



College of Arts & Humanities

University of Central Florida

School of Performing Arts

Music Department

Bachelor of Music Education

Student Handbook

2014-15

MUSIC EDUCATION STUDENT HANDBOOK
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UCF SCHOOL OF PERFORMING ARTS MUSIC DEPARTMENT MISSION AND GOALS

MISSION

To develop and maintain a major metropolitan center for the performance, study, and research of music.

GOALS

1. To offer Bachelor degree programs in liberal arts music, performance, composition, and music education that prepare performers, music educators and scholars to meet the highest professional standards.
2. To contribute to the education of the total student population by providing opportunities for the study and performance of music.
3. To engender and develop creativity, independence, artistry, imagination, and originality in composition, performance and response to music.
4. To increase knowledge through research in music history, performance, music theory, and music education and disseminate through publication and presentations.
5. To provide advanced training in music at the Master's level.
6. To present concerts and programs on campus, in the community, and beyond.
7. To establish partnerships with central Florida schools, performing organizations, and cultural institutions.
8. To make relevant applications of technology as part of a comprehensive education in the performance, study, and teaching of music.
9. To encourage exposure to the diverse cultures of the world and their musical traditions.

MUSIC EDUCATION, B.M.E.

The mission of the Bachelor of Music Education program is to help future teachers become great music teachers because every child deserves a great music teacher. Be prepared to enter one of the most rewarding and important professions in the world. The B.M.E. program meets the State of Florida teaching licensure requirements for K-12 Music certification. In addition to General Education Program courses, the B.M.E. program includes courses in music, general education, music education; two internship experiences; and field experiences.

B.M.E. OBJECTIVES

1. Students will demonstrate competence in content-based areas of music history, theory, pedagogy, analysis, and technology.
2. Students will demonstrate competence in skill-based areas of ear training/sight singing, improvisation, composition, keyboard competency and conducting.
3. Students will acquire an understanding of child development, the identification and understanding of the principles of learning, and an understanding of philosophical and social foundations underlying music in education and the ability to express a rationale for personal attitudes and beliefs.
4. Students will demonstrate an ability to assess aptitudes, experiential backgrounds and interests of individual and groups of students and to devise learning experiences to meet assessed needs.
5. Students will demonstrate competence in planning, instructing, and evaluative techniques and the ability to apply them in assessing both the musical progress of students and the objectives and procedures of the curriculum.
6. Students will acquire an awareness of the developmental process involved in becoming a successful teacher and life-long learner.

ADMISSION INTO THE BACHELOR OF MUSIC EDUCATION (BME) PROGRAM Undergraduate freshmen and transfer students

1. Complete all admission requirements of the University of Central Florida.
2. Pass a performance audition for acceptance into the Music Department. This audition will place you in a level of study for your applied lessons.
3. Pass a B.M.E. interview.
4. Enter a Provisional or Probationary Acceptance Status. Upon acceptance in to the BME program ALL students begin with the status of “Music Education Pending.” Application into the Professional Program must be made at the conclusion of 45 hours of coursework.
5. Prior to attending the first music class as a music major at UCF, all students will take a keyboard placement examination to determine the appropriate level of class piano.

For more information about admissions and program requirements and university policies, consult the [UCF Undergraduate Catalog](#) and music.cah.ucf.edu.

OVERVIEW

Congratulations! You are preparing to enter one of the most rewarding and important professions in the world. Every child deserves a great music teacher and therefore the mission of the Bachelor of Music Education (BME) program at UCF is to help future teachers become great music teachers through rigorous coursework and diverse development experiences. The BME program meets the State of Florida teaching licensure requirements for K-12 Music certification. In addition to General Education Program (GEP) courses, the BME program includes courses in music, general education, music education; two internship experiences; and field experiences.

BME ADVISEMENT

The designated academic advisor for the Department of Music is Mr. Kirk Gay. His office is in PACM 207, and he can be reached at 407.823.5968 or Kirk.Gay@ucf.edu. Please see Mr. Gay for information about course selection and SASS audit questions.

As Coordinator of Music Education, Dr. Kelly Miller is available to offer advisement in course selection. Her office is in PACM 224, and she can be reached at 407.823.4545 or Kelly.Miller@ucf.edu. Music Education faculty members, Dr. Scott Tobias and Dr. Ryan Kelly can also be reached for advisement in course selection.

SASS AUDIT

Your SASS audit (record of academic progress) is available from <https://my.ucf.edu/>. If your audit is marked “Music Education Pending” at the top, please see Mr. Gay or Dr. Miller ASAP to determine what is necessary for you to do. Remember, ALL students begin with the status of “Music Education Pending” until they have achieved the requirements and passed into the Professional Program.

CATALOG INFORMATION

Confirm your catalog year (shown at top of your SASS audit). It should reflect the semester you matriculated at UCF. Students who change degree programs and select this major must adopt the most current catalog year for each major.

Please become familiar with all course and non-course requirements listed in your catalog (available at: <http://www.ucf.edu>) and searching “undergraduate catalog” for your catalog year). The current year is posted on the BME website.

- **It is important that you follow the program in your catalog, not your audit, as audits are often inaccurate.**
- **You are responsible for knowing all program requirements.**

Course Changes

In 2006, several new courses were created as part of BME program revision. Since many of the old courses are no longer offered, new courses may be used as course substitutes. Additionally, students completing AA degrees may have taken courses that are not offered at UCF. To see a list of acceptable course substitutions and changes, click on the following:

CURRICULUM

Music Teaching Specialization

As a music education major, you are asked to choose an area of specialization to receive additional studies in general, instrumental, and choral music. As a graduate of a state approved program, you will be qualified to apply for licensure that covers all K-12 music teaching scenarios, regardless of your declared specialization. Your teaching license will read “ Music K-12” and will not specify your area of specialization. It is becoming increasingly common for music educators in Florida to teaching in more than one area of specialization. Therefore, it is recommended that you take courses beyond your declared declare specialization.

Students may select between one of three program tracks in regards to Music Education Specialty Area Courses and Professional Program Courses. They include: Program A – Instrumental, Program B – Choral, or Program C – Elementary. These options prepare students to teach music and conduct ensembles in the public schools.

Course-Offering Schedule

Make sure you are aware of when (what semester) courses are offered and of course prerequisites. **You are responsible for knowing when courses are offered.** Techniques and methods courses are not offered each semester. To see the music department course-offering schedule, see Mr. Gay or go to: http://www.music.ucf.edu/students_classes.php. Additionally, MVV 4640 (Program B – Choral) and MUE 4393 (Program C – Elementary) are offered in the spring every other year (EOY).

Program A – Instrumental (Revised 5/14)

Fall, Freshman Year

MUT 1121/Music Theory and Musicianship I	4hrs
MVK 1111/Class Piano I	1hr
MUE 2040/Introduction to Music Education	3hrs
MUE 2346/Vocal Techniques	1hr
MVX 141X/Performance I	2hrs
MUN XXXX/Ensemble	1hr
MUS 1010/Forum	0hrs
CNAfME/ Observation in Schools	_____
	12hrs

ENC 1101/Composition I	3hrs
MGF 1106/1107/or higher level math course	3hrs

Fall, Sophomore Year

MUT 2126/Music Theory and Musicianship III	4hrs
MVK 2121/Class Piano III	1hr
MUE 4311/Elementary School Music Methods	2hrs
MUE XXXX/Technique Course	1hr
MUE XXXX/Technique Course	1hr
MVX 242X/Performance II	2hrs
MUN XXXX/Ensemble	1hr
MUS 1010/Forum	0hrs
CNAfME/Observation in Schools	_____
	12hrs

GEP Statistics/Computers (Select from GEP C.2 list)	3hrs
ENC 1102/Composition II	3hrs

Fall, Junior Year

MUG 3104/Basic Conducting	2hrs
MUE 4332/Secondary Instrumental Methods I	3hrs
MUH 3211/Music History and Lit. I	3hrs
EDF 4603/Analy. & App. of Ethical, Legal & Safety	3hrs
MVX 343X/Performance III	2hrs
MUN XXXX/Ensemble	1hr
MUS 1010/Forum	0hrs
CNAfME/Observation in Schools	_____
	14hrs

AMH 2010/U.S. History: 1492-1877	3hrs
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Fall, Senior Year

MUE 3942 Music Internship I	3hrs
MUE 3333/Music Learning Theory & Assessment	3hrs
RED 4043 Content Reading in K-12	3hrs
MUN XXXX/Ensemble	1hr
PET/Professional Educators Test	0hrs
Subject Area Test	0hrs
CNAfME/Observation in Schools	_____
	10hrs

POS 2041 American National Government	3hrs
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Spring, Freshman Year

MUT 1122/Music Theory and Musicianship II	4hrs
MVK 1112/Class Piano II	1hr
EDF 2085/Intro. To Diversity for Educators	3hrs
MUE 3693/Technology for Music Educators	2hrs
MUE XXXX/Technique Course	1hr
MVX 141X/Performance I	2hrs
MUN XXXX/Ensemble	1hr
MUS 1010/Forum	0hrs
CNAfME/Observation in Schools	_____
	14hrs

SPC 1608/Fund. of Oral Communication	3hrs
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Spring, Sophomore Year

MUT 2127/Music Theory and Musicianship IV	4hrs
MVK 2122/Class Piano IV	1hr
MUL 2014/Introduction to Music History and Lit.	3hrs
MUE XXXX/Technique Course	1hr
MUE XXXX/Technique Course	1hr
MVX 242X/Performance II	2hrs
MUN XXXX/Ensemble	1hr
MUS 1010/Forum	0hrs
CNAfME/Observation in Schools	_____
	13hrs

** HAVE PASSED GKT (General Knowledge Test)*
** Apply for Professional Program*

PSC 1121 Physical Science	3hrs
PSY 2012/General Psychology	3hrs

Spring, Junior Year

MUG 3302/Instrumental Conducting & Materials	1hr
MUE 4337/Secondary Instrumental Methods II	3hrs
MUH 3212/Music History and Lit. II	3hrs
EDG 4410 Teaching Strategies & Classroom Mgmt.	3hrs
TSL 4080/Theory & Practice of Teaching ESOL	3hrs
MVX 343X/Performance III	2hrs
MUN XXXX/Ensemble	1hr
MUS 1010/Forum	0hrs
MUS 3953/Recital Performance I	0hrs
CNAfME/Observation in Schools	_____
	16hrs

AMH 2020/U.S. History: 1877-present	3hrs
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Spring, Senior Year

MUE 4943/Internship II	12hrs
Teacher Work Sample	0hrs
LiveText Portfolio	0hrs
CNAfME/FMEA Conference	_____
	12hrs

Program B – Choral (Revised 5/14)

Fall, Freshman Year

MUT 1121/Music Theory and Musicianship I	4hrs
MVK 1111/Class Piano I	1hr
MUE 2040/Introduction to Music Education	3hrs
MUS 1250/IPA for Singers	1hr
MVX 141X/Performance I	2hrs
MUN XXXX/Ensemble	1hr
MUS 1010/Forum	0hrs
CNAfME/ Observation in Schools	_____
	12hrs

ENC 1101/Composition I	3hrs
MGF 1106/1107/or higher level math course	3hrs

Fall, Sophomore Year

MUT 2126/Music Theory and Musicianship III	4hrs
MVK 2121/Class Piano III	1hr
MUE 4311/Elementary School Music Methods	2hrs
MUE XXXX/Technique Course	1hr
MVX 242X/Performance II	2hrs
MUN XXXX/Ensemble	1hr
MUS 1010/Forum	0hrs
CNAfME/Observation in Schools	_____
	11 hrs

GEP Statistics/Computers (Select from GEP C.2 list)	3hrs
ENC 1102/Composition II	3hrs

Fall, Junior Year

MUG 3104/Basic Conducting	2hrs
MUE 4331/Secondary Choral Methods I	3hrs
MUH 3211/Music History and Lit. I	3hrs
MUE XXXX/Technique Course	1hr
EDF 4603/Analy. & App. of Ethical, Legal & Safety	3hrs
MVX 343X/Performance III	2hrs
MUN XXXX/Ensemble	1hr
MUS 1010/Forum	0hrs
CNAfME/Observation in Schools	_____
	15hrs

AMH 2010/U.S. History: 1492-1877	3hrs
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Fall, Senior Year

MUE 3942 Music Internship I	3hrs
MUE 3333/Music Learning Theory & Assessment	3hrs
RED 4043 Content Reading in K-12	3hrs
MUN XXXX/Ensemble	1hr
PET/Professional Educators Test	0hrs
Subject Area Test	0hrs
CNAfME/Observation in Schools	_____
	10hrs

POS 2041 American National Government	3hrs
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Spring, Freshman Year

MUT 1122/Music Theory and Musicianship II	4hrs
MVK 1112/Class Piano II	1hr
MUE 3693/Technology for Music Educators	2hrs
EDF 2085/Intro. To Diversity for Educators	3hrs
MUE XXXX/Technique Course	1hr
MVX 141X/Performance I	2hrs
MUN XXXX/Ensemble	1hr
MUS 1010/Forum	0hrs
CNAfME/Observation in Schools	_____
	14hrs

SPC 1608/Fund. of Oral Communication	3hrs
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Spring, Sophomore Year

MUT 2127/Music Theory and Musicianship IV	4hrs
MVK 2122/Class Piano IV	1hr
MUL 2014/Introduction to Music History and Lit.	3hrs
MVV 4640/Vocal Pedagogy – offered EOY!!	2hr
(Technique course could be added on the “off year”	1hr)
MVX 242X/Performance II	2hrs
MUN XXXX/Ensemble	1hr
MUS 1010/Forum	0hrs
CNAfME/Observation in Schools	_____
	11-13 hrs

*** HAVE PASSED GKT (General Knowledge Test)**

*** Apply for Professional Program**

PSC 1121 Physical Science	3hrs
PSY 2012/General Psychology	3hrs

Spring, Junior Year

MUG 3202/Choral Conducting & Materials	1hr
MUE 4335/Secondary Choral Methods II	3hrs
MUH 3212/Music History and Lit. II	3hrs
EDG 4410 Teaching Strategies & Classroom Mgmt.	3hrs
TSL 4080/Theory & Practice of Teaching ESOL	3hrs
MVX 343X/Performance III	2hrs
MUN XXXX/Ensemble	1hr
MUS 1010/Forum	0hrs
MUS 3953/Recital Performance I	0hrs
MVV 4640/Vocal Pedagogy – offered EOY!!	2hr
CNAfME/Observation in Schools	_____
	16-18hrs

AMH 2020/U.S. History: 1877-present	3hrs
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Spring, Senior Year

MUE 4943/Internship II	12hrs
Teacher Work Sample	0hrs
LiveText Portfolio	0hrs
CNAfME/FMEA Conference	_____
	12hrs

Program C – Elementary (Revised 5/14)

Fall, Freshman Year

MUT 1121/Music Theory and Musicianship I	4hrs
MVK 1111/Class Piano I	1hr
MUE 2040/Introduction to Music Education	3hrs
MUE 2346/Vocal Techniques	1hr
MVX 141X/Performance I	2hrs
MUN XXXX/Ensemble	1hr
MUS 1010/Forum	0hrs
CNAfME/ Observation in Schools	_____
	12hrs

ENC 1101/Composition I	3hrs
MGF 1106/1107/or higher level math course	3hrs

Fall, Sophomore Year

MUT 2126/Music Theory and Musicianship III	4hrs
MVK 2121/Class Piano III	1hr
MUE 4311/Elementary School Music Methods	2hrs
MUE XXXX/Technique Course	1hr
MVX 242X/Performance II	2hrs
MUN XXXX/Ensemble	1hr
MUS 1010/Forum	0hrs
CNAfME/Observation in Schools	_____
	11hrs

GEP Statistics/Computers (Select from GEP C.2 list)	3hrs
ENC 1102/Composition II	3hrs

Fall, Junior Year

MUG 3104/Basic Conducting	2hrs
MUE 4331/Secondary Choral Methods I	3hrs
MUH 3211/Music History and Lit. I	3hrs
MUE XXXX/Technique Course	1hr
EDF 4603/Analy. & App. of Ethical, Legal & Safety	3hrs
MVX 343X/Performance III	2hrs
MUN XXXX/Ensemble	1hr
MUS 1010/Forum	0hrs
CNAfME/Observation in Schools	_____
	15hrs

AMH 2010/U.S. History: 1492-1877	3hrs
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Fall, Senior Year

MUE 3942 Music Internship I	3hrs
MUE 3333/Music Learning Theory & Assessment	3hrs
RED 4043 Content Reading in K-12	3hrs
MUN XXXX/Ensemble	1hr
PET/Professional Educators Test	0hrs
Subject Area Test	0hrs
CNAfME/Observation in Schools	_____
	10hrs

POS 2041 American National Government	3hrs
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Spring, Freshman Year

MUT 1122/Music Theory and Musicianship II	4hrs
MVK 1112/Class Piano II	1hr
EDF 2085/Intro. To Diversity for Educators	3hrs
MUE 3693/Technology for Music Educators	2hrs
MUE XXXX/Technique Course	1hr
MVX 141X/Performance I	2hrs
MUN XXXX/Ensemble	1hr
MUS 1010/Forum	0hrs
CNAfME/Observation in Schools	_____
	14hrs

SPC 1608/Fund. of Oral Communication	3hrs
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Spring, Sophomore Year

MUT 2127/Music Theory and Musicianship IV	4hrs
MVK 2122/Class Piano IV	1hr
MUL 2014/Introduction to Music History and Lit.	3hrs
MUE 4393/Mus. & Stu. w/Except – offered EOY!!	2hr
MUE XXXX/Technique Course	1hr
MVX 242X/Performance II	2hrs
MUN XXXX/Ensemble	1hr
MUS 1010/Forum	0hrs
CNAfME/Observation in Schools	_____
	12-14hrs

*** HAVE PASSED GKT (General Knowledge Test)**
*** Apply for Professional Program**

PSC 1121 Physical Science	3hrs
PSY 2012/General Psychology	3hrs

Spring, Junior Year

MUG 3202/Choral Conducting & Materials	1hr
MUE 3353/General Music Lit. & Techniques	3hrs
MUH 3212/Music History and Lit. II	3hrs
EDG 4410 Teaching Strategies & Classroom Mgmt.	3hrs
TSL 4080/Theory & Practice of Teaching ESOL	3hrs
MVX 343X/Performance III	2hrs
MUN XXXX/Ensemble	1hr
MUS 1010/Forum	0hrs
MUS 3953/Recital Performance I	0hrs
MUE 4393/Mus. & Stu. w/Except – offered EOY!!	2hr
CNAfME/Observation in Schools	_____
	16-18hrs

AMH 2020/U.S. History: 1877-present	3hrs
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Spring, Senior Year

MUE 4943/Internship II	12hrs
Teacher Work Sample	0hrs
LiveText Portfolio	0hrs
CNAfME/FMEA Conference	_____
	12hrs

ENSEMBLE REQUIREMENT

BME students are required to perform in at least one major ensemble while taking applied lessons (The undergraduate catalog states, “Students enrolled in a Performance course must concurrently be enrolled in an appropriate major ensemble if accepted.”). The major ensembles include:

University Chorus, Women’s Chorus, Symphony Orchestra, Concert Band, and Wind Ensemble. Four hours of Jazz Lab or one hour of Marching Band may be used to fulfill Major Ensemble requirements.

- Students whose primary instrument is a wind instrument must audition for Wind Ensemble whenever it is offered.
- Ensemble assignment is by the Ensemble directors in consultation with the applied faculty.
- Transfer students must take Major Ensemble during each of their remaining semester, except when enrolled in Internship II.
- Native UCF students must take Major Ensemble credit during separate semesters.

Ensemble Expectation

BME students are expected to perform in major ensembles every semester they are taking classes with the exception of their senior internship. Yes, this includes the semesters after you have completed your applied lesson and performance requirements.

Rationale

Ensemble requirements are minimum expectations. You should participate in a variety of ensembles that relate to public school teaching. The nature of your job responsibilities may cover several areas of specialization. You are in charge of building a performance foundation to match your career. Choose wisely.

Wind and Percussion. All junior and senior high programs have concert ensembles. Most junior and senior high programs participate in small ensemble and solo performance. If you want to interview for a school position, you need to perform in concert programs at the college level. You must be more advanced than your students.

High school programs have concert bands and often jazz and marching bands. Junior high programs have concert bands and may have jazz and marching experiences. Some high schools have percussion ensembles. If you want an interview for a band position, you need to play in a variety of instrumental ensembles at the college level. You must be more advanced than your students.

Strings. Junior high and high school string programs have orchestras and often have chamber string ensembles. If you want to interview for a string position, you must play in these ensembles at the college level. You must be more advanced than your students.

Choral. Junior high and high school programs have concert choirs and often have jazz, show, and/or a cappella choirs, madrigal, and musical theatre productions. If you want an interview for a choral position, you need to perform in a variety of choral ensembles at the college level. You must be more advanced than your students.

BME COURSE RECOMMENDATIONS

MUE 3693 Technology in Music Education (Take MUS 2360C if MUE 3693 is **not** available)

TECHNIQUE COURSES

While the BME program requires 4 – 6 instrumental techniques courses, it is strongly advised that music education majors take as many techniques courses as possible in order to be better prepared for any instrumental teaching.

SUMMER STUDY

You are required to complete a minimum of 9 hours of summer coursework while matriculated at UCF. As the Music Department does not offer many courses in the summer, you are encouraged to take GEP and College of Education courses to lighten the academic load during the year and provide more opportunities for fieldwork.

TRANSIENT ENROLLMENT

If you wish to take GEP courses at another college of university while you are enrolled at UCF (including summer study), go to www.facts.org to find an application for transient enrollment. Meet with Mr. Gay to make sure you are taking an acceptable course at another institution.

CLASS PIANO

Class Piano IV with a grade of C or better will satisfy the proficiency requirement.

Students enrolled in Class Piano IV who do not pass all the proficiency requirements should receive a grade not higher than C-. In all class piano courses, a grade of C or better is required to advance to the next level. All students must pass Class Piano IV before enrolling in level III of applied study. All students will take a piano placement test prior to their first enrollment, or they will be enrolled in Class Piano I. Students must register for Class Piano every semester they are enrolled until they pass Class Piano IV (if they are not enrolled in one of the lower level courses).

MUSIC EDUCATION PROFESSIONAL PROGRAM

Admission Requirements for the Music Education Professional Program

Application into the Music Education Professional Program should be made at the conclusion of 45 hours of course work. Students must complete a Music Education **Professional Program Application (Deadlines: March 1** for fall semester admission and **October 1** for spring semester admission). Transfers may be admitted on an individual basis at the discretion of the Music Education faculty.

To apply for the Music Education Professional Program, students must:

- Complete 45 hours of coursework including: 15 hours of General Education Program courses, MUE 2040 (or EDF 2005), MUT 2126, and the first semester of Performance II.
- Have a minimum overall GPA of 2.5 and a grade of “C” (2.0) or better in each English Composition, basic mathematics, performance, education, and music education course.
- Have on file in CAHSA passing scores on all parts of the General Knowledge Test of the Florida Teacher Competency Examination.
- Provide satisfactory paperwork (log, observation forms of participation in 30 hours of field and

professional development experiences). The application should be submitted in a binder that includes (in order):

- 1) The **Music Education Program Professional Program Application**
- 2) Highlighted SASS Audit, and
- 3) **Field Experience Log** and completed **Classroom Observation** forms, **Teaching Reflections**, and **Professional Development** forms

To be accepted into the Music Education Professional Program students must:

- Successfully complete all theory, ear-training, piano requirements, and two semesters of Performance II.
- Successfully completed MUE 3693 and EDF 2085.
- Demonstrate satisfactory teaching disposition, proficiency with aural skills (including the ability to sing in tune) and communication skills (including the ability to write and speak effectively).

Note: Students may not enroll in Professional Program courses until all requirements for acceptance into the Music Education Professional Program are satisfied or approval is granted by Dr. Miller .

OVER-RIDE PROCESS FOR EDG 4410, TSL 4080, EDF 4603, AND RED 4043

Email ALL of the following information to stllug@ucf.edu:

- 1) First and Last Name
- 2) PID
- 3) Your major
- 4) A contact phone number
- 5) Class name, prefix, section, and 5-digit number
- 6) Reason for override (That you are a Music Education major)
- 7) Include your enrollment time (when you were eligible to enroll for courses)

If you need overrides for more than one of these courses in a single semester, the above information can be included in the same email.

INTERNSHIP I ADMISSION CRITERIA

Admission to Internship I will be granted to students who meet the following requirements:

- Have on file passing scores on all 4 parts of the Florida Teacher Certification General Knowledge Test and/or College Level Academic Skills Test (CLAST) (no alternatives or waivers will be accepted).
- Possess minimum overall GPA of 2.5
- Possess minimum specialization GPA of 2.5
- Possess minimum professional preparation GPA of 2.5
- Achieve a “C” or better in all prerequisite methods/specialization courses
- Complete a forma application for Internship I online (Deadlines: February 1 for fall semester and October 1 for spring semester)
- Current enrollment in or completion of Performance III (first semester)
- Completion of Music Education prerequisites (including acceptance into the Professional Program) and Education Core Requirements
- Completion of 30 semester hours of General Education and Common Program courses
- Completion of all Specialty Area courses except Secondary Methods II (MUE 433X), and

Internship II (MUE 4943). Secondary Methods I (MUE 433X) may be taken concurrently with Internship I.

- Have a one page, typed autobiography. Include your name, address, phone number, and email address on the top. Do not attach a cover sheet. Review carefully; school districts examine this closely.
- **Have completed and passed fingerprint process for the corresponding county where you are interning (without a break in service). Additional fingerprinting information located on BME website.**

INTERNSHIP II ADMISSION CRITERIA

Admission to Internship II will be granted to students who meet the following requirements:

- Completion of all admission requirements for Internship I (see above)
- Have completed and passed fingerprint process for the corresponding county where you are interning (without a break in service).
- Completion of Performance III and any associated recital (students may not perform a recital during Internship II)
- Completion of all music methods and techniques courses
- Completion of all General Education and Common Program courses

Internship I: Students are assigned to a school with certified Supervising Teachers under the direction of a University Coordinator. During the semester, students spend two full days per week in assigned schools with half the semester in an Elementary setting and half in a Secondary school setting. Students are expected to provide their own transportation to assigned locations.

Internship II: Students are assigned to a school with certified Supervising Teachers under the direction of a University Coordinator five days a week for the entire semester, normally during the student's last semester. Students are permitted to enroll in other classes **ONLY** with the consent of the department coordinator. Students are expected to provide their own transportation to assigned locations.

NON-COURSE REQUIREMENTS

Examinations

Passing scores for the three **FTCE** (Florida Teacher Certification Examinations) are required for admission to the Music Education Professional Program and for graduation. The College of Education offers numerous workshops throughout both semesters and the summer for guidance on how to pass each exam. Go directly to the College of Education website for the workshop schedule. Dr. Wise, a former band director, would be happy to offer additional guidance. Contact Dr. Miller for more information! These exams are expensive and may require four-six weeks for score return.

1. General Knowledge Test (GKT)

This exam is normally taken after the completion of ENC 1102 and MGF 1106 but no later than the fourth semester of study at UCF as the scores are required for admission into the Music Education Professional Program (See Music Education Professional Program).

GKT subtests include:

- English Language Skills (available as a computer based test)
- Essay (not available as a computer based test)
- Mathematics (available as a computer based test)
- Reading (available as a computer based test)

2. Professional Education Test

This exam should be taken near the completion of all education courses, including TSL 4080. A passing score on this test is required for graduation.

3. Subject Area Test

This course should be taken near the completion of all music and music education courses. It is normally taken concurrently with MUE 3940 (Internship I) but before MUE 4943 (Internship II). A passing score on this test is required for graduation.

Expectation

Both the PET and Subject Area Test should be passed/completed by senior internship.

For registration, go to:

<http://www.fldoe.org/asp/ftce/ftcecomp.asp> OR

www.fl.nesinc.com OR

Go to College of Ed. Website

www.education.ucf.edu/FTCE

For information on test content and study guides, go to:

<http://www.fldoe.org/asp/ftce/ftcecomp.asp>

Reporting Test Scores

You will receive two original reports of your test results. Please keep one original for your records and submit the other original copy of your test scores to CAHSA. Submit a photocopy to the Academic Advisor in the Music Department, Mr. Kirk Gay.

LIVETEXT PORTFOLIO

Purchase your LiveText electronic teaching portfolio template while enrolled in your first education class. Go to: <https://college.livetext.com/purchasing/> to purchase the portfolio (around \$100). LiveText has many features, including lesson-planning tools. The portfolio is constructed throughout the program and completed during internships. Successful completion of the portfolio is a graduation requirement.

LIVETEXT SET-UP OF THE BME PORTFOLIO

If you already have a BME portfolio: (you created one for previous classes), just click on documents and go...

To upload assignments, you will need to click on EDIT. You will need to click on EDIT for each section of the portfolio.

Send for Review: type in mezzomiller, click on my name, then

SUBMIT TO REVIEW

If you have not set up your Live Text portfolio:

- A student will log in to www.livetext.com
- Click on documents
- Click on New
- Choose University of Central Florida Portfolios from the FOLDER drop down menu
- Choose UCF Music Ed BME Portfolio from the TEMPLATES drop down menu
- Enter a title – “Last name, First name, Middle initial and BME Music Education Portfolio”

- Click on Save as a new document
- To upload assignments, you will need to click on EDIT. You will need to click on EDIT for each section of the portfolio.
- Send for Review: type in mezzomiller, click on my name, then SUBMIT TO REVIEW

UCF/BME TEACHER WORK SAMPLE PROJECT

A teacher work sample is an exhibit of summative assessment.

- 1) Give a pre-test (same document will be used as post-test) to **one** class.
 - A) Written (Some ideas for all levels include: rhythm, notation, or terminology review, All-State testing or sight-singing/playing knowledge, more advanced music theory, music history, solfege/kodaly review, etc.)
 - or
 - B) Smart music (music being played/sung in class, scales, interval and chord recognition, sight-reading exercises, etc.)
- 2) Teach 5-6 (minimum) lessons; include lesson plans for documentation
 - A) Lesson plans should contain objective(s); procedures; assessment(s); NGSSS met
 - B) Be sure to identify any modifications implemented for students with exceptionalities
 - C) Identify materials used (smart board, instruments, piano, manipulatives, hand-sign poster, paper/pencil, folders, sheet music, smart music, etc.)
- 3) Give post-test (same as pre-test).
- 4) Summarize classroom information, lessons, and results in written format with one short paragraph for each of the following:
 - A) Provide any/all pertinent class information. This should include:
 - a) diversities of classroom in relation to the school and community: such as socioeconomic background – i.e. students studying privately, students with exceptionalities, etc.)
 - Please identify in your project how diversity effected your planning and implementation of instruction.**
 - b) Commentate on any previous knowledge students may have had before your pre-test.
 - c) Describe demographics of classroom, please include a chart or graph.
 - B) Results of post-test in comparison to the pre-test
In addition to a paragraph summary, please include a chart or graph.
- 5) Incorporate all documents into your portfolio whenever applicable.
- 6) Upload documents of completed project
Summary: project should include three attachments:
 1. Written summarization of lessons and results (as detailed above).
 2. Pre-test/post-test
 3. 5-6 Lesson plans (can be attached as one document or multiple)

VIDEO RECORDINGS AND REFLECTIONS

Senior interns are required to record two, twenty-minute lessons, watch the recording, and reflect on what is seen.

MUSIC EDUCATION FIELD EXPERIENCES

(Observations, Professional Development Experiences, Teaching)

Rationale

There are many reasons why students majoring in music education should regularly be in K-12 music classrooms and attend teacher workshops and student events. Therefore documentation of field (classroom) experiences is required in all education and music education courses and is required to for admission to the BME Professional Program. Observing and assisting in diverse music classrooms provides future music teachers to personally experience the wide variety of music teaching opportunities that are available (e.g., elementary, secondary, alternatives to ensembles, choral, instrumental). Through completing course assignments, teaching private lessons, leading sectionals, and other assisting roles, students are able to develop teaching skills and a broader understanding of what a teacher does. Ultimately, engaging in diverse field experiences throughout the program helps music education students confirm their decision to continue with their career path, prior to the internship experiences in the final stages of the BME program.

K-12 Observations

As the BME degree includes several classes that require field hours, it makes sense for future music teachers to develop a plan for experiencing as many levels and types of k-12 music teaching experiences as possible.

- Pre-Kindergarten – grade 5 (elementary)
- Middle Level – grades 6 – 8
- High School
- Instrumental
- Vocal/Choral
- Traditional Ensemble - beginning, intermediate, advanced
- Alternative Ensemble - jazz band,, show choir, Steel drum
- Middle/High Alternative experiences (class piano, music appreciation, world music, AP Theory)
- Urban

Experiencing a wide variety of music teaching opportunities allows future music teachers to see and consider the wide range of music teaching possibilities, observe varied teaching techniques and styles, and better understand the varied roles of music teachers. Music education students often do not realize all of their teaching options. This is especially true as Florida seeks to offer more ensemble alternative experiences in middle and high school. **Observations should be as varied a possible, including at least one urban school.**

Professional Development Experiences

While the coursework included in any BME program is designed to be rigorous and comprehensive, it cannot adequately prepare a music education major with all the knowledge and skill that is required of a highly effective music educator. Practicing music educators regularly engage in professional development experiences, such as short-term workshops, in-service days, weeklong workshops, and master's degree programs. In addition, they regularly engage in informal professional development experiences through conversations with and observations of other music teachers and conductors. As a future music educator, you are expected to seek out and attend events designed for future teachers and practicing music teachers, such as

- Workshops for teachers
- Clinics for secondary ensembles
- Attending and assisting with All-county or All-State auditions, rehearsals and performances

- FMEA fall and January conference sessions.

Please dress professionally when attending professional development experiences.

Additionally, you are expected to read journals and discover on-line resources for music teaching. Attendance at any music professional development experiences should be documented using the **Professional Development form** and submitted as part of the Professional Program application.

Professional Development Opportunities

Orange County Public Schools (OCPS) Calendar of Music Events

Osceola County Public Schools Calendar of Music Events

Seminole County Public Schools (SCPS) Calendar of Music Events

Orff Workshops

Note: Approval by district personnel may be required to attend teacher workshops or assist with student events. For OCPS, check with Mr. Scott Evans scott.evans@ocps.net.

Teaching

BME students are encouraged to seek out K-12 teaching experiences that enhance coursework in the BME Program.

- Teaching private students
- Assisting with rehearsals and sectionals
- Teaching or assisting at *A Gift for Music* (string program for urban elementary schools in Orange County; for information, contact Eric Smith at Eric@agiftforteaching.org)

Students who develop opportunities to teach in K-12 music settings during their program of study **should not count more than 5 hours of teaching (including assisting with a marching band, teaching/assisting with A Gift for Music)** in their documentation of 30 hours required for application to the Music Education Professional Program. Experiences should be documented using the **Teaching Reflection form** and submitted as part of the Professional Program Application.

Planning Field Experiences (Observing and/or teaching)

During the first 45 hours of program study as a music education major at UCF, students are required to engage in and document at least 30 hours (10 per semester) of diverse music classroom experiences (e.g., elementary general, middle school, high school, jazz, class guitar, choral and instrumental ensemble experiences, and music performance assessments).

1. Observations and teaching experiences may be completed in any county or state. This will be helpful to those of you who seek to complete observations during holidays, summer, or visits home.
2. Classes with 45 – 60 minutes of instructional time count as an hour of observation. Classes of 30 – 40 minutes do not count as a complete hour.
3. When compiling all field experiences as part of the application into the Music Education Professional Program, you should include all events K-12 music classroom experiences that were implemented while enrolled in the BME program, regardless of location or use in other classes.
4. If you do not have enough time during the semester, you can plan to visit schools on UCF holidays, before UCF fall semester starts, and after UCF spring semester concludes.

Documenting Field Experiences

Maintain **documentation** of the experiences (what type of experience, when, who, where, what happened) **using the appropriate forms (All forms are located and may be obtained from the BME Website):**

- **Music Education Field Experience Log** – used to document all field experiences and professional development events
- **Music Classroom Observation Form** – used to describe what was observed and learned from K-12 music classroom observations
- **Teaching Reflection Form** – used to document what was learned from K-12 teaching experiences (e.g., teaching private students, teaching at A Gift for Music or leading sectionals, conducting an ensemble)
- **Professional Development Participation Form** - used to document what was learned at workshops, conference sessions, MPA, Solo and Ensemble Adjudications

Visiting Schools in Orange (OCPS) and Seminole (SCPS) Counties

It is permissible to observe any K-12 music teacher/classroom that is convenient to you. The closest schools to UCF are located in Orange and Seminole counties. Both counties require that you register as a volunteer if you are going to visit a school to observe or assist. You must register as a Volunteer for each school individually and cannot exceed a maximum of five schools within a given school year. **Note that approval may take a while (often as much as a week) so plan ahead.** If approved, you may visit and/or participate in a music class as long as the music teacher has given permission and is present. **There is no fee involved in becoming a volunteer to observe and/or work with students in this capacity.** Volunteers must register each year so do not assume that you are already registered. **Students who are hired to work on campuses in any public school district in Florida must complete a different process that involves finger printing and fees.**

Procedure for Choosing a School/Teacher and Becoming a Volunteer in Orange or Seminole Counties

1. Identify a school/music teacher that you would like to visit in the future. It can be in any location. **It is important to contact the music teacher first to determine if you are welcome to visit.**

To locate schools in OCPS, go to:

<https://www.ocps.net/Parents/Pages/SchoolDirectory.aspx>. The closest schools are located in the East Learning Community (East LS).

To identify music teachers in Orange County:

Go to the School's individual website

To locate schools in SCPS, go to:

<http://www.scps.k12.fl.us/> and click on "Schools" the left hand column.

To identify music teachers in Seminole County:

Click to download roster of SCPS Music Teachers or go to the School's individual website

2. Identify the music teacher's contact information through the school's website.
3. Contact the music teacher to obtain permission to observe. Email is probably the best way to contact a teacher. In your message, include a proper greeting (and closure), introduce yourself, and ask if you may observe in one of their music classes. Communicate the days/times that you are available to arrange a mutually agreeable time that will work in their extremely busy schedule. Be professional, never demanding. Remember, they do not have to agree to allow you in their classroom. You are an ambassador for our program as well as yourself. Include your phone number and email. Be sure to contact the teacher at least a week in advance and then be patient. It

may take the teacher a couple of days to respond to your message.

4. Explain that you need the teacher's permission in order to proceed with registering as a volunteer for that school. Also explain that it may take as much as a week to become registered with the school/county.
5. Once you have the teacher's permission to visit, you may proceed to register as a volunteer by going to the appropriate county's website:
OCPS <https://www.ocps.net/es/cr/resources/Pages/ADDitions.aspx>
SCPS - https://www3.scps.k12.fl.us/secure/comminv_vol/vols2003/vollogin.cfm
6. Once the observation date and time have been confirmed, don't forget to go. If for some unforeseen reason you have to cancel, please contact the teacher to explain and apologize.

At the Site Visit

1. Dress professionally (not too cool and chic). Bring writing materials.
2. Arrive early. Allow time for getting lost and encountering traffic. It also may take some time to get through the procedures of the front office.
3. While there, take notes in order to complete the Music Classroom Observation Form.
4. After the observation, thank the teacher for the opportunity to observe the class (a personalized note would be even better).
5. If desired, request future opportunities.

After the Visit

1. Maintain your log of music classroom observation/teaching experience.
2. Type responses to questions on the Music Classroom Observation Form.
3. Contact the teacher to express your appreciation for the opportunity to be his/her classroom. Please proof read to make sure you express yourself accurately (and grammatically proper).

NATIONAL ASSOCIATION for MUSIC EDUCATION (NAfME) The Professional Organization for Music Educators

All music education majors are highly encouraged to maintain active membership in the UCF chapter of CNAfME while matriculated at UCF. When joining, you automatically become a member of UCF CMENC, FMEA (Florida Music Educators' Association) and NAfME, the National Association for Music Education. As such, you will receive monthly journals and receive member benefits, such as eligibility to attend UCF program meetings as well as the FCNAfME Fall Conference and January Clinic-Conference. UCF CNAfME program meetings typically include sessions by esteemed music educators from around Florida as well as by UCF faculty. Part of the membership dues goes to cover member registration for the FMEA January Clinic-Conference. It is highly recommended that members attend the fall and January Conferences. A membership drive is held each fall. For more information, contact the UCF NAfME Officers. Further information is posted on the Music Education bulletin board on the second floor of the Music Building.

Why join CNAfME?

- So you will receive benefits and opportunities that will help you become a better music educator (conferences, workshops professional journals).
- So you more easily complete the Professional Program requirements (see handbook).
- So you can connect with music professionals (teachers, administrators).
- So you become part of the music education community at UCF.

TIMELINE REMINDERS FOR MUSIC EDUCATION MAJORS

- Engage in and document participation in field experiences each semester.
- Declare specialization during first semester at UCF.
- Register for the FTCE General Knowledge Test (GKT) during first or second semester at UCF.
- Apply for Professional Program at the conclusion of 45 hours of study (March 1 and October 1 deadlines).
- Apply for Internship I and II when prerequisites have been satisfied.

RESUME AND COVER LETTERS

Information to come...