

You Are Here



Enroll in MUS177: Introduction to Music Education

Begin 100-level instrument techniques sequence

Register for and take the Michigan Test of Teacher Certification
(MTTC): Professional Readiness Examination

Take TE150

Maintain a GPA of 3.0 or above,
and meet professional criteria

You Are Here



Fall MUS277 students only:

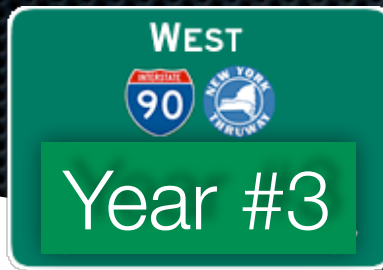
Apply for the Advanced Standing in Music Education process
(application, interview, recommendations from applied and ensemble teachers)

Apply to the College of Education
(Only if currently enrolled in MUS277 or have taken it previously)

Take TE250

Take and pass barrier jury on applied instrument or voice

Continue to maintain a GPA of 3.0 or above, and meet professional criteria

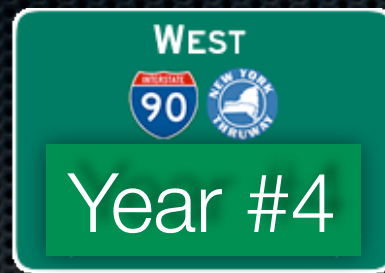


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Begin the 400-level methods course sequence, preferably with
MUS467: Teaching General Music in Elementary Schools or
MUS469: Teaching Classroom Music in Secondary Schools
Also--take Conducting, MUS335 & 336A/B

Take TE301: Learners and Learning in Context (W)

Continue to maintain a GPA of 3.0 or above,
and meet professional criteria



You Are Here

Continue with the 400-level methods course sequence

Apply to student teach 2 semesters prior to intended internship semester; begin working on your placement...

Register for and take the MTTC: Music Education subtest
(must be passed prior to student teaching)

Continue to maintain a GPA of 3.0 or above,
and meet professional criteria



You Are Here

Finish all course work prior to student teaching semester

Take TE496 in the semester in which you student teach

Student Teach!

Get a Job!!

Change the World!!!

Advanced Standing

Includes:

- Application (in your email today)

- 1 page resume that addresses teaching or tutoring experiences

- Interview with Music Education faculty member — arranged

- Recommendations from applied/studio teacher and ensemble director — solicited

Interview

1. Interview with Music Education

faculty member

- a. personal philosophy of music education
- b. career goals
- c. previous experiences with children
- d. strengths and weaknesses in background
- e. background—educational and personal activities
- f. background—musical experiences

Communication

2. Verbal communication
 - a. from interview
 - b. from 177 & 277

3. Written communication
 - a. 277 course projects

Responsibility & Reliability

4. Personal responsibility

- a. attendance for classes, applied lessons, ensembles

- b. attendance for 277 field experience

- c. promptness to class

- d. ability to meet deadlines

more later in College of Ed section. . .

Academic Standards

5. Academic Standards

a. Music GPA—2.75 cumulative GPA for all of the following are mandatory for acceptance into the upper level (4xx) music education courses:

Class piano (2 semesters)

MUS 177 and 277

Music theory (at least 3 semesters)

Aural skills (at least 3 semesters)

Music history (at least up to 1750)

b. 2.75 all-university GPA

c. Passing the MTTC PRE (see CoE Alternative Passing Measures

Recommendations

6. Personal recommendations

- a. Applied teacher
- b. Major ensemble director
- c. MUS 277 instructor



College of Education Admission Requirements

2.75 overall GPA

Pass MTTC PRE

Online application process

Conviction Disclosure Form



Professional Criteria

(1) Reliability and Responsibility

- present and on time for professional commitments, including classes and field experiences.
- meeting deadlines for course assignments and program requirements. A pattern of repeated absences, lateness, and failure to meet deadlines in courses or fieldwork is not acceptable.
- any form of dishonesty (lying, plagiarism, forged signatures, etc.) about these and other requirements is not acceptable



Professional Criteria

(2) Communication Skills and Social Relationships

- ability to express their viewpoints and negotiate difficulties appropriately, without behaving unprofessionally with instructors, peers, or students
- ready to accept constructive feedback in a professional manner
- appropriate social boundaries between students and teachers
- extreme forms of behavior (such as outbursts in class, sexual or other harassment, threats of suicide or of harm to others) are not acceptable



Professional Criteria

(3) Comfort with and Concern for the Learning of all Children

- able to engage in informal conversations with children and keep their attention in such conversations
- interact courteously, fairly, and professionally with people from diverse racial, cultural, and social backgrounds and of different genders or sexual preferences
- racial and other slurs are not acceptable, nor is conduct that violates the University's Anti-Discrimination Policy