



The University of
North Carolina
at
Pembroke

Department of Music

*Graduate
Handbook*

Table of Contents

Letter from Program Director.....	4
Graduate Music Faculty	5
UNCP Teacher Education Program Overview.....	6
UNCP Graduate Assessment System.....	8
Master of Arts in Music Education	12
Introduction to Music at The University of North Carolina at Pembroke.....	16
A. Accreditation.....	16
B. Mission/Goals/Philosophy Statement.....	16
C. Graduate Degrees	16
General Information and Regulations	18
A. Applied Music.....	18
1. Audition Requirements	18
2. Semester Evaluation (Jury).....	18
3. Grading/Attendance Policy.....	18
B. Ensembles.....	19
1. Participation Requirements.....	19
2. Ensemble Rehearsal Attendance.....	19
Portfolios	19
Recitals.....	20
A. Recording Policy.....	20
B. Departmental Recital Regulations.....	20
C. Graduate Applied Music or Thesis Project Regulations.....	20
D. Recital/Graduate Applied Music or Thesis Project Accompanist.....	22
Music Resource Center	22
Appendix A - Summary of Auxiliary Applied Music Requirements.....	24
Appendix B - Graduate Applied Music Project/Comprehensive Oral Examination Checklist.....	25

Appendix C - Graduate Thesis Project Hearing /Oral Examination and Lecture/ Demonstration Checklist.....	26
Appendix D - MAT Comprehensive Oral Examination and Portfolio Checklist.....	27
Appendix E - "Applied Music Project Warrant" Form	28
Appendix F - "Thesis Project Warrant" Form.....	29
Appendix G - "MAT Comprehensive Oral Examination and Portfolio Project Warrant" Form.....	29
Appendix H - MA, MAT, and Advanced Competency Portfolio Standards.....	30
Appendix I - MA Graduation Audit.....	31
Appendix J - MAT Graduation Audit	40
Appendix K - <i>Graduate Candidate Dispositions Self-Assessment and Goal Setting Survey</i>	41
Appendix L - <i>Action Research Project Scoring Rubric</i>	42
Appendix M - <i>Leadership Project Proposal Evaluation Form</i>	44
Appendix N - <i>Graduate Portfolio Evaluation at Midpoint for Candidates in Teacher Licensure Areas – Holistic Rubric</i>	55
Appendix O - <i>Graduate Portfolio Evaluation at Program Completion for Candidates in Teacher Licensure Areas – Holistic Rubric</i>	58
Appendix P - <i>Graduate Candidate Interview at Midpoint for M.A. Ed. and M.A. Programs Leading to Teacher Licensure Summary Form</i>	65
Appendix Q - <i>Graduate Portfolio Evaluation - Analytic Rubric</i>	66
Appendix R - <i>(Music) Graduate Portfolio Rating Chart</i>	70

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Welcome, UNCP Graduate Students!

As the chair of the Department of Music at The University of North Carolina at Pembroke (UNCP), I join with you in thinking of each school year as a new beginning. This frame of mind is facilitated by our occupancy of the renovated and expanded Moore Hall. Each one of you is arriving at its door with a personal dream and an individual path that will lead you to your goals. My dream is to facilitate your academic success, culminating in your graduation, and my path is designed to "pave the way" for your own.

Your regular use of this handbook will support your efforts. The handbook information will guide you throughout your career as a graduate music student at UNCP. The information inside covers requirements for applied music and ensembles. There are sections about portfolios and the written assignments required during a semester of applied music study.

Feel the excitement, the opportunity, and the challenge! Be prepared, be present, and be persistent! You will succeed.

Let's go!

Janita K. Byars, Ed.D.
Music Department Chair
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TEACHER EDUCATION PROGRAM OVERVIEW

Preparing professional educators who are committed, collaborative, and competent



Teacher Education Program Vision Statement

By holding ourselves to high standards of professional excellence and professional integrity, by caring for the personal and professional well-being of the teacher candidates in our undergraduate community and the career professionals in our graduate community, we will make sound judgments about the design and delivery of professional development programs in an environment of mutual trust and common commitment to public school children and their families.

The Teacher Education Program Mission Statement

Believing that the quality of education directly influences the quality of life both for those served and for those serving, the UNC Pembroke Teacher Education Program has as its mission to develop and nurture competent and caring communities of public school professionals who dedicate themselves to the education and welfare of all students and whose understanding of the dynamic interrelationship among theory, practice, and reflection compels them to actively influence positive change with sensitivity and integrity. The UNCP Teacher Education Program shares the University's commitment to academic excellence, cultural diversity, and lifelong learning within a balanced program of teaching, research, and service.

Teacher Education Program Diversity Position Statement

In congruence with the mission of the University of North Carolina at Pembroke in providing the setting and environment for the University experience and to graduate students prepared for global citizenry, the Teacher Education Program at UNCP is committed to the development of teachers who embrace the diversity of ideas, learning styles, racial and ethnic differences, and gender issues of differences and who possess the knowledge, skills and dispositions necessary to promote living and learning in a global society. To this accomplishment the Teacher Education Program will seek to

- 1) recruit students from among diverse backgrounds, cultures and races;
- 2) recruit faculties from among diverse populations who possess a knowledge base for teaching diverse populations;
- 3) develop, teach and assess a curriculum that embraces learning and teaching for diverse populations; and,
- 4) provide (field) experiences and clinical settings, which enable students to test, adapt and adopt paradigms of learning for diverse populations.

Basic Tenets of the Conceptual Framework

The UNCP Teacher Education Program is committed to the public school mission of preparing P-12 learners for full participation in a democratic society. We believe that all P-12 learners are entitled to

the highest quality instruction, services, resources, and facilities that society can provide. UNCP's primary responsibility in that noble effort is to prepare **competent** and **collaborative** professional educators **committed** to the democratic mission in public education.

COMMITMENT

Public schools exist for the purpose of making equal access a reality for all children regardless of race, ethnicity, socioeconomic status, language, gender, religion, sexual orientation, or exceptionality. Success in school is critical to the quality of future life for individuals as well as the health and vitality of our democratic nation. Therefore, professional educators—classroom teachers, specialists, administrators, and school counselors—significantly influence the shape of that future for P-12 learners in our nation's public schools. Such serious responsibility for the well-being of others requires an equally serious commitment from professional educators on several levels.

First, professional educators must be **committed to the mission of public schooling** in a culturally diverse, democratic society. Professional educators respect the dignity of all children, their families, their cultures, and their communities and care deeply about each child's academic success, health, and well-being. Second, professional educators must be **committed to high standards for students**. Professional educators believe that all students can learn and set high expectations for all learners. They create safe, secure, and supportive learning environments designed to meet the needs of diverse learners. Third, professional educators must be **committed to high standards for themselves**. They are personally invested in their professional work and continuously engaged in critical self-reflection about their own effectiveness at performing that work. They are committed to lifelong learning and continuous professional development over the span of a career. Fourth, **professional educators are committed to the profession**. They are proud to serve their communities as educational leaders and advocate for the profession in all interactions. They affiliate with various professional organizations at the district, state, and national levels.

COLLABORATION

Public schooling is a complex social institution involving multiple branches of local, state, and national governments, the general public, special interest groups, numerous national professional organizations, accreditation agencies, business partners, civic organizations, and millions of classroom teachers, administrators, service professionals, specialists, support staff, students and their families. Collaboration among all of the stakeholders in public education is essential for success. The UNCP Teacher Education Program nurtures the development of professional educators who understand the importance of collaboration in the public school culture and who work productively with others in various collaborative endeavors for the welfare of P-12 learners.

Professional educators must **collaborate with others in the community of learners**. They understand the constructivist principle of creating shared knowledge, learn how to work as a team on group projects in their classes, and develop a repertoire of cooperative learning strategies. Professional educators must learn how to **collaborate with other professionals in the school community**. They plan collaboratively with cooperating teachers, grade-level teams, resource teachers, curriculum specialists, and embrace opportunities to team teach. Experienced professionals lead collaborative efforts for whole school improvement. Professional educators **collaborate with students' families and other caregivers**. They understand that the partnership between school and home has a positive impact on the child's success in school. They communicate regularly with parents about what is going on in the school and invite them to actively participate in the school community. Professional educators **collaborate with others in the community**. They secure partnerships with businesses, civic organizations, nonprofit groups, and committed individuals in the district, state, and nation to support special educational initiatives for the benefit of P-12 learners.

COMPETENCE

The UNCP Teacher Education Program prepares professional educators who are competent. They **possess the knowledge, skills, and dispositions** needed to perform their entry level and advanced roles and responsibilities in the public schools effectively. Competent professional educators **promote positive learning outcomes for ALL students**. Understanding the critical connections among theory, research, and practice, their work is grounded in a defensible, well-developed **conceptual framework** based on the tenets of **constructivism**. Competent professional educators **know how to use critical self-reflection** on those connections to learn from direct experience and continuously improve their effectiveness. They **know how to secure and use various technological resources** to enhance student learning, service delivery, communication, and administration. Competent professional educators **embrace cultural diversity**. They know the students for whom they are responsible and how to accommodate the needs of diverse learners in a positive, caring environment. They **value the role of the family in the child's education** and know how to work cooperatively with parents and other caregivers for the child's benefit. Competent professional educators **provide leadership** wherever it is needed, always alert for opportunities to use their individual strengths to promote public education and those it serves.

Specific guidelines for defining professional competence are prescribed by the NC State Board of Education, as the body authorized to govern licensure credentials for professional educators, and The University of North Carolina Board of Governors, the body authorized to govern the award of academic degrees for the UNC system. NC State licensure requirements are aligned with the professional organization standards of the respective licensure area. Specific guidelines defining professional competence are also prescribed by the National Council for the Accreditation of Teacher Education (NCATE), an external accreditation agency.

UNCP GRADUATE CANDIDATE ASSESSMENT SYSTEM

The UNCP Teacher Education Program assessment system is an integrated, comprehensive plan designed to monitor the professional development of advanced candidates as well as to evaluate the graduate programs. The graduate candidate assessment system is aligned with the teacher education conceptual framework and is structured by the UNCP Teacher Education Program Standards for the Master's Degree Teaching License.

A. Instructional Expertise

The candidate demonstrates instructional expertise by applying the theoretical, philosophical, and research bases for educational practice in P-12 settings to improve student learning.

B. Knowledge of Learners

The candidate incorporates knowledge of the nature of the learner, learning processes, variations in learning abilities and learning styles, and strategies for evaluating learning into the planning, delivery, and evaluation of instruction.

C. Research

The candidate uses research to examine and improve instructional effectiveness and student achievement.

D. Content Knowledge

The candidate demonstrates advanced depth and breadth of knowledge and skills in the academic discipline and in education.

E. Professional Development and Leadership

The candidate engages in continued professional development and provides leadership at the classroom, school, and community levels, and within the profession.

The system for assessing candidate professional development is designed to (a) guide decisions about program admission, (b) monitor candidate progression through the program, (c) determine to what degree candidates have acquired the knowledge, skills, and dispositions set forth in the UNCP Teacher Education Program Standards for the Master's Degree Teaching License, (d) identify those candidates who may need planned intervention during their program of study, and (e) identify areas in the education program that need to be improved as reflected in

various assessments of candidates. Multiple assessments, both formative and summative, are used at multiple points during the candidate’s progression from program entry to program completion and beyond. Data are regularly and systematically collected, compiled, summarized, analyzed, and reported for the purpose of improving candidate performance. The results of candidate assessment tie into the evaluation of the program and its operations.

The Graduate Candidate Assessment System is designed to answer the following questions about candidate professional development:

- Do candidates command content, pedagogical, and professional knowledge and skills as described in professional, state, and institutional standards?
- Are candidates able to use these multiple-knowledge bases and skills to help diverse students learn?
- Are candidates familiar with and do they model the dispositions delineated in professional, state, and institutional standards?

Unit-Wide Assessments

An overview of the unit-wide data collection points and the relevant candidate assessments is provided in the chart below. Each of the assessments is annotated briefly in the section that follows.

Unit Decision Points & Assessments for All Candidates in M.A. and M.A.Ed. Teacher Licensure Programs				
Entry	Completion of Professional Studies Core Courses	Midpoint (when candidate has completed 15-21 SH)	Field-Based Experience or Internship	Exit
Required GPA	Required GPA	Required GPA	Required GPA	Required GPA
Transcript evaluation	Action Research Project	Candidate Portfolio		Candidate Portfolio
Existing initial licensure in aligned field	Leadership Project Proposal	Candidate Interview		Professional Disposition Self-Assessment
Standardized Test (MAT, GRE)				
Letters of Recommendation				
Professional Disposition Self-Assessment				

Graduate Admissions Requirements (Full or Provisional Admission)

All applicants for full or provisional admission to an M.A.Ed. or M.A. licensure program must submit official transcripts from all colleges/universities attended. Applicants must have a satisfactory undergraduate academic record and must meet at least one of the following minimum GPA requirements: an overall GPA of at least a 2.5 on all undergraduate work, or an overall GPA of at least a 3.0 in the undergraduate major, or a GPA of at least a 3.0 on all undergraduate work taken in the senior year. Applicants must submit an official report of satisfactory scores on the Miller Analogies Test (MAT) or the Graduate Record Examination (GRE). In addition, applicants must submit three letters of professional recommendation and a copy of any current licenses held. Additional information about graduate admission policies is included in the School of Graduate Studies section of the *UNCP Catalog*.

Professional Dispositions Self-Assessment

The *Graduate Candidate Dispositions Self-Assessment and Goal Setting* survey is designed to provide an opportunity for candidates to reflect on dispositions and attitudes considered important to successful teaching. The instrument is intended to help candidates identify areas for continuing professional growth and define steps he/she might take to promote that growth. Data from this self-assessment is used by Program Directors as they consider ways in which their programs can assist candidates to develop and/or strengthen positive professional dispositions.

Candidates take the *Graduate Candidate Dispositions Self-Assessment and Goal Setting* survey twice, both at time of admission (entry) to a graduate program and near the time of program completion (exit). Along with the letter of admission, the Office of Graduate Studies includes instructions that guide candidates through the process of going online to take the *Graduate Candidate Dispositions Self-Assessment and Goal Setting* survey. The appropriate graduate Program Director receives a copy of the entry survey and keeps a copy on file for each candidate while he/she is enrolled in the program. In the last semester of their program of study, candidates complete the same survey online and reflect in writing on the changes in the survey results from time of entry into the program to time of exit. Candidates include copies of the entry survey, the exit survey, and the written reflection as an addendum to their graduate portfolios. A copy of the *Graduate Candidate Dispositions Self-Assessment and Goal Setting* survey is presented in [Appendix K](#) of this handbook.

Action Research Project

Successful completion of an action research project is a course requirement for EDN 566 Applied Educational Research, a core course required for all graduate teacher licensure programs. Action research is a form of self-reflective systematic inquiry by practitioners on their own practice. The goals of action research are (a) the improvement of teaching, (b) a better understanding of teaching and learning, and (c) an improvement in the learning environment in which the teaching is carried out. In EDN 566, candidates design an action research project, select appropriate research methods, conduct action research in their schools, and present their findings. The action research project is evaluated using the *Action Research Project Scoring Rubric*, which is included in [Appendix L](#) of this handbook.

Leadership Project Proposal and Implementation

The leadership project proposal is a course requirement for EDN 565 Applied Philosophy of Education, a core course taken by most teacher licensure program candidates. The leadership project is especially appropriate for helping candidates to develop and demonstrate professional leadership abilities as expressed in Standard 5: Professional Development and Leadership. The leadership project must be designed so that candidates can demonstrate their ability to take on a leadership role with other educators and must relate to the improvement of student learning in direct or indirect ways. Candidates develop a leadership project proposal and get it approved by their Program Director as a requirement for EDN 565. The implementation phase takes place under the guidance of the respective Program Director as candidates progress through their programs of study. The leadership project proposal is evaluated using the *Leadership Project Proposal Evaluation Form*, which is presented in [Appendix M](#) of this handbook. The implementation of the leadership project is evaluated as part of the exit portfolio using the *Graduate Portfolio Evaluation at Program Completion for Candidates in Teacher Licensure Areas - Holistic Rubric*. (see the following section).

Candidate Portfolio

Successful completion of the graduate portfolio is a degree requirement for all graduate candidates in UNCP Teacher Education programs leading to teacher licensure. The graduate portfolio is structured around the five master's standards and is evaluated at both midpoint and at exit from the program.

At midpoint, after candidates have completed 15-21 semester hours of coursework in their graduate licensure program, the Program Director will contact them in order to (a) discuss the current status of

their portfolio, (b) provide advice on how to prepare for their midpoint portfolio evaluation conference, and (c) schedule an appointment for the midpoint conference. At the midpoint conference, the Program Director completes the *Graduate Portfolio Evaluation at Midpoint for Candidates in Teacher Licensure Areas – Holistic Rubric*, which is presented in [Appendix N](#) of this handbook. If a rating of “follow-up required” is received on any element(s) of the rubric, a follow-up meeting is scheduled to re-evaluate the candidate’s progress on the portfolio. The Program Director will provide a copy of the Candidate Summary Sheet of the midpoint evaluation rubric to the candidate, will retain a copy for his/her records, and will forward a copy to the Director of Teacher Education.

At program completion, a panel comprised of graduate faculty, and whenever possible including public school representatives, will evaluate the portfolio the graduate portfolio using the *Graduate Portfolio Evaluation at Program Completion for Candidates in Teacher Licensure Areas – Holistic Rubric*, which is presented in [Appendix O](#) of this handbook. The candidate must receive a score of 2.0 or higher on each of the five standards AND at least a score of 2.0 or higher on the Overall Presentation component of the rubric in order to earn a passing score for the portfolio. Receiving a rating of 1 (Standard Not Met) on any single standard requires action (i.e., revision and re-evaluation). The candidate will have an opportunity to make revisions in the portfolio and resubmit it within the prescribed timeframe for a second evaluation. The Program Director will provide a copy of the Candidate Summary Sheet of the exit evaluation rubric to the candidate, will retain a copy for his/her records, and will forward a copy to the Director of Teacher Education.

Candidate Interview at Midpoint

During the midpoint portfolio evaluation conference (see the previous section), the Program Director will interview the candidate and complete the *Graduate Candidate Interview at Midpoint for M.A. Ed. and M.A. Programs Leading to Teacher Licensure Summary Form*, which is presented in [Appendix P](#) of this handbook. Areas for discussion at the interview include, but are not limited to (a) the online survey, *Graduate Candidate Dispositions Self-Assessment and Goal Setting*, taken at time of program entry; (b) the evaluation of the candidate’s Leadership Project Proposal; (c) the candidate’s planned sequence of courses in program; and (d) the extent to which the candidate’s expectations of the program are being met. If the Program Director determines that the candidate is not making satisfactory progress at the midpoint interview, a follow-up conference will be required. The Program Director will provide a copy of the form to the candidate and retain the original for his/her files. After the interview or after the follow-up conference (if required), a copy will be forwarded to the Director of Teacher Education.

Graduate Music Assessments

In addition to the Graduate Program Assessments, a weighted rubric is used by the Music faculty for portfolio evaluation. *The Graduate Portfolio Rating Chart* is presented in [Appendix Q](#).

MASTER OF ARTS IN MUSIC EDUCATION (MA)

Director: Janita K. Byars

Program Description

The Master of Arts in Music Education program is intended to prepare the experienced, in-service music teacher for full participation in the profession as leader, researcher, and master practitioner. It is designed for music teachers with initial ("A") licensure who, after the successful completion of the program, will obtain the North Carolina "M" license in music. The program is designed to promote both teacher autonomy and interdependence through development of individual talents, interests, and philosophies and through growth in competence in the professional practice of music education.

Program Goals and Objectives

The Music Education graduate program is designed to help students engage in inquiry, reflection, and action in order to enhance:

1. The professional lives of teachers in general;
2. The learning and well being of their students;
3. The teaching and learning environments of their schools; and
4. Partnerships with parents and families.

Students will:

1. Strengthen their command of the structures, methodologies, and content of contemporary music education, philosophy, and research;
2. Improve their command of performance and conducting skills;
3. Improve their understanding of music technology, history, literature, theory, and arranging;
4. Demonstrate scholarly competence in the organization, interpretation, and evaluation of knowledge;
5. Demonstrate professional competence and leadership in the communication and dissemination of knowledge to diverse students; and
6. Identify contemporary problems in various aspects of music and music education and design and/or demonstrate proposed solutions with appropriate leadership initiatives.

The culminating Master's projects will reflect the five UNCP Teacher Education Master's Candidate Standards and the core and content standards of the M.A. in Music Education program. As a result, applied music and thesis projects will be authentic in nature and applied in content. Students will design and/or demonstrate proposed solutions to contemporary, clearly identified problems. The portfolio will contain artifacts and relevant data documenting graduate study and related activities. Areas of emphasis include self-evaluation, reflection, and identification of "next steps."

Criteria for admission to the program:

- a) "A" licensure from the state of North Carolina in K-12 Music Education or eligibility for "A" licensure (or equivalent).
- b) Two years of teaching experience or the equivalent.
- c) Acceptable MAT or GRE scores and appropriate undergraduate GPA or compelling professional experience.
- d) An acceptable audition on one's major instrument/voice.
- e) Letter of application that includes:
 1. Statement of philosophy of music education.
 2. Letters of support.
 3. Recommendation of principal or department chair.

Studies in Supportive Areas	9
EDN 550 - Applied Educational Psychology	
EDN 565 - Applied Philosophy of Education (Prereq: EDN 550)	
EDN 566 - Applied Educational Research	
Specialty Area Requirements	15
A. Major Area	
MUS 564-Applied Contemporary Instructional Methodology	
MUS 565-Applied Philosophy and Leadership of Music Education	
MUS 566-Applied Research in Music Education	
One of the following (6 hours):	
MUS 598-Elements of Thesis Writing and MUS 600-Thesis Project,	
or MUSP 550-587 or MUSP 500-537 or MUSP 650-686 or MUSP	
600-637-Applied Music (4 hours) and MUS 604-Applied Music	
Project	12
B. Other Studies in Music	
MUS 573-576 - Graduate Ensemble	
MUS 529 - Graduate Conducting	
MUS 534 - Advanced Arranging	
MUS 595 - Advanced Study of Music History and Literature	
MUS 530 - Rehearsal Strategies	
Total Hours (Minimum): 36	

COURSES

MUSIC (MUS)

MUS 529. Graduate Conducting (2 hours)

A laboratory course that includes the study of choral and instrumental conducting techniques and scores.

MUS 530. Rehearsal Strategies (2 hours)

A course designed to complement MUS 529 by offering real-life applications of conducting skills.

MUS 534. Advanced Arranging (3 hours)

A practical study of arranging for a wide-range of performance media as determined by the student's teaching situation.

MUS 564. Applied Contemporary Instructional Methodology (3 hours)

A study of current trends in music education relating to music instruction at all levels, K-12.

MUS 565. Applied Philosophy and Leadership of Music Education (3 hours)

A survey of major philosophical trends in music education from the 18th-century to the present.

MUS 566. Applied Research in Music Education (3 hours)

Emphasis is on recent research and research methodology in music education as it relates to instructional as well as historical issues.

MUS 573, 574, 575, 576. Graduate Ensemble (1 hour per semester)

Credit is granted for participation in an ensemble chosen by the student in consultation with his/her graduate advisor.

MUS 581. Internship in K-12 Music Education (3 hours)

Ten week, full-time internship experiences in an off-campus public school setting appropriate for K-12 Music licensure. Prerequisite: Approval of the Music Education Program Director.

MUS 595. Advanced Study of Music History and Literature (3 hours)

A study of select genre of music of music literature to include large-scale choral and instrumental works as well as opera and chamber music to be viewed from a stylistic and developmental viewpoint.

MUS 598. Elements of Thesis Writing (2 hours)

A seminar class that focuses on elements of thesis writing with particular emphasis on creating an appropriate review of literature.

MUS 599. Graduate Portfolio (1 hour)

Emphasis is on demonstrating and documenting through a portfolio the knowledge, skills, and behaviors needed for reflective teaching and for community, school, and classroom leadership. Prerequisite: Approval by program director.

MUS 600. Thesis Project (4 hours)

The student prepares a Master's Degree thesis in the area of the student's major under the direction of the student's major advisor and thesis committee. Pass/Fail. Prereq: Completion of 21 semester hours of graduate work; MUS 598; EDN 566; permission of the student's major advisor; and permission of the Dean of Graduate Studies.

MUS 604. Applied Music Project (2 hours)

Credit is granted for presenting a full (approximately one-hour) recital and supporting document.

APPLIED MUSIC (MUSP)

Private lessons at the graduate level on an instrument/voice of the student's choosing as approved by his/her faculty audition committee.

MUSP 500, 501. Private Voice (1 hour)

MUSP 502, 503. Private Piano (1 hour)

MUSP 504, 505. Private Organ (1 hour)

MUSP 506, 507. Private Flute (1 hour)

MUSP 508, 509. Private Oboe (1 hour)

MUSP 510, 511. Private Clarinet (1 hour)

MUSP 512, 513. Private Bassoon (1 hour)

MUSP 514, 515. Private Saxophone (1 hour)

MUSP 516, 517. Private Trumpet (1 hour)

MUSP 518, 519. Private French Horn (1 hour)

MUSP 520, 521. Private Trombone (1 hour)

MUSP 522, 523. Private Euphonium (1 hour)

MUSP 524, 525. Private Tuba (1 hour)

MUSP 526, 527. Private Percussion (1 hour)

MUSP 528, 529. Private Violin (1 hour)

MUSP 530, 531. Private Viola (1 hour)

MUSP 532, 533. Private Violoncello (1 hour)

MUSP 534, 535. Private Bass Viol (1 hour)

MUSP 536, 537. Private Guitar (1 hour)

MUSP 550, 551, 650. Private Voice (2 hours)

MUSP 552, 553, 652. Private Piano (2 hours)

MUSP 554, 555, 654. Private Organ (2 hours)

MUSP 556, 557, 656. Private Flute (2 hours)

MUSP 558, 559, 658. Private Oboe (2 hours)

MUSP 560, 561, 660. Private Clarinet (2 hours)

MUSP 562, 563, 662. Private Bassoon (2 hours)

MUSP 564, 565, 664. Private Saxophone (2 hours)

MUSP 566, 567, 666. Private Trumpet (2 hours)

MUSP 568, 569, 668. Private French Horn (2 hours)

MUSP 570, 571, 670. Private Trombone (2 hours)

MUSP 572, 573, 672. Private Euphonium (2 hours)

MUSP 574, 575, 674. Private Tuba (2 hours)

MUSP 576, 577, 676. Private Percussion (2 hours)

MUSP 578, 579, 678. Private Violin (2 hours)

MUSP 580, 581, 680. Private Viola (2 hours)

MUSP 582, 583, 682. Private Violoncello (2 hours)

MUSP 584, 585, 684. Private Bass Viol (2 hours)

MUSP 586, 587, 686. Private Guitar (2 hours)

MUSP 600, 601. Private Voice (1 hour)

MUSP 602, 603. Private Piano (1 hour)

MUSP 604, 605. Private Organ (1 hour)
MUSP 606, 607. Private Flute (1 hour)
MUSP 608, 609. Private Oboe (1 hour)
MUSP 610, 611. Private Clarinet (1 hour)
MUSP 612, 613.. Private Bassoon (1 hour)
MUSP 614, 615. Private Saxophone (1 hour)
MUSP 616, 617. Private Trumpet (1 hour)
MUSP 618, 619. Private French Horn (1 hour)
MUSP 620, 621. Private Trombone (1 hour)
MUSP 622, 623. Private Euphonium (1 hour)
MUSP 624, 625. Private Tuba (1 hour)
MUSP 626, 627. Private Percussion (1 hour)
MUSP 628, 629. Private Violin (1 hour)
MUSP 630, 631. Private Viola (1 hour)
MUSP 632, 633. Private Violoncello (1 hour)
MUSP 634, 635. Private Bass Viol (1 hour)
MUSP 636, 637. Private Guitar (1 hour)

Introduction to Music at The University of North Carolina at Pembroke

A. Accreditation

The Department of Music is an accredited institutional member of the National Association of Schools of Music (NASM).

B. Mission/Goals/Philosophy Statement

The **mission** of the Department of Music is to offer all students who have demonstrated interest and ability in music the opportunity to continue further study either for a profession or an avocation, and to educate students in such a way that they understand and appreciate music not only as an art form with a rich historical and cultural heritage, but as an ongoing, contemporary endeavor that incorporates traditional and technological advancements through individual and group participation.

The **goals** of the Department of Music are

- To provide comprehensive musical training for teachers of vocal and instrumental music.
- To prepare a student for a career as a teacher in elementary or secondary schools through an understanding and application of the National Standards in Music.
- To promote musical literacy among all students.
- To provide comprehensive musical training for students wishing to seek employment in the music business area.
- To provide comprehensive musical training for students wishing to seek employment in musical theatre.
- To encourage professional awareness.
- To provide outreach, support, and encouragement to area public school teachers and students in the form of workshops, festivals, and clinics.
- To provide a well-rounded course of study for those students pursuing a professional career by continuing in graduate work.
- To encourage a desire for continued learning in the field of music and the ability to form and defend evaluative judgments about music.
- To provide experiences which the music student and the general university student will find rewarding in developing their cultural sensitivity.
- To provide public programs and concerts to enrich the cultural life of the university and community.

Philosophy: The music faculty of the University of North Carolina at Pembroke believes that true musicianship is the synthesis of knowledge acquired through active participation in the study, performance, and creation of music and through the discipline required to gain the physical, listening and interpretive skills to master the instrument that has been chosen to be the vehicle for communication of the art. Furthermore, the music faculty believes that this synthesis happens one step at a time, building on a firm foundation and rising to the highest goal attainable. It is nurtured with positive encouragement from mentors, peers, and oneself. The faculty strives to establish an atmosphere of support in which faculty and students work together to be the best that they can be.

C. Graduate Degrees

The Master of Arts in Music Education program is intended to prepare the experienced, in-service music teacher for full participation in the profession as leader, researcher, and master practitioner. It is designed for music teachers with initial (“A”) licensure who, after the successful completion of the program, will obtain the North Carolina “M” license in music. The Master of Arts in Teaching with a Music Specialization program is designed for those with a baccalaureate degree in music to earn licensure. The programs are designed to promote both teacher autonomy and interdependence through development of individual talents, interests, and philosophies and through growth in competence in the professional practice of music education.

The following courses - a total of thirty-six (36) credit hours - are required for the **Master of Arts in Music Education** degree.

Major Area (15 credit hours)

MUS 564 Applied Contemporary Instructional Methodology (3 hours)
MUS 565 Applied Philosophy and Leadership of Music Education (3 hours)

MUS 566 Applied Research in Music Education (3 hours)

MUS 598 Elements of Thesis Writing (2 hours) and MUS 600 Thesis Project (4 hours)

OR

MUSP 550/587 Applied Music or MUSP 500/537 or MUSP 600/636 or MUSP 650/686 (4 hours) and
MUS 604 Applied Music Project (2 hours)

Other Studies in Music (12 credit hours)

MUS 573-576 Graduate Ensemble (2 hours)
MUS 529 Graduate Conducting (2 hours)
MUS 534 Advanced Arranging (3 hours)
MUS 595 Advanced Study in Music History and Literature (3 hours)
MUS 530 Rehearsal Strategies (2 hours)

Other Studies in Supportive Areas (9 credit hours)

EDN 550 Applied Educational Psychology (3 hours)
EDN 565 Applied Philosophy of Education (3 hours)
EDN 566 Applied Educational Research (3 hours)

The following courses - a total of thirty-six to thirty-nine (36 to 39) credit hours - are required for the **Master of Arts in Teaching** degree with a Music Specialization.

Professional Core (12 credit hours)

EDN 566 Applied Educational Research (3 hours)
EDN 550 Advanced Educational Philosophy (3 hours)
EDN 512 Advanced Study of Exceptionality in Children (3 hours)
EDN 582 Instructional Development (3 hours)

Pedagogical Expertise (6 credit hours)

EDN 580 Effective Instructional Practices (3 hours)
MUS 564 Applied Contemporary Instructional Methodology (3 hours)

Professional Development (0 or 3 credit hours)

MUS 581 Internship in Music Education (3 hours) Internship is required if the student is not employed in a teaching capacity in a North Carolina Public School (lateral entry).

Music Specialty Area (18 credit hours)

MUS 565 Applied Philosophy and Leadership of Music Education (3 hours)
MUS 599 Graduate Portfolio (1 hour)
MUSP 550/587 Applied Music or MUSP 500/537 or MUSP 600/637 or MUSP 650/686 (2 hours)
MUS 573-576 Graduate Ensemble (2 hours)
MUS 529 Graduate Conducting (2 hours)
MUS 534 Advanced Arranging (3 hours)
MUS 595 Advanced Study in Music History and Literature (3 hours)
MUS 530 Rehearsal Strategies (2 hours)

II. General Information and Regulations

A. Applied Music (See Appendix A)

1. Audition Requirements

As stated in the *UNCP Catalog*, all prospective graduate students and lateral entry candidates must audition and interview in order to gain acceptance into one of the music degree programs as well as gain approval of the specific degree track (applied music or thesis).

2. Semester Evaluation (Jury)

At the end of each semester all graduate students studying privately *must* take an applied music jury. *This jury is required.* Juries will be scheduled during exam week. Students should check with their instructors during the semester as to the nature of the jury in specific performing areas. Juries for students enrolled in applied music for elective credit will be handled at the discretion of the private instructor.

3. Grading/Attendance Policy

Because private music instruction is such a critical and vital part of a music major's education, the following policy shall be rigorously enforced with regard to all students enrolled in private lessons:

a. Grading Scale

Private lessons will be graded on a weekly basis employing a ten-point scale.

b. "Applied Music Repertoire and Evaluation" Form (Jury Sheet)

Prior to the jury, the student will download the jury sheet and list all materials studied during the current semester and bring the completed form to the jury exam.

c. Grade Percentage

The determination of the final grade will be made according to the following percentages:

Private lesson/Seminar grades	65%	
Jury grade average	20%	
Concert review, article report, and research paper (5% per paper)		15% (See Appendix B.)

d. Absences

All unexcused absences in excess of one will be averaged into the final grade as a zero (0). If a student attends every lesson, the lowest grade will be dropped. When at all possible, excuses for absences should be submitted prior to their occurrence. Such absences will be excused in accordance with the official UNCP policy as described in the University *Catalog* or at the instructor's discretion. A zero will also be assigned for any of the twelve (12) required concerts/recitals that a student did not attend.

e. Make-up Lessons

Lessons missed except due to the instructor's absence will not be made up. Students should recognize that

- The instructor's busy schedule makes it very difficult to schedule make-up lessons.
- Part-time instructors teach for only a certain number of hours per week.
- The concept of a "make-up" lesson is unsound since there is some question as to whether regular work missed can be totally made-up.

f. Credit

Applied music is offered for both one and two hours credit per semester.

Ensembles

1. Participation Requirements

a. Auditions

Auditions for Concert Choir, University Band, and Scenes from Musical Theatre are required for placement only. Auditions for the Jazz Ensemble, Jazz Choir, Pembroke Singers, and Musical Production are required for admittance. See the individual directors for audition times.

b. Attire for University Band, Concert Choir, Jazz Choir, & Jazz Ensemble

Tuxedos and formal black dresses are required for performances. All entering male freshman and transfer students are required to purchase a tuxedo at the beginning of the first semester of enrollment. The male student must also furnish black shoes, black socks, and a white shirt. The female student must furnish black shoes and a white shirt.

2. Ensemble Rehearsal Attendance

The individual directors set ensemble rehearsal attendance policies. The student should realize that attendance must be consistent and punctual and will be considered an indicator of the student's professional commitment to musical performance and music education. Being absent from a rehearsal, tardy, or unprepared, means that the student has not only missed the rehearsal and material covered, but that he/she has effectively hindered the progress of the entire ensemble.

Attendance for ensemble rehearsals is vitally important for the success of every group. If even one member is missing from a piece it becomes very difficult to accomplish established goals. Doctor's appointments (including trips to the infirmary), class observations, other rehearsals are not excuses. School events are excused if prior permission is received. The key is always communication. Excessive absences can also result in the student's dismissal from the ensemble.

Tardiness is not a trait that is looked upon favorably in the professional music world. Tardiness interrupts the flow of rehearsal and distracts those who arrive on time. Therefore, two "tardies" will equal an absence. If late to a rehearsal, the student must wait outside the rehearsal hall until the conductor reaches an appropriate point in the rehearsal to enter. A student is considered tardy if he/she is not prepared to perform when the conductor gives the downbeat for the rehearsal.

Any rehearsal for which a student is unprepared (not having correct music, not knowing the parts, not being set up before rehearsal starts) could be considered as an absence, and could, therefore, count against the final grade. The student is required to attend rehearsals of pieces in which he/she does not play. The student may use the time to practice in one of the practice rooms or to remain in the rehearsal hall in order to observe the rehearsal. Failure to do so could count as an absence.

Attendance at all performances is required. See Section E3 below for attendance requirements for students on stipends.

Portfolios

Students will document areas of their own musical achievement and academic success in the form of artifacts (for example, papers, audio- and videotapes, programs, and projects). The content of these artifacts is reviewed by the student and indexed in relation to the graduate Music Content Standards. The goal for each student is to document his/her musical and academic growth through the synthesis of study, performance, and creation of music through this comprehensive portfolio. A successful review by the faculty of the portfolio, its artifacts, and related self-reflections is a graduation requirement.

Recitals

A. Recording Policy

1. Departmental Recitals

The monthly departmental recitals will be recorded for use by students and faculty. These recordings will be kept for a few weeks, and will not be filed in the Music Resource Center.

2. Individual Graduate Recitals

Students presenting such recitals must fill out the proper form and turn it in to the music department secretary at least 48 hours prior to the recital. Recording arrangements must also be made with an appropriate student-recording technician.

3. Ensemble Performances

A master recording will be kept in the Music Resource Center.

B. Departmental Recital Regulations

1. General Policies

- All recitals will begin promptly at 10:00 AM.
- All recitals will be limited to 70 minutes of "performing time."
- No one will be allowed to perform who has not submitted the required form to the department secretary (including information about the length of performance) by 4:00 PM the Monday prior to the recital date. The student's private instructor must sign the form. (Note: The department chair's signature, the student's advisor's signature, or the student's accompanist's signature will **NOT** be accepted.) This signature indicates that the instructor stands behind the "readiness" of the performance, including any accompaniment that is involved and attests that all information is correct.
- Within the 70-minute limitation, the performances will be prioritized, as follows:
 - Music majors performing on their major instrument.
 - Music majors performing on a secondary instrument.
 - "Especially talented" music minors and music concentrations.
 - "Especially talented" non-majors.

2. Performance Attire

Semi-formal dress for department recitals is encouraged. These are public performances and students should present themselves in a professional manner.

C. Graduate Applied Music or Thesis Project Regulations (See Appendices B and C)

MUS 604 (Applied Music Project), and MUS 600 (Thesis Project) are regarded by the music faculty as the culmination of a student's preparation as a professional musician. Program notes are required. The applied music instructor has the responsibility for reviewing the program and program-notes material a week in advance of the pre-recital hearing. This final demonstration of the musical abilities has been in the process of development throughout the student's entire college education. As such, each student, regardless of degree program, should approach this event seriously, professionally, and enthusiastically. The ultimate challenge to a student is to present a public performance that is technically sound, stylistically correct, and musically inspired. The Applied Music and Thesis Projects may take the form of a combined performance/lecture-demonstration or an exhibition. This is optional for Thesis Projects. A comprehensive oral examination is required of all graduate students. The oral examination is scheduled at the time of the project hearing.

Credit Hours for Graduate Applied Music or Thesis Project

MUS 604 is taken for two credits and includes a twenty- to forty-page paper. MUS 600 is taken for four credits and includes a paper of over forty pages in length.

Scheduling the Graduate Applied Music or Thesis Project

Graduate students will schedule their Applied Music or Thesis Project during the semester in which they are enrolled in MUS 604 or MUS 600 or during a following semester.

Graduate Applied Music or Thesis Project Committee; "Applied Music Warrant" or "Thesis Project Warrant"¹

At the beginning of the applied music or thesis project semester, all students must form a committee to conduct a hearing. In order to begin this process, the student should obtain a copy of the "Warrant" form from the Music Department web site and complete Part I. The applied music or thesis project hearing must then be scheduled to take place a minimum of three weeks prior to the date of the actual performance, lecture/demonstration, or exhibition. The recital committee will consist of the student's applied music instructor, the student's advisor (if not the same person as the applied music instructor), and a music faculty member in the student's major area. An additional member of the graduate committee will be a representative from a North Carolina public school system. The thesis project committee will consist of the student's advisor, a member of the music education faculty, an additional UNCP faculty member, and a representative from a North Carolina public school system. This committee will act in an advisory capacity, hearing the pre-recital/applied music or thesis project and determining, in all cases, if the program is ready to be presented in public, if the graduate written documents are satisfactory, and if the candidate has passed the comprehensive oral examination.

If the recitalist does not measure up to the department's standards, the program will not be allowed to be performed publicly. In the case of the required Graduate Applied Music or Thesis Project, the program will take place for the entire full-time music faculty at a time and date arranged by the individuals concerned (during school hours), at least three weeks after the date of the pre-recital hearing. This non-public recital/applied music or thesis project will not be advertised, but friends and family members are welcome to attend. If the student is permitted to perform publicly, the committee will attend the final recital/applied music or thesis project and complete the Graduate Applied Music Project Warrant or Thesis Project Warrant no less than one week after the performance. Should the graduate student perform unsatisfactorily, the committee may vote to not pass the student. In this case, the same committee will reform to hear the recital/applied music project later within that same semester. Recitalists appearing in a public recital/applied music or thesis project will be responsible for making arrangements for ushers and stage crew. If the graduate support document is not satisfactory, the final performance, lecture/demonstration, or exhibition will be rescheduled, pending revision and approval of the document.

Printed Programs

The Music Department will print programs of all Graduate Applied Music or Thesis Projects. The student may type the program him/herself, using the standard one-page format. If desired, the music department secretary will type the program; however, a typed copy of the pieces being performed must be submitted to her within 48 hours after the pre-recital hearing. The use of printed or announced dedications on recital programs is discouraged. It is necessary that acknowledgment of the applied music teacher and the accompanist (if applicable) be on the printed program. Performers are required to write program notes and submit them at the time of the recital hearing, after approval by the advisor. The advisor will monitor the documents for correct citation of resources. Program notes will not be duplicated for distribution at the performance unless approved and requested by the advisor and, if applicable, instructor.

Graduate Applied Music or Thesis Project Attire

For all public programs the recitalist, accompanist, page-turner, and adjunct musicians must wear formal or semi-formal dress. There is no dress requirement for non-public performances, although an atmosphere of professionalism is encouraged.

Recital/Graduate Applied Music or Thesis Project Publicity

It is the responsibility of the student performing to submit appropriate information to the Office of the Director of University Relations well in advance of the recital/applied music project date. In addition, the student (with the assistance of Dr. Gary Wright if needed) can design a poster that will be duplicated (a maximum of 10 copies) at the expense of the department.

¹ See Appendices D.1 through D.4.

D. Graduate Applied Music or Thesis Project Accompanist

Departmental Recital/Graduate Applied Music or Thesis Project/Jury

A student preparing for a departmental recital, applied music or thesis project, or jury examination must have all the music in the hands of the accompanist no later than three (3) school weeks prior to the date of that performance.

Graduate Applied Music or Thesis Project

A student preparing for a graduate applied music or thesis project is required to have all the music in the hands of the accompanist no later than ten (10) school weeks prior to the date of that performance.

Fees

Each student planning to present a graduate applied music or thesis project and needing an accompanist is personally responsible for acquiring that accompanist. This may be done by making arrangements with an able accompanist known personally by the student or by contacting an individual faculty member. Fees for such accompanying services are negotiable with the accompanist.

Music Resource Center (MRC)

A. General Information

- The MRC, which operates in cooperation with the University Library, contains the University's collection of music scores, recordings, and a selected group of reference books.
- All patrons are expected to know how to handle CDs, records, tapes, and other equipment; however the student worker will be happy to assist.
- Students are **not** permitted in the stack area except when accompanied by the worker or an instructor.
- The MRC is a study area. Students are expected to maintain a quiet atmosphere. Food and drinks are not permitted in the MRC.
- MRC hours are posted on the door of the center.
- All faculty who have selected recordings, books, and scores for classes each semester will make these items available to students by keeping them on reserve in the music department office. To check out reserve items, students need to sign the index card included with each item, attach their driver's license or student I.D. to the card and leave these with the MRC staff. **Materials may not be checked out without a driver's license or student I.D.** Materials must be returned to the MRC in good condition by 4:00 PM the day they are checked out.

B. Use of CDs, Records, and Video- and Audio-Tapes

CDs, records, and video- and audio-tapes are intended for use in the listening room area of the Music Resource Center only and may **not** be checked out by students. To obtain recordings, patrons must present the call number (from the card catalog or reserve list) to the student worker and sign the card. Recordings are listed two ways in the card catalog: in alphabetical order by composer and by classification of music.

C. Use of Scores and Books

Scores and books may be checked out for a two week period and may be renewed for a further two weeks, provided that no other request has been made for the materials. After this time the materials should be returned. To check out a score or book, present the call number to the student worker and he or she will get the book/score from the shelves. The card must be signed and dated and placed in the checkout file. The student worker has the right to request an ID if he or she does not know the person. If, at the end of the semester, materials are not returned to the Music Resource Center, a hold will be placed on the student's record or transcripts.

D. Copyright

The Department of Music is not responsible for any cases of copyright infringement. This is the sole responsibility of the student. Students are recommended to reserve funds for music purchases, thereby building a significant personal music library during their collegiate careers.

Appendix A – Summary of Auxiliary Applied Music Requirements

Three (3) papers are required, accounting for 15% of the applied music grade (5% per paper). Acceptable levels of writing skills for all documents are required. Those in need of assistance should be referred to the Writing Center. A description of the three papers is, as follows:

0. The student and private instructor will agree upon on a concert or recital to be used as the basis of the **concert review**. The review will include three research references, only one of which is to be an Internet source.
1. The **article report** will be based on an article from a periodical or scholarly journal. The private instructor will approve the student's selection, in advance.
2. The student will write a **research paper** on a topic that will be chosen by the private instructor. The topic will change each semester. Suggested topics include the historical and musical development of an instrument, biographical research on a performer or composer, or research on selections from the repertoire for an instrument or voice.

Program coordinators will work with adjuncts in their areas to establish assessment responsibilities for papers.

Students must attend a minimum of **twelve (12) recitals/concerts per semester** as well as complete any specific-studio requirements designated by applied music instructors. Moore Hall Recital Series (MHRS) concerts and departmental recitals are included in the twelve-recitals/concerts requirement. A lesson grade of zero (0) will be given for missed MHRS concerts and department recitals or for any of the other twelve recitals/concerts that the student did not attend. Students will submit concert/recital programs for non-MHRS or non-department recitals/concerts. External (off-campus) events must be approved in advance.

Appendix B - Graduate Applied Music Project/Comprehensive Oral Examination Checklist*

Form a committee consisting of the applied music instructor, advisor (if not the same person as the applied music instructor) or a music faculty member in your major area, one member chosen from the department faculty at large, and a representative from a North Carolina public school system. Prior to the applied music project semester, gain approval of applied music committee of the initial prospectus.

- _____ 1. Enroll in MUS 604 for two hours credit.
- _____ 2. When applicable, at least ten weeks prior to scheduled performance date, have all the music in the hands of the accompanist.
- _____ 3. Schedule a pre-recital/applied music project hearing three weeks before the performance date. The hearing will include the comprehensive oral examination.
- _____ 4. Have the typed support document approved by advisor and applied music instructor and provide four copies to the applied music project committee three weeks before the hearing/oral examination.
- _____ 5. Have a typed program (including program notes) approved by instructor and bring four copies to the applied music project hearing.
- _____ 6. Give approved applied music project program to department secretary within 48 hours after applied music project hearing.
- _____ 7. If applied music project is to be performed publicly, contact the UNCP Office of University Relations to make arrangements for publicity. The applied music project program, a picture and resume, the name of the applied music instructor, and the name of the accompanist should be included in this information.
- _____ 8. If applied music project is to be performed publicly, contact stage crew and ushers and explain duties to them.
- _____ 9. If applied music project is to be performed publicly, contact accompanist, page-turner, and any adjunct musicians to inform them of the type of dress required.
- _____ 10. If the student wishes to have the performance audio- or video-taped, fill out the necessary form in the secretary's office and contact the department's student recording technician to make the necessary arrangements. This must take place at least 48 hours prior to the performance (optional).
- _____ 11. If applied music project is to be performed publicly, order posters from the media center (optional).

*Note: All forms required by the Office of Graduate Studies must also be completed.

Appendix C - Graduate Thesis Project Hearing/Oral Examination and Lecture/Demonstration Checklist*

- _____ 1. Enroll in MUS 598 for two hours credit at the beginning of the thesis project process and for MUS 600 for four hours credit for the semester prior to or within which the thesis project hearing/oral examination and optional lecture/demonstration are scheduled.
- _____ 2. Form a thesis project committee at the beginning of the MUS 598 semester consisting of the advisor (who will serve as committee chair), a music education faculty member, one member chosen from the department faculty at large, and one member chosen from the faculty or administration of a North Carolina public school.
- _____ 3. Gain advisor's final approval of initial prospectus.
- _____ 4. Gain thesis project committee's approval of prospectus.
- _____ 5. At least ten weeks prior to the scheduled lecture/demonstration, have all the music in the hands of the accompanist and/or other participating musicians (when applicable).
- _____ 6. Schedule dates for the thesis project hearing/oral examination and, if applicable, for the lecture/demonstration. (Hearing/oral examination is to be held at least three weeks before lecture/demonstration date, if applicable.)
- _____ 7. Have the typed thesis project document approved by MUS 600 instructor and provide four copies to the thesis project committee three weeks before the hearing/oral examination.
- _____ 8. One week prior to the hearing/oral examination, present program notes to the advisor for review and approval.
- _____ 9. If applicable, bring four copies of the thesis lecture/demonstration program to the hearing. Successfully complete the thesis project hearing/oral examination.
10. If the thesis project lecture/demonstration is subsequently to be performed publicly, complete the following steps:
 - _____ a. Give the approved thesis project lecture/demonstration program to department secretary within 48 hours after the thesis project hearing.
 - _____ b. Contact the UNCP Office of University Relations to make arrangements for publicity. The thesis project lecture/demonstration program, a picture and resume, the name of the advisor, and the name of the accompanist and other participants should be included in this information.
 - _____ c. Contact stage crew and ushers and explain duties to them.
 - _____ d. Contact accompanist, page-turner, and any adjunct musicians to inform them of the type of dress required.
 - _____ e. Fill out the necessary form in the secretary's office and contact the department's student recording technician to make the necessary arrangements for audio- and/or videotaping, if desired. This must take place at least 48 hours prior to the lecture/demonstration (optional).
 - _____ f. Order posters from the media center (optional).

*Note: All forms required by the Office of Graduate Studies must also be completed.

Appendix D – MAT Comprehensive Oral Examination (COE) and Portfolio Checklist*

- _____ 1. Form a COE committee prior to the MUS 599 semester, consisting of the advisor/director of the graduate music education program (who will serve as committee chair), a music education faculty member, a music or education faculty member, and one member chosen from the faculty or music administration of a North Carolina public school.
- _____ 2. Enroll in MUS 599 for one hour credit for the semester prior to or within which the Comprehensive Oral Examination (COE) and, if applicable, the lecture/demonstration are scheduled.
- _____ 3. Gain advisor's final approval of COE and optional lecture/demonstration date(s) and design and content of the portfolio.
- _____ 4. Gain COE committee's approval of COE and optional lecture/demonstration date(s) and design and content of the portfolio.
- _____ 5. *If included in the project:* At least ten weeks prior to the optional lecture/demonstration, have all the music in the hands of the accompanist and/or other participating musicians.
- _____ 6. Have the portfolio document or the e-portfolio approved by MUS 599 instructor three weeks before the COE. Hard copies and/or access to the e-portfolio will be provided to the COE committee upon approval by instructor.
- _____ 7. If applicable, bring four copies of the portfolio lecture/demonstration program to the hearing. Successfully complete the comprehensive oral examination.
8. If the portfolio project lecture/demonstration is subsequently to be presented publicly, complete the following steps:
 - _____ a. Give the approved portfolio project lecture/demonstration program to department secretary within 48 hours after the COE.
 - _____ b. Make appropriate arrangements for publicity.
 - _____ c. Contact stage crew and ushers and explain duties to them.
 - _____ d. Contact accompanist, page-turner, and any adjunct musicians to inform them of the type of dress required.
 - _____ e. Optional: Fill out the necessary form in the secretary's office and contact the department's student recording technician to make the necessary arrangements for audio- and/or videotaping, if desired. This must take place at least one week prior to the lecture/demonstration.
 - _____ f. Optional: Order posters from the media center at least three weeks prior to the lecture/demonstration.

*Note: All forms required by the Office of Graduate Studies must also be completed.

Appendix E - "Applied Music Project Warrant" Form*

Part I - To be completed by **all** Master of Arts students at the **beginning** of the semester they are planning to present an applied music project. Note that this process begins following the committee's approval of the prospectus.

Student's Name _____

Accompanist (If Applicable) _____

Degree Program Master of Arts in Music Education

Date of Applied Music Project** _____

Signatures of Committee Members _____

Advisor/Chairman of Committee

Students should note that it is **their responsibility to clear the hearing/comprehensive oral examination and applied music project **dates** with all members of their committee **prior** to scheduling the recital/applied music project date. Students should also read carefully the Music Department *Student Handbook* statement in section III.D.5 and Appendix C.2 concerning the appropriate membership of their committees.

Part II - To be completed for **all** applied music projects (Graduate, Senior, Junior, Sophomore) at the time of the applied music project hearing/comprehensive oral examination.

Date of Applied Music Project/Comprehensive Oral Examination Hearing _____

Signatures of Committee Members indicating their approval that the program is ready for presentation, that the supporting document is complete and satisfactory, and that the candidate has passed the comprehensive oral examination.

Part III - To be completed after a **Graduate** applied music project has been presented.

We the committee members certify that on _____, _____

Date Student's Name

completed his/her senior recital/applied music project, in partial fulfillment of the requirements for the

Master of Arts in Music Education degree.

Signatures of Committee Members _____

*Note: All forms required by the Office of Graduate Studies must also be completed.

Appendix F - "Thesis Project Warrant" Form*

Part I (To be completed by **graduate** students at the **beginning** of the semester they are planning to complete their thesis project hearing and their optional thesis project lecture/demonstration.) Note that this process begins following the committee's approval of the prospectus.

Student's Name _____

Accompanist (If Applicable) _____

Degree Program Master of Arts in Music Education

Date of Thesis Project Hearing/Comprehensive Oral Examination** _____

Date of Optional Lecture/Demonstration* _____

Signatures of Committee Members

Chairman of Committee

Students should note that it is **their responsibility to clear all **dates** with all members of their committees **prior** to scheduling them. Students should also read carefully the Music Department *Handbook* statements in section III.D.5 and Appendix C.3 concerning the appropriate membership of their committee.

Part II - To be completed at the time of the hearing for **all graduate students electing a thesis project**.

Date of Thesis Project Hearing/Comprehensive Oral Examination _____

Signatures of Committee Members indicating their approval that the supporting document is complete and satisfactory, that the candidate has passed the comprehensive oral examination, and that the project is ready for the optional final lecture/demonstration, in partial fulfillment of the requirements for the Master of Arts in Music Education degree.

Part III - To be completed after the optional thesis project lecture/demonstration has been presented.

We the committee members certify that on _____, _____
Date Student's Name
satisfactorily completed his/her thesis project lecture/demonstration.

Signatures of Committee Members _____

*Note: All forms required by the Office of Graduate Studies must also be completed.

Appendix G – "MAT Comprehensive Oral Examination (COE) and Portfolio Project Warrant" Form*

Part I - To be completed by **graduate** students at the **beginning** of the semester they are planning to complete their COE, the portfolio project, and, if applicable, their portfolio project lecture/demonstration.

Student's Name _____

Accompanist (If Applicable) _____

Degree Program Master of Arts in Teaching

Date of Comprehensive Oral Examination _____

Date of Portfolio Project Lecture/Demonstration** (optional) _____

Signatures of Committee Members

_____ Chairman of Committee

Student should note that it is **his/her responsibility to clear the COE and lecture/demonstration **dates** with all members of the committee **prior** to scheduling them. Students should also read carefully the Music Department *Handbook* statements in section III.D.5 and Appendix C.4 concerning the appropriate membership of their committee.

*****Part

rt II - To be completed at the time of the COE and portfolio project review.

Date of COE and portfolio project review _____

Signatures of COE committee members indicating their approval that the COE is successfully completed, that the portfolio is complete and satisfactory, in partial fulfillment of the requirements for the Master of Arts in Teaching degree, and, if applicable, that the project is ready for the final lecture/demonstration.

*****Part

rt III - If applicable, to be completed after the portfolio project lecture/demonstration has been presented.

We the committee members certify that on _____, _____
Date Student's Name
successfully completed his/her MAT portfolio project lecture/demonstration.

Signatures of Committee Members _____

*Note: All forms required by the Office of Graduate Studies must also be completed

Master of Arts (MA) in Music Education, Master of Arts in Teaching (MAT), and Advanced Competencies Portfolio Standards (03/07/06)

INTRODUCTION

This document is based on the *University of North Carolina at Pembroke (UNCP) Teacher Education Master's Candidate Standards* that form the frame of reference for the Master of Arts in Music Education, Master of Arts in Teaching, and Advanced Competencies coursework, portfolio, and culminating projects. This document also lists six core standards, twelve related content standards, and related indicators that are aligned with the *North Carolina Standard Course of Study for Music* (2000), the *National Standards for Arts Education* (1994), the *National Board for Professional Teaching Standards* (Music, 2000), the *National Council for the Accreditation of Teacher Education Content Standards* (NCATE, 2000), the *North Carolina Program Approval Standards for Music* (1993), the guidelines for music education listed in the *National Association of Schools of Music Handbook* (NASM, 2005-2006), and *Every Child's Teacher in North Carolina* (1999), sets of *Core Standards* (including Technology and Diversity standards) and *Standards for the Master's Degree/Advanced Competencies License* (January 2006) approved by the North Carolina Professional Teaching Standards Commission and adopted by the North Carolina State Board of Education (NCSBE) for Master's degrees and advanced competencies licenses. (The core standards outline basic guidelines needed for a teacher of any subject area to be successful.) The ultimate goal of this document is to ensure that Master's and advanced competency level candidates address comprehensive goals and related standards during the processes of completing their required courses, portfolios, and culminating projects. The indexing of indicators facilitates the organization, reflection, and review of course- and project-related work and artifacts.

Graduate Standard I/NCSBE Standard 4: The professional educator commands advanced knowledge and understandings in the specialty area and uses that knowledge to strengthen practice and to develop a more complex conceptual framework for school subject matter through critical self-reflection.

Graduate Standard II/NCSBE Standard 3: The professional educator commands advanced knowledge and understandings of educational theory and research and uses that knowledge to strengthen practice and to develop a more complex conceptual framework for teaching and learning through critical self-reflection.

Graduate Standard III/NCSBE Standard 1: The professional educator commands advanced knowledge and understandings of content pedagogy and uses that knowledge to strengthen practice and to develop a more complex conceptual framework for teaching and learning through critical self-reflection.

Graduate Standard IV/NCSBE Standard 2: The professional educator uses advanced knowledge and understandings of content, educational foundations, and content pedagogy to improve the learning and well being of diverse students.

Graduate Standard V/NCSBE Standard 5: The professional educator uses advanced knowledge, understanding, and years of practical experience to provide leadership in various professional communities.

A Teacher Education Master’s or Advanced Competencies Candidate:

NC State Board of Education (NCSBE) and UNCP Graduate Standards	Core Standards	Related Music Content Standards	Indicators
<p>I: <i>Content Knowledge (NCSBE Standard 4)</i> <i>Plans implements, and evaluates instruction that <u>reflects intellectual rigor and depth of knowledge in the disciplines of both music and education, including students' diverse learning needs.</u></i> Commands advanced knowledge and understandings <u>in the specialty area</u> and uses that knowledge to strengthen practice and to develop a more complex conceptual</p>	<p>A. Knows the content he/she teaches. Demonstrates appropriate depth and breadth of knowledge in music, as defined in the NCSOS.</p>	<p>1. Demonstrates essential skills of musical performance.</p>	<p>IA1a. Demonstrates a mastery of a major performance medium. IA1b. Utilizes literature from applied music studies to broaden/deepen his/her understanding of a wide range of musical styles. IA1c. Performs music expressively in various genres and styles. IA1d. Demonstrates expressive conducting (through live or videotaped performances) in various genres and styles. IA1e. Audiates written scores. IA1f. Analyzes and critically evaluates his/her own musical performances and performances of others. IA1g. Demonstrates basic piano skills and provides simple accompaniments. IA1h. Demonstrates basic vocal production skills. IA1i. Demonstrates basic instrumental skills. IA1j. Rehearses and conducts various types of ensembles.</p>
<p>framework for school subject matter through <u>critical self-reflection.</u></p>			<p>IA1k. Demonstrates mastery of <i>Set, Stimulus Variation, and Frames of Reference.</i></p>
		<p>2. Possesses comprehensive knowledge of music history and music literature.</p>	<p>IA2a. Understands music history, and relates that understanding to Western and non-Western cultures. IA2b. Incorporates musical (theory, performance, etc.) and non-musical (literature, social and political life, other arts) disciplines in projects and activities. IA2c. Has knowledge of music literature, performance styles, and genres of Western and non-Western music.</p>
		<p>3. Possesses comprehensive knowledge of music theory and demonstrates essential aural skills.</p>	<p>IA3a. Applies theoretical and analytical knowledge in the analysis of musical compositions. IA3b. Improvises melodies and harmonizations. IA3c. Composes, harmonizes, and arranges music.</p>

<i>NC State Board of Education (NCSBE) and UNCP Graduate Standards</i>	Core Standards	Related Music Content Standards	Indicators
			IA3d. Discerns pitch and intonation in individual and group settings. IA3e. Audiates written scores.
		4. Possesses current knowledge of music technology and uses	IA4a. Demonstrates a sound understanding of technology operations and concepts, including MIDI-based music writing and sequencing software, word processing, presentation software, web-based research, multi-media, etc.
		technology to create learning environments	IA4b. Plans and designs effective learning environments and experiences supported by technology.
		that support students' learning.	IA4c. Implements curriculum plans that include methods and strategies for applying technology to maximize student learning.
			IA4d. Applies technology to facilitate a variety of effective assessment and evaluation strategies.
			IA4e. Uses technology to enhance his/her productivity and professional practice.
			IA4f. Understands the social, ethical, legal, and human issues surrounding the use of technology in PK-12 schools and applies those principles in practice.
II. <i>Research (NCSBE Standard 3) Understands and employs <u>methods of research</u> to examine and improve instructional effectiveness and students achievement.</i> Commands advanced knowledge and understandings of <u>educational theory and research</u> and uses that knowledge to strengthen practice and to develop a more complex conceptual framework for teaching and	A. Is reflective about his/her practice.	1. Seeks opportunities to enhance professional growth.	IIA1a. Refines skills through study and reflection. IIA1b. Participates in peer evaluation. IIA1c. Incorporates instructors' evaluations into ongoing work and study. IIA1d. Continues to refine and advance musicianship skills. IIA1e. Creates personal and listening journals and professional portfolios. IIA1f. Creates and evaluates portfolio artifacts. IIA1g. Understands the value of membership in professional organizations and participates in professional development opportunities. IIA1h. Has an awareness of available materials and resources. IIA1i. Investigates and solves educational problems through data gathering, action research, and evaluation of student learning, classroom processes, and school practices.

<i>NC State Board of Education (NCSBE) and UNCP Graduate Standards</i>	Core Standards	Related Music Content Standards	Indicators
learning through critical self-reflection.			practices. IIA1j. Modifies instruction and learning environments based on assessment of student learning problems and successes. IIA1k. Monitors the effects of instructional actions, selection of materials, and other instructional decisions on students' learning and behavior. IIA1l. Communicates effectively in Standard English both verbally and in written format.
III. <i>Instructional Expertise (NCSBE Standard 1)</i> <i>Applies the theoretical, philosophical, and research bases for educational practice P-12 settings to improve student learning. Plans, implements, and evaluates instruction that is rigorous, coherent, and consistent with a well-developed theoretical and philosophical stance and with best practices emerging from educational research.</i>	A. Knows how to teach students.	1. Possesses a thorough knowledge of the <i>NC Standard Course of Study</i> and MENC National or Department of Defense Education Agency (DoDEA) Standards across the K-12 music spectrum.	IIIA1a. Implements the Standard Course of Study and MENC National or DoDEA Standards to provide sequential instruction that is developmentally appropriate. IIIA1b. Generates multiple paths to knowledge. IIIA1c. Seeks, implements, and evaluates the best pedagogical practices for music taught within the context of a specific school setting. IIIA1d. Reads educational literature critically, including theoretical, philosophical, and research materials.
Commands advanced knowledge and understandings of content		2. Uses comprehensive assessment.	IIIA2a. Implements a variety of assessment strategies to diagnose, monitor, assess, and summarize student learning.
pedagogy and uses that knowledge to strengthen practice and to develop a more complex conceptual framework for teaching and		3. Creates and fosters dynamic learning environments.	IIIA3a. Maintains a positive learning environment that engages students in learning. IIIA3b. Recognizes multiple intelligences to enhance musical learning. IIIA3c. Uses knowledge of affective, cognitive, social, physical, and psychomotor development of students to

NC State Board of Education (NCSBE) and UNCP Graduate Standards	Core Standards	Related Music Content Standards	Indicators
learning through critical self-reflection.			<p>provide appropriate musical instruction at all levels of competencies.</p> <p>III A3d. Analyzes and articulates relationships between and among theory, philosophy, educational research, and best practice.</p> <p>III A3e. Designs and modifies instruction based on well-articulated theory, philosophy, educational research, and best practice.</p> <p>III A3f. Incorporates findings from educational literature into school and classroom strategies to improve student learning.</p> <p>III A3g. Demonstrates the ability to integrate literacy across the curriculum.</p>
<p>IV: <i>Knowledge of Learners (NCSBE Standard 2)</i></p> <p><u>Understands and links subject matter and students' developmental and diverse needs in the context of school settings.</u></p> <p><u>Incorporates knowledge of the nature of the learner, learning processes, variations in learning abilities and learning styles, and strategies for evaluating learning.</u></p> <p><u>Plans, implements, and evaluates instruction that is responsive to wide variations in students' learning needs and learning styles.</u></p> <p>Uses advanced knowledge and understandings of content, educational foundations, and</p>	<p>A. Demonstrates success in teaching a diverse population of students.</p>	<p>1. Uses diversity as a strength in the classroom.</p>	<p>IV A1a. Understands the central concepts, tools of inquiry, and structures of music and can create classroom environments and learning experiences that make these aspects of music accessible, meaningful, and culturally relevant for diverse learners.</p> <p>IV A1b. Understands how students' cognitive, physical, socio-cultural, linguistic, emotional, and moral development influence learning and addresses these factors as well as IEP components when making instructional decisions.</p> <p>IV A1c. Works collaboratively to develop linkages with parents/caretakers, school colleagues, community members, and agencies that enhance the educational experiences and well being of diverse learners.</p> <p>IV A1d. Acknowledges and understands that diversity exists in society and utilize this diversity to strengthen the classroom environment to meet the needs of individual learners. Understands and respects differences between the learning behaviors and outcomes expected in diverse communities.</p> <p>IV A1e. Demonstrates leadership by contributing to the growth and development of their colleagues, their school, and the advancement of</p>

<i>NC State Board of Education (NCSBE) and UNCP Graduate Standards</i>	Core Standards	Related Music Content Standards	Indicators
<u>content pedagogy to improve the learning and well being of diverse students.</u>			<p>educational equity.</p> <p>IVA1f. Is a reflective practitioner who is committed to educational equity.</p> <p>IVA1g. Develops activities that integrate diversity education with the curriculum and enhance understanding and appreciation of diverse cultures through the study of "World" music.</p>
			IVA1h. Recognizes the educational and therapeutic benefits of music to optimize learning for all students with special needs.
			<p>IVA1i. Encourages the development of social and interpersonal skills through music.</p> <p>IVA1j. Designs and modifies instruction that is responsive to differences among learners that are influenced by development, exceptionalities, and diversity.</p> <p>IVA1k. Seeks actively to increase understanding of and respect for differences in students' development, exceptionalities, and diversity.</p> <p>IVA1l. Creates a classroom environment in which all learners feel welcome and can be successful.</p> <p>IVA1m. Reflects on, diagnoses, and prescribes instruction that fosters student learning.</p>
	B. Respects and cares about his/her students.	1. Models attitudes and behaviors that reflect professional and ethical standards.	IVB1a. Maintains a professional rapport with students.
<i>V: Professional Development and Leadership (NCSBE Standard 5)</i> <u>Demonstrates self-directed, self-reflective professional behavior and the importance of providing leadership to colleagues and communities through collaboration.</u>	A. Demonstrates leadership.	1. Models attitudes and behaviors that reflect professional and ethical standards.	<p>VA1a. Complies with laws governing copyrights and royalties.</p> <p>VA1b. Has an awareness of effective financial management.</p> <p>VA1c. Initiates professional inquiry through reading, dialogue, professional development, and action research.</p>
Uses advanced		2. Interacts effectively	VA2a. Uses expertise of others, including

<i>NC State Board of Education (NCSBE) and UNCP Graduate Standards</i>	Core Standards	Related Music Content Standards	Indicators
knowledge, understanding, and years of practical experience <u>to provide leadership</u> in various professional communities.		with others in the school, the community, and beyond.	<p>professional musicians and colleagues from Higher Education programs, to enrich the school music program.</p> <p>VA2b. Provides leadership in working with parents and strengthening the home-school partnership.</p> <p>VA2c. Networks with community resource people, arts councils, local music clubs, organizations, businesses, and agencies.</p> <p>VA2d. Participates in collaborative leadership and mentorship activities to solve educational problems at the levels of classroom, school building school system, and community.</p>
		3. Advocates for quality music education programs.	VA3a. Promotes high quality programs as essential to the total curriculum.
	B. Is reflective about his/her practice.	1. Models attitudes and behaviors that reflect professional and ethical standards.	<p>VB1a. Articulates a personal philosophy of music education.</p> <p>VB1b. Seeks, evaluates, and applies well-grounded suggestions for improvement provided by educators, parents, students, and community leaders.</p>

Appendix I

**The University of North Carolina at Pembroke
Department of Music**

**Master of Arts in Music Education
Graduation Audit**

Name _____ Student ID _____ Audit Date _____

Prospectus/Medial Portfolio Review Date _____ Oral Examination/Final Portfolio Review Date _____

(If required) Recital/Exhibition Date _____ Projected Graduation Date _____

Major Area

Date Completed/
Grade

_____	MUS 564 Applied Contemporary Instructional Methodology	3 hours	
_____	MUS 565 Applied Philosophy and Leadership of Music Education	3 hours	3 hours
_____	MUS 566 Applied Research in Music Education	3 hours	3 hours
_____	MUS 598 Elements of Thesis Writing	2 credits	
_____	MUS 600 Thesis Project	4 credits	
	OR		
_____	MUSP 5**/6** Applied Music	4 hours	
_____	MUS 604 Applied Music Project	2 hours	

Total Major Area (15 Required) _____ hours

Other Studies in Music

_____	MUS 573-576 Graduate Ensemble	2 hours	
_____	MUS 529 Graduate Conducting	2 hours	
_____	MUS 530 Rehearsal Strategies	2 hours	
_____	MUS 534 Advanced Arranging	3 hours	
_____	MUS 595 Advanced Study of Music History & Literature	3 hours	

Total Other Studies in Music (12 Required) _____ hours

Other Studies in Supportive Areas²

_____	EDN 550 Applied Educational Psychology	3 hours	
_____	EDN 565 Applied Philosophy of Education	3 hours	
_____	EDN 566 Applied Educational Research	3 hours	

Total Studies in Supportive Areas (9 Required) _____ hours

Grand Total _____

Audit Completed by _____

Date Certified for Graduation _____

² These three EDN courses function as a required nine-hour core for most Master's degree in Education at UNC Pembroke.

Appendix J

The University of North Carolina at Pembroke
Department of Music
Master of Arts in Teaching with Specialization in Music
Graduation Audit

Name Student ID Audit Date

Medial Portfolio Review Date Oral Examination/Final Portfolio Review Date

Projected Graduation Date

Major Area and Professional Development*

Date Completed/
Grade

Table with 3 columns: Course Name, Hours, and Total Hours. Rows include MUS 564 Applied Contemporary Instructional Methodology (3 hours), MUS 565 Applied Philosophy & Leadership of Music Education (3 hours), MUS 599 Graduate Portfolio (1 hour), and *MUS 581 Internship in K-12 Music Education (3 hours).

*Professional Development (3 required if the student has not provided appropriate documentation of successful public school music teaching experience.)

Total Major Area and Professional Development (7 to 10 Required) hours

Music Specialty Area

Table with 3 columns: Course Name, Hours, and Total Hours. Rows include MUS 573-576 Graduate Ensemble (2 hours), MUS 529 Graduate Conducting (2 hours), MUS 530 Rehearsal Strategies (2 hours), MUS 534 Advanced Arranging (3 hours), MUS 595 Advanced Study of Music History & Literature (3 hours), and MUSP 5**/6** Applied Music (2 hours).

Total Other Studies in Music (14 Required) hours

Other Studies in Supportive Areas: EDN Professional Core

Table with 3 columns: Course Name, Hours, and Total Hours. Rows include EDN 512 Advanced Study of Exceptionality in Children (3 hours), EDN 550 Applied Educational Psychology (3 hours), EDN 566 Applied Educational Research (3 hours), EDN 580 Effective Instructional Practices (3 hours), and EDN 582 Instructional Development (3 hours).

Total Studies in Professional Core (15 Required) hours

Grand Total (36-*39)

Audit Completed by

Date Certified for Graduation

THE UNIVERSITY OF NORTH CAROLINA AT PEMBROKE
Teacher Education Graduate Dispositions Survey

Dear Graduate Student:

Welcome to the UNCP Graduate Program in Teacher Education. As part of our assessment efforts, we are collecting information on professional dispositions of educators enrolled in our graduate programs.

You will take a dispositions survey both at entry and near the end of your program of study. This survey is intended to help you identify areas for continuing professional growth.

Last Name _____ First Name _____ MI _____

Program Area

- Elementary Education
- Middle Grades Education
- Reading Education
- Art Education
- English Education
- Mathematics Education
- Music Education
- Physical Education
- Social Studies Education
- Science Education
- Masters of Arts in Teaching
- Masters in School Administration
- School Counseling

Current Teaching Assignment

- Birth-Kindergarten
- Elementary School
- Middle School
- High School
- Community College/Technical College
- Not Applicable (do not continue with survey)

Graduate Enrollment Status (most semesters)

- Full-time
- Part-time

Gender

- Female
- Male

Race/ethnicity

- African American
- American Indian
- Asian/Pacific Islander
- Hispanic
- White
- Other

Name of Program Director _____ Preferred email address _____

Teacher Education Graduate Dispositions Survey (continued)

Part A: Self-Assessment of Dispositions

Dispositions are habits of mind that shape ways you interact with students and ways you make decisions in the classroom. Please read each disposition carefully and mark the response that indicates how you assess yourself at this time. This instrument is intended to help you identify areas for continuing professional growth. Please respond honestly.

DISPOSITIONS	ALWAYS	MOST OF THE TIME	SOME OF THE TIME	NEVER
I treat all students fairly and equitably.				
I try to accommodate the individual needs of all learners.				
I value critical self-reflection as a means of improving my practice.				
I regularly use the insights gained from critical self-reflection to improve my practice.				
I make changes in my classroom practice based on critical reflection.				
I continually evaluate my knowledge base in the discipline(s) that I teach.				
I seek out opportunities to advance my knowledge base in the discipline(s) that I teach.				
I seek answers to questions and/or solutions to CLASSROOM/SCHOOL problems by reading research literature.				
I seek answers to questions and/or solutions to CLASSROOM/SCHOOL problems by conducting action research.				
I am open-minded and flexible and able to embrace change that I believe is positive.				
I am willing to take on leadership roles in my school.				
I am willing to take on leadership roles in professional communities outside of school.				
I seek out opportunities to collaborate with colleagues about ways to improve student learning, the school environment, and/or home-school communication.				
I see myself as a change agent in my school.				
My colleagues perceive me to be a change agent.				
I possess areas of expertise that could benefit others in the profession.				
I view my instructional mistakes as opportunities to learn.				
My affiliation with and participation in professional communities outside the school are an important part of my professional life.				

Part B1: Critical Reflection and Goal Setting--Select TWO personal strengths from the above items. Briefly explain why you think these are areas of strength, and provide examples to illustrate these strengths.

Part B2: Critical Reflection and Goal Setting--Select TWO areas for professional growth from the above items. For each area, explain why you think this is an area for growth, and define one or more specific steps you will take to promote growth.

ACTION RESEARCH PROJECT SCORING RUBRIC

I. Introduction	The introduction is intended to present a framework for the AR project, including a statement of purpose for the project, an outline of the plan, a description of the setting, and the assumptions and limitations of the project.		
PERFORMANCE INDICATOR	LEVEL OF PERFORMANCE		
	Developing	Proficient	Advanced
Purpose of action research	The introduction implicitly describes the motivation for improving the teacher researcher's own situation <input type="checkbox"/>	The introduction describes the motivation for improving the teacher researcher's own situation <input type="checkbox"/>	The introduction includes a concise summary of a compelling motivation for improving the teacher researcher's own situation. <input type="checkbox"/>
Description of the innovation	The introduction vaguely describes the innovation applied to improve the teacher researcher's own situation. <input type="checkbox"/>	The introduction adequately describes the innovation applied to improve the teacher researcher's own situation. <input type="checkbox"/>	The introduction provides a detailed description of the innovation applied to improve the teacher researcher's own situation. <input type="checkbox"/>
Project goals	The introduction vaguely describes the objectives and goals of the innovation as it intends to improve the teacher researcher's own situation. <input type="checkbox"/>	The introduction describes the objectives and goals of the innovation as it intends to improve the teacher researcher's own situation. <input type="checkbox"/>	The introduction clearly describes the objectives and goals of the innovation as it intends to improve the teacher researcher's own situation. <input type="checkbox"/>
Description of setting	The introduction includes a perfunctory description of the setting in which the project was applied. <input type="checkbox"/>	The introduction includes a thoughtful description of the setting in which the project was applied, which included the following: -Demographics -Classroom environment -Other relevant contextual information <input type="checkbox"/>	The introduction includes a thoughtful description of the setting that not only includes student demographics, the classroom environment, and other relevant contextual information, but also presents a picture of the setting in which the project took place <input type="checkbox"/>

Assumptions and limitations	The introduction briefly mentions assumptions and limitations regarding the AR project. <input type="checkbox"/>	The introduction includes specific assumptions and limitations of the AR project and limitations that may exist for future implementations of the project. <input type="checkbox"/>	The introduction includes specific assumptions and limitations of the AR project and assumptions and limitations that may exist for future implementation of the project. <input type="checkbox"/>
Reflections on the introduction	The introduction vaguely describes the innovation applied to improve the teacher researcher's own situation. <input type="checkbox"/>	The introduction adequately describes the innovation applied to improve the teacher researcher's own situation. <input type="checkbox"/>	The introduction provides a detailed description of the innovation applied to improve the teacher researcher's own situation. <input type="checkbox"/>

II. Review of Literature

The review of literature is intended to analyze critically a portion of a published body of knowledge through summary, classification, and comparison of prior research studies, professional articles, and theoretical articles.

PERFORMANCE INDICATOR	LEVEL OF PERFORMANCE		
	Developing	Proficient	Advanced
Educational significance of the action research	The literature review implicitly reveals the educational significance for the AR project. <input type="checkbox"/>	The literature review explicitly reveals the need for the AR project, but the educational significance is only intuitively apparent. <input type="checkbox"/>	The literature review explicitly states the educational significance for the AR project and the need is apparent based on prior literature. <input type="checkbox"/>
Relevant literature	The literature includes less than eight or more than 20 published sources and/or some of the sources are only tangentially relevant to the project. <input type="checkbox"/>	The literature includes a minimum of eight a maximum of 20 researched-based and practitioner-based credible sources that relate to the project. <input type="checkbox"/>	The literature includes a minimum of eight a maximum of 20 researched-based and practitioner-based credible sources related to the project, including seminal work on the topic. <input type="checkbox"/>
Definition of variables	The literature review includes definitions of	The literature review includes	The literature review includes definitions of

	the variables or factors relevant the the project.	definitions of all relevant the variables or factors in ways that are appropriate for the AR project.	all relevant the variables or factors in ways that are supported by the literature.
Research question	The literature review includes research questions on which the inquiry was based. <input type="checkbox"/>	The literature review includes research questions on which the inquiry was based and relevant to the literature <input type="checkbox"/>	The literature review includes research questions on wich the inquiry was based that are relevant to the literature and will add understnading to the body of research <input type="checkbox"/>
Reflections on literature	The literature review includes thoughts on the relevance of the literature in light of personal experience. <input type="checkbox"/>	The literature review includes a thoughtful reflection on the relevance of the literature in light of personal experience. <input type="checkbox"/>	The literature review includes a thoughtful and detailed reflection on the meaning and relevance of the literature in light of personal experience. <input type="checkbox"/>
<u>III. Methodology</u>	The methodology portion of the AR project presents the overall action research paradigm, the particular methodology, and the specific methods used. Each should be described and justified.		
PERFORMANCE INDICATOR	LEVEL OF PERFORMANCE		
	Developing	Proficient	Advanced
Summary	The section includes a cursory description of the project and methods utilized. <input type="checkbox"/>	The section includes an adequate narrative of the projects and methods used. <input type="checkbox"/>	The section includes a detailed account of the project methods and methods used. <input type="checkbox"/>
Alignment of materials	The materials created for the project loosely match the intended goals. <input type="checkbox"/>	The materials created adequately reflect the established goals. <input type="checkbox"/>	The materials clearly align with the intended goals. <input type="checkbox"/>
Quality	The materials created for the project apply	The materials created for the	The materials created for the project are of

	only to the situation of the teacher researcher.	project may be used in situations other than that of this project.	publishable quality that other teachers would be interested in using.
Reliability of instruments	Any instrument(s) developed by the teacher researcher for data collection have an implicit mean to insure another teacher researcher would obtain the same measures. <input type="checkbox"/>	The instrument(s) developed by the teacher include a rubric or other such means for ensuring that others using the same instrument would obtain similar measures. <input type="checkbox"/>	Any instrument(s) used to collect data include a rubric or other such explicit means as well as a determination that other people did obtain similar measures. <input type="checkbox"/>
Validity of instruments	Any instrument(s) developed by the teacher to collect data are intuitively linked to the intended goals and materials of the project. <input type="checkbox"/>	Any instrument(s) developed by the teacher to collect data are adequately related to the intended goals and materials of the project. <input type="checkbox"/>	Any instrument(s) developed by the teacher to collect data are explicitly related to the intended goals and materials of the project. <input type="checkbox"/>

<p>IV. <u>Data Analyses</u></p>	<p>The data analyses section is intended to organize and present the data collected to determine the effectiveness of the action research project.</p>		
<p>PERFORMANCE INDICATOR</p>	<p>LEVEL OF PERFORMANCE</p>		
	<p>Developing</p>	<p>Proficient</p>	<p>Advanced</p>
<p><u>Credibility of evidence</u></p>	<p>The narrative provides some basis for drawing conclusions.</p> <p style="text-align: right;"><input type="checkbox"/></p>	<p>The narrative of the data analyses is compelling enough to draw appropriate conclusions.</p> <p style="text-align: right;"><input type="checkbox"/></p>	<p>The narrative of the data analyses provides external criteria that compel convincing conclusions.</p> <p style="text-align: right;"><input type="checkbox"/></p>
<p><u>Objectivity of evidence</u></p>	<p>The narrative of the data provides some basis that the evidence is unbiased.</p> <p style="text-align: right;"><input type="checkbox"/></p>	<p>The narrative of the data provides some basis that the conclusions reflect unbiased findings.</p> <p style="text-align: right;"><input type="checkbox"/></p>	<p>The narrative of the data provides an external basis that the conclusions reflect unbiased findings.</p> <p style="text-align: right;"><input type="checkbox"/></p>
<p><u>Transferability of evidence</u></p>	<p>The narrative of the data analyses provides a description of the context in which the data were gathered.</p> <p style="text-align: right;"><input type="checkbox"/></p>	<p>The narrative of the data analyses provides enough description to determine whether the conclusions might be found for the teacher researcher in a similar context in the future.</p> <p style="text-align: right;"><input type="checkbox"/></p>	<p>The narrative of the data analyses provides enough description to determine whether the conclusions might be found for the teacher researcher in other places at other times.</p> <p style="text-align: right;"><input type="checkbox"/></p>
<p><u>Triangulation of evidence</u></p>	<p>The data are collected from at most two instruments.</p> <p style="text-align: right;"><input type="checkbox"/></p>	<p>The data are collected from a variety of instruments that provide different perspectives of the project.</p> <p style="text-align: right;"><input type="checkbox"/></p>	<p>The data are collected from a variety of complementary instruments that provide multiple perspectives on the project.</p> <p style="text-align: right;"><input type="checkbox"/></p>

<p><u>V. Summary and Discussion</u></p>	<p>The summary and discussion is intended to summarize the results of the data analyses in the context on the teacher researcher’s own situation as well as discuss the implications of the results on educational policy and future research.</p>		
<p>PERFORMANCE INDICATOR</p>	<p>LEVEL OF PERFORMANCE</p>		
	<p>Developing</p>	<p>Proficient</p>	<p>Advanced</p>
<p><u>Implications for personal practice</u></p>	<p>The summary and discussion contains implications for the teacher researcher’s practice, including what was learned.</p> <p style="text-align: right;"><input type="checkbox"/></p>	<p>The summary and discussion contains an attentive discussion on the implications for the teacher researcher’s practice, including what was learned and how the project will impact future instructional practices.</p> <p style="text-align: right;"><input type="checkbox"/></p>	<p>The summary and discussion contains a thoughtful and thorough discussion on the implications for the teacher researcher’s practice, including details of what was learned and specific ways the action research project will impact future instructional practices.</p> <p style="text-align: right;"><input type="checkbox"/></p>
<p><u>Implications for educational policy</u></p>	<p>The summary and discussion contains implications for other teacher researchers’ practice.</p> <p style="text-align: right;"><input type="checkbox"/></p>	<p>The summary and discussion contains a thoughtful discussion for other teacher researchers’ practice.</p> <p style="text-align: right;"><input type="checkbox"/></p>	<p>The summary and discussion contains a thoughtful and thorough discussion for other teacher researchers’ practice, including appropriate suggestions for educational policy.</p> <p style="text-align: right;"><input type="checkbox"/></p>
<p><u>Implications for future research</u></p>	<p>The summary and discussion includes other questions that arose as a result of the project.</p> <p style="text-align: right;"><input type="checkbox"/></p>	<p>The summary and discussion contains a discussion on the results of the project in the context of research discussed in the review of literature as well as other questions that arose as a result of the project.</p> <p style="text-align: right;"><input type="checkbox"/></p>	<p>The summary and discussion includes a detailed discussion of the project results and outcomes in the context of research discussed in the review of literature as well as other potential AR projects that directly result from this project.</p> <p style="text-align: right;"><input type="checkbox"/></p>
<p><u>Discussion of changes</u></p>	<p><u>The summary and discussions includes some examples of ways the project and methods of investigation could be changed</u></p> <p style="text-align: right;"><input type="checkbox"/></p>	<p>The summary and discussions contains a discussion on the ways the project methods and investigation could be changed to improve the action research.</p> <p style="text-align: right;"><input type="checkbox"/></p>	<p>The summary and discussions contains a detailed discussion on the ways the project and methods of investigation could be changed to improve the action research with reference to the literature.</p> <p style="text-align: right;"><input type="checkbox"/></p>

to improve the
action research.

<p><u>Presentation of Action Research Project</u></p>	<p>The written AR document is intended to be a professional presentation that reflects scholarly work and effort.</p>		
<p>PERFORMANCE INDICATOR</p>	<p>LEVEL OF PERFORMANCE</p>		
	<p>Developing</p>	<p>Proficient</p>	<p>Advanced</p>
<p><u>Written Communication</u></p>	<p>The document contains instances where conventions of writing and adherence to APA style are not followed.</p> <p style="text-align: right;"><input type="checkbox"/></p>	<p>The document follows all of the conventions of writing (e.g., spelling, grammar, sentence structure) and adheres to APA format and style.</p> <p style="text-align: right;"><input type="checkbox"/></p>	<p>The document follows all of the conventions of writing (e.g., spelling, grammar, sentence structure) and adheres to APA format and style, as well as explicit and unambiguous language.</p> <p style="text-align: right;"><input type="checkbox"/></p>
<p><u>Appearance</u></p>	<p>The document is organized, neat, and professional in appearance.</p> <p style="text-align: right;"><input type="checkbox"/></p>	<p>The document is organized, neat, and professional in appearance and is appropriately bound.</p> <p style="text-align: right;"><input type="checkbox"/></p>	<p>The document is organized, neat, and professional in appearance and is professionally bound.</p> <p style="text-align: right;"><input type="checkbox"/></p>
<p><u>Oral Presentation₁</u></p>	<p>Presenter(s) unable to accurately discuss information related to topic or simply read information from paper.</p> <p style="text-align: right;"><input type="checkbox"/></p>	<p>Presenter(s) informed when speaking about the material while referencing notes.</p> <p style="text-align: right;"><input type="checkbox"/></p>	<p>Presenter informed when speaking (without reference to notes) about the material.</p> <p style="text-align: right;"><input type="checkbox"/></p>
<p><u>Oral Presentation₂</u></p>	<p>Presentation was planned but lacked coherence.</p> <p style="text-align: right;"><input type="checkbox"/></p>	<p>Presentation was planned and coherent.</p> <p style="text-align: right;"><input type="checkbox"/></p>	<p>Presentation was well-planned, coherent, and thoughtfully presented.</p> <p style="text-align: right;"><input type="checkbox"/></p>

<p><u>Oral Presentation</u>₃</p>	<p>Presentation contained some (i.e., pictures and charts). concepts.</p> <p style="text-align: right;"><input type="checkbox"/></p>	<p>Presentation contained visuals including pictures, diagrams, photographs, and charts.</p> <p style="text-align: right;"><input type="checkbox"/></p>	<p>Presentation included visuals such as pictures, diagrams, photographs, videos, flow charts, and other media are used appropriately to support/enhance the presentation.</p> <p style="text-align: right;"><input type="checkbox"/></p>
<p><u>Professionalism of Presentation</u></p>	<p>Thoughts do not flow, presentation was not clear, nor did it engage audience</p> <p style="text-align: right;"><input type="checkbox"/></p>	<p>Thoughts articulated clearly, although presentation did not engage audience</p> <p style="text-align: right;"><input type="checkbox"/></p>	<p>Presentation is organized and the interest level of the audience is maintained.</p> <p style="text-align: right;"><input type="checkbox"/></p>

Appendix M

LEADERSHIP PROJECTS

EDN 565, Spring 2007

Mandate and Timeline:

Successful completion of a graduate portfolio is a degree requirement for all graduate candidates in UNCP Teacher Education programs leading to teacher licensure. The *Graduate Portfolio Evaluation at Program Completion* (Holistic Rubric), which is used to evaluate your portfolio, is structured around the five UNCP Teacher Education Program Master's Candidate Standards. The leadership project is especially appropriate for helping you to develop and demonstrate professional leadership abilities as expressed in *Standard 5: Professional Development and Leadership*, which states, “*The candidate engages in continued professional development and provides leadership at the classroom, school, and community levels, and within the profession.*”

The development of a leadership project proposal was assigned to EDN 565 because it is a core course taken by most program candidates. Work closely with your respective Program Director as you develop your leadership project proposal, because you will need that person's approval of your proposal. An approved, completed proposal is a course requirement for EDN 565.

You will continue to confer with your Program Director as you implement the project. The leadership project should be a long-term, on-going initiative that you can complete according to the timeline for your particular program. Talk to your Program Director about applicable dates for project completion.

Purpose of the Leadership Project:

To encourage the master's degree candidates to assume leadership roles in his/her school, school system, community, or professional organization(s).

Rationale:

Professional leadership is a characteristic of the master teacher. Graduate programs should prepare mature, career teachers to extend their sphere of influence in professional education.

Project Parameters:

Leadership implies guiding or directing the activities of others, the thinking of others, the development or reconstruction of an initiative, the identification of a problem, the solution to a problem, and/or the delivery of a service.

Your leadership project must enable you to demonstrate your ability to take on a leadership role with other educators and must relate to the improvement of student learning in direct or indirect ways. For example, a curriculum improvement project has direct impact on student learning, while a professional development project may have an indirect impact on student learning *via* nurturing teacher effectiveness.

If your project requires financial support, an integral part of your project will be securing the funds for the project.

How to find a project idea:

Start with what you care about most that is missing or needs to be changed or improved. If that doesn't work, try thinking about special skills or talent you possess which could be put to use to improve or change something. Try listing three things that would make your school a better place to work and learn. Pick one area of improvement that has realistic, manageable possibilities.

See the following pages for information about format, components, and examples.

Leadership Project Proposal

Format, Required Components, and Examples

EDN 565, Spring 2007

Name: _____ Date: _____

Title of the Project: _____

Purpose and Goals of the Project:

This should be a concise description of the project and its goals (three or four sentences).

Example:

The purpose of this project is to provide free books to disadvantaged children. Teachers at Carolina Elementary will distribute vouchers to all children so that they can purchase self-selected books at each of the two book fairs held at the school during the year. The goal of the project is to make books readily available so that students will be encouraged to read.

Rationale/Need for the Project:

Most project proposals emerge in response to a need. The need may be a problem, an oversight or omission, an inadequate or insufficient system, insufficient resources, poor communication, or an inequity. Some projects are not directly related to a problem, but instead represent an attempt to empower, enhance, or enable others. In any case, the needs statement must clearly show how the project's target population will benefit from the project.

Abbreviated Example:

More than half of the 420 children at Carolina Elementary are eligible for free or reduced lunch. Many of these children come from educationally disadvantaged homes that lack books or other educational materials. Carolina Elementary sponsors two book fairs each school year. The children excitedly examine the books, weigh the merits of one book over another, and painstakingly make a final selection. Then, because they lack money for the books, disadvantaged children walk away empty-handed and disappointed, while their more affluent friends carry home armloads of new books....

Description of the Project:

If after stating the purpose of the project, you have nothing else to say by way of describing the project in more detail, you probably don't have an appropriate project. The description is typically the longest part of a project proposal. The description explains what you are going to do and how you are going to do it. This section should be aligned with the timeline and should reference the resources that you will need.

Abbreviated Example (Write your description in narrative format, not as separate sentences.):

The officers of the PTA and I will establish a Campaign Committee, which I will chair. That committee will set up a matching-funds program into which parents voluntarily can donate money for the purchase of one book and can have that gift matched by National Bank. I [or designate someone] will deposit all donations into a reserve account.

I will meet with the officers of the PTA to set up a plan for them to administer the matching-funds campaign beginning....

Responsibility for the fund will be delegated to the ... and monitored by the

At the conclusion of the fund-raising period, I will forward the total amount collected to

With the assistance of the Campaign Committee, I will see that vouchers with a limit of [x] books per child (based on the total funds available) are printed and issued to each child by the child's teacher.

Leadership Project Proposal: Format, Components, and Examples (continued)

Resources Needed:

This part can be in a list form with further explanation in parentheses where needed.

Abbreviated Example:

- Fund-raising materials to use to publicize the campaign (design and print)
- Secretarial and accountant assistance
- 840 vouchers (laminated paper, reusable)

Projected Timeline for Completion of the Project:

Abbreviated Example:

Date	Person(s) Responsible	Action Required
May 2-6, 2007	Me, PTA Officers, Principal	Establish PTA committee to design materials for fund-raising campaign.
June 10, 2007	Me, PTA President	Submit campaign materials for review and approval to National Bank.
July 2007	Campaign Committee (chaired by me)	Establish campaign period and print materials.
September 2007	Campaign Committee, PTA Officers, Principal	Launch campaign at first PTA meeting.

Additional Required Components of the Proposal (see syllabus page 7):

• **How the Impact of the Project Will Be Assessed**

Describe in detail how the success of the project will be evaluated. What will be your role?

• **How Findings Will Be Shared**

Some possibilities include: newsletter, local newspaper, local television station, school faculty meeting, monthly school board meeting. Who will be responsible for seeing that the findings are published?

• **Target Audience for Publishing the Results**

Who needs to be aware of the outcomes of the project? Who will ensure that this audience receives information about the project's results?

• **Signature of Approval by Program Director; Your Signature**

Include lines for signature and date for your Program Director, and include signature/date lines for you to sign. Make sure that your Program Director has carefully read and approved the entire, final version of your proposal before signing it. You are responsible for making any changes/edits to your proposal that may be suggested by your Program Director before submitting it to the professor on the due date (see the course syllabus).

"Challenges are what make life interesting; overcoming them is what makes life meaningful."

--Joshua J. Marine

Appendix N

GRADUATE PORTFOLIO EVALUATION at MIDPOINT for CANDIDATES in TEACHER LICENSURE AREAS

Holistic Rubric

Semester and Year: _____

Directions for Program Director:

After candidates have completed 15-21 semester hours of coursework in their graduate licensure program, contact them in order to (1) discuss the current status of their portfolio, (2) provide advice on how to prepare for their midpoint portfolio evaluation conference, and (3) schedule an appointment for the midpoint conference. If a rating of *follow-up required* is received on any element(s) of the rubric, schedule a follow-up meeting to re-evaluate the candidate's progress on the portfolio.

Candidate: _____ Student ID #: _____

Program Director: _____ Degree: _____ Licensure Area: _____

STANDARDS for the MASTER'S DEGREE TEACHING LICENSE	CANDIDATE PROGRESS on ASSESSED ELEMENTS		
<p>Standard 1: Instructional Expertise</p> <p>The candidate demonstrates instructional expertise by applying the theoretical, philosophical, and research bases for educational practice in P-12 settings to improve student learning.</p>	<p>a. The candidate is identifying <i>relevant</i> artifacts/products of learning to provide evidence that the performance indicators for Standards I-V are being met. The artifacts selected are directly related to the standards/performance indicators.</p> <p><input type="checkbox"/> making satisfactory progress <input type="checkbox"/> focus for growth <input type="checkbox"/> follow-up required</p>	<p>b. The candidate is making connections among program of study, program standards, portfolio requirements, and his/her practice.</p> <p><input type="checkbox"/> making satisfactory progress <input type="checkbox"/> focus for growth <input type="checkbox"/> follow-up required</p>	<p>c. The candidate is seeking opportunities to apply program knowledge, skills, and dispositions to initiatives in various professional contexts.</p> <p><input type="checkbox"/> making satisfactory progress <input type="checkbox"/> focus for growth <input type="checkbox"/> follow-up required</p>
	<p>Standard 2: Knowledge of Learners</p> <p>The candidate incorporates knowledge of the nature of the learner, learning processes, variations in learning abilities and learning styles, and strategies for evaluating learning into the planning, delivery, and evaluation of instruction.</p>	<p>a. The candidate is identifying <i>relevant</i> artifacts/products of learning to provide evidence that the performance indicators for Standards I-V are being met. The artifacts selected are directly related to the standards/performance indicators.</p> <p><input type="checkbox"/> making satisfactory progress <input type="checkbox"/> focus for growth <input type="checkbox"/> follow-up required</p>	<p>b. The candidate is making connections among program of study, program standards, portfolio requirements, and his/her practice.</p> <p><input type="checkbox"/> making satisfactory progress <input type="checkbox"/> focus for growth <input type="checkbox"/> follow-up required</p>

GRADUATE PORTFOLIO EVALUATION at MIDPOINT for CANDIDATES in TEACHER LICENSURE AREAS – Holistic Rubric

STANDARDS for the MASTER'S DEGREE TEACHING LICENSE	CANDIDATE PROGRESS on ASSESSED ELEMENTS		
<p>Standard 3: Research</p> <p>The candidate uses research to examine and improve instructional effectiveness and student achievement.</p>	<p>a. The candidate is identifying <i>relevant</i> artifacts/products of learning to provide evidence that the performance indicators for Standards I-V are being met. The artifacts selected are directly related to the standards/performance indicators.</p>	<p>b. The candidate is making connections among program of study, program standards, portfolio requirements, and his/her practice.</p>	<p>c. The candidate is seeking opportunities to apply program knowledge, skills, and dispositions to initiatives in various professional contexts.</p>
	<p><input type="checkbox"/> making satisfactory progress</p> <p><input type="checkbox"/> focus for growth</p> <p><input type="checkbox"/> follow-up required</p>	<p><input type="checkbox"/> making satisfactory progress</p> <p><input type="checkbox"/> focus for growth</p> <p><input type="checkbox"/> follow-up required</p>	<p><input type="checkbox"/> making satisfactory progress</p> <p><input type="checkbox"/> focus for growth</p> <p><input type="checkbox"/> follow-up required</p>
<p>Standard 4: Content Knowledge</p> <p>The candidate demonstrates advanced depth and breadth of knowledge and skills in the academic discipline and in education.</p>	<p>a. The candidate is identifying <i>relevant</i> artifacts/products of learning to provide evidence that the performance indicators for Standards I-V are being met. The artifacts selected are directly related to the standards/performance indicators.</p>	<p>b. The candidate is making connections among program of study, program standards, portfolio requirements, and his/her practice.</p>	<p>c. The candidate is seeking opportunities to apply program knowledge, skills, and dispositions to initiatives in various professional contexts.</p>
	<p><input type="checkbox"/> making satisfactory progress</p> <p><input type="checkbox"/> focus for growth</p> <p><input type="checkbox"/> follow-up required</p>	<p><input type="checkbox"/> making satisfactory progress</p> <p><input type="checkbox"/> focus for growth</p> <p><input type="checkbox"/> follow-up required</p>	<p><input type="checkbox"/> making satisfactory progress</p> <p><input type="checkbox"/> focus for growth</p> <p><input type="checkbox"/> follow-up required</p>
<p>Standard 5: Professional Development and Leadership</p> <p>The candidate engages in continued professional development and provides leadership at the classroom, school, and community levels, and within the profession.</p>	<p>a. The candidate is identifying <i>relevant</i> artifacts/products of learning to provide evidence that the performance indicators for Standards I-V are being met. The artifacts selected are directly related to the standards/performance indicators.</p>	<p>b. The candidate is making connections among program of study, program standards, portfolio requirements, and his/her practice.</p>	<p>c. The candidate is seeking opportunities to apply program knowledge, skills, and dispositions to initiatives in various professional contexts.</p>
	<p><input type="checkbox"/> making satisfactory progress</p> <p><input type="checkbox"/> focus for growth</p> <p><input type="checkbox"/> follow-up required</p>	<p><input type="checkbox"/> making satisfactory progress</p> <p><input type="checkbox"/> focus for growth</p> <p><input type="checkbox"/> follow-up required</p>	<p><input type="checkbox"/> making satisfactory progress</p> <p><input type="checkbox"/> focus for growth</p> <p><input type="checkbox"/> follow-up required</p>

Candidate Summary Sheet

GRADUATE PORTFOLIO EVALUATION at MIDPOINT for CANDIDATES in TEACHER LICENSURE AREAS– Holistic Rubric

Semester and Year: _____

Candidate: _____ Student ID #: _____

Program Director: _____ Degree: _____ Licensure Area: _____

Directions for Program Director:

Complete the information below. Provide a copy of this Candidate Summary Sheet to the candidate and retain the original for your files. After the midpoint portfolio evaluation conference, or after the follow-up conference (if required), forward a copy to the Director of Teacher Education.

Check the appropriate box and insert the number in the blank, as applicable:

- Candidate is *Making Satisfactory Progress* on ALL assessed elements for the five Standards for the Master's Degree Teaching License.
- Of a total of 15 elements, candidate has _____ [insert #] element(s) marked as *Making Satisfactory Progress*;
Of a total of 15 elements, candidate has _____ [insert #] element(s) marked as *Focus for Growth* (complete sections below, as applicable);
Of a total of 15 elements, candidate has _____ [insert #] element(s) marked as *Follow-up Required* (complete sections below, as applicable).

Summary of Follow-Up Action Required, if applicable, and Due Date *(if more space is needed, continue on back of this sheet):*

Program Director's Signature: _____ Date: _____

Candidate's Signature: _____ Date: _____

Summary of Follow-Up Conference, if applicable *(if more space is needed, continue on back of this sheet):*

Program Director's Signature: _____ Date: _____

Candidate's Signature: _____ Date: _____

Appendix O

**GRADUATE PORTFOLIO EVALUATION at PROGRAM COMPLETION
for CANDIDATES in TEACHER LICENSURE AREAS
Holistic Rubric**

Candidate: _____

Semester and Year: _____

Student ID #: _____

Degree: _____

Program Director: _____

UNCP Standards for the Master's Degree Teaching License	Standard Not Met 1	Standard Met 2	Standard Exceeded 3	Rating
<p>1. Instructional Expertise: The candidate demonstrates instructional expertise by applying the theoretical, philosophical, and research bases for educational practice in P-12 settings to improve student learning.</p>	<p>The evidence selected is not related to the standard; the evidence is not sufficient; only one or two performance indicators are addressed; the evidence is not representative (isolated event or detail); the rationale is superficial, incoherent, or conceptually confused; candidate provides little to no evidence of program impact on practice; candidate makes few, inaccurate, or inappropriate references to theory/research.</p>	<p>Evidence selected is both relevant and sufficient; most performance indicators are addressed; evidence is persuasive and representative; the rationale is keyed to connections between theory and practice; candidate makes frequent, accurate, and appropriate references to theory/research; candidate specifies how program has impacted practice / student learning.</p>	<p>Product satisfies all expectations for "2" rating; <i>plus</i> the rationale provides evidence that the candidate has integrated specific theories/research into his/her own thinking; the candidate identifies <i>patterns</i> of program impact on practice; improving student learning is candidate's central focus; the candidate consistently identifies directions for future inquiry and development.</p>	<p align="center"> <input type="checkbox"/> Action required YES <input type="checkbox"/> NO <input type="checkbox"/> (2.0 or better = Pass) </p>
<p>2. Knowledge of Learners: The candidate incorporates knowledge of the nature of the learner,</p>	<p>The evidence selected is not related to the standard; the evidence is not sufficient; only one or two performance</p>	<p>Evidence selected is both relevant and sufficient; most performance indicators are addressed; evidence is</p>	<p>Product satisfies all expectations for "2" rating; <i>plus</i> candidate cites multiple theories/research related to learner</p>	<p align="center"> <input type="checkbox"/> </p>

<p>learning processes, variations in learning abilities and learning styles, and strategies for evaluating learning into the planning, delivery, and evaluation of instruction.</p>	<p>indicators are addressed; the evidence is not representative (isolated event or detail); the rationale is superficial, incoherent, or conceptually confused; the candidate makes few, if any, specific references to learner differences; no or little evidence that needs of diverse learners are accommodated.</p>	<p>persuasive and representative; candidate references theory /research related to varied learner differences; evidence shows how learner differences influence planning decisions and delivery modes; evidence selected demonstrates the effectiveness of instruction for individual learners and targeted groups of learners.</p>	<p>differences; candidate embraces diversity (clearly not perceived to be an impediment); evidence reflects principles informing <i>patterns</i> of practice rather than episodes; failures are focus for future inquiry and development.</p>	<p>Action required YES <input type="checkbox"/> NO <input type="checkbox"/> (2.0 or better = Pass)</p>
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GRADUATE PORTFOLIO EVALUATION at PROGRAM COMPLETION for CANDIDATES in TEACHER LICENSURE AREAS - Holistic Rubric *(continued)*

Candidate: _____ Semester and Year: _____

Program Director: _____ Degree: _____

UNCP Standards for the Master's Degree Teaching License	Standard Not Met 1	Standard Met 2	Standard Exceeded 3	Rating
<p>3. Research: The candidate uses research to examine and improve instructional effectiveness and student achievement.</p>	<p>The evidence selected is not related to the standard; the evidence is not sufficient; only one or two performance indicators are addressed; the evidence is not representative (isolated event or detail); the rationale is superficial, incoherent, or conceptually confused; candidate makes few, if any, authentic connections to practice; evidence is limited to course generated products.</p>	<p>Evidence selected is both relevant and sufficient; most performance indicators are addressed; evidence is persuasive and representative; the rationale is keyed to various applications of research to practice; critical reflection evidences use of research for problem-solving and self-directed inquiry.</p>	<p>Product satisfies all expectations for "2" rating; <i>plus</i> the rationale shows that the candidate perceives research knowledge and expertise acquired in the program to be empowering; the rationale refers to changed patterns in thought and action with regard to the connections between research and practice.</p>	<div style="text-align: center;"> <input type="checkbox"/> Action required YES <input type="checkbox"/> NO <input type="checkbox"/> (2.0 or better = Pass) </div>
<p>4. Content Knowledge: The candidate demonstrates advanced depth and breadth of knowledge and skills in the academic discipline and in education.</p>	<p>The evidence selected is not related to the standard; the evidence is not sufficient; only one or two performance indicators are addressed; the evidence is not representative (isolated event or</p>	<p>Evidence selected is both relevant and sufficient; most performance indicators are addressed; evidence is persuasive and representative; the rationale is keyed to the impact of</p>	<p>Product satisfies all expectations for "2" rating; <i>plus</i> the rationale indicates that the candidate consciously understands how both what is taught and how it is taught are tied to teacher</p>	<div style="text-align: center;"> <input type="checkbox"/> Action required </div>

	<p>detail); the rationale is superficial, incoherent, or conceptually confused; candidate provides little to no evidence of program impact on practice; value of increased depth of discipline knowledge is embedded in course context only.</p>	<p>advanced content knowledge and understanding on the candidate's ability to plan, implement, and evaluate student learning effectively; candidate uses discipline knowledge/resources to enrich his or her own curriculum and instruction.</p>	<p>conceptual understanding of discipline content; candidate is clearly a self-directed, lifelong learner in the academic discipline; candidate is committed to continuous self-assessment and self-directed remediation as needed.</p>	<p>YES <input type="checkbox"/></p> <p>NO <input type="checkbox"/></p> <p>(2.0 or better = Pass)</p>
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GRADUATE PORTFOLIO EVALUATION at PROGRAM COMPLETION for CANDIDATES in TEACHER LICENSURE AREAS - Holistic Rubric *(continued)*

Candidate: _____ Semester and Year: _____

Program Director: _____ Degree: _____

UNCP Standards for the Master's Degree Teaching License	Standard Not Met 1	Standard Met 2	Standard Exceeded 3	Rating
<p>5. Professional Development and Leadership: The candidate engages in continued professional development and provides leadership at the classroom, school, and community levels, and within the profession.</p>	<p>The evidence selected is not related to the standard; the evidence is not sufficient; evidence is restricted to course generated products; the evidence is not representative (isolated event or detail); the rationale is superficial, incoherent, or conceptually confused; leadership roles are limited to <i>inside school</i>.</p>	<p>Evidence selected is both relevant and sufficient; most performance indicators are addressed; evidence is persuasive and representative; the rationale is keyed to the impact of professional growth in leadership abilities on professional self-efficacy and self-worth; candidate values collaboration with parents/families.</p>	<p>Product satisfies all expectations for "2" rating; <i>plus</i> evidence reflects increase in the variety of leadership roles assumed and/or the number and kinds of professional communities in which the candidate interacts; candidate expresses interest in extending leadership roles in the future and/or shares plans for specific initiatives.</p>	<div style="text-align: center;"> <input data-bbox="1268 688 1338 762" type="checkbox"/> </div> <p style="text-align: center;">Action required</p> <p style="text-align: center;">YES <input data-bbox="1300 982 1349 1024" type="checkbox"/></p> <p style="text-align: center;">NO <input data-bbox="1300 1056 1349 1098" type="checkbox"/></p> <p style="text-align: center;">(2.0 or better = Pass)</p>
<p>* Overall Presentation of Portfolio</p>	<p>Portfolio not well-organized; sections not clearly labeled; artifacts and other evidence not labeled clearly; many surface errors; the rationale narrative is confusing, incoherent,</p>	<p>Portfolio well-organized; all sections clearly labeled; artifacts and other evidences clearly labeled and easy to locate; narrative spellchecked, proofread, with few surface</p>	<p>In addition to satisfying the level 2 rating, the portfolio presentation is enhanced by attention to details such as motifs / graphic enhancements, photos and other media support</p>	<div style="text-align: center;"> <input data-bbox="1268 1665 1338 1738" type="checkbox"/> </div>

	<p>rambling; difficult and frustrating to read and review; product is the result of carelessness and/or haste; minimal effort yields product that does not meet graduate level expectations.</p>	<p>errors; in text citations appropriately formatted; narrative focused and generally well-expressed; portfolio is a pleasure to read and review; an overall conscientious and well-executed presentation. Some minor revisions may be necessary [e.g. patterns of error in formatting or punctuation].</p>	<p>that personalize the presentation; the narrative is thoughtful and engaging; the evidence/ artifacts selected for inclusion target precise points of connection; the portfolio could be used as a model for future candidates.</p>	<p>Action required YES <input type="checkbox"/> NO <input type="checkbox"/> (2.0 or better = Pass)</p>
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Appendix Q

**GRADUATE PORTFOLIO EVALUATION at PROGRAM COMPLETION
for CANDIDATES in TEACHER LICENSURE AREAS - Analytic Rubric**

Candidate: _____ Semester and Year: _____ Program Director: _____

Student ID #: _____ Degree: _____ Licensure Area: _____

Rating Scale: 1 = *Standard Not Met*, 2 = *Standard Met*, 3 = *Standard Exceeded*

Standards and Indicators	Rating	Comments
Standard 1: Instructional Expertise <i>The candidate demonstrates instructional expertise by applying the theoretical, philosophical, and research bases for educational practice in P-12 settings to improve student learning.</i>		
1. The candidate plans, implements, and evaluates instruction that is rigorous, coherent, and consistent with a well-developed theoretical and philosophical base and best practices emerging from educational research.	1 2 3	
2. The candidate designs and modifies instruction and learning environments based on assessment of student learning problems and successes.	1 2 3	
3. The candidate monitors the effects of instructional actions, selection of materials, and other instructional decisions on students' learning and behavior.	1 2 3	
4. The candidate incorporates findings from educational literature into school and classroom strategies to improve student learning.	1 2 3	
5. The candidate understands and links subject matter and students' developmental and diverse needs in the context of school settings.	1 2 3	
6. The candidate uses technology to create learning environments that support students' learning.	1 2 3	
7. The candidate seeks, implements, and evaluates the best pedagogical practices for the subjects taught within the context of a specific school setting.	1 2 3	
8. The candidate demonstrates the ability to integrate literacy across the curriculum.	1 2 3	
Point Total for Standard 1		
Mean for Standard 1 (Point Total / 8)		

GRADUATE PORTFOLIO EVALUATION at PROGRAM COMPLETION for CANDIDATES in TEACHER LICENSURE AREAS

Analytic Rubric (continued)

Standards and Indicators	Rating	Comments
Standard 2: Knowledge of Learners <i>The candidate incorporates knowledge of the nature of the learner, learning processes, variations in learning abilities and learning styles, and strategies for evaluating learning into the planning, delivery, and evaluation of instruction.</i>		
1. The candidate seeks to increase understanding of and respect for differences in students, including exceptionalities.	1 2 3	
2. The candidate designs and delivers instruction that is responsive to differences among all learners.	1 2 3	
3. The candidate reflects on and modifies instruction that fosters student learning.	1 2 3	
4. The candidate understands and respects differences between the learning behaviors and outcomes expected in diverse communities.	1 2 3	
5. The candidate creates and maintains a classroom environment conducive to learning in which all learners feel welcome and can be successful.	1 2 3	
Point Total for Standard 2		
Mean for Standard 2 (Point Total / 5)		

Standard 3: Research <i>The candidate uses research to examine and improve instructional effectiveness and student achievement.</i>		
1. The candidate critically reads and applies historical and contemporary educational literature, including theoretical, philosophical, and research materials.	1 2 3	
2. The candidate uses student and school performance data to improve student learning, classroom processes, and school practices.	1 2 3	
3. The candidate investigates educational problems through action research.	1 2 3	
Point Total for Standard 3		
Mean for Standard 3(Point Total / 3)		

GRADUATE PORTFOLIO EVALUATION at PROGRAM COMPLETION for CANDIDATES in TEACHER LICENSURE AREAS

Analytic Rubric *(continued)*

Standards and Indicators	Rating	Comments
Standard 4: Content Knowledge <i>The candidate demonstrates advanced depth and breadth of knowledge and skills in the academic discipline and in education.</i>		
1. The candidate analyzes and articulates relationships between and among theory, philosophy, research findings, and current practice as appropriate to the discipline.	1 2 3	
2. The candidate analyzes and articulates relationships between and among theory, philosophy, research findings, and current practice across disciplines.	1 2 3	
3. The candidate demonstrates theoretical and applied advanced content knowledge.	1 2 3	
4. The candidate understands current knowledge and trends in education.	1 2 3	
Point Total for Standard 4		
Mean for Standard 4 (Point Total / 4)		
Standard 5: Professional Development and Leadership <i>The candidate engages in continued professional development and provides leadership at the classroom, school, and community levels, and within the profession.</i>		
1. The candidate initiates professional inquiry through reading, dialogue, reflection, professional development, and action research.	1 2 3	
2. The candidate seeks, evaluates, and as appropriate, acts on input from educators, parents, students, and other members of the community for continuous improvement.	1 2 3	
3. The candidate participates, formally and informally, in appropriate professional communities.	1 2 3	
4. The candidate participates in collaborative leadership to address educational problems.	1 2 3	
5. The candidate provides leadership in working with parents and strengthening the home-school partnership.	1 2 3	
Point Total for Standard 5		
Mean for Standard 5 (Point Total / 5)		

Candidate Summary Sheet

GRADUATE PORTFOLIO EVALUATION at PROGRAM COMPLETION for CANDIDATES in TEACHER LICENSURE AREAS - Analytic Rubric

Semester and Year: _____

Candidate: _____ Program

Director: _____

Student ID #: _____ Degree: _____ Licensure

Area: _____

Directions for Program Director:

Complete the information below and have the candidate sign this Candidate Summary Sheet. Provide a copy to the candidate and retain the original for your files. Forward a copy to the Director of Teacher Education.

Rating Scale: 1 = *Standard Not Met*, 2 = *Standard Met*, 3 = *Standard Exceeded*

Rating Summary

Standard	1	2	3	4	5
Mean at Program Completion					

Overall Mean at Program Completion (Mean Total / 5): _____

Summary of Action(s) Required, if applicable, and Due Date (*if more space is needed, continue on back of this sheet*):

Evaluated by: _____

(signature)

Position: _____

Date: _____

Evaluated by: _____

(signature)

Position: _____

Date: _____

Candidate Signature: _____

Date: _____

Appendix R

The University of North Carolina at Pembroke
The Department of Music

Graduate Portfolio Rating Chart Check One: MA _____ MAT _____

Degree Candidate _____

Date _____

The degree candidate **must receive a rating of 2 or better on every standard.** Any standard receiving a rating of 1 or 0 must be revised and resubmitted.

Rating Scale:

3 = The candidate presents exemplary documentation of and reflection on the relationship between program standards and his/her own professional development.

2 = Artifacts and reflections are provided for all performance indicators. The candidate's reflections evidence conceptual understanding of the standard.

1 = One or more artifacts and/or reflections is/are missing for one or more of the standard's performance indicators.

0 = No or inappropriate documentation of and/or reflection are provided for the standard's performance indicators.

The degree candidate demonstrates:	3	2	1	0	Weight (Multiply rating by__)	Weighted Score
1. Comprehensive knowledge in the SPECIALTY AREA and refers to specific and relevant examples from practice, coursework, or reading.					9	
2. Comprehensive knowledge in the domain of EDUCATIONAL THEORY AND RESEARCH and refers to specific and relevant examples from practice, coursework, or reading.					5	
3. Comprehensive knowledge in the domain of CONTENT PEDAGOGY and refers to specific and relevant examples from practice, coursework, or reading.					5	
4. Comprehensive knowledge in the domain of THE LEARNING AND WELL-BEING OF DIVERSE STUDENTS and refers to specific and relevant examples from practice, coursework, or reading.					4	
5. Comprehensive knowledge in the domain of LEADERSHIP and refers to specific and relevant examples from practice, coursework, or reading					4	
6. TECHNOLOGICAL proficiency.					3	
7. Effective ORAL AND WRITTEN communication.					3.33	

Check one: ___ Rating postponed pending revision and resubmission of artifacts and/or reflections.

___ The candidate has satisfied the portfolio requirement. Weighted score reflects ratings of 2 or better in all categories. Total score _____

Signatures of Faculty Reviewers: (Must include a quorum of full-time faculty members. Involvement of private instructor, if adjunct, is at the discretion of the instructor.)

_____	_____	_____
_____	_____	_____
_____	_____	_____
_____	_____	_____