

GEORGIA COLLEGE & STATE UNIVERSITY

DEPARTMENT OF MUSIC

GRADUATE MUSIC STUDENT

HANDBOOK

2019 -2020

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## **Introduction**

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

Although some music requirements are stated in the Georgia College Graduate Catalog, this handbook has been prepared to explain in more detail those specific areas in which a music graduate needs the most guidance. While the graduate catalog is your main source of information about the university and its programs, this handbook provides more detail about the department and changes in policy taking effect between printings of the catalog. The Department of Music web site can be found at [music.gcsu.edu/](http://music.gcsu.edu/).

You are expected to be familiar with all policies and other information in this handbook. If you have any questions about any aspect of the information contained within these pages, please do not hesitate to ask the department chair, graduate coordinator, faculty, or staff. Our purpose is to provide you with the best opportunity for a college education in music.

## **GC Honor Code**

It is presumed that any student who matriculates at Georgia College is willing to conform to a pattern of mutual trust and honor and shall deal honorably with all members of the university community. It must be understood that it is the responsibility of each student, faculty, and staff member to preserve, nurture, and strengthen this spirit of honor.

Georgia College students shall at all times refrain from and discourage all attempts at lying, cheating, stealing, plagiarism, and vandalism. When a violation of the Honor Code is detected, a student should take steps to bring the matter to the attention of the Student Judicial Board or the Vice President and Dean of Students.

# **MME: Masters of Music Education**

## **Application Procedures**

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 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 a 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: choose one or more of the following to submit.
  1. GACE music assessments or Praxis II Music test scores or any music specific tests for certification.
  2. GRE scores: For all applicants, there is no minimum required combined score but it is recommended that the combined GRE score (i.e. the Verbal section score plus the Quantitative section score) be above 1000.
  3. Valid, renewable Georgia teaching certificate
7. Interview with the Graduate Coordinator regarding your education and philosophy of music education.

### **Program of Study**

<b>MUED 6020</b>	Curriculum & Assessment	3
<b>MUED 6040</b>	Curriculum Development	3
<b>MUED 6300</b>	Technology in Music Education	3
<b>MUED 6400</b>	Community & Philosophical Music Perspectives	3
<b>MUED 6800</b>	Research in Music Education	3
<b>MUSC 6100</b>	Graduate Theory & Analysis	3
<b>MUSC 6640</b>	American Music & Politics	3
<b>MUSC 6650</b>	Jazz History	3
<b>MUED 6909</b>	Elementary Music Techniques OR Choral Techniques OR	3
<b>OR MUED 6919 OR MUED 6929</b>	Instrumental Techniques	
<b>MUSC 6509</b>	Elementary Musical Performance OR Choral Literature and	3
<b>OR MUSC 6519 OR MUSC 6529</b>	History OR Wind Band Literature and History	
<b>Total Credit Hours:</b>		<b>30</b>

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

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 examination, 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. Acceptance is preferred but not required for degree completion.

Oral exam preparation:

- Consider any development in your philosophy of music education during this degree program. Prepare to describe philosophical changes and the application of those changes in your classroom. Prepare also to describe courses and experiences that sparked philosophical reflection and/ or growth.
- Review your primary assignments and materials from all courses. Prepare to 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.
- Prepare to 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. Your summary/explanation should also include some specific examples to support your answers.

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.

# **MAT: Music Education**

## **Application Procedures**

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 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 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:
  - Required:
    1. GACE PAA assessment (exempt with SAT combined math and verbal >1000 or ACT combined math and verbal >43).
    2. GACE 350 ethic entrance exam
  - Optional:
    3. GRE scores: For all applicants, there is no minimum required combined score but it is recommended that the combined GRE score (i.e. the Verbal section score plus the Quantitative section score) be above 1000.
    4. GACE music content assessment I & II.
7. Interview with the Graduate Coordinator regarding your education and philosophy of 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*

<b>MUED 3800</b>	Intro to Music Education	2
<b>MUED 3911</b>	Elementary Music Techniques & Practicum	3
	Total Credit Hours:	
<b>MUED 3921/31</b>	Secondary Choral or Instrumental Techniques & Practicum	3
<b>MUED 3941</b>	Middle School Music Techniques & Practicum	3

### *Choral Block*

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

### *Instrumental Block*

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

### *Elementary Block*

<b>MUED 2090</b>	Instrumental Methods Survey	1
<b>MUED 3880</b>	International Music Curricula	1
<b>MUSC 1240</b>	Beginning Guitar (2 semesters)	1
<b>MUSC 3550</b>	Introduction to Instrumental and Choral Arranging	2
<b>MUSC 4430</b>	Vocal Pedagogy	2



**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 3909 Elementary Music Techniques- 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 3909 Secondary Choral Techniques- 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.)
4. MUED 3929 Secondary Instrumental Techniques 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 3939 Middle School Music Techniques- students may take this course remotely-participating synchronously or asynchronously.
6. MUED 3910,3920, 3930, 3940, 3911, 3921, 3931, &3941- students may exempt practicum experiences correlating to their current and previous teaching positions.
7. MUSC 2700, 2710 Diction for Singers I & II- combined into graduate Special Topics as needed.
8. Other course needs will be evaluated individually by the music education committee.

**Program of study**

<b>EDFS 5203</b>	Learner Development	3
<b>EDFS 5209</b>	Learner Differences	3
<b>EDFS 5211</b>	Classroom Research	3
<b>EDIT 5202</b>	Technology for Teachers	3
<b>MUED 6020</b>	Curriculum & Assessment	3
<b>MUED 5820</b>	Music for the Exceptional Child	3
<b>MUED 6980</b>	Field Placement & Seminar (GACE music 1 & 2 assessments)	4
<b>MUED 6990</b>	Student Teaching & Seminar (edTPA assessment)	6
<i>Pick two</i>		
<i>electives:</i>		
<b>MUED 6300</b>	Technology in Music Education	3
<b>MUED 6400</b>	Community & Philosophical Music Perspectives	3
<b>MUED 6800</b>	Research in Music Education	3
<b>MUSC 6100</b>	Graduate Theory & Analysis	3
<b>MUSC 6640</b>	American Music & Politics	3
<b>MUSC 6650</b>	Jazz History	3
<b>MUED 6909</b>	Elementary Music Techniques OR Choral Techniques OR	3
<b>OR MUED</b>	Instrumental Techniques	
<b>6919 OR</b>		
<b>MUED 6929</b>		
<b>MUSC 6509</b>	Elementary Musical Performance OR Choral Literature and	3
<b>OR MUSC</b>	History OR Wind Band Literature and History	
<b>6519 OR</b>		
<b>MUSC 6529</b>		
<b>Total Credit Hours:</b>		<b>34</b>

**Comprehensive Exam and Capstone Project Procedures**

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 administered during 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 pedagogical applications of material from all courses.

Students in MUED 6990 student teaching experience and seminar are guided to prepare pedagogical 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 the advisor.

Oral exam preparation:

- Consider any development in your philosophy of music education during this degree program. Prepare to describe any philosophical changes and the application of such changes in your classroom. Prepare also to describe courses and experiences that triggered philosophical reflection and/ or growth.

- Review your primary assignments and materials from all courses. Prepare to 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.
- Prepare to 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. Your summary/explanation should also include some specific examples to support your answers.

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 field work 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?

## **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 probation 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.

## **General Faculty Information**

Dr. Tina Holmes-Davis ([tina.holmes-davis@gcsu.edu](mailto:tina.holmes-davis@gcsu.edu))- Music Education degree programs Coordinator, Elementary and Middle School Music Education

Dr. Don Parker ([don.parker@gcsu.edu](mailto:don.parker@gcsu.edu))- Music Department Chair

Dr. Cliff Towner ([Clifford.towner@gcsu.edu](mailto:Clifford.towner@gcsu.edu))- Director of Bands and Secondary Instrumental Music Education

Dr. Jennifer Flory ([jennifer.flory@gcsu.edu](mailto:jennifer.flory@gcsu.edu))- Director of Choirs and Secondary Choral Music Education