



**Graduate Handbook
Master of Science in Music Education**

Rev. September 2023

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 seven departments (Art+ Design, Art History, Art Education; Communication Studies; Dance; Electronic Media and Film; Mass Communication; Music; 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.

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Department of Music Mission Statement

The **Towson University Department of Music** offers a comprehensive, nimble, and transformative musical education to a diverse student body of undergraduate, graduate and non-degree students. It is rooted in academic and artistic excellence with the primary goal of student success. The Department promotes a student-focused learning environment with innovative pedagogies and technologies, intellectual curiosity, dedicated mentorship, collaboration, and experiential education. The Department affirms its identity as a dynamic center for the cultivation of performers, scholars, composers, music educators, and those seeking to enrich their lives through music. Its forward-thinking curriculum stresses student growth delivered by a faculty comprised of internationally recognized performers, composers, educators, scholars, teacher-trainers, and artistic collaborators.

The Department enriches the cultural life of the region through its scholarship, concerts by students, faculty, and distinguished guests; and lectures and other public presentations. It is one of seven departments in the College of Fine Arts and Communication within an excellent comprehensive public liberal arts institution. Our state-of-the-art facilities are in close proximity to a thriving metropolitan area, boasting an impressive array of skilled practitioners and musical artists, leadership, internship and performance opportunities, and access to an exceptional variety of cultural experiences.

The Department of Music is fully accredited by the National Association of Schools of Music, the National Council for Accreditation of Teacher Education, and the Maryland State Department of Education.

WELCOME
to GRADUATE STUDY in MUSIC EDUCATION
at TOWSON UNIVERSITY!

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

During your studies you will find yourself at times challenged, exhilarated, frustrated, and inspired. 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 in ways that challenge you to expand your thinking and experiences. 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 empowered and encouraged to contribute to the remarkable accomplishments of Towson University Music Education alumni in the Baltimore region, the state of Maryland, throughout the Mid-Atlantic region, across the country, and internationally. 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 Graduate Study in Music Education at Towson University!

Sincerely,



Kathryn Evans, Ph.D.
Associate Professor of Music Education
MS-MUED Graduate Program Director

410.704.2257

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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, of which more than 50% are in graduate student-only classes. Students may choose from two options for degree completion.

- The M.S. in Music Education with Thesis (minimum 34 units), including 24 units of required courses with 6 units of thesis and 10 units of electives, 6 of which must be MUED courses.
- The M.S. in Music Education with Graduate Project (minimum 34 units), including 19 units of required courses with 1 unit of graduate project (paper, recital, composition, or curriculum project) and 15 units of electives, 9 of which must be MUED courses.

The program provides students with the opportunity to select up to 15 elective hours in a field of specialization to complement the 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. 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, administrators, or church musicians.

Note: The Master of Science in Music Education does **not** lead to teaching licensure in the state of Maryland. Students seeking teaching certification should consult the Program Director for alternative options that would suit their needs.

Admission Requirements

- A bachelor's degree in music education or music or certification as a public school music teacher
- A minimum GPA of 3.00 for full admission or 2.50 for conditional admission. All GPA calculations for admission are based upon the last 60 credits of undergraduate and post-baccalaureate study.
- Interview with Music Education Faculty and Graduate Program Director

DEGREE REQUIREMENTS:

- 34-hour (minimum) program of study completed within a period of seven (7) years
- All students may enroll in MUSC 629 and MUSC 621. Music Theory and Music History placement examinations are required for admission to advanced graduate-level Music History and Music Theory courses.
- 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

Music Theory Placement Examinations:

Students may choose to enroll in MUSC 629 Concepts of Music Theory without the need to take a placement examination. If you choose to try to pass out of MUSC 629 Concepts of Music Theory in order to enroll in advanced theory courses, you will need to take the theory placement exam. Music Theory exams will only be given during audition days. The Department of Music holds auditions three times annually (usually in January, February, and March).

ADMISSION:

- Complete and submit an application, including official transcripts and other requested materials as appropriate to the Graduate Program.
<https://www.towson.edu/cofac/departments/music/programs/gradededucation/>
- When all materials have been received by the Graduate Admissions Office and are complete, the Program Director will be notified;
- The Program Director will review the application materials and schedule an interview, then you will be informed of your status in the program.

ADVISING:

- After being admitted to the program, contact the Program Director to schedule 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 – MUSIC EDUCATION
ADVISING FORM**

DATE: _____

STUDENT INFO

Name:	TU ID:
Major Emphasis: <input type="checkbox"/> Instrumental or <input type="checkbox"/> Vocal-General	Email: @students.towson.edu
Address:	Phone:

I. ADVISING SCHEDULE

	Date	Date	Date
Consultation and review of course of study			
Review of Graduate Project completed			
Information regarding Comprehensive Exam			

II. TERM ENROLLING IN FIRST COURSE: Fall Spring Summer Year: _____

III. PROGRAM OF STUDY: Master of Science

PLAN A: _____ <i>Minimum of 34 units/maximum of 9 units at the 500-level. More than 50% must be in graduate student-only classes.</i>		
REQUIRED COURSES (19 units)	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 XXX: Performing/Composing Exp. (3)		
MUSC XXX: History/Literature (3)		
MUSC XXX: Theory/Composition (3) - MUSC 629		
MUSC 897: Thesis (6) OR MUSC 898*: Thesis (3) AND MUSC 898*: Thesis (3) <i>*taken over 2 consecutive semesters</i>		
ELECTIVES (10 units) <i>Minimum of 10 units in which at least 6 units must be MUED courses. Courses outside of MUED must be approved by graduate program director.</i>		
MUED XXX (3):		
MUED XXX (3):		
MUED XXX (3):		
MUED XXX (#):		
Other (#):		

PLAN B: _____ <i>Minimum of 34 units/maximum of 9 units at the 500-level. More than 50% must be in graduate student-only classes.</i>		
REQUIRED COURSES (19 units)	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 XXX: Performing/Composing Exp. (3)		
MUSC XXX: History/Literature (3) -		
MUSC XXX: Theory/Composition (3) - MUSC 629		
MUSC 880: Graduate Project (1) - Paper, Recital, Composition, or Curriculum		
ELECTIVES (15 units) <i>Minimum of 15 units in which at least 9 units must be MUED courses. Courses outside of MUED must be approved by graduate program director.</i>		
MUED XXX (3)		
Other:		
Other:		

COMPREHENSIVE EXAMINATION

Exam	Attempt 1		Attempt #2		Completed Semester
	Semester	Pass/Fail	Semester	Pass/Fail	
Research					
Trends					
Seminar					
Milestone Entered in PeopleSoft (Date)					

GRADUATE PROJECT PROPOSAL

Title/Topic:	
Faculty Mentor:	
Date Submitted:	Date Approved:

FINAL GRADUATE PROJECT

Advisor Assigned:	Completed:
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GRADUATION DATE:

<input type="checkbox"/> Spring <input type="checkbox"/> Fall <input type="checkbox"/> Summer Year: _____
--

Advisor Signature

Date

Student Signature

Date

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. The best preparation a candidate can do is to thoroughly review the course materials of Current Trends, Seminar, and Research.

- The examination will be given in the Department of Music on the first or second Saturday in November and April from approximately 9:00 am until 1:00 pm.
- Before the end of the second Friday in September of the Fall term or the second Friday in February of the Spring term, log into your tk20 account to submit your application to take the comprehensive exam via tk20. You will need to indicate the semester during which you took MUED 601, MUED 661/662, and MUED 695, and provide name of the professor in each of those classes. A demonstration of how to sign in to tk20 is available in this [video](#).

<https://www.youtube.com/watch?v=UXZAc4UT5UU&list=PLjPMO44ZgJKffXx90B5UhiatiQ-Y995T>

Note: Students who were admitted before the implementation of tk20 should email the graduate program director indicating interest in applying to take the exam and providing the course information described above.

- On or about the third week of October or March, the Program Director will send an email acknowledging receipt of your comprehensive exam application. Included will be instructions, a study sheet to help you prepare and information, and directions concerning the examination.
- Results will be e-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, they 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.

THESIS OR 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 897 or 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 897 OR 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 each individual. The Office of Graduate Studies has specific guidelines and requirements for the completion of the Thesis. 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 develop a GRADUATE THESIS PROPOSAL (Level I), and to identify and contact an appropriate faculty member(s) to guide the Thesis;

4. A student should begin work on the Project a minimum of one (1) term **before** the Graduate Project will be completed;
5. A student may enroll in MUSC 897 while working on a Thesis, but **must** be enrolled during the term the Thesis is completed;
6. 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;
7. As part of the final PRESENTATION FORMAT, a student must provide three (3) bound and labeled copies of a completed document in addition to a PDF for the final 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 (Level I) 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 (Level I) must be presented in the format on Page 14-17 of this handbook.

STYLE MANUAL: The paper should follow the guidelines of the *Publication Manual of the American Psychological Association (APA) 7th Edition*. **The final authority** for the bibliographic format, including spacing of the references, **is your professor**. Details about APA style can be found on the Towson University Cook Library home page using this link: <https://towson.libguides.com/apastyle7> If a substitute style manual is desired, the candidate and mentor should petition the Graduate Program Director in writing.

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. Curriculum development.

NATURE: The Graduate Project must demonstrate a high level of student-directed application of graduate level experiences throughout the process and in the written document. 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).

STYLE MANUAL: The paper should follow the guidelines of the *Publication Manual of the American Psychological Association (APA) 7th Edition*. **The final authority** for the bibliographic format, including spacing of the references, **is your professor**. Details about APA style can be found on the Towson University Cook Library home page using this link: <https://towson.libguides.com/apastyle7> If a substitute style manual is desired, the candidate and mentor should petition the Graduate Program Director in writing.

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 (Level I) may be developed at this time;
4. Submit a Level I proposal, no more than one page in length (citations should be listed on an additional page), which outline the components described in the sample proposal in this handbook. All MS-MUED candidates must submit a Level I Proposal for their capstone project, including a research thesis, final project, curriculum project, composition, or recital.
5. After completion of thirty (30) hours of studies, a student **must** have submitted a PROJECT PROPOSAL (Level I) 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;
6. 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;
7. A student **must** obtain department consent to enroll and may enroll in MUSC 880 during the term the Graduate Project is completed.
8. 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;
9. As part of the final PRESENTATION FORMAT, a student must email a digital copy of their finished project in PDF format to the graduate program director.

GRADUATE PROJECT PROPOSAL (Level I):

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 (Level I). The GRADUATE PROJECT PROPOSAL (Level I) must be presented in the format as outlined on the following page of this handbook. As part of the process, the candidate will submit a Level I proposal, no more than one page in length (citations should be listed on an additional page), which outline the following components.

All MS-MUED candidates must submit a Level I Proposal for their capstone project, including a research thesis, final project, curriculum project, or a recital.

TITLE OF GRADUATE PROJECT PROPOSAL (Level I)

by
Student's Name

A Level I Project Proposal
presented to the Music Education faculty of
Towson University
in partial fulfillment
of the requirement for the degree

Master of Science in Music Education

Date Submitted: _____

Date approved: _____

Faculty Mentor _____

Program Director _____

Criteria for Level I Proposal

The Level I proposal is a one-page outline. The intended purpose of the Level I proposal is to present the basic outline of a research problem, and to determine if the proposal seems worth pursuing. The Level I proposal should include:

- A one-sentence statement identifying the purpose of the study, with an additional statement articulating the specific problem(s).
- A rationale or the fundamental reasons for doing the study. Key support (several citations) from the literature should be included.
- The significance or the importance or anticipated consequences for doing the study, with appropriate citations, should also be a part of the Level I proposal.
- The key questions or expressions of inquiry (qualitative) to which the study seeks to find answers should be included.
- The key terms within the questions should also be defined.
- A brief statement of how the study will be implemented.

If the project is a **curriculum writing project**, it should include a description about detailed lesson plans, and a narrative on the implementation of a significant portion of the curriculum.

If the project is a **recital**, a formal paper will accompany the performance. The paper will include a narrative of how the preparation and performance of the music in the recital informs the teaching of the candidate.

If the project is a **composition**, a formal paper will accompany the submission of the piece. The paper will include a narrative of how the creation of the composition informs the teaching of the candidate.

PROPOSED TIME-LINE to be included in the project proposal:

In no more than one (1) page, provide a time-line for accomplishing your project. Include all dates, as appropriate, for your PROJECT.

- o The time line needs to be as specific as possible. It should be the road map that you will follow as you progress through the project.
- o Provide details that are specific to your project. What is listed below is “boiler-plate” language. Your time-line must provide specific milestones, benchmarks and target dates listing specific tasks and start or completion guidelines.

DATE ACTIVITY (Sample timeline – specifics need to be added to identify mileposts along the way.)

- /___ Meet with Program Director/Faculty about possible topic(s).
- /___ Develop DRAFT of Graduate Project Proposal .
- /___ Meet with Program Director/Faculty with DRAFT of a topic(s).
- /___ Submit revised PROJECT/THESIS Proposal to Program Director in appropriate format.
- /___ Proposal accepted/faculty Mentor identified.
- /___ Project/Thesis activity begins with faculty Mentor.
- /___ Status report #1 to Mentoring Faculty and/or Program Director
(be specific on what the report status will be, i.e., rating scales validated and initial instruction begun.
- /___ Status report #2 to Mentoring Faculty and/or Program Director (be specific)
- /___ Meet with Program Director for status report on progress with Project.
- /___ Draft #1 of Final Document submitted to faculty Mentor.
- /___ Draft #2 of Final Document submitted to Faculty Mentor and Program Director.
- /___ Final Document submitted to Mentor and Program Director for approval.
Deadline for final document submission is 2 weeks prior to the last day of classes
(before exams).
- /___ Digital copy is 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 document successful completion of the Graduate Project or Thesis. The document must be presented to the Program Director a minimum of two weeks **prior** to the last day of classes at the end of the term in which a student is enrolled in MUSC 880 or MUSC 897. The following outlines the nature of the document:

- o If the thesis option is selected, the candidate must follow the procedures as outlined by the Office of Graduate Studies.
<https://www.towson.edu/academics/graduate/office/documents/guidelines.pdf>
- o A pdf version of the final document must be submitted to the graduate program director via email.

TITLE OF GRADUATE PROJECT (or THESIS) IN CAPITAL LETTERS

by
Student Name

A Graduate Project (or Thesis if MUSC 897/898)
presented to the faculty of
Towson University
in partial fulfillment
of the requirement for the degree

Master of Science in Music Education

Date in this format: Month Day, Year

Mentoring Faculty _____

Program Director _____

Although the content of a Document will vary depending on the topic pursued, the general organizational format and final document should include **ALL** items listed below:

NOTE: The Graduate School establishes guidelines for Thesis.

SCHOLARLY

STUDY

- A. COMPLETION REPORT
(available from Program Director-see page 22)
- B. Title page
- C. Abstract (one-half page in length)
- D. Table of Contents
- E. Chapter I: Introduction,
- F. Chapter II: Related literature
- G. Chapter III: Method and Procedures
- H. Chapter IV: Results
- I. Chapter V: Conclusions and Recommendations.
Include in the narrative how the completion of the projects will
Impact your teaching
What changes you might expect from your students
What are the broader implications of the project
How does the project inform your experience as a professional
music educator
- J. Citations
- K. Appendix: Data; assessment tools, lesson plans created, IRB
information, examples, etc.
- L. Professional Vitae (see example, page 25)

RECITAL

- A. COMPLETION REPORT
(available from Program Director-see page 22)
- B. Title page
- C. Abstract
- D. Table of Contents
- E. Section I: Introduction,
- F. Section II: Body of the Paper
Include how the preparation of the recital music informed your
teaching. It may also include what material might be used in
lesson plans for your students.
- G. Section II: Copy of Recital Program and Program Notes
- H. Section III: Faculty Evaluations (Performance Recital Assessment-
see page 23-24)
- I. Bibliography of materials consulted
- J. Professional Vitae (see example, page 25)

COMPOSITION

- A. COMPLETION REPORT
(available from Program Director-see page 22)
- B. Cover page
- 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 (Level I))
- 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 25)

CURRICULUM A. COMPLETION REPORT

(available from Program Director-see page 22)

- B. Title page
- C. Abstract
- D. Table of Contents
- E. Chapter I: Introduction,
- F. Chapter II: Related literature
- G. Chapter III: Lesson Plans
- H. Chapter IV: Application (see 'Scholarly Study', I above)
- I. Appendix*: Figures/Examples/etc.
- J. Bibliography
- K. Professional Vitae (see example, page 25)

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"

CURRICULUM:

- "Music Composition in the Music Production Classroom"

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

**COMPLETION REPORT
GRADUATE MUSIC EDUCATION
(MUSC 880)**

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

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 abstract, 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. ___ **CURRICULUM** (MUSC 880) Attach a copy of the title page and the Table of Contents.
- E. ___ **THESIS** (MUSC 897) Attach a copy of the title page, abstract, and the Table of Contents.

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

Program Director Signature: _____

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:

- o Demonstrate musicianship standards that warrant electing this project option;
- o Have enrolled in a **minimum** of two (2) terms of appropriate applied study prior to the term in which the recital is scheduled;
- o 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:**

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

ASSESSMENT AREAS: The following presents broad topical areas useful for the evaluation of the recital. 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.

- o **Sound Production and Intonation**
- o **Rhythm and Ensemble**
- o **Technique**
- o **Musicianship and Interpretation**
- o **Stage Presence and Overall Presentation**
- o **Other Discipline Specific Performance Values**

Jurors should utilize these criteria:

- o 5 = Excellent, exhibiting the highest level of standards commensurate with graduate standing;
- o 4 = Good, consistently effective for graduate level but with some occasional aspects that could be improved;
- o 3 = Adequate, commensurate with a level acceptable for graduate standing;
- o 2 = Poor, with deficiencies;
- o 1 = Unacceptable.

The average points awarded will result in the following grades:

- o Pass with distinction (grade of A) = 25 points or greater
- o Pass (grade of B) = more than 18 but less than 25 points
- o Fail (grade of F) = fewer than 18 points

Master of Science in Music Education – Recital Evaluation Form

Candidate: _____

Recital

Date: _____

Jurors should utilize the five criteria below to evaluate the performance.

5 = Excellent, exhibiting the highest level of standards commensurate with graduate standing
4 = Good, consistently effective for graduate level but with occasional aspects that could be improved
3 = Adequate, commensurate with a level acceptable for graduate standing
2 = Poor, with deficiencies
1 = Unacceptable

Place a rating in the box next to each dimension. These ratings are averaged to the right and totaled. Include comments as necessary. Additional comments may be written on the back of this form.

Juror 1	Juror 2	Dimension (and comments, as necessary)	Average
		Sound Production and Intonation	
		Rhythm and Ensemble	
		Technique	
		Musicianship and Interpretation	
		Stage Presence and Overall Presentation	
		Other Discipline Specific Performance Values	
Check the appropriate box below: <input type="checkbox"/> Pass with distinction (grade of A) = 25 points or greater <input type="checkbox"/> Pass (grade of B) = more than 18 but less than 25 points <input type="checkbox"/> Fail (grade of F) = fewer than 18 points			TOTAL

Primary Instructor Signature

Primary Instructor Printed Name

Second Faculty Juror Signature

Second Faculty Printed Name

EXAMPLE CURRICULUM VITAE

VITAE

SEAN E. BROWN

ADDRESS (School)

ADDRESS (Home)

EMAIL

PHONE

EDUCATION

- | | | |
|------|------|--|
| MS | 2021 | Towson University, Towson, MD
Instrumental music education |
| B.A. | 2015 | Vocalise University, Tuberville, KS
Major: Vocal-Instrumental music education |

PROFESSIONAL EXPERIENCE

- | | |
|-----------|---|
| 2000- | FJS Public Schools, Tunerville, MD
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, 2020.

WORKSHOPS/LECTURES/SPEAKER/CLINICIAN:

- “Restructuring: The Nature and Language of Change”, AKMEA, State Convention, October, 2020.

PERFORMANCES:

- “New Year's Eve Major Bandstand United-Benefit Concert”, Vocal Cord, MO, December 31/January 1, 2019

RELATED EXPERIENCES

- 2020 - Summer music curriculum workshop, FJS Public Schools,
2018 - Musical Director - Faith Lutheran Church
Coordinator and conductor for all musical events throughout the year.
Private Teacher - voice, flute, guitar.

GENERAL INFORMATION

ABSENCE FROM CLASS: (Check the policy of each professor.) 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 are sensitive to issues of these kinds and appreciate being informed in writing prior to a class conflict. However, in regard 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://grad.towson.edu/graduation/apply.asp>. 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 two weeks prior to the end of classes 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.

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. 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 Office of Graduate Studies 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 Office of Graduate Studies. Applications must be resubmitted each year. Detailed information may be obtained from 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 select scholarships. For detailed information on Department of Music scholarships, you may access the up-to-date information at

<https://www.towson.edu/cofac/departments/music/scholarships.html>

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: Please visit this link to learn about the parking regulations at Towson University.
<https://www.towson.edu/parking/student/>

PRIVATE LESSONS: Department Consent is 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. Department consent is obtained through the Graduate Program Director 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 department consent 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. Included is information on courses as well as registration instructions and fees. Begin the registration process by going to this web site:
<https://www.towson.edu/cofac/departments/mediafilm/resources/documents/registration-steps-and-suggestions.pdf>

Students are expected to register for courses on a consistent basis. Should there be a lapse of one or more years in which you are not enrolled for graduate credit, you will be withdrawn from active status as a Graduate student and will have to re-apply to activate your graduate standing prior to enrolling in courses to complete the degree.

STUDENT I.D. CARD: Upon acceptance into the program, you should secure a TU photo I.D. known as the OneCard, you can get information on how to manage it, and what features it contains at this web site:
<https://www.towson.edu/campus/landmarks/westvillage/ticket-business-office/>
The OneCard is the official Towson University ID card and provides access to many university services: library privileges at Cook Library, use of the university's athletic facilities, free or reduced-priced tickets at Towson University cultural and athletic events, access to recreational facilities and a free e-mail account through the Office of Technology Services. With two debit spending accounts, the OneCard provides cashless access to goods and services campus wide.

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. 9:00 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.

TRANSFER COURSES: A maximum of **six (6) credits** may be transferred and applied towards the MS-MUED 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.

Application for the transfer of graduate credit is completed by filling out an online Transfer Petition Form available at

<https://www.towson.edu/registrar/grades/transfer.html>

You will need to submit an official transcript from the institution granting the original credit, and course syllabi documenting the content of the course being transferred. You should also email the graduate program director with this information to facilitate evaluation of transfer credits.

TUITION AND FEES: Information about tuition and fees can be found at

<https://www.towson.edu/bursar/tuition/>

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

STUDENT ORGANIZATIONS

GRADUATE STUDENT ASSOCIATION (GSA) The Graduate Student Center is located in the Administration Building (AD 301). There is also a graduate student reading room in Cook Library (CK 202A). Contact by phone at 410.704.3967 or by e-mail at gsa@towson.edu. More info available at <https://www.towson.edu/academics/graduate/gsa/meet.html>

The Graduate Student Association represents graduate students at Towson University, addressing needs and concerns that arise for this unique population of the campus. The GSA also hosts events throughout the academic year to build community, such as tailgates at Towson sporting events and trips.

NATIONAL ASSOCIATION for MUSIC EDUCATION Collegiate (NAfME Collegiate), Towson University Chapter. **As a full or part-time graduate student, you are eligible to join the Towson University chapter of the NAfME 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 one of many collegiate chapters 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 access to monthly publications including *Teaching Music*, *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. 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 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.

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.

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 Department of Music events such as the Annual All Junior-Senior Honor band, Maryland State Solo and Ensemble Festival, and Maryland State tournament of band Championships.

FREQUENTLY ASKED QUESTIONS

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

A: Graduate classes are scheduled during the Fall and Spring terms usually after 5:00 pm. Summer workshops/courses run for one week, 9:00 am - 4:00 pm for 2 credits for each course. Required courses such as MUED 601 "Trends" (Fall Even Years) and MUED 695 "Research" (Fall Odd Years) are offered every other year during the fall term. MUED 661 "Seminar in Instrumental Music" is offered during the Spring term of even years and MUED 662 "Seminar in Vocal General Music" offered during the Spring term of odd years. 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.

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

A: The MS-MUED degree allows you to choose elective credits within the degree. You choose 15 elective credits (at least 9 must be MUED courses) in Plan B or 10 elective credits (at least 6 must be MUED courses) in Plan A. These are courses, workshops, etc. which you 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 with approval. Check with the Graduate Program Director before signing up for any non-MUED electives.

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

A: A "Schedule of Classes" is accessible through each student's PeopleSoft account. Included is course information, day, time, location, etc. Graduate program director will also communicate possible courses of interest each semester via email.

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

A: Each year the Office of Graduate Studies offers one (1) assistantship position in Music Education. The College of Fine Arts and Communication may offer a limited number of Scholarships. The TU Financial Aid web site is found at <https://www.towson.edu/admissions/financialaid/>

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

A: Yes! As a student, you can join the student chapter (#450) and receive the benefits of NAFME membership at a greatly reduced rate. See <http://www.nafme.org/membership/collegiate/> to enroll.

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

A. Begin the application for graduation at <https://www.towson.edu/registrar/graduation/apply.html> You must apply for graduation during the semester prior to your final semester before graduation. 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.

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

A: No. Completing the MS MUED Degree **does not** license you to teach.

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

A: Plan ahead! Towson University offers many one week, one and two credit workshops during the summer as well as 3-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.

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.

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 Music Education. The exam focuses primarily on content experienced in required courses in Music Education (MUED 601, MUED 695, MUED 661/662). Candidates may be asked to relate additional musical information to their particular teaching setting.

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

A: Students may sit for 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. The best preparation a candidate can do is to thoroughly review the course materials of Current Trends, Seminar, and Research.

- The examination will be given online or in the Department of Music on the first or second Saturday in November and April from approximately 9:00 am until 1:00 pm.
- Before the end of the second Friday in September of the Fall term or the second Friday in February of the Spring term, log into your tk20 account to submit your application to take the comprehensive exam via tk20. You will need to indicate the semester during which you took MUED 601, MUED 661/662, and MUED 695, and provide name of the professor in each of those classes. A demonstration of how to sign in to tk20 is available in this [video](#).

Note: Students who were admitted before the implementation of tk20 should email the graduate program director indicating interest in applying to take the exam and providing the course information described above.

- On or about the second 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.

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; a creative composition; a performance recital; or curriculum development. Examples of documents illustrating satisfactory completion of a Graduate Project in each area are available by contacting the Program Director.

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.

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:

- Developing and submitting A GRADUATE PROJECT PROPOSAL (Level I),
- Completing the intent of the PROPOSAL. Specifically,
 1. A **GRADUATE PROJECT PROPOSAL (Level I)** must be developed, submitted to, and reviewed by the Program Director for approval **before** starting a Graduate Project. (The proposal is usually begun in the MUED 695 research class.) As you begin thinking about a possible project, and 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 (including MUED 695), create a GRADUATE PROJECT PROPOSAL (Level I) 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.
 2. If your project will include human subjects, you must also receive approval from the Institutional Review Board (IRB) for the Protection of Human Participants <https://www.towson.edu/academics/research/sponsored/comply/irb/> You can call 410-704-6227 or email irb@towson.edu with any questions.
 3. After approval of the Project Proposal (Level I) by the Program Director, you are authorized to enroll in MUSC 880 Graduate Project of the term when you intend to complete your Project. After receiving permission to enroll in MUSC 880 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, an incomplete will be given. You must enroll in MUSC 885 Project Continuum every fall and spring semester until the project is complete. Failure to meet these requirements will result in a failing grade for 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.

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

A: At a minimum, meet at the beginning of your studies to outline a course of study, every 10 credits or at least once per year, after about 20 hours to review your overall degree progress, before you enroll in the Graduate Project, or when there are any major changes impacting your studies.

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

A: Private-Applied lessons require instructor approval and authorization from the Assistant to the Department Chairperson to enroll, Ms. MaryAnn Criss. A request for Department Consent can be emailed to the graduate program director. 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 fees.

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 that works for you.

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. A written document must also be prepared as part of the recital project option. You will work with the Program Director and the applied faculty member on the content of the written document. A Graduate Project Proposal (Level I) must be submitted at the beginning of the process.

Q: MAY I 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. Application for the transfer of graduate credit is completed by filling out an online Transfer Petition Form available at <https://www.towson.edu/registrar/grades/transfer.html>. Upon receipt of the appropriate information (see below) the Program Director will contact the Graduate Office. The Graduate Office then reviews and accepts or denies requests for transfer credits. You will need to submit an official transcript from the institution granting the original credit, and course syllabi documenting the content of the course being transferred. You should also email the graduate program director with this information to facilitate evaluation of transfer credits.

Q: THESIS: HOW DO I ENROLL IN "THESIS" (MUSC 897/898)?

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.

Q: **THESIS: WHAT IS THE GRADUATE THESIS? (MUSC 897/898)**

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 research 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. Talk with the graduate program director to decide if you should enroll in MUSC 897 (6 units in one semester) or MUSC 898 (6 units total, 3 credits each in consecutive semesters).

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

A: The Thesis should be completed as the final aspect of your degree program; 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.

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

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

- Developing and submitting A GRADUATE PROJECT PROPOSAL (Level I),
 - Completing the intent of the PROPOSAL. Specifically,
1. A **GRADUATE PROJECT PROPOSAL (Level I)** must be developed, submitted to, and reviewed by the Program Director for approval **before** starting a Graduate Project. (The proposal is usually begun in the MUED 695 research class.) As you begin thinking about a possible project, and 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 (including MUED 695), create a GRADUATE PROJECT PROPOSAL (Level I) 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.
 2. If your project will include human subjects, you must also receive approval from the Institutional Review Board (IRB) for the Protection of Human Participants <https://www.towson.edu/academics/research/sponsored/comply/irb/> You can call 410-704-6227 or email irb@towson.edu with any questions.
 3. After approval of the Project Proposal (Level I) by the Program Director, you are authorized to enroll in MUSC 880 Graduate Project of the term when you intend to complete your Project. After receiving permission to enroll in MUSC 880 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, an incomplete will be given. You must enroll in MUSC 885 Project Continuum every fall and spring semester until the project is complete. Failure to meet these requirements will result in a failing grade for 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.

InTASC Standards

Interstate Teacher Assessment and Support Consortium

1	<p>Learner Development</p> <p>The teacher understands how learners grow and develop, recognizing that patterns of learning and development vary individually within and across the cognitive, linguistic, social, emotional, and physical areas, and designs and implements developmentally appropriate and challenging learning experiences.</p> <p>Possible Exs./look fors: regularly assesses individual and group performance, designing and modifying instruction to meet learners' needs in each area of development (cognitive, linguistic, social, emotional, and physical); implements developmentally appropriate instruction that takes into account individual learners' strengths, interests, and needs to enable learner growth</p>
2	<p>Learning Differences</p> <p>The teacher uses understanding of individual differences and diverse cultures and communities to ensure inclusive learning environments that enable each learner to meet high standards.</p> <p>Possible Exs./look fors: designs, adapts, and delivers differentiated instruction to address and integrate each student's diverse learning strengths and needs (exs.: differing personal and family backgrounds, skills, abilities, perspectives, talents; students with exceptional needs, including those associated with disabilities, giftedness, second language learners....); integrates a multicultural perspective in instruction; integrates diverse languages and dialects into instructional practice to engage students in learning; creates opportunities for ALL learners to demonstrate their learning in different ways;etc.</p>
3	<p>Learning Environments</p> <p>The teacher works with others (learners, families, colleagues) to create effective learning environments that support individual and collaborative learning, and that encourage positive social interaction, active engagement in learning, and self motivation.</p> <p>Possible Exs./look fors: uses a variety of methods (including technologies) to develop shared values and expectations that encourage individual and collaborative learning; promotes respectful interaction and rigorous academic discussions; manages the environment to actively and equitably engage learners by organizing, allocating, and coordinating the resources of time, space, and learners' attention; develops learning experiences that engage learners in self-directed and collaborative learning, and that extend learner interaction with ideas and people locally and globally;</p>
4	<p>Content Knowledge</p> <p>The teacher understands the central concepts, tools of inquiry, and structures of the discipline(s) he or she teaches and creates learning experiences that make these aspects of the discipline accessible and meaningful for learners to assure mastery of the content.</p> <p>Possible exs./look fors: demonstrates knowledge of content and tools of inquiry of the discipline; demonstrates connections to national/state/local content standards; integrates culturally relevant content to build on learners' background knowledge; links content to students' prior knowledge; uses multiple representations and explanations that capture key ideas in the discipline, guide learners through learning progressions, and promote each learner's achievement of content standards; includes multiple perspectives within the discipline; etc.</p>

5	<p>Application of Content The teacher understands how to connect concepts and use differing perspectives to engage learners in critical thinking, creativity, and collaborative problem solving related to authentic local and global issues.</p> <p>Possible ex./look fors: develops and implements instruction and experiences that guide learners in analyzing the complexities of an issue or question using perspectives from varied disciplines and cross-disciplinary skills (e.g., a water quality study that draws upon biology and chemistry to look at factual information and social studies to examine policy implications); engages learners in applying content knowledge and diverse social and cultural perspectives to real world, local and global problems; accesses appropriate resources, including digital and interactive technologies, to build global awareness and understanding</p>
6	<p>Assessment to Prove and Improve Student Learning* The teacher understands and uses multiple methods of formative and summative assessment to engage learners in their own growth, to monitor learner progress, and to guide the teacher’s and learner’s decision making. (*Required “Evidence of student learning” artifact)</p> <p>Possible ex./look fors: uses a variety of appropriate formative and summative assessments to support, evaluate and prove student learning; makes data-informed decisions from a variety of formal and informal assessments to facilitate the continuous achievement of ALL learners (ex.: develop differentiated learning experiences, provide descriptive feedback, modify assessments, etc.).</p>
7	<p>Planning for Instruction The teacher plans instruction that supports every student in meeting rigorous learning goals by drawing upon knowledge of content, curriculum, cross-disciplinary skills, and pedagogy, as well as knowledge of learners and the community context.</p> <p>Possible ex./look fors: creates learning experiences that are relevant to learners and appropriate for curriculum goals and content standards; plans and modifies instruction to achieve each student’s learning goals, choosing appropriate strategies and accommodations, assessments, resources, and materials to differentiate instruction for individuals and groups of learners.</p>
8	<p>Instructional Strategies The teacher understands and uses a variety of instructional strategies to encourage learners to develop deep understanding of content areas and their connections, and to build skills to apply knowledge in meaningful ways.</p> <p>Possible ex./look fors: demonstrates use of appropriate and relevant strategies to differentiate instruction to support the growth of ALL learners; demonstrates repertoire of instructional strategies; demonstrates multiple models and representations of concepts and skills with opportunities for learners to demonstrate their knowledge through a variety of products and performances.</p>
9	<p>Professional Learning and Ethical Practice The teacher engages in ongoing professional learning and uses evidence to continually evaluate his/her practice, particularly the effects of his/her choices and actions on others (learners, families, other professionals, and the community), and adapts practice to meet the needs of each learner.</p> <p>Possible ex./look fors: integrates feedback from mentor and University liaison/supervisor to improve instruction; engages in ongoing professional experiences to develop content, professional and pedagogical knowledge and skills in order to provide ALL learners with engaging curriculum and learning experiences based on local and state standards; reflects on/analyzes the effect of</p>

	her/his personal practices on others (learners, parents, colleagues) and adapts practices to meet the needs of each learner.
10	<p>Leadership and Collaboration</p> <p>The teacher seeks appropriate leadership roles and opportunities to take responsibility for student learning, to collaborate with learners, families, colleagues, other school professionals (including resource personnel), and community members to ensure learner growth, and to advance the profession.</p> <p>Possible exs./look fors; takes an active role on the instructional team, working with specialized resource personnel, giving and receiving feedback on practice, examining learner work, analyzing data from multiple sources, and sharing responsibility for decision making and accountability for each student's learning; works with other school professionals to plan and jointly facilitate learning on how to meet diverse needs of learners; collaborates with learners, families, colleagues, and local and/or global communities through ongoing communication to enhance the growth of ALL learners.</p>
11	<p>TU Standard: Use of Technology</p> <p>The teacher views technology not as an end in itself, but as a tool for learning and communication, integrating its use in all facets of professional practice, and for adapting instruction to meet the needs of each learner.</p> <p>Possible exs./look fors: uses appropriate instructional technologies (exs..digital and interactive technologies, audio recordings, video presentations)--as available-- to design and deliver relevant instruction efficiently and effectively, providing opportunities for ALL students to achieve specific learning goals; uses supplementary resources and technologies effectively to ensure accessibility and relevance for all learners; uses technologies to communicate effectively and in a professional manner with families and colleagues to support learners' growth, and to participate in the larger professional community; use of interactive technologies to extend the possibilities for learning locally and globally.</p>

MUED-MS ASSESSMENT PLAN

The key program learning outcomes are in direct alignment with the required Master Degree in Music Education program outcomes outlined by the National Association for Schools of Music (NASM), our external accreditation agency.

<https://nasm.arts-accredit.org/accreditation/standards-guidelines/handbook/>

The MS-MUED Key Learning Outcomes will be defined in the Graduate Handbook in Music Education provided to all students upon entrance into the program.

Graduates of this program will be able to:

1. Develop graduate-level perspectives on contemporary issues and problems in music education.
2. Create and use appropriate assessment, evaluation, and measurement techniques.
3. Prepare musical performances* that are informed by an understanding of applicable theoretical and historical performance practices.
4. Utilize research methods designed to improve practices in schools, classrooms, rehearsals and performances, and interpret and frame the results in a scholarly manner.

* *musical performances is defined as music demonstrations and/or lesson plans as they pertain to schools, classrooms, rehearsals and performances*

o Goals Related to Information Literacy

Key Program Learning Outcome #4 addresses the Information Literacy goal competency. The ability to synthesize and integrate information necessary to complete a graduate research project as stated in learning outcome #4 explicitly addresses the information literacy aspect.

o Goal Curriculum Alignment

MS-MUED Common Core Courses:

MUED 601 Current Trends in Music Education

MUED 695 Research Methods in Music Education

MUED 661 Seminar in Instrumental Music or MUED 662 Seminar in Choral Music

MUSC 880 Graduate Project or MUSC 898 Thesis

Key Learning Outcomes	MUED 601	MUED 695	MUED 661/662	MUSC 880/898
1. Develop graduate-level perspectives on contemporary issues and problems in music education.	(x)*	x	x	x
2. Create and use appropriate assessment, evaluation, and measurement techniques.		(x)*	x	x

Key Learning Outcomes	MUED 601	MUED 695	MUED 661/662	MUSC 880/898
3. Prepare musical performances that are informed by an understanding of applicable theoretical and historical performance practices.	x		(x)*	x
4. Utilize research methods designed to improve practices in schools, classrooms, rehearsals and performances, and interpret and frame the results in a scholarly manner.		(x)*		(x)*

(x)* denotes that a signature assessment will be administered during this course.

o Assessment Methods

SIGNATURE ASSESSMENTS will be administered within the context of the MS-MUED Common Core coursework and through the comprehensive examinations.

COMPREHENSIVE EXAMINATIONS:

Students may apply to take the comprehensive examinations after completing approximately 20 hours of course work, including MUED 601, MUED 695 and MUED 661 or MUED 662, by applying to take the exam in tk20.

Description of Signature Assessments:

Program Learning Outcome #1. Develop graduate-level perspectives on contemporary issues and problems in music education.

- a) MUED 601 Current Trends: Case Study Analysis (rubric A)
- b) Comprehensive Exams (rubric B)

Program Learning Outcome #2. Create and use appropriate assessment, evaluation, and measurement techniques.

- a) MUED 695 Research Methods: Rating Scale and Rubric Development Project (rubric C)
- b) Comprehensive Exams (rubric D)

Program Learning Outcome #3. Prepare musical performances that are informed by an understanding of applicable theoretical and historical performance practices.

- a) Music Theory GPA (GPA)
- b) MUED 661/662 Seminar Score Analysis/Lesson Plan Project (rubric E)

Program Learning Outcome #4. Utilize research methods designed to improve practices in schools, classrooms, rehearsals and performances, and interpret and frame the results in a scholarly manner.

- a) MUED 695 Research Methods: Research Paper (rubric F)
- b) MUSC 880 Graduate Project or MUSC 898 Thesis (rubric G)

Overall Program Evaluation

- a. Exit Survey

Timeline

Assessment Data will be collected at key points through the course of each student's program.

As students complete core courses over the next several semesters:

- o Key Learning Outcome #1: Case Study Analysis will be administered using Rubric A in MUED 601 (taken in the first semester of the program).
 - o Key Learning Outcome #2: MUED 695 Research Methods: Rating Scale and Rubric Development Project will be administered using Rubric C.
- o Key Learning Outcome #3: MUED 661/662 Seminar Score Analysis/Lesson Plan Project will be administered using Rubric E.
 - o Key Learning Outcome #4: MUED 695 Research Methods: Research Paper will be administered using Rubric F.

After 20 hours are completed along with the core courses with the exception of MUSC 880/898:

- o Comprehensive Exams will be administered:
 - Key Learning Outcome #1 will be evaluated using Rubric B.
 - Key Learning Outcome #2 will be evaluated using Rubric D.

Upon completion of MUSC 880/898:

- o Graduate project will be evaluated using Rubric G.
- o Exit Survey will be distributed.

The Graduate Program Director and the Assessment Administrator will coordinate data collection with each professor. The MUED faculty will examine the data each semester to determine if program outcomes are being met. They will also determine what modifications will be needed to reach the desired learning outcomes.