

***An Integrated Single-Subject Credential Program in Music***  
*California Baptist University's program that brings the  
 Single Subject Teaching Credential in Music into the Bachelors' degree program.*

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Some background:

Since 1905, California has required a fifth year of graduate study for secondary teaching credentials.

In 1970, California created "single subject" and "multiple subject" credentials.

"Multiple subject" credentials were for elementary classroom teachers.

"Single subject" credentials were thought of as secondary, although music and PE were K-12 (PK-12).

"Fifth years" are required, but a 4-year UG program could be created.

The rationale for a fifth-year credential was: teacher candidates should become subject area experts first, then learn to teach.

For music education at CBU, this meant a music education degree from CBU SOM, followed by a fifth-year graduate program in the SOE.

According to *The New Handbook of Research on Music Teaching and Learning* (2002) (Cowell and Richardson, Ed.), there are four things teachers need to know in order to teach music

1. **General knowledge:** These are things that every educated person should know, so they are things every teacher should know
  - a. These are things candidates may have learned from *life*
  - b. At CBU, candidates may learn these things in the Gen Ed curriculum
  - c. For future teachers, general knowledge is tested with the CBEST
2. **Pedagogical Knowledge:** Knowing how to teach
  - a. Candidates may have learned about how to teach already by observing great teachers
  - b. Candidates may have already gained some teaching experience
  - c. At CBU, candidates learned how to teach in music ed "methods" classes.
  - d. Pedagogy is the emphasis of a fifth-year credential program, if candidates continued into that.
3. **Subject Specific Knowledge:** This is knowing about your subject
  - a. For music candidates, this is knowing about music
  - b. Music education candidates learn this in music theory and aural skills courses, in music history, and in their private lessons and ensembles.
4. **Subject Specific Pedagogical Knowledge:** This is knowing how to teach music specifically.

- a. Every subject has its specific methods, activities, and approaches
- b. There are things about teaching that are specific to music
- c. Music – learning by doing – PARTICIPATION!
- d. Teaching music is often INDIRECT. Experience first, then draw on the activity later (days, weeks, even years later).
- e. Teachers help students to draw on those experiences to process using higher order thinking (Analysis, Synthesis, Evaluation) in the future.

Problem - the SOM was trying to teach candidates to teach music, then the candidates went to a graduate program where they learned to teach in general.

Problem - many fifth-year courses were not directed to VAPA subjects.

In 1906, California required practice teaching in a well-equipped training school, at least 1/3 of the prescribed work in pedagogy.

As early as 1927, many states required student teaching under supervision of a master teacher. States varied in their requirements: 50 - as many as 500-600 hrs.

Market forces - the # of teacher openings & teacher candidates ebbs & flows over time.

The TPA has become the final major hurdle to pass in order to receive a preliminary teaching credential in California.

Of all subjects, music had the lowest pass rate - 66%.

Several years ago, the State of California reopened the idea of a teacher credential program integrated into the bachelor's degree program. CBU began to pursue this option, supported by Joseph Bolin, D.M.A. Dean of the SOM.

Perceived advantages of having an integrated credential program:

1. Credential courses would be taught by music education professors, some still teaching full time in public school, people with first-hand experience of applying TPEs to music teaching.
2. No separate application to a graduate program. More candidates continue on to a teaching career.
3. Marketing - complete your credential in 4 1/2 years.

CBU has an integrated program now in multiple subjects and in single subject music.

The process:

Dr. Lance Beaumont (Associate Dean, SOM) worked with Rosenda Pike (Associate Dean, SOE) to develop the program.

Two former music education courses went away, and five core courses in music education were developed.

Each core course had a requirement for 20-30 hours of in-school observation

Dr. Guy Holliday (Associate Dean, SOM) oversaw the distribution of 45 TPEs, each with 3 levels *Introduce*, *Practice*, and *Demonstrate*, across 5 the core credential courses and the student teaching semester. All core course faculty were involved in this process.

Faculty: Steve Posegate, D.M.A., Guy Holliday, D.M.A, Karen Garrett, Kris Parish, Dr. John Reinebach

Two-year transition period (2020-2022):

Candidates had a choice: take the integrated courses, take the fifth-year program, or do a hybrid. (These hybrids were difficult to certify.)

COVID hit: meaning all courses were delivered online for 2020-2021.

In the transition period, some candidates took the courses out of order.

Integrated Program fully implemented: Fall 2022

Order of courses in prescribed:

MUS 405 Introduction to Music Education,	Fall junior year
MUS 475 General Music Methods,	Spring junior year
MUS 344/345 Choral/Orchestral Literature,	Spring junior year
MUS 476/479 Choral/Instrumental Methods,	Fall senior year
MUS 473 Advanced Subjects in Music Education	Spring senior year

Other music education courses:

Instrumental techniques courses in: Brass, Percussion, Woodwinds, Strings  
Music Technology (for Music Education)

Results:

Candidates must do graduate-level academic work as juniors and seniors.

Only seriously focused music education candidates really want to take these courses.

A few pedagogy students take the courses as electives.

Candidates are seeing the CA TPEs and edTPA directly applied to music teaching.

A higher percentage of our music education candidates are going into teaching now.

Fall 2022 results: Student teaching semester including edTPA as the final major hurdle to overcome to gain the single subject credential in music education in CA.

There were 9 student teachers in music ed. This is the most at CBU in memory.

1 a fifth-year candidate from another undergraduate institution.

4 candidates from the transition/hybrid years

4 candidates who took the integrated program courses in order

edTPA results: (unofficial)

The fifth-year candidate did not pass on first attempt.

4 candidates from the transition/hybrid years all passed on first attempt

4 candidates who followed the integrated program all passed on first attempt

## Advantages/Disadvantages of the integrated single subject credential program in music:

### Advantages:

1. Candidates seem better prepared since all credential courses are taught by music education professors.
2. TPEs/edTPA taught from a music perspective.
3. More candidates continue on to a teaching career. There is no drop-off because of a separate application to a graduate program.
4. CBU has more direct connection with area school districts because of observation placements. (This helps districts find suitable candidates.)
5. Candidates keep their financial aid through student teaching.
6. Marketing - We are now getting more transfers from RCC.

### Disadvantages:

1. Candidates need to do graduate-level work while still maintaining the undergraduate course load and ensemble commitments.
2. Candidates need to do 20-60 hours of observations in schools every semester while still maintaining the undergraduate course load and ensemble commitments.
3. ACBU earned a CSET waiver - it is now not necessary.
4. Students without a degree cannot take a paid internship or substitute teach for their mentor teachers.

### Some helpful sources:

- Short history of the teaching profession in America
- <https://www.pbs.org/onlyateacher/timeline.html>
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- History of teacher certification (1960)
- <https://journals.sagepub.com/doi/abs/10.1177/002248716001100203?journalCode=jtea>
- 
- A History of Policies and Forces Shaping California Teacher Credentialing:
- <https://www.ctc.ca.gov/docs/default-source/commission/files/ctc-history.pdf?sfvrsn=0>
- 
- "Fifth years" are required, but a four-year UG program may be created
- <https://teachereducation.steinhardt.nyu.edu/teacher-training-evolution/>
- 
- Addressing the teacher shortage in America
- <https://www.ed.gov/category/keyword/teacher-preparation>
- 
- Student teaching history
- <https://education.stateuniversity.com/pages/2479/Teacher-Education.html>