# APPLICATION FOR ADMISSION TO THE

# MUSIC EDUCATION

# PROFESSIONAL SEQUENCE

The Music Education Professional Sequence comprises the following upper-division courses:

* MEMT 330 Reh/Cond Cl: Band
* MEMT 331 Reh/Cond Cl: Choral
* MEMT 332 Reh/Cond Cl: Orch
* MEMT 350 Adv Reh/Cond Cl: Band

or

* MEMT 351 Adv Reh/Cond Cl: Choir

or

* MEMT 352 Adv Reh/Cond Cl: Orch
* MEMT 407 Excptnl Child in ME
* MEMT 408 Vocal Pedagogy
* MEMT 420 Tch Elem & Sec Gen Mu
* MEMT 421 Adv Gen Music Teaching

or

* MEMT 431 Chl Diction for MuEdctrs

or

* MEMT 432 Apprchs to String Ped

or

* MEMT 435 Mrching Band Tech
* MEMT 450 Tchng Choral Music
* MEMT 451 Tchng Instrumental Mus
* MEMT 455 Psychology of Music
* MEMT 498 Student Teaching\*
* MEMT 499 Internship in Tching Music\*
* C&T 359 Literacy in the Content Areas
* SPED 326 Tchg Excpt Chld & Yth
* Upper-division MEMT elective classes as listed on the degree requirement check sheet

\*Students cannot enroll in MEMT 498 & 499 until all other coursework is completed satisfactorily and have received approval from Dr. Jacob Dakon.

Each music education student must apply by the **first Monday in February** of the second year in the program for entrance into the Professional Sequence.

The Professional Sequence application asks students to indicate whether they have been convicted of a felony or a crime involving theft, drugs, or a child. The Kansas State Board of Education considers such matters in granting teacher licensure. Students are also asked to sign the Professional Disposition Assessment for Teacher Education Candidates Acknowledgement Document, indicating that they have read and understood that their professional dispositions will be assessed regularly during their professional coursework and field experiences.

No student may be admitted into the Professional Sequence for a semester during which they will be on academic probation. *Students who have not achieved admission are not allowed to enroll in Professional Sequence coursework.*

Requirements for admission to the Professional Sequence include

1. a cumulative Grade Point Average of 3.00 or higher.

2. grades of C or better in Math 101, English 101, and English 102 or their equivalents.

3. satisfactory completion of “Criteria for Admission” courses as shown on the next page.

4. a one-page essay (12-point font, double-spaced) that responds to the following question: ***As a music educator in your first year of teaching,* *reflect on how your music program could impact the community at large.***

5. a fully completed application form and associated essay (see no. 4) must be submitted to electronically as email attachments to Dr. Martin Bergee, [mbergee@ku.edu](mailto:mbergee@ku.edu).

Students who have been denied admission to the Professional Sequence may reapply but must submit a new application.

## Criteria for Admission to the Music Education Professional Sequence

1. Each of the following courses must be completed with a grade of C or better.

ENGL 101 Composition (or equivalent) 3

ENGL 102 Critical Reading and Writing (or equivalent) 3

MATH 101 College Algebra (or equivalent) 3

2. In addition, music education students must complete each of the following courses with a grade of C or better **except for studio lessons, REC 100 Laboratory in Music Performance, and MTHC 315 Music Theory IV.**  Studio lessons must be completed with a grade of B- or better. REC100 must be completed with a grade of S, and MTHC 315 must be completed with a passing grade.

\_\_\_\_\_\_ 121 Studio Lessons in Major Performance Medium 4 (2 semesters @ 2 credits each; B- or better)

\_\_\_\_\_\_ 221 Studio Lessons in Major Performance Medium 2 (1 semester @ 2 credits; B- or better)

\_\_\_\_\_\_ \_\_\_ Ensemble (Band/Orchestra/Choral) 3 (3 semesters @ 1 credit each)

MEMT 113 PM: Brass 1

MEMT 114 PM: Woodwinds 1

MEMT 115 PM: Percussion 1

MEMT 118 PM: Strings 1

MEMT 160 Principles of Music Education 1

MEMT 230 Performance Clinic: Band 1

MEMT 231 Performance Clinic: Choral 1

MEMT 232 Performance Clinic: Orchestra 1

MEMT 246 Fundamentals of Conducting 1

MEMT 250 Human Musical Learning & Development 2

MTHC 315 Music Theory IV 4 (requires a passing grade)

MUSC 320 Music History I 3

PIAN 284 or equivalent (eligibility for PIAN 288) 2

REC 100 Lab in Music Performance 0 (2 semesters@ 0 credits, graded “S”)

Application Received\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_

## Application for Admission to the Music Education Professional Sequence

*Name in Full*       *KU Student Number*

# Present Address

# Number and Street City State Zip

# Email

**OFFICE ONLY. DO NOT WRITE BELOW THIS LINE**

**Overall Cumulative GPA 1-page essay received \_\_\_\_\_\_**

**Prof. Disp. Form signed \_\_\_\_\_\_ Criminal Background Information Form signed .**

**Grades of C or better:**

Grade Sem

ENGL 101\* 3 MEMT 118 1 MEMT 250 2

ENGL 102\* 3 MEMT 160 1 1 (Ens.)

MATH 101\* 3 MEMT 230 1 1 (Ens.)

MEMT 113 1 MEMT 231 1 1 (Ens.)

MEMT 114 1 MEMT 232 1 MUSC 320 3

MEMT 115 1 MEMT 246 1 PIAN 284\*\* 1

\*or equivalent

\*\*or demonstrated eligibility for PIAN 288

**Grades of B- or better: Grades of S:**

121 2 REC 100 0

121 2 REC 100 0

221 2

**Passing grade:**

MTHC 315 4

#### Status: ( ) Regular Admission ( ) Admission w/Contingencies

**( ) Admission Denied**

Contingencies: \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_

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Authorizing Signature\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_ DATE \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_

**TO: Director of Student Services, School of Music:**

**🞎 CHANGE the code for this student from ME-BME to MEPS-BME.**

**🞎 DO NOT CHANGE the code for this student.**

## Application for Admission to the Music Education Professional Sequence

### Criminal Background Information

*Name in Full*       KU Student Number

**The information below is required of all students in a teacher education program at the University of Kansas. Your truthful response to these questions is mandatory.**

A. Have you ever been convicted of a felony? No Yes

If yes, please attach a copy of the court documents regarding conviction.

B. Have you ever been convicted of ANY crime involving theft, drugs, or a child? No Yes

If yes, please attach a copy of the court documents regarding conviction.

C. Have you ever entered into a criminal diversion agreement after being charged No Yes

with any offense described in Question A or B?

If yes, please attach a copy of the diversion agreement.

D. Are criminal charges pending against you in any state involving any of the offenses No Yes

described in Question A or B?

If yes, please attach a copy of the court documents regarding your case.

E. Have you ever had a teacher’s or school administrator’s certificate or license denied, No Yes

suspended, revoked or been the subject of other disciplinary action in any state?

If yes, please indicate the action taken: 🞎 denied, 🞎 suspended or 🞎 revoked.

Which state(s)?

Please attach a copy of the documents regarding the official action taken.

F. Is disciplinary action pending against you in any state regarding a teacher’s or No Yes

administrator’s certificate or license?

If yes, please attach a copy of the official documents regarding the action pending

against you.

G. Have you ever been disbarred or had a professional license or state issued No Yes

certificate denied, suspended, revoked or been the subject of other disciplinary

action regarding any profession in Kansas or any other state?

If yes, please indicate the action taken: 🞎 denied, 🞎 suspended or 🞎 revoked.

Which state(s)?

Please attach a copy of the documents regarding the official action taken.

H. Have you ever been terminated, suspended, or otherwise disciplined by a local No Yes

Board of Education for falsifying or altering student tests or test scores?

If yes, which district(s)? When?

I. Have you ever falsified or altered assessment data, documents, or test score reports No Yes

required for licensure?

If yes, which state(s)? When?

**I certify that the information on this application is true and complete to the best of my knowledge. I understand that any misrepresentation of facts may result in a denial of admission to the Professional Sequence.**

**\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_**

Signature of Applicant Date

## Application for Admission to the Music Education Professional Sequence

### Rubric for Essay

**Student name:**

**Date:**

**Respond to the following:** *As a music educator in your first year of teaching,* *reflect on how your music program could impact the community at large.*

Your essay must be double-spaced, in 12-point font, and approximately 1 page in length. A score of 9 on the rubric shown below is needed to meet the criterion for this assessment.

**Rubric**

|  | **1-2** | **3-4** | **5-6** |
| --- | --- | --- | --- |
| 1. **Articulation of Argument** |  Student demonstrates little or no ability to articulate a clear and linear argument.   ≥ 2 formatting guidelines are incorrect and/or contains ≥ 4 spelling and/or grammatical errors. |  Possesses a somewhat clear and linear argument.   The essay contains 2 to 3 spelling and/or grammatical errors, and/or 1 formatting guideline is incorrect. |  The student presents a clearly articulated and linear argument; there is a clear flow among the presented ideas.   The essay contains ≤ 1 spelling and grammatical errors, and is formatted correctly. |
| 1. **Validity of Argument (Topic Specific & Realistic)** |  The essay lacks a valid example addressing the topic. |  The essay provides one to two valid examples addressing the topic. |  The essay provides at least three valid examples addressing the topic. |

## Educator Preparation Programs

## Professional Disposition Assessment for Advanced Degree Candidates Acknowledgment Document

The various educator preparation programs at the University of Kansas are committed to developing successful educators. Our mission is to serve Kansas, the nation and the world by (1) preparing individuals to be leaders and practitioners in education and related human service fields, (2) expanding and deepening understanding of education as a fundamental human endeavor, and (3) helping society define and respond to its educational responsibilities and challenges.

Candidates must interact effectively with students, families, colleagues and communities in ways that properly reflect their profession and standards. Dedicated to cultivating exceptional educators, KU’s School of Education, according to state and national accreditation regulations, works to ensure that our advanced educator candidates have the proper personality, attitudes, values, and beliefs to be effective in serving a diverse group of students; are learned persons, who are excited about children learning; and have knowledge in not only the subject matter, but in conveying their lessons clearly and accurately to their students.

**Standards**

It is expected that all candidates develop professional dispositions as they progress through the Educator Preparation Programs. Therefore, candidates will be assessed multiple times on the following expectations:

1. **Research and best practices:** Candidates display a dedication to using research in their pedagogy. In addition, they value teaching to high standards and using scientifically based teaching practices.
2. **Content and pedagogical knowledge:** Candidates demonstrate high standards and expectations for their students. They exhibit respect for individual differences and vary teaching practices in ways that allow all students the opportunity to learn. Their teaching content is positive and proactive and based on measuring and developing student learning.
3. **Professionalism:** Candidates provide and accept critiques on teaching, understand and comply with laws and regulations, behave appropriately in all situations, take strong ethical stands, and collaborate with other professionals to improve student learning.
4. **Communication methods:** Candidates deliver their lessons in caring, fair, professional, respectful and responsible ways. In both written and verbal communication, they interact effectively, empathetically, and honestly with the diverse groups they serve, including students, parents, and colleagues to ensure that all children can learn.

**Assessments**

To ensure that our candidates are meeting these high expectations, all educator preparation programs will assess professional dispositions during the candidate’s professional coursework and field experience in their classroom. The information gathered from these assessments will be shared with both the candidate and his/her academic advisor. If a student does not conform to these expectations on semester-based disposition assessments, they will not be allowed to complete the program. Your signature signifies that you have read and agree to these dispositional expectations.

*Candidate’s Signature KUID Number Date*