

Slippery Rock University Music Education

Benchmark Handbook



**Effective for students entering the
Bachelor of Music in Music Education program
Fall 2025/Spring 2026**

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Introduction

Dear 2025–2026 Music Education Majors,

Welcome to the Music Education program at Slippery Rock University! This handbook is your guide through every stage of your degree—from your first semester to graduation. Please read it carefully, note important deadlines, and keep it handy throughout your journey.

If questions come up, connect with the Music Education faculty. We're here to make sure you get accurate information, clear guidance, and support whenever you need it.

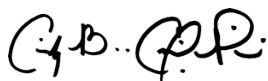
Inside, you'll find:

- **Program pathways** – including the standard course sequence and lighter-load options to help balance ensembles, minors, work, family responsibilities, or personal wellness.
- **Benchmarks and reviews** – outlining your growth from observer to pre-service teacher, with regular evaluations of your skills, knowledge, and professional dispositions.
- **Professional expectations** – high standards in musicianship, ethics, organization, communication, and presentation that are essential for a successful career.
- **Connection to the Music Department Handbook** – where you'll find requirements for all music majors (concert attendance, ensembles, piano proficiency, skills proficiency, musicianship health competencies). Changes may occur due to updates from PDE, the College of Education, or our accrediting bodies.

Our program has a long tradition of preparing excellent music educators who leave SRU ready to inspire future generations. We set high expectations because we want you to graduate not only employable but confident, capable, and excited about your career.

We're proud to welcome you into this community and look forward to seeing you grow as a musician, teacher, and leader.

Sincerely,
Music Education Faculty



Dr. Cindy Candelaria
Assistant Professor of Music
Music Education, Voice



Dr. Cassandra Eisenreich
Associate Professor of Music
Music Education, Flute



Dr. Timothy Little Trần
Associate Professor of Music
Music Education, Choral Studies



Four Phases of Teacher Education & Documents

MUSIC EDUCATION PROGRAM OBJECTIVES

Revised 8.5.2015

1. The student will be able to identify and interpret the basic elements of music both visually and aurally, including analyzing musical compositions, focusing on theoretical and historical aspects.
2. The student will be able to identify and explain the significance of music of a variety of historical periods, cultures, and composers.
3. The student will be able to harmonize, transpose, compose, arrange, and orchestrate music using knowledge of music theory and instrumental and vocal characteristics.
4. The student will be able to perform as a member of a musical ensemble demonstrating proper techniques of ensemble performance such as balance and blend, as well as musical and social interaction and cooperation, to achieve shared goals.
5. The student will be able to perform their primary instrument with appropriate techniques of posture, breathing, tone production, articulation/bowing, diction, intonation, expression, and style.
6. The student will be able to demonstrate knowledge of instrumental/vocal repertoire by performing music of different styles, periods, and composers.
7. The student will be able to analyze a written score and effectively apply basic conducting patterns, techniques, expression, and rehearsal techniques to realize musical events through the use of gesture with vocal and instrumental ensembles.
8. The student will be able to play scales, accompaniments, song repertoire, songs by ear, and transpose melodies with harmonization on the guitar.
9. The student will be able to explain and identify jazz concepts and styles and improvise.
10. The student will be able to play scales, repertoire, hymns, vocal scores, accompaniments, songs by ear, and transposed melodies with harmonization on the piano.
11. The student will be able to employ creative strategies to express feelings, perform music, and select resources and procedures for instruction with their students.
12. The student will be able to identify instrumental/vocal strengths and weaknesses and provide appropriate instruction to improve performance of students/self.
13. The student will be able to use technology in composition, performance, analysis, teaching, and research.
14. Using informal and formal assessment measures, the student will be able to assess the musical skills of their students, including identifying and correcting discrepancies between an aural perception of performance and visual perception of the music score, implementing developmental and remedial experiences that will provide alternate ways for their students to achieve musical objectives when needed.
15. The student will be able to create a positive learning environment by using classroom management procedures and motivational techniques that provide their students with opportunities for optimal learning.
16. The student will be able to perform tuning, warm-ups, technical exercises, repertoire, and general maintenance/health as applicable on string, brass, woodwind, and percussion instruments and the voice, appropriate for beginning to intermediate students.
17. The student will be able to apply concepts of stationary fundamentals, moving fundamentals, staging, sound design, and general effect to successfully create, perform, and instruct both drill and music as a part of the contemporary marching arts.
18. The student will be able to promote and implement multicultural and interdisciplinary awareness.
19. The student will be able to draw upon knowledge of emotional, intellectual, social, physical, and psychological development while planning, assessing, and teaching students of all ages by creating instructional plans with objectives, standards, materials, procedures, accommodations, assessment, and reflection.
20. The student will be able to use critical-thinking skills and communicate effectively in oral, written, and electronic modes.
21. The student will be able to exhibit professional attributes and personal characteristics that contribute toward excellence in teaching, including attaining a level of musicianship necessary to present oneself as a role model for students and demonstrating professional responsibility by successfully completing organizational and administrative responsibilities.

BENCHMARK TIMELINE

Year / Semester	Benchmark & Requirement	Key Deadlines / Target Dates
First Year Fall	Benchmark #1: Field Experience Level 1 – Observation <ul style="list-style-type: none"> • Observations in MUSI 111 (in-class & on-your-own) • Submit Observation Workbook • Obtain professional clearances (Act 151, 34, 114, 24, 126, TB) if required 	<input type="checkbox"/> Observation reports due by end of fall semester (see syllabus for exact dates) <input type="checkbox"/> Obtain clearances needed
First Year Spring	Benchmark #2: First-Year Review <ul style="list-style-type: none"> • Self-evaluation, progress sheet, interview with music ed faculty • GPA \geq 3.0 • Completion of Field Experience Level 1 (grade C or higher in MUSI 111) • Passing Basic Skills Tests (if not waived) • Interview and discussion with faculty 	<input type="checkbox"/> January: Pass Basic Skills Tests (unless exempt) <input type="checkbox"/> Mar/Apr: Complete First-Year Review (submit all required paperwork)
Sophomore Year Fall <i>or</i> Spring	Benchmark #3: Field Experience Level 2 – Exploration <ul style="list-style-type: none"> • 20 hours with SRU PreK program • Journals and documentation forms • Evaluation from Dr. Eisenreich 	<input type="checkbox"/> Completed during fall or spring <input type="checkbox"/> Final paperwork submitted end of assigned semester
Sophomore Year Fall	Benchmark #4: Begin Teacher Candidacy Application <ul style="list-style-type: none"> • Review requirements, download application • Address coursework, GPA, diverse experience, clearances 	<input type="checkbox"/> Review Teacher Candidacy requirements before spring registration
Sophomore Year Spring	Benchmark #5: Upper Division Review <ul style="list-style-type: none"> • Self-evaluation, progress sheet, interview with music ed faculty • Completion of Field Experience Levels 1 & 2 • Faculty dispositions assessment (from Field 2) • GPA \geq 3.0 • Passing Basic Skills (unless exempt/waived) • Interview and discussion with faculty 	<input type="checkbox"/> February: Obtain Teacher Candidacy Application for Music Ed <input type="checkbox"/> March 15: Submit application (preferred) (or Oct 15 of JR-1 year at the latest) <input type="checkbox"/> Mar/Apr: Complete Upper Division Review (submit all paperwork)
Junior Year Spring	Benchmark #6: Field Experience Level 3 – Methods Block <ul style="list-style-type: none"> • MUSI 353: Methods Block Field Experience (50 hrs, 1 cr) • Co-requisite with MUSI 334, 335, 336 • Dispositions assessment completed by university supervisor 	<input type="checkbox"/> Field Experience & Methods Block courses completed
Senior Year Fall	Benchmark #6: Field Experience Level 3 – Rehearsal Techniques <ul style="list-style-type: none"> • MUSI 339: Rehearsal Techniques Field Experience (60 hrs, 1 cr) • Co-requisite with MUSI 337 (Instrumental) & MUSI 407 (Choral) 	<input type="checkbox"/> Field Experience & Rehearsal Techniques completed
Junior Year Spring	Benchmark #7: Music Methods Competency Examinations <ul style="list-style-type: none"> • Assessment of retained skills from Musicianship, Piano, Conducting, and all Methods courses • Evaluated by music education faculty 	<input type="checkbox"/> Mar/Apr: Competencies
Junior Year Spring	Benchmark #8: Pre-Registration for Student Teaching <ul style="list-style-type: none"> • Submit required forms for student teaching placement • Keep clearances current and clean • Update professional resume, disposition forms, and academic progress 	<input type="checkbox"/> Pre-Registration to Student Teaching Completed (Intent to Student Teach)
Senior Year Spring (or after)	Student Teaching <ul style="list-style-type: none"> • Two placements: elementary/secondary or instrumental/vocal (based on opposite field experiences) • Final seminar and evaluation 	<input type="checkbox"/> Senior Year (after all coursework completed)

BACHELOR OF MUSIC IN MUSIC EDUCATION

CURRICULUM BY SEMESTER – Fall 2025/Spring 2026 (default plan)

129 credits

Music Education majors must maintain a GPA equivalent to the current PDE requirements for certification. All music education majors must be accepted into the College of Education's Teacher Candidacy Program prior to registering for any courses involving Field 3 or Field 4.

SEMESTER I

Major Applied – 100 level	1
(a) Minor Applied – Class Piano I	1
Large Ensemble (major instrument) – 100 level (Arts Inq. 1)	1
(c) Secondary Area Ensemble (can occur any semester)	1
Music Theory and Musicking I	2
Musicianship Skills I	1
(d) Diction for Singers I (voice majors only)	(1)
Class Voice (instrumental majors only)	(1)
Introduction to Music Education	3
Guitar, Bass, & Ukulele Methods	2
The Rock – Foundations of Academic Discovery	3
FYRST Seminar (Optional)	(1)
TOTAL SEMESTER CREDITS:	15/16

SEMESTER III

Major Applied – 200 level	1
(a) Minor Applied – Class Piano III	1
(c) Large Ensemble – 200 level (Arts Inquiry 3)	1
Music Theory & Analysis III	2
Musicianship Skills III	1
Fundamentals of Conducting	1
Fundamentals of Conducting Lab	1
Clarinet & Saxophone Methods	2
Percussion Methods (2 credits for Music Education)	2
(h) The Rock – ENGL 104: Critical Reading	3
Field Experience II: Pre-K Experience (Sem. III or IV)	(1)
TOTAL SEMESTER CREDITS:	15/16

SEMESTER II

Major Applied – 100 level	1
(a) Minor Applied – Class Piano II	1
Large Ensemble – 100 level (Arts Inquiry 2)	1
Music Theory & Analysis II	2
Musicianship Skills II	1
Low Brass Methods	2
Musician's Health (piano and non-string inst. majors)	(1)
(d) Diction for Singers I (voice majors only)	(1)
Gen. Ed. – SPED 121: Overview of Special Education	3
(h) The Rock – ENGL 102: Critical Writing	3
(h) The Rock – Quantitative Reasoning (MATH 117)	3
TOTAL SEMESTER CREDITS:	17

SEMESTER IV

Major Applied – 200 level	1
(a) Minor Applied – Class Piano IV	1
Ensemble – 200 level	1
Music Theory & Analysis IV	2
Musicianship Skills IV	1
Music Ed for the Diverse Learner	3
High Brass Methods	2
Advanced Conducting w/ lab	2
(h) Gen. Ed. – MATH 113 or higher	3
Field Experience II: Pre-K Experience (Sem. III or IV)	(1)
TOTAL SEMESTER CREDITS:	16/17

(b) MUSIC EDUCATION UPPER-DIVISION REVIEW WILL BE SCHEDULED DURING SEMESTER IV

SEMESTER V

Major Applied – 300 level	1
Large Ensemble – 300 level	1
History of Music I	3
Flute, Oboe, & Bassoon Methods	2
Orchestral String Methods	2
Integrated Inquiry – SCI 101: Science of Life	3
Gen. Ed. – CDEV 248 Human Development	3
(i) Gen. Ed. – SEFE 326: ELL Strategies and Practice	3
TOTAL SEMESTER CREDITS:	18

SEMESTER VII

Major Applied – 400 level	1
Ensemble – 400 level	1
(e) Keyboard Improvisation	(1)
(g) Choral Rehearsal Techniques	1
(g) Instrumental Rehearsal Techniques	1
(g) Field 3: Rehearsal Techniques Field Experience	1
Integrated Inquiry – SCI 102: Understand. Physical World	3
Integrated Inquiry – Humanities	3
Gen. Ed. – SEFE 342: Educational Psych. for Div. Learners	3
The Rock – COMM 200, POLS 235, or PHIL 110: Civil Discourse	3
TOTAL SEMESTER CREDITS:	17/18

SEMESTER VI

Major Applied – 300 level	1
Large Ensemble – 300 level	1
History of Music II	3
(e) Instrumental Improvisation	(1)
(g) General Music Methods	2
(g) Vocal & Choral Methods	2
(g) Instrumental Methods	2
Integrated Methods Teaching Experience	1
Marching Band Techniques	2
Field 3: Methods Block Field Experience	1
TOTAL SEMESTER CREDITS:	15/16

SEMESTER VIII

(f) Student Teaching	12
TOTAL SEMESTER CREDITS:	14

- a. Piano & Skills Proficiencies: Music education students are expected to achieve proficiency by the end of Class Piano IV and Musicianship Skills IV. Applied piano majors will follow the same proficiency schedule as the class piano students. Students will not be permitted to take the methods block or student teach until the proficiencies are passed. See guidelines. PIANO MAJORS will select another instrument for their minor applied requirement but still must pass the piano proficiencies.
- b. Field Experience 1: Observation due for Freshman Review & Field Experience II: Exploration due for Upper Division Review, which occur in March or April.
- c. Voice majors must participate in 1 instrumental ensemble and instrumental majors must participate in 1 choral ensemble. This can occur any semester.
- d. Diction is offered every other year, so you may have to take freshman or sophomore year.
- e. Music Education majors have a choice of Instrumental Improvisation or Keyboard Improvisation.
- f. Students must pre-register for student teaching one year in advance and must be admitted into Teacher Candidacy.
- g. Acceptance to Teacher Candidacy is a prerequisite for all courses that include Field 3 or Field 4
- h. Six credits of math (MATH 113 or higher), Critical Reading (ENGL 102), Critical Reading (ENGL 104), High Incidence (SPED 121), Intro to Music Education (MUSI 111), and Human Development (CDEV 248) are required for admission to Teacher Candidacy.

BACHELOR OF MUSIC IN MUSIC EDUCATION

CURRICULUM BY SEMESTER – Fall 2025/Spring 2026 (4 years with summer/winter)

129 credits

Music Education majors must maintain a GPA equivalent to the current PDE requirements for certification. All music education majors must be accepted into the College of Education's Teacher Candidacy Program prior to registering for any courses involving Field 3 or Field 4.

SEMESTER I

Major Applied – 100 level	1
(a) Minor Applied – Class Piano I	1
Large Ensemble (major instrument) – 100 level (Arts Inq. 1)	1
(c) Secondary Area Ensemble (can occur any semester)	1
Music Theory and Musicking I	2
Musicianship Skills I	1
Class Voice (instrumental majors only)	(1)
Diction for Singers I (voice majors only)	(1)
Introduction to Music Education	3
Guitar, Bass, & Ukulele Methods	2
FYRST Seminar (Optional)	(1)
TOTAL SEMESTER CREDITS:	13/14

SEMESTER II

Major Applied – 100 level	1
(a) Minor Applied – Class Piano II	1
Large Ensemble – 100 level (Arts Inquiry 2)	1
Concert Choir (string majors)	(1)
Diction for Singers II (voice majors only)	(1)
Music Theory & Analysis II	2
Musicianship Skills II	1
Low Brass Methods	2
Musician's Health (piano and non-string inst. majors)	(1)
The Rock – Foundations of Academic Discovery	3
Gen. Ed. – SPED 121: Overview of Special Education	3
TOTAL SEMESTER CREDITS:	15

WINTER 2025/SUMMER 2026/or HS/AP

(h) The Rock – ENGL 102: Critical Writing	3
(h) The Rock – Quantitative Reasoning (MATH 117)	3

SEMESTER III

Major Applied – 200 level	1
(a) Minor Applied – Class Piano III	1
(c) Large Ensemble – 200 level (Arts Inquiry 3)	1
Music Theory & Analysis III	2
Musicianship Skills III	1
Fundamentals of Conducting	1
Fundamentals of Conducting Lab	1
Clarinet & Saxophone Methods	2
Percussion Methods (2 credits for Music Education)	2
Field Experience II: Pre-K Experience (Sem. III or IV)	(1)
TOTAL SEMESTER CREDITS:	12/13

SEMESTER IV

Major Applied – 200 level	1
(a) Minor Applied – Class Piano IV	1
Ensemble – 200 level	1
Music Theory & Analysis IV	2
Musicianship Skills IV	1
Music Ed for the Diverse Learner	3
High Brass Methods	2
Advanced Conducting w/ lab	2
Field Experience II: Pre-K Experience (Sem. III or IV)	(1)
TOTAL SEMESTER CREDITS:	14/15

WINTER 2026/SUMMER 2027/ or HS/AP

(h) Gen. Ed. – MATH 113 or higher	3
(h) The Rock – ENGL 104: Critical Reading	3

(b) MUSIC EDUCATION UPPER-DIVISION REVIEW WILL BE SCHEDULED DURING SEMESTER IV

COMPLETE REQUIREMENTS FOR TEACHER CANDIDACY BY 10/15 OR 03/15 – Required prior to Field 3 (admit during Semester IV or V)

SEMESTER V

Major Applied – 300 level	1
Large Ensemble – 300 level	1
History of Music I	3
Flute, Oboe, & Bassoon Methods	2
Orchestral String Methods	2
Gen. Ed. – CDEV 248 Human Development	3
(i) Gen. Ed. – SEFE 326: ELL Strategies and Practice	3
TOTAL SEMESTER CREDITS:	15

WINTER 2025/SUMMER 2026/WINTER 2026/or HS/AP

The Rock – COMM 200, POLS 235, or PHIL 110: Civil Discourse	3
Integrated Inquiry – Humanities	3

SEMESTER VII

Major Applied – 400 level	1
Ensemble – 400 level	1
(e) Keyboard Improvisation	(1)
(d,g) Choral Rehearsal Techniques	1
(g) Instrumental Rehearsal Techniques	1
(g) Field 3: Rehearsal Techniques Field Experience	1
Integrated Inquiry – SCI 101: Science of Life	3
Integrated Inquiry – SCI 102: Understand. Physical World	3
Gen. Ed. – SEFE 342: Educational Psych. for Div. Learners	3
TOTAL SEMESTER CREDITS:	14/15

SEMESTER VI

Major Applied – 300 level	1
Large Ensemble – 300 level	1
History of Music II	3
(e) Instrumental Improvisation	(1)
(g) General Music Methods	2
(g) Vocal & Choral Methods	2
(g) Instrumental Methods	2
Integrated Methods Teaching Experience	1
Field 3: Methods Block Field Experience	1
Marching Band Techniques	2
TOTAL SEMESTER CREDITS:	15/16

SEMESTER VIII

(f) Student Teaching	12
TOTAL SEMESTER CREDITS:	12

NOTE: See previous page for references (ex. (a))

BACHELOR OF MUSIC IN MUSIC EDUCATION (4.5-year program-pacing)

CURRICULUM BY SEMESTER – Fall 2025/Spring 2026

129 credits

Music Education majors must maintain a GPA equivalent to the current PDE requirements for certification. All music education majors must be accepted into the College of Education's Teacher Candidacy Program prior to registering for any courses involving Field 3 or Field 4.

SEMESTER I

Major Applied – 100 level	1
(a) Minor Applied – Class Piano I	1
Large Ensemble (major instrument) – 100 level (Arts Inq. 1)	1
(c) Secondary Area Ensemble (can occur any semester)	1
Music Theory and Musicking I	2
Musicianship Skills I	1
Class Voice (instrumental majors only)	(1)
Diction for Singers I (voice majors only)	(1)
Introduction to Music Education	3
Guitar & Bass Methods	2
The Rock – Foundations of Academic Discovery	3
FYRST Seminar (Optional)	(1)
TOTAL SEMESTER CREDITS:	16/17

SEMESTER III

Major Applied – 200 level	1
(a) Minor Applied – Class Piano III	1
(c) Large Ensemble – 200 level (Arts Inquiry 3)	1
Music Theory & Analysis III	2
Musicianship Skills III	1
Fundamentals of Conducting	1
Fundamentals of Conducting Lab	1
Clarinet & Saxophone Methods	2
Percussion Methods (2 credits for Music Education)	2
Gen. Ed. – SPED 121: Overview of Special Education	3
Field Experience II: Pre-K Experience (Sem. III or IV)	(1)
TOTAL SEMESTER CREDITS:	15/16

SEMESTER V

Major Applied – 300 level	1
Large Ensemble – 300 level	1
History of Music I	3
Flute, Oboe, & Bassoon Methods	2
Orchestral String Methods	2
(h) The Rock – ENGL 104: Critical Reading	3
(h) The Rock – Quantitative Reasoning (MATH 117)	3
TOTAL SEMESTER CREDITS:	15

SEMESTER II

Major Applied – 100 level	1
(a) Minor Applied – Class Piano II	1
Large Ensemble – 100 level (Arts Inquiry 2)	1
Concert Choir (string majors)	(1)
Music Theory & Analysis II	2
Musicianship Skills II	1
Low Brass Methods	2
Diction for Singers II (voice majors only)	(1)
Musician's Health (piano and non-string inst. majors)	(1)
(h) The Rock – ENGL 102: Critical Writing	3
(h) Gen. Ed. – MATH 113 or higher	3
TOTAL SEMESTER CREDITS:	14/15/16

SEMESTER IV

Major Applied – 200 level	1
(a) Minor Applied – Class Piano IV	1
Ensemble – 200 level	1
Music Theory & Analysis IV	2
Musicianship Skills IV	1
Music Ed for the Diverse Learner	3
High Brass Methods	2
Advanced Conducting w/ lab	2
Field Experience II: Pre-K Experience (Sem. III or IV)	(1)
TOTAL SEMESTER CREDITS:	13/14

SEMESTER VI

Major Applied – 300 level	1
Large Ensemble – 300 level	1
History of Music II	3
(e) Instrumental Improvisation	(1)
Gen. Ed. – CDEV 248 Human Development	3
Integrated Inquiry – Humanities	3
Marching Band Techniques	2
TOTAL SEMESTER CREDITS:	13/14

(b) MUSIC EDUCATION UPPER-DIVISION REVIEW WILL BE SCHEDULED DURING SEMESTER IV
COMPLETE REQUIREMENTS FOR TEACHER CANDIDACY BY 10/15 OR 03/15 – Required prior to Field 3 (admit during Semester VI)

SEMESTER VII

Major Applied – 400 level	1
Ensemble – 400 level	1
Integrated Inquiry – SCI 101: Science of Life	3
(e) Keyboard Improvisation	(1)
(d,g) Choral Rehearsal Techniques	1
(g) Instrumental Rehearsal Techniques	1
(g) Field 3: Rehearsal Techniques Field Experience	1
Integrated Inquiry – SCI 102: Understand. Physical World	3
Gen. Ed. – SEFE 342: Educational Psych. for Div. Learners	3
TOTAL SEMESTER CREDITS:	14/15

SEMESTER IX

(f) Student Teaching	12
TOTAL SEMESTER CREDITS:	12

SEMESTER VIII

(g) General Music Methods	2
(g) Vocal & Choral Methods	2
(g) Instrumental Methods	2
Integrated Methods Teaching Experience	1
Field 3: Methods Block Field Experience	1
The Rock – COMM 200, POLS 235, or PHIL 110: Civil Discourse	3
(i) Gen. Ed. – SEFE 326: ELL Strategies and Practice	3
TOTAL SEMESTER CREDITS:	14

NOTE: See two pages back for references (ex. (a))

BACHELOR OF MUSIC IN MUSIC EDUCATION (5-year program-pacing)

CURRICULUM BY SEMESTER – Fall 2025/Spring 2026

129 credits

Music Education majors must maintain a GPA equivalent to the current PDE requirements for certification. All music education majors must be accepted into the College of Education's Teacher Candidacy Program prior to registering for any courses involving Field 3 or Field 4.

SEMESTER I

Major Applied – 100 level	1
(a) Minor Applied – Class Piano I	1
Large Ensemble (major instrument) – 100 level (Arts Inq. 1)	1
(c) Secondary Area Ensemble (can occur any semester)	1
Music Theory and Musicking I	2
Musicianship Skills I	1
Class Voice (instrumental majors only)	(1)
Diction for Singers I (voice majors only)	(1)
Introduction to Music Education	3
Guitar & Bass Methods	2
FYRST Seminar (Optional)	(1)
TOTAL SEMESTER CREDITS:	13/14

SEMESTER II

Major Applied – 100 level	1
(a) Minor Applied – Class Piano II	1
Large Ensemble – 100 level (Arts Inquiry 2)	1
Concert Choir (string majors)	(1)
Music Theory & Analysis II	2
Musicianship Skills II	1
Low Brass Methods	2
Diction for Singers II (voice majors only)	(1)
Gen. Ed. – SPED 121: Overview of Special Education	3
The Rock – Foundations of Academic Discovery	3
Musician's Health (piano and non-string inst. majors)	(1)
TOTAL SEMESTER CREDITS:	15/16

SEMESTER III

Major Applied – 200 level	1
(a) Minor Applied – Class Piano III	1
(c) Large Ensemble – 200 level (Arts Inquiry 3)	1
Music Theory & Analysis III	2
Musicianship Skills III	1
Fundamentals of Conducting	1
Fundamentals of Conducting Lab	1
Clarinet & Saxophone Methods	2
Percussion Methods (2 credits for Music Education)	2
Field Experience II: Pre-K Experience (Sem. III or IV)	(1)
TOTAL SEMESTER CREDITS:	12/13

SEMESTER IV

Major Applied – 200 level	1
(a) Minor Applied – Class Piano IV	1
Ensemble – 200 level	1
Music Theory & Analysis IV	2
Musicianship Skills IV	1
Music Ed for the Diverse Learner	3
High Brass Methods	2
Advanced Conducting w/ lab	2
Field Experience II: Pre-K Experience (Sem. III or IV)	(1)
TOTAL SEMESTER CREDITS:	13/14

SEMESTER V

Major Applied – 300 level	1
Large Ensemble – 300 level	1
History of Music I	3
Flute, Oboe, & Bassoon Methods	2
Orchestral String Methods	2
(h) The Rock – ENGL 102: Critical Writing	3
TOTAL SEMESTER CREDITS:	12

SEMESTER VI

Major Applied – 300 level	1
Large Ensemble – 300 level	1
History of Music II	3
(h) The Rock – ENGL 104: Critical Reading	3
Gen. Ed. – CDEV 248 Human Development	3
(h) The Rock – Quantitative Reasoning (MATH 117)	3
Marching Band Techniques	2
TOTAL SEMESTER CREDITS:	16

(b) MUSIC EDUCATION UPPER-DIVISION REVIEW WILL BE SCHEDULED DURING SEMESTER IV
COMPLETE REQUIREMENTS FOR TEACHER CANDIDACY BY 10/15 OR 03/15 – Required prior to Field 3 (admit during Semester VII)

SEMESTER VII

Major Applied – 400 level	1
Ensemble – 400 level	1
Integrated Inquiry – SCI 101: Science of Life	3
(e) Keyboard Improvisation	(1)
(i) Gen. Ed. – SEFE 326: ELL Strategies and Practice	3
(h) Gen. Ed. – MATH 113 or higher	3
TOTAL SEMESTER CREDITS:	11/12

SEMESTER VIII

(g) General Music Methods (w/Field Experience)	2
(g) Vocal & Choral Methods w/Field Experience	2
(g) Instrumental Methods (w/ Field Experience)	2
Integrated Methods Teaching Experience	1
Field 3: Methods Block Field Experience	1
The Rock – COMM 200, POLS 235, or PHIL 110: Civil Discourse	3
(e) Instrumental Improvisation	(1)
TOTAL SEMESTER CREDITS:	11/12

SEMESTER IX

(d,g) Choral Rehearsal Techniques (w/ Field Experience)	1
(g) Instrumental Rehearsal Techniques (w/ Field Experience)	1
(g) Field 3: Rehearsal Techniques Field Experience	1
Integrated Inquiry – SCI 102: Understand. Physical World	3
Gen. Ed. – SEFE 342: Educational Psych. for Div. Learners	3
Integrated Inquiry – Humanities	3
TOTAL SEMESTER CREDITS:	12

SEMESTER X

(f) Student Teaching	12
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NOTE: See three pages back for references (ex. (a))

BACHELOR OF MUSIC IN MUSIC EDUCATION PROGRESS SHEET

For students entering the program as of Fall 2025/Spring 2026

Music Education majors must maintain a GPA equivalent to the current PDE requirements for certification. All music education majors must be accepted into the College of Education's Teacher Candidacy Program prior to registering for the following courses: 353, 339, and 455. Students must complete all requirements on their degree audits to graduate, including required Rock Studies courses.

Music Courses Grade Cr

+Students must earn a "C" or better in each semester of Music Theory & Analysis, and Musicianship Skills and in all Music Ed. Classes

+111 Introduction to Music Education	_____	3
+129 Guitar and Bass Methods	_____	2
+133 Class Voice I/299 Diction for Singers I*	_____	1
+140 Low Brass Methods	_____	2
+151 Music Theory and Musicking I	_____	2
+154 Musicianship Skills I	_____	1
+203 Musician's Health	_____	1
+206 Fundamentals of Conducting	_____	1
+208 Clarinet and Saxophone Methods	_____	2
+212 Fundamentals of Conducting Lab	_____	1
+247 Percussion Methods	_____	2
+253 Music Theory & Analysis II	_____	2
+256 Musicianship Skills II	_____	1
+254 Music Theory & Analysis III	_____	2
+257 Musicianship Skills III	_____	1
+255 Music Theory & Analysis IV	_____	2
+258 Musicianship Skills IV	_____	1
+288 Music Ed for Diverse Learners	_____	3
291 Field Experience in Music II: PreK Exp.	_____	1
+300 Marching Band Techniques	_____	2
+304 Orchestral String Methods	_____	2
+334 Vocal and Choral Methods	_____	2
+335 Early Child., Elem., & Sec. Gen. Music	_____	2
+336 Instrumental Methods	_____	2
+353 Methods Block Field Experience	_____	1
+337 Instrumental Rehearsal Techniques	_____	1
+339 Rehearsal Techniques Field Experience	_____	1
+353 Integrated Music Methods Lab	_____	1
359 History of Music I	_____	3
373 History of Music II	_____	3
360 Keyboard Improvisation	_____	1
OR	_____	1
361 Instrumental Improvisation	_____	2
+376 Flute, Oboe, & Bassoon Methods	_____	2
+377 High Brass Methods	_____	2
+399 Diction for Singers II*	_____	1
+406 Advanced Conducting	_____	1
+407 Choral Rehearsal Techniques	_____	1
MUSI 455 Student Teaching	_____	12

*299 Diction for Singers will be taken in place of Class Voice I for all voice majors. Voice majors also must take 399 Diction for Singers II

Major Applied - Students must earn a "C" or better in each semester of applied major study.

Instrument	Semester	Grade	7 Credits	
1xx _____	_____	_____	_____	1
1xx _____	_____	_____	_____	1
2xx _____	_____	_____	_____	1
2xx _____	_____	_____	_____	1
3xx _____	_____	_____	_____	1
3xx _____	_____	_____	_____	1
4xx _____	_____	_____	_____	1

General Education Courses

	Grade	Credits
SPD 121 Overview of Special Education	_____	3
CEDV 248 Human Development	_____	3
SEFE 342 Educational Psychology for Div. Learn.	_____	3
SEFE 326 English Language Learners	_____	3
MATH 113 or higher	_____	3

Ensemble on Primary Instrument (required each semester)

Ensemble	Semester	Grade	7 Credits
1xx _____	_____	_____	1
1xx _____	_____	_____	1
2xx _____	_____	_____	1
2xx _____	_____	_____	1
3xx _____	_____	_____	1
3xx _____	_____	_____	1
4xx _____	_____	_____	1

Choir/Instrumental Ensemble Requirement

_____	_____	_____	1
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Minor Applied: 4 credits in piano if not major instrument; Class Piano can be counted toward the minor applied. Piano majors must select another instrument. Students must earn a "C" or better each semester to move on to the next level.

Class Piano/Instrument	Semester	Grade	4 Credits
_____	_____	_____	1
_____	_____	_____	1
_____	_____	_____	1
_____	_____	_____	1

Completed Requirements:

Instrumental Ensemble (voice majors) OR Choir (instrumental majors)	_____	Date
Piano Proficiency Completion	_____	Date
Skills Proficiency Completion	_____	Date
Musicianship Health Competency Completion	_____	Date
Music Education Freshman Review	_____	Date
Music Education Upper-Division Review	_____	Date
Music Methods Competencies	_____	Date
Admission to Teacher Candidacy	_____	Date
Pre-registration for Student Teaching	_____	Date

REVISED Fall 2025

BACHELOR OF MUSIC IN MUSIC THERAPY/ BACHELOR OF MUSIC EDUCATION

CURRICULUM BY SEMESTER Fall 2025/Spring 2026

This sheet is here to help with planning courses. See individual MT and ME guides in Music Department Handbook for specific details about policies.

SEMESTER I

Major Applied – 100 level	1
(a) Minor Applied – Class Piano I	1
Large Ensemble (major instrument) – 100 level (Arts Inq. 1)	1
(c) Secondary Area Ensemble (can occur any semester)	1
Music Theory & Analysis I	2
Music Theory and Musicking I	1
Class Voice (instrumental majors only)	(1)
Diction for Singers I (voice majors only)	(1)
Introduction to Music Education	3
Orientation to Music Therapy	2
Guitar & Bass Methods	2
Functional Guitar for Music Therapy	1
FYRST Seminar (Optional)	(1)
TOTAL SEMESTER CREDITS:	16/17

Winter or Summer Session Prior to End of Semester IV

(h) The Rock – Quantitative Reasoning (MATH 113+)	3
(h) The Rock – ENGL 102: Critical Writing	3
(h) Gen. Ed. – MATH 113 or higher	3
(h) The Rock – ENGL 104: Critical Reading	3
Intro to Psychology	3

SEMESTER III

Major Applied – 200 level	1
(a) Minor Applied – Class Piano III	1
(c) Large Ensemble – 200 level (Arts Inquiry 3)	1
Music Theory & Analysis III	2
Musicianship Skills III	1
Fundamentals of Conducting	1
Fundamentals of Conducting Lab	1
Clarinet & Saxophone Methods	2
Percussion Methods (2 credits for Music Education)	2
Therapeutic Musical Strategies	2
Clinical Integration	1
Gen. Ed. – SPED 121: Overview of Special Education	3
TOTAL SEMESTER CREDITS:	18

SEMESTER II

Major Applied – 100 level	1
(a) Minor Applied – Class Piano II	1
Large Ensemble – 100 level (Arts Inquiry 2)	1
Concert Choir (string majors)	(1)
Music Theory & Analysis II	2
Musicianship Skills II	1
Class Voice II	1
Functional Guitar in Music Therapy	1
Fundamental Skills in MT	2
MT Assessment, Measurement, and Evaluation	2
Diction for Singers II (voice majors only)	(1)
Low Brass Methods	2
The Rock – Foundations of Academic Discovery	3
Musician’s Health (piano and non-string inst. majors)	(1)
TOTAL SEMESTER CREDITS:	17/18

SEMESTER IV

Major Applied – 200 level	1
(a) Minor Applied – Class Piano IV	1
Ensemble – 200 level	1
Music Theory & Analysis IV	2
Musicianship Skills IV	1
Music Ed for the Diverse Learner	3
High Brass Methods	2
Advanced Conducting w/ lab	2
Clinical Integration	1
Gen. Ed. – CDEV 248 Human Development	3
Field Experience II: Pre-K Experience (Sem. III or IV)	1
TOTAL SEMESTER CREDITS:	18

UPPER-DIVISION REVIEW WILL BE SCHEDULED DURING SEMESTER IV FOR MUSIC ED/MT. MUSIC ED STUDENTS MUST COMPLETE REQUIREMENTS FOR TEACHER CANDIDACY DURING SEMESTER IV.

SEMESTER V

Major Applied – 300 level	1
Large Ensemble – 300 level	1
History of Music I	3
(g) Flute, Oboe, & Bassoon Methods	2
Orchestral String Methods	2
Clinical Integration (329 or 029)	0/1
Music Therapy for Adult Clients	3
Abnormal Psychology	3
(i) Gen. Ed. – SEFE 326: ELL Strategies and Practice	3
TOTAL SEMESTER CREDITS:	18/19

Winter or Summer Session Prior to Graduation

Integrated Inquiry – BIOL 206: Anatomy & Phys. I w/ lab	3
Civil Discourse	3

SEMESTER VII

Major Applied – 400 level	1
Ensemble – 400 level	1
(e) Keyboard Improvisation	1
(d,g) Choral Rehearsal Techniques	1
Computer Technology in Music	2
(g) Instrumental Rehearsal Techniques	1
Clinical Integration 432	1
(g) Rehearsal Techniques Field Experience	1
History of Popular Musics	3
Advanced Topics in Music Therapy	3
Gen. Ed. – SEFE 342: Educational Psych. for Div. Learn.	3
TOTAL SEMESTER CREDITS:	18

SEMESTER VI (can be interchanged with Semester VIII)

Major Applied – 300 level	1
Large Ensemble – 300 level	1
History of Music II	3
(e) Instrumental Improvisation	1
Arranging and Orchestration	2
Clinical Integration 330	1
Psychology of Music	3
Music Therapy for Children	3
The Rock – COMM 200, POLS 235, or PHIL 110:	
Marching Band Techniques	2
TOTAL SEMESTER CREDITS:	17

SEMESTER VIII (can be interchanged with Semester VI)

(g) General Music Methods	2
(g) Vocal & Choral Methods	2
(g) Instrumental Methods	2
Integrated Methods Teaching Experience	1
Methods Block Field Experience	1
Integrated Inquiry – SCI 102: Understand. Physical World	3
Integrated Inquiry – Humanities	3
Gen Ed. ENGL 327/PHIL 325/GNDR 415/HONR 491	
(pick one)	3
TOTAL SEMESTER CREDITS:	17

SEMESTER IX (can be interchanged with Semester X)

(f) Student Teaching	12
TOTAL SEMESTER CREDITS:	12

SEMESTER X (can be interchanged with Semester IX)

BACHELOR OF MUSIC IN PERFORMANCE/BACHELOR OF MUSIC IN MUSIC EDUCATION CURRICULUM BY SEMESTER Fall 2025/Spring 2026

This sheet is here to help with planning courses. See individual MT and ME guides in Music Department Handbook for specific details about policies.

SEMESTER I

	Major Applied – 100 level	3
(a)	Minor Applied – Class Piano I	1
	Large Ensemble (major instrument) – 100 level (Arts Inq. 1)	1
(c)	Secondary Area Ensemble (can occur any semester)	1
	Music Theory and Musicking I	2
	Musicianship Skills I	1
	Class Voice (instrumental majors only)	(1)
	Diction for Singers I (voice majors only)	(1)
	Introduction to Music Education	3
	Guitar & Bass Methods	2
	Art and Science of Performing	1
	FIRST Seminar (Optional)	(1)
	TOTAL SEMESTER CREDITS:	16/17

Winter or Summer Session Prior to End of Semester IV

(h)	The Rock – Quantitative Reasoning (MATH 113+)	3
(h)	The Rock – ENGL 102: Critical Writing	3
(h)	Gen. Ed. – MATH 113 or higher	3

SEMESTER III

	Major Applied – 200 level	3
(a)	Minor Applied – Class Piano III	1
(c)	Large Ensemble – 200 level (Arts Inquiry 3)	1
	Music Theory & Analysis III	2
	Musicianship Skills III	1
	Fundamentals of Conducting	1
	Fundamentals of Conducting Lab	1
	Clarinet & Saxophone Methods	2
	Percussion Methods (2 credits for Music Education)	2
(h)	The Rock – ENGL 104: Critical Reading	3
	Field Experience II: Pre-K Experience	1
	TOTAL SEMESTER CREDITS:	18

SEMESTER II

	Major Applied – 100 level	3
(a)	Minor Applied – Class Piano II	1
	Large Ensemble – 100 level (Arts Inquiry 2)	1
	Concert Choir (string majors)	(1)
	Music Theory & Analysis II	2
	Musicianship Skills II	1
	Low Brass Methods	2
	Diction for Singers II (voice majors only)	(1)
	Musician's Health (piano and non-string inst. majors)	1
	The Rock – Foundations of Academic Discovery	3
	Gen. Ed. – SPED 121: Overview of Special Education	3
	TOTAL SEMESTER CREDITS:	17/18

SEMESTER IV

	Major Applied – 200 level	3
(a)	Minor Applied – Class Piano IV	1
	Ensemble – 200 level	1
	Music Theory & Analysis IV	2
	Musicianship Skills IV	1
	Music Ed for the Diverse Learner	3
	High Brass Methods	2
	Advanced Conducting w/ lab	2
	Gen. Ed. – CDEV 248 Human Development	3
	TOTAL SEMESTER CREDITS:	18

**Music Education Upper-Division Review will be scheduled during semester IV
Complete requirements for Admission to Teacher Candidacy by the end of Semester IV**

SEMESTER V

	Major Applied – 300 level	3
	Large Ensemble – 300 level	1
	History of Music I	3
	Flute, Oboe, & Bassoon Methods	2
(g)	Woodwind Methods Field Experience	1
	Orchestral String Methods	2
(i)	Gen. Ed. – SEFE 326: ELL Strategies and Practice	3
	TOTAL SEMESTER CREDITS:	17

SEMESTER VII

	Major Applied – 400 level	3
	Ensemble – 400 level	1
(e)	Keyboard Improvisation	(1)
	Computer Technology in Music	2
(d,g)	Choral Rehearsal Techniques	1
(g)	Instrumental Rehearsal Techniques	1
(g)	Rehearsal Techniques Field Experience	1
	Gen. Ed. – SEFE 342: Educational Psych. for Div. Learners	3
	History of Music III	3
	Pedagogy	1
	Applied Recital	1
	TOTAL SEMESTER CREDITS:	17/18

SEMESTER VI

	Major Applied – 300 level	3
	Large Ensemble – 300 level	1
(e)	Instrumental Improvisation	(1)
(g)	General Music Methods	2
(g)	Vocal & Choral Methods	2
(g)	Instrumental Methods	2
	Integrated Methods Teaching Experience	1
	Methods Block Field Experience	1
	Arranging and Orchestration	2
	Marching Band Techniques	2
	Applied Recital (optional)	1
	TOTAL SEMESTER CREDITS:	17/18

SEMESTER VIII

	Major Applied – 300 level	3
	Large Ensemble – 300 level	1
	History of Music II	3
	Integrated Inquiry – SCI 101: Science of Life	3
	The Rock – COMM 200, POLS 235, or PHIL 110: Civil Discourse	3
	Integrated Inquiry – SCI 102: Understand. Physical World	3
	Integrated Inquiry – Humanities	3
	TOTAL SEMESTER CREDITS:	19

SEMESTER IX

(f)	Student Teaching	12
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REVISED Fall 2025

BENCHMARK #1 – FIELD EXPERIENCE LEVEL 1: OBSERVATION

OBJECTIVES: By completing this benchmark, Music Education majors will be able to:

- Make professional connections with school districts and music educators by arranging observation visits.
- Apply Charlotte Danielson’s *Domains for Teaching* to classroom observations, citing specific examples in observation reports.

OVERVIEW: Field Experience Level 1 is your first step into the profession as a pre-service music educator.

- You will observe in multiple areas of music education:
 - **Elementary:** General/Vocal, Instrumental
 - **Secondary:** General, Vocal, Instrumental
- For each class observed, complete an **observation report** linked to the *Domains for Teaching*.

OBSERVATION REQUIREMENTS

1. In-Class Observations (Fridays in MUSI 111)

- Observation format: Pre-recorded or real-time videos of music classes.
- Complete the **observation sheet** in your workbook for each class.
- Participate in class discussion based on Danielson’s *Domains for Teaching*.

If you are absent:

1. **One missed Friday** → Make-up observation video provided later in the semester.
2. **Additional absences** → Complete an in-person observation (≥ 40 min) in a different preK–12 class than your “On Your Own” observations.
 - Must occur during the school day.
 - Verified by **teacher signature, phone number, and email**.
 - Write your make-up observation report on the workbook page for the missed class day.

2. On-Your-Own Observations

- Complete **two in-person** observations at a school site (you must physically attend).
- Detailed instructions are in the back of your Observation Workbook.

Requirements:

1. At least **one** class (≥ 30 min) at a school **you did not attend**.
2. At least **one** class (≥ 30 min) in **any** public or private K–12 school (can be your former school).

Your responsibilities:

- Contact schools/teachers to arrange visits.
- Comply with school/district visitor policies.
- Obtain professional clearances **before** beginning, if required (see below).

CLEARANCES: Find instructions by Googling "**SRU Four Phases of Teacher Education**" → go to **Phase Two**.

Always select **Employment** (not Volunteer or Other) when applying. Typical requirements include:

- Act 151 – PA Child Abuse Clearance
- Act 34 – PA Criminal Record Check
- Act 114 – FBI Record Check (fingerprinting)
- Act 24 – Arrest/Conviction Report & Certification (free)
- Act 126 – Mandatory Reporter Training (free via Phase Two site)
- TB Test



Four Phases of
Teacher Education

ACADEMIC REQUIREMENT

- Field Experience Level 1 is **1/3 of the final grade** in MUSI 111.
- All observations and reports must be completed and submitted by the deadline in the syllabus.

CHECKLIST

- Obtain required clearances
- Arrange and complete two “On Your Own” observations
- Submit completed Observation Workbook by the deadline

BENCHMARK #2 – FIRST-YEAR REVIEW

OBJECTIVES: By completing the First-Year Review, you will be able to:

- Assess your own potential for success in music education
- Evaluate your academic progress toward your degree
- Articulate your motivation for becoming a music educator
- Identify strengths and areas for improvement
- Reflect on your self-awareness and self-management as a preservice teacher

PURPOSE: The First-Year Review helps both students and faculty evaluate:

- Your progression in the Music Education program
- Your potential for success in the field
- Your on-time progression toward graduation

This process also encourages **self-awareness** and **self-management** through a self-evaluation form that will be discussed during the review. Being prepared reflects strong professional dispositions, aligning with **Charlotte Danielson’s Domain 4** (*Professional Responsibilities*).

TIMING

- **When:** March or April of your first year at SRU
- **Who:** Interview with a panel of Music Education faculty (and possibly your applied teacher)
- **Exemptions:** Post-baccalaureate and transfer students may be exempt, pending transcript review
- **Deadline:** All requirements must be met by the end of the spring semester
 - If not, you must attend **College Success Workshops** (SRU Office of Academic Support Services) the following fall

Note: Contingent acceptance is only given for:

- Courses registered for over the summer (before spring semester ends)
- Test scores from exams taken **before** the review date (results pending)

TARGET DATES

These are *target* deadlines—earlier completion is encouraged. Falling behind may delay your graduation.

Timeframe	Task
Ongoing	Take and pass courses as indicated in your Curriculum by Semester
December (First Year)	Complete Benchmark #1: Field Experience Level 1
January (First Year)	Pass Basic Skills Tests (unless exempt) per current PA Dept. of Education requirements (<i>e.g., PAPA Reading/Writing/Math, ETS Core, qualifying SAT/ACT scores</i>)
March (First Year)	Complete “Music Education First-Year Review” forms and prepare copies for your review
March/April	Participate in the First-Year Review

MUSIC EDUCATION FIRST-YEAR REVIEW REQUIREMENTS

Deadline: All requirements must be completed by **end of Spring semester (Year 1)**
Review Date: March or April (specific date provided by faculty)

BEFORE YOUR REVIEW

- GPA:** Maintain at least a 3.0 overall GPA
- Coursework:** Successfully complete (or be enrolled in) all required first-year courses
- Field Experience Level 1:** Completed with a grade of **C or higher** in MUSI 111
- Progress Sheet:** Completed with self-reported grades; bring to review
- Student Self-Evaluation:** Completed and printed; bring to review
- Professional Preparation:** Dress appropriately; bring all required documents in an organized folder
- Basic Skills Requirement:**
 - Passing PAPA / ETS Core tests **OR**
 - Qualifying SAT/ACT scores for exemption **OR**
 - Completion of ENGL 102, ENGL 104, MATH 210, MATH 310 with **B or higher**

Note: Tests currently waived if admitted to Teacher Candidacy by **June 30, 2025**—do not take new tests unless requirement changes.

Use the blank spaces in the checklist below to write in any specific items you will need to address:

DAY OF REVIEW

- Arrive on time for your scheduled interview with the Music Education faculty panel
- Be prepared to discuss:
 - Personal and professional qualities
 - Motivation for pursuing music education
 - Strengths and areas for growth

IF YOU DO NOT PASS

- Register for and attend **all four** College Success Workshops (offered during Common Hour, multiple dates) in the following fall semester
- Contact the SRU Office of Academic Support Services to enroll

IMPORTANT REMINDERS

- Completion of the First-Year Review is **required** before the **Upper Division Review**
- Written results will be sent to you, your academic advisor, and/or applied teacher

MUSIC EDUCATION FIRST-YEAR REVIEW PROGRESS SHEET

Name _____ Date _____

GPA _____ Major Instrument _____ Applied Teacher: _____

Total Credits Earned (including those in progress) _____ Advisor: _____

<u>Coursework Progress</u>	<u>Grade</u>	<u>In Progress</u>
Intro to Music Ed.	_____	_____
Musicking & Music Theory I	_____	_____
Musicianship Skills I	_____	_____
Music Theory & Analysis II	_____	_____
Musicianship Skills II	_____	_____
Class Piano I	_____	_____
Class Piano II	_____	_____
Class Voice or Diction I	_____	_____
GUB Methods	_____	_____
Low Brass Methods	_____	_____
Applied (semester I)	_____	_____
Applied (semester II)	_____	_____

<u>Basic Skills Exams (list exams taken)</u>	<u>Passed (score)</u>	<u>Failed (score)</u>	<u>Not Taken</u>
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* Must provide copies documenting passing scores for anything that does not also appear on your Rock Audit

Reading: _____

Writing: _____

Math: _____

Check here if your passing score is with a composite calculation: _____

OR, check here if you have not passed everything for Basic Skills: _____

EVERYTHING BELOW THIS LINE WILL BE COMPLETED BY THE MUSIC EDUCATION FACULTY IN YOUR FIRST-YEAR REVIEW

Field Experience I Completed _____ Yes _____ No

Interview Notes

First-Year Review is [] passed [] not passed

College Success Workshops Required for Upper Division Review? [] yes [] no

Signatures of Faculty Present at First-Year Review:

MUSIC EDUCATION FIRST-YEAR REVIEW STUDENT SELF-EVALUATION

Student's Name _____ Date _____

Please evaluate yourself as accurately as possible in the following personal and professional areas:

Category	Excellent	Above Average	Average	Below Average	Unsatisfactory
Attendance					
Creativity					
Daily Preparation					
Dependability					
Enthusiasm					
Flexibility					
Gratitude					
Honesty					
Initiative					
Judgment and Critical Thinking					
Knowledge of Subject Matter					
Leadership					
Maturity					
Oral Communication Skills					
Patience					
Perseverance					
Personal Stability					
Professional Interest and Growth					
Promptness					
Resourcefulness					
Self-awareness					
Self-confidence					
Teamwork and Cooperation					
Written Communication Skills					

From the categories presented in the table, please list and describe three of your greatest strengths and three areas you would like to improve.

1. Greatest strengths. Please explain why you think these are your greatest strengths.



2. Areas for improvement. Please explain how you plan to improve in these areas.



Additional comments:

Student Signature: _____

BENCHMARK #3 – FIELD EXPERIENCE LEVEL 2: EXPLORATION

PURPOSE:

Field Experience Level 2 builds on Field 1: Observation, moving you into a more involved teaching role. This experience focuses on **Pre-K students** (as PA Music Certification covers PreK–12) and provides hands-on opportunities in early childhood music settings.

OVERVIEW

- **Minimum Hours:** 20
- **Activities Include:**
 - Observing and assisting with pre-K music classes
 - Helping with set-up and tear-down
 - Attending orientation & expectations training
 - Participating in reflection meetings
- **Supervision:** Dr. Eisenreich
- **Documentation:** Maintain a typed daily journal and complete all required paperwork.

ELIGIBILITY

- All aspects of **Field Experience Level 1** must be completed and passed.
- You will be assigned to Field 2 in either **fall or spring** of sophomore year (assignment given spring of freshman year).
- Must be available during the scheduled pre-K class time (announced before registration).

OBJECTIVES

By completing Field Experience Level 2, you will:

- Continue evaluating your potential for success in music education.
- Gain direct experience with pre-K students.
- Develop reflection skills through journaling.

TARGET DATES

- **Spring – Freshman Year:** Receive your Field 2 semester assignment.
- **Fall/Spring – Sophomore Year:** Complete Field 2 under Dr. Eisenreich’s supervision.
- **End of Assigned Semester:** Submit all documentation to Dr. Eisenreich.

CHECKLIST

- Read and understand all Field Experience Level 2 requirements
- Note assigned semester for Field 2 completion
- Register for **MUSI 291: Field 2 PreK Experience**
- Complete **minimum 20 hours** including:
 - Observing/assisting classes
 - Assisting with set-up and tear-down
 - Attending trainings and reflection meetings
 - Keep **typed daily journal** of your experiences
 - Maintain **Field Experience Documentation Form** (dates, hours, teacher signatures)
- Have **Disposition Form** completed by Dr. Eisenreich
- Submit **all organized paperwork** to Dr. Eisenreich by due date

Field Experience Level 2: Exploration Documentation Form

Student's name: _____ Semester admitted to SRU: _____

School with which 20 hours of Exploration took place: _____ PreK music classes at SRU

Supervising Teacher from SRU: _____ Dr. Cassandra Eisenreich

Semester of Exploratory Field Experience: _____

Total hours of Exploratory Field Experience (attach detailed hour log): _____

Field Experience Record submission may be required to describe demographics and diversity of placement.

Rubric for Assessment of Competencies: Detailed Rubric descriptions on the following pages

Component	Exemplary (3 pts)	Target (2 pts)	Near Target (1 pt)	Unacceptable (0 pts)
Planning & Preparation	<input type="checkbox"/> Demonstrates exemplary understanding and skills, similar to a student teacher.	<input type="checkbox"/> Demonstrates a solid understanding and solid skills at the expected level.	<input type="checkbox"/> Falls short in understanding and skills.	<input type="checkbox"/> Provides no evidence of understanding or skills.
Classroom Environment	<input type="checkbox"/> Demonstrates exemplary understanding and management skills, similar to a student teacher.	<input type="checkbox"/> Demonstrates a solid understanding and solid management skills at the expected level.	<input type="checkbox"/> Has awareness but falls short of expected skills.	<input type="checkbox"/> Shows limited or no understanding or awareness.
Instructional Delivery	<input type="checkbox"/> Demonstrates exemplary understanding and skills in communication and modeling.	<input type="checkbox"/> Demonstrates a solid understanding and solid skills in communication.	<input type="checkbox"/> Falls short in understanding and skills.	<input type="checkbox"/> Shows limited or no understanding or skills.
Professional Conduct	<input type="checkbox"/> Exceeds all expectations for professional teachers.	<input type="checkbox"/> Meets all expectations for professional teachers.	<input type="checkbox"/> Falls slightly short of expectations.	<input type="checkbox"/> Demonstrates major concerns or disregard for expectations.
Assessment	<input type="checkbox"/> Demonstrates an exemplary understanding of teaching assessment and self-reflection.	<input type="checkbox"/> Demonstrates a solid understanding of teaching assessment and self-reflection.	<input type="checkbox"/> Falls short of expected understanding.	<input type="checkbox"/> Shows no understanding or fails to use assessment and reflection.
Diverse Learners	<input type="checkbox"/> Demonstrates exemplary knowledge of diverse learners and engagement skills.	<input type="checkbox"/> Demonstrates solid knowledge of diverse learners and solid engagement skills.	<input type="checkbox"/> Falls short in knowledge and understanding.	<input type="checkbox"/> Shows little or no desire to acquire knowledge.

The student named above has completed at least 20 hours of observing and assisting with music teaching under my supervision. I have met with the student named above, have reviewed the Exploratory Field Experience Journal, and have engaged in dialogue and feedback with the student about the experience. With my signature below, I verify that the student named above has fulfilled the requirements for the Exploratory Field Experience in Music Education.

Supervisor's Signature

Date

Field Experience Level 2: Exploration – Detailed Rubric for Assessment of Competencies

This rubric will be used to verify your acquisition of the competencies required by the Pennsylvania Department of Education for this stage of field experience. All aspects of this field experience, including your participation in observing and assisting during teaching experiences, training sessions, reflection meetings, and all paperwork, will be used to determine your attainment of these competencies. You must meet all competencies to pass this stage of field. This form will be completed by Dr. Eisenreich toward the end of the field experience.

COMPONENT	EXEMPLARY = 3 POINTS	TARGET = 2 POINTS	NEAR TARGET = 1 POINT	UNACCEPTABLE = 0 POINTS
PLANNING AND PREPARATION	<ul style="list-style-type: none"> Submitted materials and observation of the pre-service music education major in Field 2 activities reveals that the student has an exemplary understanding of the elements of planning and preparation, similar to the level of that which would be expected of a student teacher. Pre-service music education major demonstrated exemplary skills in planning and preparation while assisting in this pre-k setting, similar to the level of that which would be expected of a student teacher. 	<ul style="list-style-type: none"> Submitted materials and observation of the pre-service music education major in Field 2 activities reveals that the student has a solid understanding of the elements of planning and preparation at the level that would be expected at this point in their education. Pre-service music education major demonstrated solid skills in planning and preparation while assisting in this pre-k setting at the level that would be expected at this point in their education. 	<ul style="list-style-type: none"> Submitted materials and observation of the pre-service music education major in Field 2 activities reveals that the student fell short in his or her understanding of the elements of planning and preparation for the level that would be expected at this point in their education. Pre-service music education major fell short in demonstrating skills in planning and preparation while assisting in this pre-k setting for the level that would be expected at this point in their education. 	<ul style="list-style-type: none"> Submitted materials and observation of the pre-service music education major in Field 2 activities reveals that the student did not provide evidence supporting his or her understanding of the elements of planning and preparation for the level that would be expected at this point in their education. Pre-service music education major did not demonstrate skills in planning and preparation while assisting in this pre-k setting for the level that would be expected at this point in their education. Pre-service music education major did not follow through with his or her responsibilities in this area to the detriment of the experience for others.
CLASSROOM ENVIRONMENT	<ul style="list-style-type: none"> Submitted materials and observation of the pre-service music education major in Field 2 activities reveals that the student has an exemplary understanding of the elements of classroom environment, similar to the level of that which would be expected of a student teacher. Pre-service music education major demonstrated exemplary skills in managing the classroom and in understanding how to effectively engage and include all learners, similar to the level of that which would be expected of a student teacher. 	<ul style="list-style-type: none"> Submitted materials and observation of the pre-service music education major in Field 2 activities reveals that the student has a solid understanding of the elements of classroom environment, similar to the level of that would be expected at this point in his or her education. Pre-service music education major demonstrates solid skills in managing the classroom and in understanding how to effectively engage and include all learners, similar to the level of that would be expected at this point in his or her education. 	<ul style="list-style-type: none"> Submitted materials and observation of the pre-service music education major in Field 2 activities reveals that the student has an awareness of the elements of classroom environment that falls short in what would be expected at this point in his or her education. Pre-service music education major demonstrated an awareness of skills needed to manage the classroom and to effectively engage and include all learners, but falls short in what would be expected at this point in his or her education, perhaps by focusing on the whole group and ignoring different ability levels or by being aware of medical issues and learning disabilities, but failing to seek to understand their implications. 	<ul style="list-style-type: none"> Submitted materials and observation of the pre-service music education major in Field 2 activities reveals that the student has limited or no understanding of the elements of classroom environment. Pre-service music education major demonstrated little or no awareness of skills needed to manage the classroom and to effectively engage and include all learners, perhaps by demonstrating no interest in the students' interests or heritages, their varied ability levels, and/or their medical or learning disabilities.

COMPONENT	EXEMPLARY = 3 POINTS	TARGET = 2 POINTS	NEAR TARGET = 1 POINT	UNACCEPTABLE = 0 POINTS
INSTRUCTIONAL DELIVERY	<ul style="list-style-type: none"> Submitted materials and observation of the pre-service music education major in Field 2 activities reveals that the student has an exemplary understanding of the elements of instructional delivery, similar to the level of that which would be expected of a student teacher, including relatively error-free modeling of proper usage and syntax in written communication. Pre-service music education major demonstrated exemplary skills in verbal and non-verbal communication and questioning and discussion techniques, similar to the level of that which would be expected of a student teacher. 	<ul style="list-style-type: none"> Submitted materials and observation of the pre-service music education major in Field 2 activities reveals that the student has a solid understanding of the elements of instructional delivery, similar to the level of that would be expected at this point in their education, including reasonable modeling of proper usage and syntax in written communication. Pre-service music education major demonstrated solid skills in verbal and non-verbal communication and questioning and discussion techniques, similar to the level of that would be expected at this point in their education. 	<ul style="list-style-type: none"> Submitted materials and observation of the pre-service music education major in Field 2 activities reveals that the student has fallen short in their understanding of the elements of instructional delivery compared to the level that would be expected at this point in his or her education, which may include failure to properly model usage and syntax in written communication. Pre-service music education major has fallen short in skills in verbal and non-verbal communication and questioning and discussion techniques, perhaps by speaking too quickly or slowly, using developmentally inappropriate vocabulary, or speaking or singing too quietly. 	<ul style="list-style-type: none"> Submitted materials and observation of the pre-service music education major in Field 2 activities reveals that the student demonstrates limited or no understanding of the elements of instructional delivery compared to the level that would be expected at this point in their education. Pre-service music education major did not demonstrate skills in verbal and non-verbal communication and questioning and discussion techniques to the detriment of the experience for others.
PROFESSIONAL CONDUCT	<ul style="list-style-type: none"> Submitted materials and observation of the pre-service music education major in Field 2 activities reveals that the student exceeds what is expected of professional teachers in dress choice, relationships with school colleagues, attendance, appearance, manners and dispositions, timely completion of work, the upholding of a code of conduct and ethics, management of conflict, and the upholding of social equity. 	<ul style="list-style-type: none"> Submitted materials and observation of the pre-service music education major in Field 2 activities reveals that the student meets what is expected of professional teachers in dress choice, relationships with school colleagues, attendance, appearance, manners and dispositions, timely completion of work, the upholding of a code of conduct and ethics, management of conflict, and the upholding of social equity. 	<ul style="list-style-type: none"> Submitted materials and observation of the pre-service music education major in Field 2 activities reveals that the student falls slightly short in what is expected of professional teachers in dress choice, relationships with school colleagues, attendance, appearance, manners and dispositions, timely completion of work, the upholding of a code of conduct and ethics, management of conflict, and the upholding of social equity. 	<ul style="list-style-type: none"> Submitted materials and observation of the pre-service music education major in Field 2 activities reveals major concerns in the student's understanding of what is expected of professional teachers in dress choice, relationships with school colleagues, attendance, appearance, manners and dispositions, timely completion of work, the upholding of a code of conduct and ethics, management of conflict, and the upholding of social equity.

COMPONENT	EXEMPLARY = 3 POINTS	TARGET = 2 POINTS	NEAR TARGET = 1 POINT	UNACCEPTABLE = 0 POINTS
ASSESSMENT	<ul style="list-style-type: none"> Submitted materials and observation of the pre-service music education major in Field 2 activities reveals that the student has an exemplary understanding of the elements of the use of assessment in teaching, similar to the level of that which would be expected of a student teacher. Submitted materials and observation of the pre-service music education major in Field 2 activities reveals that the student has an exemplary understanding of the strategies to use to assess their personal growth through self-reflection, similar to the level of that which would be expected of a student teacher. 	<ul style="list-style-type: none"> Submitted materials and observation of the pre-service music education major in Field 2 activities reveals that the student has a solid understanding of the elements of the use of assessment in teaching, similar to the level of that would be expected at this point in their education. Submitted materials and observation of the pre-service music education major in Field 2 activities reveals that the student has a solid understanding of the strategies to use to assess their personal growth through self-reflection, similar to the level of that would be expected at this point in their education. 	<ul style="list-style-type: none"> Submitted materials and observation of the pre-service music education major in Field 2 activities reveals that the student falls short in their understanding of the elements of the use of assessment in teaching compared to the level that would be expected at this point in his or her education. Submitted materials and observation of the pre-service music education major in Field 2 activities reveals that the student falls short in their understanding of the strategies to use to assess their personal growth through self-reflection, compared to the level that would be expected at this point in their education, perhaps by keeping a reflective journal that only chronicles events and does not demonstrate reflection on the events. 	<ul style="list-style-type: none"> Submitted materials and observation of the pre-service music education major in Field 2 activities reveals that the student does not demonstrate any understanding of the elements of the use of assessment in teaching. Submitted materials and observation of the pre-service music education major in Field 2 activities reveals that the student does not demonstrate any understanding of strategies to use to assess their personal growth through self-reflection, perhaps by not keeping a journal or failing to see any reason to improve their approach to teaching.
KNOWLEDGE OF DIVERSE LEARNERS	<ul style="list-style-type: none"> Submitted materials and observation of the pre-service music education major in Field 2 activities reveals that the student has an exemplary knowledge of the characteristics and needs of diverse learners in teaching, similar to the level of that which would be expected of a student teacher. Submitted materials and observation of the pre-service music education major in Field 2 activities reveals that the student has an exemplary understanding of ways to engage with families, caregivers, and the broader community, similar to the level of that which would be expected of a student teacher. 	<ul style="list-style-type: none"> Submitted materials and observation of the pre-service music education major in Field 2 activities reveals that the student has a solid knowledge of the characteristics and needs of diverse learners in teaching, similar to the level that would be expected at this point in their education. Submitted materials and observation of the pre-service music education major in Field 2 activities reveals that the student has a solid understanding of ways to engage with families, caregivers, and the broader community, similar to the level that would be expected at this point in their education. 	<ul style="list-style-type: none"> Submitted materials and observation of the pre-service music education major in Field 2 activities reveals that the student falls short in knowledge of the characteristics and needs of diverse learners in teaching compared to the level that would be expected at this point in their education. Submitted materials and observation of the pre-service music education major in Field 2 activities reveals that the student falls short in their understanding of ways to engage with families, caregivers, and the broader community compared to the level that would be expected at this point their education. 	<ul style="list-style-type: none"> Submitted materials and observation of the pre-service music education major in Field 2 activities reveals that the student shows little or no desire to acquire knowledge of the characteristics and needs of diverse learners in teaching. Submitted materials and observation of the pre-service music education major in Field 2 activities reveals that the student shows little or no desire to determine ways to engage with families, caregivers, and the broader community.

BENCHMARK #4 – ADMISSION TO TEACHER CANDIDACY

PURPOSE

Admission to Teacher Candidacy marks your official transition from “music education major” to “teacher candidate.” This designation means you have met specific academic, professional, and experiential requirements and are ready to advance in your preparation to teach.

Requirements for Teacher Candidacy are set by the College of Education and the Music Education program in alignment with PA Department of Education regulations. **They may change — always use the most current application from your degree audit or the College of Education website.**

ELIGIBILITY

- Must be between **48 and 90 credits** at the time of application
- Must meet all GPA, coursework, clearance, and assessment requirements.
Below are required courses but always check the **current application** as requirements can change.
 MUSI 111 SPED 121 CDEV 248 ENGL 102 ENGL 104
Intro to Music Education Overview of SPED Human Dev & Education Critical Writing Critical Reading
- Music Education majors must apply **no later than the JR-I semester** to stay on track for graduation

OBJECTIVES

By meeting this benchmark, you will:

- Continue evaluating your readiness for the teaching profession
- Demonstrate responsibility by completing all application steps and meeting all requirements

TARGET DATES

Timeframe	Task
Fall – Sophomore Year	Review current Teacher Candidacy requirements; download the application before spring registration to ensure you can register for any missing courses.
February – Sophomore Year	Obtain the current Teacher Candidacy application and verify that you meet all requirements. You will find this at the College of Education’s Four Phases of Teacher Education webpage.
March 15 (Soph-II)	Apply for Teacher Candidacy if all requirements are completed in the spring.
October 15 (JR I)	Final Deadline to apply for Teacher Candidacy if all requirements are completed in the fall.

CHECKLIST

- Obtain the **current** Teacher Candidacy Application for Music Education Majors
- Identify and address any missing requirements (some will be from other benchmarks)
- Complete **Diverse Experience** in MUSI 357 and attach proof to your application
- Ensure all coursework, GPA, assessments, and clearances meet requirements
- Apply by **March 15** (preferred) or **October 15** at the latest (as soon as you are eligible)

Four Phases of
Teacher Education



Use the blank spaces in the checklist below to write in any specific items you will need to address:

BENCHMARK #5 – UPPER DIVISION REVIEW

OBJECTIVES: By completing the Upper Division Review, you will be able to:

- Assess your ongoing potential for success in music education
- Evaluate your academic and professional progress toward your degree
- Articulate your motivation for becoming a music educator
- Identify strengths and areas for improvement
- Demonstrate growth through evaluation tools and feedback

PURPOSE: The Upper Division Review helps both students and faculty evaluate:

- Your progression in the Music Education program
- Your readiness for advanced field experiences and Teacher Candidacy
- Your on-time progression toward graduation
 - This process encourages professional growth and preparation. Being prepared reflects strong **professional dispositions**, aligning with Charlotte Danielson’s Domain 4 (Professional Responsibilities).

TIMING

- **When:** Spring semester of your sophomore year (Fall semester for approved post-bacc or transfer students)
- **Who:** Interview with a panel of Music Education faculty (and possibly your applied teacher)
- **Deadline:** All requirements must be met by the end of the spring semester of sophomore year
 - If not completed, your graduation may be delayed; contingent acceptance applies only to summer courses registered before the end of the semester

TARGET DATES

Timeframe	Task
Ongoing	Take and pass courses as indicated in your Curriculum by Semester
Spring – Sophomore Year	Complete Field Experience Level II
Spring – Sophomore Year	Print and prepare Dispositions Assessment from Field II for discussion (see note below if not completed)
Spring – Sophomore Year	Complete Music Education Upper Division Review forms and prepare copies for review
Spring – Sophomore Year	Participate in the Upper Division Review

CHECKLIST

- Completed all College Success classes (if required from First-Year Review)
- Completed Field Experience Level II
- Printed Dispositions Assessment from Field II for review discussion
(or bring paper copy of Dispositions Form from applied teacher if Field II not completed)
- Completed and submitted all Upper Division Review forms
- Attended and completed the Upper Division Review interview

Use the blank spaces in the checklist below to write in any specific items you will need to address:

- _____
- _____
- _____

MUSIC EDUCATION UPPER-DIVISION REVIEW REQUIREMENTS

The following upper-division requirements for music education are in addition to the University and Department of Music advanced-standing requirements.

PURPOSE

To help students and faculty assess your progress and potential for success in the field of music education, ensuring readiness for upper-division coursework and Teacher Candidacy.

SETTING AND TIME:

- Individual interview with a panel of **three music education faculty members**
- Typically held **spring semester of sophomore year**
- Post-baccalaureate and transfer students may schedule reviews on an individual basis, if advised
- **Deadline:** All aspects must be completed by the end of the spring semester to register for fall courses
- Contingent acceptance only applies to courses **already registered for over the summer**

UPPER-DIVISION REVIEW PROCESS:

Bring all required items to your review. Preparedness demonstrates **professional dispositions** and aligns with **Danielson Domain 4**.

Requirements:

- **Progress Sheet** – Self-report your grades; will be reviewed for academic progress
- **Completion of Field Experiences:**
 - Field 1: C or higher in MUSI 111: Introduction to Music Education
 - Field 2: C or higher in MUSI 291: Field Experience 2 – PreK Experience
- **Faculty Disposition Evaluation:**
 - Submit the dispositions form from Dr. Eisenreich for Field 2
 - Include printed evaluation with scores and comments
 - If Field 2 is incomplete, provide a paper copy completed by your applied teacher
 - *Note:* Field 2 dispositions will also be needed for Teacher Candidacy
- **Student Self-Evaluation** – Complete and bring a copy
- **Basic Skills Tests:**
 - Passing scores on currently accepted assessments (PAPA, ETS Core, or qualifying SAT/ACT scores)
 - Or completion of SRU courses (ENGL 102, ENGL 104, MATH 210, MATH 310) with a B or higher
 - Not required if passed during First-Year Review
 - *Note:* Tests are currently waived if admitted to Teacher Candidacy by June 30, 2025. Include scores if available, but do not take tests otherwise
- **Interview and Discussion:**
 - Discuss personal/professional qualities, motivation, and evidence of commitment to music education

RESULTS:

- Successful review advances you to **upper-division standing** in music education
- Most 300- and 400-level music education courses **require successful completion of this review**
- Written results sent to **student, academic advisor, and applied teacher**

MUSIC EDUCATION UPPER-DIVISION REVIEW

Name _____ Pronouns _____

Overall GPA: _____ Primary Instrument _____ Advisor: _____

Total Credits Earned (including those in progress) _____ Applied Teacher: _____

<u>Coursework Progress</u>	<u>Grade</u>	<u>In Progress</u>		<u>Grade</u>	<u>In Progress</u>
Intro to Music Education	_____	_____	Music Ed. for Div. Learners	_____	_____
Music Theory & Analysis I	_____	_____	Guitar, Uke, & Bass Methods	_____	_____
Musicianship Skills I	_____	_____	Class Voice/Diction 1	_____	_____
Music Theory & Analysis II	_____	_____	Low Brass Methods	_____	_____
Musicianship Skills II	_____	_____	Clarinet & Saxophone Methods	_____	_____
Music Theory & Analysis III	_____	_____	High Brass Methods	_____	_____
Musicianship Skills III	_____	_____	SPED 121: Overview of SPED	_____	_____
Music Theory & Analysis IV	_____	_____	CDEV 248: Human Dev.	_____	_____
Musicianship Skills IV	_____	_____	1 st Math 113 or higher	_____	_____
Applied (semester I)	_____	_____	2 nd Math 113 or higher	_____	_____
Applied (semester II)	_____	_____	ENGL 102 Critical Writing	_____	_____
Applied (semester III)	_____	_____	ENGL 104 Critical Reading	_____	_____
Applied (semester IV)	_____	_____	Choir/Instrumental Req.*	_____	_____
Class Piano I/Applied Piano	_____	_____	* Choir for instrumental majors, instrumental for voice		
Class Piano II/Applied Piano	_____	_____			
Class Piano III/Applied Piano	_____	_____			
Class Piano IV/Applied Piano	_____	_____			

Basic Skills Exams (list exams taken) **Passed (score)** **Failed (score)** **Not Taken**

* Must provide copies documenting passing scores for anything that does not also appear on your Rock Audit

Reading: _____

Writing: _____

Math: _____

Check here if your passing score is with a composite calculation: _____

OR, check here if exempt from Basic Skills through PA Act 136: _____

Faculty Recommendation on Dispositions Rubrics: Name of faculty completing disposition: _____

Use these codes and write in the evaluations that are on your disposition form.

UA=Unable to Assess; U=Unsatisfactory; E=Emerging; D=Developing; T=Target

Professional Responsibility	_____	Critical Thinking & Problem-Solving	_____
Professional Communication	_____	Commitment to Social Justice & Equity	_____
Collaboration & Leadership	_____	Commitment to Reflection on Teaching	_____
Ethical Behavior	_____	& Ongoing Learning	

Field Experience I and II Completed: Indicate IP if course is in progress

Field Experience I: Grade earned in MUSI 111: Intro to Music Education _____

Field Experience II: Grade earned in MUSI 291: Field Experience 2 in Music: PreK Experience _____

Interview Notes

Upper Division Review is [] passed [] not passed.

Signatures of Faculty Present at Upper Division Review:

MUSIC EDUCATION UPPER DIVISION REVIEW STUDENT SELF-EVALUATION

Student's Name _____ Date _____

Please evaluate yourself as accurately as possible in the following personal and professional areas:

Category	Excellent	Above Average	Average	Below Average	Unsatisfactory
Attendance					
Creativity					
Daily Preparation					
Dependability					
Enthusiasm					
Flexibility					
Gratitude					
Honesty					
Initiative					
Judgment and Critical Thinking					
Knowledge of Subject Matter					
Leadership					
Maturity					
Oral Communication Skills					
Patience					
Perseverance					
Personal Stability					
Professional Interest and Growth					
Promptness					
Resourcefulness					
Self-awareness					
Self-confidence					
Teamwork and Cooperation					
Written Communication Skills					

From the categories presented in the table, please list and describe three of your greatest strengths and three areas you would like to improve.

1. Greatest strengths. Please explain why you think these are your greatest strengths.



2. Areas for improvement. Please explain how you plan to improve in these areas.



Additional comments:

Student Signature: _____

BENCHMARK #6 – FIELD EXPERIENCE LEVEL 3: PRE-STUDENT TEACHING

Field Experience Level 3: Pre-Student Teaching provides real teaching experience for music education majors who have been admitted to **Teacher Candidacy**. Unlike previous field experiences:

- **Field 1** focused on observing
- **Field 2** focused on assisting
- **Field 3** focuses primarily on **teaching**

This benchmark consists of two courses:

1. **MUSI 353: Methods Block Field Experience** (co-requisite with MUSI 334, 335, 336)
minimum 50 hours, 1 credit
2. **MUSI 339: Rehearsal Techniques Field Experience** (co-requisite with MUSI 337: Instrumental Rehearsal Techniques and MUSI 407: Choral Rehearsal Techniques)
minimum 60 hours, 1 credit

During these experiences:

- You will be assigned to a **local public-school teacher**
- **MUSI 353** focuses on elementary vocal/general or instrumental music
- **MUSI 339** focuses on a large ensemble setting (choir, band, or orchestra)
- Placements are designed to be **different from your planned student teaching area**
- You may also observe **other teacher responsibilities** (prep periods, meetings, bus duty, etc.)

Note: Each course has its own handbook with detailed requirements and checklists. You must maintain **current and clear professional clearances** throughout your time at SRU. Contact Music Education Faculty if you encounter any issues.

OBJECTIVES:

By completing Field Experience Level 3, you will be able to:

- Evaluate your potential for success as a music educator
- Apply theory from coursework in **real teaching experiences** through co-requisite field experiences

TARGET DATES:

Timeframe	Task
Spring Junior Year	Take MUSI 353: Methods Block Field Experience ; Dispositions assessment completed by university supervisor
Fall Senior Year	Take MUSI 339: Rehearsal Techniques Field Experience alongside Instrumental/Choral Rehearsal Techniques courses

CHECKLIST:

- Enrolled in **MUSI 353** and completed Methods Block Field Experience
- Dispositions assessment completed during **MUSI 353**
- Enrolled in **MUSI 339** and completed Rehearsal Techniques Field Experience
- Maintained all required **clearances** throughout field experiences

Use the blank spaces in the checklist below to write in any specific items you will need to address:

- _____
- _____
- _____

BENCHMARK #7 – MUSIC METHODS COMPETENCY EXAMINATIONS

Music Methods Competency Examinations (“Competencies”) were established at Slippery Rock University in the mid-1990s to verify retention of essential teaching skills for pre-service music educators preparing for **student teaching**.

Competencies:

- Are taken during the **Methods Block**
- Assess skills from multiple courses across the music education curriculum, including:
 - Musicianship Skills I–IV
 - Piano I–IV
 - Conducting
 - All Methods courses
- Require students to retain knowledge and skills from prior coursework, not just aim for passing individual classes
- Encourage **continuous skill development** through practice, additional instruction, and attending seminars, conferences, or trainings

Competency requirements are **reviewed and updated annually** by music education faculty and released at the beginning of the semester in which students take the exams.

OBJECTIVES:

By completing the Music Methods Competency Examinations, you will be able to:

- Evaluate your ongoing potential for success as a music educator
- Demonstrate maintenance and continued growth of basic, demonstrable skills necessary for teaching music

TARGET DATES:

Timeframe	Task
January – Junior Year	Obtain the current Music Methods Competency Requirements
January–March – Junior Year	Prepare consistently for Competency Examinations
February – Junior Year	Sign up for Competency Examination time
March – Junior Year	Take the Competency Examinations

CHECKLIST:

- Keep practicing skills from the relevant courses (Musicianship, Piano, Conducting, Methods)
- Obtain the current Music Methods Competency Requirements
- Record your personal preparation goals for Competencies (use the space below)
- Sign up for your Competency Examination time
- Complete all Competency Examinations successfully

Use the blank spaces in the checklist below to write in any specific items you will need to address:

- _____
- _____
- _____

BENCHMARK #8 – PRE-REGISTRATION FOR STUDENT TEACHING

Pre-registration for student teaching is done one year prior to student teaching. The purpose of pre-registration for student teaching is for you to provide proof of your completion of the requirements for student teaching such that you are on track to student teach one year from your pre-registration. The exact requirements for completing the pre-registration for student teaching will vary slightly from year to year, but provided you stay on track by passing all courses and reaching all of the previous benchmarks, pre-registration for student teaching should be nothing more than a little paperwork to complete, which involves a visit with your advisor to double-check your coursework.

OBJECTIVES: By completing Pre-Registration for Student Teaching, you will be able to:

- Demonstrate timely completion of all prerequisites for student teaching.
- Demonstrate professional responsibility by completing required paperwork.

PURPOSE: Pre-registration ensures that you are on track to student teach one year from the pre-registration date. This process verifies completion of prior benchmarks and course requirements and involves meeting with your advisor to review your progress.

TIMING:

Timeframe	Task
Spring – Junior Year	Review procedures for pre-registration for student teaching as communicated by the College of Education. If you have not received the procedures, contact the College of Education by February 1.
Fall – Senior Year	Complete pre-registration for student teaching if you will be student teaching in the fall; deadline is October 1.

Checklist:

- Obtain procedures for pre-registration for student teaching
- Complete pre-registration for student teaching

Use the blank spaces in the checklist below to write in any specific items you will need to address:

- _____
- _____
- _____

**SRU College of Education
Professional Educator Dispositions
Disposition Rubric**

PHASE ONE: During students' pre-candidacy coursework (e.g., MUSI 111), students will learn about the professional dispositions

PHASE TWO:

○ **Candidacy Application/Field Experience:**

- At the completion of Field 2, field supervisors will use the rubric to assess candidates' dispositions.
- Candidates will submit the disposition rubric with their candidacy application.
- Dispositions will be assessed during MUSI 353: Music Methods Block Field Experience

PHASE THREE: Student Teaching supervisors will use the rubric to assess candidates' disposition.

Alignment: InTASC; Danielson Framework for Teaching; CAEP

Criteria:

	<i>Unable to Assess (UA):</i>	<i>Unsatisfactory (U):</i>	<i>Emerging (E):</i>	<i>Developing (D):</i>	<i>Target (T):</i>
			Goal performance level for Level 1: Intro Class	Goal performance for Level 2: Field-Block Classes	Goal performance for Level 3: Student Teaching
Attribute & Alignment	Unable to Assess: Unable to assess the educator attribute(s) in setting.	Unsatisfactory (U): The candidate does not exhibit the disposition/educator attribute(s) and/or fails to take corrective action.	Emerging (E): The candidate demonstrates an emerging practice of the educator attribute(s).	Developing (D): The candidate applies the educator attribute(s) as a developing educator.	Target (T): The candidate models the educator attribute(s) at an exemplary level consistent with best practice.
<i>Professional Responsibility</i> Is dependable, accountable & reliable. Exhibits regular attendance, arrives on time, arrives focused and prepared, meets deadlines, and keeps appointments. InTASC 9 (l, n, o) InTASC 10 Danielson 4f Danielson 4e Danielson 4d CAEP 1.1 CAEP 3.3	UA	Fails to meet professional responsibilities such as assignments, clearance submissions, or other paperwork. Frequently misses deadlines or misses appointments without appropriate communication. Submits paperwork that is incomplete or inaccurate. Frequently requests exceptions or demonstrates a lack of ownership for work.	Meets professional responsibilities with some prompting and developmentally appropriate guidance (i.e., communication via syllabi, course materials, email reminders, etc.). Regularly meets deadlines and attends meetings, or communicates exceptions. Paperwork in complete and demonstrates an attempt to meet all expectations.	Meets professional responsibilities with minimal prompting and a developmentally appropriate level of guidance. Regularly meets all expectations, including deadlines, communication, and details of assignments and other responsibilities.	Consistently meets professional responsibilities with a developmentally appropriate level of guidance. Plans for requirements and deadlines. Is consistently proactive, present, prompt, and prepared. Communicates exceptions appropriately.

	<i>Unable to Assess (UA):</i>	<i>Unsatisfactory (U):</i>	<i>Emerging (E):</i>	<i>Developing (D):</i>	<i>Target (T):</i>
			Goal performance level for Level 1: Intro Class	Goal performance for Level 2: Field-Block Classes	Goal performance for Level 3: Student Teaching
Attribute & Alignment	<i>Unable to Assess:</i> Unable to assess the educator attribute(s) in setting.	<i>Unsatisfactory (U):</i> The candidate does not exhibit the disposition/educator attribute(s) and/or fails to take corrective action.	<i>Emerging (E):</i> The candidate demonstrates an emerging practice of the educator attribute(s).	<i>Developing (D):</i> The candidate applies the educator attribute(s) as a developing educator.	<i>Target (T):</i> The candidate models the educator attribute(s) at an exemplary level consistent with best practice.
<p><i>Professional Communication</i></p> <p>Demonstrates professional oral and written communication skills: speaks clearly, has expansive vocabulary and uses rich oral interactions, effective for the audience, presents effectively. Demonstrates thoughtful and responsive listening and observing.</p> <p>InTASC 3 (n, q, r) InTASC 9 InTASC 10 Danielson 4f Danielson 4e Danielson 3a CAEP 1.1 CAEP 3.3</p>	UA	Written, oral, or nonverbal communication is inappropriate for educational settings or the intended audience. Does not demonstrate active listening and observation.	Tries to communicate effectively but the results are inconsistent. Meaning may be interrupted and/or may not demonstrate an awareness of audience and situation. May lack awareness of nonverbal communication, including active listening and observation.	Demonstrates an effort to communicate effectively, and is consistently successful. Considers the audience and situation. Demonstrates proficient use of content-specific academic language. Uses nonverbal communications appropriately. Listens and observes actively.	Consistently communicates effectively across contexts. Adapts written and oral communication to situations appropriately. Demonstrates mastery of content-specific academic language. Uses nonverbal communication effectively. Demonstrates thoughtful and responsive listening and observation.

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			Goal performance level for Level 1: Intro Class	Goal performance for Level 2: Field-Block Classes	Goal performance for Level 3: Student Teaching
Attribute & Alignment	<i>Unable to Assess:</i> Unable to assess the educator attribute(s) in setting.	<i>Unsatisfactory (U):</i> The candidate does not exhibit the disposition/educator attribute(s) and/or fails to take corrective action.	<i>Emerging (E):</i> The candidate demonstrates an emerging practice of the educator attribute(s).	<i>Developing (D):</i> The candidate applies the educator attribute(s) as a developing educator.	<i>Target (T):</i> The candidate models the educator attribute(s) at an exemplary level consistent with best practice.
<p><i>Collaboration & Leadership</i></p> <p>Exhibits interpersonal professional relationships: shows willingness to consider multiple perspectives, interacts with others respectfully.</p> <p>InTASC 7 (o, q) InTASC 9 InTASC 10 (q, r, t) Danielson 4f Danielson 4d Danielson 2a CAEP 3.3</p>	UA	Does not work willingly or effectively with others. Discourages or undermines the work of others.	Participates appropriately with colleagues or peers. Supports participation and success for all.	Contributes to groups with colleagues or peers. Demonstrates commitment to team success. Encourages and supports participation.	Contributes to effective group functioning when working with colleagues or peers. Contributes to equity in labor, planning, and execution of tasks. Encourages and supports participation and success for all, and provides constructive feedback to others when appropriate.

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			Goal performance level for Level 1: Intro Class	Goal performance for Level 2: Field-Block Classes	Goal performance for Level 3: Student Teaching
Attribute & Alignment	<i>Unable to Assess:</i> Unable to assess the educator attribute(s) in setting.	<i>Unsatisfactory (U):</i> The candidate does not exhibit the disposition/educator attribute(s) and/or fails to take corrective action.	<i>Emerging (E):</i> The candidate demonstrates an emerging practice of the educator attribute(s).	<i>Developing (D):</i> The candidate applies the educator attribute(s) as a developing educator.	<i>Target (T):</i> The candidate models the educator attribute(s) at an exemplary level consistent with best practice.
<p><i>Ethical Behavior</i></p> <p>Maintains professional discretion and confidentiality. The candidate practices legal/ethical conduct: follows SRU student code of conduct and PA Educators code of conduct, engages in ethical conduct, exhibits fair and objective behavior and communication, gives credit to others when using their work, follows local, state and federal laws.</p> <p>InTASC 9 (n, o) InTASC 10 Danielson 4f Danielson 2b Danielson 4b Danielson 1b</p> <p>CAEP 1.1 CAEP 3.3 CAEP 3.6</p>	UA	Fails to uphold the SRU student Code of Conduct and/or PA Educators' Code of Ethical Conduct.	Upholds the SRU student Code of Conduct and/or PA Educators' Code of Ethical Conduct.	Upholds the SRU student Code of Conduct and/or PA Educators' Code of Ethical Conduct. Honors the needs of students, the work setting, and the profession. Demonstrates the sharing of information in the manner appropriate for a future educator. Recognizes the impact of their behavior on students' behavior.	Upholds the SRU student Code of Conduct and/or PA Educators' Code of Ethical Conduct. Honors the needs and best interests of students, the work setting (school, district, university), and the profession. Makes well-reasoned, principled judgments regarding professional behaviors such as maintaining confidentiality, academic honesty, and appropriate separation of personal and professional domains.

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			Goal performance level for Level 1: Intro Class	Goal performance for Level 2: Field-Block Classes	Goal performance for Level 3: Student Teaching
Attribute & Alignment	<i>Unable to Assess:</i> Unable to assess the educator attribute(s) in setting.	<i>Unsatisfactory (U):</i> The candidate does not exhibit the disposition/educator attribute(s) and/or fails to take corrective action.	<i>Emerging (E):</i> The candidate demonstrates an emerging practice of the educator attribute(s).	<i>Developing (D):</i> The candidate applies the educator attribute(s) as a developing educator.	<i>Target (T):</i> The candidate models the educator attribute(s) at an exemplary level consistent with best practice.
<p><i>Critical Thinking & Problem Solving</i></p> <p>Shows motivation and initiative. Demonstrates flexibility/adaptability: adapts teaching to changing classroom circumstances, shows willingness to compromise, improvises when needed.</p> <p>InTASC 7 (n, o, p, q) InTASC 10 Danielson 3e Danielson 4a CAEP 3.3</p>	UA	Does not address problems or seek solutions. Does not gather, analyze, or use data to make informed decisions.	The candidate demonstrates an emerging practice of the educator attribute(s) and has begun displaying signs of intellectual curiosity.	When presented with a problem, candidate seeks solutions. Shows willingness to compromise and be flexible. Is mostly self-reliant and uses appropriate assistance.	The candidate is flexible and quickly adapts to classroom circumstances. Is self-reliant when possible and seeks appropriate assistance when necessary. Consistently seeks a variety of different perspectives and uses them to analyze professional contexts.

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<p><i>Commitment to Social Justice & Equity</i></p> <p>Values diversity and appreciate differences, including the languages, communities, and experiences all learners bring to the classroom. Promotes mutual understanding for all community members. Candidates advocate for and support marginalized communities and individuals.</p> <p>InTASC 1 InTASC 2 (l, m, n, o) InTASC 7 (n) InTASC 9 (m) InTASC 10 (q) Danielson 1b Danielson 2a Danielson 4c Danielson 4d Danielson 4f CAEP 3.1 3.3</p>	UA	Explicitly shows bias against certain individuals or categories of individuals. Behaves in a manner that is discriminatory, intolerant, or closed minded. Resists working with some groups or individuals. Makes derogatory remarks, or rejects views based on factors such as gender, sexual orientation, exceptionalities, race, culture, religion, or socioeconomic background. Selects materials, designs activities, or interacts in ways that promote stereotypes or demean others. May demonstrate resistance or defensiveness if provided feedback.	Appears open to include all individuals and categories of individuals in interactions with students, colleagues, and peers. Demonstrates respect in interactions with and referring to all individuals. Demonstrates an awareness of issues related to diversity (race, gender, sexual orientation, culture, exceptionalities). Selects materials, designs activities, and interacts in ways that diversity is mentioned but not critically analyzed. When needed, revises according to feedback	Interacts with sensitivity and consideration to diverse populations in interactions with students, colleagues, and peers. Considers multiple perspectives in interactions with and when referring to all individuals. Demonstrates analysis of issues related to diversity (race, gender, sexual orientation, culture, exceptionalities). Selects materials, designs activities, and interacts in ways that demonstrate a critical perspective and appreciation of diversity. Seeks and revises according to feedback.	Uses a critical, intersectional lens to guide interactions with students, colleagues, and peers. Demonstrates a commitment to informed and equitable interactions and references. Demonstrates actions based on critical and ongoing analysis of issues related to diversity (race, gender, sexual orientation, culture, exceptionalities). Selects materials, designs activities, and interacts in ways that demonstrate a critical perspective and justice orientation. Advocates for inclusion and consideration of diverse perspectives. Seeks, provides, and revises according to feedback.
	<i>Unable to Assess (UA):</i>	<i>Unsatisfactory (U):</i>	<i>Emerging (E):</i>	<i>Developing (D):</i>	<i>Target (T):</i>

			Goal performance level for Level 1: Intro Class	Goal performance for Level 2: Field-Block Classes	Goal performance for Level 3: Student Teaching
Attribute & Alignment	Unable to Assess: Unable to assess the educator attribute(s) in setting.	Unsatisfactory (U): The candidate does not exhibit the disposition/educator attribute(s) and/or fails to take corrective action.	Emerging (E): The candidate demonstrates an emerging practice of the educator attribute(s).	Developing (D): The candidate applies the educator attribute(s) as a developing educator.	Target (T): The candidate models the educator attribute(s) at an exemplary level consistent with best practice.
<p><i>Commitment to Reflection on Teaching and Ongoing Learning</i></p> <p>Critically reviews their professional practice and the impact it has on student success.</p> <p>Recognizes the need for and are committed to actively seeking new knowledge, skills, and experiences.</p> <p>InTASC 1 InTASC 4 (o, p,) InTASC 6 InTASC 8 InTASC 9 (l, m, n) InTASC 10 (t) CAEP 1.2 Danielson 4a Danielson 1d Danielson 1b Danielson 1e</p>	UA	Does not demonstrate intellectual engagement with material or others. Does not seek or take advantage of learning opportunities.	Shows interest in personal growth and professional development. Verbal and written contributions demonstrate basic knowledge of material and interest in material and engagement with others. May take advantage of learning opportunities. Positions represent more personal experience than incorporated knowledge.	Shows commitment to personal growth and professional development. Verbal and written contributions demonstrate familiarity with required material and intellectual engagement with material and others. Takes advantage of learning opportunities. Positions represent knowledge beyond personal experience or perspectives.	Takes a collaborative stance toward personal growth and professional development. Demonstrates continuous intellectual engagement with materials and others. Seeks and takes advantage of learning opportunities; deepens understanding of theory, research, and evidence-based practices. Intentionally expands position to incorporate knowledge beyond personal experience or perspectives.