

Music Education Handbook

2019-2020



WESTERN
ILLINOIS
UNIVERSITY

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Western Illinois University School of Music

~ Music Education Program ~

Introduction

Welcome to the music teacher education program at the Western Illinois University! As an accredited member of the [National Association of Schools of Music](#) (NASM) and the [Illinois State Board of Higher Education](#) (ISBHE) the WIU School of Music is dedicated to excellence in music and academics. Our faculty are established professionals in the field of music and music education having taught and performed nationally and internationally. The music education program at WIU is dedicated to developing artistic musicians and effective educators through classes, ensembles, and music opportunities you can get no where else. You have made a wise choice in choosing to be a WIU Leatherneck!

Study in the music education program leads to a Bachelor of Music in Music Education degree with teacher licensure in the state of Illinois. This handbook is designed to aid the music education student in understanding the policies, procedures, expectations, and guidelines of the music education area. However, it is important to remember that this book is only a guide and a reminder, *but it is ultimately the student's responsibility to ensure that all policies are adhered to and deadlines met according to the [university catalog](#) that corresponds with your first year of enrollment.*

For many generations the WIU School of Music has prepared musicians to become teachers in the nation's public schools. The curriculum for music education focuses on preparing the prospective music educator for teaching all areas of music learning from grades K-12. The program is based on the [Core Arts Standards in Music](#) and the requirements for licensure established by the Illinois State Department of Education. The curricula in instrumental, choral, and general music education consists of courses that cover the latest techniques, strategies, and methodologies for successful teaching and ensemble direction.

Music Education Faculty

The music education faculty is diverse in its expertise and is current in the profession, often making local, national and international appearances and publishing in their respective areas. The current music education faculty is as follows:

Dr. Richard Cangro, Professor and Program Coordinator
Specialty - Instrumental Music Education

RM-Cangro@wiu.edu

Professor Jennifer Thomas Instructor/Coord. of Student Teaching
Specialty – General Music and Students with Special Needs

JK-Thomas@wiu.edu

Dr. Jason Hawkins, Assistant Professor/Advisor
Specialty - Choral Music Education

JA-Hawkins2@wiu.edu

Dr. Mike Fansler, Professor/Director of Bands
Specialty – Band Music Education

MJ-Fansler@wiu.edu

Dr. Matt Thomas, Associate Professor/Assoc. Dir. of Bands
Specialty – Band Music Education

MJ-Thomas@wiu.edu

Dr. Brian Winnie, Assistant Professor/Dir. of Choral Activities
Specialty - Choral Music Education

BJ-Winnie@wiu.edu

Academic Advising

Upon entrance to the School of Music each student who declares music education as a major is assigned an academic advisor. The advisor will assist the student in planning an appropriate course of study. It is mandatory that students make appointments each semester with their advisor to ensure that requirements and deadlines are being met and that students are properly prepared for student teaching or the internship. Failure to meet with the music education advisor may affect graduation. ***It is ultimately the student's responsibility to ensure that all policies are adhered to and deadlines met.*** Students should regularly check their graduation progress on their STARS account and on their WARD report.

Music education students also have an advisor in the College of Education to help guide his/her progress through education courses and licensure.

That advisor is Mrs. Jeanne Gage – JC-Gage@wiu.edu. Her office is also located in Horrabin Hall 91.

Teacher Candidate Dispositions

The University Teacher Education Committee at Western Illinois University believes that well prepared teacher candidates understand and can demonstrate knowledge of professional skills and dispositions. We further believe that teacher candidates must apply their knowledge skills and dispositions in school settings. The mission of Western Illinois University's Teacher Education Program is to prepare versatile teachers who appreciate the importance of our diverse population; who adapt to emerging social, economic, and demographic patterns; and who are skilled in the use of technological tools to promote teaching and learning in our nation's schools. We further believe that the disposition of our candidates is important for their success as a teacher and a professional. Candidates are evaluated at least three (3) times during their program.

Disposition 1 Collaboration: *Collaboration is valued in education. Effective collaboration means working with other members of a group (students, parents, or peers) exchanging ideas, sharing experiences and learning processes, and building communities. Group members work together toward common goals. Collaboration is valued inside and outside the classroom as a way to create strong communities.*

Disposition 2 Commitment to Learning: *Active learning and professional development create exemplary educators. Valuing research, learning in all areas of instruction, problem solving, self-reflection and personal growth creates exemplary students and educators. Through participating in professional development, learning of best practices, and actively engaging in new ideas and knowledge building, individuals show a commitment to learning in and beyond the classroom.*

Disposition 3 Valuing Diversity and Equity: *Valuing the diversity and uniqueness of all groups and using responsive non-discriminatory practices are essential in education. Individuals implement a variety of practices and strategies that meet the needs of all learners in and outside the classroom. They develop knowledge about ways in which groups and individuals are culturally, historically, economically, and socially shaped. They provide examples of the belief that all students can learn. They show respect in both words and actions for diverse groups, including students, peers, instructors, or advisors.*

Disposition 4 Responsibility and Respect: *Responsibility and respect are vital for learners and educators. Responsible individuals are prepared, act independently, demonstrate accountability, reliability, and sound judgment. Respectful individuals are empathetic, respect others' views, and demonstrates integrity. They prioritize health and safety to minimize absences and illness. They accurately report information and take initiative in learning, professional, and personal environments (i.e. online presence). They are engaged, on-task, and responsible in all educational and professional environments. They make ethical decisions, are reflective in all learning experiences and situations, and are responsible for their behaviors and choices. They demonstrate respect for others, including peers, students, instructors, parents, and supervisors.*

<p>These four dispositions are to be addressed in your reflective paper typically submitted at the end of MUS 130 Introduction to Music Education.</p>

Music Education Curriculum: Choral/General

Candidates who begin enrollment during odd years – 2015, 2017, 2019, 2021, 2023...

Freshman

Semester 1			Semester 2		
Course Code	Description	Hours	Course Code	Description	Hours
MUS 2 --	Lessons	2	MUS 2 --	Lessons	2
MUS ---	Ensemble	1	MUS ---	Ensemble	1
MUS 165	Class Piano 1	1	MUS 166	Class Piano 2	1
MUS 130	Intro Mus Ed	1	MUS132	String tech	1
MUS 181+183	Theory I Aural I	3	MUS 263	Phon/Dict	2
MUS 262	Phon/Diction	2	MUS 182+184	Theory 2 /Aural 2	3
MUS 190Y	Gen Ed IV	3	MATH elec	Gen Ed II	3
ENG 180	Gen Ed I	3	COMM 241	Gen Ed I	3
KIN or Health Elect	Gen Ed VI	1(2)	MUS 100	Recital	S
MUS 100	Recital	S		<i>ELL Modules</i>	----
				<i>Safety Training Module</i>	----
Credit Total		17 (18)	Credit Total		16

Summer

Lab Science Gen Ed II – 4 hours
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Sophomore

Semester 1 – <i>Do TEP Application</i>			Semester 2		
Course Code	Description	Hours	Course Code	Description	Hours
MUS 2 --	Lessons	2	MUS 2 --	Lessons	2
MUS ---	Ensemble	1	MUS ---	Ensemble	1
MUS 265	Class Piano 3	1	MUS 266	Class Piano 4	1
MUS 281+283	Theory 3/Aural 3	3	MUS 282+284	Theory/Aural 4	3
MUS 231	Class Instr	1	MUS 137	Perc tech	1
EDS 202	Cult Soc Fnd Ed	3	**Hum/FineArts Elect	Gen Ed IV	3
ENG 280	Gen Ed I	3	MUS 232	Orff/Kod/Dal	3
Soc Science Elect	Gen Ed III	3	Soc Science Elect	Gen Ed III	3
MUS 100	Recital	S	MUS 100	Recital	S
Credit Total		17	<i>TEP Accepted?</i>	Credit Total	17

Junior

Semester 1			Semester 2		
Course Code	Description	Hours	Course Code	Description	Hours
MUS 4 --	Lessons	2	MUS 4 --	Lessons	2
MUS ---	Ensemble	1	MUS ---	Ensemble	1
MUS 135	High Brass	1	EDS 305	Meas &Assess	2
MUS 330	Conducting	2	RDG 387	Literacy	2
MUS 333	Elem/Mid methods	3	MUS 331	Choral Cond	2
MUS 390	Mus Hist 1	3	MUS 391	Mus Hist 2	3
EDS 301	Cog Dev	3	# MUS 195/232/337/397	Humanities Music Elect Gen ed IV	3
*MUS 396	Choral Lit	3	MUS 134	WW tech	1
MUS 100	Recital	S	MUS 100	Recital	S
Credit Total		17	<i>TEP Accepted?</i>	Credit Total	16

Music Education Curriculum: Choral/General

Candidates who begin enrollment during odd years – 2015, 2017, 2019, 2021, 2023...

Senior

Semester 1			Semester 2		
Course Code	Description	Hours	Course Code	Description	Hours
MUS - - -	Ensemble	1	MUS - - -	Ensemble	1
MUS 394 (online)	Gen Ed V	3	*MUS 300	Stdnt Teach Rev	0
Math/Science Elect	Gen Ed II	3	Soc Science Elect	Gen Ed III	3
*EDS 303	Fieldwork	2	*MUS 335	Tch Assmt Chorl	3
*EDUC(MUS) 439	Tch Assessmt Music	3	*EDS 401	Ed law & policy	2
MUS 100	Recital	S	*MUS 334	Mus Learn Excp	3
			Health Elect	Gen Ed VI	2
			**Hum/FineArts Elect	Gen Ed IV	3
			MUS 100	Recital	S
			<u>CONTENT AREA TEST</u>		---
<u>TEP Accepted?</u>	Credit Total	12	<u>TEP Accepted</u>	Credit Total	17

Final Semester

EDS 480/481	Student Teaching	12
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Notes

* TEP Acceptance pre-requisite

American Music Elective required for IL licensure – counts as a Humanities/Fine Arts (Music) Gen Ed IV

^ String music ed students take 461. Band music ed students take 430

** You need to take at least one non-music or non-arts Humanities/Fine Arts Gen Ed course to satisfy requirement

Music Education Curriculum: Choral/General

Candidates who begin enrollment during even years –2016, 2018, 2020, 2022...

Freshman

Semester 1			Semester 2		
Course Code	Description	Hours	Course Code	Description	Hours
MUS 2 --	Lessons	2	MUS 2 --	Lessons	2
MUS - - -	Ensemble	1	MUS - - -	Ensemble	1
MUS 165	Class Piano 1	1	MUS 166	Class Piano 2	1
MUS 130	Intro Mus Ed	1	MUS132	String tech	1
MUS 181+183	Theory I Aural I	3	MUS 263	Phon/Dict	2
MUS 262	Phon/Diction	2	MUS 182+184	Theory 2 /Aural 2	3
MUS 190Y	Gen Ed IV	3	Math Elec	Gen Ed II	3
ENG 180	Gen Ed 1	3	COMM 241	Gen Ed I	3
KIN/Health Elect	Gen Ed VI	1(2)	MUS 100	Recital	S
MUS 100	Recital	S	<i>ELL and Tech Comp Modules</i>		----
			<i>Safety Training Module</i>		----
Credit Total		17 (18)	Credit Total		16

Summer

Lab Science Gen Ed II – 4 hours
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Sophomore

Semester 1 – <i>Do TEP Application</i>			Semester 2		
Course Code	Description	Hours	Course Code	Description	Hours
MUS 2 --	Lessons	2	MUS 2 --	Lessons	2
MUS - - -	Ensemble	1	MUS - - -	Ensemble	1
MUS 265	Class Piano 3	1	MUS 266	Class Piano 4	1
MUS 281+283	Theory 3/Aural 3	3	MUS 282+284	Theory/Aural 4	3
MUS 231	Class instr	1	MUS 137	Perc tech	1
EDS 202	Cult Soc Fnd Ed	3	**Hum/FineArts Elect	Gen Ed IV	3
ENG 280	Gen Ed I	3	MUS 232	Orff/Kod/Dal	3
Soc Science elect	Gen Ed III	3	Soc Science elect	Gen Ed III	3
MUS 100	Recital	S	MUS 100	Recital	S
Credit Total		17	<i>TEP Accepted?</i>	Credit Total	17

Junior

Semester 1			Semester 2		
Course Code	Description	Hours	Course Code	Description	Hours
MUS 4 --	Lessons	2	MUS 4 --	Lessons	2
MUS - - -	Ensemble	1	MUS - - -	Ensemble	1
MUS 135	High Brass	1	EDS 305	Meas &Assess	2
MUS 330	Conducting	2	RDG 387	Literacy	2
*MUS 333	EI/Mid methods	3	MUS 331	Choral Cond	2
MUS 390	Mus Hist 1	3	MUS 391	Mus Hist 2	3
EDS 301	Cog Dev	3	*MUS 335	TchAssessmt Choral	3
*MUS 396	Choral Lit	3	MUS 134	WW tech	1
MUS 100	Recital	S	MUS 100	Recital	S
Credit Total		17	<i>TEP Accepted?</i>	Credit Total	16

Music Education Curriculum: Choral/General

Candidates who begin enrollment during even years –2016, 2018, 2020, 2022...

Senior

Semester 1				Semester 2		
Course Code	Description	Hours		Course Code	Description	Hours
MUS - - -	Ensemble	1		MUS - - -	Ensemble	1
**Hum/FineArts Elect	Gen Ed IV	3		*MUS 300	Stdnt Teach Rev	0
Soc Science elect	Gen Ed III	3		MUS 394(online)	Gen Ed V	3
Math/Science Elect	Gen Ed II	3		*EDS 303	Fieldwork	2
#MUS 195/232/337/397	Humanities Music Elect	3		*EDS 401	Ed law & policy	2
*EDUC(MUS) 439	Tch Assessmt Music	3		*MUS 334	Mus Learn Excp	3
MUS 100	Recital	S		Health Elect	Gen Ed VI	2
				MUS 100	Recital	S
				CONTENT AREA TEST		---
<u>TEP Accepted?</u>	Credit Total	16		<u>TEP Accepted</u>	Credit Total	13

Final Semester

EDS 480/481	Student Teaching	12
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Notes

* TEP Acceptance pre-requisite

American Music Elective required for IL licensure – counts as a Humanities/Fine Arts (Music) Gen Ed IV

^ String music ed students take 461. Band music ed students take 430

** You need to take at least one non-music or non-arts Humanities/Fine Arts Gen Ed course to satisfy requirement

Music Education Curriculum: Instrumental/General

Freshman

Semester 1				Semester 2		
Course Code	Description	Hours		Course Code	Description	Hours
MUS 2 --	Lessons	2		MUS 2 --	Lessons	2
MUS ---	Ensemble	1		MUS ---	Ensemble	1
MUS 165	Class Piano 1	1		MUS 166	Class Piano 2	1
MUS 130	Intro Mus Ed	1		MUS134	WW tech	1
MUS 181+183	Theory I Aural I	3		MUS 137	Perc tech	1
MUS 138	Vocal tech	1		MUS 182+184	Theory2 /Aural 2	3
MUS 190Y	Gen Ed IV	3		MATH Elect	Gen Ed II	3
ENG 180	Gen Ed I	3		COMM 241	Gen Ed I	3
KIN or Health Elect	Gen Ed VI	1 (2)		MUS 100	Recital	S
MUS 100	Recital	S			<i>ELL Modules</i>	----
					<i>Safety Training Module</i>	----
	Credit Total	16 (17)			Credit Total	15

Summer

Social Science Gen Ed III – 3 hours
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Sophomore

Semester 1 – <i>Do TEP Application</i>				Semester 2		
Course Code	Description	Hours		Course Code	Description	Hours
MUS 2 --	Lessons	2		MUS 2 --	Lessons	2
MUS ---	Ensemble	1		MUS ---	Ensemble	1
MUS 133	WW tech	1		MUS 136	Low Brass	1
MUS 281+283	Theory 3/Aural 3	3		MUS 282+284	Theory 4/Aural 4	3
MUS 231	Class instr	1		Soc Science Elect	Gen Ed III	3
EDS 202	Cult Soc Fnd Ed	3		**Hum/FineArts Elect	Gen Ed IV	3
ENG 280	Gen Ed I	3		Lab Science Elect	Gen Ed II	4
Math/Science elect	Gen Ed II	3		MUS 100	Recital	S
MUS 100	Recital	S			-----	----
	Credit Total	17			<i>TEP Accepted?</i>	Credit Total 17

Junior

Semester 1				Semester 2		
Course Code	Description	Hours		Course Code	Description	Hours
MUS 4 --	Lessons	2		MUS 4 --	Lessons	2
MUS ---	Ensemble	1		MUS ---	Ensemble	1
MUS 135	High Brass	1		EDS 305	Meas &Assess	2
MUS 330	Conducting	2		RDG 387	Literacy	2
MUS 333	El/Mid methods	3		MUS 332	Instr Cond	2
MUS 390	Mus Hist 1	3		MUS 391	Mus Hist 2	3
EDS 301	Cog Dev	3		MUS 395	Instr Lit	2
MUS 100	Recital	S		MUS 132	String tech	1
				Health Elect	Gen Ed VI	2
				MUS 100	Recital	S
	Credit Total	15			<i>TEP Accepted?</i>	Credit Total 17

Music Education Curriculum: Instrumental/General

Senior

Semester 1			Semester 2		
Course Code	Description	Hours	Course Code	Description	Hours
MUS - - -	Ensemble	1	MUS - - -	Ensemble	1
**Hum/FineArts Elect	Gen Ed IV	3	*MUS 300	Stdnt Teach Rev	0
Soc Science elect	Gen Ed III	3	MUS 394(online)	Gen Ed V	3
*MUS 336	Tch Assessmt Instr Mus	3	*EDS 303	Fieldwork	2
#MUS 195/232/337/397	Humanities + Music Elect	3	*EDS 401	Ed law & policy	2
*EDUC(MUS) 439	Tch Asst Music	3	*MUS 334	Mus Learn Exep	3
MUS 100	Recital	S	^*MUS 430/461	March tech or String ped	2
			MUS 100	Recital	S
			<u>CONTENT AREA TEST</u> <u>TEP Accepted</u>		---
<u>TEP Accepted?</u>	Credit Total	16		Credit Total	17

Final Semester

EDS 480/481	Student Teaching	12
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Notes

* TEP Acceptance pre-requisite

American Music Elective required for IL licensure – counts as a Humanities/Fine Arts (Music) Gen Ed IV

^ String music ed students take MUS 461. Band music ed students take MUS 430

** You need to take at least one non-music or non-arts Humanities/Fine Arts Gen Ed course to satisfy requirement

Music Education Year by Year at WIU

Freshman Year

1. Submit Reflective Paper #1
2. Check requirements for Teacher Education Program acceptance here - [TEP](#)
3. Successfully complete ENG 180 (C- or better)
4. Successfully complete MATH elective – [see info here](#)
5. ELL Modules – [link here](#)
6. Safety Training module – [see info here](#)
7. Join [WIU NAfME Chapter 717](#) (*optional but strongly encouraged!*)

Summer – *take suggested course listed in curriculum for your area (choral or instrumental)*

Sophomore Year

1. Successfully complete COM 241, ENG 280
2. Create [ELIS account](#)
3. TEP accepted? - Complete [TEP application](#) – *signed by Dr. Cangro*
4. Meet with College of Education advisor – [see info here](#)

Junior Year

1. TEP accepted? - Complete [TEP application](#) – *signed by Dr. Cangro*
2. Keep going you're doing great!
3. Apply for graduation – [see info here](#) (*or wait until 1st semester senior year if student teaching following fall*) (*Form signed by Dr. Cangro*)

Senior Year

1. Be TEP accepted.
2. Complete Content Area Test – [see info here](#)
3. Apply for student teaching – [see info here](#)
4. Meet with School of Music Student Teacher Coordinator for signature on student teaching application and discuss placement
5. Register for MUS 300
6. Background Check – [see info here](#)
7. Mandated Reporter training – [see info here](#)
8. Meet with College of Education advisor – [see info here](#)
9. Physical exam/TB test

Student Teaching

1. edTPA – [see info here](#)
2. Completion of application for licensure – *contact license officer for information – [see here for info](#)*

Graduate and make a difference in students' lives through music!

Program Requirements

Students seeking Teacher Licensure are qualified for K-12 Special Licensure and may select a *Choral-General Specialization* or an *Instrumental-General Specialization*. These options prepare students to teach music in the public schools.

In accordance with Illinois State Board of Education certification requirements, all candidates seeking teacher certification are required by Western Illinois University to obtain a grade of "C-" or better in all directed general education courses, all core courses, and all courses in the option.

Reflective Paper #1

All music education majors will need to submit Reflective paper #1 at the end of the first semester enrolled in the degree program (*typically in MUS 130 Introduction to Music Education*). Teacher education candidates should address the [candidate dispositions](#) in reflective paper one. Address each of the following items in your paper as you reflect on your decision to enter the Teacher Education Program (TEP) at Western Illinois University. Use the [scoring rubric](#) to organize your paper and to ensure you address each item listed below. For style and grammar, consult the APA (American Psychological Association) style manual, which is available where textbooks are sold, in the Reference section of the Malpass Library, in the back of the style manual used in ENG 180 & 280, or summarized on a website such as: <http://www.wooster.edu/Academics/Areas-of-Study/Psychology/> (click on APA Style Guide in the left hand navigation area).

You will be evaluated on the following items:

1. Reflect on your strengths as a potential teacher, briefly specify your primary reason for selecting teaching as your career.
2. Provide 1-2 examples of experiences working with students/children and what you have learned about teaching and learning from these experiences.
3. Review the [4 WIU TEP Candidate Dispositions](#) and (a) present one example of how you need to personally or professionally improve on each disposition (b) formulate and describe your plan to improve upon the disposition. Make sure that you address all 4 of the dispositions.
4. Submit a polished paper, paying close attention to organization, spelling, sentence structure, grammar, and writing mechanics. Consult your department for the correct style guidelines used by your discipline.

For more information follow this link -

http://www.wiu.edu/coehs/teacher/advising/reflective_paper1.php

Student Teaching Review (MUS 300)

All music education students must register for MUS 300 within one year of the planned semester for student teaching and appear before a Music Education Committee for evaluation of competencies and skills prior to student teaching. Final approval for student teaching is granted by successfully passing all assessments for the student teaching review.

Prerequisites for Upper Division Courses in Music Education

Enrollment in courses 300 level and up requires **full acceptance** into the [Teacher Education Program](#) (TEP):

- MUS 334 - Music for the Learner with Exceptionalities (Mus Learn Excep)
- MUS 335 - Teaching and Assessment in Middle/High School Choral Music
- MUS 336 - Teaching and Assessment in Middle/High School Instrumental Music
- EDUC (MUS) 439 - Teaching and Assessment in Secondary School (Tch & Asmt Mus)
- EDS 303 - Fieldwork
- EDS 401 - Educational Law and Policy (Ed Law & Policy)

Students should complete TEP requirements throughout the freshman and sophomore years but must complete the requirements at least one semester before student teaching.

TEP Applications are signed by Dr. Cangro

Student Academic Integrity Policy

- Web address for student rights and responsibilities: <http://www.wiu.edu/provost/students.php>
- Web address for Academic Integrity Policy: <http://www.wiu.edu/policies/acintegrity.php>

Teacher Education Program (TEP)

Candidates should have all requirements for the Teacher Education Program (TEP) completed by the end of their sophomore year. At this point, a candidate has accumulated 30-45 semester hours of course work. (See [TEP HANDBOOK](#)).

Full acceptance to TEP is required for enrollment in a number of education courses and prior to applying to student teach.

Requirements: To be fully accepted to the Teacher Education Program, the following conditions must be met:

1. Submission of [TEP application](#) .
2. Submission of an acceptable [Reflective Paper](#). Candidates must submit their first reflective paper to their major department and receive departmental approval on WEPPAS.
3. Satisfactory completion of 30 semester hours of approved course work.
4. Completion of Eng 180 or transfer equivalent with a grade of C or better.
5. Completion of general education math course with a grade of C or above (MATH 101, 102, 123, 133, 134, 137, 138, 139 or STAT 171 or transfer equivalent (see advisor for specific course requirements for major).
6. Acquire the required major and cumulative grade point average for the program: 2.75 required for Elementary, Early Childhood, Bilingual, Special Education, Middle Level and History majors. 2.50 required for Agriculture, English, Mathematics, Science/Biology-Chemistry-Physics, Art, French, Music, Physical Education, and Spanish.
7. Pass Teacher Education Technology Competency Assessment <http://www.wiu.edu/TCA>. (**this will change starting fall 19*)
8. Complete the State-mandated Safety Training - http://www.wiu.edu/CPEP/teacher_safety/.
9. Complete the English Language Learner modules <http://www.wiu.edu/tca>.

Educator Preparation Program

The Educator Preparation Program supports teacher education and graduate education programs; link field and clinical experiences; and serve the needs of students, graduates, and the professional community. All of the information you need about teacher certification can be found here - <http://www.wiu.edu/coehs/cpep/>

Tests for licensure - <http://www.il.nesinc.com/Home.aspx>

Educator License Information System (ELIS)

The **Education Licensure Information (ELIS)** is a web-based system that allows educators and district administrators access to licensure data from ISBE's Teacher Certification Information System (TCIS). **All teaching candidates need to set up an ELIS account.**

The [ELIS](#) web site consists of multiple portals, or doorways to licensure data. ELIS allows educators to create private accounts and have access to all of their TCIS data, apply for licensures and endorsements, register and renew their license, and apply for NCLB HOUSSE HQ status. ELIS accepts only credit cards as payment for application services; Discover, American Express, Visa, and Master Card cards are accepted. Once candidates have passed the Test of Academic Proficiency (400), they are advised to establish their ELIS account.

To set up an ELIS account, click here - <https://sec3.isbe.net/IWASNET/login.aspx>

Teacher Licensure FAQ – [see link here](#)

Background Checks and Fingerprinting

Teacher Education candidates are expected to comply with the fingerprint criminal background investigation report requirements as set forth by the University Committee on Educator Preparation. Prior to any field work in schools/agencies, candidates are to supply verification of having completed the fingerprint criminal investigation report to the placement site. Candidates may be prohibited from completing field work if background investigations disclose arrests and/or convictions deemed problematic. Information may be obtained in Horrabin Hall 91; questions may be directed to the Licensure Officer--298-2117. Candidates must complete the fingerprint criminal investigation report for each new district.

Your instructor for your field experience will phone the school district's main office and ask if there are procedures the district has in place to obtain the state and FBI fingerprint-based background check for candidates. If the school district has procedures in place, we will follow their procedures.

If the school district has not established procedures for securing state and FBI fingerprint-based criminal background for field experience candidates, the instructor will ask if candidates can complete the state and FBI background check using the services of the local Regional Office of Education (ROE). See <http://www.roe26.net/testing/fingerprinting-and-background-checks.cfm>

The results of the fingerprint-based criminal background check are only sent to the school district. You will not receive a copy of the background check nor will WIU.

When being fingerprinted, candidates should anticipate being asked to provide a Government issued ID (Drivers License or Government issued ID Card - a school ID card is NOT an acceptable form of ID). The fee is payable at the time of printing, usually by cash, money order, or credit/debit card. Most fingerprint vendors do not accept personal checks.

More information can be found here - http://www.wiu.edu/coehs/cpep/tep/background_invest.php

Student teaching

Student teaching is the culminating experience of the teacher education program (16 weeks). It provides candidates with the opportunity to hone their teaching skills in Pre-K-12 classroom.

Student teachers are placed at public school sites (pre-k-12) in one of 4 identified geographic regions for the length of the student teaching experience.

To begin the process for student teaching, click below –

http://www.wiu.edu/coehs/teacher/student_teaching/

Student teaching applications are signed by the Coordinator of Student Teaching

edTPA

Candidates must complete and submit a student teaching portfolio called the Educational Teacher Performance Assessment (edTPA) in order to graduate with a degree in music education from Western Illinois University. Successfully achieving a passing score on the edTPA (35 and above for Illinois) as scored by Pearson Inc., enables candidates to obtain a license to teach in the State of Illinois. For more information, see the following links –

- https://www.edtpa.com/PageView.aspx?f=GEN_Illinois.html
- http://www.wiu.edu/coehs/cpep/go_teach/clinical_experiences/edTPA.php

Each edTPA submission will include video clips showing student engagement during your instruction. It is important that these video clips demonstrate how you are interacting with students to develop their understanding of important concepts/skills. In some disciplines, video or audio clips can be submitted for student work samples.

Information on video submission assistance for the edTPA can be found here -

<http://www.wiu.edu/coehs/technology/edtpavideotutorial.php>

Ensemble Requirements

Instrumental Music Education Majors

- a. **Wind/Percussion:** 8 s.h. total
 - a. minimum of 6 s.h. in MUS 101, 113, 114, or 117 (maximum 3 s.h. in MUS 117);
 - b. minimum of 1 s.h. in MUS 116;
 - c. minimum of 1 s.h. in MUS 105, 106, 107, or 108.
- b. **Piano:** 8 s.h. total
 - a. minimum of 3 s.h. in MUS 101, 113, 114, or 117;
 - b. minimum of 1 s.h. in MUS 116;
 - c. minimum of 1 s.h. in MUS 105, 106, 107, or 108;
 - d. minimum of 3 s.h. in MUS 125, 127, or 129.
- c. **Guitar:** 8 s.h. total
 - a. minimum of 3 s.h. in MUS 101, 113, 114, or 117;
 - b. minimum of 1 s.h. in MUS 116;
 - c. minimum of 1 s.h. in MUS 105, 106, 107, or 108;
 - d. minimum of 3 s.h. in MUS 127 or 128.
- d. **Strings:** 8 s.h. total,
 - a. minimum of 7 s.h. in MUS 101 or 102;
 - b. minimum of 1 s.h. in MUS 105, 106, 107, or 108.

Choral Music Education Majors

- a. **Voice:** 8 s.h. total,
 - a. minimum of 6 s.h. in MUS 105 or 106;
 - b. minimum of 1 s.h. in MUS 107, 108, or 109.
- b. **Piano:** 8 s.h. total,
 - a. minimum of 6 s.h. in MUS 105 or 106;
 - b. minimum of 2 s.h. in MUS 125, 127, or 129.
- c. **Guitar:** 8 s.h. total,
 - a. minimum of 6 s.h. in MUS 105 or 106;
 - b. minimum of 2 s.h. in MUS 127 or 128.

Ensembles accepted for fulfilling requirement towards degree

101 University Orchestra	114 Concert Band
102 Chamber Orchestra	116 University Marching Band
105 Concert Choir	117 Jazz Band
106 University Singers	125 Accompanying
107 Vocal Jazz	127 Jazz Combo
109 Opera Workshop	128 Guitar Ensemble
113 Symphonic Wind Ensemble	129 Piano Chamber Ensembles

University General Education

General Education is the component of the undergraduate curriculum devoted to those areas of knowledge, methods of inquiry, and ideas that the University and scholarly community believe are common to well-educated persons. General Education provides a foundation for future learning.

Categories and hourly requirement

- I. Communication Skills (9 hours)
 - i. English 180
 - ii. English 280
 - iii. Communications 241

 - II. Natural Sciences and Mathematics (10 hours)
 - i. One lab – 4 credits
 - ii. Two other courses – see WARD report for eligible choices

 - III. Social Sciences (9 hours)
 - i. No more than two courses from one category may be counted – see WARD report for eligible choices.

 - IV. Humanities and Fine Arts (9 hours)
 - i. MUS 190Y
 - ii. MUS 195/232/337/397 – counts as a Humanities/Fine Arts Elective AND satisfies Illinois State Licensure American Music requirement.
 - iii. At least one course not in the arts.

 - V. Multicultural Studies (3 hours)
 - i. MUS 394 (online) – should be taken during same semester for EDS 305 Fieldwork.

 - VI. Human Well Being (3 hours)
 - i. Kinesiology (KIN). – 2-3 credits
 - ii. Students can elect to take a Health course for 2 credits
- General Education Courses information link - http://www.wiu.edu/catalog/requirements/gened_requirements.php

** Check your WARD report on STARS for specific information and requirements for each category.*

Transferring Courses

Western Illinois University Accepts transfer credits from regionally accredited institutions all over the country. How credits are transferred in are determined either by existing course articulation agreements or through department review for courses in certain disciplines. Information about transferring courses from another college or university can be found here - http://www.wiu.edu/student_services/undergraduate_admissions/transfer/articulation.php

Teaching beyond Illinois

Currently, 49 states/jurisdictions have an interstate agreement which makes it possible for an educator who holds an Illinois teaching license to earn a certificate or license in another state. Receiving states may have special requirements (e.g. an assessment, course, or teaching experience) which must be met in a reasonable period of time.

For more information see the link for the National Association of State Directors of Teacher Education and Certification - <https://www.nasdtc.net/page/InterstateAgreements>

Music Education Organizations

National Association for Music Education (www.NAfME.org)

The National Association for Music Education (NAfME) is the only professional association that addresses all aspects of music education. More than 68,000 active, retired, and collegiate members represent all teaching levels from kindergarten through college. Through its many programs, initiatives, and resources, NAfME works to promote the importance of music education, foster the best possible school music programs across the nation, and advance music education as a profession.

As you prepare for your career, it's time to become part of your professional association – and to take advantage of the many benefits of membership. With NAfME Collegiate membership you will:

- Gain professional credibility
- Get insight into the professional world
- Expand your network of professional contacts
- Open doors to job opportunities
- Discover new teaching methods and techniques

➤ <https://nafme.org/membership/collegiate/>

➤ **NAfME collegiate at WIU is Chapter #717**

➤ **Illinois Music Education Association - <https://www.ilmea.org/>**

Study Abroad

Study Abroad provides students with countless opportunities to take their studies all around the globe. Students can study in over 60 countries, regardless of their major or minor course of study. Many Study Abroad programs are comparable in cost to studying on WIU's campuses. Financial aid and scholarships are available to qualified students. WIU Study Abroad program information can be found here - http://www.wiu.edu/sao/study_abroad/

Information for teacher education students who wish to study abroad is here - www.wiu.edu/coehs/cpep/go_teach/clinical_experiences/student_teaching_abroad.php

Fulbright Grant Program

The Fulbright U.S. Student Program provides grants for individually designed study/research projects or for English Teaching Assistant Programs. A candidate will submit a *Statement of Grant Purpose* defining activities to take place during one academic year in a participating country outside the U.S.

During their grants, Fulbrighters will meet, work, live with and learn from the people of the host country, sharing daily experiences. The program facilitates cultural exchange through direct interaction on an individual basis in the classroom, field, home, and in routine tasks, allowing the grantee to gain an appreciation of others' viewpoints and beliefs, the way they do things, and the way they think. Through engagement in the community, the individual will interact with their hosts on a one-to-one basis in an atmosphere of openness, academic integrity, and intellectual freedom, thereby promoting mutual understanding. For more info - <https://us.fulbrightonline.org/>

Teaching Music in International Schools

Unique opportunities are available to teach abroad. Here is an article - [link](#)

Here is the link to the Association for Music in International Schools - [link](#)

Musicians Health and Safety

The following link contains resources for best practices related to health and safety in musical settings. These are links to research-based strategies for maintaining personal health and safety within the contexts of practice, performance, teaching, and listening. Students, faculty, and staff are encouraged to supplement the resources below with professional information that is specific to their particular areas of music activity. Link - http://www.wiu.edu/cofac/music/health_safety.php

Scholarships

Over \$300,000 is awarded each year to undergraduate music majors and talented non-majors who participate in School of Music ensembles.

Talent Service Awards include Talent Grants and Tuition Waivers. Students who complete an audition on or before our Annual President's Day Auditions will be considered for a contract. Talent Service Award Contracts reward students each semester, for up to 8 semesters, for their participation in multiple ensembles.

Music scholarships are awarded annually to incoming and current students based on the criteria listed below. To apply for the following scholarships, students can visit the [WIU Scholarship Website](#) and fill out the University Scholarship Application. Applications open October 1.

Link for College of Education Scholarships - <http://www.wiu.edu/coehs/teacher/scholarships/>

Golden Apple Scholars - http://www.wiu.edu/student_services/financial_aid/types_of_aid/GAS.php

Accommodations

Students with disabilities: In accordance with University values and disability law, students with disabilities may request academic accommodations where there are aspects of a course that result in barriers to inclusion or accurate assessment of achievement. To file an official request for disability-related accommodations, please contact the Disability Resource Center at 309-298-2512, disability@wiu.edu or in 143 Memorial Hall. Please notify the instructor as soon as possible to ensure that this course is accessible to you in a timely manner.

Equal Opportunity and Access

University values, Title IX, and other federal and state laws prohibit sex discrimination, including sexual assault/misconduct, dating/domestic violence, and stalking. If you, or someone you know, has been the victim of any of these offenses, we encourage you to report this to the Title IX Coordinator at 309-298-1977 or anonymously online at: http://www.wiu.edu/equal_opportunity_and_access/request_form/index.php. If you disclose an incident to a faculty member, the faculty member must notify the Title IX Coordinator. The complete Title IX policy is available at: <http://www.wiu.edu/vpas/policies/titleIX.php>.