Before being admitted, students will meet:

1) Graduate School admission requirements including:
   a) Earned baccalaureate degree from an accredited institution
   b) Overall undergraduate grade point average of at least 2.75 (on a four-point scale or an average of at least 2.9 based on the last 60 semester credits (90 quarter credits) of the undergraduate program

2) Requirements for entry to MSE-FA program:
   a) Teaching certification in an arts discipline: Art, Music, Theatre, Dance
   b) At least one year of teaching experience

The following objectives are established for students in the MSE-FA program.

1) Students will meet Wisconsin Department of Public Instruction requirements in establishment of Professional Development Plans needed for current Wisconsin Teaching Licensure.
   Where in the program is this goal met? The Arts in Society course has an outcome in the syllabus that students will develop a professional development plan. Student designed projects in other coursework and/or the focus of their Plan B projects also meet criterion they establish in their PD plans.

2) Students will demonstrate understanding of arts disciplines other than their own through their ability to communicate and collaborate with teachers in the MSE-FA core courses who represent the areas of art, music, and speech, communication and theater arts.
   Where in the program is this goal met? Most specifically in the three core courses: Arts in Society, Creativity, and Arts Education in a Changing Environment. In these courses students interact with arts educators of other disciplines and develop collaborative projects with fellow classmates.

3) Students will demonstrate expertise in an identified content area within their specific arts discipline.
   Where in the program is this goal met? This goal will primarily be met through the Plan B project, however, students will have opportunities within each separate course to pursue and develop expertise in their identified areas of special interest.
4) Students will experience and articulate contemporary trends in the arts and education. Where in the program is this goal met? The core courses are specifically designed to offer students opportunities to read, discuss and collaborate about current trends in arts education. In addition, each discipline specific area course reviews contemporary trends in arts and education.

Goals will be assessed using multiple evaluations:

1) Course work: As established by faculty in course syllabi, students will be assessed according to outcomes for each separate course. Such assessments may include group or individual projects, research papers, reflection papers, performances or art displays, reflection papers, and tests.
2) Professional Development Plans developed in accordance with DPI Standards.
3) Plan B Project: this capstone project is individually designed by students and through completion of the project students demonstrate deep knowledge in a selected arts content area. Completed Plan B Project becomes part of university library holdings.
4) Final Oral Exam: this exam includes demonstration and discussion related to the Plan B Project and other program related issues.
5) Course evaluations completed for each course in students’ programs.
6) Faculty will be surveyed for their general evaluation of the overall MSE-FA program
7) Data gathered from the sources outlined above will be used to produce a composite summary of the extent to which overall program goals are being met. Data will also provide direction for the MSE-FA program.

Evaluative Instruments to be developed

Portfolio of program assessments:
1) Course Evaluation
2) Plan B Project Guidelines
3) Plan B Project Rubric
5) Professional Development plan sheet—this will align with form and processes required by the WI DPI
6) Syllabi/grade documentation sheets from each professor at the conclusion of each course
7) Faculty Survey
8) Documentation provided by Outreach will give data as to numbers of students who start the program, complete the program, how long they’ve taught, where they teach, what their purpose is in attaining the MSE-FA degree.
Challenges the program plans to address:

Because of the interdisciplinary nature of the program, there is a need for more interaction between faculty and coordinator of the program. The faculty and coordinator of MSE-FA program will meet during each academic year to plan summer course offerings and special events. Since courses will be presented in a 3-year rotating cycle, plans for courses will be developed well in advance of the summer in which the course will be offered.

There is a need for a standard budget to support activities of the program including: faculty advising and consultation, S & E, guest speakers in core classes, transportation to area arts events, coordinator fee, establishment of course fees, phone. See full budget at the end of this document.

A 3-year rotating cycle of courses will be distributed to students currently enrolled as well as those new to the program. Students have requested such information and having it available will help them with their planning as well as making it possible to discern and plan for needed faculty.

Students express frustration due to the unavailability of advisors during summers when students are on campus. An all program event, such as a summer seminar, which will include presentations of completed Plan B papers, will serve as a means for bringing students and advisors together. The date of this event needs to be set well in advance of the summer program so that both students and faculty can make arrangements to be involved. The event will be held at the time of the core course when a large number of people in the MSE-FA program are on campus.

Recruitment and retention are issues. There is a need for more music and theatre majors so that interdisciplinary collegiality can be fostered. We will develop a display that specifically represents the MSE-FA program and use it at Wisconsin and Minnesota state conferences. There is a need for more follow up with students outside the program (for example the conducting symposium) to encourage interested students to enter the program and pursue the graduate degree.

There is a need update and equip MSE program labs with current technology.

A meeting is needed between MSE-FA faculty and teachers of TED 760 to discuss what research methods are being taught and how we can support them in our program.
The following document is to be distributed to MSE-FA students when they contact their advisor and indicate that they are ready to begin planning their Plan B Project.
PLAN B PROJECT / RESEARCH PAPER: ART/MUSIC/SCTA
GUIDELINES

Advisors: Dr. Lynn Jermal (lynn.m.jermal@uwrf.edu)
UW-RF Art Department
715-425-3375

Professor Robin Murray (robin.e.murray@uwrf.edu)
UW-RF SCTA Department
715-425-3097

Dr. Hilree J. Hamilton (hilree.hamilton@uwrf.edu)
UW-RF Music Department
715-425-3858

Professor J. Michael Roy (james.m.roy@uwrf.edu)
UW-RF Music Department
715-425-3187

Dr. Kristin Tjornehoj (kristin.tjornehoj@uwrf.edu)
UW-RF Music Department
715-425-3940

SUMMER ONLY

- The credits earned in Art/Music/SCTA 798 support your work on a Plan B project. Plan to contact your advisor throughout the duration of your project before or beyond this summer registration.
- Consult with your advisor as to when you are ready to register for your Plan B project.
- A maximum of three credits of Independent Research (Plan B Project) can be applied to a degree.
INTRODUCTION

Your degree program requires a Research Paper (Plan B) as a culminating project in the exit examination phase of the degree. It gives you an opportunity to do an in-depth investigation of your own design into a classroom, studio, or performance-based research question/s that you have agreed upon with your advisor. It includes a written research paper and evidence of the project outcomes (i.e. data from action research, documentation of programming, exhibition of artwork, documentation of performance, etc.). After your advisor has approved your final paper, you will complete a final comprehensive oral exam. This process is described by the Graduate School as:

Research Paper Plan (Plan B) - A minimum of 30 semester credits of graduate course work, including a research paper approved and filed as part of the graduate program, with an oral or written comprehensive examination.

The project content and research question/s will be an outgrowth of the core courses, education courses and content concentration courses you took as you worked toward your degree and should reflect an interest you discovered or continued to refine in the course of your studies in the MSE-FA degree. The design methodology of the study is primarily introduced in the required course, TED 760: Research Methods (3 cr.), and through discussion with your advisor.
ART/MUSIC/SCTA: Plan B Project

There are many possibilities for your project topic and may include:

- Action research projects to examine a question/s in the classroom or school setting
- Structured studio investigations to produce and exhibit new work
- Music or theater performances designed to inform your teaching practice and increase your skills
- Creating new curricular resources (such as, an assessment handbook or new units tested in the classroom)
- Community art/music/theater projects
- Historical studies

Whatever the topic, NCATE (WI Teaching Standards) recommends that the project link to the teacher’s work in the classroom as is usually the case with academic or creative work.

General Outline of Process:

1. **Take Ted 760: Research Methods.** This course offers the opportunity to help you begin identifying topics of interest and possibly outlining the goals and design of your project. It will train you to critically read research studies, which will inform your work. You will learn about research strategies that may work for your topic. Pay special attention to writing using the format of the American Psychological Association (APA form). It is highly recommended that you buy the most recent edition of the *APA Publication Manual.*
   
   a. Register for the Independent Research credits the second or third summer on campus when you are ready to begin your research project. Consult with your advisor about the best time to begin work on your project.

2. **Meet, email, or phone your advisor** to brainstorm possible topics and approaches and refine an idea.

3. **Design the project.**
   
   o The most straightforward technique is to pose a question/s. Relate it to the content you teach, the instructional strategies you use, how and what students are learning in your classroom, or a studio/performance/artistic process. The more focused the question/s, the more focused your research can be.
   
   o *The key is to phrase a question/s that has the potential for providing deep, interesting answer/s so that you will discover new information about the learning of the students in your classroom/s or yourself as a teacher/artist/performer.* Choosing a question that is merely interesting or where you already know the outcome is not sufficient.
   
   o If you are going to become involved in a classroom based research project, you may choose to complete either a quantitative or a qualitative study. If you have
phrased the question/s properly, you will see clearly what activities have to be done.

a. Quantitative Research: The classic scientific method involves a control and a variable group. The researcher develops a hypothesis and a plan for implementing it. After the treatment phase is complete, the researcher produces a final report. In analyzing your results, you should be prepared to say why you chose one method over the other.

b. Qualitative Research: Qualitative research starts with a set of questions or concerns related (for the MSE-FA degree) to teaching and learning in your classroom. Then, using a selection of procedures to document the events in your classroom (for example, reflective journals, student artifacts, interviews, video and audio taping), examine the learning from multiple perspectives. You can write your report using a case study format, selected students in your class/s, or full class participation in the learning activities you are examining.

4. **Send your advisor a short PROJECT PROPOSAL** outlining your investigation (i.e. research questions and methodology) and a list of relevant sources you are reading. Your advisor will suggest further readings applicable to your topic and perhaps will suggest some revision at this point.

5. **Optional:** Once you and your advisor have agreed, it is recommended to send the reviewed/revised PROPOSAL to other committee members for approval before beginning your project. They may have suggestions or reservations that are helpful to consider.

6. **Create a tentative TIMELINE** which takes into account research readings, seeking permission for a study (IRB** and school districts), scheduling exhibits or events, grant deadlines, collecting data or producing new works, writing the paper, revisions, publicity and scheduling a final oral examination.

   **See below for an explanation of the IRB process. This is important.**
   If you are collecting data from people, you will need approval from the “Institutional Review Board.” Your advisor will help you with this process.

7. While working on your project, **register in the SUMMER** for the research credits built into the program design to help support this project:
   - **Art/Music/SCTA 798: INDEPENDENT RESEARCH (3 credits) ARRANGED; JERMAL, L., HAMILTON, H., MURRAY, R., TJORNEHOJ, K., ROY, J. M.**
   You can work on your project before or continue after this term. Your grade and credits will be awarded after you complete your final oral exam. Though most of your work will be done individually, there will be an opportunity to begin the Plan B process by discussing the project and orals with others in June of that summer at the annual summer seminar. As a registered student you will also have access to campus resources. You should plan to have on-going consultation with your advisor through email, telephone conversations, or arranged meetings.
8. **Begin readings for your Literature Review** by reading current and historical journal articles, chapters and books, which may address aspects of your investigation. Get ideas for other important sources by checking the references of the initial sources you consult. You can get help for this search from Reference Librarians, experts in your topic, and your advisor. Keep an accurate, annotated bibliography of everything you read. When you write your literature review, you will pull from your bibliographic notes as you build a case for your project.

9. Three or four months prior to the anticipated start of collecting data or producing the work identified in the study **write a rough draft** of your Chapter 1, Chapter 2: and Chapter 3, (see descriptions below) and any instruments (letters, surveys etc.) you need to use during the study. Show these to your advisor and if necessary prepare the IRB protocol. Use APA style, or with your advisors approval, other appropriate style guidelines. (Available in bookstore, on line and Library Reference area).

10. Three or four months prior to the anticipated start of collecting data or producing the work identified in the study **write a rough draft** of your Chapter 1, Chapter 2: and Chapter 3, (see descriptions below) and any instruments (letters, surveys etc.) you need to use during the study. Show these to your advisor and if necessary prepare the IRB protocol. Use APA style, or with your advisors approval, other appropriate style guidelines. (Available in bookstore, on line and Library Reference area).

11. If your project will include working with people (i.e. your students) as research subjects, you will need to file a protocol with the University IRB (UW-River Falls Institutional Review Board for the Protection of Human Subjects) for approval before beginning data collection for your research. You must allow from 3-6 weeks from the time they receive your request for their approval. You must have approval before beginning to collect any research data in the classroom or community. Again—You must have IRB Approval before collecting any data from people such as students, parents, coworkers, community members. Some of your research instruments (such as permission letters, surveys or reflection logs) will need to be submitted to the IRB as part of their review process. Look at the IRB website for forms that will be required:

   [http://www.uwrf.edu/grants/irb.htm](http://www.uwrf.edu/grants/irb.htm)

   Read the policies and procedures.
   Fill out all 3 parts of Appendix B.
   Sign and date as the PI (Principal Investigator).
   Send to your advisor to sign and date as your sponsor.
   Sponsor delivers it to Bill Campbell.
   Bill Campbell and the IRB review the proposal (this could 1-4 weeks).

   (Bill encourages PIs to contact him with questions or concerns about filling out the paperwork. (wm.e.campbell@uwrf.edu, 715-425-3195)

   Consult with your advisor throughout this process. She/He will read your materials, suggest revisions and help you with providing the IRB with the most
accurate possible representation of your project protocol so that you may not have to respond to questions from the IRB before receiving approval. If the IRB has questions regarding your project you need to answer the questions to their satisfaction before receiving approval and beginning to collect data.

In addition to the IRB, it is the student’s responsibility to check with his/her school district to see if there is a research approval process within the district. The materials prepared for the IRB can also be used for the school district.

12. **Collect your data** by running your action research project, developing your new materials or doing your studio/performance work.

13. **Revise your Chapters 1, 2, and 3** as per your advisors feedback either as you are collecting data, or after you are finished.

14. At the close of your project/study, **write a draft of Chapter 4 and Chapter 5.** (See description below) Include your final reading references in a **Bibliography, and add a Table of Contents and Appendices** (as necessary). Summit this draft to your advisor for revision. Plan on completing a number of revisions.

15. Once you have a final draft approved by the advisor, **schedule your Oral Exam.** Plan a **two hour time slot and a place** for your oral exam by consulting with all members of the committee on their availability (your advisor will help with this arrangement).

16. **Submit a required form scheduling the orals to the graduate school** minimally **two weeks in advance** of the scheduled date. You will need to contact the graduate school to get a copy of the form.

17. **Give a copy of your paper** to all committee members and your advisor **two weeks prior to the oral.**

18. **Arrange any technology** needed on site and arrive to orals early enough to set up and prepare for the oral presentation of your project.

19. **Format of the oral exam:** You will be asked to speak about your project for 15-20 minutes. During this period describe your project, data collection, results, and your summary thoughts. At the conclusion of your presentation, the three members of your committee (including your advisor) will make comments and ask questions related to your project in particular and other aspects of your graduate coursework as well. At the conclusion of your exam, you will be asked to leave the room for a few minutes while the committee discusses your oral exam and makes their recommendation.
Plan B Project and Paper Expectations:
Education/Pedagogy/Creative/Studio/Performance Projects

I. Education Research Project

A research paper is prepared in conjunction with a classroom-based action research, curriculum development or community arts/music/theater project involving students and/or community members. A candidate develops a project whose major purposes are to demonstrate an investigation of a research question/s pertaining to the philosophy, methodology, pedagogy or history of art/music/theater education. The literature review is an opportunity to demonstrate deep understanding by synthesizing the results of research and theory pertaining to the identified research topic and finding aspects of previous results that pertain to the Plan B project. The project and paper also establish scholarly expertise, the ability to design research or develop new teaching materials and the ability to work independently.

The paper provides the student a formal means in which to articulate their work and background research as well as the scope and merits of the research project. The paper is scholarly in its approach to issues of art/music/theater theory, history, criticism, or education. It also includes a bibliography, any documents created as an aspect of the process, and audio/visual documentation of the project when appropriate. The degree of citation or footnote documentation will depend upon the format (e.g. in APA format, footnotes are not used), the approach, and the overall length of the paper.

Suggested Format: Educational Research Project Paper
Cover Page
Table of Contents
List of figures or illustrations
Chapter 1: Introduction
  o Briefly identify the background of the problem. What did you want to find out, what was the purpose of the study? How will your study address gaps in the knowledge base related to your research question/s?
  o List the research question/s (for quantitative research the questions relate to your hypothesis).
  o Define terminology specific to understanding your study.
  o Define the limitations of the study.
Chapter 2: Review of the Literature

- Discuss the pertinent current or historical research and theory that applies to your topic. What has been done that is similar to your study, who did it, what did they find out?
- Compare and contrast the points of view or results that inform your own study. Be especially careful that this portion of the paper is not simply an annotated bibliography. Students will need to think through their topics and synthesize information.
- How does the research you’re presenting relate to educational or artistic theory?
- The Review of Literature should build a case for why your project had to be done and what value the results will have.
- Pay close attention to the style of writing for reviews of literature in other research papers and articles read for examples of how to write this portion of the paper.
- Put a bibliography at the end of your whole paper (APA Style).

Chapter 3: Methodology
Discuss the purpose, population, instruments and procedures used.

- Describe your procedure, the population tested if you are comparing student groups, the time frame, what kind of data you collected, the mechanism of collecting data, the controls and variables (for a quantitative study), documentation and triangulation (for a qualitative study) and any other information significant to describe your project.
- Describe what you measured/analyzed/documentated, as well as how and why you chose to measure or analyze these variables or questions.

Chapter 4: Results
Discuss the results of the study in narrative (using charts/figures when possible).

- Describe your direct results without interpretation in this section. Show statistical analysis here if it is appropriate.
- Include graphs, tables, and data you generated.
- There is no opinion in this section. It should be organized for easy reference by the next section, e.g. graphs and tables numbered and titled. Check the APA Publication Manual for how to format and number charts/graphs/figures/tables.

Chapter 5: Conclusions and Application
Discuss your results and recommendations.

- Show your conclusions here. This should relate directly to the question/s you posed for your research. Give the answer/s as directly as possible. This is where you interpret your results.
- For every conclusion you state, back it up with examples from the data.
- Include unexpected observations, why they were unexpected, and what significance you attach to them.
- Explain how your findings are related to what you outlined in the Literature Review section including educational theory.
- Describe how you would improve the methodology or changes you would make if you were to redo the research project.

Bibliography: Use APA format or, if your advisor has approved it, some other accepted format (MLA or Turabian).

Appendices: Supporting Documents
Appendix A should include the permission letter you had parents, students, community members sign for the IRB process.

Appendices B and beyond may include samples of letters, surveys, diagrams, lesson plans or any other work that helps to clarify the main paper. Put things in appendices if they are important to make your point but would otherwise interrupt the flow of your paper. Organize appendices so that similar things are together: lesson plans, charts, field notes, interview transcripts, etc.

II. **Creative Performance or Studio-Based Project**

A research paper is prepared in conjunction with and as support for a series of works of art or performance/s presented publicly as the culmination of the student’s experience. A candidate develops a project whose major purposes are to demonstrate a deep understanding of the craft and the aesthetic, historical, and critical contexts of an aspect of the studio or performance art, to establish technical expertise and to work independently. In addition, the candidate needs to demonstrate a clear connection between this Plan B Project and their work in the classroom. An exhibit/performance provides the student with an opportunity to showcase both artistic and technical skills and contextualize the body of work produced.

The thesis paper provides the student a formal means in which to articulate their work and background research as well as the scope and merits of the creative project. The paper usually includes an in-depth analysis of his or her work viewed in the context of historical and contemporary movements and is scholarly in its approach to issues of art/music/theater theory, criticism, or education. It also usually includes an artist’s statement, and in appendices any documents created as an aspect of the process (letters and/or any other documents important to the process, photographs, videos, scripts, etc.), and a bibliography of the creative work. The degree of citations or footnote documentation will depend upon the approach, as will the overall length of the thesis. As to length, there is no rule, but a thesis under ten pages should be considered too brief, and one over fifty pages too lengthy. The approach to the paper and its content should be a matter decided in consultation with the advisor.

The comprehensive oral exam usually includes a slide presentation, a video of the performance, or is held in conjunction with the exhibition. However, if the exhibition or performance is to be part of the oral exam, the student will need to make sure that members of his/her committee can attend.

**Suggested Format: Studio/Performance Project Paper**

**Cover Page**

**Table of Contents**

**List of figures or illustrations**

**Chapter 1: Introduction: project and artist statement**

- Introduce the project/inquiry and how it relates to your interests and expectations/philosophy/approach to your work,
- What did you want to find out? What was the purpose of the study?
o How will this address the gaps in your knowledge base and the work you outlined in the Literature Review?

Chapter 2: Literature Review
o What has been done that is similar to what you proposed? Who did it?
o What did they find out? What are the important influences for this work in the discipline?
  o What is left to be done?
  o How does this relate to educational, artistic theory?
  o This section should build a case for why your project had to be done and what educational/artistic value the results will have.
  o Put a bibliography at the end of your whole paper.

Chapter 3: Project Process
o Describe your creative process, research, procedure, the time frame, mechanism of investigation, constraints, and any other information significant to describe your project.
  o Describe what you produced/analyzed/examined, as well as how and why you chose to work with these particular elements and/or media.

Chapter 4: Findings/Results
o Describe the results of your process and how they compare to the theory and work reviewed in Chapter 2.
  o Describe what new information may be added to the field and your knowledge base from the project.

Chapter 5: Conclusion
o Discuss what you knew or believed before and how this project supports/changes/influences the direction of your work in the studio or classroom.

Bibliography
o Show complete references. They should be varied. If all the references are from the same book, you have not done a literature review but a book report.
  o Use APA format in your citations and bibliography since that is the excepted format for educational research. If you wish to use another style format, discuss your reasoning with your advisor.
  o Links to guidelines for acceptable citation formats can be found at www.uwrf.edu/college-of-education/student%20resources?Citations.htm

Appendices: Supporting Documents/documentation
o You may include samples of letters, diagrams, recipes, material sources, maps, visuals of your work (slides, photos, CDs) audio/video taped performances (taped or DVD) or any other work that helps to clarify the main paper. Put things in appendices if they are important to make your point but would otherwise interrupt the flow of your paper.
  o Arrange appendices so that the information in them is grouped according to type, letters or flyers in one, materials in another, charts or graphs in another.
III. ALL Paper Format Guidelines

Type Size and Quality
The type must be 10 - 12 point Times New Roman, Times or Courier. Decorative and ornate fonts are not acceptable. Word processor printers should be letter quality and produce crisp, dark images. All text, drawings, etc., must be printed on one side of the paper only.

Illustrations
Illustrations may be scanned and printed in high-resolution printers. Photocopies may be submitted, must be perfectly distinct and on permanent, durable paper. If mounted, photographs and other illustrative material must be mounted on good quality, 20-lb. white paper. (Dry-mounting recommended. Rubber cement, other glues, or double-sided tape are not permanent). Large illustrations must each be preceded by a regular sheet of thesis paper on which is indicated the title or identification and, if necessary, the source or sources. The title or legend page may be oriented in the usual manner or may be oriented so as to face the illustration. Smaller illustrations may have the title or legend placed on the same page. All illustration and legend pages must be numbered.

Electronic Media
Electronic documentation appropriate to the project should be included with the paper. This could include DVD, slides, video as necessary to display essential elements of your project.

Charts/Graphs/Tables/Figures
See the APA Publication Manual for information regarding formatting and numbering for charts, graphs, or figures. You will need to have a list of tables and figures on a separate page and immediately following the table of contents.

Number Placement and Sequence
Preliminary pages (title page, table of contents, list of tables/figures, list of illustrations, etc.) are numbered in lowercase Roman numerals (e.g., ii, iii, iv etc.) at the center of the text at the bottom of the page, resting on the bottom margin. (Use your word processor “footer” for accurate placement.) The title page is counted as the first page, but does not carry a number. All text pages following the preliminary pages are numbered with Arabic numerals beginning with "1" on the first page of text and continuing to the end of the thesis. All text pages, illustrations, and legends must be numbered. The text page numbers are to be placed either at the top of the page, one inch from the right side so that the bottom of the number rests on the top margin, or at the bottom center of the page, one inch from the bottom so that the number rests on the bottom margin. Page numbers stand alone; do not use periods, hyphens, or other decorative marks with page numbers. Most word processing programs will allow you to put page numbers in a “header or footer” that will automatically place them in the correct position. If you have pages that have to be separately numbered, take care that the number is placed correctly on the page and consistently with how you are paginating the rest of the document.

Style
Writing should be clear, precise and free of errors in spelling and grammar. The advisor must be given sufficient time to read and comment on both the form and content of the paper in draft stage. Expect revisions. You may need to revise your paper 3-4 times before it is ready to be distributed to your committee for your oral exam. Titles of works of art, music, or plays are italicized (as if they were titles of books or journals), not given in quotation marks. Students should avoid numerous and lengthy quotations, particularly ones from secondary sources; if using a style that requires footnotes, when quoting use inch marks (i) and place them after any punctuation but before the footnote number. Footnote numbers are Arabic numerals (not Roman, not letters of the alphabet), and the body of the note should be typed at the foot of the page. Quotations from foreign language sources, unlike foreign language terms, are neither italicized nor underlined; they are treated in the same manner as quotations in English. For further information on citations, footnotes and bibliographies see the APA Publication Manual (first choice), or if approved by your advisor, the MLA Style Manual or Kate Turabian, A Manual for Writers of Term Papers, Theses, and Dissertations.

Typographical Errors
Running a spell check will not catch many common typographical errors. For example, some typographical errors result in an acceptable English word, but not the correct one in the context of the subject matter, as in on-no, read-reed, site-cite, etc. Your manuscript must be proofread even after doing a spell check. One proofreading method is to read the document from the last page to the first page. This way the meaning is taken out of context and the reader can focus on sentence level errors. It may also be helpful to have one or more readers who are unfamiliar with the research look at the document for errors.

Grammar Checks
As with checking for typographical errors, grammar checks will not necessarily catch all errors and may ask you to change some sentences that are worded more smoothly without a change. It is important to run the grammar check, but also proofread yourself and ask someone else to proofread as well. Your advisor is one person who will fulfill this function, but it is a good idea to ask someone else as a further safeguard. The most common grammatical mistakes occur in mixing tense, number, or gender in a sentence. As a general rule, revise long sentences into short ones.

Spelling
Pay particular attention when adding such endings as -ed, -ly, and -ing to common words. Also, be very careful with homonyms like here-hear, your-you’re, their-they’re-there. Check words containing ei or ie.

Citations/References
Citations and references usually cause more problems than any other aspect of the manuscript. There must be a reference for every citation in the text; and the citation, footnote or endnote of the author’s name and the publication year must match the bibliographic reference. Multiple citations, between parentheses, must be in either chronological or alphabetical order. Be consistent in citation and reference style throughout the manuscript. Do not “pad” your bibliography with references that are not
cited or referred to in the text of your paper. A suggestion is to create your reference list (bibliography) as you write the paper by adding each item to the list as you cite or refer to it in the paper.

**Proofreading**
In addition to the suggestions above under typographical errors, check the thesis to see that all the pages are included and numbered correctly. Check for heading type, proper spacing, and location on the page. Check every citation against the corresponding entry in the reference section. Committee members may assist with proofreading, but the accuracy and completion of the paper is ultimately the author’s responsibility.

**Appendices**
Refer to APA guidelines (or other style manual) for format questions concerning appendices.

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**Comprehensive Oral Exam**

**Overview**
During the final enrollment period of your graduate program leading to the Master’s degree, you must successfully complete an oral comprehensive examination prepared and administered by your graduate committee. The Office of Graduate Studies will appoint your graduate committee when your tentative degree plan is accepted. Your adviser will chair the committee, which will include another graduate faculty member from your area of specialization and one member from outside your area of specialization. The oral examination will be concerned with the issues drawn from your graduate project and your Master’s courses and is intended to help students apply and synthesize core knowledge from the discipline.

The purposes of this examination are:

1. To provide an additional basis for determining your qualifications for the degree;
2. To defend your Plan B Project and paper;
3. To help you synthesize the graduate experience;
4. To demonstrate clear connection between your project and your work in the classroom.

**Scheduling**
It is typical for students to complete their orals in the final semester before graduation, it is highly recommended that you consult your advisor and establish a personal timeline no later than the first month of the semester in which you plan to do your orals (i.e., in September for December graduation, and, in January for May graduation; and in March for Summer session.)
To arrange an oral examination, you must fill out a form from the Graduate Office for reporting the time (a block of two hours), location and members of the Graduate Committee to the Graduate Office, and you are responsible for making these arrangements with the committee. Work with your advisor in making these arrangements. You must make all such arrangements and report them to the Graduate Office at least two weeks before the examination and not later than four weeks before the end of the term or session or the commencement ceremony in which you plan to be granted the degree. Summer orals are not recommended primarily because many faculty members are not on campus in the summer. For an oral examination to be held during the summer, you should try to make arrangements during the spring semester.

**The Oral Exam**

Your exam will consist of the following elements:

- **Oral presentation of 15-20 minutes in which you formally present your project.** This presentation could include slides, videos, power point, transparencies or handouts. If your project is a performance/studio project, you need to demonstrate a clear connection your project and your work in the classroom.

- **Questions/discussion/comments by the committee for the remainder of the time allotted for the exam.**

- **MA Candidate will be asked to leave the room while the committee discusses the Plan B project/paper and Oral Exam.**

- **MA Candidate will be asked to return so to hear the recommendation of the committee.**

- **It is possible that even if the candidate is passed at the Oral Exam, he or she will be asked to make grammar and spelling changes and perhaps clarify wordings. Other completion possibilities are outlined in the following paragraph.**

**Completion**

The committee will pass, not pass or give an incomplete with the requirements for removal discussed with the candidate after your oral. If you are unsuccessful in the comprehensive examination, you may, upon approval of the Graduate Council, reschedule the examination after a delay of six months. If you receive an incomplete on the comprehensive examination, you must make up the deficiencies identified by the chair of the committee.

Once you are passed by your Graduate Committee, two copies of the final version of your Master’s paper and project documentation will be signed by the advisor and sent to the Graduate Office. The papers will not be bound. A copy will be filed in the Archives and plan to give a copy to your advisor as well.

**Graduation**

To graduate, you must have met all the minimum requirements for the master's degree. Completion of an oral comprehensive examination, administered during the final semester or session of the student’s program, must be satisfactory. You must have earned all credits accepted toward the degree, including transfer credit, **within the preceding seven years**. The date you complete all the requirements, not the day the paper is done, is
the day of granting the degree. So, for example, if summer 2005 completes the requirements (even if the paper is done sooner), count 7 years back from that to determine whether you have credits that are too old. The Graduate Council may approve a single extension in the case of unusual health conditions, fulfillment of military obligations, or similar extenuating circumstances.

Upon successful completion of the requirements and exit exam the graduate student can apply for graduation with the Graduate School Office and pay the fee for graduation. You must apply for graduation at least six weeks before the date of graduation on a form supplied by the Graduate Office.

The Master’s ceremony includes “hooding” the candidates and is a wonderful tradition. Attend with your loved ones, you earned this moment!
MSE-FA Plan B Project—Assessment Rubric

<table>
<thead>
<tr>
<th>Acceptable</th>
<th>Suggested Revisions</th>
<th>Major Revisions</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Chapter 1 Introduction</strong></td>
<td><strong>Chapter 1 Introduction</strong></td>
<td><strong>Chapter 1 Introduction</strong></td>
</tr>
<tr>
<td>o Background and purpose are clearly described.</td>
<td>o Background and purpose are included, but less clearly described.</td>
<td>o Background and purpose are not well thought out or are missing.</td>
</tr>
<tr>
<td>o A significant, investigatable problem is described.</td>
<td>o A less significant problem, but investigatable problem is described.</td>
<td>o Problem statement is not significant, is missing, or will be difficult to investigate.</td>
</tr>
<tr>
<td>o Research question/s is understandable and assessable; it offers opportunity to delve deeply into subject.</td>
<td>o Research question/s more difficult to assess and/or offers less potential for deep learning.</td>
<td>o Research question/s is missing and/or will be difficult to investigate.</td>
</tr>
<tr>
<td>o Terminology is defined so that terms not clear to readers will be understood.</td>
<td>o Terminology definitions less clear.</td>
<td>o Terminology is missing and/or definitions are not clear.</td>
</tr>
<tr>
<td>o Delimitations are articulated clearly.</td>
<td>o Delimitations less clearly state the constraints of the study.</td>
<td>o Delimitations are missing and/or unclear.</td>
</tr>
<tr>
<td><strong>Chapter 2 Review of Literature</strong></td>
<td><strong>Chapter 2 Review of Literature</strong></td>
<td><strong>Chapter 2 Review of Literature</strong></td>
</tr>
<tr>
<td>o Reviewed research represents a thorough examination of the topic and relevance is clearly explained.</td>
<td>o Reviewed research represents a less thorough examination of the topic and relevance is less clearly explained.</td>
<td>o Relevance of reviewed literature is marginal and not well explained.</td>
</tr>
<tr>
<td>o Information from literature is synthesized into appropriate categories.</td>
<td>o Some synthesis of literature is present, but categories could be more clearly defined.</td>
<td>o Reviewed literature is listed as an annotated bibliography with no synthesis present.</td>
</tr>
<tr>
<td>o Relationship to educational and/or artistic theory is clearly explained.</td>
<td>o Relationship to educational and/or artistic theory is somewhat clear.</td>
<td>o Relationship to educational and/or artistic theory is missing or not explained.</td>
</tr>
<tr>
<td>o A strong case is made regarding the need for the study.</td>
<td>o Less strong case made regarding the need for the study.</td>
<td>o Case regarding need for study is weak or is missing.</td>
</tr>
<tr>
<td><strong>Chapter 3 Method</strong></td>
<td><strong>Chapter 3 Method</strong></td>
<td><strong>Chapter 3 Method</strong></td>
</tr>
<tr>
<td>o Procedures, artistic process, populations, timeline, data, and data collection methods are clearly thought out and described/defined.</td>
<td>o Procedures, artistic process, populations, timeline, data, and data collection methods are less clearly thought out and defined.</td>
<td>o Aspects of the process, populations, timeline, data, and data collection methods are not clearly thought out and defined.</td>
</tr>
<tr>
<td>o Process of researching method is clearly defined.</td>
<td>o Process of researching method is less clearly defined.</td>
<td>o Process of researching method is missing or not clearly defined.</td>
</tr>
<tr>
<td>o Measurement/documentation are set</td>
<td>o Measurement/documentation are less</td>
<td>o Measurement/documentation are not set or are missing.</td>
</tr>
</tbody>
</table>
forth in an organized manner.

<table>
<thead>
<tr>
<th>Chapter 4 Results</th>
</tr>
</thead>
<tbody>
<tr>
<td>• Results are presented with clear descriptions.</td>
</tr>
<tr>
<td>• Graphs, tables, data, documentation are numbered and labeled according to selected style (APA or other).</td>
</tr>
<tr>
<td>• No observation or personal opinion is present.</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Chapter 5 Discussion</th>
</tr>
</thead>
<tbody>
<tr>
<td>• Conclusions are included so that they are clearly connected to stated research question/s.</td>
</tr>
<tr>
<td>• Conclusions are supported by examples from data and/or literature review.</td>
</tr>
<tr>
<td>• Summary includes clear connections from results to how the teaching and learning environment or artistic merit will be informed.</td>
</tr>
<tr>
<td>• Implications for further research are clearly articulated.</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Bibliography</th>
</tr>
</thead>
<tbody>
<tr>
<td>• Style is consistent with APA style or other style as approved by advisor.</td>
</tr>
<tr>
<td>• Reference list is consistent with citations in paper.</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Appendices</th>
</tr>
</thead>
<tbody>
<tr>
<td>• Information included in appendices is clearly organized.</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Overall formatting of paper</th>
</tr>
</thead>
<tbody>
<tr>
<td>• All parts of paper including title page, table of contents, lists of tables and figures, body of paper, bibliography, and appendices is consistent with APA (or other) style.</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Chapter 4 Results</th>
</tr>
</thead>
<tbody>
<tr>
<td>• Results are presented, but overall description is lacking.</td>
</tr>
<tr>
<td>• Graphs, tables, data, documentation are labeled less clearly and style is not consistent.</td>
</tr>
<tr>
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<td>• Conclusions are less clearly connected to research question/s.</td>
</tr>
<tr>
<td>• Conclusions are less clearly connected to or supported to data and/or literature review.</td>
</tr>
<tr>
<td>• Summary includes less clear connections between results and teaching and learning practice or artistic growth.</td>
</tr>
<tr>
<td>• Implications for further research are less clearly articulated.</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Bibliography</th>
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</thead>
<tbody>
<tr>
<td>• Style has minor errors for consistency with APA or other style.</td>
</tr>
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<td>• Parts of paper including title page, table of contents, lists of tables and figures, body of paper, bibliography, appendices needs minor revision for consistency with APA style.</td>
</tr>
</tbody>
</table>

<table>
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</thead>
<tbody>
<tr>
<td>• Style has major errors; many corrections are needed.</td>
</tr>
<tr>
<td>• Reference list is very inconsistent with citations in paper.</td>
</tr>
</tbody>
</table>

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<tr>
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</tbody>
</table>

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<th>Overall formatting of paper</th>
</tr>
</thead>
<tbody>
<tr>
<td>• Paper is lacking in formatting with missing sections and needs major revision to be consistent with APA (or other) style.</td>
</tr>
</tbody>
</table>
MSE-FA Oral Exam Rubric

Student__________________________________  Adviso__________________________

Date of Oral Exam______________________  Comm___________________________

Committee Members________________________

<table>
<thead>
<tr>
<th>Strong Performance</th>
<th>Acceptable Performance</th>
<th>Unacceptable Performance</th>
</tr>
</thead>
<tbody>
<tr>
<td>• Oral Presentation</td>
<td>• Oral Presentation</td>
<td>• Oral Presentation</td>
</tr>
<tr>
<td>o Candidate describes his/her project showing an in-depth analysis of the need for the study, the literature, the method, the data, results and discussion.</td>
<td>o Candidate describes his/her project showing a solid understanding of the need for the study, the literature, the method, the data, results and discussion.</td>
<td>o Candidate describes his/her project at a superficial level showing limited understanding of the need for the study, the literature, the method, the data, results and discussion.</td>
</tr>
<tr>
<td>o Candidate is able to speak about his/her project in an engaging, polished, clear, and thorough manner.</td>
<td>o Candidate speaks about his/her project somewhat effectively. The presentation is less polished and thorough.</td>
<td>o Candidate speaks in a way that demonstrates little preparation for the presentation. The presentation is not polished and leaves many unanswered questions.</td>
</tr>
<tr>
<td>o Candidate displays pictures, graphs, tables, video that is/are convincing in representing the data collected or the display/performance presented for the Plan B project.</td>
<td>o Candidate displays pictures, graphs, tables, video that is/are appropriate in representing the data collected or the display/performance presented for the Plan B project</td>
<td>o Candidate displays pictures that are an inadequate representation of the data collected or the display/performance presented, or the</td>
</tr>
</tbody>
</table>


<table>
<thead>
<tr>
<th>Questions and Discussion</th>
<th>Questions and Discussion</th>
<th>Questions and Discussion</th>
</tr>
</thead>
<tbody>
<tr>
<td>o Candidate responds to questions with clear and thorough answers displaying deep knowledge of his/her project.</td>
<td>o Candidate responds to questions with answers that display understanding but are less clear and thorough.</td>
<td>candidate does not display such visuals in his/her presentation of the Plan B Project.</td>
</tr>
<tr>
<td>o Candidate initiates discussion about issues relevant to Plan B project and that serves to enrich all participants understanding of the project.</td>
<td>o Candidate participates in discussion, though doesn’t necessarily initiate it. Discussion adds to the understanding of the project.</td>
<td>o Candidate does not initiate discussion and is reluctant to participate in it seeming unprepared to add to the understanding of the project.</td>
</tr>
</tbody>
</table>
MSE-FA Faculty Survey

Please indicate your level of agreement with each of the following statements regarding your major program by marking the number that most closely corresponds to your position. Please make brief comments as to strengths or challenges of the program, please do so in the spaces provided. Thanks.

1 = Strongly agree
2 = Agree
3 = Neutral
4 = Disagree
5 = Strongly disagree

1. Library holdings are adequate to support the program.
   
   1  2  3  4  5
   Comments:

2. The classrooms used by the program are adequate.

   1  2  3  4  5
   Comments:

3. Studio, rehearsal and performance spaces used by the program are adequate.

   1  2  3  4  5
   Comments:

4. Technology available for use in the program labs is adequate.

   1  2  3  4  5
   Comments:

7. The current support staff (academic staff personnel and classified personnel) is adequate to support a quality program.

   1  2  3  4  5
   Comments:

8. The program is supportive of new teaching initiatives by the faculty.

   1  2  3  4  5
9. The program is supportive of professional development and scholarly activities by the faculty (i.e., research, performances, etc.).

   1  2  3  4  5

Comments:

10. The program is supportive of community service and outreach efforts by faculty.

   1  2  3  4  5

Comments:

11. The program curriculum is up-to-date and represents good practice in the discipline area of the program.

   1  2  3  4  5

Comments:

12. There is good professional communication among faculty within the program.

   1  2  3  4  5

Comments:

13. Student advising is handled effectively within the program.

   1  2  3  4  5

Comments:

14. The program’s current assessment plan is adequate to measure student learning outcomes.

   1  2  3  4  5

Comments:

15. There is monetary compensation for teachers to consult with teachers of other disciplines.

   1  2  3  4  5
Comments: