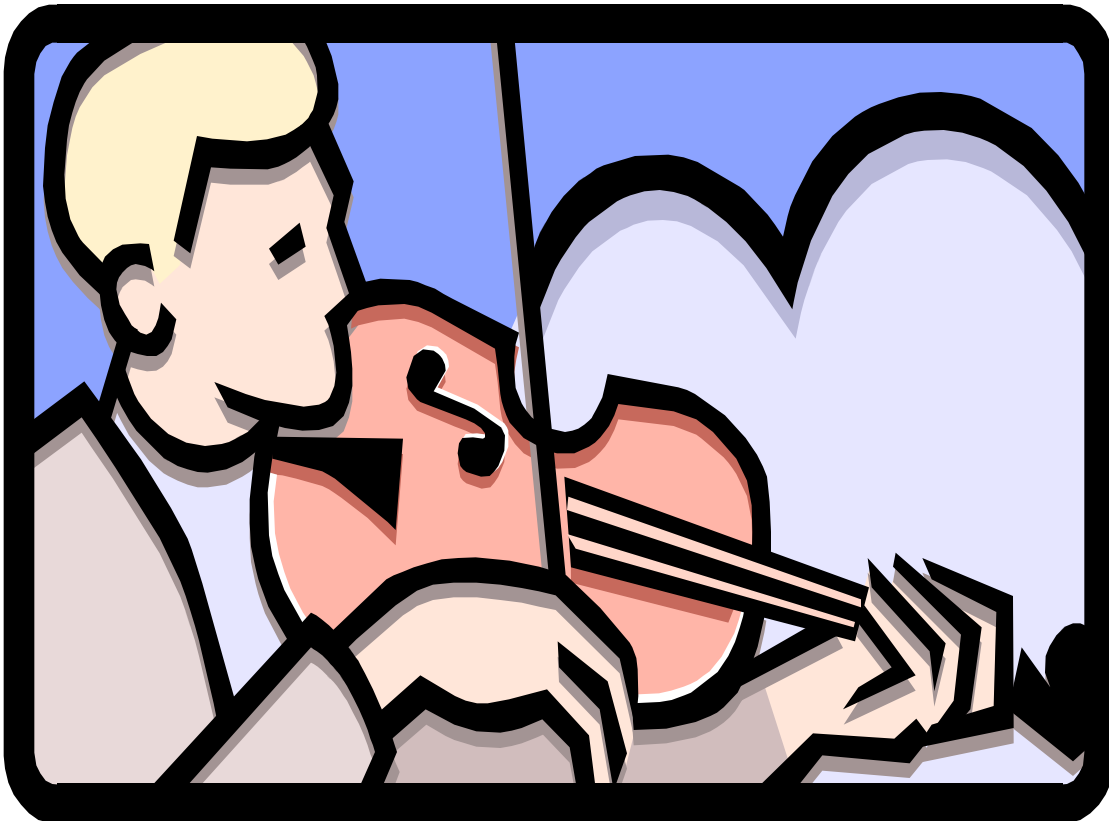




# STUDENT TEACHERS GUIDELINES

**California State University, Sacramento**  
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## **Thank you for your interest in music teacher preparation at CSUS.**

This brochure is prepared in an effort to interpret and clarify the regulations governing pre-professional and professional education in our department. We strongly recommend that this information be studied in conjunction with the sections of the current CSUS catalog pertaining to the Departments of Music and Teacher Education.

If you are considering a career in music education, you should discuss your professional goals with a Music Education advisor at your earliest convenience.

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## THE SUBJECT MATTER PROGRAM AND THE PRELIMINARY PROFESSIONAL CREDENTIAL

### Overview

The preliminary single subject teaching credential in music certifies the holder to teach both choral and instrumental music in the California public schools, from kindergarten through twelfth grade. The required courses leading to this credential comprise the Subject Matter Program. This Program is most similar to the Bachelor of Arts in Music, as is apparent from the advisement grid at the end of this brochure. Students who qualify, however, are encouraged to pursue the program in conjunction with the Bachelor of Music. A student who has graduated with a BA in Music or a BM from this or another accredited institution can complete those Subject Matter Program courses that were not required for his/her degree, plus other admission requirements discussed herein, and apply for the professional education program.

Courses in the professional education sequence, or the phase program, are taught by the Department of Music in cooperation with the Department of Teacher Education. The program is offered as both a three-semester and a two-semester series of courses and field experiences which must be taken in order. Both programs begin **ONLY in the fall**. Admission to the program is competitive, and is governed by Teacher Education.

An important point of information: there is only *one* unit's difference in the requirements for the two- and three-semester programs. Except for the difference in units granted for EDTE 100B, requirements are identical for both programs; they are merely configured differently. The two-semester program is designed so that a capable student, *who has **completed the Subject Matter Program/degree** when s/he begins professional education*, can finish intense, concentrated professional training in a shorter amount of time.

The preliminary credential, granted after successful completion of this program and a Bachelor's degree, qualifies the student to teach music only--thus, the term single subject credential. Anyone desiring to add an additional teaching authorization (the legal right to teach another subject) should meet with a credential advisor in that field as soon as possible. Given the current job market, such a plan is **very** wise.

**Students who graduate prior to or during the credential program must reapply for admission the the University, including the payment of fees.**

### The Subject Matter Program

Under the provisions of the California Teacher Certification and Licensing Law of 1970 (the Ryan Act), a student may qualify to pursue a teaching credential either by passing a state-administered examination in a subject area, e.g., music, or by successfully completing a college or university major approved by the state as a waiver of the examination. Thus a prospective teacher pursuing a music degree at an approved institution is completing a *Subject Matter Program*, i.e., a waiver of the state-administered teacher examination in music.

Although the Subject Matter Program is quite similar to the Bachelor of Arts in Music, several differences exist:

1. The elective units in the BA are replaced in the Subject Matter Program by professional education units (the phase program).
2. The Subject Matter Program includes 15 units required of all credential candidates by the Department of Music: MUSC 102 (Scoring and Arranging, 3 units) four units of MUSC 40 (Beginning Orchestral Instruments, 1 unit each), MUSC 27 (Beginning Voice, 1 unit) and one unit in jazz studies

to be chosen from the following courses: MUSC 139 (Jazz Improvisation), MUSC 143J (Jazz Ensemble), and MUSC 143J.3 (Jazz Choir). One unit from each of the four orchestral families (woodwind, brass, string, and percussion, to total four) must be taken in order to satisfy the MUSC 40 requirement. MUSC 162 and 164, 2 units each, are Music Education courses, and **Music 162 must be taken as early as possible, preferably at the sophomore level.** An advanced conducting course (Choral, MUSC 153; Instrumental, MUSC 154) is also required.

A student who has taken neither MUSC 119 (World Music) nor MUSC 9 (Music in World Cultures) must enroll in MUSC 9, a course required for the major as well as the Subject Matter Program.

Wind and percussion majors who are credential candidates must include at least one semester (preferably more) of Marching Band. Others who expect to teach band should also enroll.

The Subject Matter Program courses listed immediately above in items 2 and 3 are required, and they or their equivalents must be completed by every credential candidate. If the student is pursuing a BA in music, a Bachelor of Music, or is a graduate, these units or their equivalent must be taken in addition to the degree requirements.

### **The Bachelor of Arts in Music and the Teaching Credential**

A BA student may complete the Bachelor of Arts in Music, and then take the professional education sequence, Subject Matter requirements, and three State of California course requirements (met by completion of Health and Safety Studies 136, School Health Education, 2 units; EDS 101, Education of Exceptional Youth, 3 units and EDTE 231, Introduction to Computers in the Classroom, 3 units). When taken after the awarding of a Bachelor's degree, the credential program and the three additional courses more than fulfill the 30-unit requirement for the clear credential (see information below regarding the clear credential). It is suggested, although not mandatory, that the student following this plan elect the music courses required for the credential as part of the elective units for the BA.

### **The Bachelor of Music and the Teaching Credential**

The BM student who plans to teach will need to take the required Subject Matter units in addition to the BM degree requirements and the phase program. The BM piano major must take both conducting classes, the advanced course in the area of choice. See the section below on **Subject Matter Competency Assessment** for information regarding requirements for pianists and guitarists.

The BM student may graduate at any time during the credential program, whenever BM graduation requirements are satisfied. Remaining units from credential requirements, taken either in the last semester before graduation or following graduation, may count toward the 30-unit requirement for the clear credential (see information below regarding the clear credential).

### **Post baccalaureate (Graduate) Students and the Teaching Credential**

The student with an approved Bachelor's degree in music (i.e., the student is admitted to CSUS as a post baccalaureate student) may apply for admission to the professional education sequence. An evaluation of the applicant's transcript and portfolio by the Admissions Counselor and Music Education advisor will determine additional courses needed, if any, to remedy deficiencies or to meet the Music Departments' Subject Matter Program requirements for the credential outlined above. Some or all of these courses may be taken prior to entering the professional education sequence, or

they may be taken concurrently; in some cases, they may be challenged. These alternatives can be explored by the applicant and his/her Music Education advisor.

For some graduates, the credential program alone is less than a full course load, thus opportunity is present for the student to begin course work for an advanced degree. The Department of Music at CSUS offers a Master of Music degree, with concentrations in Performance, Music History, Composition, Choral Conducting, Instrumental Conducting, and Music Education. Graduate students interested in pursuing Master's degree courses along with the credential should arrange an appointment with the Graduate Coordinator. Future teachers interested in the Master of Music should note, however, that the Music Education concentration requires for admission the completion of the credential as well as a full year of teaching experience.

## **APPLIED MUSIC REQUIREMENT FOR PIANO AND GUITAR MAJORS**

Although a number of schools in this area offer piano labs and guitar classes, most secondary school music programs are focused primarily on choirs, bands, orchestras, and jazz ensembles. Consequently, the Music Education Committee has determined that pianists and guitars should be able to perform at Junior Qualifying (second-semester sophomore) level on either voice (if the emphasis is choral and general music) or an orchestral instrument (if band or orchestra is the emphasis). Determination of proficiency is made at the Subject Matter Competency Assessment for applicants to the credential program (see **The Subject Matter Competency Assessment** below). A piano or guitar major who wants to teach should speak with his/her Music Education advisor early in the Subject Matter Program, so that arrangements for meeting this requirement can be made well in advance of the Competency Assessment.

## **THE CLEAR PROFESSIONAL CREDENTIAL, OR "FIFTH YEAR"**

To obtain a clear professional credential, the student must complete 30 additional units beyond the degree within five years of the awarding of the preliminary credential. Post baccalaureate students, i.e., those who pursue the preliminary credential following the awarding of a BM or BA, need only complete the eight units listed above (see above, **The Bachelor of Arts in Music and the Teaching Credential**) in addition to all credential requirements to qualify for the clear professional credential. Undergraduate students may apply toward the clear professional credential any units taken in the final semester of the senior year that are not needed for graduation. These units must be approved by the department's fifth-year program advisor, and properly posted to the student's transcript by the Evaluations Office. Remaining units required for the clear professional credential are determined with the approval of the fifth-year program advisor.

Students who intend to pursue the clear professional credential upon completion of the preliminary professional credential should consult the fifth-year advisor prior to the final semester in the program. A Fifth-Year Program planning form, available from the ESSC (Education 216), must be completed, signed by the fifth-year advisor, and filed in the ESSC. The only courses required for the clear credential (as outlined above) are Health and Safety Studies 136, EDS 101, and EDTE 231, and they may be taken at any time within the five-year period. Candidates for the clear credential may pursue a number of academic objectives, including complete or partial fulfillment of the requirements for a Master's degree.

## **APPLICATION AND ADMISSION TO THE PROFESSIONAL EDUCATION (PHASE) PROGRAM**

### **University requirements for admission to teacher education**

#### **In order to qualify for admission consideration, students must:**

1. Submit a **fully completed application including all transcripts**, by the first Tuesday in March for admission to the fall term. Applications are available in the Education Student Service Center (Education 216) at the beginning of the Spring semester. An applicant should allow at least two to three weeks to prepare the application (see application and admission procedures). **Current ESSC policy allows no grace period for late or incomplete applications.**
2. Take the California Basic Educational Skills Test (CBEST) **prior to application** to the program. An applicant must have taken the exam, but **a pass is not required for admission.** Applications, administration dates and further details are available in Education 216.
3. Have an **overall** college grade point average of 2.95 or better if a graduate of CSUS. Non-CSUS graduates need to phone the ESSC at 278-6403 to ask for the GPA minimum for the school awarding the degree. If the applicant has completed 30 or more CSUS units, the GPA will be computed from the CSUS record. If less than 30 CSUS units have been completed, the applicant's GPA will be based on the cumulative college record.
4. Pass the University's Writing Proficiency Exam (WPE) with a score of 8 or higher, or otherwise meet the writing proficiency requirement in one of several acceptable ways. A pass on the writing portion of CBEST will also suffice. Examination scores must be submitted no later than mid-April for fall admission applicants.
5. Applicants to the three-semester program must be either a graduate or within 12 units of baccalaureate graduation, or have passed the SSAT/CAPA Examination in Music Education. Applicants to the two-semester program *can* be admitted with two units outstanding, *but are strongly advised to have completed their Subject Matter Program/degree when the fall semester begins--the program requirements are heavy!* These unit ceilings mandated by the Department of Teacher Education are based on CSUS Board of Trustees policy, and are firm.
6. Be able to complete all required course work for the Subject Matter Program by the final (whether second or third) semester of the program. Under some circumstances the Department of Teacher Education may allow GE or elective courses required for the degree to be taken during or after completion of professional education.

### **Department of Music requirements for admission**

#### **In order to qualify, a student must:**

1. Be either a graduate or enrolled in at least the first semester, preferably the second or third, of upper division applied music (private instruction on major instrument or voice).
2. Have completed all lower division theory course work.
3. Have successfully completed Music 162, Foundations of Music Education (transfer students and graduates who have completed the remainder of the Subject Matter Program can enroll in this course during the program).
4. Pass the Department of Music's Subject Matter Competency Assessment. Each applicant to the music credential program must satisfy this requirement regardless of whether the applicant qualifies for admission through a Subject Matter Program (BA or BM degree) or through the

SSAT/CAPA Exam. Because of the importance of this barrier exam, it is discussed in detail in a separate section below.

5. If applying for the two-semester program, a student must have completed ALL courses in the Subject Matter/degree programs except two units. As indicated above, it is extremely advantageous to also have completed those two.

### **Application and admission procedures**

The applications of students who qualify for admission consideration based on the above criteria will be interviewed and their applications subsequently reviewed by School of Education faculty. Admittees will be selected on a basis of rank ordering applicants according to points assigned in the following categories:

1. Scholarship--overall grade point average.
2. Subject matter competency--1) progress toward meeting major/general education requirements (the fewer units remaining the better), and 2) performance on the Music Department's Subject Matter Competency Assessment. Having passed CBEST will be helpful.
3. Professional aptitude--assessment of teaching and general life experiences (travel, community and club activities, employment, skills, etc.) through information contained on the application and the required letters of recommendation.
4. Professional goals statement--a very brief essay regarding the applicant's career goals, included in the credential program application.
5. Performance in a group interview (with other applicants from various academic areas) by School of Education faculty.

Immediately after Winter Break, interested students should pick up an application from Education 216 regarding admission procedures, in order to avoid missing critically important deadlines. Graduates and other prospective students must have been admitted or readmitted to CSUS to be given an application. Admission to the program is competitive, based on the number of spaces available and the total number of applicants from all academic departments, both of which vary. Applicants are generally notified of their admission status in May. A student denied admission to the program is not permanently rejected, but may reapply when identified deficiencies are remedied and/or when space is available. Further information regarding application procedures is available in Education 216.

### **THE SUBJECT MATTER COMPETENCY ASSESSMENT**

The Subject Matter Competency Assessment was initiated in Spring 1987, the result of a mandate from the CSU Chancellor that all prospective credential students must prove competency in their chosen discipline prior to student teaching. The exam for music credential program applicants is juried by two or more members of the Music Education Committee of the Department of Music. Assessment procedures and policies have been approved by the CSUS University Teacher

Education Committee. A copy of the complete document is available for perusal from a Music Education Advisor.

The test battery is administered yearly, generally in late March or April, and the requirement must be satisfied before the candidate's application will be considered by the School of Education. The tests in the battery measure skills needed in credential classes and student teaching, as well as in the professional field. A student whose performance is below the standard in one or more areas will be asked to rectify deficiencies and reapply the following spring. An applicant may be provided with recommended courses for retaking in order to meet the standard. If so, these units will be added by the School of Education to those remaining for the degree, and together must not exceed the number of units stipulated for admission to the program (see previous section on University requirements for admission to teacher education).

Some of the tests in the battery are required of all applicants (core portion); others are designed for choral/general or instrumental specializations. Competency in the other area, viz., instrumental skills for applicants with choral emphasis, are passed by transcript review (all grades must be C or above. Students who are double majors or who want to student teach in both choral and instrumental music (a wise decision, given the current job market) must be assessed in both areas. These students should so inform the Music Education advisor when scheduling an appointment for assessment. **Keyboardists and guitarists will be required to demonstrate sophomore level proficiency on an orchestral instrument or voice, depending on choice of teaching area.**

Each applicant will present a complete transcript (and proof of passing the SSAT/CAPA Exam, if applicable) and portfolio upon initial application to the program, and this material is presented again to the Music Education Committee for Subject Matter Competency appraisal. The portfolio must contain documented verification of approximately 40 hours of paid or volunteer work in K-12 schools, concerts and recital programs, examples of work (research papers, arrangements, etc.) and a résumé of professionally relevant experience. This information is of particular importance if the applicant is new to CSUS.

### **Core portion**

- A. Performance. Applicant will perform on the major instrument a brief recital to include a variety of musical styles. Because this performance should demonstrate a clear understanding of compositional style as well as the technique to support it, repertoire should be chosen carefully. The applicant should prepare approximately 10 minutes of music (segments of pieces are fine), furnish three copies of the music to be performed and provide an accompanist if needed. At the discretion of the faculty committee this portion of the test battery may be waived for a CSUS student who has successfully completed the Bachelor of Arts Senior Recital, the Junior Recital or the Senior Recital for the Bachelor of Music during the past six months.
- B. Prepared conducting. The applicant will prepare two short melodies to be conducted as they are played on piano. The applicant is responsible for procuring the music at the time the assessment appointment is scheduled, and preparing it prior to the test date.
- C. Sight conducting. Given two short melodies with tempo and/or metronomic markings indicated, the applicant will, after 20 seconds of study, conduct each melody as it is played on piano.

### **Instrumental portion**

- A. Secondary instruments. The applicant will perform prepared excerpts from a beginning instrumental method book on the flute, clarinet, trumpet, trombone and snare drum--OR--the violin, viola, cello and double bass. The applicant is responsible for procuring the music at the time the assessment appointment is scheduled, and preparing it prior to the test date. If there are areas in which the applicant has not had the prerequisite course, s/he should indicate same when the assessment appointment is made. The student should perform only on those instruments with which s/he has had experience, rather than attempt performance at an unsatisfactory level. Clearly, the more instruments the applicant can play, the better.
- B. Sight playing on major instrument. After two minutes of perusal, the applicant will perform one or more short exercises at sight.

### **Choral portion**

- A. Sight singing. given several exercises of increasing difficulty, the applicant will sing at sight using a neutral syllable, scale numbers, or solfege.
- B. Piano. The applicant will demonstrate keyboard proficiency by successfully completing some or all of the following: (1) sight playing a hymn or Bach chorale, (2) sight playing a simple accompaniment, (3) adding a simple accompaniment to a melody chorded either with letters or numbers, and (4) transposing a melody and accompaniment to another key.

### **An important note:**

Applicants should be aware that because of the skill level necessary for successful student teaching, additional or remedial course(s) and/or independent study (followed by reassessment) may be necessary before the faculty committee recommends the applicant's admission to the School of Education. In some cases, this work may be undertaken concurrently with Phase I; in others, the committee may require that additional work and reassessment be completed before a recommendation is granted. **No student who meets the GPA minimum is permanently denied entry to the credential program, but an applicant with weak skills in one or more areas will be denied recommendation (and thus admission to the School of Education) until deficiencies are rectified.**

### **THE GERTRUDE MEYER SCHOLARSHIPS FOR CREDENTIAL CANDIDATES**

Gertrude Meyer was a CSUS Professor Emeritus of Music and a Music Education faculty member, and she endowed a number of scholarships for music majors preparing to teach in the public schools. A Meyer scholarship winner must be judged to be an able scholar as well as a strong performer.

The number of scholarships awarded per year vary. An interested student should contact the Music Admissions Office for information regarding the December and February scholarship auditions, and should identify him/herself as a present or future credential program student or applicant who thus qualifies for the Meyer scholarships.

### **THREE-SEMESTER PROGRAM: OVERVIEW OF THE THREE SEMESTERS, OR PHASES**

The first semester, or Phase I (12 units, fall only) is an orientation to teaching in the public schools, and is composed of four courses taught by the School of Education faculty. Three of the courses are lecture courses, generally taught on campus; the remaining units are a seminar and field experience course, for which the student is assigned to one or more public schools used by the School of Education for teacher preparation. Music students are sometimes assigned to observe and assist in classes other than music classes, in order to provide them with an overview of the educational system, although sometimes music courses are included in the Phase I experience. Time commitment: mornings all semester (in some semesters afternoon classes are also offered).

The second semester, or Phase II, is offered only during the spring, and provides opportunities for field experience with nonperformance classed and performing groups in the middle/junior high school or with elementary classroom music. Although student teaching in Phases II and III (EDTE 480 A/B) is offered by the School of Education, student teachers are supervised in the schools by music faculty. Additionally, Phase II students are required to take a course in the teaching of reading (**not** music reading!).

The final semester, Phase III, is fall only. It involves music classes that teach instructional techniques and materials for large and small performance groups, primarily in the secondary schools-bands, choruses, orchestra, and choral/instrumental ensembles. Phase III students are also required to register for a two-unit seminar taught by School of Education faculty. Time commitment for the music portion of Phase III is four to five hours per day for student teaching for the length of the public school semester ending in late January; university classes are scheduled in late afternoon.

A Phase III student teacher spends approximately four to five hours per day (generally including a preparation period) in one or two public schools, depending on choice of grade level(s) and types of teaching situations(s), for which s/he receives ten units. School assignments are decided by the supervising faculty, and the student is encouraged to discuss his/her Phase III placement (as well as for Phase II) with these faculty members. However, to avoid awkward situations, s/he is advised not to plan to student teach at a particular school, or in a particular geographical area. Selection of schools and/or cooperating (master) teachers is based on a number of factors, and student placement must remain the sole responsibility of the supervising faculty. The School of Education does not allow students to be assigned to their alma mater, and requires that one semester of field experience be in a multicultural school.

### **TWO-SEMESTER PROGRAM: OVERVIEW OF THE TWO SEMESTERS, OR PHASES**

In the first semester (fall only), the credential candidate takes all of the requirements mentioned above as part of the three-semester program's first semester, plus both the choral and instrumental methods classes mentioned above as part of Phase III, plus the student teaching from Phase II. *These 19 units are in addition to the two units that the student might have lacked when admitted.* The only way to ease the load: taking one of the four required courses in the Teacher

Education Department that, *under certain circumstances*, can be completed during intersession or summer and prior to admission to professional education.

During the second semester (spring only), the student takes Phase III Student Teaching, plus the reading course and student teaching seminar mentioned above (total, 15 units).

## PREPARATION FOR THE FUTURE CREDENTIAL CANDIDATE

A CSUS student who intends to enter the Credential Program (or is considering that possibility) should register for Music 162, Foundations of Music Education, **as a sophomore**. The course is offered only in the fall, and upper division transfer students and graduates must enroll in this course as soon after CSUS admission as is possible. As an introduction to the Music Education profession, Music 162 places students for guided observation and field experience (assisting a teacher) in music classrooms in all levels in the public schools. It includes study of student growth and development, guidelines for selecting repertoire for student groups, and the philosophy and organization of K-12 programs. It also explores professional methodology, materials, issues and challenges. This course is required for the music credential, but it counts as a music elective for the student who, although curious about a teaching career, does not pursue the credential. Other suggestions for the prospective music educator follow below.

1. Study the degree requirements as outlined in the CSUS catalog, and consult regularly with the Admissions counselor and /or your Music Education advisor. If you intend to enter the three-semester program, see a **Music Education advisor** when you enter upper division music courses, but no later than the semester **prior** to that in which about 8-10 units (12 maximum) remain before graduation and completion of Subject Matter units. **Students who intend to complete all Subject Matter Program requirements and qualify for the two-semester program should see a Music Education advisor as soon as possible.**
2. If you are at a community college, be sure that you study applied music--your major instrument or voice--and belong to at least one large performing ensemble **each** semester that you are enrolled in school.
3. Participate in choral and instrumental ensembles, which will give you experience in small groups of the types found in many secondary schools. Voice majors in particular should investigate jazz and chamber choirs for choral ensemble experience that idiom; opera and musical theater provide stage experience, important for a future teacher who may direct staged musical productions. Instrumentalists should perform in chamber and jazz ensembles and wind/brass/percussion ensembles, as well as in the various types of bands and in orchestra. Both choral and instrumental majors must participate in jazz ensembles, and should study improvisation if possible. If you audition for an ensemble, but find that you lack sufficient skills at that time to be accepted into the group, ask if you can get experience by auditing and/or assisting the director in some way. Involvement in ensembles can be time-consuming; however, few experiences are more richly rewarding and contribute more to your development as a musician and teacher.
4. Learn guitar. Because of the legal limitations on the number of units possible in a subject matter and credential program, a guitar course is currently not a requirement. Music 164, (part of the Subject Matter Program) does include a folk guitar proficiency requirement. Due to the inclusion of guitar classes in the secondary schools, and the usefulness of the guitar as an

accompanying instrument in elementary music education, the future teacher is encouraged to become as proficient as possible on this instrument. Interested students can arrange for lessons; however, many musicians enjoy teaching themselves with the aid of a good method book.

5. Visit K-12 music classrooms and rehearsals whenever you can. Observing your own middle school or high school teacher is fun and informative, since as a pre-professional you view matters differently than you did as a high school student. If you are able to visit and/or assist in K-12 classes, look for the following: 1) Behavior guidelines for the students, specifically ways in which the teacher eliminates common distractions such as talking, 2) the amount of “off-task” time, and how the teacher keeps things moving, 3) teacher’s rapport with students, and how consistent s/he is in dealing with the students, 4) quality of the literature or other musical materials chosen by the teacher, 5) means by which the teacher assesses student progress, 6) the level of the teacher’s conducting and other musical skills, and 7) the efficient use of class time. While there are many more, these are areas to be aware of. Knowing what to look for helps you gain more understanding of what you want to be like as a teacher.
6. Gain experience in teaching and working with children and youth of public school age, in music if possible. It is most important to know, before making a commitment to the profession, that teaching is indeed what it seems to be. The only way to be sure that you will enjoy teaching is to try it, either as a volunteer, a private teacher, an aid, a tutor, or as an instructor in some similar capacity. **While such experience is desirable for many reasons, it is also necessary for the prospective credential candidate. An inexperienced applicant will not fulfill the requirements for the Subject Matter Competency Assessment and thus will be denied admission to the Professional Education Program.** Refer to requirements on p. 7 for the Subject Matter Competency Assessment.
7. Join the CSUS Collegiate Chapter of the Music Educators National Conference (CMENC), the professional organization of school music educators in the United States. Membership is inexpensive, and includes subscriptions to the Music Educators Journal and Teaching Music, (the excellent publications of MENC). Membership will also enable association with students and faculty in the credential program, as well as with area professionals who are guest speakers, and will provide further acquaintance with the profession through meetings, conferences, and other activities. CMENC Chapter meetings are usually at 4 p.m. on alternating days, so watch for signs in the building and make plans to come. Anyone is welcome, anytime. Involvement in music education *throughout* your university career will contribute significantly to your professional development.
8. Attend workshops, conferences, lectures, demonstrations, or any other professional meetings related to school music. Information regarding these is available through the department and Music Education advisors. Professional meetings and activities, many of which are sponsored by CMEA, will provide information and contacts helpful to you as a student teacher and as a professional.
9. Come to the Golden Empire Festival, co-sponsored on spring weekends by the Capitol Section of California Music Educators Association. Area public school soloists, ensembles, and large groups--band, chorus, orchestra and jazz ensemble--perform for guest judges, who make constructive comments regarding their performances. Visitors are welcome, and you can further acquaint yourself with the literature for school groups plus view first-hand the organization and direction of a large music festival. You may have participated as a student in

Golden Empire, or a similar event; however, observing such a festival as a future teacher/director, rather than as a student performer, focuses your attention on many new and different aspects. The Music Office has the dates for each year's Festival.

10. Attend public performances by school groups, in order to observe their directors and familiarize yourself with literature and programming. Sit in on a rehearsal whenever you can, viewing the session from the standpoint of a teacher/director rather than that of a student participant. Similarly, try to learn rehearsal and conducting techniques from your present conductors. Developing the ability to analyze and think as a teacher while still a student may not be easy, but it will benefit you in many ways.
11. Apply yourself to your studies as diligently as you can. Grades are important because they reflect your understanding of, and competency in, music; no hiring official willingly accepts for his/her school an applicant who has a weak command of the subject area. Grades are also important when your application to the professional education sequence is weighed against those of other applicants.

In summation, your most valuable preparation for a professional career in music education is an extensive musical experience as a performer and a listener. The more music you know, the more ready you will be to refine those skills enabling you to effectively communicate your knowledge to others.

**COURSE REQUIREMENTS**  
**RYAN SINGLE SUBJECT TEACHING CREDENTIAL**  
**CHORAL AND INSTRUMENTAL, KINDERGARTEN--12TH GRADE**

The music courses listed below are part of the **Subject Matter Program**, i.e., the music major designed for students who intend to pursue the credential. They may be taken as electives with **either** the Bachelor of Arts **or** the Bachelor of Music degree programs, **or** upon completion of either program.

MUSC 27: Beginning Voice	1 unit
MUSC 40: Required: One unit each in winds, brass, strings, percussion to total 4 units	4 units
MUSC 102: Scoring and Arranging	3 units
Jazz Studies, 1 unit from the following: MUSC 139: Jazz Improvisation MUSC 143J: Jazz Ensemble MUSC 143J.3: Jazz Choir	1 unit
Advanced Conducting (in student's major area) MUSC 153: Choral Conducting MUSC 154: Instrumental Conducting	2 units
MUSC 162: Foundations of Music Education (sophomore level)	2 units
MUSC 164: Music in General Education (senior level)	2 units
	15 units of music courses

The following required courses comprise the Professional Education Program. Both three- and two-semester programs are available, the only differences being the number of units for EDTE 100B (3 for three-semester program; 2 for the two-semester program) and which courses are taken in which semester.

EDTE 100B, Observation/Participation in Schools	2-3 units
*EDTE 105, Multicultural Education for a Pluralistic Society	3 units
EDTE 106, Educational Psychology	3 units
EDTE 380, Secondary School Teaching	3 units
EDTE 384, Teaching Reading	3 units
MUSC 178, Vocal Literature and Materials	2 units
MUSC 179, Instrumental Literature and Materials ( <b>BOTH</b> are strongly recommended)	2 units
EDTE 480A, Student Teaching, Phase II	4 units
EDTE 480B, Student Teaching, Phase III	10 units
EDTE 382, Seminar: Classroom Concerns	2 units
	34-35 units of professional courses

\*can be taken prior to Phase I TOTAL 49-50 units