



Graduate Degree Programs Handbook  
Georgia College Music Education

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Welcome to the Graduate Music Education Program at Georgia College. This handbook defines important policies, procedures, and practices that guide our degree programs.

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## Welcome to graduate music education at Georgia College

Welcome to graduate studies at Georgia College! It is important that you maintain a 3.0 GPA to stay in our degree program, so I encourage you to review APA 7<sup>th</sup> edition writing practices (Purdue OWL) and basic music theory (musictheory.net) now in preparation for your course work. Use this handbook to locate our GC resources. Online learning frequently feels very free and it's easy to fall behind, plan daily touch points in all your classes to stay on track.

### Sample daily touch schedule

Use this schedule as a model to create your own daily touch plan and always stay current in rigorous graduate course work.

- Monday: read and review all module materials, read all assignments, and put deadlines on a calendar.
- Tuesday: re-read module materials, call or web-conference with a peer or peer group to discuss (GC students have free Microsoft Teams accounts)
- Wednesday: draft written assignment
- Thursday: seek peer editing/ review for written assignment (provide peer editing/ review in exchange), or seek GC writing center support, - revise assignment draft.
- Friday: seek assistance from the professor for lingering questions/concerns (during office hours)- revise assignment draft again
- Saturday: skim module material one more time for closure- finalize assignment drafts, check citations.
- Sunday: review your assignment one last time, then submit.

\*Attend weekly graduate support meeting (scheduled TBA in fall and spring) with the GA for additional help in answering questions

## **Graduate Music Faculty**

Full faculty biographies and email addresses are available at

<https://www.gcsu.edu/artsandsciences/music/department-faculty>

- Dr. Andrew Allen, Associate Professor of Music, Coordinator of Woodwinds, Brass, & Percussion
- Dr. Bryan Emmon Hall, Assistant Professor of Music, Coordinator of Strings, Director of Orchestra
- Dr. Chantae Pittman, Music Education Instructor
- Dr. Dana Gorzelany-Mostak, Associate Professor of Music
- Dr. Don Parker, Professor of Music, Department Chair
- Mr. Jay Wucher, Music Education Instructor
- Dr. Jennifer Morgan Flory, Professor of Music, Director of Choirs
- Mrs. Mandy Gunter, Music Education Instructor
- Dr. Tina Holmes-Davis, Associate Professor of Music, Coordinator of Music Education
- Dr. Zandra Bell-McCroy, Assistant Professor of Music, Director of Bands

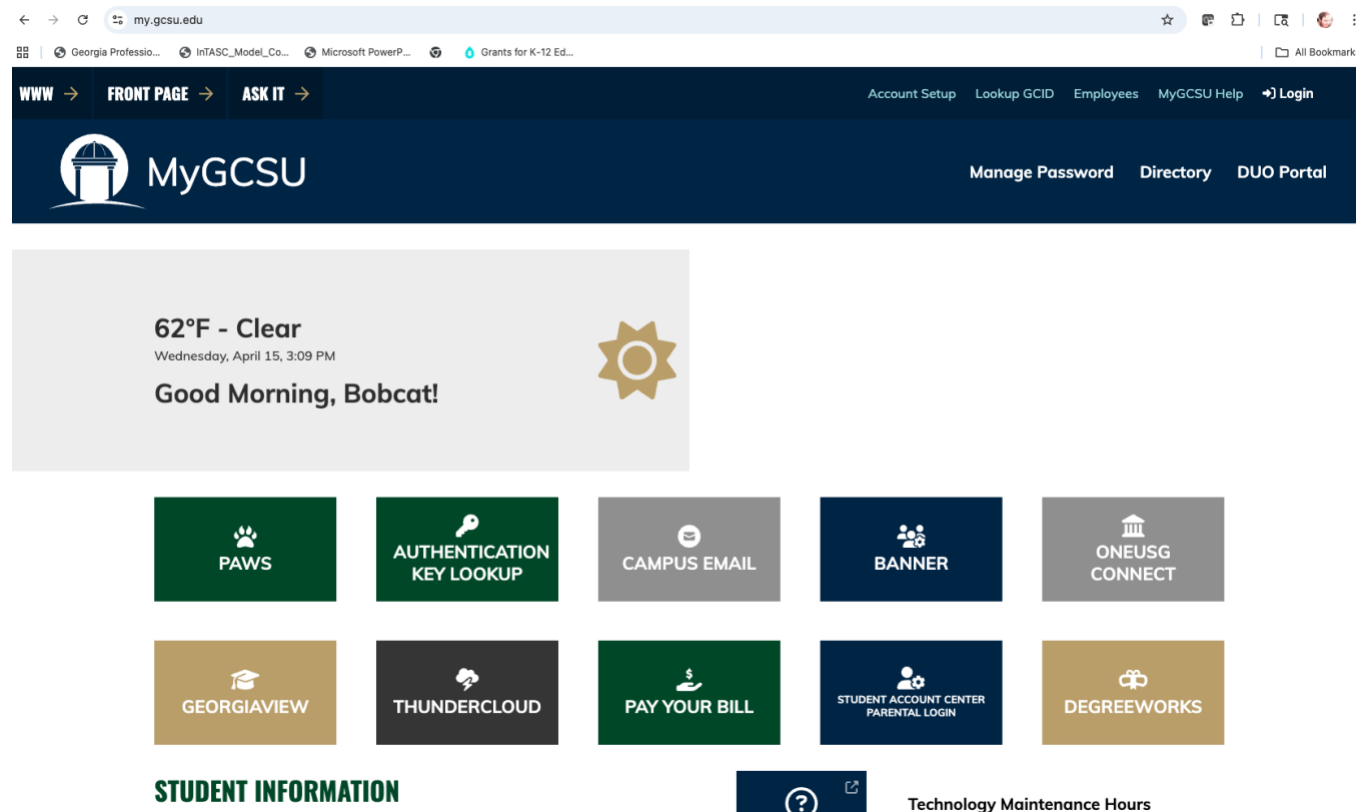
## Ongoing Access to Course material

Most graduate music courses occur asynchronously in the GA view platform. Student access to course shells begins on the first day of classes and ends shortly after final grades are reported. ***Students are encouraged to download assignments and important course material, with careful attention to copyright law, at the end of each course.*** Students will need primary materials from each course for comprehensive examination preparation prior to graduation.

## Accessing course shells in GA view

Students need to access the online course platform for each class:

1. Log into my.gcsu.edu
2. Choose GA view



3. We have multifactor authentication, so you may be directed to log in again.
  - a. You may download the Duo Mobile app to verify log ins using your cell phone.
4. Use the waffle icon at the top of the GA view screen to find your course shells (see below). Courses won't open until the first day of classes, but you should be able to see place holders a few days early.
5. Pin courses in the top left corner of the shell image and they will stay in your home screen in GA view. All course materials and assignments will be housed and submitted through these shells.

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How to find my courses ▾

If your course does not display below, click on the "waffle"  icon in the menu bar above. Enter your CRN number or course code from your schedule, then click enter. Pin the course for future access. [Find and Pin instructions.](#)

My Courses



Course Starts  
Jul 6, 2020 12:00 AM

Capstone Section W02 Summer 2020  
CO  
CO.360.MUED6050.50619.20211 • Summer 2020



Course Starts  
Jul 6, 2020 12:00 AM

Curriculum & Assessment Section W01  
Summer 2020 CO  
CO.360.MUED6020.50478.20211 • Summer 2020

## Resources

1. The GC Writing Center (<https://www.gcsu.edu/writingcenter>)
  - a. Students should schedule editing and review sessions when writing scholarly papers and creating appropriate citations.
2. The Music Graduate Assistant hosts weekly tutoring/ collaboration meetings through web conferencing (Teams or Zoom,). Students should attend meetings when they have course work questions. The meetings will follow this model:
  - b. The graduate assistant will group attendees according to need. So, students with similar questions will work together to resolve their questions.
  - c. Unresolved questions should be brought back to the GA, who will notify the appropriate professor of the academic need.
  - d. Professors will resolve questions in their course shells.
3. GALILEO- (accessible in unify- in the links listed below the tiles)

GALILEO stands for GeorgiA Library LEarning Online, an initiative of the Board of Regents of the University System of Georgia. GALILEO is an online library portal to authoritative, subscription-only information that isn't available through free search engines or Web directories. Participating institutions may access over 100 databases indexing thousands of periodicals and scholarly journals. Over 10,000 journal titles are provided in full text. Other resources include encyclopedias, business directories, and government publications.
4. Microsoft Teams-
  - a. Log into my.gcsu.edu just as you would to access Georgia view
  - b. Scroll down to "service apps" and select "Teams"
7. Office 365
  - a. Log in to Unify.

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- b. Access the Office 365 tab above the tiles and follow the step-by-step instructions.
- 8. GC IT
  - 478-445-7378- askIT@gcsu.edu
  - <https://www.gcsu.edu/technology/it-help-desk>
- 9. Students should follow the Georgia College Honor Code (<https://www.gcsu.edu/studentaffairs/handbook>) in all graduate courses and related activities.
- 10. Students should know and understand specific university policies about religion, disability, etc. (<https://www.gcsu.edu/registrar/required-syllabus-statements>)
- 11. Students should behave professionally in all online forums
  - a. (<https://online.maryville.edu/online-bachelors-degrees/liberal-studies/digital-citizenship-and-netiquette-a-teachers-guide/>)
  - b. Our Georgia College guidelines are in Appendix A
- 12. Students should not plagiarize in graduate courses
  - a. Plagiarism info library guide (<https://guides.libs.uga.edu/plagiarism-resources>)

## Application Procedures

### Double Bobcat (BA+MAT)

Highly talented and motivated students are invited to consider applying to a Double Bobcats pathway, which allows an undergraduate student to enroll in graduate-level courses. Admitted students can take up to 12 semester hours in graduate-level course credit to fulfill undergraduate degree requirements in the Double Bobcats pathway. Those hours can then be counted in a Georgia College graduate program!

BA music students in the music pre-certification minor who have a 3.5 GPA or higher may apply to the double bobcat pathway <https://www.gcsu.edu/doublebobcats/available-pathways> after a successful sophomore interview (midterm of spring semester after MUED 3800: Intro to Music Education). The music education committee will evaluate applications and make decisions during the first committee meeting after receiving completed applications. Undergraduate students may not enroll in Double Bobcat courses without Double Bobcat status.

Double Bobcat students may take the following classes for credit in both the GC BA music & GC MAT music education degree programs. Double Bobcat counts only toward graduate degrees at Georgia College and cannot be transferred to other universities.

|           |                         |
|-----------|-------------------------|
| EDFS 5203 | upper division elective |
| EDFS 5209 | upper division elective |
| MUED 5820 | upper division elective |
| MUED 6020 | upper division elective |
| MUED 6300 | upper division elective |
| MUED 6640 | MUSC 3660               |
| MUED 6650 | MUSC 3650               |
| MUED 6800 | upper division elective |

## **MME Master of Music Education**

Our GC IT Help Desk is the first contact for any technology-related request or challenge. Our skilled technicians will attempt to resolve issues with the first phone call. Faculty and staff issues requiring an in-person visit will be handled as soon as possible. Work orders are handled in the order received. Priority is given to any request involving instruction or mission-critical areas to help ensure services are maintained so students, faculty and staff of GC may effectively meet the goals of our student-centered learning community.

1. GC Graduate Application <http://www.gcsu.edu/admissions/graduate>
2. Transcript(s): Official copies of all transcripts from previous undergraduate and graduate institutions should be submitted to the Graduate Admissions Office. Transcripts must show a baccalaureate degree (3.0 GPA) in music education. Other bachelor's degrees in music may be considered but may require additional coursework. Applicants with lower than a 3.0 GPA in music courses may gain provisional admission. (Students with provisional status are ineligible for financial aid.) Earning at least a 3.0 GPA in the first semester will result in movement to regular admission status.
3. References: Three references from persons outside the university who can describe the candidate's ability to work with music learners and/or candidate's potential as a graduate student.
4. Resume/Curriculum Vita: A brief account of your education, experience, activities/skills, etc.
5. 500 Word Applicant Statement: This statement should include professional and personal strengths and weaknesses, significant professional experiences, and any other information you think important. You may use the questions below to guide your efforts.

1. Why are you pursuing an MME?
2. What do you hope to gain from the experience?
3. Describe professional experiences or achievements.
4. What areas do you wish to explore?
5. What areas do you hope to improve?

### **6. Test Scores:**

1. Valid, renewable Georgia teaching certificate
7. Video taped music lesson.
  8. Interview with the Graduate Coordinator regarding your education and philosophy of music education.

### **MAT: music education**

1. GC Graduate Application <http://www.gcsu.edu/admissions/graduate>
2. Transcript(s): Official copies of all transcripts from previous undergraduate and graduate institutions should be submitted to the Graduate Admissions Office. Transcripts must show a baccalaureate degree (3.0 GPA) in music education. Other bachelor's degrees in music may be considered but may require additional coursework. Applicants with lower than a 3.0 GPA in music courses may gain provisional admission. (Students with provisional status are ineligible for financial aid.) Earning at least a 3.0 GPA in the first semester will result in movement to regular admission status.
3. References: Three references from persons outside the university who can describe the candidate's ability to work with music learners and/or potential as a graduate student.
4. Resume/Curriculum Vita: A brief account of your education, experience, activities/skills, etc.
5. 500 Word Applicant Statement: This statement should include professional and personal strengths and weaknesses, significant professional experiences, and any other information you think important. You may use the questions below to guide your efforts.
  1. Why are you pursuing a MAT: music?
  2. What do you hope to gain from the experience?
  3. Describe professional experiences or achievements.
  4. What areas do you wish to explore?
  5. What areas do you hope to improvement?
6. Test Scores:
  1. GACE 360 teacher ethics exam certificate
7. Interview with the Graduate Coordinator regarding your education and philosophy of music education.

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## Programs of Study

### MME Master of Music Education

|           |                                              |   |                        |
|-----------|----------------------------------------------|---|------------------------|
| MUED 6020 | Curriculum and Assessment                    | 3 | Every Summer/July      |
| MUED 6050 | Capstone                                     | 3 | Every Summer/July      |
| MUED 6300 | Technology in Music Education                | 3 | Every Summer/ May-June |
| MUED 6400 | Community & Philosophical Music Perspectives | 3 | Every Summer/ May-June |
| MUED 6800 | Research in Music Education                  | 3 | Every Fall             |
| MUSC 6100 | Graduate Theory & Analysis                   | 3 | Every Spring           |
| MUSC 6640 | American Music & Politics                    | 3 | Every Fall             |
| MUSC 6650 | Jazz History                                 | 3 | Every Spring           |

### ***Pick one:***

|           |                                                |   |                        |
|-----------|------------------------------------------------|---|------------------------|
| MUED 6909 | Elementary Music Techniques                    | 3 | Even Summers/ May-June |
| MUED 6919 | Choral Techniques                              | 3 | Even Summers/ May-June |
| MUED 6929 | Instrumental Techniques (wind band or strings) | 3 | Even Summers/ May-June |

### ***Pick one:***

|           |                                       |   |                       |
|-----------|---------------------------------------|---|-----------------------|
| MUSC 6509 | Elementary Musical Performance        | 3 | Odd Summers/ May-June |
| MUSC 6519 | Choral Literature & History           | 3 | Odd Summers/ May-June |
| MUSC 6529 | Wind Band Literature & History        | 3 | Odd Summers/ May-June |
| MUSC 6539 | String Orchestra Literature & History | 3 | Odd Summers/ May-June |

**Total Credit Hours: 30**

## **MAT: music education**

### **Prerequisite Courses**

Students are responsible for all courses in the general and either choral, instrumental, or elementary blocks. Prerequisite courses are added to programs of study and may be taken concurrently with graduate level courses.

#### **General Block (Required for all blocks)**

|                                           |          |
|-------------------------------------------|----------|
| <b>MUED 3800 Intro to Music Education</b> | <b>2</b> |
|-------------------------------------------|----------|

*Pick two:*

|                                                                  |          |
|------------------------------------------------------------------|----------|
| <b>MUED 3911 Elementary Music Techniques and Practicum</b>       | <b>3</b> |
| <b>MUED 3921 Secondary Choral Techniques and Practicum</b>       | <b>3</b> |
| <b>MUED 3931 Secondary Instrumental Techniques and Practicum</b> | <b>3</b> |
| <b>MUED 3941 Middle School Techniques and Practicum</b>          | <b>3</b> |

|             |   |
|-------------|---|
| Total Hours | 8 |
|-------------|---|

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Choral Block

|                  |                                                           |          |
|------------------|-----------------------------------------------------------|----------|
| <b>MUED 2090</b> | <b>Instrumental Methods Survey</b>                        | <b>2</b> |
| <b>MUSC 1230</b> | <b>Class Piano III</b>                                    | <b>1</b> |
| <b>MUSC 2700</b> | <b>Diction for Singers I</b>                              | <b>1</b> |
| <b>MUSC 2710</b> | <b>Diction for Singers II</b>                             | <b>1</b> |
| <b>MUSC 3470</b> | <b>Study in Choral Literature and Advanced Conducting</b> | <b>3</b> |
| <b>MUSC 4430</b> | <b>Vocal Pedagogy</b>                                     | <b>2</b> |
| Total Hours:     |                                                           | 10       |

Instrumental Block

|                  |                                               |          |
|------------------|-----------------------------------------------|----------|
| <b>MUED 2040</b> | <b>Vocal Methods</b>                          | <b>1</b> |
| <b>MUED 2050</b> | <b>Woodwind Methods</b>                       | <b>1</b> |
| <b>MUED 2060</b> | <b>Brass Methods</b>                          | <b>1</b> |
| <b>MUED 2070</b> | <b>Percussion Methods</b>                     | <b>1</b> |
| <b>MUED 2080</b> | <b>String Methods</b>                         | <b>1</b> |
| <b>MUED 3860</b> | <b>Marching Band Techniques</b>               | <b>2</b> |
| <b>MUSC 3480</b> | <b>Instrumental Conducting and Literature</b> | <b>3</b> |
| Total Hours      |                                               | 10       |

Elementary Block

|                  |                                                          |          |            |
|------------------|----------------------------------------------------------|----------|------------|
| <b>MUED 2040</b> | <b>Vocal Methods</b>                                     | <b>1</b> |            |
| <b>MUED 2090</b> | <b>Instrumental Methods Survey</b>                       | <b>2</b> |            |
| <b>MUED 3880</b> | <b>International Music Curricula</b>                     | <b>2</b> |            |
| <b>MUSC 1240</b> | <b>Beginning Guitar (2 semesters)</b>                    |          | 2 (1 each) |
| <b>MUSC 3550</b> | <b>Introduction to Instrumental and Choral Arranging</b> | <b>2</b> |            |
| <b>MUSC 1230</b> | <b>Class Piano III</b>                                   | <b>1</b> |            |
| Total Hours:     |                                                          | 10       |            |

**Pre-requisite policy for in-service MAT: music education students**

1. MUED 3800 Intro to Music Education- students may take this course remotely- participating synchronously or asynchronously.
2. MUED 3911 Elementary Music Techniques and Practicum- students may take this course remotely- participating synchronously or asynchronously- students may substitute MUED 6509 Graduate Elementary Techniques, which is offered online. (If taken as a substitute, it cannot also count as a program elective.)
3. MUED 3921 Secondary Choral Techniques and Practicum- students may substitute MUED 6519 Graduate Choral Techniques, which is offered online. (If taken as a substitute, it cannot also count as a program elective.)

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4. MUED 3931 Secondary Instrumental Techniques and Practicum- students may substitute MUED 6929 Graduate Instrumental Techniques, which is offered online. (If taken as a substitute, it cannot also count as a program elective.)

5. MUED 3941 Middle School Music Techniques and Practicum- students may take this course remotely- participating synchronously or asynchronously.

6. MUSC 2700, 2710 Diction for Singers I & II- combined into graduate Special Topics as needed.

7. Other course needs will be evaluated individually by the music education committee.

**MAT: music education Program of study**

|                              |                                                             |   |                        |
|------------------------------|-------------------------------------------------------------|---|------------------------|
| EDFS 5203                    | Learner Development                                         | 3 | Every Summer/ May-June |
| EDFS 5209                    | Learner Differences                                         | 3 | Every Fall             |
| MUED 6800<br>Or<br>EDFS 5211 | Research in Music Education or Classroom Research           | 3 | Every Fall             |
| MUED 6020                    | Curriculum & Assessment                                     | 3 | Every Summer/ July     |
| MUED 5820                    | Music for the Exceptional Child                             | 3 | Every Spring           |
| MUED 6980                    | Field Placement & Seminar (GACE Music Content Assessments)  | 4 | Every Fall             |
| MUED 6990                    | Student Teaching & Seminar (Capstone & Comprehensive Exams) | 6 | Every Spring           |

***Pick two electives:***

|           |                                                |   |                        |
|-----------|------------------------------------------------|---|------------------------|
| MUED 6300 | Technology in Music Education                  | 3 | Every Summer/ May-June |
| MUED 6400 | Community & Philosophical Music Perspectives   | 3 | Every Summer/ May-June |
| MUED 6909 | Elementary Music Techniques                    | 3 | Even Summers/ May-June |
| MUED 6919 | Choral Techniques                              | 3 | Even Summers/ May-June |
| MUED 6929 | Instrumental Techniques (wind band or strings) | 3 | Even Summers/ May-June |
| MUSC 6100 | Graduate Theory & Analysis                     | 3 | Every Spring           |
| MUSC 6640 | American Music & Politics                      | 3 | Every Fall             |
| MUSC 6650 | Jazz History                                   | 3 | Every Spring           |
| MUSC 6509 | Elementary Musical Performance                 | 3 | Odd Summers/ May-June  |

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|           |                                       |   |                       |
|-----------|---------------------------------------|---|-----------------------|
| MUSC 6519 | Choral Literature & History           | 3 | Odd Summers/ May-June |
| MUSC 6529 | Wind Band Literature & History        | 3 | Odd Summers/ May-June |
| MUSC 6539 | String Orchestra Literature & History | 3 | Odd Summers/ May-June |

|                            |           |
|----------------------------|-----------|
| <b>Total Credit Hours:</b> | <b>34</b> |
|----------------------------|-----------|

## **Comprehensive Exam and Capstone Project Procedures**

### **MME Master of Music Education**

The MME is a professional degree program within a liberal-arts setting. Courses in it are designed to support the fully certified in-service music teacher in renewed reflection and planning activities; and provide new ideas and information for the classes they teach.

Comprehensive exams are administered during the MUED 6050 capstone course, which is the final course in the degree program. In the oral examinations, students discuss material from all program courses in terms of personal, philosophical, and pedagogical application.

Students in MUED 6050 Capstone are guided to complete extended assignments from previous course work for professional publication or presentation. Students must apply for publication or presentation during the course. Publication acceptance is preferred but not required for degree completion.

### **MAT: music education**

The MAT: music education degree program leads students with undergraduate music degrees to initial teacher certification in music. Comprehensive exams for the MAT: music education are at the end of the MUED 6990 Student Teaching Experience and Seminar course, which is the final course in the degree program. Students are required, in their oral examination, to discuss musical examples and pedagogical applications of material from all courses.

Students in MUED 6990 student teaching experience and seminar are guided to prepare pedagogical presentations (Roundtable presentations) for undergraduate music majors. Students must create 10-minute research-based presentations on pedagogy, music, or learner development. Topics are approved and research guided by a faculty adviser.

#### **Oral exam schedule:**

- Fall exams, as needed. Wednesday of final exam week starting at 5pm EST.
- Spring exams, MAT: music education and MME as needed. Wednesday (Tuesday and Thursday as needed) of final exam week starting at 5pm EST.
- Summer exams, MME and MAT as needed. First Wednesday (Tuesday and Thursday as needed) of August starting at 5pm EST.

#### **Oral exam preparation:**

- Describe philosophical and pedagogical changes and the application of those changes in your classroom. Describe courses and experiences that sparked philosophical reflection and/ or growth.
- Describe the application of foundational course ideas in your pedagogical efforts. If you did not apply course material, prepare to describe your rationale for not doing so.

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- Explain and/or summarize important concepts and course material in your own words. Your answers should demonstrate not only strong content knowledge, but also proper use of discipline specific vocabulary and connection of ideas and material from multiple courses. Include some specific examples to support your answers.

**Oral exam grading:**

- Students must pass 70% of their questions to pass the test.
- Students may retake, if needed in the semester following the failed attempt.
- Students may retake twice. A third failure will result in program dismissal.

|                                                                                           | Fail                                                                                                                 | Pass                                                                                            |
|-------------------------------------------------------------------------------------------|----------------------------------------------------------------------------------------------------------------------|-------------------------------------------------------------------------------------------------|
| Fully answer the question<br>( <i>MUED 33%, MUSC 40%</i> )                                | Students omit answers to parts of the question OR provide incomplete answers to more than two parts of the question. | Student addresses all parts on the question completely and clearly                              |
| *Provide specific examples from the class to support answer ( <i>MUED 33%, MUSC 40%</i> ) | Student cannot or does not provide any examples in support of their answer.                                          | Student describes at least one specific example that was used in class to support their answer. |
| *Provide classroom applications to support answer ( <i>MUED 33%, MUSC 20%</i> )           | Student cannot or does not describe a potential classroom application in their answer.                               | Student describes at least one potential classroom application in their answer.                 |

\*Connect examples to your answer and provide context using the examples. Your examples should reflect a thorough understanding of and ability to apply your knowledge. Think about working in Bloom's application or higher, not knowledge.

**MME Capstone preparation:**

- Gather projects that were started in various courses but not actually completed. Reflect on the usefulness of each project to the broader music education community. Prepare simple plans to complete these projects. We will select one for the Capstone.
- Consider the most effective and impactful means of sharing your project information within the music education profession (journals, conferences, professional development, etc.). Then explore potential venues to share your information.
- Prepare to expand upon and continue previous work. You cannot get credit for the same work in two courses; you must progress beyond your past efforts.
- You also have the option to create a digital history project during MUED 6050 Capstone

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**Publication/ Presentation Rubric**

| Rubric                  | 3 points (A)- exceeds expectation                                                                                                                          | 2 points (C)- meets expectation                                                                                                                             | 1 point (F)- does not meet expectation                                                                                                                               |
|-------------------------|------------------------------------------------------------------------------------------------------------------------------------------------------------|-------------------------------------------------------------------------------------------------------------------------------------------------------------|----------------------------------------------------------------------------------------------------------------------------------------------------------------------|
| Topic                   | The chosen topic addresses and offers innovative solutions to current concerns in music education.                                                         | The chosen topic is appropriate and timely with application for current music teachers.                                                                     | The chosen topic is inappropriate and/or irrelevant to current music teacher needs.                                                                                  |
| Educational application | Practical application suggestions include materials and detailed examples to guide in-service music teachers.                                              | Practical applications are suggested for use by in-service teachers                                                                                         | Suggestions are impractical or not appropriately supported for the realities of teaching music.                                                                      |
| Writing style           | Writing style follows the journal guidelines or APA 6 <sup>th</sup> edition with proper citation of all borrowed information and materials without errors. | Writing style follows the journal guidelines or APA 6 <sup>th</sup> edition with proper citation of all borrowed information and materials with few errors. | Writing style does not follow journal guidelines or APA 6 <sup>th</sup> edition with proper citation of all borrowed information and materials OR makes many errors. |
| Submission              | Project is accepted for presentation/ publication.                                                                                                         | Project is submitted for presentation/ publication                                                                                                          | Project is not submitted.                                                                                                                                            |

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**Digital History Project rubric**

| Rubric                                       | 3 points (A)- exceeds expectation                                                                                                                                                                               | 2 points (C)- meets expectation                                                                                                                     | 1 point (F)- does not meet expectation                                                       |
|----------------------------------------------|-----------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|-----------------------------------------------------------------------------------------------------------------------------------------------------|----------------------------------------------------------------------------------------------|
| Topic                                        | The chosen topic addresses and offers innovative solutions to current struggles in music education.                                                                                                             | The chosen topic is appropriate and timely with practical application for current music teachers.                                                   | The chosen topic is inappropriate and/or irrelevant to current music teachers.               |
| Narrative                                    | Narrative clearly and logically outlines the speaker's educational journey and classroom applications in a way that informs or guides in-service teachers seeking professional growth and/ or advanced degrees. | Narrative clearly and logically outlines the speaker's educational journey and classroom applications.                                              | Narrative is unclear and/or disjointed, masking the story or applications from the audience. |
| Presentation—<br>Speaking clarity and images | Narration is clear and steadily paced AND supported by related images.<br><br>Images are appropriately placed and timed to enhance the presentation.                                                            | Narration is clear and steadily paced OR supported by related images.<br><br>Images are appropriately placed and timed to enhance the presentation. | The narration is unclear or awkward. Images are unrelated or offset from spoken material.    |
| Publication                                  | Project is ready and appropriate for potential publication on music.gcsu.edu website                                                                                                                            | NA                                                                                                                                                  | Project is not ready and appropriate for publication on music.gcsu.edu website               |

**MAT: music education Capstone preparation:**

- Reflect on your application of course material in field placements and student teaching.
- Appropriate ideas for examination include but are not limited to:
  - Course material that you successfully incorporated into a fieldwork music class.
  - Investigate whether this idea would benefit other music teachers and/or fulfill curriculum objectives.
  - Course material that failed during application attempt(s). Investigate potential reasons for the failure. For example, was the material appropriate for your learners? Did you make errors in interpretation or application? Has the educational landscape changed making the material less applicable than it was in the past? Are there new ideas available?
  - Personal concerns about your teaching. Do you need more knowledge or experience to effectively teach a particular subgroup (perhaps based on socioeconomic status, gender, disability, ethnicity, etc. or based on musical subgroups such as double reeds, changing male voices, percussion techniques, etc.)? Do you need more resources/ ideas to effectively teach various musical concepts? (Perhaps balance, blend, intonation, etc.)? Do you need more resources/ ideas for classroom management?

**Capstone Presentation and Discussion Panel Rubric**

|                                          | 5 points- A- exceeds                                                                                                                                          | 3 points- C- meets                                                                                                                                   | 1 point- F- does not meet                                                                           |
|------------------------------------------|---------------------------------------------------------------------------------------------------------------------------------------------------------------|------------------------------------------------------------------------------------------------------------------------------------------------------|-----------------------------------------------------------------------------------------------------|
| Topic                                    | The chosen topic addresses and offers innovative solutions to current music classroom experiences.                                                            | The chosen topic is appropriate and timely with practical application for current music teachers.                                                    | The chosen topic is inappropriate and/or irrelevant to current music teachers.                      |
| Presentation                             | The presentation is clearly and logically organized in a way that informs or guides in-service teachers seeking professional growth and/ or advanced degrees. | The presentation is somewhat organized in a way that informs or guides in-service teachers seeking professional growth and/ or advanced degrees.     | The presentation is unclear and/ or disjointed masking the story or applications from the audience. |
| Presentation-speaking clarity and images | Narration is clear and steadily paced. AND supported by related images.<br><br>Images are appropriately placed and timed to enhance the presentation.         | Narration is clear and steadily paced. OR supported by related images.<br><br>Images are appropriately placed and timed to enhance the presentation. | The narration is unclear or awkward. Images are unrelated or offset from spoken material.           |

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|                                  |                                                                                                                                   |                                                                                                                                      |                                                            |
|----------------------------------|-----------------------------------------------------------------------------------------------------------------------------------|--------------------------------------------------------------------------------------------------------------------------------------|------------------------------------------------------------|
| Responding to audience questions | Responses are clear and completely address the issue under exploration with classroom examples and potential resources, as needed | Responses ramble or do not completely address the issue under exploration with classroom examples and potential resources, as needed | Responses are incoherent or inappropriate to the question. |
|----------------------------------|-----------------------------------------------------------------------------------------------------------------------------------|--------------------------------------------------------------------------------------------------------------------------------------|------------------------------------------------------------|

### **Graduate Music Academic Probation Procedures**

Students whose GPA falls below 3.0 will be placed on academic probation. The procedure and support for academic probation are as follows:

- the student and graduate coordinator receive an email notification of probation from the registrar.
- the student and graduate coordinator will meet to develop a specific plan (probation contract) for returning to good academic standing.
- the student follows the terms of the contract, return to good academic standing, and continue towards graduation OR
- The student fails to meet the terms of the contract and is dismissed from the degree program.

### **Dismissal Policy**

A graduate student will be placed on graduate academic probation if the student's institutional graduate grade point average falls below a 3.00 at any point during graduate study. If a student is placed on graduate academic probation and the GPA remains below 3.0 after one probationary semester, then the student will be academically dismissed from the program. Students who are inactive while on probation, will be dismissed from the program after one semester. Any course in which a student earns less than a C cannot be counted for graduate credit in Music education graduate programs. Graduate degrees must be completed within seven years of start.

### **Procedure for Reapplication**

Students seeking readmittance into either graduate music education program (MME or MAT: music education) must reapply with the graduate admissions office and petition to continue. The petition must include:

1. A complete explanation of the original problem or issue that led to dismissal. Students should submit appropriate documentation (medical notes, etc.)
2. A complete plan for success, if readmitted, including a realistic timeline to graduation.

If the petition and supporting documentation are approved, the student will be readmitted into the graduate degree program provisionally. Readmitted students must always maintain 3.0 GPAs. If they drop below 3.0, they will be dismissed.

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## Department of Music Netiquette Guide

# NETIQUETTE

Interacting with your classmates and instructors in online, professional contexts (email, online discussion groups, and online chats)

## TREAT OTHERS WITH RESPECT

- Use your instructor's proper title, such as "Dr." or "Professor."
- Use the preferred names of your classmates. For those individuals who have indicated preferred pronouns (such as "he," "she," or "they"), use those preferred pronouns when referring to them.
- Do your part to maintain a professional environment.
- Be respectful of other's opinions.
- Before you write something, ask yourself: "Would I say this out loud in class?"
- If you're angry about something, wait a day (to cool off) before you communicate with the person or persons who've angered you.



## DISCUSSION POSTS

- In discussion posts (and email), make your subject line specific and descriptive.
- Stay on topic.
- Don't reply to someone's post with just "I agree." Instead, explain why you agree, or explain why you mostly agree but have a slightly different perspective on certain aspects of the topic.
- It's become acceptable to use common emoticons such as a smiley face or sad face, but avoid overusing them, and avoid using outlandish ones.
- Don't share personal information pertaining to others and be prudent about the personal information you share about yourself.

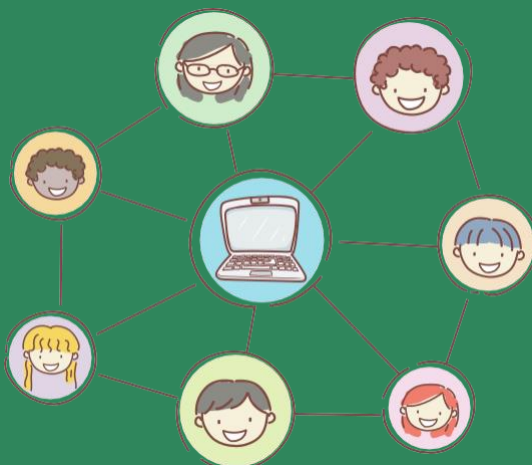


## REMEMBER

You're part of a professional, learning community. That community is enhanced or undermined by each person's behavior. Help to enhance it!

## OBSERVE THE CONVENTIONS OF PROFESSIONAL WRITING

- Write in a clear and concise manner. Write in sentences, not fragments.
- In professional communications, endeavor to use correct spelling and grammar.
- Avoid using short forms or abbreviations.
- Avoid using all caps because it can be interpreted as YELLING.
- Be careful about responding with humorous or ironic statements: they might be misinterpreted and cause offense.



## EMAIL

- Don't start an email to an instructor with "Hey" or similar informalities.
- If you need to email your instructor or teaching assistant, use your university email address not a personal email address.
- It's often a good idea provide some brief context for what you are emailing about.
- Use a standard font such as Ariel, Calibri, or Times New Roman. As for font size, choose 12 pt. or 14 pt.

