



MEMORANDUM

To: Julio Frenk
University President

From: Linda L. Neider
Chair, Faculty Senate

Date: March 30, 2020

Subject: Faculty Senate Legislation #2019-72(B) – Creation of a New One-Year Master of Arts in Teaching (MAT) in Music Education for Students Who Hold a Bachelor’s Degree in Music (not Music Education) – Frost School of Music

The Faculty Senate, at its March 25, 2020 meeting, had no objections to the approval of the Frost School of Music’s proposal to create a new one-year Master of Arts in Teaching degree in Music Education for students who hold a bachelor’s degree in music (not music education). The program provides them with a plan of study so they can pursue Florida K-12 music teaching certification after graduation.

The proposal is enclosed for your reference.

This legislation is now forwarded to you for your action.

LLN/ll/rh

cc: Jeffrey Duerk, Executive Vice President and Provost
Guillermo Prado, Dean, Graduate School
Shelton Berg, Dean, Frost School of Music
Stephen Zdzinski, Graduate Program Director, Frost School of Music

CAPSULE: Faculty Senate Legislation #2019-72(B) – Creation of a New One-Year Master of Arts in Teaching (MAT) in Music Education for Students Who Hold a Bachelor’s Degree in Music (not Music Education) – Frost School of Music

PRESIDENT’S RESPONSE

APPROVED:  _____ DATE: 4/29/20
(President’s Signature)

OFFICE OR INDIVIDUAL TO IMPLEMENT: Dean Shelton Berg, Frost School of Music
Dean Guillermo Prado, Graduate School /

EFFECTIVE DATE OF LEGISLATION: IMMEDIATELY
(pending any additional approval by the Board of Trustees)

NOT APPROVED AND REFERRED TO: _____

REMARKS (IF NOT APPROVED): _____

Program Change Request

New Program Proposal

Date Submitted: 02/04/20 2:32 pm

Viewing: **NEW : M.A.T. in Music Education**

Last edit: 02/10/20 3:47 pm

Changes proposed by: Shannon de l'Etoile (skd3)

In Workflow

1. **PG Assessment and Accreditation**
2. **PG MU GR Assoc Dean**
3. **PG MU School Council Speaker**
4. **PG MU Dean**
5. **PG GR School**
6. **PG Graduate Council**
7. **PG GR Dean**
8. **PG FS Office for GWC**
9. PG FS GWC
10. PG Faculty Senate
11. PG FS Office for President
12. PG Registrar

Approval Path

1. 02/02/20 3:42 pm
Patty Murphy (pxm491): Rollback to Initiator
2. 02/10/20 10:43 am
Patty Murphy (pxm491): Approved for PG Assessment and Accreditation
3. 02/10/20 1:23 pm
Shannon de l'Etoile (skd3): Approved for PG MU GR Assoc Dean

- 4. 02/10/20 1:50 pm
Stephen Zdzinski
(szdzinski):
Approved for PG
MU School Council
Speaker
- 5. 02/11/20 9:52 am
Shelton Berg
(s.berg): Approved
for PG MU Dean
- 6. 02/12/20 11:31 am
Tiffany Plantan
(tplantan):
Approved for PG GR
School
- 7. 02/20/20 9:26 am
Jacqueline Lopez
(jlopez4): Approved
for PG Graduate
Council
- 8. 02/20/20 5:18 pm
Guillermo Prado
(gprado): Approved
for PG GR Dean

Please list the authors of this proposal including name, rank/title, program/department, and school.

Proposer(s) Name

Stephen Zdzinski, Graduate Program Director, Music Education
Professor, Music Education
Frost School of Music

EXECUTIVE SUMMARY

This is a proposal to create a new one-year Master of Arts in Teaching degree in Music Education for students who hold a bachelor's degree in music (not music education). The program provides them with a plan of study so they can pursue Florida K-12 music teaching certification after graduation.

Career Graduate

Academic Structure

| School/ College | Department |
|-----------------------|---------------------------|
| Frost School of Music | Music Education & Therapy |

Plan Type Major and/or Degree

Degree Type Master's

Degree Name Master of Arts in Teaching

Proposed Plan Code MEDU_MAT

Plan Name M.A.T. in Music Education

Will there be any subcomponents within the program such as concentrations, specializations, thesis/non-thesis options, or tracks?

No

Effective Term Fall 2020

First Term Valid Fall 2020

Program Instruction Mode Hybrid

Where is the program offered?

| Location | Please provide the % of instruction at each location. |
|---------------------|---|
| Coral Gables Campus | 80-90 |
| Online | 10-20 |

Program Length (Years) 1

Total Credits 30

To Be Published in the Academic Bulletin

Program Overview

This accelerated degree program is designed for individuals who hold a prior music degree (not in music education) and provides them with a plan of study so they can subsequently pursue Florida K-12 music teaching certification. In the program, students complete all course content as required to pursue music teaching certification in the state of Florida. Following graduation, alumni then secure a teaching position in a Florida School through the State of Florida Professional Development Certification Program. After completing one year of supervised teaching, individuals complete certification examinations and apply to the Florida Department of Education for certification.

Program Mission Statement

Mission

The mission of the Frost music education program (part of the department of music education and music therapy) is to provide for the education of future music teachers, including music teachers in K-12 settings, as well as advanced studies in music learning, music pedagogy, and music therapy. The music education program offers an undergraduate Bachelor of Music with music teaching certification, A Master of Music in Music Education (for experienced/certified teachers), a Master of Music in Music Education with Certification (2-year degree), and a Ph.D. in Music Education with emphases in Music Education and Music Therapy.

The MAT in Music Teaching is a 1-year alternative to the Master of Music with Music Teaching Certification 2-year program, designed for professional musicians with a music degree outside of music education. This program provides required coursework in order to prepare students to pursue Florida K-12 music teaching certification. After graduation, completing of Florida State Teacher Certification Examinations, and teaching in a Florida School under the supervision of a school administrator for one year, graduates of the program would be able to obtain a Florida Music Teaching Certificate.

Program Goals

Student Learning Outcomes

Student Learning Outcomes

Outcome #1: Students will apply knowledge of music learning theoretical content by completing a Theoretical Applications Paper in well-conceived position paper.

Outcome #2: Students in the MAT Program will demonstrate competence in assessing music learning.

Outcome #3: Students in the MAT Program will demonstrate a competence in curriculum development and implementation.

Curriculum Requirements

Curriculum Requirements

Course List

| Code | Title | Credit Hours |
|--------------------------------------|----------------------------|--------------|
| MED Required Courses | | |
| MED 648 | Music for Special Learners | 3 |
| Choose 3 credits from the following: | | |
| MED 740 | Woodwind Techniques | 3 |

| Code | Title | Credit Hours |
|--|---|--------------|
| MED 741 | Brass Techniques | |
| MED 742 | Percussion Techniques | |
| MED 743 | String Techniques | |
| MED 744 | Vocal Techniques | |
| MED 745 | Folk and Modern Instrumental Techniques | |
| MED 762 | Music Learning and Curriculum | 3 |
| MED 764 | Music Assessment | 3 |
| Choose 9 credits from the following: * | | 9 |
| Elementary Teaching Methods | | |
| MED 642 | Teaching General Music | |
| MED 643 | Teaching Instrumental Music | |
| Secondary Teaching Methods | | |
| MED 643 | Teaching Instrumental Music | |
| MED 644 | Teaching Modern Music | |
| MED 649 | Teaching Vocal Music | |
| TAL Required Courses | | |
| TAL 606 | Issues and Strategies for ESOL | 3 |
| TAL 610 | Literacy and Learning Strategies in the Content Area | 3 |
| TAL 612 | Building Positive Relationships with Diverse Learners | 3 |
| Total Credit Hours | | 30 |

* One Elementary and one Secondary Methods course required.

Plan of Study

Suggested Plan of Study

Plan of Study Grid

Year One

Fall Credit Hours

[MED 642](#) Teaching General Music 3

[MED 649](#) Teaching Vocal Music 3

Choose 3 credits from: 3

[MED 740](#) Woodwind Techniques

[MED 741](#) Brass Techniques

[MED 742](#) Percussion Techniques

[MED 743](#) String Techniques

[MED 744](#) Vocal Techniques

[MED 745](#) Folk and Modern Instrumental Techniques

[TAL 606](#) Issues and Strategies for ESOL 3

[TAL 612](#) Building Positive Relationships with Diverse Learners 3

Credit Hours 15

Spring

[MED 643](#) Teaching Instrumental Music 3

[MED 644](#) Teaching Modern Music 3

[MED 648](#) Music for Special Learners 3

[TAL 610](#) Literacy and Learning Strategies in the Content Area 3

[MED 762](#) or [764](#) Music Learning and Curriculum 3

or Music Assessment

Credit Hours 15

Total Credit Hours 30

* This is a suggested Plan of Study. Your actual course sequence may vary depending on your previous academic experience as well as current course offerings. Students should meet with their academic advisor each semester to determine the appropriate course selection.

* Students select 3 courses from MED 642/643/644/649 (3 credits each)

** Students select 3 courses MED 740/41/42/43/44/45 (1 credit each)

Admission Requirements

Students applying for the MAT program must have completed a Bachelor's degree in music which includes at least 14 credit hours of music performance, 12 credit hours of music theory, 3 credit hours of conducting, 6 credit hours of music history, and credit hours in performance ensembles, similar to the entrance requirements for the MM with Certification Degree program. Applicants must submit their application, GRE scores, 3 letters of recommendation, transcripts, a resume, and video that demonstrates musicianship in their primary music performance area.

Rationale

Rationale

This degree targets students with prior music degrees not in music education and provides them with a plan of study so that they could subsequently pursue Florida K-12 music teaching certification. Graduates of this MAT degree would complete all course content needed for music teaching certification in Florida. The Teaching Portfolio capstone project (as described below, under "Curriculum") would allow students to demonstrate the professional teaching skills, knowledge, and competencies needed to engage in informed professional practice. This portfolio will be submitted to a panel of department faculty for review and final approval. Upon completion of the degree, students could obtain a designation of certification eligibility from the School of Education and Human Development, which is responsible for verifying all teacher candidates. After graduation, students would need to secure a teaching position and teach in a Florida School within the State of Florida Professional Developmental Certification Program, which provides a full support team, including peer mentors, assessment, and oversight by a building-level administrator and district coordinator. Following this year of supervised teaching, the individual would complete certification examinations and apply to the Florida Department of Education for certification. This route is varyingly referred to as the Professional Teaching Option (PTO) or obtaining an emergency certification. This strategy removes the typical one semester of student teaching, which markedly shortens students' time in school and their tuition costs. While students would not emerge fully certified upon graduation, we believe this alternative approach is a realistic option.

Market Demand

Demand & Job Outlook: There are currently over 120,000 music teachers employed in the United States, with over 3500 music teachers in the state of Florida. According the Bureau of Labor Statistics, there is an anticipated 3.9% growth in demand for teachers K-12 between 2016-2026,^[1] and it is expected that there will be a 12% growth in music teachers, with addition of 14,700 music teachers, and the retirement of 3800 current music teachers.^[2] We currently offer a 2-year, 45-credit *Master of Music in Music Education with Music Teaching Certification*. Our current MM-certification graduates have a 100% placement rate in K-12 music teaching positions both in Florida and in other states. Despite the cost and length of the degree, interest in our MM with certification degree is high because there are only a handful of schools in the country who offer this pathway to certification (see comparison schools at the end of this proposal). Most music schools only offer music teaching certification programs at the undergraduate level.

That said, the two-year commitment and the large number of required credits does limit the number of applicants we receive. While our 2-year MM with certification is appropriate for students who wish to have a full-time student teaching internship semester prior to graduation and employment, other students who have completed a music degree see a 1-year program leading to music teaching certification as an attractive option and have expressed interest in a shorter program that positions them for seeking music teaching certification on their own.

Our current methods courses enroll between 10 and 15 students per year, and enrollment for new students in the program would be capped based on projected undergraduate and graduate student enrollment for the next year so that all methods classes would be at full enrollment levels. It is anticipated the between 3-5 students would be entering the program in any particular year, and only students that could be enrolled within in the current enrollment limits for our methods and techniques courses would be admitted. The goal is to have full enrollment in all methods courses. Since the current programs (BM in music education, MM in music education with certification) are designed to accommodate full enrollment in music teaching methods courses and their accompanying techniques courses, so no additional load or equipment resources will be needed for this new degree program.

The Frost school offers many music specializations, and many of our applicants see music teaching as a viable career alternative once they have completed their initial specialization. Many graduates of other music schools who did not major in music education at the undergraduate or graduate level upon completion of their studies also wish to pursue music education as a career choice that offers a very strong placement rate. If we can also offer a MAT program that allows students to complete course requirements that they can subsequently use to obtain certification, we believe that we can attract more masters students from both Frost and other schools nationwide.

[1] Bureau of Labor Statistics, Demand for preschool, primary, secondary, and special education school teachers, <https://www.bls.gov/emp/tables/occupational-projections-and-characteristics.htm>

[2] <https://www.careerexplorer.com/careers/music-teacher/job-market/#are-in-demand>

Relationship to Other Programs

Interaction with Related Fields: This program would use the resources of the Music Education program in the Frost School, and additional Florida certification courses are already taught by the Department of Teaching and Learning in the School of Education and Human Development. The TAL department has offered these courses for many years, and recently started a PTO-based M.S. in Education and Social Change that requires these courses. Acting Chair of TAL Batya Elbaum has indicated support of this option for music education Master's students. No other resources of the Frost School will be needed.

Relationship to Undergraduate and Professional Programs

Relationship of Degree in the Frost School: The music education department offers an undergraduate Bachelor of Music with music teaching certification, a Master of Music in Music Education (for experienced/certified teachers), a Master of Music in Music Education with Certification (2-year degree), and a Ph.D. in Music Education with emphases in Music Education and Music Therapy.

The proposed MAT in Music Teaching would be a 1-year alternative to the Master of Music with Music Teaching Certification 2-year program. Professional musicians with a music degree outside of music education would be the primary applicants to this program, and could include music performance BM, MM, and DMA students, as well as Music Business and Popular Music performance students, and other music disciplines such as musicology or music theory/composition. This degree program will use existing courses offered for the in the current 2-year MM with Certification program, and therefore will have no impact on other degree programs and upon faculty and TA loads within the Frost School.

Library Resources Available and Needed to Support the Program

Library Resources: Existing Library resources already exist in the Weeks Music Library and the Richter Library to meet all instructional needs of the program, and research needs of the faculty instructors in the program. No additional resources will be needed.

Laboratory Facilities, Equipment, and Space Available and Needed to Support the Program

Laboratory Facilities, Equipment, and Space: Students in this program will enroll on a space-available basis. All courses for the new degree are already offered, and no additional space or equipment will be needed to implement this degree. Existing resources will be adequate.

Other Resources Available or Needed to Support the Program

Other Resources: No additional office or support resources will be needed. The current Department Assistant can provide adequate office support for the new degree program.

Three required courses currently offered in a two-year course rotation will be created as online courses so that they can be offered every year. This is necessary as the degree should be able to be completed in one calendar year (see curriculum section). The current course instructor, Dr. Stephen Zdzinski would teach these courses. If necessary for load considerations, the online versions of the required courses could be offered in the first summer session through Frost Online or as a summer term on-campus course. An endorsement for Frost Online Courses is included in the proposal attachments. Instructional support benchmarks, course development benchmarks, teaching and learning benchmarks, student support benchmarks, faculty support benchmarks, and assessment benchmarks will correspond to specifications used by the Frost Online system.

Curriculum

Program Curriculum

Coursework would be taken from the Music Education Program courses in the Department of Music Education & Music Therapy in the Frost School of Music, and Teaching & Learning Program courses in the Department of Teaching & Learning in the School of Education and Human Development, University of Miami. The curriculum is based on a modification of the currently offered MM in Music Education with Certification (45 credits):

Remove 9 credits of Student Teaching and student teaching seminars and 9 credits of Music Electives from the current MM with Certification curriculum.

The remaining 27 hours of certification-based coursework would be the same courses as the current MM with certification curriculum.

3 credits of MED 648 Music for Special Learners would be added as a required course in order to create a 30-credit degree. It is currently optional for the MM with Certification degree.

All coursework (30 credits) would be completed in two 15-week semesters, or in two 15-week semesters and 1 summer session via online or summer courses.

Courses that currently are offered every other year in the music education graduate rotation would shift to being offered every year, alternating yearly between on-campus courses during fall/spring semester and through Frost Online offerings during summer sessions or as on-campus summer courses (MED 648, MED 762, and MED 764).

These online course formats are currently being developed. Other courses in the program are offered yearly.

All students in the program would be prepared for K-12 Music Certification, consistent with National Association of Schools of Music Standards for Music certification for all specializations, including a) knowledge and skills to teach beginning students on instruments and voice, b) knowledge of content, methodologies, philosophies, materials, technologies, and curriculum development in music education, c) ability to lead performance-based instruction in multiple settings, and d) laboratory experiences in teaching beginning music students in multiple settings.

Students will prepare a Teaching Portfolio during coursework as a capstone requirement for their degree, and this portfolio would serve as the degree's exit examination. The portfolio will consist of the following:

A teaching statement of philosophy

A curriculum unit in some special area of music education (general, choral, instrumental, modern)

Videos of group teaching, with corresponding lesson plans, reflections, and connections to Florida Educator Accomplished Practices.

This portfolio will be submitted to a panel of MED faculty for review and final approval.

After completion of the MAT degree requirements, students would submit coursework and apply for certification eligibility with the State of Florida based on coursework. (See Attached Florida Certification Rules 6A-4.002, General Provisions; 6A-4.006 General & Professional Preparation; and 6A-4.0271 Specialization Requirements for Certification in Music (Grades K-12). Graduates of the MAT degree would be eligible for temporary certification.

After degree completion, students independently would apply for and obtain temporary music teaching certification. Students would apply and accept employment at a Florida accredited school. They would then teach for a year under a principal's supervision in a Florida accredited school to obtain full certification, as specified in Administrative Rule 6A-4.002 of the Florida Administrative Code for Florida Educator Certification (effective 2-19-2019), and complete Florida State certification examinations as required.

Upload Syllabi for Any New Courses

Proposed Schedule of Course Offerings for the First Three Years

No new courses will be created or offered in this new degree program.

CIP Code

Proposed CIP Code 13.1312 - Music Teacher Education.

Faculty

Program Directors

Steve Zdzinski, Professor, Music Education. Holds Doctor of Philosophy in Music Education.

Upload CV(s)

Program Faculty

The Faculty of the program would include all members of the music education program faculty, including Dr. Carlos Abril (Teaching General Music), Dr. Don Coffman (Teaching Instrumental Music), Dr. Corin Overland (Teaching Vocal Music, Teaching Modern Music), Dr. Brian Powell (String Education), and Dr. Stephen Zdzinski (Music for Special Learners, Music Learning & Curriculum, Music Assessment). The Music education faculty of the Frost School and the Teaching and Learning faculty of the School of Education and Human Development will provide all instruction using existing courses.

Don Coffman, Professor, Music Education. Holds Doctor of Philosophy in Music Education.

Carlos Abril, Professor, Music Education. Holds Doctor of Philosophy in Music Education.

Corin Overland, Associate Professor in Practice, Holds Doctor of Philosophy in Music Education.

Brian Powell, Associate Professor, Instrumental Performance. Holds a doctoral degree in performance, and a masters degree in teaching.

Please refer to attached curriculum vitae. This program will not require any additional faculty. This program will not require interaction with other graduate programs; no theses or dissertation committees are necessary.

Upload CV(s) Grad [MAT CVs.pdf](#)

Students

Applicant Pool

Students applying for the MAT program must have completed a Bachelor's degree in music which includes at least 14 credit hours of music performance, 12 credit hours of music theory, 3 credit hours of conducting, 6 credit hours of music history, and credit hours in performance ensembles.

The Frost school offers many music specializations, and many of our applicants see music teaching as a viable career alternative once they have completed their initial specialization. Many graduates of other music schools who did not major in music education at the undergraduate or graduate level upon completion of their studies also wish to pursue music education as a career choice that offers a very strong placement rate. If we can also offer a MAT program that allows students to complete course requirements that they can subsequently use to obtain certification, we believe that we can attract more masters students from both Frost and other schools nationwide.

Enrollment Projections

It is anticipated the between 3-5 students would be entering the program in any particular year.

Teaching or Research Assistants

No teaching or research assistants are needed for this program.

Administration

Program Administration

Given that this program is a modified version of the current MM with certification program (in music education), no additional administrative support will be needed. The graduate program director will advise all students enrolled in this program, and no additional administrative costs are anticipated.

Budget

Program Budget

The only anticipated new budget expense would be payment to the instructors of summer-based courses (MED 648, 762, 764) offered on-campus or through Frost Online. Frost Online would need to commit to offering these courses based on current enrollment projections, and not cancel the online courses so that students can complete the degree in a 2-semester sequence. An endorsement from Frost Online is attached. These three courses also would be open to other Frost Online students in music business as well as electives, and could be taken by in-service music educators for re-accreditation credit. All other courses already exist, and do not constitute any increase in expenses. Online tuition revenue should pay for online salary expenses. According to our three-year course projection—assuming 3 Frost Alumni students (50% discounted tuition) and 2 New Students (40% discounted tuition) per year—the program should generate \$119,070 per year or a total of \$285,680 for the Frost School (after accounting for 30% retained by the University). The Budget Projection, and an endorsement of the proposed budget for Frost Online instruction by Rachel Hanusa, Director of Frost Online, are attached.

Comparison

Peer Comparisons

Comparisons:**University of Miami Frost School, Master of Arts in Teaching**

Teacher certification programs for professional musicians

Offered in conjunction with School of Education & Human Development

Leads to Florida K-12 music teaching certification (after 1-year teaching in Florida School under principal's supervision after degree completion)

One-year professional degree program

Courses in Education, Music Pedagogy, Music Teaching Methods, Music Learning, Music for Special Learners, Music Assessment (30 credits)

University of South Carolina (SC), Master of Arts in Teaching

Teacher certification programs for professional musicians

Offered in conjunction with college of education

Leads to South Carolina K-12 music teaching certification

Graduate music courses, professional education courses, music learning & teaching courses, student teaching (45 credits)

Georgia College (GA), Masters of Arts in Teaching in Music Education:

Teacher certification programs for professional musicians

One-year professional degree program

Leads to Georgia P-12 music teaching certification

Partially online program

Theoretical and philosophical framework, pedagogy, student teaching (34 credits)

University of the Arts (PA), Master of Arts in Teaching

Teacher certification programs for professional musicians

Leads to Pennsylvania k-12 music teaching certification

One-year professional degree program

Courses including music pedagogy, curriculum & assessment, technology, foundations of music education, conducting and rehearsal techniques, and student teaching (36 credits)

Longy School of Music of Bard College (CA), Master of Arts in Teaching

Teacher certification programs for professional musicians (from all backgrounds-classical, pop, folk, jazz)

Courses in performance, music pedagogy, education, social justice (61 credits)

One-year program, associated with LA Philharmonic & El Sistema

Focus on urban music education, social change through music

Leads to California K-12 music teaching certification

New York University (NY), Master of Arts in Teaching Music, All grades

Teacher certification programs for professional musicians

Courses in music education foundations, education, urban music pedagogy, technology-based instruction, music teaching methods, curriculum development, student teaching (41 credits)

Two-year degree program

Leads to NY K-12 music teaching certification

Documents

Attach Supporting Documentation

[MAT Budget Projections \(REV\) 9-24-19.docx](#)

[MAT Attachments.pdf](#)

Reviewer

Comments

Patty Murphy (pxm491) (02/10/20 10:39 am): As stated in the attached letter from the Dept. Chair, Don Coffman, the Music Education and Music Therapy department faculty approved this proposal on September 20, 2019.

Patty Murphy (pxm491) (02/10/20 10:42 am): This new program does not constitute a significant departure from currently approved programs because it involves repackaging of existing courses and/or content. Students in this program will engage in appropriate professional practice and training through the completion of the capstone teaching portfolio. Therefore, notification to or approval from SACSCOC will not be required.

Shannon de l'Etoile (skd3) (02/10/20 1:23 pm): This proposal was approved by the Frost School Graduate Committee on Oct 1, 2019; the Frost School Department Chairs on Oct 8, 2019, and the Frost School School Council on Nov 8, 2019.

Stephen Zdzinski (szdzinski) (02/10/20 1:51 pm): Frost School Council approved this program on 11-8-2019.

Shelton Berg (s.berg) (02/11/20 9:52 am): I support the proposed new program.

Jacqueline Lopez (jlopez4) (02/20/20 9:26 am): This proposal was approved by the members of the graduate council at the Feb. 18, 2020 meeting of the graduate council.

Key: 517

To: Shannon de l'Etoile, Associate Dean for Graduate Studies, Frost School of Music
From: Stephen F. Zdzinski, Speaker, Frost School of Music Council
RE: Master of Arts in Teaching Approval
Date: November 8, 2019

At this morning's meeting, the Frost School of Music Council discussed the proposal for a Master of Arts in Teaching (music teaching certification), proposed by the music education program in the Department of Music Education and Music Therapy. The Council voted unanimously to approve the proposal.

Sincerely,



Stephen F. Zdzinski, Speaker Frost School of Music Council

FROST

SCHOOL OF MUSIC

September 24, 2019


To: Associate Dean Shannon de l'Etoile
Fr: Don D. Coffman, Chair, Music Education and Music Therapy
Re: New MAT degree proposal

The department faculty met (September 20, 2019), discussed and voted to approve this proposal. I lend my support as well. Please contact me if you have questions.



FROST
SCHOOL OF MUSIC
UNIVERSITY OF MIAMI

September 10, 2019

From: Rachel Hanusa
Director, Frost Online 
To: Don Coffman
Professor and Department Chair, Music Education & Music Therapy
Cc: Stephen Zdzinski, Professor and Graduate Program Director, Music Education
Shannon de l'Etoile, Associate Dean of Graduate Studies
Re: MAT courses offered through Frost Online

This memo serves as an agreement from Frost Online to offer the following courses from the graduate Master of Arts in Teaching program. These courses will be offered online when needed and will be offered regardless of the enrollment number and types of degree students enrolled. In addition, Frost Online will pay for all instructor fees incurred from offering these online courses.

The courses referred to above include:

MED 648: Music for Special Learners

MED 762: Music Learning & Curriculum

MED 764: Music Assessment



Frost Online
Phillip and Patricia Frost School of Music
University of Miami
Coral Gables, Florida 33124



MEMORANDUM

To: Shannon de l'Etoile, Associate Dean of Graduate Studies, Frost School of Music
From: Batya Elbaum, Acting Chair
Department of Teaching & Learning, School of Education and Human Development
Date: May 14, 2019
RE: Endorsement of MAT Degree leading to Music Teaching Certification

The purpose of this memorandum is to express the support of the faculty of the Department of Teaching and Learning (TAL) for your proposal to create a Master of Arts for Teachers degree leading to music teaching certification.

In our faculty meeting held December, 12, 2018, the TAL faculty welcomed a visit from members of the Frost School of Music's Music Education Program to discuss this proposal. Following the discussion, the TAL faculty endorsed the proposal for the degree program.

TAL Faculty understand that three courses offered by our Department will be included in the new proposed degree program to meet state of Florida Certification requirements. These three courses—TAL 606, Issues & Strategies in ESOL; TAL 610, Literacy & Learning Strategies in the Content Area; and TAL 612, Building Positive Relationships with Diverse Learners—are currently included in the existing Master of Music (MM) program that leads to music teaching certification. It is projected that the combined number of MM with certification and MAT students taking these courses will not exceed more than 5 additional students per year (due to enrollment caps related to MED methods course capacity); therefore, TAL would not need to open additional sections or hire additional instructors in order for the Frost School to offer this degree. Students in this program would be independently seeking their state teaching credential with the State of Florida.

We look forward to this further collaboration with the Frost School of Music.

Course Descriptions

MED 642 Teaching General Music (3 credits) - Curriculum, methods, and materials designed for elementary music, K-6. Observation, planning, and teaching experience are emphasized

MED 643 Teaching Instrumental Music (3 credits) - A study of elementary and secondary instrumental music instruction including program organization, teaching techniques, materials, and field experiences of music instruction in schools.

MED 644 Teaching Modern Music (3 credits) - This course will provide students with fundamentals of teaching general music at the secondary (middle and high school) level. Focus will be placed on developing 21st century musical curricula across a variety of musical disciplines; engaging students through several instructional paradigms; and for presenting instruction using conventional educational strategies.

MED 648 Music for Special Learners (3 credits) - This course is designed for music educators who will be working in schools with children and youth who have various disabilities. The purpose of this course is to acquaint students with the characteristics of children and youth with disabilities, and introduce adaptive strategies in music education, K-12, for instructing children and youth with disabilities.

MED 649 Teaching Vocal Music (3 credits) - Course covers curriculum, vocal/rehearsal techniques, and literature. Teaching music in secondary schools through the medium of choral performance.

MED 740/741/742/743/744/745 Techniques (1 credit each, 3 required) -Group instruction in woodwind instruments (740), Brass (741), Percussion, (743) Folk & Modern Instruments (745) with emphasis on basic skills of performance as well as the appropriate teaching techniques, methods, and materials necessary for public school pedagogy. (MED 743) The study of stringed instruments (violin, viola, cello, bass) in a heterogeneous class with emphasis on general principles of string playing and teaching methods for use in beginning and intermediate instruction in the schools. (MED 744) Class instruction in fundamentals of singing, breath control, tone production, and solo singing for music majors.

MED 762 Music Learning & Curriculum (3 credits) - Survey of theories of music learning and their application to music instruction, curriculum development, and instructional design in music.

MED 764 Music Assessment (3 credits) - Presentation of methods for assessing musical behavior in studios, classrooms, and concert halls. Strategies for the objectification of performance quality, musical learning, capacity, and potential uses of contemporary measurement techniques are provided.

TAL 606 Issues & Strategies in ESOL (3 credits) - This course provides a comprehensive foundation in ESOL (English for Speakers of Other Languages) competencies based on Florida's mandates and TESOL standards. Theory and practice will be emphasized in the areas of applied linguistics, cross cultural communication and understanding, and understanding methods of teaching, assessment, and curriculum and material development.

TAL 610 Literacy & Learning Strategies in the Content Area (3 credits) - Literacy instruction in content areas for grades 6 through 12; instructional methods and materials for development of language arts, reading, and study skills. Emphasis on appropriate materials, motivation, and support for students with exceptional needs and English language learners.

TAL 612 Building Positive Relationships with Diverse Learners (3 credits) - An examination of the principles of various theoretical perspectives of classroom management and discipline. Applications to the management of behavior problems of children and adolescents. Contemporary research analyzed and discussed. Writing intensive course.

Teaching

Lecture courses in the program include MED 648, 762, 764, TAL 606, 610, and 612. Laboratory courses include all of the techniques courses, including MED 740, 741, 742, 743, 744, 745. Music Teaching Methods courses (MED 642, 643, 644, and 649) include both lecture and clinical work.

Master of Arts in Teaching

Course Plan Options

2-Semester Offerings

Each Fall

| | |
|-------------------------------------|---------------------------------|
| MED 642* (3 credits) | TuTh 7:45-9:15 |
| MED 649* (3 credits) | TuTh 9:30-10:45 |
| MED 740/41/42/43/44/45† (3 credits) | MW 8-8:55, 9:05-9:55, 2:30-3:20 |
| TAL 606 ESOL (3 credits) | Th 5-7:40 |
| TAL 612° (3 credits) | Tu 5-7:40 |
| MED 762 or 764 (online) (3 credits) | Tu-Th 12:30-1:45 |
| 15 credits maximum | |

Each Spring

| | |
|-------------------------------------|---------------------------------|
| MED 643* (3 credits) | TuTh 11:00-12:15 |
| MED 644* (3 credits) | TuTh 8-9:15 |
| MED 648 (or online) (3 credits) | TuTh 12:30-1:45 |
| MED 740/41/42/43/44/45 (3 credits) | MW 8-8:55, 9:05-9:55, 2:30-3:20 |
| TAL 610 (3 credits) | TuTh 2:00-3:15, 3:30-4:45 |
| TAL 612° (3 credits) | TuTh 9:30-10:45 |
| MED 762 (online) or 764 (3 credits) | Tu-Th 12:30-1:45 |
| 15 credits maximum | |

2 Semester & 1 Summer Session Offerings

Each Fall

| | |
|-------------------------------------|---------------------------------|
| MED 642* (3 credits) | TuTh 7:45-9:15 |
| MED 649* (3 credits) | TuTh 9:30-10:45 |
| MED 740/41/42/43/44/45† (3 credits) | MW 8-8:55, 9:05-9:55, 2:30-3:20 |
| TAL 606 ESOL (3 credits) | Th 5-7:40 |
| TAL 612° (3 credits) | Tu 5-7:40 |
| MED 762 (or online) (3 credits) | Tu-Th 12:30-1:45 |
| 12-15 credits maximum | |

Each Spring

| | |
|-------------------------------------|---------------------------------|
| MED 643* (3 credits) | TuTh 11:00-12:15 |
| MED 644* (3 credits) | TuTh 8-9:15 |
| MED 648 (or online) (3 credits) | TuTh 12:30-1:45 |
| MED 740/41/42/43/44/45† (3 credits) | MW 8-8:55, 9:05-9:55, 2:30-3:20 |
| TAL 610 (3 credits) | TuTh 2:00-3:15, 3:30-4:45 |
| TAL 612° (3 credits) | TuTh 9:30-10:45 |
| MED 764 (or online) (3 credits) | Tu-Th 12:30-1:45 |
| 12-15 credits maximum | |

Even-calendar year Summer I

| | |
|---------------------|---------------------|
| MED 764 (3 credits) | Online or on-campus |
|---------------------|---------------------|

Odd-calendar year Summer I

| | |
|---------------------|---------------------|
| MED 762 (3 credits) | Online or on-campus |
| MED 648 (3 credits) | Online or on-campus |

Notes:

- * Students select 3 courses from MED 642/643/644/649 (3 credits each)
- † Students select 3 courses MED 740/41/42/43/44/45 (1 credit each)
- °TAL 612 offered each semester, conflicts with MED 649

Florida Certification Statutes related to Music Teaching Certification

6A-4.002 General Provisions.

(1) Educator's certificates.

(a) Types of certificates. The types of certificates are the professional certificate, the nonrenewable professional certificate, the temporary certificate, and the athletic coaching certificate. Requirements for obtaining all types of certificates are specified in Rule 6A-4.004, F.A.C.

(b) An applicant for a Florida educator's certificate shall be governed by Florida Statutes and rules for the temporary and professional certificates that are in effect at the time of application and qualification for the initial certificate provided successive certificates are issued for consecutive school fiscal years. An individual who permits a temporary certificate to expire for at least one (1) school fiscal year may secure another full-time certificate in accordance with Florida Statutes and rules for temporary and professional certificates which are in effect at the time the most recent application is received in the Bureau of Educator Certification, Florida Department of Education.

(c) Effective date of certificates. Each certificate shall bear an effective date of July 1 of the school fiscal year for which it is issued.

(d) Definition of coverage. The term "coverage" as used in Florida State Board of Education rules for educator certification purposes shall be defined as the designation on a Florida educator's certificate which indicates the area in which an individual has a content knowledge base. The term "coverage" shall be used synonymously with the terms "subject," "area," or "field."

(e) Definition of endorsement. The term "endorsement" as used in Florida State Board of Education rules for educator certification purposes shall be defined as a rider on a Florida educator's certificate with a designated coverage. An endorsement shown on a certificate with a coverage signifies a pedagogical knowledge base which targets particular levels, stages of development, or circumstances.

(f) Classification of coverages and endorsements shown on certificates. Each coverage or endorsement shown on a certificate shall be identified as an academic class, administrative class, specialty class, or vocational class. The classification is specified in the specialization rule for each coverage or endorsement.

(g) Authority of the Commissioner of Education. Under extenuating circumstances not covered in these rules, the Commissioner is authorized to issue a certificate to an individual upon the request of a Florida district school superintendent.

(h) Responsibility to qualify for and maintain a valid certificate. It shall be the responsibility of each applicant to complete all requirements for the temporary and professional certificates and to file with the Bureau of Educator Certification, Florida Department of Education, evidence of such completion within the specified timelines. For renewal of the professional certificate, it shall be the responsibility of each applicant to obtain current information regarding renewal requirements and complete such requirements prior to expiration of the professional certificate. Information regarding renewal of the professional certificate may be obtained by contacting the employing Florida district school board or nonpublic school, or by contacting the Bureau of Educator Certification, Florida Department of Education, 325 West Gaines Street, Tallahassee, Florida 32399-0400.

(i) Certificates from other states. Certificates from other states shall not be valid for teaching in Florida.

1. Certificates from other states used to document eligibility for a Florida certificate shall:

a. Be the standard educator's certificate issued by that state which is comparable to a Florida Professional Certificate,

b. Be issued in a subject comparable to a Florida certification subject, and

c. Require the same or higher level of training required for certification in that subject in Florida.

2. Official documentation of another state's certificate shall be a photocopy of the front and back of the original certificate.

(j) Certificates from national certification organizations. Certificates issued by national certification organizations approved in Florida Statute or by the State Board of Education shall:

1. Be issued in a subject comparable to a Florida certification subject,

2. Require the same or higher degree level of training required for certification in that subject in Florida, and

3. Official documentation of the national certificate shall be a photocopy of the front and back of the original

certificate.

(k) Alteration of certificates. The alteration of any certificate with the intent to mislead or defraud shall be sufficient grounds for revocation of the certificate. It shall be incumbent upon the certificate holder to establish evidence of the absence of intent to mislead or defraud.

(2) Degree major.

(a) A degree major used in Florida State Board of Education rules for educator certification purposes is defined as the major field of study as identified by the degree granting institution. A degree major completed at an accredited or approved institution as defined in Rule 6A-4.003, F.A.C., in an area in which Florida offers certification may be utilized to satisfy the specialization requirements specified in Rules 6A-4.008 through 6A-4.035 and 6A-4.054 through 6A-4.062, F.A.C., for the subject to be shown on the certificate.

(b) The Commissioner is authorized to deny acceptance of a major for educator certification purposes if the courses completed for the major are not comparable in quantity and content to the specific course requirements listed in Florida State Board of Education rules for certification in that subject.

(3) College credit. College credit used for educator certification purposes shall be undergraduate or graduate credit earned at an accredited or approved institution or recommended by the American Council on Education (ACE) as specified in Rule 6A-4.003, F.A.C. All college credit shall be computed by semester hours. One (1) quarter hour of college credit shall equal two-thirds ($2/3$) of one (1) semester hour. Community and junior college credit used for educator certification purposes shall parallel those of the first and second years of course work at an accredited or approved institution and shall be comparable to courses offered at Florida community and junior colleges which have been approved by the Florida Department of Education.

(4) Waiver of college credit.

(a) Course exemption. Exemption from a college course as verified in writing by the institution of higher education shall be accepted the same as credit earned in that course to meet a specific course requirement for certification.

(b) College teaching experience. Teaching a college credit course, excluding courses for academic remediation, at an accredited or approved institution or an accredited community or junior college as described in Rule 6A-4.003, F.A.C., shall be accepted the same as credit earned in that course to meet a specific course requirement for certification. A written statement from the registrar or other official designated by the president verifying the college teaching experience shall be filed with the Bureau of Educator Certification, Florida Department of Education.

(5) Teaching experience.

(a) Definition of teaching experience. Teaching experience as used in Florida State Board of Education rules for educator certification purposes shall be defined as full-time teaching, administrative, or supervisory service.

1. Teaching experience used for academic, administrative, vocational, and specialty class subjects shall be gained in a public or state supported school as defined in Section 1003.01(2), F.S.; or in a prekindergarten (ages three [3] and four [4]) school which is a public or state supported school or is a contractor for a public school system or in a birth through age two (2) school which is a public or state supported school or is a contractor for a public school system. However, teaching experience in a nonpublic school shall be acceptable provided the applicant held a valid full-time teaching certificate issued by the state department of education in the state where the teaching experience was acquired.

2. Teaching experience used for vocational class subjects shall be gained in an elementary or secondary school as specified in subparagraph (5)(a)1. of this rule, in a public or state supported vocational or technical school, or in an accredited community or junior college as described in Rule 6A-4.003, F.A.C.

(b) Utilization of teaching experience. A year of full-time teaching experience may be accepted in lieu of three (3) semester hours of college credit. A maximum of three (3) years of teaching experience may be used in lieu of nine (9) semester hours of college credit. Not more than one (1) year of teaching experience may be used in lieu of three (3) semester hours of college credit toward satisfying a single course requirement in professional preparation. Not more than two (2) years of teaching experience may be used in lieu of six (6) semester hours of college credit toward satisfying requirements in a specialization area. When teaching experience is used to satisfy a course requirement in a specialization area or to satisfy a subject special methods course requirement in professional

preparation, the teaching experience shall be comparable to the course requirement acquired in the subject or field and at the appropriate instructional level to which it is applied.

(c) Limitations on the use of teaching experience. Teaching experience shall not be accepted in lieu of college credit to satisfy the following certification requirements:

1. Renewal or reinstatement of a professional certificate,
2. Reissuance of a temporary certificate,
3. Satisfaction of a graduate credit requirement,
4. Satisfaction of an entire certification subject.

(6) Noncitizens. A noncitizen may be issued an Official Statement of Status of Eligibility or a certificate as specified below:

(a) An Official Statement of Status of Eligibility shall be issued when the applicant meets requirements specified in Section 1012.56(1), F.S.

(b) The certificate may be issued when the applicant meets requirements specified in Rule 6A-4.004, F.A.C., and an official of the employing Florida public, state supported, or nonpublic school submits documentation of appropriate immigration status. The documentation shall be a photocopy of the completed United States Immigration and Naturalization Form I-9, Employment Eligibility Verification, accepted for employment in compliance with the United States Immigration Reform and Control Act of 1986.

(c) Exchange teachers.

1. An exchange teacher is defined as a teacher from a country other than the United States teaching as the result of a reciprocal arrangement with the United States government or a nationally recognized organization in the United States and another country.

2. A temporary certificate valid for three (3) years may be issued to an exchange teacher. The certificate shall reflect the designation of exchange teacher and shall not reflect a subject. Only one (1) certificate may be issued under this provision when an applicant meets the following requirements:

a. Submits an application form and fee as specified in Rule 6A-4.0012, F.A.C.

b. Submits verification of participation in an exchange program. Verification shall be provided by the employing school district, state supported or nonpublic school, and

c. Submits a request for issuance of the temporary certificate from the employing Florida school superintendent or chief administrative officer of the state supported or nonpublic school which has a Department of Education approved system for documenting the demonstration of required professional education competence.

Rulemaking Authority 1001.02, 1012.55, 1012.56 FS. Law Implemented 1001.02, 1012.55, 1012.56 FS. History—Amended 4-10-64, 4-8-68, 4-11-70, 10-18-71, 3-19-72, 12-18-72, 6-17-73, 4-19-74, Repromulgated 12-5-74, Amended 6-22-76, 6-27-77, 12-26-77, 4-27-78, 7-1-79, 7-2-79, 6-26-80, 7-28-81, 1-3-82, 5-11-82, 6-22-83, 3-28-84, 1-31-85, 3-13-85, Joint Administrative Objection Filed – See FAR Vol. 12, No. 11, March 14, 1986, Formerly 6A-4.02, Amended 12-25-86, 10-18-88, 10-10-89, 4-15-91, 11-10-92, 5-30-94, 11-13-96, 10-15-01, 12-27-04, 7-27-06, Joint Administrative Procedures Committee objection resolved by Chapter 86-156, Laws of Florida, Florida Administrative Register Vol. 35, No. 27, July 10, 2009, Amended 1-1-14.

6A-4.006 General and Professional Preparation.

(1) General preparation. A bachelor's or higher degree from an accredited or approved institution as described in Rule 6A-4.003, F.A.C., shall be considered to have met the general preparation course requirements.

(2) Professional preparation.

(a) Courses for the professional preparation and education competence requirement pursuant to the college course certification option in Section 1012.56(6)(f), F.S., are fifteen (15) semester hours with credit in the following professional education areas:

1. Classroom management including safe learning environments,
2. Human development and learning,

3. Educational assessment to include the content measured by state achievement tests and the interpretation and utilization of data to improve student achievement,

4. Effective instructional strategies including the needs of diverse learners,
5. For the middle (grades 5-9) and secondary (grades 6-12) level subject coverages and the K-12 level subject coverages: art, music, dance, computer science, health, foreign languages, and humanities, curriculum and special methods of teaching the subject, and

6. For middle (grades 5-9) and secondary (grades 6-12) level subject coverages, foundations of research-based practices in teaching reading-competency two of the State Board approved reading endorsement competencies.

(b) Practical experience in teaching. Practical experience in teaching may be satisfied by one of the following methods:

1. One year of full-time teaching experience in an elementary or secondary school as specified in Rule 6A-4.002, F.A.C., or

2. Six semester hours earned in a college student teaching or supervised internship completed in an elementary or secondary school.

(c) Additional requirements in teaching reading and professional education for grades kindergarten through grade six and for exceptional education students are included in the separate certification subject specialization State Board Rules.

(d) All the professional education requirements for preschool and prekindergarten – grade three subject coverages in lieu of the requirements in paragraph (2)(a) of this rule are included in the separate certification subject specialization State Board Rules.

(e) The requirements of paragraph (2)(a) of this rule are not applicable and shall not be required for school social worker or speech-language impaired certification.

(3) Professional preparation for agriculture (grades 6-12).

(a) Courses for professional preparation and education competence requirement pursuant to the college course certification option in Section 1012.56(6)(f), F.S., for agriculture are fifteen (15) semester hours with credit in the following professional agricultural education areas:

1. Curriculum development and educational assessment in agriculture,

2. Instructional strategies of teaching agriculture,

3. Program planning in agricultural education,

4. An agriscience teacher induction course which includes:

a. Basic principles and philosophy of agricultural education, and

b. Strategies for classroom management.

(b) The practical teaching experience requirement may be satisfied as specified in paragraph (2)(b) of this rule.

Rulemaking Authority 1001.02, 1012.55, 1012.56 FS. Law Implemented 1001.02, 1012.54, 1012.55, 1012.56 FS. History-Amended 4-20-64, 4-8-68, 7-7-68, 4-11-69, 6-17-73, Repromulgated 12-5-74, Amended 10-12-76, 7-1-79, 11-5-84, Formerly 6A-4.06, Amended 9-12-89, 5-30-94, 7-17-00, 10-15-01, 7-27-06, Joint Administrative Procedures Committee objection resolved by Chapter 86-156, Laws of Florida, Florida Administrative Register Vol. 35, No. 27, July 10, 2009.

6A-4.0271 Specialization Requirements for Certification in Music (Grades K-12) – Academic Class.

(1) Plan One. A bachelor's or higher degree with an undergraduate or graduate major in music, or

(2) Plan Two. A bachelor's or higher degree with thirty (30) semester hours in music to include the areas specified below:

(a) Credit in applied music at the upper-division level,

(b) Credit in music theory,

(c) Credit in conducting,

(d) Credit in survey of music history,

(e) Credit in group performance such as band, orchestra, or chorus.

Rulemaking Authority 1001.02, 1012.55, 1012.56 FS. Law Implemented 1001.02, 1012.54, 1012.55, 1012.56 FS. History–New 7-1-90, Amended 7-17-00.