**Music “At a Glance”**  
**Candidate Performance Assessment Transition Points**

<table>
<thead>
<tr>
<th>When</th>
<th>What</th>
<th>Requirements</th>
<th>Deadline</th>
</tr>
</thead>
</table>
| June of the sophomore year or January of the junior year (typically) | Program Entry (Transition Point 1: Admission to Teacher Education Program) | • Grades of “C” or above in EDU-111 & EDU-120, and “satisfactory” completion of connected field experiences  
• EDU-120 Dispositions Assessment completed by cooperating teacher and course instructor  
• *Passing Praxis Core scores if candidate does not meet exemption criteria below*  
• Met minimum grade point averages (see table below)  
• Earned a grade of “C” or above in all professional education courses and all courses required for licensure  
• Clearance on reports from Student Life & Academic Affairs  
• Event/Concern Report resolved, if pertinent | April 15 (sophomore) or November 15 (junior)  
*Note: Register to take Praxis Core spring of the sophomore year if candidate does not meet exemption criteria below* |
| After Program Entry through Program Completion | Program Continuation | • Maintained grades of “C” or above in all courses required for licensure  
• Met minimum grade point averages (see table below)  
• Event/Concern Report resolved, if pertinent | |
| Prior to senior Early Experience | Pre-Early Experience (Transition Point 2) | • Admitted into the Teacher Education Program  
• Met course and GPA requirements (see table below)  
• Completed EDU-221 with a grade of “C” or above, and satisfactory completion of lab/field experiences | Must be completed prior to beginning of Early Experience in August after the junior year |
| After Early Experience | Transition to Teaching Internship (Transition Point 3) | • Demonstration of pedagogical skills, dispositions, and appropriate incorporation of content knowledge as evaluated by both the cooperating teacher and the university supervisor  
• Statement of philosophy for music education  
• Event/Concern Report resolved, if pertinent | Philosophy must be included in ADEPT portfolio |
| End of Senior Year (typically) | Program Completion (Transition Point 4) | • Dispositions Assessment completed by cooperating teacher(s) and university supervisor, with all items “met” or “exceeded”  
• Demonstration of growth in content knowledge, pedagogical skills, and dispositions as evaluated by cooperating teacher(s) and the university supervisor (based on the CF, ADEPT, and NASM standards)  
• Satisfactory evaluations on mid-term and final ADEPT conferences (all standards “met” or “exceeded” by the final)  
• Successful completion of the professional portfolio demonstrating ADEPT and NASM standards  
• Event/Concern Report resolved, if pertinent  
• Passing scores on Praxis II assessments | End of Teaching Internship |

*Exemption:* Teacher candidates who attain an 1100 or above on the two-part SAT or a comparable score of 24 on the ACT are not required to take the Praxis Core; teacher candidates who attain a 1650 or above on the three-part SAT taken after March 1, 2005 are also exempt.

### GPA Table for Admission and Continuance in the Teacher Education Program

<table>
<thead>
<tr>
<th>Furman Entry Date*</th>
<th>Cumulative/Major GPA for TEP Admission</th>
<th>Cumulative/Major GPA for TEP Continuance</th>
</tr>
</thead>
<tbody>
<tr>
<td>Prior to Fall 2014</td>
<td>2.5/2.5</td>
<td>2.5/2.5</td>
</tr>
<tr>
<td>2014-2015 Academic Year</td>
<td>2.6/2.6</td>
<td>2.6/2.6</td>
</tr>
<tr>
<td>2015-2016 Academic Year</td>
<td>2.75/2.75</td>
<td>2.75/2.75</td>
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</tbody>
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*Furman Entry Date is the time when the candidate first enrolled/matriculated at Furman University.