

BERKLEE COLLEGE OF MUSIC
RESPONSE TO DIRECTOR
EDUCATOR PREPARATION PROGRAMS IN HIGHER EDUCATION
June 8, 2004

The following is a written response to your e-mail of May 30, 2004, as discussed in our telephone conversation last week.

Recommendation One:

The music education department has finalized its advising plan for the Fall 2004 term and beyond.

- Four full time music education faculty members will be performing advising duties as part of their contractual obligation to perform “Service to the College.” They will be adding two additional office hours to their workload schedule to be used exclusively for advising. The faculty members involved have agreed to perform this service.
- All current music education majors have been assigned to one of these four faculty members who will be their advisor for the rest of their stay in the program. Students may request a change of advisors at any time. (See attached copy of letter dated April 26, 2004)
- Students will be required to meet with their advisor to review curriculum progress, licensure testing, and other graduation requirements during semesters 2, 4, and 6. Advisors will also review the student’s electronic portfolio at that time to make sure all departmental requirements have been met. Students may meet with their advisor at any other times on an “as needed basis.”
- Advisors will be using two major forms as part of their information gathering, the course requirement grid and the “Music Education Concentrate” sequence chart (found on page 16 of the attached departmental handbook). These forms will become a part of the student’s advising folder.

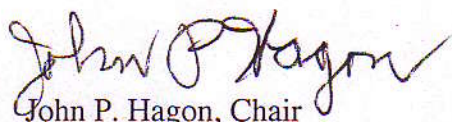
Recommendation Two:

A new course requirement grid has been published by the Office of Academic Affairs and is in effect for the 2004 – 2005 Academic Calendar Year. All incoming students as well have been given a copy of this new grid and will be subject to its requirements. A copy of the new grid can be found on page 15 of the department handbook, which is attached to this response. This grid will also be published in the new college bulletin for the 2004-2005 academic year. You will notice that the grid now is a nine semester requirement with a statement at the top: “Completion of licensure and degree requirements for the Music Education major at Berklee College is likely to take more than four years.”

Recommendation Four:

The major reason there has been little response to this recommendation up to the present time is that during the Fall 2003 term the department spent its meeting addressing the first three recommendations in the program approval report including the revision of the matrices in the self-study document. Since I will be retiring from my chair position at the end of the summer

2004 term, the music education faculty were heavily involved in the search process for the new department chair, who will be taking over his duties effective August 1, 2004. This required that all of our departmental meetings for the spring 2004 semester be given over to this process negating the scheduling of any meetings with the General Education faculty. I did however address this recommendation with the Chair of the General Education Department and we will be scheduling meetings during the fall and spring 2004 – 2005 academic year. A report and schedule of these meetings will be provided with our next annual report in April 2005 or earlier if the state department feels this is necessary. We will devote major attention to addressing this recommendation during the next academic year.



John P. Hagon, Chair
Music Education Department
Berklee College of Music

Attachment 1: Music Education Department Handbook

Attachment 2: April 26, 2004 letter to music education majors

Attachment 3: Advising Plan addressing recommendation one

Cc: Harry Chalmiers, VP of Academic Affairs/Provost

Lawrence McClellan, Dean of Professional Education Division

Cecil Adderley, New Chair of Music Education

Berklee College of Music

Music Education Department Handbook for Students

REVISIONS
EFFECTIVE
Fall 2004

TABLE OF CONTENTS

INTRODUCTION AND STATEMENT OF PURPOSE.....	1
MUSIC EDUCATION FACULTY	2
CURRICULUM.....	3
MUSIC EDUCATION CONCENTRATE.....	5
PRE-PRACTICUM AND PRACTICUM.....	6
MUSIC EDUCATION PROFICIENCY EXAM	7
MASSACHUSETTS EDUCATOR LICENSING TESTS	8
EVALUATION STANDARDS FOR TEACHER LICENSING	9
APPLYING FOR LICENSING IN MASSACHUSETTS	12
APPLYING FOR THE NORTHEAST REGIONAL CREDENTIAL.....	12
APPLYING FOR LICENSING IN OTHER STATES.....	13
GENERAL INFORMATION.....	13
MUSIC EDUCATION RECOMMENDED SEQUENCE GRID	15
MUSIC EDUCATION CURRICULUM FLOW CHART	16

INTRODUCTION AND STATEMENT OF PURPOSE

You have been approved for entrance into the curriculum for a Bachelor of Music Degree in Music Education. This handbook is prepared to introduce you to department curriculum and policies. If, after reading this material, you have any questions you may meet with either John Hagon, Chair of the Music Education Department or Peter Cokkinias, departmental advisor. Please feel free to contact them at anytime for an appointment.

The activities of the Music Education Department are designed to support the mission of the Professional Education Division and the mission of the College in general, by insuring that its graduates successfully meet the six standards for effective teaching as prescribed by the Massachusetts State Department of Education. This will be accomplished by providing learning experiences incorporating classroom, laboratory workshop, seminar, and field/practicum formats which are designed to achieve the seven educational objectives listed below:

1. To insure that the music education student is knowledgeable in the field of music and music education both contemporary and past.
2. To provide the music education student with the means to communicate clearly, understandably, and appropriately with teachers, students and parents.
3. To enable the music education student to design instruction which will facilitate learning, consistent with the needs and interests of the learners; to provide skills classroom.
4. To enable the music education student to design various evaluative procedures, and use the results of these procedures to assess the effectiveness of instruction.
5. To enable the music education student to analyse and think critically, about teaching and learning, and to foster students' creative and analytical thinking skills.
6. To insure that the music education student is equitable, sensitive, and responsive to all learners.
7. To ensure that the music education student understands legal and moral responsibilities of the teaching profession.

The curriculum for the Bachelor of Music Degree in Music Education at Berklee has two very specific objectives: 1) to help the student become an accomplished teacher in the music classroom through the acquisition of a basic traditional and contemporary knowledge, practical teaching techniques, and the opportunity to observe and work under successful members of the music teaching profession; 2) to help the student become eligible for licensing to teach music in a public school.

MUSIC EDUCATION FACULTY

Full-time

John Hagon: Department Chair. Teaches scoring for secondary school ensembles, introduction to music education, survey of instrumental literature, and practice teaching seminar.

Peter Cokkinias: Professor. Teaches instrumental conducting and instrumental rehearsal techniques, instrumental methods and materials, woodwind classes, and recital class.

Deanna Kidd-Szymczak: Professor. Supervises student teachers.

Stefani Langol: Assistant Professor. Coordinator of Technology. Teaches elementary methods, pre-practicum apprenticeship, computer applications, and multimedia for the educator.

Wayne Ward: Professor. Teaches vocal conducting, vocal rehearsal techniques, vocal methods and materials, vocal arranging, and theater production. Supervises student teachers.

Part-time

Faith Lueth: Associate Professor. Teaches vocal conducting, teaching with a multicultural perspective.

Nalora Steele: Associate Professor. Teaches concert choir and preparing for the music licensing exam.

Adjunct

Charles Cassara: Professor. Teaches secondary methods, harmony and arranging courses.

Daryl Lowery: Associate Professor. Teaches computer applications.

Scott McCormick: Professor. Teaches Orff/Kodály and computer applications.

David Vose: Professor. Teaches marching band methods.

Neil Leonard: Associate Professor. Teaches multimedia for the educator.

CURRICULUM

The Bachelor of Music Degree with a major in Music Education requires 130 credits for graduation to be taken as described below.

Core Music: 22 credits to include Arranging 1, Harmony 1-4, Ear Training 1&2, Solfege 1&2, and Computer Applications for Music Education.

Traditional Studies: 12 credits to include Traditional Materials/Structure of Music 1&2, Traditional Counterpoint 1&2, and General Music History 1&2.

Instrumental Instruction: 8 credits, (an additional 4 credits required as part of the concentrate).

General Education: 33 credits to include English Composition/Literature 1&2, Communication Skills for Music Education, History of Art 1&2, History of Western Civilization 1&2, General Psychology, Child Psychology, Philosophy of Education and a Physical Science Selection.

Ensemble/Lab: 5 credits.

Concentrate: 50 credits to be used as specified in the concentrate chart of 44 core requirements and 6 specified electives.

In choice of curriculum the following recommendations are made:

1. That you do not take ME 211 and ME 311 in the same semester. You will not be able to complete the field observation requirement for both courses.
2. ME 211 and 311 should be taken as recommended in the sequence chart of the registration manual.
3. It is strongly recommended that you take the following courses as part of your 6 specified concentrate electives. Note: All electives must be chosen from the approved specified list. No electives outside the list will be allowed.

If you wish to be an:

Elementary Classroom Music Teacher

Guitar Class for Music Education

Middle School Vocal Teacher

Arranging for Secondary School Vocal Ensembles
Guitar Class for Music Education

Middle School Instrumental Teacher

Flute Class for Music Education
Double Reed Class for Music Education
Trumpet/Trombone Class for Music Education
Percussion Class for Music Education
String Class for Music Education
Arranging Elective

High School Vocal Teacher

Arranging for Secondary School Vocal Ensembles
Guitar Class for Music Education
Elements of Theater Production

High School Instrumental Teacher

Flute Class for Music Education
Double Reed Class for Music Education
Trumpet/Trombone Class for Music Education
Percussion Class for Music Education
String Class for Music Education
Methods and Materials for Marching Band
Arranging for High School Jazz Ensemble
Scoring for Secondary School Instrumental Ensembles
Elements of Theater Production

MUSIC EDUCATION CONCENTRATE - 50 credits

Core Requirements - 44 credits

ENVC 361 - Music Education Concert Choir***	1
IS XXX - Private Instruction	4
ISBR 221/231 - Trumpet or Trombone Class for Music Education	1
ISKB 221-322 - Keyboard 1-4 for Music Education	4
ISWD 222 - Clarinet Class for Music Education	1
ME 111 - Introduction to Music Education***	1
ME 211 - Elementary Classroom Methods***	3
ME 311 - Secondary Classroom Methods***	3
ME 321 - Vocal Methods and Materials 1***	1
ME 322 - Vocal Methods and Materials 2***	1
ME 325 - Orff/Kodály***	2
ME 326 - Multimedia for the Educator***	2
ME 341 - Teaching with a Multicultural Perspective***	2
ME 381 - Survey of Instrumental Literature or ENLB 271 Concert Band	1
ME 431 - Instrumental Methods and Materials	1
ME 475 - Pre-practicum Apprenticeship***	1
ME 495 - Practice Teaching/Seminar***	6
PSME 311 - Recital Class for Music Education	1
COND 221 - Vocal Conducting for Music Education	2
COND 222 - Instrumental Conducting for Music Education	2
COND 322 - Instrumental Rehearsal Techniques	2
COND 321 - Vocal Rehearsal Techniques	2

Approved Specified Electives - 6 credits

AR 112 - Arranging 2	2
AR 313 - Arranging for Sec. School Instr. Ensembles*(1)	2
AR 314 - Arranging for Sec. School Vocal Ensembles**(1)	2
AR 316 - Arranging for High School Jazz Ensembles**	2
ISWD 221 - Flute Class for Music Education	1
ISWD 223 - Double Reed Class for Music Education	1
ISBR 221 - Trumpet Class for Music Education	1
ISBR 231 - Trombone Class for Music Education	1
ISPC 221 - Percussion Class for Music Education	1
ISGT 221 - Guitar Class for Music Education	1
ISST 221 - String Class for Music Education	1
ME 352 - Preparing for the Music Licensing Exam	2
ME 385 - Marching Band Methods and Materials*	2
MTEC 111 - Introduction to Music Technology	2
PST 385 - Elements of Theater Production	2

* Fall semester only

*(1)Fall semester only in odd-numbered years

**Spring semester only in even-numbered years

***(1)Spring semester only in odd-numbered years

****Fall and Spring semesters only

PRE-PRACTICUM AND PRACTICUM

There are three pre-practicum courses that require field experience in the public schools as part of the course work:

- ME 211 - Elementary Classroom Methods requires fifteen hours of observation time to be completed during the term that the course is taken.
- ME 311 - Secondary Classroom Methods requires fifteen hours of observation time to be completed during the term that the course is taken.
- ME 475 - Pre-practicum Apprenticeship requires forty-five hours of work as an assistant instructor in the school system in which you plan to student teach the following semester. For licensing the hours should be divided equally between elementary and secondary level.

The practicum course (ME 480) requires 450 hours of student teaching contact in a public school system in the Boston area and should include the following types of experiences:

For PreK-12 licensing: Teaching general music at the elementary and / or secondary school level, rehearsing instrumental ensembles at the elementary, middle school level, teaching high school music classes (theory, music history ,etc.) rehearsing vocal ensembles at the high school level, and rehearsing instrumental ensembles at the high school level.

The student teaching practicum can be scheduled as follows:

One level five days per week for eight weeks followed by the second level five days per week for seven weeks.

*****IMPORTANT NOTE*****

A proficiency examination in music education is required for all students before admission to ME 475 (Pre-practicum Apprenticeship). The exam will be taken during the final examination week the term prior to entrance into ME 475. Students given an unsatisfactory evaluation may retake the exam during registration week of the next fall or spring term.

A passing score of 70 or above is required on both the "Communications Skills" and the "Music" portions of the Massachusetts Educator licensing Test for all students before admission to ME 475 (Pre-practicum Apprenticeship). The examination is given five times per year. Information and registration bulletins are available outside F37 and in F48, 22 Fenway building or online at <http://www.mtel.nesinc.com>.

MUSIC EDUCATION PROFICIENCY EXAM

ALL MUSIC EDUCATION STUDENTS WILL BE REQUIRED TO DEMONSTRATE SATISFACTORY COMPETENCIES IN THE FOLLOWING AREAS IN ORDER TO ENROLL IN THE STUDENT TEACHING PRACTICUM PROGRAM (ME 475: PRE-PRACTICUM APPRENTICESHIP):

PROPER STUDENT TEACHING DRESS WILL BE REQUIRED

MAJOR INSTRUMENT: Play a prepared solo of your choice (memorization not required).

INSTRUMENTAL METHODS: Play one of the following selections from the *Accent on Achievement* Book 1, instrumental methods series on one woodwind (flute, oboe, or clarinet) and one brass instrument (trumpet or trombone) other than your principal using the accompaniments stored on the classroom computer: 104, 117, 127, or 134. You will be able to set your own tempo- be sure you know how to do this. You will also be asked to demonstrate knowledge of fingerings.

VOCAL METHODS: Demonstrate knowledge of voice ranges on the piano and classify your own voice using one or more of the three methods discussed in ME 321.

CONDUCTING: Prepare the score and extract parts for a pre-assigned choral piece using a music notation program. Conduct the proficiency “jury” performance of the piece.

ELEMENTARY METHODS: Demonstrate knowledge of materials and methods for K-6 by creating a lesson plan, which includes teaching a song by rote (a variety of rote methods will be accepted). Choose your song from the multicultural repertoire and make sure to include the background of your selection in your demonstration.

SECONDARY METHODS: Present a prepared outline of a unit of study using PowerPoint. Provide examples (sound clips, video clips) of material to be covered. Explain the goals and objectives of the unit.

KEYBOARD: Play and sequence scales and I-IV-V-I progressions in any key through four flats and four sharps. Play and sequence “boom-chic” accompaniment patterns in any key through four sharps and four flats. Play the *Star Spangled Banner* in A-Flat from memory. Play a short, sight-reading example.

YOU WILL RECEIVE A WRITTEN EVALUATION OF YOUR PERFORMANCE.
A 30-MINUTE TIME PERIOD WILL BE ALLOCATED FOR THE EXAM. IF YOU ARE NOT WELL-
PREPARED, YOU WILL BE ASKED TO LEAVE AND FINISH THE EXAM AT A LATER DATE.

YOU MUST HAVE A PASSING SCORE ON THE "COMMUNICATIONS SKILLS" LICENSING EXAM IN ORDER TO TAKE THIS PROFICIENCY.

MASSACHUSETTS EDUCATOR LICENSING TESTS

The Massachusetts Educator Licensing Tests (MTEL) are designed to measure candidates' ability to communicate effectively - that is, to read and write with comprehension and clarity - as well as to measure the breadth and depth of their knowledge in specific subject fields. The tests have both multiple-choice questions and open-response questions, typically requiring responses in essay or problem-solving form.

Communication and Literacy Skills Test. The Communication and Literacy Skills test comprises two sub tests: reading and writing. Candidates taking the test are asked to demonstrate that they have the communication and literacy skills necessary for effective instruction and communication between school and parents. Areas tested include the comprehension and analysis of readings; development of ideas in essay for on specific focused topics; outlining and summarizing; interpretation of tables and graphs; and mastery of vocabulary, grammar, and mechanics. The reading sub test contains multiple-choice questions and work meaning (vocabulary) questions to test the knowledge of educator candidates. The writing sub test contains four sections: written summary, written composition, grammar and usage, and written mechanics. In the written mechanics section, candidates listen to an audio taped passage and then write the passage down, word for word.

To meet the qualifying score on the Communication and Literacy Skills test, you must meet the qualifying score on each of the sub tests. **Once you meet the qualifying score on a sub test, you do not have to take that sub test again.**

This test is four hours in length.

Music Test. The music test consists of multiple-choice questions and open-response questions. It assesses proficiency and depth of understanding of the subject at a level required of an educator in Massachusetts schools, including wide-ranging knowledge and insights, conceptual understanding, and methodology of the discipline.

This test is four hours in length.

Testing Fees. The test fee for the Communication and Literacy Skills test is \$60.00 plus a \$30.00 registration processing fee. The test fee for the Music test is \$90.00 plus a \$30.00 registration processing fee.

The tests are given five times per year, usually in September, November, February, May, and July.

Credit-by-Exam (CBX) You will receive credit-by-exam for the following courses by receiving a passing score on the licensing exams:

GHUM 221 for a passing score on the Communications & Literacy Skills exam

CM 251 & 252 and LHAN 251 & 252 for a passing score on the Music exam

EVALUATION STANDARDS FOR TEACHER LICENSING

603 CMR 7.00: Regulations for Educator Licensure and Preparation Program Approval (see <http://www.doe.mass.edu/lawsregs> for more information)

All student teachers, as part of their evaluation for initial licensing, must be rated favorably on the following standards:

7.06: Subject Matter Knowledge Requirements for Teachers

Demonstrated by a passing score on the MTEL: Music

Music: Vocal/Instrumental/General (Levels: All)

- (a) The following topics will be addressed on the test of subject matter knowledge:
 - 1. Traditional Western music theory and harmony.
 - 2. Score reading and musical analysis.
 - 3. Music history and literature, including the following:
 - a. Western (European) - early Gregorian chant to present.
 - b. American music - 1650 to present (including ethnic folk, jazz, Broadway, and classic streams).
 - c. Introductory knowledge of at least two other musical traditions with contrasting compositional and performance characteristics and genres.
 - 4. Music criticism: analysis and critique of musical works and performance.
 - 5. Knowledge of at least one special approach to music education for students, such as Orff Schulwerk, Kodály, Dalcroze, Suzuki, Gordon.
 - 6. Musical development in children and adolescents.
 - 7. Introductory knowledge of choral literature and conducting techniques.
 - 8. Introductory knowledge of instrumental literature and conducting techniques.
- (b) The following topics shall be included in an approved program but will not be addressed on the test of subject matter knowledge:
 - 1. Singing skills and basic vocal production.
 - 2. Sight singing and music reading, using standard notation.
 - 3. Intermediate level of keyboard proficiency.
 - 4. Use of technologies in music.
 - 5. Advanced vocal proficiency.
 - 6. Choral methods for treble, changing, and high school voices.
 - 7. Advanced instrumental proficiency on one instrument.
 - 8. Instrumental methods on strings, woodwinds, brass, percussion.

7.08: Professional Standards for Teachers

Determined by both the cooperating practitioner and the college supervisor on the Pre-service Performance Assessment form

- (a) Plans Curriculum and Instruction
 - 1. Draws on content standards of the relevant curriculum frameworks to plan sequential units of study, individual lessons, and learning activities

that make learning cumulative and advance students' level of content knowledge.

2. Draws on results of formal and informal assessments as well as knowledge of human development to identify teaching strategies and learning activities appropriate to the specific discipline, age, and range of cognitive levels being taught.
3. Identifies appropriate reading materials, other resources, and writing activities for promoting further learning by the full range of students within the classroom.
4. Identifies prerequisite skills, concepts, and vocabulary needed for the learning activities.
5. Plans lessons with clear objectives and relevant measurable outcomes.
6. Draws on resources from colleagues, families, and the community to enhance learning.
7. Incorporates appropriate technology and media in lesson planning.
8. Uses information in Individualized Education Programs (IEPs) to plan strategies for integrating students with disabilities into general education classrooms.

(b) Delivers Effective Instruction

1. Communicates high standards and expectations when beginning the lesson:
 - a. Makes learning objectives clear to students.
 - b. Communicates clearly in writing and speaking.
 - c. Uses engaging ways to begin a new unit of study or lesson.
 - d. Builds on students' prior knowledge and experience.
2. Communicates high standards and expectations when carrying out the lesson:
 - a. Uses a balanced approach to teaching skills and concepts of elementary reading and writing.
 - b. Employs a variety of content-based and content-oriented teaching techniques from more teacher-directed strategies such as direct instruction, practice, and Socratic dialogue, to less teacher-directed approaches such as discussion, problem solving, cooperative learning, and research projects (among others).
 - c. Demonstrates an adequate knowledge of and approach to the academic content of lessons.
 - d. Employs a variety of reading and writing strategies for addressing learning objectives.
 - e. Uses questioning to stimulate thinking and encourages all students to respond.
 - f. Uses instructional technology appropriately.
3. Communicates high standards and expectations when extending and completing the lesson:
 - a. Assigns homework or practice that furthers student learning and checks it.
 - b. Provides regular and frequent feedback to students on their progress.

- c. Provides many and varied opportunities for students to achieve competence.
 - 4. Communicates high standards and expectations when evaluating student learning:
 - a. Accurately measures student achievement of, and progress toward, the learning objectives with a variety of formal and informal assessments, and uses results to plan further instruction.
 - b. Translates evaluations of student work into records that accurately convey the level of student achievement to students, parents or guardians, and school personnel.
- (c) Manages Classroom Climate and Operation
 - 1. Creates an environment that is conducive to learning.
 - 2. Creates a physical environment appropriate to a range of learning activities.
 - 3. Maintains appropriate standards of behavior, mutual respect, and safety.
 - 4. Manages classroom routines and procedures without loss of significant instructional time.
- (d) Promotes Equity
 - 1. Encourages all students to believe that effort is a key to achievement.
 - 2. Works to promote achievement by all students without exception.
 - 3. Assesses the significance of student differences in home experiences, background knowledge, learning skills, learning pace, and proficiency in the English language for learning the curriculum at hand and uses professional judgment to determine if instructional adjustments are necessary.
 - 4. Helps all students to understand American civic culture, its underlying ideals, founding political principles, and political institutions, and to see themselves as members of a local, state, national, and international civic community.
- (e) Meets Professional Responsibilities
 - 1. Understands his or her legal and moral responsibilities.
 - 2. Conveys knowledge of and enthusiasm for his/her academic discipline to students.
 - 3. Maintains interest in current theory, research, and developments in the academic discipline and exercises judgment in accepting implications or findings as valid for application in classroom practice.
 - 4. Collaborates with colleagues to improve instruction, assessment, and student achievement.
 - 5. Works actively to involve parents in their child's academic activities and performance, and communicates clearly with them.
 - 6. Reflects critically upon his or her teaching experience, identifies areas for further professional development as part of a professional development plan that is linked to grade level, school, and district goals, and is receptive to suggestions for growth.
 - 7. Understands legal and ethical issues as they apply to responsible and acceptable use of the Internet and other resources.

APPLYING FOR LICENSING IN MASSACHUSETTS

In order to receive the Massachusetts teaching license in music you must submit to the State Department of Education the following materials:

1. A completed application form (may be obtained from music education chair or administrative assistant) or online at http://www.doe.mass.edu/educators/e_license.html (need to setup a username and password to access the secure portal).
2. A degree transcript showing graduation date and levels of licensing for which you are eligible (request from music education chair- must be endorsed by chair).
3. Practicum reports for each certificate level you are requesting (request from music education chair).
4. Money order to the Commonwealth of Massachusetts for \$100.00 for the first level you are requesting. No personal checks are accepted, however the DOE does accept Mastercard or Visa for payment.
5. Evidence of having passed required two-part state test of communication skills and subject matter (music and music education) knowledge.

All entry-level licenses will be initial and valid for five years.

APPLYING FOR THE NORTHEAST REGIONAL CREDENTIAL

The Northeast Regional Credential (NRC) is available, upon request, to anyone who holds at least an initial regular license in a particular field in any of the seven states. Issued pursuant to the Interstate Agreement on Qualification of Personnel, the NRC entitles you to be employed in the credential title(s) for a period not exceeding one year in the schools in Maine or two years in the schools for the following jurisdictions: Connecticut (Connecticut will issue all NRC's, but will only accept a NRC in Occupational/Trade for purposes of employment in Connecticut), Massachusetts, New Hampshire, New York, Rhode Island, and Vermont. It is not renewable; however, in the event that you are not employed during the regional credential's initial validity period, it may be reissued for an additional full-term to those who continue to hold a valid state certificate/license/endorsement.

APPLYING FOR LICENSING IN OTHER STATES

Massachusetts has a reciprocal agreement with many other states under the Interstate Certification Compact to honor its certificates toward licensing in those states. This will allow you to bypass many specific requirements in other states.

A number of states require licensing applicants to pass a written examination before granting licensing. Some have developed their own state test. Many others require the Praxis Tests. A sample of this examination is available outside Room F37. The interstate agreement does not allow you to bypass the testing requirement. You must take the test. A list of those states requiring testing is available in the chair's office.

GENERAL INFORMATION

Attendance Policy: Prior to the end of the ninth week of the term, any unexcused absence exceeding three will result in withdrawal from the course. The instructor will determine whether or not an absence is excused or unexcused. In order for an absence to be excused, the student must inform the instructor of the reason for the absence. Unexcused absences after the ninth week of the term will be averaged as part of the final grade.

Grading Policy: All course work (i.e. papers, arrangements, final projects) must be completed by assigned completion date. No incomplete grades will be given at the end of the term for work not completed. Student's grades will be based on work turned in by completion dates. In the event of a prolonged illness, the student should make special arrangements to make up the work. All examinations, written or played, must be taken at the scheduled time. In the event of illness or emergency a make-up exam time may be arranged with the instructor.

In order to remain in the music education major students must maintain a grade point average of 2.7 in the concentrate courses and an overall cumulative grade point average of 2.00.

Advising Procedures: On matters pertaining to the music education curriculum all students will be assigned to a music education faculty advisor. Meetings will be required upon program entry and in semesters 2, 4, and 6.

Instrumental Rental: Instruments needed for instructional course requirements may be rented from the department for the semester. Please see the Administrative Assistant, room F48, 22 The Fenway. The rental fee for the Spring and Fall semesters is \$15.00; the Summer semester is \$12.00. The rental fees are used to maintain the instruments.

Resource Center: Music Education resources compiled by the department are located in the Stan Getz Media Center and Library for use by students and faculty of the College. The collection contains books, periodicals, music, recordings, audio equipment, video series, classroom music series, and other teaching resource materials for utilization by students in preparing classroom and rehearsal instruction. Several instructors also have materials at the reserve desk for specific courses.

MENC Student Chapter: The Music Education Department sponsors a student chapter of the National Association of Music Educators (formerly Music Educators National Conference). Membership is on an annual basis and includes a half-year subscription

to the *Music Educators Journal*, *Teaching Music*, and the *Massachusetts Music News*. The student chapter organizes workshops that are presented throughout the school year and also participates in the Massachusetts State Music Conference. Information on membership is available from the chapter advisor or one of the chapter officers.

Music Education Web Sites: The Music Education Department maintains several course companion web sites that were developed under the PT3 “Preparing Tomorrow’s Teachers to Teach with Technology” Grant Program which ended June 1, 2003.

<http://classes.berklee.edu/sestrella/licensure> username: licensure, password: teaching

<http://classes.berklee.edu/sestrella/conducting> username: conducting, password: teaching

<http://classes.berklee.edu/dkidd/me211> username: me211, password: teaching

<http://classes.berklee.edu/sestrella/me311/> username: me311, password: teaching

The department also makes use of the my.berklee.net CampusCruiser portal and encourages all department majors to activate their student accounts.

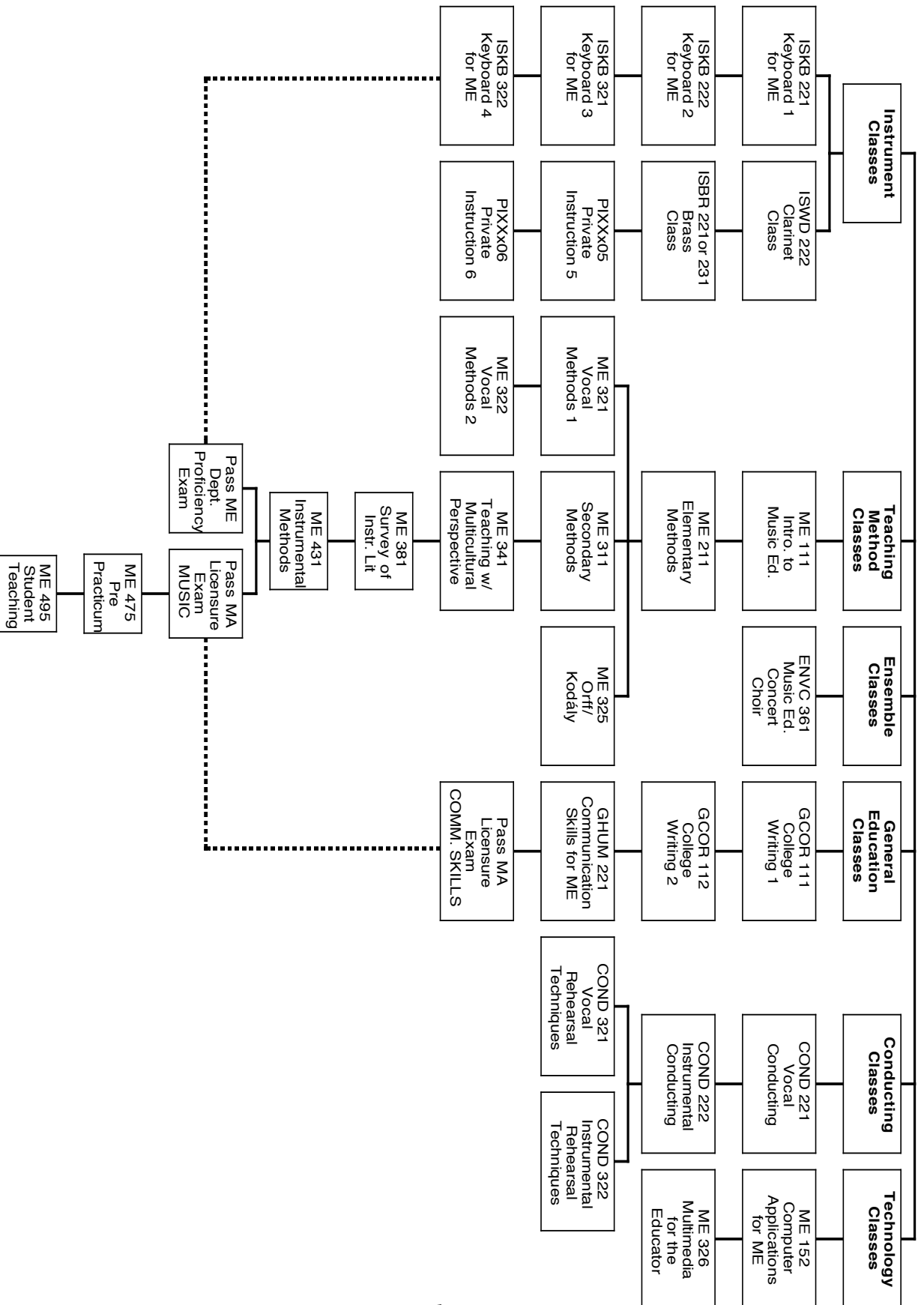
9 Music Education - Degree

Catalog Year Fall 04 - Sum 05 BM4.MUED

Completion of licensure and degree requirements for the Music Education major at Berklee College is likely to take more than four years.

		SEMESTERS									REQUIRED	EARNED	IN PROGRESS	REMAINING	
Course Number	Course Title	1	2	3	4	5	6	7	8	9					
MUSIC EDUCATION CONCENTRATE: 50 Credits Required											50				
ME-111	Introduction to Music Education (new requirement)		1												
ME-326	Multimedia for the Educator			2											
ISKB-221 & 222	Keyboard Class 1 & 2			1	1										
ISWD-222	Clarinet Class				1										
ME-211	Elementary Class Methods				3										
COND-221 & 222	Conducting 1 & 2 - Music Education				2	2									
ME-311	Secondary Class Methods					3									
ME-325	Orff and Kodaly					2									
ISKB-321 & 322	Keyboard Class 3 & 4						1	1							
PIXX-311 & 312	Private Instruction 5 & 6						2	2							
COND-322	Instrumental Rehearsal Techniques							2							
ISBR-221 or ISBR-231	Trumpet or Trombone Class							1							
COND-321	Vocal Rehearsal Techniques								2						
ME-341	Teaching With a Multicultural Perspective								2						
ME-321 & 322	Vocal Methods/Materials 1 & 2								1	1					
ENVC-361	Music Education Concert Choir									1					
ME-381 or ENLB-271	Survey of Instrumental Literature or The Concert Band									1					
ME-431	Instrumental Methods/Materials									1					
ME-475	Pre-practicum Apprenticeship/Seminar									1					
PSME-311	Recital Class									1					
ME-495 (formerly ME-480)	Practice Teaching Seminar (6 credits required beyond semester 8) Approved Specified Electives*										6				
* Approved Specified Electives (select from the following): AR-112, AR-313, AR-314, AR-316, ISBR-221 or ISBR-231 (whichever not taken), ISGT-221, ISPC-221, ISST-221, ISWD-221, ISWD-235, ME-352, ME-385, MTEC-111, PST-385															
CORE MUSIC: 22 Credits Required											22				
AR-111	Arranging 1*		*	2											
HR-111 - 212	Harmony 1 - 4		2	2	2	2									
ET-111 & 212	Ear Training 1 & 2		3	3											
ET-231 & 232	Solfege 1 & 2				2	2									
ME-152	Computer Applications for Music Education		2												
* Students who receive a qualifying score on the Entering Student Proficiency Assessment will be enrolled in AR-111 Arranging 1, or higher, in their first semester. Others will be enrolled in PW-110 Writing Skills (2 credits). See also "Curriculum Information" section of the Registration Manual.															
TRADITIONAL STUDIES: 12 Credits Required											12				
CM-251 & 252	Traditional Materials/Structure of Music 1 & 2					2	2								
CP-211 & 222	Traditional Counterpoint 1 & 2					2	2								
LHAN-251 & 252	General Music History 1 & 2				2	2									
PRIVATE INSTRUCTION: 8 Credits Required		2	2	2	2										
ENSEMBLE/LAB: 5 Credits Required		2*	1	1	1										
* See "First-semester Ensemble/Lab Enrollment" section of the current Registration Manual.															
GENERAL EDUCATION: 33 Credits Required											33				
GCOR-111 & 112	College Writing 1 & 2: Structure & Styles/Literary Themes	3	3												
GHUM-221	Communication Skills for Music Educators			3											
GCOR-231 & 232	History of Art 1 & 2								3	3					
GCOR-211 or 221	Western Civ. I or World Civ. Before 1500			3											
GCOR-212 or 222	Western Civ. II or World Civ. Since 1500							3							
GSOC-211	General Psychology							3							
GHUM-475	Philosophy of Education									3					
GSOC-411	Child and Adolescent Psychology									3					
GMSC-	Physical Science Selection (GMSC-230 does not fulfill this requirement)									3					
OTHER: 2 Credits Required only if enrolled into PW-110*		2*													
* Students who receive a qualifying score on the Entering Student Placement Assessment will be enrolled in PW-110 Writing Skills in their first semester. Students who are enrolled into Arranging 1 or higher (based on qualifying score on Entering Student Placement Assessment) are not required to complete these two credits and do not receive credit for PW-110.															
SEMESTER CREDIT TOTALS --> 14 16 16 16 16 16 16 16 6															
*** Please refer to the Additional Requirements noted on the back of this page.															
EXCESS CREDITS:											TOTAL CREDITS REQUIRED:	130-132			

MUSIC EDUCATION CONCENTRATE



Berklee
college of
music

1140 Boylston Street, Boston, MA 02215-3693
Tel 617 266-1400 www.berklee.edu

April 26, 2004

To:

From: John P. Hagon, Chair, Music Education Department

Re: New Departmental Advising Program

Beginning the Fall 2004 term all music education majors will be assigned a full time faculty departmental advisor. You will be asked to meet with your assigned advisor at certain times during your career as a music education major. This new program is to assist you in moving through the major in a timely fashion so that you may complete your studies and graduate with the Bachelor of Music Degree in Music Education in the required number of semesters.

Mandatory meetings with your advisor will be held during the second, fourth, and sixth semesters. Other meetings, i.e. registration periods and pre-graduation, may be scheduled at your request but are not mandatory.

Students may request a change of departmental advisors at anytime.

Your advisor for Fall 2004 will be _____.

If you have any questions or concerns please feel free to contact me.

ADVISING PLAN

Full Time Faculty:

Schedule two additional office hours per week as “Service to the College” to meet with advisees.

Each faculty member will be assigned approximately 30 students to advise and will keep those students throughout their time in the department. A change of advisors may happen at the student’s request.

All current music education majors have been assigned on of four music education faculty as their advisor effective September 2004.

The department will be scheduling technology-training sessions during the Fall 2004 term for the faculty advisors so that they may be brought up-to-date with college computer records that would be involved in advising students, i.e., student transcript records, graduation requirements, etc.

Required Meetings:

Initial meeting upon program entry. Curriculum requirements will be discussed at this meeting, the department handbook will be given to the student, and any student needs will be addressed.

Semester meetings: 2, 4, & 6. At these required meetings the faculty advisor will check the students progress toward completing the curriculum requirements, department and state testing requirements, and fulfillment of graduation requirements. The advisor will also review the student’s electronic portfolio for inclusion of required materials.

During all registration periods (will be on a voluntary “as needed” basis.)

Check-off Forms:

Grid for the major

Concentrate Sequence Chart

These forms will be retained in the students advising folder.