

**CHADRON
STATE
COLLEGE**



**Music Program
Student Handbook**

2019 – 2020



**Music Program Student Handbook
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Mission Statement

It is the mission of the Music Program at Chadron State College to provide students a rich environment in which to pursue their musical interests and career goals. With a broad-based curriculum, the undergraduate programs offered are designed to prepare students for a variety of careers in both the public and the private sectors. The CSC Music Program strives to set and maintain high standards of excellence in providing musical leadership to the campus and to the service region as the premier four-year institution of higher education in the Nebraska Panhandle.

Goals

- To prepare students for careers in music in the public and private sectors
- To provide musical leadership to the campus and the region
- To maintain high standards of excellence, which includes maintaining membership in the National Association of Schools of Music
- To provide opportunities for participating in music to those members of the community and to students across campus who wish to continue their involvement in music

Student Learning Outcomes

- Students will demonstrate acquired musical skills by performing alone and in ensembles.
- Students will notate, analyze, and describe music using a common vocabulary.
- Students will develop an appreciation for and knowledge of the history of music as it relates to form, style, performance practice, and the other arts.
- Students will formulate strategies and demonstrate skills directly related to their degree program.

Programs of Study

Students may select from the following degree options:

- Bachelor of Science in Education
 - Music Education K-12 Field Endorsement:
Vocal & Instrumental Music
 - Music Education K-12 Subject Endorsement:
Vocal Music
- Bachelor of Arts with Comprehensive Major in Music
 - Music Industry
 - Applied Music
- Bachelor of Arts with Subject Major in Music Studies

Assessments for Incoming Students

While the college utilizes standardized tests such as the ACT and SAT to help place the student into appropriate Essential Studies and Transitional coursework, the music program uses internal exams to evaluate a student's background. Like majors in other disciplines, incoming freshmen music majors are expected to have prior experience in the content in order to be successful in the major. The music program uses four assessments to evaluate a student's background:

1. Music program audition
2. Major ensemble audition
3. Music theory placement exam
4. Piano placement exam

None of the assessments are required to be completed prior to attending Chadron State College. However, all incoming students are encouraged to complete the music program audition during the semester prior to attending college in order to be considered for a music scholarship.

1. Music Program Auditions

Prospective students must complete a music program audition prior to commencing study on an instrument at the major or minor level (MUS 115). Those students who have not completed a music program audition may take elective private instruction (MUS 100) until the music program audition is completed. These auditions are typically scheduled with the Accompanist/Event Coordinator. Audition times are available during the program's Music Scholarship Auditions (see www.csc.edu/music) in January and February, but can also be scheduled on an individual basis for a different date. The music program audition may also serve as a music scholarship audition.

Transfer Students

Transfer students seeking to study at the sophomore level (MUS 215) will need to complete the requirements for the Freshman Admission to Candidacy (MUS 199). This requirement may be fulfilled through the admission and audition process. Similarly, students seeking to study at the junior level (MUS 315) will need to complete the requirements for the Freshman Admission to Candidacy (MUS 199) and the Sophomore Qualifying Exam (MUS 299). Again, these requirements may be fulfilled through the admission and audition process. It is recommended that transfer students entering as a junior complete the Sophomore Qualifying Exam by the conclusion of the fall semester of the year of admittance.

2. Major Ensemble Auditions

The music program recommends that all students enrolled in music degree programs at Chadron State College participate in a major ensemble each semester they are enrolled full-time. Auditions occur during the first week of classes, usually on the first day; students should register for classes early in order to receive emails about audition times and requirements. The three major ensembles are Concert Choir, Wind Symphony, and Guitar Ensemble. The music program encourages participation of non-music major students across campus in the college's ensembles.

3. Music Theory Placement Exam

Chadron State College offers a sequence of courses in music theory, and the number of courses needed within this sequence varies based on the degree program. Additionally, Music Theory

Foundations (MUS 112) is offered for students needing more experience with music notation and aural development prior to beginning the required music theory courses. A Music Theory Placement Exam will be administered during the first week of classes for incoming freshmen and transfer students in order to place students into the courses most appropriate for them. All incoming freshmen should register for Music Theory Foundations (MUS 112) unless the placement exam has been successfully completed previously.

Incoming Freshmen

The Music Theory Placement Exam will evaluate the following skills:

- Note reading in treble and bass clefs
- Rhythmic reading in simple and compound meters
- Interval identification from notation
- Aural recognition of short tonal patterns
- Aural recognition of rhythm patterns
- Sight singing

A deficiency in one or more of these areas may result in placement into Music Theory Foundations (MUS 112) in order to help the student succeed in Music Theory I. Incoming freshmen with a strong background in music theory who demonstrate exceptional ability in all of the above areas may request to take an additional exam in order to test out of one or more music theory courses. Please contact the Music Theory Coordinator to schedule the additional exam.

Transfer Students

Any student transferring to Chadron State College from another institution may be able to transfer credit for music theory courses completed. Chadron State College has articulated agreements with community colleges in Nebraska as well as Wyoming and several neighboring states for students who have graduated with an Associate of Arts degree. However, these students may be asked to take a Music Theory Placement Test to be kept on file in order to provide a means of assessing the student's ability in music theory. All other transfer students will take a Music Theory Placement Exam to assess students' abilities and place them in the sections within the sequence most appropriate for them; all transfer credits awarded for courses taken will be based on this evaluation. All students seeking transfer credit will need to apply through the Registrar's Office.

4. Piano Placement Exam

A sequence of piano classes is offered not only to develop ability on the instrument, but also to enhance student learning within the music curriculum. All music majors are required to take some piano courses, and the requirements vary based on the degree program. Students with previous keyboard experience may be able to test out of some requirements; these students should arrange to meet with the piano instructor during the first week of class to take a Piano Placement Exam.

The keyboard skills of all music majors and minors are evaluated through a piano placement exam at the beginning of the first semester of enrollment. One of three outcomes is possible:

1. Students with little or no background in playing the piano are advised immediately into one of three Piano Class Foundations courses (MUS 116, MUS 117 and MUS 118).
2. Students who demonstrate sufficient keyboard skill are advised into the Functional Piano Skills course (MUS 220) at the earliest convenient opportunity.
3. Students that already demonstrate a high degree of piano proficiency are advised to take MUS 362 (Keyboard for the Classroom Teacher) at the appropriate point within their course of study.

Ensemble Participation

Music majors

- Students are required to enroll in the major ensemble corresponding to their major performance for six semesters, per degree requirements.
 - Major ensembles for music education majors include Concert Choir and Wind Symphony.
 - Major ensembles for all other music majors include Concert Choir, Wind Symphony, and Guitar Ensemble.
- Students may enroll in a maximum of three ensembles, the first two of which should be in the student's major performing area. A third ensemble may be in another performing area.
 - Sophomores, Juniors, and Seniors may appeal to enroll in fourth ensemble; no more than four ensembles are permitted. Freshmen are limited to three ensembles.
 - Appeal process
 - Apply to Dean of Liberal Arts
 - Contingent on academic standing
- Community Ensembles
 - Full-time students participating in community ensembles must enroll for credit
 - Music majors that qualify by audition for Concert Choir and/or Wind Symphony may not enroll in community ensembles in their major performing area
 - Exceptions only with permission of the Dean
- Eagle Band
 - Eagle Band may be taken for zero credit, but will count as one of the three ensembles
 - Eagle Band **MUST** be taken for credit if it is the only ensemble in which a student is enrolled.

Participants

- Participants may audition and enroll in any of the program ensembles per audition requirements
- Full-time students participating in community ensembles must enroll for credit
- Eagle Band
 - Eagle Band may be taken for zero credit if the student is also enrolled in another ensemble
 - Eagle Band **MUST** be taken for credit if it is the only ensemble in which a student is enrolled.

Music Scholarship Awards

The music program awards scholarship funds to both music majors, minors, and participants. These awards are primarily based on talent and participation in program ensembles. These awards are in the form of tuition waivers, room waivers, and endowed scholarships that carry specific requirements. An electronic scholarship application form is available at:

<http://www.csc.edu/music/scholarships.csc>

- Music majors
 - Students are required to enroll in Concert Choir, Wind Symphony, or Guitar Ensemble plus one additional ensemble in each semester that they are awarded scholarship funds by the music program. Ensemble participation policies apply.
 - Full-time students participating in community ensembles must enroll for credit.
 - Students may receive additional scholarship funds if enrolled in additional ensembles.
- Music Minors
 - Students are required to enroll in one ensemble – Concert Choir, Wind Symphony, or Guitar Ensemble – in each semester that they are awarded scholarship funds by the music program.
 - Students may receive additional scholarship funds if enrolled in additional ensembles.
- Participants
 - Students who receive music scholarship funds must enroll in at least one musical ensemble.
 - Full-time students participating in community ensembles must enroll for credit.
 - Students may receive additional scholarship funds if enrolled in additional ensembles.

All students must maintain a minimum GPA of 2.5 to continue to receive scholarship funds from the music program

All music scholarships are reassessed annually, in part due to changes in availability of funds. For all current student students earning a music scholarship, every effort will be made to retain or increase the current award provided the following conditions are met:

- The student maintains a high standard of academic success, earning a cumulative grade point average of 2.5 or higher.
- The student earns a “C” or higher in all required music courses attempted.
- The student has made a positive contribution in the program’s ensembles.
- The student is making regular progress toward completion of a degree in all required areas. Major and minor coursework as well as Essential Studies courses will be considered.
- The student is making regular and consistent progress on his/her instrument and is on pace to complete program assessments, such as the Freshman Admission to Candidacy, the Sophomore Qualifying Exam, and Recital Hearings.

If all of the above conditions are not met, then the music faculty will reassess the student’s scholarship amount to determine if a decrease in the award would be appropriate. Conversely, a student may petition for an increase in the scholarship amount if he/she is making marked progress and believes the previous award does not reflect his/her current level of achievement. Such students should complete a music scholarship application (see www.csc.edu/music). For these students, the fall jury will serve as the Music Scholarship Audition.

Studio Lessons and Solo Performance

Music students at Chadron State College will develop their solo performing abilities and gain feedback from the music faculty through a number of opportunities, including Private Instruction, Studio Classes, Student Recitals, Honors Recitals, Juries, Freshman Admission to Candidacy, Sophomore Qualifying Exams, Half Recitals, and Full Recitals. The sequence of these opportunities is designed to aid students in preparation for the capstone performance of the music degree, the Solo Recital.

Private Instruction

All music students enroll in individual lessons as a part of their core curriculum. Private lessons are scheduled individually, and students should see their instructor on the first day of class to schedule their lesson time. In addition to their private lesson, students also attend a weekly informal Studio Class, which is conducted like a master class, and students perform for each other and receive feedback from the instructor.

Studio Class

All music majors and minors are required to attend and perform in the Studio Class for their major instrument/voice. The exact number of performances required is at the discretion of the Private Instructor; please refer to the syllabus for Private Instruction for details.

Student Recital

All students enrolled in Private Instruction are required to co-enroll in Student Recital (MUS 101). Students must have the approval of their private instructor to perform in Student Recital, which is based on their performance in Studio Class. Students invited to perform in Student Recital should submit a Student Recital Program Form to the Staff Accompanist at least 24 hours in advance of the recital. Students are responsible for providing complete and accurate information about the title, the composer, and the performers.

Student Recitals also provide the opportunity not only for students to perform, but also the chance to hear music performed by one's peers. Students are required to attend all student recitals. Students missing more than one class session of Student Recital per semester without a documented excuse will fail the course. Students are also required to attend concert performances during the semester and should make every effort to attend concerts representing a variety of genres. Information regarding the concert schedule is posted at the start of every semester. Attendance requirements are outlined in the syllabus for MUS 101.

Honors Recital

Although not a performance requirement, the Honors Recital is designed to feature outstanding student soloists, and any students studying privately are eligible to be considered for performing in the Honors Recital. Performances in Student Recital will serve as the audition. The music faculty will nominate and vote on participants after each Student Recital, and outstanding performers will then be invited to participate in the Honors Recital. The Honors Recital is typically scheduled during the spring semester, and participants may receive additional scholarship awards based on their performance.

Assessment in Students' Major Performing Area

Juries

All music majors are required to perform on their major instrument or voice before a faculty jury at the end of each semester. Only those students who have performed for the faculty in another setting, such as a Recital Hearing or Sophomore Qualifying Exam, will be exempt from the requirement. Prior to the last week of class, the jury schedule will be posted prominently in Memorial Hall; all students are responsible for knowing their scheduled times.

Jury checklist:

- 8 weeks prior: Deliver copies of any accompaniments to the accompanist. Practice and prepare all required materials well in advance of the jury. If you are unsure about what you are expected to perform, be sure to discuss the jury requirements with your private instructor.
- 4 weeks prior: If you have not already done so, rehearse with the accompanist. Do not wait until the last week of classes.
- Jury day: Arrive at Memorial Hall about one hour prior to your scheduled time, dressed professionally, and warm up. Report to the performance site 10 minutes prior to your scheduled time with your instrument, printed music (if necessary), and completed jury form.

The juries are a means of assessing students' progress as well as being an opportunity for feedback from other professors. Evaluations from all professors will be kept online in TK20 and may be included as part of the grade for Private Instruction. The evaluation rubric is comprised of four areas: 1) Tone Quality and Technique, 2) Musical Accuracy, 3) Musicality, and 4) Presentation

Solo Recitals

All upper-division music majors will showcase their performing abilities in recital as a requirement of their degree program. Music Performance majors will present both a Half Recital, usually during the junior year, and a Full Recital (of different literature), during the senior year. Music Education majors will present a Half Recital, during either the junior or the senior year at the discretion of the private instructor. Music Industry majors will present a Half Recital, typically during the senior year. The Half Recital will include 30 minutes of literature, and the Full Recital 45 minutes. Students performing Half Recitals may present the program in conjunction with another student.

In order to begin work toward a Half Recital, all students must meet the following requirements:

- Earn a passing grade from the music faculty on the Sophomore Qualifying Exam.
- Achieve a cumulative GPA of 3.0 on the instrument or voice.

In order to begin work toward a Full Recital, students must have successfully presented a Half Recital.

All Half and Full Recitals must be presented to the music faculty in a hearing in order to be approved for public performance. All recital hearings must be held a minimum of three weeks prior to the anticipated recital date so the students can incorporate suggestions from the music faculty. Additionally, a complete printed program must be provided by the student for the recital hearing. Based on the performance, students will either pass unconditionally, pass with conditions (to be met prior to the presentation of the recital), or fail. Students who fail will need to perform another hearing in a subsequent semester, and the recital will be rescheduled. Students who pass may perform for the public as scheduled.

Recital checklist:

- 1 semester prior:
 - Select literature in conjunction with the private instructor.
 - Begin gathering information for the printed program.
 - Schedule a recital date in conjunction with the accompanist, the private instructor, and the Conferencing Office.
 - Begin performing pieces from the program in Studio Class and Student Recital.
- Semester in which recital is to be performed:
 - Continue performing pieces on the program in Studio Class and Student Recital.
 - Complete the application for the recital three weeks prior to the recital hearing. The application will include complete information about the intended literature to be performed and program notes for all pieces.
 - Schedule a recital hearing in conjunction with your private instructor. If students intend to perform early in the semester, this should be done in the semester prior to the recital.
- After passing the recital hearing:
 - Practice and rehearse based on the recommendations of the music faculty.
 - Meet any conditions set by the faculty.
 - Revise the printed program as recommended by the music faculty and submit to the private instructor two weeks in advance. Upon approval of the private instructor, turn in the program at least one week in advance.

Accompanist Policies

The professional staff accompanist typically accompanies all voice, woodwind, and brass students for juries, assessment exams, and recitals. Other instrumental students may elect to utilize the accompanist if the literature for the semester requires piano. The accompanist will typically attend half of each voice lesson to facilitate student learning.

Rehearsals:

Each student may also sign up for a 15-minute individual appointment each week to work on literature. The purpose of the individual meeting is to polish aspects of the performance. All students are expected to know their pitches and rhythms prior to the rehearsal. Students must provide copies of the literature to the accompanist no less than one week prior to any rehearsal of a piece. One successful rehearsal is required before any piece may be performed in studio class with accompaniment. The student may sign up for an additional rehearsal within a week with the accompanist's permission. No student may sign up for more than one rehearsal during the last week of classes.

Sophomore Qualifying Exam:

A student preparing for a sophomore qualifying exam may schedule a regular, weekly 30-minute rehearsal with the accompanist. An instrumental student can elect to have the accompanist attend 15 minutes of each lesson during the semester in addition to individual appointments.

Recitals:

A student preparing for a recital may schedule a regular, weekly 30-minute rehearsal with the accompanist. An instrumental student can elect to have the accompanist attend 15 minutes of each lesson during the semester in addition to individual appointments.

Gateway Examinations

Piano Proficiency Exam

All music degree-seeking students (B.S.E. and B.A.) are required to complete one course in functional piano playing, and to pass a piano proficiency exam (MUS 298) before attempting the Sophomore Qualifying Exam (MUS 299) on their major instrument. The piano proficiency exam requirement must also be completed prior to a student's enrollment in MUS 321 (Choral Conducting) or MUS 322 (Instrumental Conducting).

Most students will ultimately complete the piano proficiency exam requirement (MUS 298) at the conclusion of the semester in which they are enrolled in MUS 220 (Functional Piano Skills).

Piano proficiency examination procedures shall be as follows:

1. The examination is offered a minimum of four times annually, during Midterm Week and Finals Week of both Fall and Spring semesters. Additional times may be scheduled at the discretion of the exam administrator.
2. A piano proficiency packet is available from the piano instructor. This packet includes a list of exam requirements and printed practice materials to assist students with exam preparation.
3. Students will declare their intention to take the piano proficiency exam by requesting an examination time through the exam administrator no later than one week prior to the published examination date.
4. During the examination, students will demonstrate keyboard proficiency in the following areas: harmonization, improvisation, sight-reading, instrumental and choral score reading, major and harmonic minor scales, transposition, playing by ear, and repertoire preparation.
5. A student must receive a minimum score of 80% on each portion of the exam in order to fulfill the requirement. It is thus possible for a student to "pass" some portions but not the entire exam. Students will be notified by e-mail of exam results via the official CSC e-mail address. When the exam is retaken, the student will be examined only in those areas that have not been passed successfully in any previous attempts.
6. Students who do not successfully pass a particular portion of the exam may contact the exam administrator regarding strategic planning for future success.

There are many reasons to suggest that continued piano study is highly advisable for students pursuing certain career tracks. It is strongly recommended to all music students, but especially to those pursuing a degree in music education, that some elective credits be applied to further private piano study. Music majors whose primary instrument is not piano will not be considered for elective private piano lessons until either passing the piano proficiency exam or completing MUS 220.

Freshman Admission to Candidacy

Careers in music require a set of skills. The Chadron State College Music Program intends to send its graduates into the field prepared to meet the demands of the profession. The Freshman Admission to Candidacy Exam (FAC) assesses the student's potential within the field helping to insure the student is on a good career path.

In order to enroll in sophomore level lessons (MUS 215) a student must first pass the Freshman Admission to Candidacy exam. The exam will typically take place during the first year of study in place of the fall or spring jury on the student's major instrument. In order to be on pace to complete music major coursework in a timely manner, students should complete the FAC by the end of the freshman year.

Students seeking to complete a FAC in a given semester must complete the application for the exam per the requirements outlined in the syllabus. The application will include complete information about the intended literature to be performed (composer, arranger, title, and dates for the composer) and program notes for all pieces. The FAC will include the following components:

- Major Performance Area – The applicant will perform a minimum of five minutes of literature for the major performing area. The music will include some contrast in style. The student will demonstrate correct performance techniques for the instrument.
- Keyboard – The student will establish major and minor keys by fluently performing a progression including predominant, dominant, and tonic harmonies. The progressions will be performed to establish the key for the prepared and sight singing examples.
- Prepared Singing – The student will prepare and sing a minor melody of no more than four phrases. The melody will not exceed an octave in range and will be primarily stepwise with occasional tonic or dominant triad skips or leaps. Four versions (SATB) will be available to the student no less than two days prior to the assessment.
- Sight Singing – The student will sight sing a major melody of no more than four phrases. The melody will not exceed an octave in range and will be primarily stepwise with up to four isolated skips of a third within the tonic or dominant triad with no consecutive skips.
- Coursework – The successful applicant will demonstrate the potential for academic success as a major or minor. That potential can be demonstrated in one of the following ways:
 - Complete at least 3 credit hours of music major/minor coursework at CSC (at the time of the assessment), earning a grade of B or higher.
 - Complete at least 3 credit hours of music major coursework at another institution (at the time of the assessment), earning a B or higher. Copies of transcripts will be presented to the music faculty during the assessment, even if official transcripts have already been sent to the college.
 - Demonstrate academic success in other college coursework by earning a cumulative GPA of 3.0 or higher.
 - Note: If the above standards are not met, the faculty may choose to pass the applicant based on academic achievement within the current semester.

Sequence of Events:

1. The student will perform the literature for the major performing area. This performance may include scales and/or etudes in addition to the literature. This part of the exam may occur on a different day than the remaining sections.
2. The student will perform the Prepared Singing example. The student will establish the minor key by performing a progression including predominant, dominant, and tonic harmonies. A progression like $i - iv - V - i$, or $i - iv - i - V - i$ would suffice. The progression should be performed accurately on the first attempt. The student may then play the starting pitch for the song on the piano. Finally, the student will perform the Prepared Singing example. The melody should be performed accurately in tempo on the first attempt. This portion of the exam will only take about a minute for the well-prepared student.
3. The student will perform the Sight Singing example. The melody will be available in D and A major; the student will select the version most appropriate for his/her voice. The student will establish the major key by performing a progression including predominant, dominant, and tonic harmonies. A progression like $I - IV - V - I$, or $I - IV - I - V - I$ would suffice. The progression should be performed accurately on the first attempt. The student may then play the starting pitch for the song on the piano. Finally the student will perform the Sight Singing example. The melody should be performed accurately in tempo on the first attempt. This portion of the exam should not exceed two minutes.
4. The FAC will conclude with a discussion of the student's progress in music coursework. At this time the transfer student should present a copy of any relevant transcripts to the music faculty.
5. The results of the FAC will be reported to the student after the music faculty have had the opportunity to discuss the student's performance. The student will either pass or fail the exam. Students who do not pass may reapply in a subsequent semester. Students who do not pass the FAC after two attempts are advised to pursue a different major.

Sophomore Qualifying Exam

The Sophomore Qualifying Exam is a short recital performed for the music faculty, comprised of twenty-minutes of literature, selected in conjunction with the private instructor. The successful Sophomore Qualifying Exam (SQE) will demonstrate a range of musical expression and knowledge of performance practices across different periods and styles of music, also displaying the technical abilities needed to perform a recital in the future.

Requirements:

- Students seeking to complete the SQE in a given semester must complete the application for the exam per course requirements outlined in the syllabus.
- Students must attain sophomore standing prior to applying for the SQE.
- The SQE application will include complete information about the intended literature to be performed and program notes for all pieces. The quality of the program notes will be considered as a part of the evaluation.
- Students must have a cumulative average of 3.0 on their major instrument or voice in order to schedule a Sophomore Qualifying Exam.
- Students must successfully complete the Piano Proficiency Exam prior to gaining approval to complete the SQE.

- Students must successfully complete the required six credit hours of First Year Inquiry coursework and English Composition prior to applying for the SQE. Transfer students: completion of an Associate of Arts degree at another institution will substitute for this requirement.
- The results of the SQE will be reported to the student after the music faculty have had the opportunity to discuss the student's performance. The student will either pass or fail the exam. Students who do not pass may reapply in a subsequent semester. Students who do not pass the SQE after two attempts may be advised to pursue a different major.

The SQE is usually scheduled in place of the jury at the end of the fourth semester of study during finals week, but may be scheduled at other times at the discretion of the music faculty. If the SQE is scheduled for an earlier time, the application should be completed no less than six weeks prior to the exam date.

Students transferring to CSC after completing an Associate of Arts degree at another institution typically complete the Sophomore Qualifying Exam during the first semester at CSC. Students must pass the SQE prior to enrolling in junior level lessons (MUS 315).

Music Education Requirements

Music education majors must meet a number of benchmarks to insure they are on track to meet the demands of the profession. Some requirements are established by the state, some by the college, and others by the music program. These benchmarks include the Praxis exams, the Music Education Practicum, the Sophomore Music Education Portfolio, and the Application for the Professional Year.

Praxis I

The Praxis I, formerly known as the Pre-Professional Skills Test or PPST, measures basic competencies in reading, math, and writing. The Praxis I must be completed in order to take education courses typically completed during the junior year. Therefore, *all education students should take the PPST as soon as possible, and no later than the beginning of the sophomore year*, in case a retake is necessary. Successful completion of every section of the PPST is a prerequisite for Elementary and Secondary Observation and Participation, for the Professional Year coursework ("Block"), and for teaching internships and teacher certification in Nebraska, as well as most other states. Sample tests are available online at www.ets.org/praxis.

The Praxis I is offered at CSC in the fall semester, and students must register with payment at least one month in advance. Registration forms are available at the Education Office. *Results will be available in six to eight weeks and must be received in the Education Office before students can take Observation and Preparation in the junior year*. The Praxis I may also be completed at a regional testing center. If there are further questions about the Praxis I, please contact the Education Office.

Music Education Practicum, PK-12: Vocal and Instrumental Field Endorsement

The Music Education Practicum prepares students for many of the skills needed within the field of music education, providing a practical laboratory setting. Unlike most courses, completion of the student learning outcomes is not linked to a set semester. Students need to develop skills for a variety of student learning outcomes for both vocal and instrumental as well as teaching

proficiencies. Students will enroll in the course for multiple semesters and will continue until all student learning outcomes are met. In this way, students are able to take more time for those areas that are challenging and may move quickly in areas of greater aptitude. The required outcomes are described below.

Student Learning Outcomes, Vocal:

Knowledge of Vocal Anatomy: The students will be able to recognize and utilize terminology associated with vocal production, and demonstrate an understanding of the basic physiology of vocal production.

Assessment of Vocal Production: The students will be able to assess problems with vocal production from aural and visual examples, and identify appropriate techniques for remedying problems.

Basic Performance Proficiency: The students will be able to model an appropriate tone quality and demonstrate correct performance techniques, effectively performing literature typical for the first three months of beginning study.

Intermediate Performance Proficiency: Students must pass the Basic Performance Proficiency for voice prior to attempting the Intermediate. The students will be able to demonstrate quality tone production and advancing techniques, effectively performing vocal literature typical for the middle school level of study.

Teaching Proficiency: Students must pass the Intermediate Performance Proficiency for an area prior to attempting teaching. The students will be able to provide effective feedback and instruction to beginning peer students, using vocabulary and teaching approaches appropriate for middle school students.

Student Learning Outcomes, Instrumental:

Basic Performance Proficiencies: The students will be able to model an appropriate tone quality and demonstrate correct performance techniques, effectively performing literature typical for the first three months of beginning study, in each of the following areas:

1. flute
2. clarinet
3. saxophone
4. oboe or bassoon
5. trumpet
6. horn
7. trombone
8. tuba
9. snare drum
10. mallets & timpani
11. percussion accessories
12. drum set
13. violin
14. viola, cello, or bass

Intermediate Performance Proficiencies: Students must pass the Basic Performance Proficiency for an area prior to attempting the Intermediate. The students will be able to demonstrate quality tone production and advancing techniques, effectively performing literature typical for the middle school level of study, in each of the following areas:

1. flute
2. clarinet
3. trumpet or horn
4. trombone or tuba
5. snare drum



Teaching Proficiencies: Students must pass the Intermediate Performance Proficiency for an area prior to attempting teaching. The students will be able to provide effective feedback and instruction to beginning peer students, using vocabulary and teaching approaches appropriate for middle school students, in each of the following areas:

1. flute
2. clarinet or saxophone
3. trumpet or horn
4. trombone or tuba
5. violin, viola, cello, or bass

Visionary Leader Conceptual Framework:

Within the teaching proficiencies, the students will demonstrate each of the six aspects of the Visionary Leader Conceptual Framework:

- Promote activities that elicit critical thought, beyond recall & comprehension. (**Thinking Skills**)
- Develop and maintain a physically inclusive & emotionally safe classroom environment conducive to effective learning that encourages student concerns, embraces elements of diversity, and exhibits an understanding of child growth & development. (**Human Relations**)
- Design and assess learning activities (with sequential goals & objectives), utilizing assessment measures to make instructional and/or curricular decisions. (**Assessment**)
- Demonstrate and promote effective communication skills (with students and adults), while respecting diversity & engaging students in the learning enterprise through motivation and constructive learning applications. (**Communications**)
- Plan and deliver teaching-learning activities that are consistent with identified learning objectives and ability level of students while using a variety of instructional methodologies/strategies to prescribe for individual differences. (**Methodology-Technology**)
- Demonstrate conduct befitting a professional educator to include the following dispositions: regular self-reflection, positive ethical behavior, respectful and attentive attitude, effective classroom management skills, appropriate knowledge of subject matter, and professional leadership. (**Professionalism**)

Music Education Practicum, PK-12: Vocal Subject Endorsement

The course design for the Music Education Practicum PK-12: Vocal is similar to that of the Music Education Practicum PK-12: Field, above. However, the PK-12 students need to complete the vocal outcomes only, and just one instrumental outcome for recorder.

Application for the Professional Year

All music education majors must apply to enter into upper division coursework during the Professional Year. *The deadline for all application materials is usually mid-semester during the term prior to registration and will be strictly enforced.* All students should begin preparing the required documents a full semester before beginning the Professional Year.

Praxis II

The Praxis II exam measures competencies within the student's major. For the music education major, the exam will cover music and music education. The student should complete a majority of the major coursework prior to taking the exam, yet the exam must be completed successfully prior to graduation. It is recommended that the exam be taken while the student is on block. The student will need to travel to a test location; check the Educational Testing Service website (www.ets.org/praxis) for the best location.

Health and Safety

Private Instruction:

Improper technique when performing can physically affect a musician. Proper techniques will be addressed within private instruction lessons and studio classes in each of the performing areas. Students need to practice according to the guidelines set by their instructors to maintain healthy approaches to performance. Problems that occur during practice should be discussed with the private instructor.

Ensemble Volume:

Many musical ensembles have the potential to produce dynamic levels that are harmful for human ears. It will be up to the individual student to address this if it is an issue. Physical placement in a rehearsal space often determines if this is an issue. If a student is adversely affected, it will be encouraged to speak directly with the ensemble director about courses of action. Earplugs or a change in physical position in rehearsal can often remedy a problem.

Use of Technology:

When listening using headphones or earbuds, students need to be aware of volume levels before the music begins. Always start at a lower volume and increase as needed. When listening for extended periods of time, keep the volume lower to avoid fatigue and potential injury.

Transportation of Equipment:

From time to time, students may be involved in transporting or setting up equipment for music program events. Students will need to follow instructions before lifting or moving heavy equipment. New students should await instruction prior to moving a particular piece of equipment for the first time. Students with physical limitations should discuss them with the instructor prior to helping with equipment.

Additional information is available at: <http://www.csc.edu/music/safety/index.csc>

Professional Organizations in the field of Music

Involvement in professional organizations is a great way to learn about the music profession while building relationships that will strengthen career paths at CSC and beyond. CSC music students are provided opportunities to attend conferences and become members of the following organizations. In order to be eligible to attend these professional organization conferences, students must maintain a GPA of 2.5 in the current and previous semester as well as a current grade of C or better in all credit-bearing classes.

Nebraska Music Educators Association (NMEA)

The Chadron State College chapter of the Nebraska Music Educators Association (NMEA) and the National Association for Music Education (NAfME) was established in 1953 and is one of nearly 1200 charter chapters on the United States. This organization is vital to those desiring careers in public schools. It is open to any interested student and is strongly recommended for all music education majors. Dues cover membership into NMEA, NAfME, and the local chapter. Student members receive a reduced rate at both state and national conferences.

Students who join this organization and are music education majors are given an opportunity to audition for the NMEA Recital Showcase. The local chapter also sponsors special events and strives to serve the music program, the college, and the community. Meetings throughout the year focus on music education topics with guest speakers and current teachers in the field.

American Choral Directors Association (ACDA)

The mission of the American Choral Directors Association is to inspire excellence in choral music through education, performance, composition, and advocacy. It is a non-profit organization and comprises over 22,000 choral directors representing over a million singers nationwide. ACDA is organized nationally in seven Divisions and holds national and divisional conferences in alternate years. This organization is particularly important for students majoring in vocal music education.

Music Teachers National Association (MTNA)

Since 1870, Music Teachers National Association (MTNA) has been the leader in empowering the independent music-teaching professional. The mission of the organization is to advance the value of music study and music making to society and to support the professionalism of independent and collegiate studio music teachers. MTNA serves music educators in the private sector as well as the public. The ranks include 24,000 music teachers in all fifty states and the District of Columbia.

Chadron State MTNA Collegiate Chapter was established in the fall of 2003. MTNA collegiate members enjoy networking with teachers in nearby local associations, involvement in community projects and camaraderie with fellow music students.

Organization of American Kodály Educators (OAKE)

Founded in 1975 and inspired by the vision of Zoltan Kodály, the mission of the Organization of American Kodály Educators is to support music education of the highest quality and to foster universal music literacy and lifelong music making. Its purpose is to promote Kodály's concept of "Music is for Everyone" through the improvement of music education in schools. The benefits of

learning to teach in the Kodály method for students who anticipate teaching elementary-level music cannot be underestimated.

National Association of Music Merchants (NAMM)

The NAMM Conventions, held in January and July, are an excellent opportunity for students to gain insight into the products end of the music business. Music industry majors are strongly encouraged to attend. Participation in NAMM conventions can prove to be an invaluable outlet for professional networking.

Building Facilities

The Music Program is housed in Memorial Hall along with the Art and Theater Programs. Music facilities include classrooms, practice rooms, rehearsal spaces, and the auditorium. Nearly all of these spaces include multimedia equipment requisite for teaching and learning in the music program.

Memorial Hall Building Hours

Office Regular Hours

Monday-Friday, 7:30 a.m. – 4:30 p.m.

Building Hours

Monday-Friday, 6:00 a.m. – 11:00 p.m.

Saturday-Sunday, 11:00 a.m. – 7:00 p.m.

Closed Holidays per campus schedule

Advising Templates

Bachelor of Arts with a Subject Major in Music Studies

<https://www.csc.edu/documents/music/Advising%20Templates/AdvisingTemplate%20BA-MusicStudies%202017-19.pdf>

Bachelor of Arts with a Comprehensive Major in Music: Option in Applied Music

<https://www.csc.edu/documents/music/Advising%20Templates/AdvisingTemplate%20BA-AppliedMusic%202017-19.pdf>

Bachelor of Arts with a Comprehensive Major in Music: Option in Music Industry

<https://www.csc.edu/documents/music/Advising%20Templates/AdvisingTemplate%20BA-MusicIndustry%202017-19.pdf>

Bachelor of Science in Education: K-12 Field Endorsement in Music Education

<https://www.csc.edu/documents/music/Advising%20Templates/AdvisingTemplate%20FieldMusicK12%202017-19.pdf>

Bachelor of Science in Education: K-12 Subject Endorsement in Vocal Music Education

Voice major:

<https://www.csc.edu/documents/music/Advising%20Templates/AdvisingTemplate%20VocalMusicK12%20voice%202017-19.pdf>

Piano major:

<https://www.csc.edu/documents/music/Advising%20Templates/AdvisingTemplate%20VocalMusicK12%20piano%202017-19.pdf>

Music Minor

<https://www.csc.edu/documents/music/Advising%20Templates/AdvisingTemplate%20MusicMinor%202017-19.pdf>