Proposal to the Senate Educational Policy Committee

PROPOSAL TITLE: Master of Music Education Program of Study Revision

SPONSOR: Janet R. Barrett, Professor of Music Education, 262-244-6310, janetbar@illinois.edu

COLLEGE CONTACT: Linda Murphy Robbenolt, Associate Dean, College of Fine and Applied Arts, (217) 333-6061, weasel@illinois.edu

BRIEF DESCRIPTION:

The Music Education faculty seeks to revise the requirements for the Master of Music Education degree.

1. Change Music Education Electives from 6 credits to 6-8 credits.
2. Reduce credit requirements in Educational Psychology, Educational Policy Studies or Curriculum & Instruction
3. Change number of Capstone Options from three to two:
   a. Eliminate comprehensive Examination (0 credits)
   b. Eliminate MUS 530, Research Project (4 credits)
   c. Include MUS 569: change title from ‘Music Education Thesis’ to ‘Capstone Project Synthesis’.

JUSTIFICATION:

MME students will still be able to elect a thesis option to be completed under the supervision of faculty members under this revision.

Most MME students are also music teachers in elementary and secondary schools (especially in the case of teachers enrolled in our summer MME program). The revised capstone option focuses integration and dissemination of curriculum and inquiry projects proposed by students during their coursework, implemented in their school and community settings, and completed under faculty supervision in the Project Synthesis Course.

The revised capstone requirement is intended to promote the graduate student’s synthesis and integration of ideas, concepts, theories, strategies, and innovative directions encountered during graduate study and apply it to their unique teaching situations. This revised requirement also conforms to current teacher evaluation policies in school districts that require teachers to document student learning and analyze the results to reflect student growth. See, for example, the Illinois Performance Evaluation Reform Act (PERA), http://www.isbe.net/PERA/default.htm
BUDGETARY AND STAFF IMPLICATIONS: (Please respond to each of the following questions.)

a. Additional staff and dollars needed: **None**. See attached letter.
b. Internal reallocations: **None**. No changes in numbers of faculty, class size, or student-faculty ratios are implicated. Teaching loads will be accommodated through strategic course rotation.
c. Effect on course enrollment in other units and explanations of discussion with representative of those departments: **No effect**. There will be no impact on course enrollment in other units.
d. Impact on the University Library: **No impact**. Letter attached.
e. Impact on computer use, laboratory use, equipment, etc.: **No change**. We anticipate no impact on computer use or other resources.

DESIRED EFFECTIVE DATE: Summer session 2016

STATEMENT FOR PROGRAMS OF STUDY CATALOG: See Appendix A for current and proposed curriculum.

Master of Music Education

The Master of Music Education degree program is designed to meet the needs and interests of individuals who are already certified to teach music and who seek to continue their careers as public school music educators or music administrators. It is also possible to structure a program that will enable individuals interested in seeking careers in education-related fields or as a step in preparation for eventual college teaching.

Although prior teaching experience is not a requirement for entrance into this degree program, graduate study will be more meaningful if teaching experience in the field has first been gained. Therefore, individuals considering pursuit of the MME are urged to plan to teach one to three years prior to initial enrollment or before completing the degree. Students interested in gaining certification to teach music as part of the MME should refer to the MME+Certification Program website for information about the MME+Certification Program.

<table>
<thead>
<tr>
<th>Course Code</th>
<th>Course Title</th>
<th>Credits</th>
</tr>
</thead>
<tbody>
<tr>
<td>MUS 532</td>
<td>Global Perspectives on Mus Ed</td>
<td>4</td>
</tr>
<tr>
<td>MUS 533</td>
<td>Research in Music Education</td>
<td>4</td>
</tr>
<tr>
<td></td>
<td>Music Education Electives (any 400 or 500-level music education course)</td>
<td>6</td>
</tr>
<tr>
<td></td>
<td>Educational Psychology (EPSY, EPS or C&amp;I courses)</td>
<td>4</td>
</tr>
<tr>
<td></td>
<td>Music (Music Theory, Musicology/ETHnomusicology, Conducting and Literature, Applied Study (4 cr. max), Ensemble (1 cr. max)</td>
<td>10</td>
</tr>
<tr>
<td>Choose 1 Capstone Option:</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Capstone Option I: MUS 569- Capstone Project Synthesis (2 Credits)</td>
<td>2-4</td>
<td></td>
</tr>
<tr>
<td>Capstone Option II: MUS 599 Thesis (4 Credits)</td>
<td></td>
<td></td>
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<tr>
<td></td>
<td>Total Hours</td>
<td>32</td>
</tr>
</tbody>
</table>

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Other Requirements\(^2\)

Other requirements may overlap
Minimum Hours Required Within the Unit: 14
Minimum 500-level Hours Required Overall: 12
Minimum GPA: 3.0

\(^1\) *The credit hours for this Capstone Option will be counted as Music Education electives.*

\(^2\) *For additional details and requirements refer to the department's [Graduate Handbook](#) and the [Graduate College Handbook](#).*
CLEARANCES: (Clearances should include signatures and dates of approval. These signatures must appear on a separate sheet. If multiple departments or colleges are sponsoring the proposal, please add the appropriate signature lines below.)

Signatures:

Jeffry Mage

Unit Representative:

Linda Miller
College Representative;

Date:

Graduate College Representative:

15 October 2015

Date:

Council on Teacher Education Representative:

10.15.2015
Date:

12.11.15
Date:
## Appendix A: Master of Music Education – Proposed Curriculum Change

<table>
<thead>
<tr>
<th>Current Program of Study</th>
<th>Proposed Program of Study (for Summer 2016 and later)</th>
<th>credits</th>
<th>credits</th>
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</thead>
<tbody>
<tr>
<td>MUS 532 Global Perspectives on Music Education</td>
<td>MUS 532 Global Perspectives on Music Education</td>
<td>4</td>
<td>4</td>
</tr>
<tr>
<td>MUS 533 Research in Music Education</td>
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<td>4</td>
<td>4</td>
</tr>
<tr>
<td>Music Education Electives (any 400 or 500 level music education course)</td>
<td>Music Education Electives (any 400 or 500 level music education course)</td>
<td>6</td>
<td>6-8</td>
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<tr>
<td>EPSY (Educational Psychology-2 courses, at least 2 credits from College of Education)</td>
<td>EPSY, EPS or C&amp;I (Educational Psychology, Educational Policy or Curriculum &amp; Instruction)</td>
<td>4</td>
<td>4</td>
</tr>
<tr>
<td>EPS of C&amp;I (Educational Policy-2 courses, at least 2 credits from College of Education)</td>
<td></td>
<td>4</td>
<td>-</td>
</tr>
<tr>
<td>Music Theory, Musicology/Ethnomusicology, Conducting and Literature, Applied Study (4 credit maximum), Ensemble (1 credit maximum)</td>
<td>Music Theory, Musicology/Ethnomusicology, Conducting and Literature, Applied Study (4 credit maximum), Ensemble (1 credit maximum)</td>
<td>10</td>
<td>10</td>
</tr>
<tr>
<td>Capstone Option: Choose 1</td>
<td>Capstone Option: Choose 1</td>
<td>0-6</td>
<td>2-4</td>
</tr>
<tr>
<td>Capstone Option I: Comprehensive Examination (0 credits)</td>
<td>Capstone Option I: MUS 569- Capstone Project Synthesis (2 credits)</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Capstone Option II: MUS 530 Research Project (4 credits)</td>
<td>Capstone Option II: MUS 599 Thesis (4 credits)</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Capstone Option III: MUS 569 Thesis (Min/max applied toward degree)</td>
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<tr>
<td><strong>Total Credits</strong></td>
<td><strong>Total Credits</strong></td>
<td><strong>32</strong></td>
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</table>

### Other Requirements

<table>
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<td>3.0</td>
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1. The credit hours for this Capstone Option will be counted as Music Education electives.
2. Other requirements may overlap
3. Minimum Hours Required Within the Unit: 14
4. Minimum 500-level Hours Required Overall: 12
5. Minimum GPA: 3.0

For additional details and requirements refer to the department’s [Graduate Handbook](https://graduatehandbook) and the Graduate College Handbook.
November 19, 2015

Linda F Robbennolt  
Interim Associate Dean for Undergraduate Academic  
College of Fine and Applied Arts  
608 E. Lorado Taft Dr.  
Champaign, IL 61820

Dear Dean Robbennolt:

The College of Education supports the reduction of credit requirements in Educational Psychology, Educational Policy Studies or Curriculum and Instruction in the revised Master of Music Education Program of Study program.

Sincerely,

Christopher M. Span  
Associate Dean for Academic Programs
December 11, 2015

Bettina Francis, Chair
Senate Committee on Educational Policy
Office of the Senate
228 English Building, MC-461

Dear Professor Francis:

Enclosed is a copy of a proposal from the College of Education to revise the Master of Music Education.

Sincerely,

[Signature]

Kathryn A. Martensen
Assistant Provost

Enclosures

c: J. Barrett
   L. Robbenolt
   J. Hart
   A. McKinney
December 11, 2015

Kathy Martensen
Office of the Provost
207 Swanlund MC-304

Dear Kathy,

Enclosed please find the proposal from the College of Fine and Applied Arts and the Graduate College to Revise the Master of Music Education.

The proposal was received by the Graduate College on October 20, 2015. It was forwarded to the Graduate College Program Subcommittee for review on October 21, 2015. The committee requested a supporting statement from the College of Education as well as a few editorial revisions. The supporting documentation and revisions were received on November 20, 2015.

The proposal was then forwarded for review at the December 7, 2015 Graduate College Executive Committee. The proposal was approved without revision.

I send the proposal to you now for further review.

Sincerely,

Wojtek Chodzko-Zajko
Dean
Graduate College

c: J. Barrett
L. Murphy Robbennolt
A. McKinney