**New/Revised Program**

**Vocal music Education**

 (2021-22022 NASM Standards)1

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| **INSTITUTIONS WHOSE PROGRAMS MEET THE FOLLOWING CONDITION(S) SHOULD USE THIS APPLICATION:****(Submission of data with this application is inapplicable. Alignment approval is required before data can be submitted with the “Continuing Application”.)****Please check the area below that applies:*** 1. New program to Educator Preparation Unit [ ]
	2. Program previously determined not recognized [ ]
	3. Program previously dropped or put on hiatus [ ]
	4. Program previously determined recognized with conditions by a SPA with conditions other than data [ ]
	5. Program resubmitting for initial approval due to revised standards [ ]
	6. Program resubmitting due to significant changes within the program [ ]
 |

**Review Criteria**

* Program alignment to standards

**Recognition Decisions**

* **Approved with Conditions** – Program is aligned to all content standards and must resubmit program within 24 months with the required data.
* **Further Development Required** – Program does not align to all content standards and/or required documentation is not included. Program is not approved to admit candidates.

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| **1.** | **University:** |  |
| **2.** | **Program Name:** |  |
| **3.** | **Program Compiler:** |  |
| **4.** | **Date of Submission:** |  |

# 5. Accredited Educator preparation Providers seeking to add a new program to current certification offerings must submit the following documentation:

[ ]  Letter of approval or other appropriate documentation that indicates the program proposal has the approval of all institutional and state (in case of state institutions) governing boards.

[ ]  Letter explaining the rationale for adding the program

Section 5 completion is required for new programs only.

**6. all programs should attach the following items:**

[ ]  Program Plan of Study that provides:

* Coursework required of all candidates
* Clear information about the sequence in which candidates take courses
* Description of required field experiences/student teaching to include number of

# 7. identify the courses (from the plan of study) and course descriptions that address the standards in the chart below:

| **Standard** | **Course(s)** | **Course Description(s)** |
| --- | --- | --- |
| ***Standard 1: General Music******Listed below are essential competencies and experiences for the generalmusic teaching specialization:*** |
| **1.1** Musicianship, vocal, and pedagogical skills sufficient to teach general music. |  |  |
| **1.2** Knowledge of content, methodologies, philosophies, materials, technologies, andcurriculum development for general music. |  |  |
| **1**.3 The ability to lead performance-based instruction. |  |  |
| **1**.4 Laboratory and field experiences in teaching general music. |  |  |
| ***Standard 2: Vocal/Choral Music.******Listed below are essential competencies and experiences for thevocal/choral teaching specialization:*** |
| 2.1 Vocal and pedagogical skill sufficient to teach effective use of the voice. |  |  |
| **2.2** Knowledge of content, methodologies, philosophies, materials, technologies, andcurriculum development for vocal/choral music. |  |  |
| **2.3** Experiences in solo vocal performance and in ensembles. Ensembles should be varied both in size and nature. |  |  |
| **2.4** Performance ability sufficient to use at least one instrument as a teaching tool and to provide, transpose, and improvise accompaniments. |  |  |
| **2.5** Laboratory experience in teaching beginning vocal techniques individually, in small groups, and in larger classes. |  |  |
| ***Standard 3: Teaching Competencies*** ***The musician-teacher must be able to lead students to competency,apply music knowledge and skills in teaching situations, and integrate music instruction intothe process of P–12 education. Essential competencies are:*** |
| **3.1** Ability to teach music at various levels to different age groups and in a variety of classroom and ensemble settings in ways that develop knowledge of how music works syntactically as a communication medium and developmentally as an agent of civilization. This set of abilities includes effective classroom and rehearsal management.  |  |  |
| 3.2 An understanding of child growth and development and an understanding of principles of learning as they relate to music. |  |  |
| **3.3** The ability to assess aptitudes, experiential backgrounds, orientations of individuals and groups of students, and the nature of subject matter, and to plan educational programs to meet assessed needs. |  |  |
| **3.4** Knowledge of current methods, materials, and repertories available in various fields and levels of music education appropriate to the teaching specialization. |  |  |
| **3.5** The ability to accept, amend, or reject methods and materials based on personalassessment of specific teaching situations. |  |  |
| **3.6** An understanding of evaluative techniques and ability to apply them in assessing both the musical progress of students and the objectives and procedures of the curriculum. interdisciplinary teaching methods and materials. |  |  |