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.
Greetings:

Welcome to VanderCook College of Music's 2017-18 College Catalog. Here you will learn about the college, our philosophy and resources, and the value of a music education degree from VanderCook.

VanderCook is unlike any other music college, anywhere. We are the only college in the United States solely dedicated to music education, but it is much more than that. It’s all about the experience. To know what this means, VanderCook needs to be experienced first hand. We are confident you will find:

- An institution grounded in tradition, guiding students towards musical excellence and affirming daily the power of music education that they will share with future students.

- The technical instruction alongside the practical approach of training a well-rounded teacher. This allows the process to be as important as the product. Every performance at VanderCook is a teaching and learning project. Everyone learns from hands-on experience and everyone, regardless of primary instrument, will gain the multi-instrumental knowledge and skill of 19 different instruments.

- VanderCook is small but mighty. Our graduates are resilient, strong and capable. We value each and every student and emphasize the importance of personal growth, the lifelong friendships and support that are built within our community, and the resources and opportunities we offer through our location in the heart of the vibrant city of Chicago.

Trust and support come first at VanderCook. Everyday. Always. If you have any questions about our programs, or about any information in this catalog, please feel free to contact us at any time. We provide our students with an unforgettable music education experience that will provide a foundation for a lifetime of success.

Sincerely,

Roseanne Rosenthal, Ed.D.
President
DIRECTIONS to VanderCook

VanderCook College of Music is three miles south of downtown Chicago on the campus of the Illinois Institute of Technology.

By CAR from the NORTH or WEST:
Exit Interstate 90/94 at 31st Street. Continue straight to 33rd Street and turn left. Cross the expressway, pass under the railroad tracks and turn left on Federal Street. VanderCook is about 250 yards on the left.

By CAR from the SOUTH:
Exit I-90/94 at 35th Street. Continue straight to 33rd Street and turn right. Pass under the railroad tracks and turn left on Federal Street. VanderCook is about 250 yards on the left.

By PUBLIC TRANSPORTATION:
Two elevated CTA railway stations are within a short walk of VanderCook: the 35th/Bronzeville station on the Green Line and the 35th/Sox station on the Red Line. Many bus routes also operate in the vicinity.

By TRAIN:
The Rock Island Line of the Metra commuter rail system stops at the 35th Street/Lou Jones/Bronzeville station, four blocks from the college. The Rock Island Line connects to the LaSalle Street station in downtown Chicago.

For Metra and CTA schedules and route information, contact the RTA (Regional Transportation Authority) Travel Information Center at 312.836.7000, or visit http://www.transitchicago.com/travel_information/trip_planner.aspx

CONNECT WITH US!

www.facebook.com/VanderCookCollege
@vandercook #TeachMusic
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About VanderCook

Our History

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 cofounded 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 certification, or completing the requirements for certification only. VanderCook also offers extensive courses for working music teachers through the Music Education Center of America (MECA) continuing education program.

Facilities

VanderCook is housed in two buildings, both designed by famed architect Ludwig Mies van der Rohe, on the Illinois Institute of Technology (IIT) campus, three miles south of Chicago’s Loop. The main building contains a rehearsal hall, recital room, music library, classrooms, practice rooms, faculty and staff offices, a music technology lab and an instrument repair lab. The second building contains additional rehearsal and classroom spaces, and will ultimately house a 500-seat auditorium.

The Harry Ruppel Library provides resources and services to support the education and preparation of music teachers at VanderCook. The library contains numerous volumes including print, audiovisual and electronic resources. The H.E. Nutt Archives document the history of the college through papers, photographs and sound recordings. Open seven days a week, the Ruppel Library is staffed by a full-time professional music librarian and a part-time assistant. The library’s policies and services can be found on VanderCook’s website. VanderCook candidates may also use IIT’s Paul V. Galvin Library at 35 West 33rd Street, which maintains resources to support general academic courses.

Resident candidates are housed in dormitory facilities on the IIT campus. IIT offers cafeteria-style dining for both resident candidates and commuters. A limited number of apartments are available on campus for married candidates as well. For more information, please refer to the Tuition and Fees Payment Policies sections of this catalog.

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. Health care services are offered through the IIT Medical Office, and professional counseling is available at the IIT Counseling Center. Mercy Hospital is a short distance from campus.

All faiths are welcome in the IIT Chapel, and there are a number of student religious groups on campus. There are also places of worship for many denominations nearby.

IIT’s McCormick Tribune Campus Center is a short walk from VanderCook. The MTCC contains a convenience store, bookstore, dining area, post office, copy center, radio station and recreational facilities.
Candidate Activities
Concerts are regularly performed on campus and around Chicago by VanderCook’s Symphonic Band, Concert Choir, Philharmonic Orchestra, Wind Ensemble, Collegiate Chorale, Jazz Band, Percussion Ensembles and various chamber ensembles.

VanderCook sponsors candidate organizations such as Phi Mu Alpha Sinfonia (a men’s professional music fraternity), Sigma Alpha Iota (a women’s professional music fraternity), and candidate chapters of the National Association for Music Education (NAfME; formerly MENC), the American Choral Directors Association, the American String Teachers Association, and the National Band Association. All full-time VanderCook candidates receive NAfME membership at no additional cost.

The Chicago Transit Authority’s (CTA) elevated trains travel downtown in minutes and connect to all parts of the city. Two CTA lines (Red and Green) stop within walking distance of the college. Full-time students receive a U-Pass/Ventra Card during the fall and spring semesters, providing reduced-fare access to all CTA trains and buses.

Educational Placement
VanderCook alumni hold positions throughout the country from elementary through college levels. While most of VanderCook’s graduates pursue teaching careers, some go on to professional careers in performing, composing, arranging, music merchandising or instrument repair. Others choose to teach and pursue other music occupations at the same time. VanderCook alumni lead some of the finest concert bands, orchestras, choirs and jazz ensembles in the U.S.

VanderCook’s Educational Placement Office assists candidates and alumni with the development a credential file and résumé, and offers counseling to start or advance a career. The Educational Placement Office manages job postings from school principals, school superintendents, alumni and online listings. Notices of job vacancies are made available to all candidates. The office publishes a job bulletin, which is posted in the school and available online to alumni and non-alumni subscribers. For candidates who subscribe to the office’s placement services, the office also maintains credential files, which can be sent to prospective employers. This placement service is available to current candidates and alumni only.

Accreditation
VanderCook is accredited by:

- The Higher Learning Commission of the North Central Association of Colleges and Schools
  230 S. LaSalle Street, Ste. 7-500
  Chicago, IL 60604
  Tel. 800.621.7440 or 312.263.0456
  http://www.ncahlc.org

- The National Association of Schools of Music
  11250 Roger Bacon Drive, Ste. 21
  Reston, VA 20190
  Tel. 703.437.0700
  http://nasm.arts-accredit.org

In addition, VanderCook’s teacher certification programs are approved by the Illinois State Board of Education (http://www.isbe.net).

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 or gender identity, sexual orientation, disability, applicable veteran status or any other characteristic protected by applicable federal, state or local law. To this end, members of the college community may not discriminate in hiring, admission to the college or day-to-day practices.

Core Values & 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 VanderCook strives to create is characterized by personal interaction among candidates, faculty...
ABOUT VanderCook

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, manifested 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 & Outcomes

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.

VanderCook graduates will demonstrate the college’s core dispositions through eight Candidate 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 & 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 & 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- & 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 & 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 & 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.
Bachelor's Degree

COURSE OF STUDY

Bachelor of Music Education (BMEd)
Degree Program
The BMEd degree program is a comprehensive course of study designed to prepare candidates to become well-versed music educators. Though candidates declare an instrumental or choral track, all candidates are thoroughly trained in instrumental, choral and general music education. A minimum of 137 credit hours is required to complete the program, distributed between General Education, Fundamentals and Theory, Professional Education, Music Education and Applied Music.

Upon completion, graduates will have fulfilled all academic requirements necessary to earn the Illinois Professional Educator License with a Special K-12 Endorsement in Music. Candidates must also pass all ISBE teacher licensure requirements before completing their degree and becoming licensed to teach.

Please note: Licensure in Illinois requires proof of U.S. citizenship, or verification of the right to work in the U.S. (e.g., green card, H-1 visa, etc.). All applicants will be asked to affirm that they will attend VanderCook as a U.S. citizen, a legal resident of the U.S., or on a valid student visa.

Bachelor of Music (pre-certification) (BMpc)
Degree Program
The BMpc degree is available to students seeking to complete their degree through VanderCook's comprehensive curriculum without earning entitlement to receive teacher licensure. The BMpc degree 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 their teaching 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 available on the college website to aid candidates in planning their course of study.

Entrance Requirements
Candidates seeking a bachelor's degree from VanderCook need musical and academic competence to attain the degree. The strengths and background of each applicant are weighed on an individual basis in an effort to determine their potential for success.

In general, preference is given to applicants who:
- Graduate from an accredited secondary school or its equivalent with a cumulative GPA of 3.0 or better.
- Receive a composite score of 22 or greater on the ACT (19 for greater for BMpc), and/or a composite score of 1110 or greater (980 or greater for BMpc) on the SAT. The writing component must be included with either exam.
- Complete the following coursework at the secondary level:
  - 3 years of English
  - 2 years of mathematics
  - 2 years of science
  - 2 years of electives in foreign language or art
  - 3 years of social science
  - 3 years of electives in music, or evidence of successful participation in music ensembles and classes

International applicants
Non-native English speakers are exempt from the SAT/ACT requirement but must take the Test of English as a Foreign Language (TOEFL). VanderCook strongly considers the applicant's TOEFL in the admissions process.

The Internet-based TOEFL (IBT) measures the areas of reading, listening, writing and speaking; VanderCook requires a minimum IBT score of 70. The EIKEN test may be considered in lieu of the TOEFL; VanderCook requires a minimum grade of 2A, but admission is contingent upon an interview.

International applicants may be asked to register for the Intensive English Program (IEP) through the Illinois Institute of Technology (IIT) prior to beginning academic work at VanderCook. These applicants may participate in performances or instrumental techniques courses at VanderCook while taking IPE coursework.
Bachelor's Degree
COURSE OF STUDY

All international applicants must submit a copy of their passport and proof of complete financial support before an I-20 will be issued.

Undergraduate Application Procedure
Applicants considering enrollment at VanderCook should contact the Admissions Office at 312.788.1120, or at admissions@vandercook.edu. Admissions personnel will assist prospective candidates with completing their applications and answer any questions about the college. Campus tours, interviews and auditions may be arranged at most times throughout the year. Additional information about the undergraduate program and how to apply online can be found at www.vandercook.edu/admissions/undergraduate.

The following elements must be included with a completed application and a $35.00 non-refundable application fee:

- All official high school transcripts (or college or university transcripts, if applying as a transfer applicant) including indication of graduation. **A final transcript indicating graduation and a copy of the high school diploma will be required prior to final admission and enrollment in the college.** A GED certificate may be submitted in lieu of a high school diploma.
- Three recommendation forms completed by high school teachers, administrators, private instructors, clergy or employers attesting to the applicant’s professional, musical and personal attributes.
- SAT or ACT scores (some high school transcripts include these scores).
- An essay expressing the applicant's reasons for pursuing a degree in music education, and addresses VanderCook's three dispositions: strength in character, excellence in music, and professionalism in teaching.

Completed applications and all materials may be submitted online or by hard copy:

Admissions Office
VanderCook College of Music
3140 S. Federal Street
Chicago, IL 60616-3731

Contact the Admissions Office to schedule an audition and interview date and for audition criteria. Admission is further contingent upon an audition and interview. Audition guidelines are available from the Admissions Office and on VanderCook’s website.

Applicants are generally notified of their acceptance status within two weeks of receipt of all materials and after a completed audition (delays may occur during semester breaks). Applicants with marginal academic histories or audition scores may be subject to deferred admission status.

**Priority consideration will be given to applicants with completed applications submitted by April 1.**

As an indication of their intent to enroll, accepted candidates should submit a non-refundable tuition deposit of $100.00 by May 1 (or by Nov. 1 if beginning study in the spring semester). Acceptance of an offer of admission constitutes agreement to abide by the policies stated in this catalog.
REQUIRED COURSES
Bachelor’s degree candidates fulfill course requirements in five areas: General Education, Fundamentals and Theory, Professional Education, Music Education, and Applied Music Performance. Course descriptions follow this section.

<table>
<thead>
<tr>
<th>Course No.</th>
<th>Course Title</th>
<th>Credit Hours</th>
</tr>
</thead>
<tbody>
<tr>
<td>ENG 100 A</td>
<td>Language Arts I ★</td>
<td>(2)</td>
</tr>
<tr>
<td>ENG 100 B</td>
<td>Language Arts II ★</td>
<td>(2)</td>
</tr>
<tr>
<td>ENG 101</td>
<td>Composition: Comprehension &amp; Creation</td>
<td>3</td>
</tr>
<tr>
<td>ENG 102</td>
<td>Reading &amp; Rhetoric</td>
<td>3</td>
</tr>
<tr>
<td>ENG 201</td>
<td>Literature</td>
<td>3</td>
</tr>
<tr>
<td>HED 301</td>
<td>Health Education ▼</td>
<td>2</td>
</tr>
<tr>
<td>HIST 202</td>
<td>U.S. History &amp; Government</td>
<td>3</td>
</tr>
<tr>
<td>HIST 203</td>
<td>History of Music &amp; Culture I</td>
<td>3</td>
</tr>
<tr>
<td>HIST 204</td>
<td>History of Music &amp; Culture II</td>
<td>3</td>
</tr>
<tr>
<td>HUM 301</td>
<td>World Music</td>
<td>3</td>
</tr>
<tr>
<td>MATH 101</td>
<td>Introduction to College Mathematics</td>
<td>3</td>
</tr>
<tr>
<td>PSY 101</td>
<td>Introduction to Psychology</td>
<td>3</td>
</tr>
<tr>
<td>SCI 201 (L)</td>
<td>Physics of Light &amp; Sound (+ Lab)</td>
<td>3</td>
</tr>
<tr>
<td>SOC 301</td>
<td>Sociopolitical Geography</td>
<td>3</td>
</tr>
<tr>
<td>SP 201</td>
<td>Public Speaking</td>
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<tr>
<td><strong>Total</strong>:</td>
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</tr>
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</table>

Fundamentals and Theory
Required of all candidates, regardless of track.

<table>
<thead>
<tr>
<th>Course No.</th>
<th>Course Title</th>
<th>Credit Hours</th>
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<tbody>
<tr>
<td>FT 100 A</td>
<td>Music Fundamentals ★</td>
<td>(1)</td>
</tr>
<tr>
<td>FT 100 B</td>
<td>Music Materials ★</td>
<td>(1)</td>
</tr>
<tr>
<td>FT 101 W</td>
<td>Written Theory I</td>
<td>1.5</td>
</tr>
<tr>
<td>FT 102 W</td>
<td>Written Theory II</td>
<td>1.5</td>
</tr>
<tr>
<td>FT 103</td>
<td>Rhythmic Foundations ★</td>
<td>(1)</td>
</tr>
<tr>
<td>FT 201 W</td>
<td>Written Theory III</td>
<td>1.5</td>
</tr>
<tr>
<td>FT 202 W</td>
<td>Written Theory IV</td>
<td>1.5</td>
</tr>
<tr>
<td>FT 101 S</td>
<td>Sight-Singing/Ear Training I</td>
<td>1.5</td>
</tr>
<tr>
<td>FT 102 S</td>
<td>Sight-Singing/Ear Training II</td>
<td>1.5</td>
</tr>
<tr>
<td>FT 201 S</td>
<td>Sight-Singing/Ear Training III</td>
<td>1.5</td>
</tr>
<tr>
<td>FT 202 S</td>
<td>Sight-Singing/Ear Training IV</td>
<td>1.5</td>
</tr>
<tr>
<td>FT 301</td>
<td>Form &amp; Analysis</td>
<td>2</td>
</tr>
<tr>
<td>FT 302</td>
<td>Instrumental &amp; Choral Arranging</td>
<td>2</td>
</tr>
<tr>
<td>FT 303</td>
<td>Jazz Harmony &amp; Improvisation</td>
<td>2</td>
</tr>
<tr>
<td><strong>Total</strong>:</td>
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<td><strong>18</strong></td>
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</table>

Professional Education
Required of all candidates, regardless of track.

<table>
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<tr>
<th>Course No.</th>
<th>Course Title</th>
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<tbody>
<tr>
<td>ED 301</td>
<td>Educational Psychology</td>
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<tr>
<td>ED 401</td>
<td>History &amp; Philosophy of Education ▼</td>
<td>2</td>
</tr>
<tr>
<td>ED 402 A</td>
<td>Methods/Techniques of Teaching I</td>
<td>1</td>
</tr>
<tr>
<td>ED 402 B</td>
<td>Methods/Techniques of Teaching II</td>
<td>1</td>
</tr>
<tr>
<td>ED 402 C</td>
<td>Methods/Techniques of Teaching III</td>
<td>1</td>
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<tr>
<td>ED 403</td>
<td>edTPA Seminar</td>
<td>.5</td>
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<tr>
<td>ED 404</td>
<td>Teaching the Special Student ▼</td>
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<tr>
<td>ED 405</td>
<td>Methods of Teaching Reading ▼</td>
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<tr>
<td>ED 412</td>
<td>Student Teaching ▼</td>
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Music Education (Instrumental Track)

<table>
<thead>
<tr>
<th>Course No.</th>
<th>Course Title</th>
<th>Credit Hours</th>
</tr>
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<tbody>
<tr>
<td>MED 101</td>
<td>Introduction to Music Education</td>
<td>1</td>
</tr>
<tr>
<td>MED 110</td>
<td>Technology in Music Education I</td>
<td>1</td>
</tr>
<tr>
<td>MED 210</td>
<td>Technology in Music Education II</td>
<td>1</td>
</tr>
<tr>
<td>MED 218</td>
<td>Marching Band Methods</td>
<td>2</td>
</tr>
<tr>
<td>MED 318</td>
<td>Adv. Conducting/Rehearsal Techniques</td>
<td>1</td>
</tr>
<tr>
<td>MED 411</td>
<td>Woodwind Methods</td>
<td>2</td>
</tr>
<tr>
<td>MED 412</td>
<td>Brass Methods</td>
<td>2</td>
</tr>
<tr>
<td>MED 413</td>
<td>Percussion Methods</td>
<td>2</td>
</tr>
<tr>
<td>MED 414</td>
<td>String Methods</td>
<td>2</td>
</tr>
<tr>
<td>MED 415</td>
<td>Elem. General Music Methods K–5</td>
<td>2</td>
</tr>
<tr>
<td>MED 415 B</td>
<td>MS Choral/General Music Methods</td>
<td>2</td>
</tr>
<tr>
<td>MED 421</td>
<td>Instrument Repair</td>
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</tr>
<tr>
<td>VCM</td>
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Music Education (Choral Track)

<table>
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<th>Course No.</th>
<th>Course Title</th>
<th>Credit Hours</th>
</tr>
</thead>
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<tr>
<td>MED 101</td>
<td>Introduction to Music Education</td>
<td>1</td>
</tr>
<tr>
<td>MED 110</td>
<td>Technology in Music Education I</td>
<td>1</td>
</tr>
<tr>
<td>MED 210</td>
<td>Technology in Music Education II</td>
<td>1</td>
</tr>
<tr>
<td>MED 318</td>
<td>Adv. Conducting/Rehearsal Techniques</td>
<td>1</td>
</tr>
<tr>
<td>MED 415</td>
<td>Elem. General Music Methods K–5</td>
<td>2</td>
</tr>
<tr>
<td>MED 415 B</td>
<td>MS Choral/General Music Methods</td>
<td>2</td>
</tr>
<tr>
<td>MED 516</td>
<td>High School Choral Methods</td>
<td>2</td>
</tr>
<tr>
<td>MED 418</td>
<td>Jazz/Show Choir Methods</td>
<td>2</td>
</tr>
<tr>
<td>MED 419</td>
<td>Musical Theatre Methods</td>
<td>2</td>
</tr>
<tr>
<td>VCM</td>
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Instrumental Methods Electives
Two classes selected from the following:

<table>
<thead>
<tr>
<th>Course No.</th>
<th>Course Title</th>
<th>Credit Hours</th>
</tr>
</thead>
<tbody>
<tr>
<td>MED 411</td>
<td>Woodwind Methods</td>
<td>2</td>
</tr>
<tr>
<td>MED 412</td>
<td>Brass Methods</td>
<td>2</td>
</tr>
<tr>
<td>MED 413</td>
<td>Percussion Methods</td>
<td>2</td>
</tr>
<tr>
<td>MED 414</td>
<td>String Methods</td>
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### Applied Music Performance (Instrumental Track)

<table>
<thead>
<tr>
<th>Course</th>
<th>Title</th>
<th>Hours</th>
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<tbody>
<tr>
<td>BAND</td>
<td>Symphonic Band ♦</td>
<td>2 or 7</td>
</tr>
<tr>
<td>CHOR</td>
<td>Concert Choir ♦</td>
<td>5</td>
</tr>
<tr>
<td>VCP</td>
<td>Philharmonic Orchestra ♦</td>
<td>2 or 7</td>
</tr>
<tr>
<td>AM 111-411</td>
<td>Applied Major</td>
<td>7</td>
</tr>
<tr>
<td>AM 412</td>
<td>Senior Recital</td>
<td>1</td>
</tr>
<tr>
<td>CE</td>
<td>Chamber Ensemble/Sectionals</td>
<td>3.5</td>
</tr>
<tr>
<td>MUS 111</td>
<td>Flute/Saxophone Techniques</td>
<td>1</td>
</tr>
<tr>
<td>MUS 112</td>
<td>Low Brass Techniques</td>
<td>1</td>
</tr>
<tr>
<td>MUS 113</td>
<td>Percussion Techniques I</td>
<td>1</td>
</tr>
<tr>
<td>MUS 114</td>
<td>Low String Techniques</td>
<td>1</td>
</tr>
<tr>
<td>MUS 115</td>
<td>Piano Techniques I</td>
<td>1</td>
</tr>
<tr>
<td>MUS 116</td>
<td>Piano Techniques II</td>
<td>1</td>
</tr>
<tr>
<td>MUS 117</td>
<td>Vocal Techniques</td>
<td>1</td>
</tr>
<tr>
<td>MUS 118</td>
<td>Beginning Conducting</td>
<td>1</td>
</tr>
<tr>
<td>MUS 119</td>
<td>Clarinet Techniques .5</td>
<td>1</td>
</tr>
<tr>
<td>MUS 211</td>
<td>Oboe/Bassoon Techniques</td>
<td>1</td>
</tr>
<tr>
<td>MUS 212</td>
<td>High Brass Techniques</td>
<td>1</td>
</tr>
<tr>
<td>MUS 213</td>
<td>Percussion Techniques II</td>
<td>1</td>
</tr>
<tr>
<td>MUS 214</td>
<td>High String Techniques</td>
<td>1</td>
</tr>
<tr>
<td>MUS 120</td>
<td>Guitar Techniques &amp; Resources</td>
<td>1</td>
</tr>
<tr>
<td>MUS 215</td>
<td>Piano Techniques III</td>
<td>1</td>
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**Total: 40 (minimum)**

### Applied Music Performance (Choral Track)

<table>
<thead>
<tr>
<th>Course</th>
<th>Title</th>
<th>Hours</th>
</tr>
</thead>
<tbody>
<tr>
<td>BAND</td>
<td>Symphonic Band ♦</td>
<td>2</td>
</tr>
<tr>
<td>CHOR</td>
<td>Concert Choir ♦</td>
<td>7</td>
</tr>
<tr>
<td>VCP</td>
<td>Philharmonic Orchestra ♦</td>
<td>2</td>
</tr>
<tr>
<td>AM 111-411</td>
<td>Applied Major</td>
<td>7</td>
</tr>
<tr>
<td>AM 412</td>
<td>Senior Recital</td>
<td>1</td>
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<tr>
<td>CE</td>
<td>Chamber Ensemble/Sectionals</td>
<td>2.5</td>
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<tr>
<td>CEVO</td>
<td>IPA I &amp; II</td>
<td>1</td>
</tr>
<tr>
<td>MUS 111</td>
<td>Flute/Saxophone Techniques</td>
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<tr>
<td>MUS 112</td>
<td>Low Brass Techniques</td>
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<tr>
<td>MUS 113</td>
<td>Percussion Techniques I</td>
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<tr>
<td>MUS 114</td>
<td>Low String Techniques</td>
<td>1</td>
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<tr>
<td>MUS 115</td>
<td>Piano Techniques I</td>
<td>1</td>
</tr>
<tr>
<td>MUS 116</td>
<td>Piano Techniques II</td>
<td>1</td>
</tr>
<tr>
<td>MUS 117</td>
<td>Vocal Techniques</td>
<td>1</td>
</tr>
<tr>
<td>MUS 118</td>
<td>Beginning Conducting</td>
<td>1</td>
</tr>
<tr>
<td>MUS 119</td>
<td>Clarinet Techniques .5</td>
<td>1</td>
</tr>
<tr>
<td>MUS 211</td>
<td>Oboe/Bassoon Techniques</td>
<td>1</td>
</tr>
<tr>
<td>MUS 212</td>
<td>High Brass Techniques</td>
<td>1</td>
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<tr>
<td>MUS 213</td>
<td>Percussion Techniques II</td>
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<tr>
<td>MUS 214</td>
<td>High String Techniques</td>
<td>1</td>
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<tr>
<td>MUS 215</td>
<td>Piano Techniques III</td>
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<td>MUS 216</td>
<td>Piano Techniques IV</td>
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<td>MUS 315</td>
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<tr>
<td>MUS 316</td>
<td>Piano Techniques VI</td>
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<tr>
<td>MUS 120</td>
<td>Guitar Techniques &amp; Resources</td>
<td>1</td>
</tr>
<tr>
<td>MUS 217</td>
<td>Vocal Diction</td>
<td>1</td>
</tr>
</tbody>
</table>

**Total: 41 (minimum)**

- **Symphonic Band**
  - String instrument and choral track majors: 2 credit hours minimum.
  - Band instrument track majors: 7 credit hours minimum.

- **Philharmonic Orchestra**
  - String instrument majors: 7 credit hours minimum.
  - Band instrument and choral track majors: 2 credit hours minimum on string instruments.

- **Concert Choir**
  - String and band instrument track majors: 5 credit hours minimum.
  - Choral track majors: 7 credit hours minimum.

Book lists for all undergraduate courses are available on the [BMEd Current Student Resources](#) page of VanderCook's website.
The following course numbers and descriptions apply to the BMEd, BMpc and TCEP programs. TCEP candidates will enroll in undergraduate-level courses for purposes of completing their certification.

**GENERAL EDUCATION**

**ENG 100A/B  Language Arts I & II**
2 credit hours each
Development of basic grammatical, writing and reading comprehension skills. Candidates deemed unprepared to take ENG 101 must first complete ENG 100A and 100B. These courses are required in addition to all other graduation requirements.

**ENG 101  Composition: Comprehension & Creation**
3 credit hours
A study in the techniques of clear and effective written communication. Candidates will learn to read critically, develop ideas and responses to ideas, and write essays constructed around a stated thesis that is fully supported by information from personal experience, observation and outside research. Concentration will be on an understanding of unity, focus, development and organization in writing. Skills necessary for passing the ISBE TAP exam (or its ISBE-approved equivalent) are a part of the focus of the class.

**ENG 102  Reading & Rhetoric**
3 credit hours
A focus on the processes of reading, literacy acquisition and reflective writing. Candidates will develop the skills of reading critically, thinking clearly and demonstrating comprehension through the written word, in addition to skills for ensuring reading acquisition.

**ENG 201  Literature**
3 credit hours
This course will explore how language works, why some ways of saying things are preferable to others, how to think logically, and how to effectively communicate your ideas. Topics include the general nature of language, the history of English, how words come in and sometimes go out of style, etymology, how spelling and definitions become standardized, and why meanings sometimes change.

**HED 301  Health Education**
2 credit hours
An introduction to factors concerning personal well-being, community health, environmental and ecological concerns, health maintenance and health education.

**HIST 202  U.S. History & Government**
3 credit hours
This course teaches candidates how their government works at both the state and federal levels, including distinctive features of the American political party system, democratic principles and procedures, the American Constitution, and the evolution of state and federal governments from the early national period to the present. Using a comparative approach, the course fosters a mature appreciation of the uniqueness of the American form of government.

**HIST 203  History of Music & Culture I**
3 credit hours
A survey of Western/European music and musical styles from ancient times through 1750. Contemporaneous trends and styles in art, literature, architecture and society are explored, with references to non-Western influences and developments.

**HIST 204  History of Music & Culture II**
3 credit hours
A continuation of HIST 203, covering Western/European music and musical styles from 1750 to the present.

**HUM 301  World Music**
3 credit hours
This course examines indigenous music and the fusions and cross-fertilizations from many world cultures. Folk, art and pop music are covered, and the role of music in each culture is analyzed.

**MATH 101  Introduction to College Mathematics**
3 credit hours
An approach to college algebra covering algebraic functions, inequalities, analytic geometry, exponentials and logarithms. Skills necessary for passing the ISBE TAP exam (or its ISBE-approved equivalent) are included.
PSY 101  Introduction to Psychology  
3 credit hours  
A general course introducing classic concepts and theories of human behavior as they relate to learning, memory, feeling, development and social interaction. Methods of psychological investigation are analyzed and compared. Approaches to psychological therapy are also reviewed.

SCI 201(L)  Physics of Light & Sound (with Lab)  
3 credit hours  
An introduction to basic Newtonian mechanics with a focus on wave phenomena. A wide range of topics are covered, ranging from standing waves on a string and sound phenomena to light propagation and geometrical optics. Labs and in-class demonstrations provide real-world examples and hands-on applications to the concepts discussed in class. Advanced topics include Doppler shift, brass/woodwind instruments, resonance and interference. Candidates must also enroll in the laboratory class (SCI 201L) concurrently.

SOC 301  Sociopolitical Geography  
3 credit hours  
An introduction to the geography of our planet in relation to the elements affecting contemporary sociopolitical concerns. An examination of Western and non-Western issues is included.

SP 201  Public Speaking  
3 credit hours  
An introduction to the art of verbal communication. Emphasis is placed on preparation and delivery of a speech. Topics include developing effective introduction, body and conclusions; analyzing types of speeches; and developing poise, voice projection, facial expressions and hand gestures in speech delivery.

FUNDAMENTALS & THEORY

FT 100A/B  Music Fundamentals/Music Materials  
1 credit hour each  
Fundamental concepts of music theory. Candidates deemed unprepared to take FT 101W or 101S must first complete both FT 100A and 100B. These courses are required in addition to all other graduation requirements.

FT 101  Theory & Musicianship I  
3 credit hours  
The aural study of written tonal music, emphasizing hearing, dictating and singing major and minor scales, diatonic intervals and triads, and diatonic melodies using simple and compound rhythms up to the eighth note as the highest note value.

FT 102  Theory & Musicianship II  
3 credit hours  
A continuation of the written study of tonal music. This course introduces treatment of V7 and other tendency tones, figured bass, cadences and non-chordal tones, and includes an introduction to harmonizing melodies and phrase structure analysis. Two-part dictation, all intervals, rhythms up to the 16th note as the highest note value, cadence recognition and harmonic distortion are also components of this course. Prerequisite: FT 101W.

FT 201  Theory & Musicianship III  
3 credit hours  
The study of chromatic harmony and basic formal analysis, including the secondary dominant and seventh chords, tonicization, modulations, phrase structure, and binary and ternary forms. Rhythm study includes triplets, compound meters and subdivisions of the beat. Prerequisite: FT 102.

FT 202  Theory & Musicianship IV  
3 credit hours  
A continuation of the study of chromatic harmony and formal analysis, including modal mixture; Neapolitan and augmented sixth chords; chromatic modulation; and fugue, rondo and sonata form analysis. Rhythms covered include syncopation, and both changing and irregular meters. Prerequisite: FT 201.

FT 102S  Sight-Singing/Ear Training II  
1.5 credit hours  
A continuation of the aural study of tonal music. Two-part dictation, rhythms using dotted notes and ties, harmonic dictation, and the “C” clef are introduced. Prerequisite: FT 101S.

FT 201S  Sight-Singing/Ear Training III  
1.5 credit hours  
A continuation of FT 102S, including melodic, two-and four-part dictation, error detection and sight-singing of chords. Prerequisite: FT 102S.
Bachelor's Degree

COURSE DESCRIPTIONS

FT 202 S  Sight-Singing/Ear Training IV
1.5 credit hours
A continuation of FT 201S. Prerequisite: FT 201S.

FT 103  Rhythmic Foundations
1.5 credit hours
A hands-on study of rhythm and rhythmic pedagogy. This course is required for any candidate who does not successfully complete the TCSA during their AM 212 semester of applied study.

FT 301  Form & Analysis
2 credit hours
The study of motive, phrase, binary and ternary forms, sonata and rondo forms, and the fugue. Harmonic analysis of works ranging from the 17th through the 21st centuries are used. Prerequisite: FT 202.

FT 302  Instrumental & Choral Arranging
2 credit hours
Principles and techniques of writing for choral ensembles as well as brass, woodwind, string and percussion instruments. Study of transposition, ranges, voicings, timbre and idiomatic characteristics is supported by practical scoring for each individual group, band and orchestra. Prerequisite: FT 301.

FT 303  Jazz Harmony & Improvisation
2 credit hours
A basic course in jazz techniques including jazz/rock harmony; melodic phrasing; contemporary chord symbolization and terminology; and basic voicings for brass, reed and rhythm sections. Improvisatory techniques are incorporated into the class and demonstrated in a public performance. Prerequisite: FT 301.

PROFESSIONAL EDUCATION

ED 212  Pre-Student Teaching
0-7 credit hours
Candidates observe elementary, middle/junior and high school instrumental, choral and general music programs each semester, beginning with the second semester of the freshman year. Observations are linked to units covered in Professional and Music Education coursework.

ED 301  Educational Psychology
2 credit hours
A study of the concepts, principles and theories of psychology related to learning. Major theories of operant conditioning, observational learning and cognitive learning are analyzed and compared. Theories of intellectual and social development are also reviewed. Prerequisite: PSY 101.

ED 403  edTPA Seminar
.5 credit hour
The edTPA is a performance-based assessment of knowledge and skills that all teacher education candidates must complete during their student teaching semester and pass prior to licensure by the Illinois State Board of Education. The purpose of this class is to help candidates entering their student teaching semester develop a comprehensive understanding of the requirements of the assessment. In addition, candidates will evaluate the edTPA submissions prepared by previous, successful candidates. More information about the edTPA can be found on the edTPA website at http://www.edtpa.com. Prerequisite: Permission of either the undergraduate or graduate dean.

ED 401  History & Philosophy of Education
2 credit hours
An overview of various philosophies of education from ancient Greece to the present. Philosophies are analyzed and compared, and candidates develop personal philosophies of education.

ED 402 A  Methods/Techniques of Teaching I
1 credit hour
This course provides an introduction to professional music education. Candidates will practice applying principles of planning, delivering instruction, assessing student growth and self-reflection, all in a class environment oriented towards collaboration, creative problem solving, and sensitivity to the diverse culture in which we live.

ED 402 B  Methods/Techniques of Teaching II
1 credit hour
A hybrid online, lecture and practicum course that includes working with local schools as well as VanderCook ensembles by observing and presenting lessons. Topics include choosing repertoire, scope and sequence of an instrumental or choral curriculum, creating lessons utilizing technology, preparing a score for rehearsal, rehearsing a large and small ensemble, and preparing for concerts. Candidates must enroll for ED 402B and MED 318 concurrently.
ED 402C  Methods/Techniques of Teaching III
1 credit hour
A hybrid online, lecture and practicum course that includes working with VanderCook ensembles, creating lessons utilizing technology, and preparing the items necessary to administrate an instrumental or choral program. Topics include planning, recruitment and retention, instructional delivery, classroom environment, budgeting, professional responsibilities and interviewing.

ED 404  Teaching the Special Student
3 credit hours
An overview of the challenges in teaching gifted students and students with hearing or vision impairments, autism, and other physical, learning and developmental disabilities. Techniques for differentiated instruction are included.

ED 405  Methods of Teaching Reading
1 credit hour
An overview of the essential components of early reading instruction as well as an in-depth study of frameworks for teaching and learning. Vocabulary instruction skills, reading comprehension and learning strategies are essential components of this class.

ED 412  Student Teaching (prerequisites)
9 or 12 credit hours
The student teaching experience is an internship during the candidate’s final semester. Student teachers collaborate with cooperating teachers in a public or private school and are involved in all phases of teaching. A minimum of 60 student contact days is required, though additional days are encouraged. Candidates are expected to attend the Student Teacher Retreat and all Student Teacher Seminars. All prerequisites to student teaching, detailed in the Academic Regulations section of this catalog, must be successfully completed before advancing to the student teaching experience.

MED 101  Introduction to Music Education
1 credit hour
This course introduces new candidates to the world of being a professional music educator. Guest presenters will address various topics designed to help candidates make the transition to college with a focus on the music profession.

MED 110  Technology in Music Education I
1 credit hour
This course explores ways that computer technology can be used to support music teaching and learning. Candidates create electronic portfolios, produce and edit music, and create and share different types of documents. Project-based learning is a primary focus of this course.

MED 210  Technology in Music Education II
1 credit hour
Candidates learn electronic sound generation, uses of musical instrument digital interface (MIDI) technology, and fundamentals of sequencing. This hands-on course utilizes the latest in music software and hardware.

MED 218  Marching Band Methods
2 credit hours
A thorough study of the fundamentals of marching band. Topics covered include a discussion of the place of the marching band in contemporary music education, teaching the fundamentals, instrument positions, spatial awareness, training exercises, block band, parade marching, show design, football pre-game and halftime, the marching band contest, and organizing the first job. Includes a comprehensive study of show design, and teaching and using flag and rifle units. Materials, equipment, organization and marching band music are also covered.

MED 318  Advanced Conducting & Rehearsal Techniques
1 credit hour
Further refinement of the conductor’s basic baton techniques, score study, and application of techniques adequate to rehearse and conduct instrumental ensembles. Candidates must enroll for MED 318 and ED 402B concurrently. Prerequisite: MUS 118.

MED 411  Woodwind Methods
2 credit hours
A comprehensive course dealing with methods, materials and problems in teaching woodwinds. This course includes a diagnosis of common faults in embouchure, fingering, articulation, intonation, tone production, playing posture, care, maintenance, reeds and mouthpieces. Prerequisites: MUS 111, 119 and 211, or permission of the instructor.
MED 412  Brass Methods
2 credit hours
A comprehensive course dealing with methods, materials and problems in teaching brass. This course includes diagnoses of common faults in embouchure, articulation, intonation, tone production, playing posture, hand position, care and maintenance. Instruments, mouthpieces, supplies and materials as well as problems particular to brass instruments are covered. Prerequisites: MUS 112 and 212, or permission of the instructor.

MED 413  Percussion Methods
2 credit hours
A course designed to give candidates a thorough knowledge of the methods of teaching percussion. Materials, techniques, literature, performance, care and maintenance in all areas of concert percussion are discussed. A hands-on playing/performance portion for drum set is also included. Prerequisites: MUS 113 and 213, or permission of the instructor.

MED 414  String Methods
2 credit hours
A course designed to provide the skills and knowledge necessary for developing the successful school orchestra program. Emphasis is placed on developing instructional methods, organizational skills and diagnostic techniques. Topics covered include physical equipment, recruitment, beginning lessons, left hand and arm concepts, bowing techniques, string physics, intonation, fingering, bowing styles, method books, orchestral literature, and the duties and responsibilities of an orchestra director. Prerequisites: MUS 114 and 214, or permission of the instructor.

MED 415  Elementary General Music Methods K–5
2 credit hours
A course designed to acquaint future music educators with methods of teaching K–5 music classes. Candidates will experience varied techniques incorporating Orff and Kodály approaches for developing musicianship in children. Numerous resources and examples of music literature appropriate for the elementary chorus will be introduced.

MED 415B  Middle School Choral/General Music Methods
2 credit hours
Candidates will examine methods and techniques for developing musicianship skills in the middle/junior high school general music class and chorus. Strategies designed to handle the unique challenges presented by this age group will encompass study of the changing voice, general music teaching materials and strategies, and choral rehearsal techniques. Sources of appropriate music literature for chorus will also be addressed.

MED 416  High School Choral Methods
2 credit hours
A study of curriculum and repertoire including warm-ups for the young choir, tone quality and repertoire from various eras, styles and voice combinations. Materials for organizing high school classes in music appreciation and other subjects are surveyed.

MED 418  Jazz/Show Choir Methods
2 credit hours
Candidates learn methods of directing and teaching jazz and show choirs. Repertoire, movement and motivational techniques are analyzed. Approaches to choreography and staging are studied. Candidates learn dance notation, how to write their own shows, and how to gain an understanding of the technical aspects of the jazz/show choir, costumes and sound systems.

MED 419  Musical Theatre Methods
2 credit hours
The study of major and historically significant musicals for both musical form and dramatic content. Emphasis is on the observation and study of the musical genre and the production of a stage musical. All candidates are expected to perform in scenes as part of the course requirements.

MED 421  Instrument Repair
1 credit hour
The basics of woodwind and brass instrument repair including replacing and adjusting woodwind pads, corks, and springs; truing brass slides and valves; and removing dents. Candidates are encouraged to bring a B-flat clarinet and single or double horn to repair, although all instruments are welcome; additional instruments will be available for use. This class is usually offered in conjunction with a MEGA continuing education class; enrollment is limited.
Bachelor's Degree
COURSE DESCRIPTIONS

VCM VanderCook Seminar
.5 credit hour
A Tuesday and Thursday forum for all undergraduate and TCEP candidates, Seminar focuses on the development of a high level of individual musicianship and the building of a supportive, cohesive learning community. Candidates have the opportunity to increase their awareness of the art of performance through readings, journaling, group discussion, presentation of their own performances and listening to those of others. All undergraduate candidates are required to attend Seminar during each semester of full-time study. If a candidate fails Seminar more than once, they are at risk of losing all institutional financial aid. MCert candidates are not required to attend Seminar but are encouraged to do so.

APPLIED MUSIC PERFORMANCE
All undergraduates are required to perform in a major large ensemble and major chamber ensemble for every semester in which they are enrolled for eight or more credit hours (except for the student teaching semester).

BAND Symphonic Band
1 credit hour
Symphonic Band is a large ensemble dedicated to performing band literature of varying grade levels. Teacher candidates will learn the styles, forms, meters and harmonic structures used by various composers of band music. All candidates taking eight or more credit hours must register for Band for their first two semesters of enrollment. The Symphonic Band performs annually at the Midwest Clinic: An International Band and Orchestra Conference. There is no ensemble enrollment during the student teaching semester.

CHOR Concert Choir
1 credit hour
A large ensemble dedicated to performing standard choral literature of varying grade levels, styles and composers. Candidates are acquainted with choral rehearsal techniques through their participation in this ensemble. Undergraduate candidates must complete a minimum of seven credit hours to fulfill the choral track of the degree requirement. All candidates, however, must be enrolled in their major ensemble for every semester in which they are enrolled for eight credit hours or more (except for the student teaching semester). Band and string instrument track majors need a minimum of five credit hours.

VCC Collegiate Chorale
.5 credit hour
This select choral ensemble concentrates on unaccompanied music from an array of styles and periods, and explores the intricacies of unaccompanied rehearsal. Candidates are assessed on both their individual and ensemble musicianship. Chorale size is limited; choral and choral track majors have first priority to fill vacant positions. Vacant spots may be filled by audition at the discretion of the director of choral activities.

VCP Philharmonic Orchestra
1 credit hour
This orchestral ensemble is dedicated to the performance of string and symphonic orchestra literature. Candidates will study and perform a wide range of genres, styles and composers. String players from IIT, the Illinois College of Optometry and the community at large are welcome to audition.

AM 111–411 Applied Major
1 credit hour
Applied Music provides the opportunity to reach a sophisticated level of performance ability and an understanding of the music literature in a single area. All instrumental track candidates must declare a major instrument from the following: flute, oboe, clarinet, bassoon, saxophone, trumpet, horn, trombone, euphonium, tuba, violin, viola, cello, string bass, percussion, piano or classical guitar. Minimum standards of proficiency and performance for the applied major and the Junior Recital (AM 312) are detailed in the Student Handbook.

AM 101–401 Secondary Applied
1 credit hour
Candidates may elect to study a secondary instrument or voice on an elective basis for one or more semesters. A secondary instrument may be selected from the following: flute, oboe, clarinet, bassoon, saxophone, trumpet, horn, trombone, baritone, tuba, violin, viola, cello, string bass, percussion, piano or classical guitar. An additional fee applies, and permission of the private instructor is required. Minimum standards of proficiency for secondary applied study are detailed in the Student Handbook.
AM 412  Senior Recital
1 credit hour
All candidates perform a Senior Recital consisting of works written for their major area of applied study. Minimum standards for this recital are detailed in the Student Handbook. Candidates are encouraged to enroll in AM 411 and AM 412 concurrently.

CE  Chamber Ensembles
.5 credit hour
Chamber ensembles include Clarinet Choir, Brass Ensemble, Saxophone Ensemble, Percussion Ensemble, Flute Choir, Double Reed Ensemble, Voice (International Phonetic Alphabet, or IPA), Guitar Ensemble and String Ensemble. Ensembles may vary from semester to semester, depending upon instrumentation. At times, chamber ensembles will perform for sectional rehearsals and technique development. All candidates are required to perform in a chamber ensemble during each semester of full-time study. Choral track majors must complete IPA I and II, then participate in Vocal Chamber Ensembles.

CEHO  Honors Chamber Ensemble
.5 credit hour
In this performance-oriented course, members rehearse and perform high-end chamber music repertoire in small ensembles. Individual growth and enriched musicianship are the goals of intensive learning and practice collaboration. The Honors Chamber Ensemble performs in various settings throughout the semester, including VCM Seminar and Audition/Visitation Days, culminating in a dedicated recital at the end of semester. Audition required.

CEJE  Jazz Ensemble
.5 credit hour
This performing ensemble's repertoire is selected to provide experience in dealing with the multiple facets of jazz ensemble and big band performance. Improvisation is an essential part of the program.

CEWW  Wind Ensemble
.5 credit hour
The Wind Ensemble provides select experiences for instrument track majors or other interested, highly proficient band instrumentalists. Classic and new compositions for wind band are regularly performed by this ensemble. One or two performers are generally assigned to a part. Individual part preparation and the development of personal confidence as musicians and performers are goals of this class.

IPA I & II:  International Phonetic Alphabet
.5 credit hour each
This course is designed to instruct candidates in pronunciation and inflection of the International Phonetic Alphabet. Candidates will complete exercises from Joan Wall's IPA for Singers and study texts from vocal repertoire. This course serves as a building block for the study of diction in solo and ensemble vocal performance, and is taken concurrently with Vocal Diction in the second semester.

MUS 111  Flute/Saxophone Techniques
1 credit hour
A course emphasizing development of performance skills on flute and saxophone. Embouchure formation, breath support, articulation, tone production, and both standard and alternate fingerings are practiced in all registers. Candidates perform scales, elementary solos and selections from elementary method books.

MUS 112  Low Brass Techniques
1 credit hour
Elementary study of the trombone, double B-flat tuba and baritone/euphonium. Fundamentals of tone production, harmonic series, fingering patterns, lip slurs, alternate fingerings, staccato, legato and breath control are covered. Candidates prepare exercises, études and a grade 1.5–2.0 solo.

MUS 113  Percussion Techniques I
1 credit hour
Study of snare drum and accessory percussion techniques common to most secondary music programs. Major topics covered include beginning snare techniques, tambourine, triangle, cymbals and concert bass drum.

MUS 114  Low String Techniques
1 credit hour
A course focusing on cello and double bass techniques, emphasizing bowing styles and fingering patterns needed to teach beginning and intermediate string classes. Candidates achieve a performance level on each instrument that will permit them to demonstrate examples to elementary and middle/junior high school students. Major topics include instrument and bow care, scale fingering patterns, proper
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COURSE DESCRIPTIONS

and comfortable playing positions, fundamental bowing patterns, nomenclature of instrument parts, string terminology, tuning and tone production.

MUS 115/116/215  Piano Techniques I–III
1 credit hour each
Introductory study of the piano emphasizing the development of keyboard techniques and elementary piano literature. Candidates perform major and harmonic minor scales, triads, cadences, Hanon and five-finger exercises, “America,” and one piano solo for a class recital. Candidates also learn to use blocked and broken chord accompaniments to simple songs.

MUS 117  Vocal Techniques
1 credit hour
Fundamentals of producing a strong singing voice are studied with attention given to voice anatomy. Candidates sing a varied repertoire of solo vocal music in the process of studying the voice.

MUS 118  Beginning Conducting
1 credit hour
This course guides candidates in developing the technical art of conducting and applying it to the act of conducting music. Candidates will learn the basic vocabulary of conducting including use of the body, pattern and frame, and score reading.

MUS 119  Clarinet Techniques
.5 credit hour
A course emphasizing development of candidate performance skills on the clarinet. Embouchure formation, breath support, articulation, tone production and both standard and alternate fingerings are practiced in all registers. Candidates perform scales, elementary solos and selections from beginning method books.

MUS 120  Guitar Techniques & Resources
1 credit hour
Elementary study of the principles of guitar playing. This class is based in the classical guitar tradition, and incorporates popular and contemporary musical styles. Topics include left- and right-hand playing techniques, strumming patterns, left-hand fingerings, chord charts and guitar tablature. Candidates perform scales, elementary solos, ensemble pieces, and selections from beginning method books. This class contains performance and pedagogical components, as well as examination and written review of teaching materials. Open to VanderCook candidates only.

MUS 211  Oboe/Bassoon Techniques
1 credit hour
Elementary study of the principles of playing oboe and bassoon. Special attention is given to embouchure formation, breath support, articulation, tone production and both standard and alternate fingerings in all registers. Candidates perform scales, elementary solos, and selections from beginning method books.

MUS 212  High Brass Techniques
1 credit hour
Study of the cornet, trumpet and horn. Topics covered include fingerings, flexibility, articulation, scales, non-pressure embouchure formation, horn transposition and double horn fingerings. Candidates prepare exercises, scales and études, and perform grade 1.5–2.0 solos on both trumpet and horn.

MUS 213  Percussion Techniques II
1 credit hour
Study of timpani, glockenspiel, xylophone, marimba and chimes. The course concludes with a cumulative percussion ensemble project synthesizing all the techniques learned in Percussion Techniques I and II.

MUS 214  High String Techniques
1 credit hour
A course focusing on violin and viola techniques, emphasizing bowing styles and fingering patterns needed to teach beginning and intermediate string classes. Candidates achieve a performance level on each instrument that will permit them to demonstrate examples to elementary and middle/junior high school students. Major topics include instrument and bow care, scale fingering patterns, proper and comfortable playing positions, tuning, fundamental bowing patterns, nomenclature of instrument parts, terminology and tone production.

MUS 216/315  Piano Techniques IV–V
1 credit hour each
Candidates continue to develop left- and right-hand techniques, perform solos, and master accompaniment styles. In addition, candidates learn to play choral music parts and accompaniments. Required for all choral track candidates.
MUS 217  Vocal Diction
1 credit hour
A study of the basic pronunciation rules in various languages including French, German, Italian, Spanish and English. **Prerequisite:** MUS 117. IPA I may be provisionally required if deemed necessary by the instructor.

MUS 316  Piano Techniques VI
1 credit hour
This course adapts the technical and accompaniment skills acquired in Piano Techniques I-V for jazz, blues, rock and pop styles by implementing characteristic theory, voicings and grooves. Analysis, interpretation and adjustment of harmonic progressions, lead sheets and written accompaniments will be developed as tools for the educator and performer. Collaborations with guitar, bass, percussion and a full rhythm section will also be examined and performed.
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ACADEMIC REGULATIONS

The Undergraduate Program Structure
The following sections outline the academic regulations governing the college. Information in this section is supplemented by the Student Handbook, course syllabi, the Guide to Recitals and the Student Teaching Handbook. Candidates are responsible for reading the catalog and all supplementary materials, understanding their course of study, and acquainting themselves with all current academic regulations.

The course of study for each track determines a candidate's requirements for graduation. In cases of irreconcilable scheduling difficulties, course equivalents may be granted at the discretion of the undergraduate dean. Academic and other institutional regulations are subject to periodic review and revision. Such revisions become effective with the publication of successive catalogs or their supplements.

In planning a program of study at VanderCook, potential undergraduates should note the distinction between degrees, degree tracks, and full- and part-time enrollment.

Degree Programs & Declaration of Track
Upon admission to the college, candidates must declare either an instrumental or choral track, based on their major applied area. Piano and guitar majors may choose either track.

The Bachelor of Music Education (BMEd) degree is conferred on candidates completing 137 or more credit hours of required coursework during the course of study. Two semesters of 16 weeks each constitute the regular academic year.

The Bachelor of Music (pre-certification) (BMpc) degree is conferred on candidates completing 123.5 or more credit hours of required coursework during the course of study. Two semesters of 16 weeks each constitute the regular academic year.

Full- & Part-Time Enrollment
A candidate is considered full-time when enrolled in at least 12 credit hours of coursework in a semester.

Classification of Undergraduate Candidates
For the purposes of external institutional data reporting, a Level I candidate has completed 35 or fewer credit hours; a Level II candidate between 35.5 and 70 credit hours; a Level III candidate between 70.5 and 105 credit hours; plus the TCSA and ISBE TAP exam (or its ISBE-approved equivalent); and a Level IV candidate has completed 105.5 or more credit hours.

Please note: The credit hour classifications used by the Financial Aid Office differ from those used for academic tracking. For internal tracking, candidates progress from Level I through Level IV as they advance through the required course distribution. Level I concludes with the completion of FT 102W and 102S; Level II with the completion of FT 202W, 202S and the TCSA; Level III with the completion of FT 302; and Level IV with the completion of FT 303 and student teaching.

Degree Completion
Undergraduate candidates are expected to complete all degree requirements within 10 years from the date of first enrollment at VanderCook. Candidates may petition the undergraduate dean for exemption from this rule.

Undergraduate Distributive Requirements
Semester credit hours for the undergraduate degree programs are calculated using the 50-minute academic hour or Carnegie Unit (750 minutes per credit). BMEd candidates must complete 137 credit hours with a minimum GPA of 2.5 on a 4.25 scale. Candidates seeking the BMpc degree must complete 123 credit hours with a minimum GPA of 2.5 on a 4.25 scale.

Courses are distributed into the five areas described below. Specific classes required in each area are listed in the Required Courses section.

General Education (38 credit hours)
These courses provide broad-based, liberal education in communication, science, mathematics, social studies, the humanities and health.

Fundamentals and Theory (16 credit hours)
These courses provide in-depth study of the principles of music theory, harmony, arrangement, composition, aural perception and formal musical analysis.

Professional Education (20-30 credit hours)
These courses provide the foundations, philosophy and scientific underpinnings of the processes of teaching and learning. Candidates must receive a grade of C or higher in these courses if they are to be applied towards degree completion.
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Music Education
Instrumental track majors = 22.5 credit hours
Choral track majors = 21.5 credit hours
These courses provide a thorough study of the methods of teaching used to work with children of all ages in instrumental, choral and general music settings. Courses also address the organization and administration of the music program within the context of the public school, including mechanisms for incorporating technology into the school music program.

Applied Music Performance
Instrumental track majors = 40 credit hours
Choral track majors = 41 credit hours
Courses are grouped into three areas:

Ensemble Performance
Ensembles (Symphonic Band, Concert Choir, Philharmonic Orchestra, Collegiate Chorale, Jazz Band and various wind and chamber ensembles) provide the setting in which candidates develop knowledge of musical repertoire, performance and rehearsal techniques.

Applied Music Study
Individual music study provides the opportunity for candidates to achieve a high level of personal musical accomplishment.

Techniques Courses
These courses provide candidates with the basic skills needed to play the full range of brass, woodwind, string and percussion instruments (including piano), and the proper use of the voice.

Criminal Background Checks
As the BMEd program requires experiences in K–12 school settings, VanderCook candidates may undergo federal fingerprint criminal background checks prior to entering public or private school districts during their pre-clinical experiences and during the student teaching semester.

Minimum GPA
Candidates must have a minimum cumulative GPA of 2.5 (A = 4.0) to graduate. A cumulative GPA of less than 2.5 will place a candidate on academic probation. All courses graded A+ through F are counted in calculating GPA. Transferred credit, as well as grades of Incomplete (I), Withdraw Pass (WP), Withdraw Fail (WF), Involuntary Withdrawal (IW), and Withdrawn (W) are not included in GPA calculation.

Candidates must earn a grade of C or higher in all Professional and Music Education courses in order to apply those credits towards degree completion and entitlement to licensure.

Musical Probation
Candidates deemed to be in need of remediation during their audition or throughout their coursework may be placed on musical probation. A candidate's musical growth will be reviewed and the candidate will be expected to demonstrate acceptable progress during the first semester of applied study in order for musical probationary status to be lifted.

Academic Probation
In the event that a candidate's semester or cumulative GPA falls below the minimum required 2.5, the candidate may be placed on academic probation. Academic probation is designed to give a candidate time to demonstrate his or her full academic potential through a reduced course load while still moving forward in their degree program.

Candidates placed on academic probation may enroll for no more than 15 credit hours. After earning a 2.5 (C+) or higher GPA, academic probationary status is lifted. Failure to attain this level by the end of a third semester on probation may result in termination from the program. There are three levels of probation:

Probation Warning
Candidates placed on probation warning have earned a semester GPA below 2.5. There are no limits to the number of credit hours for which a candidate on probation warning may enroll. However, they are encouraged to consider a reduced course load of between 12 and 16 credit hours.

Academic Probation
In the event that a candidate has two consecutive semesters in which they earn GPAs below the minimum 2.5, or if their cumulative GPA falls below 2.5, he or she may be placed on academic probation. Candidates entering 300-level coursework without having completed the TAP exam or all sections of the TCSA are automatically placed on probation. Candidates placed on academic probation may enroll for no more than 15 credit hours.
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Termination
Should a candidate not be able to remove themselves from academic probation after three consecutive semesters on probation, he or she may be terminated from the program.

Admission to Professional Education & the Teacher Candidacy Skills Assessment (TCSA)
All candidates must pass the Teacher Candidacy Skills Assessment before admission into the Professional Education program (300-level coursework). The TCSA consists of a jury performance, comprehensive written theory exam, aural skills test, rhythm and performance assessment, major and minor scales assessment and a Candidate Outcomes Assessment. The TCSA is designed to assess a candidate's character and musical and academic readiness for further work in music education. It also provides an opportunity for candidates to assess whether they want to continue working toward a career in music education.

The TCSA includes the following components:

Musicanship
In addition to tests in aural and written theory and piano technique, candidates take an expanded jury examination that includes rhythmic reading and scales. Please refer to the Student Handbook for further information on the Applied Music jury examination.

Academic Readiness
Candidates must fulfill two requirements in this area:

1. Maintain a cumulative GPA of 2.5.
2. Pass all components of ISBE's TAP exam (or its ISBE-approved equivalent), which measures proficiency in language arts, reading, writing and mathematics. Passing this test is also required for music teacher licensure in the state of Illinois (BMEd candidates only).

Please note: In lieu of the TAP, ISBE may accept ACT score reports or SAT score reports. ACT scores prior to September 1, 2015 must be a minimum composite of 22 or higher and a minimum of 19 on the Combined English/Writing portion; ACT scores from September 1, 2015 and later must be a minimum composite of 22 or higher and a minimum of 16 on the Combined English/Writing portion. SAT scores prior to March 5, 2016 must be a minimum composite of 1030 (Critical Reading and Mathematics combined) and a minimum of 450 on the Writing portion; SAT scores from March 5, 2016 and later must be a minimum composite of 1110 (Evidence-Based Reading and Mathematics combined) and a minimum of 26 on Writing and Language. All scores must be from one test administration taken on the same date and cannot be older than 10 years at the time of submission. Candidates wishing to exercise this option must submit a written request with score reports to ISBE; further details can be found in ISBE’s licensure requirements and on the ISBE website.

Bachelor of Music Education (BMEd)
Exit Requirements
The following items must be completed prior to degree conferment:

1. Apply to Student Teaching
Candidates must submit the following items to Candidates must have successfully completed ISBE’s TAP exam (or its ISBE-approved equivalent) as well as the Music Content-Area Test, and submit the following items to the director of student teaching: An application, a current address and phone number, biography and résumé. All materials must be submitted by February 1 in order to student teach in the following fall semester, or by September 1 to student teach in the following spring semester.

2. Junior & Senior Recitals
Junior and Senior Recitals must be completed prior to the start of the student teaching semester. Recitals may not be scheduled during finals week, during the student teaching semester, or outside of the academic year (fall and spring semesters).

3. Comprehensive Performance Examinations
This exam assesses a candidate’s competence on all instruments and conducting. Instrument track majors must demonstrate proficiency on woodwinds, brass, strings, guitar, percussion, piano
and voice. Choral track majors must attain vocal and piano performance standards, and demonstrate proficiency on one instrument of each of the woodwind, brass, orchestral string and percussion instrument families as well as on guitar. All candidates, regardless of track, must demonstrate proficiency in conducting and rehearsal techniques.

4. **Pre-Clinical Experience Hours**
Candidates must complete and document a minimum of 75 pre-clinical experience hours before clearance to student teaching is granted. Observation, community service and supervised teaching should reflect diverse levels, settings, locations and teaching contexts, including special education.

5. **Academic Standing**
A cumulative 2.5 GPA is required. All candidates are expected to earn no lower than a C in all Professional and Music Education coursework. All coursework must be completed before clearance to student teaching is granted.

6. **Certification Exams**
Candidates applying for admission to student teaching must have passed the ISBE TAP exam (or its ISBE-approved equivalent) as well as the Music Content-Area Test.

7. **Completion of edTPA**
The Illinois State Licensure Board requires the edTPA as part of the state’s pathway to teacher licensure. This performance-based assessment requires teacher candidates to demonstrate the skills needed to enter the classroom ready to teach and help all students learn. Prior to September 2015, VanderCook teacher candidates were only required to pass written exams including the TAP (Test of Academic Proficiency/Basic Skills) and the Music Content-Area tests. More information about edTPA can be found on the edTPA website at [www.edtpa.com](http://www.edtpa.com).

**Bachelor of Music (pre-certification) (BMpc) Exit Requirements**
The following items must be completed prior to degree conferment:

1. **Junior & Senior Recitals**
   Junior and Senior Recitals must be completed prior to degree completion. Recitals may not be scheduled during finals week, during the student teaching semester, or outside of the academic year (fall and spring semesters).

2. **Comprehensive Performance Examinations**
   This exam assesses a candidate’s competence on all instruments and conducting. Instrument track majors must demonstrate proficiency on woodwinds, brass, strings, guitar, percussion, piano and voice. Choral track majors must attain vocal and piano performance standards, and demonstrate proficiency on one instrument each of the woodwind, brass, orchestral string and percussion instrument families as well as on guitar. All candidates, regardless of track, must demonstrate proficiency in conducting and rehearsal techniques.

3. **Pre-Clinical Experience Hours**
   Candidates must document a minimum of 75 completed pre-clinical experience hours before clearance to student teaching is granted. Observation, community service and supervised teaching should reflect diverse levels, settings, locations and teaching contexts, including special education.

4. **Academic Standing**
   A cumulative 2.5 GPA is required. All undergraduate coursework must be completed before clearance to student teaching is granted.

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

**Illinois Professional Educator Licensure**
BMEd candidates may submit an application to ISBE to receive the Illinois Professional Educator License with a Special K–12 Endorsement in Music upon completion of the following:

- All required coursework, student teaching, comprehensive examinations and institutional obligations.
- Recommendation for licensure, submitted to the state office by VanderCook.
- All ISBE teacher licensure examinations: TAP exam (or its ISBE-approved equivalent), Music Content-Area Test and the edTPA.
Licensure requirements are subject to change by ISBE. Candidates must comply with any changes for licensure requirements, regardless of the catalog under which he or she enrolled.

**Undergraduate Honors**

**Honors Designation**

Based on the candidate’s GPA, VanderCook recognizes superior scholastic achievement with academic honors. To be considered for honors, a candidate must have earned a minimum of 65 credit hours at VanderCook. GPA calculation for honors designation on the candidate’s permanent record and diploma is made on the basis of all work completed at the time of graduation.

Honors designation is awarded according to the following GPAs:

- 3.90–4.25 summa cum laude (with highest honor)
- 3.70–3.89 magna cum laude (with great honor)
- 3.50–3.69 cum laude (with honor)

**Dean’s List**

To qualify for the Dean’s List, candidates must achieve a term GPA of 3.5 while maintaining a cumulative GPA of 2.5 and carrying a full-time load of at least 12 credit hours. Candidates with any grade below C, Incompletes or W grades are ineligible for the Dean’s List.

**Transfer Credit**

Credits may be accepted in transfer if earned at an accredited college or university, provided they are comparable to courses offered at VanderCook and were completed within 10 years (three years for technology courses) prior to enrollment. All official transcripts for prior courses must be submitted within the first term of enrollment. Prior academic work is not factored into the VanderCook GPA.

Grades below C are not acceptable for transfer into the bachelor’s degree program. A candidate may transfer no 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.

**Concurrent Enrollment & Transfer Credit**

Candidates enrolled at VanderCook may wish to enroll in courses at other institutions and apply earned transfer credits toward their degree at VanderCook. Written permission must be obtained from the appropriate dean before registering at other institutions. Only classes taken at VanderCook are factored into the VanderCook cumulative GPA.

**Alternate Sources of Credit**

Candidates may obtain credit for areas in which they are competent. However, no more than 18 alternate credit hours may be applied toward the bachelor’s degree. All requests for alternate credit are subject to approval by the undergraduate dean. Candidates may apply the following sources of alternate credit toward their degree:

- **Advanced Placement Credit**
  VanderCook participates in the Advanced Placement Program of the College Entrance Examination Board (CEEB), allowing both college credit and placement for courses completed successfully by secondary school students. CEEB scores of 3, 4 and 5, as reported by the College Board, with review and approval by the appropriate dean, will entitle the secondary school graduate to apply the credit awarded for a similar course offered on campus. Successful completion of international baccalaureate courses may also be evaluated by the dean for credit.

- **International Baccalaureate Credit (IB)**
  Candidates who have graduated from a secondary school and participated in International Baccalaureate coursework may take the corresponding exam and request credit. IB credit may be accepted toward the relevant course provided a candidate has taken a Standard or High Level test and earned a 4, 5, 6 or 7.

- **Internal Placement Examination**
  Undergraduate candidates take a placement test in written theory during the admissions process to ensure placement at the appropriate level. At the discretion of the undergraduate dean, college credit may be awarded for classes in which a candidate proves proficiency.

- **College Level Examination Program (CLEP)**
  VanderCook gives credit for successful completion of the CLEP exam sponsored by the College Board. Exams must be cleared by the undergraduate dean.
**FINANCIAL AID**

Financial aid programs help candidates meet their financial obligations to the college. Staff in the Financial Aid Office will assist candidates apply for the Federal Pell Grant, state grants, Direct Loans and other financial aid programs.

**Federal & State Aid**

Candidates who wish to apply for federal or state financial aid must complete the Free Application for Federal Student Aid (FAFSA) and meet appropriate deadlines. Applications and information regarding state and federal programs are available from the Financial Aid Office. The director of financial aid will provide prospective candidates, current candidates and their parent(s) or guardian(s) with detailed information regarding their eligibility for various programs. Please call 312.788.1137 to request information or schedule an appointment.

**Federal Pell Grants**

Need-based awards that may be applied toward tuition, fees and living expenses.

**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. All MAP-approved institutions are required by the State of Illinois to announce MAP Grant awards to students who are enrolled or intending to enroll at their institution. An award amount is included on this letter if you have met the eligibility criteria.

"The MAP Grant award amount is an estimate made by the financial aid office and is identified as a ‘State of IL MAP Grant (Est.).’ Please be aware that the number of available MAP Grants is limited by funding levels approved by the Illinois General Assembly and the Governor, and reductions to estimated or actual MAP Grants are possible.

"There are also limitations to how long you can continue to receive a MAP Grant. Usage is tracked by the number of credit hours for which you’ve received MAP benefits and is referred to as MAP Paid Credit Hours (MPCHs). The maximum number of MPCHs that can be received is 135, and you must be at the junior level or above to use more than 75 MPCHs. For your reference, and to learn more about MPCH limitations, you may access a record of your MPCHs through the ISAC Student Portal at [https://studentportal.isac.org/MPCH]."

**Teacher Education Scholarship Programs**

For priority consideration, the ISAC office must receive a completed application on or before the established deadline preceding the academic year for which the applicant is applying. A new application must be submitted each year an applicant wishes to be considered. 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 strongly encouraged to submit their applications as early as possible before the priority consideration deadline as established by the State of Illinois. Applications received after that date will be given consideration after the initial round of awarding if funding remains available. Please note: The ISAC application deadline is subject to change without notice. For more information, please refer to the ISAC website.

**Golden Apple Scholars of Illinois**

Illinois high school students may be nominated for this award.

**Pathway Scholars of Illinois**

College sophomores with a minimum GPA of 2.5 are eligible for this award.

**Federal Direct Loans**

Subsidized and unsubsidized Direct Loans are available. A subsidized Direct Loan is a need-based, low-interest loan. Unsubsidized Direct Loans are available to candidates who are ineligible or only partially eligible for, or want to supplement, a subsidized Direct Loan. Please note: Students must be enrolled in a standard term (15 weeks per term) or non-standard term that includes at least 9 weeks of instructional time per term. For additional eligibility requirements, please visit the U.S. Department of Education website.
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FINANCIAL AID

Federal PLUS Loan Program
Direct PLUS loans are available to qualified parents of dependent undergraduate candidates regardless of need.

Veterans Benefits
Assistance, as determined by the Department of Veterans Affairs (DVA), is available to any veteran who has been honorably discharged during a specified length of time after January 31, 1955. Applications are available at local DVA offices. For additional information about the GI Bill, please visit https://www.vets.gov/education/gi-bill, or call 888.442.4551.

Institutional Aid
All institutional scholarships and awards require full-time enrollment unless special circumstances have been pre-approved. Please consult the Financial Aid Office for details.

VanderCook Work Program
Candidates who demonstrate financial need may earn a tuition-reduction stipend and gain work experience by participating in VanderCook’s Work Program. Candidates are assigned to work an average of six hours per week as non-instructional assistants for faculty and staff.

Talent Awards
Talent Awards honor excellent musical talent and potential in a candidate’s major area of performance, and are awarded prior to a candidate’s initial year of study at VanderCook. Awards are given based on the audition completed as part of the college application process and are reviewed annually. Awards are renewed provided the candidate remains in good academic standing, makes satisfactory musical progress, and participates fully in all ensembles to which he or she is assigned.

H.E. Nutt Academic Excellence Awards
Available to first-time freshmen (non-transfer) candidates who have at least a 3.5 cumulative high school GPA on a four-point scale. Candidates must also have a composite score of 22 on their ACT or 1100 on their SAT (including reading and math). Academic awards are automatically renewed for each semester of full-time enrollment provided the candidate maintains at least a 3.0 cumulative GPA each semester.

Dean’s List Awards
BMEd candidates who achieve a GPA of 3.5 while carrying a full-time load (at least 12 credit hours) while at VanderCook receive a $200.00 tuition waiver applicable to the next semester of enrollment. Graduating seniors on the Dean’s List receive a $200.00 voucher to apply to a MECA class, for use within one year of graduation. Dean’s List awards are not issued in cash.

Financial Need
Candidates facing acute financial need may be eligible to receive a need-based award directly applied to their tuition. Awards are reviewed annually and adjusted based upon the candidate’s need and eligibility for various grant and loan programs.

VanderCook Future Teacher Grant
New transfer and undergraduate candidates are eligible for the VanderCook Future Teacher Grant, a non-renewable $500.00 award during the first year of enrollment only. Criteria for this award include a strong overall entrance portfolio proving academic and musical excellence.

Presidential Scholarship
Merit-based awards available to enrolled full-time candidates only. Award is renewable provided the candidate maintains full-time enrollment, earns a 3.75 GPA, and participates in ensembles as assigned.

VanderCook Legacy Award
Awarded to full-time candidates who have had a VanderCook alumnus as a music teacher. This $1,000.00 award is renewable if the candidate achieves and maintains a 2.5 cumulative GPA while maintaining full-time status and participating in major ensembles as assigned.

VanderCook Alumni Association Award
One undergraduate junior is nominated by faculty and staff for a one-time $1,000.00 award.

VanderCook Esprit de Corps
One undergraduate candidate from each class (first, second, third and fourth years) and one MCert candidate are awarded $250.00 based on faculty and staff nominations.

Other Scholarships:
- Jacob H. Bass Memorial Scholarship
- Richard E. Brittain Memorial Scholarship
- William Carroll Memorial Scholarship
- James E. Clark Scholarship for Georgia Candidates
- Kaye L. Clements Flute Scholarship
- Tom Drake, Joliet American Legion Band Scholarship
• Walter Dyett Memorial Scholarship
• Great Teachers Scholarship Fund
• Merle J. Isaac String Scholarship
• Kevin Lepper Scholarship
• Morton & Iris Manus Scholarship
• Keith R. Mardak Scholarship
• Joey Martorano Vocal Scholarship
• Armond & Ann Menghini Scholarship
• Eddie & Patty Oyer Percussion Scholarship
• Lorraine Quinlan Scholarship
• Lewis & Gerry Schmidt Instrumental Music Education Scholarship
• Wenger Family Scholarship
• Blake Wiener Woodwind Scholarship
• Wisconsin Music Educators Association Scholarship
• Victor W. Zajec Memorial Scholarship

Classification of Undergraduate Candidates for Financial Aid Eligibility
Some forms of financial aid have sliding eligibility limits depending on the academic status of the candidate. The Financial Aid Office uses an academic status formula that differs slightly from that used for academic tracking. For financial aid purposes, a freshman has completed 0–29 hours of college credit (including transfer hours), a sophomore 30–59, a junior 60–89, and a senior 90+ hours. Eligibility, especially for transfer candidates, may change for the second semester of an academic year. Please check with the Financial Aid Office to determine individual status.

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.

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 139 credit hours. The maximum time frame during which an undergraduate candidate may be eligible for financial assistance must therefore not exceed 208.5 total attempted credit hours, including transfer and/or advanced placement credit (139 x 150% = 208.5 credit hours).

In addition, 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.

**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 of 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 to not 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.

**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 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 VanderCook’s 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.
About the TCEP
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.

Entrance Requirements
Admission to the TCEP requires candidates to have:
• Earned a minimum of a baccalaureate degree in music from an accredited college or university;
• Graduated with a 3.0 cumulative GPA or higher;
• Passed the ISBE TAP exam (formerly the Basic Skills Test) or its ISBE-approved equivalent.

Please note: In lieu of the TAP, ISBE may accept ACT score reports or SAT score reports. ACT scores prior to September 1, 2015 must be a minimum composite of 22 or higher and a minimum of 19 on the Combined English/Writing portion; ACT scores from September 1, 2015 and later must be a minimum composite of 22 or higher and a minimum of 16 on the Combined English/Writing portion. SAT scores prior to March 5, 2016 must be a minimum composite of 1030 (Critical Reading and Mathematics combined) and a minimum of 450 on the Writing portion; SAT scores from March 5, 2016 and later must be a minimum composite of 1110 (Evidence-Based Reading and Mathematics combined) and a minimum of 26 on Writing and Language. All scores must be from one test administration taken on the same date and cannot be older than 10 years at the time of submission. Candidates wishing to exercise this option must submit a written request with score reports to ISBE; further details can be found in ISBE’s licensure requirements and on the ISBE website.

Application Procedure
The following elements must be included with a completed application and a $50.00 non-refundable application fee:
• All official transcripts from accredited colleges or universities, including indication of graduation.
• Three reference questionnaires completed by professionals in the field that attest to the applicant’s musical, professional and personal attributes (assessing the institutional outcomes).
• An essay describing the applicant’s philosophy of music education, and addresses VanderCook’s three dispositions: strength in character, excellence in music, and professionalism in teaching.
• A current résumé.

Completed applications and all materials may be submitted online or by hard copy:
Admissions Office
VanderCook College of Music
3140 S. Federal Street
Chicago, IL 60616-3731

Admission is further contingent upon an audition and interview. Audition guidelines are available from the Admissions Office and on VanderCook’s website.

REQUIRED COURSES
The coursework required of a TCEP candidate is determined through transcript evaluation. It is expected that a TCEP candidate will have completed a series of theory, aural skills, piano and music history courses, and has studied their major instrument for four years. Course descriptions are included with those for the bachelor’s degree programs earlier in this catalog.

<table>
<thead>
<tr>
<th>Course No.</th>
<th>Course Title</th>
<th>Credit Hours</th>
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<tbody>
<tr>
<td>MED 110</td>
<td>Technology in Music Education</td>
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</tr>
<tr>
<td>MED 210</td>
<td>Technology in Music Education II</td>
<td>1</td>
</tr>
<tr>
<td>MED 411</td>
<td>Woodwind Methods ☀️</td>
<td>2</td>
</tr>
<tr>
<td>MED 412</td>
<td>Brass Methods ☐</td>
<td>2</td>
</tr>
<tr>
<td>MED 413</td>
<td>Percussion Methods ☐</td>
<td>2</td>
</tr>
<tr>
<td>MED 414</td>
<td>String Methods ☐</td>
<td>2</td>
</tr>
<tr>
<td>MED 415</td>
<td>Elem. General Music Methods K–5</td>
<td>2</td>
</tr>
<tr>
<td>MED 415 B</td>
<td>MS Choral/General Music Methods</td>
<td>2</td>
</tr>
<tr>
<td>MED 416</td>
<td>High School Choral Methods</td>
<td>2</td>
</tr>
<tr>
<td>MED 418</td>
<td>Jazz/Show Choir Methods</td>
<td>2</td>
</tr>
<tr>
<td>MED 419</td>
<td>Musical Theatre Methods</td>
<td>2</td>
</tr>
<tr>
<td>MUS 111</td>
<td>Flute/Saxophone Techniques</td>
<td>1</td>
</tr>
<tr>
<td>MUS 112</td>
<td>Low Brass Techniques</td>
<td>1</td>
</tr>
<tr>
<td>MUS 113</td>
<td>Percussion Techniques I</td>
<td>1</td>
</tr>
<tr>
<td>MUS 114</td>
<td>Low String Techniques</td>
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<tr>
<td>MUS 117</td>
<td>Vocal Techniques</td>
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</tr>
<tr>
<td>MUS 118</td>
<td>Beginning Conducting</td>
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<tr>
<td>MUS 119</td>
<td>Clarinet Techniques</td>
<td>.5</td>
</tr>
<tr>
<td>MUS 120</td>
<td>Guitar Techniques &amp; Resources</td>
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Choral track majors will complete only two of these courses
### Teacher Certification Entitlement Program

#### COURSE LIST

<table>
<thead>
<tr>
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<th>Course Title</th>
<th>Credits</th>
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<tbody>
<tr>
<td>MUS 211</td>
<td>Oboe/Bassoon Techniques</td>
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<td>MUS 212</td>
<td>High Brass Techniques</td>
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<td>MUS 213</td>
<td>Percussion Techniques II</td>
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<td>MUS 214</td>
<td>High String Techniques</td>
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<tr>
<td>MUS 215</td>
<td>Piano Techniques IV</td>
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<tr>
<td>MUS 216</td>
<td>Piano Techniques V</td>
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<tr>
<td>MUS 217</td>
<td>Vocal Diction</td>
<td>.5</td>
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<tr>
<td>CE</td>
<td>IPA I &amp; II</td>
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<tr>
<td>MUS 315</td>
<td>Piano Techniques VI</td>
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<tr>
<td>MUS 318</td>
<td>Adv. Conducting/Rehearsal Techniques</td>
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#### Ensembles & Additional Courses (Choral Track)

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<tr>
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<th>Course Title</th>
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<tbody>
<tr>
<td>CHOR</td>
<td>Concert Choir</td>
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<tr>
<td>VCC</td>
<td>Collegiate Chorale</td>
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<tr>
<td>VCM</td>
<td>VanderCook Seminar</td>
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#### Instrumental Track

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<th>Course Title</th>
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<tbody>
<tr>
<td>MED 110</td>
<td>Technology in Music Education I</td>
<td>1</td>
</tr>
<tr>
<td>MED 210</td>
<td>Technology in Music Education II</td>
<td>1</td>
</tr>
<tr>
<td>MED 218</td>
<td>Marching Band Methods</td>
<td>2</td>
</tr>
<tr>
<td>MED 411</td>
<td>Woodwind Methods</td>
<td>2</td>
</tr>
<tr>
<td>MED 412</td>
<td>Brass Methods</td>
<td>2</td>
</tr>
<tr>
<td>MED 413</td>
<td>Percussion Methods</td>
<td>2</td>
</tr>
<tr>
<td>MED 414</td>
<td>String Methods</td>
<td>2</td>
</tr>
<tr>
<td>MED 415</td>
<td>Methods of Teaching K–5 Music</td>
<td>2</td>
</tr>
<tr>
<td>MED 415B</td>
<td>MS Choral/General Music Methods</td>
<td>2</td>
</tr>
<tr>
<td>MED 421</td>
<td>Instrument Repair</td>
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<tr>
<td>MUS 111</td>
<td>Flute/Saxophone Techniques</td>
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<td>MUS 112</td>
<td>Trombone/Tuba Techniques</td>
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<td>MUS 114</td>
<td>Low String Techniques</td>
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<td>MUS 116</td>
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<td>MUS 117</td>
<td>Vocal Techniques</td>
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<td>Beginning Conducting</td>
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<td>MUS 119</td>
<td>Clarinet Techniques</td>
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<tr>
<td>MUS 120</td>
<td>Guitar Techniques &amp; Methods</td>
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<tr>
<td>MUS 211</td>
<td>Oboe/Bassoon Techniques</td>
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<td>MUS 212</td>
<td>High Brass Techniques</td>
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<td>High String Techniques</td>
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<td>MUS 215</td>
<td>Piano Techniques III</td>
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<td>MUS 318</td>
<td>Adv. Conducting/Rehearsal Techniques</td>
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#### Ensembles & Additional Courses (Instrumental Track)

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<tbody>
<tr>
<td>BAND</td>
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<td>VCP</td>
<td>Philharmonic Orchestra</td>
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<td>CE</td>
<td>Chamber Ensemble</td>
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<td>VCM</td>
<td>VanderCook Seminar</td>
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#### General Education (both tracks)

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<tr>
<td>ENG 101</td>
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<tr>
<td>ENG 102</td>
<td>English II</td>
<td>3</td>
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<tr>
<td>ENG 201</td>
<td>English III</td>
<td>3</td>
</tr>
<tr>
<td>HED 201</td>
<td>Health Education</td>
<td>2</td>
</tr>
<tr>
<td>HIST 202</td>
<td>U.S. History &amp; Government</td>
<td>3</td>
</tr>
<tr>
<td>HIST 203</td>
<td>History of Music &amp; Culture I</td>
<td>3</td>
</tr>
<tr>
<td>HIST 204</td>
<td>History of Music &amp; Culture II</td>
<td>3</td>
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<tr>
<td>HUM 301</td>
<td>World Music</td>
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<tr>
<td>MATH 101</td>
<td>Introduction to College Algebra</td>
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<td>PSY 101</td>
<td>Introduction to Psychology</td>
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<td>SCI 201</td>
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<td>SOC 301</td>
<td>Socio-Political Geography</td>
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#### Professional Education (both tracks)

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<tr>
<td>ED 301</td>
<td>Educational Psychology</td>
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<tr>
<td>ED 401</td>
<td>History &amp; Philosophy of Education</td>
<td>2</td>
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<tr>
<td>ED 402 A</td>
<td>Methods of Teaching I</td>
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<tr>
<td>ED 402 B</td>
<td>Methods of Teaching II</td>
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<tr>
<td>ED 402 C</td>
<td>Methods of Teaching III</td>
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<td>ED 403</td>
<td>edTPA Seminar</td>
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<tr>
<td>ED 404</td>
<td>Teaching the Special Student</td>
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<tr>
<td>ED 405</td>
<td>Methods of Teaching Reading</td>
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<tr>
<td>ED 412</td>
<td>Student Teaching</td>
<td>6 or 9</td>
</tr>
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Clinical Observation (75 hours)
Comprehensive Performance Exams
ISBE TAP (or equivalent)
ISBE Music Content-Area Test
ISBE edTPA

Book lists for all entitlement courses are available on the [TCEP Current Student Resources](#) page of VanderCook’s website.
Program Structure
TCEP candidates must choose to follow a choral or instrumental (band or string) track. A transcript evaluation will determine the courses and program benchmarks remaining to be completed. Piano and guitar majors may choose either track.

In planning a program of study at VanderCook, potential TCEP candidates should note the distinction between full- and part-time enrollment.

Full- & Part-Time Enrollment
A TCEP candidate is considered full-time when enrolled in at least nine credit hours of coursework per semester.

Matriculation & Continuing Enrollment
A TCEP candidate who has not enrolled in any courses at VanderCook by the end of the second full semester following their date of admission must reapply to the program. Candidates who have neither enrolled nor responded to inquiries for three semesters will be notified of their involuntary withdrawal. Such candidates may reapply for admission at a future date.

Program Completion
Upon successful completion of the entitlement program, TCEP candidates will be entitled to apply for the Illinois Professional Educator License with a Special K–12 Endorsement in Music.

TCEP candidates are expected to complete all licensure requirements within seven years from the date of first enrollment at VanderCook. Candidates may petition the graduate dean for exemption from this rule.

TCEP Distributive Requirements
TCEP candidates must complete 93.5 credit hours (a credit hour equaling a minimum of 15 50-minute academic hours or Carnegie Units) with a minimum GPA of 3.0 on a 4.25 scale.

Courses are distributed into four areas: 31.5 credits in the choral or instrumental music education track, 38 credits of General Education courses, 19 credits of Professional Education courses, and four credits of ensembles and Seminar.

Certification Entitlement Requirements
TCEP candidates are admitted to the teacher education program upon admission to the college. Successful completion of the ISBE TAP exam (or its ISBE-approved equivalent), and assessments in theory, form and analysis, ear training, and piano are required.

Candidates must formally apply for placement in student teaching. An application, biography and résumé must be on file. The following items must be completed prior to student teaching:

Apply to Student Teaching
Candidates must formally apply for placement in student teaching six months prior to the student teaching semester.

Comprehensive Performance Examinations
This exam assesses a TCEP candidate’s competence on all instruments and conducting. Instrument track majors must demonstrate proficiency on woodwinds, brass, strings, guitar, percussion, piano and voice. Choral track majors must attain vocal and piano performance standards, and demonstrate proficiency on one instrument each of the woodwind, brass, string and percussion instrument families as well as on guitar. All candidates, regardless of track, must demonstrate proficiency in conducting and rehearsal techniques.

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

Pre-Clinical Experience Hours
TCEP candidates must complete and document a minimum of 75 pre-clinical experience hours before clearance to student teaching is granted. Observation, community service and supervised teaching should reflect diverse levels, settings, locations and teaching contexts, including special education.

Academic Standing
A cumulative 3.0 GPA is required. TCEP candidates are expected to earn no lower than a C in all Professional Education coursework. All coursework must be completed before clearance to student teaching is granted.

Certification Exams
TCEP candidates applying for admission to student teaching must have passed the ISBE TAP exam (or its ISBE-approved equivalent) and Music Content-Area Test.
Illinois Professional Educator Licensure

TCEP candidates may submit an application to ISBE to receive the Illinois Professional Educator License with a Special K–12 Endorsement in Music upon completion of the following:

- All required coursework, student teaching, comprehensive exams and institutional obligations.
- Recommendation for licensure, submitted to the state office by VanderCook.
- All three ISBE teacher licensure examinations: the TAP exam (or its ISBE-approved equivalent), Music Content-Area Test and the edTPA.

Licensure requirements are subject to change by ISBE. Candidates must comply with any changes for licensure requirements, regardless of the catalog under which he or she enrolled.

TCEP Honors

Dean’s List

To qualify for the Dean’s List, TCEP candidates must achieve a term GPA of 3.8 while maintaining a cumulative GPA of 3.0 and carrying a full-time load of at least nine credit hours. TCEP candidates on the Dean’s List receive a tuition waiver applicable to the next semester of enrollment. Candidates with any grade below C, Incompletes or W grades are ineligible for the Dean’s List.

Transfer Credit

Transfer credits to be applied to the portions of the program focusing on General Education, Professional Education and other licensure requirements are governed by the policies of the undergraduate program (see section above). TCEP candidates may not apply MECA continuing education credits towards the entitlement program without the permission of the graduate dean.

FINANCIAL AID

The only sources of federal aid for TCEP candidates are upper-class undergraduate student loans. Both subsidized and unsubsidized loans are available to dependent and independent candidates carrying a part-time load of at least six credit hours.

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 includes programs such as 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 minimum standards are required for a TCEP 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.

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...
Teacher Certification Entitlement Program
FINANCIAL AID

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.

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 to not 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 is 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 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.
Master of Music Education (MMEd)

COURSE OF STUDY

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

Entrance Requirements
• Graduation from an accredited college or university with a bachelor's degree in music education or a minimum of 60 credits in undergraduate music and music education coursework.
• A minimum of one year of teaching experience, or its equivalent, in music.

International applicants
Non-native English speakers) must take the Test of English as a Foreign Language (TOEFL). The Internet-based TOEFL (iBT) measures the areas of reading, listening, writing and speaking; VanderCook requires a minimum iBT score of 70. The EIKEN test may be considered in lieu of the TOEFL; VanderCook requires a minimum grade of 2A, but admission is dependent on an interview.

International applicants may be asked to register for the Intensive English Program (IEP) through the Illinois Institute of Technology (IIT) prior to beginning academic work at VanderCook. These applicants may participate in performances or instrumental techniques courses at VanderCook while taking IPE coursework.

All international applicants must submit proof of complete financial support before an I-20 will be issued.

Graduate Record Examination (GRE) General Test
Applicants to the master’s degree program with an undergraduate cumulative GPA below 3.0 may be required to submit GRE General Test Scores. Scores submitted to the dean of graduate studies will be used to advise the candidate during the academic program.

Application Procedure
The following elements must be included with a completed application and a $50.00 non-refundable application fee:
• Three recommendation forms completed by school personnel attesting to the applicant's professional, musical and personal attributes.
• An essay that describes the applicant's philosophy of music education, and addresses VanderCook's three dispositions: strength in character, excellence in music, and professionalism in teaching.
• A current résumé.

Completed applications and all materials may be submitted online or by hard copy:
Admissions Office
VanderCook College of Music
3140 S. Federal Street
Chicago, IL 60616-3731

Contact the Admissions Office to schedule an audition and interview date and for audition criteria. Admission is further contingent upon an audition and interview. Admission requirements are available from the Admissions Office and on VanderCook's website.

For more information, or to schedule a tour of the college, please contact the Admissions Office at 312.788.1120, or at admissions@vandercook.edu.
## REQUIRED COURSES

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<thead>
<tr>
<th>Course #</th>
<th>Course Title</th>
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<tbody>
<tr>
<td>Core Graduate Coursework</td>
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<tr>
<td>543</td>
<td>Curriculum &amp; Administration OR</td>
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</tr>
<tr>
<td>592</td>
<td>Instructional Design: Integrating Arts &amp; Technology</td>
<td></td>
</tr>
<tr>
<td>562</td>
<td>Introduction to Graduate Study</td>
<td>2</td>
</tr>
<tr>
<td>566</td>
<td>Survey of Music History I OR</td>
<td>2</td>
</tr>
<tr>
<td>567</td>
<td>Survey of Music History II OR</td>
<td>2</td>
</tr>
<tr>
<td>569</td>
<td>American Music History</td>
<td>2</td>
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<tr>
<td>580</td>
<td>Applied Music</td>
<td>2</td>
</tr>
<tr>
<td>595</td>
<td>Professional Teaching Portfolio OR</td>
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<td>596</td>
<td>Comprehensive Written Exam</td>
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<tr>
<td>597</td>
<td>Master’s Project OR</td>
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<tr>
<td>599</td>
<td>Graduate Lecture/Demonstration Ensembles</td>
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**Total: 10**

### Band Instrument Track

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<th>Course</th>
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<tr>
<td>522</td>
<td>Band Arranging OR</td>
<td>2</td>
</tr>
<tr>
<td>522 A</td>
<td>Jazz Arranging</td>
<td>2</td>
</tr>
<tr>
<td>533</td>
<td>Band Conducting/Rehearsal Techniques</td>
<td>2</td>
</tr>
<tr>
<td>552</td>
<td>Woodwind Methods</td>
<td>2</td>
</tr>
<tr>
<td>553</td>
<td>Brass Methods</td>
<td>2</td>
</tr>
<tr>
<td>554</td>
<td>Advanced Percussion Methods</td>
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**Total: 14**

### Choral Track

<table>
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<tr>
<td>525</td>
<td>Choral Arranging</td>
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</tr>
<tr>
<td>532</td>
<td>Choral Conducting/Rehearsal Techniques</td>
<td>2</td>
</tr>
<tr>
<td>545</td>
<td>Choral Literature</td>
<td>2</td>
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<tr>
<td>556</td>
<td>Secondary Gen. Music Methods 6–12</td>
<td>2</td>
</tr>
<tr>
<td>557</td>
<td>Secondary Choral Methods 6–12</td>
<td>2</td>
</tr>
<tr>
<td>561</td>
<td>The Vocal Mechanism 6–12</td>
<td>2</td>
</tr>
<tr>
<td></td>
<td>Residency Electives</td>
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**Total: 14**

### String Instrument Track

<table>
<thead>
<tr>
<th>Course</th>
<th>Title</th>
<th>Credit Hours</th>
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</thead>
<tbody>
<tr>
<td>523</td>
<td>String Arranging</td>
<td>2</td>
</tr>
<tr>
<td>534</td>
<td>Orchestral Conducting &amp; Rehearsal Techniques</td>
<td>2</td>
</tr>
<tr>
<td>548</td>
<td>Methods of Integrating Winds &amp; Percussion into Orchestra</td>
<td>2</td>
</tr>
<tr>
<td>549</td>
<td>Survey of String Repertoire</td>
<td>2</td>
</tr>
<tr>
<td>551 A</td>
<td>String Methods I: String Music Education for the 21st Century</td>
<td>2</td>
</tr>
<tr>
<td>551 B</td>
<td>String Methods II: Instructional &amp; Performance Methods in Eclectic Styles</td>
<td>2</td>
</tr>
<tr>
<td></td>
<td>Residency Electives</td>
<td>2</td>
</tr>
</tbody>
</table>

**Total: 14**

### General Music Track

<table>
<thead>
<tr>
<th>Course</th>
<th>Title</th>
<th>Credit Hours</th>
</tr>
</thead>
<tbody>
<tr>
<td>525</td>
<td>Choral Arranging</td>
<td>2</td>
</tr>
<tr>
<td>555</td>
<td>Elem. General Music Methods 3–5</td>
<td>2</td>
</tr>
<tr>
<td>555 A</td>
<td>Elem. General Music Methods Pre-K–2</td>
<td>2</td>
</tr>
<tr>
<td>556</td>
<td>Secondary Gen. Music Methods 6–12</td>
<td>2</td>
</tr>
<tr>
<td>557 A</td>
<td>Methods of Teaching Children’s Choir</td>
<td>2</td>
</tr>
<tr>
<td>560</td>
<td>The Vocal Mechanism K–5</td>
<td>2</td>
</tr>
<tr>
<td></td>
<td>Residency Electives</td>
<td>2</td>
</tr>
</tbody>
</table>

**Total: 14**

### Residency Electives

Candidates may select residency electives from course offerings in the choral, band, string or general music tracks; Professional Education; or Music History. In addition, electives may be chosen from the following:

<table>
<thead>
<tr>
<th>Course</th>
<th>Title</th>
<th>Credit Hours</th>
</tr>
</thead>
<tbody>
<tr>
<td>510</td>
<td>A Practical Approach to Stylized Piano</td>
<td>2</td>
</tr>
<tr>
<td>511</td>
<td>Piano Pedagogy</td>
<td>2</td>
</tr>
<tr>
<td>512 A</td>
<td>Low String Techniques</td>
<td>2</td>
</tr>
<tr>
<td>512 B</td>
<td>High String Techniques</td>
<td>2</td>
</tr>
<tr>
<td>513 A</td>
<td>Flute/Clarinet Techniques</td>
<td>2</td>
</tr>
<tr>
<td>513 B</td>
<td>Oboe/Bassoon Techniques</td>
<td>2</td>
</tr>
<tr>
<td>514 A</td>
<td>Low Brass Techniques</td>
<td>2</td>
</tr>
<tr>
<td>514 B</td>
<td>High Brass Techniques</td>
<td>2</td>
</tr>
<tr>
<td>515 A</td>
<td>Percussion Techniques I</td>
<td>2</td>
</tr>
<tr>
<td>515 B</td>
<td>Percussion Techniques II</td>
<td>2</td>
</tr>
<tr>
<td>516</td>
<td>Guitar Techniques &amp; Resources</td>
<td>2</td>
</tr>
<tr>
<td>520</td>
<td>Theory Review</td>
<td>2</td>
</tr>
<tr>
<td>522 A</td>
<td>Jazz Arranging</td>
<td>2</td>
</tr>
<tr>
<td>547</td>
<td>Jazz Band Methods</td>
<td>2</td>
</tr>
<tr>
<td>550</td>
<td>Music Instruction Through</td>
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</tr>
<tr>
<td></td>
<td>Multiple Intelligences &amp; Cross-Curricular Activities</td>
<td>2</td>
</tr>
<tr>
<td>558</td>
<td>Musical Theatre Methods</td>
<td>2</td>
</tr>
<tr>
<td>568</td>
<td>World Music in the School Music Pgm.</td>
<td>2</td>
</tr>
<tr>
<td>593</td>
<td>Technology in Music Education</td>
<td>2</td>
</tr>
</tbody>
</table>
Master of Music Education (MMEd)

COURSE LIST

**Professional Education Electives**
Select one course from the following:

- 543 Curriculum & Administration 2
- 592 Instructional Design: Integrating Arts & Technology 2

**Music History Electives**
Select one course from the following:

- 566 Survey of Music History I 2
- 567 Survey of Music History II 2
- 569 American Music History 2

**Arranging Electives**
Band track candidates select one from the following:

- 522 Band Arranging 2
- 522A Jazz Arranging 2

**MECA/Residency Electives**
Up to 12 credit hours may be taken through the MECA continuing education program. Candidates may also choose to complete the 12 elective credits during a third residency summer.

**Exit Requirements**

**Professional Teaching Portfolio / Comprehensive Written Examination**
All MMEd candidates have the choice of sitting for the Comprehensive Written Examination or completing a Professional Teaching Portfolio. Please refer to the descriptions for courses 595 and 596.

**Master’s Project, Lecture/Recital or Lecture/Demonstration**
All MMEd candidates must successfully complete a Master’s Project, a Lecture/Recital or a Lecture/Demonstration prior to graduation. Please refer to the course descriptions for courses 597, 598 and 599.

Book lists for all MMEd courses are available on the MMEd Student Resources page of VanderCook’s website.
The MCert Option
For candidates who hold undergraduate degrees in music disciplines other than music education, VanderCook offers the opportunity to pursue a graduate degree in music education while completing the necessary coursework to satisfy the requirements for teacher licensure. Entrance requirements are described below. Required courses and course descriptions follow this section.

Entrance Requirements
- Graduation from an accredited college or university with a bachelor’s degree in music performance, composition, musicology or a related field.
- Completion of an instrumental or vocal audition.
- Passing the ISBE TAP exam (formerly the Basic Skills Test) or its ISBE-approved equivalent. Please note: In lieu of the TAP, ISBE may accept ACT score reports or SAT score reports. ACT scores prior to September 1, 2015 must be a minimum composite of 22 or higher and a minimum of 19 on the Combined English/Writing portion; ACT scores from September 1, 2015 and later must be a minimum composite of 22 or higher and a minimum of 16 on the Combined English/Writing portion. SAT scores prior to March 5, 2016 must be a minimum composite of 1030 (Critical Reading and Mathematics combined) and a minimum of 450 on the Writing portion; SAT scores from March 5, 2016 and later must be a minimum composite of 1110 (Evidence-Based Reading and Mathematics combined) and a minimum of 26 on Writing and Language. All scores must be from one test administration taken on the same date and cannot be older than 10 years at the time of submission. Candidates wishing to exercise this option must submit a written request with score reports to ISBE; further details can be found in ISBE’s licensure requirements and on the ISBE website.

International applicants
Non-native English speakers must take the Test of English as a Foreign Language (TOEFL). The Internet-based TOEFL (IBT) measures the areas of reading, listening, writing and speaking; VanderCook requires a minimum IBT score of 70. The EIKEN test may be considered in lieu of the TOEFL; VanderCook requires a minimum grade of 2A, but admission is dependent on an interview.

International applicants may be asked to register for the Intensive English Program (IEP) through the Illinois Institute of Technology (IIT) prior to beginning academic work at VanderCook. These applicants may participate in performances or instrumental techniques courses at VanderCook while taking IPE coursework.

All international applicants must submit proof of complete financial support before an I-20 will be issued.

Graduate Record Examination (GRE) General Test
MCert applicants with an undergraduate cumulative GPA below 3.0 may be required to submit GRE General Test Scores. Scores submitted to the dean of graduate studies will be used to advise the candidate during the academic program.

Application Procedure
The following elements must be included with a completed application and a $50.00 non-refundable application fee:
- All official transcripts from accredited colleges or universities, including indication of graduation.
- Three recommendation forms completed by school personnel attesting to the applicant's professional, musical and personal attributes.
- An essay expressing the applicant's philosophy of music education, and addresses VanderCook's three dispositions: strength in character, excellence in music, and professionalism in teaching.
- A current résumé.

Completed applications and all materials may be submitted online or by hard copy:

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3140 S. Federal Street
Chicago, IL 60616-3731

Admission is further contingent upon an audition and interview. Admission requirements are available from the Admissions Office and on VanderCook’s website.

For more information, or to schedule a tour of the college, please contact the Admissions Office at 312.788.1120 or at admissions@vandercook.edu.
Master's & Certification (MCert) COURSE LIST

REQUd Required Courses
MCert candidates may elect to follow the band, choral or string track. There is a set of required courses in each area, followed by a set of additional coursework including General and Professional Education classes.

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<thead>
<tr>
<th>Course #</th>
<th>Course Title</th>
<th>Credit Hours</th>
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</thead>
<tbody>
<tr>
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<td>543</td>
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<td>569</td>
<td>American Music History</td>
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<td>Applied Music Ensembles</td>
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General Education Coursework
Required of all candidates, regardless of track.

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<td>ENG 102</td>
<td>Reading</td>
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<td>ENG 201</td>
<td>Literature</td>
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<td>HED 301</td>
<td>Health Education</td>
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<td>HIST 202</td>
<td>U.S. History &amp; Government</td>
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<td>HIST 203</td>
<td>Music History &amp; Culture I</td>
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<td>HIST 204</td>
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<td>HUM 301</td>
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<td>PSY 101</td>
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<td>SOC 301</td>
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Professional Education Coursework
Required of all candidates, regardless of track.

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<td>ED 301</td>
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<td>ED 401</td>
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<td>ED 402A</td>
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Band Instrument Track

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<thead>
<tr>
<th>Course #</th>
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<tr>
<td>501</td>
<td>Symphonic Band</td>
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<tr>
<td>503</td>
<td>Concert Choir</td>
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<tr>
<td>522</td>
<td>Band Arranging OR</td>
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<td>522A</td>
<td>Jazz Arranging</td>
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<td>533</td>
<td>Band Conducting/Rehearsal Techniques</td>
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<tr>
<td>552</td>
<td>Advanced Woodwind Methods</td>
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<td>Advanced Brass Methods</td>
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<td>Advanced Percussion Methods</td>
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Band Track Degree & Teaching License Requirements

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<td>515A</td>
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Additional Teaching License Requirements

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<tr>
<td>MED 318</td>
<td>Adv. Conducting/Rehearsal Techniques</td>
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<tr>
<td>MED 414</td>
<td>String Methods</td>
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<tr>
<td>MED 415</td>
<td>Elem. General Music Methods Pre-K–2</td>
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<tr>
<td>MED 415B</td>
<td>Middle School Choral/General Music Methods</td>
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<td>MUS 118</td>
<td>Beginning Conducting</td>
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(incl. all required coursework)
Master's & Certification (MCert) COURSE LIST

Choral Track
503   Concert Choir  1
505   Collegiate Chorale  1
525   Choral Arranging  2
532   Choral Conducting/Rehearsal Techniques  2
555   Elem. General Music Methods 3–5 OR
555A  Elem. General Music Methods Pre-K–2  2
556   Secondary Gen. Music Methods 6–12  2
557   Secondary Choral Methods 6–12  2
561   Vocal Mechanism 6–12  2

Choral Track Degree & Teaching License Requirements
512 CE  Cello Techniques  1
512 VN  Violin Techniques  1
513 CL  Clarinet Techniques  1
513 FL  Flute Techniques  1
514 TBN Trombone Techniques  1
514 TP  Trumpet Techniques  1
515 A  Percussion Techniques I  2
516   Guitar Techniques & Resources  2
518   Piano Techniques IV  2
519   Piano Techniques V  2
519 A  Piano Techniques VI  2

Additional Teaching License Requirements
MED 210  Technology in Music Education II  1
MED 318  Adv. Conducting/Rehearsal Techniques  1
MED 418  Jazz/Show Choir Methods OR
MED 419  Musical Theatre Methods  2
MUS 118  Beginning Conducting  1
MUS 217  Vocal Diction OR
CE   IPA & IPA II  1

Total: 101-104 (incl. all required coursework)

String Track Degree & Teaching License Requirements
512 CE  Cello Techniques  1
512 STB  String Bass Techniques  1
512 VN  Violin Techniques  1
512 VLA  Viola Techniques  1
513 BSN  Bassoon Techniques  1
513 CL  Clarinet Techniques  1
513 FL  Flute Techniques  1
513 OB  Oboe Techniques  1
514 HN  Horn Techniques  1
514 TBN  Trombone Techniques  1
514 TP  Trumpet Techniques  1
514 TU  Tuba Techniques  1
515 A  Percussion Techniques I  2
515 B  Percussion Techniques II  2
516   Guitar Techniques and Resources  2
534   Orchestral Conducting & Rehearsal Techniques  2

Additional Teaching License Requirements
MED 210  Technology in Music Education II  1
MED 318  Adv. Conducting/Rehearsal Techniques  1
MED 415 A  Elem. General Music Methods Pre-K–2  2
MED 415 B  Middle School Choral/General Music Methods  2
MUS 118 B  Beginning Conducting  1

Total: 101-104 (incl. all required coursework)

Exit Requirements
edTPA Portfolio
Completion of an edTPA Portfolio is required of all MMed candidates.

Master's Project, Lecture/Recital or Lecture/Demonstration
All graduate candidates must successfully complete a Master's Project, a Lecture/Recital or a Lecture/Demonstration prior to graduation. See the descriptions for courses 597, 598 and 599.

Satisfactory Academic Progress
The benchmarks of Satisfactory Academic Progress apply to all master's degree candidates, including those who do not currently or have not previously received financial aid. Please refer to the Satisfactory Academic Progress requirements in the Academic, Financial & Business Policies section.

Book lists for all MCert courses are available on the MCert Student Resources page of VanderCook's website.
Master’s Degree (MMEd & MCert)

COURSE DESCRIPTIONS

501  Symphonic Band
.5 credit hour
A large ensemble dedicated to the performance of advanced band literature of different styles, forms and composers. Two summer semesters of 501 are required of all graduate band instrument track majors.

502  Jazz Band
.5 credit hour
Consisting of full sections of trumpets, trombones, saxophones, rhythm section and other instruments needed for various arrangements, the Jazz Band is dedicated to performing music ranging from the big band style to contemporary and experimental jazz forms. Open to all candidates by audition.

503  Concert Choir
.5 credit hour
A large ensemble dedicated to the performance of standard choral literature of varying grade levels, styles and composers. Candidates are acquainted with choral rehearsal techniques through participation in the group. Two summer semesters are required of all degree-seeking graduate candidates.

505  Collegiate Chorale
.5 credit hour
An ensemble of choral track majors performing advanced literature in various styles and harmonic structures, from early church music and madrigals to contemporary structures. Two summer semesters of Collegiate Chorale are required of all choral track majors.

506  Philharmonic String Orchestra
.5 credit hour
An ensemble consisting of various groupings of string instruments, dedicated to the performance of medium through advanced string literature of different styles and composers. Two summer semesters are required of all graduate string instrument track majors.

510  A Practical Approach to Stylized Piano
2 credit hours
The components of contemporary styles (pop, ballads, rock, country and gospel) are analyzed through keyboard harmony techniques, accompaniment patterns and melody treatments in each style. The formulas in each style can be tailored to each candidate’s skill level at the piano. The goal of this course is for candidates to create their own arrangements and be able to play confidently from a chord chart or lead sheet.

511  Piano Pedagogy
2 credit hours
This course explores all aspects of teaching piano. Beginning-to-advanced methods are covered with a comparison of materials for young and old beginners. In addition, various supplementary materials and exercise books are analyzed. Topics include teaching techniques, pedaling, note rhythm, theory, improvisation, musicianship, healthy technique and preventing injuries. The class also devotes time to technology for the piano student and organizing a piano lab.

512A/CE/STB  Low String Techniques
2 credit hours
Class instruction in cello and string bass, emphasizing techniques needed when instructing or demonstrating examples to beginner- or intermediate-level school classes. Major topics include care, playing position, terminology, bowing, all finger patterns and rote melodies.

512B/VN/VLA  High String Techniques
2 credit hours
Class instruction in violin and viola, emphasizing techniques needed when instructing or demonstrating examples to a beginner- or intermediate-level school orchestra. Topics include care, playing position, terminology, bowing, all finger patterns and rote melodies.

513A/FL/CL  Flute/Clarinet Techniques
2 credit hours
Group study of the flute and clarinet. Topics include embouchure formation, tone production and development, breath support, tonguing, intonation, special fingerings, reed selection and extended register work.

513B/DB/BSN  Oboe/Bassoon Techniques
2 credit hours
Group study of the oboe and bassoon. Playing techniques are studied with an emphasis on solving special problems faced by beginner through advanced oboe and bassoon players.
513SX  Saxophone Techniques
1 credit hour
Development of candidate performance skills. Embouchure formation, breath support, articulation, tone production, and standard and alternate fingerings are practiced in all registers. Candidates perform scales, elementary solos and selections from beginning method books. This course is not offered in the summer.

514A/TBN/TU  Low Brass Techniques
2 credit hours
Development of candidate performance ability in playing the trombone, euphonium and tuba. Candidates study mouthpieces, pitch concepts, air control, and methods of holding and playing the instruments.

514B/HN/TP  High Brass Techniques
2 credit hours
Group study of performing techniques on the trumpet and horn. Candidates attain a performance level sufficient for demonstrating these instruments when teaching. Playing experience involves all major scales, the chromatic scale, basic methods books, solos and ensembles. Fundamentals, teaching problems and specifics of the instruments are discussed.

515A  Percussion Techniques I
2 credit hours
Study of snare drum techniques common to most percussion instruments. Major topics include right-hand lead (Straight System), rudimental and alternating styles and rhythm review.

515B  Percussion Techniques II
2 credit hours
Study of the performance of the timpani and mallet instruments. Topics include timpani sticking patterns, tuning the timpani, marimba, xylophone, vibraphone, bells, chimes, four-mallet playing and sight-reading.

516  Guitar Techniques & Resources
2 credit hours
This class contains both performance and pedagogical components. Examination and written review of teaching materials are a part of the class. Major topics include guitar maintenance and set-up, curriculum resources, positions and fingerings, PIMA, flatpicking techniques, jazz and chart-reading. Group guitar instruction in classical and folk styles is also included.

517  Piano Techniques
2 credit hours
An introductory study of the piano emphasizing the development of keyboard techniques and the study of elementary piano literature. Candidates perform major and harmonic minor scales, triads, cadences, Hanon and five-finger exercises, “America,” and one piano solo for a class recital. Candidates also learn to use blocked and broken chord accompaniments to simple songs. This course is not offered in the summer.

518-519  Piano Techniques IV–V
2 credit hours each
Candidates continue to develop left- and right-hand techniques, perform solos and master accompaniment styles. In addition, candidates learn to play choral music parts and accompaniments. Required for all choral track MCert candidates. These courses are not offered in the summer.

520  Theory Review
2 credit hours
A refresher course of basic and chromatic theory. Candidates who need to brush up on their knowledge of theory before registering for a course in arranging should consider this elective.

522  Band Arranging
2 credit hours
Candidates develop skills and techniques in arranging compositions for the concert band and wind ensemble. Candidates will become familiar with the instrumentation, devices, techniques and types of scoring that can be used. Candidates will prepare one full arrangement as part of this course.

522 A  Jazz Arranging
2 credit hours
Jazz arranging for elementary and secondary levels of education. Arranging techniques, theory as it relates to arranging, situations and performance practices unique to arranging in the jazz and pop idioms, and the performance of assigned exercises are covered.

523  String Arranging
2 credit hours
A study of the techniques of orchestration with a focus on the string section. Candidates will learn skills for writing elementary, middle/junior and high school arrangements to augment the orchestra program.
525  Choral Arranging  2 credit hours
Designed as an introduction to arranging choral music, this course provides candidates with a basic understanding of how to write choral settings in two, three and four parts for male, female and mixed groups.

532  Choral Conducting & Rehearsal Techniques  2 credit hours
This course explores the art of conducting from several perspectives. Topics include the development of the basic conducting vocabulary, style traits common to all music, specific periods and their unique stylistic traits, and how all of this relates to gesture choice.

533  Band Conducting & Rehearsal Techniques  2 credit hours
A study of physical movement as it relates to sound production with an emphasis on baton technique. Ear training, score study, rehearsal techniques and preparation are covered.

534  Orchestral Conducting & Rehearsal Techniques  2 credit hours
A study of baton techniques that relates to the orchestra director. Literature from the middle/junior high and high school orchestra are studied. Score analysis, rehearsal problems and procedures, and bowing techniques are also covered.

543  Curriculum & Administration  2 credit hours
This course studies the work of the music educator outside the classroom, focusing on communication strategies, time and task management, organizational strategies for special and ongoing projects, and ways to effectively plan for instruction. Practical application of concepts will include student recruitment, retention, engaging colleagues and working as a member of a team, budgeting, calendar planning, fund raising, inventory and library systems, as well as objectives and outcomes for the school music program.

545  Choral Literature  2 credit hours
An overview of the development of choral literature and trends in repertoire from the Renaissance through the mid-20th century. Several important composers from each period and their contributions to the development of the standard repertoire are studied in depth. Each unit includes analyses of stylistic traits for each period and how these traits relate to or inspire the compositional and style traits of other periods.

547  Jazz Band Methods  2 credit hours
An overview of teaching methods and resources for jazz education. Topics include jazz style, theory, improvisation, cultural heritage, big band and combo rehearsal techniques, understanding and improving the rhythm section, ensemble programming and repertoire, performance practice and the aesthetics of jazz.

548  Methods of Integrating Winds & Percussion into Orchestra  2 credit hours
Basic instrumental methods for the woodwind, brass and percussion families and their applications in the full orchestra. Areas such as tone production, tuning and intonation, transposition, articulation, finger and sticking techniques, instrument ranges, rehearsal techniques and how to achieve a desired effect are covered.

549  Survey of String Repertoire  2 credit hours
The goal of this course is to critically examine the core repertoire of educational string music compositions through a clearer understanding of their musical, instructional and technical aspects. Reading materials, group discussions and individual presentations are included. Each candidate will prepare written and oral presentations to be evaluated by the instructor and peers, and create a Teacher’s Resource Guide of style evaluation for three compositions.
550  **Music Instruction Through Multiple Intelligences & Cross-Curricular Activities**
2 credit hours
This course demonstrates how to combine traditional musical teaching techniques with both Howard Gardner's concepts of multiple intelligences and "body awareness." Both teacher and student benefit from cross-curricular experiences of kinesthetic, verbal and spatial learning. While emphasis is placed on string instruments, the information is applicable to the teaching of all instruments and general music. Additional cross-curricular activities include the utilization of creative writing, math, biology, history, literature and visual arts in teaching music.

551 A  **String Methods I: String Music Education for the 21st Century**
2 credit hours
This course focuses on the pedagogical, philosophical and pragmatic factors that influence the creation and sustainability of the school string and orchestra program. The influences of current trends in string music education are explored in the context of instructional excellence through historical awareness.

551 B  **String Methods II: Instructional & Performance Methods in Eclectic Styles**
2 credit hours
This course examines the realm of techniques and music associated with non-classical genres of music commonly referred to as Alternative/Eclectic Styles. Students explore extended techniques and their associated labels through extensive academic and aural research.

552  **Advanced Woodwind Methods**
2 credit hours
This graduate-level course is designed to provide appropriate techniques and methodologies for differentiating instruction to correct problems associated with teaching woodwinds. Candidates will compare and contrast intonation tendencies, analyze fingerings needed in various musical situations, justify and apply pedagogical solutions to improve student learning, and demonstrate advanced writing skills for purposes of scholarship and communication.

553  **Advanced Brass Methods**
2 credit hours
The development of pedagogic skills relating to brass instruments through study of the fundamentals of playing, tuning, harmonic series, literature, listening, special techniques and problems for each instrument (including mouthpieces, mutes, alternate fingerings/positions, etc.).

554  **Advanced Percussion Methods**
2 credit hours
A course designed to broaden candidates' knowledge of teaching percussion, including materials, techniques, care and maintenance of instruments, literature, and performance in all areas of concert percussion. Drumset, hand drumming, ensembles and scoring are also included, as well as a thorough review of beginning and intermediate pedagogy for snare drum, keyboards, timpani and drumset.

555 A  **Elementary General Music Methods Pre-K–2**
2 credit hours
The structure of a sequential and developmentally appropriate curriculum, and is centered around singing and movement. Topics include repertoire selection, folk song analysis, music literacy preparation and presentation, movement skills, and lesson plan design.

555  **Elementary General Music Methods 3–5**
2 credit hours
This course is designed to help candidates understand the intermediate general music classroom through hands-on lessons and analysis of philosophies. The main methodologies including Orff, Kodály and Dalcroze as well as other significant scholars and teachers in the area of elementary general music are outlined. This course also covers concert and instrument preparation, elementary chorus, and assessment techniques. The National Standards for Music Education are used as a guide to lesson preparation and planning.

556  **Secondary General Music Methods 6–12**
2 credit hours
This course elucidates turning the entry-level student on to music through core concepts stressing terminology while keeping it a hands-on experience through units such as drumming, technology, functional theory and composition. Tools to help candidates speak and write about music while keeping it interesting and engaging are also covered.
557 Secondary Choral Methods 6–12
2 credit hours
The study of techniques to develop a comprehensive choral music program at the secondary level. Topics include the relationship between teacher word choice and engaged student learning, choral warm-ups, rehearsal techniques to emphasize individual learning, developing choral tone, the development of the choral instrument, and repertoire as vehicle for developing the curriculum.

557 A Methods of Teaching Children's Choir
2 credits
This course explores techniques for teaching young singers including healthy tone production, diction, musicianship, literacy and artistry. Candidates will be involved in score study, choral conducting and rehearsal techniques. Curriculum development and delivery through the use of choral literature are also examined.

558 Musical Theatre Methods
2 credit hours
The study of major and historically significant musicals for both musical form and dramatic content. Emphasis is on observation and study of the musical genre and on the production of a stage musical. All candidates are expected to perform in scenes as part of the course requirements.

559 Jazz/Show Choir Methods
2 credit hours
Candidates learn methods of directing and teaching jazz and show choirs. Repertoire, movement and motivational techniques are analyzed, and approaches to choreography and staging are studied. Candidates learn dance notation and how to write their own shows, and gain an understanding of the technical aspects of the jazz/show choir, costumes and sound systems. This course is not offered in the summer.

560 The Vocal Mechanism K–5
2 credit hours
Candidates will learn to apply knowledge of the vocal mechanism to developing young voices in grades K–5. Lectures and discussions cover topics such as breath management, phonation, vocal registration, the un-tuned singer and vocal health with a focus on the younger child. Activities include body-mapping and vocal exercises emphasizing student voices.

561 The Vocal Mechanism 6–12
2 credit hours
An advanced approach to the recognition of vocal problems and their resolutions, emphasizing student voices in grades 6–12.

562 Introduction to Graduate Study
2 credit hours
An introduction to graduate-level scholarship as practiced in music education. Historical, philosophical and quantitative research methodologies are examined and applied in a final research project.

566 Survey of Music History I
2 credit hours
An overview of Western/European music and musical styles from ancient times to 1750, with an emphasis on incorporating music history in the classroom.

567 Survey of Music History II
2 credit hours
An overview of Western/European music and musical styles from 1750 to the present, with an emphasis on incorporating music history in the classroom.

568 World Music in the School Music Program
2 credit hours
A study of practical ways to integrate multicultural music education into elementary, middle/junior high, and high school music programs. Materials currently available to music teachers are examined and evaluated. Candidates will explore how to make multicultural music education fit within national education standards.

569 American Music History
2 credit hours
A survey of the broad American musical landscape from the colonial period until the present day, with a focus on the history and development of both classical and vernacular musical traditions in America. Course topics include Native American music, music in colonial New England, early folk music, history of American band music, early African-American music, songs of Stephen Foster, ragtime, blues, jazz, rock, hip hop, American musical theatre and opera, electronic music and minimalism.
570 Independent Study
1-3 credit hours
Independent study is an opportunity for graduate candidates to pursue an area of interest in music education with the guidance of a faculty preceptor. Hours of study should be commensurate with those required of a full semester course that meets two or three times weekly. A final research paper or other appropriate exit assessment is required. Permission of the graduate dean is required.

Candidates taking an instrumental techniques course as an independent study are expected to practice six hours per week per credit hour earned. Permission of the graduate dean is required.

580 Applied Music
1 credit hour
Private study in voice or on a major instrument chosen from the following: flute, oboe, clarinet, bassoon, saxophone, trumpet, horn, trombone, euphonium, tuba, violin, viola, cello, string bass, percussion, piano or classical guitar. Applied study is individualized for each candidate, and provides the opportunity to reach an advanced level of performance ability in a single area. Graduate candidates are permitted to study an instrument with which they are unfamiliar.

592 Instructional Design: Integrating Arts & Technology
2 credit hours
A study of the traditional elements of instructional design coupled with an analysis of computer applications in music education. Candidates develop units of instruction for use in school music settings using multimedia authoring software. Current music education software is reviewed and analyzed.

593 Technology in Music Education
2 credit hours
An introduction to music technology tools that will be useful in the music classroom. Tools covered include notation software recording; editing and mastering software and equipment; digital music utilities such as online metronomes; and music educational software for theory, ear training, music history, etc. This hands-on, project-based course covers current hardware, software and tools for both PC and Mac. Offered to MCert candidates only.

597 Master’s Project
0 credit hours
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 or composition, or a computer-assisted instructional program in an area of interest. All projects are expected to meet standards of graduate-level scholarship and musicianship.

598 Graduate Lecture/Recital
0 credit hours
The Lecture/Recital consists of prepared music performed on the candidate’s major instrument or voice, balanced with a lecture component reflecting their research. The total program length should be 45–55 minutes and not exceed 90 minutes. A scholarly, referenced paper must be prepared according to the Master’s Project guidelines. Permission of the private instructor and director of applied studies is required. Study of the candidate’s major instrument is required for two summer residency sessions. A pre-recital audition must be completed during the summer prior to the Lecture/Recital.

Please note: A limit of four Lecture/Recitals or Lectures/Demonstrations will be accepted for any given summer session. Candidates should submit their request as part of the Master’s Project process.

599 Graduate Lecture/Demonstration
0 credit hours
The Lecture/Demonstration provides an opportunity to share special subject matter with an audience in a teaching-oriented setting. Examples of possible topics include comparing and contrasting musical styles, teaching jazz improvisation, world music, music-related software, teaching methodologies, and approaches to curricular design. The total program length should be 45–55 minutes and not exceed 90 minutes. A scholarly, referenced paper must be prepared according to the Master’s Project guidelines. Written and oral program notes are prepared from this paper. An audition to present a Lecture/Demonstration is not required.

Please note: A limit of four Lecture/Recitals or Lectures/Demonstrations will be accepted for any given summer session. Candidates should submit their request as part of the Master’s Project process.
Master's Degree (MMEd & MCert)

COURSE DESCRIPTIONS

600 Commencement
0 credit hours
Graduate candidates must register for commencement on the enrollment form for the summer in which they plan to complete the master's degree program and take part in the commencement ceremony.
The MMEd Program Structure
In planning a program of study, potential graduate candidates should note the distinction between degree tracks, the master’s program, and the MECA continuing education program (detailed below).

Degree & Declaration of Track
Course requirements for the graduate degree tracks are outlined in the MMEd Course of Study section of this catalog. Upon admission to the graduate program, candidates must declare a band, choral, string or general music track.

Matriculation & Continuing Enrollment
A graduate candidate who has not completed any coursework at VanderCook by the end of the second summer term following their date of admission must reapply to the master’s program. Candidates who have matriculated but not enrolled or responded to inquiries for three summers will be notified of their involuntary withdrawal from the program. Such candidates may apply for admission at a future date.

Degree Completion
The MMEd degree is conferred on candidates who complete 36 semester hours of credit and all exit requirements. MMEd candidates are expected to finish the program within seven years of acceptance into the program.

MMEd Distributive Requirements
Semester credit hours for the graduate degree program are calculated using the 50-minute academic hour or Carnegie Unit (750 minutes per credit). Master’s degree candidates must complete 36 credit hours with a minimum GPA of 3.0 on a 4.25 scale.

Courses are distributed into the three areas described below. Specific classes in each area are listed in the Required Courses section.

1. Graduate Core (10 Credits)
   These courses are required of all master’s degree candidates regardless of track and include a research course, Professional Education electives, music history electives, applied studies and ensembles.

2. Track-Specific Courses (14 Credits)
   Graduate candidates must choose a major area of study in band, choral, general music or strings. Courses in the major area of study consist of methods of teaching, conducting, arranging, and an elective component that must be completed during a six-week residency semester.

3. Residency or Continuing Education Electives (12 Credits)
   MMEd candidates must select 12 additional credits of elective courses in the six-week summer residency semester, in the MECA continuing education program, or a combination of credits from both programs.

Sessions
Most or all work is typically completed over the course of several summer sessions. Each summer graduate session consists of six weeks of classes.

MMEd Exit Requirements
A master’s degree candidate must complete 36 credit hours (a credit hour equaling a minimum of 15 50-minute academic hours or Carnegie Units) with a minimum of 3.0 on a 4.25 scale, and no more than 20% of all credits below a B level.

Every MMEd candidate must create an exit project documenting learning from the master’s program. The candidate will begin by developing a set of research questions during the first summer after entry to the program. Faculty will help the candidate refine their questions, and give final approval. The project may take a number of forms, including but not limited to: a portfolio documenting the integration of concepts into the candidate’s teaching and the research behind its implementation; a master’s project that directly addresses one or more of the areas of interest; or a comprehensive review of literature pertaining directly to the candidate’s areas of interest, specifically tied to program content.

Satisfactory Academic Progress
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. The benchmarks of Satisfactory Academic Progress apply to all master’s degree candidates, including those who do not currently or have not previously received financial aid. Please refer to the Satisfactory Academic Progress requirements in the Academic, Financial & Business Policies section.

MMEd Transfer Credit
Applicants who have completed coursework at another college or university (or candidates who have complet-
ed coursework at VanderCook prior to being admitted to the degree program) and wish to transfer the credit to the VanderCook degree program must supply official transcripts of their college records. All transfer requests must be submitted in writing.

Applicants may transfer graduate credit from an accredited graduate school under the following conditions:

- The credit-offering institution is accredited by their regional association to offer graduate degree programs;
- The credit is fully acceptable at the issuing institution in satisfaction of its advanced degree requirement;
- The credit must align to the student’s program of study at VanderCook and must carry a minimum grade value of 3.0 on a 4.25 scale (designations of “pass” or “satisfactory” will not be accepted);
- The course must be clearly marked as graduate-level credit, with no other designation such as professional development, continuing education, etc.; and
- Credit is not granted for experiential learning.

A maximum of four semester hours of transfer credit from another institution may be considered. All official transcripts must be submitted to VanderCook prior to the first term of enrollment. Grades from transferred credits are not calculated into the VanderCook GPA.

The MCert Option Structure
MCert candidates will fulfill the requirements for the master’s degree and licensure concurrently. During the fall and spring semesters, MCert candidates will fulfill coursework required for teacher licensure in areas such as General Education, Professional Education, instrumental techniques and selected methods courses along with undergraduate candidates. During the summer session, MCert candidates will enroll in courses together with MMEd candidates.

The master’s degree is conferred on candidates who complete a minimum of 100 credit hours and all exit requirements.

Degree & Declaration of Track
Course requirements are outlined in the MCert Required Courses section of this catalog. Upon admission, the candidate must declare a choral, band or string track.

Admission to Teacher Education
MCert candidates are admitted to the teacher education program upon admission to the master’s degree program. Successful completion of the ISBE TAP exam (or its ISBE-approved equivalent) and assessments in theory, form and analysis, ear training and piano are required.

As the MCert program requires experiences in K–12 school settings, VanderCook candidates may undergo federal fingerprint criminal background checks prior to entering public or private school districts during their student teaching semester.

MCert Distributive Requirements
Semester credit hours for the graduate degree program are calculated using the 50-minute academic hour or Carnegie Unit (750 minutes per credit). Master’s degree candidates who have also chosen the option of completing the requirements for a teaching license must complete 101–104 credit hours (36 credits for the master’s degree and 65–69 credits for teacher licensure) with a minimum GPA of 3.0 on a 4.25 scale.

Courses are distributed into the six areas described below. Specific classes in each area are listed in the Required Courses section.

1. **Graduate Core** (10 Credits)
These courses are required of all master’s degree candidates regardless of track and include a research course, Professional Education electives, music history electives, applied studies and ensembles.

2. **Track-Specific Graduate Courses** (12 Credits)
Graduate candidates must choose a major area of study in band, choral or strings. Courses in the major area of study consist of methods of teaching, conducting and arranging. Music technology may be taken at the graduate level depending upon need.

3. **Track-Specific Graduate Degree & Teaching License Requirements** (17 Credits)
Courses in this section align with VanderCook’s Music Education curriculum and consist of instrumental and vocal techniques classes. Credits earned are also required for teacher licensure. At least 14 credits must be completed at the 500 level to complete the 36 credit hours needed for the master’s degree.
4. Additional Teaching License Requirements
   (8 Credits)
   Courses in this area satisfy VanderCook's Music Education requirements for teacher licensure and are taken at the undergraduate level. Their purpose is to complete the profile of a well-rounded music educator.

5. General Education (38 Credits)
   These courses provide broad-based, liberal education in communication, science, mathematics, social studies, the humanities and health.

6. Professional Education (16–19 Credits)
   These courses provide the foundations, philosophy and scientific underpinnings of the processes of teaching and learning. Candidates must receive a grade of C or higher in these courses if they are to be applied towards the teaching license.

Sessions
MCert candidates attend the summer residency program as well as fall and spring semesters.

Admission to Student Teaching
MCert candidates must successfully complete all Comprehensive Performance Exams, all pre-clinical experience requirements, and all Professional and Music Education coursework prior to admission to student teaching. In addition, candidates must have passed the ISBE TAP exam (or its ISBE-approved equivalent) and Music Content-Area Test.

Illinois Professional Educator Licensure
MCert candidates may submit an application to ISBE to receive the Illinois Professional Educator License with a Special K–12 Endorsement in Music upon completion of the following:

- All required coursework, student teaching, comprehensive examinations and institutional obligations.
- Recommendation for certification, submitted to the state office by VanderCook.
- All ISBE teacher certification examinations: TAP exam (or its ISBE-approved equivalent), Music Content-Area Test, and the edTPA.

Licensure requirements are subject to change by ISBE. Candidates must comply with any changes for licensure requirements, regardless of the catalog under which he or she enrolled.

MCert Transfer Credit
Applicants who have completed coursework at an accredited college or university (or candidates who have completed coursework at VanderCook prior to being admitted to the degree program) and wish to transfer the credit to the VanderCook degree program must supply official transcripts of their college records. All transfer requests must be submitted in writing.

Applicants may transfer graduate credit from an accredited graduate school under the following conditions:

- The credit-offering institution is accredited by their regional association to offer graduate degree programs;
- The credit is fully acceptable at the issuing institution in satisfaction of its advanced degree requirement;
- The credit must align to the student’s program of study at VanderCook and must carry a minimum grade value of 3.0 on a 4.25 scale (designations of “pass” or “satisfactory” will not be accepted);
- The course must be clearly marked as graduate-level credit, with no other designation such as professional development, continuing education, etc.; and
- Credit is not granted for experiential learning.

A maximum of four semester hours of transfer credit from another institution may be considered. All official transcripts must be submitted to VanderCook prior to the first term of enrollment. Grades from transferred credits are not calculated into the VanderCook GPA.

For MCert candidates, grades of C or higher may be accepted in transfer for General Education requirements. MCert candidates may not apply MECA or other continuing education credits toward their degree without the permission of the graduate dean.

MECA Continuing Education Program Credit
The Music Education Center of America (MECA) continuing education program is a component of the graduate division. Semester credit hours for the MECA continuing education program are calculated using the 50-minute academic hour or Carnegie Unit (750 minutes per credit).
Master's Degree (MMEd & MCert)  
ACADEMIC REGULATIONS

Courses are offered in concentrated formats in one-week blocks during the summer, or over a series of weekend or online sessions during the academic year. The faculty often includes visiting professors and leading professionals in the music education field.

Candidates eligible for the MECA program must have previously earned a music degree from an accredited college or university, or have a bachelor’s degree in another discipline and a minimum of 60 hours of music or music education credits at the undergraduate level. Up to 12 hours of graduate credit earned through the MECA program may be applied to VanderCook’s master’s degree. Separate catalogs are published each semester for fall, spring and summer MECA courses.

Students wishing to transfer credits from VanderCook to any other institution should submit a transcript, a College Catalog, a MECA brochure and the above information to the institution of choice. The receiving institution will evaluate the credits earned through VanderCook before accepting these credits for transfer.

MCert Honors  
Dean’s List (MCert candidates only)
To qualify for the Dean’s List, MCert candidates must achieve a GPA of 3.8 while carrying a full-time load of at least nine credit hours. Candidates with any grades below C, Incompletes or W grades are ineligible for the Dean’s List.
FINANCIAL AID

Master of Music Education (MMEd)
Due to the accelerated nature of the graduate degree program and the short length of the summer graduate term (six weeks), neither college-based financial aid nor traditional student loans (such as subsidized or unsubsidized Direct Loans) are available. Alternative Loans are an option available to candidates to pay for summer tuition, fees, books and housing. Approval of these loans is primarily based upon the borrower’s credit rating.

Candidates should explore their options with several lenders before contacting a VanderCook financial aid officer. More information about loans and lenders is available in the Financial Aid pages of the VanderCook website. All loan applications must be approved by the lender and certified by the Financial Aid Office.

Master’s & Certification (MCert)
Candidates may be eligible for unsubsidized Direct Loans. MCert candidates must meet with the director of financial aid to determine eligibility.

Talent Awards
MCert candidates may be eligible for talent awards based on the outcome of their audition. In addition, non-teaching graduate assistantships are sometimes available to qualified MCert candidates to offset the cost of tuition. Additional information is available from the Admissions Office.

Dean’s List Awards
MCert and TCEP candidates on the Dean’s List while enrolled for nine credit hours or more with a GPA of 3.8 or higher during the fall or spring semesters receive a $200.00 tuition waiver applicable to the next semester of enrollment. See the Graduate Honors section under Academic Policies for requirements.

Direct Graduate PLUS Loans
Available to qualified graduate candidates to cover the cost of education minus any other financial aid.

VanderCook Esprit de Corps Award
One MCert candidate is selected each spring for this $250.00 award based on faculty and staff nominations.

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 includes programs such as 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 minimum standards are required for MMEd and MCert candidates 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.

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 an 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 an 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 to not 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 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 condi-
Academic Review Process & 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 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.
REGISTRATION & ADMISSION

Registration
Registration is the process by which candidates officially enroll in each semester’s courses, and complete payment of tuition and fees with the Business Office. The procedures for registration each semester are determined by the appropriate dean and published in advance. Only with approval of the appropriate dean shall an applicant be permitted to enroll in fall, spring or summer sessions after the specified registration period.

Candidates are advised by the appropriate dean at the time of registration each semester. It is the candidate’s responsibility to ensure that all degree requirements are completed.

Admission
Candidates may be admitted to the college as either a degree-seeking candidate or a candidate-at-large. Degree-seeking candidates will receive registration details prior to the start of each semester. Qualified individuals may register for up to 12 credit hours as a candidate-at-large during any session, including MECA classes, provided that all admissions requirements are fulfilled.

Explanation of Course Numbers
100 Preparatory Level
Classes designed to supplement and prepare students for college-level coursework. These courses do not carry credit toward any degree nor fulfill General Education requirements.

101–199 Level I Candidate
Classes designed for first- or second-year candidates. In some cases (e.g., Intro to Psychology), courses in this level may be prerequisites for Level II courses.

200–299 Level II Candidate
Classes designed for second-year candidates. In some cases (e.g., Sight-Singing/Ear Training), courses in this level may be prerequisites for Level III courses.

300–499 Level III & IV Candidate
Professional Education and upper-level coursework designed for candidates in their third or fourth-year of study. These courses are open to candidates who have passed the TCSA, TAP and Candidate Outcomes Assessment and demonstrated professional readiness. A Level III candidate who has not completed one of the above-stated items may be allowed to take coursework as a probationary candidate. However, probationary items must be completed within the first year at the 300 level or the candidate’s institutional aid may be revoked. All education and content-area coursework at these levels must be passed with a C or better to be used toward the BMEd degree and licensure.

500–599 Graduate Level
Coursework at the 500 level is designed for master’s-level candidates who have earned a bachelor’s degree.

Business Office
Current candidates may not register for a new term unless all prior financial obligations to the college are fulfilled, or arrangements for completion are made with the Business Office. Candidates should contact the Business Office at 312.788.1143 prior to registration with any questions regarding finances and/or payment.

Changes in Registration
Auditing Courses
Any course may be audited and will appear on the candidate’s transcript as an audited class. There is no discount in cost for auditing a class. Candidates may not attend any class or ensemble without being officially enrolled for credit or as an auditor.

Adding & Dropping Courses
Candidates may add or drop courses by completing an Add/Drop Form and securing a signature from the appropriate dean. During the fall and spring semesters, the add/drop period usually closes at the end of the second week of classes; the official end date will be published on the college calendar each semester. During the summer term, MMEd candidates may add classes until the second day of the term and drop classes until the fifth day.

Leaves of Absence
A request for a leave of absence must be submitted in writing to the appropriate dean (graduate or undergraduate) 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 or 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 prior approval for an extended leave has been granted by the appropriate dean.

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 Withdraw Pass (WP), Withdraw Fail (WF) or Withdrawn (W) may be entered on the candidate’s permanent record as appropriate. Grades of WF, WP and W are not factored into the GPA, but are counted as courses attempted but not completed.

Withdrawal & Dismissal from the College
Candidates may voluntarily 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 do not attend any registered classes for a consecutive period in excess of two weeks (14 consecutive calendar days) without permission of the appropriate dean are involuntarily withdrawn from all classes. 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 Withdrawal Fail (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.

Candidates who fail to adhere to communicated policies and expectations, or engage in unacceptable behavior or academic dishonesty, may be subject to disciplinary action up to and including dismissal from the college. If a candidate is dismissed from the college, 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 Withdrawal Pass (WP), WF 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 who withdraw or are dismissed from the college for any reason may be responsible for all incurred financial obligations, as defined by the Refund Policy detailed in this catalog. In addition, 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.

Readmission
A candidate who has been dismissed from VanderCook is ineligible to apply for readmission for one calendar year from the date of dismissal. Readmission is contingent upon the quality of the candidate’s academic and non-educational experiences since the date of dismissal. A readmission interview by the appropriate dean is required. If a readmitted candidate is dismissed a second time, they are permanently ineligible for readmission.

Tuition & Fees Payment Policies
The Business Office is responsible for the billing and collection of charges for tuition, fees, books and materials. Candidates are responsible for prompt payment of their bills. Candidate account statements are mailed prior to the start of each semester, after which they are available online via the student portal of the VanderCook website. Candidates may 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 classes of each term. Questions about payment plans should be directed to the Business Office.
GENERAL POLICIES

Undergraduate, TCEP & MCert Candidates
All tuition payments and fees are due in full before the first day of classes of each term. Additionally, 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. A $25.00 late fee may be assessed for late payments on a payment plan.

Grade reports and transcripts may be held for unpaid balances, including those as part of a payment plan. Any candidate with an outstanding balance must receive a release from both the Business Office and the Financial Aid Office in order to attend classes.

MMEd Candidates (Summer)
All tuition payments and fees are due in full before the first day of classes of each term. Additionally, financial aid must be in place by the first day of classes to avoid late fees. An alternative payment plan is available at no cost to prepay tuition prior to the start of classes.

Late Fees & Account Holds
Late Fees
Late fees are assessed on the second day of classes and on the last business day of each month 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.

Grades and transcripts may be held if there is an unpaid balance on a candidate’s account, including those on a payment plan. Grade reports may be withheld if there is an unpaid balance on an account, unless the candidate is current with his or her payment plan.

Payments may be made by cash, check or credit card (Visa/MasterCard/Discover). A $50.00 penalty may be charged to the candidate’s account for checks returned due to insufficient funds. Candidates may not attend classes if they have any outstanding balances.

Continuing Candidate Fee
This fee may be assessed if a candidate has requested a semester to complete degree requirements (i.e., comp exams, ISBE tests, 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 time away 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 may be charged a Continuing Project 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.

Account Holds
Failure to pay bills in full may result in a hold placed on the candidate’s account that may encumber the issuance of diplomas, entitlement for licensure, 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.

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

As a part of its collaborative agreement with VanderCook, IIT allows VanderCook candidates to purchase one-year room/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 to enable VanderCook candidates to include room/board costs in their financial aid packages, VanderCook adds IIT room/board charges to tuition bills and pays the fees to IIT on the candidate’s behalf. IIT room/board charges will appear on regular tuition and fee statements.

Consequently, VanderCook does not allow any undergraduate, TCEP or graduate candidate to finalize preliminary room/board reservations made with IIT without pre-authorization from VanderCook’s director of financial aid. Any undergraduate, TCEP or graduate candidate who wishes 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. Candidates should provide evidence of ability to pay; apply for a student loan, parent loan and/or private
GENERAL POLICIES

alternative loan; or enroll in the automatic monthly charge portion of VanderCook’s payment plan. Candidates who sign a housing contract with IIT are responsible for payment for the full academic year, as indicated in the terms and conditions of the contract. 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 pay any cancelation fees as well as re-apply for housing once ability to pay has been established.

CREDIT BALANCES & REFUNDS

Credit Balances
After all tuition, fees and financial aid have posted to a candidate’s account, a credit balance may remain on the account. Credit balances are handled in the following manner:

• If a credit balance is created due to receipt of Title IV federal, state or private financial aid funds, a refund check will be issued to the candidate or holder as per 34 CFR 668.164(e)(1) within a 14-day regulatory time frame.
• If a credit balance is created due to posting institutional awards, a refund is issued generally within a 14-day time frame.
• If a credit balance is created due to a change in enrollment, a refund check is issued generally within a 14-day time frame.

A credit balance may be left on a candidate’s account for future use. The form to request keeping a credit on an account can be obtained from the Business Office.

Refund Policy

Fall & Spring Semesters – All Degree Programs
A withdrawal fee may be charged to any candidate who withdraws from the degree program during the course of a semester.

If a candidate withdraws after registration but prior to the start of classes, 100% of tuition and fees for that term will be refunded less the application fee ($35.00 for undergraduates; $50.00 for master’s degree candidates), $100.00 tuition deposit, and any textbooks and materials charged to the account.

Candidates who enroll and begin classes for the fall or spring semester and drop all classes prior to 4:00 p.m. on the last day of the published add/drop deadline may be charged mandatory fees for the semester regardless of whether they withdraw from the college or not. If the candidate withdraws, they will forfeit their application fee ($35.00 for undergraduates; $50.00 for master’s degree candidates) as well as their $100.00 tuition deposit. If any textbooks or materials have been charged to the candidate’s account, the candidate may also be responsible for those charges.

If a candidate drops a course or withdraws from all courses after 4:00 p.m. on the last day of the published add/drop deadline and prior to 8:00 a.m. on the 16th calendar day of the term, 60% of the tuition only (no fees) for that term will be refunded less the application fee ($35.00 for undergraduates; $50.00 for master’s degree candidates), $100.00 tuition deposit, and any textbooks or materials charged to the account.

If a candidate drops a course or withdraws from all courses after 8:00 a.m. on the 16th calendar day of the term and prior to 4:00 p.m. on the 23rd calendar day of the term, 25% of the tuition only (no fees) for that term will be refunded less the application fee ($35.00 for undergraduates; $50.00 for master’s degree candidates), $100.00 tuition deposit, and any textbooks and materials charged to the account.

If a candidate drops a course or withdraws from all courses at any time after 4:00 p.m. on the 23rd calendar day of the term, no refund of tuition or fees will be made.

Candidates who have signed a housing and/or meal contract with IIT and are subsequently withdrawn from the college for any reason (voluntarily or involuntarily) after classes begin on the first day of the fall semester are responsible for the balance of their IIT housing and/or meal agreement for the remainder of the academic year, regardless of the semester of withdrawal.

Title IV aid recipients who withdraw may be subject to a return of funds as calculated by regulations established by Title 34 CFR 668.22. Please refer to the Financial Aid Policies and Procedures page on VanderCook’s website.
GENERAL POLICIES

Summer MMEd & MCert Sessions
MMEd and MCert candidates may receive a refund of tuition (less $100.00 deposit) for courses dropped during the first five days of the six-week summer session. There are no refunds for MMEd or MCert candidates who withdraw from courses after the add/drop period has ended.

Title IV aid recipients who withdraw may be subject to a return of funds as calculated by regulations established by Title 34 CFR 668.22. Please refer to the Financial Aid Policies and Procedures page of VanderCook’s website.

MECA Continuing Education Courses
MECA continuing education students may request refunds of tuition, less the non-refundable deposit, up to noon on the Friday immediately preceding the start of the course. VanderCook reserves the right to cancel any course due to insufficient enrollment, in which case all deposits will be refunded.

General Policies
An MMEd or MCert candidate who is absent from courses for any reason and retains enrollment status is charged full tuition during the period of absence. The death of a candidate shall cancel charges for tuition as of the date of death, and tuition will be adjusted on a pro rata basis. In rare circumstances, a medical leave of absence may be deemed appropriate. These are handled on a case-by-case basis under the supervision of the appropriate dean.

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, this request must be indicated on the Leave of Absence Request before the completed form is submitted to the appropriate dean for approval. All catalog course requirements are subject to ISBE licensure regulations and changes.

Evaluation of Academic Work
Grades indicate the quality of work done in the classroom or studio. Grades will not be recorded for any course for which a candidate has not been properly registered.

<table>
<thead>
<tr>
<th>Grade</th>
<th>Value</th>
</tr>
</thead>
<tbody>
<tr>
<td>A+</td>
<td>4.25</td>
</tr>
<tr>
<td>A</td>
<td>4.0</td>
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<tr>
<td>A–</td>
<td>3.75</td>
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<tr>
<td>B+</td>
<td>3.25</td>
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<tr>
<td>B</td>
<td>3.0</td>
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<td>B–</td>
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<td>C+</td>
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<td>C–</td>
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<td>D</td>
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<tr>
<td>D–</td>
<td>0.75</td>
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<tr>
<td>F</td>
<td>0.00</td>
</tr>
</tbody>
</table>

A “+” or “-” may be added to the grade to increase or decrease the GPA by 0.25 point.

Calculating Grade Point Average
A candidate’s academic standing is based on the average of grades received in courses completed. Ensemble courses are included in GPA calculation.

Grade points earned for each course are determined by multiplying the point value of the letter grade by the total number of credit hours for the course. The overall GPA is determined by adding the grade points earned and dividing the result by the total number of credit hours attempted.

The following grades are not factored into GPA:

P (Pass) I (Involuntary Withdrawal)
HP (High Pass) W (Withdrawn)
LP (Low Pass) I (Incomplete)
WP (Withdraw Pass) TR (transfer)
WF (Withdraw Fail) AU (audit)
GENERAL POLICIES

Incompletes
An Incomplete (I) may be given to a candidate who demonstrates that extraordinary circumstances are preventing the completion of the course within the regular semester. An Incomplete is not an appropriate option if a candidate has simply fallen behind in his or her work. Candidates who wish to receive an Incomplete must obtain permission from the course instructor and the appropriate dean before the last day of class.

An Incomplete automatically becomes a failing grade (F) if the work is not completed before the agreed-upon date or by 30 class days into the next semester. Incompletes can be held for a maximum of one year under unusual circumstances before becoming an F.

Repetition of Courses
A candidate may repeat courses for which they have received a C-, D or F. When a course is repeated for credit, the earlier grade remains on the candidate’s transcript. The credit hours will be removed so the earlier grade is not calculated into the cumulative GPA. The new grade also appears on the transcript but will have no retroactive impact on financial aid eligibility. Federal legislation mandates that federal and/or state financial aid can only be applied toward one repetition of an unsuccessfully completed course.

If a candidate desires to repeat a course for which they have received a passing grade they must receive clearance from the appropriate dean. Candidates who repeat a course and earn a passing grade forfeit the credit and grade previously earned. The original grade and credit will not count toward graduation credits, however, the original grade will remain on the candidate’s transcript.

Class Attendance & Examinations
Candidates are expected to be present at all classes and exams. Absences due to illnesses, emergencies or participation in college-sponsored activities should be handled on an individual basis with each instructor.

Candidates are accountable for all work missed due to absences and/or tardiness. Although instructors may establish their own attendance policies, VanderCook recommends that all syllabi indicate that any candidate attending less than 80% of scheduled classes in any course should not expect to receive a passing grade for that course. Candidates who do not comply with class attendance policies risk failure in the course and possible academic suspension or dismissal.

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.

Final examinations are given at the end of each semester as part of the instruction procedure. All final exams must be taken at the regularly scheduled time.

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 on 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 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 and technology, and presenting them as one’s own.
GENERAL POLICIES

All work submitted must be properly credited to 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 for the Ruppel Library can also be found online.

Internet & 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 IT staff to help configure their computer for wireless connectivity. Candidates are provided with a “vandercook.edu” email address that 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 by email. It is expected that candidates limit their use of this service to those activities that fulfill research and study needs.

Candidates are responsible for proper and ethical use of all computer resources, as well as respect for other users sharing these resources.

Candidates should be aware of state and federal laws governing the distribution and display of obscene materials. The distribution and display of obscene materials in any form is strictly prohibited.

Candidates are prohibited from sending harassing messages, introducing viruses or malware, or misrepresenting one’s identity in electronic communication.

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 communications should be brought to the attention of the 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.

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.

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

Network bandwidth and storage have a finite capacity, and all users are expected to be responsible in their use of these resources. Users are not permitted to monopolize these resources. 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.

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 values 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 clinics, 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.

As VanderCook’s BMEd program, TCEP and MCert option all incorporate the additional component of entitlement for 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.

It should be noted that as VanderCook College of Music is located on the campus of the Illinois Institute of Technology (IIT), and as VanderCook candidates and employees are considered affiliates of IIT, and that VanderCook candidates and faculty use, in addition to common areas, spaces and facilities including those designed for recreation, food service, and housing, that VanderCook and IIT policies, procedures and resources will be in effect and used as appropriate to the situation. Additional information for specific policies and procedures used by IIT can be found in the IIT Student Handbook.

VanderCook College of Music is committed to comply with the U.S. federal government’s Title IX of the Education Amendments of 1972, which prohibits discrimination based on sex in education programs and activities. Furthermore, Title IX protects candidates, employees, applicants for admission and employment, and other persons from all forms of sex discrimination, including discrimination based on gender identity or failure to conform to stereotypical notions of masculinity or femininity. All candidates (as well as other persons) are protected by Title IX – regardless of their sex, sexual orientation, gender identity, part- or full-time status, disability, race or national origin – in all aspects of a recipient’s educational programs and activities. (U.S. Department of Education, Office of Civil Rights, Title IX Resource Guide, April 2015).

**Consent is** freely given agreement to sexual activity.

**Consent is not:**

- A person’s lack of verbal or physical resistance or submission resulting from use or threat of force;
- A person’s manner of dress; or
- A person’s past consented sexual activity with any one or more person(s) be they a past consented sexual activity partner or not.

A person is unable to provide consent or give knowing consent if the person is:

- Incapacitated due to alcohol or drugs;
- Asleep;
- Under the age 18; or
- Incapacitated due to mental disability.

A person may withdraw their consent at any time for any reason.
**General Policies**

**Resources**
The following information is provided should they or someone they know be a victim of harassment be it general or sexual.

**VanderCook College of Music’s Title IX Coordinator**
VanderCook’s Title IX coordinator is available to oversee the compliance of Title IX in all the operations of the college:

Dr. I-Hsuan Tsai (Fall 2017 semester)
Associate Professor of Music
itsai@vandercook.edu
312.788.1134

Rachel White (Spring 2018 semester)
Business Office Manager
rwhite@vandercook.edu
312.788.1143

**VanderCook College of Music’s Academic Deans**

Professor Stacey Larson Dolan
Dean of Undergraduate Studies
sdolan@vandercook.edu
312.788.1147

Dr. Robert L. Sinclair
Dean of Graduate Studies
rsinclair@vandercook.edu
312.788.1144

**IIT Public Safety**
Emergency – 312.808.6363
Non-Emergency – 312.808.6300

**Chicago Police Department**
Emergency – 911
Non-Emergency – 312.745.5603

**Community-Based Agency**

Rape Victim Advocates (RVA)
180 N. Michigan Avenue
Chicago, IL 60601
312.443.9603 (24-hour services)
http://www.rapevictimadvocates.org

**Medical Support Available on Campus**

IIT Campus Student Health & Wellness Center
IIT Tower, 10 W. 35th Street
Suite 3D9-1 (3rd Floor)
Chicago, IL 60616
312.567.7550
Open Monday through Friday, 9 a.m. to 5 p.m.

**Community-Based Sexual Assault Crisis Centers**

Chicago Rape Crisis Hotline
888.293.2080

Mujeres Latinas En Acción
2124 W. 21st Place
Chicago, IL 60608
773.890.7676
http://www.mujereslatinassnacion.org/Home/programs/sexual-assault-program

Rape Victim Advocates (RVA)
180 N. Michigan Avenue
Chicago, IL 60601
312.443.9603 (24-hour services)
www.rapevictimadvocates.org

RVA-Cook County Hospital Satellite
1901 W. Harrison Street, Suite 419
Chicago, IL 60612
312.864.6112

YWCA Metropolitan Chicago
1 N. LaSalle Street, Suite 1150
Chicago, IL 60602
312.762.6600
GENERAL POLICIES

Additional Resources
Illinois Coalition Against Sexual Assault
www.icasa.org
Rape Abuse & Incest National Network (RAINN)
www.rainn.org
National Sexual Violence Resource Center (NSVRC)
www.nsvrc.org
Illinois Attorney General
www.illinoisattorneygeneral.gov

Confidential Advisor
The college provides the services of a trained Confidential Advisor to provide emergency and ongoing support to candidate survivors of sexual violence. This advisor will, at a minimum, provide all of the following:

- Inform the survivor of the survivor’s choice of possible next steps regarding the survivor’s reporting options and possible outcomes, including without limitation reporting pursuant to VanderCook’s comprehensive policy and notifying local law enforcement;
- Notify the survivor of resources and services for survivors of sexual violence, including but not limited to, student services available on campus and through community-based resources, including without limitation sexual assault crisis centers, medical treatment facilities, counseling services, legal resources, medical forensic services and mental health services;
- Inform the survivor of the survivor’s rights and VanderCook’s responsibilities regarding orders of protection, no contact orders, or similar lawful orders issued by VanderCook or a criminal or civil court;
- Provide confidential services to and have privileged, confidential communications with survivors of the sexual violence in accordance with state law;
- Upon the survivor’s request, liaise with the necessary campus authorities to secure interim protective measures and accommodations for the survivor.

Reporting a Violation
Selected members of VanderCook College of Music administration, faculty and staff are designated as “responsible employees.” These individuals have the authority to take action to redress sexual violence, and are required to report incidents of sexual violence or other misconduct to the college's Title IX coordinator or to the appropriate dean.

Designated Responsible Employees:

Dr. I-Hsuan Tsai, Title IX Coordinator
Associate Professor of Music
itsai@vandercook.edu
312.788.1134

Dr. Roseanne K. Rosenthal, President
Director of Professional Education
rrosenthal@vandercook.edu
312.788.1152

Stacey Larson Dolan, Undergraduate Dean
Associate Professor of Bands
sdolan@vandercook.edu
312.788.1147

Dr. Robert L. Sinclair, Graduate Dean
Director of Choral Activities
rsinclair@vandercook.edu
312.788.1144

Dr. Bonnie Campbell
Director of Applied Studies
bcampbell@vandercook.edu
312.788.1155

Patrick Benson
Director of Continuing & Online Education
pbenson@vandercook.edu
312.788.1139

Anthony G. Kidonakis
Professor of Jazz Studies
tkidonakis@vandercook.edu
312.788.1163

James Yakas
Director of Applied Percussion
jyakas@vandercook.edu
312.788.1175
Should any employee, faculty or staff member become aware of a Title IX violation, they should direct the victim or person reporting such incident to a responsible employee, the Title IX coordinator or the appropriate dean for further investigation and tracking. Other than reporting this information to the appropriate person, employees are required to keep all information regarding the violation in strict confidence.

Candidates or third parties may report an incident by contacting the Title IX coordinator or appropriate dean via email, phone or in person. For convenience, a link to report such an incident is available on VanderCook’s website. Candidates or third parties who want to report an incident and wish to remain anonymous should contact the IIT Department of Public Safety.

Survivors wanting to receive assistance from local law enforcement should contact them directly or ask the Title IX coordinator, appropriate dean or another responsible individual to do so on their behalf.

Once a report is filed, the college will open a file to document and record all actions, conversations and to hold copies of any documents related to said report.

Once the Title IX coordinator or dean is made aware of a report of an alleged incident of harassment, including sexual violence, domestic violence, dating violence or stalking, they will, as appropriate:

- Provide a list of resources available to the survivor;
- Identify and seek to locate witnesses;
- Contact and cooperate with law enforcement;
- Provide information regarding the importance of preserving physical evidence of the sexual violence and the availability of a medical forensic examination at no charge to the survivor; and
- Provide assistance, upon the survivor’s request, in accessing and navigating campus and local health and mental health, counseling or advocacy services.

If a report of harassment is received electronically, VanderCook will respond to the reporter within 12 hours and will provide procedures the survivor may follow, contact information, confidential contact information, rights to receive assistance from campus authorities, interim protective measures and accommodations, health and advocacy services and a summary of complaint resolution procedures.

**Interim Protective Measures**

Depending upon the severity and the geographical location of the harassment, the college will work to the extent of its governance to provide interim protective measures to the survivor. These measures include working with IIT to provide safe housing should the survivor be a resident of the college dormitory or Greek Life residences; altering course schedules and sections of classes as available at no charge or penalty; providing an alternate workspace for employees of the college, issuing and enforcing a no-contact order; banning individuals from entering college facilities; requesting a ban from entering campus; or honoring an order of protection or no-contact order entered by a State civil or criminal court.

**Complaint Resolution Procedures**

Complainants alleging candidate or employee violation of the college’s policy shall have the opportunity to request that the complaint resolution begin promptly and proceed in a timely manner.

Individuals whose duties include resolution of complaints of candidate or employee violations shall have received a minimum of 8 to 10 hours of annual training related to sexual violence, domestic violence, dating violence, stalking and how to conduct the college’s complaint resolution procedures.
Range of Sanctions
Upon its findings conducted by trained individuals, the college may assess the following sanctions:

Disciplinary Warning
An official written notification that a candidate’s or employee’s behavior is in violation of VanderCook College of Music’s rules and regulations. This warning may also carry with it an expectation for future behavior or conditions, restrictions or limitations as to any privileges.

Restitution
In the event material items or property, either personal or college-owned, were damaged, destroyed, lost or stolen, whether through intent or negligence as a result of this action, the candidate or employee may be held responsible for expenses incurred to replace, repair or make good said items or property.

Fines
VanderCook College of Music reserves the right to assess a fine for misconduct.

Suspension of Network Access
If used directly or indirectly to contribute to action(s) judged to be guilty of harassment by candidates or employees, said person(s) may have access denied to the college’s computer network for any personal device or public or college-issued computer, laptop or cellphone.

Educational Sanctions
Candidates and employees may be required to perform one or more educational sanction(s) appropriate to the offense. This may include a public apology, an assignment, a campus or community service, or participation in a live or online workshop or tutorial program for alcohol, drug-related or sexual misconduct.

Conduct Probation
A form of probation imposed on a candidate or employee for a defined period of time in which the person must self-correct or learn from their inappropriate behavior and show no evidence of the behavior’s continuance.

Disciplinary Probation
The imposition of immediate restrictions or sanctions requiring the candidate or employee to immediately change their behavior. This probation may include revoking a candidate’s performance privileges and any and all institutional financial aid, grants, awards and scholarships. Employees may be subject to register and show proof of successfully completing an institutionally approved live or online workshop or tutorial at their personal expense.

Suspension
The interruption of a candidate’s enrollment for a designated period of time in which the student is prohibited from having access to the college or contact with any employee. At the end of the suspension period, the candidate would be required to meet with the appropriate dean to receive assurance that the candidate will adhere to the college’s rules, regulations, policies and expectations. Candidates suspended from the college will forfeit all institutional financial aid, grants, awards and scholarships. Employees suspended from work will be prohibited from having access to the college or contact with any other employee. Employees suspended as a result of a finding of inappropriate behavior will not receive pay for the time they are suspended.

Expulsion
Involuntarily ending a candidate’s enrollment and association with VanderCook College of Music. The candidate is prohibited from access to any college facility or sponsored event, will immediately lose access to the college network and is required to return any instruments or items, including issued iPad, deemed to be the property of the college.

Termination
Involuntarily ending a person’s employment with VanderCook College of Music. The terminated employee will immediately lose access to the college provide workstation, computer(s) and network, and will be required to immediately return any other items, including keys and parking pass where appropriate. In addition they will be prohibited from access to any college facility or college-sponsored event.

Good Samaritan
Any person who reports, in good faith, an alleged violation of the policy to a responsible employee will receive amnesty from any action or behavior they may have been involved in at the time of the report, unless said person’s behavior was glaring or flagrant and contributed to, in any way, placing the victim’s or any other person’s health or safety at risk.
GENERAL POLICIES

General Harassment
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 or 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 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
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 unwanted 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 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 formal 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 for candidates 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 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.

Candidate Grievances & 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 and must be printed and signed before the form is submitted. The candidate has the right to appeal any decision to the college president.

Candidates have the right to appeal any decision they believe is unfair, arbitrary or capricious. 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 an 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 and submitted to the college 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 at least 72 hours prior to the time of the hearing if they intend to have legal representation present. Notification must be made in writing via email or letter.

Health & 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 health, neuromusculoskeletal health and hearing health each semester. Faculty have the discretion to enact certain procedures and requirements in the normal course of their classes in order to support these best practices.

All VanderCook candidates are entitled to the services provided by IIT's Student Health and Wellness Center (SHWC), located in the IIT Tower on 35th Street. A full description of SHWC services can be found on the center's website.

Smoking, Drugs & 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 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. Violation of this policy may result in disciplinary action.

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 legal action and/or expulsion from the college. 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, he or she may be permanently barred from receiving licensure to teach in Illinois and most other states.

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 students, 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 at VanderCook.

Grade Reports, Enrollment Certification & Transcripts
Grade Reports
Grade reports are issued within three weeks of the close of each academic semester to all candidates cleared of institutional obligations.

Enrollment Certification
Candidates may request verification letters of completion or forms certifying enrollment and related information from the Registrar’s Office.

Transcript of Credits
A transcript of credits is an authentic copy of the candidate’s academic record and shows the courses attempted and completed, grades, track, and honors and degree earned. Only official transcripts are issued. Transcripts are released only upon the written, signed request of the individual concerned; phone orders are not accepted. Official transcripts are mailed directly to the address specified by the candidate.

Transcript request information and a downloadable Transcript Request Form are available on VanderCook’s website, or by calling the registrar at
GENERAL POLICIES

312.788.1151. Transcript fees must be paid in full before a transcript can be issued. Candidates who are indebted to the college in any way will not be issued a transcript until the debt is cleared. Unpaid debts to IIT may also result in a hold on transcripts.

Privacy Rights & 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. Further, 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 directory 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 released. Such information includes:

- Name and photo of candidate;
- Date and place of birth;
- Dates of attendance at VanderCook;
- Local address, phone number and email address;
- Permanent address and phone number;
- 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 offices held in such organizations; and
- Degree(s) earned and any special award(s) or recognition(s) 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
Candidate records are kept physically and electronically at VanderCook. Physical files are retained with the appropriate dean. Upon the candidate’s graduation and receipt of diploma, the physical files are reposited with the registrar. Electronic records for all current and former candidates, including contact information and grade reports, are maintained in a secure content-management database that is accessible to the deans, registrar and select administration members only. At no time are candidates or candidate-workers permitted to access this database.

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 will 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, provided these studies are conducted in a manner that will guarantee the anonymity of candidates, and that the information will be destroyed when no longer needed for the purpose for which it was requested.
• To accrediting organizations 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 considered 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 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 identifiable educational records originated at or submitted to VanderCook in connection with their admission, employment or the granting of financial assistance, with the following exceptions:

• Notes or records of instructors, advisors or counselors 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 will be disclosed.
• Records or statements submitted by individuals within or outside VanderCook and other educational institutions or agencies under the assumption of confidentiality in connection with the admission, employment or provision of financial assistance (including financial statements provided by parents for purposes of supporting the candidate’s application for financial aid).

• Letters of recommendation for which the candidate 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 information 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 educational 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 from which the record originated. An exception can be made in instances when the candidate can demonstrate that the original record has been lost, destroyed or is otherwise unavailable (e.g., international candidates, 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 organizations (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 record. 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 registration at VanderCook.

Current and former candidates of VanderCook may make an appointment to inspect individual educational 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. Questions or complaints regarding alleged violation of rights of candidates under FERPA may be submitted in writing within 180 days to the Family Policy Compliance Office, U.S. Department of Education, 400 Maryland Avenue S.W., Washington, D.C. 20202-5920.
2017-18 Facts

2017-18 Tuition & Fees

Undergraduate Program
Tuition: $25,440.00
Mandatory fees: $1,740.00

Graduate Degree Program
Tuition: $6,300.00 (assumes 12–19 credit hours per semester)
Mandatory fees: $775.00

Master's and Certification Option
Tuition: $25,440.00 (flat rate, assumes 12–19 credit hours for fall, spring & summer semesters)
Mandatory fees: $1,740.00

Teacher Certification Entitlement Program
Tuition: $25,440.00 (flat rate, assumes 12–19 credit hours per semester)
Mandatory fees: $1,740.00

Room and board: $11,898.00 (assumes double occupancy in the dormitory at IIT with a 19-meal plan)

2017-18 Faculty

DR. RUTI ABRAMOVITCH
Assistant Professor of Applied Piano
DM, Piano Performance, Indiana University;
MM & BM, Piano Performance, Tel Aviv Music Academy (Israel)

NANCY BALL
Adjunct Instructor of Methods of Teaching Reading
MA, Reading, National Louis University;
BA, Trinity International University;
IL Type 75 Endorsement, School Leadership, Northern Illinois University

MICHAEL BECKER
Adjunct Assistant Professor of World Music and Music History
MM, Musicology, Roosevelt University;
BA, Music, North Park University

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MA, Applied Professional Studies, DePaul University;
BMEd, VanderCook College of Music

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BM, Orchestral String Bass and Jazz, Eastman School of Music at the University of Rochester

DR. BONNIE CAMPBELL
Assistant Professor of Clarinet, Director of Applied Studies
DM, Clarinet Performance and Music Literature, Indiana University;
MM, Clarinet Performance, Yale University;
BA (summa cum laude), Music, Roberts Wesleyan College

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MAEdAd, Northeastern Illinois University;
JD, Law, Kent School of Law;
BA, Political Science, University of Illinois

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MAT, Language Arts, Northeastern Illinois University;
MA, English, Loyola University;
BA, English and French, Purdue University

STACEY L. DOLAN
Dean of Undergraduate Studies, Associate Professor of Bands
MMEd, VanderCook College of Music;
BMEd, Millikin University
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MA, Education, Beloit College;
BA, Religious Education, Loyola University;
IL Type 75 Endorsement, Lewis University

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Associate Professor of String Music Education
ABD, Music Education, Florida State University;
MM, Music Education, University of Miami;
BM, Music and Mass Communication, Norfolk State University

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BM, Tuba Performance, Boston University

DR. JULIE GOLDBERG
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DMA, Guitar, Northwestern University;
MM, Guitar Performance, College-Conservatory of Music at the University of Cincinnati;
BM, Guitar, Chicago College of Performing Arts at Roosevelt University

DR. MICHAEL HALL
Adjunct Assistant Professor of Applied Viola
DMA, Viola Performance, University of North Carolina-Greensboro;
MM, Viola Performance, University of Cincinnati College-Conservatory of Music;
BM, Viola Performance, Ball State University

MATTHEW HOGAN
Adjunct Instructor of Applied Bassoon
MM & BM, Bassoon Performance, Jacobs School of Music at Indiana University

DR. YU-SUI HUNG
Associate Professor of Applied Piano, Music Theory
DMA, Piano Performance, with secondary expertise in Theory, University of Cincinnati College-Conservatory of Music;
MM, Piano, Temple University;
BFA, Piano and Clarinet, National Taiwan Normal University, Taipei (Taiwan)

PETER JIROUSEK
Adjunct Instructor of Applied Horn
BM, Horn Performance, University of Illinois;
MM, Horn Performance, Northwestern University

LISA MARIE KAHN
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BMEd, College-Conservatory of Music at the University of Cincinnati;
MM, University of Illinois;
-Performance Diploma in orchestral studies, Chicago College of Performing Arts at Roosevelt University

ANTHONY G. KIDONAKIS
Assistant Professor of Jazz Studies and Applied Saxophone
MMEd, VanderCook College of Music;
MM, Wind Performance and Literature, Northwestern University;
BMEd, Northern Illinois University

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Adjunct Assistant Professor of Applied Voice
MM, Vocal Performance and Pedagogy, Roosevelt University;
BM, Vocal Performance, University of Illinois

BARRY KRITZBERG
Adjunct Assistant Professor of English
MA, History, Roosevelt University;
BA, English, North Park University

YANG LIU
Adjunct Instructor of Applied Violin
Artist Diploma, College-Conservatory of Music at the University of Cincinnati;
BM, Violin Performance, Central Conservatory of Beijing (China)

BRIAN LOGAN
Director of Bands, Associate Professor of Jazz Studies
MA, Educational Administration, Northeastern Illinois University;
BMEd, VanderCook College of Music

JOSEPH P. MARTORANO
Adjunct Assistant Professor of Applied Voice
BM & MM, Vocal Performance/Theatre, University of Michigan

ERAN MEIR
Adjunct Instructor of Applied Cello
MM, Cello Performance, Cleveland Institute of Music;
BM, Cello Performance, Tel Aviv University (Israel)

TIMOTHY MURPHY
Adjunct Instructor of U.S. History
MA (Social Sciences) & BA with honors (History), University of Chicago
RUTH A. RHODES  
Professor of Woodwinds  
MM, Education, Roosevelt University;  
BMEd, VanderCook College of Music

TIMOTHY RIOR DAN  
Adjunct Instructor of Applied Trombone  
Four years of study at the Eastman School of Music;  
nominated for Performer’s Certificate

DR. ROSEANNE ROSENTHAL  
President, Professor of Music Education, Director of Professional Education  
EdD, Music Education, Syracuse University;  
MS, Music Education, Syracuse University  
BM, Music Education, SUNY College at Fredonia

DR. LEAH SCHUMAN  
Professor of Trumpet  
DMA & MM, Trumpet Performance and Literature, Eastman School of Music at the University of Rochester;  
Performance Certificate, St. Petersburg State Conservatory (Russia);  
BM, Trumpet Performance, Northwestern University

DR. ROBERT L. SINCLAIR  
Dean of Graduate Studies, Director of Choral Activities  
PhD, Curriculum and Instruction, University of Missouri-Columbia;  
MM (Choral Conducting) & BA (Vocal Performance), Sam Houston State University

DEBORAH STEVENSON  
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MM, Oboe Performance, Northwestern University;  
BM, Oboe Performance, Northern Illinois University

MARY-CHRISTINE STINGLEY  
Adjunct Assistant Professor of Applied Flute  
MM, Flute Performance, Universität für Musik und Darstellende Kunst, Wien (Austria);  
BM, Flute Performance, St. Louis Conservatory of Music

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Associate Professor of Applied Piano, Music Theory Chair  
DMA, Piano, University of Cincinnati College-Conservatory of Music;  
MM (Piano and Bassoon) & BM (Piano), Indiana University

JOSHUA WIRT  
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MM, Tuba Performance, DePaul University;  
PGDip, Tuba Performance, Royal Northern College of Music (UK);  
BA, Music Performance, Virginia Tech

JAMES YAKAS  
Asstant Professor of Percussion  
PhD candidate, University of North Texas;  
MM, Percussion Performance and Pedagogy, Northern Illinois University;  
BM, Music Education, University of North Texas
<table>
<thead>
<tr>
<th>Date</th>
<th>Event Description</th>
</tr>
</thead>
<tbody>
<tr>
<td>August 11</td>
<td>IIT dorms move-in date for new students</td>
</tr>
<tr>
<td>August 16</td>
<td>IIT dorms move-in date for returning students</td>
</tr>
<tr>
<td>August 22</td>
<td>Fall classes begin</td>
</tr>
<tr>
<td>September 1</td>
<td>Add/drop period ends</td>
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<tr>
<td>September 1</td>
<td>Last day for textbook voucher purchases</td>
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<tr>
<td>September 3</td>
<td>H.A. VanderCook’s (1864–1949) birthday</td>
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<tr>
<td>September 4</td>
<td>Labor Day (No Classes)</td>
</tr>
<tr>
<td>September 9</td>
<td>TAP Workshop</td>
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<tr>
<td>September 6–7</td>
<td>Picture Days</td>
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<tr>
<td>September 16</td>
<td>Senior Audition/Visitation Day (all day) &amp; Prism Concert (2:00 p.m.)</td>
</tr>
<tr>
<td>September 21</td>
<td>Illinois Music Education Association (ILMEA) Prep Night</td>
</tr>
<tr>
<td>September 23</td>
<td>MECA Continuing Education: <em>Band Instrument Repair</em></td>
</tr>
<tr>
<td>September 23–24</td>
<td>MECA Continuing Education: <em>Musical Theatre Workshop</em></td>
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<tr>
<td>September 25</td>
<td>Student Teaching Seminar, 6:30 p.m.</td>
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<tr>
<td>September 27</td>
<td>ILMEA Prep Night</td>
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<tr>
<td>September 29</td>
<td>Last day for textbook voucher purchase payments</td>
</tr>
<tr>
<td>September 30</td>
<td>Middle Level HonorFest</td>
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<tr>
<td>October 2</td>
<td>Last day to remove “I” grades</td>
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<tr>
<td>October 3</td>
<td>Student Run-Out Day</td>
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<tr>
<td>October 5–11</td>
<td>Midterm exams</td>
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<tr>
<td>October 6</td>
<td>edTPA Immersion Day</td>
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<tr>
<td>October 7</td>
<td>TAP Workshop</td>
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<tr>
<td>October 7</td>
<td>MECA Continuing Education: <em>Band Instrument Repair</em></td>
</tr>
<tr>
<td>October 8</td>
<td>Chicago Marathon (pep band performance)</td>
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<tr>
<td>October 14–15</td>
<td>MECA Continuing Education: <em>Ideas, Resources &amp; Solutions for M.S. Band</em></td>
</tr>
<tr>
<td>October 16–21</td>
<td>Fall break</td>
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<tr>
<td>October 25–28</td>
<td>Wisconsin State Music Conference</td>
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<tr>
<td>October 27</td>
<td>Last day to withdraw from courses</td>
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<tr>
<td>October 28</td>
<td>Audition/Visitation Day</td>
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</tbody>
</table>
October 28  MECA Continuing Education: *Band Instrument Repair*
October 28–29  MECA Continuing Education: *Movement & Music: A Happy Collaboration*

November 1  Day of Guitar
November 2  Ensembles Concert
November 4  TAP Workshop
November 7  Toot 'N' Doodle (Woodwinds Methods class)
November 8–11  Percussive Arts Society International Convention (PASIC)
November 14  Student Teaching Seminar, 6:30 p.m.
November 14  Faculty Recital & VanderGiving Dinner
November 18  MECA Continuing Education: *Band Instrument Repair*
November 18–19  MECA Continuing Education: *Go Google: 21st Century Tools for Music*
November 18–19  MECA Continuing Education: *Percussion Care & Repair*
November 18–19  Iowa Music Educators Association (IMEA) Conference
November 20  Ensembles Concert, 7:00 p.m.
November 23–25  Thanksgiving break
November 28  Honors Chamber Ensemble Recital

December 2  MECA Continuing Education: *Band Instrument Repair*
December 6  Choir & Orchestra Concert Rehearsal
December 7  Choir & Orchestra Concert, 7:00 p.m.
December 8  Fall classes end
December 10  IIT/Community Music Program Recital, 1:00 pm
December 10  Chicago Community Classical Guitar Ensemble Recital, 3:00 p.m.
December 11–14  Final exams
December 15  Jury examinations
December 16  Midwest Clinic rehearsal (Symphonic Band)
December 18  Midwest Clinic rehearsal (Symphonic Band)
December 19–23  Midwest Clinic
December 20  Midwest Clinic rehearsal (Symphonic Band)
December 21  Midwest Clinic rehearsal (Symphonic Band)
December 22  Midwest Clinic Symphonic Band performance, 8:00 a.m.
December 22  Alumni Reception
December 22  H.E. Nutt's (1897–1981) birthday
December 23  Fall semester ends at 12:00 p.m.

January 8   Professional Education courses begin
January 15  Martin Luther King, Jr. Day (only Professional Education classes meet)
January 16  Spring semester begins
January 20  All-Catholic Honor Band
January 24–27 Illinois Music Education Conference (ILMEC)
January 24–27 Michigan Music Education Association Music Conference
January 24–27 Georgia Music Education Association Music Conference
January 26  Add/drop period ends
January 30  Last day for textbook voucher purchases

February 3  Day of Percussion
February 8–10 Ohio Music Education Association Conference
February 14–17 American Choral Directors Association (ACDA) Central Division Conference
February 14–17 Texas Music Educators Association Convention
February 16  Professional Education classes end
February 18  Alumni Appreciation Concert, 3:00 p.m.
February 19  Audition/Visitation Day
February 19  Student teaching begins
February 20  Chamber Ensembles Concert, 4:30 p.m.
February 26  Last day to remove “I” grades
February 27  Last day for textbook voucher purchase payments

March 7    Ensembles Concert, 7:00 p.m.
March 12–17 Mid-semester break
March 20   Omega Psi Phi Talent Show
March 22   Student Run-Out Day
March 22   BandFest & ChoralFest
March 26   Audition/Visitation Day
March 29   Last day to withdraw from courses
March 5–10 Midterm week
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<tr>
<td>March 27</td>
<td>Audition/Visitation Day</td>
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<tr>
<td>March 30–31</td>
<td>Spring Break</td>
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<tr>
<td>April 4</td>
<td>BandFest &amp; Orchestra Fest</td>
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<tr>
<td>April 7</td>
<td>A Night at the Pops Benefit for the Great Teachers Scholarship Fund</td>
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<tr>
<td>April 17</td>
<td>Chamber Ensembles Concert, 4:30 p.m.</td>
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<tr>
<td>April 23</td>
<td>Junior Audition/Visitation Day</td>
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<tr>
<td>April 28</td>
<td>Student Conductor Concerts, 2:00 and 5:00 p.m.</td>
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<tr>
<td>May 4</td>
<td>Spring classes end</td>
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<tr>
<td>May 7</td>
<td>Jury examinations</td>
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<td>May 8–10</td>
<td>Final exams</td>
</tr>
<tr>
<td>May 11</td>
<td>Spring semester ends</td>
</tr>
<tr>
<td>May 11</td>
<td>Undergraduate Commencement, 4:00 p.m.</td>
</tr>
<tr>
<td>May 12</td>
<td>IIT Commencement</td>
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