The University of Kentucky, School of Music
RANK II Program in Music Education

Curriculum Contract/Guidesheet

The purpose of the Rank II in Music Education Program is to provide music teachers a planned professional development program to grow in knowledge and skills as a music teacher.

Rank II may be completed by satisfying all requirements for a Master of Music Degree in Music Education, Plan A or Plan B and Core courses (30 cr. total), portfolio requirements, and a final written and oral exam.

Entrance Requirements:
1. Bachelor's degree in music education or equivalent.
2. Completion of UK Graduate School and School of Music admissions requirements.

Program Plan:
1. Completion of 30 semester credits at 500 level and above, including the core courses:

   Core:
   - MUS 600 Research I 3 cr.
   - MUS 601 Foundations of Music Education 3 cr.
   - Music History and Literature 3 cr.
   - Music Theory (MUS 578 or higher) 3 cr.

   Plan A:
   - Thesis 6 cr.
   - Music Education Electives 6 cr.
   - Music Electives 6 cr.

   Plan B:
   - Specialized Area of Study 12 cr.
     - Instrumental Teaching
     - Choral Teaching
     - General Music Teaching
     - Conducting
   - Music or Education Electives 6 cr.

2. Courses selected from all three areas of the Conceptual Framework:

3. A minimum of a 3.00 GPA must be maintained at all time during the program.

4. Each candidate is required to maintain a Working Portfolio throughout the Rank II Program in Music Education. The candidate will submit an Eligibility Portfolio for review upon completion of every ten semester credits and at the end of the program. (See Appendix)

5. A videotape of recent teaching. (See attached guideline)
Requirements:

At admission into the Rank II in Music Education program, apart from meeting minimum criteria for admission, each candidate must take a music placement exam.

For retention, each candidate is required to maintain a Working Portfolio throughout the Rank II Program in Music Education. The candidate will submit an Eligibility Portfolio for review by his/her advisor upon completion of every ten semester credits.

For assessing Theoretical Knowledge:
1. Papers and notes from coursework with explanations and reflections of difficulties encountered, steps taken to overcome them, success, failures, and assessment of how a course affected the candidate.
2. Readings from within and outside of coursework with reflections on applicability to candidate’s goals and interests.

For assessing Subject Knowledge:
1. Reports on musical performances participated, directed, or attended, and significance to the musical growth of the candidate.
2. Reports of special projects, announcements, articles, reviews, audio tapes, video tapes of events, compositions and arrangements.
3. Theoretical and historical analysis of a chosen musical work and relating such analysis to a relevant teaching situation.

For assessing Practical Knowledge:
2. Paper identifying strengths and weaknesses of curricula units and plans for improvement.
3. Critiques of school musical performances and writing related to school and community functions.
4. Reflections on professional growth, reports of professional workshops, assessment of effect on student learning.

At the end of the program, the cumulative portfolio and a videotape of classroom teaching (30 minutes) taken within the past three months will be assessed by the music education faculty to identify personal, professional and instructional changes that have taken place since admission and that the candidate shows evidence of effective music teaching, classroom management, music performance proficiency, and attainment of professional goals.
The Graduate Program in Music Education at the University of Kentucky provides experienced music teachers the opportunities for continued professional development and leads to Advanced Teacher Certification in Kentucky. The graduate program is based on the conceptual framework of three concentric and overlapping circles: with Circle One at the core. The program prepares teachers to meet MENC guidelines as well as the Kentucky Experienced Teacher Standards.

A. Conceptual Framework

Circle One—Courses related to Theoretical Knowledge: The teacher will familiarize him/herself with new issues in music education, formulate own philosophy of music teaching, apply insights gained from the history of music education into current trends, acquire techniques to research and evaluate music teaching-learning situations.

Circle Two—Courses related to Subject Knowledge: The teacher will sharpen and expand music performance skills, acquire new musical knowledge, broaden discrimination skills as a musician, and refine techniques as a music conductor or director.

Circle Three—Courses related to Practical Knowledge: The teacher will integrate all skills and translate them into effective teaching in the skills. The teacher will reflect on the strengths and weaknesses of his/her own delivery of instruction, design plans to improve teaching effectiveness, devise learning situations for better learners, create curriculum content and schedule for own use, create peer and self-evaluation plans and do follow-up review of these plans.

B. Experienced Teacher Standards for Preparation and Certification

Standard 1: The teacher provides professional leadership within the school, community, and education profession to improve student learning and well being. Courses in Circle 3

Standard 2: The teacher demonstrates content knowledge within own discipline and in application to other disciplines. Courses in Circle 2

Standard 3: The teacher designs/plans instruction that develops student abilities to use communication skills, apply core concepts, become self-sufficient individuals, become responsible team members, think and solve problems, and integrate knowledge. Courses in Circle 4

Standard 4: The teacher creates a learning climate that supports the development of student abilities to use communication skills, apply core concepts, become self-sufficient individuals, become responsible team members, think and solve problems, and integrate knowledge. Courses in Circle 1

Standard 5: The teacher introduces/implements/manages instruction that develops student abilities to use communication skills, apply core concepts, become self-sufficient individuals, become responsible team members, think and solve problems, and integrate knowledge. Courses in Circle 3

Standard 6: The teacher assesses learning and communicates results to students and others with respect to student abilities to use communication skills, apply core concepts, become self-sufficient individuals, become responsible team members, think and solve problems, and integrate knowledge. Courses in Circle 1 and 3

Standard 7: The teacher reflects on and evaluates teaching/learning. Courses in Circles 1 and 3

Standard 8: The teacher collaborates with colleagues, parents, and other agencies to learn, implement, and support learning programs that develop student abilities to use communication skills, apply core concepts, become self-sufficient individuals, become responsible team members, think and solve problems, and integrate knowledge. Courses in Circles 1 and 3

Standard 9: The teacher evaluates overall performance in relation to Kentucky's learner goals and implements a professional development plan. Courses in Circles 1, 2, and 3

Standard 10: The teacher uses technology to support instruction, access and manipulate data, enhance professional growth and productivity, communicate and collaborate with colleagues, parents, and the community, and conduct research/solve problems. Courses in Circles 1, 2, and 3

C. MENC Professional Development for Music Educators

1. Personal development by maintaining self-motivation, acceptance of diversity, communication skills, maturity, objectivity in self-assessment, leadership and participation in policies affecting music education. Courses in Circles 1, and 3
2. Intellectual development by increasing or continuing knowledge of research pertaining to music education and related areas, require thinking skills to teaching and learning music, maintaining a researcher's attitude toward instruction and evaluation

Courses in Circle 1


Courses in Circles 2

4. Instructional development by:
   - applying a unique philosophy as a foundation for teaching music
   - learning to teach music to diverse populations including special learners
   - learning to teach music in higher education
   - contributing to curriculum assessments and evaluations
   - relating music to other arts and disciplines
   - increasing competence in music teaching and planning
   - expanding competence in classroom management
   - gaining competence to supervise student teachers and interns

Courses in Circles 1 and 3

Music Courses for each Circle of the Conceptual Framework

Circle 1  Theoretical Knowledge
MUS 506  Research I (3)
MUS 509  Foundations in Music Education (3)
MUS 654  Music and Special Learners (3)
MUS 665  Physiology and Functioning of the Singing Voice (3)
MUS 707  Tests and Measurements in Music (3)
MUS 766  Seminar in Music Education (3)  Various topics
MUS 770  Psychology of Music (3)

Circle 2  Subject Knowledge
All courses at the 500 level and above in music performance, music theory, music history and literature.

Circle 3  Practical Knowledge
MUP 558  Conducting (1-4)
MUP 558  Conducting (1-4)
MUS 547  Applications of Music Technology (3)
MUS 550  Topics in Music Education (1-3)  Various topics
MUS 560  Orff Schulwerk I-II  III (2)
MUS 561  Orff Certification. Level I, II, III (2)
MUS 583  Music in Early Childhood (3)
MUS 560  Music Education Workshop (1-4)  Various topics
MUS 666  Advanced Music Education Methods and Materials (3)
MUS 667  Marching Band, Choral, General Music, Middle School Choral, Orchestra, Technology
MUS 668  Materials, Techniques, and Literature of Voice Training (3)
MUS 681  Advanced Rehearsal Techniques Band (3)
MUS 753  Advanced String Methods and Materials (3)
MUS 754  Research II (3)
MUS 756  Music Learning and Behavior (3)
MUS 762  Music in Higher Education
MUS 770  Psychology of Music
# University of Kentucky
## SCHOOL OF MUSIC
### Rank II in Music Education
#### Advising Sheet

**Name:**

**Teaching Area:**

**Statement of Professional Objectives:**

---

### Course work in Theoretical Knowledge

<table>
<thead>
<tr>
<th>Course Title</th>
<th>University</th>
<th>Date</th>
<th>Credit</th>
</tr>
</thead>
<tbody>
<tr>
<td>MUS 600</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>MUS 601</td>
<td></td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

### Course work in Subject Knowledge

<table>
<thead>
<tr>
<th>Course Title</th>
<th>University</th>
<th>Date</th>
<th>Credit</th>
</tr>
</thead>
<tbody>
<tr>
<td>MUS 578 (or equivalent)</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Music History</td>
<td></td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

### Course work in Praxial Knowledge

<table>
<thead>
<tr>
<th>Course Title</th>
<th>University</th>
<th>Date</th>
<th>Credit</th>
</tr>
</thead>
</table>

### Others:

---

**Entrance Date**

**Portfolio**

**Approved By**

**Final Exam Date**

**Total Hours**

**Adviser**

---