

JAMES MADISON UNIVERSITY

SCHOOL OF MUSIC

GRADUATE STUDIES HANDBOOK

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FOREWORD

This handbook serves as a guide for graduate music faculty and students working on the graduate level in the School of Music at James Madison University. It underlines information included in other university publications, which may be beneficial to graduate students who have selected a Master of Music degree program or a Doctor of Musical Arts Program. The University Graduate Catalog and the Policies and Procedures Handbook for the Graduate School contain the official regulations of the Graduate School (please see <http://www.jmu.edu/grad>) and the University.

Students will generally follow the graduate catalog (please see <http://www.jmu.edu/catalog/>) from the year of their initial enrollment. The School of Music Graduate Studies Handbook should be consulted regularly for detailed music-unit requirements.

Each student will be assigned a faculty advisor but the student is ultimately responsible for knowing the contents of the appropriate publications and for following all stated requirements and deadlines.

THE GRADUATE MUSIC PROGRAM AT JAMES MADISON UNIVERSITY

MISSION, GOALS, OBJECTIVES AND ASSESSMENT

The James Madison University School of Music is committed to the highest level of music training. It offers graduate degrees in conducting, music education, performance, and composition. Graduate work involves post-baccalaureate focused study to achieve mastery of a specific field of music. The minimum requirement for most master's degree concentrations is 32 semester hours of graduate credit. The D.M.A. is 60-72 hours. For each degree concentration, the graduate program seeks to provide a course of study and environment for excellence.

To fulfill this mission, the James Madison University School of Music strives to:

1. Introduce students to the most advanced knowledge in their specific field;
2. Provide the means for enhanced professional accomplishment and supervised practical experience;
3. Foster the means and ability to carry out scholarly research and creative projects;
4. Prepare students for continuing development and study in doctoral programs.

Master of Music in Performance

The goals and objectives of the Master of Music in performance are to prepare qualified students for professional performance careers, teaching in higher education or specialized public schools, private teaching careers, and for doctoral study. These are achieved by developing technical mastery and musical maturity essential to the art of making music. Extensive applied music study at the 600 level and both chamber and large ensemble requirements meet the goals of preparation for solo and ensemble careers. In addition, a full recital is required and students are encouraged to study pedagogy and literature of their instrument.

Master of Music with a Concentration in Music Education

The goals and objectives of the music education degree concentration on the graduate level are to provide advanced training in the student's area of specialization (vocal/choral or instrumental music education). They also prepare students for expanded responsibilities in such areas as music supervision. Music education students examine the foundation and principles underlying the practices of their profession and develop both scholarly and technical abilities essential to a continuing development as effective teachers and leaders. Achievement of these goals and objectives is assessed through the successful completion of Principles and Practices in Music Education, Research in Music Education, and approved MUED music electives. Students must complete a thesis, an action research study, or a document in music education. Additional requirements in music literature, music theory, research methodology, and applied music study prepare students to continue with studies on the doctoral level.

Master of Music in Conducting

The goals and objectives of the conducting major are to provide qualified students advanced study and skills in music literature and ensemble preparation that will enhance their skills and understanding of conducting techniques, knowledge of repertoire, music analysis, and musical interpretation. To help achieve these goals and objectives, students receive advanced level training in music research, complete the appropriate graduate courses in music literature and analysis, and participate in music ensembles. They gain additional competencies in applied studies with an apprenticeship offered with one of the major ensembles and its director in the School of Music.

Master of Music in Composition

The goals and objectives of the composition degree are to allow students of composition sufficient immersion in scholarly or creative work to enhance their careers and doctoral studies in these areas of the music field. Student composers are provided advanced level training in the techniques and the aesthetics of musical creation and the structure of various music genres and styles, primarily through applied studies and ensembles, music research and analysis, and the study of music literature. They become involved in the examination of music and musical thought of all style periods, especially that of the present and immediate past, culminating in a composition project. Graduate composition majors are required to present a full recital, which should be comprised of at least 50% of music written during the student's graduate level status at JMU. The standard final project for the composition major is a piece for a large ensemble of 8-15 minutes duration. The performance of the final project on the recital is not required.

Assessment of Master of Music students

Students will be assessed at four (4) different stages within the degree program, and must complete all requirements within a six-year period as follows:

Stage I. Pre-Entrance Requirements (please see the handbook under Admission and the following website for more details:

<http://www.jmu.edu/music/admissions/graduate.html>)

The School of Music will use the following materials for admission decisions:

- 3 letters of recommendation
- Audition or Interview
- Official Transcripts
- For International Students the TOEFL

Stage II. Post-Admission

After being admitted to the masters program, each student must take the Graduate Diagnostic Examinations. Students are expected to take these diagnostic examinations at the beginning of their first semester. Graduate diagnostic examinations in the areas of Ear Training, Music Theory and Music History (see the Handbook under "Diagnostic Exams" for more information) will be administered in order to assess the level of knowledge and proficiency of the matriculating student in these areas. Upon completion of the diagnostic examinations, the student and his/her advisor in conjunction with the Director of Graduate Studies will design a Plan of Study. The Plan of Study outlines all of the

courses planned for inclusion in the degree program and in which semester each course should be taken.

Stage III. Graduate Recital, Lecture Recital, Project or Document

Performance majors will be expected to present a graduate recital or lecture recital. Conducting majors will present a lecture recital and composition majors a composition recital. The student's performance will be assessed by a jury of School-of-Music faculty. Students earning a concentration in Music Theory or Music Education will present the results of their research in a document and will be evaluated by a committee from the School of Music. Please see "The Graduate Recital or Lecture Recital" and "Requirements for Final Degree Projects: Documents, Projects, Thesis" below for detailed information.

Stage IV. Comprehensive Examination

The comprehensive exam is normally taken in the final semester of study. Students are evaluated by a jury consisting of (at a minimum) the student's advisor or thesis advisor, a music history professor and a music theory professor. The exams consist of questions based on courses the student has taken in the masters program at James Madison University. Please see "Comprehensive Exam—Masters Students" below for complete details.

Objectives

Students graduating from the M.M. program (with concentrations in Composition, Conducting, Music Education, and Performance) will be able to:

Composition

1. formulate a personal creative style of composition.
2. demonstrate the fundamental concepts of form, harmony, counterpoint and orchestration.
3. differentiate and apply the techniques and aesthetics of musical creation.
4. apply the core principles of effective research as scholars and composers.

Conducting

1. demonstrate application of physical conducting skills and rehearsal techniques through the performance of advanced repertoire in the student's area of specialization.
2. formulate advanced insights into the artistic and formal structure of music through score study in the student's area of specialization.
3. describe the musical and formal elements of the major literature in the student's area of specialization (vocal/choral or instrumental).
4. apply the core principles of effective research as scholars and conductors.

Music Education

1. communicate effectively both verbally and in writing.
2. articulate, critique, and synthesize the foundations and principles of music education.
3. demonstrate advanced methodologies in the student's area of specialization.
4. apply the core principles of effective research as scholars and practitioners.

Music Performance

1. demonstrate application of musical and technical mastery in the student's area of specialization (instrumental or voice).
2. identify and describe the standard solo, chamber, and ensemble repertoire in the student's area of specialization.
3. apply the core principles of effective research as scholars and performers.

Doctor of Musical Arts in Performance/Conducting, Pedagogy, Literature

The Doctor of Musical Arts degree program is the most advanced course of study offered in the School of Music at James Madison University. The D.M.A. is considered the terminal degree in the areas of Performance and Conducting. Therefore, the JMU program is designed for musicians who have the potential to pursue the highest level of achievement in performance and teaching. Students will develop advanced performance or conducting skills. At the same time, they will greatly expand their knowledge of music literature and will be immersed in pedagogical methods specific to higher education. Students will be admitted to the program upon successful completion of a masters degree in music. The degree requires completion of 60-72 credit hours.

Objectives

Students graduating from the D.M.A. program (with Concentrations in Performance, Pedagogy and Literature or Conducting, Pedagogy and Literature) will be able to:

Performance, Pedagogy and Literature:

1. demonstrate application of musical and technical mastery through the performance of advanced repertoire in the student's area of specialization (instrumental or voice).
2. create and deliver effective pedagogical instruction.
3. analyze the standard solo, chamber and ensemble repertoire in the student's area of specialization (instrumental or voice).
4. communicate effectively about music through a) writing and b) speaking.

Conducting, Pedagogy and Literature:

1. demonstrate application of musical and physical conducting skills through the performance of advanced repertoire in the student's area of specialization (instrumental or vocal).
2. demonstrate effective rehearsal techniques through the preparation of representative repertoire in the student's area of specialization (instrumental or vocal).
3. create and deliver effective pedagogical instruction.
4. formulate advanced insights into the artistic and formal structure of music through score study in the student's area of specialization.
5. communicate effectively about music through a) writing and b) speaking.

Assessment of Doctor of Musical Arts students

Students will be assessed at six (6) different stages within the degree program, and must complete all requirements within an eight-year period as follows:

Stage I. Pre-Entrance Requirements

A pre-entrance evaluation/audition will be required to assess the qualifications for admission to the Graduate College and School of Music.

The Graduate Admissions Office requires the following:

1. Official transcripts of all undergraduate and graduate course work;
2. For International students a TOEFL of at least 570 paper-based or 88-89 internet-based.

The School of Music will use the following criteria in making an initial admission decision:

1. a written statement of future goals (professional and educational);
2. a curriculum vita;
3. three current letters of recommendation from professors, employers, and other professionals qualified to judge the applicant's ability to complete doctoral studies;
4. an audio/video recording(s) or a live audition. If auditioning by videotape/DVD:
 - a. Instrumental/Vocal Performance: A high-quality videotape/DVD of the applicant performing music from a variety of stylistic periods, demonstrating his/her skill level, will be required for all applicants. A repertoire list must be included that lists works studied and performed since high school. The list should be divided into two sections: 1) works publicly performed (date and venue), and 2) works studied.
 - b. Conducting: A high-quality videotape/DVD of the applicant in rehearsal and performance, demonstrating conducting ability, rehearsal methodology, and communication skills, will be required for both choral and instrumental Conducting applicants.

Stage II. Post-Admission

After being admitted to the doctoral program, each student must take the Graduate Diagnostic Examinations. Students are expected to take these diagnostic examinations at the beginning of their first semester. Graduate diagnostic examinations in the areas of Music Theory, Music History, and Music Literature will be administered in order to assess the level of knowledge and proficiency of the matriculating student in these areas. Secondly, these examinations will provide the baseline for the required exit examinations, to determine the student's degree of knowledge and proficiency over the course of the D.M.A. program.

1. The examination in theory will comprise three sections: ear training, harmony, and form.
2. The examinations in Music History and Music Literature will comprise three sections: Medieval/Renaissance, Baroque/Classical, and Romantic/Contemporary and will include a listening identification portion.

Upon completion of the diagnostic examinations, the student and his/her adviser with the Director of Graduate Studies will design a Plan of Study. The Plan of Study outlines all

of the courses planned for inclusion in the degree program and in which semester each course should be taken.

Stage III. Credit By Examinations

During the degree program, exceptionally qualified students may earn credit for selected courses. Please see the Graduate Catalog for information about Credit by Examination.

Stage IV. Doctoral Candidacy

After the completion of course work and three recitals, all D.M.A. students must pass written and/or oral comprehensive examinations, which will be administered to assess cumulative knowledge and proficiency as a result of D.M.A. curricular study. The comprehensive examination is in two parts, one administered by the student's area faculty on questions related to the student's area, and the other administered by the Graduate Program Director related to the core courses.

Stage V. Completion of the Plan of Study

A capstone document (the topic of which is approved by the student's document committee consisting of the adviser and at least two additional graduate faculty members), and an oral defense examination will be required.

Non-major Opportunities

The School of Music of James Madison University also includes educational opportunities for the non-degree-seeking special student and certain advanced undergraduate students desiring reserve graduate credit. Graduate students majoring in other areas at JMU also may meet the pre-requisites for graduate level music courses.

Most courses numbered 500-599 are open to anyone holding an undergraduate degree or the necessary prerequisites. For the non-music major, courses on the 600 or 700-level require the permission of the instructor and the Director of Graduate Studies.

APPLICATION AND ADMISSION

Please see <https://app.getacceptd.com/jmu> for admissions information.

Requirements

1) Admission to any of the graduate programs requires the baccalaureate degree, or its equivalent, in the field of music and for DMA applicants, the Master of Music degree or its equivalent. For unconditional admission, the applicant must have a grade-point average of at least 3.0 (based on a 4.0 scale) from a fully accredited institution of higher learning and must be recommended for such status by the respective JMU major area faculty. Applicants showing unusual ability in their chosen concentration (performance, composition, teaching, conducting), whose previous record falls short of this standard, or whose study was at an institution not accredited by a regional agency or by a national body such as the National Association of

Schools of Music may be admitted conditionally. Qualified students with deficiencies in their preparation are expected to remedy these before or during the early part of their graduate education.

As indicated in the previous section, all applicants are required to have an audition/interview.

2) Students whose native language is other than English must demonstrate proficiency in English by submitting scores on the Test of English as a Foreign Language (TOEFL) of at least 570 paper-based or 88-89 internet-based.

3) Students applying for admission to the composition concentration are required to submit a portfolio of original compositions. Acceptance of this portfolio is expected before admission to a music degree program is granted. If the portfolio is deemed inadequate, the faculty of the area may make a recommendation regarding conditional acceptance with remedial study required to remove the stated conditions.

4) If the applicant holds an undergraduate degree that is not in music, or the studies in such degree do not meet JMU School of Music standards, he/she will be required to meet specified equivalencies through completion of undergraduate level competencies in areas such as performance, music history, ear training, and music theory.

5) Students applying for admission to the vocal area will be expected to demonstrate competency in foreign languages.

6) It is the prerogative of the School of Music to make other conditions of admission before or after initial enrollment if successful completion of the degree indicates such a need.

7) For information about what to include in an application, please see the School of Music website at www.jmu.edu/music.

8) Music education majors are required to have completed one year of teaching or a teaching audition.

Auditions

The personal audition for students concentrating in performance and conducting is expected before admission is granted. Applicants who find it impossible to travel to James Madison University for this audition may send a high-quality video recording. Acceptance of a recording will grant only provisional or conditional status until such time as the student completes an acceptable personal audition. This personal audition is required by the end of the first semester of study at James Madison University, and will only be postponed under extenuating circumstances. An unsatisfactory audition will result in the requirement of further preparation and another audition, a change in the area of concentration, or dismissal of the student from the graduate program. Applicants for assistantships in a performance area must complete the personal audition before an assistantship can be granted.

Categories of Admission

- 1) Unconditional—the applicant has met all entry criteria of the School of Music and TGS (The Graduate School).
- 2) Conditional—the applicant has met all entry criteria of TGS, but the School of Music has identified conditions that must be met before the conditional status can be lifted. Once the student has met the conditions stated in her/her admittance letter, he/she writes a request to her/his advisor, who forwards it to the director of graduate studies and TGS. Unconditional status must be obtained before graduation.
- 3) Provisional—the applicant has not met all requirements of the graduate program to which she/he is applying. Example: the student has an undergraduate degree in a field other than music. Once the student has met the conditions stated in his/her admittance letter, he/she writes a letter of request to the advisor, who forwards it to the director of graduate studies and TGS.

The primary focus of such students must be removal of the provisional conditions to achieve acceptance into a major. They may register for the appropriate courses as special students.

Approval of any graduate credits earned during the provisional period must be determined by the graduate school dean upon recommendation of the Director of Graduate Studies. Up to nine hours of graduate credit taken in provisional status may be requested for transfer to a degree program.

Diagnostic Examinations

All students will complete diagnostic examinations in music history, written theory, and ear training prior to the beginning of their first semester of study. Normally the exam is given on the last two weekdays before classes begin. Unsatisfactory scores on the diagnostics will result in remedial course work, assigned independent review and/or retesting. Removal of the theory and ear-training deficiency must take place in the first semester of the student's program and will involve taking MUS 576 for written theory and independent computer work for ear training or auditing undergraduate ear training. Removal of the music history deficiency should take place in the first year of the student's program and will either involve "sitting in" on undergraduate music history courses or retaking the diagnostic exam. **In no case will a student be allowed to take comprehensive examinations without having removed all deficiencies from his or her record.**

1) The Diagnostic Exam in Music History and Literature

The diagnostic examination in music history and literature is required of all new master's and doctoral degree students in music. This examination is divided into three periods (Medieval-c. 1700, c. 1700 to c. 1850, and c.1850- c.2000). The music history portion consists of approximately 100 multiple choice questions and approximately 30 listening/score identification questions. The recommended preparation is a thorough review of Burkholder, Grout and Palisca's *A History of Western Music* (8th ed.: W. W. Norton) or the most recent edition.

The listening and score-identification questions will be taken from the *Norton Anthology Of Western Music* (three volumes), 6th ed. (Score and Compact discs), or the most recent edition.

Students will be asked to give a reasonable choice of piece/composer/genre, etc. If test results fall below 70% on any of the three periods, the student has the choice of either retaking part/all of the diagnostic exams in the Spring, or taking the undergraduate music history sequence for remedial purposes without degree credit. If the student elects to retake the diagnostic exams in the Spring and fails any portion, she/he will be required to take the appropriate course/s in the undergraduate sequence as directed above. Students electing to take the undergraduate course option will be required to pass all exams given in the course with a grade of 80% or better.

2) The Diagnostic Exam Music Theory, Analysis, and Aural Skills

Students who wish to review the concepts covered on the theory test are encouraged to consult Steven G. Laitz and Christopher Bartlette, *Graduate Review of Tonal Theory* (New York: Oxford University Press, 2009). Students who would prefer a guided review of these concepts may wish to consider *ETheory: Graduate Music Theory Review*, an online course offered by the Eastman School of Music that anyone may take for a fee.

The **written theory test** is in three parts: part-writing, tonal analysis, and post-tonal materials. Descriptions of each section are below. Students whose combined score on the **first two** of these parts is below 75% will be required to complete remedial work. The third section (post-tonal materials) is for information purposes only; student scores for this section will not play a role in determining whether a student requires remedial work. Remedial work may include sitting in on MUS 142, 241, 341, or taking MUS 576, as recommended by the theory/composition area. Students who are asked to sit in on MUS 142, 241, or 341 must complete all assigned homework and tests, earning an average of at least 80%. Students who are required to take MUS 576 must do so in the first semester and earn a score of 80% or higher.

Part I (part-writing): students will be asked to part-write progressions in four voices given figured-bass symbols and Roman numerals. Progressions will contain tonicizations and chromatic harmonies such as the Neapolitan, augmented-sixth chords, and modal mixture. Students will also be asked to demonstrate their knowledge of expected chord resolutions with fill-in-the-blank questions.

Part II (tonal analysis): students will be asked to analyze a piece of common-practice music using Roman numerals and figures. The piece may contain chromatic harmonies, tonicizations, and modulations. Students will be asked a variety of questions regarding the work's form, and they will be asked to suggest a possible composer for the work, listing several characteristics that support their answer.

Part III (post-tonal materials): this section will not play a role in determining whether a student requires remedial work. Students will be asked to demonstrate familiarity with compositional techniques or strategies of twentieth- and twenty-first century music. In addition, students will be asked to analyze a given passage of music using set theory. Students who do not have any familiarity with these concepts may indicate so by leaving this section blank.

The **ear training test** will cover the following: (1) simple melodic intervals; (2) diatonic melodic dictation (leaps not exceeding a perfect fifth); (3) diatonic and chromatic error detection (single line); (4) chord quality identification (triads and seventh chords); (5) aural analysis of

chord progressions (mainly diatonic, a few secondary dominants); and, (6) rhythmic dictation (simple and compound meter). If a student gets a score below 75% on the graduate diagnostic test in ear training, he/she will be required to “sit in” on MUS 144 in the Spring of his or her first year of study, achieving an average of at least a 75% on the exams. If the student wishes to do so, he or she may retake the exam at the end of the first semester but no later than the first week of classes in the Spring Semester of the first year. If she or he passes the exam the second time with at least a 75% score, the requirement will be satisfied without taking MUS 144.

Registration

New graduate students register for classes **after** the diagnostic exams have been taken. In subsequent semesters they will register early. Students register using the online system—MyMadison.

SPECIAL STATUS POLICIES

Continuous Enrollment

With the exception of students in the Music Education summer program, all students must be enrolled for at least 1 graduate credit per semester. Students may enroll in GRAD 597 and pay a fee if they must take a leave of absence. Please see the Graduate Catalog for further information.

Reapplication of Non-Matriculated Students

Students who are accepted but fail to enroll during a one-year period from the semester for which they were initially accepted must make an entirely new application to the Graduate School and pay all fees as stated in the application process.

Change of Degree or Major

Any student wishing to change degree or major must submit a new application to the Graduate School and the School of Music. All fees and materials required of new applicants must be submitted. This does not pertain to students wishing to change or add a concentration within a Master of Music degree at James Madison University. Changes in concentration within the School of Music may be elected at any time upon approval by the appropriate faculty committees. It should be understood that all requirements of the new concentration must be met and that a change in concentration may delay the completion of the degree.

CONTINUING EDUCATION AND EXTERNAL PROGRAMS

Students holding undergraduate degrees and wishing to take courses at James Madison University but not seeking a graduate degree from this institution may enroll through the office of Continuing Education as a post-baccalaureate special student, a post-master's special student, or a transient graduate special student.

Non-degree Seeking Students

Students who have graduated from accredited institutions may enroll as special students. These non-degree-seeking post baccalaureate students may register for courses but are not admitted to a master's program through the Graduate School. They may enroll in either undergraduate or 500-level courses for which pre-requisites have been met. Special students who wish to enroll in 600-level courses must obtain advance approval from the instructors of the courses and from the Director of Graduate Studies.

Students enrolled as special students are advised that graduate-level work completed in this status carries full graduate credit but does not necessarily apply toward a degree at JMU (this credit may be transferred if the student is accepted into the graduate school. See "Transfer Credit" in this handbook). Special student status does not imply preferential consideration when applying to the Graduate School.

Transient Special Students

Students who have completed a baccalaureate degree from an accredited institution and are currently working toward a graduate degree at an accredited institution other than JMU are considered transient special students. Such students may take courses for credit at James Madison University. To do so, they must obtain approval on appropriate forms from their home institutions, including verifying of good academic standing. This must be completed prior to registration each semester. Transient students must re-enroll each semester at JMU and may take up to 11 hours of graduate credit per semester. Generally, these courses should not be available at the home institution during that semester.

GENERAL INFORMATION AND REQUIREMENTS

Health

All graduate students are required to complete a health form, which is included with their acceptance letter. The University Health Center will place a hold on the student's records unless this form is completed.

Transfer Credit

Students who have completed graduate courses at another institution can request an evaluation for the transfer of these credits into a JMU degree program. The evaluation of such credits is performed by the Director of Graduate Studies in conjunction with the student's major advisor, and if approved, submitted to the Graduate School. The Approval of Transfer Credit Form is available online. Consult the Graduate School website. A grade of "B" or better must be earned in courses requested for transfer credit.

A maximum of 9 semester hours of credit may be transferred into a student's degree program, including hours taken as a special student at James Madison University at the approval of the major advisor, minor advisor (if applicable), Director of Graduate Studies, and Dean of the Graduate School. The Transfer of Credit form is available on the website of the graduate school. Approval will not be given for courses taken more than 6 years before the master's degree award date or eight years before the doctoral degree award date. The approved credits will be included in the student's program of study. Please see the graduate catalog for more information. After enrollment in a degree program, a student must secure approval from the Director of Graduate Studies and the Dean of TGS before enrolling in a course at another institution for application toward a degree at James Madison University. For the D.M.A., only credits taken in another doctoral program may be used as transfer credit in the D.M.A.

Program of Study

During the first semester of registration as a full-time student, degree-seeking students at James Madison University must consult with their advisor and complete a Program of Study form (see appendix A and B). This will outline all the courses planned for inclusion in the degree program, and will include the semesters when each course should to be taken. After approval by the advisor, the form will be submitted to the graduate Director for review and approval. Both the advisor and the Director of Graduate Studies will maintain copies of the form. The student will be responsible for keeping an updated copy of this form to assure completion of all requirements in a timely manner.

Course Numbering; Course Level Requirement

Courses at James Madison University are numbered 100-499 for undergraduate classes. If taken by graduate students, they will not count toward the degree hours. Courses numbered 500-700 are graduate courses. Only graduate students may be in courses on the 600-level. Some courses are double-numbered on the 400 and 500-level. Undergraduate and graduate students may take these courses. Special students (those not admitted to a degree program but having earned an undergraduate degree) may take 600-700 level courses with the written permission of the course instructor and the Director of Graduate Studies. Graduate Students should not enroll in courses below the 500 level except in special circumstances. *At least half of the minimum hours required for a master's degree must be at the 600-level.*

Grading System

Graduate students receive grades of:

| | | | |
|----|---|-----------|-----|
| A | = | Excellent | 4.0 |
| A- | = | | 3.7 |
| B+ | = | Very good | 3.3 |
| B | = | Good | 3.0 |
| B- | = | | 2.7 |
| C | = | Poor | 2.0 |

| | | | |
|----|---|---|-----|
| F | = | Failure | 0.0 |
| S | = | Satisfactory | N/A |
| U | = | Unsatisfactory | N/A |
| I | = | Incomplete | N/A |
| W | = | Withdrawal | |
| WP | = | Withdrawal while passing | |
| WF | = | Withdrawal while failing | |
| NC | = | No Credit (comprehensive, dissertation or thesis continuance) | |

A grade of Incomplete may be given in extenuating circumstances, or for Document 680, Composition Project 697, Project in Music Education 691, Doctor of Musical Arts Document Mus 763, final projects which often require more than one semester for completion. A grade of Incomplete must be removed by the deadline set in that year's academic calendar or the grade will be changed to an "F" (or "U"), resulting in the student's dismissal from the Graduate School. There will not be any exceptions to this policy, including Incompletes given in MUS or MUED 680 or MUS 763.

Grade Requirement

A 3.0 minimum GPA is required of the graduate student at all times to remain in good standing. A student will be placed on academic warning upon receiving a grade of "C" in two graduate courses or if the GPA falls below 3.0. The Graduate School will dismiss the student if he/she receives three grades of "C" or a grade of "F" or "U" in graduate courses.

Appeals

For information about grade appeals, dismissal, or other grievances please consult the *Graduate School Catalog*.

Course Load

A full-time student carries 9 or more hours each semester. Students serving as graduate or teaching assistants must carry no less than 9 credit hours (normally 12 for doctoral students). Please note that graduate and teaching assistants must pay for any graduate credits over 9 hours (over 12 for doctoral students), any courses taken in the summer, or any undergraduate credits. During the summer session a full-time student carries a maximum of 6 hours. Students on assistantship who wish to enroll in less than the stated maximum hours may seek prior approval from the dean of the Graduate School. Please see the Under-load Request Form on the TGS website. The under-load is permitted only once during a student's graduate career and can be for no less than 6 credit hours.

Accompanying Policy

Students who need an accompanist should consult the *School of Music Undergraduate Student Handbook* on the School of Music website for the accompanying policy.

Advising and Course Registration

Upon admission, students will be assigned to an advisor who will help the student complete the initial Program of Study form and approve the schedule for the first term of study. Usually this will be the student's applied professor. During the course of the student's enrollment at James Madison University, frequent consultations are expected between student and advisor. Any change from the initial program of study (please see the Program of Study form at the end of this handbook) must be done with the knowledge and consent of the advisor and Director of Graduate Studies. Although the student is ultimately responsible for his/her choice of studies, many potential problems may be avoided through regular advisement sessions with the assigned advisor and the Director of Graduate Studies.

GRADUATE ASSISTANTSHIPS

Graduate assistantships have been created to serve at least three purposes. They provide financial assistance for the graduate student and valuable assistance to the School. They also are designed to be a vital part of the selected student's education. In the School of Music, the assistant is a valued member of the faculty and staff, assuming major responsibilities in the complex operations of the school. Under the close supervision of master teacher-musicians, assistants develop expertise in academic areas including teaching strategies and operating and administering various aspects of the program and facilities. It is often a significant factor in later career attainments to have been a graduate assistant.

Assistants in the School of Music are teaching assistants, graduate assistants or doctoral assistants. Assistantships are confirmed through the Graduate School upon initial approval by the Director of graduate studies in the School of Music. Applications are available from the Graduate School Office and are to be returned to that office. The School of Music makes recommendations on all music assistantships, and requires at least three letters of recommendation sent to the music office from persons qualified to evaluate the student's potential as an assistant and as a graduate level student.

A graduate assistant is expected to work an average of 18-20 hours per week in the school, including assisting with ensembles and other appropriate duties. For this the assistant receives a stipend and a tuition scholarship for 9 credits of study per semester (12 for doctoral students). For credits in excess of this, if approved, the assistant must pay the applicable fees. Neither assistantships nor scholarships are available for summer study.

Assistants receive a stipend and a tuition scholarship for 9 credits per semester. For credits in excess of this, if approved, the assistant must pay the applicable fees. Neither assistantships nor scholarships are available for summer study. Any student offered a teaching assistantship must have previously earned a minimum of eighteen (18) graduate credits. Syllabi and tests for courses taught by assistants are to be created by the full faculty member, and final grades are to be given by that supervisor. It is the responsibility of the faculty member to render adequate supervision of the teaching assistant.

Each assistant will be assigned one or more supervisors, with one primary supervisor who will establish and monitor his/her workload.

An assistant must meet the conditions listed below as a student and as an assistant to continue in good standing. An assistantship may be revoked for non-performance of duty or other unsatisfactory or unacceptable behavior. Continuation of an assistantship for subsequent year is not automatic.

Specific conditions of assistants:

1. The student must remain in good standing academically. Grades below “B” will endanger an assistantship.
2. The Graduate School, prior to the beginning of the first semester of study, must receive transcripts from undergraduate schools showing completion of the baccalaureate degree.
3. Removal of entrance conditions must proceed at a satisfactory rate.
4. In performing the duties of the assistantship, the student must be carefully supervised and thoroughly evaluated at the end of each term by all students and classes taught and by all supervisors under whom the assistant is working.

MASTER OF MUSIC DEGREE PROGRAMS AND CONCENTRATIONS

Descriptions and Requirements

Master of Music degree concentrations require a minimum of 32 credits (30 credits for Music Education). Curricular requirements include courses in the major area, courses in music, approved electives, and a significant final project. The approved project shall be a recital or lecture recital for candidates pursuing the performance concentration; a lecture-recital for those in conducting; a composition project and recital for those in composition; and a thesis or document (MUED 700, 680) for candidates in music education.

All students entering a Master of Music degree program are required to complete a core curriculum, which will serve as a basis for designing their programs of study. This includes MUS 600, Research Methods, at least one Graduate Seminar in Music History, and MUS 601 or MUS 702 (Graduate Analysis). The individual programs then require specific courses and credit hours in history and literature, theory, applied music, and ensembles. A comprehensive examination serves as the culminating assessment tool for these studies along with the public recital in certain major concentrations or a thesis/document. MUS 600 must be taken no later than the first Fall semester of the student’s program (with the exception of summer MM students).

At least one-third of the required credits in a program must be earned in the area of concentration. At least one-half of the required total of credits must be on the 600 level.

**PROGRAM REQUIREMENTS IN THE MASTER OF MUSIC DEGREE:
FOR ALL CONCENTRATIONS, PLEASE CONSULT THE GRADUATE CATALOG
FOR YOUR ENTRANCE YEAR.**

OTHER REQUIREMENTS FOR THE MASTERS DEGREE

Time Limit for the Degree

Master's degree students must complete all degree requirements within six years. Requests may be granted for extensions. Requests must be received at least one month before the time limit. See the graduate catalog for more information.

Applied Music

Applied study is offered for either major or minor credit with the approval of the instructor. Minor study carries 1 semester hour of credit, while major study earns 1-3 credits (1-4 for doctoral students) at the instructor's discretion. The amount of credit to be earned is to be arranged prior to registration. Summer study may be offered on a space available basis.

In fall or spring terms, students receive a half-hour lesson per week for one-credit and two half-hour lessons or one-hour lesson per week for two or more credits. All lessons must be scheduled with the instructor before the end of the first week of classes.

A jury examination is required every term on a major instrument; none is required for minor study. A special jury for recital approval (see Recital Performance Policy) is required one month prior to the recital.

Performance majors in the Masters degree must complete at least 6 credits in the major performing instrument (600-level). Music education majors must take 2-4 credits of applied music, and composition majors must take 2 credits of applied music and/or ensembles.

Performance majors will be expected to continue major applied study with an applied teacher in the School of Music each term enrolled at James Madison University, and must be studying at the time of application for recital permission. Music education and composition students may study any instrument subject to approval of the instructor and advisor. This study may be at whatever level of study the student has attained. Performance majors are given priority in registering for applied music. Minor applied study of composition, music education and conducting students will be confirmed after majors have been assured an applied lesson time.

Ensemble Participation

Ensemble participation is a valuable element in the student's musical development. Performance majors are expected to earn at least two ensemble credits in their major area. Other students have an option of ensemble participation or additional applied study at the recommendation of their advisers.

The ensembles listed below earn one graduate credit per semester. There are also various non-credit ensembles related to the requirements of the applied studios.

By participating in JMU ensembles, each student agrees that he or she is waiving any and all rights to ownership of all performances, and assigns any and all such rights to James Madison University.

Instrumental Ensembles

Orchestras

Chamber Orchestra
Symphony Orchestra
Camerata Strings

Bands

Marching Band
Wind Symphony
Symphonic Band

Jazz Ensembles

Jazz Ensemble
Jazz Band

Small Ensembles

String Ensembles
Woodwind Ensembles
Brass Ensembles
Guitar Ensemble
Percussion Ensemble

Vocal Ensembles

Chorale
Madison Singers
Treble Chamber Choir
University Choruses
Opera Theatre
Collegium

Keyboard

Piano Accompanying and Ensemble

Recital Attendance

The School of Music sponsors over 200 events each year. These concerts, recitals, and masterclasses offer a valuable element in the education of musicians. Graduate students are encouraged to take advantage of these performances.

The Graduate Recital or Lecture Recital

Conducting majors are required to present a lecture recital (MUAP 696) and composition majors a composition recital (MUAP 697). Students concentrating in performance must present a graduate recital (MUAP 695). Other students studying applied music with a member of the James Madison University faculty may also apply for permission to present a graduate recital. Permission for any graduate level recital must be requested through the student's major teacher who will arrange a hearing with the coordinator of the performance area. The hearing will be approximately one month prior to the recital date and will follow the guidelines set forth from the corresponding performance area. The hearing committee will consist of the major teacher and two additional faculty from the performing area. The results of this hearing, including copies of the evaluation sheets, will become a part of the student's file maintained in the music office.

The master's recital normally includes 40-50 minutes of performance time, and will display expertise in a variety of appropriate styles at an appropriate level of difficulty, as determined by the student's applied area. In addition to the requirements for the graduate recital, the lecture recital will include at least 15 minutes of lecture by the performer. Performance and lecture should total approximately 60 minutes. Memorization of music by performance majors is to be determined by the major area.

Program materials for recitals and lecture notes for a lecture recital will be presented for approval to the major teacher 4 weeks prior to the recital. The lecture notes will form the abstract accompanying a larger document to be presented to the document committee, which will be chaired and appointed by the major teacher. It is expected that the document will be approximately 20 pages in length, double spaced, typed and prepared as required for master's theses with the exception of the wording of the cover page and signature sheet and the number of copies to be submitted. (Use the Thesis Guide from the Graduate School, which is available online, and the Turabian style guide.) Three unbound professionally reproduced copies are to be presented to the document committee. The final approved document will be provided to the Carrier and School of Music libraries.

A jury of at least three faculty members of the major area must attend each graduate recital and lecture recital to evaluate the performance. The jury will be chaired by the major teacher and chosen by the coordinator of the area. The chairperson of the committee will arrange for the jury time and place and provide jury sheets. Signed copies of the completed jury sheets are to be sent to the student's major advisor (the applied professor) to be included in the student's permanent files. The advisor submits the final grade to the Records Office, representing an average of the grades of the jury and document committees. Two faculty members will be required to evaluate all composition recitals.

Non-degree Recitals

Additional recitals for credit may be given in the same manner as the required recital; however, full or partial recitals without credit may be given only with permission of the major area.

Recital scheduling and arrangements are made through the Office of Concert and Support Services. The Office of Concert and Support Services will help make arrangements for scheduling a hall for

recital and rehearsals, for publicity, for recording, for stage crew, and for program printing. The student in consultation with the staff collaborative pianist, Dr. Gabriel Dobner, arranges securing an accompanist. The accompanist is not arranged by the Office of Concert and Support Services. It is the responsibility of the student to arrange for ushers.

Requirements for Final Degree Requirements: Documents, Projects, and Theses for the Masters Degree

Details on general thesis requirements are found in the *Graduate School Catalog*. The Academic Calendar, found on the Registrar's website (www.jmu.edu/registrar), also serves as a source for deadlines.

Document Music Education (MUED 680)

These studies will be conducted under the guidance of a committee consisting of a supervisor and two other faculty members, appointed by the student's advisor. The committee must approve the initial formal outline of the study, guide the work, and approve the final paper. The document must be prepared following the guidelines set forth by the Graduate School of the University. Two unbound copies are to be submitted to the committee, and when finally approved each copy will be bound by the School of Music and placed in the Music Library and the Carrier Library.

If the document is unfinished at the end of the term, a grade of "I" is reported. Students unable to satisfy their requirements during the following semester must receive approval for an extension from the Graduate School or an "F" automatically will be recorded.

Thesis (MUED 700 Thesis in Music Education)

Thesis study is also conducted under the guidance of a committee with the stipulation that it must include at least 3 members of the graduate faculty and must be chaired by a member of that group of faculty. The Committee Approval form must be completed by the second week of the semester in which a student receives thesis credits (see the Graduate School Website).

Thesis credit may be earned in units of 2, 3 or 6 credits, for a total of 6 credits. After the student has registered for 6 credits and the Thesis is not completed at the end of the respective session, the student will be required to register for Thesis Continuance 699, 2 credits each term including summer session until completed. (Thesis Continuance credits do not count toward the degree.) Faculty will post a grade of "S" (Satisfactory) or "U" (Unsatisfactory) for a thesis, dissertation or research project for each semester in which the student is enrolled.

Application for Graduation from the Degree

When graduate students have completed all conditions of admission and are enrolled in the final semester of course work, they will apply for Graduation. Students must file an Application for a Graduate/Doctoral Degree obtained from the Graduate School website, which must be signed by

the adviser, Academic Unit Head, and Dean of TGS (refer to the Graduate School website for deadlines). If approved, students are admitted to candidacy and may schedule the comprehensive examination. All graduate students must be enrolled in the semester in which they intend to graduate. GRAD 597 cannot be used during the graduation semester. See the graduate catalog and the website of TGS for more information as well as for the Application for a Graduate Degree.

Oral Comprehensive Examination—Masters Students

For complete details on comprehensive examinations, students are referred to the *Graduate School Catalog* and the academic calendar on the Registrar's website.

Students are responsible for applying to their advisor for the examination. The Director of the Graduate Program assigns a committee which consists of at least 3 members of the graduate faculty, one of which is appointed chair (usually the student's major advisor). Other faculty who are not members of the graduate faculty may be added to the committee after the 3 required graduate faculty members have been appointed. The advisor then will send notices to the Director of Graduate Studies and members of the committee regarding the examination schedule.

The instructor of each class the student has taken will submit as a minimum one written comprehensive question based on that class to the chairperson of the student's committee two weeks prior to the scheduled examination date. Faculty members are not required to give guidance to the student preparing for the examination, and they will not reveal questions to students prior to the examination.

During the examination the candidate will be cautioned not to discuss or reveal the questions of his/her examination to others. Failure to follow these instructions is a violation of the JMU Honor Code. The candidate will be informed of the committee's evaluation immediately following the examination period, and written notification of the results will be sent to the graduate dean.

Failure of Comprehensive Examination

In the event that a candidate fails all or a portion of a comprehensive examination, a student may request one re-examination to be administered within 6 months of the date of the original examination. Since only this one re-examination is allowed, it would be unwise for the candidate to request that the re-examination be conducted before the most thorough preparation can be made. The format of the second examination may be changed from oral to written or the reverse. The student's committee shall inform the student of the points of failure, whether a complete or partial re-examination will be required, and possible methods of preparation for the re-examination.

Comprehensive Continuance

If students do not take the comprehensive examination during a term when registered for classes, they will be required to register for MUS 698, Comprehensive Continuance. Such registration must continue each term including summer session until the comprehensive is completed.

REQUIREMENTS FOR THE D.M.A. IN PERFORMANCE, PEDAGOGY AND LITERATURE

Time Limit for the Degree

All degree requirements must be completed within 8 years from the date of the first enrollment in classes applied toward the graduate degree, including transfer courses. If a student expects to exceed this limit, the student must petition for an extension to the graduate dean who may grant such in the presence of extenuating circumstances. The dean may require that the student drop the earliest courses from the program of study, to be replaced with additional courses if necessary to meet degree requirements.

Residency Requirement for the DMA: Students are required to be full-time students for at least two years.

Minimum Academic Requirement

A student who receives an “F” or a “U” in his/her graduate program or a total of three “C’s” will be dismissed from the program. A student will receive a warning from the graduate school if he/she receives a “C” in two courses or if the academic G.P.A. falls below a 3.0. Please see the graduate catalog for further information.

Foreign Language Requirement

In the D.M.A. in voice, Students will be required to show competency in three languages in addition to English: French, German, and Italian. Transcripts of previous college study must show a minimum of 4 semesters of two of the languages and two semesters of the third language, or in other words, credit through the intermediate level of the languages in two languages, and through the beginning level in the third language. In cases where languages have been learned through means other than traditional college classes, competency equivalents can be shown by taking the JMU Foreign Language Placement tests for French, German and Italian and placing at the 300 level for two of the languages and at the 231 level for the third. If neither option applies, the languages must be taken at JMU as a remedial requirement.

Ensembles

Ensemble participation is a valuable element in the student’s musical development. Please see specific areas below to see requirements for individual D.M.A. areas. The ensembles listed below earn one graduate credit per semester. There are also various non-credit ensembles related to the requirements of the applied studios.

By participating in JMU ensembles, each student agrees that he or she is waiving any and all rights to ownership of all performances, and assigns any and all such rights to James Madison University.

Instrumental Ensembles

Orchestras

Chamber Orchestra

Symphony Orchestra

Camerata Strings

Bands

Marching Band
Wind Symphony
Symphonic Band

Jazz Ensembles

Jazz Ensemble
Jazz Band

Small Ensembles

String Ensembles
Woodwind Ensembles
Brass Ensembles
Guitar Ensemble
Percussion Ensemble

Vocal Ensembles

Chorale
Madison Singers
Treble Chamber Choir
University Choruses
Opera Theatre
Collegium

Keyboard

Piano Accompanying and Ensemble

Please see degree plans for specific requirements.

Recital Attendance

The School of Music sponsors over 200 events each year. These concerts, recitals, and masterclasses offer a valuable element in the education of musicians. Graduate students are encouraged to take advantage of these performances.

Comprehensive Examinations

After the completion of course work and three recitals, all D.M.A. students must pass written and oral comprehensive examinations, which will be administered to assess cumulative knowledge and proficiency as a result of D.M.A. curricular study. One exam, normally administered in mid Spring of the third year by the Director of Graduate Studies, is written and will cover questions related to the DMA core requirements (except applied lessons and electives) from questions gathered by the instructors of those classes. Another exam, designated the “area exam,” is

administered by the student's applied teacher and area and will cover aspects of the student's area, including literature and pedagogy of the instrument and is scheduled by the area/applied teacher, normally early in the Spring of the third year. This exam may be written or oral depending on the area's choice. It will be graded by a committee from the area, convened by the student's advisor.

For those doctoral students who do not pass all or portions of the core or area examination, the student is entitled to one re-examination, normally within two weeks; however, the student may be required to wait a longer period of time up to one year to ensure that the student has sufficient time to prepare. If a student fails any portion of the comprehensive exam a second time, he or she is subject to dismissal from the program, in accordance with regulations in the Graduate Catalog.

Categories of Passing the Comprehensive Examinations: The committee will give one of the following assessments of the student's examination results: Pass, High Pass.

Doctoral Solo Recitals

Doctoral students must present three (3) recitals as part of the degree requirements. Permission for any doctoral recital must be requested through the student's major teacher. DMA recitals will be listed on the JMU website and open to the public. The recital committee will consist of a minimum of the major teacher, one additional faculty member from the student's performing area, and one faculty member from outside the performing area, selected by the student and approved by the major teacher. All recitals will be evaluated and graded by the members of the recital committee. The recording engineer of the Forbes center will provide a high quality audio recording of the recital which will be maintained permanently in the music library.

Lecture Recital (MUS 762) and Doctoral Document (MUS 763). Please see the "CAPSTONE PROJECT" information at the end of this handbook for procedures/information and a timeline.

Time Limitation of the Document

The approval of the lecture-recital/document proposal by is valid only for the proposal submitted and for a period of three years. If the project is not completed in three years or if there are substantial changes, a proposal must be resubmitted for approval.

Graduation

All graduate students must be enrolled in at least 1 credit in the semester in which they intend to graduate. GRAD 597 cannot be used during the graduation semester. Students must complete the Application for a Graduate Degree by the deadline set by the Graduate School. See the website of the Graduate School for more information as well as for the Application for a Graduate Degree.

Suggested Program for a Sample D.M.A. Student (9-12 credits per semester—with 12 being normal at least in the first two years)

Notes:

1. The following plan is a suggested one except for courses noted below that must be taken in the first year and/or in sequence.
2. Musicology/ethnomusicology Seminars are offered every semester on a rotating basis.
3. Students may be required to take MUS 576 in the first semester if they fail their music theory entrance exam.
4. MUS 600 is offered every Fall and must be taken in the first semester of study.
5. Ensembles may be taken for 0 credit if necessary (at the 600 level) and with the consent of the advisor.
6. Students will be placed either in MUS 601 (offered in Fall) or MUS 702 (offered in Spring) depending on their diagnostic exam results. Students placed in MUS 702 should take that course twice under different topics. Students placed in MUS 601 will take that course followed by MUS 702.
7. MUPED 704 is offered in the Fall. MUPED 705 and 706 are offered in the Spring. Normally students take MUPED 704 their first year followed by either MUPED 705 or MUPED 706 the following semester.

First Year

Fall

| | |
|---|--------|
| MUS 600* Research Methods | 3 cr |
| MUPED 704 | 3 cr |
| MUAP applied lessons | 2-3 cr |
| MUS 601 (if necessary) or Area Requirements | 2-3 cr |

*An equivalent course taken at the Masters level may satisfy this requirement. Please consult with the Director of Graduate Studies about this course.

Spring

| | |
|--------------------------|--------|
| MUS 702 (theory seminar) | 3 cr |
| MUPED 705 or 706 | 3 cr |
| MUAP applied lessons | 2-3 cr |
| Area Requirements | 2-3 cr |
| Recital I | 1 cr |

Second Year

Fall

| | |
|--|--------|
| MUS 750 (musicology/ethnomusicology seminar) | 3 cr |
| Area Requirements | 3 cr |
| Recital II | 1 cr |
| MUAP applied lessons | 3-4 cr |
| Ensemble/Elective | 1-2 cr |

Spring

| | |
|--|--------|
| MUS 702 (unless MUS 601 already taken) | 3 cr |
| MUS 750 | 3 cr |
| MUAP applied lessons | 2-3 cr |
| Area Requirements | 2-3 cr |
| MUS 763 | 1 |

Third Year

Fall

| | |
|----------------------|------|
| MUAP applied lessons | 4 cr |
|----------------------|------|

| | |
|-----------------------------|------|
| Recital III | 1 cr |
| Area requirements/ensembles | 3 cr |
| MUS 763 | 1 cr |
| Electives | 3 cr |

Spring

| | |
|---------------------------------|------|
| MUS 750, MUPED 705/706 Elective | 3 cr |
| MUAP applied lessons | 3 cr |
| Area Requirements | 3 cr |
| MUS 762 | 1 cr |
| MUS 763 | 1 cr |

COMPREHENSIVE EXAMINATIONS TAKEN Spring

D.M.A. Curriculum: Please Consult the Graduate Catalog of your entrance year.

Schedule of Course Offerings and Program of Study Form.

Please consult the graduate catalog for descriptions of courses. Please consult individual faculty members for courses listed here that do not specify when they are offered. The guide below is meant as a general guide. Course offerings may change.

- MUS 520 Piano Technology 1-2 credits. Offered Fall even years.
- MUS 540 Jazz Improvisation Laboratory II 1 credit. Each semester
- MUS 541 Vocal Arranging 2 credits. Each Fall
- MUS 542 Instrumental Arranging 2 credits. Each Fall.
- MUS 543-544 Counterpoint 2 credits. 543 Fall, even years; 544 Spring, even years
- MUS 548 History and Literature of Wind Performance 3 credits
- MUS 551-552 Music Composition 2-3 credits. Each semester
- MUS 556 Choral Literature I 3 credits—Fall, odd years
- MUS 557 Choral Literature II 3 credits—Spring, even years
- MUS 560 Piano Literature I 2 credits—Fall, odd years
- MUS 567 Solo Vocal Literature 3 credits—Spring, even years
- MUS 570 Piano Literature II. 2 credits—Spring, even years
- MUS 573 Projects in Private Piano Pedagogy 2 credits
- MUS 576 Music Theory Practices 3 credits—every Fall
- MUS 577 Vocal Pedagogy 2 credits. Every Spring
- MUS 598 Selected Topics in Music 1-4 credits
- MUS 600 Research Methods. 3 credits. Every Fall¹
- MUS 603P/703P Solo Percussion Literature 3 credits. Every 3 years.
- MUS 651-652 Music Composition 2-3 credits
- MUS 680 Document in Music Theory. 3 credits—normally the final semester
- MUS 690 Special Studies in Music
- MUS 697 Composition Final Project and Recital 3 credits—normally the final semester
- MUS 698 Comprehensive Continuance 1 credit
- MUS 699 Thesis Continuance 2 credits

¹ Must be taken no later than the Fall semester of the student's first year.

MUS 700 Thesis 6 credits
MUS 701 Analytical Techniques I. 3 credits. Every Spring
MUS 702 Analytical Techniques II 3 credits. Every Fall.
MUS 703A Seminar in Vocal Literature 2 credits. Each Spring.
MUS 703B Opera History and Literature. 3 credits. Spring odd years.
MUS 703F Seminar in Piano Literature. 3 credits. Every semester
MUS 703G String Chamber Music Literature. 3 credits. Fall odd years.
MUS 703H Seminar in Choral Literature for Conductors. 2 credits.
MUS 703I Seminar in Orchestral Literature. 2 credits.
MUS 703P/603P. Solo Percussion Literature 3 credits. Every 3 years.
MUS 704P Percussion Ensemble Literature. 2 credits.
MUS 704P Percussion Ensemble Literature Lab 1 credit.
MUS 707A Score and Literature Survey for Choral Conductors I. 3 credits. Fall odd years.
MUS 707B Score and Literature Survey for Orchestral Conductors I. 3 credits.
MUS 708A Score and Literature Survey for Choral Conductors II. 3 credits. Spring even years.
MUS 708B Score and Literature Survey for Orchestral Conductors II. 3 credits.
MUS 730 Conductor Topics Seminar. 1 credit.
MUS 740. The German Lied for Pianists and Singers. 2 credits. Every Fall.
MUS 750. Graduate Seminar. 3 credits. Every Semester.
MUS 762. Doctor of Musical Arts Lecture Recital.
MUS 763 Doctor of Musical Arts Document.

Applied Music—all MUAP courses offered every semester except:
MUAP 680 Collegium, offered every Fall
MUAP 699 Lessons on a Secondary String Instrument. Every year.
MUAP 709 Graduate Piano Seminar. As needed.
MUAP 714 Vocal Coaching. As needed.
Opera orchestra, offered every Fall
MUAP 564/664 Camerata Strings, offered every Spring
MUAP 708 Secondary Applied Conducting. 2 credits. Every semester.

MUED 501 Workshops in Music Education 1-3—variable
MUED 570 Marching Band Procedures—2 credits
MUED 598 Selected Topics in Music Education 1-4 credits—every semester
MUED 660 Introduction to Graduate Study in Music Education 1 credit
MUED 661 The Professional Portfolio 1 credit
MUED 670 Principles and Practices in Music Education 3 credits
MUED 671 Research in Music Education 2 credits
MUED 680 Document in Music Education 3 credits
MUED 690 Special Studies in Music Education 1-3 credits
MUED 698 Comprehensive Continuance 1 credit
MUED 699 Thesis Continuance 2 credits
MUED 700 Thesis 6 credits

MUPED 672. Secondary Woodwind Instrumental Pedagogy. 1 credit. Spring even years.

MUPED 704. Music Pedagogy in Higher Education I. 3 credits. Every Fall.
MUPED 705 Music Pedagogy of Music History and General Education. 3 credits. Every Spring.
MUPED 706 Pedagogy of Music Theory. 3 credits. Every Spring.
MUPED 725 String Pedagogy for Major Instrument I. 2 credits. Fall even years.
MUPED 726 String Pedagogy for Major Instrument II. 2 credits. Spring odd years.
MUPED 727 Pedagogy and Materials for Secondary String Instruments. 1 credit. Once every 2 years.
MUPED 750 Applied Percussion Pedagogy. 3 credits. Fall odd years.
MUPED 770 Group Piano Pedagogy Seminar 1 credit. Every semester.
MUPED 771 Graduate Applied Piano Pedagogy. 2 credits. Fall even years.
MUPED 772 Applied Woodwind Pedagogy 2 credits. Fall even years.
MUPED 773 Woodwind Pedagogy Practicum. 2 credits. Spring odd years.
MUPED 777 Vocal Pedagogy I. 3 credits. Fall even years.
MUPED 778 Vocal Pedagogy II. 3 credits. Spring odd years
MUPED 779 Vocal Pedagogy Practicum. As needed.

PROGRAM OF STUDY FORM (Masters): _____ (student's name)
 CONCENTRATION (major) _____

Instructions to the student and advisor:

Please fill out this form during the first semester of study. Using the graduate catalogue and handbook, make a list of the courses the student will take.

YEAR ONE _____ (inclusive dates)

Fall Semester

| Course # | Title | Credit Hours | Grade Earned |
|----------|------------------|--------------|--------------|
| MUS 600 | Research Methods | 3 | |
| | | | |
| | | | |
| | | | |
| | | | |

Spring Semester

| Course # | Title | Credit Hours | Grade Earned |
|----------|-------|--------------|--------------|
| | | | |
| | | | |
| | | | |
| | | | |
| | | | |

Student's Name _____

YEAR TWO _____ (inclusive dates)

Fall Semester

| Course # | Title | Credit Hours | Grade Earned |
|----------|-------|--------------|--------------|
| | | | |

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|--|--|--|--|
| | | | |
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Spring Semester

| Course # | Title | Credit Hours | Grade Earned |
|----------|-------|--------------|--------------|
| | | | |
| | | | |
| | | | |
| | | | |
| | | | |

Comprehensive Exam

Date passed _____

Student's Signature _____

Date _____

Advisor's Signature _____

Date _____

Director of Graduate Studies Signature _____

Date _____

Copies to go to the student, advisor and DGS.

PROGRAM OF STUDY FORM (DMA): _____ (student's name)
 CONCENTRATION (major) _____

Instructions to the student and advisor:

Please fill out this form during the first semester of study. Using the graduate catalogue and handbook, make a list of the courses the student will take including applied lessons and ensembles.

YEAR ONE _____ (inclusive dates)

Fall Semester

| Course # | Title | Credit Hours | Grade Earned |
|----------|------------------|--------------|--------------|
| *MUS 600 | Research Methods | 3 | |
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* Unless the student has already taken this course, has passed a diagnostic examination and the requirement has been waived by the Director of Graduate Studies. If so, please make a note of that fact.

Spring Semester

| Course # | Title | Credit Hours | Grade Earned |
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YEAR TWO _____ (inclusive dates)

Fall Semester

| Course # | Title | Credit Hours | Grade Earned |
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Spring Semester

| Course # | Title | Credit Hours | Grade Earned |
|----------|-------|--------------|--------------|
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YEAR THREE _____ (inclusive dates)

Fall Semester

| Course # | Title | Credit Hours | Grade Earned |
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Spring Semester

| Course # | Title | Credit Hours | Grade Earned |
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YEAR FOUR _____ (inclusive dates)

Fall Semester

| Course # | Title | Credit Hours | Grade Earned |
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Spring Semester

| Course # | Title | Credit Hours | Grade Earned |
|----------|-------|--------------|--------------|
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Comprehensive Exam

Date passed _____

Student's Signature _____

Date _____

Advisor's Signature _____

Date _____

Director of Graduate Studies Signature _____

Date _____

Copies to go to the student, advisor and Director of Graduate Studies.

Exam Rubric: May be adapted for the MM oral comprehensive exam, DMA oral or written exam and DMA defense.

| Criteria from 1-4 points: | Poor (1 pt.) | Fair (2 pts.) | Good (3 pts.) | Excellent (4 pts.) | NOTES (about each question, may be added to the rubric. For example, a student might be rated A for three questions, but only poor (1) for one question. A rater might wish to add up the points across categories.) |
|---|--|---|--|--|--|
| A. Course Content and Document Knowledge (theoretical, historical, pedagogical) | Student needs much prompting. More than a few factual errors, no citation of sources <input type="checkbox"/> | Answers with some hesitation and prompting. There may be a few factual errors. Cites at least one source if applicable. <input type="checkbox"/> | Answers with little hesitation and prompting. No more than one factual error. Cites at least two sources, if applicable. <input type="checkbox"/> | Each question answered fluently with no factual errors. The student may go beyond strictly answering the question to relate material to other topics (for example, not just answering a question about one Schubert song cycle, but relating that cycle to other works by Schubert.) Cites more than two sources, if applicable. <input type="checkbox"/> | |
| B. Organization and Clarity of Ideas | Substantial and irrelevant digressions, significant problems with clarity and concision. <input type="checkbox"/> | Normally maintains focus, but may occasionally digress. Answers may be too brief, but essentially correct. <input type="checkbox"/> | Presents a focused answer that is clear, concise, and well-organized. Answers may be too brief, but essentially correct. <input type="checkbox"/> | Presents a focused answer that is clear, concise, and well-organized. Answers are neither too long, nor too brief. <input type="checkbox"/> | |
| C. Overall Performance evaluation | The committee member's impression of the student's performance in the exam (for example how well-prepared the student is overall). <input type="checkbox"/> | | | | |

Explanation:

- A. Course Content Knowledge—Factual and contextual knowledge of questions related to music history seminars, theory courses, and pedagogy courses. If applicable, students should be able to cite sources related to the questions.

- B. Organization and Clarity of Ideas—Answers should be focused, clear, concise and well-organized.
- C. Overall Performance—The overall impression of the student’s performance based on all criteria.

Please add up points for each category. Poor=1, Adequate=2, Good=3, Excellent=4.
Based on these points, rate the student as follows:

HIGH PASS = 11-12; PASS=7-10; FAIL=Below 7

Graduate Comprehensive Exams and Defense of the DMA
document (circle appropriate exam)
James Madison University School of Music

Student _____
Degree Plan _____ (example: MM in Performance)
Date _____

Please check one:

High Pass _____

Pass _____

Fail _____ (Please indicate action/s to be taken in the case of failure. A subsequent pass based on fulfillment of conditions below should then be reported on a new form with the committee signatures):

Committee: _____ (chair)

Committee Chair: Please keep one copy for yourself (the student's advisor) and give one copy to the Director of Graduate Studies.

MUS 763 Document Information

All doctoral candidates must give a lecture-recital (MUS 762) and submit an acceptable document (MUS 763) as the final capstone project for the degree.² Usually, MUS 762 and MUS 763 are two parts of the same research project, demonstrating the candidate's ability to perform satisfactory graduate-level research and to report the results in lecture format and scholarly prose in a thesis-length document. Students are encouraged to enroll in 1 credit of the 3-credit MUS 763, Doctoral Document no later than the Spring of the second year, to engage in research. They must demonstrate progress in the project in order to receive credit. Students should understand that if they do not make progress as outlined in the Document Timeline below, it is unlikely that they will be able to graduate in three years.

The lecture recital should consist of thirty minutes of lecture and thirty minutes of performance. Typically, the student presents the lecture with brief illustrative excerpts first, followed by a complete performance of the work/s. The lecture recital committee should be the same as the document committee (unless the lecture recital topic is not the same as the document topic, in which case the committee does not have to be the same). Note that in cases when the lecture recital is not the same topic as the document, the student needs to submit two separate proposals, one for the lecture recital (MUS 762) and the other for the document (MUS 763).

For MUS 763, all forms/deadlines of the Graduate School must be followed (see the Graduate School website). The document must be scholarly with footnotes and bibliography following the format given in the approved style manuals used in MUS 600 Research Methods. Suggested length of the document: 50 pages (not including illustrations, front matter, bibliography) typed in a word-processing program, double-spaced with a 12-point font. For examples of DMA documents completed at JMU, please see the JMU scholarly commons site: <http://commons.lib.jmu.edu/diss201019/> (if the link does not work, search for JMU scholarly commons).

The final step in the comprehensive exam process is the defense of the document. Once the advisor/chair of the committee has deemed that the student's project is well enough advanced, he/she should schedule the defense of the document with the student and committee. Please note that the defense should take place at least ten days before the deadline given by the Graduate School for submission. The document should be in the final stages of editing when the defense takes place.

² Students may petition their project committee, the faculty in their area (i.e. conducting, strings, voice, etc.) and the Graduate Studies Committee if they wish to engage in an alternate capstone project to the research document for MUS 763 credit. The project must include a substantial written component. Such a project will only be approved on recommendation by 1) the committee, 2) the area and 3) a majority vote of the Graduate Studies Committee, which must judge the capstone project as being equal in rigor to a research project. Projects that simply include more of the components of the degree (such as additional recitals, classes, or seminar-length papers) will be rejected.

Below is a suggested timeline for completing your document within a three-year time-period. The chart provides a summary of the timeline, and the steps are described in detail below the chart. The timeline assumes that the Document and Lecture Recital (MUS 762) topic are two parts of the same project. Normally the lecture recital will be scheduled either in the Fall or Spring of the third year.

| Timeline | Item Due |
|-----------------|---|
| Year 1: Fall | <ul style="list-style-type: none"> • Begin investigating potential topics |
| Year 1: Spring | <ul style="list-style-type: none"> • Begin to organize your thoughts about a potential topic |
| Year 1: Summer | <ul style="list-style-type: none"> • Preliminary reading and bibliography work on topics of interest • If topic is decided, begin literature review |
| Year 2: Fall | Committee selection <ul style="list-style-type: none"> • Complete Graduate School's committee approval form with signatures from all members • Narrow your topic selection by the end of the semester |
| Year 2: Spring | Proposal and proposal defense <ul style="list-style-type: none"> • Literature review completed by beginning of Spring semester • Submit a 3–5 page proposal to the committee by mid-March • Schedule a proposal defense with the committee by the end of this semester • Committee must complete the proposal defense evaluation form and vote to approve the proposal or to ask the student to revise and resubmit the proposal |
| Year 2: Summer | <ul style="list-style-type: none"> • Finish investigating research questions • Complete literature review • Begin writing first draft (complete by first week of Fall) |
| Year 3: Fall | Writing and revising <ul style="list-style-type: none"> • 1st week of classes: completed draft 1 to committee chair • 3rd week of classes: begin edits to draft 1 • 6th week of classes: completed draft 2 to entire committee • 10th week of classes: begin edits of draft 2 • 13th week of classes: completed draft 3 to entire committee • Winter break: begin edits to draft 3 |
| Year 3: Spring | Defense and Submission <ul style="list-style-type: none"> • 1st of week of classes: defense draft submitted to committee • Schedules defense with committee no later than 10 days prior to the Graduate School due date. Check the Graduate School website for the specific date. • Submit final version to the Graduate School by the due date listed on their website. |

Year 1: Fall – Spring Semesters

Step 1: Investigate Potential Topics

- Your DMA is, in part, the chronicle of your path to discovering and delivering your unique contributions to the body of knowledge of our field. What are you passionate about? What excites you about things that can improve within your specific area of study? What do you want to see over the course of your own career as growth, next steps and developments within your chosen field of study? How will you bring those next steps and unique contributions forward into usable forms, while drawing on the foundations of your chosen field of study as a strong research base? Your document will compile both existing research with your own original thinking.
- Consider the repertoire you like to perform and pieces you enjoy hearing, as well as the research areas within your field of study that fascinate you, especially from within the coursework you pursue during your first year.
- Discuss your interests with your major professor, your colleagues, and other faculty members who specialize in your interests or who may have a unique perspective to offer to your tentative topic. Watch for things that ‘pop up’ as well as things you are actively researching.
- Try to focus yourself by creating research questions: what will you investigate within the topic you have chosen?
- Your topic, your questions, and your goals are likely to change as you work toward a completed document, and that’s okay! What’s important is to choose a starting point, find resources, and develop relationships with the faculty members who you think may support you as you complete your research.

Year 1: Spring

Step 1a: Organization

- Begin to organize thoughts about your potential topic

Year 2: Fall

Step 2: Committee Selection and Topic Refinement

- Your committee consists of a chair and two readers, all of whom are graduate faculty in the School of Music. A third, outside committee member, may be added (see below). While each committee is different, the general responsibilities of those involved are described below:
 - The chair is usually your major professor, though it could be any graduate faculty member with whom you feel you will work well, and whose specialty relates to your topic. While the chair is the person with whom you will work the closest on the document, remember that their role is not the same as an editor. They will guide you in forming complete sections of the document that you should submit as drafts to your readers for additional feedback. Your committee will comment as necessary on the level of the writing, but it is not their responsibility to correct grammar, spelling, and sentence structure.

- Your two School of Music readers are additional voices in the document process. They are not the primary point of contact for completing the document. They will offer feedback on the drafts you complete under the guidance of your chair and they will help you with questions you have that relate to their specialties.
- In consultation with your chair, you may choose an additional, third reader from outside the School of Music. This additional third reader must be justified. For example, they may offer expertise that is directly related to your topic.
- Once you have chosen your committee, fill out the graduate school's committee approval form and collect the signatures of your chair and your readers.
- Narrow your topic by the end of this semester
 - Read and take notes as you go, be sure to include your original ideas on your subject as well as your thoughts about the literature you review.
 - Schedule meetings with your chair to discuss your readings. These meetings should help you narrow your topic in preparation for preparing the outline and **proposal** for your document.
 - Compile an annotated bibliography using the resources you have learned about in your research methods class. Include any literature that is related to your project, even if tangentially.

Year 2: Spring Semester (middle)

Step 3: Proposal and Proposal Defense

- In consultation with your chair, write an outline and proposal for your document. Your 3–5 page proposal must include following:
 - On the title page: the title of the project, the degree, the student's name and address, and the advisor's signature.
 - State the research question you are investigating
 - Establish your command of the topic by reviewing some of the most important research sources on the subject.
 - Describe the layout of your document and give an outline of the contents of each chapter.
 - Describe whether and how your lecture recital will relate to your document (note: if your lecture recital topic will be different than your document, please consult with your major professor).
 - Include a bibliography that establishes your awareness of the primary sources pertaining to your topic. The bibliography should indicate sources already consulted as well as sources that appear to be relevant for future consultation.
- Submit your proposal and bibliography to your committee for review by mid-March
- Schedule the proposal defense
 - This is similar to a recital hearing. During the proposal defense you will be asked to describe your topic and walk your committee through the plan for your document. Your committee will ask clarifying questions. Your committee may ask you whether and how your lecture recital will relate to your document.
 - At this point your committee will either approve your topic or ask you to revise and resubmit.
 - If approved, your committee will complete the proposal defense evaluation form and submit it to the Graduate Program Director.

Year 2: Summer

Step 4: Further Research and Writing

- Finish investigating your research questions by completing your literature review and synthesizing your original ideas.
- Begin writing your first draft, which should be completed by the beginning of the Fall semester.

Year 3: Fall

Step 5: Revising

- Plan to revise your document many times before it is finalized, according to the schedule below:
 - 1st week of classes: completed draft 1 to committee chair
 - 3rd week of classes: begin edits to draft 1
 - 6th week of classes: completed draft 2 to entire committee
 - 10th week of classes: begin edits of draft 2
 - 13th week of classes: completed draft 3 to entire committee
 - Winter break: begin edits to draft 3
 - 1st week of Spring semester: defense draft of document due to your committee

Year 3: Spring

Step 6: Defense and Submission

- After submitting your defense draft of your document to your committee, schedule a defense of the document by emailing possible times to your committee members.
- **Your defense must be scheduled no later than 10 days prior to the Graduate School due date in April.** Check the graduate school's website for the specific due date.