



TEXAS WOMAN'S UNIVERSITY  
School of the Arts  
**Department of Music and Drama**

**Undergraduate Music Major Handbook**  
2016-2017

THIS PUBLICATION IS AN OFFICIAL DEPARTMENTAL DOCUMENT

Policies and Guidelines are current  
and supplement the TWU Undergraduate Catalog

July 20, 2016

Welcome to the TWU Music Department:

On behalf of the music faculty of TWU, I extend a cordial welcome to all new students and a welcome back to continuing students. This handbook contains information on general department policies, procedures, and requirements, as well as specific curricular requirements for each of the music programs offered at TWU. You are responsible for the information contained herein, so take the time to become familiar with it and do not hesitate to ask any questions you may have. Although you will be assigned a faculty advisor based on your particular major, keep in mind that their role is advisory only; as a student you are ultimately responsible for awareness and completion of the requirements for your particular program.

Note that requirements change periodically as programs are developed to reflect new standards, state guidelines, and current practice in the field. There exists a possibility that the degree plan in effect when you first enroll at TWU will be modified to some extent over time, for example, when a new course replaces an existing course and the latter is no longer offered. You are expected to schedule an appointment with your advisor each semester for registration advising and reviewing progress toward your degree. Be sure you are familiar with the TWU core curriculum and graduation requirements.

The Degree Audit Reporting System (DARS), accessible through the TWU portal account, allows undergraduates to follow their progress towards fulfillment of degree requirements. A DARS audit form must be completed in consultation with your advisor and filed with the university a year prior to graduation. Tuesday and Thursday afternoons, 1:30-2:30, is recital hour and must be kept free of classes and lessons by undergraduate music majors.

All music students should get in the habit of checking your TWU email account and the department bulletin boards on a regular basis for announcements that pertain to you. Be sure to complete a student information form (available at <http://www.twu.edu/downloads/music/Untitled1.pdf>) for your department file at the beginning of each semester and return it to Lori Richman in the Music Office.

The music faculty is dedicated to assisting you in reaching your educational and professional goals. Do not hesitate to approach the faculty for assistance or guidance with questions or concerns that may arise.

Sincerely,

Dr. Pamela Youngblood  
Professor of Music  
Chair, Department of Music & Drama

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## **BECOMING A MUSIC MAJOR**

- Students must apply and be accepted by TWU.
- Students must complete a satisfactory audition of standard repertoire for their instrument or voice classification for a full-time TWU music faculty committee.
- Designated audition dates will occur each spring; however auditions may be scheduled as needed until the first week of classes.
- Failure to complete these requirements will result in denial of admission to the major.
- Upon admission as music majors, students must maintain a minimal GPA of 2.75 and continue to meet all of the criteria set forth in the music major handbook for their individual degree track. Please note that maintaining the minimum 2.75 GPA alone does not guarantee ongoing enrollment in the program.

## **ADVISING**

- Music Majors are assigned a music faculty advisor (see Music Department website) and are expected to schedule regular advising appointments prior to registering for classes each semester. Ultimate responsibility for correct course registration lies with the student.
- FTIC (First Time in College) students are officially advised by the Academic Advising Center but should meet with a music faculty advisor as well.
- The music course rotation schedule is available on the Music Department website and may be helpful in planning future semesters. Due to enrollment fluctuations and unforeseen needs, this schedule is subject to change.
- Additionally, the music faculty will conduct an advisory review (Music Major Second Semester Advisory) for each student in his/her second semester of study at TWU.

## **COURSE TRANSFER CREDIT**

- Initial transfer evaluations are completed through the Office of Admissions for students who are transferring from another school. Due to the wide variety of music course titles, credit assignments, etc., used by different schools, students should confer with their music advisor regarding their particular music course transfer status. Students who wish to transfer music courses from other accredited universities while enrolled at TWU must receive prior approval from their advisor and the department chair.

## **PLACEMENT EXAMINATIONS**

- Auditions will be held for vocal concentration majors on the Thursday morning prior to the beginning of classes for the purpose of determining placement in lessons or voice class. Only those incoming voice students who are already placed in a vocal studio, or who have successfully completed an entrance audition, are exempt from this examination.
- Music history, music theory, and sight-singing placement exams for transfer students who have completed a two-year undergraduate theory/aural skills sequence, and/or a one-year music history sequence are administered the week prior to both the Fall and Spring semesters. (Note that music appreciation and music literature courses do not qualify as music history courses).

## **COURSE GRADE REQUIREMENTS FOR MUSIC MAJORS**

- Undergraduate music majors must earn a minimum of a “C” in all course work in music (MU prefix). Students receiving a grade of “D” or “F” must repeat the music course, if applied to the degree program. Music education and music therapy majors are expected to achieve and maintain an academic grade point average (GPA) of 3.0 in their major coursework (e.g., music education, music therapy) with no grade below B in music education and music therapy classes and with an overall minimum GPA of 2.75. Music performance and music-liberal arts majors are expected to achieve and maintain a minimum overall academic grade point average of 2.75.

- Music Theory and Aural Skills: In order to progress to the next course in the music theory/aural skills course sequence, students must achieve a grade of at least C (70%) in both written theory and aural skills. In other words, students must earn a grade of C or higher in both Theory I and Aural Skills I to enroll in Theory II and Aural Skills.

## **ACADEMIC INTEGRITY**

- The department of music actively supports the values of honesty, trust, fairness, respect, and responsibility. Refer to the TWU Student Handbook for detailed information regarding student conduct.
- Honesty in completing assignments is essential to the mission of the university and to the development of the personal integrity of the student.
- Academic dishonesty of any type, including cheating, plagiarism, failing to give credit to composers or authors, copying, falsifying, or engaging in any other form of dishonesty will not be tolerated and will result in appropriate sanctions that may include failing an assignment, failing the class, or being suspended or expelled. Suspected cases in this course may be reported to Student Life. The specific disciplinary process for academic dishonesty is found in the TWU Student Handbook.
- Tools to help avoid plagiarism are available through the TWU Libraries at:  
<http://www.twu.edu/library/tutorial/plagiarism/player.html>

## **ENSEMBLE PARTICIPATION**

- Music majors are expected to participate in a variety of ensembles appropriate for the student's instrument. Current ensemble offerings include Concert Choir, Chamber Singers, University Chorus, Opera Ensemble, Wind Symphony, University Band, Chamber Orchestra, Jazz Ensemble, Pioneer Pep Band, and chamber ensembles of like and mixed instruments.

- Full time undergraduate music majors are required to be in Concert Choir (or Chamber Singers for male students), University Chorus, Wind Symphony, University Band, or Chamber Orchestra, corresponding to their primary instrument each semester that they are enrolled.
- The only exception to this policy is students who have piano, organ, or guitar as their principal instrument. These students are required to be in Concert Choir (or Chamber Singers for male students), University Chorus, Wind Symphony, or Chamber Orchestra for a minimum of four semesters. Fulfillment of the remaining ensemble requirements is determined by the student's advisor in consultation with the department chair.
- Music scholarship recipients are required to participate in TWU ensembles as stipulated by the department each semester.

### **RECITAL ATTENDANCE**

- All undergraduate music majors must attend a minimum of 13 performances (eight for part-time students) each semester.
  - 10 (5 for part-time students) must be music performances (including the annual Honors Recital).
  - 1 TWU dance production, 1 TWU drama production, AND 1 TWU visual arts production.
- Vocal students are required to attend at least one instrumental or piano student recital and instrumental and piano students are required to attend at least one vocal student recital. Attending a student recital hour performance, capstone performance, junior recital, senior recital, or master's recital will fulfill this requirement.
- Failure to meet these requirements impacts the applied music grade. Each performance missed will be worth 3% of the final grade, with a 25% maximum lowering of the grade.
- An attendance sheet will be available at all music performances on the TWU campus. The student is required to sign in. The completed attendance sheet will be submitted to the music office, and information compiled for review by the faculty.

- For off-campus performances, the student should bring a copy of the performance program to their studio instructor for signature, and then take it to the Music Office and complete an event form to document attendance.
- School of the Arts Culture Cards, available in the Music Office at the beginning of each semester, must be stamped to record attendance at each dance, drama, and visual art event.
- **Approved Performances**
  - All music department-sponsored performances on the TWU campus (students, faculty, ensembles, guest performers).
  - Student Recital Hour performances: Tuesday and Thursday from 1:30 PM – 2:30 PM.
  - Performances or programs in the School of the Arts at TWU outside of music (drama, dance, visual arts).
  - Off-campus music performances can be only counted with prior approval of the studio teacher (maximum of three per semester).
  - Performances in which the student is performing can be counted as part of the total required (maximum of three per semester) if the student attends the entire performance.
  - Attendance at the annual Honors Recital, held during the Spring semester, is required of all music students.

## **SPECIAL EVENTS**

- Each fall and spring semester undergraduates will have several departmental events which they are required to attend. A list of the times and dates of these events will be provided at the beginning of the semester.
- Failure to attend the required departmental events will result in a deduction of points from your final applied lesson grade.
- Many of these events will count towards your required recital attendance hours for the semester.

## **WEEKLY RECITAL HOUR RESPONSIBILITIES**

- Woodwind, Brass, and Percussion recital hour sign-up, instructions, and program forms are found on the bulletin board across from Music Office 204.
- Vocal students' Tuesday/Thursday recital hour program information forms must be received in the music office at least one full week before the scheduled performance. The form requires signatures of the student's studio teacher and accompanist before delivery to the music office.

## **APPLIED LESSONS**

### **Minimum Lesson Requirements**

- All undergraduate music majors must be enrolled for private studio instruction on their major instrument until they have completed the required number of jury examinations and semester credit hours for their concentration, according to the requirements of their degree plan.
- Weekly studio classes are included as part of studio instruction on all instruments and voice.

### **Levels of Registration**

- Freshmen and all students with 60 or fewer earned credit hours taking private lessons should register for the 2000 level of instruction.
- Students with more than 60 earned credit hours should register for the 4000 level of instruction.

### **Individual Applied Lessons**

- Applied lessons in a student's area of instrumental or vocal concentration are required for all music majors as part of their degree plans.
- Students who wish to have individual lessons in an area that is not their concentration must seek approval from the department chair and may be required to audition for the music faculty at the beginning of the semester before receiving individual lessons. Approval for individual lessons will be based, in part, on the availability of appropriate faculty to teach those lessons and on participation in department music ensembles.

## **END-OF-SEMESTER JURIES**

- All undergraduate music majors and minors taking private lessons are required to perform in an end-of-semester jury each semester.
- Students who successfully perform a degree recital or on the Honors Recital during the semester may request an exemption from the end-of-semester jury; this exemption may be granted by the private lesson teacher.
- Multiple members of the faculty, including the student's private lesson instructor when possible, will comprise the jury panel.
- Juries will generally be held on the Thursday, Friday, and Saturday of the last week of classes; it is advisable that students and lesson instructors maintain a flexible schedule on those days.

## **BARRIER JURY EXAM**

- Music major students who begin their collegiate study at TWU (FTIC) will attempt the barrier exam during the fourth semester of private study.
- Transfer students are allowed a maximum of four semesters at TWU before taking the barrier exam.
- Successful completion of the barrier exam qualifies the student to proceed with the performance capstone process.
- The barrier exam will be scheduled for a longer duration than the regular end-of-semester jury.
- Multiple members of the faculty, including the student's private lesson instructor, will comprise the jury panel.
- Students who do not pass the barrier exam will be allowed a second attempt in the subsequent semester.
- After two unsuccessful barrier exam attempts, the student will no longer be allowed to be a music major and music faculty will advise the student into an alternative program.

## **PERFORMANCE CAPSTONE**

- The performance capstone is designed to demonstrate a synthesis of what the student has learned musically, artistically, and in all performance aspects on the principal instrument. It is expected that a student and teacher will prepare for at least one year between the student's passing of the barrier exam and the performance capstone. (For example, if a student passes the barrier at the end of a spring semester, it is expected that the performance capstone will be presented no earlier than the following spring).
- The performance capstone will consist of a minimum of 15-20 minutes of music. It will be preceded by a hearing at least two weeks before the performance and will be typically be performed in studio class or at 5:30 p.m. in Eberly Recital Hall or Room 317.

## **DEGREE RECITAL RESPONSIBILITIES**

- For full recitals (junior or senior) a student should submit fully-formatted program information to the music office in Microsoft Word format at least one full week before the scheduled performance. Vocal translation inserts are the responsibility of the student and must be submitted in final format by the above deadline. Program copy must be proofread by the student and teacher following preparation in the music office, before submitting for printing. Note that this requires advance planning.
- All department recital programs must follow a standard design format.
- Degree recitals must be recorded for departmental records. The use of individual photographic and/or recording equipment during recitals is not permitted. Recording is arranged with the Margo Jones technical director who maintains the original recording. Students may order personal copies of senior recitals from the technical director.
- Recital Hearing: Students who will present junior, senior, capstone performance, final project, or special project recitals for degree plans must present a pre-recital hearing for faculty members at least two weeks before the scheduled performance.

## RECITAL FEES

Type of Recital	Performance Capstone	Junior Recital or B.A. Project Recital	Senior Recital	Graduate Recital
Accompanist fee (payable directly to pianist)	None	\$100	\$125	\$150
Recital fee (payable to music office, if by check, made payable to Friends of Music)	\$10	\$25	\$25	\$25

## PERFORMANCE FACILITIES

Recitals should be scheduled well in advance of the performance date utilizing the Use of Facilities Request Form found on the music website, subject to the following provisions:

- Junior recitals may be scheduled in MJPH if given during the 5:30 – 6:45 PM time period.
- Recitals beginning at 5:30 PM must be concluded by 6:45 PM to allow time to prepare the stage for 7:30 PM performances. If a junior has participated in or has been selected for the honors recital, MJPH may be used for a 7:30 PM recital, if approved by the instructor. Otherwise, 7:30 PM junior recitals are to be presented in Eberly Recital Hall or another appropriate facility approved by the studio teacher. Exceptions to this policy are subject to program requirements that use the organ, duo pianos, or space considerations unique to MJPH.
- Otherwise, the recital time (afternoon or evening) is left to the discretion of the studio teacher and is subject to facility availability.
- All special technical requests regarding lighting, sound, set up, etc., must be submitted to the MJPH technical director on the appropriate form at least two weeks prior to the scheduled event.
- Post-recital receptions are the responsibility of the student. The kitchen in MJPH can be used for storage and preparation of refreshments. Cleanup is the student's responsibility.

## **PERFORMANCE MAJOR AUDITION**

- Undergraduate students desiring to major in performance will be admitted to the performance track provisionally until they have successfully completed the performance major entrance audition. (Please note: this audition is separate and distinct from the general audition to be a music major which occurs at the beginning of study).
- The performance major audition must be successfully completed during the fourth semester of study for entering freshmen and by the second semester of study for undergraduate transfer students.
- This audition will be performed mid-semester during a 1:30 pm recital hour time for a panel of three full-time faculty who represent all areas of applied study (keyboard, instrumental, and vocal) assembled specifically for this purpose.
- Students will prepare 5-7 minutes of material for the audition.
- Students can only audition for performance major once.
- Students who do not pass the audition can continue to major in music (e.g., music education, music therapy, music-liberal arts, pedagogy), but cannot pursue a major in music performance at TWU.

## **CARE OF TWU INSTRUMENTS AND EQUIPMENT**

- Students are responsible for taking appropriate care of all TWU property, including musical instruments and equipment.
- The Music Department provides, for the educational use of students, many high quality pianos, wind, string, and percussion instruments, as well as computers and other classroom and lab equipment.
- It is a violation of TWU's Student Code of Conduct to damage or otherwise misuse TWU property, for which sanctions may be imposed, ranging from warning or loss of privileges to suspension or expulsion.
- Nothing is to be placed on pianos other than sheet music. Students are NOT permitted to place food, drinks, books, backpacks, clothing, or any other items on the pianos. Violations observed in this regard should be reported to the Music Office, Rm. 114, or call (940) 898-2500, immediately.

## **INSURANCE**

- TWU does not carry insurance for loss of instruments, music, or valuables. Students are strongly advised to take out personal instrument insurance with their agents.

## **LOST & FOUND**

- Items found in the Music Building and in Margo Jones Performance Hall should be brought to the Music Office.
- Check with staff in the Music Office to claim a lost item.
- Unclaimed items are disposed of each summer.

## **STUDENT LOUNGE**

- The Student Lounge (Room 104) is available for use by all music students. The facility can be used for receptions and meetings when cleared through the Music Office. Do not leave valuables unattended in this lounge.
- Please assist in keeping the lounge clean and neat.

## **PRACTICE ROOMS**

- Practice rooms are located on the second and third floors of the Music Building. Sign-up sheets to reserve a time/day are posted on each practice room door prior to the start of the semester.
- The Music Building is unlocked and available at the following times:
  - Monday – Thursday 7 AM to 9 PM
  - Friday 7 AM to 8 PM
- Music majors may obtain access to the Music Building by swiping their TWU ID in the card reader located on the east entrance (across from the ASSC) at the following times :
  - Monday-Thursday 9 PM to Midnight
  - Friday 8 PM to 10 PM
  - Saturday 9 AM to 9 PM
  - Sunday 9 AM to 11 PM

## **PIANO LAB**

- The piano lab, located in Room 220, is open Monday through Friday, 8:00 AM to 5:00 PM.
- The keyboards in the lab are available for use by individual students during these hours except when classes requiring use of the lab are scheduled. The class schedule is posted on the lab door.
- Food and beverages are not allowed in the lab.

## **COMPUTER LABS**

- Computers are located in the Media Lab, Room 223, and are available to students Monday through Friday, 8:00 AM to 5:00 PM.
- Food and beverages are not allowed in the lab.
- When Room 223 is unavailable, there are several open access computer labs located throughout the University with extended evening and weekend hours.
- Finale is available on the computers in Room 223 and on multiple computers in the Blagg-Huey Library.

## **SECURITY**

- Direct phone lines to the Department of Public Safety (DPS) are found on the main floor (next to the elevator), in the inner lobby of Margo Jones Performance Hall, and in the third floor hallway (mid-way).
- These phones can be used for any reason that requires police assistance. Leaving the phone off the hook will bring an officer to the location.

## **STUDENT ORGANIZATIONS**

Membership information, faculty sponsors, and activities are located on the music website, posted on department bulletin boards, and available from student officers.

- American Choral Directors Association
- Pioneer Music Educators Association
- Sigma Alpha Iota
- Student Association for Music Therapy
- Phi Mu Alpha Sinfonia

### **PI KAPPA LAMBDA – Kappa Omicron Chapter**

Founded in 1918, Pi Kappa Lambda is the only music honor society that is a member of the Association of College Honor Societies. Induction into the society recognizes the highest in student achievement in music performance, scholarship, composition, and creative teaching.

- Purpose of Pi Kappa Lambda
  - The purpose of this Society is to provide an organization dedicated to the furtherance of music in education and education in music in colleges, universities, and other institutions of higher learning, which offer music degree programs in one or more fields.
  - The primary objective of the Society is the recognition and encouragement of the highest level of musical achievement and academic scholarship.
  - The Society is convinced that recognizing and honoring persons who have enhanced their talents by serious, diligent, and intelligent study will stimulate others to do the same.
  - For further information, visit the Pi Kappa Lambda website:  
<http://www.pikappalambda.org/#sthash.ylwy6y5X.dpuf>

## **SCHOLARSHIPS**

- TWU music students are eligible for scholarship support from a wide array of sources, both within and outside of TWU. All students seeking financial aid are strongly encouraged to apply for assistance in the form of scholarships, grants, and loans through the TWU office of financial aid at: <http://www.twu.edu/finaid/>. This site provides comprehensive financial aid application information and resources available to all TWU students.
- Music-specific scholarships are awarded annually via formal scholarship auditions. For further information go to: <http://www.twu.edu/music/scholarships.asp>
- Students accepting department scholarship assistance are required to sign a statement of intent to attend Texas Woman's University. Students currently receiving music scholarship aid from another institution must receive a written release from the music executive of that school prior to accepting any award from Texas Woman's University.
- In-state tuition rates may apply to out-of-state students receiving TWU scholarship assistance totaling at least \$1,000. Undergraduate students from neighboring states may qualify for special tuition rates -- contact the Office of Admissions for complete details.

## **HONORS**

- The annual honors recital features talented graduate and undergraduate performers whose selection is based upon a formal audition judged by a panel of professional musicians. To be eligible to audition for the honors recital, a student must be a music major, be enrolled in private lessons, and receive the nomination of his/her private instructor. The outstanding performer designation, both undergraduate and graduate, is made by the judging panel; their selections are announced at the honors recital. The names of recipients appear permanently on a plaque in the music office.
- Sigma Alpha Iota recognizes outstanding music student leaders each year with citation and merit scholarship awards.

- The Leman Award is made to an outstanding graduating senior for performance and academic excellence. The award is available to all Dance, Drama, Music, and Visual Arts students and can be applied for by submission of a formal application at the beginning of the senior year.
- The Presser Award is given annually to an outstanding music major at or after the end of her/his junior year and is intended to provide substantial financial support during the student's senior year. This prestigious award is based on demonstration of excellence and merit. Funding of this award is provided by the Presser Foundation, namesake of Theodore Presser, founder of the music publishing company that bears his name. TWU's department of music is one of a select group nationwide selected by the Presser Foundation to receive this distinctive award each year.

### **PIANO PROFICIENCY REQUIREMENT**

- All music majors must demonstrate proficiency of functional piano skills.
- Most students will take the piano proficiency exam while enrolled in KM III.
- Students transferring the equivalent of the Keyboard Musicianship sequence (I – III) or any other class piano or applied piano coursework must take the piano proficiency exam at the end of their first semester at TWU.
- Choral music education students must complete the piano proficiency requirement prior to enrolling in Functional Piano I.
- Choral music education students must complete the piano proficiency prior to MU 3432 Secondary Methods and Literature I
- Music therapy students must complete the piano proficiency exam before enrolling in Level I Practicum.
- Music performance students must complete the piano proficiency exam prior to their junior recital
- Liberal arts-music students must complete the piano proficiency exam by the semester they have completed 60 credit hours.
- Piano proficiency exams are held every semester during finals week.

## PIANO PROFICIENCY EXAM PREPARATION GUIDE

The following information can be used to prepare for the Piano Proficiency Exam. The page numbers can be clicked for PDFs of the examples.

TECHNIQUE - Alfred II, pgs. [12-13](#), [44-46](#), [80-81](#), [102-103](#), [140-142](#)

- All major and harmonic minor scales, hands together, two octaves, parallel, with correct fingering in a steady tempo
- All major and minor arpeggios, hands together, two octaves, parallel, with correct fingering in a steady tempo
- All major and minor triad inversions, hands separately with correct fingering
- Chord progressions in all major and minor keys with both hands playing three-note triads, hands together, memorized
  - pg. [40](#) (top of page), I-IV6/4-I-V6/5-I
  - pg. [42](#) (top of page), i-iv6/4-i-V6/5-i

SING AND PLAY, Alfred II, pgs. [72](#), [108](#), [156](#), [202](#)

- Sing the melody on “la” or solfege or sing the words
- Play an accompaniment throughout based on the pattern at the beginning of the song or compose your own accompaniment
- Use appropriate harmonies based on the chord symbols and use a variety of chord inversions
- Accompaniment must match the character of the song
- You may use one of these excerpts or another excerpt of equal or greater difficulty

HARMONIZATION, Alfred II, pgs. [235](#), [256](#), [282](#), [293](#)

- Play the melody with the right hand
- Add an accompaniment pattern with the left hand
- Choose appropriate harmonies based on the pop symbols or Roman numerals
- You may use one of these excerpts or another excerpt of equal or greater difficulty

SIGHT READING/TRANSPOSITION, Alfred II, pgs. [255](#), [263](#), [281](#), [291](#), [292](#), [306](#)

- Read a given excerpt at sight
- You may count out loud while you play
- Transpose the same excerpt up to a third above or below the original key
- Given excerpts may be in minor or major keys

REPERTOIRE, Alfred II, pgs. [242](#), [252](#), [262](#), [271](#), [280](#), [289-90](#), [335-37](#)

- Prepare one solo piece of equal or greater difficulty compared to those listed above
- Perform with accurate notes, rhythms, dynamics, and articulations
- You may use the score in the exam; it is not necessary to play repertoire piece from memory

### **SIGHT-SINGING COMPETENCY FOR VOICE CONCENTRATION MAJORS**

- Vocal concentration majors must demonstrate sight-singing competency in one of two ways:
  1. Achieve a “B” average or above in the sight-singing tests in MU 1531 Aural Skills II.
  2. For students who have completed the equivalent of MU 1531 Aural Skills II, pass a departmental sight-singing exam.
- Voice students who do not pass the sight-singing placement exam must complete remedial work (i.e., retake MU 1531 with an average of a B or higher in sight-singing portion) prior to their final semester of coursework.

### **UNDERGRADUATE MUSIC DEGREES AVAILABLE**

Degree Plans are posted on music website

- Bachelor of Arts in Music (Music Education)
  - leads to Texas All-Level Certification in Music

- Bachelor of Science in Music (Music Therapy)
  - leads to Music Therapy Board Certification
- Bachelor of Arts in Music (Performance)
  - includes two recitals
- Bachelor of Arts in Music (Liberal Arts)
  - includes foreign language and liberal arts electives in addition to Music Final Project

### **MUSIC MINOR**

- A music minor consists of 18 semester hours, including the following courses:
  - MU 2713 Understanding the Arts-Music;
  - MU 3323 Music History II; or MU 3703 Women in Music; or MU 3713 Music and World Cultures
  - MU 1521 Aural Skills I; MU 1531 Aural Skills II,
  - MU 1523 Music Theory I, MU 1533, Music Theory II
  - and 4 hours of ensembles and/or applied music.

### **CERTIFICATES AVAILABLE**

- For information on the Music Theater Certificate, please see the music website.
- Music education students are encouraged to consider a second certification in special education. Details are available on the music website.

### **MUSIC MAJOR FORMS**

These important forms are available on the Music Department website and should be completed as follows:

- Music Major Information Form – completed each semester
- Recital Hour Program Form (non-instrumental) – completed each semester
- Liberal Arts Final Project Form – completed prior to final project

- Music Scholarship Renewal Form – completed annually
- Jury Forms – completed each semester
  - [Instrumental Jury](#)
  - [Piano Performance Jury](#)
  - [Voice Performance Jury](#)
- Semester Performance Record – completed each semester
- Applied Music Lesson Scheduling Form
- Non-Music Major Lesson Request

## **FINAL PROJECT GUIDELINES FOR MUSIC MAJORS IN LIBERAL ARTS – MUSIC**

Final Project Approval Form is available on the Music Department website and must be completed and signed before a project can begin. If the project involves material or skills from another discipline (such as art, dance, drama), a faculty member from that discipline should be invited to advise (or approve or evaluate) the project.

### **1. Paper**

- a. A project advisory committee of three (3) faculty members, in consultation with your advisor, must be chosen in the semester prior to your final semester— October 15 (Fall) or March 15 (Spring)— and must approve the project by the end of the last week of classes of the semester prior to your final semester.
- b. In consultation with your advisor, determine the topic of your paper.
- c. The paper must exhibit thorough research and scholarly writing.
- d. The document must use a 12-pt. font (e.g., Times, New Times Roman), follow a standard style manual format (e.g., APA), and be a minimum of 12 pages of original text excluding quotations, music examples, charts, graphs, etc. The pages should be double-spaced and observe a 1-inch margin on all sides.
- e. DEADLINES: First draft due September 30 (Fall) or February 15 (Spring). Final draft due October 30 (Fall) or March 15 (Spring).

### **2. Recital**

- a. Enrollment in Applied Lessons

- b. Student must be enrolled in a 2-hr. applied lesson the semester the recital is to be presented.
- c. Form a faculty committee
- d. A project advisory committee of three (3) faculty members, in consultation with your advisor must be formed
- e. 10 weeks prior to proposed recital date. The student must receive approval from the faculty committee to present a traditional recital, a lecture recital, or a non-traditional recital.
- f. Final Project Approval Form
  - i. The student must submit a Final Project Approval Form to the project advisory committee 9 weeks before the proposed recital date. Obtain approval from the committee 8 weeks prior to the recital. The minimum length for the proposed recital is 30 minutes; maximum length 50 minutes.
  - ii. A proposal hearing for a lecture-recital or a non-traditional recital is required 4 weeks prior to the proposed recital. The Hearing includes a 15-minute performance of the material from the proposed recital. The material must be sufficiently prepared for the committee to evaluate the content and quality of the performance. The committee will approve, ask for adjustments, or not approve the forthcoming recital.
- g. Pre-recital hearing for a traditional recital is required at least 2 weeks before the proposed traditional recital. The hearing includes a performance of several selections from the recital. The committee will approve, ask for adjustments, or not approve the forthcoming recital.

### **3. Project**

- a. A project advisory committee of three (3) faculty members, in consultation with your advisor, must be chosen in the semester prior to your final semester— October 15 (Fall) or March 15 (Spring)— and must approve the project by the end of the last week of classes of the semester prior to your final semester.
- b. A project may involve a live demonstration, oral presentation of selected research, a videotaped presentation or demonstration, or other original creative endeavor.

- c. **DEADLINES:** A timetable is to be developed in consultation with your advisor by the end of the 2nd week of the final semester. The project must be completed by the end of the next to last week of classes of the final semester.
- d. Students are responsible for asking faculty members to serve on their committee and for meeting deadlines.

## **SPECIAL UNDERGRADUATE DEGREE REQUIREMENTS: MUSIC THERAPY**

### **MUSIC THERAPY PRACTICUM**

- Enrollment in MU 3702, MU 3712, MU 4702, & MU 4712, practicum in music therapy, must be approved by the music therapy academic advisor. Admission to MU 3702 (Level I) requires completion of MU 2512 (Intro to Music Therapy), MU 2522 (Therapeutic Skills), declaration of music therapy as a major, junior status, and successful completion of four semesters of music theory/aural skills.
- Admission to Level II of the course requires passing MU 2522, Music Skills, and all of the competencies included in the course, meeting the Level I Competencies, and permission of the music therapy faculty.
- Admission to Level IV of the course requires passing the Piano Proficiency Exam, meeting the Level III Competencies, passing all components of the Music Therapy Proficiency Exam, passing the barrier exam on the principal instrument, and permission of the music therapy faculty.
- Note: Music Therapy majors may enroll in a maximum of five semesters of practicum. If unable to complete MU 4712 within five semesters, students will be dropped from the program.

## DEMONSTRATION OF COMPETENCIES

1. No later than the semester prior to Level Four Practicum, each music therapy student, including undergraduate, post-bachelor's, and master's-equivalency, is required to take the Music Therapy Proficiency Exam. The sign-up sheet will be on the Music Therapy bulletin board on the second floor of the music building. It is advisable, however, to take this exam for the first time at least two semesters prior to your intended Level IV practicum (MU 4712).
2. Members of the TWU Music Therapy faculty will administer the exam.
3. Students must be prepared to demonstrate all of the proficiencies contained in the above lists. Students must bring along a tuned guitar, a drum, and a tuned instrument of their choice into the exam with them. A piano will be provided in the examination room.
4. Faculty members will request songs and transpositions until it is determined that the student has mastered the required competencies in each area. Therefore, it is unlikely that all songs will be played in both keys.
5. The music therapy faculty will make a joint decision, and the members of the music therapy faculty will meet with the student immediately following the exam to convey the results of the MT Proficiency Exam:
  - a) Pass: the student passes all five music areas, and is free to sign up for Level III practicum.
  - b) Modified Pass: the student passes four out of five music areas, and may retake the failed functional area prior to the beginning of the next semester. If the student fails the same area again, the exam grade status will change to a fail, and the student will be required to take the entire exam over again.
  - c) Fail: the student fails two or more functional music areas. In this case:
    - The faculty will recommend/require the student to take an additional coursework or preparation in the area(s) that need to be improved
    - The student will be required to retake the entire exam.
6. Any student who signs up for the exam but does not appear for the exam at the designated time without giving 24 hours' notice will fail the exam.

7. Students are only allowed to take the exam twice. If the student fails the exam twice, the music therapy faculty will not recommend internship placement. In essence, this means the student cannot continue in the music therapy program. In this case, the academic advisor will meet with the student to assist in determining other directions the student may take to complete a degree at TWU.

## **MUSIC THERAPY PROFICIENCY EXAM**

Before beginning the final semester of practicum in music therapy (MU 4712 – level IV), each music therapy student must pass all of the music competencies in the Music Therapy Proficiency Exam. It is recommended that students take the MT proficiency exam during their semester of MU 3712- level II. The Music Therapy Proficiency Exam is offered twice a year, at the end of the Fall and Spring semesters.

### **Specific requirements for the MT proficiency exam:**

1. Students will come prepared with **15** different songs that can be played on both the piano and guitar in a wide range of keys and styles (this does not mean a boom-chuck pattern in three and then a boom-chuck pattern in four). Students must competently be able to sing and accompany themselves. These 15 songs must include the following categories: Five songs for children, five songs for adolescents/young adults, and five songs for older adults/geriatrics (see below for repertoire requirements).
2. Students will come prepared with **five** additional songs that can be played on both piano and guitar from the following, but not limited to: Traditional, folk, holiday, spiritual, patriotic, blues, jazz, patriotic, pop, contemporary, ethnic. **These five songs must be memorized!**
3. Student's will sight-sing one 8-measure melody with correct pitches and rhythms.
4. Student's will prepare a percussion accompaniment for three songs from the overall 20 songs. This will be sung a cappella while providing accompaniment on a frame or hand drum. A minimum of three distinct percussion sounds/patterns to accompany must be used. The rhythmic accompaniment should exhibit a variety of timbres, so that "melodic" accompaniments are demonstrated.
5. Five songs out of the 20 are to be played on one other additional instrument of the student's choice, for example, autoharp, ukulele, mandolin, accordion, etc. The chosen songs must be noted on the proficiency exam form.

## **Preparation Guidelines:**

All songs must be sung with the correct and complete melody. Students are able to bring lyrics and a chord chart/sheet except for the five songs to be memorized.

Students should expect to spend a semester preparing for this exam since it requires pulling together repertoire and many different functional skills. All songs must have at least 3 different chords, with the exception of any Jazz or Broadway like music, which will have more complex and diverse chords (see below for more information).

Students should be prepared to transpose each of the required songs into one other key on any instrument. A capo cannot be used for transposition purposes. However, a capo can be used to put a song within a range appropriate for singing.

Any jazz or Broadway like song must include at least two secondary or altered chords in addition to the three primary chords. An altered chord is anything more than just pure major or minor. This would include adding a 6th, a 7th, a major 7th, also 9th, 11th, 13th chords and all of their varieties (e.g., a #5, a b5, a 4th, a 2<sup>nd</sup>). Alteration of one of the primary chords (I, IV, V) does not create an additional chord.

Although, much of the exam does not have to be memorized, students are still expected to be **well prepared**. The music therapy faculty will be stringent in evaluating musicianship. Any exam must include: variety in styles, chordal structures, pleasing vocals, and engagement with the faculty.

## **Repertoire Selection:**

Repertoire should be selected based on the following suggestions:

Repertoire for children should include music that is popular in movies, particularly Disney movies, and television shows. Common children's songs such as *Twinkle, Twinkle; Wheels on the Bus, ABC's*, etc. are not acceptable for the proficiency exam. Consult with your academic practicum teacher or your advisor before choosing songs in this category

Repertoire for adolescents/young adults should include music that is currently popular. These songs would be commonly known but also relatable to a client in this age range. Repertoire from this category may extend back to the 60's/70's. Consult with your academic practicum teacher or your advisor before choosing songs in this category

Repertoire for Older adults/geriatrics should include music that was, at one time, popular

but still relevant to clients today. This repertoire will extend back from the 50's. Consult with your academic practicum teacher or your advisor before choosing songs in this category

Repertoire should also be selected that includes, but not limited to: Traditional, folk, holiday, spiritual, patriotic, blues, jazz, patriotic, pop, contemporary, ethnic, and hip-hop (song must still have appropriate melody). All songs must contain an introduction, and some type of musical cue.

### **Demonstration of Competencies**

1. No later than the semester prior to Level IV Practicum, each music therapy student, including undergraduate, post-bachelor's, and master's-equivalency, is required to take the Music Therapy Proficiency Exam. The sign-up sheet will be on the Music Therapy bulletin board on the second floor of the music building. It is highly advisable, however, to take this exam for the first time at least two semesters prior to your intended Level IV practicum.
2. Members of the TWU Music Therapy faculty will administer the exam. The faculty may ask you to play any song on either, or both, piano and guitar at any time.
3. Students must be prepared to demonstrate all of the proficiencies contained in the above lists. Students must bring along a guitar and an instrument of their choice. A piano will be provided in the examination room. Typically, a drum is also provided, but students are more than welcome to bring their own drum.
4. Students should prepare all songs in their entirety. That includes the bridges of songs, when there is one. For the sake of time, the exam faculty may stop students mid-song and ask them either to transpose the song or to go on to another song.
5. The music therapy faculty will make a joint decision, and the members of the music therapy faculty will meet with the student immediately following the exam to convey the results of the MT Proficiency Exam:

Pass: the student passes all five music areas, and is free to sign up for the next level of practicum. If the student fails the proficiency exam but is only in level II, she/he can still take level III practicum. No student can take level IV practicum without passing the proficiency exam.

Modified Pass: the student passes four out of five music areas, and may retake the failed functional area prior to the beginning of the next semester. If the student fails the same area again, the exam grade status will change to a fail, and the student will be required to

take the entire exam over again. A modified pass will not be given to students who do not demonstrate musicianship with the piano and guitar.

Fail: the student fails two or more functional music areas. In this case: 1) the faculty will recommend/require the student to take an additional coursework or preparation in the area(s) that need to be improved, and 2) the student will be required to retake the entire exam.

6. Any student who signs up for the exam but fails to show without giving 24 hours notice will automatically fail the exam.

7. Students are only allowed to take the exam twice. If the student fails the exam twice, the academic advisor will recommend alternative courses of study to the student.

### **PROFESSIONAL DISPOSITIONS FOR MUSIC THERAPY INTERNSHIP**

1. The Music Therapy Program focuses on preparing clinicians who respect difference, celebrate diversity, and demonstrate the requisite skills, knowledge, and dispositions expected of a professional in fostering client-centered clinical environments.
2. Dispositions are a vital component of music therapist preparation. Dispositions are defined as values, behaviors, and professional ethics that influence relationships with clients, families, agencies, facilities and communities and affect client outcomes. Prospective music therapists at Texas Woman's University are expected to develop and practice these attitudes, values, and beliefs throughout their preparation as professional music therapists.
3. When enrolling in practicum (MU 3702, MU 3712, MU 4702, MU 4712), each student will submit a signed commitment contract acknowledging his/her awareness and understanding of the dispositions. Over the course of the music therapy program, particularly during practicum, students will be evaluated to ensure they are upholding the standards spelled out in the Dispositions for Music Therapy Students policy.
4. A student's professional dispositions will be assessed in TWU classes related to music therapy, during any field experiences and throughout internship.
5. See also the department web site at <http://www.twu.edu/music> for the American Music Therapy Association (AMTA) Professional Competencies.
6. The clinical training handbook that students use for practicum will be handed out

and discussed during the first practicum class of each semester. The hand book can also be found under the MT advisees shell on Blackboard.

## **MUSIC THERAPY DISPOSITIONS**

1. Exhibits sound and professional judgment by following established university or agency policies when interacting with peers, clients, supervisors, or members of the community.
2. Maintains confidentiality of client records, correspondence, and conversations.
3. Uses emotional and social self-control and self-determination in personal interactions.
4. Demonstrates professional appearance and uses appropriate hygiene. Professional attire for class and clinical situations covers sufficient personal areas of the body. Prominent tattoos and piercings should also be covered.
5. Maintains and uses a professional client-therapist and client-supervisor relationships.
6. Demonstrates positive attitudes toward the profession, clients, other clinicians, and support personnel.
7. Demonstrates ethical behavior as defined by the AMTA Code of Ethics and CBMT Code of Professional Practice.
8. Exhibits a code of conduct that includes honesty, cooperation and integrity related to tests, assignments, interactions with TWU professors and personnel (TWU Student Code of Conduct).
9. Exhibits a collaborative approach applied to seeking solutions to problems with peers, clients, faculty, parents, and administration.
10. Demonstrates the ability to work with diverse individuals.
11. Exhibits qualities of lifelong learning through engagement in completion of course requirements, continuous professional development, and is academically prepared. Lifelong learning is a term that applies to continuing one's education through university or community-based programs.
12. Exhibits professional competence in oral and written language and includes electronic devices.

13. Exhibits evidence of emotional stability and good physical health.

## **SPECIAL UNDERGRADUATE DEGREE REQUIREMENTS: MUSIC EDUCATION**

### **DEMONSTRATION OF COMPETENCIES**

1. No later than two semesters prior to student teaching, each music education student, including undergraduate, post-bachelor, and master, is required to take the Music Education Proficiency Exam. The student is responsible for contacting her/his advisor to schedule the exam.
2. Members of the TWU Music Education faculty will administer the exam.
3. Students must be prepared to demonstrate elementary and the applicable secondary proficiencies contained in the above lists.
4. The music education faculty will make a joint decision, and the members of the music education faculty will meet with the student immediately following the exam to convey the results of the ME Proficiency Exam:
  - a. Pass: The student passes both the elementary and secondary areas, and may register for student teaching.
  - b. Fail: The student fails elementary or secondary proficiencies or both. In this case:
    - i. The faculty will require the student to take additional coursework or to have further preparation in the area(s) that need to be improved.
    - ii. The student will be required to retake the entire exam upon completion of the remedial coursework or preparation.
5. Any student who schedules the exam but fails to appear for the exam at the designated time without giving 24 hours' notice will automatically fail the exam.
6. Students are only allowed to take the exam twice. If the student fails the exam twice, the music education faculty will not recommend student teaching placement. In essence, this means the student cannot continue in the music education program. In this case, the academic advisor will meet with the student to assist in determining other directions the student may take to complete a degree at TWU.

## **MUSIC EDUCATION PROFICIENCY EXAM**

Students must demonstrate readiness to student teach by successfully performing the following Elementary and Secondary Competencies for a panel consisting of a minimum of three faculty members including the music education faculty.

### **Elementary Competency Component – Required for all Music Education Students**

1. Teach an elementary song by rote (provided by music education faculty). The song will be available a day prior to the presentation of the lesson. This task is designed to demonstrate ability to learn an unfamiliar song and to teach it in the appropriate sequence.
2. Prepare and teach an elementary lesson for the grade level of your choice. Lesson must include each of the following:
  - a. Lesson Plan utilizing prescribed format.
  - b. A song upon which the lesson is based. The focus song will be used for each of the following:
    - i. Teaching the song by rote
    - ii. Extract rhythm and having students chant using Kodály system
    - iii. Extract solfege and teach with hand signs
    - iv. Add Orff instrumental ostinato accompaniment
    - v. Teach a movement activity utilizing song

### **Secondary Competency Component – Choral**

1. A choral octavo (provided by music education faculty) will be available a week prior to the presentation of the lesson. Students will need to learn the vocal parts and accompaniment in preparation to teaching.
2. Skills Competency
  - a. Sing each voice part on solfege a cappella
  - b. Play any two parts together on piano
  - c. Play the accompaniment to the song on the piano
3. Teaching Competency
  - a. Design a Lesson Plan following the prescribed format.

- b. The lesson should include each of the following components:
  - i. Warm-Ups (must include demonstration of piano competency)
    - 1. Physical
    - 2. Breathing
    - 3. Vowels
    - 4. Range Extension
  - ii. Introduction of octavo
  - iii. Sequential instruction of assigned section of octavo
    - 1. Rhythm
    - 2. Solfege
    - 3. Text
    - 4. Musicality
  - iv. Conduct the entire selection
- c. Teach the choral lesson to a laboratory choir (student is responsible for assembling choir)

**Secondary Competency Component – Band**

- 1. Knowledge Competency
  - a. Students will be required to take an exam covering fingerings and transpositions of common woodwind and brass instruments and percussion rudiments
- 2. Teaching Competency - Part One
  - a. Teach a beginning instrumental lesson
  - b. Demonstrate knowledge of the following for the instrument: assembly using correct terminology, embouchure formation, articulation, playing/hand position, tuning, fingerings of the first five notes, etc.
  - c. Students will not know which instrument will be taught prior to the competency demonstration
- 3. Teaching Competency – Part Two
  - a. A band selection (provided by music education faculty) will be available one week prior to the presentation of the lesson. Students will need to familiarize themselves with all individual instrument parts and transpositions in preparation for teaching.

- b. Design a Lesson Plan following the prescribed format.
- c. The lesson should include each of the following components:
  - i. Warm-Up
  - ii. Introduction of band piece
  - iii. Sequential instruction of assigned section of piece
    - 1. Rhythm
    - 2. Notes
    - 3. Musicality
    - 4. Error Detection
  - iv. Conduct the entire selection
- d. Teach the lesson to a laboratory band

**Secondary Competency Component – Orchestra**

- 1. Knowledge Competency
  - a. Students will be required to take an exam covering fingerings and clefs of all string instruments
- 2. Teaching Competency - Part One
  - a. Teach a beginning instrumental lesson
  - b. Demonstrate knowledge of the following for the instrument: assembly using correct terminology, playing/hand position, tuning, bowing, fingerings of the first five notes, etc.
  - c. Students will not know which instrument will be taught prior to the competency demonstration
- 3. Teaching Competency – Part Two
  - a. An orchestra selection (provided by music education faculty) will be available one week prior to the presentation of the lesson. Students will need to familiarize themselves with all individual instrument parts in preparation for teaching.
  - b. Design a Lesson Plan following the prescribed format
  - c. The lesson should include each of the following components:
    - i. Warm-Up
    - ii. Introduction of orchestra piece

- iii. Sequential instruction of assigned section of piece
  - 1. Rhythm
  - 2. Notes
  - 3. Musicality
- d. Error Detection
- e. Conduct the entire selection
- f. Teach the lesson to a laboratory orchestra

**Professional Interview – Required for all Music Education students**

- 1. Students will have an interview with the music education faculty
- 2. Dress professionally and present yourself as you would at a job interview
- 3. Topics of discussion may include:
  - a. Teaching Philosophy
  - b. Career Goals
  - c. Teaching Scenarios
- 4. Bring a copy of your resume or portfolio

**TEACHER CERTIFICATION REQUIREMENTS FOR UNDERGRADUATES AND POST-BACCALAUREATES SEEKING ALL-LEVEL CERTIFICATION IN MUSIC**

- Admission into the TWU College of Professional Education
  - Cumulative GPA of 2.75
  - Completion of EDUC 2003 with a grade of C or better or concurrent enrollment in EDUC 2003/3003/3001
  - Appropriate test scores:
    - TASP/THEA Scores: Reading 260, Math 240, Writing 240 OR
    - Accuplacer Scores: Reading 80, Math 65, Writing 82/6 OR
    - ACT Scores: Verbal 19, Math 19, Composite 23; OR
    - SAT Scores: Verbal 500, Math 500, Composite 1070 (ACT and SAT scores cannot be more than five years old)
  - Successful completion of SPCH 1013 or other course approved to meet Oral Communication competency

- Signed application for admission to the Teacher Education Program Interview with Faculty Advisor
- Complete all course requirements for music education in your degree plan.
- Achieve a B or better in all music education courses. (See “Related Studies – Music ED” on degree plan)
- Pass TExES pre-test in EC – 12 All-Level Music
- Pass TExEs pre-test in Pedagogy and Professional Responsibility
- Apply for Student Teaching (MU 4823)
- Receive barcode from College of Education to register for the Certification exam.
- Pass all required TExES examinations.
- Apply online for Texas Teacher Certification through the State Board for Educator Certification website.
- Apply no sooner than two months before completing all of your requirements, including state tests.
- The State Board for Educator Certification (SBEC) cannot issue your certificate unless you apply.
- SBEC will conduct a criminal history check and can deny issuance of a certificate based on the results.
- Admission to Texas Woman’s University does not ensure admission to the Teacher Education Program.

**PROFESSIONAL EDUCATION COUNCIL EDUCATOR PREPARATION  
PROGRAMS DISPOSITION POLICY**

- The Teacher Education Program (TEP) focuses on preparing educators who respect difference, celebrate diversity, and demonstrate the requisite skills, knowledge, and dispositions expected of a professional in fostering student-centered learning environments.

- Dispositions are a vital component of teacher preparation. According to the National Council for Accreditation of Teacher Education (NCATE), they are defined as the “values, commitments, and professional ethics that influence behaviors toward students, families, colleagues and communities and affect student learning, motivation and development as well as the educator’s own professional growth”. Prospective teachers at Texas Woman’s University are expected to develop and practice these attitudes, values, and beliefs throughout their preparation as professional educators.
- Upon making application to the Teacher Education Program, students will be provided a copy of the dispositions for teaching established by TWU’s Professional Education Council. An explanation of these dispositions also will be included on the College of Professional Education and Department of Teacher Education websites, in Curriculum & Instruction course syllabi, in the Teacher Education Program Student Handbook and in the Student Teacher Handbook.
- Along with the TEP application, each student will submit a signed commitment contract acknowledging his/her awareness and understanding of the dispositions. Over the course of their preparation program, students will be evaluated to ensure they are upholding the standards spelled out in the dispositions for teaching policy. This policy will apply only to those students seeking teacher certification through TWU.
- A student’s professional dispositions will be assessed in TWU classes related to teacher education, during any field experience, while student teaching and/or in other instructional settings associated with teacher preparation.

## **PROFESSIONAL DISPOSITIONS FOR TEACHING**

1. Exhibits sound and professional judgment by following established university or public school policies when interacting with peers, students, parents, or members of the community.
2. Maintains confidentiality of student records, correspondence, and conversations.
3. Uses emotional and social self-control and self-determination in personal interactions.
4. Demonstrates professional appearance and uses appropriate hygiene.
5. Maintains and uses a professional teacher-student and teacher-parent relationship.

6. Demonstrates positive attitudes toward the profession, students, parents, other educators, and support personnel.
7. Demonstrates ethical behavior as defined by the profession and Texas rules and regulations (Code of Ethics and Standard Practices for Texas Educators).
8. Exhibits a code of conduct that includes honesty, cooperation and integrity related to tests, assignments, interactions with TWU professors and personnel (TWU Student Code of Conduct).
9. Exhibits a collaborative approach applied to seeking solutions to problems with peers, students, faculty, parents, and administration.
10. Demonstrates the ability to work with diverse individuals.
11. Exhibits qualities of lifelong learning through engagement in completion of course requirements, continuous professional development, and is academically prepared. Lifelong learning is a term that applies to continuing one's education through university or community-based programs.
12. Exhibits professional competence in oral and written language and includes electronic devices.