2015-16
STUDENT HANDBOOK

Effective August 1, 2015
OUR MISSION
The mission of VanderCook College of Music is to enrich the lives of present and future generations through the preparation of teachers in instrumental, choral and general music disciplines. Our broad-based curriculum is designed to prepare teachers with strong character, skill in the process of teaching, and respect for the essential role of music in our culture.

OUR STAND ON DIVERSITY
Since its origins in 1909, VanderCook College of Music has supported and embraced the concept of diversity. Our faculty, staff and student body come from a wide variety of backgrounds and from different parts of the world. We value the diverse perspectives and unique contributions each of our constituents brings to the VanderCook learning community. VanderCook has always believed that every candidate deserves a chance. VanderCook is a working and learning environment that allows everyone to realize their full potential.

VanderCook is committed to equal opportunity and non-discrimination. All qualified individuals are considered regardless of race, religion, color, national origin, gender, age, sexual orientation, gender identity, disability, applicable veteran status or any other characteristic protected by applicable federal, state or local law.

BUILDING HOURS

3140 S. Federal Street:

- Monday – Thursday: 7:00 a.m. – 11:00 p.m.
- Friday: 7:00 a.m. – 9:00 p.m.
- Saturday: 9:00 a.m. – 6:00 p.m.
- Sunday: 1:00 p.m. – 11:00 p.m.

3125 S. Federal Street:

- Monday – Thursday: 7:00 a.m. – 10:00 p.m.
- Friday: 7:00 a.m. – 8:00 p.m.
- Saturday: 9:00 a.m. – 5:00 p.m.
- Sunday: 1:00 p.m. – 10:00 p.m.

Building hours are subject to change throughout the year, as needed. Please check VanderCook’s website for any updates or changes, as well as the College Calendar.
WELCOME
to VanderCook College of Music

Dear Candidate,

Welcome to VanderCook College of Music and our 2015-16 Academic Year. We have prepared this Student Handbook to help guide your decisions as a music education degree candidate at our college.

Every member of the faculty, staff, administration and Board of Trustees want you to succeed. Our efforts in and out of class are focused around you and your experience as you prepare to become a career music educator. We are here to help you, but remember, we can’t do it for you. You are the one who is ultimately responsible for your education and for the success you will realize as a VanderCook candidate.

Success is something to be embraced, not feared. Success allows you to experience more. Success allows you to grow and provides you with many new opportunities. You will determine your success by the quality of your coursework and assignments, the time and focus you spend practicing your major instrument, your regular daily attendance, your level of communication in written and spoken word, your level of service to the college, and your relationships with everyone you meet, including fellow candidates, faculty and staff.

VanderCook College of Music is a special place. We have been preparing great music teachers since 1909 and our commitment today is stronger than ever. We look forward to adding your name to our list of distinguished graduates.

Here is wishing you a great academic year. If there is anything that I can do to assist you, please feel free to contact my office.

Sincerely,

Charles T. Menghini
President
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ABBREVIATION KEY

MCert = Master of Music Education with Certification Program
TCEP = Teacher Certification Entitlement Program
BMpc = Bachelor of Music (Pre-certification) Program
MECA = Music Education Center of America (VanderCook’s continuing education program)
TCSA = Teacher Candidacy Skills Assessment
AM = Applied Music
IIT = Illinois Institute of Technology
MTCC = McCormick Tribune Campus Center at IIT
ISBE = Illinois State Board of Education
IBHE = Illinois Board of Higher Education
TAP = Test of Academic Proficiency
APT = Assessment of Professional Teaching
edTPA = Teacher Performance Assessment
INTRODUCTION
The VanderCook College of Music Student Handbook is provided to help you plan your course of study in several ways. General information is provided on procedures to follow at each step in the process of completing your degree and becoming a licensed music teacher in the state of Illinois. The College Calendar, available on VanderCook's website, should be integrated into your regular routine to organize your daily work. This handbook also provides a description of the resources available to you at VanderCook, on the Illinois Institute of Technology (IIT) campus, and in the city of Chicago.

Information in this handbook is subject to change. VanderCook's College Catalog should be your main source for information on policies and requirements. Discrepancies may be discovered within this handbook or between this handbook and other official documents or announcements. Policies and/or procedures may also change during the year after this handbook was printed. Candidates should always consult with a college official should such a discrepancy occur.

Recognized throughout the United States and the world for their unique and effective focus on preparing professional music educators, VanderCook's degree programs are accredited by the Higher Learning Commission of the North Central Association of Colleges and Schools, and the National Association of Schools of Music. Our degree programs are fully approved by the Illinois State Board of Education.

One of VanderCook's greatest strengths is the fact that all faculty, staff and students know each other personally. If you have a question about something you read or hear, feel free to ask. VanderCook faculty and staff are always ready to answer your questions and help you solve problems.

A BRIEF HISTORY OF VANDERCOOK COLLEGE OF MUSIC
VanderCook College of Music traces its roots back to 1909, when famed cornetist and band director Hale A. VanderCook opened his VanderCook Cornet School. In 1928, the school became one of the first three institutions in the U.S. to offer a degree in instrumental music education. It remains the only college in the nation solely devoted to the preparation of music teachers.

Since its inception as a professional school for preparing music teachers, VanderCook College's history has closely paralleled the evolution of the school band movement in this country. It has consistently produced music teachers who have achieved worldwide recognition in the music education field. H.E. Nutt, who later served as president of the college, was a member of the first graduating class in 1931. Nutt was the driving force in establishing VanderCook's curriculum for the practical preparation of the music teacher through comprehensive training in all facets of music education.

The first class also included Dr. William D. Revelli, former director of bands at the University of Michigan. Forrest L. Buchtel (BMEd '32; MMEd '34; HD '90) remains a well-known composer and arranger, and Haskell W. Harr (BMEd '52) authored the famous Harr Percussion Method.

In 1946, the college co-founded the Midwest Clinic, an annual gathering of over 15,000 musicians, band and orchestra directors, music students and vendors from around the world. The VanderCook Symphonic Band performs annually at the clinic under the direction of some of the country's finest conductors.

Today, VanderCook continues to nurture and prepare music educators who exemplify strength in character, excellence in music, and professionalism in teaching. All VanderCook graduates are trained in both instrumental and choral musical disciplines as well as general academic subjects. The college confers the bachelor and master of music education degrees, the bachelor of music (pre-certification) degree, and provides the options of earning a master's degree and licensure, or completing the requirements for licensure entitlement only. VanderCook also offers extensive continuing education classes for working music teachers through the Music Education Center of America (MECA) program.

ASSESSMENT STATEMENT
VanderCook is committed to a practical, hands-on program that prepares candidates to be effective professional music educators and responsible, well-informed citizens. VanderCook follows a standards-based approach focused on the college's mission, Conceptual Framework, Candidate Dispositions and Outcomes, and state and national standards for licensed teachers.

(continued)
ABOUT VanderCook

Assessment is an ongoing process aimed at understanding and improving candidate learning. It is the mechanism used to keep standards high while assuring that candidates acquire the knowledge and skills necessary to become effective music educators. Throughout its century-long history, VanderCook has assessed the academic, musical and pedagogical skills of its degree candidates, and continues to be steadfast in the evaluation of its programs.

A detailed outline of VanderCook’s assessment system can be found on the college website.

CONCEPTUAL FRAMEWORK

VanderCook’s Conceptual Framework provides an articulated rationale that directs the programs, courses, teachings, candidate performance, faculty, scholarship, service and accountability of the college as a whole to its constituents. The college mission drives this framework, a copy of which can be found in the Ruppel Library and on the VanderCook website.

CORE VALUES AND BELIEFS

The teaching of music is very important. There exists a need for a place to train the best possible music teachers, and a single-purpose institution is a unique and effective way to meet that need. The lives of present and future generations may be positively enhanced through experiences structured by teachers in the instrumental, choral and general music disciplines.

Excellent teachers demonstrate strong character; skill in the process of teaching; and musical knowledge, skill and value for the essential role of music in our culture.

The teaching constructs of H.A. VanderCook and H.E. Nutt represent elements of tradition and pride for candidates of the college, and are of value to contemporary music education. The educational environment we strive to create is characterized by personal interaction among candidates, faculty and staff members; a high level of active candidate engagement in “hands-on,” studio-style classes; and the creation of authentic learning experiences.

Ideal candidates demonstrate the desire to be excellent music educators through continuous development of the following skills and attributes:

- A high level of musicianship
- Academic ability and diligence
- Skill in the process of teaching
- Self-discipline and persistence
- Inter- and intrapersonal skills
- Good citizenship and personal integrity
- Building of pragmatic links with educational programs in diverse communities
- Professionalism in action, word and appearance

CANDIDATE DISPOSITIONS

As an institution, VanderCook aspires to develop the following three dispositions in each of its candidates: Excellence in music, professionalism in teaching, and strength in character.

CANDIDATE OUTCOMES

VanderCook graduates will demonstrate the college’s core dispositions through a series of eight outcomes.

1. A high level of musicianship:
   - Study a diverse and comprehensive music curriculum.
   - Accumulate extensive performance and pedagogical experiences in all phases of music education.
   - Appreciate the aesthetic value of music’s unique capacity to express human emotion and feeling.
   - Understand that the arts in general and music specifically enhance a student’s experience and the school environment.
   - Develop the ability to think and speak intelligently about music.

2. Academic ability and diligence leading to a lifetime of learning:
   - Perform academically at or above the required minimum cumulative grade point average for regular academic status.
   - Complete coursework and experiences required for licensure.
   - Commit to the continual development of personal, teaching and musical knowledge.

3. Skill in the process of teaching:
   - Develop an understanding of the national and state standards for music, technology, language arts and professional teaching.
• Acquire the skills to incorporate educational standards into the design of curriculum and instruction.

• Recognize that all students have the ability to learn.

• Become familiar with appropriate assessment tools and strategies.

• Develop the sensitivity and knowledge to serve diverse communities and learners.

4. Self-discipline and persistence:
• Demonstrate the ability to organize and plan successfully for both short- and long-term goals.

• Persist in following a task to completion.

• Attend and participate in classes and rehearsals regularly.

• Plan and maintain an effective practice and study schedule.

5. Inter- and intrapersonal skills:
• Engage in honest self-evaluation and seek feedback from colleagues and professionals.

• Develop a global perspective and the skill of observing human behavior in the context of the community, school and classroom environments.

• Modify classroom instruction and feedback based on observation and evaluation.

6. Good citizenship and personal integrity:
• Demonstrate respectfulness toward people and environments.

• Demonstrate law-abiding citizenship.

• Acquire through reflection and demonstrate through action an understanding of honesty, trustworthiness and personal integrity.

7. Building of pragmatic links with educational programs in diverse communities:
• Develop a broad-based understanding of the range of educational systems and the role of music within those systems.

• Acquire an appreciation for every phase and level of education through observation of and interaction with educators in diverse schools and communities.

8. Professionalism in action, word and appearance:
• Behave, speak and dress in an appropriate and respectful manner in all interactions with children, colleagues, parents and community members.

• Understand the need to function as a positive role model for the school and local community in which they work.

• Demonstrate flexibility and adaptability to changes in routine, schedule and needs.

• Develop the ability to work with parents, the community and colleagues in an organized and professional manner.

• Acknowledge and seek to understand different approaches and points of view.

STANDARDS COMMITTEE
VanderCook's Standards Committee is comprised of designated faculty and staff members who provide systematic, documented oversight of individual candidate performance. All teaching faculty regularly assess candidates in the areas of musicianship, scholarship and citizenship. The committee meets with candidates to monitor progress and offer support, and may also play a role in addressing concerns that arise in a candidate's conduct or academic or musical performance.
Bachelor's Degree

ACADEMIC REGULATIONS

REQUIREMENTS

Bachelor of Music Education Program
The BMEd degree program is a comprehensive course of study designed to prepare candidates to become eligible to apply for an Illinois State Board of Education (ISBE) Professional Educator License with a Special K-12 Endorsement in Music. Though candidates declare an instrumental or choral track, all candidates are thoroughly trained in instrumental, choral and general music education. A minimum of 138.5 credit hours is required to complete the program, distributed between General Education, Fundamentals and Theory, Professional Education, Music Education, and Applied Music.

To complete the degree in four years requires an average of 18 credit hours per semester. To complete the degree in four and a half years requires an average of 16 credit hours per semester. To complete the degree in five years requires an average of 14 credit hours per semester.

Bachelor of Music (Pre-Certification) Program
The BMpc degree option is available to students interested in completing their degree through VanderCook's comprehensive curriculum. The BMpc degree option retains all curricular requirements of the BMEd degree, with the exception of four six-week senior seminar courses and the student teaching experience. All institutional assessments, pre-clinical experiences and internal benchmarks are identical to those required for the BMEd degree. A minimum of 123.5 credit hours is required to complete the program.

Candidates who earn this degree may, at a later time, complete the necessary coursework and student teaching requirements to earn licensure.

Although program advisement occurs between the candidate and undergraduate dean, it is ultimately the candidate’s responsibility to keep an accurate record of his or her progress toward completion. A tracking form is included at the end of this handbook to aid candidates in planning their course of study.

TRANSFER CREDIT

General Policy
Course credits may be accepted in transfer when earned at an accredited college or university, if comparable to courses offered at VanderCook. Please consult the College Catalog for the specific transfer credit policies of each program.

Transfer Credit
Grades below C are not acceptable for transfer to the undergraduate program. A candidate may not transfer more than 68 hours into his or her program. All credit earned at another institution is tentative; final acceptance is contingent upon the subsequent work of the candidate at VanderCook.

Concurrent Enrollment and Transfer Credit
Candidates enrolled at VanderCook may wish to register for concurrent courses at other institutions and apply transfer credits toward their degree at VanderCook. The written permission of the appropriate dean must be obtained before such registration.

APPLIED STUDY

Candidates are required to study privately on their major instrument or voice during each semester of enrollment, with the exception of the student teaching term. Candidates are also encouraged to study a secondary instrument or voice as part of their elective coursework. All candidates studying Applied Music, whether on a major or secondary instrument or voice, should receive 14 lessons per semester. Grades may lowered if these policies are not followed.

Lesson Attendance
Consistent weekly lesson attendance is expected. Poor attendance may result in the lowering of the candidate’s grade.

Lesson Rescheduling
A lesson missed by the instructor should be rescheduled at a mutually convenient time. A lesson (or portion thereof) missed by the candidate – whether due to illness, negligence or other causes – may be rescheduled at the instructor’s discretion. If a holiday or special college function falls at the time of a scheduled lesson, a mutually convenient make-up time should be arranged.

Lesson Preparation
Because consistent, careful preparation is needed to excel, it is expected that each weekly assignment will be thoroughly prepared.

Lesson Assessment
Each lesson is assessed a grade. The average of weekly grades will be reflected in the final grade for the semester.
Lesson Materials
Candidates are responsible for acquiring their own instruments, sheet music, books, recordings and other materials for applied study. Use of photocopied materials should be in compliance with copyright laws.

VanderCook Seminar
All undergraduates are required to enroll in and attend VanderCook Seminar during each semester of full-time study. For every semester after the AM 111 level (or the first semester of enrollment), undergraduate candidates enrolled in applied lessons must perform in Seminar. Exceptions: The following candidates are are encouraged, but not required, to perform in Seminar: Juniors and seniors during the semesters of their recitals; and master’s and certification (MCert) candidates and undergraduate seniors who have successfully completed their Senior Recital.

Seminar performances must be on the candidate’s major instrument or voice, should be a maximum of five minutes, and must be approved by the applied instructor. Solos that include a piano part must be performed with a pianist. Duets, trios or other group performances must have the approval of all instructors involved, as well as the director of applied studies, in order to meet the performance requirement.

A schedule of assigned seminar performance days is announced early each semester. Requests for a particular date should be submitted in writing to the director of applied studies and the seminar instructor during the first week of the semester.

Two weeks prior to the scheduled performance, the candidate must submit complete information about the piece to be performed to the seminar instructor and director of applied studies. This includes the title of the composition, movement designations (if applicable), and the composer's birth and death dates, as well as the names of any additional performers. Seminar pianists will be assigned at this time.

Candidates are expected to email or call the seminar instructor and the director of applied studies as soon as they realize they may be unable to attend a class session. This communication does not automatically excuse the absence.

Failure to perform in seminar may result in the lowering of the candidate's applied grade by one full letter. Three absences may result in a failing grade. A failing grade in seminar may be cause for a referral to the Standards Committee. If a candidate fails seminar more than once, he or she risks losing all institutional financial aid.

APPLIED JURY EXAMINATIONS
At the conclusion of each semester of applied study (whether on a major or secondary instrument or voice), candidates must perform before a jury panel comprised of VanderCook faculty. However, a jury exam is not required during a semester in which a candidate performs either a Junior or Senior Recital. All jury examinations include three components:

1. Scales and arpeggios (see below for minimum standards by level)
2. A prepared piece demonstrating the candidate’s technical and musical abilities
3. Sight-reading

The purpose of the jury is to allow candidates an opportunity to demonstrate what they have learned and to receive valuable feedback. Members of the jury panel evaluate the performance by assigning a grade and giving comments that identify areas of strength and weakness. The jury grade constitutes 25% of the candidate’s semester grade in applied music.

Minimum Standards for AM 111 and AM 112

1. Candidates are required to play/sing all major scales and arpeggios (around the circle of fourths or fifths), as well as a chromatic scale, at a steady tempo (one note per beat) with a recommended metronome marking of no less than 60 beats per minute.

Instrumentalists should play each scale a minimum of two octaves followed by the arpeggio. Guitarists are required to say the pitches of each scale and arpeggio ascending and descending prior to performing them. Vocalists may choose to either: (a) say the pitches of each scale and arpeggio ascending and descending prior to singing them using solfège syllables or (b) play each scale and arpeggio on the piano for one octave ascending and descending with correct fingerings prior to singing them using solfège syllables.

The applied teacher must attest to the candidate’s knowledge of the required scales and arpeggios by signing the Jury Repertoire Form. Members of the jury panel may elect to hear
the required scales. Candidates who do not meet these minimum standards are not permitted to enroll in AM 211, but may instead be required to take AM 113.

2. Candidates are required to perform a prepared piece.

3. Candidates are required to sight-read.

Minimum Standards for AM 211 and AM 212 (TCSA Jury)

1. Candidates are required to play/sing all minor scales (natural, harmonic and melodic forms) and arpeggios (around the circle of fourths or fifths), as well as a chromatic scale, at a steady tempo (one note per beat) with a recommended metronome marking of no less than 60 beats per minute. In addition, candidates must continue to meet the minimum scale requirements of AM 111 and AM 112 (all major scales and arpeggios).

Instrumentalists should play each scale a minimum of two octaves followed by the arpeggio. Guitarists are required to recite the pitches of each scale and arpeggio while performing them.

Vocalists may choose to either (a) say the pitches of each scale and arpeggio ascending and descending prior to singing the scale and arpeggio using solfège syllables or (b) play each scale and arpeggio on the piano for one octave ascending and descending with correct fingerings prior to singing them using solfège syllables.

The applied teacher must attest to the candidate’s knowledge of the required scales and arpeggios by signing the Jury Repertoire Form. Members of the jury panel may elect to hear the required scales. Candidates who do not meet these minimum standards are not permitted to enroll in AM 211, but may instead be required to take AM 213.

2. Candidates are required to perform a prepared piece.

3. Candidates are required to sight-read.

Teacher Candidacy Skills Assessment (TCSA)

At the 212 level, the TCSA will be added to the jury exam. The TCSA consists of two parts: scales and rhythm. The TCSA evaluator will select at random one major scale and arpeggio, as well as two minor scales (all three forms) and arpeggios, for the candidate to perform. Four rhythms from the TCSA rhythm sheet will also be selected (one by the candidate and three by the evaluator) for the candidate to demonstrate. The TCSA jury components must be passed in order for the candidate to advance to professional education classes.

Minimum Standards for AM 311 and AM 312 (Junior Recital)

1. At the 311 level, candidates are required to play/sing all major and minor scales with arpeggios (around the circle of fourths or fifths), as well as a chromatic scale, at a steady tempo (one note per beat) with a recommended metronome marking of no less than 72 beats per minute, using the same performance criteria as AM 211 and AM 212.

2. Candidates are required to perform a prepared piece.

3. Candidates are required to sight-read.

The Junior Recital should be performed during the 312 level. If it is successfully completed during this semester, the candidate is not required to do a jury exam. Candidates who do not complete the Junior Recital by the end of AM 312 must perform a jury exam (subject to the minimum standards outlined above) and may be required to enroll in AM 313 the following semester.

Minimum Standards for AM 411 and AM 412 (Senior Recital)

AM 411 and AM 412 are ideally taken during the same semester, rather than in consecutive semesters. If taken concurrently, and the candidate successfully completes the Senior Recital, no jury exam is required during the candidate’s senior year.

However, if AM 411 and AM 412 are taken in different semesters, or if the Senior Recital is not successfully completed as part of AM 412, a jury exam with the following minimum standards is required:

1. Candidates are required to play/sing all major and minor scales with arpeggios (around the
circle of fourths or fifths), as well as a chromatic scale, at a steady tempo (one note per beat) with a recommended metronome marking of no less 84 beats per minute, using the same performance criteria as AM 211 and AM 212.

2. Candidates are required to perform a prepared piece.

3. Candidates are required to sight-read.

Secondary Instrument or Voice Study
Candidates who receive permission to perform on a secondary instrument as part of their Junior or Senior Recital are exempt from a jury exam that semester. All other candidates studying a secondary instrument or voice are required to perform a jury.

Minimum Standards for AM 101 and AM 102
1. Candidates are required to play/sing at least three major scales and arpeggios (selected by the applied teacher) at a steady tempo (one note per beat) with a recommended metronome marking of no less than 60 beats per minute, using the same performance criteria as AM 111 and AM 112.

2. Candidates are required to perform a prepared piece.

3. Candidates are required to sight-read.

Minimum Standards for AM 201 and Higher
1. Candidates are required to play/sing at least three major scales and arpeggios, as well as three minor scales (all forms) and arpeggios (selected by the applied teacher) with a recommended metronome marking of no less than 60 beats per minute, using the same performance criteria as AM 211 and AM 212.

2. Candidates are required to perform a prepared piece.

3. Candidates are required to sight-read.

Jury Exam Protocol
- Candidates must adhere to assigned jury times.
- Candidates are to arrive early in order to assure they have ample time to warm-up and mentally prepare.
- Candidates are expected to be outside the jury room at least 10 minutes prior to their assigned time, ready to perform.

- Candidates are to dress in a professional manner, although concert dress is not necessary.
- Candidates are to number each measure of their prepared piece.
- Candidates are to bring three copies of their solo. These may be photocopies since they will be destroyed at the conclusion of the jury exam.
- Candidates are to bring the original and two copies of their completed Jury Repertoire Form. The original is to be given to the room monitor, and the two copies to the jury panel.
- If needed, candidates may bring a water bottle or a cup with a slotted lid (no glasses or open cups, and no liquid other than water).
- When asked to enter the room, candidates are to walk to the music stand (or piano), set down their own music and instrument (if necessary), and then distribute the copies of their music and Jury Repertoire Form to the jury panel.
- Candidates should then return to the music stand (or piano), taking a moment to mentally focus. At this point, candidates will be asked to perform their prepared piece and to sight-read. At the discretion of the jury panel, they may also be asked to perform scales and arpeggios.

RECITAL PROTOCOL AND PROCEDURES
VanderCook prepares candidates to perform in public through a series of requirements beginning in the freshman year and concluding with a senior recital in the candidate’s final year. Candidates are encouraged to perform frequently, as this will help to develop their musicianship, prepare them to mentor future students in the art of performance, and offer valuable experience to aid in meeting the performing responsibilities music educators routinely face. For complete recital information, please refer to the Guide to Recitals on VanderCook’s website.

Minimum Recital Requirements
Candidates must pass the both the Junior and Senior Recitals in order to graduate. Recital participation is incorporated into the semester applied music grade.

Minimum Standards for AM 111
Candidates are required to perform a jury (see Applied Jury Examinations).
Minimum Standards for AM 112, AM 211, AM 212 (TCSA Jury) and AM 311
Candidates are required to perform in Seminar (see the earlier Seminar section) and to perform a jury (see Applied Jury Examinations).

Minimum Standards for AM 312 (Junior Recital)
Music to be performed must be a minimum of 15 minutes and a maximum of 20 minutes. This recital should be shared with another junior candidate. One work may be a chamber ensemble piece. Candidates studying concurrently in a secondary area may include a selection (of no more than five minutes) with approval from both the secondary and major applied teachers. All secondary instrument selections must be approved well in advance of the recital. All jazz selections must be approved by the director of applied studies.

Minimum Standards for AM 411 and AM 412 (Senior Recital)
Music to be performed must be a minimum of 30 minutes and a maximum of 45 minutes. The recital should include selections representative of the major works for the candidate’s instrument and may include compositions for chamber ensemble. Candidates studying concurrently in a secondary area may include a selection (of no more than 10 minutes) with the approval of both the secondary and major applied teachers. An original composition or arrangement may be presented, but the candidate is responsible for arranging rehearsals, coaching the performers, and complying with copyright law.

Candidates are encouraged to perform at least one composition, which they plan to include on their program, during Seminar (see Seminar section) prior to their recital date. The Senior Recital must be completed before student teaching begins. Complete recital information can be found in the Guide to Recitals on VanderCook’s website.

Recital Protocol
Whether presenting a single selection in Seminar or a full Senior Recital, candidates should observe the following elements of recital decorum:

- Dress appropriately. A professional appearance is appropriate for Seminar, while formal or semi-formal attire is expected at Junior and Senior Recitals.
- Maintain an atmosphere of dignity throughout the presentation. Candidates may choose to be more or less formal, but a seriousness of purpose should prevail.
- Practice bowing and be prepared to acknowledge applause in a professional manner.
- Graciously acknowledge the collaborating pianist and all others who perform in the recital.

Recital Location
Most candidate recitals are held in Room Q120 of the 3125 building, or Room 130 of the 3140 building. The use of other locations should be requested on the Recital Program Form and approved by both the director of applied studies and the candidate’s applied teacher. Rooms should be left in the condition as posted so as to minimize preparation for the next event.

Recitals Other Than Junior and Senior Recitals
Candidates may elect to perform a recital prior to their Junior or Senior Recital. However, all aspects of such a program (i.e. reserving the room, hiring/paying the collaborating pianist, providing programs, recordings, etc.) are the sole responsibility of the candidate. Under no circumstances may an additional recital be a substitute for any jury requirement. Requests should be submitted to the director of applied studies, accompanied by a completed Recital Program Form. Applied instructors must also grant permission and attend the recital. The recitalist should be familiar with the information contained in the Guide to Recitals.

Scheduling Junior/Senior Recitals
Recital scheduling involves planning and coordination with a number of people and other events. Recitals become part of the published calendar and are promoted by the college. Thus, it is essential that candidates adhere to the following guidelines in order to have a successful event:

A recital fee is charged for all Junior and Senior Recitals. This is added to the candidate’s tuition bill: $495.00 for Junior Recitals and $625.00 for Senior Recitals. Both fees include the collaborating pianist, recordings and program copies. The Guide to Recitals covers all details concerning recital package fees, including the length of time allotted for rehearsals with the pianist and other recital requirements.
All recital date/times are scheduled through the director of applied studies. Early in the semester, a survey is sent to all recitalists, applied faculty and collaborative pianists. Once completed, a specific date/time is assigned to each recitalist. Junior recitalists may submit a request for their recital partner. Every effort will be made to fulfill requests but they cannot be guaranteed. Once the recitalists and applied teachers confirm the assigned date/time, it is then submitted to the piano faculty, who will determine which faculty member will work with the recitalist. At that time, the final schedule of all recitals will be published.

All dress rehearsals are to be scheduled with the president's assistant. Prior to scheduling with all personnel involved in the recital, candidates should check room availability to make sure their chosen location is available at the desired time.

Undergraduate recitals may be scheduled on any evening or weekend afternoon or evening during the fall or spring semesters, provided there are no conflicts with college-sponsored classes or other events. Undergraduate recitals may only be scheduled during times when the college is in session. No recitals may be scheduled on the weekend before or during final exams; the last available day is the Friday before jury-finals week. Recitals may not be scheduled during the summer or when the candidate is enrolled in student teaching. Recitalists are also discouraged from scheduling recitals during midterm examination week. Any unapproved recital dates will not be considered for credit.

It is the recitalist’s responsibility to secure both a stage manager and a door person to assist with setting up the recital hall. It is recommended that assistants be recruited to work with the stage manager. If a recital is scheduled during a time when the building is closed, the candidate must enlist another candidate to serve as front door monitor. Names of the stage manager and front door monitor are to be provided to the director of applied studies no later than one week prior to the recital.

A recital may be postponed in the event of a dire family emergency or illness. It will be the recitalist’s responsibility to notify the director of applied studies, the applied teacher, and any other performers.

The director of applied studies has the authority to declare that a recital is canceled. A $200.00 recital cancellation fee may apply. Recitalists must also arrange for signs to be posted, informing the public of the cancellation.

**Recital Programs**

The recitalist(s) is/are responsible for submitting program information to the director of publications at least 14 calendar days prior to the recital date. Failure to submit program information within this time frame may result in postponement or cancellation of the recital.

Recitalists should complete the Recital Program Form on the VanderCook website. The director of publications will circulate proof copies to the recitalist(s), the applied instructor(s) and the director of applied studies.

Fifty (50) programs will be printed for Junior and Senior Recitals. In the case of a shared Junior Recital, each recitalist will receive 50 programs. Candidates may request additional programs at their own expense ($ .25 each). Program notes and translations are the responsibility of the recitalist and must be presented in a professional format.

Programs are commonly placed on a music stand outside the door of the recital hall so that audience members may take one as they enter. Candidates are required to submit two copies of their program to the dean of undergraduate studies; these will be placed in the candidate’s personal file. They should also retain several copies for their own records and their Professional Teaching Portfolio.

**Recital Audio/Video Recording**

All Junior and Senior Recitals are recorded. Each recitalist will receive a copy of their recital recording in CD-R/DVD-R format. Copies are also placed on file in the Ruppel Library.

**Recital Reception**

It is common, but not necessary, to hold a reception for fellow artists, assistants, and audience members following (not before or during) a recital. If recitalists choose to host a reception, they are to observe the following guidelines:

- Receptions must be held in the designated reception area. Under no circumstance may a
reception be held in a classroom or rehearsal space. In addition, other areas are not to be used for storage of reception items or as a lounge during the recital.

- The recitalist assumes all responsibility for cleaning up, including providing their own trash bags and disposing of all garbage in the dumpster located on the north side of the 3140 building. A $50.00 custodial fee may be assessed if the area is not cleaned properly, or if garbage is not removed from the building or placed in the dumpster.
- Alcoholic drinks are not permitted.
- The recitalist is responsible for bringing all items needed for the reception, including tablecloths, serving plates, utensils, napkins, decorative items, garbage bags and other supplies needed for cleaning up. No VanderCook supplies are to be used for recitals.
- In the event that recitals are scheduled back-to-back, it is suggested that recitalists combine their receptions.

**Recital Green Room**

VanderCook’s 3125 building houses a Green Room (Room 117) available to students performing their Junior or Senior Recitals. The room has a sitting/changing area and a private bathroom. Recitalists may have access to this room two hours prior to their recital and for one hour after the recital. In the event two recitals are scheduled for the same evening, recitalists may have to share the space during the overlapping time. This room must be reserved in advance through the President’s Office. Recitalists are responsible for the complete cleaning of the Green Room when finished. All belongings, including clothes, hangers and trash must be removed. Failure to clean the Green Room after use may result in a $50.00 fee.

**Recital Grading Procedure**

Junior Recital grades will consist of 60% recital performance and 40% pre-recital preparation. The candidate must pass the recital performance component in order to pass the recital requirement.

If taken separately, AM 411 requires a standard jury and the AM 412 recital grade will consist of 60% recital performance and 40% recital preparation.

The assessment/grade for the recital is the responsibility of the applied teacher. Faculty attending the recital will note strengths and weaknesses on the Recital Performance Assessment Form. These forms are submitted to the candidate’s applied teacher, who will then discuss them with the candidate. The candidate's applied teacher must attend the recital. If a candidate is performing in a secondary area of current applied study, the secondary applied teacher is encouraged to attend.

**PRE-CLINICAL EXPERIENCE GUIDELINES**

Candidates are required to complete 75 hours of pre-clinical experiences prior to student teaching and degree completion. Pre-clinical experiences should:

- Reflect diverse settings, locations and teaching situations;
- Provide visual learning and guided practice in preparation for student teaching; and
- Create professional growth opportunities and allow candidates to become familiar with potential student teaching sites and cooperating teachers.

All pre-clinical experiences must be documented on the Pre-Clinical Experience Form, available online and from the director of professional education.

- Forms must be submitted within two weeks after the visit date. Notes may be attached.
- Activities documented during semester breaks must be submitted within the first two weeks of the new semester.
- Candidates may only document 20 hours in any one setting.
- Off-site concerts, festivals, clinics or seminars require a copy of the program cover (cover only) with event name, date and location.
- VanderCook events are limited to no more than six hours each. The VanderCook faculty or staff member who observes or works with the
candidate must sign the Pre-Clinical Experience Form for VanderCook festivals and clinics.

- Paid activities such as lessons, musicals, summer camps, etc., may account for no more than 25 experience hours.
- Non-music classes such as English, math, science, foreign language, etc., are acceptable and encouraged forms of experience but may account for no more than 20 experience hours.
- Observing a family member qualifies but may account for no more than 10 experience hours.
- Community service qualifies but may account for no more than 10 experience hours.
- Candidates with teaching experience are encouraged to consult with the director of professional education for additional information.

Candidates must keep a log of their activity history and copies of all submitted forms and notes. Experiences should reflect diversity in the following areas:

- **Location**: Urban, suburban, rural, other
- **School Type**: Public, private, alternative, charter
- **Age Group**: Elementary, middle/junior high school, secondary
- **Venue**: Classroom, rehearsal, lesson, camp, festival, event, concert
- **Activity Type**: Band, choir, orchestra, general music, special education
- **Experience Type**: Observation, tutoring (one-on-one or small-group), non-instructional assistance, simulation lab experiences, community service/volunteerism, professional meeting

Visits to pre-clinical experience sites are part of candidates' professional requirements. Candidates are to adhere to all site policies, and professional etiquette and appearance are expected at all times. Candidates should dress professionally and remember to send a thank-you note to the cooperating teacher and any other school personnel who assisted in hosting the visit.

Candidates may be required to complete a fingerprint criminal background check just prior to observation at certain schools. Candidates should check with the cooperating school for any background check requirements. This is in addition to the fingerprint criminal background checks required of all VanderCook candidates upon admission to the college and just before student teaching.

**BACHELOR'S DEGREE (BMEd and BMpc) EXIT REQUIREMENTS**

**BMEd candidates** must complete a minimum of 138.5 credit hours (one credit hour equaling a minimum of 15 class hours) with a minimum grade point average of 2.5 on a 4.25 scale.

**BMpc candidates** must complete a minimum of 123.5 credit hours (one credit hour equaling a minimum of 15 class hours) with a minimum grade point average of 2.5 on a 4.25 scale.

Courses are distributed into the areas of General Education, Fundamentals and Theory, Professional Education, Music Education, and Applied Music Performance.

In addition, **BMEd candidates** must pass or complete the following:

- VanderCook's TCSA exam;
- Federal fingerprint Criminal Background Check;
- ISBE's TAP exam;
- ISBE's Music Content-Area Test;
- ISBE's APT exam;
- ISBE's edTPA exam
- VanderCook's Comprehensive Performance Exams;
- All required pre-clinical experience hours;
- Student teaching; and
- All financial and other specified obligations to VanderCook and IIT.

**BMpc candidates** must pass or complete the following:

- VanderCook's TCSA exam;
- VanderCook's Comprehensive Performance Exams;
- All required pre-clinical experience hours; and
- All financial and other specified obligations to VanderCook and IIT.

**Advisement and Registration**

Candidates will meet each semester with the undergraduate dean and/or the director of admissions for an individual advising session, at which time the candidate's course of study and academic progress are reviewed. It is ultimately the candidate's responsibility to ensure that all degree requirements are met.
Bachelor's Degree
ACADEMIC REGULATIONS

Comprehensive Performance Exams
All undergraduate and MCert candidates must successfully complete a series of performance exams before advancing to student teaching. Deadlines are published in the VanderCook calendar. A Comprehensive Exam Book is available on VanderCook's website, and copies are kept on reserve in the Ruppel Library.

Candidates may schedule comps beginning one year prior to student teaching. It is each candidate's responsibility to contact designated faculty to schedule appointments for performing comps well in advance of stated deadlines. The deadline established by the director of professional education does not imply that any faculty member does not imply that any faculty member may be on campus and available to hear comps at any given time.

Bachelor of Music Education (BMEd)
Five-Stage Formal Assessment System
BMEd candidates undergo a five-stage assessment. Each of these transitions is designed to assess potential for success at VanderCook, and to help monitor and guide each candidate's growth and development from admission through teacher licensure. Please note: Grades below C in upper-level General and Professional Education classes will not count toward entitlement for licensure in Illinois. See the undergraduate dean or refer to the tracking form for further details.

Transition 1: Criteria for Admission to VanderCook
- High school transcript assessment, including:
  - High school class rank (weighed with assessment of the quality of the school and size of the class).
  - High school GPA (weighed with respect to course selection and school quality) or college GPA, if a transfer candidate.
  - ACT or SAT scores.
- Personal audition and interview. An audition committee of two to three faculty members assesses each applicant's ability to perform on a major instrument or voice, and assesses the candidate's interest in becoming a music teacher.
- Written theory placement examination.
- Prospective candidate essay assessed by the college's English faculty to determine basic language arts competency.

Transition 2: Teacher Candidacy Skills Assessment (TCSA)
- Written theory, ear training, applied music and piano assessments are used to determine satisfactory progress. A candidate may be required to complete remedial work and be assigned provisional candidacy.
- A condition for taking Professional Education coursework is passing the ISBE TAP (or a score of 22 on ACT Writing, or 1030 on the SAT including writing). If a candidate has not passed the TAP or achieved the required GPA, he or she may be given provisional permission to complete Professional Education coursework in addition to a remediation plan.
- Assessment of performance jury history (i.e., the semester exam in which candidates perform before a faculty panel that assesses their performance and progress) is used to determine satisfactory progress. AM 212 (TCSA Jury) includes the jury selection, sight-reading, and enhanced scale and rhythm components.
- The Candidate Outcomes Assessment, comprised of faculty and self-assessments, is used to determine the degree to which the candidate meets the institution's Candidate Outcomes.
- A minimum cumulative GPA of 2.5 is required.

Transition 3: Admission to Student Teaching
- Completion of at least 75 documented hours of pre-clinical experiences representing diverse subject areas, grade levels, schools and socioeconomic settings.
- Successful completion of Junior and Senior Recitals prior to the established deadlines.
- Successful completion of Comprehensive Performance Examinations, including conducting, prior to the established deadline.
- Cumulative GPA of 2.5 in all coursework required prior to student teaching.
- Successful completion of the ISBE TAP exam (or a score of 22 on the ACT Writing, or 1030 on the SAT including the writing section) and Music Content-Area Test.
Transition 4: Completion of Student Teaching
- Receipt of a final grade of C or better for the student teaching experience.
- Four assessments and one grade from each cooperating teacher.
- Four assessments and one grade from the supervising teacher.
- Four self-assessments.

Transition 5: Program Completion and Recommendation for Entitlement
- Successful completion and review of the edTPA Portfolio.
- Cumulative GPA of 2.5 in all coursework.
- Successful completion of the ISBE APT exam before entitlement.
- All financial and other specified obligations to VanderCook and IIT are discharged in full.
- EFFECTIVE FALL 2015: The edTPA will need to be submitted to Pearson and a passing grade received in order to receive licensure.

Bachelor of Music (Pre-Certification) (BMpc)
Three-Stage Formal Assessment System
BMpc candidates undergo a three-stage assessment. Each of these transitions is designed to assess potential for success at VanderCook, and to help monitor and guide each candidate’s growth and development.

Please note: Grades below a C in upper-level General and Professional Education classes will not count toward entitlement for licensure in Illinois. See the undergraduate dean or refer to the tracking form for further details.

Transition 1: Criteria for Admission to VanderCook
- High school transcript assessment, including:
  - High school class rank (weighed with assessment of the quality of the school and size of the class).
  - High school GPA (weighed with respect to course selection and school quality) or college GPA, if a transfer candidate.
  - ACT or SAT scores.
- Personal audition and interview. An audition committee of two to three faculty members assesses each applicant’s ability to perform on a major instrument or voice, as well as the their interest in beginning the process of becoming a music teacher.
- Written theory placement examination.
- Prospective candidate essay assessed by the college’s English faculty to determine basic language arts competency.

Transition 2: Teacher Candidacy Skills Assessment (TCSA)
- Theory, ear training, applied music, and piano assessments are given to determine satisfactory progress. Candidates may be required to complete remedial work and be assigned provisional candidacy.
- A condition for taking Professional Education coursework is passing the ISBE TAP (or a score of 22 on ACT Writing, or 1030 on the SAT including writing). If a candidate has not passed the TAP or achieved the required GPA, they may be given provisional permission to complete Professional Education coursework in addition to a remediation plan.
- Assessment of performance jury history (i.e., the semester exam in which candidates perform before a faculty panel that assesses their performance and progress) is used to determine satisfactory progress. AM 212 (TCSA Jury) includes jury selection, sight-reading, and enhanced scale and rhythm components.
- Candidate Outcomes Assessment (faculty and self-assessments), used to determine the degree to which the candidate meets VanderCook’s Candidate Outcomes.
- A minimum cumulative GPA of 2.5 is required.

Transition 3: Degree Completion
- Completion of at least 75 documented hours of pre-clinical experiences representing diverse subject areas, grade levels, schools and socio-economic settings.
- Completion of Junior and Senior Recitals.
- Completion of Comprehensive Performance Examinations, including conducting.
- Cumulative GPA of 2.5 in all coursework.

(continued)
Bachelor's Degree

ACADEMIC REGULATIONS

• Completion of all coursework as prescribed by the College Catalog.

• Completion of the Candidate Outcomes Assessment (comprised of faculty and self-assessment), used to determine the degree to which the candidate meets VanderCook’s Candidate Outcomes.

• All financial and other specified obligations to VanderCook and IIT are discharged in full.

BMpc Program Completion and Licensure

BMpc graduates who are interested in pursuing licensure and have subsequently passed the ISBE TAP (or equivalent) and Music Content-Area exam may enroll at VanderCook in the Teacher Certification Entitlement Program (TCEP). Interested BMpc graduates should contact the Admissions Office for more details.

Applying for the Illinois Professional Educator License (BMEd candidates)

Upon fulfillment of all program/degree requirements at VanderCook (including passing student teaching, comprehensive exams, etc.), BMEd candidates must complete the following in order to apply for the Illinois Professional Educator License with a Special K-12 Endorsement in Music:

• Successful passing of the ISBE TAP exam (formerly the Basic Skills Test) prior to admission. **EFFECTIVE JULY 2012:** ISBE may accept ACT score reports (minimum composite score of 22 and minimum combined English/writing score of 19) and SAT score reports (minimum composite on critical reading plus mathematics of 1030 and minimum score on the writing of 450) in lieu of a TAP score. Score reports cannot be older than 10 years at the time of submission to ISBE and must include the writing component. Candidates wishing to use an official ACT or SAT score report in lieu of a TAP score must submit a written request with score reports to ISBE; further details can be found on ISBE’s website.

• The Music Content-Area Test must be passed and reported to VanderCook at least one semester prior to the student teaching semester. The appropriate dean must have received the official report from ISBE indicating a passing score before a candidate will be cleared for student teaching.

• The APT exam must be passed before VanderCook can entitle a candidate for state licensure. Candidates will neither officially complete the program nor receive a diploma until they have passed the APT.

• **EFFECTIVE FALL 2015:** The Illinois State Licensure Board requires the edTPA as part of the state’s pathway to teacher licensure. This process is a performance-based assessment requiring teacher candidates to demonstrate skills needed to enter the classroom ready to teach and help all students learn. EdTPA is the result of a legislative mandate requiring performance-based assessment in Illinois’ teacher preparation programs. Prior to September 2015, VanderCook teacher candidates were only required to pass written exams including the TAP (Test of Academic Proficiency/Basic Skills) APT (Assessment of Professional Teaching) and the Music Content-Area tests. However, these tests did not fully capture whether candidates could demonstrate that they had learned how to teach.


• Apply for licensure either on ISBE’s website or in person at an ISBE Regional Office.

**Please note:** There are only a few test dates a year for the Music Content-Area Test and registration deadlines are weeks ahead of the test. Test dates, registration information, study guides and practice tests can be found at the Illinois Licensure Testing System website. Candidates are advised to plan ahead!

EDUCATIONAL PLACEMENT

VanderCook assists graduates in finding a teaching position through the Education Placement Office (EPO). The EPO maintains a list of open teaching positions and makes this list available to final-year candidates and recent alumni. For more information, visit the EPO on the second floor of the 3140 building, or visit the Alumni Job Placement Services page on VanderCook’s website.
THE TCEP PROGRAM
The TCEP was designed for candidates who hold a degree in music and wish to earn an official educator’s license to teach in Illinois public schools.

Requirements
Admission to the TCEP requires candidates to have:

- Earned a minimum of a bachelor’s degree in music from an accredited college or university, and have graduated with a 3.0 cumulative GPA or higher; and
- Passed the ISBE TAP exam (formerly the Basic Skills Test) or its ISBE-approved equivalent.

**EFFECTIVE JULY 2012:** ISBE may accept ACT score reports (minimum composite score of 22 and minimum combined English/writing score of 19) and SAT score reports (minimum composite on critical reading plus mathematics of 1030 and minimum score on the writing of 450). Score reports cannot be older than 10 years at the time of submission to ISBE and must include the writing component. Candidates wishing to use an ACT or SAT official score report in lieu of a TAP score must submit a written request with score reports to ISBE; further details can be found on the ISBE website.

TRANSFER CREDIT
TCEP candidates who have completed coursework at another accredited college or university may request to have credits considered for transfer to VanderCook with the following restrictions:

- Grades of C or better may be accepted for transfer to the General Education and Professional Education requirements.
- All coursework must fall within a seven-year time frame. Computer courses must have been completed within the last three years.
- The request must be submitted in writing to the graduate dean prior to the first term of enrollment.
- Candidates must submit an official transcript from the institution(s) where coursework was completed.
- Only credits completed prior to acceptance into VanderCook’s TCEP program may be considered for transfer. Exceptions to this policy must be discussed with the graduate dean.

PRE-CLINICAL EXPERIENCE GUIDELINES
Candidates are required to complete 75 pre-clinical experience hours prior to student teaching. Pre-clinical experiences should:

- Reflect diverse settings, locations and teaching situations;
- Provide visual learning and guided practice in preparation for student teaching; and
- Create professional growth opportunities and allow candidates to become familiar with potential student teaching sites and cooperating teachers.

All pre-clinical experiences must be documented on the Pre-Clinical Experience Form, available online and from the director of professional education.

- Forms must be submitted within two weeks of the visit date. Notes may be attached.
- Activities documented during semester breaks must be submitted within the first two weeks of the new semester.
- Candidates may only document 20 hours in any one setting.
- Off-site concerts, festivals, clinics or seminars require a copy of the program (cover only) with event name, date and location.
- VanderCook events are limited to no more than six hours each. The VanderCook faculty or staff member who observes or works with the candidate must sign the Pre-Clinical Experience Form for VanderCook festivals and clinics.
- Paid activities such as lessons, musicals, summer camps, etc., may account for no more than 25 experience hours.
- Observing a family member qualifies but may account for no more than 10% of a candidate’s experience hours.
- Community service qualifies but may account for no more than 10 experience hours.
- Non-music classes such as English, math, science, foreign language, etc., are acceptable forms of experience but may count toward no more than 20% of a candidate’s total hours.
- Previous school teaching experience may be considered toward the required 75 hours of experience. Please consult with the director of professional education for more information.

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Teacher Certification Entitlement Program

ACADEMIC REGULATIONS

- Candidates are required to keep a log of their activity history. Experiences and should reflect diversity in the following areas:
  
  **Location:** Urban, suburban, rural, other  
  **School Type:** Public, private, alternative, charter  
  **Age Group:** Elementary, middle/junior high school, secondary  
  **Venue:** Classroom, rehearsal, lesson, camp, festival, event, concert  
  **Activity Type:** Band, choir, orchestra, general music, special education  
  **Experience Type:** Observation, tutoring (one-on-one or small-group), non-instructional assistance, simulation lab experiences, community service/volunteerism, professional meeting  

Visits to pre-clinical experience sites are part of a candidate’s professional requirements. Candidates are to adhere to all site policies, and professional etiquette and appearance is expected at all times. Candidates should dress professionally and remember to send a thank-you note to the cooperating teacher.

EXIT REQUIREMENTS

Program Completion
TCEP candidates must complete all requirements within seven years of the date of initial registration. All credits that apply toward the TCEP option must fall within this time frame. Undergraduate credits in the areas of General Education and Professional Education that transfer for licensure purposes are exceptions to this policy.

Advisement and Registration
TCEP candidates are encouraged to meet with the graduate dean each semester for advising. At this time, each candidate’s academic plan will be reviewed and adjusted as needed.

TCEP candidates who enroll in fall and spring semester classes will follow the undergraduate class schedule. A non-refundable deposit of $100.00 is due at time of registration for each term.

Comprehensive Performance Exams
All candidates seeking licensure must pass the Comprehensive Performance Exams before being allowed to student teach. TCEP candidates may schedule these exams with the appropriate instructor at any time during the fall and spring semesters.

VanderCook Seminar
All TCEP candidates are required to enroll in and attend Seminar during each semester of full-time study.

Seminar performances must be on the candidate’s major instrument or voice, should be a maximum of five minutes, and must be approved by the applied instructor. Solos that include a piano part must be performed with a pianist. Duets, trios or other group performances must have the approval of all instructors involved, as well as the director of applied studies, in order to meet the performance requirement.

A schedule of assigned seminar performance days is announced early each semester. Requests for a particular date should be submitted in writing to the director of applied studies and the seminar instructor during the first week of the semester.

Two weeks prior to the scheduled performance, the candidate must submit complete information about the piece to be performed to the seminar instructor and director of applied studies. This includes the title of the composition, movement designations (if applicable), the composer’s birth and death dates, as well as the names of any additional performers. Seminar pianists will be assigned at this time.

Candidates are expected to email or call the seminar instructor and the director of applied studies as soon as they realize they may be unable to attend a class session. This communication does not automatically excuse the absence.

Failure to perform in seminar may result in the lowering of the candidate’s applied grade by one full letter. Three absences may result in a failing grade. A failing grade in seminar may be cause for a referral to the Standards Committee.

TCEP Five-Stage Formal Assessment System

Transition 1: Admission to VanderCook

- A degree in music earned from an accredited institution.  
- An essay that includes the applicant’s philosophy of music education, and addresses the dispositions of strength in character, excellence in music, and professionalism in teaching.  
- An audition on major instrument or voice; a high level of musical performance is expected as a result of having already earned a bachelor’s degree in music.
An interview with the Audition Panel, using VanderCook’s Candidate Outcomes and Dispositions to guide questions.

TCEP applicants are expected to have satisfactorily completed a Theory and Ear Training sequence, piano classes, and Form and Analysis coursework at their undergraduate institution.

Successful passing of the ISBE TAP exam (formerly the Basic Skills Test) prior to admission. **EFFECTIVE JULY 2012:** ISBE may accept ACT score reports (minimum composite score of 22 and minimum combined English/Writing score of 19) and SAT score reports (minimum composite on Critical Reading plus Mathematics of 1030 and minimum score of 450 on the Writing) in lieu of a TAP score. Score reports cannot be older than 10 years at the time of submission to ISBE and must include the writing component. Candidates wishing to use an official ACT or SAT score report in lieu of a TAP score must submit a written request with score reports to ISBE; further details can be found on ISBE’s website.

Undergraduate GPA of at least 3.0. If an applicant’s GPA is below 3.0, he or she may be required to take the Graduate Record Examination General Test (GRE) to be considered for admission.

A completed application, reviewed by the Graduate Faculty Committee to assess the applicant’s commitment to music teacher education.

Three reference questionnaires completed by professionals in the field that attest to the applicant’s musical, professional and personal attributes (assessing the institutional outcomes).

Federal fingerprint criminal background check (required for all first-semester candidates).

The candidate is notified of acceptance into the TCEP program when all proficiency assessments are submitted.

**Transition 3: Admission to Student Teaching**

- Satisfactory completion of a Professional Readiness Assessment, comprised of faculty and self-assessment, used to determine the degree to which the candidate meets the eight institutional outcomes.
- Satisfactory completion of all General, Professional and Music Education coursework.
- Satisfactory completion of at least 75 documented hours of pre-clinical experiences representing diverse subject areas, grade levels, schools and socio-economic settings (previous teaching experience is considered only with proper documentation).
- Satisfactory completion of a federal fingerprint criminal background check prior to the established deadline.
- Satisfactory completion of Comprehensive Performance Exams, including conducting, prior to the established deadline.
- Earn a cumulative GPA of 3.0 or higher.
- Successful completion of the ISBE Music Content-Area Test.
- Satisfactory completion of all student teaching paperwork as required.

**Transition 4: Completion of Student Teaching**

- Satisfactory completion of 60 full student-contact days of student teaching.
- Submission of a Student Teaching Workbook, a performance-based set of activities designed to provide a breadth of experiences within the larger school program.
- Submission of a Student Teaching Journal, documenting daily reflections on the teaching and learning process (also reviewed regularly with the supervising teachers).
- Participation in the Student Teacher Seminars and all evaluation and discussion sessions to reflect on the educational experiences during student teaching.
- An exit interview with the director of professional education that includes the presenta-
Teacher Certification Entitlement Program
ACADEMIC REGULATIONS

Transition of the candidate's journal, assessment forms and workbook from the experience.

- Submission of an edTPA portfolio.
- Assessments and grades that include required conferences involving a review of progress on the professional teaching standards and VanderCook's Candidate Outcomes.
- A final student teaching grade of B or better.
- Four assessments and one grade from each cooperating teacher.
- Four assessments and one grade from the supervising teacher.
- Four self-assessments.

Transition 5: Recommendation for Entitlement

- Satisfactory completion of all coursework as prescribed by the College Catalog.
- Successful completion of the ISBE APT exam.
- Fulfillment of all financial obligations to VanderCook and IIT.
- Recommendation for entitlement.

After a candidate's undergraduate transcript has been evaluated to determine which courses will be accepted for credit transfer, a semester-by-semester academic plan will be created to assist the candidate in completing the program in a timely fashion.

Admission to Student Teaching

TCEP Candidates must register for student teaching through the graduate dean. Candidates must complete and submit a Student Teaching Application at least one year in advance and offer recommendations for their student teaching placement (elementary and high schools). TCEP candidates have the option of student teaching for 16 weeks (12 credits) or for 12 weeks (9 credits), depending on individual circumstances.

Applying for the Illinois Professional Educator License

Upon fulfillment of all program/degree requirements at VanderCook (including passing student teaching, comprehensive exams, etc.), TCEP candidates must complete the following in order to apply for the Illinois Professional Educator License with a Special K-12 Endorsement in Music:

- All ISBE certification exams: the TAP, Music Content-Area Test, the APT, and the edTPA must be passed. EFFECTIVE JULY 2012: ISBE may accept ACT score reports (minimum composite score of 22 and minimum combined English/writing score of 19) and SAT score reports (minimum composite on critical reading plus mathematics of 1030 and minimum score on the writing of 450) in lieu of a TAP score. Score reports cannot be older than 10 years at the time of submission to ISBE and must include the writing component. Candidates wishing to use an official ACT or SAT score report in lieu of a TAP score must submit a written request with score reports to ISBE; further details can be found on ISBE's website.
- The Music Content-Area Test must be passed and reported to VanderCook at least one semester prior to the student teaching semester. The appropriate dean must have received the official score report from ISBE indicating a passing score before a candidate will be cleared for student teaching.
- The APT exam must be passed before VanderCook can entitle a candidate for state licensure. Candidates will neither officially complete the program nor receive a diploma until they have passed the APT.
- EFFECTIVE FALL 2015: The Illinois State Licensure Board requires the edTPA as part of the state's pathway to teacher licensure. This process is a performance-based assessment requiring teacher candidates to demonstrate skills needed to enter the classroom ready to teach and help all students learn. EdTPA is the result of a legislative mandate requiring performance-based assessment in Illinois' teacher preparation programs. Prior to September 2015, VanderCook teacher candidates were only required to pass written exams including the TAP (Test of Academic Proficiency/Basic Skills) APT (Assessment of Professional Teaching) and the Music Content-Area tests. However, these tests did not fully capture whether a candidate could demonstrate that they had learned how to teach. More information about edTPA can be found on the edTPA website at www.edtpa.com.
Teacher Certification Entitlement Program

ACADEMIC REGULATIONS

• Apply for licensure either on ISBE’s website or in person at an ISBE Regional Office.

Please note: There are only a few test dates a year for the Music Content-Area Test and registration deadlines are weeks ahead of the test. Test dates, registration information, study guides and practice tests can be found at the Illinois Licensure Testing System website. Candidates are advised to plan ahead!

EDUCATIONAL PLACEMENT

The registrar will provide candidates with information about creating and developing their credential file. All TCEP candidates must prepare an edTPA Portfolio. Portfolio requirements are available on Vander-Cook’s website.
Master's & Certification (MCert)

ACADEMIC REGULATIONS

THE MCert OPTION
Many candidates who receive undergraduate degrees in music disciplines other than music education express an interest in becoming licensed to teach music in public schools. VanderCook offers these candidates the opportunity to earn a graduate degree in music education while completing the necessary coursework to satisfy the requirements for licensure as specified by ISBE. Master's and certification (MCert) candidates may select a course of study with a choral, band, general or string instrument track declared.

TRANSFER CREDIT
MCert candidates who have completed coursework at another accredited college or university may request to have credits considered for transfer to VanderCook with the following restrictions:

- Grades of C or better may be accepted for transfer to the General Education and Professional Education requirements.
- All coursework must fall within a seven-year time frame. Computer courses must have been completed within the last three years.
- The request must be submitted in writing to the graduate dean prior to the first term of enrollment.
- Candidates must submit an official transcript from the institution(s) where coursework was completed.
- Only graduate credits completed prior to acceptance into VanderCook's degree program may be considered for transfer. Exceptions to this policy must be discussed with the graduate dean.

PRE-CLINICAL EXPERIENCE GUIDELINES
Candidates are required to complete 75 pre-clinical experience hours prior to student teaching. Pre-clinical experiences should:

- Reflect diverse settings, locations and teaching situations;
- Provide visual learning and guided practice in preparation for student teaching; and
- Create professional growth opportunities and allow candidates to become familiar with potential student teaching sites and cooperating teachers.

All pre-clinical experiences must be documented on the Pre-Clinical Experience Form available online and from the director of professional education.

- Forms must be submitted within two weeks of the visit date. Notes may be attached.
- Activities documented during semester breaks must be submitted within the first two weeks of the new semester.
- Candidates may only document 20 hours in any one setting.
- Off-site concerts, festivals, clinics or seminars require a copy of the program (cover only) with event name, date and location.
- VanderCook festivals and clinics are limited to no more than six hours for each event. The VanderCook faculty or staff members who observe or work with the candidate must sign the experience form for VanderCook events.
- Lessons, musicals, summer camps, or any other paid activity may account for no more than 25% of a candidate's experience hours.
- Observing a family member qualifies but may account for no more than 10% of a candidate's experience hours.
- Community service qualifies but may not count for more than 10 experience hours.
- Non-music classes such as English, math, science, foreign language, etc., are acceptable forms of experience but may count toward no more than 20% of a candidate's total hours.
- Previous school teaching experience may be considered toward the required 75 hours of experience. Please consult with the director of professional education for more information.
- Candidates are required to keep a log of their activity history. Experiences and should reflect diversity in the following areas:
  - **Location**: Urban, suburban, rural, other
  - **School Type**: Public, private, alternative, charter
  - **Age Group**: Elementary, middle/junior high school, secondary
  - **Venue**: Classroom, rehearsal, lesson, camp, festival, event, concert
Activity Type: Band, choir, orchestra, general music, special education

Experience Type: Observation, tutoring (one-on-one or small-group), non-instructional assistance, simulation lab experience, community service/volunteerism, professional meeting

Visits to pre-clinical experience sites are part of a candidate's professional requirements. Candidates are to adhere to all site policies, and professional etiquette and appearance is expected at all times. Candidates should dress professionally and remember to send a thank-you note to the cooperating teacher.

MCert EXIT REQUIREMENTS
In addition to successfully completing all course requirements, ISBE requirements, and the Comprehensive Performance Exam, each MCert candidate must complete a Master's Project, a Lecture/Recital or Lecture/Demonstration, and either a Professional Teaching Portfolio or the Comprehensive Written Exam.

Program Completion
MCert candidates must complete all requirements within seven years of the date of initial registration. All credits that apply toward the MCert option must fall within this time frame. Undergraduate credits in the areas of General and Professional Education that transfer for licensure purposes are exceptions to this policy.

Advisement and Registration
MCert candidates are encouraged to meet with the graduate dean each semester for advising. At this time, the academic plan will be reviewed and adjusted as needed. Candidates who enroll in fall and spring semester classes will follow the undergraduate class schedule (MCert candidates should refer to the College Catalog and VanderCook's website for summer session information). A non-refundable deposit of $100.00 is due at time of registration for each term.

Comprehensive Performance Exams
All candidates seeking licensure must pass the Comprehensive Performance Exams before being allowed to student teach. MCert candidates may schedule these exams with the appropriate instructor at any time during the fall and spring semesters. Some instructors may agree to hear comp exams during the summer session at their discretion. Exam details are available on the VanderCook website.

Admission to Student Teaching
MCert candidates must register for student teaching through the graduate dean. Candidates must complete and submit a Student Teaching Application at least one year in advance and offer recommendations for their student teaching placement (elementary and high schools).

MCert candidates have the option of student teaching for 16 weeks (9 credits) or for 12 weeks (6 credits), depending on individual circumstances.

Graduate Candidate Seminar
The Graduate Candidate Seminar convenes monthly to provide a venue for candidates to discuss topics of concern related to their participation in the program, their leadership role as graduate candidates, and important issues in the field of music education. Attendance at all Graduate Candidate Seminars is mandatory for all MCert candidates.

MCert candidates are encouraged to attend the Tuesday Lecture Series and to support their undergraduate colleagues at undergraduate Seminar.

MCert Formal Assessment

Transition 1: Admission to VanderCook
- A degree in music earned from an accredited institution.
- An admission essay that includes the applicant's philosophy of music education, and addresses the dispositions of strength in character, excellence in music, and professionalism in teaching.
- An audition on major instrument or voice; a high level of musical performance is expected as a result of having already earned a bachelor's degree in music.
- An interview with the Audition Panel, using VanderCook’s Candidate Outcomes and Dispositions to guide questions.
- MCert applicants are expected to have satisfactorily completed a Theory and Ear Training sequence, piano classes, and Form and Analysis coursework at their undergraduate institution.
- Successful passing of the ISBE TAP exam (formerly the Basic Skills Test) prior to admission. EFFECTIVE JULY 2012: ISBE may accept ACT score reports (minimum composite score
Master’s & Certification (MCert)  
ACADEMIC REGULATIONS

of 22 and minimum combined English/writing score of 19) and SAT score reports (minimum composite on critical reading plus mathematics of 1030 and minimum score on the writing of 450) in lieu of a TAP score. Score reports cannot be older than 10 years at the time of submission to ISBE and must include the writing component. Candidates wishing to use an official ACT or SAT score report in lieu of a TAP score must submit a written request with score reports to ISBE; further details can be found on ISBE’s website.

• Undergraduate GPA of at least 3.0. If an applicant’s GPA is below 3.0, he or she may be required to take the Graduate Record Examination General Test (GRE) to be considered for admission.

• A completed application, reviewed by the Graduate Faculty Committee to assess the applicant’s commitment to music teacher education.

• Three reference questionnaires completed by professionals in the field that attest to the applicant’s musical, professional and personal attributes (assessing the institutional outcomes).

• Federal fingerprint criminal background check (required for all first-semester candidates).

Transition 2: Teacher Candidacy Skills Assessment

• Theory, ear training, piano, and form and analysis assessments are given to determine satisfactory preparedness. The applicant may be required to complete remedial work.

• A Professional Readiness Assessment (faculty and self-assessment) is used to determine the degree to which the candidate meets VanderCook’s Candidate Outcomes.

• The candidate is notified of acceptance into the MCert program when Theory, Ear Training, Piano, and Form and Analysis proficiency assessments are submitted.

Transition 3: Admission to Student Teaching

• Satisfactory completion of a Professional Readiness Assessment, comprised of faculty and self-assessment, used to determine the degree to which the candidate meets the institutional outcomes.

• Satisfactory completion of all General, Professional and Music Education coursework.

• Completion of at least 75 documented hours of pre-clinical experiences representing diverse subject areas, grade levels, schools and socio-economic settings (previous teaching experience is considered only with proper documentation).

• Satisfactory completion of a federal fingerprint criminal background check prior to the established deadline.

• Satisfactory completion of Comprehensive Performance Exams, including conducting, prior to the established deadline.

• Earn a cumulative GPA of 3.0 or higher.

• Satisfactory completion of the ISBE Music Content-Area Test.

• Satisfactory completion of all student teaching paperwork as required.

Transition 4: Completion of Student Teaching

• Satisfactory completion of 60 full student-contact days of student teaching.

• Submission of a Student Teaching Workbook, a performance-based set of activities designed to provide a breadth of experiences within the larger school program.

• Submission of a Student Teaching Journal, documenting daily reflections on the teaching and learning process (also reviewed regularly with the supervising teachers).

• Participation in the Student Teacher Seminars and evaluation and discussion sessions to reflect on the educational experiences during student teaching.

• An exit interview with the director of professional education that includes the presentation of the candidate’s journal, assessment forms and workbook from the experience.

• Satisfactory completion of the edTPA exam.

• Assessments and grades that include required conferences involving a review of progress on the professional teaching standards and VanderCook’s Candidate Outcomes.

• A final student teaching grade of B or better.
Master's & Certification (MCert) ACADEMIC REGULATIONS

- Four assessments and one grade from each cooperating teacher.
- Four assessments and one grade from the supervising teacher.
- Four self-assessments.

**Transition 5: Graduate Program Completion**
- Satisfactory completion of all graduate core and track-specific graduate-level coursework (i.e., courses not required for student teaching).
- Satisfactory completion of a Master's Project.
- Satisfactory completion of a Professional Teaching Portfolio or the Comprehensive Written Examination.

**Transition 6: Degree Conferment and Recommendation for Entitlement**
- Satisfactory completion of all coursework as prescribed by the College Catalog.
- Satisfactory completion of the ISBE APT exam.
- Fulfillment of all financial obligations to VanderCook and IIT.
- Conferment of the MMEd degree
- Recommendation for entitlement.

MCert candidates are part of a unique experience that interfaces with both the undergraduate and graduate degree programs. During the fall and spring semesters, MCert candidates will fulfill coursework required for teacher licensure in areas such as General Education, Professional Education and instrumental techniques along with undergraduate candidates. During the summer term, MCert candidates will enroll in courses with MMEd candidates who have been serving as school music teachers. In essence, a MCert candidate studies in both degree programs.

After a candidate's undergraduate transcript has been evaluated to determine which courses may be accepted for credit transfer, a semester-by-semester academic plan will be created to assist the candidate in completing the degree program in a timely fashion.

**Applying for the Illinois Professional Educator License**

Upon fulfillment of all program/degree requirements at VanderCook (including passing student teaching, comprehensive exams, etc.), MCert candidates must complete the following in order to apply for the Illinois Professional Educator License with a Special K-12 Endorsement in Music:

- All ISBE certification exams: the TAP, Music Content-Area Test, the APT, and the edTPA must be passed. **EFFECTIVE JULY 2012:** ISBE may accept ACT score reports (minimum composite score of 22 and minimum combined English/writing score of 19) and SAT score reports (minimum composite on critical reading plus mathematics of 1030 and minimum score on the writing of 450) in lieu of a TAP score. Score reports cannot be older than 10 years at the time of submission to ISBE and must include the writing component. Candidates wishing to use an official ACT or SAT score report in lieu of a TAP score must submit a written request with score reports to ISBE; further details can be found on ISBE's website.

- The Music Content-Area Test must be passed and reported to VanderCook at least one semester prior to the student teaching semester. The appropriate dean must have received the official score report from ISBE indicating a passing score before a candidate will be cleared for student teaching.

- The APT exam must be passed before VanderCook can entitle a candidate for state licensure. **Candidates will neither officially complete the program nor receive a diploma until they have passed the APT.**

- **EFFECTIVE FALL 2015:** The Illinois State Licensure Board requires the edTPA as part of the state’s pathway to teacher licensure. This process is a performance-based assessment requiring teacher candidates to demonstrate skills needed to enter the classroom ready to teach and help all students learn. edTPA is the result of a legislative mandate requiring performance-based assessment in Illinois’ teacher preparation programs. Prior to September 2015, VanderCook teacher candidates were only required to pass written exams including the TAP (Test of Academic Proficiency/Basic Skills) APT (Assessment of Professional Teaching) and the Music Content-Area tests. However, these tests did not fully capture whether candidates could demonstrate that they had learned how to teach.
More information can be found on the edTPA website at www.edtpa.com.

- Apply for licensure either on ISBE's website or in person at an ISBE Regional Office of Education.

**Please note:** There are only a few test dates a year for the Music Content-Area Test and registration deadlines are weeks ahead of the test. Test dates, registration information, study guides and practice tests can be found at the Illinois Licensure Testing System website. Candidates are advised to plan ahead!

**MASTER'S PROJECT, LECTURE/RECITAL AND LECTURE/Demonstration**

**Master's Project**
The Master's Project should represent a serious, scholarly effort to create a product of benefit to some segment of the music teaching profession, and should be applicable to some aspect of the candidate's life and work. All projects are expected to meet standards of graduate-level scholarship and musicianship.

The Master's Project may take one of several forms:
- A traditional scholarly paper;
- An experiment;
- A curriculum or teaching manual;
- A review of music or educational resources in a particular area;
- An original arrangement, composition or method book; or
- A computer-assisted instructional program in an area of interest.

Candidates who complete a Lecture/Recital or Lecture/Demonstration must present a summary of their research during the annual Poster Session. Completed projects are included in the Master's Project Collection, available online. Candidates should register for the Master's Project using the Graduate Registration Form.

A limit of four Lecture/Recitals or Lecture/Demonstrations will be accepted for any summer session. Each candidate will be assigned an advisor and a reader, both of whom must approve the final draft. The final grade is given by the advisor.

**Graduate Lecture/Recital**
All Lecture/Recitals are expected to meet the standards of graduate-level scholarship and musicianship. Permission of the applied instructor and the director of applied studies is mandatory. Study of the candidate's major instrument is required for two summer residency sessions. A pre-clinical audition must be completed during the summer prior to the Lecture/Recital.

The Lecture/Recital should consist of a 55-minute recital accompanied by oral program notes researched by the recitalist. The Lecture/Recital should not exceed 90 minutes total. Lecture/Recitals may be performed on the candidate's major instrument or voice, on a variety of instruments, as the conductor of an ensemble, or as the composer/arranger of music performed under his or her supervision.

A scholarly, referenced paper must be prepared and should include extensive research on the composers, events surrounding the writing of the music, analyses of each piece, suggestions for teaching the selections being performed, and any other type of information deemed appropriate. Written and oral program notes should be prepared from this paper. The exact format of the recital is determined by the advisor in consultation with the candidate.

Candidates who complete a Lecture/Recital must present a summary of their research during the annual Poster Session. In addition, the paper must be formatted and submitted for inclusion in the Master's Project Collection. Candidates are required to adhere to all timelines and guidelines for Master's Projects.

Candidates should submit their request for a Lecture/Recital as part of their Master's Project Proposal using the Graduate Registration Form. Additional information regarding Lecture/Recitals can be found in the Guide to Recitals, located on the VanderCook website. Candidates should submit their request as part of the Master's Project process.

**Graduate Lecture/Demonstration**
The Lecture/Demonstration is an opportunity to share special subject matter with an audience in a teaching-oriented atmosphere. Topics may include comparing and contrasting musical styles; teaching jazz improvisation; ethnic instruments and musical styles; music or music education software; teaching methodologies or curricula; or other subjects that may be appropriate.
The presentation must be no less than 60 minutes (excluding intermission) and no more than 90 minutes (including intermission), with the time being divided appropriately between lecture and demonstration. Performers may include the Lecture/Demonstration presenter, guest soloists, ensemble participants or candidate groups. Audience participation may be encouraged.

A scholarly, referenced paper must be prepared according to the guidelines provided for the Master’s Project. Written and oral program notes should be prepared from this paper. The Lecture/Demonstration program must accompany the paper.

Candidates who complete a Lecture/Demonstration must present a summary of their research during the annual Poster Session. In addition, the paper must be formatted and submitted for inclusion in the Master’s Project Collection. An audition to present a Lecture/Demonstration is not required.

Candidates should submit their request for a Lecture/Demonstration as part of their Master’s Project Proposal using the Graduate Registration Form. Additional information regarding Lecture/Demonstrations, please refer to the Guide to Recitals, available on the VanderCook website.

**COMPREHENSIVE WRITTEN EXAM AND PROFESSIONAL TEACHING PORTFOLIO**

All master’s degree candidates have the choice of completing the Comprehensive Written Examination or a Professional Teaching Portfolio.

**Comprehensive Written Examination**

The Comprehensive Written Examination is administered on the second Saturday in July from 9:00 a.m. to 12:00 p.m. during the candidate’s final residency-summer. This essay-style exam consists of:

- Foundations (music education philosophy, research processes, current issues)
- Major area (band, choral, string, general music)
- Two secondary areas to be selected from a published list (see website for details)

If a candidate fails a section of the exam, the instructor grading that section will contact the graduate dean immediately and the dean will inform the candidate. The candidate is then responsible for scheduling a meeting with the instructor to discuss the difficulties encountered and to schedule a retake of that section. The same exam booklet will be used for the retake exam(s). Grading is Pass/Fail and will appear on the candidate’s transcript.

**Professional Teaching Portfolio**

All teacher education candidates must prepare a Professional Teaching Portfolio. The Professional Teaching Portfolio may be submitted in either physical or electronic format. It must be organized around the Professional Teaching Standards and VanderCook’s Conceptual Framework, and should contain the following elements appropriately placed within each relevant section:

- Representative work samples, reflection papers, self-assessments, programs, repertoire, arrangements, lesson plans, curricula, and similar items derived from coursework studied while completing the master’s degree;
- A Master’s Project; and
- Work samples such as videos of lessons, concert programs, assessments or similar items related to a candidate’s growth as a teacher during the academic year between summer sessions.

The Professional Teaching Portfolio is to be submitted during the candidate’s final summer and reviewed by faculty. Each section of the final portfolio should begin with a brief essay in which the candidate describes his or her growth within the standard or framework. Portfolio requirements are available on VanderCook’s website.

**EDUCATIONAL PLACEMENT**

The registrar will provide candidates with information about creating and developing their credential file.
MASTER OF MUSIC EDUCATION (MMEd)

ACADEMIC REGULATIONS

THE MMEd PROGRAM
The Master of Music Education (MMEd) degree is available to candidates who are experienced and licensed music teachers. Entrance requirements are described below; required courses and course descriptions follow this section.

TRANSFER CREDIT
MMEd candidates who have completed coursework at another accredited college or university may request to have credits considered for transfer to VanderCook with the following restrictions:

• All coursework must fall within a seven-year time frame. Computer courses must have been completed within the last three years.
• The request must be submitted in writing to the graduate dean prior to the first term of enrollment.
• Candidates must submit an official transcript from the institution(s) where coursework was completed.
• Only graduate credits completed prior to acceptance into VanderCook’s degree program may be considered for transfer. Exceptions to this policy must be discussed with the graduate dean.

MMEd EXIT REQUIREMENTS
Each MMEd candidate must complete a Master’s Project, a Lecture/Recital or Lecture/Demonstration, and either a Professional Teaching Portfolio or the Comprehensive Written Exam.

Program Completion
MMEd candidates must complete all requirements within seven years of the date of initial registration.

Advisement and Registration
MMEd candidates should refer to the College Catalog and VanderCook’s website for summer session information. A non-refundable deposit of $100.00 is due at time of registration for each term of summer residency.

MMEd Formal Assessment System

Transition 1: Admission to VanderCook (prospective candidate status)
• Submission of an essay that includes the applicant’s philosophy of music education, and specifically addresses the dispositions of strength in character, excellence in music, and professionalism in teaching.
• Official transcripts from the applicant’s undergraduate institution(s), indicating a cumulative GPA of 3.0 or above, course work that supports a quality music education program, and date of graduation. VanderCook reserves the right to require the Graduate Record Examination (GRE) of any applicant whose undergraduate GPA is lower than 3.0.
• Official transcripts indicating any prior graduate-level coursework that may be considered for transfer to the VanderCook program.
• Résumé indicating educational and musical background, history of successful teaching, professional affiliations and references
• Successful completion of a state-approved teacher education program, valid licensure to teach music, and have completed at least one year of teaching experience in a school music program.
• Three reference questionnaires completed by professionals in the field that attest to the applicant’s musical, professional and personal attributes (assessing the institutional outcomes).

Transition 2: Course Completion
• Satisfactory completion of all graduate core, track-specific, and elective course work.
• Earn a cumulative GPA of 3.0 or higher.

Transition 3: Exit Assessments
Written Comprehensive Exam (option 1):
• The Written Comprehensive Exam consists of three areas: foundations, major area of study, and two minor areas. Its purpose is to evaluate breadth and depth of competence demonstrated as a result of a candidate’s studies at VanderCook.

Professional Teaching Portfolio (option 2):
• The Professional Teaching Portfolio should reflect the candidate’s professional growth and development throughout VanderCook’s master’s degree program.
• Information from MECA Continuing Education courses must be included.
Master of Music Education (MMEd)
ACADEMIC REGULATIONS

Master's Project (required):
• Candidates may choose to complete a research paper, present a Lecture/Demonstration or perform a Lecture/Recital
• The Master's Project should address a topic in music education that is beneficial to the candidate's life and work.
• Ideally, the project will benefit other music educators who may learn from and apply the outcomes of the project.
• Research is shared at the annual Poster Session.

Transition 4: Degree Conferment
• Satisfactory completion of all course work with a minimum cumulative GPA of 3.0.
• Satisfactory completion of all exit assessments.

MASTER'S PROJECT, LECTURE/RECITAL AND LECTURE/DEMONSTRATION

Master's Project
The Master's Project should represent a serious, scholarly effort to create a product of benefit to some segment of the music teaching profession, and should be applicable to some aspect of the candidate's life and work. All projects are expected to meet standards of graduate-level scholarship and musicianship.

The Master's Project may take one of several forms:
• A traditional scholarly paper;
• An experiment;
• A curriculum or teaching manual;
• A review of music or educational resources in a particular area;
• An original arrangement, composition or method book; or
• A computer-assisted instructional program in an area of interest.

Candidates who complete a Lecture/Recital must present a summary of their research during the annual Poster Session.

A limit of four Lecture/Recitals or Lecture/Demonstrations will be accepted for any summer session. Each candidate will be assigned an advisor and a reader, both of whom must approve the final draft. The final grade is given by the advisor.

Completed projects are included in the Master's Project Collection, available online. Candidates should register for the Master's Project using the Graduate Registration Form.

Graduate Lecture/Recital
All Lecture/Recitals are expected to meet the standards of graduate-level scholarship and musicianship. Permission of the applied instructor and the director of applied studies is mandatory. Study of the candidate's major instrument is required for two summer residency sessions. A pre-clinical audition must be completed during the summer prior to the Lecture/Recital.

The Lecture/Recital should consist of a 55-minute recital accompanied by oral program notes researched by the recitalist. The Lecture/Recital should not exceed 90 minutes total. Lecture/Recitals may be performed on the candidate's major instrument or voice, on a variety of instruments, as the conductor of an ensemble, or as the composer/arranger of music performed under his or her supervision.

A scholarly, referenced paper must be prepared and should include extensive research on the composers, events surrounding the writing of the music, analyses of each piece, suggestions for teaching the selections being performed, and any other type of information deemed appropriate. Written and oral program notes should be prepared from this paper. The exact format of the recital is determined by the advisor in consultation with the candidate.

Candidates who complete a Lecture/Recital must present a summary of their research during the annual Poster Session. In addition, the paper must be formatted and submitted for inclusion in the Master's Project Collection. Candidates are required to adhere to all timelines and guidelines for Master's Projects.

Candidates should submit their request for a Lecture/Recital as part of their Master's Project Proposal using the Graduate Registration Form. Additional information regarding Lecture/Recitals can be found in the Guide to Recitals, located on the VanderCook website. Candidates should submit their request as part of the Master's Project process.
Master of Music Education (MMEd)
ACADEMIC REGULATIONS

Graduate Lecture/Demonstration
The Lecture/Demonstration is an opportunity to share special subject matter with an audience in a teaching-oriented atmosphere. Topics may include comparing and contrasting musical styles; teaching jazz improvisation; ethnic instruments and musical styles; music or music education software; teaching methodologies or curricula; or other subjects that may be appropriate.

The presentation must be no less than 60 minutes (excluding intermission) and no more than 90 minutes including intermission, with the time being divided appropriately between lecture and demonstration. Performers may include the Lecture/Demonstration presenter, guest soloists, ensemble participants or candidate groups. Audience participation may be encouraged.

A scholarly, referenced paper must be prepared according to the guidelines provided for the Master’s Project. Written and oral program notes should be prepared from this paper. The Lecture/Demonstration program must accompany the paper.

Candidates who complete a Lecture/Demonstration must present a summary of their research during the annual Poster Session. In addition, the paper must be formatted and submitted for inclusion in the Master’s Project Collection. An audition to present a Lecture/Demonstration is not required.

Candidates should submit their request for a Lecture/Demonstration as part of their Master’s Project Proposal using the Graduate Registration Form. For further information regarding Lecture/Demonstrations, please refer to the Guide to Recitals available on the VanderCook website.

COMPREHENSIVE WRITTEN EXAM AND PROFESSIONAL TEACHING PORTFOLIO
All master’s degree candidates have the choice of completing the Comprehensive Written Examination or a Professional Teaching Portfolio.

Comprehensive Written Examination
The Comprehensive Written Exam is administered on the second Saturday in July from 9:00 a.m. to 12:00 p.m. during the candidate’s final residency summer. This essay-style exam consists of:

- **Foundations** (music education philosophy, research processes, current issues)
- **Major area** (band, chorus, orchestra, general music)
- **Two secondary areas** to be selected from a published list (see website for details)

If a candidate fails a section of the exam, the instructor grading that section will contact the graduate dean immediately and the dean will inform the candidate. The candidate is then responsible for scheduling a meeting with the instructor to discuss the difficulties encountered and to schedule a retake of that section. The same exam booklet will be used for the retake exam(s). Grading is Pass/Fail and will appear on the candidate’s transcript.

Professional Teaching Portfolio
The Professional Teaching Portfolio may be submitted in either physical or electronic format. It must be organized around the Professional Teaching Standards and VanderCook’s Conceptual Framework, and should contain the following elements appropriately placed within each relevant section:

- Representative work samples, reflection papers, self-assessments, programs, repertoire, arrangements, lesson plans, curricula, and similar items derived from coursework studied while completing the master's degree;
- A Master's Project; and
- Work samples such as videos of lessons, concert programs, assessments, and similar items related to a candidate’s growth as a teacher during the academic year between summer sessions.)

The Professional Teaching Portfolio is to be submitted during the candidate’s final summer and reviewed by faculty. Each section of the final portfolio should begin with a brief essay in which the candidate describes his or her growth within the standard or framework. Portfolio requirements are available on VanderCook’s website.
GENERAL POLICIES

PRIVACY RIGHTS AND ACCESS TO EDUCATIONAL RECORDS
VanderCook adheres to the Family Educational Rights and Privacy Act of 1974 (FERPA), which establishes the privacy rights of parents and candidates with regard to academic records. Candidates may review all official records, files and data related to them, and may challenge the accuracy of the contents of such records. Furthermore, the act prohibits colleges and universities from releasing personally identifiable information about candidates without their prior written consent.

VanderCook respects the right to privacy of its candidates, and acknowledges its responsibility to maintain confidentiality of personally identifiable educational records. The following policies and procedures will be followed in regard to such records.

Information Disclosure
VanderCook reserves the right to release, at its own discretion, the following items of information about any candidate registered for at least one credit hour during the academic year in which such directory information is provided. Within three weeks after the close of registration, the candidate may file a written request with the registrar to withhold any item of directory information the candidate does not wish to have released. Such information includes:

- Name and photo of candidate;
- Dates of attendance at VanderCook;
- Local and permanent address(es), phone number(s) and email address(es);
- Position(s) held, place(s) of employment and extension number(s) of candidates employed by VanderCook;
- Department of specialization and educational level (undergraduate candidate, graduate candidate or non-degree-seeking student) and prior institution most recently attended;
- Membership in officially recognized campus organizations and any positions* held in such organizations; and
- Degree(s) earned and any special awards or recognitions received.

Such information, available from educational records kept by VanderCook, may also be released concerning former candidates relative to the time during which they were registered at VanderCook.

Accessibility of Educational Records
VanderCook will not disclose any personally identifiable information other than directory information from the educational records of a candidate without their prior written consent. Personally identifiable information may only be disclosed in the following instances:

- To school officials, including teachers, within the VanderCook community who have a legitimate educational interest.
- To officials of another school at which the candidate intends to enroll, provided an attempt to notify the candidate of the intended disclosure prior to submission of such information has been documented.
- To certain authorized representatives of federal and state agencies who require such information to carry out lawful functions in connection with the candidate’s application for or receipt of financial aid.
- To organizations conducting studies for or on behalf of educational agencies or institutions. These studies must be conducted in a manner that guarantees the anonymity of candidates, and that the information will be destroyed when no longer needed for the purpose for which it was requested.
- To accreditors in order to fulfill accreditation requirements.
- To comply with a judicial order or lawfully issued subpoena.
- To appropriate parties in health or safety emergencies.
- To parents of dependent VanderCook candidates, as defined in Section 152 of the Internal Revenue Code of 1986.

For the purposes of this section, all enrolled candidates shall be deemed to be independent of their parents. Any parent may challenge this assumption by presentation of evidence that the candidate does qualify as a dependent for federal income tax purposes.

For the purposes of this section, "school officials" shall include members of VanderCook’s faculty and administrative staff with a legitimate educational
GENERAL POLICIES

interest in such records, and other personnel whose
 duties involve establishment and maintenance of such
 records and/or the development of institutional reports.

For the purposes of this section, "legitimate educational
 interest" shall be defined as a direct involvement in
 establishing or reviewing a candidate’s academic record
 or performance for academic purposes.

Current and former candidates of VanderCook shall
 be granted access to all of their personally identifi-
 able educational records originated at or submitted to
 VanderCook in connection with their admission, em-
 ployment or the granting of financial assistance, with
 the following exceptions:

• Notes or records of instructors, advisors or coun-
 selors that would not otherwise be shown to any
 other individual except another faculty member
 or advisor.

• For records involving other individuals (e.g.,
 course grade lists), only the portion(s) applicable
to the respective candidate may be disclosed.

• Records or statements submitted by individu-
 als within or outside VanderCook and/or other
 educational institutions or agencies under the
 assumption of confidentiality in connection with
 the admission, employment or provision of finan-
cial assistance (including financial statements
 provided by parents for purposes of supporting
 the candidate’s application for financial aid).

• Letters of recommendation for which the candi-
date has signed a waiver of the right to inspect
the letter.

• Records of medical or psychological tests or
 treatment. In such cases, the candidate retains
the right to a professional explanation of informa-
tion in such records, and to request the records
be referred to another qualified professional of
the candidate’s choice.

For records originating at VanderCook, any person or
organization having the right of access to any educa-
tional record may also obtain a copy of that record for
a reasonable fee.

In general, VanderCook will not provide copies of any
items in a candidate’s educational record that have
been submitted by outside individuals or organizations
to anyone other than authorized faculty and/or staff at
VanderCook. Such copies should be requested from the
source where the record originated. An exception can
be made in instances when the candidate can demon-
strate that the original record has been lost, destroyed
or is otherwise unavailable (e.g., international candi-
dates, candidates from schools no longer in existence,
the death of a person from whom a reference was
obtained, etc.).

A cumulative record of all individuals or organiza-
tions (other than the individual candidate and authorized
faculty and staff at VanderCook) that are granted access
to and/or copies of a specific educational record will
be maintained along with that record. Upon request,
a candidate may inspect the cumulative list of all who
have been granted access to his or her educational re-
cord. The right to inspect educational records does not
apply to applicants for admission until such time as the
applicant has been admitted to and completed registra-
tion at VanderCook.

Current and former candidates of VanderCook may
make an appointment to inspect individual education-
al records during regular office hours. Candidates have
the right to petition to amend educational records.
If a petition is denied, the candidate has the right to
request a hearing.

NON-DISCRIMINATION

VanderCook is committed to equal opportunity and non-
discrimination in its admissions and hiring policies. All
qualified individuals are considered regardless of race,
religion, color, age, national origin, gender, gender iden-
tity, sexual orientation, disability, applicable veteran
status or any other characteristic protected by applica-
tible federal, state or local law. To this end, members of
the college community may not discriminate in hiring,
admission or day-to-day practices.

ATTENDANCE

Candidates are expected to arrive on time and stay for
the duration of all classes, performances and college-
related activities. Absences due to illness, death in the
family or other reasons (performances, service projects,
professional activities, transportation problems, etc.)
require the candidate to notify the instructor(s) as far
in advance as possible. Candidates must contact the
instructor(s) directly; the receptionist, deans, faculty
members or other candidates should not be asked to
give notification on the candidate’s behalf.
GENERAL POLICIES

Under no circumstances are instructors required to permit a candidate to submit work, class assignments or examinations missed due to an absence from class. Candidates should discuss any special situations that require extended absence with the appropriate dean.

Instructors are required to present candidates with a detailed attendance policy in their course syllabi. VanderCook recommends that individual faculty policies dictate that any candidate attending less than 80% of any scheduled class in any course should not expect to receive a passing grade for that course.

CANDIDATE CONDUCT

Everyone associated with the college shares a major concern for the welfare and personal development of each candidate. Those responsible for the operation of the college recognize and affirm the value of personal responsibility and accountability, and seek to provide an atmosphere where personal and professional growth can thrive.

General standards of professionalism at VanderCook include but are not limited to:

- Behavior in keeping with an atmosphere of dignity and mutual respect at all times for all individuals, regardless of status.
- Willingness to help and cooperate with one another in the mutual pursuit of a dignified, respectful environment.
- Willingness to help with the development of the college during events such as BandFest and ChoralFest, visitation days and fundraising initiatives.
- Compliance with faculty policy (if established) limiting the use of laptops, cell phones and PDAs in their classrooms.

“Strength in character” is an important part of VanderCook’s Conceptual Framework and Candidate Dispositions and Outcomes. This includes the expectations of personal integrity, academic honesty and compliance with all institutional, local and federal rules, policies and laws that are common to all higher-learning programs. It also includes the expectation that candidates will be responsive to requests for action, and be responsible in all areas involving the finances, paperwork and deadlines that are part of attending college.

The fact that VanderCook’s BMEd program and MCert option both incorporate the additional component of professional licensure imposes an even higher level of behavioral expectation in the areas of character and professionalism. Specific descriptors include, but are not limited to:

- Consistent attendance as well as productive, positive and active participation in classes, ensembles and activities.
- Flexibility in the face of changing circumstances and institutional needs.
- The commitment to continual personal development, self-reflection and growth.
- Respect for the academic community as well as the individuals and resources of that community.
- Respect for and service to the wider community.
- Behavior, speech and dress that is appropriate to the professionalism of the educational environment.
- A commitment to cooperation, mutual support and collegial interaction with all members of the community.

Consistent failure to reflect the standards set forth in the Conceptual Framework, Candidate Dispositions and Outcomes, and the expectations communicated to candidates may result in sanctions up to and including dismissal from the program.

HARASSMENT

VanderCook seeks to ensure that all individuals feel safe from harassment, and are able to interact with all constituents of the academic community without fear or concern.

General harassment is defined as any physical, verbal or written (including online social networking (e.g., Facebook, etc.), email or mobile phone networking (e.g., texting, Twitter, etc.)) communication or action that targets a person based on race, religion, culture, beliefs, gender, gender identity, sexual orientation, mental or physical differences or affective associations which is persistent or severe enough to interfere with that person’s work or academic performance. If actions or communications are deemed offensive, hostile or intimidating from the perspective of the
GENERAL POLICIES

person experiencing the action or communication, as well as from an objective (i.e., a reasonably uninvolved person’s) viewpoint, a finding of harassment may result.

Sexual harassment is unwelcome physical, verbal or written (including online social networking (e.g., Facebook, etc.), email or mobile phone networking (e.g., texting, Twitter, etc.)) contact that is of a sexual nature. This may include any uninvited physical contact; requests for sexual favors; pressure to continue a sexual relationship when one party has expressed a desire to end the relationship; pressure to engage in sexual contact when one party has not given consent, has withdrawn consent, or is not able to give informed consent; or micro-aggressions. When such conduct creates an intimidating, offensive or hostile environment that affects an individual’s work or academic performance, a finding of harassment may result. Protection from sexual harassment is included under federal law (Title IX of the Education Amendments Act of 1972). VanderCook designates a full-time faculty member as a Title IX coordinator.

Retaliation in word or action for a complaint of harassment is considered just as serious as the original alleged behavior.

A complaint may be made if anyone feels victimized in any of the above ways and has not been successful (or comfortable) addressing the situation directly with the other party or parties. A formal Grievance Form can be found on the VanderCook website and may be submitted to the appropriate dean. A formal complaint may also be made in person to the designated Title IX coordinator and/or the appropriate dean. The complainant must sign any formal complaints and grievances.

No one should remain silent when confronted with any situation that is perceived as harassment, but should communicate with someone they trust, even if a formal complaint is not being filed at that time.

It is incumbent upon the college to investigate and determine appropriate steps to end harassment. A formal or informal process, as outlined in the College Catalog, may be followed. Such steps may include directions for cessation of contact between the involved parties, required counseling, loss of scholarship or work study, a formal letter of warning, loss of VanderCook employment/apprenticeship, suspension or expulsion from school, issuance of restraining order(s), or other actions deemed necessary after consultation with appropriate authorities.

CONCEALED CARRY POLICY

VanderCook College of Music is located on the campus of the Illinois Institute of Technology (IIT). As such, VanderCook has elected to abide by certain IIT-established policies and procedures generally related to issues of health, wellness and safety of candidates, faculty, staff and visitors to campus, including IIT’s policy on Concealed Carry and Prohibition Regarding Firearms and Weapons on Campus. A complete explanation of this policy is available here. Any questions regarding compliance with this policy should be directed to the President’s Office.

ACADEMIC HONESTY

Candidates are expected to maintain the highest standards of integrity in their academic work. Failure to do so may jeopardize a candidate’s success in the program. Examples of academic dishonesty include:

- Presenting another’s words, music or concepts as one’s own by failing to acknowledge or properly cite the source (see Plagiarism below).
- Communicating or receiving information to/from another in a testing situation.
- Consulting notes or any other source of answers/information in a testing situation unless the instructor explicitly authorizes such access.
- Making available or accessing tests or assignments from current or previous classes unless explicitly authorized by the instructor.
- Bringing answers or information by any means into a testing situation unless explicitly authorized by the instructor.
- Collaborating or submitting jointly produced work on any test or assignment that is intended to reflect individual effort.

Candidates should not expect to receive a passing grade on any test or assignment that reflects dishonesty or academic irregularity. Cheating in any form may result in a failing grade for the class and/or academic expulsion.

PLAGIARISM

"Plagiarism" is defined as presenting another person’s words, ideas, data or work as one’s own. Plagiarism
GENERAL POLICIES

includes, but is not limited to, the exact duplication of another person’s work, or the incorporation of a substantial or essential portion of another person’s work without proper citation. Other examples of plagiarism include the acts of appropriating creative works (or portions thereof) in such fields as art, music or technology, and presenting them as one’s own.

All work submitted must properly credit the original source(s) of the information. In written work, direct quotations, paraphrased statements that summarize another’s work, and other information that is not considered common knowledge must be cited or acknowledged, usually in the form of a footnote. Quotation marks or a proper form of identification should be used to indicate direct quotations.

Failure to adhere to these guidelines and definitions in academic assignments represents cheating and carries appropriate penalties.

COPYRIGHT COMPLIANCE

It is the goal of VanderCook to fully comply with the U.S. Copyright Act. Inappropriate use of copyrighted materials will not be tolerated. Information to clarify what constitutes fair use of copyrighted material, including a copy of "Copyright: A Complete Guide for Music Educators," can be found in the Ruppel Library. Copyright guidelines can also be found on the library page of VanderCook’s website.

CANDIDATE GRIEVANCES AND APPEALS

Grievances regarding formal and informal school policies, classes, harassment (including sexual harassment), or any other matter affecting the day-to-day academic, musical or social climate of the college may be addressed in several ways.

Grievances may be discussed directly by the parties involved and with the appropriate dean. A formal grievance may also be filed with the appropriate dean or the director of financial aid. A Grievance Form is available on VanderCook’s website that must be signed before the form is submitted.

Candidates have the right to appeal any decision they believe to be unfair, arbitrary or capricious to VanderCook’s president. Such circumstances include but are not limited to:

- Dismissal from the college due to poor scholarship, unacceptable behavior, or violation of academic honesty rules.
- Termination of federal and/or state financial aid eligibility.
- Failure to be admitted to the teacher education program.
- Failure to be admitted to student teaching.
- Failure to be entitled for the Illinois Professional Educator License.
- Failure of a graduate exit requirement.

Initial academic or financial aid appeals should be made in writing to the appropriate dean or the director of financial aid within 15 days of the disputed decision. Further appeals may be made in writing to VanderCook’s president within 15 days of notification of the disputed decision.

Based upon the circumstances of the situation, the president may establish a hearing procedure. If a formal appeal appears warranted, a hearing committee comprised of three faculty and/or staff members and two mutually agreed-upon candidates will review the decision. The candidate and VanderCook have the right to representation by an attorney throughout the appeal process. Both parties must notify the other in writing, via email or letter, at least 72 hours prior to the time of the hearing if they intend to have legal representation present.

LEAVE OF ABSENCE

A request for a leave of absence must be submitted in writing to the appropriate dean and must state the reason for the request. Except under extenuating circumstances, the request must be submitted prior to the start of the semester for which the leave of absence is requested, but no later than the official published add/drop deadline for the semester in question. The request must indicate an intended date of return to the college, not to exceed one semester. The dean will then determine if a leave of absence should be granted. Acceptable reasons for a leave of absence include matters of a financial, medical or personal/familial nature.

If a leave of absence has been granted and the candidate does not return after one semester, the status may change to non-returning, unless an extended leave has been approved in advance by the appropriate dean.
GENERAL POLICIES

WITHDRAWAL FROM COURSES
Official withdrawal from courses is effective on the date a Withdrawal Form is received by the appropriate dean. Verbal notification to an instructor or to the dean is not sufficient to withdraw or cancel registration.

A candidate may officially withdraw from courses up to the end of the 10th week of class (or the published withdrawal date) in the fall or spring semesters, and through the end of the third week during the summer term. A Withdrawn (W), Withdraw Pass (WP) or Withdraw Fail (WF), may be entered on the candidate’s permanent record as appropriate. Grades of W, WF and WP are not factored into the GPA, but are counted as courses attempted but not completed.

WITHDRAWAL FROM THE COLLEGE
Candidates may withdraw from the college at any time. The candidate must notify the appropriate dean in writing of the intention to withdraw. The date the letter is received will be considered the last day of enrollment.

Candidates who are absent from all classes for two weeks (14 consecutive calendar days) may be considered withdrawn from the college. The official last date of enrollment will be fixed as two weeks from the last date of attendance in classes, as determined from an examination of class attendance records. If notified of extenuating circumstances (e.g., illness, hospitalization, personal problems, family emergency, etc.), the dean may rescind the withdrawn status. If no written notification is received, the candidate may receive a WF or Involuntary Withdrawal (IW) for each class in which he or she is enrolled. The candidate will be informed of such action by return receipt mail. The appropriate dean may evaluate special circumstances on a case-by-case basis.

If a candidate is dismissed from the college due to unacceptable behavior or academic dishonesty, the official date of withdrawal shall be either the last known date of attendance or the date of the candidate appeal. The candidate may receive a WF, WP or IW for all courses in which he or she was enrolled.

Candidates have the right to appeal any decision. If a candidate chooses to appeal, and the college’s decision is ultimately upheld, the determined date of withdrawal will remain in effect.

Candidates are responsible for all financial obligations incurred up to the point of dismissal as mandated by Financial Aid and Business Office policies. A withdrawal fee may also be charged.

INvoluntary Withdrawal
Candidates who do not attend all registered classes for a consecutive period in excess of two calendar weeks without permission of the appropriate dean are involuntarily withdrawn from all classes. Candidates who fail to adhere to communicated policies and expectations may be subject to disciplinary action up to and including involuntary withdrawal.

GOVERNING CATALOG
The catalog for the year in which a candidate enters VanderCook is the governing document for academic policies and all points of concern for that candidate. Candidates may elect to graduate under a later catalog than the one under which they entered, however, candidates are not permitted to split catalogs.

If a candidate leaves VanderCook voluntarily for more than one semester, or is suspended for academic deficiency and subsequently re-enrolls at VanderCook, the governing catalog will be that for the year of re-enrollment. If a candidate must leave school for a semester and wishes to remain under the current catalog, that candidate must include this request on the Leave of Absence Request before submitting the completed form to the appropriate dean for approval. All catalog course requirements are subject to Illinois state licensure regulations and changes.

PERSONAL INTEGRITY
VanderCook’s Conceptual Framework stresses that each candidate strive to develop and model excellence in music, professionalism in teaching, and strength of character. It is important to recognize that “excellence” and “professionalism” are devalued without demonstrated strength of character. Actions inconsistent with the Conceptual Framework, institutional policies, or federal, state or local laws may result in sanctions up to and including expulsion from the program and/or criminal prosecution.

CONCERT PREPARATION AND PERFORMANCE DECORUM
VanderCook candidates are expected to participate in the setting up and tearing down of performance
GENERAL POLICIES

events at the college. Candidates will be assigned to work groups for each event. It is each candidate’s responsibility to be present for the assignment and to remain, helping other work groups, until all equipment has been returned to storage areas. Candidates are expected to change into and out of work clothes for set-up and break-down; performance attire should not be worn for these assignments. Failure to participate in set-up and or break-down as assigned may result in an appearance before the Standards Committee as well as the partial or complete loss of institutional financial aid.

Please adhere to the following decorum protocol during performances:

- Candidate uniforms must meet all standards as prescribed in ensemble syllabi, including footwear, shirts, socks, studs and cufflinks.
- Uniforms should be clean for each performance. While tuxedos do not need to be cleaned after each event, they should be kept in a garment bag on a suit hanger for protection between uses.
- Shirts should be laundered and pressed prior to each performance. It is recommended to keep studs and cufflinks in a baggie in a tuxedo pocket between performances.
- Ties and cummerbunds should be in presentable condition.

Candidates are advised to be proactive and inspect all articles of concert wear well before each performance. Addressing any problem on the day of the event is insufficient to resolve the situation in a timely manner.

In addition to uniform protocol, the following standards for personal grooming and jewelry will be enforced for all college performances:

- Jewelry should be limited to simple earrings (studs or small loops only).
- All piercings and/or bolts should be removed for the performance.
- Necklaces should not be worn outside the uniform.
- Pins and badges are limited to those for student organizations only.

- Hair should be pinned/styled up or back so that no hair is in the performer’s face.
- Hair color should be appropriate for a professional performance setting.

OUTREACH ACTIVITIES

For all degree-seeking candidates, participation in special college-sponsored outreach events is considered extremely important and pertinent to the development of a music teaching professional. Candidates assigned to work these events are expected to clear their schedules for the day. Events for which candidates are expected to assist include but are not limited to:

- 7 Steps to a Better Band (summer candidate workers)
- Middle Level HonorFest (Symphonic Band and Concert Choir members)
- Day of Guitar (guitar majors in good standing are excused from classes this day)
- All-Catholic Honor Band (Symphonic Band members)
- Day of Percussion (percussion majors, Percussion Ensembles I and II)
- BandFest/ChoralFest/OrchestraFest (all full-time candidates)

HEALTH AND WELLNESS

VanderCook College of Music is committed to the health, wellness and safety of its candidates, faculty and staff. As such, the college provides special seminars, lectures and demonstrations to provide best practices in the areas of vocal, neuromusculoskeletal and hearing health each semester. Faculty have the discretion to enact certain procedures and requirements in the normal course of their class(es) in order to support these best practices.

All VanderCook candidates are entitled to the services provided by IIT’s Student Health and Wellness Center, located in the IIT Tower on 35th Street.

SMOKING, DRUGS AND ALCOHOL

Smoking is prohibited throughout the college and within 15 feet of the entrances of each building. The legal drinking age in Illinois is 21. Consumption of alcoholic beverages in the building is prohibited at
GENERAL POLICIES

all times, with the exception of candidates over 21 at college-sponsored special events only. In addition, candidates and their guests may not purchase alcoholic beverages with college-approved fees or any other funds that are collected or administered by a candidate organization or club.

Illinois law prohibits the possession or use of marijuana, narcotics or hallucinogenic drugs in either the refined or crude form, except under the direction of a licensed physician or dentist. The possession, use, distribution or sale of marijuana, narcotics or hallucinogenic drugs anywhere on campus is strictly prohibited.

Violations of these regulations may result in disciplinary action, ranging from a written statement or an official warning, up to and including expulsion from the college and/or legal action. All members of the college community are subject to federal, state and local laws.

Individuals convicted of unlawfully possessing or distributing illicit drugs and/or alcohol face misdemeanor or felony charges that are punishable by sanctions up to and including imprisonment. If convicted of such a crime, the individual may be permanently barred from receiving licensure to teach in Illinois and most other states.

HONORS/DEAN’S LIST
BMEd and BMpc candidates must achieve and maintain a GPA of 3.5 (with no withdrawals, incompletes or grades below C) while carrying a full-time load of at least 12 credit hours.

TCEP and MCert candidates must maintain a GPA of 3.8 (with no withdrawals, incompletes or grades below C) while carrying a full-time load of at least nine credit hours.

GRADE SCALE
The following grading system is used for all VanderCook coursework:

<table>
<thead>
<tr>
<th>Grade</th>
<th>GPA</th>
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<tbody>
<tr>
<td>A+</td>
<td>4.25</td>
</tr>
<tr>
<td>A</td>
<td>4.0</td>
</tr>
<tr>
<td>A-</td>
<td>3.75</td>
</tr>
<tr>
<td>B+</td>
<td>3.25</td>
</tr>
<tr>
<td>B</td>
<td>3.0</td>
</tr>
<tr>
<td>B-</td>
<td>2.75</td>
</tr>
<tr>
<td>C+</td>
<td>2.25</td>
</tr>
<tr>
<td>C-</td>
<td>2.0</td>
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<tr>
<td>D+</td>
<td>1.75</td>
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<tr>
<td>D</td>
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<td>D-</td>
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<tr>
<td>F</td>
<td>0.75</td>
</tr>
<tr>
<td>C</td>
<td>0.00</td>
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</tbody>
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COMMENCEMENT
All candidates are required to attend the commencement ceremony. Candidates who are graduating must submit a completed Undergraduate Application for Graduation or Graduate Application for Graduation to the appropriate dean.

CANDIDATE PARKING
Lot B4 in front of the 3140 building is reserved for VanderCook faculty and staff only. During the hours of 7:00 a.m. through 7:00 p.m., Monday through Friday, candidates may not park in the lot in front of the building, even for a few minutes. All candidates must adhere to this policy; there are no entitlements.

Violators may be ticketed and/or towed by IIT. Candidates may purchase IIT permits for other lots on campus. A metered pay lot is located in front of Hermann Hall for candidates, their guests and visitors to the college.

Failure to pay IIT parking tickets may encumber the issuance of diplomas, entitlement and/or transcripts. VanderCook has no jurisdiction over IIT’s parking enforcement or policies, which are subject to change without notice.

PARKING PERMITS
Candidates must adhere to all parking policies established by IIT’s Parking Services Office, located in Hermann Hall. Parking permits are required to park anywhere on campus. Permits may be purchased directly from IIT Parking Services. Candidates who purchase IIT parking permits will be assigned a specific lot in which to park. Only those candidates who have purchased an IIT parking permit are allowed to park on campus. Violators may be ticketed or towed by IIT Parking Services.
GENERAL POLICIES

TUITION AND FEES PAYMENT POLICIES
The Business Office is responsible for the billing and collection of charges for tuition and all fees, books and materials. Candidates are responsible for paying their bills promptly. Candidate account statements are mailed prior to the start of each semester, after which they are available securely online via the student portal of the VanderCook website. Candidates should schedule an appointment with the Business Office to discuss any questions or problems regarding their account.

Payments for tuition and fees are due in full before the first day of each term’s classes. Questions about payment plans should be directed to the Business Office.

IIT/VanderCook Dorm Authorization and Billing Policy
The following policy applies to undergraduate, TCEP and graduate candidates seeking on-campus room and board reservations for the fall and spring terms only.

As a part of its collaborative agreement with VanderCook, IIT allows VanderCook candidates to purchase one-year room and board contracts in the IIT dorms. VanderCook candidates have the same access to reservations as IIT students and are subject to IIT housing policies. In order for room and board costs to be included in a candidate’s financial aid package, these are charges are included in the tuition bill from VanderCook. VanderCook pays all room and board charges to IIT on the candidate’s behalf.

Consequently, candidates are prohibited from finalizing a preliminary room and board reservation made independently with IIT, unless pre-authorized by VanderCook’s director of financial aid. Any candidate wishing to reside in IIT dormitories, apartments or Greek housing must inform VanderCook prior to making housing reservations, and must establish evidence of sufficient funds to cover all VanderCook tuition and fees (including room and board) at least one month prior to moving into the residence for the academic year. Candidates should provide evidence of ability to pay; apply for a student loan, parent loan and/or private alternative loan; or enroll in the automatic monthly charge portion of VanderCook’s payment plan.

Per the terms and conditions of IIT’s housing contract, candidates are responsible for payment for the full academic year, as indicated in. VanderCook has no jurisdiction over IIT’s housing contract or policies, which are subject to change without notice.

The Financial Aid Office will work with each candidate to assemble the best possible combination of funding to cover tuition, fees and housing costs. In the event that a candidate may not be able to cover these costs, VanderCook may cancel the reservation with IIT, and the candidate will need to re-apply for housing once ability to pay has been established.

Payments

Bachelor’s, TCEP and MCert (Fall/Spring) Candidates:
- All tuition payments and fees are due in full before the first day of classes of each term.
- Financial aid must be in place by the first day of classes to avoid late fees.
- For an enrollment fee of $75.00, payment plans are available to spread current tuition and fees out over the term.
- Grade reports and transcripts may be held for unpaid balances, including those as part of a payment plan.
- A $25.00 late fee may be assessed for late payments on a payment plan.
- Any candidate with an outstanding balance must receive a release from the Business and Financial Aid Offices in order to attend classes.

MMEd (Summer) Candidates:
- All funds are due prior to the start of classes.
- Financial aid must be in place by the first day of classes to avoid late fees.
- Payment plan options are not available.

MECA Students:
- All tuition and fees are due prior to the start of classes.
- Payment plan options are not available.

Late Fees
Late fees are assessed each month after the first day of classes and on the last business day of the month.
ACADEMIC, FINANCIAL and BUSINESS POLICIES

thereafter. Late fees are assessed on all accounts with an unpaid balance that is not covered under pending financial aid or a payment plan. Late fees are calculated at a rate of 1% of the unpaid balance per month, or a minimum charge of $25.00.

Grade reports may be withheld if there is an unpaid balance on an account, unless the candidate is current with a payment plan.

Account Holds
Failure to pay bills in full may result in a hold placed on the candidate's account. A hold may encumber the issuance of grade reports, diplomas, entitlement and/or transcripts. Situations that may result in an account hold include, but are not limited to, unreturned library books to the Ruppel or IIT libraries, unpaid library fines, unreturned instruments, unpaid candidate account balances, unpaid parking tickets or any other outstanding financial obligations.

Continuing Candidate Fee
This fee may be assessed if the candidate has requested a semester to complete degree requirements (i.e., comprehensive exams, ISBE requirements, Master’s Project, etc.) and intends to utilize VanderCook resources during the semester away. A candidate may also be assessed this fee if enrolling after taking a leave of absence from his/her studies.

Continuing Master's Project Fee
A master's degree candidate who receives a grade of "Incomplete" for the Master's Project will be charged this fee each year until the Incomplete grade is satisfied. If the Incomplete is not satisfied within the seven-year time frame that a graduate candidate has to complete the degree program, the Incomplete grade will become an F.

Voucher System
Vouchers allow candidates to purchase textbooks and certain other materials from VanderCook during the fall and spring semesters while posting charges to their individual account. Candidates must sign the voucher as they would with a credit card. The Business Office applies the charges to the candidate’s account.

Vouchers cannot be used at the IIT Bookstore in the MTCC. IIT students are not eligible to use VanderCook vouchers for any expenses related to their enrollment at VanderCook, including expenses related to school-issued iPads (accessories, software, applications, etc.).

Purchases made by voucher must be paid within 30 calendar days after a statement is issued. A late payment of $25.00 per month will ensue thereafter.

FINANCIAL AID
Federal and State Financial Aid Application Procedures:

1. Complete the Free Application for Federal Student Aid (FAFSA). The FAFSA should be completed each year before the established priority deadline to ensure that all federal, state and institutional deadlines are met. The priority deadline is established by FAFSA and published annually on the FAFSA website. VanderCook's Financial Aid Office will notify candidates of the priority deadline beginning January 1.

2. Review the Student Aid Report (SAR). After candidates submit a FAFSA, the U.S. Department of Education will send them a SAR. The SAR confirms the information reported on the FAFSA and will indicate the Expected Family Contribution (EFC). The EFC is an index of need that VanderCook's Financial Aid Office will use to determine the amount of federal student aid for which a candidate qualifies.

3. Contact the Financial Aid Office. Candidates should speak with a financial aid staff member to ensure that their file is complete and to confirm eligibility for aid. After a review of the SAR, financial aid staff will prepare a letter outlining estimated aid eligibility. Candidates may be selected by the U.S. Department of Education for a random audit and be required to provide certain documents for verification before their financial aid can be processed and aid can be disbursed.

Requirements to Receive Aid from the U.S. Department of Education:

• U.S. citizenship or legal alien status with a valid Social Security Number;

• A high school diploma or a General Education Development (GED) degree;
• Enrollment in an eligible program as a TCEP or degree-seeking candidate at VanderCook;

• Registration with the Selective Service (male candidates between the ages of 18 and 25); and

• Achievement of VanderCook’s Satisfactory Academic Progress standards (please refer to the "Satisfactory Academic Progress" section of this handbook for additional information).

Candidates have several rights and responsibilities as a financial aid recipient and should:

• Read the accompanying materials that describe the details of each financial aid program for which they qualify, including loans, scholarships and grants (please note that the Minority Teachers of Illinois (MTI) and TEACH Grant scholarship programs require specific teaching obligations).

• Inform the Financial Aid Office if any information on the award letter or account statement is incorrect, or if receiving funds from any source not listed on their award letter. All resources, including non-VanderCook resources, must be considered in the determination of awards. Failure to provide this information in a timely manner may result in an adjustment to the candidate's account.

• Respond to requests for additional information, documentation or meetings with staff members in the Financial Aid Office. In most instances, loans, grants and scholarships cannot be paid until the required action is completed.

• Discuss the ramifications with a financial aid staff member before dropping any classes. In general, a course load of less than 15 credit hours per term may result in a reduction in the amount of one or more sources of financial aid, particularly the Illinois Monetary Assistance Program (MAP) grant. VanderCook institutional aid requires full-time enrollment.

• Maintain standards of Satisfactory Academic Progress in their degree program. Candidates who do not achieve satisfactory progress according to the published guidelines can lose their eligibility for financial aid.

• Communicate if questions or concerns arise about the financial aid programs available, how the financial aid award was calculated, or what additional funds may be available. Candidates should make an appointment with the Financial Aid Office to discuss their situation.

The financial information reported on the SAR may not reflect the current financial situation of a candidate’s family due to changes encountered during the school year. In such cases, adjustments to financial aid may be possible. Written appeals submitted to the director of financial aid should include detailed information about any changes in circumstances.

VanderCook proudly processes Department of Veteran Affairs benefits for veteran candidates. Veteran’s information detailing available benefits, eligibility guidelines and application instructions is available on VanderCook’s website.

Financial Aid Dates to Remember:

January 1
Candidates should begin applying for financial assistance for the next academic year. FAFSA forms may be completed online via the FAFSA website. A complete list of grants and scholarships, as well as a guide to available loans, can be found on VanderCook’s website.

March 1
The Teacher Education Scholarship Program (TESP) application for the next academic year is available online as an interactive application on the Illinois Student Assistance Commission (ISAC) website by early January. This application must be submitted each academic year in order to apply for the MTI Scholarship program.

As part of the interactive application, a digital ID allows applicants to provide a legally binding digital signature. Obtaining a digital ID is the first part of the application process; applicants must have a valid Illinois driver’s license or state ID in order to register. Individuals who are interested in submitting a TESP application but are unable to obtain a digital ID should contact an ISAC counselor via the ISAC website.

For priority consideration, a complete application must be received on or before the established priority deadline preceding the academic year for which the
applicant is applying. A new application must be submitted each year that an applicant wishes to be considered for a scholarship. As the number of scholarships awarded each year is based on limited funding, it is possible that not all applicants who meet the priority consideration deadline will receive a scholarship. All applicants are encouraged to submit their applications as far in advance of the priority deadline as possible. Applications received after that date will be given consideration for the scholarship if funding remains available after the initial round of awards. The total number of scholarships awarded in a given fiscal year is contingent upon available funding.

May 30
The deadline for returning candidates to complete their fall registration with the appropriate dean.

June 1
Financial aid estimates, cost of attendance sheets and award letters are mailed out on a rolling basis. Applications are processed in the order they are received.

August 1
All required financial aid paperwork (including all required documents for verification requests and loan applications) should be completed and submitted by this date.

Monetary Award Program (MAP) Grant
Administered by the Illinois Student Assistance Commission (ISAC), the Monetary Award Program (MAP) Grant is based primarily on financial need. Funds are awarded toward tuition and fees for Illinois residents attending approved Illinois colleges and universities. The MAP Grant award announcement included on VanderCook’s financial aid award letter will read as follows:

*By applying for financial aid and agreeing to share that information with the Illinois Student Assistance Commission (ISAC), you have been considered for the State of Illinois (IL) Monetary Award Program (MAP) Grant. If you were determined to meet the eligibility criteria for the MAP grant, an award is included on this award letter. This award may be an estimate made by the financial aid office and, if so, is identified as a 'State of IL MAP Grant (Est.).' MAP grants are limited based on the number of applicants and funding levels appropriated by the Illinois General Assembly. Please be aware that in light of state funding constraints, reductions to estimated or actual MAP grants are possible.

*Eligibility for a MAP grant is tracked by the equivalent number of semester credit hours of MAP benefits paid on your behalf. This is called MAP Credit Hours. Payment for each term is being made according to the equivalent number of credit hours eligible for MAP payment, with a minimum of three and a maximum of 15 MAP Credit Hours.

*There is a limit on the number of MAP Credit Hours that can be paid while you are classified by your school as a freshman and sophomore. This limit is the equivalent of 75 MAP Credit Hours. If this maximum is reached, you must attain junior status for your MAP Grant eligibility to resume. The maximum number of MAP Credit Hours that can be received is capped at 135.

*If a State of IL MAP Grant (Est.) is not included in your award letter, you are not eligible for the grant at VanderCook College of Music.*

Please note: It is very important that candidates finalize their semester schedule as soon as possible at the start of each term. Requests for MAP Grant payments cannot be submitted until after the add/drop period has ended.

SATISFACTORY ACADEMIC PROGRESS Standards
As required by the U.S. Department of Education, VanderCook has established a policy to determine if an otherwise eligible candidate is achieving satisfactory academic progress in his or her educational program and is thus eligible to receive Title IV assistance. Title IV programs include Federal Pell Grants, Federal Supplemental Educational Opportunity Grants, Federal Work Study, and William D. Ford Federal Direct Loans. There are three components of this policy: Qualitative Measure (cumulative GPA), Pace (formerly Quantitative Measure, or attempted courses completed) and Maximum Time Frame.

Criteria
The following are minimum standards required for a candidate to be eligible for state and federal financial assistance. These standards apply to all candidates,
including those who do not currently or who have not previously received such aid.

**BMEd and BMpc Candidates**

**Qualitative Measure: Minimum Cumulative GPA**

All undergraduate candidates are expected to achieve and maintain a minimum cumulative GPA of 2.5 (C+) on a 4.25 scale.

**Pace: Minimum Completion of Coursework**

Pace is calculated by dividing the cumulative number of hours the candidate has successfully completed by the cumulative number of hours the candidate has attempted. The result must be 67% or higher for undergraduate candidates at VanderCook.

“Attempted hours” are defined as any course in which an undergraduate candidate is enrolled after the add/drop period has ended each semester. “Successfully completed hours” are defined as the hours in which an undergraduate candidate received a grade of D or above. Incompletes, withdrawals, repetitions, transferred credits from other institutions, and failed coursework are all included in attempted hours. All academic terms are included in the calculation of Pace, regardless of whether or not the candidate received financial assistance during the term.

**Maximum Time Frame**

The maximum time frame for which an undergraduate candidate may receive financial assistance may not exceed 150% of the published length of the program measured in credit hours. The published length of the undergraduate program is 138.5 credit hours. The maximum time frame during which an undergraduate candidate may be eligible for financial assistance must therefore not exceed 207.75 total attempted credit hours, including transfer and/or advanced placement credit (138.5 x 150% = 207.75 credit hours).

Additionally, undergraduate candidates must complete the requirements of their degree program within 10 years from the date of first enrollment at VanderCook.

During their professional education coursework, a candidate may opt to change majors to the Bachelor of Music (pre-certification) degree track. In this circumstance, the candidate will complete the same coursework as a BMEd candidate but without the final semester of student teaching and professional education seminar classes. A candidate changing majors is still expected to complete the program within the maximum time frame. In limited circumstances, appeals will be considered.

**TCEP Candidates**

**Qualitative Measure: Minimum Cumulative GPA**

All TCEP candidates are expected to achieve and maintain a minimum cumulative GPA of 3.0 (B) on a 4.25 scale, with no more than 20% of all credits (excluding incompletes and withdrawals) below a B level.

**Pace: Minimum Completion of Coursework**

Pace is calculated by dividing the cumulative number of hours the candidate has successfully completed by the cumulative number of hours the candidate has attempted. The result must be 75% or higher for TCEP candidates at VanderCook.

“Attempted hours” are defined as any course in which a TCEP candidate is enrolled after the add/drop period has ended each semester. “Successfully completed hours” are defined as the hours in which a TCEP candidate received a grade of C or above. Incompletes, withdrawals, repetitions, transferred credits from other institutions, and failed coursework are all included in attempted hours. All academic terms are included in the calculation of Pace, regardless of whether or not the candidate received financial assistance during the term.

**Maximum Time Frame**

The maximum time frame for which a TCEP candidate may receive financial assistance may not exceed 150% of the published length of the program measured in credit hours. The published length of the TCEP program is 93.5 credit hours. A TCEP candidate may therefore attempt up to 140.25 hours to complete the program (93.5 x 150% = 140.25 credit hours).

Additionally, TCEP candidates must complete the requirements of their program within seven years from the date of first enrollment at VanderCook.

**Graduate Candidates**

**Qualitative Measure: Minimum Cumulative GPA**

All MMEd and MCert candidates are expected to achieve and maintain a minimum cumulative GPA of 3.0 (B) on a 4.25 scale, with no more than 20% of all credits (excluding incompletes and withdrawals) below a B level.
Pace: Minimum Completion of Coursework
Pace is calculated by dividing the cumulative number of hours the candidate has successfully completed by the cumulative number of hours the candidate has attempted. The result must be 75% or higher for MMed and MCert candidates at VanderCook.

“Attempted hours” are defined as any course in which a MMed and MCert candidate is enrolled after the add/drop period has ended each semester. “Successfully completed hours” are defined as the hours in which a MMed and MCert candidate received a grade of C or above. Incompletes, withdrawals, repetitions, transferred credits from other institutions, and failed coursework are all included in attempted hours. **All academic terms are included in the calculation of Pace, regardless of whether or not the candidate received financial assistance during the term.**

Maximum Time Frame - MMed candidates
The maximum time frame for which an MMed candidate may receive financial assistance may not exceed 150% of the published length of the program measured in credit hours. The published length of the MMed program is 36 credit hours. An MMed candidate may therefore attempt up to 54 hours to complete the program (36 x 150% = 54 credit hours).

Additionally, MMed candidates must complete the requirements of their program within seven years from the date of first enrollment at VanderCook.

Maximum Time Frame - MCert candidates
The maximum time frame for which an MCert candidate may receive financial assistance may not exceed 150% of the published length of the program measured in credit hours. The published length of the MCert program is 101 credit hours. An MCert candidate may therefore attempt up to 54 hours to complete the program (101 x 150% = 151.5 credit hours).

Additionally, MCert candidates must complete the requirements of their program within seven years from the date of first enrollment at VanderCook.

REVIEW OF PAYMENT PERIODS
The Financial Aid Office reviews the academic records of all candidates, including Title IV recipients and those not receiving Title IV assistance, at the conclusion of the fall and spring semesters. In addition, MCert and TCEP candidates’ records are reviewed at the conclusion the summer semester (as summer courses are not available to undergraduates, there is no review of the summer term for BMEd candidates). Any candidate who has not achieved the required cumulative GPA, successfully completed the program at the required pace, or has exceeded the maximum time frame, is no longer eligible to receive assistance under Title IV programs.

Process for Calculating SAP
At the end of each payment period, all candidate grade reports are submitted to the Financial Aid Office by the Registrar's Office. Grade reports, together with program worksheets, are used to determine if the candidate is meeting both Qualitative and Pace requirements of Satisfactory Academic Progress. If a candidate is determined not to be meeting these standards, he or she is notified via letter and in-office advising of the status of his or her financial aid standing. The candidate is notified of the option to appeal and advised of appeal procedures as noted above.

Non-Credit Remedial Courses
Non-credit remedial courses do not earn academic credit and are therefore not eligible for financial aid payment. As such, they are not evaluated in the review of a candidate’s Satisfactory Academic Progress.

Second Undergraduate Degree
Candidates seeking a second undergraduate degree are subject to the Maximum Time Frame component for undergraduate study. Candidates who reach this time frame and wish to appeal should follow the appeal process outlined in the following section. Candidates pursuing a second undergraduate degree are eligible for federal student loans.

Satisfactory Academic Progress Standing
A candidate who has met the standards of Satisfactory Academic Progress is considered to be in **good standing**.

Candidates who have not met the minimum Qualitative requirement and/or minimum Pace requirement will be placed on **financial aid warning**. A candidate on financial aid warning may continue to receive assistance for one payment period (i.e., one semester following the term when placed on financial aid warning) despite the determination that he or she is not making satisfactory progress according to the above guidelines. The Financial Aid Office may assign financial aid warning status without any action taken by the candidate.
If a candidate placed on financial aid warning does not successfully meet the above standards after one semester, they will be notified in writing that he or she has not met the minimum requirements of Satisfactory Academic Progress. The candidate may submit a written appeal to the director of financial aid within 15 calendar days of this notification. The written appeal must include why the candidate failed to make satisfactory progress, and what has changed in the candidate’s situation that will allow him or her to demonstrate satisfactory progress at the next evaluation. Basis for an appeal may include, but is not limited to, the death of a relative, injury to or illness of the candidate, or other special circumstances.

Upon approval of an appeal, eligibility for financial aid may be reinstated and the candidate will then be placed on financial aid probation. While a candidate is on financial aid probation, VanderCook will require that the candidate fulfill specific terms and conditions as outlined in an academic plan. At the end of one payment period on financial aid probation, the candidate must meet Satisfactory Academic Progress standards, or the requirements of the academic plan as developed by the dean and the candidate, in order to qualify for further Title IV funds.

There is no probationary period for an MMEd, MCert or TCEP candidate who has not achieved a cumulative GPA of 3.0 after attempting either 20 or more credit hours (or 37% of required hours). If an MMEd, MCert or TCEP candidate has not achieved the minimum standards of Satisfactory Academic Progress at the conclusion of the financial aid warning period, involuntary withdrawal from the program will occur.

Academic Review Process and Academic Probation

All graduate degree candidates (including non-federal student aid recipients) are reviewed for satisfactory progress at the end of each semester. Candidates who do not meet the minimum Qualitative (cumulative GPA) and/or Quantitative (pace of completion) requirements will be placed on academic probation and notified in writing of such placement. While on academic probation, the candidate must make progress toward achieving the minimum qualitative and quantitative academic standards. Candidates who do not achieve Satisfactory Academic Progress standards by the end of their probationary period will be terminated from enrollment eligibility and from federal and state student aid assistance.

An aid-terminated candidate is ineligible for any further federal student aid – including student loans – until satisfactory academic progress is reestablished. This policy includes the Federal Pell Grant, Direct Stafford and PLUS Loans, Illinois Student Assistance Commission Monetary Award Program (MAP), Minority Teachers of Illinois Scholarship, and any other aid as determined by the college.

Appeal of Financial Aid and/or Academic Termination

If a candidate believes there were mitigating circumstances affecting his or her academic progress, they may submit a written appeal. Appeals must be submitted within 15 calendar days of the date of notification of ineligibility for financial aid or academic enrollment. It is the candidate’s responsibility to provide any required documentation (non-returnable) with the letter of appeal. In the case of financial aid termination, the appeal should be addressed to the director of financial aid. Appeals of termination of enrollment eligibility can be made to the graduate dean. Appeals are considered on an individual basis, and candidates will be notified in writing of the decisions made on their appeals.
INSTRUCTIONAL RESOURCES

iPAD POLICY
All full-time undergraduate, MCert and TCEP candidates are provided an iPad for use in their curricular studies. After the successful completion of one semester of study, and either full-time enrollment for the next semester or completion of all classes required to earn a degree, the iPad is considered property of the candidate and does not need to be returned.

As the device is a required resource throughout the program, candidates are responsible for ensuring that the iPad is in proper working order and loaded with the appropriate applications. In the event of loss or damage, the candidate is required to repair or replace the iPad at their personal expense. All use of the iPad must fall within the guidelines of the college’s technology policies.

INTERNET AND EMAIL POLICIES
Most computers in the college are connected to the Internet. Wireless access is available throughout the building, but should not be used to download large files. Candidates may contact VanderCook’s IT staff to help configure their computer for wireless connectivity.

Candidates are provided with a “vandercook.edu” email address which must be used as their primary email address for academic communications. Faculty and staff use email as an official form of communication, and candidates may be held accountable for information disseminated this way. It is expected that candidates limit their use of this service to those activities that fulfill research and study needs.

The following policies apply to all candidates during coursework at VanderCook as well as at all student teaching placement sites:

• Candidates must recognize that VanderCook has limited means of preventing unsolicited communications from within and outside of the college. The receipt of any threatening or inappropriate communication should be brought to the attention of VanderCook’s director of IT or the president’s assistant.

• Candidates should never declare or imply that the opinions they express on or through VanderCook’s computer resources represent the views of the college, faculty, staff or administration.

• Candidates are prohibited from engaging in any activity that may interrupt, hinder, damage or otherwise interfere with the normal operation of VanderCook’s computer network or Internet servers. Prohibited activities include, but are not limited to, network analysis/monitoring, port scanning, IP spoofing, or illegal logins or programs.

• Posting copyrighted text or images on a web page without the owner’s permission or in any other way violating copyright laws, including, but not limited to, the use of peer-to-peer file sharing applications to illegal transmit music, software, movies or other protected materials.

Access to college computers and/or computer resources may be revoked if a candidate is found to be abusing or violating any of these policies.

THE MIDI LAB
The college’s computer laboratory, commonly referred to as the MIDI Lab, is available for candidate use during regular business hours. Any changes in hours or availability will be clearly posted outside the lab. There are workstations containing iMacs and MIDI controller keyboards.

Users and Their Responsibilities
Access to the MIDI Lab is limited to currently enrolled candidates only. If requested, users should be prepared to sign in or may be required to present a valid VanderCook picture ID upon entering the lab.

Guidelines for Use
The MIDI Lab is primarily a self-service facility. Users are responsible for learning the skills necessary to use the computer applications. Software documentation and manuals may be made available upon request.
Computers are configured according to the needs of candidates and faculty. Software on all lab computers is restricted to programs owned by or licensed to VanderCook; all applicable copyright laws and licenses must be observed. Candidates are prohibited from installing hardware or software configuration or settings. Suggestions for hardware or software changes should be submitted to VanderCook’s IT staff.

Candidates must wear headphones for private listening to online or local audio and/or video materials. Internal computer speakers should not be used for extended audio playback.

Computer and networking resources are limited; first priority should be the fulfillment of academic or instructional objectives. Users may be asked to justify the academic legitimacy of their activities to faculty or staff. Faculty or staff members may ask candidates engaged in non-academic pursuits to relinquish computers or equipment for candidates who need to do work for their classes.

Certain terminals are reserved for specific purposes or special features such as an attached scanner or specialized software. Candidates requiring those resources for fulfillment of a curricular assignment or project shall be given priority over candidates using those terminals for extracurricular purposes.

Much as in a library, a professional and academic environment should be maintained at all times as a courtesy to other lab users. Disruptive candidates may be asked to leave immediately. IIT Public Safety may be summoned if a user refuses to leave or poses a threat to the safety of the facility or to others.

**Care of Computer Resources**

*The consumption of food and beverages, including bottled water, is strictly prohibited in the MIDI Lab.*

Users are expected to exercise good judgment when submitting printing tasks, and take proper care of the computers, printers and all other equipment found in the facilities. Malfunctioning equipment should be reported immediately to VanderCook’s IT staff.

**Use of Paper and Printing Supplies**

Print resources are reserved for purposes of academic relevance or curricular significance only.

Users are expected to be conservative in their use of paper and to exercise discretion when printing documents so as to prevent waste of printing materials.

As ink cartridges are costly, users should be prudent when printing.

Prior to submitting a print job, users are urged to use “print preview” to identify any pages that may not be necessary to print. Unnecessary pages should be removed from the print job before it is sent to the printer. Alternately, users can select specific pages as opposed to printing the entire document.

Users should allow adequate time to ensure a successful print job before resending a print command. Users who need multiple copies of a document should use a photocopying machine for duplication of documents. A coin-operated photocopier is available in the Ruppel Library during regular library hours.

Users should notify a faculty or staff member if a printer has failed to respond correctly after the first print command. If users have submitted an incorrect print job, they should cancel the job or notify faculty or staff for assistance.

Users should save any personal documents, files or other materials to a removable storage device or cloud-based application.

**Frivolous Use**

Network bandwidth and storage have finite capacity; all users are expected to be responsible in their use of these resources and are prohibited from monopolizing them. Examples of this include, but are not limited to, sending mass email or chain letters, or using applications that create excessive loads on network traffic.

**Monitoring and Inspection of Electronic Records**

The content on all school computers, including electronic mail, is subject to inspection by VanderCook’s IT personnel. VanderCook reserves the right to monitor and/or log all network activity of users without notice, including all email and Internet communications.

**Violations of Guidelines**

Disciplinary actions for violating any of these guidelines may include suspension or revocation of computer access privileges in addition to any other sanctions deemed appropriate.

Resources covered by these guidelines include host computer systems, personal computers and workstations, computer peripherals, communications networks, software, removable media and files. Vander-
INSTRUCTIONAL RESOURCES

Cook administration may monitor access to any of these resources to ensure the security of its systems and networks as well as to enforce these policies.

THE HARRY RUPPEL LIBRARY
The Ruppel Library provides resources and services to support the education and preparation of VanderCook candidates. Open seven days a week and staffed by a full-time professional music librarian, the Ruppel Library is located in Room 113 on the first floor of the 3140 building. The library’s policies can be found on VanderCook’s website.

The collection currently consists of over 15,000 volumes of material, including:

- Books on general music, music education, educational psychology, music therapy and general education;
- Musical scores;
- Sound recordings, including classical, popular, world/ethnic, jazz, and concert band music;
- Electronic resources, such as online music encyclopedias, electronic journals and streaming music databases; and
- More than 90 journal and magazine subscriptions focusing on music education or specific instruments.

Library services include:

- Interlibrary loan, providing access to materials located at participating libraries;
- Reference assistance by a professional music librarian available 40 hours a week;
- Quiet study areas, computer and Internet access, listening facilities and a browsable collection; and
- Usernames and passwords for off-campus access to the library’s electronic resources (provided upon request).

Candidates are actively involved with the library by:

- Working as music library apprentices, requiring interaction with others and learning new computer skills;
- Suggesting materials to help build the library collection; and
- Collaborating with the librarians individually or through classes to increase their “information literacy,” i.e., the ability to find and evaluate information.

VanderCook candidates also have access to and user privileges at IIT’s Paul V. Galvin Library, which maintains resources to support general academic courses. The Galvin Library is located two blocks south of VanderCook at 35 W. 33rd Street.

Ruppel Library Computer Use Policy
The Ruppel Library supports the college’s mission of teaching and research, and reminds library users that the computers of the library are made available to support these academic functions. The following policies apply to the use of library computers and equipment.

The computers in the library are available to VanderCook candidates, faculty and staff on a first-come, first-served basis. There are no time limits on computer use, and there is no advance reservation policy. When there is a wait for computers, however, anyone who is using a computer for recreational or social purposes (web surfing, games, Facebook, etc.) may be asked to relinquish the computer.

Priority in Use of Computing Work Stations
Priority shall be given to users engaged in activities directly related to the college’s mission (e.g., completing course assignments or engaging in research). Use of the library’s computing resources for academic pursuits takes precedence over non-academic use.

Use of the library computer workstations for non-academic work is not permitted when others are waiting to use the equipment. Users are asked to comply should library staff request that non-academic usage be limited or curtailed during peak hours or periods of heavy demand.

Additional Guidelines for Appropriate Use of Computers in the Ruppel Library:

- Users must bring their own removable storage device to save information or use an online cloud-based application. Personal files left on college computers are deleted on a regular basis.
- Users must wear headphones for private listening to online or local audio and/or video materials. Internal computer speakers should not be used for extended audio playback.
INSTRUCTIONAL RESOURCES

• Anyone absent from a computer for more than 10 minutes may lose their station if others are waiting.
• Library staff are not responsible for unattended belongings.
• Library users are expected to respect all copyright laws and intellectual property rights.
• The use of laptops and portable computing devices is encouraged. These devices can connect to VanderCook's wireless network.
• The library does not monitor or control Internet content, and library staff cannot be held accountable for any information accessed through the Internet. Staff do not censor access or protect users from information that they may find offensive. However, users are expected to be aware of college regulations governing display of sexually suggestive materials in the workplace as well as in all areas of the library.
• The library adheres to the Library Bill of Rights established by the American Library Association (ALA), available on the ALA website.

The H.E. Nutt Archives
The purpose of the H.E. Nutt Archives is to collect, preserve and make available for research those materials documenting the history of the college, and the role of the college and its members in music education past and present. These materials include the personal papers of the college’s co-founder and past president Dr. H.E. Nutt, published papers, photographs, audio recordings, administrative records of the college, and the original music compositions, methods of teaching, and writings of individuals associated with VanderCook.

The archives also maintain recordings of candidate performances over the course of their time at VanderCook, enabling them to create a portfolio of their recordings and programs in preparation for their future job search.

INSTRUMENT RENTAL AND CHECK-OUT
VanderCook maintains an inventory of college-owned and manufacturer-loaned musical instruments for use in ensembles, techniques classes, applied studies and Comprehensive Performance Exams. Upon enrollment in a techniques class, candidates are charged a fee that includes the usage of the appropriate instrument or instruments as required.

Any candidate choosing to use a VanderCook-issued instrument must abide by the following regulations:
• Each candidate is responsible for checking out the required instrument(s) from the Ensembles Office during posted office hours.
• Appropriate paperwork must be completed with current contact information provided.
• The candidate to whom the instrument has been loaned assumes full responsibility for loss or any damage. Any instrument in need of repair should be reported immediately to the Ensembles Office.
• Candidates are responsible for proper care and cleaning of the instrument until it has been officially checked in. Prior to check-in, the instrument should be cleaned and all personal belongings removed from the case. An instrument is considered checked in when the form has been signed by both the candidate and an ensembles staff member.
• Candidates should take exceptional care of all instruments as they are valuable and expensive to replace. Only the person to whom the instrument is loaned should play or handle it.
• Instruments should never be left unattended and must be secured in a locker or storage area when not in use. Should a school-issued instrument be found unattended, the candidate responsible for the instrument may be issued a $15.00 fine for the first offense, $30.00 for the second offense, and $45.00 for the third offense. All fines are assessed per item for each offense, and are added to the candidate’s account. In the event of a third offense, the candidate may be required to meet with the Standards Committee in addition to paying the fee(s).
• Candidates who are asked to play a secondary instrument in band may use a school-owned instrument at no charge. However, the candidate remains liable for loss or damage to the instrument. The same instrument check-out and check-in procedures apply.
INSTRUCTIONAL RESOURCES

- Candidates who are practicing for Comprehensive Performance Exams may borrow instruments, but may need to adhere to stricter borrowing parameters, depending upon the availability of a particular instrument. Further details regarding instrument loans for comp exams are available from the Ensembles Office.

ENSEMBLE FOLDER AND SHEET MUSIC CHECK-OUT
Candidates are expected to follow the following protocol for each of their performing ensembles. Failure to have assigned sheet music in any ensemble may result in disciplinary actions by the ensemble director or the director of outreach and ensembles coordinator.

- Candidates complete and return a check-out form for each ensemble in which they participate. Check-out forms are available from the director of outreach and ensembles coordinator.
- Candidates may be fined for each instance of music and/or folders found unattended. Unattended music and/or folders should be returned to the Ensembles Office immediately.
- All music should be returned by the date indicated by the ensemble director. Failure to do so may result in the candidate being charged the cost of replacement as indicated on the check-out form.

PIANO LAB
The Piano Laboratory (Room M114 in the 3125 building) is open during building hours and is available for all candidates to use. All electronic pianos are available on a first-come, first-served basis. Headphones should be used at all times. Candidates should ensure that all eraser dust and other particles are kept away from the keyboards to prevent malfunction or permanent damage. Absolutely no food or drink is permitted in the Piano Lab.

PRACTICE ROOMS
Practice rooms are available for all candidates on a first-come, first-served basis. Requests are made through the president’s assistant. Rooms should not be used for storage of instruments or personal items, and each candidate’s right to privacy must be respected at all times. Any candidate who wishes to practice when the practice rooms are occupied may request an unoccupied classroom from the president’s assistant.

CANDIDATE ORGANIZATIONS
Membership in professional organizations aids candidates in their preparation, growth and development through professional publications, resources, and local chapter activities and service projects. Full-time undergraduate, TCEP and MCert candidates are automatically granted membership in NAfME and ILEMA, and either ACDA, ASTA or NBA, depending upon their track of study.

Candidates who pledge either Phi Mu Alpha Sinfonia or Sigma Alpha Iota, or who desire membership in the Percussive Arts Society, do so at their own expense.

The National Association for Music Education (NAfME)
“The mission of NAfME is to advance music education by encouraging the study and making of music by all. NAfME membership automatically includes membership to ILEMA, the Illinois Music Educators Association.”

Illinois Music Educators Association (ILEMA)
“The mission of the ILEMA is to promote lifelong music learning and to provide leadership for music education through programs, communications and partnerships. The ILEMA sponsors and organizes performance festivals for candidate musicians and professional growth opportunities for music educators, and serves to promote and support music as a vital component in the complete education of every child.”

The American Choral Directors Association (ACDA)
“Founded in 1959, the ACDA is a non-profit music education organization, the central purpose of which is to promote excellence in choral music through performance, composition, publication, research and teaching. In addition, ACDA strives to elevate choral music’s position in American society through arts advocacy.”

The American String Teachers Association (ASTA)
“ASTA is a membership organization committed to advancing string education and performance. Members include teachers, faculty, performers, string industry representatives, candidates and string enthusiasts. ASTA is passionately committed to the
future of string education not only in the U.S. but around the world.”

The National Band Association (NBA)
“The NBA, founded in 1960, is the largest professional organization for band directors in the world. It was organized for the purpose of promoting the musical and educational significance of band, and is dedicated to the attainment of a high level of excellence for bands and band music.”

Percussive Arts Society (PAS)
“PAS is the world’s largest percussion organization and is considered the central source for information and networking for percussionists and drummers of all ages. Established in 1961 as a non-profit, music service organization, its mission is to promote percussion education, research, performance and appreciation throughout the world.”

Phi Mu Alpha Sinfonia Professional Men’s Fraternity (ΦMA)
“The mission of Phi Mu Alpha Sinfonia is to promote the development of the best and truest fraternal spirit, the mutual welfare and brotherhood of musical students, the advancement of music in America, and a loyalty to the Alma Mater.”

Sigma Alpha Iota International Music Fraternity (ΣAI)
“The mission of Sigma Alpha Iota is to encourage, nurture and support the art of music. SAI strives to encourage women musicians of all ages, races and nationalities; supports and promotes successful and innovative educational programs in music for all stages of life; cultivates excellence in music performance; promotes programs and activities that stress the love and importance of music in life; recognizes technological advances in the field of music; and dedicates financial resources that ensure the continuation of programs necessary to support the objectives of the fraternity in perpetuity.”

Student Senate
The Student Senate meets with VanderCook’s president monthly to provide updates, help coordinate organizational activities and initiatives, and serve as an advisory board for campus and candidate issues. The Student Senate is comprised of candidate-elected presidents from NAfME, ACDA, ASTA, NBA, FMA and SAI. In addition, candidates elect one candidate-at-large member and one IIT liaison member each year. MCert candidates also elect a representative for Student Senate.

IIT FACILITIES
VanderCook candidates have full access to all facilities open to IIT students, including the Keating Sports Center, track, billiards tables, bowling alleys and tennis courts. Short-term health care services are offered through the Health and Wellness Center, and temporary professional counseling is available through Counseling Services.

All faiths are welcome in the IIT Chapel, and there are a number of student religious groups on campus. Churches of many denominations are nearby.

IIT’s McCormick Tribune Campus Center is a short walk from VanderCook. This building contains a convenience store, the IIT Bookstore, dining facilities, meeting rooms, post office, copy center, radio station and recreational facilities.

BOOKSTORES
Required books and course packs are available for purchase in VanderCook’s Front Office. Books not available from VanderCook may be purchased at the IIT Bookstore located in the MTCC. A complete list of books required for each program’s coursework is available on VanderCook’s website under Student Resources.

COPY SERVICE
A coin-operated copy machine is located in the Ruppel Library during regular library hours. Coin-operated copy machines are also located in Hermann Hall and the MTCC. For larger copy and print jobs, a Kinko’s is located at 17 W. 35th Street, just south of the IIT campus at 35th and State. IIT Office Services in the MTCC is also available to VanderCook candidates.

HEALTH EMERGENCIES
In the event of a medical emergency, all are advised to call 911 and IIT Public Safety (312.808.6300). It is strongly discouraged to provide transportation and/or personal assistance, as doing so places any and all liability with the driver(s) or individual(s) providing assistance.
INSTRUCTIONAL RESOURCES

HEALTH SERVICES
Registered candidates in good standing who have paid the IIT Student Activity Fee may utilize IIT Health Services. Other resources for hospitals, emergency rooms and pharmacies are listed below:

Mercy Hospital and Medical Center
2525 S. Michigan Ave.
312.567.2201
www.mercy-chicago.org

Northwestern Memorial Hospital
251 E. Huron St.
312.926.2000
http://www.nm.org/location/northwestern-memorial-hospital

Walgreens Drug Store CVS Pharmacy
3000 S. Halsted St. 741 W. 31st St.
312.225.0537 312.567.9044

BUILDING ACCESS
3140 S. Federal St. (Main Building)
The entrance to the main building is equipped with a proximity reader. A valid HawkCard will provide access to the building for currently enrolled candidates during regular building hours. Building hours are posted on the front door, around the building, and are sent via a weekly update emailed from the President’s Office. At no time should VanderCook candidates permit any stranger to enter the building.

3125 S. Federal St.
Like VanderCook’s 3140 S. Federal Street building, 3125’s main entrance utilizes a card reader to allow limited access to students, faculty and staff. Visitors and guests will need to check in with the college’s Front Office in 3140 for 3125 access. Building hours may be adjusted to accommodate concerts, special events and MECA continuing education classes.

For concerts, recitals and special events, the entrance will be on the northeast side of the building, loading directly into the George A. Quinlan, Sr. Recital Hall.

EMPLOYMENT OPPORTUNITIES
VanderCook offers a wide range of candidate apprenticeships and job opportunities. Additional employment is available on the IIT campus. Some apprenticeships are awarded upon admission as a part of the financial aid package that qualifying candidates receive at the time of their admittance; other positions become available throughout the year. During the summer session, a number of full- and part-time positions are available. Summer candidate job lists are published and distributed in April.

All apprenticeships, whether for tuition reduction or hourly pay, require candidates to keep accurate time sheets, have time sheets approved by a faculty or staff supervisor, and submit approved time sheets to the Business Office by the established due date. Tuition-reduction candidates failing to work scheduled hours may be billed for the hours missed or be required to make up those hours.

LOCKERS
Lockers for personal belongings and musical instruments are assigned during the first week of school by the director of outreach and ensembles coordinator (lockers for cellos and string basses are assigned

IIT/VANDERCOOK ID CARDS
Each candidate enrolled at VanderCook for six credit hours or more in any term (MECA participants excluded) is required to have an IIT-issued identification and access card (a “HawkCard”), and to pay IIT’s Student Activity Fee each term. In return, VanderCook candidates are permitted access to the IIT Bookstore, the MTCC and Hermann Hall.

The following services are also available to candidates:

- Keating Hall privileges (including free use of the pool, free weight room, racquetball courts, basketball and volleyball courts, fitness center, and shower and locker room facilities);
- Borrowing privileges at the Galvin Library and use of their electronic search facilities;
- Entrance to any IIT-sponsored student activity (with reduced admission, where applicable);
- Access to IIT’s Counseling Services and Health and Wellness Center (immediate needs only); and
- Membership to any recognized IIT fraternity or sorority (subject to their national organization’s regulations).

HawkCards may be purchased from IIT’s HawkCard Office, located in Hermann Hall.
by the director of string music education). Lockers are located on the second floor and basement of the 3140 building. Lockers may be assigned with an instrument for some techniques classes. Candidates are required to provide and use a lock for all lockers. Candidates using a locker that has not been assigned to them may have their lock cut (if necessary) and their contents removed.

MAIL SERVICE
A U.S. Post Office is located in the MTCC. Mailboxes for incoming candidate mail are provided on the second floor of VanderCook’s 3140 building. Packages that are too large for the candidate mailboxes will be kept in the Front Office. Candidates may put only stamped mail in the Front Office outgoing mail bin for daily pick-up.

IIT SHUTTLE BUS
IIT provides round-trip shuttle bus service between the campus and train stations downtown. Candidates may use this service by presenting a valid HawkCard to the driver upon request. Shuttle schedules are available on IIT’s website. Questions or comments about the shuttle should be emailed to shuttlebus@iit.edu.

CTA VENTRA CARD (U-PASS PROGRAM)
All full-time fall and spring undergraduate, TCEP and MCert candidates pay a mandatory fee each semester and receive a photo-ID Ventra card. The Ventra card entitles the authorized holder to reduced fares on CTA buses and trains during the designated days of the school term. Candidates are responsible for any fees associated with replacing lost or stolen cards. Complete details, limitations and regulations regarding the Ventra card program, as well as the responsibilities of candidate cardholders, can be found on CTA's Ventra website.

LOCAL MUSIC MERCHANTS
Quinlan and Fabish Music Company
Burr Ridge location: 630.654.4111
Mt. Prospect location: 847.253.5592
Fox Valley locations: 630.906.6595

Performers Music
410 S. Michigan Ave., Ste. 904
Chicago, IL 60605
312.987.1196

Upbeat Music
3000 S. Wentworth Ave.
Chicago, IL 60616
312.842.5896

CULTURAL/ENTERTAINMENT INFORMATION
Chicago offers a wealth of cultural events for educational enhancement. For specific event information, check the Chicago Reader (weekly; free), the Red Eye (daily; free), Chicago Magazine (monthly) and the weekend editions of the Chicago Sun-Times and the Chicago Tribune. Some of the city’s most popular cultural institutions include:

Chicago Symphony Orchestra
Lyric Opera of Chicago
Art Institute of Chicago
Auditorium Theatre at Roosevelt University
Field Museum of Natural History
Museum of Science and Industry
Shedd Aquarium
Lincoln Park Zoo
Millennium Park
Chicago History Museum
Navy Pier
Chicago Public Library, Harold Washington Branch
Chicago Cultural Center

CONCLUSION
VanderCook College of Music encourages all candidates to participate fully in the academic and ancillary experiences offered at the college, on the campus of IIT, and by the city of Chicago. VanderCook expects its candidates to be informed about college regulations and academic requirements as defined in the College Catalog in addition to this handbook. Any questions about any policies, procedures, definitions or descriptions found in this handbook or the College Catalog should be directed to the appropriate dean.

Study hard and practice often!
### GENERAL EDUCATION (38 credit hours)

<table>
<thead>
<tr>
<th>Course Code</th>
<th>Course Title</th>
<th>Semester</th>
<th>Credit Hours</th>
<th>Completed</th>
</tr>
</thead>
<tbody>
<tr>
<td>ENG 100 A</td>
<td>Language Arts I</td>
<td>Fall</td>
<td>2</td>
<td></td>
</tr>
<tr>
<td>ENG 100 B</td>
<td>Language Arts II</td>
<td>Spring</td>
<td>2</td>
<td></td>
</tr>
<tr>
<td>ENG 101</td>
<td>Composition: Comprehension &amp; Creation</td>
<td>Fall</td>
<td>3</td>
<td></td>
</tr>
<tr>
<td>ENG 102</td>
<td>Reading &amp; Rhetoric</td>
<td>Spring</td>
<td>3</td>
<td></td>
</tr>
<tr>
<td>ENG 201</td>
<td>Literature</td>
<td>Fall</td>
<td>3</td>
<td></td>
</tr>
<tr>
<td>SP 201</td>
<td>Public Speaking</td>
<td>Spring</td>
<td>3</td>
<td></td>
</tr>
<tr>
<td>MATH 101</td>
<td>Introduction to College Mathematics</td>
<td>Spring</td>
<td>3</td>
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</tr>
<tr>
<td>SCI 201 (L)</td>
<td>Physics of Light &amp; Sound (with Lab)</td>
<td>Spring</td>
<td>3</td>
<td></td>
</tr>
<tr>
<td>PSY 101</td>
<td>Introduction to Psychology</td>
<td>Spring</td>
<td>3</td>
<td></td>
</tr>
<tr>
<td>HIST 202</td>
<td>U.S. History &amp; Government</td>
<td>Fall</td>
<td>3</td>
<td></td>
</tr>
<tr>
<td>HIST 203</td>
<td>History of Music and Culture I</td>
<td>Fall</td>
<td>3</td>
<td></td>
</tr>
<tr>
<td>HIST 204</td>
<td>History of Music and Culture II</td>
<td>Spring</td>
<td>3</td>
<td></td>
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<tr>
<td>SOC 301</td>
<td>Sociopolitical Geography</td>
<td>Fall</td>
<td>3</td>
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<tr>
<td>HUM 301</td>
<td>World Music</td>
<td>Fall</td>
<td>3</td>
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<tr>
<td>HED 301</td>
<td>Health Education</td>
<td>Spring (6 weeks)</td>
<td>2</td>
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### FUNDAMENTALS AND THEORY (18 credit hours)

<table>
<thead>
<tr>
<th>Course Code</th>
<th>Course Title</th>
<th>Semester</th>
<th>Credit Hours</th>
<th>Completed</th>
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</thead>
<tbody>
<tr>
<td>FT 100 A</td>
<td>Music Fundamentals</td>
<td>Fall</td>
<td>1</td>
<td></td>
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<tr>
<td>FT 100 B</td>
<td>Music Materials</td>
<td>Spring</td>
<td>1</td>
<td></td>
</tr>
<tr>
<td>FT 101 W</td>
<td>Written Theory I</td>
<td>Fall</td>
<td>1.5</td>
<td></td>
</tr>
<tr>
<td>FT 102 W</td>
<td>Written Theory II</td>
<td>Spring</td>
<td>1.5</td>
<td></td>
</tr>
<tr>
<td>FT 201 W</td>
<td>Written Theory III</td>
<td>Fall</td>
<td>1.5</td>
<td></td>
</tr>
<tr>
<td>FT 202 W</td>
<td>Written Theory IV (TCSA)</td>
<td>Spring</td>
<td>1.5</td>
<td></td>
</tr>
<tr>
<td>FT 101 S</td>
<td>Sight-Singing/Ear Training I</td>
<td>Fall</td>
<td>1.5</td>
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</tr>
<tr>
<td>FT 102 S</td>
<td>Sight-Singing/Ear Training II</td>
<td>Spring</td>
<td>1.5</td>
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<tr>
<td>FT 201 S</td>
<td>Sight-Singing/Ear Training III</td>
<td>Fall</td>
<td>1.5</td>
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<tr>
<td>FT 202 S</td>
<td>Sight-Singing/Ear Training IV (TCSA)</td>
<td>Spring</td>
<td>1.5</td>
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<tr>
<td>FT 301</td>
<td>Form &amp; Analysis</td>
<td>Fall</td>
<td>2</td>
<td></td>
</tr>
<tr>
<td>FT 302</td>
<td>Instrumental &amp; Choral Arranging</td>
<td>Spring</td>
<td>2</td>
<td></td>
</tr>
<tr>
<td>FT 303</td>
<td>Jazz Harmony &amp; Improvisation</td>
<td>Fall</td>
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### PROFESSIONAL EDUCATION (19-29 credit hours, taken after TCSA and ISBE TAP exams)

<table>
<thead>
<tr>
<th>Course Code</th>
<th>Course Title</th>
<th>Semester</th>
<th>Credit Hours</th>
<th>Completed</th>
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<tbody>
<tr>
<td>ED 212</td>
<td>Pre-Student Teaching</td>
<td>Fall or Spring</td>
<td>0-7</td>
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<tr>
<td>ED 301</td>
<td>Educational Psychology</td>
<td>Fall</td>
<td>2</td>
<td></td>
</tr>
<tr>
<td>ED 401</td>
<td>History &amp; Philosophy of Education</td>
<td>Spring (6 weeks)</td>
<td>2</td>
<td></td>
</tr>
<tr>
<td>ED 402 A</td>
<td>Methods/Techniques of Teaching I</td>
<td>Fall</td>
<td>1</td>
<td></td>
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<tr>
<td>ED 402 B</td>
<td>Methods/Techniques of Teaching II</td>
<td>Spring (w/ Adv. Cond.)</td>
<td>1</td>
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<tr>
<td>ED 402 C</td>
<td>Methods/Techniques of Teaching III</td>
<td>Fall</td>
<td>1</td>
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<tr>
<td>ED 404</td>
<td>Teaching the Special Student</td>
<td>Spring (6 weeks)</td>
<td>3</td>
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<tr>
<td>ED 412</td>
<td>Student Teaching (pre-requisites)</td>
<td>Fall or Spring</td>
<td>9-12</td>
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</tr>
<tr>
<td>ED 403</td>
<td>Methods of Teaching Reading</td>
<td>Spring (6 weeks)</td>
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### MUSIC EDUCATION (22.5 credit hours for instrument track majors; 21.5 minimum for choral track majors)

<table>
<thead>
<tr>
<th>Course Code</th>
<th>Course Title</th>
<th>Semester</th>
<th>Credit Hours</th>
<th>Completed</th>
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<tbody>
<tr>
<td>MED 101</td>
<td>Introduction to Music Education</td>
<td>Fall</td>
<td>1</td>
<td></td>
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<tr>
<td>MED 110</td>
<td>Technology in Music Education I</td>
<td>Fall</td>
<td>1</td>
<td></td>
</tr>
<tr>
<td>MED 210</td>
<td>Technology in Music Education II</td>
<td>Spring</td>
<td>1</td>
<td></td>
</tr>
<tr>
<td>MED 218 **</td>
<td>Marching Band Methods</td>
<td>Fall</td>
<td>2</td>
<td></td>
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<tr>
<td>(Choral track majors: Choose two Instrumental Methods classes from the following:)</td>
<td></td>
<td></td>
<td></td>
<td></td>
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<tr>
<td>MED 411</td>
<td>Woodwind Methods</td>
<td>Fall</td>
<td>2</td>
<td></td>
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<tr>
<td>MED 412</td>
<td>Brass Methods</td>
<td>Spring</td>
<td>2</td>
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<tr>
<td>MED 413</td>
<td>Percussion Methods</td>
<td>Spring</td>
<td>2</td>
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<tr>
<td>MED 414</td>
<td>String Methods</td>
<td>Fall</td>
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<tr>
<td>Course</td>
<td>Title</td>
<td>Semester</td>
<td>Credit Hours</td>
<td>Completed</td>
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<tr>
<td>MED 415</td>
<td>Elementary General Music Methods K-5</td>
<td>Spring</td>
<td>2</td>
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<tr>
<td>MED 415 B</td>
<td>Middle School Choral Methods</td>
<td>Fall</td>
<td>2</td>
<td></td>
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<tr>
<td>MED 416 *</td>
<td>High School Choral Methods</td>
<td>Spring</td>
<td>2</td>
<td></td>
</tr>
<tr>
<td>MED 418 *</td>
<td>Jazz/Show Choir Methods</td>
<td>Fall</td>
<td>2</td>
<td></td>
</tr>
<tr>
<td>MED 419 *</td>
<td>Musical Theatre Methods</td>
<td>Spring</td>
<td>2</td>
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</tr>
<tr>
<td>MED 421 **</td>
<td>Instrument Repair</td>
<td>Fall or Spring (MECA)</td>
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</table>

Seminar / .5 1 2 3 4 5 6 7 8 9

**APPLIED MUSIC** *(40 minimum credit hours for instrument track majors; 41 minimum for choral track majors)*

<table>
<thead>
<tr>
<th>Course</th>
<th>Title</th>
<th>Semester</th>
<th>Credit Hours</th>
<th>Completed</th>
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<tr>
<td>MUS 111</td>
<td>Flute/Saxophone Techniques</td>
<td>Fall or Spring</td>
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<tr>
<td>MUS 112</td>
<td>Low Brass Techniques</td>
<td>Fall or Spring</td>
<td>1</td>
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<tr>
<td>MUS 114</td>
<td>Low String Techniques</td>
<td>Fall or Spring</td>
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<tr>
<td>MUS 118</td>
<td>Beginning Conducting</td>
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<td>MUS 119</td>
<td>Clarinet Techniques</td>
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<td>MUS 120</td>
<td>Guitar Techniques &amp; Resources</td>
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<td>Oboe/Bassoon Techniques</td>
<td>Fall or Spring</td>
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<td>MUS 212</td>
<td>High Brass Techniques</td>
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<tr>
<td>MUS 113</td>
<td>Percussion Techniques I</td>
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<td>MUS 115</td>
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<td>MUS 116</td>
<td>Piano Techniques II</td>
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<td>MUS 215</td>
<td>Piano Techniques III</td>
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<td>Piano Techniques IV</td>
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<td>MUS 316 *</td>
<td>Piano Techniques VI</td>
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<td>Advanced Conducting/Rehearsal Techniques</td>
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<td>MUS 117</td>
<td>Vocal Techniques</td>
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<td>MUS 217 *</td>
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<td>Major Applied (Junior Recital)</td>
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+ Required for instrument track majors only
* Required for choral track majors only
∞ In certain cases, these classes may be required based on grades, test scores and/or assessment essays. Taking these classes will not delay degree completion.
◊ Elective if pursuing the BM(pc) degree

**ENSEMBLES**

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<tr>
<th>Ensemble</th>
<th>Fall and Spring / 1</th>
<th>1 2 3 4 5 6 7 8 9 10</th>
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**Undergraduate recommendations:**

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or

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