SPECIAL REPORT

OF THE

GRADUATE COUNCIL

concerning

REVISION OF THE CONCENTRATION IN MUSIC EDUCATION
WITHIN THE MASTER OF MUSIC (MM) DEGREE PROGRAM
(#4244)

Presented at the
774th Regular Meeting of the Faculty Senate
January 25, 2018

COUNCIL MEMBERSHIP

GRADUATE COUNCIL


Please describe your proposal

We propose to change the following requirements for the Music Education Concentration of the Master of Music Degree: (a) admission requirements, (b) program requirements and benchmarks, and (c) course requirements.

Please describe the existing program requirements, listing all required courses and available electives, as well as any additional requirements, and continuation or admissions policies.

Admission Requirements:

1. Applicants must hold a baccalaureate degree earned in the United States or a comparable non-U.S. degree/diploma.
2. Applicants must meet the admission requirements and follow the admission procedures of the Graduate School.
3. The Graduate Record Exam (GRE) must be completed prior to application, with a score report included in the application package.
4. Applicants must complete diagnostic examinations in music history and music theory during the application process.
5. Supporting materials: (a) 2 letters of recommendation, (b) resume, (c) 2 contrasting scholarly papers, each at least 10 pages in length that demonstrate writing ability, understanding of the connection between theory and practice, critical analysis and synthesis, research skills, and appropriate use of sources and citations.

6. Applicants for the Applied and Conducting focus areas must complete an audition.

Program Requirements and Benchmarks:

1. Statute of limitations for completion: 4 years.
2. Comprehensive Oral Exam: The Comprehensive Oral Exam must be passed in the final year of study. The Comprehensive Exam Committee is composed of 1 music education, 1 music history, and 1 music theory faculty member. Exam questions pertain to coursework covered in the degree, and will be tailored to the examinee’s area of concentration.
3. Special Requirements by focus area:
   • Applied: Full recital on major instrument required.
   • Conducting: Conducting a full public program required.
   • Pedagogy: Field-based Capstone Project required.
   • Research: Thesis required.

Course Requirements: ALL Focus Areas:

1. 33 credit hours to completion.
2. Major Studies (6 credits).
   • Music-Ed 621: Research in Music Education (3 credits)
   • Music-Ed 691P: Philosophies of Arts and Music (3 credits)
3. Other Music Studies (14 credits).
   • Music Theory: 2 approved courses required (6 credits total), to be selected from Music 591S: Post-Tonal Theory; 691: Graduate Musicianship; 691A: Analysis of Music since 1945; 691C: Analysis of Counterpoint; 691F: Motivic Analysis; 691O: Analysis of Opera; 691P: Analysis for Performance; 691R: Analysis of Rhythm and Meter; 697S: Schenkerian Analysis; or 697G: Jazz Sales and Analysis.
   • Music History: 2 approved courses required (6 credits total), to be selected from Music 501: The Baroque Era - 17t Century; 502: Haydn, Mozart, and Beethoven; 503: 19th Century Romanticism; 504: 20th Century Music I; 505: History of Opera; 507: The Age of Bach & Handel; 593M: Minimalism; 593P: Seminar: 20th Century II, 1945-Present; 593S: Symphony in 19th-20th Centuries; 595J: History of Jazz; 595S: History of Styles in Western Music; or 601: Musicology Seminar II: Research in Musicology.
   • Ensemble (2 credits)
   • Course Requirements: Focus Area-Specific Courses and Electives (13 credits; see specific requirements by focus area below).

Applied Focus:

• Music App 517: Applied Music (6 credits/2 per semester)
• Music 630: Recital (2 credits)
• Electives in Music Education (5 credits), to be selected from Music-Ed 590M: New
Trends Techniques, and Research in Music Education Technology; 591FM: Feldenkrais for Musicians; 690X: Measurement and Evaluation in Music Education; 691A: Psychology of Music Teaching; 691M: Diversity in Music Education; 691N: Musician Health and Wellness; 691T: Techniques and Research in Alternate Music Education Methods; or graduate courses from the College of Education or other areas of study that relate to music education research and/or practice).

Conducting Focus:

- Music-Ed 691: Advanced Conducting & Techniques (6 credits)
- Music-Ed 696: Independent Study in Music Education (3 credits)
- Music-Ed 697B: Internship (2 credits)
- Electives (2 credits), to be selected from Music-Ed 590M: New Trends Techniques, and Research in Music Education Technology; 591FM: Feldenkrais for Musicians; 690X: Measurement and Evaluation in Music Education; 691A: Psychology of Music Teaching; 691M: Diversity in Music Education; 691N: Musician Health and Wellness; 691T: Techniques and Research in Alternate Music Education Methods; or graduate courses from the College of Education or other areas of study that relate to music education research and/or practice).

Pedagogy Focus:

- Electives (13 credits), to be selected from Music-Ed 590M: New Trends Techniques, and Research in Music Education Technology; 591FM: Feldenkrais for Musicians; 690X: Measurement and Evaluation in Music Education; 691A: Psychology of Music Teaching; 691M: Diversity in Music Education; 691N: Musician Health and Wellness; 691T: Techniques and Research in Alternate Music Education Methods; or graduate courses from the College of Education or other areas of study that relate to music education research and/or practice).

Research Focus:

- Music-Ed 696: Independent Study in Music Education (3 credits)
- Music-Ed 699: Thesis (6 credits)
- Electives (4 credits), to be selected from Music-Ed 590M: New Trends Techniques, and Research in Music Education Technology; 591FM: Feldenkrais for Musicians; 690X: Measurement and Evaluation in Music Education; 691A: Psychology of Music Teaching; 691M: Diversity in Music Education; 691N: Musician Health and Wellness; 691T: Techniques and Research in Alternate Music Education Methods; or graduate courses from the College of Education or other areas of study that relate to music education research and/or practice).

Please describe the requirements that you are proposing, listing course requirements, elective options, as well as any additional requirements, and continuation or admissions policies.
Admission Requirements:

1. Applicants must hold a baccalaureate degree in Music Education or Music, earned in the United States, or a comparable non-U.S. degree/diploma.
2. Applicants must meet the admission requirements and follow the admission procedures of the Graduate School.
3. The GRE is not required.
4. Applicants must complete diagnostic examinations in music history and music theory during the application process.
5. Supporting materials: (a) 3 letters of recommendation, (b) resume, (c) personal statement outlining philosophy of music education and career goals (3-5 double-spaced pages in length), (d) professional writing sample (scholarly writing on a topic of interest in music education, minimum of 5 double-spaced pages in length).
6. Applicants for the Applied and Conducting focus areas must complete an audition.
7. An interview (in person or online) will be required.

Program Requirements and Benchmarks:

1. Statute of limitations for completion: 4 years.
2. Comprehensive Oral Exam: The Comprehensive Oral Exam must be passed in the final year of study. The Comprehensive Exam Committee is composed of 1 music education, 1 music history, and 1 music theory faculty member. Exam questions pertain to coursework covered in the degree, and will be tailored to the examinee’s area of concentration.
3. Special Requirements by focus area:
   • Applied: Full recital on major instrument required.
   • Conducting: Conducting a full public program or portion of a public program, or other capstone project approved by the conducting faculty required.
   • Pedagogy: Community Engagement Project required (possibly completed in partnership with the Springfield Public Schools).
   • Research: Thesis required

Course Requirements/ALL Focus Areas:

1. 34 credit hours to completion.
2. Major Studies (6 credits).
   • Music-Ed 602: Innovation in Music Education (2 credits)
   • Music-Ed 603: Introduction to Music Education Research (2 credits)
   • Music-Ed 604: Contemporary Issues in Music Education (2 credits)
3. Other Music Studies (12 credits).
   All graduate students in the Master of Music program are required to take 12 credits in graduate music academic studies. Three courses (9 credits) must be taken in graduate music history and theory in a distribution of 2+1 or 1+2. The remaining 3 credits may be taken in graduate music history, theory, education; or these may be taken in another academic area (possibly outside the department) that the Graduate Curriculum Committee has pre-approved. Independent study courses, in general, are not allowed to fulfill Common Core requirements. On occasion, seminars in special topics may be offered as substitutions for graduate core courses. When those are offered, a special
announcement will be provided prior to the registration period. Course offerings may vary from year to year.

4. **Focus Area-Specific Courses and Electives (16 credits).** See specific requirements for each focus area below. Electives will be chosen from the following courses, offered on a rotating basis.
   - Music-Ed 591FM: Feldenkrais for Musicians (2 credits)
   - Music-Ed 605: Community Engagement in Music (2 credits; possibly completed in partnership with the Springfield Public Schools)
   - Music-Ed 606: Music Education in a Global Context (2 credits)
   - Music-Ed 607: Music and Lifelong Learning (2 credits)
   - Music-Ed 608: Philosophy of Music and Teaching (2 credits)
   - Additional electives from the College of Education (with Coordinator approval)

**Applied Focus:**

- Music App 517: Applied Music (6 credits/2 per semester)
- Music 630: Recital (2 credits)
- Ensemble (2 credits)
- Music education electives (6 credits). Electives from another area of study may be substituted with prior approval of the Coordinator of Music Education and Graduate Program Director.

**Conducting Focus:**

- Graduate level conducting courses (8 credits, to be determined in collaboration with conducting faculty)
- Ensemble (2 credits)
- Music education electives (6 credits). Electives from another area of study may be substituted with prior approval of the Coordinator of Music Education and Graduate Program Director.

**Pedagogy Focus:**

- Music-Ed 605: Community Engagement in Music (2 credits; possibly completed in partnership with the Springfield Public Schools)
- Non-music courses to be chosen from the following areas (with Coordinator approval): education, technology, special populations, psychology, and sociology (8 credits)
- Music education electives (6 credits). Electives from another area of study may be substituted with prior approval of the Coordinator of Music Education and Graduate Program Director.

**Research Focus:**

- Research Methods course (with Coordinator approval; 3 credits)
- Music-Ed 699: Thesis (6 credits)
- Independent Study (1 credit)
Music education electives (6 credits). Electives from another area of study may be substituted with prior approval of the Coordinator of Music Education and Graduate Program Director.

Please provide the rationale for these revisions.

The existing Music Education Concentration of the Masters Degree in Music falls short of providing students with a broad knowledge and perspective of current issues and trends in music education philosophy, practice, and research. There are currently only 6 required credits of coursework classified as “major studies,” within two 3-credit courses (Music-Ed 621: Research in Music Education, and Music-Ed 691P: Philosophies of Arts and Music). Though these courses provide students with valuable knowledge of music education research and philosophy, they do not focus specifically on current pedagogical practices in music education, a critical area of study at the master’s level. Our proposed major studies core of three 2-credit courses (Music-Ed 602: Innovation in Music Education, Music-Ed 603: Introduction to Music Education Research, and Music-Ed 604: Contemporary Issues in Music Education) incorporates current pedagogical practice as well as research and philosophy. The reduction of credits in music education major studies courses (from 3 credits to 2 credits per course) allows students to explore a broader range of relevant topics in music education, and also allows them to work with all music education faculty and to develop critical mentor-mentee relationships. We also propose to reduce music education elective credits from 3 credits to 2 credits per course. This will also allow students to explore a broader variety of topics in music education than is possible in the existing masters degree program.

A substantial problem within the existing Music Education Concentration of the Masters Degree in Music is a lack of structure within the pedagogy focus area. The other three focus areas (applied, conducting, research) each have a specific set of parameters for focus area-specific electives, while the pedagogy focus area does not. The newly-proposed set of parameters for the pedagogy focus area will allow for a more specific and cohesive focus on pedagogy, through elective courses within the categories of (a) a community engagement project (Music-Ed 605: Community Engagement in Music), (b) music education electives, and (c) non-music pedagogy-related courses in the areas of education, technology, special populations, psychology, and sociology. There is a wide range of student choice within each category, which satisfies the purpose of elective courses.

We also propose the restructuring of focus area-specific courses and electives within the other three focus areas (applied, conducting, research) to provide more current, comprehensive, and meaningful learning experiences for students. In the applied focus area, we propose broadening the parameters for elective courses to include (with coordinator approval) education-related courses from areas of study outside music education. In the conducting focus area, we propose a reduction of the number of required conducting credits from 11 to 8 credits that are not course-specific, to avoid overloading students and to design individualized learning experiences for each student. We have also added a 2-credit ensemble requirement, which is congruent with a conducting focus, and have increased the number of music education elective credits from 2 to 6 (and have broadened the parameters for music education electives as in the applied focus). In the research focus area, we propose the addition of a research methods course (other than Music-Ed 603), which is critical for new researchers to acquire the knowledge needed to carry out a thesis research study. We also propose reducing the independent study requirement to 1 credit (the
independent study is generally utilized to prepare for thesis research), while increasing the music education electives to 6 credits (with parameters similar to the applied focus).

The revised admission requirements in the proposed Music Education Concentration of the Masters Degree in Music will ensure that those admitted to the program are well prepared and have an excellent chance of completing all requirements. We propose to change the prerequisite of “a baccalaureate degree” to a prerequisite of “a baccalaureate degree in music or music education.” The elimination of the GRE requirement, coupled with the additions of (a) a third letter of reference, (b) a personal statement of philosophy and career goals, (d) a professional writing sample on a topic of interest in music education, and (e) an interview will help us to more accurately determine an applicant’s goodness of fit for the degree program.

We also propose minor revisions in the program requirements/benchmarks of the conducting and pedagogy focus areas. In the conducting focus area, we would like to broaden the capstone requirement to allow for greater student choice and to avoid overloading students. Instead of requiring students to conduct a full public program, we would like to now offer the choices of (a) conducting a full public program, (b) conducting a portion of a public program, or (c) other capstone project approved by the conducting faculty. In the pedagogy focus area, we propose that the capstone project be a community engagement project. This will ensure that students have the opportunity to utilize knowledge they have gained in the degree with real students in actual K-12 school music education classrooms.

Academic Requirements Review

Requirements not available at this time.

Resources

If this proposal requires no additional resources, say so and briefly explain why. If this proposal requires additional resources, explain how they will be paid for. For proposals involving instruction, indicate how many new enrollments are expected and whether the courses have room to accommodate them.

This proposal requires no additional resources. All courses can be covered by existing faculty. The music education courses in this degree program can also be taken by doctoral students, with course requirements differing for masters and doctoral students. We expect to have approximately 10 masters students on campus near the beginning of the revised degree program (depending on the availability of financial aid), and this number is expected to increase with the increased availability of financial aid. There is room to accommodate additional students in all of the proposed courses. The combination of doctoral and masters students enrolled in each course is projected to be approximately 10-12 students near the beginning of the degree program, with room to grow from there.

MOTION: That the Faculty Senate approve the Revision of the Concentration of the Master 15-18 of Music (MM) Degree Program, as presented in Sen. Doc. No. 18-023.