VanderCook
COLLEGE OF MUSIC

2026-2027
CATALOG

OUR MISSION

The mission of VanderCook College of Music is to enrich the lives of present and future generations by developing uniquely skilled music teachers who exhibit strong character, professionalism, and a commitment to excellence.

OUR STAND ON DIVERSITY

VanderCook College of Music values and encourages a respect for differences that encompass our community. Our students, alumni, faculty, and staff represent many social and cultural identities. We value the diverse perspectives and unique contributions each of our constituents brings to the VanderCook community. We encourage aspiring and practicing teachers to embrace inclusivity and exercise empathy towards people who are different from them. We strive to be a model organization that promotes growth and understanding towards inclusivity, equality, diversity, and an anti-racist culture within the music education profession.

VanderCook College of Music 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.

WELCOME
to VanderCook College of Music

August 1, 2026

Dear VanderCook Student,

Welcome to a new academic year at VanderCook College of Music!

Congratulations on choosing to become part of the VanderCook family. Whether you are joining us for the first time or returning to continue your journey, you are part of a community united by a shared passion for music, learning, and service. You have taken an important step toward a future that will not only shape your own life but will also enrich the lives of countless students you will one day inspire.

You have chosen an institution unlike any other—one dedicated entirely to preparing exceptional music educators. Here, you will be challenged, encouraged, and supported by faculty, staff, alumni, and classmates who believe deeply in your potential. Together, we will celebrate your successes, learn from your challenges, and help you grow into the educator and leader you are meant to become.

Along the way, opportunities will present themselves in many forms. Some will arrive as exciting performances, meaningful friendships, and unforgettable experiences. Others may come disguised as demanding rehearsals, rigorous coursework, or moments that stretch you beyond your comfort zone. Embrace them all. Growth often happens when we choose perseverance over ease, curiosity over certainty, and commitment over convenience. Every challenge you face is preparing you for the classrooms, rehearsal halls, and communities you will one day lead.

As you begin this year, I encourage you to immerse yourself fully in the VanderCook experience. Attend concerts, collaborate with your peers, ask questions, seek new perspectives, and embrace every opportunity to learn and grow. At the same time, make space each day for joy. Celebrate your accomplishments, learn from your mistakes, laugh often, and support one another. The friendships and memories you create here will become some of the most meaningful parts of your VanderCook journey.

Know this: you belong here. We believe in your talent, your potential, and your ability to make a lasting difference through music education. Never lose sight of why you began this journey or of the incredible impact you will have on future generations.

On behalf of our entire VanderCook family, welcome. I wish you a year filled with discovery, inspiration, and growth, and I look forward to celebrating all that you will accomplish in the months ahead.

With warmest wishes,

Kimberly A. Farris
President

DIRECTIONS to VanderCook

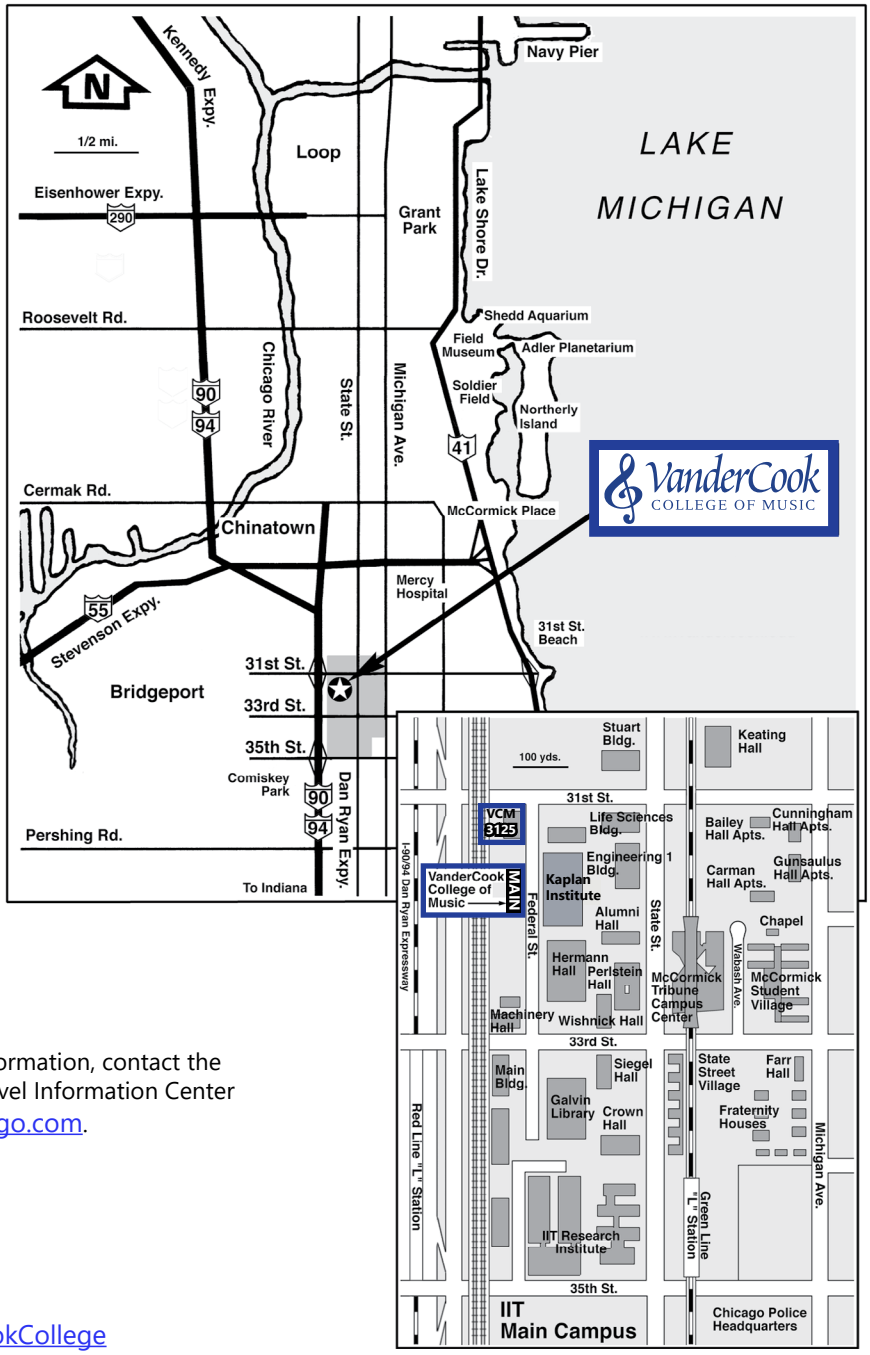
VanderCook College of Music is three miles south of downtown Chicago on the campus of the Illinois Institute of Technology.

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 www.transitchicago.com.

CONNECT WITH US!

www.facebook.com/VanderCookCollege

www.linkedin.com/school/vandercook-college-of-music

www.instagram.com/vandercook_college/
@vandercook

https://www.youtube.com/@VanderCookCollege
@VanderCookCollege

VanderCook College of Music
3140 South Federal Street
Chicago, IL 60616-3731
312.225.6288

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

Today, VanderCook continues to nurture and prepare music educators who exemplify strength in character, excellence in music, and professionalism in teaching. All VanderCook graduates are trained in instrumental, choral music disciplines, and general academic subjects. The college confers the Bachelor and Master of Music Education degrees, ***the Bachelor of Music (pre-certification)*** degree, the Bachelor of Music in Performance and Pedagogy degree, and provides the options of earning a master's degree and certification, or completing the requirements for licensure only. VanderCook also offers extensive online and in-person 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, a recital and rehearsal hall, chamber studio space, additional practice rooms, a piano lab and a large classroom.

The Harry Ruppel Library provides in-person and online 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. The library's policies and services can be found on VanderCook's website.

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 students 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 IIT's Student Health and Wellness 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 nearby for many denominations.

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.

ABOUT VanderCook

Student Activities

Concerts are regularly performed on campus and around Chicago by VanderCook's Symphonic Band, Concert Choir, Philharmonic Orchestra, Collegiate Chorale, Jazz Band, Percussion Ensembles, Percussion Club, Mariachi, and various chamber ensembles.

VanderCook sponsors student organizations such as Phi Mu Alpha Sinfonia (a men's professional music fraternity), and candidate chapters of the National Association for Music Education (MEA), the American Choral Directors Association (ACDA), the American String Teachers Association (ASTA), the National Band Association (NBA), and the Music Teachers National Association (MTNA). All full-time VanderCook candidates receive MEA membership and membership in their primary organization 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 free 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. Some 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.

All VanderCook alumni receive guidance in job placement through the registrars office and the faculty and administration at VanderCook. Any given year the college boasts a 95-100% placement rate due to the reputation of the graduates from VanderCook. A database is maintained which includes email announcements to all subscribed alumni regarding vacancies and openings throughout the country.

Accreditation

VanderCook is accredited by:

- The Higher Learning Commission
  230 S. LaSalle Street, Ste. 7-500
  Chicago, IL 60604
  Tel. 800.621.7440 or 312.263.0456
  www.hlcommission.org
- The National Association of Schools of Music
  11250 Roger Bacon Drive, Ste. 21
  Reston, VA 20190
  Tel. 703.437.0700
  nasm.arts-accredit.org

VanderCook's teacher certification programs are approved by the Illinois State Board of Education (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.

Assessment

VanderCook is committed to a practical, hands-on program that prepares candidates to be effective professional music educators and responsible, well-informed citizens. VanderCook follows a standards-based approach focused on the college's mission, Conceptual Framework, dispositions and outcomes, in addition to the state and national standards for certified teachers. Assessment is an ongoing process aimed at understanding and improving candidate learning. It involves both gathering and using information to modify and improve candidate outcomes.

The Institutional Assessment Plan provides outcomes for each program offered. The Student Senate has generated co-curricular outcomes based on feedback from students about the organizations and clubs at the College. All appropriate program and course-level student learning outcomes are clearly defined in the Institutional Assessment Plan. Programs are assessed annually using metrics from internal, external, state, and national assessments.

ABOUT VanderCook

Mission

The mission of VanderCook College of Music is to enrich the lives of present and future generations by developing uniquely skilled music teachers who exhibit strong character, professionalism, and a commitment to excellence.

Conceptual Framework

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

Core Values & 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, respect 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 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 persistence
- Skill in the process of teaching
- Good citizenship and professionalism
- Interpersonal and intrapersonal skills
- Building pragmatic links with educational programs in diverse communities

Candidate Dispositions

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

VanderCook graduates will demonstrate the college's core values through six Candidate Dispositions:

1. **A high level of musicianship:**
   a. Studies a diverse and comprehensive music curriculum.
   b. Accumulates extensive performance and pedagogical experience in all phases of music education.
   c. Appreciates the aesthetic value of music's unique capacity to express human emotion and feeling.
   d. Understands that the arts in general and music specifically enhance the student's individual experience and the school environment.
   e. Develops the ability to think and speak intelligently about music.
2. **Academic ability and persistence:**
   a. Performs academically at or above the required minimum cumulative grade point average for regular academic status.
   b. Completes coursework and experiences required for certification.
   c. Commits to the continual development of personal, teaching, and musical knowledge.
   d. Persists in following a task to completion.
3. **Skill in the process of teaching:**
   a. Develops an understanding of the national and state standards for music, technology, language arts, and professional teaching.
   b. Acquires the skill to incorporate educational standards into the design of curriculum and instructional strategies.
   c. Recognizes that all students have the ability to learn.
   d. Becomes familiar with appropriate assessment tools and strategies.
   e. Develops the sensitivity and knowledge to serve diverse communities and learners.

4. **Good Citizenship and Professionalism:**
   a. Demonstrates respectfulness toward people and environments.
   b. Acquires through reflection and demonstrates through action an understanding of honesty, trustworthiness, and personal integrity.
   c. Understands the need to function as a positive role model for the school and local community.
   d. Demonstrates flexibility and adaptability to changes in routine, schedule, and needs.
5. **Interpersonal and intrapersonal skills:**
   a. Engages in honest self-evaluation and seeks feedback from colleagues and professionals.
   b. Develops a global perspective and the skill of observing human behavior in the context of the community, school, and classroom environments.
   c. Is able to modify classroom instruction and feedback based on observation and evaluation.
   d. Reflective self-practitioner.
   e. Strives to build and maintain good relationships with peers.
6. **Building of Pragmatic Links with Education Programs in Diverse Communities:**
   a. Develops a broad-based understanding of the range of educational systems and the role of music within those systems.
   b. Acquires an appreciation of every phase and level of education through observation of and interaction with educators in diverse schools and communities.

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 133.5 credit hours for the instrumental track and 134 for the choral track is required to complete the program, distributed between General Education, Fundamentals and Theory, Professional Education, Music Education and Applied Music Performance.

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 121.5 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 license.

Although program advisement occurs between the candidate and undergraduate dean, it is ultimately the candidate's responsibility to keep an accurate record of their progress toward completion. A tracking form is available on the college website to aid candidates in planning their course of study.

Bachelor of Music Performance & Pedagogy (BMped) Degree Program

VanderCook's mission is "to enrich the lives of present and future generations by developing uniquely skilled music teachers who exhibit strong character, professionalism, and a commitment to excellence". To promote its mission of "developing uniquely skilled music teachers," the bachelor of music in performance and pedagogy degree was created.

A minimum of 122 credit hours is required to complete the BMped degree.

The College for a customized curriculum to prepare students who aspire to be music teachers, but prefer to teach in a private studio; a customized curriculum to recruit and retain students of higher performance levels to provide them with a quality education to pursue a wide range of career paths, which usually involve both performing and teaching; and to equip students with the skill set to develop music entrepreneurship, a crucial component to success in a fast-paced modern society.

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.
- 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
  - 1 year 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 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 or above a 4 if you have tested after January 2026. The IELTS test may be considered in lieu of a TOEFL; VanderCook requires a 6 or higher, but admission is contingent upon a review. 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.

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 https://www.vandercook.edu/undergraduate-program/ The following elements must be included with a completed application and a $40.00 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.
- VCM is test optional, but will accept SAT or ACT scores (some high school transcripts include these scores). .
- A written or video 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 through Acceptd 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 in-person or online audition 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 an agreement to abide by the policies stated in this catalog.

Bachelor's Degree COURSE LIST

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. A **BMEd** requires a minimum of 133.5 credit hours for the instrumental track and 134.5 credit hours for the choral track for completion and a **BMpc** requires a minimum of 121.5 credit hours for completion. Required courses are listed below with course descriptions following this section.

Course No.	Course Title	Credit Hours
General Education		**36 total**
Required of all candidates, regardless of track.		
ENG 101	Composition: Comprehension & Creation	3
ENG 102	Reading & Rhetoric	3
ENG 201	Literature	3
HED 301	Health Education ■	2
HIST 202	U.S. History & Government	3
HIST 203	History of European & American Music & Culture I	3
HIST 204	History of European & American Music & Culture II	3
HUM 301	World Music	3
MATH 101	Empirical Math for the Educator	3
PSY 101	Introduction to Psychology	3
SCI 201 (L)	Physics of Light & Sound (+ Lab)	3
SOC 301	Social Justice & the Community	3
TECH 101	Introduction to Technology	1
Fundamentals and Theory		**17 total**
Required of all candidates, regardless of track.		
FT 100 A	Music Fundamentals ★	(1)
FT 100 B	Music Materials ★	(1)
FT 100	Musicianship Foundations	1
FT 101 W	Theory & Musicianship I	3
FT 102 W	Theory & Musicianship II	3
FT 201 W	Theory & Musicianship III	3
FT 202 W	Theory & Musicianship IV	3
FT 302	Instrumental & Choral Arranging	2
FT 303	Jazz Harmony & Improvisation	2
Professional Education		**21 total**
Required of all candidates, regardless of track.		
ED 301	Educational Psychology	2
ED 302	Technology in The Classroom	1
ED 401	History & Philosophy of Education	2
ED 402 A	Methods/Techniques of Teaching I	1
ED 402 B	Methods/Techniques of Teaching II	1
ED 402 C	Methods/Techniques of Teaching III	1
ED 404	Teaching the Diverse Learner ■	3
ED 405	Methods of Teaching Reading ■	1
ED 412	Student Teaching ■	9 or 12
Music Education (Instrumental Track)		**20.5 total**
MED 101	Introduction to Music Education	.5
MED 102	First Year Experience in Music	1
MED 212	Commercial General Music Techniques	1
MED 218	Marching Band Methods or Adv. String Methods II	2
MED 318	Adv. Conducting/Rehearsal Tech.	1
MED 411	Woodwind Methods	2
MED 412	Brass Methods	2
MED 413	Percussion Methods	2
MED 414	String Methods	2
MED 415	PreK-5 Elementary General Music Methods	2
MED 415 B	MS Choral/General Music Methods	2
MED 421	Band Instrument Repair	1
VCM	VanderCook Seminar	2-7
Music Education (Choral Track)		**19.5 total**
MED 101	Introduction to Music Education	.5
MED 102	First Year Experience in Music	1
MED 212	Commercial General Music Techniques	1
MED 318	Adv. Conducting/Rehearsal Tech.	1
MED 415	PreK-5 Elementary General Music Methods	2
MED 415 B	MS Choral/General Music Methods	2
MED 416	High School Choral Methods	2
MED 418	Methods of Teaching Vocal Jazz and Contemporary Style	2
MED 419	Musical Theatre Methods	2
VCM	VanderCook Seminar	2-7

Instrumental Methods Electives

Two courses selected from the following:

MED 411	Woodwind Methods	2
MED 412	Brass Methods	2
MED 413	Percussion Methods	2
MED 414	String Methods	2
MED 316	Instrumental Jazz Methods	2

★ **May be provisionally required**

■ **Not required for completing BMpc requirements**

Bachelor's Degree
COURSE LIST

Applied Music Performance (Instrumental Track)

39 total (minimum)

BAND	Symphonic Band ♦	2 or 7
CHOR	Concert Choir ♦	4
VCP	Philharmonic Orchestra ♦	2 or 7
AM 111–411	Applied Major	7
AM 412	Senior Recital	1
CE	Chamber Ensemble	3.5
MUS 111	Flute/Saxophone Techniques	1
MUS 112	Low Brass Techniques	1
MUS 113	Percussion Techniques I	1
MUS 114	Low String Techniques	1
MUS 115	Piano Techniques I	1
MUS 116	Piano Techniques II	1
MUS 117	Vocal Techniques	1
MUS 118	Beginning Conducting	1
MUS 119	Clarinet Techniques	.5
MUS 120	Guitar Techniques & Methods	1
MUS 211	Oboe/Bassoon Techniques	1
MUS 212	High Brass Techniques	1
MUS 213	Percussion Techniques II	1
MUS 214	High String Techniques	1
MUS 215	Piano Techniques III	1

Applied Music Performance (Choral Track)

41 total (minimum)

BAND	Symphonic Band ♦	2
CHOR	Concert Choir ♦	7
VCP	Philharmonic Orchestra ♦	2
AM 111–411	Applied Major	7
AM 412	Senior Recital	1
CEVO	Vocal Chamber Ensemble/Sectionals	2.5
MUS 111	Flute/Saxophone Techniques	1
MUS 112	Low Brass Techniques	1
MUS 113	Percussion Techniques I	1
MUS 114	Low String Techniques	1
MUS 115	Piano Techniques I	1
MUS 116	Piano Techniques II	1
MUS 117	Vocal Techniques	1
MUS 118	Beginning Conducting	1
MUS 119	Clarinet Techniques	.5
MUS 120	Guitar Techniques & Methods	1
MUS 211	Oboe/Bassoon Techniques	1
MUS 212	High Brass Techniques	1
MUS 213	Percussion Techniques II	1
MUS 214	High String Techniques	1
MUS 215	Piano Techniques III	1
MUS 216	Piano Techniques IV	1
MUS 217	Vocal Diction	1
MUS 315	Piano Techniques V	1
MUS 316	Piano Techniques VI	1

♦ **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: 4 credit hours minimum.
Choral track majors: 7 credit hours minimum.

Bachelor's Degree
COURSE LIST

REQUIRED COURSES

A **BMped** requires a minimum of 121 credit hours for completion. Required courses are listed below with course descriptions following this section.

Course No.	Course Title	Credit Hours

General Education — 30 total

Required of all BMped candidates

BUS 201	Music Entrepreneurship	3
ENG 101	Composition: Comprehension & Creation	3
ENG 102	Reading & Rhetoric	3
ENG 201	Literature	3
HED 301	Health Education	2
HIST 202	U.S. History & Government	3
MATH 101	Empirical Math for the Educator	3
PSY 101	Introduction to Psychology	3
SCI 201 (L)	Physics of Light & Sound (+ Lab)	3
SOC 301	Social Justice & the Community	3
TECH 101	Introduction to Technology	1

Fundamentals and Theory — 17 total

Required of all BMped candidates

FT 100 A	Music Fundamentals ★	(1)
FT 100 B	Music Materials ★	(1)
FT 100	Musicianship Foundations	1
FT 101 W	Theory & Musicianship I	3
FT 102 W	Theory & Musicianship II	3
FT 201 W	Theory & Musicianship III	3
FT 202 W	Theory & Musicianship IV	3
FT 302	Instrumental & Choral Arranging	2
FT 303	Jazz Harmony & Improvisation	2

Professional Education — 19 total

Required of all BMped candidates

ED 301	Educational Psychology	2
ED 302	Technology in the Classroom	1
ED 401	History & Philosophy of Education	2
ED 402 A	Methods/Techniques of Teaching I	1
ED 402 B	Methods/Techniques of Teaching II	1
ED 402 C	Methods/Techniques of Teaching III	1
ED 404	Teaching the Diverse Learner	3
PED 301	Pedagogy I	2
PED 302	Pedagogy II	2
PED 401	Pedagogy III	2
PED 402	Pedagogy IV	2

Applied Music Performance — 39 total

Required of all BMped candidates

MUS 115	Piano Techniques I/Collaborative Piano	1
MUS 116	Piano Techniques II/Collaborative Piano	1
MUS 215	Piano Techniques III/Collaborative Piano	1
MUS 216	Piano Techniques IV/Collaborative Piano	1
MUS 315	Piano Techniques V/Collaborative Piano	1
MUS 316	Piano Techniques VI/Collaborative Piano	1
MUS 118	Beginning Conducting	1
MED 318	Adv. Conducting/Rehearsal Tech.	1
AM 111P–413P	Applied Major I-VIII	16
AM 312P	Junior Recital	1
AM 412P	Senior Recital	1
CE 101	Chamber Ensemble I	.5
CE 102	Chamber Ensemble II	.5
CEA 201	Advanced Chamber Ensemble	1
CEA 202	Advanced Chamber Ensemble	1
VCM	VanderCook Seminar	2
BAND/CHOR/VCP	Major Ensemble (8 semesters of major ensemble)	8

Other Studies in Music — 16 total

Required of all BMped candidates

MED 102	First Year Experience in Music	1
HIST 203	History of European & American Music & Culture I	3
HIST 204	History of European & American Music & Culture II	3
HUM 301	World Music	3
Electives	Selected from Techniques, Methods, Additional Ensembles	6

★ **May be provisionally required**

Bachelor's Degree
COURSE DESCRIPTIONS

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 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.

ENG 102 Reading & Rhetoric
3 credit hours
This course focuses on critical thinking, analytical writing and research. As students read texts in a variety of genres, they will utilize active reading strategies such as previewing, predicting, and annotating to aid and ensure comprehension. The overall goal of this course is to teach students how to approach, analyze, and respond to a literary text so that they may understand and appreciate a writer's artful, skillful use of language. The readings for this course explore a variety of themes and motifs that relate to such issues as racism, political power, and familial hierarchy. Through analyses of texts, literary criticism, and external research, students will hone their written expression and critical thinking skills.

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 European and American 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 European and American 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 Empirical Math for the Educator
3 credit hours
An approach to college algebra covering real-life uses of mathematics including: basic math skills, functions and functionality, rates and percentages, compound interest and credit card debt, buying a home and car, pay rates and taxes, investing for retirement, probability and odds. Skills necessary for living in a capitalistic society are covered in this class.

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 Social Justice & the Community
3 credit hours
An introduction to the geography of our planet in relation to the elements affecting contemporary socio-political concerns. An examination of Western and non-Western issues is included.

BUS 201 Music Entrepreneurship
3 credit hours
In this course, students will learn the necessary tools and resources to run a music business. Students will be asked to define success, develop a career plan, write a resume, write a grant, set up a studio, website, social media, identify and utilize different marketing skills, identify and utilize different professional networks and organizations, and learn financial management skills. In addition, students will also

TECH 101 Introduction to Technology
1 credit hour
The Musicianship Foundations course is designed as a bridge for incoming music freshmen, ensuring that all students—regardless of their prior training—achieve fluency in the essential building blocks of music theory and aural skills. This course moves away from traditional textbook-based learning, favoring an active, performance-oriented approach that emphasizes listening, singing, and creative application. By integrating remedial support with advanced challenges, this curriculum ensures that every student remains engaged and prepared for the subsequent Music Theory I-IV sequence.

FUNDAMENTALS & THEORY

FT100 Musicianship Foundations
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 100 A/B Music Fundamentals/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 dictation 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 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 202.

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 included in the class and demonstrated in a public performance. **Prerequisite**: FT 202.

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 302 Technology in the Classroom
1 credit hour
This course explores different approaches to incorporating technology in the classroom and looks at a variety of computer- and cloud-based music creation applications that can be used to facilitate listening and responding, creating, and performing. At the conclusion of the course students will be able to describe current popular music education theories and models, use YouTube, Spotify, SoundCloud, and myriad online music creation tools and resources for inspiration, develop a plan for an ensemble that combines acoustic and tablet/mobile devices, and develop lesson resources and strategies for best practice teaching.

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 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.

ED 402 C Methods/Techniques of Teaching III
1 credit hour
A lecture and practicum course that includes working in an elementary or secondary school placement, creating lessons utilizing technology. Candidates complete a reflective performance portfolio based on their practicum experience. Topics include planning, technology needs in the classroom, recruitment and retention, instructional delivery, classroom environment, budgeting, professional responsibilities and interviewing.

ED 404 Teaching the Diverse Learner
3 credit hours
An overview of the challenges in teaching gifted, ESL, and students with hearing or vision impairments, autism, and other physical, learning and developmental different abilities. Techniques for differentiated instruction are practiced and assessed.

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.

PED 301-402 Pedagogy I-IV
2 credit hours each
The four semesters of pedagogy courses will be modified to fit the needs of different instrument areas, with the last semester (Pedagogy IV) focusing on a teaching practicum. For example, the piano pedagogy will incorporate study of methods, pedagogue, and performance practice. Instrumentalists will dedicate one semester to orchestral excerpts. Vocalists will study the physiology and acoustics of the voice, in addition to diction.

MUSIC EDUCATION

MED102 First Year Experience in Music
1 credit hour
An experience-based course focussed on introducing the first-year undergraduate student to the academic, campus culture, services, and curricular expectations of a VanderCook College of Music student. This course will focus on empowering students within their degree as well as establish a baseline for digital literacy and library skills. Focus is given to building academic habits that strengthen executive functioning skills which include organizing, prioritizing, best practice in study habits, music practice habits, and time management. Experiences within the surrounding community, Chicago cultural scene, and VCM community-building events are scheduled throughout the semester.

MED 101 Introduction to Music Education
.5 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 212 Commercial General Music Techniques
1 credit hour
This course provides an experience-based engagement with the pedagogies and techniques utilized in the instruction of Pre-K through 12th grade general music with a particular focus on the canon of popular music that includes, but not limited to pop, rock, rap, & hip-hop genres. The course focuses on sociocultural and constructivist practices that emphasize student success through student-centered, culturally relevant approaches to music performing and learning. For music education to thrive in the 21st century, teachers must adapt to rapidly evolving music and learning environments. As such, we will examine a variety of approaches to teaching K-12 general music expanded our abilities to provide "Music for All".

MED 218 Marching Band Methods
2 credit hours
This course covers the organization, administration, materials, and techniques of teaching the high school marching band as part of the total instrumental music program. Topics covered include a discussion of the philosophy of the marching band in contemporary music education, teaching the fundamentals, the role of and approach to teaching winds, percussion, and color guard, music and visual rehearsal techniques, show planning and design, student leadership, recruitment, band camp, and band boosters.

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. **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 PreK-5 Elementary General Music Methods
2 credit hours
The Elementary General Music Methods course is an introduction to general music education in grades PreK-5. It includes an overview of physical, cognitive, and social- emotional development of children aged 4 -11, culturally responsive instructional and learning strategies for 21st century teachers and students, curriculum overview through establishing extent and depth of deliverable content knowledge and acquisition of skills for grades Pre K-5, lesson plan designing and execution, delivering assessments and developing grading rubrics, and technology integration.

MED 415 B Middle School Choral/General Music Methods
2 credit hours
Candidates will examine methods and techniques for developing musicianship skills in the middle/JHS 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 choral literature 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 417 String Methods II
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.

MED 418 Methods of Teaching Vocal Jazz and Contemporary Style
2 credit hours
Candidates learn methods of teaching jazz and contemporary vocal technique for both solo and ensemble settings. Students will compare and contrast the difference between solo and group singing, and what to emphasize in each circumstance. Repertoire, movement, and motivational techniques are analyzed. Approaches to choreography and staging are studied. Candidates are introduced to the elements involved in writing/curating their own shows, and how to gain an understanding of the technical aspects of the jazz/contemporary ensemble 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 Band 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 MECA continuing education class; enrollment is limited.

VCM VanderCook Seminar
.5 credit hour
A weekly 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 four 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 111–412 Applied Major
1 credit hour
Applied study is individualized for each candidate and provides the opportunity to reach an advanced level of performance ability and an understanding of music literature in a single area. All instrumental track candidates must declare a major instrument from the following: flute, oboe, clarinet, saxophone, bassoon, horn, trumpet, trombone, euphonium, tuba, percussion, classical guitar, harp, piano, organ, violin, viola, cello, or string bass. Choral track and voice majors are automatically enrolled in Applied Voice. Minimum standards of proficiency and performance for the applied major and the Junior Recital (AM 312), and Senior Recital (AM 412) are detailed in this catalog.

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, saxophone, bassoon, horn, trumpet, trombone, euphonium, tuba, percussion, classical guitar, harp, piano, organ, violin, viola, cello or string bass. An additional fee applies, and permission of the private instructor is required. Minimum standards of proficiency for secondary applied study are detailed in this catalog.

CE Chamber Ensembles
.5 credit hour
Chamber ensembles include Clarinet Ensemble, Brass Ensemble, Saxophone Ensemble, Percussion Ensemble, Flute Ensemble, 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.

CEA Advanced Chamber Ensemble
1 credit hour
Different from the chamber ensembles of 0.5 credits, this class will consist of a mixture of formats: initial lectures (relevant topic of the semester), master class (coached by faculty), and rehearsals (coached by lead student in pedagogy major). Additional rehearsals are required outside of class time. Students will learn specific chamber music repertoire in depth, and have hands-on experiences leading/coaching rehearsals. For non-pedagogy major students, an audition and/or recommendation is a prerequisite.

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 may perform in various settings throughout the semester, including VCM Seminar and Audition/Visitation Days, culminating in a dedicated recital at the end of semester. Audition/recommendation required. This course qualifies as an Advanced Chamber experience towards the Performer's Certificate.

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 (Spring Only)
.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.

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 techniques common to most secondary music programs. Major topics covered include beginning snare techniques and rhythm pedagogy.

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 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 & Methods
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 accessory percussion, keyboard percussion instruments and timpani. 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.

MUS 115P/116P/215P/216P Collaborative Piano
1 credit hour
This course is for piano pedagogy majors only and replaces Piano Technique I-V. Each member of the class will be assigned 2 students in the voice studio to accompany for lessons and/or seminar performances. Rehearsals outside of the lesson time are strongly encouraged. Students may accompany other instrumentalists if the level of the repertoire is appropriate. Students are also required to bring the vocalists/instrumentalists to their piano lessons.

Bachelor's Degree
ACADEMIC REGULATIONS

The Undergraduate Program Structure

The following sections outline the academic regulations governing the undergraduate program. Information in this section is supplemented by, course syllabi, the Recital Guide 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 their program of study, 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 133.5 or more credit hours of required coursework during the course of study. Two semesters of 15-16 weeks each constitute the regular academic year.

The **Bachelor of Music (pre-certification) (BMpc) degree** is conferred on candidates completing 121.5 or more credit hours of required coursework during the course of study. Two semesters of 15-16 weeks each constitute the regular academic year.

The **Bachelor of Music (performance and pedagogy) (BMped) degree** is conferred on candidates completing 122 or more credit hours of required coursework during the course of study. Two semesters of 15-16 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 freshman candidate has completed 35 or fewer credit hours; a sophomore candidate between 35.5 and 70 credit hours; a junior candidate between 70.5 and 105 credit hours, plus the TCSA; and a senior 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 freshman through senior as they advance through the required course distribution. Level I concludes with the completion of FT101, Level II with the completion of FT201 and the jury 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 133.5 credit hours with a minimum GPA of 2.5 on a 4.25 scale. Candidates seeking the BMpc degree must complete 121.5 credit hours with a minimum GPA of 2.0 on a 4.25 scale. Candidates seeking the BMped degree must complete 121 credit hours with a minimum GPA of 2.0 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 (36 credit hours)
These courses provide broad-based, liberal education in communication, science, mathematics, social studies, the humanities and health.

Fundamentals and Theory (17 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 (21-30 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.

Music Education

Instrumental track majors = 20.5 credit hours
Choral track majors = 19.5 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 = 39 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 Pre 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 GPA of 2.5 to graduate for BMEd and a 2.0 for a BMprecert or BMped. A cumulative GPA of less than 2.0 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), Pass/Fail (P/F), Withdraw Fail (WF), Involuntary Withdrawal (IW), and Withdrawn (W) are not included in GPA calculation.

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 2.0, the candidate may be placed on academic probation. Academic probation is designed to give a candidate time to demonstrate their 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 2.0 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 2.0. 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 2.0, or if their cumulative GPA falls below 2.0, they may be placed on academic probation. Candidates entering 300-level coursewrok without having completed the jury components of the TCSA are automatically placed on probation. Candidates placed on academic probation may enroll for no more than 15 credit hours.

Termination

Should a candidate not be able to remove themselves from academic probation after three consecutive semesters on probation, they may be terminated from the program.

***Note that all licensure students must have a 2.5 or higher to qualify for a teacher educator license entitlement.**

Admission to Professional Education & the Teacher Candidacy Skills Assessment (TCSA)

All candidates must pass the Jury portion of the Teacher Candidacy Skills Assessment before admission into the Professional Education program (300-level coursework). The full TCSA consists of a jury performance, comprehensive written theory exam, aural skills test, rhythm reading and performance assessment, and major and minor scales. Jury Exams and rhythm and scale assessments are recorded and kept on file for documentation.

The TCSA is designed to assess a candidate's 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. The TCSA includes the following components:

Musicianship

In addition to tests in aural and written theory and piano technique, candidates take an expanded jury examination that includes rhythmic reading and scales.

Academic Readiness

Candidates must be in good academic standing with a cumulative GPA of 2.5 for BMEd and 2.0 for BMped.

Applied Jury Examination

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

All jury examinations include three components:

1. Scales and arpeggios (see below for minimum standards by level)

2. Prepared piece(s) demonstrating the candidate's technical and musical abilities

3. Sight-reading

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

Minimum Standards for AM 111 / 112

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

Instrumentalists should play each scale at least two octaves (where applicable) followed by the corresponding arpeggio. Guitarists are required to say the note names of each scale and arpeggio (one octave) both ascending and descending and then perform them (two octaves) using two different fingering patterns as chosen by the jury panel.

Vocalists are required to play each scale and arpeggio on the piano for one octave ascending and descending prior to singing them using solfège syllables.

The applied instructor must attest to the candidate's knowledge of the required scales and arpeggios by signing the Jury Repertoire Form. Members of the jury panel may elect to hear the required scales.

Candidates who do not meet these minimum standards are not permitted to enroll in AM 211, but may instead be required to take AM 113.

Candidates are required to perform a prepared piece(s). Candidates are required to sight-read.

Minimum Standards for AM 211 / 212 (TCSA Jury)

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

Instrumentalists should play each scale at least two octaves (where applicable) followed by the corresponding arpeggio. Guitarists are required to say the note names of each scale and arpeggio (one octave) both ascending and descending and then perform them (two octaves) using two different fingering patterns as chosen by the jury panel.

Vocalists are required to play each scale and arpeggio on the piano for one octave ascending and descending prior to singing them using solfège syllables.

The applied instructor must attest to the candidate's knowledge of the required scales and arpeggios by signing the Jury Repertoire Form. Members of the jury

panel may elect to hear the required scales. Candidates who do not meet these minimum standards are not permitted to enroll in AM 311, but may instead be required to take AM 213.

Candidates are required to perform their prepared piece(s). Candidates are required to sight-read.

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

Minimum Standards for AM 311/312 (Junior Recital)
At the 311 level, candidates are required to play/ sing all major and minor scales with arpeggios (around the circle of fourths or fifths), as well as a chromatic scale, at a steady tempo (one note per beat) with a recommended metronome marking of no less than 72 beats per minute, using the same performance criteria as AM 211 and 212.

Candidates are required to perform their prepared piece(s). Candidates are required to sight-read.
The Junior Recital should be performed during the 312 level. If it is successfully completed during this semester, the candidate is not required to do a jury exam.

Candidates who do not complete the Junior Recital by the end of AM 312 must perform a jury exam (subject to the minimum standards outlined above) and may be required to enroll in AM 313 the following semester.

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

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

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

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

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

Candidates are required to perform their prepared piece(s). Candidates are required to sight-read.

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

Candidates are required to perform their prepared piece(s). Candidates are required to sight-read.

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

Candidates are to dress in a professional manner, although concert dress is not necessary.

Candidates are to number each measure of their prepared piece.

Candidates are to bring three copies of their solo. These may be photocopies since they will be destroyed at the conclusion of the jury exam.

Candidates are to bring the original and two copies of their completed Jury Repertoire Form. The original is to be given to the room monitor, and the two copies to the jury panel.

Performer's Certificate

BMEd Candidates who are interested in the Performer's Certificate may apply at the following times:

- 111 level jury
- 112 level jury
- 211 level jury ✪
- 212 level jury ✪

Candidates wishing to apply for the Performer's Certificate are required to submit an application to the director of applied studies no later than two weeks prior to the jury. The jury that immediately follows the submitted application will serve as a special hearing to determine their acceptance into the Performer's Certificate program.

Requirements:
After being accepted into the Performer's Certificate program, candidates must complete the following requirements:

- A minimum of 12 credit hours in their major applied area throughout the entire degree program. (regular requirement is 8 credit hours)
- A junior recital with 30-45 minutes of music in their major area. (The regular BMEd junior recital requirement is 15-20 minutes.) The recital program must follow advanced repertoire guidelines set forth by the student's applied instructor and the director of applied studies. Vocalists must perform all their repertoire by memory unless given special permission to use music by their applied instructor and the director of applied studies.
- A senior solo recital with 50-65 minutes of music in their major applied area. (The regular BMEd senior recital requirement is 30-45 minutes.) The recital program must follow advanced repertoire guidelines set forth by the student's applied instructor and the director of applied studies. Vocalists must perform all their repertoire by memory unless given special permission to use music by their applied instructor and the director of applied studies. The senior recital program must not repeat more than 20% of the repertoire previously performed in the junior recital.
- At least two semesters in an honors ensemble after acceptance into the Performer's Certificate program. (This is not required for a regular BMEd candidate.)

A student who wishes to perform in a secondary area on their recital must:

1. Submit a written request to the director of applied studies before the end of the first week of classes during the recital semester.
2. Successfully complete an audition before a faculty panel a minimum of six weeks before the recital.

If permission is granted, the student will need to meet the minimum number of minutes expected (30 minutes for junior recitals and 50 minutes for senior recital) on their primary instrument and must adhere to the recital guideline which states that no more than 10% of the recital repertoire may be performed in a secondary area.

At least four faculty members are required to assess the junior and senior recitals. The faculty panel will use the standard BMEd recital assessment rubrics. The panel's final scores will be averaged, and a minimum score of 84% is required for the Performer's Certificate to be awarded.

Bachelor of Music Education (BMEd) Exit Requirements

The following items must be completed prior to degree conferment:

1. **Apply to Student Teaching**
   Candidates must successfully pass 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 Sept. 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 the woodwind, brass, string, and percussion instrument families, as well as on guitar. All candidates, re-

✪ Summer elective lessons will be required to meet the 12-lesson requirement.

gardless of track, must demonstrate proficiency in conducting and rehearsal techniques. Candidates are encouraged to begin comprehensive exams during their 300 level coursework upon completion of the instrumental methods class.

4. **Pre-Clinical Experience Hours**
   Candidates must complete and document a minimum of 25 pre-clinical experience hours before clearance to student teaching is granted. Methods coursework includes another 60-75 hours. 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 is required for licensure in Illinois. 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 teach is granted.**

Certification Exams

Candidates applying for admission to student teaching must have passed the ISBE Music Content-Area Test.

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**
   These exams assess 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, 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 25 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 2.0 GPA is required.

BMpc Program Completion & Licensure

BMpc graduates who are interested in pursuing licensure and have subsequently passed the ISBE 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.

Bachelor of Music (Performance & Pedagogy) (BMped) 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. Ability to organize and conduct instruction in the major performing medium, including performance at the highest possible level and understanding of the interrelationships between performance and teaching; knowledge of applicable solo, ensemble, and pedagogical literature; the ability to apply a complete set of musicianship skills to the teaching process; and knowledge of applicable technologies, particularly with respect to group instruction.
3. **Internship Hours**
   Candidates must document a minimum of 100 completed internship experience hours prior to degree completion
4. **Academic Standing**
   A cumulative 2.0 GPA is required and no more than 15 credits per semester is recommended.

Illinois Professional Educator License

BMEd candidates may submit an application to ISBE to receive the Illinois Professional Educator License with a Special Pre 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.

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

Teaching in other states

Illinois is a member of the National Association of State Directors of Teacher Education and Certification (NASDTEC) Interstate Agreement. This agreement means that Illinois maintains reciprocal agreements with other states enabling licensed teachers to teach in that state. Candidates should not, however, infer that this agreement means full reciprocity. They may need to complete additional requirements, such as coursework, assessments, or classroom experience, before receiving a full professional certificate in the new state. A sampling of requirements that licensed educators may need to complete before teaching out of state are posted on https://www.nasdtec.net/page/InterstateAgreements. Any teacher wishing to transfer their teaching license to another state should also consult that state's certification or licensure requirements for out-of-state license holders. VanderCook's deans and registrar are available to help students navigate this process.

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 78 hours into their program. All credit earned at another institution are 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 Place-

ment 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 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 Advanced International Certificate of Education 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 appropriate dean, college credit may be awarded for coursework in which a candidate demonstrates that they are proficient with the subject matter. This may include proof of successful classroom teaching experience, paraprofessional experience, satisfactory completion of an in-depth workshop, performance experience, or participation in lessons and other degree related activities. Candidates may be required to demonstrate proficiency through musical performance, written work, or completion of an assessment. Credits may be accepted toward licensure and/or degree completion.

Undergraduate students must enroll in the course(s) for which they are seeking credit and attend the course until proficiency is established through means described above and approved by the course professor. In addition, undergraduate candidates must submit a written appeal outlining their subject-matter proficiency to the undergraduate dean.

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 to apply for the Federal Pell Grant, State Grants, Direct Loans and other financial aid programs..

Federal & State Aid

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

Schools are required to notify all students who are eligible for State of Illinois MAP grant awards, including those students who are only eligible during the second semester or the second and/or third quarter. Schools must clearly identify MAP grant awards on the award notification as: IL MAP (estimated). Schools are also required to include the following language, exactly as it appears below, with the award notification:

You may be eligible for a State of Illinois MAP grant. Because you completed a Free Application for Federal Student Aid (FAFSA) or Alternative Application for Illinois Financial Aid, you are also considered for financial aid from the State of Illinois. You may qualify for a **State of Illinois MAP grant**—financial aid from the State of Illinois that is based on financial need and **does not have to be repaid**. If you are eligible:

- Your financial aid offer from the school includes an estimated amount listed as **IL MAP (estimated)**.
- The amount listed is an **estimate**. The final amount may change depending on how much funding the state provides this year, as well as the number of hours you're enrolled and your other sources of aid.
- MAP grant awards may be received for up to about 4½ years of full-time college.
- You can learn more about the State of Illinois MAP grant and check how many credit hours you have used on the Illinois Student Assistance Commission website: isac.org/mapgrant

You may also qualify for help with dependent care expenses and food costs.

- Ask your financial aid office if you would benefit from the federal dependent care allowance.
- Call the Illinois Hunger Coalition Hotline at 800.359.2163 or visit the website at ilhunger.org for information about food assistance.
- Contact the Illinois Department of Human Services at 800.843.6154 or visit the website dhs.state.il.us for information about the Child Care Assistance Program and/or the Supplemental Nutrition Assistance Program.

Teachers of Illinois Scholarship Program

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.

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.

Federal PLUS Loan Program

The Parent Loan for Undergraduate Students (PLUS) is an unsubsidized federal loan for the parents of dependent students only. Learn more about the PLUS Loan on the U.S. Department of Education's Federal Student Aid website.

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://benefits.va.gov/gibill/, or call 888.442.4551.

GI Bill® is a registered trademark of the U.S. Department of Veterans Affairs (VA). More information about education benefits offered by VA is available at the official U.S. government Web site at https://www.benefits.va.gov/gibill.

VA Pending Payment Compliance

VanderCook College of Music will not take any of the four following actions toward any student using U.S. Department of Veterans Affairs (VA) Post 9/11 G.I. Bill® (Ch. 33) or Vocational Rehabilitation and Employment® (Ch. 31), Dependents' Educational Assistance (DEA) Program® (Ch. 35) Montgomery GI Bill Selected Reserve (MGIB-SR) CH 1606 benefits, while their payment from the United States Department of Veterans Affairs is pending to the educational institution: The following classes do count as credits attempted, but do not count as credits completed:

- Prevent their enrollment;
- Assess a late penalty fee to:
  - Require they secure alternative or additional funding;
  - Deny their access to any resources (access to classes, libraries, or other institutional facilities) available to other students who have satisfied their tuition and fee bills to the institution.

However, to qualify for this provision, such students may be required to:

- Produce the VA' s Certificate of Eligibility by the first day of class;
- Provide written request to be certified;
- Provide additional information needed to properly certify the enrollment as described in other institutional policies (see our VA School Certifying Official for all requirements).
- Any amount not covered by the VA is the responsibility of the student inclduing Ch35, Ch1606, and less than 100% Ch 33

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 has made the decision to maintain tuition and fees costs without an increase for the 2025-26 academic year and continue to provide excellent scholarship opportunities to all our students. In light of there being no tuition hike, the college will no longer be awarding Dean's List grants to students starting in the fall of 2025. We understand the importance for every student to receive all funding possible to pay for the cost of attendance and our mission will be to continue to assist in this process in the future.

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 they are assigned.

Bachelor's Degree
FINANCIAL AID

VanderCook Scholars Program
Candidates who are accepted into the VanderCook Scholars Program will receive a four-year FREE tuition scholarship. To be eligible for the VanderCook Scholars Program, candidates must be accepted into the Bachelor of Music Education Program and attend VCM as a full-time student for four years.

After Federal and State grants and/or scholarships are applied, tuition will be paid in full for up to one student per year on each of the following instruments: flute, oboe, bassoon, clarinet, saxophone, trumpet, French horn, trombone, euphonium, tuba, percussion, piano, guitar, treble vocal, tenor/bass vocal, violin, viola, cello and bass.

Scholarship recipients are responsible for all housing costs and any fees normally associated with the cost of attendance.

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. 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.

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 are 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
- 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
- Maurice T. & Ruth A. Rhodes Scholarship
- Lewis & Gerry Schmidt Instrumental Music Education Scholarship
- Herman D. Smith Memorial Scholarship
- Wenger Family Scholarship
- Blake Wiener Woodwind Scholarship
- Wisconsin Music Educators Association Scholarship
- Victor W. Zajec Memorial Scholarship

Bachelor's Degree
FINANCIAL AID

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 making satisfactory academic progress in his or her education program and may continue to receive Title IV assistance. Title IV programs include Federal Pell Grants, Federal Supplemental Educational Opportunity Grants, Federal Work Study, Federal TEACH Grants, Federal Iraq and Afghanistan Grants, 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.

Your academic record will be evaluated after each semester to determine if you are meeting the SAP requirements to maintain financial aid eligibility for the next academic year. Your SAP status at the end of the annual evaluation period determines your SAP status for the current academic year. Changes to your academic record after the end of the official evaluation period will not impact your SAP status for the current academic year. The VanderCook SAP requirements fall into three areas:

- Making progress toward your degree by completing a minimum percentage of attempted units.
- Maintaining a minimum cumulative grade point average (GPA).
- Completing your degree within a maximum specified amount of attempted units.

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 2.0 (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 135 credit hours. The maximum time frame during which an undergraduate candidate may be eligible for financial assistance must therefore not exceed 202.50 total attempted credit hours, including transfer and/or advanced placement credit (135 x 150% = 202.50 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. The maximum time frame during which an undergraduate candidate may be eligible for financial assistance must therefore not exceed 120.5 total attempted credit hours, including transfer and/or advanced placement credit (120.5 x 150% = 180.75 credit hours). 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 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 Grade Summary by Cumulative GPA reports, are used to determine if the candidate is meeting both Qualitative and Pace requirements of Satisfactory Academic Progress. If a candidate is determined not to be meeting these standards, they are 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.

Transfer Credits

Transfer credits that are accepted by your college toward your academic program, including those earned while in high school, after high school, or after being admitted to VanderCook College of Music, are counted as both completed and attempted. These units are factored into your cumulative pace of progression in the evaluation.

The following classes do count as credits attempted, but do not count as credits completed:
Repeated courses (in which you previously received a passing grade)

- Courses dropped after add/drop period.
- Courses attempted in a semester in which you withdraw after withdrawal period
- Failed or incomplete courses

Second Undergraduate Degree

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

Satisfactory Academic Progress Standing

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

Candidates who have not met the minimum qualitative requirement and/or minimum quantitative 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 placed on financial aid warning) despite the determination that they is not making satisfactory progress according to the above guidelines. The Financial Aid Office will 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, the candidate will be notified that they has not met the minimum requirements of Satisfactory Academic Progress and no longer eligible for aid. The candidate will be placed on Financial Aid Suspension. The candidate may submit a written appeal to The

Director of Financial Aid within 15 calendar days of this notification. A 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 or illness of the candidate, or other special circumstances.

If approved, the student will receive an additional probationary period of financial assistance where they will be able to reestablish satisfactory academic progress.

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 re-establish eligibility for Title IV funds.

If a student does not complete the appeal process or if an appeal is denied, he/she will remain ineligible for financial assistance until Satisfactory Academic Progress is reestablished. Financial aid will not be provided retroactively.

There is no probationary period for a graduate, master and certification, or entitlement 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 at the conclusion of the financial aid warning period, a graduate, master and certification, or entitlement candidate has not achieved the minimum standards of Satisfactory Academic Progress,involuntary withdrawal from the program will occur.

Teacher Certification Entitlement Program
COURSE OF STUDY

Teacher Certification Entitlement Program (TCEP)

The TCEP was designed for candidates who hold a degree in music and wish to earn a Illinois Professional Educator License with a Special Pre K–12 Endorsement in Music.

Program Learning Outcomes (PLOs)

Demonstrate professionalism in action, word and appearance.

Students will demonstrate the ability to:

- Behave, speak, and dress in an appropriate and respectful manner in interactions with children, colleagues, parents, and community members.
- Engage in honest self-evaluation and seek feedback from colleagues and professionals.
- Collaborate effectively to complete a task

Demonstrate a high level of musicianship in performing, perceiving, conducting and creating music.

Students will demonstrate the ability to:

- Think and speak intelligently about music.
- Perform a varied repertoire of music across multiple disciplines.
- Analyze through extensive performance and pedagogical opportunities all phases of music education.

Demonstrate competence, knowledge, and best practice in the process of teaching.

Students will demonstrate the ability to:

- Incorporate educational standards in the design of curriculum and planning.
- Differentiate instruction and assessment to meet the needs of diverse learners.
- Modify classroom instruction based on learner feedback.

General Education Standards
(For General Education Coursework)

Students will develop a global understanding of history, sociology and psychology; and demonstrate the ability to:

- Understand and evaluate the structure of America's social, political, and historical development.
- Develop the sensitivity to serve diversecommunities.
- Describe the principles of human behavior, psychology and psychological inquiry.

Students will think critically and develop problem-solving skills.

Students will demonstrate the ability to:

- Analyze information through a critical lens.
- Apply analytical procedures and thought processes to the solution of quantitative and abstract problems.
- Utilize research and appropriate research methods to support a position.

Students will communicate effectively when speaking and writing.

Students will demonstrate the ability to:

- Describe observations from personal experiences and reading
- Construct, research, and support a thesis statement
- Prepare and deliver an effective verbal presentation

✪ Note that this means Choral Track student must take 2 of the 4.

Teacher Certification Entitlement Program
COURSE OF STUDY/ COURSE LIST

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.

Application Procedure

The following elements must be included with a completed application and a $55.00 non-refundable application fee:

- A current résumé.
- All official transcripts from all accredited colleges and/or universities, including indication of graduation from one of those attended.
- Three letters of reference.
- An essay describing the applicant's philosophy of music education, and addressing VanderCook's three core values: 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

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.

These courses must be completed with a grade of C or better on the transcript or remedial work may be required by the candidate.
Course descriptions are included with those for the bachelor's degree programs earlier in this catalog.

Course No.	Course Title	Credit Hours
Choral Track		**30.5 total**
MED 212	Commercial General Music Techniques	1
MED 318	Adv. Conducting/Rehearsal Tech.	1
MED 411	Woodwind Methods ✪	2
MED 412	Brass Methods ✪	2
MED 413	Percussion Methods ✪	2
MED 414	String Methods ✪	2
MED 415	PreK-5 Elementary General Music Methods	2
MED 415 B	MS Choral/General Music Methods	2
MED 416	High School Choral Methods	2
MED 418	Methods of Teaching Vocal Jazz and Contemporary Styles	2
MED 419	Musical Theatre Methods	2
MUS 111	Flute/Saxophone Techniques	1
MUS 112	Low Brass Techniques	1
MUS 113	Percussion Techniques I	1
MUS 114	Low String Techniques	1
MUS 117	Vocal Techniques	1
MUS 118	Beginning Conducting	1
MUS 119	Clarinet Techniques	.5
MUS 120	Guitar Techniques & Methods	1
MUS 212	High Brass Techniques	1
MUS 213	Percussion Techniques II	1
MUS 214	High String Techniques	1
MUS 216	Piano Techniques IV	1
MUS 217	Vocal Diction	1
MUS 315	Piano Techniques V	1
MUS 316	Piano Techniques VI	1

Ensembles & Additional Courses (Choral Track)		4 total
CHOR	Concert Choir	2
VCC	Collegiate Chorale	1
VCM	VanderCook Seminar	1

Total: 4

Teacher Certification Entitlement Program
COURSE LIST

Instrumental Track — 30.5 total

MED 212	Commercial General Music Techniques	1
MED 218	Marching Band Methods **OR** MED 417 String Methods II	2
MED 318	Adv. Conducting/Rehearsal Tech.	1
MED 411	Woodwind Methods	2
MED 412	Brass Methods	2
MED 413	Percussion Methods	2
MED 414	String Methods I	2
MED 415	PreK-5 Elementary General Music Methods	2
MED 415 B	MS Choral/General Music Methods	2
MED 421	Band Instrument Repair **OR** String Instrument Repair	1
MUS 111	Flute/Saxophone Techniques	1
MUS 112	Low Brass Techniques	1
MUS 113	Percussion Techniques I	1
MUS 114	Low String Techniques	1
MUS 116	Piano Techniques II	1
MUS 117	Vocal Techniques	1
MUS 118	Beginning Conducting	1
MUS 119	Clarinet Techniques	.5
MUS 120	Guitar Techniques & Methods	1
MUS 211	Oboe/Bassoon Techniques	1
MUS 212	High Brass Techniques	1
MUS 213	Percussion Techniques II	1
MUS 214	High String Techniques	1
MUS 215	Piano Techniques III	1

Ensembles & Additional Courses

(Instrumental Track) — 4 total

BAND	Symphonic Band **OR**	2
VCP	Philharmonic Orchestra	2
CE	Chamber Ensemble	1
VCM	VanderCook Seminar	1

General Education (both tracks) — 18 total

HED 301	Health Education	2
HIST 203	History of European & American Music & Culture I	3
HIST 204	History of European & American Music & Culture II	3
HUM 301	World Music	3
PSY 101	Introduction to Psychology	3
SOC 301	Social Justice & the Community	3
TECH 101	Introduction to Technology	1

Professional Education (both tracks) — 18-21 total

ED 301	Educational Psychology	2
ED 302	Technology in the Classroom	1
ED 401	History & Philosophy of Education	2
ED 402 A	Methods/Techniques of Teaching I	1
ED 402 B	Methods/Techniques of Teaching II	1
ED 402 C	Methods/Techniques of Teaching III	1
ED 404	Teaching the Diverse Learner	3
ED 405	Methods of Teaching Reading	1
ED 412	Student Teaching	6 or 9
	Clinical Observation (25 hours)	
	Comprehensive Performance Exams	

Course descriptions are included with those for the master's degree programs earlier in this catalog on page 14**.**

Teacher Certification Entitlement Program
ACADEMIC REGULATIONS

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 twelve (12) 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 Pre 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: 30.5 credits in the choral or instrumental music education track, 18 credits of General Education courses, 18-21 credits of Professional Education courses, and four credits of ensembles and Seminar.

Entitlement Requirements

TCEP candidates are admitted to the teacher education program upon admission to the college Successful completion of 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 25 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 Exam

TCEP candidates applying for admission to student teaching must have passed the ISBE Music Content-Area Test.

Teacher Certification Entitlement Program
ACADEMIC REGULATIONS /FINANCIAL AID

Illinois Professional Educator License

TCEP candidates may submit an application to ISBE to receive the Illinois Professional Educator License with a Pre 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.
- The ISBE Music Content-Area Test

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

Teaching in other states

Illinois is a member of the National Association of State Directors of Teacher Education and Certification (NASDTEC) Interstate Agreement. This agreement means that Illinois maintains reciprocal agreements with other states enabling licensed teachings to teach in that state. Candidates should not, however, infer that this agreement means full reciprocity. They may need to complete additional requirements, such as coursework, assessments, or classroom experience, before receiving a full professional certificate in the new state. A sampling of requirements that licensed educators may need to complete before teaching out of state are posted on https://www.nasdtec.net/page/InterstateAgreements. Any teacher wishing to transfer their teacher license to another state should also consult that state's certification or licensure requirements for out-of-state license holders. VanderCook's Deans and Registrar are available to help students navigate this process.

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.***

Teacher Certification Entitlement Program
FINANCIAL AID

Maximum Time Frame

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

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

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 Grade Summary by Cumulative GPA reports, are used to determine if the candidate is meeting both Qualitative and Pace requirements of Satisfactory Academic Progress. If a candidate is determined not to be meeting these standards, they are 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 they 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 they 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) is 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 Internetbased TOEFL (iBT) measures the areas of reading, listening, writing and speaking; VanderCook requires a minimum iBT score of 90 or above a 4 if you have tested after January 2026, with at least 25 in Reading & Writing. The IELTS test may be considered in lieu of a TOEFL; VanderCook requires a 7 or higher, but admission is contingent upon a review.

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 IEP 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 $55.00 non-refundable application fee:

- All official transcripts from all accredited colleges or universities, with graduation date indicated.
- 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 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 of Music Education (MMEd)
COURSE LIST

Master of Music Education Program Structure

MMEd Candidates will complete 36 hours of graduate credit in the following areas:

Graduate core and Major area studies	10 hours
Other Studies in Music	12 hours
Elective Credit	14 hours

Residency Elective Credits fall into three categories: Advanced Competencies in Music Education, Contemporary Issues and Problems in Music Education, and Advanced Music Making. Including coursework, candidates must complete between 33% and 66% of coursework in each area. Note that Advanced Competencies and Contemporary Issues and Problems serve as one area of study when figuring percentages.

Master of Music Education Program Structure

Graduate Core and Major Area — 10 total

Course #	Course Title	Credit Hours
562	Introduction to Graduate Study	2
	Approved Professional Education Course	2
	Advanced Method Courses	6

Other Studies in Music — 12 total

	Conducting & Rehearsal Techniques	2
	Arranging Elective	2
	Survey of Literature or Repertoire ❖	2
	Music History/Musicology/ Ethnomusicology Elective	2
	Applied Music and Ensembles	4

Electives: Courses selected from the following categories — 14 total

Elective Credit may be selected from residency courses or the continuing education (MECA) platform and can be complete through online or onsite coursework.

Candidates must complete between 33% and 66% of coursework in each area. Note that Advanced Competencies and Contemporary Issues and Problems serve as one area of study when figuring percentages.

Comprehensive Review Process

Part of the Master of Music Education program is a comprehensive review. To complete this process, each candidate will complete a comprehensive review project (597, 589, 599), participate in the review process including cohort presentation and review of materials and learning.

REQUIRED COURSES

Graduate Core & Major Area — 10 Total

Required of all candidates, regardless of tack.

562	Introduction to Graduate Study	2
543	Curriculum & Administration **OR**	2

Approved course through online platform

Required Methods Coursework by Track — 6

Band Track

552	Woodwind Methods	2
553	Brass Methods	2
554	Percussion Methods	2

Choral Track

556	Secondary General. Music Methods **OR** 558 Musical Theatre Methods	2
557	Secondary Choral Methods	2
561	The Vocal Mechanism	2

General Music Track

555 A	Elementary General Methods Pre K-2	2
555	Elementary General Methods 3-5	2
556	Secondary General Music Methods	2

String Track

551 A	String Methods I	2
551 B	String Methods II	2
548	Integrating Winds & Percussion into the Orchestra	2

Other Studies in Music — 12 Total

Conducting & Rehearsal Techniques — 2

533	Band Conducting & Rehearsal Techniques
532	Choral Conducting & Rehearsal Techniques
557A	Methods of Teaching Children's Choir
534	Orchestral Conducting & Rehearsal Techniques **OR** Approved course through online platform

Approved Arranging Elective — 2

522	Band Arranging
522 A	Jazz Arranging
523	String Arranging
523	Choral Arranging **OR**

Approved course through online platform

Master of Music Education (MMEd)
COURSE LIST

Approved Literature or Repertoire Course 2

545 Choral Literature
549 Survey of String Repertoire **OR**
Approved course through online platform

Approved Music History, Musicology, or Ethnomusicology 2

568 World Music in the School Music Program
569 American Music History **OR**
Approved course through online platform

Applied Music and Ensembles/Advanced Music Elective 4

580 Applied Instrument Lessons (1 credit each)
Summer Graduate Ensembles (5 credit each
OR
Approved course through online platform (flexible credit)

Residency Electives

Candidates may select residency electives from course offerings in the band, choral, string, or general music tracks; professional education courses; or music history courses. These courses may be completed through online or on-site courses taken at the 500-Level for 2 credits and may include up to 12 credits, i.e. 4 three-credit MECA courses.

512A	Low String Techniques	2
512B	High String Techniques	2
513A	Flute/Clarinet Techniques	2
513B	Oboe/Bassoon Techniques	2
514A	Low Brass Techniques	2
514B	High Brass Techniques	2
515A	Percussion Techniques I	2
515B	Percussion Techniques II	2
516	Guitar Techniques & Methods	2
520	Theory Review	2
522A	Jazz Arranging	2
547	Jazz Band Methods	2
558	Musical Theatre Methods	2

Exit Requirements

Comprehensive Review Project, Lecture Recital or Lecture Demonstration

All MMEd candidates must complete a comprehensive review project (597, 598, 599) and participate in the review process including a cohort presentation and review of materials and learning as prescribed by the cohort review or reflective appendix rubric.

591	Reflective Appendix **OR**	
594	Cohort Review	0
597	Comprehensive Review Project **OR**	
598	Graduate Lecture Recital **OR**	
599	Graduate Lecture Demonstration	0

Residency electives and required coursework may be completed in our online platform.

COURSE DESCRIPTIONS

Techniques courses at the 500 level are for MMEd candidates only. MCert and TCEP candidates take technique courses at the at the undergraduate licensure level

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
The Concert Choir provides students a large choral ensemble experience where rehearsal and performance issues are discussed. The ensemble follows the tradition at the school, "If you can sing it, you can play it." The purpose of this ensemble is for students from divergent instrumental and choral backgrounds discover new techniques to learn and practice music and musicianship. The ensemble performs a variety of new and standard repertoire for large choral ensembles.

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.

512A 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 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 Flute/Clarinet Techniques
2 credit hours
Topics in this group study include embouchure formation, tone production and development, breath support, tonguing, intonation, special fingerings, reed selection and extended register work.

513B/OB/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.

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.

Master's Degree (MMEd & MCert)
COURSE DESCRIPTIONS

515A Percussion Techniques I
2 credit hours
Study of snare drum techniques common to most percussion instruments. Major topics include beginning snare techniques and rhythm pedagogy. Students will be asked to demonstrate teaching a beginning snare drum lesson.

515B Percussion Techniques II
2 credit hours
Study of accessory percussion, keyboard percussion instruments and timpani. The course concludes with a cumulative percussion ensemble project synthesizing all the techniques learned in Percussion Techniques I and II.

516 Guitar Techniques & Methods
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.

520 Theory Review
2 credit hours
An online 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.

522A 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.

545A 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 indepth. 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.

551A 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.

551B 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
This course includes a thorough review of playing techniques and pedagogy for Snare Drum, Keyboard Percussion, Orchestral Percussion, and Timpani. The course is designed around a comprehensive percussion curriculum project that synthesizes instructional video review, article review, and hands-on instruction.

555A Elementary General Music Methods PreK-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.

557A 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.

561 The Vocal Mechanism
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.

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.

591 Reflective Appendix
0 credit hours
The Reflective Appendix provides MMEd candidates an opportunity to present their project materials and learning during the program of study in a formal setting for review by a faculty representative. In this written appendix, the candidate will a) present their project, findings, results, and implications for further study, b) discuss how their research, coursework, and personal teaching inform the development of their comprehensive review project, c) discuss how their research and coursework impacted their development as a music educator, and d) discuss how they will continue to develop as a professional music educator.

594 Cohort Review
0 credit hours
The Cohort Review provides MMEd candidates an opportunity to present their project materials in a more formal setting to present their project materials and learning during the program of study to members of an assigned cohort, which includes a faculty representative by whom the presentation is formally reviewed. In this formal presentation the candidate will a) present their project, findings, results, and implications for further study, b) discuss how their research, coursework, and personal teaching inform the development of their comprehensive review project, c) discuss how their research and coursework impacted their development as a music educator, and d) discuss how they will continue to develop as a professional music educator.

597 Comprehensive Review Project
0 credit hours
The Comprehensive Review 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.

597B Designing and Implementing a Masters Project
0 credit hours
Using the VanderCook Master's Project Template, students will design, refine, and implement their Initial Questions and Method sections of their master's project. Students will also learn how to effectively set up the other sections of their paper for successful completion of their projects. Topics will include project goals, initial questions, types of methods, data collection, informed consent, APA 7, in addition to formatting the Review of Literature, Results, Discussion, and Appendices sections of the paper. Please note: This class does not replace working with your advisor.

597 C Writing and Editing a Professional Paper (Masters Project)
0 credit hours
Using their individually written rough drafts in the VanderCook Master's Project Template, each student will refine their professional, scholarly writing using APA 7 format to complete most editing of their Master's Project (see Note). Topics include correct use of: pronouns, tense, vocabulary, punctuation, grammar, figure and table formatting, citations, active vs. passive voice, in addition to reviewing what material belongs in the Method, Results, Discussion, or Appendices sections of the paper.

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 Comprehensive Review 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 Lecture Demonstrations will be accepted for any given summer session. Candidates should submit their request as part of the Comprehensive Review Project process.

Master's Degree (MMEd & MCert) COURSE DESCRIPTIONS / Master's Degree (MMEd) ACADEMIC REGULATIONS

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 Comprehensive Review 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 Lecture Demonstrations will be accepted for any given summer session. Candidates should submit their request as part of the Comprehensive Review Project process.

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.

****Entitlement may be granted prior to completion of MMEd if all licensure requirements are fulfilled.**

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.

Master's Degree (MMEd) ACADEMIC REGULATIONS

Graduate Core & Major Area (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.

Other Studies in Music (12 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.

Residency or Continuing Education Electives (14 Credits)
MMEd candidates select 14 additional credits of elective courses at the 500 level, through the MECA continuing education program, or a combination of credits from both programs.

Sessions
Traditional Summer Sessions are six weeks in length with the first three weeks online and the second three weeks onsite. Summer Coursework taken through the MECA Continuing Education Online Platform are 8 weeks in length online.

MMEd Exit Requirements & Comprehensive Review Process

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 their 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 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.

Master and Certification (MCert) MMEd and Licensure Option (MCert) COURSE STUDY

The MMEd and Licensure Option (MCert)

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

- Earned a minimum of a baccalaureate degree in music from an accredited college or university;
- Graduated with a 3.0 cumulative GPA or higher.

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 90, with at least 25 in Reading & Writing. 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 $55.00 non-refundable application fee:

- All official transcripts from accredited colleges and/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 addressing VanderCook's three core values: 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

Applicants who are interested in applying for the master and certification option should contact the Admissions Office to schedule an audition and interview, and for audition criteria. Admission requirements are also available on VanderCook's website.

Master and Certification (MCert)
COURSE LIST

REQUIRED COURSES (all tracks)

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.

Graduate Core and Major Area — 10 total

562	Introduction to Graduate Studies	2
555	PreK-5 Elementary General Music Methods	2

Required Methods Coursework by Track — **6**

Band Track

552	Woodwind Methods	2
553	Brass Methods	2
554	Percussion Methods	2

Choral Track

556	Secondary General Music Methods	2
557	Secondary Choral Methods	2
561	The Vocal Mechanism	2

General Music Track

555A	Elementary General Methods Pre K-2	2
555	Elementary General Methods 3-5	2
556	Secondary General Music Methods	2

String Track

551A	String Methods I	2
551B	String Methods II	2
548	Integrating Winds & Percussion into the Orchestra	2

Other Studies in Music — 16 total

Conducting & Rehearsal Techniques — 2

533	Band Conducting & Rehearsal Techniques
532	Choral Conducting & Rehearsal Techniques
557A	Methods of Teaching Children's Choir
534	Orchestral Conducting & Rehearsal Techniques **OR**

Approved course through online platform

Approved Arranging Elective — 2

522	Band Arranging
522 A	Jazz Arranging
523	String Arranging
525	Choral Arranging **OR**

Approved course through online platform

Approved Literature or Repertoire Course — 2

545	Choral Literature
549	Survey of String Repertoire **OR**

Approved course through online platform

Approved Music History, Musicology, or Ethnomusicology — 2

568	World Music in the School Music Program
569	American Music History

Approved course through online platform

Applied Music and Ensembles/Advanced Music Elective — 8

580	Applied Instrument Lessons	(1 credit each)
	Summer Graduate Ensembles	(.5 credit each)

Approved course through online platform (flexible credit)

Current Trends in Music Education — 10 credits

	Music Technology Elective 2
	Professional Education Elective 2
	Graduate Level Electives 6

General Education — 18 total

Required of all candidates, regardless of track.

HED 301	Health Education	2
HIST 203	History of European & American Music & Culture I	3
HIST 204	History of European & American Music & Culture II	3
HUM 301	World Music	3
PSY 101	Introduction to Psychology	3
SOC 301	Social Justice & the Community	3
TECH 101	Introduction to Technology	1

Professional Education — 17-20 total

Required of all candidates, regardless of track.

ED 301	Educational Psychology	2
ED 302	Technology in the Music Classroom	1
ED 401	History & Philosophy of Education	2
ED 402A	Methods/Techniques of Teaching I	1
ED 402B	Methods/Techniques of Teaching II	1
ED 402C	Methods/Techniques of Teaching III	1
ED 404	Teaching the Diverse Learner	3
ED 405	Methods of Teaching Reading	1
ED 412	Student Teaching	6-9

Master and Certification (MCert)
COURSE LIST

Major Area: Band Track

Undergraduate Level Licensure Requirements: 22.5

MED 212	Commercial General Music Techniques	1
MED 218	Marching Band Methods	2
MED 318	Adv. Conducting/Rehearsal Tech.	1
MED 414	String Methods	2
MED 415B	MS Choral/General Music Methods	2
MED 421	Band Instrument Repair	1
MUS 111	Flute/Saxophone Techniques	1
MUS 112	Low Brass Techniques	1
MUS 113	Percussion Techniques I	1
MUS 114	Low String Techniques	1
MUS 116	Piano Techniques II	1
MUS 117	Vocal Techniques	1
MUS 118	Beginning Conducting	1
MUS 119	Clarinet Techniques	.5
MUS 120	Guitar Techniques & Methods	1
MUS 211	Oboe/Bassoon Techniques	1
MUS 212	High Brass Techniques	1
MUS 213	Percussion Techniques II	1
MUS 214	High String Techniques	1
MUS 215	Piano Techniques III	1

Major Area: Choral Track

Undergraduate Level Licensure Requirements: 23.5

MED 212	Commercial General Music Techniques	1
MED 318	Adv. Conducting/Rehearsal Tech.	1
MED 411	Woodwind Methods ✪	2
MED 412	Brass Methods ✪	2
MED 413	Percussion Methods ✪	2
MED 414	String Methods ✪	2
MED 418	Methods of Teaching Vocal Jazz and Contemporary Style	2
MED 419	Musical Theatre Methods	2
MUS 111	Flute/Saxophone Techniques	1
MUS 112	Low Brass Techniques	1
MUS 113	Percussion Techniques I	1
MUS 213	Percussion Techniques II	1
MUS 114	Low String Techniques	1
MUS 217	Vocal Diction	1
MUS 118	Beginning Conducting	1
MUS 119	Clarinet Techniques	.5
MUS 120	Guitar Techniques & Methods	1
MUS 212	High Brass Techniques	1
MUS 214	High String Techniques	1
MUS 216	Piano Techniques IV	1
MUS 315	Piano Techniques V	1
MUS 316	Piano Techniques VI	1

Major Area: General Music Track

Undergraduate Level Licensure Requirements: 22.5

MED 212	Commercial General Music Techniques	1
MED 318	Adv. Conducting/Rehearsal Tech.	1
MED 411	Woodwind Methods ✪	2
MED 412	Brass Methods ✪	2
MED 413	Percussion Methods ✪	2
MED 414	String Methods ✪	2
MED 418	Methods of Teaching Vocal Jazz and Contemporary Style ❖	2
MED 419	Musical Theatre Methods ❖	2
MUS 111	Flute/Saxophone Techniques	1
MUS 112	Low Brass Techniques	1
MUS 113	Percussion Techniques I	1
MUS 114	Low String Techniques	1
MUS 117	Vocal Techniques	1
MUS 118	Beginning Conducting	1
MUS 119	Clarinet Techniques	.5
MUS 120	Guitar Techniques & Methods	1
MUS 213	Percussion Techniques II	1
MUS 212	High Brass Techniques	1
MUS 214	High String Techniques	1
MUS 216	Piano Techniques IV	1
MUS 217	Vocal Diction	1
MUS 315	Piano Techniques V	1
MUS 316	Piano Techniques VI	1

Major Area: String Track

String Track Degree & Licensure Requirements 18.5

MED 212	Commercial General Music Techniques	1
MED 318	Adv. Conducting/Rehearsal Tech.	1
MED 415B	MS Choral/General Music Methods	2
MED 421	Band Instrument Repair	1
MUS 111	Flute/Saxophone Techniques	1
MUS 112	Low Brass Techniques	1
MUS 113	Percussion Techniques I	1
MUS 114	Low String Techniques	1
MUS 116	Piano Tech II	1
MUS 118	Beginning Conducting	1
MUS 119	Clarinet Techniques	.5
MUS 120	Guitar Techniques & Methods	1
MUS 211	Oboe/Bassoon Techniques	1
MUS 212	High Brass Techniques	1
MUS 213	Percussion Techniques II	1
MUS 214	High String Techniques	1
MUS 215	Piano Tech III	1
MUS 216	Piano Techniques IV	1

✪ Candidates must take two of the four courses
❖ Candidates will choose one of these courses

Course descriptions are included with those for the master's degree programs earlier in this catalog on page 46.

Master and Certification (MCert) ACADEMIC REGULATIONS

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 101 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 assessments in theory, form and analysis, ear training and piano are required.

As the MCert program requires experiences in Pre 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 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 for each area are listed in the Required Courses section.

1. **Graduate Core and Major Area** (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. **Other Studies in Music** (16 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. **Current Trends in music Education** (10 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. **Licensure Requirements** (18.5-23.5 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** (18 Credits)
   These courses provide broad-based, liberal education in communication, science, mathematics, social studies, the humanities and health.
6. **Professional Education** (17-20 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 Music Content-Area Test.

Master and Certification (MCert) ACADEMIC REGULATIONS

Illinois Professional Educator License

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

- All required coursework, student teaching, comprehensive examinations and institutional obligations.
- Recommendation for entitlement, submitted to the state office by VanderCook.
- ISBE's Music Content-Area Test.

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

****Entitlement may be granted prior to completion of MMEd, however all requirements for the diploma must be met prior to the granting of the Degree.**

Teaching in other states

Illinois is a member of the National Association of State Directors of Teacher Education and Certification (NASDTEC) Interstate Agreement. This agreement means that Illinois maintains reciprocal agreements with other states enabling licensed teachings to teach in that state. Candidates should not, however, infer that this agreement means full reciprocity. They may need to complete additional requirements, such as coursework, assessments, or classroom experience, before receiving a full professional certificate in the new state. A sampling of requirements that licensed educators may need to complete before teaching out of state are posted on https://www.nasdtec.net/page/InterstateAgreements. Any teacher wishing to transfer their teaching license to another state should also consult that state's certification or licensure requirements for out-of-state license holders. VanderCook's Deans and Registrar are available to help students navigate this process.

Exit Requirements

Comprehensive Review Project, Lecture Recital or Lecture Demonstration

All MMEd candidates must complete a comprehensive review project (597, 598, 599) and participate in the Review Process, which includes cohort meetings through Schoology and an exit review (591 or 594).

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.

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).

Courses are offered in concentrated formats in one-week blocks during the summer, over a series of weekends 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 at VanderCook before accepting these credits for transfer.

MMEd & MCert 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 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.

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

Master's Degree (MMEd & MCert)
FINANCIAL AID

FINANCIAL AID

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 Grade Summary by Cumulative GPA reports, are used to determine if the candidate is meeting both Qualitative and Pace requirements of Satisfactory Academic Progress. If a candidate is determined not to be meeting these standards, they are 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.

Master's Degree (MMEd & MCert)
FINANCIAL AID

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 they 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 they has not met the minimum requirements of Satisfactory Academic Progress. The candidate may submit a written appeal to The Director of Financial Aid within 15 calendar days of this notification. The written appeal must include why the candidate failed to make satisfactory progress, and what has changed in the candidate's situation that will allow him or her to demonstrate satisfactory progress at the next evaluation. Basis for an appeal may include, but is not limited to, the death of a relative, injury to or illness of the candidate, or other special circumstances.

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

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

Academic Review Process & 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.

GENERAL POLICIES

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 courses, provided that all admissions requirements are fulfilled.

Course Number Key

100 Preparatory Level

Classes designed to supplement and prepare students for college-level coursework. These courses do no carry credit toward any degree nor fulfill General Education requirements.

101–199 Freshman 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 Sophomore 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 Junior & Senior 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 and Candidate Outcomes Assessment, and have 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.

6000–8999 Graduate Continuing Education/ MMEd Elective Level

Graduate courses offered through the MECA Continuing Education platform are designed for post-baccalaureate candidates. Additionally, these courses are used as elective credit in the MMEd program of study or may be substituted for required coursework in that program. Each course is degree-eligible as part of the MMEd program of study and each includes an instructor of record.

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. Students should contact the Business Office at 312.788.1135 or email studentbilling@vandercook.edu prior to registration with any questions regarding finances and/or payment. Canidates can visit the Business Office in person during the hours of 1:30 - 3:00 pm with any questions.

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 clearance 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 of the term.

Leaves of Absence

A request for a leave of absence must be submitted in writing to the appropriate dean (graduate or under-

graduate) 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 Email 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 second 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 they are 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 they 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 reponsible for prompt payment

of their bills. The forms of payment accepted are cash, check, ACH, and credit card. Credit card fees will apply at an approximate rate of 3%.

Candidate account statements are posted in the student account prior to the start of each semester, and available online in the student portal throughout the semester. Canidates can request statements to be emailed or mailed through studentbilling@vandercook.edu.

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.** On July 1st of each year, an undergraduate student who has any balance will be dropped from fall coursework and may register when their account is paid in full. Students with a balance of $ 4,500.00 or less, after financial aid has been accepted and applied, may apply for a payment plan.

The Payment Plan application is located at: www.vandercook.edu/about-vandercook/business-office/

Contact the Business Office to complete the payment plan process at studentbilling@vandercook.edu or (312) 788-1135. Questions about payment plans should be directed to the Business Office. Students may not participate in the graduation ceremony or receive their diplomas unless paid in full by July 1.

Payment Plan Rules: All payment plans/arrangements must be kept current. In the event that any electronic (ACH) payment is returned, the Business Office will resubmit the payment two (2) business days later. If the electronic payment is returned a second time, the student must bring in a cashier's check within three (3) business days. Once an electronic payment has been returned twice, all subsequent payments must be made via cashier's check until the account balance is paid in full. If the student would like to resume making payments electronically (via ACH), then a new ACH form must be submitted the following semester. In the event the payment plan is not kept current, then the account will be sent to collections. Once an account is sent to collections, the student will be unable to register and/or attend classes until all balances are paid in full and the account is in good standing.

BMEd, BMpc, BMped, 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.

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.

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, Comprehensive Review 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 theirr studies.

Continuing Comprehensive Review Project Fee

A master's degree candidate who receives a grade of "Incomplete" for the Comprehensive Review 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. 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 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 cancellation 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.

Summer MMEd & MCert Sessions

MMEd and MCert candidates may receive a refund of tuition (less $100.00 deposit) for courses dropped during the first two 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 graduate 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.

A = Excellent	D = Poor (but passing)
B = Good	P = Pass
C = Fair	F = Fail

A "+" or "-" may be added to the grade to increase or decrease the GPA by 0.25 point.
Following is the recommended course grading scale: A+ = 99-100%, A = 92-98%, A- = 90-91%, B+ = 88-89%, B = 82-87%, B- = 80-81%, C+ = 78-79%, C = 72 - 77%, C- = 70-71%, D+ = 68-69%, D = 62-68%, D- = 60-61%, F = 0-59%

Calculating Grade Point Average

A candidate's academic standing is based on the aver-

age 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.

Letter Grade		Point Value
A+	=	4.25
A	=	4.0
A–	=	3.75
B+	=	3.25
B	=	3.0
B–	=	2.75
C+	=	2.25
C	=	2.0
C–	=	1.75
D+	=	1.25
D	=	1.0
D–	=	0.75
F	=	0.00

The following grades are not factored into GPA:

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

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 their 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.
Any student receiving an incomplete is ineligible for dean's list for that semester. Dean's list is not granted retroactively.
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 attend 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.
- Utilizing Artificial Intelligence to complete work that is intended to be completed by the individual student.

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 means taking someone else's words, ideas, data or work and presenting them as your own. This could mean an exact duplication of someone else's work without proper citation of the source, use of Artificial Intelligence without a citation, or presenting information with only small changes and not citing the source. Plagiarism can occur in art, music, literature, or technology – really in any area of intellectual work..

All work submitted should be properly credited to the original source of the information or idea whether the source is a book, internet site, article, or any other medium. In written work, quotation marks or block indentations show direct quotations and the source must be cited. If information that is not common knowledge is paraphrased or summarized from a source, that source (including websites) must be cited. Failure to do so in academic assignments represents cheating and carries the appropriate penalties. No candidate should expect to receive a passing grade on any test or assignment that reflects dishonesty or academic irregularity. Cheating in any form may result in failure of the class and academic expulsion.

Artificial Intelligence

Unless otherwise specified in a course syllabus or by the instructor, work generated via artificial intelligence or other technology and submitted as the student's own will be considered plagiarism. In the absence of any course or assignment-level statement on the appropriate use of AI, the College's policy shall apply.

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.

Safe Environment

All students, faculty, staff and guests have a right to expect a physically and psychologically safe environment at VanderCook College of Music, free from barriers to learning and grounded in the principle of providing dignity and respect for all individuals at all times. The following sections outline general expectations for the conduct of all within the VanderCook community, a process for resolving informal complaints, resolving more serious grievances, and policy and procedures for addressing harassment in general, and sexual harassment in particular. Throughout this section, the following terms, defined below, may be used:

Definition of terms

- *Complaint.* Concern pertaining to unfair treatment in the classroom or community
- *Grievance.* A complaint pertaining to academics, harassment or any unfair treatment within the classroom or the VanderCook community.
- *Title IX Officer.* The officer at the college who receives and acts on any complaint or grievance regarding discrimination or sexual harassment.
- *Formal Hearing.* The platform allowing a grievant and respondent to present evidence to the Standards Committee.
- *Standards Committee.* Appointed faculty and staff panel assigned to review student conduct and make recommendations to the appropriate dean regarding academics and student conduct.
- *Claimant.* The person filing the formal grievance.
- *Respondent.* The person who took the action that is the subject of a grievance.

Trespassing

VanderCook College of Music administration and faculty or Illinois Institute of Technology may issue a no-trespass

warning to a person who is, has been or is threatening to be present on campus property and who has engaged, or is reasonably likely to engage, in criminal activity, a violation of the college's policy, or conduct that is or may reasonably be deemed to be threatening, disruptive, or violent. A no-trespass warning, also called a ban notice, constitutes an official prohibition against entering the college, college events or campus' property. Any person who violates a no-trespass warning will be arrested and charged with criminal trespass under the Illinois Criminal Code. VanderCook College of Music also has the authority, exercised in its reasoned judgment, to ban current employees, students and visitors, using existing processes. For example, under the college's disciplinary systems, any student who receives a disciplinary suspension is automatically banned from college property and events and prohibited from using all college resources. Likewise, the college may ban an employee on an interim basis if he or she is deemed to pose an imminent threat to college property or operations, to the safety or well being of others, or otherwise has engaged in unacceptably disruptive conduct.

Student Conduct

All those associated with the college share a concern for the welfare and personal development of each student enrolled in a program or course at VanderCook. 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 that contribute to the benefit of the college community.
- Compliance with faculty policy established within particular courses.

"Strength in character" is an important element of VanderCook's mission and is further articulated in the College's Conceptual Framework. This includes the expectations of personal integrity, academic honesty and compliance with all institutional policies, local and federal laws, and policies and laws that are common to all higher-learning programs. It also includes the expectation that students and degree 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.

VanderCook's BMEd program, TCEP and MCert option all incorporate the additional component of entitlement for professional licensure, which 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 and 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 an 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.

Candidate Grievances & Appeals

Appeals 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 grievance may also be filed with the appropriate dean or The Director of Financial Aid.

Complaints

Resolving complaints

Complaints regarding 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:

- Involved parties may attempt to resolve the dispute informally through a discussion with all parties involved.
- Students may meet with their dean to discuss problems, complaints or concerns. The dean may attempt to moderate the dispute with all parties present or suggest an alternative.
- Students may place an anonymous complaint into the Suggestion Box that is located in the Ruppel Library. All complaints (and suggestions) are reviewed with the undergraduate dean at the monthly Student Senate meeting, or earlier if necessary.

Complaint Resolution Time Frame

In the case of a complaint, the appropriate dean will seek resolution with the concerned parties within 14 days of the complaint. If additional time is required, all parties will be notified and provided with an explanation of the reason for the extension of the 14-day period. All complaints are documented in a complaint log that includes the date and nature of the complaint along with the information and date of resolution. This log is housed and maintained in the dean's office.

Grievance

When a complaint cannot be resolved by the appropriate parties, a 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. The complainant and respondent are afforded equal rights and access to information throughout the complaint resolution procedure, including timely updates regarding the status of the investigation. These rights include the following:

- The opportunity to speak on their own behalf.
- The opportunity to identify witnesses who can provide information about the alleged misconduct.
- The opportunity to submit evidence on their behalf.
- The right to have an advisor present at any meeting or interview.
- The opportunity to request alternative arrangements for a hearing process so that the requesting party is not in the same room at the same time with the other party, but is able, at a minimum, to hear the other party's testimony.
- The opportunity to review any information that will be offered by the other party in support of the other party's position (to the greatest extent possible and consistent with FERPA or other applicable laws).
- The right to not be cross-examined or questioned directly by the other party.
- At the discretion and direction of the individual or individuals resolving the complaint, the opportunity to suggest questions to be posed by the individual or individuals resolving the complaint and respond to the other party.
- The right to be informed of the outcome of the process (to the greatest extent possible and consistent with FERPA or other applicable laws).
- The opportunity to appeal the outcome of the 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.

Prompt, Fair and Equitable Resolution

Parties should expect that the college's investigation and resolution procedures begin promptly and proceed in a timely manner. The college will promptly respond to any and all alleged and suspected violations about which the college knows regardless of where the conduct or issue occurred. The college is committed to providing prompt, thorough, fair, and impartial investigations that treat individuals with respect, dignity, and sensitivity.

Grievance Resolution Time Frame

The college will strive to complete the resolution procedure, including the imposition of any sanctions, within 30 calendar days of receiving the report, or the date on which the college becomes aware of an alleged violation. Any pending criminal investigation or criminal proceeding may have impact on the timing of the college's investigation, but the college will commence its own investigation as soon as is practicable under the circumstances.

The college reserves the right to commence and/or complete its own investigation prior to the resolution of a criminal hearing.

Complaint Filing Deadline

A grievance must be filed by the grievant within 30 business days of the act the grievant is reporting.

Appeal Process

Either party has the opportunity to appeal the decision of the dean or Standards Committee. A written appeal to either the dean or the president of the college must include a thorough explanation of the reason the decision is unfair or unjust. Initial academic or financial aid appeals should be made in writing to the appropriate dean or The Director of Financial Aid within 14 days of the disputed decision and shall be responded to within 30 business days of the appeal. Further appeals may be made in writing and submitted to the college president within 14 days of notification of the disputed decision.

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.

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.

Filing Complaints Directly with the State of IL and Higher Learning Commission

VanderCook College of Music is committed to addressing student complaints timely and effectively, in accordance with the College's student grievance procedures. If a student believes, that the procedures have not adequately addressed their concerns, students also may file external complaints with the State of Illinois Board of Higher Education, the Higher Learning Commission, or the National Council for State Authorization Reciprocity Agreements at the following links:

IBHE Complaints
http://complaints.ihbe.org/

HLC Complaints
https://www.hlcommission.org/Student-Resources/complaints.html

NC-SARA Complaints
https://nc-sara.org/student-complaints

TITLE IX HARASSMENT POLICY & RESOURCES

HARASSMENT

All members of the VanderCook community, students, faculty and staff, should expect to be treated fairly and equally in all matters, free from harassment. These include all instances where they feel their treatment has been unfair, unjust, or their learning has been obstructed. If any member of the community feels that this standard has been violated, they may file either a complaint or a grievance. The following sections outline harassment in general and sexual harassment in particular, the process for resolving complaints, and filing and resolving grievances.

General Harassment

General harassment is defined as any physical, verbal or written (including online social media (e.g., Facebook, Instagram, Snapchat, etc.), email or text communications (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 that are 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 defined as any physical, verbal or written (including online social networking (e.g., Facebook, etc.), email or texting (e.g., X, group text, etc.)) contact that is of a sexual nature. This may include any uninvited physical contact; requests for sexual favors; pressure to continue a sexual relationship when one party has expressed a desire to end the relationship; quid pro quo; 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

microaggressions. When such conduct creates an intimidating, offensive or hostile environment that affects an individual's work or academic performance, a finding of sexual harassment may result. Protection from sexual harassment is included under Title IX of the Education Amendments Act of 1972. VanderCook designates a member of the faculty or staff 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 grievance 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 Grievance Form for candidates can be found on the VanderCook website and may be submitted to the appropriate dean. A complaint may also be made in person to the designated Title IX coordinator and/or the appropriate dean. The complainant must sign any 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 complaint is not being filed at that time.

It is incumbent upon the college to investigate and determine appropriate steps to end harassment. A process may be followed. (more information) 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.

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 compliance 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, sexual characteristics, pregnancy status. – 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 2024).

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.

Resources

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

VanderCook'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:

Angela Presutti Korbitz

Applied Vocal Instructor
apresutti@vandercook.edu
312.788.1121

VanderCook's Academic Deans

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

Dr. Robert L. Sinclair
Dean of Graduate Studies
Director of Choral Activities
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

Resilience
180 N. Michigan Avenue, Suite 600
Chicago, IL 60601
www.OurResilience.org
Resilience On-Call Line (773-275-8340)
Chicago Rape Crisis Hotline: 888.293.2080

Confidential Advisor

Illinois law has established the recognized role of "Confidential Advisor," who is an individual retained by a higher education institution who has certain mandated training and has the duty and ability to provide emergency and ongoing support to students who have experienced sexual misconduct. VanderCook has elected to contract the following provider for Confidential Advisor services:

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Chicago, IL 60601
www.OurResilience.org
Resilience On-Call Line (773-275-8340)
Chicago Rape Crisis Hotline: 888.293.2080

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, and as appropriate, liaise with campus officials, community-based sexual assault crisis centers or local law enforcement and, if requested, assist the survivor with contacting and reporting to campus officials, campus law enforcement or local law enforcement; and
- Upon the survivor's request, liaise with the necessary campus authorities to secure interim protective measures and accommodations for the survivor.

Nearest Medical Facility to Campus

Mercy Hospital
2525 S. Michigan Avenue
Chicago, IL 60616
312.567.2000

Medical Support Available on Campus

IIT 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

Mujeres Latinas En Acción
2124 W. 21st Place
Chicago, IL 60608
773.890.7676
http://www.mujereslatinasenaccion.org

Chicago Rape Crisis Hotline
888.293.2080

Resilience
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Chicago, IL 60601
www.OurResilience.org
Resilience On-Call Line (773-275-8340)
Chicago Rape Crisis Hotline: 888.293.2080

Resilience-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

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

Reporting a Violation

All employees of VanderCook College of Music are trained on the schools obligation to address sex discrimination in education or program, the scope of conduct that is sex discrimination or harassment and the schools responsibility to report on sexual discrimination and harassment. Decision makers or investigators ie., the Title IX Coordinator, Deans, and Standards Committe members are trained on the College's grievance procedure, how to serve impartially, the meaning and application of the term relevance, and implicit bias. In addition to the above items, the Title IX Coordinator is trained as the College's coordinator and understands the need to track and report items regarding harrassment.

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 available resources and share the report with the Title IX Coordinator or appropriate Dean. for further investigation and tracking if the alleged conduct occurred on school property or during a school sanctioned event.. 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;
- 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 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 appropri-

ate 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-provided 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.

Health & Wellness/Student Services

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.

BetterMynd

VanderCook College of Music is expanding mental health support for students. In addition to in-person counseling through IIT's Wellness Center, we now offer **free online therapy sessions through our partner BetterMynd.**

This partnership helps us reach more students—especially those who may need evening, weekend, or virtual options. Both services are confidential, accessible, and here to support your wellbeing.

- In-person care: https://www.iit.edu/shwc/services/counseling-services
- Online therapy: bettermynd.com (register link in top right corner)

Additional information is located in the Student Success Center or by Contacting Cindy Tovar at ctovar@vandercook.edu

Single Stop

Single Stop is a national nonprofit initiative that connects individuals, families, and students to vital economic resources, public benefits, and support services. VanderCook College of Music has partnered with Single Stop to provide VanderCook students the access needed to explore all possible avenues for public assistance. Through a centralized screening platform, https://app.singlestop.org/vandercook, VanderCook students can check their eligibility for over 20 federal, state, and local programs.

Upswing

Upswing is a comprehensive, student-success and virtual tutoring platform that VanderCook has implemented for the 2026/2027 school year. It provides online academic support, live peer or professional tutoring, and 24/7 student engagement tools. It has proven to substantially increase retention and graduation rates. Login at **vandercook.upswing.io** using your VanderCook email address and get help any time you need it.

Smoking, Drugs & Alcohol

All smoking is prohibited throughout the college and within 15 feet of the entrances of each building.

The legal drinking age and legal age of use for marijuana in Illinois is 21. Consumption of alcoholic beverages and of cannabis products in the building is prohibited

at all times. In addition, candidates and their guests may not purchase alcoholic beverages or marijuana 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 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 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, they may be permanently barred from receiving licensure to teach in Illinois and most other states.

Concealed Carry Policy

VanderCook 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, and are released only upon the written, signed request of the candidate, and mailed directly to the address specified by the candidate. Phone requests are not accepted.

Transcript request information and a downloadable Transcript Request Form are available on VanderCook's website, or by calling the registrar at 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 and digital 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 an other 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 SW, Washington, D.C. 20202-5920.

INSTRUCTIONAL RESOURCE POLICIES

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.

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

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 VanderCook's director of IT or the president's assistant.

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

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

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.

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.

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

The MIDI Lab

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

The MIDI Lab is primarily a self-service facility. Users are responsible for learning the skills necessary to use the computer applications. Software documentation and manuals may be made available upon request.

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

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

Computers are configured according to the needs of candidates and faculty. Software on all lab computers is restricted to programs owned by or licensed to VanderCook; all applicable copyright laws and licenses must be observed. Candidates are prohibited from installing hardware or software configuration or settings. Suggestions for hardware or software changes should be submitted to VanderCook's IT staff.

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

Computer and networking resources are limited; first priority should be the fulfillment of academic or instructional objectives. Users may be asked to justify the academic legitimacy of their activities to faculty or

staff. Faculty or staff members may ask candidates engaged in non-academic pursuits to relinquish computers or equipment for candidates who need to do work for their classes.

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

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

Computer Resources

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

Use of Paper & Printing Supplies

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

Users are expected to be conservative in their use of paper and to exercise discretion when printing documents so as to prevent waste of printing materials. As ink cartridges are costly, users should be prudent when printing.

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

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

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

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

Frivolous Use

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

Monitoring & Inspection of Electronic Records

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

Violations of Guidelines

Disciplinary actions for violating any of these guidelines may include suspension or revocation of computer access privileges in addition to any other sanctions deemed appropriate. Resources covered by these guidelines include host computer systems, personal computers and workstations, computer peripherals, communications networks, software, removable media and files.

The Harry Ruppel Library

The Ruppel Library provides resources and services to support the education and preparation of VanderCook candidates. Open five days a week and staffed by a full-time professional librarian, the Ruppel Library is located in room 113 on the first floor of the 3140 building. The library policies can be found on VanderCook's website.The Ruppel Library collection currently consists of over 15,000 volumes of material, including:

- Books on general music, music education, educational psychology, music therapy and general education;
- Musical scores;
- Sound recordings, including classical, popular, world/ethnic, jazz and concert band music;
- Electronic resources, such as online music encyclopedias, electronic journals and streaming music databases; and

- Over 90 journal and magazine subscriptions focusing on music education or specific instruments.

Library services include:

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

Candidates are actively involved with the library by:

- Applying to work in the library.
- Suggesting materials to help build the library collection; and
- Collaborating with the librarians individually or through classes to increase their "information literacy," i.e., the ability to find and evaluate information

Ruppel Library Computer Use Policy

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

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

Priority in Use of Computing Work Stations

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

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

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

Users must bring their own removable storage device or use an online cloud-based application to save information. Personal files left on college computers are deleted on a regular basis.

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

Anyone absent from a computer for more than 10 minutes may lose their station if others are waiting.

Library staff are not responsible for unattended belongings.

Library users are expected to respect all copyright laws and intellectual property rights.

The use of laptops and portable computing devices is encouraged. These devices can connect to VanderCook's wireless network.

The library does not monitor or control Internet content, and library staff cannot be held accountable for any information accessed through the Internet. Staff do not censor access or protect users from information that they may find offensive. However, users are expected to be aware of college regulations governing display of sexually suggestive materials in the workplace, as well as in all areas of the library.

The library adheres to the Library Bill of Rights established by the American Library Association (ALA), available on the ALA website.

The H.E. Nutt Archives

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

The archives also maintain recordings of candidate per-

formances over the course of their time at VanderCook, enabling them to create a portfolio of their recordings and programs in preparation for their future job search.

Instrument Rental & Check-Out

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

Any candidate choosing to use a VanderCook-issued instrument must abide by the following regulations:

Each candidate is responsible for checking out the required instrument(s) from the Ensembles Office during posted office hours.

Appropriate paperwork must be completed with current contact information provided.

The candidate to whom the instrument has been loaned assumes full responsibility for loss or any damage. Any instrument in need of repair should be reported immediately to the Ensembles Office.

Candidates are responsible for proper care and cleaning of the instrument until it has been officially checked in. All instruments should be cleaned and all personal belongings removed from the case prior to check-in. An instrument is considered checked-in when the form has been signed by both the candidate and an ensembles staff member.

Candidates should take exceptional care of all instruments as they are valuable and expensive to replace. Only the person to whom the instrument is loaned should play or handle it.

Instruments should never be left unattended and must be secured in a locker or storage area when not in use. Should a school-issued instrument be found unattended, the candidate responsible for the instrument may be issued a $15.00 fine for the first offense, $30.00 for the second offense, and $45.00 for the third offense. All fines are assessed per item for each offense, and are added to the candidate's account. In the event of a third offense, the candidate may be required to meet with the Standards Committee in addition to paying any fee(s).

Candidates who are asked to play a secondary instrument in band may use a school-owned instrument at no charge. However, the candidate remains liable for loss or damage to the instrument. The same instrument check-out and check-in procedures apply.

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

Articulation Agreements

VanderCook College of Music has articulation agreements with the following institutions:

- Illinois Institute of Technology
- Moraine Valley Community College
- Southwestern Michigan College

FACULTY

DR. COREY AMES
Woodwind Methods; Technology
EdD, American College of Education
MM, Boston University
BMEd, VanderCook College of Music

DR. MEGAN AMES
Woodwind Methods
M.Ed, American College of Education
MMEd, Boston University
BMEd, VanderCook College of Music

CECILIA ANDERSON
Elementary Methods
MM, Silver Lake College
BME, Roosevelt University

MICHAEL BECKER
Music History; World Music
MM, Roosevelt University
BA, North Park University

DOUG BISTROW
Applied Bass
BM, Eastman School of Music at the University of Rochester

DR. ANNA BRADFORD,
Applied Oboe
DMA, Boston University
MM, Indiana University Jacobs School of Music
BM, Western Michigan University

DR. MAXWELL BRIGGS
Applied Tuba
DMA, Northwestern University
MM, Northwestern University
BM, Illinois Wesleyan University

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

DR. KOREY COFFER
Curriculum & Administration
EdD, Liberty University
MMEd, VanderCook College of Music
BMEd, VanderCook College of Music

DR. YVONNE DAVILA-CORTES
Director of String Music Education;
Director of One City Strings
PhD, University of Texas-Austin
MM, University of Wisconsin-Madison
BM, DePaul University

DR. STACEY L. DOLAN
Chief Academic Officer
Dean of Undergraduate Studies;
Associate Professor of Bands
EdD, University of Northern Colorado
MMEd, VanderCook College of Music;
BMEd, Millikin University

MANJU DURAIRAJ
General Music
MMEd, VanderCook College of Music
MMEd, Middlesex University (England)
BS, Mathematics, University of Pune (India)

DR. ZAHIRA EL KHALIDI
Physics of Light and Sound
PhD, Hassan II University

GARY EVERETT
Instrument Repair
MMEd, VanderCook College of Music
BM, University of Wisconsin-Parkside

DR. MARIANA GARIAZZO
Applied Flute;
DMA, University of Texas
MM, Yale University
BM, National University of Cuyo

DR. NAJEEM GBADAMOSI
Adjunct Instructor
Pschology/Socialogy
PhD, National Louis University;
Post-Graduate Certificate (Business Administration), Strayer University;
MA, National Louis University;
BA, Dominican University

FACULTY

SARAH GIORDANO
General Music
MMEd, VanderCook College of Music
BMEd, Eastern Illinois University

DR. JULIE GOLDBERG
Applied Guitar
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. YU-SUI HUNG
Applied Piano; Music Theory
DMA (Piano Performance; 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)

TOM JESSE
Arranging
MMEd, VanderCook College of Music
MCert, Michigan State University

ALEXANDER KAMINSKY
Director of Bands
MM, Indiana University;
BMEd, University of Florida

ANTHONY G. KIDONAKIS
Jazz Studies; Applied Saxophone
MMEd, VanderCook College of Music;
MM, Northwestern University;
BMEd, Northern Illinois University

CINDY KRAUSE
MMEd Project Advisor
MMEd, VanderCook College of Music
BMEd, Illinois Wesleyan University

BARRY KRITZBERG
English
MA (History), Roosevelt University;
BA (English), North Park University

PAUL LAPRADE
Choral Literature; Choral Conducting; Collegiate Chorale
PhD (ABD), Eastman School of Music
MA and MEd, Westminster Choir College

KATELYN LEE
Applied Voice
BM, Cincinnati College Conservatory of Music
MM Indiana University

DR. VINESSA LOPEZ
Educational Psychology
MS, National University
Ed.D, Walden University
BS, Fayetteville State University

JADE MAZE
Jazz & Contemporary Voice Faculty
MM, (Voice and Opera Performance) Northwestern University

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

DIÓN MORALES
String Arranging
BMEd and MMEd, VanderCook College of Music

KATHLEEN MORGAN
Teaching the Special Child
MS, University of Illinois
BA, Illinois State University

TIMOTHY MURPHY
General Education Chair
U.S. History
MA (Social Sciences) & BA (History; with honors), University of Chicago

FACULTY

DR. CHRISTOPHER O'HARA
Applied Trumpet
DMA, University of Illinois Urbana-Champaign
BM, Boston Conservatory

JAMIE PARKER
Elementary General Music Methods Pre K-2
MMME, Capital University
BMEd, Illinois Wesleyan University

ANGELA PRESUTTI-KORBITZ
Applied Voice
MM, Roosevelt University;
BM, University of Illinois

TIMOTHY RIORDAN
Applied Trombone
BM, Eastman School of Music

DR. ROSEANNE ROSENTHAL
President Emeritus, Professor of Music Education
EdD & MS (Music Education), Syracuse University;
BM (Music Education), SUNY College at Fredonia

JEREMY ROWLAND
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MM, Northwestern University
BM, VanderCook College of Music

DIANNE RYAN
Applied Bassoon
MM, Roosevelt University
BM, Virginia Tech

KRIS SABEL
Health Education
MA, University of Wisconsin
MA, Roosevelt University
BS, Marian University

JAMES SANDERS
Applied Violin and Viola
MM, Yale University
BA, DePauw University

DR. DIANA SCHMÜCK
Music Theory; Piano
DM, Northwestern University
MM, DePaul University
BM, Wheaton College

JOHN SCHRECKENGOST
Applied Horn
MM, Bowling Green State University
BM, Butler 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

DR. I-HSUAN TSAI
Theory and Piano;
DMA, (Piano), University of Cincinnati College-Conservatory of Music;
MM, (Piano and Bassoon) & BM (Piano), Indiana University

THOMAS WEGESIN
Math
MME, DePaul University
BS, Lewis University

TONY WHITT
English
MME, DePaul University
BS, Lewis University

DR. JAMES YAKAS
Associate Professor; Applied Percussion
DMA, University of North Texas;
MM (Percussion Performance and Pedagogy), Northern Illinois University;
BM (Music Education), University of North Texas

2026–27 Tuition & Fees

Undergraduate Program

Tuition: $30,090.00
Mandatory fees: $2,392.00

Graduate Degree Program $631/Credit

Tuition: $7,572.00 - $10,096 (assumes 12–16 credit hours per year)
Mandatory fees: $1,535.00 Paid in two installments.
First installment at the start of the program.
Second installment at registration for the thirteenth 500-Level Credit

Master's and Certification Option

Tuition: $30,090.00 (flat rate, assumes 12–19 credit hours for fall, spring semesters.
Summer semesters are billed of the MMEd pricing per credit hour.
Mandatory fees: $2,392.00

Teacher Certification Entitlement Program

Tuition: $30,090.00 (flat rate, assumes 12–19 credit hours per semester)
Mandatory fees: $2,392.00

2026 - 2027 Calendar

FALL 2026 IMPORTANT DATES

August 17, 2026	Move-in begins in IIT dorms; Schoology Opens; Fall 26 Student Teacher Seminar
August 21, 2026	New Student Orientation; Segway Tour & Family Dinner
August 22, 2026	New Student Orientation; VCM Community Lunch & Carnival
August 24, 2026	First Day Meetings & Convocation; Student Teaching Begins
August 25, 2026	First Day of Classes
September 4, 2026	End of the Add/Drop period
September 7, 2026	Labor Day - No Classes
September 11, 2026	End of IIT Registration in VCM Classes
September 15, 2026	ILMEA Audition Preparation Night
September 16, 2026	Undergraduate Recital Request Forms Due
September 19, 2026	Middle Level HonorFest 2026
September 22, 2026	F26 Student Teaching Seminar 5p
September 26, 2026	First Day of One City
September 27, 2026	Prism Concert & Open House
October 1, 2026	Spring 2027 Registration Opens
October 2, 2026	Undergraduate Recital Repertoire/ Dress Rehearsal Forms Due
October 4, 2026	Undergraduate Instrument Repair Course (1st of 3 Saturdays)
October 5, 2026	Mid-term week begins
October 11-18	Fall Break
October, 2026	VCM Orchestra performs at Governor State w/ Illinois Philharm.
October 24, 2026	Undergraduate Instrument Repair Course (2nd of 3 Saturdays)
October 30, 2026	Symphonic Band Fall Tour - Classes & Lessons prior to 3p do not meet
October 31, 2026	Undergraduate Instrument Repair Course (3rd of 3 Saturdays)
November 5, 2026	Jazz & Percussion Concert
November 6, 2026	Last Day to Withdraw from classes; F25 Student Teaching Seminar 5p
November 7, 2026	High School Honor Band Festival
November 11-14	Pasic & BOA Grand Nationals in Indianapolis
November 17, 2026	Visit & Audition Day
November 17, 2026	VanderGiving and Faculty Recital
November 20, 2026	Choral & Orchestra Dress Rehearsal @ Nativity of Our Lord
November 20, 2026	Spring Undergraduate Repertoire & Dress Rehearsal Forms Due
November 22, 2026	Choral & Orchestra Concert @ Nativity of Our Lord
November 25-29	Thanksgiving Break - No Classes
December 4, 2026	End of Fall 2026 Regular Classes; Student Teaching Ends
December 5, 2026	One City Winter Concert
December 7-11	Final Exam Week; Juries Friday December 11, 2026
December 11, 2026	Music Content Exam Due for Sp26 Student Teachers
December 12, 2026	Symphonic Band Rehearsal
December 16-18	Midwest Band & Orchestra International Clinic
December 18, 2026	Symphonic Band Performance @ Midwest 11:15a
December 18, 2026	Fall 2026 Degree Conferral

2026 - 2027 Calendar

SPRING 2027 IMPORTANT DATES

January 4, 2027	Senior / Professional Education 6 week Classes begin
January 11, 2027	Regular Classes Begin
January 18, 2027	Martin Luther King Day No Classes - Sr. classes meet
January 22, 2027	End of the Add/Drop period and End of IIT Registration in VCM Classes
January 27-30, 2027	Illinois Music Education Conference
February 2, 2027	Visit & Audition Day
February 6, 2027	VCM Day of Percussion 2027
February 8, 2027	MECA Online Opens
February 11, 2027	Comprehensive Exams & PCE's for Sp27 Student Teachers Due
February 16, 2027	Q & F Student Teacher Day
February 17, 2027	Student Teaching Begins
February 19-20, 2027	ChamberFest 2027
February 24-27, 2027	ASTA Conference
March 1, 2027	Midterm week begins; Sp27 Student Teacher Seminar
March 2, 2027	Visit & Audition Day
March 7-10, 2027	ACDA National Conference, Minneapolis, MN
March 12, 2027	CPS Beginning Band Symposium @ Kelly High School
March 14-21, 2027	Semester Break Week - No Classes
March 26, 2027	Spring Break - No Classes
March 29, 2027	Last day to withdraw from classes
March 30, 2027	Student Conductor Concert
April 1, 2027	Fall 2027 Registration begins
April 9, 2027	Junior Visit Day
April 9, 2027	Chamber Ensembles & Chorale Concert
April 20, 2027	Sp25 Student Teacher Seminar
April 16, 2027	Gala All-School Dress Rehearsal
April 17, 2027	Gala 2027
April 30, 2027	End of Spring 2027 Regular Classes
May 3-7, 2027	Final Exam Week; Juries May 3
May 4, 2027	End of the Year Celebration & Graduate Recognition
May 8, 2027	One City Spring Concert
May 14, 2027	Spring Degree Conferral
May 28, 2027	Student Teaching Ends; Playing Comps & Music Content for F27 Student Teachers Due

2026 - 2027 Calendar

SUMMER 2027 IMPORTANT DATES

June, 7, 2027	MECA Week One
June, 14, 2027	First Day of Summer Session (Online Courses)
June, 18, 2027	End of the Add/Drop period
June, 24, 2027	Undergraduate New Student Online Information
July, 5, 2027	Independence Day Observance - No Classes
July, 6, 2027	First Day of Summer Session On-site Classes
July, 14, 2027	Concert in the Park (tentative)
July, 17, 2027	Cohort Review
July, 18, 2027	MMEd Studio Recital
July, 21, 2027	Poster Session
July, 22, 2027	Choir / Orchestra Concert
July, 23, 2027	Last Day of Classes
July, 24, 2027	Commencement Ceremony @ Symphony Center
July, 30, 2027	Grades due & Degree Conferral
July, 30, 2027	Online MECA Ends & Grades Due

VanderCook
COLLEGE OF MUSIC

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become the most ***Inspiring Music Teachers***

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