

WATSON SCHOOL OF EDUCATION
UNIVERSITY OF NORTH CAROLINA WILMINGTON

Teacher Licensure Program in Music Education

Program Goals

The teacher licensure program is designed to develop highly competent professionals to serve in educational leadership roles. Such teachers make consistent, defensible, and appropriate decisions to facilitate student achievement on intended learning outcomes. The program includes the acquisition of complex teaching skills through cognitive understandings, builds upon academic and pedagogical knowledge bases, followed by practice and reflection on professional development.

Upon completion of the licensure program, students should be able to:

1. Demonstrate breadth of general knowledge, as well as depth of knowledge in the selected discipline area necessary for effective instructional decision making.
2. Communicate effectively in standard English both verbally and in written formats.
3. Adapt instruction to the developmental and learning needs of individuals, including children and adolescents with special needs and students from culturally diverse backgrounds.
4. Establish a classroom climate conducive to the learning, social, and emotional needs of children and adolescents.
5. Choose appropriate objectives consistent with state and local curriculum guidelines, the learning needs of students, and the standards established by learned societies.
6. Use technology to enhance teaching and learning experiences.
7. Demonstrate effective teaching including positive results for student learning, self-reflection, and appropriate professional dispositions.
8. Employ and analyze appropriate assessments and evaluative procedures.

Music Education Program Objectives

The objectives of this program are:

- a. To develop an advanced level of technical competence and artistic sensitivity as a musical performer on a particular instrument or as a singer.
- b. To develop rudimentary skills of performance as well as pedagogical skills on all instruments of the band, orchestra, and voice.

- c. To acquire knowledge of music theory and history, to integrate that knowledge in any setting or level of school music teaching.
- d. To apply knowledge of music learning theory, instructional design, and educational psychology in all settings and levels of school music teaching.
- e. To demonstrate knowledge of what constitutes a comprehensive music curriculum that reflects the National Standards for the Arts in the elementary, middle, and high school settings.
- f. To demonstrate appropriate and effective strategies for achieving desired behavioral outcomes in the three learning domains.
- g. To demonstrate appropriate use of tools for measurement and evaluation of musical behaviors.

Licensure Requirements

Students who plan to become licensed teachers in the North Carolina public schools must complete the university's Basic Studies expectations, *all requirements in the major*, and be formally admitted to the Watson School of Education. Requirements for admission are listed in the UNCW Undergraduate Catalogue, and also are listed on the Watson School's website at www.uncw.edu/ed.

In addition to the requirements for the academic major, the Psychology and Education courses listed below are required for licensure. A grade of "C" or better must be earned in the following courses:

PSY 223	Lifespan Human Development	(3)
EDN 200	Teacher, School and Society	(3)
EDNL 200	Field Studies	(1)
EDN 203	Psychological Foundations of Teaching	(3)

NOTE: *The courses listed below require admission to the Watson School of Education.*

EDN 356	Reading in the Secondary School (or EDN 340)	(3)
EDN 409	Practicum	(12)

Total = 25 semester hours

Program Notes

- Advance planning of programs is essential for students interested in becoming teachers in secondary or allied education areas. Students should apply to the Watson School of Education as soon as admission requirements are met (typically in the sophomore year), select courses carefully, and plan their programs in regular consultation with their advisors. A minimum of 124 hours is required for graduation.
- Students must comply with the Academic Achievement and Professional Behavior expectations described in the Watson School of Education's *Standards for Professional Conduct*.
- In order to be eligible for internship students must:
 - a. be admitted to the Watson School of Education
 - b. have a cumulative GPA of 2.7 or better
 - c. have completed all required Education courses and ideally academic major courses
 - d. complete an application for internship at least one semester in advance of the intended student teaching semester and attend orientation meetings
- Praxis II Specialty Tests are not required for majors who complete the teacher education program, including internship. Lateral entry teachers are required to take Praxis II. Registration materials and study guides are available online at www.ets.org/praxis.
- All students seeking teacher licensure are required to demonstrate mastery of essential and advanced technology skills. Demonstration of advanced technology skills requires mastery of the ISTE National Educational Technology Standards (attached).

Additional Information for Teacher Licensure

In addition to the core requirements for a degree in Music (22 hours listed in catalogue), the music education major must complete 14 hours (7 semesters) of applied music in the major applied instrument, with not less than 6 hours (3 semesters) at the 300 level; 7 hours of music ensemble (min. of 1 during each semester of residency); and 25 hours from the following:

Instrument majors: MUS 186, 243, 245, 247, 249, 285, 286, 301, 306, 325, 326, 331, 373, 393, 401

Vocal majors: MUS 244, 246, 272, 273, 285, 286, 301, 306, 326, 331, 377, 393, 401

In addition; vocal education majors are required to pass a guitar proficiency exam or MUS 143. Instrumental music education majors are required to pass a voice proficiency or MUS 146.

The University of North Carolina at Wilmington is committed to and will provide equality of educational and employment opportunity for all persons regardless of race, sex, age, color, gender, national origin, ethnicity, creed, religion, disability, sexual orientation, political affiliation, marital status, veteran status or relationship to other university constituents – except where sex, age, or ability represent bona fide educational or occupational qualifications or where marital status is a statutorily established eligibility criterion for state-funded employee benefit programs.

Educational Technology Standards and Performance Indicators for All Teachers

Building on the NETS for Students, the ISTE NETS for Teachers (NETS•T), which focus on pre-service teacher education, define the fundamental concepts, knowledge, skills, and attitudes for applying technology in educational settings. All candidates seeking certification or endorsements in teacher preparation should meet these educational technology standards. It is the responsibility of faculty across the university and at cooperating schools to provide opportunities for teacher candidates to meet these standards.

The six standards areas with performance indicators listed below are designed to be general enough to be customized to fit state, university, or district guidelines and yet specific enough to define the scope of the topic. Performance indicators for each standard provide specific outcomes to be measured when developing a set of assessment tools. The standards and the performance indicators also provide guidelines for teachers currently in the classroom.

1 TECHNOLOGY OPERATIONS AND CONCEPTS.

Teachers demonstrate a sound understanding of technology operations and concepts. Teachers:

- demonstrate introductory knowledge, skills, and understanding of concepts related to technology (as described in the ISTE National Education Technology Standards for Students)
- demonstrate continual growth in technology knowledge and skills to stay abreast of current and emerging technologies.

2 PLANNING AND DESIGNING LEARNING ENVIRONMENTS AND EXPERIENCES.

Teachers plan and design effective learning environments and experiences supported by technology. Teachers:

- design developmentally appropriate learning opportunities that apply technology-enhanced instructional strategies to support the diverse needs of learners.
- apply current research on teaching and learning with technology when planning learning environments and experiences.
- identify and locate technology resources and evaluate them for accuracy and suitability.
- plan for the management of technology resources within the context of learning activities.
- plan strategies to manage student learning in a technology-enhanced environment.

3 TEACHING, LEARNING, AND THE CURRICULUM.

Teachers implement curriculum plans that include methods and strategies for applying technology to maximize student learning. Teachers:

- facilitate technology-enhanced experiences that address content standards and student technology standards.
- use technology to support learner-centered strategies that address the diverse needs of students.
- apply technology to develop students' higher order skills and creativity.
- manage student learning activities in a technology-enhanced environment.

4 ASSESSMENT AND EVALUATION.

Teachers apply technology to facilitate a variety of effective assessment and evaluation strategies. Teachers:

- apply technology in assessing student learning of subject matter using a variety of assessment techniques.
- use technology resources to collect and analyze data, interpret results, and communicate findings to improve instructional practice and maximize student learning.
- apply multiple methods of evaluation to determine students' appropriate use of technology resources for learning, communication, and productivity.

5 PRODUCTIVITY AND PROFESSIONAL PRACTICE.

Teachers use technology to enhance their productivity and professional practice. Teachers:

- use technology resources to engage in ongoing professional development and lifelong learning.
- continually evaluate and reflect on professional practice to make informed decisions regarding the use of technology in support of student learning.
- apply technology to increase productivity.
- use technology to communicate and collaborate with peers, parents, and the larger community in order to nurture student learning.

6 SOCIAL, ETHICAL, LEGAL, AND HUMAN ISSUES.

Teachers understand the social, ethical, legal, and human issues surrounding the use of technology in PK-12 schools and apply those principles in practice. Teachers:

- model and teach legal and ethical practice related to technology use.
- apply technology resources to enable and empower learners with diverse backgrounds, characteristics, and abilities.
- identify and use technology resources that affirm diversity
- promote safe and healthy use of technology resources.
- facilitate equitable access to technology resources for all students.