



COLLEGE OF CREATIVE ARTS
SCHOOL OF MUSIC

**MUSIC EDUCATION
UNDERGRADUATE ADVISING HANDBOOK**

(Revised for Fall 2019)

Table of Contents

WVU Music Education Program Mission	3
Music Education Faculty	3
WVU Bachelor of Music in Music Education Four-Year Plan	4
Music Education Curriculum Checklist.....	5
WVU Professional Education Dispositions and Responsibilities	6
WVU Professional Education Dispositions.....	6
WVU Music Education Professional Responsibility Statement.....	6
WV Department of Education Clinical Hour Requirement.....	7
College of Education and Human Services Clinical Experiences Requirements.....	8
General Statement.....	8
College of Education and Human Services Criminal Background Check Information and Procedure...	8
Undergraduate Academic Progress – School of Music.....	11
Undergraduate Academic Progress –Music Education Area.....	12
Music Education “Progress-to-Degree” Review	12
Music Education Retake Policy.....	12
Distribution of Courses in the Music Education Curriculum with Respect to GPAs	13
Principal Instrument Requirements	14
Jury Progress	14
Secondary Instrument Placements and Proficiencies	15
Policies Governing Voice Placement Examination	15
Policies Governing Piano Placement and Proficiency Examinations	15
Policies Governing Secondary Instrument Proficiency Examinations	16
Secondary Instrument Proficiency Examinations Record.....	19
School of Music Instrument Control Policy	20
Music Education Area Double Major and Double Emphasis Policy.....	21
School of Music Secondary Applied Study Policy.....	21
Music Education Area Transfer Student Policies	22
PRAXIS Series Examinations.....	23
Prerequisites for Music Education Methods Courses.....	26
Prerequisites Deadline for Music Education Methods Courses	27
Student Teaching in Music Policies and Procedures.....	28

WVU Music Education Program Mission

The mission of the Music Education program at West Virginia University is to raise the status of music education in the eastern United States through the cultivation of highly effective practice and relevant knowledge in undergraduate students, graduate students, and in-service music educators.

Students successfully completing the music education curriculum and all tests required by the West Virginia Department of Education will be qualified for a professional certificate, Birth-Adult, which enables them to teach instrumental, vocal, and general music in the public schools of West Virginia

The music education curriculum at WVU is unusually well-rounded and prepares students for a wide variety of teaching settings. Types of courses in the curriculum include those that increase skills as a musician; those that develop knowledge of teaching, learning, and schools; those that increase skills as a teacher and performer of various instruments and voice; those that cultivate skills as a teacher in each of the three major areas of music education (general music, choral music, and instrumental music); and those that balance professional specialization in music. A capstone experience featuring a fourteen-week supervised teaching internship in K-12 schools is also included.

Several distinct advantages for students enrolled in the WVU music education program are: a comprehensive curriculum, excellent and varied musical ensembles, nationally recognized faculty, talented student colleagues, unique curriculum opportunities, and an outstanding faculty/student ratio. These advantages have resulted in a full-time teaching position placement rate of 100% for non-placebound graduates over the past several years. WVU Music Education graduates also compete favorably with graduates of other regional institutions for admission to prestigious graduate programs in music.

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WVU Bachelor of Music in Music Education Four-Year Plan

(Please note that this is meant as a guide. Most students, if not all, diverge from this general plan.)

<u>FIRST YEAR - FALL</u>			<u>FIRST YEAR - SPRING</u>		
MUSC**	Major Ensemble	1-2	MUSC**	Major Ensemble	1-2
MUSC 119-127D	Applied Music (Lessons)	2	MUSC 119-127D	Applied Music (Lessons)	2
MUSC 130-133	Class Piano	1	MUSC 130-133	Class Piano	1
MUSC 138	Voice Class	2	MUSC 163	Aural Theory II	2
MUSC 161	Aural Theory I	2	MUSC 164	Written Theory II	2
MUSC 162	Written Theory I	2	MUSC 1xx	appr 100-level music history course	3
GEF 1 (ENGL 101)*	Comp. & Rhet.	3	MUSC 180	Intro. Music Education	1
MUSC 191	First Year Seminar	2	MUSC 189	Music Convocation	0
GEF		3-4	MUSC 280 or 281	WW or Brass Ped.	2
	TOTAL	19-20	MUSC**	Chamber Ensemble	1
			GEF		3-4
			TOTAL	18-20	
<u>SECOND YEAR - FALL</u>			<u>SECOND YEAR - SPRING</u>		
MUSC**	Major Ensemble	1-2	MUSC**	Major Ensemble	1-2
MUSC 219-227D	Applied Music (Lessons)	2	MUSC 219-227D	Applied Music (Lessons)	2
MUSC 130-133	Class Piano	1	MUSC 130-133	Class Piano	1
MUSC 189	Music Convocation	0	MUSC 189	Music Convocation	0
MUSC 200	Fundamentals of Conducting	2	MUSC 201	Conducting and Score Interp.	2
MUSC 261	Aural Theory III	2	MUSC 263	Aural Theory IV	2
MUSC 262	Written Theory III	2	MUSC 264	Written Theory IV	2
MUSC 270 (GEF 6)	Music History I	3	MUSC 271W**** (GEF 8)	Music History II	3
MUSC 280, 281, or 284	WW, Brass, or Vocal Ped.	2	MUSC 280, 281, or 284	WW, Brass, or Vocal Ped.	2
GEF 1 (ENGL 102)*	Comp. & Rhet.	3	GEF		3-4
	TOTAL	18-19		TOTAL	18-20
<u>THIRD YEAR - FALL</u>			<u>THIRD YEAR - SPRING</u>		
MUSC**	Major Ensemble	1-2	MUSC**	Major Ensemble	1-2
MUSC 319-327D	Applied Music (Lessons)	2	MUSC 319-327D	Applied Music (Lessons)	2
MUSC 189	Music Convocation	0	MUSC 189	Music Convocation	0
MUSC 202	Conducting & Rehearsing	2	MUSC 282 or 283	String or Perc. Ped.	2
MUSC 282 or 283	String or Perc. Ped.	2	MUSC 380, 381, or 382	Inst., Choral, or Gen. Music Meths.	3
MUSC 380, 381, or 382	Inst., Choral, or Gen. Music Meths.	3	GEF		3
EDUC 301	Learning-Education Setting	3	GEF		3
GEF		3	SPED 360	Diff. Instr. Spec. Needs	3
GEF		3		TOTAL	17-18
	TOTAL	18-19			
<u>FOURTH YEAR - FALL</u>			<u>FOURTH YEAR - SPRING</u>		
MUSC**	Major Ensemble	1-2	MUSC 491A	Prof. Field Exp (Extended Learning)	10
MUSC 419-427D	Applied Music (Lessons)	2	MUSC 487	Student Teaching Sem-Capstone	2
MUSC 380, 381, or 382	Inst., Choral, or Gen. Music Meths.	3	C&I 491	Prof. Field Exp: Student Teach.	4
MUSC 384	Arranging in the Public Schools	2		TOTAL	16
GEF		3			
GEF		3-4			
RDNG 422	Reading in the Content Areas	3			
	TOTAL	17-19			

* Students receiving a score of 27 on the ACT exam or a score of 640 on the SAT verbal exam may take the accelerated ENGL 103 course in place of ENGL 101 and ENGL 102.

** Major Ensembles include MUSC 300, MUSC 300A, MUSC 300B, MUSC 302, MUSC 303, MUSC 305, MUSC 305A, MUSC 353, MUSC 353A.

*** Chamber Ensembles include MUSC 150, MUSC 340-349, MUSC 351-352, MUSC 353B, MUSC 353C, MUSC 353E, MUSC 353G, MUSC 353H, MUSC 354-359.

**** M271W may be taken in the spring of either the second or third year.

General Comments:

* Prior to entering the methods classes, documentation of passing CORE Exams or exempting SAT/ACT scores must be given to the advisor.

* Prior to student teaching, Music Content Knowledge Exam must be passed (in third year).

* For students wishing certification in states that require the PLT Praxis Exam (including West Virginia), it is recommended that it be taken prior to or during student teaching.

* Total hours for the Bachelor of Music in Music Education degree is 142-153.

* The above Four-Year Plan is based upon students entering the Music Education program with a Level 0 on Piano.

* The above Four-Year Plan includes Voice Class for those not obtaining credit by exam or through exemption.

* SPED 304 is a required course in the Music Education curriculum and fulfills GEF 4.

* Students should consult the WVU Undergraduate Catalogue, the Semester Schedule of Courses, and their advisor for requirements in the General Education Foundations (GEF).

Music Education Curriculum Checklist

NAME _____
Semester Admitted to WVU _____

Student ID _____
Semester Admitted to Music _____

SUBJ & NO	CR	GRD	SEM
General Education Foundations: *			
F1. Composition and Rhetoric (3 or 6 credits)			
English 101 or 103	3	_____	_____
English 102	3	_____	_____
F2A/B. Science & Technology (4-6 credits)			
F2A (2 lec):			
_____	3	_____	_____
_____	3	_____	_____
OR			
F2B (lec & lab):			
_____	3/4	_____	_____
F3. Math & Quantitative Skills (3-4 credits)			
_____	3/4	_____	_____
F4. Society & Connections (3 credits)**			
_____	3	_____	_____
F5. Human Inquiry & the Past (3 credits)			
_____	3	_____	_____
F6. The Arts & Creativity (3 credits)**			
_____	3	_____	_____
F7. Global Studies & Diversity (3 credits)			
_____	3	_____	_____
F8. Focus (9 credits)			
_____	3	_____	_____
_____	3	_____	_____
_____	3	_____	_____

** SPED 304 is a required course in the Music Education curriculum and fulfills GEF 4.
*** MUSC 270 and MUSC 271 are required courses that fulfill GEF 6.

APPLIED LESSONS:

LEVEL	CR	GRD	SEM
14 Crs. MUSC 119-427D Major Inst. (Level 7 req.)	_____	_____	_____
_____	_____	_____	_____
_____	_____	_____	_____
_____	_____	_____	_____
_____	_____	_____	_____
_____	_____	_____	_____
_____	_____	_____	_____

0-4 Crs. MUSC 130-133 Class Piano
(Course 133 [Level 2 req.] or proficiency)

_____	1	_____	_____
_____	1	_____	_____
_____	1	_____	_____
_____	1	_____	_____
Keyboard Harm/Sight Prof.	_____	_____	_____

SUBJ & NO.	CR	GRD	SEM
MUSIC CLASSES:			
MUSC 1* Year Sem	2	_____	_____
MUSC 161 Arl Th 1	2	_____	_____
MUSC 162 Wr Th 1	2	_____	_____
MUSC 163 Arl Th 2	2	_____	_____
MUSC 164 Wr Th 2	2	_____	_____
MUSC 261 Arl Th 3	2	_____	_____
MUSC 262 Wr Th 3	2	_____	_____
MUSC 263 Arl Th 4	2	_____	_____
MUSC 264 Wr Th 4	2	_____	_____
MUSC 200 Conducting	2	_____	_____
MUSC 201 Conducting	2	_____	_____
MUSC 202 Conducting	2	_____	_____
MUSC 138 Voice Cl	2	_____	_____
MUSC appr 100-lev mus hist	3	_____	_____
MUSC 180 Intro Mus Ed	1	_____	_____
MUSC 270 History	3	_____	_____
MUSC 271W History	3	_____	_____
MUSC 280 WW Ped	2	_____	_____
MUSC 281 Brass Ped	2	_____	_____
MUSC 282 String Ped	2	_____	_____
MUSC 283 Perc Ped	2	_____	_____
MUSC 284 Vocal Ped	2	_____	_____
MUSC 380 Inst Meth	3	_____	_____
MUSC 381 Chor Meth	3	_____	_____
MUSC 382 GM Meth	3	_____	_____
MUSC 384 Arr Pub Sch	2	_____	_____
MUSC 487 ST Sem Cpstm	2	_____	_____
MUSC 491 Prof Fld Exp	14	_____	_____
EDUCATION CLASSES:			
EDUC 301 Lrng Educ Set	3	_____	_____
SPED 360 Special Needs	3	_____	_____
RDNG 422 Content Areas	3	_____	_____

MUSIC ENSEMBLES: (Mark course #)
Ea. Sem. MUSC 300, 300A, 300B, 302, 303, 305, 305A, 353, 353A _____

1 Cr. MUSC 150, 340-349, 351-359 (Inst. only) _____

MUSIC CONVOCATION: (Mark sem.)

5 Sem. MUSC 189 _____

MUSIC RECITALS: Dates

2 Upper Level Recitals _____

CORE SCORES:

Exemption: SAT _____ ACT _____

Reading _____ Writing _____ Math _____

Music Content Knowledge Score: _____

PLT Score: _____ K-6 5-9 7-12

Total Credits: 142-153

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WVU Professional Education Dispositions and Responsibilities

WVU Professional Education Dispositions

Successful candidates:

- assume responsibility for supporting and accommodating learning and development for all whom they serve,
- model integrity and a commitment to the highest professional ethics,
- demonstrate in-depth knowledge of their content areas,
- inquire into their practice through systematic review, assessment, and reflection, and
- grow as collaborative members of and leaders in their professional communities and as members of a global society characterized by change.

WVU Music Education Professional Responsibility Statement

The Music Education Faculty within the WVU College of Creative Arts School of Music encourages and expects professionalism in all students enrolled in a Music Education degree program. Professionalism should pervade all aspects of a student's work, character, and conduct. In addition to developing skills necessary to plan and implement instruction, students should demonstrate a commitment to professionalism in problem solving and decision-making. Students in this professional degree program understand that they will display their professional ethics in daily interactions with peers, educators, and the community. Professionalism is demonstrated most clearly in the following ways: being punctual; presenting work that is well-prepared and accurate; attending classes and other pre-service professional development opportunities on a regular basis; participating in discussions that are both thoughtful and thought-provoking reflections of Music Education experiences; maintaining timely progress-to-degree; and maintaining an air of respect, honesty, and rapport with peers, professors, K-12 school teachers and students, and community members. Professionalism extends into all forms of communication. This includes using social media for social networking only and not for professional communication. Pre-service teachers are expected to convey professionalism in all activities - face-to-face, telephone, email, online - and this means refraining from using print or electronic media to post disparaging or objectionable comments or activity that is in any way related to West Virginia University. In addition, Music Education students are expected to use Standard English, as well as MIX or an email account with an address that conveys an appropriate professional presence. When participating in school-based field experiences and internships, Music Education students must abide by each school district's code of ethics and dress code. All Music Education students are expected to follow WVU, local, and state policies, laws, and regulations.

WV Department of Education Clinical Hour Requirement

The West Virginia (WV) Department of Education requires students in all education degree programs on the WVU campus and throughout the state to complete 125 clinical hours prior to student teaching to achieve WV certification. The clinical requirement specifies 80 hours in K-12 school-based or non-school-based settings under the supervision of a certified teacher and 45 additional non-supervised hours in other settings (e.g. university-sponsored camps and events, community programs, church-sponsored youth groups, clinics/events sponsored by professional organizations).

WVU music education majors currently meet 40 of the 80 hours required in public school settings in their coursework: 6 hours in MUSC 380, 30 hours in MUSC 382, and 4 hours in SPED 360. To complete the remaining hours (beyond the 40 hours included in coursework), students are responsible for arranging their own clinical experiences. Use the form below as a guide and report such experiences online at <https://wvucca.wufoo.com/forms/clinical-hours-requirement-form/>.

Student Name _____
 Advisor _____
 Entering music education in _____

- I. Clinical experiences taking place in K-12 school-based or non-school based settings and under the supervision of a certified teacher; e.g. school-sponsored summer program/camps. (40 hours required)

<u>Setting</u>	<u>Type of Experience</u>	<u>Hours Completed</u>	<u>Date</u>
Total			

- II. Clinical experiences in settings other than schools; e.g. university-sponsored camps and events, community programs, church-sponsored youth groups, clinics/events sponsored by professional organizations. (45 hours required)

<u>Setting</u>	<u>Type of Experience</u>	<u>Hours Completed</u>	<u>Date</u>
Total			

College of Education and Human Services

Clinical Experiences Requirements

General Statement

Criminal Background Check: The College of Education and Human Services has developed procedures for assisting education students in all fields to secure a criminal background screening that is often required by West Virginia public schools, public schools in other states, and other agencies. All students with clinical or field-based experiences in their programs of study are responsible for obtaining further information about this at http://cehs.wvu.edu/background_check_information.

College of Education and Human Services Criminal Background Check Information and Procedure

Increasingly, students are required by clinical agencies, including school counties and districts, to undergo a criminal background check prior to field/clinical experiences. Felony convictions and some serious misdemeanors may preclude participation in field/clinical placements. This could, in turn, prevent the completion of field/clinical course requirements and completion of programs in the College of Education and Human Services that require such placements.

In addition, the West Virginia State Code states the following:

§18A-3-10. Criminal history check of applicants for licensure by the state department of education.

Beginning the first day of January, two thousand two, any applicant for an initial license issued by the West Virginia department of education shall be fingerprinted by the West Virginia state police in accordance with state board policy in order to determine the applicant's suitability for licensure. The fingerprints shall be analyzed by the state police for a state criminal history record check through the central abuse registry and then forwarded to the federal bureau of investigation for a national criminal history record check. Information contained in either the central abuse registry record or the federal bureau of investigation record may form the basis for the denial of a certificate for just cause. The applicant for initial certification pays for the cost of obtaining the central abuse registry record and the federal bureau of investigation record.

Upon written consent to the state department by the applicant and within ninety days of the state fingerprint analysis, the results of a state analysis may be provided to a county board with which the applicant is applying for employment without further cost to the applicant.

Information maintained by the state department or a county board which was obtained for the purpose of this section is exempt from the disclosure provisions of chapter twenty-nine-b of this code. Nothing in this section prohibits disclosure or publication of information in a statistical or other form which does not identify the individuals involved or provide personal information.

Therefore, undergraduate and graduate students who consent to having a criminal background check before beginning field/clinical courses will increase the likelihood of placement. Undergraduate and graduate students who do not consent to a background check must understand and acknowledge that agencies, county school systems, or school districts of placement (hereinafter referred to as the “Clinical Agency” or “Clinical Agencies”) may refuse to allow the student to participate in field/clinical experiences. If the student is unable to participate in field/clinical experiences, the student will not be able to complete field/clinical course requirements and, therefore, will not be able to meet requirements to complete the selected program.

To effectuate the necessary field/clinical experiences for undergraduate and graduate students within the College of Education and Human Services (hereinafter referred to as the “College”), the following procedures have been established:

1. Upon admission to programs with clinical placement courses and before participation in field/clinical experiences, students will be directed to a third party provider of background checks to complete a criminal background check. Students are responsible for all fees associated with the background check, and for challenging or appealing any results that, in the student’s opinion, are inaccurate.
2. Students will be asked by the background check provider to authorize disclosure of the results of the background check to any Clinical Agencies that require a background check prior to placement.
3. The Clinical Agency, in its sole discretion and upon its review of the background check results, may refuse to allow the student to participate in field/clinical experiences at the Clinical Agency.

4. In the event that a particular Clinical Agency refuses to allow the student to participate in field/clinical experiences, the College will take steps to refer the student to another Clinical Agency; however, the College cannot guarantee that a placement will be made at another Clinical Agency.
5. Students are advised to maintain a clean background absent of any criminal arrests or convictions. As necessary, students may be required by a Clinical Agency to have an updated background check performed. Furthermore, Clinical Agencies may require a student to immediately report any new arrests or convictions that occur during the pendency of a field/clinical experience.
6. The College will neither request nor seek results of any background check to which a student agrees under this procedure.
7. The various Clinical Agencies may from time to time implement background check standards that are more or less burdensome. Officials within the College can never state to any degree of certainty the background check parameters of any given Clinical Agency, and officials within the College will not speculate whether a Clinical Agency might refuse a particular student.

Undergraduate Academic Progress –Music Education Area

Full-time undergraduate music education students are expected to begin methods courses (MUSC 380, MUSC 381, MUSC 382) in a timely fashion - normally in the fifth semester in the major. This expectation requires that students satisfy all prerequisites for music education methods courses by the specified deadline (see pp. 25-26). Students who do not meet this expectation will receive a “letter of concern” from the Music Education faculty as part of a “progress-to-degree” review (see below). If students who do not meet this expectation are receiving any form of School of Music financial aid, the Music Education faculty may make a firm recommendation to the Scholarship Committee regarding continuation or revocation of this support.

Music Education “Progress-to-Degree” Review

The Music Education faculty will meet once each semester to review students of concern. Students who are not making appropriate progress-to-degree or who do not demonstrate personal and/or professional characteristics suitable for the profession will receive a “letter of concern” from the Music Education faculty.

Music Education Retake Policy

Music Education students who withdraw from or earn a grade of "D" or "F" in MUSC 138, MUSC 180, MUSC 200, MUSC 201, MUSC 202, MUSC 280, MUSC 281, MUSC 282, MUSC 283, MUSC 284, MUSC 380, MUSC 381, MUSC 382, MUSC 384, MUSC 487, or MUSC 491 the first time they take any of these courses are required to retake the course within one calendar year (assuming continuous academic year enrollment) in order to remain in Music Education. Students who withdraw from or earn a grade of "D" or "F" the second time they take any of these courses will not be permitted to take the course again and must pursue a major other than Music Education.

Distribution of Courses in the Music Education Curriculum with Respect to GPAs

<u>Overall GPA</u> (min. 2.75)	<u>Core Music GPA</u> (min. 2.75)
All coursework	MUSC 130
	MUSC 131
	MUSC 132
<u>Professional Education GPA</u> (min. 2.75)	MUSC 133
MUSC 180	
	MUSC 138
MUSC 280	
MUSC 281	MUSC 189
MUSC 282	
MUSC 283	MUSC 191
MUSC 284	
	MUSC 161
MUSC 380	MUSC 162
MUSC 381	MUSC 163
MUSC 382	MUSC 164
	MUSC 261
EDUC 301	MUSC 262
SPED 304	MUSC 263
SPED 360	MUSC 264
RDNG 422	
	MUSC 200
MUSC 487	MUSC 201
MUSC 491	MUSC 202
C&I 491	
	MUSC 1xx (approved 100-level musicology course)
	MUSC 270
	MUSC 271
	MUSC 384
	Applied Study
	Ensembles (1 maj ens/sem + 1 sem chamber ens)

Principal Instrument Requirements

- Each student is required to register for applied lessons on his or her principal instrument every semester he or she is enrolled as a music student (excluding the semester he or she student teaches).
- Each student is required to participate in a major ensemble on his or her principal instrument (MUSC 300, MUSC 300A, MUSC 300B, MUSC 302, MUSC 303, MUSC 305, MUSC 305A, MUSC 353, MUSC 353A) every semester he or she is enrolled as a music student (excluding the semester he or she student teaches).
- Each student is required to present a minimum of two separate solo performances on his or her major instrument on two upper-level Music Convocation recitals before student teaching. Applications to perform on an upper-level recital may be obtained from the School of Music office (Room 416A). Upon a successful performance, a copy of the upper-level recital program will be placed by the Instructor of Music Convocation in the student's permanent file in the CCA Records office.
- The above recital requirement may also be fulfilled by presenting a half or full recital. To obtain credit, students do not need to register for any course, but must submit a program to the CCA Records office once the recital has been successfully completed.

Jury Progress

(effective Fall 2004)

All music majors, music minors, and non-majors if on music scholarship enrolled in MUSC 119-427D, MUSC 500, or MUSC 700 in the Fall and/or Spring Semesters must take a jury. Exceptions will be allowed only in the following cases: 1) when an area jury policy has a provision for a waiver, and 2) in the event of illness or injury. Students who miss juries due to illness or injury will receive an Incomplete in Applied Study for the semester and must make up the jury during the subsequent semester prior to mid-term.

Students who are unable to make up a missed jury must submit a written petition to the School director by mid-term of the first semester following the semester of the original missed jury. The petition

must include a complete justification for missing the make-up jury and a written statement of support from the applied faculty member.

After each jury, any student who makes insufficient progress or who is judged not to have sufficient potential to complete program requirements will be placed on applied music probation and will receive a letter stating the terms of the probation from the Chair of the School of Music Academic Standards Committee. If these terms of probation are not met in the prescribed time period, any such student's enrollment in the music program will be discontinued.

Secondary Instrument Placements and Proficiencies

Policies Governing Voice Placement Examination

- All students entering the Music Education program who are not voice principals must register for MUSC 138 (Voice Class).
- Entering students who are not voice principals but who have a voice background may take the Voice Placement Examination to receive credit for MUSC 138.
- Only students registered for MUSC 138 will be allowed to take the exam.
- Materials for the exam are available the first class meeting of MUSC 138 or from Dr. Sandra Schwartz in Room 4079.
- Students may take the exam only during the first week of class.
- Students are allowed to take the exam only once.
- Students who have failed MUSC 138 are not eligible to take the exam.
- The exam will be administered individually by members of the music education faculty.
- Dr. Schwartz will oversee the scheduling of exams.
- Students will pass the exam only if they have earned “satisfactory” or “excellent” in all of the evaluative categories on the exam.
- The Coordinator of Music Education, the College of Creative Arts Admissions and Records Office, and Music Education Advisors will be notified of those students who have passed the exam.
- Students who pass the exam will be given credit by examination and the option of dropping Voice Class.
- All students who fail the exam will be required to complete MUSC 138.

Policies Governing Piano Placement and Proficiency Examinations

- All students entering the Music Education program who have very limited or no piano background must register for MUSC 130 (Piano Class Level 0).
- Entering students who have a piano background must take a Piano Placement Examination as part of their entrance audition to be placed into the appropriate level of class piano. Students

who do not take this exam at the time of their audition must contact the Coordinator of Class Piano (Dr. Lucy Mauro) to take this exam prior to the start of their first semester of classes.

- Music Education students are required to achieve and maintain a Level 2 on Piano (including passing the Functional Keyboard Proficiency in Sightreading and Harmonization) as a prerequisite for admission into any of the Music Education methods courses (MUSC 380, 381, 382).
- Students who successfully complete MUSC 133 and its associated jury will achieve a Level 2 and satisfy the Functional Keyboard Proficiency in Sightreading and Harmonization requirement. Students are required to maintain a Level 2 on Piano.
- Piano principals and students exempt from piano class must take the Functional Keyboard Proficiency in Sightreading and Harmonization before admission to any Music Education methods course. Advisors, as well as the Coordinator of Class Piano ([Dr. Lucy Mauro](#)), have information regarding this proficiency.

Policies Governing Secondary Instrument Proficiency Examinations

What are secondary instrument proficiency examinations?

Secondary instrument proficiency examinations are designed to evaluate students teaching and performance skills on voice, recorder, guitar, world music, and specified woodwind, brass, string, and percussion instruments. The skills evaluated by these proficiency examinations are fundamental to student's success as a music educator.

Which secondary instrument proficiency examinations must I take?

Students must pass secondary instrument proficiency examinations on voice, recorder, guitar, world music (pitched and non-pitched instruments in given cultures), and the following woodwind, brass, string, and percussion instruments: 3 of 5 woodwinds (flute, clarinet or saxophone, and oboe or bassoon - excluding student's principal instrument); 3 of 5 brass (excluding student's principal instrument); 2 strings (violin or viola and 'cello or double bass - excluding student's principal instrument); and 7 percussion (snare drum, keyboard, timpani, cymbals/bass drum, tambourine, triangle, drum set).

When do I take secondary instrument proficiency examinations?

Normally, students will take each secondary instrument proficiency examination in a timely manner when taking the associated pedagogy courses and modules (e.g., students will take the required woodwind proficiencies during the woodwind pedagogy course; students will take the guitar proficiency at the conclusion of the guitar module).

However, students may attempt any secondary instrument proficiency examination prior to taking the associated pedagogy course or module. If a student wishes to exercise this option, he or she must notify the Coordinator of Music Education, Dr. Sandra Schwartz, before any such attempt. Please note that a student must take all pedagogy courses even if he or she passed the associated proficiency examinations ahead of time.

All secondary instrument proficiency examinations taken outside of associated pedagogy courses or modules (i.e., in semesters preceding or following) will be administered prior to the end of classes in a given semester at a time that is mutually agreeable to the student and the instructor of the associated pedagogy course or module.

Students are expected to maintain the skills necessary to pass each instrument/voice proficiency examination. If a student demonstrates a deficiency on a secondary instrument in subsequent semesters, the student may be required to retake the proficiency examination as a diagnostic tool and/or pursue additional training on that instrument.

How are secondary instrument proficiency examinations evaluated?

The forms used to evaluate secondary instrument proficiency examinations consist of a list of skills, each of which is evaluated as “excellent,” “satisfactory,” or “unsatisfactory.” To pass any proficiency, the student must achieve “excellent” or “satisfactory” on all skills (i.e., a grade of “A” or “B” on the examination overall). Should the student be evaluated as “unsatisfactory” on one or more skills, he or she will fail the proficiency (i.e., earn a grade of “C,” “D,” or “F” on the examination overall).

The student will receive a copy of the failing evaluation form from the instructor no later than one week after the failed attempt. Copies of all evaluation forms (passing and failing) will be placed in his or her file maintained by students’ academic advisors as well as in the official file in the CCA Records Office.

What happens if I fail a secondary instrument proficiency examination?

If a student fail any of the secondary instrument proficiency examinations, he or she may retake only the failed portion(s) of the proficiency examination either while enrolled in the associated pedagogy course or module for the first time (at the discretion of the instructor), or during any subsequent semester prior to student teaching (if the student has passed the associated pedagogy course or module). If the student dropped or failed the associated pedagogy course or module (with a course grade of “D” or “F”), he or she must retake any secondary instrument proficiency examination in its entirety.

If a student wishes to retake failed secondary instrument proficiency examinations outside of associated pedagogy courses or modules, he or she must do so prior to the end of classes in a given semester at a time that is mutually agreeable to the student and the instructor of the associated pedagogy course or module.

The result of a retaken secondary instrument proficiency examination does not affect the grade a student earned on his or her initial attempt of that particular examination. That is, the grade earned on the first attempt (“C,” “D,” or “F”) is the permanent grade that is used for calculation of the associated pedagogy course or module grade. This serves as an incentive for students to prepare well for the initial attempt of each examination.

Is there a recommended schedule for the completion of secondary instrument proficiency examinations?

Before being permitted to enroll in any music education methods course, students must pass proficiency examinations as specified in the document Prerequisites for Music Education Methods Courses. Students must pass all required proficiency examinations prior to the semester in which he or

she student teaches. It is the student's responsibility to consult with his or her academic advisor each semester to make appropriate voice, piano, and secondary instrument course selections so that he or she qualifies in a timely way for methods courses and student teaching.

Where can I obtain copies of secondary instrument proficiency examinations?

Official copies of all proficiency examinations are kept on file in Dr. Schwartz's office. Please contact her for further information.

Where can I get answers to questions about secondary instrument proficiency examinations?

Please see academic advisor.

Secondary Instrument Proficiency Examinations Record

Name _____	Principal Instrument _____	Advisor _____
Course	Proficiency	Semester Completed
MUSC 280 (3 of 5 as indicated)	Flute Clarinet or Saxophone (circle) Oboe or Bassoon (circle)	_____ _____ _____
MUSC 280 Module	Recorder	_____
MUSC 281 (3 of 5)	Trumpet Horn Trombone Euphonium/Baritone Tuba	_____ _____ _____ _____ _____
MUSC 281 Module	Guitar	_____
MUSC 282 (2 of 4 as indicated)	Violin or Viola (circle) Cello or String Bass (circle)	_____ _____
MUSC 283	Snare Drum Keyboard Timpani Cymbals/Bass Drum Tambourine Triangle Drum Set	_____ _____ _____ _____ _____ _____ _____
MUSC 283 Module	World Percussion 1	_____
MUSC 283 Module	World Percussion 2	_____
MUSC 284	Voice	_____

School of Music Instrument Control Policy

The School of Music maintains a limited inventory of instruments to supply music students and participants in performing ensembles with certain instruments, and to provide instruments for music education pedagogy classes. The Instrument Control Office, overseen by Timothy Richards and his Graduate Assistant, is in room 237A. The hours are posted on the door. Some "special" instruments (such as English horn, D trumpet, and contrabassoon) may be borrowed at no charge through an applied faculty member. "Regular" instruments of professional quality may be rented through the Instrument Control Office with permission from an applied faculty member. It is recommended that students rent instruments for only one semester, since the WVU Undergraduate Catalog states that all music majors (except pianists) should own their own instruments.

Student-quality instruments are rented in the following priority: (a) students in pedagogy classes; (b) music majors - students playing secondary instruments and students experiencing financial hardships may rent instruments (at the director's discretion) for use in marching or pep band; (c) students enrolled in the Community Music Program.

The rental fee per instrument per semester is \$25.00. Students enrolled in pedagogy classes that require more than one instrument during the semester may exchange related instruments for no additional fee. For instance, a trombone may be exchanged for another brass instrument, a clarinet for another woodwind instruments, and a violin for another string instrument. This exchange policy is not applicable to the rental of guitars.

In addition to the \$25.00 rental fee, students who rent instruments over the summer must pay a \$50.00 security deposit in cash. The deposit will be returned to the student when he or she returns the instrument.

Students who fail to return instruments in a timely manner will receive a letter of warning indicating that if the instrument is not returned by a certain date, the result will be the suspension of University services (grades, transcripts withheld, etc.) and the notification of the police that state property has not been returned. Students will be billed for lost and unreasonably damaged instruments and accessories.

Any Instrument Control property that is found unsecured in the CAC will be returned to Instrument Control, and the person to whom it is officially rented will be assessed another rental fee of \$25.00 per instrument to regain use of this property in the same semester.

Music Education Area Double Major and Double Emphasis Policy

It may be possible for a student to pursue an additional (second) major or emphasis. Approval to add a second major or emphasis is by written consent of the Coordinator of Music Education after the student has completed a minimum of two semesters in the first major or emphasis. An optional program can be arranged for outstanding students who desire to meet the requirements of majors in both performance and music education. Admission to this rigorous program is by written consent of the coordinator of the appropriate performance area and the coordinator of music education after the student has completed two semesters.

School of Music Secondary Applied Study Policy

In rare cases in which a student is proficient in two different performance media, it is possible to pursue applied study on the second medium. The student must audition and be accepted on the principal medium and must also audition on the secondary medium. If the audition on the secondary medium is acceptable, the student will be permitted to study both principal and secondary media (pending studio availability) with the understanding that the initial designation of the principal medium and the secondary medium is permanent.

In extraordinary circumstances in which a student is highly proficient on both performance media, the student may petition to the Director of the School of Music to declare a “double principal.” This petition may be made only after a minimum of two successful semesters of applied study on both performance media. Approval of this declaration requires the unanimous support of both applied instructors and the coordinator of the student’s degree program. If the student’s degree program is the BA in Music or the BM in Performance, the Director will designate a Coordinator in addition to the applied instructors to participate in the review of the petition.

Music Education Area Transfer Student Policies

(Effective Fall 2000)

The following policies currently apply to all non-transfer Music Education students:

1. Students must pass all proficiencies (i.e., successful demonstration of teaching and performance skills on voice, piano, recorder, guitar, and specified woodwind, brass, string, and percussion instruments) prior to the semester in which they student teach.
2. Students must pass the voice, piano, recorder, guitar, and four additional instrumental proficiencies prior to registering for any Music Education methods course.

In consideration of these policies and of possible differences in the content and order of courses taken previously at other institutions by transfer students, the following policies will apply to all transfer Music Education students:

1. Transfer students must pass all proficiencies (i.e., successful demonstration of teaching and performance skills on voice, piano, recorder, guitar, and specified woodwind, brass, string, and percussion instruments) prior to the semester in which they student teach.
2. Transfer students who have satisfied the prerequisites for Music Education methods courses (in terms of courses taken previously at other institutions) may enroll in a Music Education methods course during their first semester on the Morgantown campus following consultation with a Music Education advisor. However, any such transfer students must demonstrate proficiencies in voice, piano, and four additional instruments by the end of their first semester on the Morgantown campus and prior to registering for any additional Music Education methods courses.
3. Transfer students must pass recorder and guitar proficiencies by the end of their second semester on the Morgantown campus and prior to registering for any additional Music Education methods courses. Transfer students should consult with a Music Education advisor regarding the ways in which these particular proficiencies may be addressed.
4. Transfer students must satisfy points 2 and 3 above to continue registering for Music Education methods courses.

PRAXIS Series Examinations

(Professional Assessments for Beginning Teachers)

The *Praxis Series Examinations* are used by state departments of education in the teacher certification process. The Praxis Series assessments are also used by colleges and universities to qualify individuals for entry into teacher education programs. The three categories of assessments in the *Praxis Series Examinations* correspond to three milestones in a student's development as a teacher: Praxis I: Core Academic Skills for Educators Test (all parts of which must be passed before one can enter any music education methods course), Praxis II: Music - Content Knowledge Examination (which must be passed before one can student teach), and Praxis II: Principles of Learning and Teaching Examination (which must be passed no later than the semester of student teaching and before a WV Teaching Certificate can be awarded).

Registration information can be found online at www.ets.org/praxis.

PRAXIS I: Core Academic Skills for Educators Test

- Before enrolling in music education methods courses (MUSC 380, 381, and 382), students must pass the *Praxis I: Core*, which includes subtests in reading, writing, and mathematics. It is strongly recommended that students take and pass the Core during their freshman year, and certainly no later than the first semester of their sophomore year.
- Below are the minimum passing scores for the Core test:

Reading (5713)	156
Writing (5723)	162
Mathematics (5733)	150
- The Core test requirement can be waived for students who can document (1) a composite score of 26 on the ACT enhanced (effective November 1989), or (2) a score of 1240 on the New SAT using the combined Evidence-Based Reading and Writing score and Math score (effective May 2016-the Present). Students who qualify for waiver of the CORE must present two legible copies of their ACT or SAT scores to their advisor.

PRAXIS II: Music - Content Knowledge Examination

- To qualify for a student teaching placement, students must pass the *Praxis II: Music - Content Knowledge* (5113) with a minimum score of 155. It is strongly recommended that students take and pass this test one year prior to the semester in which they intend to student teach.

PRAXIS II: Principles of Learning and Teaching Examination

- In order to be recommended for certification, students must choose and pass one of the following three professional education tests: *Principles of Learning and Teaching K-6* (5622), *Principles of Learning and Teaching 5-9* (5623), or *Principles of Learning and Teaching 7-12* (5624). Minimum passing scores for these tests are 160, 160, and 157, respectively. **Students must pass this test prior to student teaching.**

Praxis Test Requirements for West Virginia and Other Selected States – updated October 2012

Test	Code Computer	WV	CT ¹	DE	DC1 ²	DC2 ³	KY	MD ^{4,5}	NJ	NY ⁶	NC ⁷	OH	PA1 ⁸	PA2 ⁹	SC	TN	VA ¹⁰
Core Academic Skills for Educators (CORE)																	
Reading	5710	174	172	175	172	168	176	177			176		172	169	175	174	178
Writing	5720	172	171	173	171	165	174	173			173		173	170	173	173	176
Mathematics	5730	172	171	174	174	169	174	177			173		173	170	172	173	178
(or composite score)						517		527			522			521			532
Principles of Learning and Teaching (PLT) 12 short-answer/24 multiple-choice																	
Early Childhood	0521 (paper)											166					
Grades K-6	0522 (paper)											168					
Grades 5-9	0523 (paper)											168					
Grades 7-12	0524 (paper)											165					
Principles of Learning and Teaching (PLT) 70 multiple-choice/4 constructed-response																	
Early Childhood	5621				157	157		157							157	155	
Grades K-6	5622	160	*		160	160	160	160							160	158	
Grades 5-9	5623	160			160	160	160	160							160	158	
Grades 7-12	5624	157			157	157	160	157							157	155	
Fundamental Subjects: Content Knowledge	05511										148		150	150			
Music: Concepts & Processes	0111 (paper)		150				145				composite only				145	145	
Music: Analysis	0112 (paper)							147									
Music: Content Knowledge	5113	155	153	155			154	154	153		composite only	154	158	158	151	150	160
(or composite score)								301			299						

- CT¹ PLT: Grades K-6 (0622) test required – passing score not set – verify with state
- DC1² CORE individual qualifying score option
- DC2³ CORE composite score option (combined total score of 517 with minimums indicated)
- MD⁴ CORE individual qualifying score option or composite score option (combined total score of 527 with no minimums)
- MD⁵ Music: Analysis / Music: Content Knowledge individual qualifying score option or composite score option (combined total score of 301 with no minimums)
- NY⁶ Teachers must pass New York State Teacher Certification Examinations
- NC⁷ CORE individual qualifying score option or composite score option (combined total score of 522 with no minimums)
- PA1⁸ CORE individual qualifying score option; alternatively, Reading and Writing scores may average 172.5
- PA2⁹ CORE composite score option (combined total score of 521 with minimums indicated)
- VA¹⁰ CORE individual qualifying score option or composite score option (combined total score of 532 with no minimums)

- All three CORE tests are required for each state indicated.
- Applicants may take paper-based CORE tests, computer-based CORE tests, or a combination of paper-based and computer-based.
- Computer-based CORE tests are administered locally at the WVU Test Center; 6 Riddle Court; Morgantown, WV 26505-2693; 304.293.0699; site code 5354.
- One of the three or four PLT tests is required for each state indicated.
- All information in this document was gathered from www.ets.org/praxis. Applicants are advised that it is their responsibility to consult this website prior to test registration to insure that information is accurate regarding required tests and qualifying scores for a particular state.
- Many states have additional requirements for teacher licensure and certification beyond Praxis Test requirements. Applicants are advised that it is their responsibility to consult the Department of Education website for each state in which licensure and certification is sought.
- Applicants should direct any questions about WV teacher licensure and certification to WVU Teacher Certification Office 304.293.3983.

Prerequisites for Music Education Methods Courses

Revised – July 15, 2013

Before a student can enroll in any of the Music Education methods courses (MUSC 380, 381, or 382), the following prerequisites must be met.

GPA Requirement (Effective Fall 2003)

A 2.75 GPA - overall, in music, and in professional education courses (with no Ds or Fs in MUSC 138, MUSC 180, MUSC 200, MUSC 201, MUSC 202, MUSC 280, MUSC 281, MUSC 282, MUSC 283, MUSC 284, MUSC 384, EDUC 301, SPED 304, SPED 360, or RDNG 422) - is required.

Music Theory Course Requirements

Aural Theory I	MUSC 161
Written Theory I	MUSC 162
Aural Theory II	MUSC 163
Written Theory II	MUSC 164
Aural Theory III	MUSC 261
Written Theory III	MUSC 262
Piano Requirement	
Piano Class	MUSC 133 (Level 2)
- or -	
Functional Keyboard Proficiency in Sightreading and Harmonization (only for piano principals or if exempt from MUSC 130-133)	
Other Music Course Requirements	
Apr. 100-level musicology course	MUSC 1xx
Intro. to Music Education	MUSC 180
Voice Class and Lab (or exemption)	MUSC 138
Fundamentals of Conducting	MUSC 200
Conducting & Score Interpretation	MUSC 201
History of Western Musical Traditions I	MUSC 270

Pedagogy Course Requirements

For Instrumental Methods (MUSC 380), students must complete:

Woodwind Pedagogy	MUSC 280
(includes passing the recorder module and 2 of 3 Woodwind Proficiencies)	
Brass Pedagogy	MUSC 281
(includes passing the guitar module and 2 of 3 Brass Proficiencies)	

For Choral Methods (MUSC 381), students must complete:

Vocal Pedagogy	MUSC 284
(includes passing the Voice Proficiency)	
- and one of the following -	
Woodwind Pedagogy	MUSC 280
(includes passing the recorder module and 2 of 3 Woodwind Proficiencies)	
Brass Pedagogy	MUSC 281
(includes passing the guitar module and 2 of 3 Brass Proficiencies)	

For General Music Methods (MUSC 382), students must complete:

Woodwind Pedagogy	MUSC 280
(includes passing the recorder module and 2 of 3 Woodwind Proficiencies)	
Brass Pedagogy	MUSC 281
(includes passing the guitar module and 2 of 3 Brass Proficiencies)	

Other Requirements

Passing or exempting the reading, writing, and math subtests of the CORE Examination

Prerequisites Deadline for Music Education Methods Courses

Any Music Education student intending to take a Music Education methods course during a given semester must present documentation of completion of all prerequisites for the intended methods course to her/his academic advisor **no later than 12:00p on the Friday immediately before the first day of classes.**

Any student who cannot locate her/his academic advisor during semester breaks should forward any documentation to the Coordinator of Music Education, Dr. Sandra Schwartz, by sending it to her attention at the School of Music rather than waiting to see her in person during the orientation period that precedes the beginning of each semester.

It will be each student's responsibility to schedule any secondary instrument proficiencies so as to be able to provide documentation of passing by the deadline indicated above. That is, it will not be the responsibility of any pedagogy or module instructor to accommodate or enforce this deadline.

The Music Education area does not accept telephone confirmation of passing CORE scores. Each student should provide a photocopy of her/his official score report for all required components of the CORE.

Student Teaching in Music Policies and Procedures

General Statement of Philosophy on Student Teaching

The role of a teacher is that of a professional and carries with it immeasurable responsibility, liability, and reward. The role of a student teacher is that of an intern, one who is practicing and being guided through the many facets of professional teaching. The importance of either role cannot be overstated.

In such a role, student teachers can expect:

- to devote full-time efforts to student teaching, including participation in after school, evening, and weekend events. Student teaching responsibilities take precedence over all other commitments;
- to gradually assume teaching responsibility, ultimately carrying out the workload that is required of the cooperating teacher to whom he or she is assigned;
- to receive instruction and critiques on his or her performance for professional growth and development, and to improve his or her professional performance accordingly;
- to receive no compensation for his or her work since student teachers are receiving invaluable opportunities, mentoring, and training;
- to meet the challenge of his or her role with the professionalism and maturity expected of anyone deserving certification within the music education profession.

Requirements To Qualify for a Student Teaching Placement

(Effective for Spring 2016 Student Teachers)

- an overall GPA of 2.75 in all courses taken at WVU and any other institution (including courses taken at other institutions that are not accepted by WVU)
- a GPA of 2.75 in all music courses, with no Ds or Fs in MUSC 138, MUSC 200, MUSC 201, MUSC 202, or MUSC 384
- a GPA of 2.75 in all professional education courses, with no Ds or Fs in MUSC 180, MUSC 280, MUSC 281, MUSC 282, MUSC 283, MUSC 284, MUSC 380, MUSC 381, MUSC 382, EDUC 301, SPED 304, SPED 360, or RDNG 422
- Students must have passed all sections of the Praxis I: CORE (or ACT/SAT waiver).
- Students must have passed all sections of the Praxis II: Music - Content Knowledge Exam.

- Students must be on track to earn a level 7 and satisfy curriculum/studio recital requirement on their principal instrument.
- Students must have passed all required proficiency exams.
- Students must meet all of the above requirements by mid-term of the semester prior to the semester in which they intend to student teach (fall semester for spring student teachers, spring semester for fall student teachers). Students who fail to meet any of the above requirements by the mid-term deadline will not be given a student teaching placement and will be delayed in their student teaching by a minimum of one semester (not including summer). Students for whom student teaching will be delayed will have the opportunity to consult with Music Education faculty to develop a plan for addressing remaining requirements and any other relevant issues in order to attempt to qualify for student teaching in a future semester.
- Failure to meet any student teaching qualifying requirement between submission of the student teaching application and the beginning of the intended student teaching semester will result in immediate removal from student teaching. Full audits for all student teachers will occur at the end of the fall semester for spring placements and at the end of the spring semester for fall placements.

Application Process

Students who plan to student teach must submit two student teaching applications in the academic year prior to the one in which they intend to student teach (due December 15). The first application is submitted to the Office of Field Experiences (602 Allen Hall); the second application is submitted to the coordinator of student teaching in music, Prof. Munroe. Both applications are available from advisors and require an advisor signature. Students failing to submit either application on time cannot be guaranteed a teaching placement.

Students' preferences for either a fall or spring placement will normally be accommodated; however, a student may be advised to change semesters.

Placement Process

Once a prospective student teacher has completed all requirements, the coordinator of student teaching in music initiates the process for securing a student teaching placement. Preliminary requests are made to cooperating teachers and administrators on behalf of each prospective student teacher in an effort to secure a placement that will satisfy the required levels (K-4; 5-8; 9-12).

Information about student teaching placements will be available to students through the coordinator of student teaching in music (normally in April for fall placements and in November for spring placements). Final confirmation of student teaching placements will be available in the Office of Field Experiences, 602 Allen Hall, during finals week of the semester prior to student teaching.

Placement Considerations

Several factors are taken into consideration when identifying appropriate student teaching placements:

- the student's goals and interests (as expressed on the music student teaching application)
- the student's demonstrated strengths and areas of concern
- the characteristics of the placement; e.g. size and type of program
- the expertise and expectations of the cooperating teacher
- the availability of the placement

Geographic location is not a consideration when securing teaching placements for students. Due to the limited number of music placements in the Morgantown area, students should be prepared to relocate or commute during the semester in which they student teach. (All teaching placements are generally within a 100-mile radius of Morgantown.) Students' requests for specific regions, school districts, or cooperating teachers will not be taken into consideration unless the student can demonstrate severe personal constraints. (Such constraints do not include lack of desire to leave Morgantown or inability to break a lease in Morgantown.)

Virtually all teaching placements require that students travel to two or more schools. Students must provide their own transportation.

Registering for Courses During Student Teaching

Students will register for these 16 credits during the semester they student teach:

- MUSC 487 - Student Teaching Seminar-Capstone (2 credits)
- MUSC 491 - Professional Field Experience (Extended Learning course) (14 credits)

Students may not register for or participate in university ensembles, lessons, recitals, or courses during the semester in which they student teach.