



GRADUATE HANDBOOK IN MUSIC EDUCATION

**MASTER OF SCIENCE
CERTIFICATE OF MUSIC**

Fall 2008

Department of Music
Towson University
Towson, Maryland
www.towson.edu/music/

NAME



WELCOME
to GRADUATE STUDY in MUSIC EDUCATION
at TOWSON UNIVERSITY!

During your experiences you will find yourself at times confused, exhilarated, frustrated and elated! You will see the end, see no end, and realize the end! You will be asked and expected to function independently in a scholarly, musical, and educational manner. You will be asked to demonstrate and to apply concepts you may yet fail to fully understand. You will be supported by knowledgeable, caring and concerned faculty, staff and colleagues. Throughout your experiences you will be encouraged to think, be musical, and apply ideas and concepts to the process of becoming more effective in terms of bringing people and music together.

Upon graduating, you will be challenged to contribute to the remarkable accomplishments of Towson University Music Education alumni in the Baltimore region, the State of Maryland, and throughout the Mid-Atlantic region. In the past, such accomplishments have included graduates serving as local, state and national leaders in the fields of teaching, research, and administration.

Welcome to the beginning of experiences which have the potential to challenge and equip you such that you can join a distinguished family of music educators who have changed and shaped lives through guiding peoples' experiences with music.

Welcome to Graduate Study in Music Education at Towson University!

Michael Jothen, Ph.D.
Graduate Program Director
Music Education

ACTION-LINE

WHAT	WHEN/HOW	CONTACT
<ul style="list-style-type: none"> • Enrolling in: Master of Science Certificate of Music 	<p>Application Procedures/Materials (See pages MS 6; CM 22)</p>	<ul style="list-style-type: none"> • www.towson.edu/music/ • Program Director • College of Graduate & Extended Education
<ul style="list-style-type: none"> • Initial Advising 	<p>After acceptance into Program (See pages MS 6; CM 22)</p>	<ul style="list-style-type: none"> • Program Director
<ul style="list-style-type: none"> • Parking Permit/ Student I.D. 	<p>Before enrolling in first classes (See page 30 & 31)</p>	<ul style="list-style-type: none"> • Parking Services • Auxiliary Services
<ul style="list-style-type: none"> • Registering for Classes Workshops 	<p>November for spring term April for summer term. May for fall term You must have a permit for enrolling in <u>all</u> courses (See page 31)</p>	<ul style="list-style-type: none"> • On-line/Continuing Students • Registrars Office • Program Director
<ul style="list-style-type: none"> • Advisory Examination in History & Theory 	<p>Complete this within the first two terms of coursework. (See page 9)</p>	<ul style="list-style-type: none"> • Program Director
<ul style="list-style-type: none"> • Ongoing Advising 	<p>Check in about a minimum of every 10 hrs. of course work. (See pages 7 & 24)</p>	<ul style="list-style-type: none"> • Program Director
<ul style="list-style-type: none"> • Courses offered in Music Education (MUED) & Music (MUSC, MUSA) 	<p>Required and Electives (See pages 27 & 31)</p>	<ul style="list-style-type: none"> • www.towson.edu/music/ • Program Director • Schedule of Classes on-line each term
<ul style="list-style-type: none"> • Comprehensive Examination 	<p>After Completion of MUED 601, 661 or 662, 695 and 20 hrs. of course work. (See page 10)</p>	<ul style="list-style-type: none"> • Program Director
<ul style="list-style-type: none"> • Application for Graduation 	<p>At the beginning of the desired term for graduation. (See page 29)</p>	<ul style="list-style-type: none"> • On-line or in person or at Graduate School

HANDBOOK

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FREQUENTLY ASKED QUESTIONS

GENERAL QUESTIONS

Q: HOW DO I **APPLY FOR GRADUATION**?

A: Contact the Graduate School at <http://cgeewebdb.towson.edu/CGER/Grad/current/graduate.htm> to apply for graduation. You must apply for graduation early in the fall or spring term when you desire to graduate. After applying, the Program Director will receive and review your graduate transcript. This is to ensure that your degree requirements have been completed and you are eligible to graduate. (Questions? See page 29.)

Q: **CERTIFICATE OF MUSIC: CAN I WORK ON THIS AT THE SAME TIME AS THE MS DEGREE?**

A: Yes. Courses completed in a Certificate program may be used as elective hours in the MS Degree.

Q: WHEN ARE GRADUATE **CLASSES OFFERED**?

A: Graduate classes are scheduled during the Fall and Spring terms after 5:00 pm. Summer workshops/courses are mostly one week, 9:00-4:00, 2 credit courses. Required courses MUED 601 "Trends" and MUED 695 "Research" are offered each year, Fall term. MUED 661 "Seminar in Instrumental Music" is offered Spring term, even years, i.e. '2010' with MUED 662 "Seminar in Choral (Vocal) Music" offered Spring term, odd years, i.e. '2009'. Courses in music theory and history are offered each Fall and Spring term but rarely in the Summer. This is one reason why it is important to schedule an early appointment with the Graduate Program Director to plan your course of study. (Questions? See pages 27-28.)

Q: **ELECTIVES: WHAT IS AN ELECTIVE?**

A: The MS degree provides for 15 elective hours of course work. These are courses, workshops, etc. which you can identify and elect as being meaningful in terms of your personal development as a professional music educator. They may be in music, music education, or any other graduate level experience for credit.

Q: HOW DO I FIND OUT ABOUT **FALL or SPRING COURSES**?

A: A "Schedule of Courses" is usually available through the Towson University homepage (www.towson.edu) about 4-6 weeks before registration for each term. Included is course information, day, time, location, etc., as well as registration instructions and fees. In addition, Department of Music offerings are generally posted on departmental bulletin boards. (Questions? See pages 29-32.)

Q: IS **FINANCIAL AID** AVAILABLE FOR GRADUATE STUDY IN MUSIC EDUCATION?

A: Each year the College of Graduate Studies and Research offers one (1) Assistantship position in Music Education. The College of Fine Arts and Communication may offer a limited number of Scholarships. (Questions? See page 30.)

Q: **MENC MEMBERSHIP: I'M CURRENTLY A MEMBER OF MENC. CAN I JOIN AS A STUDENT?**

A: Yes! As a student, you can join the student chapter (#450) and receive the benefits of MENC membership at a greatly reduced rate. See menc.org/eweb/ to enroll. (Questions? See page 34.)

Q: HOW DO I FIND OUT ABOUT **SUMMER CLASSES AND WORKSHOPS**?

A: Mid-April, a listing of summer courses and workshops in Music Education is made available on the Graduate Music Education homepage at www.towson.edu/music. This also provides information for enrolling. General information is also posted on the Towson University homepage (www.towson.edu). (Questions? See page 31.)

Q: **TEACHER LICENSING: I HAVE A BA IN MUSIC. IF I COMPLETE THE GRADUATE PROGRAM IN MUSIC EDUCATION WILL I EARN LICENSING TO TEACH P-12 MUSIC IN MARYLAND?**

A: No. Completing the MS Degree or the Certificate of Music does not license you to teach. Earning a teaching license requires completing and meeting all Towson University and state licensing requirements. These are met through completing undergraduate courses. A graduate student seeking licensing must include undergraduate courses in their program of studies. These do not apply towards earning a graduate degree. If you are seeking licensing, you must work closely with the Program Director in planning your course of studies. (Questions? See pages 25-26.)

Q: *TEACHER LICENSING: HOW CAN I RENEW MY TEACHING LICENSE?*

A: Plan ahead! Towson offers many one week, one and two credit workshops during the summer as well as three credit classes during the Fall and Spring terms. Many of these are designed to help meet your licensing requirements, enrich your teaching, and set you on a path for an advanced degree or certificate.

MASTER OF SCIENCE DEGREE QUESTIONS

Q: MUST I TAKE *ADVISORY EXAMINATIONS* AND IF SO, WHAT ARE THEY LIKE?

A: Yes. Upon acceptance into the program, you will be informed of the next possible date to complete an advisory examination in Music History and Music Theory. Generally, this examination is offered in late August and early January. The results on the advisory examination will be consulted by the Program Director to guide in planning your program of studies. (Questions? See page 9.)

Q: HOW MANY YEARS DO I HAVE TO *COMPLETE THE DEGREE PROGRAM*?

A: All course work and examinations in the Master of Science degree must be completed within seven years. A Certificate of Music is generally completed within four years. (Questions? See page MS 6; CM 22-23.)

Q: *COMPREHENSIVE EXAMINATION*: WHAT IS THE COMPREHENSIVE EXAMINATION?

A: The Comprehensive Examination provides an opportunity for you to demonstrate competence in addressing significant issues in music teaching/learning and the discipline of Professional Music Education. In an electronic and essay format, focuses primarily on content experienced in required courses in Music Education as well as asking candidates to relate additional musical information to their particular teaching setting. The duration of the examination is approximately three (3) hours. (Questions? See pages 10-12.)

Q: *COMPREHENSIVE EXAMINATION*: HOW DO I SIGN UP AND WHEN IS IT OFFERED?

A: Before the end of the second week of the Fall or Spring term and after completing approximately 20 hours of course work, including MUED 601, MUED 695 and MUED 661 or MUED 662, mail a letter to the Program Director indicating your desire to complete the examination during that term. In the letter you must state "I am applying to complete the Comprehensive Examination in the area of (Instrumental OR Vocal) emphasis". NO email requests will be accepted. The examination is offered on Saturday of the first week in November and April. Within the first two (2) weeks of October or March, you will be mailed instructions, a study sheet to help prepare you and questions to respond to in advance. (Questions? See pages 10-12.)

Q: *GRADUATE PROJECT*: WHAT IS THE GRADUATE PROJECT, MUSC 880, 1 CREDIT?

A: A Graduate Project is required as part of the concluding aspect of the Master of Science degree program if you have chosen Plan B as a course of study. This plan is designed to allow a candidate to demonstrate a high degree of personal independence and competence in pursuit of one of four general areas of interest: a scholarly paper, an creative composition, a performance recital, or a teaching practicum (selected only by individuals P-12 licensing). Examples of documents illustrating satisfactory completion of a Graduate Project in each area are available by contacting the Program Director. (Questions? See pages 14-21.)

Q: *GRADUATE PROJECT*: WHEN SHOULD I PLAN ON COMPLETING MY GRADUATE PROJECT?

A: The Graduate Project should be worked on throughout the degree program so that you can formally enroll in MUSC 880 after about 30 hours of course work. The Graduate Project may be completed before or after completing the comprehensive examination. (Questions? See page 14.)

Q: *GRADUATE PROJECT*: HOW DO I START AND COMPLETE A GRADUATE PROJECT?

A: There are two important requirements for completing this part of the degree program:

1. Developing and submitting A GRADUATE PROJECT PROPOSAL,
2. Completing the intent of the PROPOSAL. Specifically,
 1. A **GRADUATE PROJECT PROPOSAL** must be developed, submitted to, and reviewed by the Program Director for approval **before** starting a Graduate Project. To accomplish this, as you move through your program of studies, work closely with the Program Director, other graduate faculty members, and fellow students and identify areas of personal interest. After identifying a possible area and/or topic for in-depth study, and after 20 hours of course work, create a GRADUATE PROJECT PROPOSAL to be submitted to and reviewed by the Program Director. This enables the Program

Director to assist in clarifying the area of study and identifying a mentoring faculty member to assist you throughout the process of completing the Project. (Questions? See pages 14-15.)

2. After approval of the Project Proposal by the Program Director, you are 'cleared' to complete the **INTENT OF THE PROPOSAL** working closely with a mentoring faculty member. However, you may not enroll in MUSC 880 Graduate Project until the term in which you will complete your Project. After receiving permission to enroll from the Program Director, if you do not complete your project during the term enrolled to the satisfaction of the mentoring faculty and/or Program Director, no incomplete. will be given. The grade earned will be an "F". Hence, it is important to complete over 80% of the Graduate Project by the end of the term **preceding** the term in which you are permitted to enroll in MUSC 880. Although the length of time required for completion of a Graduate Project varies, in general, Graduate Projects are completed in one (1) to three (3) years. (Questions? See page 14.)

Q: GRADUATE PROJECT: HOW DO I ENROLL? (MUSC 880)

A: Your Mentoring faculty member and the Program Director will decide if you can enroll. You must have demonstrated that 80% of your Project has been completed and the remainder will definitely be completed during the term you are requesting permission to enroll. The term before you anticipate enrolling, contact the Program Director to review the status of your Graduate Project. If you are completing a Graduate Project in the areas of Composition, Recital or Teaching Practicum, consult with the Program Director, earlier as these areas require additional course work and/or other experiences prior to enrolling. If electing the recital option you must enroll in MUSC 880 not MUSC 797 to complete this requirement. To enroll, you must have permission from the Program Director. This information is provided to the Assistant to the Department Chairperson who issues a special permit for enrolling.

Q: MEET WITH THE GRADUATE PROGRAM DIRECTOR: WHEN SHOULD WE MEET?

A: At the minimum, meet at the beginning of your studies to outline a course of study, after about 20 hours to review your progress, before you enroll in the Graduate Project or when there are any major changes impacting your studies. (Questions? See pages MS 6; CM 22-23.)

Q: PRIVATE LESSONS? HOW DO I ENROLL? (MUSA)

A: Private-Applied lessons require instructor approval and a permit to enroll. This is done through Ms. MaryAnn Criss, Assistant to the Department Chairperson. As each applied area and instructor are different, contact her, mcriss@towson.edu, and she will provide the appropriate contact information..

DEADLINES:

For Spring lessons, students must contact Ms. Criss by the end of November.

For Fall lessons, students must contact Ms. Criss by the end of April.

Students must adhere to the posted registrations deadlines for applied lessons enrollment. The deadlines generally occur one (1) week prior to final exams. Late enrollment will include additional monetary fees. (Questions? See page 31.)

Q: PROGRAM OF STUDIES: HOW DO I PLAN MY STUDIES?

A: After being admitted to the program, contact the Program Director to schedule an appointment to review those courses required and when courses are offered. Outlining your MS program of studies in advance will help assure you of completing your program within the seven (7) year time limit and on a schedule you can live with. (Questions? See pages MS 6-8; CM 9-11.)

Q: RECITAL: I'M INTERESTED IN COMPLETING A PERFORMANCE RECITAL OR COMPOSITION AS MY GRADUATE PROJECT. ARE THERE ANY SPECIAL REQUIREMENTS? (MUSC 880)

A: A Performance Recital or Creative Composition are among the options for completing the Graduate Project requirement your degree program. Each provides a different emphasis. However, both the Performance Recital and the Creative Composition option require auditions with the appropriate faculty **before** starting your studies. Further, expect additional lessons in an area as preparation for meeting Project requirements. (Questions? See pages 14-17.)

Q: MAY *TRANSFER COURSES* BE A PART OF MY DEGREE PROGRAM?

A: Yes. A maximum of six (6) graduate credits may be transferred from another institution towards completing your degree requirements. Upon receipt of the appropriate information (see below) the Program Director will contact the Graduate School. The Graduate School then reviews and accepts or denies requests for transfer credits. To transfer credits, provide the Program Director with:

1. Written letter requesting permission to transfer credits;
2. Official grade transcript from the institution showing graduate credits earned; and
3. Course syllabi for each course being transferred.

Approved courses will be considered electives within your course of study. (Questions? See page 31.)

Q: *THESIS*: WHAT IS THE GRADUATE THESIS? (MUSC 898, 6 Hrs)

A: A Thesis is required in the Master of Science degree program if you have chosen Plan A as a course of study. It is designed to allow a candidate to demonstrate a high degree of independence in pursuit of a specific area of study associated with the field of music education or a related field. Candidates pursuing this option are expected to have a high degree of skill in the areas of academic and educational research and bibliography as well as written and oral expression. (Questions? See pages 13, 15-16)

Q: *THESIS*: WHEN SHOULD I PLAN ON COMPLETING MY THESIS?

A: The Thesis should be completed as the final aspect of your degree program, i.e., all course work and the comprehensive examination should be completed. In this sense, a Thesis serves to provide you with an opportunity to direct your focus of study to an area or topic in music education or a related field that contributes to your own professional growth as an educator. (Questions? See page 13.)

Q: *THESIS*: WHAT PROCEDURES MUST BE FOLLOWED WHEN COMPLETING A THESIS?

A: There are two important characteristics associated with completing this part of the degree program:

1. Developing and submitting a GRADUATE THESIS PROPOSAL, and
2. Completing the intent of the PROPOSAL. Specifically,
 1. A GRADUATE THESIS PROPOSAL must be developed, submitted to, and reviewed by the Program Director for approval before starting work on its content. To accomplish this, as you move through your program of studies, work closely with the Program Director, other graduate faculty members, and fellow students and identify areas of personal interest. After identifying a possible area and/or topic for in-depth study, and after no more than 30 hours of course work, create a GRADUATE THESIS PROPOSAL to be submitted to and reviewed by the Program Director. This enables the Program Director to assist in clarifying the area of study and identifying a thesis faculty committee to assist you throughout the process of completing the thesis. (Questions? See pages 13, 15-16.)
 2. After approval of the Thesis Proposal has been submitted and approved, the candidate is expected to address the intent of the proposal on an individual basis with the assistance of members of the thesis faculty committee. This process may take place over several terms or may extend over several or more years. In either extreme, the THESIS is worked on while enrolled in MUSC 898. Only after satisfactory completion and defense of the written document and its content will a grade be recorded.

Q: *THESIS*: HOW DO I ENROLL IN “THESIS” (MUSC 898)?

A: The term before you anticipate enrolling, contact the Program Director. Discussions concerning the nature and status of your Thesis are held at that time including a review of your progress in terms of the Proposal submitted.



MASTER OF SCIENCE IN MUSIC EDUCATION

'PROGRAM DESCRIPTION'

The Master of Science in Music Education degree is earned by completing a flexible 34-hour program of study. The program provides students with the opportunity to select a minimum of 15 elective hours in a field of specialization to compliment a required 19 hours in the areas of music education, theory, history and performance. In consultation with the Program Director, students may select courses and workshops within music education, applied music, music theory, music history, composition as well as other graduate disciplines from the University at large. Many students elect to work concurrently in an area of their choice while also earning a Certificate of Music.

Graduates of this program are usually employed as music teachers in public or private schools. They work in the areas of vocal-general and/or instrumental music. Others are employed as private teachers or administrators, or as church musicians.

DEGREE REQUIREMENTS:

- 34-hour program of study within a period of seven (7) years;
- Final Graduate Project or a Thesis in an area of choice;
- Comprehensive Examination integrating course content from music education, music theory, music history and related courses as appropriate.

ADMISSION REQUIREMENTS:

- Bachelor's degree in music education or music, or certification as a public school music teacher;
- Completion of Music Theory and History Advisory Examinations;
- 2.5 GPA for conditional admission, and 3.0 for full admission.

ENROLLING:

- Secure, complete and return an application form including official transcripts and other requested materials as appropriate to the College of Graduate and Extended Education;
- When all materials have been received by the College, it will inform the Program Director of your completed application;
- The Program Director will review the application materials and inform you of your status in the program.

ADVISING:

- After being admitted to the program, contact the Program Director to establish an advising session. Using the ADVISING FORM on pages 7 & 8, you and the Program Director will review courses and outline your program;
- After a maximum of twenty (20) hours of course work, contact the Program Director to review progress towards completion of your degree program and to make plans for completing the COMPREHENSIVE EXAMINATION and the GRADUATE PROJECT or THESIS;
- In general, contact the Program Director about every ten (10) hours of course work or as needed throughout your Degree.



MASTER of SCIENCE 'ADVISING FORM'

Date ___/___/___

Name _____ TU ID# _____

Major (circle one): Instrumental emphasis Vocal Emphasis (Certificate: _____)

Address _____ E-mail address: _____

City _____ State ____ Zip _____

Phone (H) _____ - _____ Phone (W) _____ - _____

+++++

I. ADVISING SCHEDULE

- Consultation and review of course of study done: ___/___ ___/___ ___/___
- Review of Graduate Project completed: ___/___ ___/___
- Information regarding Comprehensive Exam: ___/___ ___/___

II. ADVISORY EXAMINATIONS:

- A. Date taken: ___/___/___
- B. Theory score: _____ Course rec: MUSC _____
- C. History score: _____ Course rec: MUSC _____

III. DATE ENROLLING IN FIRST COURSE: Spring Summer Fall 20___

IV. PROGRAM OF STUDY: Certificate Programs

A. DOK Applications:

	SUGGESTED	COMPLETED
MUED 617 Choral Workshop in El./Sec. Music (2)	sum/___	sum/___
MUED 630 Dalcroze-Orff-Kodaly: Prin/Tech I (2)	sum/___	sum/___
MUED 631 Dalcroze-Orff-Kodaly: Prin/Tech II (2)	sum/___	sum/___
MUED 632 Dalcroze Practices (2)	sum/___	sum/___
MUED 633 Orff Techniques (2)	sum/___	sum/___
MUED 634 Kodaly Techniques (2)	sum/___	sum/___
MUED 635 D. O. K. Pedagogy/Curr. Dev. (3)	sum/___	sum/___

B. Arts Integration:

IDFA602 Arts Across the Curriculum (3)	___/___	___/___
EDUC668 Creating an Electronic Portfolio (3)	___/___	___/___
IDFA 608 Capstone Seminar (3)	___/___	___/___
IDFA 609 Capstone Project (3) (TU)	___/___	___/___
Elective Courses (6 units minimum)		
IDFA 601 Enhancing Reading through the Arts (3) (TU)	___/___	___/___
IDFA 603 Drama in the Classroom (3) (TU)	___/___	___/___
IDFA 604 Social Studies and the Integration of the Arts (3) (TU)	___/___	___/___
IDFA 606 Art Forms (3) (TU)	___/___	___/___
IDFA 607 Teaching Thinking through Art (3) (TU)	___/___	___/___
EDCI 788F Maryland Artist/Teacher Institute (3) (U of MD)	___/___	___/___
EDCI 788 Crossing Borders/Breaking Boundaries (3)(U of MD)	___/___	___/___
ART 690 Independent Study (3) (UMBC)	___/___	___/___
EDUC 668 Creating an Electronic Portfolio (3) (UMBC)	___/___	___/___
881.615 Mind, Brain, and Teaching (3) (JHU)	___/___	___/___

C. Area of Interest: _____

Core Experiences: (4-6 hrs. minimum)	TITLE/HOURS	COMPLETED
_____	s / spr / f _____	s/spr/f _____
_____	s / spr / f _____	s/spr/f _____
_____	s / spr / f _____	s/spr/f _____
Supporting Experiences: (4-6 hrs. minimum)		
_____	s / spr / f _____	s/spr/f _____
_____	s / spr / f _____	s/spr/f _____
Electives: (4-6 hrs. minimum)		
_____	s / spr / f _____	s/spr/f _____
_____	s / spr / f _____	s/spr/f _____
Culminating Experience: (1-3 hrs. minimum)	_____	s / spr / f _____

V. PROGRAM OF STUDY: Master of Science

A. PLAN A _____ (minimum of 34 sem. hrs./maximum of 9 sem. hrs. at the 500 level)

REQUIRED COURSES (24 hrs.)	SUGGESTED	COMPLETED
MUED 601 Current Trends (3)	_____	_____
MUED 661 Seminar Instrumental Music (3)	_____	_____
or		
MUED 662 Seminar Choral Music (3)	_____	_____
MUED 695 Research Methods (3)	_____	_____
MUSA/SC Performing/Composing Exp. (3)	_____	_____
MUSC History/Literature (3)	_____	_____
MUSC Theory/Composition (3)	_____	_____
MUSC 898 Thesis (6)	_____	_____
ELECTIVES (10 hrs. min.)		
History/Literature _____	_____	_____
Theory/Composition _____	_____	_____
Performing/Composing _____	_____	_____
Music Education _____	_____	_____

B. PLAN B _____ (minimum of 34 sem. hrs./maximum of 9 sem. hrs. at the 500 level)

REQUIRED COURSES (19 hrs.)	SUGGESTED	COMPLETED
MUED 601 Current Trends (3)	F / _____	F / _____
MUED 661 Seminar Instrumental Music (3)	S / _____	S / _____
or		
MUED 662 Seminar Choral Music (3)	S / _____	S / _____
MUED 695 Research Methods (3)	F / _____	F / _____
MUSA/SC Performing/Composing Exp. (3)	F S / _____	F S / _____
MUSC History/Literature (3)	F S / _____	F S / _____
MUSC Theory/Composition (3)	F S / _____	F S / _____
MUSC 880 Graduate Project:		
Paper (1) or	F S / _____	F S / _____
Recital (1) or	F S / _____	F S / _____
Composition (1) or	F S / _____	F S / _____
Practicum (1)	F S / _____	F S / _____
ELECTIVES (15 hrs. min.)		
History/Literature F S / _____	F S / _____	F S / _____
Performing/Composing F S / _____	F S / _____	F S / _____
Other: _____	F S Sum/ _____	F S Sum/ _____
_____	F S Sum/ _____	F S Sum/ _____

VI. COMPREHENSIVE EXAMINATION: Date taken: ___/___/___ Retake in: _____

Completed: ___/___/___

VII. GRADUATE PROJECT PROPOSAL: Submitted: ___/___/___ Approved: ___/___/___

VIII. GRADUATION DATE: Spring Fall _____

Advisory Examinations

ADVISORY EXAMINATIONS: After acceptance into the Master of Science in Music Education Degree Program all students are required to complete advisory examinations in music history and music theory. The outcome of these examinations will assist in developing your program of studies. It is not necessary to complete the examinations before enrolling in MUED 601, MUED 661, MUED 662, MUED 695, required courses in music education. In addition, you may enroll in summer workshops or courses in Music Education without completing the examination. The Advisory Examination must be completed before enrolling in a music history or music theory class.

DATES OF THE ADVISORY EXAMINATIONS: The examinations are given in late August and early January. Check with Program Director and/or the Department of Music for the exact dates and time.

SIGNING UP FOR THE ADVISORY EXAMINATIONS: You should contact the Graduate Program Director in Music Education no later than one week before an examination date. This may be done in conjunction with an initial advising session, in person, via email or by phone. The Program Director will inform the History and Theory Divisions of your intent to complete the examination.

CONTENT OF THE ADVISORY EXAMINATIONS: Students will be asked to respond to questions in each of the following content areas.

MUSIC HISTORY, including:

1. Musical terminology relating to all periods of music history and the relation of these terms and definitions to appropriate composers;
2. Matching names of musical compositions with the correct composer;
3. Examining examples of printed music and stating the type of piece, style period, and a possible composer, and for various selections, writing a brief essay about the musical style and the tradition which it represents; and
4. Listening to recorded musical excerpts and stating the type of piece, the style period, and a possible composer.

For study and review, consider the text or a similar one to such as: "An Outline History of Music." Wold, Milo and Cykler. 6th edition. Wm C. Brown. Dubuque, Iowa. 1990.

For further information or clarification contact: Dr. James Anthony, Department of Music, Towson University, Towson, Maryland, 21252, 410.704.2257, or janthony@towson.edu.

MUSIC THEORY, including:

1. Part writing;
2. Counterpoint in two voices;
3. Harmonic dictation;
4. Melodic dictation;
5. Aural comprehension of basic attributes of music, including cadence types, rhythmic devices, key relationships, contrapuntal devices, phrase structure, elements of style, etc.;
6. Harmonic and structural analysis; and
7. Twelve-tone serialism and other 20th-century materials.

For study and review, examine a general theory text such as: "Music Theory." Jones. Barnes and Noble Books: New York. 1974; "Techniques and Materials of Tonal Music." Benjamin, et al. Houghton Mifflin. 1986. 3rd edition; "Harmony and Voice Leading." Aldwell and Schachter. Harcourt Brace Jovanovich. New York. 1989. 2nd edition.

For further information or clarification contact: Dr. Diane Luchese, Department of Music, Towson University, Towson, Maryland 21252, 410.704.2823, dluchese@towson.edu.

COMPREHENSIVE EXAMINATION

NATURE: The Comprehensive Examination in Music Education is designed to assess an individual's knowledge, understanding and ability to apply course content to the process of music teaching and learning.

PROCEDURES: Master of Science candidates may complete the Comprehensive Examination after enrolling and earning a minimum of twenty (20) hours of course work including MUED 601, MUED 661 or MUED 662, and MUED 695. At this time:

- The examination will be given in the Department of Music on the first Saturday in November and on the first Saturday in April from approximately 9:00 until 1:00, assuming no religious holidays, or other extenuating circumstances;
- Before the end of the second Friday in September of Fall term or the second Friday in February of the Spring term, compose and mail a letter to the Program Director indicating your intent to complete the examination during that term. In the letter you must state "I am applying to complete the Comprehensive Examination in the area of (Instrumental OR Vocal) major". NO email requests will be accepted.
- Mail to: Dr. Michael Jothen
Department of Music
Towson University
8000 York Road
Towson, MD 21252.
- On or about the first week of October or March, the Program Director will return a letter acknowledging receipt of your letter of intent. Included will be instructions, a study sheet to help you prepare and information and directions concerning the examination;
- Results will be mailed to candidates approximately three (3) weeks after the examination.

FORMAT: Candidates may expect the format for the examination to vary from candidate to candidate and year to year. All candidates, however, should expect to respond to fundamental questions and issues raised by and impacting on the profession, which is music education in today's society, and must be able to demonstrate how awareness of these issues impacts their teaching.

In the materials and directions each candidate receives before the examination date, it may be indicated that selected examination responses must be prepared in advance for submission on the examination date. Further, all candidates should be prepared to respond to questions/issues raised other than those outlined in the materials.

A candidate who provides a response or responses that are vague and/or require additional clarification should expect to repeat the examination and/or engage in an oral defense of their written responses.

OUTCOME: The Comprehensive Examination may be taken no more than two times. If a candidate should fail all or a portion of the Comprehensive Examination, he/she may repeat the examination. If the examination is failed a second time, the candidate will be dropped from the Graduate Program in Music Education.

REPEATING A PORTION OF THE COMPREHENSIVE EXAMINATION: Candidates may repeat the examination or a portion of the examination a maximum of one (1) time. After consulting with the Program Director and the appropriate faculty who have evaluated your examination, contact the Program Director, in writing, to indicate your desire to repeat an area in question. Dates and procedures for this examination will be the same as those for the Comprehensive Examination scheduled for the term in which a candidate elects to repeat the examination. Generally, candidates experiencing difficulty wait a minimum of one (1) term before electing to repeat the examination.

PREPARATION AND REVIEW: The following study suggestions are presented to assist you in your preparation for the Comprehensive Examination. In general, candidates should:

- Review class notes, handouts, and readings for salient points;
- Examine class papers and examinations;
- Contact professors in appropriate areas as needed;
- Secure a tutor as appropriate to an area of study;
- Organize small study groups for review in specific areas.

COMPREHENSIVE EXAMINATION (Cont)

Specifically, candidates should review and prepare responses in relation to the following courses (as applicable):

SEMINAR IN INSTRUMENTAL MUSIC (MUED 661)

Questions will be based on class presentations, including:

- Jazz Improvisation-
 1. Familiarity with the theoretical background of jazz improvisation;
 2. Ability to present this material in a chord scale outline;
 3. Ability to prepare a lead sheet for use in jazz improvisation.
- Philosophies related to Music Education
- Careers in Music Education
- Creativity and the Creative Process
- Special Education and Mainstreaming
- Multicultural Music Education
- School Restructuring, Accountability & Evaluation
- Gifted and Talented/At Risk Students
- Learning Theory-
 1. Readiness to play a musical instrument;
 2. Familiarity with how children learn when they learn music.
- Middle School Music Education
- Suzuki
- Music and Medicine
- Selected band and orchestral pieces-
Ability to identify titles, composers, movements and related influences of standard Band and Orchestra literature studied in MUED 661

SEMINAR IN VOCAL MUSIC (MUED 662)

Questions will focus on current issues in choral music education, including:

- History of choral music in American public schools
- Disciplined Based Music Education
- Rehearsal structure and techniques
- Developmental characteristics of children and youth
- Development of vocal/choral tone
- Master Teacher Issues

Candidates should be prepared to discuss these in light of articulate spokespersons, philosophical and pedagogical issues, and implications for future directions within choral music education.

CURRENT TRENDS IN MUSIC EDUCATION (MUED 601)

Questions will be taken from class notes, vocabulary listings, and readings on such topics as:

- Technology
- Multi-culturalism
- Grouping
- Reform and restructuring
- Interdisciplinary education
- Aesthetic education
- Outcome-based education
- National standards
- Assessment

Candidates should be prepared to demonstrate knowledge and understanding of individual topics presented, discussed, and described. More specifically, candidates will be expected to demonstrate the ability to synthesize information and apply this to the practice of music teaching.

COMPREHENSIVE EXAMINATION (Cont)

RESEARCH METHODS IN MUSIC AND MUSIC EDUCATION (MUED 695)

Questions may be similar to and/or involve elements of the following:

- Describe the following types of research: historical, descriptive, and experimental. Discuss the focus of each type of research.
- What type of parametric statistical tests would be appropriate for research designs for differences? Discuss two types and their application.
- What family of statistical tests would be appropriate for designs for relationships? Discuss one type and its application.
- Be able to construct additive and continuous rating scales.
- Describe the process of determining content validity and a procedure to determine reliability.
- Discuss the internal and external validity of a research project. What are four factors that may pose a threat to the internal validity of a study? What are four factors that may pose a threat to the external validity of a study? What are ways to control for these threats?
- Design a research project to determine if there are any differences between two different methods of instruction. Assume you have a colleague in your school that teaches the same classes as you.
- Describe and discuss the five sections (chapters) of a research study and what each would contain. Include the following:

Independent variable
Dependent variable
.05 level of confidence
Statistical significance
Practical significance
Null hypothesis
Alternate hypothesis
Parametric statistics
Non-parametric statistics
Criterion measure



THESIS AND GRADUATE PROJECT

Students pursuing a Master of Science Degree may elect coursework in one of two areas: Plan A, which requires a Thesis in Music (MUSC 898-6 hrs.) or Plan B, which requires a Graduate Project in Music (MUSC 880-1 hr.). Each option provides a different focus for study.

THESIS IN MUSIC: MUSC 898

DESCRIPTION: Completing a Thesis in Music requires a student to focus on and demonstrate a high degree of independence in the study of an area of interest identified by the student in consultation with the Program Director and a Thesis Committee. Students electing this option have selected Plan A, and as such, have generally chosen to pursue additional academic oriented graduate study.

NATURE: The Graduate Thesis must be such that a high level of student-directed application of graduate level experiences is evident throughout and in the completed project. Students are expected to work closely with a faculty member of graduate standing or a qualified individual demonstrating significant knowledge, understandings, or skills in a particular area of study. At the same time they will be expected to function with a high degree of independence throughout the Thesis process.

PROCEDURES: Procedures for completing a Thesis in Music will vary with individuals. However, the following outlines general aspects connected with proposing, developing, and completing a Thesis:

1. Upon enrolling in the MS Program, a student should confer with the Program Director regarding the nature and expectations of a Thesis in Music. This may take place during the initial advisory session;
2. While enrolled in graduate studies, a student should be sensitive to and identify possible areas of interest to pursue in completing a Thesis;
3. After completing a minimum of twenty (20) hours of studies, a student should meet with the Program Director to discuss and plan future action;
4. After completion of thirty (30) hours of studies, a student **must** meet with the Program Director to develop a GRADUATE PROJECT/THESIS PROPOSAL, and to identify and contact an appropriate faculty members to guide the Thesis;
5. A student should begin the Project a minimum of one (1) term **before** the Graduate Project will be completed;
6. A student may enroll in MUSC 898 while working on a Thesis, but **must** be enrolled during the term the Thesis is completed;
7. A student, in conjunction with the main advisor and Program Director, must complete and provide an appropriate COMPLETION REPORT (see below) upon final approval of a Thesis;
8. As part of the final PRESENTATION FORMAT, a student must provide three (3) bound and labeled copies of a completed document.

THESIS PROPOSAL: Prior to beginning work on a Thesis in Music, a student must meet with the Program Director to identify an area of study. In conjunction with this process, a student must submit a GRADUATE THESIS PROPOSAL outlining at minimum:

1. Nature and/or purpose of the study;
2. Rationale for the Project;
3. Procedures to be followed in completing the Project; and
4. Anticipated outcomes or benefits for the student as a result of pursuing this area for the Thesis in Music.

The GRADUATE THESIS PROPOSAL must be presented in the format on Page 15 of this handbook..

GRADUATE PROJECT: MUSC 880

DESCRIPTION: A Graduate Project focuses on providing a student with the opportunity to demonstrate a high degree of independence in the study of an area of interest identified by the student in consultation with the Program Director. Students electing this option have selected Plan B. There are four broad areas of interest a student may focus on for completing the Graduate Project:

1. Scholarly study;
2. Performance recital;
3. Creative composition;
4. Observed/supervised teaching practicum (required for students seeking MSDE teaching license).

NATURE: The Graduate Project must be such that a high level of student-directed application of graduate level experiences is evident throughout and in the completed project. Students are expected to work closely with a faculty mentor of graduate standing or a qualified individual demonstrating significant knowledge, understandings, or skills in a particular area of study. (See Appendix for some examples of titles of completed Graduate Projects).

PROCEDURES: Procedures for completing the Project will vary. In general, proposing, developing, and completing the Graduate Project involves the following:

1. Upon enrolling in the MS Program, a student should confer with the Program Director regarding the nature and expectations of the Graduate Project. This may take place during the initial advisory session. Students desiring to focus on a Performance Recital or a Creative Composition, must contact and complete an appropriate audition before electing this focus;
2. While enrolled in graduate studies, a student should be sensitive to and identify possible areas of interest to pursue in completing the project;
3. After completing a minimum of twenty (20) hours of studies, a student should meet with the Program Director to discuss and plan future action. As additional courses and/or requirements may apply, this is crucial if you elect completing a Performance Recital or a Creative Composition. A GRADUATE PROJECT PROPOSAL may be developed at this time;
4. After completion of thirty (30) hours of studies, a student **must** have submitted a PROJECT PROPOSAL and met with the Program Director to review the Project proposal. If approval is granted, a faculty Mentor will be identified and contacted to help initiate and guide the Projects progress;
5. A student should begin the Project a minimum of one (1) term **before** the Graduate Project will be completed. This is especially so for Projects focused in the areas of a Performance Recital or a Creative Composition;
6. A student **must** have a permit to enroll and may enroll in MUSC 880 **only** during the term the Graduate Project is completed. Completion is determined by evaluation by the faculty Mentor and/or the Program Director. No incompletes will be given if a Graduate Project is not completed by the end of a term in which a student is enrolled in MUSC 880;
7. A student in conjunction with a mentor and the Program Director must complete and provide a COMPLETION REPORT (see below) upon completion of the Graduate Project. In addition, a PERFORMANCE RECITAL ASSESSMENT must be included for Graduate Projects focusing on Performance Recital;
8. As part of the final PRESENTATION FORMAT, a student must provide three (3) bound and labeled copies of the Graduate Project.

GRADUATE PROJECT PROPOSAL: Prior to beginning work on a Graduate Project, a student must meet with the Program Director to identify an area of study. This process starts with the development and submission of a GRADUATE PROJECT PROPOSAL. The GRADUATE PROJECT PROPOSAL must be presented in the format as outlined on the following page (Page 15) of this handbook.

(Place Title of PROJECT/THESIS in capital letters at top-center of page)

<p>'PROPOSED TITLE OF PROJECT/THESIS'</p> <p>“GRADUATE PROJECT/THESIS PROPOSAL”</p> <p>Submitted for Consideration by</p> <p>Provide name</p> <p>Date submitted</p>

I. PURPOSE: In no more than one-half (1/2) page double spaced, 12 pt. type, describe:

- What is to be accomplished through this experience?
- Why is this important?
- How do you expect to grow and develop as a music educator as a result of completing this experience?
- How will your students benefit?

II. PROCEDURES: In no more than one (1) page, identify and describe the specifics of how you anticipate achieving the PURPOSE as stated and described above.

- Where will you find?
- How will you?
- What resources have you secured at this time?
- How are you going to accomplish what it is you desire to do?

III. ANTICIPATED OUTCOME(S): In no more than one (1) page, identify, describe and elaborate on what will happen as a result of achieving the Purpose as described above.

- What do you anticipate achieving?
- In what form will the outcomes be presented?
- How does this...?

IV. PROPOSED TIME-LINE: In no more than one (1) page, provide a time-line for accomplishing your Purpose. Include all dates, month/year, as appropriate for your PROJECT, i.e. A. **3/08** Meet with Include dates for all of the following (additional items may be added as appropriate to a PROJECT or THESIS but these **must** be included):

DATE(S)	ACTIVITY
A. ___/___	Meet with Program Director/Faculty about possible topic(s)
B. ___/___	Develop DRAFT of Graduate Project Proposal
C. ___/___	Meet with Program Director/Faculty with DRAFT of a topic(s)
D. ___/___	Submit revised PROJECT/THESIS Proposal to Program Director in appropriate format
E. ___/___	Proposal accepted/faculty Mentor identified
F. ___/___	Project/Thesis activity begins with faculty Mentor
G. ___/___	Status report #1 to Mentoring Faculty and/or Program Director
H. ___/___	Status report #2 to Mentoring Faculty and/or Program Director
I. ___/___	Meet with Program Director for status report on progress with Project
J. ___/___	Faculty Mentor informs Program Director “80% now done, OK to enroll in MUSC 880/898 for following term”
K. ___/___	Program Director provides permit to enroll in MUSC 880/898 for following term
L. ___/___	Draft #1 of Final Document submitted to faculty Mentor
M. ___/___	Draft #2 of Final Document submitted to Faculty Mentor and Program Director
N. ___/___	Final Document submitted to Mentor and Program Director for approval
O. ___/___	Three (3) copies submitted to Program Director upon completion

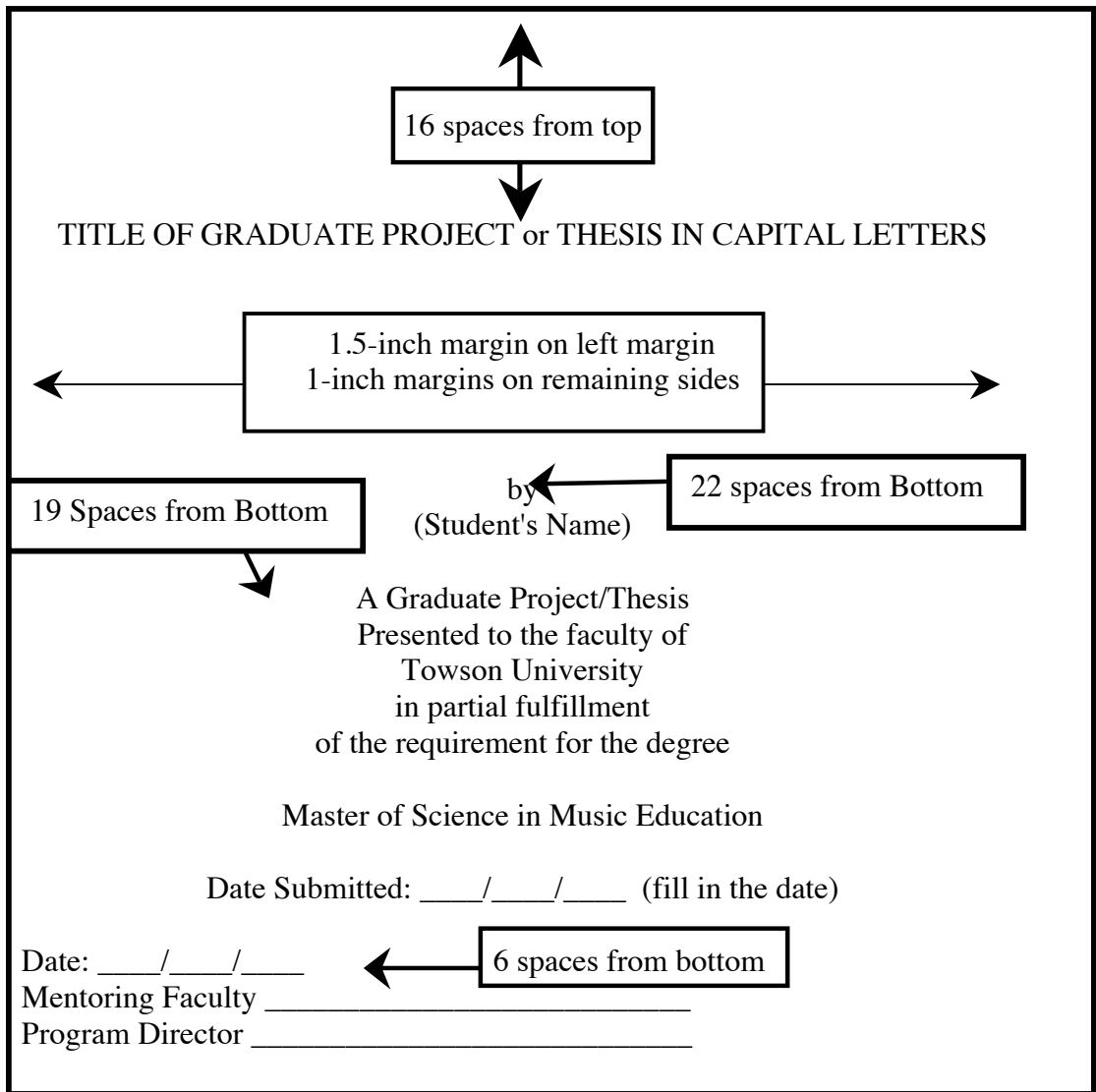
GRADUATE PROJECT/THESIS OUTCOMES: A student will be expected to demonstrate the ability, knowledge, understanding, and confidence to develop, refine, and complete a Graduate Project or Thesis in a highly professional manner, consistent with that of being a scholar in music education. Further, each candidate will be expected to organize and present a written Final Document to this effect.

FINAL PROJECT or THESIS PRESENTATION FORMAT: The presentation of a Final Document will serve to demonstrate successful completion of the Graduate Project or Thesis. The document must be presented to the Program Director **prior** to the final examination schedule at the end of the term in which a student is enrolled in MUSC 880 or MUSC 898. The following outlines the nature of the document:

1. A minimum of three (3) complete copies must be submitted;
2. Each copy must be in a black binder, notebook, or an appropriately agreed upon binding of a width appropriate for the content. (determined by Graduate Program Director).
3. The submitted documents(s) must have a securely attached, inserted, or protected type written label, containing the title of the document and the name of the author. For example:

Psychology in the Rehearsal Setting: Applying
Principles of Flow and Remediation
By J. B. Natural

4. Each document submitted must have a cover page in the following format:



5. Although the content of a Document will vary depending on the topic pursued, the general organizational format should be as follows: (***ALL** items listed must be in Final Document) (NOTE: The Graduate School establishes guidelines for Thesis)

SCHOLARLY STUDY

- A. COMPLETION REPORT' (available from Program Director-see page 19)
- B. Cover page (see page 16)
- C. Abstract no longer than three (3) to four (4) pages
- D. Table of Contents
- E. Chapter I: Introduction, Purpose, Problem, Significance, Rationale and Terms (this is an 'expansion' of the Graduate Project Proposal, see page 15)
- F. Chapter II: Related literature
- G. Chapter III: Method/Description/project
- H. Chapter IV: Presentation of results
- I. Chapter V: Application: Provide a narrative of three (4) pages minimum addressing "As a result of completing this experience my teaching will be different and the students that I encounter will" Describe how this experience will be good for your students, classroom/rehearsal, and you as a professional music educator.
- J. Appendix*: Figures/Examples/etc.
- K. Bibliography
- L. Professional Vitae (see example, page 21)

RECITAL

- A. COMPLETION REPORT' (available from Program Director-see page 19)
- B. Cover page (see page 16)
- C. Abstract
- D. Table of Contents
- E. Section I: Introduction, Purpose, Significance, Rationale for Recital (this is an 'expansion' of the Graduate Project Proposal, see page 15)
- F. Section II: Copy of Recital Program and Program Notes
- G. Section III: Faculty Evaluations (Performance Recital Assessment-see page 20)
- H. Section IV: Application (see 'Scholarly Study', I above)
- I. Bibliography of materials consulted
- J. Professional Vitae (see example, page 21)

COMPOSITION

- A. COMPLETION REPORT' (available from Program Director-see page 19)
- B. Cover page (see page 16)
- C. Abstract
- D. Table of Contents
- E. Section I: Introduction, Purpose, Problem, Significance, Rationale and Terms (this is an 'expansion' of the Graduate Project Proposal, see page 15)
- F. Section II: Related literature
- G. Section III: Presentation of Musical Score, recordings
- H. Application (see 'Scholarly Study', I above)
- I. Appendix*: bibliography of materials
- J. Professional Vitae (see example, page 21)

PRACTICUM

- A. COMPLETION REPORT' (available from Program Director-see page 19)
- B. Cover page (see page 16)
- C. Abstract
- D. Table of Contents
- E. Chapter I: Introduction, Purpose, Problem, Significance, Rationale and Terms (Graduate Project Proposal, expanded-see page 15)
- F. Chapter II: Related literature
- G. Chapter III: Method/Description/project
- H. Chapter IV: Application (see 'Scholarly Study', I above)
- I. Appendix*: Figures/Examples/etc.
- J. Bibliography
- K. Professional Vitae (see example, page 21)

EXAMPLES OF COMPLETED GRADUATE PROJECTS

The intent of the Graduate Project in Music Education is to provide an opportunity for individual scholarly accomplishment in an area of student choice. Consequently, varied and diverse projects are to be expected as a result of this aspect of the Graduate program. The following provides a representative listing of some of the titles of completed Graduate Projects*.

SCHOLARLY STUDY:

- “A Dalcroze Approach Towards Piano/Keyboard Instruction”
- “A Guide for Inclusion in the Elementary Music Classroom”
- “The Importance of Integrating Music in the General Classroom: A Rationale”
- “Music Across the Curriculum: Utilizing the Techniques of Dalcroze, Orff and Kodaly”
- “Saving/Restoring Your Instrumental Music Program: A Resource Packet”
- “A Study in Determining and Comparing Two Strategies in Teaching General Music to Learning Disabled 4th and 5th Grade Students in Carroll County”
- “Using Elementary Curriculum Objectives Shared by Science, Reading/Language Arts, and Music to Prepare and Reinforce Elementary School Music Concepts, Skills, and Activities”
- “Using the Oscilloscope & Vocal Awareness Techniques to Improve Singing Skills in Elementary Aged Singers”

RECITAL:

- “Graduate Flute, Piano, Organ, Percussion, Voice, etc. Recital”

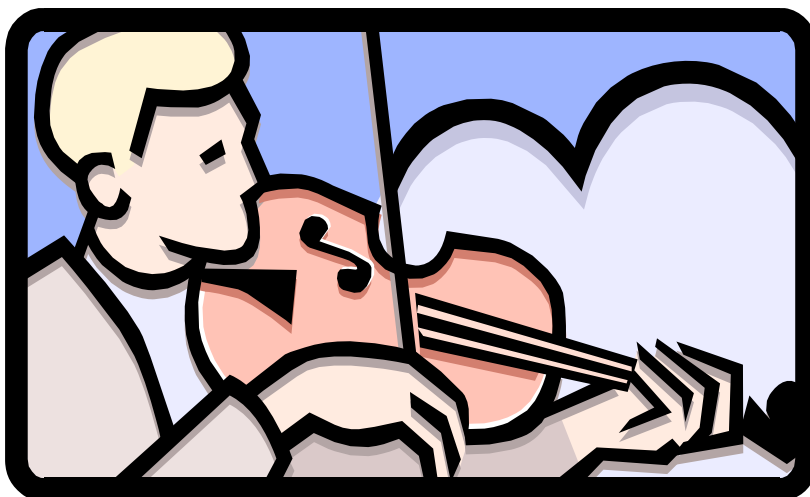
COMPOSITION:

- “Four Choral Compositions With Pastoral Texts”

TEACHING PRACTICUM:

- “Enhancing Teaching Skills in Elementary Instrumental Music: Experiences, Strategies, and Refinement”

*Contact the Music Education Program Director to review these or other Final Documents.



COMPLETION REPORT

GRADUATE MUSIC EDUCATION

(MUSC 880/MUSC 898)

(All Projects submitted
must include a *Completion Report*.
In addition, a separate *Completion Report* with
attachments, must be submitted to the Program Director)

Today's Date ____/____/____

STUDENT NAME _____

TU ID# _____

As part of the MS Degree program in Music Education, this graduate student has satisfactorily completed a: (check and complete one of the following)

A. ___ **GRADUATE PAPER/PROJECT** (MUSC 880) Attach a copy of the title page and Table of Contents.

B. ___ **RECITAL** (MUSC 880) Complete the reverse side of this form and attach a recital program.

C. ___ **COMPOSITION** (MUSC 880) Attach a copy of the title page and additional notes as appropriate.

Title/description (symphony, art song, voicing, instrumentation, etc.):

D. ___ **TEACHING PRACTICUM** (MUSC 880) Attach a copy of the title page and the Table of Contents.

E. ___ **THESIS** (MUSC 898) Attach a copy of the title page and the Table of Contents if appropriate.

The above was completed on: ____/____/____ with a grade of: A B C
month day year (circle)

Program Director, Music Education

Mentoring Faculty Signature

PERFORMANCE RECITAL ASSESSMENT FORM

BACKGROUND: The Graduate Project-Recital component of the MS Degree in Music Education is designed to provide interested students with an opportunity to pursue graduate study in a specific area of performance interest. As such, a graduate student electing this Project option will be expected to:

1. Demonstrate musicianship standards that warrant electing this project option;
2. Have enrolled in a **minimum** of two (2) terms of appropriate applied study prior to the term in which the recital is scheduled;
3. Demonstrate a level of performance excellence in a recital setting consistent with the expectations of enriched graduate study in a one (1) credit course.

INSTRUCTIONS FOR SUPERVISING FACULTY MEMBER: The supervising faculty member **must**:

1. Provide each recital adjudicator (a minimum of three) with a copy of this form;
2. Collect the forms from all adjudicators at the conclusion of the recital;
3. Compile and record the scores in each of the areas as indicated;
4. Identify **one** overall evaluation of the recital;
5. Record the recital evaluation on the reverse side of this form; and
6. Sign and return this form with all adjudicator's forms and a copy of the recital program attached.

ASSESSMENT AREAS: The following presents five broad topical areas useful for the evaluation of the recital. Each area is provided with descriptors. These are presented to focus the assessment on general characteristics of an area. The descriptors are presented as representative rather than inclusive of each area.

AREAS:	TECHNIQUE	MUSICALITY	INTERPRETATION	STYLE	PRESENCE
D E S C R I B E	<ul style="list-style-type: none"> • accuracy • breathing • diction • tone • control • articulation 	<ul style="list-style-type: none"> • phrasing • tempo • expression • beyond notes • sensitivity 	<ul style="list-style-type: none"> • expression • balance • appropriate • conveys musical ideas 	<ul style="list-style-type: none"> • sensitivity • 'knows' style • sees 'big' picture' 	<ul style="list-style-type: none"> • confidence • composure • etiquette: entrance, bows, exit

SUMMARY:

4 (A) = Excellent, 3 (B) = Good, 2 (C) = Acceptable, 0 (F) = Unacceptable

ADJUDICATOR 1 ADJUDICATOR 2 ADJUDICATOR 3 ADJUDICATOR 4 AVERAGE

	1	2	3	4	
TECHNIQUE	_____	_____	_____	_____	_____
MUSICALITY	_____	_____	_____	_____	_____
INTERPRETATION	_____	_____	_____	_____	_____
STYLE	_____	_____	_____	_____	_____
PRESENCE	_____	_____	_____	_____	_____

TOTAL POINTS _____

RECITAL GRADE _____

**EXAMPLE
CURRICULUM VITAE**
Provide a Format duplicate
Do not include this on the completed project report

VITAE ← 3 spaces from top
SEAN E. BROWN

ADDRESS (S)
ADDRESS (H)
EMAIL

EDUCATION

B.A. 1995 Vocalise University, Tubaville, KS
Major: Vocal-Instrumental Music Education

PROFESSIONAL EXPERIENCE

2000- FJS Public Schools, Tunerville, MA
POSITION: Coordinator of Music; 7-12
1997-2000 Treble Clef Public Schools, Bass City, AK
POSITION: Instructor of music education; 7-9
1995-1997 Drumstick City Schools, Sheet Music, IA
POSITION: Instructor of music education; K-12

SELECTED PROFESSIONAL, SCHOLARLY AND SERVICE ACTIVITIES

ARTICLES:
“Issues in Using Time in the Contemporary School,” in *Sheet Music Gazette*,
Sheet Music, IA, December, 1995.

WORKSHOPS/LECTURES/SPEAKER/CLINICIAN:
“Restructuring: The Nature and Language of Change”, AKMEA, State
Convention, October, 1997.

PERFORMANCES:
“New Year's Eve Major Bandstand United-Benefit Concert”, Vocal Cord, MO,
December 31/January 1, 2000

RELATED EXPERIENCES

2002 - Summer music curriculum workshop, FJS Public Schools,
1997 - Musical Director - Faith Lutheran Church
Coordinator and conductor for all musical events throughout the year.
Private Teacher - voice, flute, guitar.
1996 – 97 “Arts in the Park”, Steering Committee, Sheet Music, IA.
Organized and presented a series of summer concerts for children.

CERTIFICATE 'PROGRAM DESCRIPTION'

The Certificate of Music program provides comprehensive training for a music education specialist in an area of their professional interest and/or need. In consultation with the graduate coordinator in music education and an appropriate faculty advisor, a sequence of courses and experiences totaling 15-21 hours are identified which help music educators to understand the rationale and curricula associated with their chosen area of interest. A sequence of instruction is then identified which serves to provide core experiences, supporting experiences, elective opportunities, and a culminating experience appropriate to the area of interest. The program is designed to assist music educators in securing focused, advanced study in a personal area of choice. It may be completed in as few as three summer sessions and culminates in earning a Certificate of Music with a focus in a specific area of interest. The Certificate may be earned separately from or in conjunction with the Master of Science Degree in Music Education.

Examples of selected core areas of study within the Certificate of Music Program are outlined below. Included are “The Applications of Dalcroze, Orff and Kodaly” (DOK) and “Community Music”, as well as an example of a general outline of a sequence of core courses of study for a selected area yet to be defined by a student’s needs/interests.

<u>Sequence of Instruction</u>	<u>DOK (Certificate Program)</u>	<u>ARTS INTEGRATION (Certificate Program)</u>	<u>NEEDS/ INTERESTS (Generic Sample)</u>
<u>Core Experiences (4-6 hrs.)</u>	MUED 630(2) MUED631(2)	(9 hrs. Required) IDFA 602, EDUC 668 IDFA 608	MUED XXX MUED XXX
<u>Supporting Experiences (4-6 hrs. min.)</u>	MUED 632(2) MUED 633(2) MUED 634(2)		MUSC, MUED, MUSA XXX(2-3)
<u>Electives (4-6 hrs.)</u>	MUED 617(2)	(6 hrs required) IDFA from TU, EDCI from U of MD, ART or EDUC from UMBC 881 from JHU	PSYC, ELED, MUSC, MCOM, EDUC, etc.
<u>Culminating (1-3 hrs.)</u>	MUED 635(3)	IDFA 609 (3)	Practicum(2-4)
	<u>Total = 15</u>	<u>Total = 18</u>	<u>Total= 15-21</u>

EXAMPLES OF COURSES OF STUDY DESIGNED BY STUDENTS IN THE CERTIFICATE OF MUSIC PROGRAM

Certificate (cont.)

ADMISSION REQUIREMENTS: Baccalaureate degree with certification as a public school music teacher or a degree in music.

PROGRAM FORMAT: You may elect to pursue three (3) Certificate options 1) Dalcroze-Orff-Kodaly Certificate, 2) Arts Integration Certificate or 3) in consultation with the Program Director in Music and a faculty Mentor, you can create and pursue your own Certificate **CORE AREA** of study with an appropriate sequence of courses. A Certificate is generally earned within a four (4) year period.

ADVISING: After being admitted to the program, contact the Program Director to establish an advising session. Using the ADVISING FORM on page 14, you, the Program Director, and a faculty Mentor in your core area of choice will review, identify courses, and outline your program. In general, contact the Program Director after completing every ten (10) hours of course work, or as needed throughout your Certificate Program to discuss your progress.

REGISTERING FOR CLASSES: A "Schedule of Courses" is usually available through the Towson University homepage (www.towson.edu) about 4-6 weeks before registration for each term. Included is course information, day, time, location, etc., as well as registration instructions and fees. In addition, Department of Music offerings are generally posted on departmental bulletin boards.

Students are expected to register for courses on a consistent basis. Should there be a lapse of two or more years in which you are not enrolled for graduate credit, you will be withdrawn from the Graduate Program and will have to re-apply for Graduate Admission prior to completing the degree.

GRADUATION REQUIREMENTS: Students must complete 15-21 term hours of course work with a culminating application experience in their core area of interest.

PROGRAM DESCRIPTIONS FOR CERTIFICATE OF MUSIC CORE AREAS

THE APPLICATION OF DALCROZE, ORFF, AND KODALY CERTIFICATE: This 15-hour program of study provides music education specialists with comprehensive training in the teaching methods of Dalcroze, Orff, and Kodaly. The sequence of courses helps music teachers understand the rationale and curricula of the three methods, and furthers the development of individual musicianship. Instruction provides all students with introductory experiences, then gradually moves them toward more sophisticated instructional strategies, including musical composition and improvisation. The program is designed to assist music educators in developing and enhancing their musical skills for bringing music and people together. It may be completed in as few as three summer sessions. The Certificate of Music may be earned separately from or in conjunction with the Master of Science Degree in Music Education.

ARTS INTEGRATION INSTITUTE POST-BACCALAUREATE CERTIFICATE: Towson University's Arts Integration Institute offers the Post-Baccalaureate Certificate in Arts Integration (PBC-AI) in partnership with the University of Maryland, College Park, UMBC and Johns Hopkins University. This program works cooperatively with Arts Education in Maryland Schools Alliance (AEMS) to provide opportunities for teaching and learning in and through the arts at all Maryland schools.

The Arts Integration Certificate program is an 18-hour interdisciplinary approach to arts education incorporating a variety of art forms (art, theatre, dance, music) as they apply to teaching across the curriculum in Maryland's schools, K-12. This certificate supports Towson University's mission to provide programs that enhance the teaching skills and professional development of educators and teaching-artists. The Certificate in Arts Integration may be earned separately from or in conjunction with the Master of Science Degree in Music Education.

MARYLAND STATE TEACHING LICENSE

Completion of the Master of Science Degree in Music Education or earning a Certificate will **NOT** license you to teach in Maryland public schools. Earning a license for teaching music in Maryland schools grades P-12 requires completing and meeting clearly outlined Towson University and state requirements established and monitored by the Maryland State Department of Education (MSDE). The following outlines the procedures available for graduate students seeking a teaching license through Towson University.

ADMISSION REQUIREMENTS: all applicants must apply and be admitted as a graduate student in Music Education.

- Bachelor's degree in music;
- Completion of Music Theory and History Advisory Examinations;
- 2.5 GPA for conditional admission, and 3.0 for full admission.

TRANSCRIPT EVALUATION: Existing undergraduate and/or graduate course work may be appropriate to earning a teaching license.

- Applicants must provide a copy of official transcript(s) to the MSDE requesting a review, evaluation, and identification of course work needed for licensing. (MSDE should provide a 'check-list' upon completion). This is the official evaluation of minimal requirements for earning a teaching license. This does not include Towson University expectations.
- A preliminary and unofficial transcript evaluation may be provided by the Graduate Program Director. However, the official evaluation must come from MSDE.

ADVISING: After admission to the Graduate Program in Music Education and upon completing the Transcript Evaluation by MSDE you must schedule an advising session with the Graduate Program Director.

- Contact the Program Director for an advising session.
- Using the completed official evaluation from MSDE provided by you and the undergraduate requirements for earning a music teaching license from Towson University, you and the Program Director will review courses and outline an appropriate program of study;
- The "TEACHING LICENSE ADVISING FORM" on page 13, will be used to indicate courses and experiences required and completed during your educational experiences at Towson.

ACHIEVING LICENSING: Completion of the course work identified/outlined as a result of the above process, does **NOT** result in licensing.

- Upon completion of your course work, you have not 'graduated' from a degree program.
- You must apply directly to MSDE for licensing, providing documentation of your completed coursework. (NOTE: school systems will assist you with this process, generally through such as the Personal and/or Human Resources offices).
- MSDE will, upon adequate documentation/clarification, recommendation of a local school system, and/or clarification from the Program Director, decide all licensing decisions.

MARYLAND STATE TEACHING LICENSE

'ADVISING FORM'

Date ___/___/___

Name _____ TU ID# _____

Major (circle one): Instrumental emphasis Vocal/General Emphasis

Address _____

City _____ State ___ Zip _____ Email address: _____

Phone (H) _____ - _____ Phone (W) _____ - _____

+++++

ADVISING SCHEDULE

- Consultation and review of Program of Study done on: ___/___ ___/___ ___/___
- Initial draft of Program of Studies completed: ___/___

REQUIRED MAJOR COURSES

(Must be completed before *Intensive Term*)

	INS	V/G	SUBSTITUTION
MUED 201 Brass Class I	___/___		___/___/___
MUED 202 Brass Class II	___/___		___/___/___
MUED 203 Lower Strings	___/___		___/___/___
MUED 204 Upper Strings	___/___		___/___/___
MUED 205 Woodwind Class I	___/___		___/___/___
MUED 206 Woodwind Class II	___/___		___/___/___
MUED 207 Percussion Class I	___/___		___/___/___
MUED 208 Percussion Class II	___/___		___/___/___
MUED 210 Voice Class	___/___		___/___/___
MUED 301 Marching Band Tech	___/___		___/___/___
MUED 209 Teaching Guitar in Classroom		___/___	___/___/___
PSYC 101 General Psychology	___/___	___/___	___/___/___
PSYC 201 Educational Psychology	___/___	___/___	___/___/___
EDUC 401 Foundations of Education	___/___	___/___	___/___/___
ELED 324 Teaching Reading I	___/___	___/___	___/___/___

REQUIREMENTS (Must be successfully completed and documented before enrolling in *Intensive Term*)

MUED Degree Program Interview with Portfolio	_Spr/___	_Spr/___	(April, Spring Term)
Piano Proficiency Examination	___/___	___/___	
Speech and Hearing Test	___/___	___/___	
Praxis Examination I	___/___	___/___	
Background Check	___/___	___/___	

INTENSIVE TERM COURSES (Fall Term Only)

MUED 306 Elementary Methods: (Instru major)	___/___		___/___/___
MUED 308 Secondary Methods: (Instru major)	___/___		___/___/___
MUED 307 Elementary Methods: (V/G major)		___/___	___/___/___
MUED 309 Secondary Methods: (V/G major)		___/___	___/___/___
MUED 337 Teaching Choral Music (V/G major)		___/___	___/___/___
MUED 310 Music in Special Education (all)	___/___	___/___	___/___/___
MUED 401 Teaching Reading II	___/___	___/___	___/___/___
MUED 391 Professional Internship-Elem	___/___	___/___	___/___/___
MUED 392 Professional Internship-Secd	___/___	___/___	___/___/___
OTHER _____	___/___	___/___	___/___/___

GRADUATE MUSIC EDUCATION COURSE DESCRIPTIONS

MS REQUIRED COURSES: FALL & SPRING TERMS ONLY

The following are required for completion of the Master of Science Degree:

MUED 601 CURRENT TRENDS IN MUSIC AND MUSIC EDUCATION (3) Current philosophies and objectives of music, scope and sequence of music curricula (vocal and instrumental) in the schools. Prerequisite: Consent of department chairperson. Fall.

MUED 661 SEMINAR IN INSTRUMENTAL MUSIC (3) Comparative analysis of current methods and materials used in schools and colleges. Instrumental conducting and repertoire. Construction of acoustical properties and basic techniques of instruments. Problems of ensemble and balance. Intonation, precision and interpretation are studied. Materials and music literature for bands, orchestras and small ensembles are evaluated. Prerequisite: Admission to the graduate program. Required of instrumental MS students only. Every other Spring, even years.

MUED 662 SEMINAR IN CHORAL (VOCAL) MUSIC (3) Comparative analysis of current methods and materials used in schools and colleges. Choral conducting and repertoire. Style interpretation, tone quality, diction, rehearsal and conducting techniques are analyzed. Prerequisite: consent of department chairperson. Required of vocal/general MS students only. Every other Spring, odd years.

MUED 695 RESEARCH METHODS IN MUSIC EDUCATION (3) The application of research to problems in the field of music education. Prerequisites: Admission to the graduate program in Music Education and consent of instructor. Fall.

ELECTIVE COURSES AND WORKSHOPS

Any/all of the following may be required in earning a Certificate or applied as electives in the MS degree:

MUED 519 WORKSHOP: ASPECTS OF STRING TEACHING (2-6) An extension course to be offered at various locations. The workshop includes private lessons, master classes, supervised laboratory experiences, as well as concerts, lectures and rehearsals designed to enrich the experience of string teachers and those interested in becoming public school string teachers. Sessions will vary in length from one to six weeks with appropriate credit awarded according to course requirements and contact hours. Prerequisite: Fulfillment of all requirements for teacher certification in instrumental music and consent of instructor.

MUED 603 MUSIC IN SPECIAL EDUCATION (3) Musical curriculum materials and activities addressing the needs of handicapped students in school settings. Teacher skill development in adapting lesson plans, developing Individual Education Programs and program implementation. Prerequisite: MUED 307, MUED 309 or permission of chairperson.

MUED 617 CHORAL WORKSHOP IN ELEMENTARY AND SECONDARY SCHOOL MUSIC (2) Observation, conducting and evaluation of rehearsals of the chorus made up of workshop participants. Includes sources and selection of music, audition and classification of voices, pedagogy, rehearsal techniques, choral arranging and program building and programming. Prerequisite: MUED 307 or consent of the instructor. Summer.

MUED 621 WORKSHOP: TEACHING GUITAR IN THE CLASSROOM (2) Basic performance technique, visualization, repertoire, guitar pedagogy, curriculum development, and performance analysis. Students observe, evaluate, and participate in laboratory class instruction. Prerequisite: MUED 307 or consent of the instructor.

MUED 630 DALCROZE-ORFF-KODALY FOR THE CLASSROOM I (2) Principles of Dalcroze eurhythmics, Orff and Kodaly techniques in elementary and middle school programs. Appropriate for vocal-general and instrumental teachers. Prerequisite: Bachelor's degree in Music or Music Education. Summer only.

MUED 631 DALCROZE-ORFF-KODALY FOR THE CLASSROOM II (2) Principles of beginning and intermediate level Dalcroze, Orff and Kodaly techniques in the vocal-general and instrumental music program. Exploring practical techniques and materials using an eclectic approach to teaching concepts and skills. Prerequisite: MUED 630 or consent of instructor. Summer only.

MUED 632 DALCROZE PRACTICES (2) Methods and materials incorporating eurhythmics, solfege, improvisation and basic keyboard improvisatory skill. Prerequisite: MUED 630, 631 recommended or consent of the instructor. Summer only.

MUED 633 ORFF TECHNIQUES (2) Methods and materials incorporating improvisation, orchestration, mallet technique, speech chants, movement and using Orff instruments. Prerequisite: MUED 630, 631 recommended or consent of the instructor. Summer only.

MUED 634 KODALY TECHNIQUES (2) Methods and materials incorporating sight singing exercise, rhythm and movement, folk songs and singing games within an eclectic curriculum. Prerequisite: MUED 630, 631 or consent of the instructor. Summer only.

MUED 635 THEORY, PEDAGOGY AND CURRICULUM DEVELOPMENT IN DALCROZE, ORFF, KODALY (3) Teaching the pedagogy of musical elements and concepts using Dalcroze, Orff and Kodaly techniques and materials. Prerequisite: MUED 631, 632, 633, and 634, or consent of instructor. Summer only.

MUED 639 ADVANCED WORKSHOP IN ELEMENTARY AND JUNIOR HIGH SCHOOL GENERAL MUSIC (2) Observation, development and evaluation of current materials and methodology in elementary and junior high school general music. Prerequisite MUED 307 and 309 or equivalent.

MUED 670-679 WORKSHOPS IN MUSIC EDUCATION (1-3) Selected topics in music education. Can be repeated for credit when topic differs. Prerequisite: Graduate standing.



GENERAL INFORMATION

ABSENCE FROM CLASS: Graduate students are expected to fully attend and complete all class assignments. There are however, several conditions that may affect class attendance and participation, namely illness and other personal and/or professional obligations. In the case of illness, students are asked to inform the appropriate faculty member via phone or email as soon as possible before the scheduled class time. Concerning professional obligations, most graduate students in Music Education are employed as full-time music teachers in local schools. Further, many have family responsibilities that place expectations on them outside the context of the school setting. As such, concerts, special faculty responsibilities, board assignments, family member illness, etc. may sometimes conflict with class meetings. Faculty is sensitive to issues of these kinds and appreciate being informed in writing prior to a class conflict. However, in regards to all of the above, students remain individually responsible for class content and/or assignments as appropriate to the class missed and the following class meeting.

APPLYING FOR GRADUATION: You may complete the application for graduation online by accessing <http://cgeewebdb.towson.edu/CGER/Grad/current/graduate.htm> or you may submit the application via mail. Application forms may be obtained by calling 410.704.4100. Check the website for the deadlines for submitting graduation applications. If an application permit is submitted late, graduation is postponed until the next graduation date.

To apply for graduation, all requirements including resolution of incomplete grades and acceptance of the Graduate Project must be completed by the last day of the term in which application is made. If the student does not complete these requirements, the application must be resubmitted during the term in which graduation is intended.

AUDITIONS: All students taking private lessons as a part of their course of studies may be asked to complete an audition with the appropriate private teacher. The purpose of the audition is to enable the performance division to evaluate, discuss, and then advise an individual regarding a private teacher and the scheduling of lesson times as appropriate.

Any student planning on completing MUSC 880: Graduate Project by giving a Performance Recital **must** plan on completing a performance audition with the appropriate applied faculty member as early in the program of studies as possible. The purpose of this audition is in part to enable the applied faculty member and/or the performance division to evaluate the appropriateness of an individual electing to prepare a Performance Recital as a part of a students graduate program and to discuss the scheduling of lesson times as appropriate.

BULLETIN BOARDS FOR GRADUATE MUSIC EDUCATION: It is important for students to consult the bulletin boards within the Music Department for information that may not be available elsewhere. This includes:

1. Sign-up sheets and announcements for advising times,
2. Course information both current and for terms coming up, and
3. General announcements concerning music education and teaching. The following outlines major locations for bulletin boards:

MUSIC EDUCATION: General	Hallway 2076-2079
GRADUATE MUSIC EDUCATION	Outside CA 3091 (Dr. Jothen's Office) and Hallway bulletin Board outside room 2077
Music Education (CMENC)	Between CA 3089 – 3093 & 2076-2079
Official notices for the department	In hallway of 3095
General information	In hallway of 3095
Alumni activities	In hallway of 3095

CANCELING/REARRANGING CLASS TIME OR LOCATION: Classes meet on a regularly scheduled basis in an identified location. However, due to weather, class focus or faculty conflict, adjustments may have to be made in the meeting time or location of a particular class. Regarding weather, if classes are cancelled, announcements will be made on the Towson home page (www.towson.edu), via local and regional radio, (WBAL AM 1090) and television stations. Often snowstorms are the major issue in this regard. Rescheduling class times to better enable specific items to be experienced or examined may result in moving a class day, combining two classes into one extended class, or on-site visitations to enable class content to be enhanced. In general, changes of this nature are completed with the approval of the majority of class members. At times, faculty members have professional responsibilities and/or opportunities that may impact a specific class meeting. If this situation arises, a class will be informed in advance and adjustments will be completed to insure timely delivery of class content.

FINANCIAL AID:

Graduate Assistantships: The College of Graduate Education and Research and Master of Science program offer a limited number of graduate assistantships on-and-off-campus to qualified students recommended by a department. The stipends vary according to the length of the period of employment and the number of hours worked. In addition to the stipend, the assistant receives a waiver of tuition for regular courses. Waivers are prorated according to the terms of the assistantship. Full-time assistantships require twenty hours of work a week and a waiver of up to twelve credits. Half-time assistantships require ten hours a week and a waiver of up to six credits of tuition. Application forms for assistantships may be obtained from the College of Graduate and Extended Education office. Applications must be resubmitted each year. Detailed information may be obtained from the Program Director or contacting 410.704.4359.

Graduate scholarships: The College of Fine Arts and Communication (COFAC) offers a limited number of one-year financial scholarships to full-time graduate students within the College. Music Education applicants must be pursuing the Master of Science Degree. Awards are competitive in the areas of Art, Dance, Music and Theatre. Application information may be secured through the Program Director.

Scholarship Competitions: Throughout the year there are several opportunities to compete for performance-based music scholarships. Though some are open only to undergraduate students, graduate students are eligible for the following: Dr. Sidney Lieberman Music Competition, Dr. Henry Sanborn Music Scholarship Endowment, Three Arts of Homeland Scholarship Award, and Notables of Anne Arundel County Competition. For detailed information on these and other scholarships, you may access the complete list at http://www.towson.edu/music/scholarships_all.htm.

FOOD SERVICES: Evening classes during the Fall and Spring terms generally begin at 5:00 or 5:30. As many students commute, there is obviously limited time for securing a full meal. Although eating and drinking in classrooms and rehearsal spaces is discouraged, faculty and the Department are sensitive to this issue. Consequently, feel comfortable in asking faculty about their views regarding this issue within their classroom. The University offers several fast food services in the Union and deli services in the commons area at the east end of Hawkins Hall. In addition, vending machines providing snacks and drinks are located in the lower level lounge of the Center for the Arts. This is especially useful during class breaks as well as before and after class as time permits.

PROGRAM DIRECTOR: The Program Director is a member of the graduate faculty of the University and is knowledgeable about issues and concerns affecting your graduate studies. As such, the Program Director is available throughout your studies to serve as academic advisor and general counsel as needed. You should utilize both the information available in this handbook as well as through the Program Director to help answer questions you have concerning any/all aspects of your studies and related campus activities.

PARKING: Student parking permits are available for purchase from the Parking Services Office located in the lower level of the Union Parking Garage (410.704.2285). The cost varies by term, year, or for the summer session. In addition, parking Kiosks are available for purchasing parking permits each time you arrive on campus. Student parking lots in the vicinity of the Center for the Arts building are located across Osler Drive near the Towson Center and in the Union Parking Garage. The Center for the Arts Faculty/Staff lot is available for student use during the weekends beginning 3:00 Friday and weekdays from approximately 5:00 on. Please note that University parking can be difficult, especially at the beginning of the term. The Program Director cannot help you with a parking violation.

PRIVATE LESSONS: Special Permits are required for taking private lessons. This is for the purpose of making sure that private teachers are providing and serving an appropriate number of students within their studios. Permits are available from the Assistant to the Chairperson and must be secured during the appropriate registration period. **NOTE:** A continuing student who desires to take a private lesson and who has not secured the permit during the registration period, will be assessed a higher fee for private lessons and be allowed to sign-up for lessons only if the studio teacher has space available. Students taking more than the three (3) hours required for the degree program (unless performing a recital as a graduate project) will also be assessed a higher private lesson fee.

PROGRESS TOWARDS GRADUATION: As a graduate student, it is your responsibility to monitor progress throughout your program of study. This provides you with an opportunity to select and complete classes that better meet your needs and interests. Given the diversity of class and workshop offerings and varied meeting times throughout your program of studies, it is especially important that you consult the Program Director with regards to advising. Although the Music Education web site and the general university web site, provide information regarding class offerings for a specific term, the Program Director is your best source of information concerning future course offerings. This information is especially important in the early stages of your degree program.

REGISTERING FOR CLASSES: A “Schedule of Courses” is usually available on the university website about 4-6 weeks before registration for each term (www.towson.edu). Included is information on courses as well as registration instructions and fees. Registration may be completed in person at the registrar’s office; by phone (410.704.2627); or electronically (onestop.towson.edu/regsched).

Students are expected to register for courses on a consistent basis. Should there be a lapse of two or more years in which you are not enrolled for graduate credit, you will be withdrawn from the Graduate Program and will have to re-apply for Graduate Admission prior to completing the degree.

STUDENT I.D. CARD: Upon acceptance into the program, you should secure a TU photo I.D. The card is free and does not have to be renewed during your work as a graduate student. It allows you library privileges, access to Computing and Network Services, athletic facilities, and provides for discounts at University sponsored events and performances. The I.D. also functions as a University debit card, providing access to two different student accounts: Dining and Retail Vending. The I.D. can be obtained from Auxiliary Services located in the University Union, Room 118 (410.704.2285). The Auxiliary Services Business Office also sets up debit accounts and issues parking permits. **NOTE:** You do not need to be registered to secure an I.D., but you must be registered for many University privileges, i.e. library, etc.

SUMMER CLASSES AND WORKSHOPS: The Department of Music offers a full range of workshops and a limited number of classes during the summer. Workshops tend to be very time intensive in nature, i.e. 8:00 a.m. to 4:00 p.m. Monday through Friday, and hence, students are advised to choose wisely when enrolling in more than two consecutive weeks of experiences. However, although the instructional approach during the day is comprehensive and involved, an informal atmosphere is created through multiple interactions between students, faculty and visiting guests. This is further enhanced through members of the class and the Music Education division providing daily refreshments for use during breaks and noontime.

TRANSFER COURSES: A maximum of six (6) credits may be transferred and applied towards the MS Degree. Courses or workshops taken prior to admission must have been taken at a regionally accredited college or university, must be applicable to a graduate degree at the offering institution, and cannot have been utilized as a part of a previously earned degree. Transfer courses must have been completed with a grade of “B” or higher, and within the span of seven years allowed for completion of the Master of Science Degree requirements. Courses such as independent study, workshops, travel and study, directed reading and other special format courses are not normally acceptable for transfer credit. Permission to transfer special format courses may be granted if supporting documentation is submitted and accepted by the Graduate School upon the recommendation of the Program Director. Information regarding documentation of special format courses may be obtained from the College of Graduate and Extended Education.

Application for the transfer of graduate credit are to be directed to the Program Director and must include:

1. A letter from you requesting permission to transfer specific courses
2. An Official transcript from the institution granting the original credit, and
3. Course syllabi documenting the content of the course being transferred.

TUITION AND FEES: Graduate tuition is based upon the number of credits a student registers for each term. Check the “Schedule of Courses” document each term and for the summer term to identify the tuition appropriate for each registration period. In addition, in-state and out-of-state tuition will vary and there is a separate non-refundable University fee per term hour.

Some graduate courses and summer workshops have a lab fee in addition to regular tuition and the non-refundable University fee. These courses and workshops generally involve experiences which utilize equipment and/or instructional materials which are instructionally unique and varied or are sponsored by the Music Department but presented by non-Towson organizations. Check the “Schedule of Classes” and/or contact the Program Director for further clarification.

WEB SITES: Information concerning course offerings and general university information is available through Towson University’s web page at www.towson.edu. The Music Dept. URL is www.towson.edu/music.



THE COLLEGE OF FINE ARTS AND COMMUNICATION

The College of Fine Arts and Communication is one of six colleges of Towson University. The College, which consists of five departments (Art, Dance, Music, Speech and Mass Communication and Communication Studies, and Theatre Arts), is under the direction of the Dean of Fine Arts and Communication. Each department has a chairperson who is nominated by its faculty and appointed by the Dean.

COFAC ADMINISTRATION	<u>OFFICE</u>	<u>EXT [410.704.]</u>
Dr. Kit Spicer, Dean	CA 3001D	3288
Denise Chlumsky, Administrative Assistant	CA 3001	3288
Diane Thompson, Executive Admin. Assistant	CA 3001	3288
James Hunnicutt, Center for the Arts Box Office	CA 3001C	2342

MUSIC DEPARTMENT

ADMINISTRATION	<u>OFFICE</u>	<u>EXT [410.704.]</u>	<u>E-MAIL</u>
Dr. Terry Ewell, Chairperson	CA 3095A	2143	tewell@towson.edu
Mary Ann Criss, Assistant to the Chair	CA 3095B	2836	mcriss@towson.edu
Diana Miller, Administrative Assistant	CA 3095G	2840	dmiller@towson.edu
Department Office (Major student services and faculty mailboxes are located in this office.)	CA 3095		

PREPARATORY DIVISION

Berlett, Edward, Director	CA 2085	3248	eberlett@towson.edu
Lipscomb, Pat, Secretary and Registrar	CA 2085	3248	plipscomb@towson.edu

Music Department Mission Statement

The Music Department is dedicated to the development of the talents and musicianship of both faculty and students in an environment of broad-based education in the liberal arts and sciences. The department sees its role as offering professional and general programs within the context of a large metropolitan university.

Specifically, the department prepares students in the fields of performance, composition, jazz/commercial music and music literature through the Bachelor of Music degrees; music education through the Bachelor of Science degree; offers music courses for the general student and for the training of classroom teachers; and offers graduate studies leading to the degree Master of Music in performance and composition, and Master of science in music education, with optional certification in Dalcroze/Orff/Kodaly pedagogy.

Through a variety of performances by faculty, students and visiting artists; through lectures and workshops; through credit and non-credit continuing education experiences; through international exchange programs, summer camps, ensemble experiences, and its preparatory division; the music department plays an important role in enriching the cultural life of the university and the community. To that end, the department aims at the cultural and musical enhancement of the metropolitan region via offerings that are both flexible and responsive to the needs of its students.

REQUEST TO VIEW STUDENT DEPARTMENTAL RECORD

In accordance with both federal law and university policy, students have access to appropriate portions of their departmental file upon written request. To access the file, the student must complete the "Request to View Student Departmental Record" form, which is available in the Music Office (FA374). The form details the regulations regarding student files. The process usually takes several days as files must be inventoried before they can be transmitted.

STUDENT ORGANIZATIONS

GRADUATE STUDENT ASSOCIATION (GSA) Stephens Hall Annex, Room 103, 410.704.3967, tugs@erols.com. The Graduate Student Association (GSA) upholds the mission of academic excellence at Towson University and provides a vehicle for graduate students to express their needs, concerns, and ideas. Upon request, the GSA will arrange tours for prospective and incoming graduate students. The GSA provides grants three times a year (November, February and May) to help defray costs for graduate students who wish to pursue research, attend a conference or give a presentation. Graduate students are encouraged to apply for these grants. The GSA represents graduate student views on various university-wide committees, and distributes a newsletter that addresses various topics specific to the graduate student. All graduate students automatically become members of GSA, and active participation is encouraged.

COLLEGIATE MUSIC EDUCATORS NATIONAL CONFERENCE (CMENC), Towson University Chapter. **As a full or part-time graduate student, you are eligible to join the Towson University chapter of the Music Educators National Conference at the student rate.** This organization, of over 80,000 members, is the professional organization of music educators, instrumental, vocal, public, private, higher education, and K-12. The Towson University chapter is but one of many at institutions of higher education throughout the nation. The chapter has several local meetings per year and members annually participate in and/or attend the yearly state convention of the Maryland Music Educators Association. In addition, all members are eligible to attend regional and national conventions. All chapter members receive monthly publications including "Teaching Music", "The Music Educators Journal", and the quarterly "Maryland Music Educators Journal". Membership fees are minimal for student members yet include the same benefits of professional membership.

AMERICAN CHORAL DIRECTORS ASSOCIATION (ACDA), Towson University Chapter. This student organization was organized in 1997. Guided by the energy and organization of Joseph Smith (Music Education, 1998), the chapter was founded to further the opportunities in choral performance and education for students of Towson University. Its inaugural membership of 15 students, including both music major and non-music majors, sponsored an impressive list of events in its first year, including participation in the Eastern Division Convention of ACDA in February, 1998, in Providence, Rhode Island. In addition, members have worked as convention aides and have attended seminars, reading sessions, and concerts. Other activities have included field trips to area high schools to observe choral rehearsals, and an open forum on the student teaching process with current student teachers as well as graduates. Professors Jothen and Rardin have given seminars on a variety of topics, including graduate schools, rehearsal techniques, and repertoire selection. The organization continues to thrive with both interesting and innovative plans for each academic year.

THE ASSOCIATION OF TOWSON COMPOSERS (ATC). The Association of Towson Composers was established to focus the concerns of the music composition students of Towson University. The Association serves as a collective voice in affairs that concern all student composers. It is a collective body made up of all students enrolled and working toward degrees in composition at TU. The ATC has no size limit, and membership is automatic upon acceptance into the composition degree program. The ATC is overseen by a member of the composition faculty, appointed during the first week of each fall term. The Executive Committee consists of a president, vice-president/treasurer and secretary. Officers are elected to these positions by popular vote during the first two weeks of the fall term. There are regularly scheduled meetings of the Executive Committee, and special meetings may be called at any time by consent of the committee members. The entire membership meets at least one time per term.

KAPPA KAPPA PSI. National Honorary Fraternity for College band members, is an organization operating exclusively in the field of college and university bands, and for the following several purposes:

- To promote the existence and welfare of the college and university bands and to cultivate at large a wholesome respect for their activities and achievements;
- To honor outstanding band members through the privilege of membership extended as a reward for technical achievement and appreciation for the best in music;
- To stimulate campus leadership and promulgate an uncompromising respect through the medium of the college band for gracious conduct, good taste, and unswerving loyalty;
- To foster a close relationship between college bands and promote a high average of attainment by the performance of good music and the selection for worthwhile projects;

- To promote a pleasant and helpful social experience for all engaged in college band work and to cooperate with other music organizations in any manner consistent with the purposes of the institutions at which chapters are located.

In the years that followed World War I, a movement developed among college and university bands searching for some motivating force that would create a greater interest in band music. This movement sought expression in an effort to develop good will, fellowship and understanding among bands and their members, and to recognize the value of dedicated leadership. The original charter was granted in November of 1919, and Kappa Kappa Psi, honorary Fraternity for College Bandsmen was established on the Oklahoma State University campus with the local group being known as the Alpha Chapter.

The Towson University chapter, Iota Delta, was organized April 18, 1989. Members of the chapter can be found participating in many of the musical ensembles at TU, including the Marching Band, Symphonic band, Jazz Ensemble, Orchestra, Chorale, and Choral Society. In addition to their internally sponsored events, the chapter assists with many major Music Department events such as the Annual All Junior-Senior Honor band, Maryland State Solo and Ensemble Festival, and Maryland State tournament of band Championships.

For additional information, contact Dr. Rothlisberger, Iota Delta chapter advisor.