgi-bin/showpage.pl>

<http://www.nacwpi.org/>
<http://www.cbdna.org/>

Industry / Advocacy

National Association of Music Merchants
Music and Entertainment Industry
Educators Association

<http://www.namm.org/>

<http://www.isbworldoffice.com/>

Music Therapy

American Music Therapy Association

<http://www.musictherapy.org/>

Musicology

American Musicological Society

International Musicological Society

<http://www.ams-net.org/>

<http://www.ims-online.ch/news.aspx>

Ethnomusicology

Society for Ethnomusicology

<http://webdb.iu.edu/sem/scripts/home.cfm>

Music Education Research Journals

This list contains the names of the common research journals for music education. Most journals are available through the APSU Library's Electronic Resources Database. Others are available by subscription only.

- *Music Educator's Journal* (MENC: National Association for Music Education)
- *Teaching Music* (MENC: National Association for Music Education)
- *International Journal of Music Education* (ISME: International Society for Music Education)
- *Journal of Research in Music Education* (MENC: National Association for Music Education)
- *Bulletin of the Council for Research in Music Education*
- *Arts Education Policy Review*
- *Journal of Music Teacher Education* (MENC: National Association for Music Education)
- *Missouri Journal of Research in Music Education*
- *Contributions to Music Education*
- *Bulletin of Historical Research in Music Education*
- *Southeastern Journal of Music Education*
- *Update: Applications of Research in Music Education*
- *Quarterly Journal of Music Teaching and Learning*
- *Philosophy of Music Education Review*

The National Standards for Music Education

1. Singing, alone and with others, a varied repertoire of music.
2. Performing on instruments, alone and with others, a varied repertoire of music.
3. Improvising melodies, variations, and accompaniments.
4. Composing and arranging music within specified guidelines.
5. Reading and notating music.
6. Listening to, analyzing, and describing music.
7. Evaluating music and music performances.
8. Understanding relationships between music, the other arts, and disciplines outside the arts.
9. Understanding music in relation to history and culture.

Excerpted from <http://www.menc.org/resources/view/national-standards-for-music-education>

State of Tennessee Music Standards

To access the Tennessee Department of Education Standards for Music:

1. Go to <http://www.tennessee.gov/education/ci/arts/>
2. Scroll down to the “Music” box in the bottom, left-hand side of the page
3. Click on the specific PDF file for:
 - a. Standards for Elementary/General Music: Grades K - 5
 - b. General: Grades 6 – 8 and 9 – 12
 - c. Instrumental: Grades 6 – 8 and 9 – 12
 - d. Vocal/Choral: Grades 6 – 8 and 9 – 12
 - e. Class Guitar: Grades 9 - 12
 - f. Class Piano: Grades 9 - 12
 - g. History: Grades 9 – 12
 - h. Theory: Grades 9 – 12

APSU College of Education Website

Many of the forms and documents included in this packet are also available on the APSU College of Education website <http://www.apsu.edu/education>. Click on Resources or Current Students for Word or PDF copies of these documents.