



MUSIC

Eastern Washington University

College of Arts, Humanities & Social Sciences

Fine and Performing Arts

Master of Music in Music Education Handbook

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Department and College Contact Information

Program Director: Dr. Jody Graves, jgraves@ewu.edu, 509- 359-2240, MUS 119, 20, 7th St, Cheney WA 99004

Department Chair: Dr. Peter Porter, 509.359.6390 pporter@ewu.edu, Radio TV Building 107, Cheney, WA 99004

Administrative Assistant: Heather Harmon, 509.359.6977 hharmon@ewu.edu, 136 Art Building, Cheney, WA.

College of Humanities and Social Sciences Dean's office: 509.359.2328 cahss@ewu.edu 343 Patterson Hall, 530 Quad Ln, Cheney, WA 99004

Advisor and Director of Music Education: Dr. Sheila Woodward swoodward1@ewu.edu, <https://www.ewu.edu/cahss/fine-performing-arts/music/faculty/>

Master of Music in Music Education Degree Curriculum & Objectives

This degree is accredited by the National Schools of Music (NASM), The objectives of the program are tied to those of NASM.

1. Critically analyze current issues, theories, research, and practice relevant to music education through analysis of publications
2. Articulate your own ideas on current issues, theories, research, and practice relevant to music education
3. Support arguments for applying theories, research, and practical strategies to practice within music education while addressing relevant issues
4. Engage in reflective practice related to your thinking and teaching in music education
5. Demonstrate professional writing skills, including command of APA style, in a variety of writing assignments
6. Demonstrate skills in research or creative projects relevant to the field of music education

All academic requirements, including coursework must be completed within a six-year time period per AP 303-22, section 4-3.

Graduate Program Office Academic Policies

Graduate students are expected to be familiar with the EWU Graduate Studies policies and procedures, which are available online at <http://catalog.ewu.edu/graduate-policies/> This resource includes, for example, policies on grades and grade appeals, student satisfactory progress, academic probation, student conduct, registration, and graduate degree candidacy. This Handbook includes program-specific policies which may be more stringent or additional to the Graduate Studies policies.

Satisfactory Academic Progress

Policies for satisfactory academic progress are found at the following link:
<https://inside.ewu.edu/policies/knowledge-base/ap-303-22-graduate-students/>

Program Overview

The Master of Music in Music Education online degree program prepares you to teach and lead at an advanced level by enhancing your knowledge of music best practices, research and cutting-edge approaches. You will explore issues in social justice and critical philosophy, well-known teaching methods, technological advances, strategies for music theory and composition and much more.

This NASM-accredited music education online program offers rigorous coursework taught by the same internationally recognized faculty who teach on campus. The curriculum features project-based learning, including a graduate project related to scholarly exploration. A variety of topics enable you to explore your areas of interest or expertise as well as prepare you for the General Music endorsement test.

The music education program consists of 12 online courses, culminating with an independent project in lieu of a general oral examination or thesis defense. Your professor will advise you throughout the process, and the result will highlight your growth, knowledge and abilities. This professional degree does not lead directly to teaching certification or endorsement but your state education department may allow this program to contribute towards certification or endorsement.

Program Logistics

EWU's online MM in Music Education offers you flexibility in extending your studies over one or two years, while continuing your job and staying in your home. Through active engagement with a cohort of colleagues, you explore a rigorous, scholarly program that inspires passion for teaching and values diversity, inclusion, and social justice. You work closely with internationally recognized faculty to improve your musicianship, sharpen your research skills, and prepare for teaching at advanced levels.

Graduation Requirements

Students must complete all 12 required courses in the program. MUSC 603 Music Project Must be completed as the final course in the program and may not be taken earlier. The project reflects an accumulation of the knowledge, exposure, understanding, skills, and development of thinking as a scholar and practitioner that has taken place in all prior courses. MUSC 630 is modular, where you'd be required to add more to the project of your own choice (from options) each week for instructor feedback.

The project may *NOT* be finished early or prior to the start of the course. A similar level of work is expected weekly as in any other class, in order that the professor can give critical feedback during the development of the project. While you may discuss the project in general with any instructor, you may not consult on the project with the course instructor in any way prior to the start of the course. The course is usually scheduled alone, not only so that you can focus on it,

but so that you have all the prior development needed through each of the other courses, in order to inform the work that you do in your project. Technically, a student may take MUSC 603 along with one more remaining course, but it is not advised because you'd be losing what you need from that final course to inform your knowledge, exposure, understanding, skills and thinking as a scholar and practitioner prior to working on the project. There are several options for the final project. These are essentially much more substantial versions of projects done in MUSC 532, MUSC 540, MUSC 546, MUSC 547, MUSC 584 and MUSC 610.

MM in Music Education Program Learning Outcomes

By the time you have completed this program, you will be able to:

1. Critically analyze current issues, theories, research, and practice relevant to music education through analysis of publications
2. Articulate your own ideas on current issues, theories, research, and practice relevant to music education
3. Support arguments for applying theories, research, and practical strategies to practice within music education while addressing relevant issues
4. Engage in reflective practice related to your thinking and teaching in music education
5. Demonstrate professional writing skills, including command of APA style, in a variety of writing assignments
6. Demonstrate skills in research or creative projects relevant to the field of music education

MUSC 603 Project Directions and CLOs for Each Project

An overview is provided here of options for the last course of the program, the MUSC 603 project. This overview included project learning outcomes and basic directions. These projects are designed to align with the curricula in specific courses in the program. Students are advised that, while taking the other required courses, they consider which area they might like to later expand into a larger project. Students are advised to wait until all the other courses are near completion or complete, before making a final decision on their MUSC 603 project. Specific guidance and feedback on the project will only be provided during the term in which students are registered for the project course. Therefore, students are cautioned against attempting to obtain such from course instructors prior to that time.

Option 1: Curriculum Development

Project Learning Outcomes

By the time you have completed this project, you will be able to:

1. Critically analyze current issues, theories, research, and practice relevant to music education through analysis of publications
2. Articulate your own ideas on current issues, theories, research, and practice relevant to music education
3. Support arguments for applying theories, research, and practical strategies to practice within music education while addressing relevant issues
4. Engage in reflective practice related to your thinking and teaching in music education

5. Demonstrate professional writing skills, including command of APA style, in a variety of writing assignments
6. Demonstrate skills in designing curriculum in music education relevant to your current or intended teaching situation.

Directions

Design a curriculum for half an academic year pertaining to the levels of teaching relevant to you between the following grade levels:

Pre-kindergarten to 12: General Music, Music Theory, Music Composition, Music Technology, Songwriting, Film Music, etc.

Pre-kindergarten to 12: Ensembles in any musical culture including but not restricted to Band, Orchestra, Choir, String, Marimba, Drumming, Steel Drum, Gamelan, Mariachi, Guitar, etc.

Curriculum plans must include the following:

Class or Unit Title

Grade level(s)

Subject/Topic

Short Literature Review APA style (minimum 10 sources from peer-reviewed journals)

Time frame (half a school year)

Course logistics (days/times)

Summary of Unit including rationale, curricular context, and unit goals

Content standards: 2014 Music National Standards (or reconsider 1994 MNS)

What is/are the desired outcome(s)/CLOs?

Assignments

What assessments will be used to determine acceptable evidence of CLOs?

Rubrics, criterion (performance list, checklists, tests, quizzes, etc.)

3 Lesson plans (from template of some kind)

Resources/materials

Option 2: Music Education Literature Review

Project Learning Outcomes

By the time you have completed this project, you will be able to:

1. Critically analyze current issues, theories, research, and practice relevant to music education through analysis of publications
2. Demonstrate professional writing skills, including command of APA style, in a literature review paper

Directions

Students explore a music education-related topic of choice through review of literature. Students present an overall perspective in the form of a thesis statement and present literature that informs their statement. The paper includes:

- Introduction (Include background, rationale, thesis statement, aim, and main points to be covered.)

- Main content section (Explore the topic through review of literature, categorized under headings that were identified in the introduction as the main points to be covered. Each main section must identify the key points being addressed in that section in your own words. Present perspectives and support those views with the examples of literature that argue for or against those perspectives. Use a logical progression of ideas with transitions to frame the presentation of the reviews with key statements and comments in your own words. As relevant, briefly describe study populations, methodologies, and limitations that impact the conclusions you report on the studies you review.)
- Conclusion (Summarize, draw implications for the profession, and suggest ideas for future research.)
- Reference list

Requirements

The writing style should be formal, without reference to yourself. An exception might be a brief motivation in the rationale for why the topic is of interest to the author of the paper (in that case, refer to yourself in the third person as “the author of this review”). APA style should be used for all formatting, including headings, margins, citations, reference lists, etc. Minimum 10,000 words with at least 25 peer-reviewed journal articles. Other optional scholarly sources may be used in addition to these.

Option 3: Interview Research Project (Non-IRB review)

Project Learning Outcomes

By the time you have completed this project, you will be able to:

1. Critically analyze scholarly literature addressing topics relevant to the research, such as current issues, theories, research, and practice, in a background literature review that forms part of the research report
2. Demonstrate professional research writing skills, including command of APA style, in a research report
3. Demonstrate skills in research relevant to the field of music education

Directions

Students explore a topic through conducting narrative interview research towards an empirical qualitative study with narrative report. To avoid any need for IRB human subjects research review and approval, this study may not be published outside of this course. However, after the course has been completed, you may request IRB approval to use existing data for human subjects research and, on approval, submit your results for professional publication and/or presentation. The research design should include interviews with a study population of three or more normal healthy adults of 18 years or older, who are not considered at-risk populations (see EWU IRB website for what is considered “at risk”). The report must protect the anonymity of participants. A consent form must be signed by participants prior to starting the interview. This form is based on the EWU IRB Consent form for audio recording/Zoom format and a prepared copy may be obtained from the program advisor.

Students write a research report including the following sections under their relevant headings:

- Background literature review
- Problem statement
- Research purpose
- Research significance
- Study population
- Research Instrument
- Any relevant theoretical basis, theoretical paradigm, and philosophical assumptions,
- Research design
- Research Limitations
- Research methodology including recruitment, data collection and analysis
- Results (narrative report)
- Conclusion (including summary of results, conclusions, discussion, significance of the research, implications for the profession and other populations, and ideas for further research)
- Reference list

Requirements

A formal, scholarly style of writing should be used. APA style should be used for all formatting, including title page, headers, headings, margins, citations, reference list, etc. The report should be a minimum total of 10,000 words. The report should include at least 10 peer-reviewed journal articles as sources. Any other optional scholarly resources should be in addition to these.

Option 4: Musicology Literature Review

Project Learning Outcomes

By the time you have completed this project, you will be able to:

1. Critically analyze current issues, theories, research, and practice relevant to music education through analysis of publications
2. Demonstrate professional writing skills, including command of APA style, in a variety of writing assignments

Directions

Choose an ontological lens through which to view music education—this could be pulled from a list of topics in your “Perspectives in Music History” course (listed below) or proposed by the student—and research the state of that particular academic field in order to prepare a Literature Review. Include both current and historical foundational readings, case studies, journal articles, books (whole or single chapters), anecdotal writings, etc. in order to present a global view of the subject matter as it relates to music education. The paper will also have an introduction, a comprehensive section on how you see this research borne out in the classroom, and a final section which informs the reader of the conclusions you’ve drawn from your research as well as proposing subsequent fields of potential inquiry.

Perspectives in Music History Modules to potentially choose from:

1. Colonialism and Western Music
2. Who Makes the Canon? – Music and Socioeconomics
3. Music + Notions of Race, Ethnicity, and National Character
4. Musical Inquiries Focused on Gender and Sexuality

Basic structure of the paper:

Introduction

- Talk about the topic you'll be examining.
- List the articles you'll be reviewing.

Body

- Who is the author of each article and why are they considered an authority?
- What's the thesis of the article?
- What evidence does the author present?

Conclusion

- Remind the reader about each article and what it contained.
- Talk about common themes, references that came up, how the readings relate to and/or dialogue with one another.
- Describe what, via your reading, you believe the current state of research in the field is.
- Posit possible examples of future research you believe could be done using what you have learned.

References

Requirements

For the readings as a whole:

- What are some common themes that come up between them? If there are elements they share, make sure to mention those.
- If there *are* common themes, contrast how each author discusses them.
- Are there common sources in the bibliographies? If so, what are they?
- How are the readings related to each other chronologically?

For each of the selected readings:

- Write a thorough summary of the *content* and *structure* of the article.
- Write a thorough summary of the *structure* of the article. In other words, how does the author attempt to convince the reader of their point of view.
- Remember to cite (APA style) any quotations you use.
- What appears to be the thesis of the article?
- What examples of evidence the writer uses to support their thesis?
- Does the author mention future applications for their research? If so, what are they?

Option 5: Performance Program

Project Learning Outcomes

By the time you have completed this program, you will be able to:

1. Critically analyze current issues, theories, research, and practice relevant to music education through analysis of publications
2. Articulate your own ideas on current issues, theories, research, and practice relevant to music education
3. Support arguments for applying theories, research, and practical strategies to practice within music education while addressing relevant issues
4. Engage in reflective practice related to your thinking and teaching in music education
5. Demonstrate professional writing skills, including command of APA style, in a variety of writing assignments
6. Demonstrate skills in creative performance programs relevant to the field of music education

Directions

This assignment is a complete year-long performance plan for a minimum of three ensembles, if possible, based upon your current teaching position. This can include traditional large ensembles, small ensembles, non-traditional ensembles like guitar ensemble, Mariachi ensemble, and other types of groups upon approval by your professor. Include dates, themes, repertoire, and program notes for each piece. Your plan should include a minimum of 12 total performance programs. Include justifications for each piece on each program with information about music level, special features, special challenges, etc. Be sure to include and describe music that fosters inclusiveness, multicultural awareness, the incorporation of improvisation, and any other factors covered in your performance class. Bring in references to literature in each of the justifications. Strategies for performance venues and audiences should be described in each. One or more of these should involve community outreach outside of the school-related population. Turn in your plan in two separate documents - one with all of your programs, and another document with all of your repertoire justifications.

The following rubric categories will be used to assess your project:

Year-Long Set of Concert Programs with Dates, Titles, and Repertoire (these need not be printed, but must be appropriately and consistently formatted)

Appropriate Repertoire Choices

Justifications

Formatting

Mechanics/Grammar

Creativity

Option 6: Theory and Composition

Option 6A Project Learning Outcomes

By the time you have completed this program, you will be able to:

1. Critically analyze current issues, theories, research, and practice relevant to music education through analysis of publications
2. Articulate your own ideas on current issues, theories, research, and practice relevant to music education
3. Support arguments for applying theories, research, and practical strategies to practice within music education while addressing relevant issues

4. Engage in reflective practice related to your thinking and teaching in music education
5. Demonstrate professional writing skills, including command of APA style, in a variety of writing assignments
6. Demonstrate skills in creating a developmentally appropriate curriculum which incorporates music theory and/or composition intended to be implemented in their home learning community.

Option 6A Directions

Design a comprehensive unit which includes music theory and/or composition which is appropriate for either secondary choir, band, or orchestral ensembles, or primary/secondary general ed courses. This may be new curriculum or an expansion of lessons that you previously wrote for a course. Length of the curricular unit will be proposed by student but must be at least half a semester or full trimester. The supporting document should include the following in at least 5,000 words:

- 1) Introduction
- 2) Rationale behind undertaking the kind of curriculum you chose to create (including course-wide and unit-wide learning objectives)
- 3) Literature review on research you used to formulate your work (including a minimum of 10 sources from peer-reviewed journals)
- 4) Discussion of how the unit is designed, including prominent elements, individual activities, methods of assessment, etc.
- 5) Concluding section on what your expectations are when you implement it (including potential pitfalls and how you might attempt to address them)
- 6) Appendix consisting of the sequence of individual lesson plans in a common format (*does not count towards page count*)
- 7) Properly formatted bibliography (*does not count towards page count*)

Option 6B Project Learning Outcomes

By the time you have completed this program, you will be able to:

1. Articulate your own ideas on current issues and practices relevant to music education
2. Engage in reflective practice related to your thinking and teaching in music education and your compositional process.
3. Demonstrate professional writing skills, including command of APA style, in a variety of writing assignments
4. Demonstrate skills in composing or arranging

Directions Option 6B

Compose or arrange a musical work (or set of works) for a student ensemble in K-12. The score's duration should be approximately 8 minutes in length, but this can be modified depending on the ensemble type, and/or the scope and complexities of the work. For example, pieces for an SATB choir with only four parts are generally expected to be lengthier than those for orchestra and bands. Please consult your teacher of record for guidance. A minimum 5,000 word written description of the goals, background research, and creative process will serve as a supporting document. The student should describe the

instructional and creative factors of the musical work and present the processes to achieve those goals. The students are encouraged to establish a guiding topic or theme for the creative work, such as Saint-Saens did for "The Carnival of the Animals." The supporting document can also address how students will be inspired to by the creative work's topic; any historical sources of inspiration; how a level of difficulty was chosen and scored; and how the work demonstrates pedagogical knowledge of developmentally appropriate writing. Topics that relate to cross-disciplinary topics and social issues are also welcome, but these should be supported by an adequate degree of bibliographic research.

Student Conduct

All students are responsible for complying with EWU's Student Conduct Code. The Student Conduct Code can be found online at <https://inside.ewu.edu/policies/knowledge-base/chapter-172-121-wac-student-conduct-code/>

Academic Integrity

EWU expects the highest standards of academic integrity of its students. Academic honesty is the foundation of a fair and supportive learning environment for all students. Personal responsibility for academic performance is essential for equitable assessment of student accomplishments. The university supports the faculty in setting and maintaining standards of academic integrity. Charges of academic dishonesty are reviewed through a process that allows for student learning and impartial review. Policies and procedures for academic integrity at EWU are described [here](#).

Advising

Students receive a welcome letter by email from the advisor soon after confirming their acceptance to the MM in M Ed graduate program. This email will include a potential schedule of courses based on the student's initial term in the program. That schedule is flexible to some extent, but that flexibility is dependent on numerous factors. Students wishing to consult with the advisor on options or needing any additional guidance in successful completion of the program should email the advisor. Most issues will be resolved by email. Students may request a Zoom meeting if email does not meet their needs for communication. Faculty have a range of teaching, research, and community service responsibilities, so students need to email an advance request for scheduling a Zoom appointment. Students who have difficulties meeting with a faculty adviser should speak to the Music Program Director, Dr. Jody Graves jgraves@ewu.edu.

Processes for Resolving Difficulties

Many concerns can be resolved at the instructor, department/school, or college level, while some should be resolved in an office that handles specific types of complaints. If you are unsure who to first contact about an issue, read through this handbook for contacts most relevant to the problem or contact the for advice.

Informal Resolutions

If your complaint is about a process or behavior of another student, faculty, or staff that does not reach the level of discrimination, then you are encouraged first to attempt, in good faith, to

resolve a grievance with the member or members of the faculty or academic staff most directly concerned. All parties concerned are urged to make a sincere effort to resolve the issue at this level.

If the issue is not resolved by working with the faculty or staff member, students should contact the Director of Graduate Programs Office (gradprograms@ewu.edu) and, if needed, the dean of the college (cahss@ewu.edu).

Formal Resolutions

If your concern is more serious, involving a violation of policy or law such as those addressing sexual harassment or discrimination, then look through the Student Support Services and Policies section of this handbook to identify the correct office to contact based on the nature of the grievance. Note that there are deadlines for filing complaints about or appealing some issues, such as grades, but no deadlines for other complaints such as for sexual harassment or disability discrimination. If you are unsure, seek advice from the dean's office of your college or [Graduate Studies Office](#).

Student Support Services and Policies

EWU Non-Discrimination Statement

Eastern Washington University does not discriminate in its programs and activities on the basis of race, color, creed, religion, national origin, citizenship, immigration status, sex, pregnancy, sexual orientation, gender identity/expression, genetic information, age, marital status, families with children, protected veteran or military status, HIV or hepatitis C, status as a mother breastfeeding her child, or the presence of any sensory, mental, or physical disability or the use of a trained guide dog or service animal by a person with a disability, as provided for and to the extent required by state and federal laws.

Religious Holiday Accommodation Option

If you would like to request an accommodation for reasons of faith or conscience, please refer to EWU's policy on [Holidays and Religious Accommodations](#). Accommodations must be requested within the first two weeks of the term using the [Holidays and Religious Accommodations Request form](#) available online.

Reasonable Accommodations

In compliance with the Americans with Disabilities Act of 1990 and Section 504 of the Rehabilitation Act of 1973, Eastern Washington University provides services and accommodations to students who experience barriers to the education setting due to learning, emotional, physical, mobility, visual, or hearing disabilities. [Student Accommodations and Support Services](#) (SASS) at EWU is dedicated to the coordination of appropriate and reasonable accommodations for students with disabilities. Students who need accommodations should contact SASS as early as possible to request an accommodation, although a student can identify with SASS at any time during a term. Once an accommodation is approved by SASS, students must let each professor know if they wish to use the accommodation during a particular course or lab. For more information, please contact online [Student Accommodations and Support Services](#) at sass@ewu.edu or 509.359.6871. SASS-Care/Support Services 509.359.7924.

EWU Office of Equal Opportunity, Affirmative Action, and ADA Compliance Mission

"To promote an environment that is free of discrimination, sexual harassment, and retaliation. Eastern Washington University is committed to equal opportunity, fair treatment, and taking affirmative action to increase the number of students and employees from historically underrepresented groups." For more information, please contact online the [Office of Equal Opportunity, Affirmative Action, and ADA Compliance](#).

EWU Office of Diversity, Equity, and Inclusion

This office promotes an inclusive and welcoming community. For resources and more information, please contact [ODEI](#).

Sexual Misconduct, Interpersonal Violence, Title IX and Mandatory Reporting

Eastern Washington University recognizes the inherent dignity of all individuals and promotes respect for all people ([EWU Policy #402-01](#)). Sexual misconduct will NOT be tolerated at EWU. If you have been subjected to sexual misconduct, we encourage you to report this matter promptly [here](#), or to a faculty or staff member. The EWU faculty and staff are interested in promoting a safe and healthy environment. *Your instructors and staff must report sexual misconduct disclosed to them to the Title IX Coordinator.*

Office of Student Rights and Responsibilities

The [Office of Student Rights and Responsibilities](#) supports the academic mission of the University by providing programs and services designed to meet the educational and developmental needs of students in relation to community standards, conflict management and resolution, civility, academic integrity and social/culture pluralism. Our main areas include conflict resolution services, victim advocacy, and education through upholding the student conduct code. For the University policies go to: [Student Conduct Code](#)

Residency

Out-of-state graduate students may be eligible for residency if they have lived in Washington state for at least one calendar year and have taken specific steps to establish legal residency within a certain time frame. Graduate students receiving a waiver are expected to establish residency by the beginning of their second year in their graduate program. More information about establishing Washington state residency can be found [here](#).

Registration Deadline

The deadline to register for an online accelerated course is the Wednesday prior to the start of the session at 11:30 pm. If a student misses that deadline, they will not be eligible to register for that session. If you could not register for class in-time due to a provable university systems error, please email your program with a screenshot and/or email proving you were unable to register by the deadline.

If the late registration is due to student error, the request will unfortunately be denied.

Drop for Non-Payment

Online accelerated students must pay their full balance for the session by the third day of the session at 11:30 pm PST. Students are only responsible for the balance of the current session. Example: If you are beginning session I, you only need to pay tuition for session I, not session II as well.

If you do not zero out your balance, regardless of funding source (financial aid, third party, etc.) by the deadline, you will be dropped from your courses. You will not be readmitted until the following session.

Academic Progress and Academic Dismissal

For policy on graduate program progress see chapter four at the following link: <https://inside.ewu.edu/policies/knowledge-base/ap-303-22-graduate-students/>

Appeals

Grade Appeals

For the grade appeals procedure and deadlines, see the [Graduate Studies site](#).

Appealing Graduate Studies Probation or Dismissal

Examine the letter you received to determine whether it is from the EWU Graduate Studies Office or from the program. To appeal academic probation or academic dismissal due to violations of Graduate Studies policies, see Academic Policy [303-22](#): section 1-3 for the most updated appeals process.

Campus Resources

Resource	Link
Catalyst security	
College of (Health Science & Public Health)	Link to college homepage
Community Resources	https://inside.ewu.edu/community-care/
Counseling and Wellness Services	https://inside.ewu.edu/bewell/
Financial Aid	Financial Aid
Food Pantry (EWU)	https://inside.ewu.edu/bewell/ewu-food-pantries/
Graduate Studies Policies and Procedures	Grad Studies
Library (JFK)	https://www.ewu.edu/library
Multicultural Center	https://inside.ewu.edu/mcc/
Parking (WSU)	Parking - Spokane Campus
PLUS: Program Leading to University Success	https://inside.ewu.edu/plus/
Pride Center	https://inside.ewu.edu/pridecenter/

Records and Registration	Records and Registration
Student Accommodations and Support Services	SASS
Student Financial Services	Student Financial Services
Student Health	Multicare Student Health
Veteran's Resource Center	https://inside.ewu.edu/veterans/
Writer's Center	Writer's Center

Department Mission:

Fine and Performing Arts houses four unique, creative programs: Art, Film, Music and Theatre.

We launch the careers of people who dream of contributing to the world as dynamic artists, film makers, performers, composers, actors, directors, and creative visionaries.

We prepare you for your goals, whether they are focused on creating, curating, performing or teaching.

Our majors and minors provide intensive artistic experiences in collaboration with exceptional teachers and other professionals active in the region's dynamic arts community.

Professional organizations and opportunities such as conferences, ways to apply for travel:

The National Association of Schools of Music (NASM) is our national accrediting body.
<https://nasm.arts-accredit.org/>

The National Association for Music Education (NAfME) is the national professional music education organization that supports teachers in our field.
<https://nafme.org>

Schedule of courses offered:

All twelve courses must be taken, with MUSC 603 as the final course. Your Advisor will provide you with a schedule of courses that takes into consideration which specific courses are offered each term. If you need to step out or retake a course, it is critical that you consult your advisor to custom update your schedule to accommodate your needs. This will avoid unnecessary delays in graduation that can be caused by self-selecting your schedule without a knowledge of the course offerings each term.

SPECIALIZATION COURSES	Year	Session
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MUSC 531 Alternative Approaches to Music Education		
MUSC 532 Pedagogical Approaches		
MUSC 546 Sociological Foundations of Music		
MUSC 547 The Psychology of Music Learning and Teaching		
MUSC 550 Philosophical Foundations in Music Education		
MUSC 603 Graduate Music Education Project		

CORE COURSES	Year	Session
MUSC 539 Music History Perspectives		
MUSC 562 Topics in Theory		
MUSC 584 Topics in Performance		
MUSC 610 Theory and Composition for K-12		
EDUC 520 Methods of Educational Research		
EDUC 505 Current Issues in Ed OR EDUC 522 Transformation of Teaching		

Scholarships specific to the program:

Scholarships may possibly be available to students who participate in ensembles on the Cheney campus. Inquiries can be made to the Director of Music.

Online learning resources:

These tools are provided for you to support your online experience. You will find guides, help desk and other resources in the links below. If you have further questions on how these tools should be used, please ask your instructor.

Canvas

Canvas is the online learning management system used to host your course content.

[Canvas Guides](#)[Links to an external site.](#)

In addition, Canvas apps are available for both Android and iOS mobile devices. Although the app does not contain the full functionality of the browser-based version of Canvas, basic tasks can be successfully completed. You can find out more here:

- [Canvas Student Android Guide](#)
- [Canvas Student iOS Guide](#)

External Tools

Use the links below to access the privacy and accessibility policies for external tools that might be used in your course.

- [*External Tools - Accessibility Policies*](#)
 - [*External Tools - Privacy Policies*](#)
-

Google Drive

You can use shared drives in Google Drive to store, search, and access files with a team. Shared drive files belong to the team instead of an individual. Even if members leave, the files stay in place so your team can keep sharing information and work anywhere, from any device.

[*Information Technology - Google Drive*](#)

Microsoft Office 365

EWU faculty, staff and currently enrolled students are licensed for Office 365. You can access Office online, or install it on Windows and Mac computers. You are limited to 5 installs on personally owned devices.

[*Information Technology - Software*](#)

Online Student Orientation

If you are new to online learning at EWU, it is highly recommended that you complete this short orientation:

[*Online Student Orientation.*](#)

Panopto

Panopto is a screen-capture tool that is available through Canvas. Students are not automatically granted access to use Panopto, a faculty member must make it available within a course. If your teacher has set this up and asked you to use Panopto to make recordings, the instructions listed here will assist you in getting started.

[*Panopto*](#)

Proctoring

Some courses have exams that need to be proctored. Your instructor may require you to use Respondus Monitor with Canvas for these exams.

[**Respondus Monitor**](#)

Respondus LockDown Browser

Respondus LockDown Browser provides a secure testing environment to take an online exam in Canvas.

[**Respondus LockDown Browser**](#)

Turnitin

Turnitin is a cloud-based tool that helps instructors check student work for improper citation or potential plagiarism by processing it through their text comparison database, comprised of current and archived web pages, submitted student papers and partnered content publishers.

If your instructor requires you to use Turnitin, it will be indicated when you submit your assignment(s) in Canvas.

[**Turnitin Overview**](#)

Zoom

Zoom is a web conferencing service which may be used for synchronous online sessions.

[**Zoom Support**](#)

Online Expectations:

Canvas Technology Guidelines

Canvas runs on Mac, Windows, and Linux operating systems. [This support page provides more information about current guidelines, and links to downloads for current software versions.](#) [Links to an external site.](#)

Technical Skills You are Required to Have Include:

- Messaging your instructor and attaching files to messages using the Canvas Inbox or through their preferred method of communication.
- Verifying your browser is the most current version; the link above provides a browser check.
- Creating files using MS Word, MS Excel, MS PowerPoint and attaching these files to your assignment submissions.
- Some courses may require uploading self-recorded videos or audio files for assignments or other coursework.
- You may be asked to participate in online collaboration using tools such as Office365 and/or Google Drive. Current students have access to EWU-created accounts in those products through SSO.
- Researching information in the Library or using the Library databases.

Have questions on these or any other technical issues? Contact the Help Desk at 509-359-2247 or via email at HelpDesk@ewu.edu.