

Expectations for degrees at the Master's level

Students in all concentrations within the MM complete a required research methods (either MUSI 6334 Research Methods or MUSI 6338 Ethnography and Fieldwork) course as part of their degree plan. Both courses discuss different types of research, analyze and evaluate research and literature, conduct research, and give oral presentations of research. By using the skills acquired in a research course and applying them to projects in other courses, students work toward mastery of competencies in their particular area. Completing course objectives and projects within these research courses meets research competency requirements for all concentrations.

Students in all concentrations will have a minimum of a three-member faculty committee for thesis/comprehensive exams/recital courses or projects work closely with the student during the last semester of study to guide them in the process of exams, thesis, final project, and recital requirements. Some mentors and students may choose to have unique committees for recital hearings and thesis defense/guidance.

Performance concentration students take four semesters of applied lessons, ensemble, and pedagogy to advance and work toward mastery of competencies as performers on their particular instrument/voice. They have choices of supporting music courses and electives in music history and music theory which add depth of knowledge and give students the skills to synthesize all materials as they progress through the program. Through the completion of course syllabi objectives in academic courses and research methods, students demonstrate knowledge and technical and artistic mastery in their final recitals and written and oral comprehensive exams. Within the 36-hour course of study, students in the performance track demonstrate competency in the areas of pedagogy, synthesize analytical and historical background and relevance of repertoire, demonstrate superior technique, and musicianship, in their performances, and show proficiency in diction in multiple foreign languages for voice performance students.

Multiple instrument performance students take four semesters of applied lessons on three different instruments, ensemble, and pedagogy to improve and work toward mastery of competencies on the instruments selected. They have choices of supporting music courses and electives in music history and music theory which add depth of knowledge and give students the skills to synthesize all materials as they progress through the program. Through the completion of academic courses and research methods, students demonstrate knowledge and mastery in their final recitals and written and oral comprehensive exams. Within the 36- hour course of study, students in the multiple instrument performance track demonstrate competency in the areas of pedagogy, synthesize analytical and historical background and relevance of repertoire, and demonstrate superior technique, and musicianship, in their performances.

Music Education concentration students take three or more courses in the areas of Music Education topics with options of enrolling in more electives in the area of Education courses or areas of applied lessons, ensemble, and pedagogy to improve and work toward content mastery and scholars. This concentration has a culminating capstone option of a thesis or final project. Through the completion of academic courses and research methods, students demonstrate knowledge and mastery of competencies in their final projects or thesis and written and oral comprehensive exams. Students demonstrate mastery of competency through executing research, evaluating research/literature, using appropriate terminology, and demonstrating advanced reading and writing skills, understanding and demonstrating experiences with curriculum development and writing, discussing and applying teaching methodology, and participating in discussions of innovations.

Ethnomusicology concentration students take courses in the areas of musicology, ethnomusicology, and related areas such as anthropology, sociology, or history to work toward content mastery and gaining perspectives and understanding of relationships between music and related topics. Through the completion of academic courses and research methods, students demonstrate knowledge and mastery in their thesis writing, thesis defense, and written and oral comprehensive exams. Students also demonstrate competency through conducting research, advanced academic writing, analyzing and evaluating research, oral presentation of research, and their ability to read a second language. Students will have experience and be expected to identify and describe stylistic traits, genres, forms, and musical developments in regions. Students will be able to articulate relationships between styles from historical, social, cultural, and political aspects of different regions and express these ideas in discussions and writing. They will use this research and information to investigate and create unique research topics and presentations for their academic classes and final thesis.

Theory-composition concentration students take 1/3 of their courses in the area of Music Theory as well as 1/3 of Composition courses and electives to advance and work toward mastery and being well-rounded in both Theory and Composition. Through the completion of academic courses, course objectives, and research methods, students will demonstrate knowledge and mastery in their final thesis and written and oral comprehensive exams. Students will have demonstrated graduate-level research and academic writing and will show competency in the theoretical and historical analysis of compositions, and compositional techniques, as well as participation in discussions regarding applicable technology in varied performance settings. Students in this concentration will write a major composition which will include a thesis discussing its structure and theoretical aspects. The student will also organize a culminating recital of pieces from their portfolio.

Conducting concentration students enroll in four semesters of applied lessons, ensemble, and literature courses to improve and work toward content mastery and being successful ensemble directors. Students will master the use of the baton and conducting techniques. They will demonstrate independent use of the left hand and communication through facial and body expressions. They will have an increased sense of interpreting scores and efficient score study methods. Students will have competence in conducting a variety of stylistic and cultural

influences. Through the completion of academic courses and research methods, students demonstrate knowledge and mastery in their final recitals and written and oral comprehensive exams.