I. PROGRAM OVERVIEW .............................................................................................. 7-11
   a. Maximum and Minimum Number of Credits / Full-time Status .............. 7
   b. Academic Standards ...................................................................................... 8
   c. Progress Reports .......................................................................................... 9
   d. Master of Music and Master of Arts Degrees
      1. Time Limits .................................................................................................. 9
      2. Transfer/Lifelong Education Credits/2nd and Dual Master’s .......... 9
      3. Ensemble Requirements ......................................................................... 10
   e. Doctor of Musical Arts and Doctor of Philosophy Degrees
      1. Time Limits .................................................................................................. 11
      2. Lifelong Education Credits/ 2nd and Dual Master’s Degrees .... 11
      3. Dual Master’s or Doctoral Degree .......................................................... 11

II. PROGRAM COMPONENTS/PLAN OPTIONS .......................................................... 12-20
   a. Master of Music and Master of Arts Degrees
      1. Master’s Orientation Examinations ............................................................ 12
      2. Applied Lessons, Required Recitals & MUS 896 ..................................... 12
      3. Oral Final Certifying Examination ........................................................... 13
   b. Doctor of Musical Arts and Doctor of Philosophy Degrees
      1. Doctoral Orientation Examinations ............................................................ 14
      2. Applied Lessons, Required Recitals & MUS 996 ..................................... 15
      3. Guidance Committees and Reports .......................................................... 15
      4. Doctoral Comprehensive Examinations .................................................... 17
      6. Final Oral Examination ............................................................................ 19
      7. IRB – Institutional Research Board ......................................................... 20

III. DEGREE REQUIREMENTS ................................................................................... 21-51
   a. Collaborative Piano ..................................................................................... 21
   b. Jazz Studies .................................................................................................. 22
   c. Music Composition
      1. MM and DMA .......................................................................................... 24
   d. Music Conducting – Wind, Choral, and Orchestral
      1. MM and DMA .......................................................................................... 26
   f. Music Education
      1. MM and PhD ........................................................................................... 30
   g. MM Performance
      1. Piano ....................................................................................................... 34
      2. Brass and Strings ..................................................................................... 35
      4. Woodwinds and Percussion ................................................................... 36
      6. Instrumental Specialists – Brass, Strings, Woodwinds ....................... 37
      7. Vocal ......................................................................................................... 39
   h. DMA Performance
      1. Instrumental and Vocal ............................................................................ 39
   i. Music Theory ................................................................................................ 42
   j. Musicology .................................................................................................... 48
### CHECK OUT THESE DATES!!

*College of Music - Important Dates and Deadlines - Fall Semester 2016*

<table>
<thead>
<tr>
<th>DATE / DEADLINE</th>
<th>EVENT</th>
</tr>
</thead>
<tbody>
<tr>
<td>3/15/16</td>
<td></td>
</tr>
<tr>
<td>4/1-16 // 5/7/16</td>
<td></td>
</tr>
<tr>
<td>7/22/16</td>
<td></td>
</tr>
<tr>
<td>7/23/16</td>
<td></td>
</tr>
<tr>
<td>8/11/16</td>
<td></td>
</tr>
<tr>
<td>8/26/16, 9:00am-5:30pm</td>
<td><strong>E-mail notification to students for FS’16 and SS’17 enrollment.</strong></td>
</tr>
<tr>
<td>Hart Aud + 235 Music</td>
<td><strong>Scheduled enrollment // OPEN enrollment begins for FS’16 and SS’17.</strong></td>
</tr>
<tr>
<td></td>
<td><strong>$50 Late enrollment fee begins for currently enrolled students not enrolled for Fall 2016.</strong></td>
</tr>
<tr>
<td></td>
<td><strong>Initial tuition billing statements available on StuInfo. (NO paper bills.)</strong></td>
</tr>
<tr>
<td>8/14/16, Tuesday - International Students</td>
<td><strong>International Students check-ins with OISS begin.</strong></td>
</tr>
<tr>
<td></td>
<td><strong><a href="http://oiss.isp.msu.edu/students/">http://oiss.isp.msu.edu/students/</a> will have a schedule and directions.</strong></td>
</tr>
<tr>
<td>8/19-8/21/16 - TA Orientations</td>
<td><strong>Teaching Assistant Orientation Programs (TAP) – TA’s will be notified of specifics by your Graduate Secretary.</strong></td>
</tr>
<tr>
<td>8/28/16, Sunday, 10am-2pm</td>
<td><strong>Summer 2016 Music THEORY / HISTORY COMPrehensive Examination.</strong></td>
</tr>
<tr>
<td>103 Music Practice Building</td>
<td><strong>(end-program Doctoral Students Only)</strong></td>
</tr>
<tr>
<td></td>
<td>* (Students must contact <a href="mailto:musgrad@msu.edu">musgrad@msu.edu</a> by Aug 13, to sit for the exam.)</td>
</tr>
<tr>
<td></td>
<td>* (Students must have been/be enrolled for at least 1 credit SS’16, US’16 or FS’16 to take exam.)</td>
</tr>
<tr>
<td>8/29/16, Monday, 12pm-2:30pm</td>
<td><strong>New Graduate Student Orientation</strong></td>
</tr>
<tr>
<td>Hart Recital Hall</td>
<td><strong>DMA students who participated in this as an MM student do not attend.</strong></td>
</tr>
<tr>
<td>8/29/16, Monday, 3:00pm-4:00pm</td>
<td><strong>NEW Teaching Assistant Orientation</strong></td>
</tr>
<tr>
<td>Hart Recital Hall</td>
<td><strong>This includes any student who has NOT been a Teaching Assistant previously.</strong></td>
</tr>
<tr>
<td>8/31/16, Wednesday</td>
<td><strong>Classes begin for Fall 2016 - Follow ‘MONDAY’ Schedule</strong></td>
</tr>
<tr>
<td></td>
<td><strong>Late enrollment fee ($100) begins for returning students who have not already enrolled for at least one credit.</strong></td>
</tr>
<tr>
<td>9/5/16, Monday</td>
<td><strong>Labor Day -- University closed</strong></td>
</tr>
<tr>
<td>9/7/16, Wednesday</td>
<td><strong>End of open add period for Fall 2016 - 8 p.m.</strong></td>
</tr>
<tr>
<td></td>
<td><strong>Override requests must be submitted before 5 p.m.</strong> After today, ALL ADDS must be done by Anne Simon. Students cannot enroll for themselves. DROPS are still allowed.</td>
</tr>
<tr>
<td>9/12/16, Monday</td>
<td><strong>Faculty and Students should verify that their class lists and schedules - course #, section #, instructor, # of credits are correct.</strong></td>
</tr>
<tr>
<td></td>
<td><strong>Contact Anne Simon (GR) or Rita Martin (UN) with any problems.</strong></td>
</tr>
<tr>
<td>9/19/16, Monday</td>
<td><strong>FS’16 Graduation Applications Due - Visit the Registrar’s Office Website</strong></td>
</tr>
<tr>
<td>9/22/16, Thursday</td>
<td><strong>End of tuition refund period - NO refunds after this date - NO Exceptions</strong></td>
</tr>
<tr>
<td></td>
<td><strong>$200 late enrollment fee begins for student not yet enrolled.</strong></td>
</tr>
<tr>
<td></td>
<td><strong>Last day to drop Fall courses with no grade reported.</strong></td>
</tr>
<tr>
<td>10/20/16, Thursday</td>
<td><strong>After today, ALL CHANGES must be done by Anne Simon. Students cannot drop or add for themselves.</strong></td>
</tr>
<tr>
<td>Date</td>
<td>Event</td>
</tr>
<tr>
<td>------------</td>
<td>----------------------------------------------------------------------</td>
</tr>
<tr>
<td>10/20/16, Thursday</td>
<td>(Faculty, TA’s and Students should check their class lists for accuracy - questions &amp;/or access problems should be directed to Rita Martin.) Final date to report grades for (I) incompletes from SS’16 or US’16.</td>
</tr>
<tr>
<td>10/25/16, Tuesday</td>
<td>Dissertation Completion Award (College of Music) - For SS’17 + US’17 Application packages, via pdf to <a href="mailto:musgrad@msu.edu">musgrad@msu.edu</a>, due to Music Graduate Office by 5 p.m - (for students in the final stages of their work.)</td>
</tr>
<tr>
<td>11/11/16, Friday</td>
<td>$50 Late Enrollment fee begins (8 p.m.) for currently enrolled students not yet enrolled for Spring 2017. Override requests must be submitted before 5 p.m.</td>
</tr>
<tr>
<td>11/12/16, Saturday</td>
<td>SS’17 Initial billing statements available on STUINFO. (NO paper bills.)</td>
</tr>
<tr>
<td>11/12/16, Saturday, 9:00am-5:30pm Hart Recital Hall + 235 MB (Home Football Game – Rutgers)</td>
<td>Fall 2016 Music Theory/History Comprehensive Examination (end-program Doctoral Students Only) ** Students must sign up with the Graduate Studies Office by Oct. 23, 2016. ** Students must be enrolled for at least 1 credit to sit for comp. exam</td>
</tr>
<tr>
<td>11/24-11/25/16, Thursday &amp; Friday</td>
<td>Thanksgiving Holiday -- University closed.</td>
</tr>
<tr>
<td>~ 11/28/16, Monday</td>
<td>SIRS (student instructional rating system) Forms distributed to faculty and TA’s for students to evaluate/comment on the class and teacher. Faculty, TA’s and Students should check their class lists for accuracy – questions &amp;/or access problems should be directed to Rita Martin.</td>
</tr>
<tr>
<td>12/9/16, Friday</td>
<td>Last day of classes. (ALL drops or adds after this date receive a minimum of $200 Late Fee, for each course.) Initial minimum tuition &amp; fee payment is due for Spring 2017 – - $50 Late Registration fee is assessed after this date. Faculty and TA’s should check their class lists for accuracy – questions &amp;/or access problems should be directed to Rita Martin.</td>
</tr>
<tr>
<td>12/10-12/20/16, Saturday – Tuesday</td>
<td>On-line grading available to instructors. Grades not reported by 4:00 pm 12/20/16 will not be included in end-of-semester official reporting.</td>
</tr>
<tr>
<td>12/14/16, Wednesday</td>
<td>Deadline for submitting Master’s Theses/ Doctoral Dissertations to Graduate School AND the College of Music. (Compositions and DMA Documents are submitted only to the College and are submitted via pdf to <a href="mailto:musgrad@msu.edu">musgrad@msu.edu</a>.)</td>
</tr>
<tr>
<td>12/12-12/16/16, Monday - Friday</td>
<td>Final exams for Fall 2016</td>
</tr>
<tr>
<td>12/16/16, Friday 3:30pm Breslin Center</td>
<td>Fall Semester Advanced Degree Commencement <a href="https://reg.msu.edu/GradHon.aspx">https://reg.msu.edu/GradHon.aspx</a> (University-wide ceremony only. NO College of Music ceremony.)</td>
</tr>
<tr>
<td>12/23-12/26/16 ; 12/30/16-1/2/17 1/9/17</td>
<td>Holiday observed -- University closed. Spring 2017 Classes Begin.</td>
</tr>
</tbody>
</table>

** We do our best to keep you informed of deadlines and what you need to do for them. ** After you enroll, your MSU Webmail is the only e-mail address we use for our mailing list. It is your responsibility to meet with the Graduate Studies Advisor each semester. Before your last semester you should schedule an appointment to assure that you are on track to graduate.
## CHECK OUT THESE DATES!!

### College of Music - Important Dates and Deadlines - Spring Semester 2017

<table>
<thead>
<tr>
<th>DATE / DEADLINE</th>
<th>EVENT</th>
</tr>
</thead>
</table>
| 3/15/16, 4/1/16 // 5/7/16 | - E-mail notification to students for FS’16 and SS’17 enrollment.  
- Scheduled enrollment // OPEN enrollment begins for FS 16 and SS’17.  
- $50 Late enrollment fee begins for currently enrolled students not enrolled for Spring 2017.  
- Initial tuition billing statements available on StuInfo. (NO paper bills.)  
- Initial minimum tuition and fee payment for Spring 2017 due. ($50 late registration fee after this date) |
| 11/13/16, 12/9/16 | Holiday observed -- University closed. |
| 12/23-12/26/16 ; 12/30/16-1/2/17 | |
| 1/8/17, Sunday, 1:00-5:00 pm | Graduate Orientation Examination for Music Theory  
- NEW Graduate Students (excluding PhD Mus Ed and MM Jazz)  
- Any graduate student who has not yet taken this exam |
| 1/9/17, Monday | Classes begin for Spring 2017.  
Late enrollment fee ($100) begins for returning students who have not already enrolled for at least one course. |
| 1/13/17, Friday by 5:00 pm | **End of open add period for Spring 2017 - 8 p.m.**  
Override requests must be submitted by 5 p.m.  
Students can no longer add classes themselves. ALL enrollment done by Anne Simon.  
Degree candidates should begin applying for Spring graduation by this date at [www.reg.msu.edu](http://www.reg.msu.edu).  
Faculty and Students should verify that their class lists and schedules - course #, section #, instructor, # of credits are correct. Contact Anne Simon (GR) or Rita Martin (UN) with any problems. |
| 1/16/17, Monday | MLK Day -- Classes cancelled; University open |
| 2/1/17, Wednesday | Students should verify that their schedules are correct - course #, section #, instructor and # of credits. Contact Anne Simon (GR) or Rita Martin (UN) with any problems. |
| 2/3/17, Friday | **End of tuition refund period -- NO refunds after this date – NO exceptions** |
| 3/2/17, Thursday | $200 late enrollment fee begins for student not yet enrolled.  
Last day to drop Spring courses with no grade reported.  
After today, ALL CHANGES must be done by Anne Simon. Students cannot drop or add for themselves.  
Final date to report grades for (I) incompletes from US’16 or FS’16 |
| 3/6 – 3/10/17, Monday –Friday | **Spring Break – University open** |
| 3/20/17, Monday (4/1/17) | Scheduled Enrollment begins for Summer 2017. (Open enrollment begins for Summer 2017.) |
| 3/20/17, Monday | Dissertation Completion Award (College of Music) - For US’17 + FS’17 Application packages, via pdf to [musgrad@msu.edu](mailto:musgrad@msu.edu), due to Music Graduate Office by 5p.m - (for students in the final stages of their work.) |
| 3/25/17, Saturday, 9:00am-5:30pm | Spring 2017 Music Theory/History Comprehensive Examination  
(end program Doctoral Students Only)  
** Students must sign up with the Graduate Studies Office by March 13, 2017.** |
| Hart Recital Hall + 235 MB |  
| | ** ** |
** Students must be enrolled for at least 1 credit to sit for comp. exam.

<table>
<thead>
<tr>
<th>Date</th>
<th>Event</th>
<th>Details</th>
</tr>
</thead>
<tbody>
<tr>
<td>3/31/17, Friday</td>
<td>Scheduled Enrollment begins for Fall 2017 and Spring 2018 classes. Visit your StuInfo screens for YOUR scheduled time.</td>
<td></td>
</tr>
<tr>
<td>~ 4/10/17, Monday</td>
<td>SIRS (student instructional rating system) Forms distributed to Faculty, TA’s and Students for students to evaluate/comment on the class and teacher.</td>
<td></td>
</tr>
<tr>
<td>4/14/17, Friday</td>
<td>Acceptance of financial aid, assistantships, or signing of letter of intent to attend a given institution becomes binding (NASM Code of Ethics, Article V) for graduate students.</td>
<td></td>
</tr>
<tr>
<td>4/28/17, Friday</td>
<td>Last day of classes. (ALL drops or adds after this date receive a minimum of $200 Late Fee, for each course.)</td>
<td></td>
</tr>
<tr>
<td>4/29-5/9/17, Saturday-Tuesday</td>
<td>On-line grading becomes available to instructors. Grades not reported by 4:00 pm 5/9/17 will not be included in end-of-semester official reporting.</td>
<td></td>
</tr>
<tr>
<td>5/1-5/5/17, Monday-Friday</td>
<td>Final exams for Spring 2017</td>
<td></td>
</tr>
<tr>
<td>5/5/17, Friday 3:30pm Breslin Center</td>
<td>Spring Semester Advanced Degree Commencement – Master’s and Doctoral</td>
<td><a href="https://reg.msu.edu/GradHon.aspx">https://reg.msu.edu/GradHon.aspx</a> Specific details will be provided throughout SS’17.</td>
</tr>
<tr>
<td>5/6/17, Saturday</td>
<td>Spring Semester College of Music Degree UNDERGRAD Commencement</td>
<td></td>
</tr>
<tr>
<td>5/10/17, Friday</td>
<td>Deadline for submitting Master’s Theses/ Doctoral Dissertations to Graduate School AND the College of Music. (Compositions and DMA Documents are submitted only to the College and are submitted via pdf.)</td>
<td></td>
</tr>
<tr>
<td>5/15/17, Monday</td>
<td>MSU Summer’17 Classes Begin. College of Music courses begin/end on varying dates See Schedule of Courses for details for your specific course.</td>
<td></td>
</tr>
<tr>
<td>June 2017-August 2017</td>
<td></td>
<td></td>
</tr>
<tr>
<td>7/2/16, Sunday, 6pm 419 Music Practice Building</td>
<td>Graduate Orientation Examination for MUSIC THEORY (REQUIRED for NEW Summer MM Graduate Students)</td>
<td></td>
</tr>
<tr>
<td>8/25/17, Friday 9:00am-5:30pm Hart Recital Hall + 235 MB</td>
<td>Summer 2017 Music THEORY / HISTORY COMPrehensive Examination. (end-degree Doctoral Students Only)</td>
<td></td>
</tr>
<tr>
<td></td>
<td>* (Students must contact <a href="mailto:musgrad@msu.edu">musgrad@msu.edu</a> by Aug 13, to sit for the exam.)</td>
<td></td>
</tr>
<tr>
<td></td>
<td>* (Students must have been/be enrolled for at least 1 credit SS’17, US’17 or FS’17 to take exam.)</td>
<td></td>
</tr>
</tbody>
</table>

** We do our best to keep you informed of deadlines and what you need to do for them.

** After you enroll, your MSU Webmail is the only e-mail address we use for our mailing list.

*It is your responsibility to meet with the Associate Dean for Graduate Studies each semester. Before your last semester you should schedule an appointment to assure that you are on track to graduate.*
I. PROGRAM OVERVIEW

COLLEGE OF MUSIC
James B. Forger, DEAN

The College of Music provides high quality, professional education for undergraduate and graduate students pursuing music as a career in the areas of performance, conducting, music education, composition, music theory, musicology, jazz studies, piano pedagogy, and collaborative piano.

Mission Statement
The mission of the Michigan State University College of Music is to offer the finest quality of professional instruction available in undergraduate and graduate programs in music; to further the understanding of the arts and practice of music on campus; to provide comprehensive non-degree instruction through the Community Music School; to serve the community, state, region and nation through service, teaching, research and performance; and to provide an excellent faculty with the time and resources to pursue significant research and creative activity.

GRADUATE STUDY
The College of Music offers a wide variety of disciplinary and interdisciplinary programs leading to the Master of Arts, Master of Music, Doctor of Musical Arts, and Doctor of Philosophy degrees. Within the framework approved by the faculty of the University and College, graduate programs are designed to respond to current professional and social needs and to students' expectations and goals. The programs combine selected aspects of the following learning opportunities: requisite course work; outreach and teaching experiences; and production, performance, or research projects.

The College of Music faculty and student body represent diverse backgrounds and cultures and work together to challenge past assumptions and set future directions in the arts. An open and responsive learning environment continues to attract faculty, staff, and students from rich and varied cultural traditions into our educational community.

All of the graduate degree programs offered by the College of Music have been accredited by the National Association of Schools of Music.

General Requirements for Consideration for Admission to Master's and Doctoral Degree Programs in the College of Music
Each applicant must submit a College of Music Application, including a letter giving the applicant's academic background and reasons for pursuing advanced study.

International applicants must fulfill the University's English language proficiency requirement as described in the Graduate Education section of Michigan State University Academic Programs [http://www.reg.msu.edu/AcademicPrograms/Text.asp?Section=111#s336] [This information is also found on page 73 of this handbook. PhD candidates have a higher proficiency requirement. Those requirements can be found on page 32.]

Master's and doctoral degree programs may specify additional requirements for consideration for admission such as a sample of an applicant's compositions, a portfolio, an audition, or an interview.

Maximum and Minimum Number of Credits

Maximum
Graduate students may carry up to 16 credits each semester. A student load above 16 credits requires approval by the student's dean. Enrollment in doctoral dissertation research (course number 996, 997, 998 and 999) credits need not be counted in determining maximum credits.
Minimum
All students using University services (faculty consultation included) for graduate work
must be registered each semester. Minimum registration consists of one course of 1 credit.

Full-Time
In order to be considered full time for academic purposes, students must carry the minimum number of credits per
semester as defined below:

Master's level ............... 9 credits
Doctoral level ............... 6 credits

Full-time status for doctoral students is defined as a minimum of 1 credit for those students who:
1. have successfully completed all comprehensive exams and are actively engaged in dissertation
   research;  OR
2. are doing department-approved off-campus fieldwork related to preparation of their dissertation.

Academic Standards for all Graduate Students
A graduate student in the College of Music must:
1. Maintain a cumulative grade–point average of at least 3.00.
2. Not accumulate deferred grades (identified by the DF–Deferred marker) in more than 8 credits in
courses (excluding courses numbered 896, 897, 898, 899 or 996, 997, 998, 999).

If at the end of a semester a graduate student fails to meet one or both of the requirements specified above, the
student shall receive a deficiency warning. If the deficiency is not removed within one calendar year, the graduate
student will not be allowed to continue in the degree program.

A student may accumulate no more than 6 credits with a grade below 3.0 in courses that are to be counted toward
the degree.

Any deficiencies in a given area must be removed before the student may enroll in graduate level courses in that
area.

Credit will not be awarded for any course in which the student receives a grade less than 2.0. However, all grades
are counted in the calculation of the grade–point average (GPA).

Academic Standards for Graduate Assistants in the College of Music
A graduate assistant in the College of Music must:
1. Maintain a cumulative grade–point average of at least 3.25.
2. Not accumulate deferred grades (identified by the DF–Deferred marker) in more than 8 credits in
courses (excluding courses numbered 896, 897, 898, 899 or 996, 997, 998, 999).

If at the end of a semester a graduate assistant fails to meet one or both of the requirements specified above, the
graduate assistant shall receive a warning and be allowed to hold the graduate assistantship for one additional
semester. If at the end of the additional semester the graduate assistant has failed to meet one or both of the
requirements specified above, the graduate assistantship shall be withdrawn.

Courses Used to Satisfy a Foreign Language Requirement in a Master's or Doctoral Degree Program in the
College of Music
If a foreign language requirement is included in a student's degree program, it is highly recommended that the
student enroll in courses that are to be used to satisfy that requirement under the Credit–No Credit (CR–NC)
system.

Academic Advising
It is each student’s responsibility to know University and College requirements as stated in the catalog and in
college printed materials. To assist the student in interpreting policies and requirements, academic advisement is
provided by the Associate Dean for Graduate Studies, Dr. David Ray and Academic Advisor, Ms. Susan Hoekstra. Students are strongly encouraged to consult regularly with an advisor.

**Student Progress Reports**

[https://grad.msu.edu/sites/default/files/content/gsrr/GSRR.pdf](https://grad.msu.edu/sites/default/files/content/gsrr/GSRR.pdf)

*The Graduate Student Rights and Responsibilities (GSRR) (Document 2.4.8), specifies that ALL graduate students should have an annual evaluation and/or progress report. Written evaluations should be provided to each student and a copy placed in his/her file. The Graduate Studies Office will generate this report in consultation with the major teacher.*

**Master's Degrees**

Master of Music degree programs are offered in the following areas: Music Performance, Music Composition, Music Conducting, Music Education, Music Theory, Piano Pedagogy, Jazz Studies and Collaborative Piano. The Master of Arts degree program is offered in the area of Musicology.

**Admission**

In addition to meeting the requirements of the University as described under Admission in the *Graduate Education* section of the Academic Programs Catalog, [http://www.reg.msu.edu/AcademicPrograms/Text.aspx?Section=111#s336](http://www.reg.msu.edu/AcademicPrograms/Text.aspx?Section=111#s336), students must meet the requirements specified below.

To be admitted to a Master of Arts/Master of Music degree program on regular status, an applicant must have:

1. A baccalaureate degree from a recognized educational institution.
2. A minimum cumulative grade–point average of 2.80 for the undergraduate program of study, as well as have met the College requirements for admission to a master's degree program.
3. Received the approval of the faculty in the applicant's area of specialization.

Admission on provisional status may be offered if the applicant’s record is incomplete or contains minor deficiencies in preparation.

**Requirements for a Master's Degree**

The student plans a program of study in consultation with a graduate advisor subject to the rules of the College, and the University. Two patterns are in general use: Plan A (with thesis) and Plan B (without thesis). See pages 21-51 for specific requirements.

**Time Limit**

The time limit for completion of the master's degree is 5 years from the beginning of the first semester in which credit was earned toward the degree.

Applications for extension of the 5-year period of time toward degree must be submitted to and approved by the dean of the college and the Dean of The Graduate School.

**Credits at 800- and 900- level**

Per University policy ([https://reg.msu.edu/AcademicPrograms/Text.aspx?Section=111](https://reg.msu.edu/AcademicPrograms/Text.aspx?Section=111)) more than half of the credits of the total required for a master's degree must be taken in courses at the 800- and 900- levels. For the College of Music, this means that you must have a minimum of 16 credits at the 800-/900- level. Due to the course requirements, the only area that this should affect is Vocal Performance.

**Transfer and Lifelong Education Credits**

Students in any master's program in the College may apply a maximum of 9 credits earned through any combination of courses taken through lifelong education, graduate certification, or in transfer from another institution, if they are appropriate to a student's program and provided they were completed within the time limits approved for the earning of the degree desired at Michigan State University.
The advisor and Associate Dean for Graduate Studies must grant approval. Only courses in which at least a 3.0 grade or its equivalent was received will be considered for transfer. 
https://reg.msu.edu/AcademicPrograms/Text.aspx?Section=111

With the approval of the student’s academic advisor and the Associate Dean for Graduate Studies, these transfer credits may fulfill specific MSU degree requirements; but not all transfer credits will necessarily fulfill specific MSU degree requirements.

**Second or Dual Master’s Degree**
A candidate for a second master's degree, or for joint or dual master's degrees, from Michigan State University may request the application of up to 9 credits, appropriate to both programs, from the first master's degree program to the second or from one master's program to another. These 9 credits must have been earned within the time limitations of the college concerned. Credits used to satisfy the requirements of one master's degree may not be used to satisfy the residency requirements of another master's degree.

Students must apply for and be accepted into the second or dual master’s degree. Students must complete a new College of Music application (http://music.msu.edu/admissions/admissions-forms) and a new Michigan State University application (http://admissions.msu.edu/apply.asp). For specific information, please visit the College of Music Admissions Office at 253 Music Building. If you are considering a second master’s degree, you should also consult with the Associate Dean for Graduate Studies immediately.

**ENSEMBLE PARTICIPATION**
Each master’s degree program carries specific major ensemble requirements. Details are in ‘Degree Requirements’. In addition, students on College of Music Scholarships are required to participate in ensembles, per their award letter. Please refer to your award letter for specifics.

Master’s students do not enroll for ensembles.

Groups that satisfy the ensemble requirement, by area:

- **Classical Wind/Percussion**
  - Symphony Orchestra
  - Symphony Band
  - Wind Symphony
  - Campus Band (if placed by audition)
  - Concert Band
  - Marching Band

- **Voice**
  - Men’s Glee (if placed by audition)
  - Women’s Glee (if placed by audition)
  - University Chorale
  - Choral Union (if placed by audition)
  - State Singers

- **Strings**
  - Symphony Orchestra
  - Concert orchestra (if placed by audition)

- **Jazz majors**
  - Jazz Band
  - Jazz Orchestra
  - Jazz Combos
  - Jazz Octets

- **Piano majors**
  - Accompanying (Applied Piano Majors)
  - Any of the above recognized ensembles

**Doctoral Degrees**
Doctor of Musical Arts degree programs are offered in Music Performance, Music Composition and Music Conducting. The Doctor of Philosophy degree program is offered in Music Education.
Admission
In addition to meeting the requirements of the University as described under Admission in the Graduate Education section of the Academic Programs Catalog, https://reg.msu.edu/AcademicPrograms/Text.aspx?Section=111, students must meet the requirements specified below.

To be admitted to a doctoral degree program in the College of Music on regular status, an applicant must have:

1. A record of high academic achievement and demonstrate potential as a performer, conductor, composer, or research scholar acceptable to the area of the degree.
2. A master’s degree or equivalent in a relevant field.
3. A cumulative grade-point average of 3.0 in any previous graduate course work.

Admission on provisional status may be offered if the applicant’s record is incomplete or contains minor deficiencies in preparation.

Requirements for Doctoral Degrees
The student plans a program of study in consultation with a guidance committee, subject to the rules of the College and the University. See pages 21-51 for specific requirements.

Time Limit
For the Doctor of Philosophy and the Doctor of Musical Arts degrees, all of the comprehensive examinations must be passed within 5 years and all remaining requirements for the degree must be completed within 8 years from the time when a student begins the first class at Michigan State University that appears on his or her doctoral program of study.

Applications for extension of the 8 year period of time toward degree must be submitted to and approved by the Associate Dean for Graduate Studies and the Dean of The Graduate School.

Lifelong Education Credits
Up to 9 credits taken while enrolled under the Lifelong Education enrollment status, prior to acceptance, may be applied to a doctoral degree program provided the credits were completed within the designated time limit.

Dual Master’s Degree
Doctoral students may earn a second master’s degree while they are working on a doctoral degree. A candidate for a second master’s degree from Michigan State University may request the application of up to 9 credits, appropriate to both programs, from the first master’s degree program (whether from MSU or another university) to the second. These 9 credits must have been earned within the time limitations of the college concerned. Credits used to satisfy the requirements of one degree may not be used to satisfy the residency requirements of another degree. Additional credits from the doctoral degree may be counted toward the second master’s degree.

Students must apply for and be accepted into the second or dual master’s degree. You must complete a new College of Music application (http://music.msu.edu/admissions/) and a new Michigan State University application (http://www.admissions.msu.edu/admission/graduate.asp). For specific information, please contact the College of Music Admissions Office at 253 Music Building. If you are considering a second master’s degree, you should also consult with the Associate Dean for Graduate Studies immediately.

Dual Doctoral Degrees
Doctoral students may earn a second doctoral degree while they are working on a doctoral degree. All dual major doctoral degrees must be approved by the Dean of the Graduate School. A request for the dual major degree must be submitted within one semester following its development and within the first two years of the student’s enrollment at Michigan State University. A copy of the guidance committee report must be attached. Interested students should consult with the Associate Dean for Graduate Studies in Music prior to any discussion with the Graduate School. Details about this option are at https://reg.msu.edu/AcademicPrograms/Text.aspx?Section=111.
II. PROGRAM COMPONENTS/PLAN OPTIONS

All graduate degrees in the College of Music have varying components in addition to required coursework. For example, some master’s degrees are available under Plan A (thesis option) and some under Plan B (non-thesis option). Other requirements vary by individual degree but include such things as orientation examinations, required recital(s), comprehensive examinations (doctoral students only), and final oral examination or thesis/dissertation/document/lecture-recital defense. See below, under individual degrees, the requirements for that particular degree program.

College of Music Requirements for the
Master of Music and Master of Arts Degrees

Master's Orientation Examinations
Every student admitted to a master's degree program in the College of Music, with the exception of master’s students in jazz studies, must take the College's graduate orientation examination in music theory, a two-part examination covering written music theory and aural skills. Both parts of this examination must be taken before the first day of classes of the student's first semester of enrollment in the degree. The examination is given before the first day of classes in the fall, spring, and summer semesters. The lowest passing score for each part is 70%.

Master's students who score below 70% on the written music theory orientation examination must take MUS 200 Introduction to Music Theory. Master’s students who score below 70% on the aural skills examination must take MUS 201 Aural Skills. MUS 200 and MUS 201 may not be used to meet the course or credit requirements of any College of Music degree program.

Students who are required to take MUS 200 must complete the course with a grade of 2.0 or higher before enrolling in any 400-, 800-, or 900-level music theory course. Students who are required to take MUS 201 must take it either prior to or concurrently with their first music theory course at the 400-, 800-, or 900-level and must complete it with a grade of 2.0 or higher.

Selection of the Advisor
The selection of a thesis advisor is one of the most important decisions of your graduate career. The advisor most likely serves as your primary mentor during the progress of your degree, and oftentimes throughout your professional career. For students in performance degrees the advisor is the primary teacher with whom you study.

- You should select your advisor no later than the end of your first year of study.
- The Associate Dean for Graduate Studies and your Area Chair are available to meet with you in guiding your selection of your advisor.
- Consult the following document for guidelines and appropriate expectations you can have of your faculty advisor: Guidelines for Graduate Student Advising and Mentoring Relationships (https://grad.msu.edu/sites/default/files/content/researchintegrity/guidelines.pdf)
- Consult with your advisor to develop a thesis proposal and for information about the format and scope of your thesis.
- Your advisor will coordinate your thesis efforts and give you regular feedback on your progress toward the final document.
- Consult with the Associate Dean for Graduate Studies if it becomes necessary to change your primary advisor.

About Applied Lessons, Required Recitals, and MUS 896
The MM in Music Performance requires 6 credits of MUS 85x: Applied Instrument, usually taken in the first two semesters of enrollment (3 + 3). Enrolling in 3 credits entitles the student to a one-hour lesson per week.

The MM in Music Performance also requires 4 credits of MUS 896: Recital, usually taken in year two of the master’s degree. Once the student has completed 6 credits of 85x, s/he is entitled to a one-hour lesson per week as
long as s/he enrolls for at least 1 credit of 896. (Enrolling for more credits does not entitle the student to additional lesson time.)

**Students must be enrolled in either MUS 85x or MUS 896 credits to receive lessons from their applied teacher.**

MUS 896 credits can be taken in any semester of enrollment at the discretion of the student. The student need not perform a recital during that semester. In some cases, a student may be enrolled in both 85x and 896 simultaneously. Individual teachers may specify a different schedule for taking these credits (for example, $2 + 2 + 2$ in conjunction with 896 credits).

896 credits will have a grade of DF until the degree certification form is submitted to the Registrar’s Office at the end of the degree. At that point they will convert to ‘Pass’.

Faculty members are encouraged to develop an individual syllabus for each student enrolled in 896, especially if they have specific expectations of that student.

**Oral Final Certifying Examination**
Students should print the form at [http://music.msu.edu/information-for-students/for-graduate-students/masters-degree-forms](http://music.msu.edu/information-for-students/for-graduate-students/masters-degree-forms) and take it to your oral examination.

All students in master's degree programs in the College are required to pass an oral final certifying examination. Oral final certifying examinations are given during Fall and Spring semesters, and may be given during a Summer session with the approval of the Associate Dean for Graduate Studies and every member of the student's examining committee.

A student must be registered for at least 1 credit during the semester in which he/she takes the oral certifying examination (see *Maximum and Minimum Credits*). This requirement will be waived if the examination is administered during the summer session immediately following a spring semester during which the student was registered.

All deficiencies with regard to orientation examinations or entrance requirements, whether stated in terms of credits, courses, or performance standards, must be removed before the oral final certifying examination is scheduled.

If the student fails the oral final certifying examination, the student shall be allowed to retake the examination only once, during the next Fall or Spring semester.

**Format of Oral Final Certifying Examination**
The student is responsible for forming the certifying committee and scheduling the examination. The committee consists of three College of Music faculty members. The make-up of the committee and the format of the examination varies from degree to degree (see below). The examination should be scheduled in a faculty studio for 75 minutes, although the examination itself will typically take only 60 minutes. The student should contact committee members at the beginning of the semester in which s/he intends to take the certifying examination. This should be in the final semester of required coursework or any semester thereafter.

*Master of Music in Collaborative Piano, Conducting, Performance, Piano Pedagogy*

Plan B only: The committee consists of three faculty members: the primary teacher, a second member from the area of the degree, and a member of either the music history or music theory faculty. Each committee member, working with the student, will develop a research question for the student to prepare in advance.

On the day of the examination, the student meets with the committee and makes a presentation of approximately 15 minutes per question. The student can use notes but should not read the answer. In most cases it is suggested that the student prepare, for the committee, a 1-2 page handout or organizational outline for each question. Musical examples (in score or on recordings or live) are recommended. Following the presentation, committee members...
will ask follow-up questions. Because the format of each question differs slightly, students are urged to ascertain the specific expectations of each committee member upon receipt of the research question.

**Master of Music in Composition**

Plan A only: The examination is a defense of the thesis. The committee consists of three faculty members: the thesis advisor, a member of either the music history or music theory areas, and a third member from any area in the College. (This third member is frequently a member of the composition area.) For the format of the defense, consult with your thesis advisor.

**Master of Music in Music Education**

Plan A: The examination is a defense of the thesis. The committee consists of two faculty members from music education and a third at-large member (usually a faculty member with whom the student has taken course work). The thesis advisor will serve as chair.

Plan B: The committee consists of three College of Music faculty members: two from music education (one of whom will act as chair) and a third at-large member (usually a faculty member with whom the student has taken course work). Each committee member, working with the student, will develop a question for the student to prepare in advance. At a time that is mutually agreed upon by the student and the chair, the student will write answers to each of the three questions. This on-campus exam will last 3 hours with approximately 1 hour allotted to each question. Approximately 1-2 weeks later, at a time that is mutually agreed upon by the student and each committee member, the oral examination will take place, at which the committee members may ask follow-up questions or ask for clarification of any of the written answers.

**Master of Music in Music Theory**

Plan B only: The oral examination has three components: Keyboard Skills Exam, Teaching Demonstration, Capstone Essay (presented to the public). Please consult with the chair of the Music Theory Area for details about these components.

**Master of Music in Jazz Studies**

Plan B only: The committee consists of three Jazz Studies area faculty members. The primary teacher will act as chair. For format information contact the Jazz Studies Office.

---

**College of Music Requirements for the Doctor of Musical Arts and Doctor of Philosophy Degrees**

**Doctoral Orientation Examinations**

Every student admitted to a doctoral degree program in the College of Music other than music education must take the College's graduate orientation examination in music theory, a two-part examination covering written music theory and aural skills, before the first day of classes of the student's first semester of enrollment in the degree. Additionally, any doctoral student in music education who intends to take one or more music theory courses must take the two-part graduate orientation examination in music theory prior to enrolling in graduate-level music theory courses. The examination is given before the first day of classes in the fall, spring, and summer semesters. The lowest passing score for each part is 70%.

Doctoral students who score below 70% on the written music theory orientation examination must take MUS 200 Introduction to Music Theory. Doctoral students who score below 70% on the aural skills examination must take MUS 201 Aural Skills. MUS 200 and MUS 201 may not be used to meet the course or credit requirements of any College of Music degree program.

Students who are required to take MUS 200 must complete the course with a grade of 2.0 or higher before enrolling in any 400-, 800-, or 900-level music theory course. Students who are required to take MUS 201 must take it either prior to or concurrently with their first music theory course at the 400-, 800-, or 900-level and must complete it with a grade of 2.0 or higher.
Selection of the Advisor
The selection of a dissertation/document/lecture-recital advisor is one of the most important decisions of your graduate career. The advisor most likely serves as your primary mentor during the progress of your degree and oftentimes throughout your professional career. For students in performance degrees the advisor is the primary teacher with whom you study.

● You should select your advisor no later than the end of your first year of study.
● The Associate Dean for Graduate Studies and your Area Chair are available to meet with you in guiding your selection of your advisor.
● Consult the following document for guidelines and appropriate expectations you can have of your faculty advisor: Guidelines for Graduate Student Advising and Mentoring Relationships (https://grad.msu.edu/sites/default/files/content/researchintegrity/guidelines.pdf)
● Consult with your advisor to develop a thesis proposal and for information about the format and scope of your dissertation, document, and/or lecture-recital proposal research.
● Your advisor will coordinate your dissertation/document/lecture-recital efforts and give you regular feedback on your progress toward a successful conclusion.
● Consult with the Associate Dean for Graduate Studies if it becomes necessary to change your primary advisor.

About Applied Lessons, Required Recitals, and MUS 996
The DMA in Music Performance requires 24 credits of MUS 996: Doctoral Recital. MUS 996 credits are graded by the applied instructor. Faculty members will develop an individual syllabus for each student enrolled in 996, to reflect the specific expectations of that student. These credits reflect the work done in connection with all lessons, required recitals and the document and/or lecture-recital(s). During the first six semesters of study, the student typically enrolls in at least 3 credits per semester and is entitled to a one-hour lesson per week. (Enrolling for more credits does not entitle the student to additional lesson time.)

Following six semesters of enrollment, a student must enroll in at least 1 credit of 996 in any semester in which s/he is taking lessons or consistently working with a faculty member on a document or lecture-recital. After six semesters of enrollment, a student need not take lessons from their applied instructor in every semester of enrollment in 996. This decision should be made in consultation with the applied teacher.

Students must be enrolled in MUS 996 credits to receive lessons from their applied teacher.

A student must be registered for at least 1 credit (usually 996) during the semester in which s/he defends the document and/or lecture-recital(s) (see Maximum and Minimum Credits)

Planning a Doctoral Program and Appointment of a Guidance Committee
Each graduate student admitted to a doctoral program has the responsibility to form a guidance committee. (See below for the make-up of individual committees.) Students in the PhD in music education and the DMA in composition should speak with the area chair to determine the appropriate procedure for assembling the committee.

The following applies to students in the DMA in performance and conducting. It is the student’s responsibility to contact each committee member in person (not via e-mail), asking if they will serve on the committee, and to meet individually with that committee member to determine required coursework. Specific area requirements and electives will be determined by the applied teacher, who chairs the committee. Specific coursework in music theory and music history will be determined by the music theory and music history committee members, respectively. (NOTE: Before contacting an individual music history professor the student must meet with Dr. Ken Prouty, Chair of Musicology to discuss selection of a music history representative.)

The student should bring the form entitled ‘Report of the Guidance Committee’ (available at http://music.msu.edu/information-for-students/for-graduate-students/doctoral-degrees-forms) to the meeting with each committee member, write down the required coursework discussed with that committee member, and secure the committee member’s signature on the form. COMMITTEE MEMBERS SHOULD NEVER SIGN A BLANK GUIDANCE FORM.
The student should then sign the GCR and submit it to the Office of the Associate Dean for Graduate Studies. The Graduate Secretary then prepares a copy of the GCR and e-mails it to each committee member and the student for their e-mail confirmation that the information is correct.

Each DMA student is required to assemble a guidance committee, and develop and submit a guidance committee report prior to registering for the third semester of classes. For example, a student who enters in Fall 2015 must complete these tasks before registering for Summer or Fall Semester 2016. Any student who fails to complete these tasks will have an administrative hold placed on their university account and will not be allowed to register for a third semester until the report is submitted.

Any desired or required changes in the membership of the guidance committee may be made by the graduate student with the concurrence of the committee chairperson, or by the unit with the concurrence of the graduate student, in accordance with University and College policy. The membership of the guidance committee, with the concurrence of the graduate student, may be changed as appropriate to the dissertation topic. Guidance committee chairpersons on leave shall provide for the necessary guidance of their advisees during their absence. All changes must be submitted in writing via e-mail to the Graduate Studies office.

**DMA in Composition**
Each committee will be made up of four faculty members: two in the area of music composition (one of whom must serve as the chairperson), one in the area of music theory, and one in the area of music history. Each student in the program has a major professor who provides instruction in music composition, oversees the preparation of the original composition, and oversees the final oral examination based upon that composition. This professor typically serves as chair of the guidance committee.

**DMA in Conducting**
Each committee will be made up of four faculty members: two in the student's conducting area (one of whom will serve as chair), one in the area of music theory, and one in the area of music history. Each student in the program has a major professor who provides instruction in the student's major area, oversees the musical content of the student's program, guides the preparation of required conducting appearances, oversees the preparation of the scholarly paper, and oversees the final oral examination. This professor typically serves as chair of the guidance committee. In instances where additional expertise would be beneficial it is recommended that the guidance committee include an additional faculty member from within or outside the College of Music.

**DMA in Performance**
Each committee will be made up of four faculty members: two faculty in the student's performance area (one of whom must serve as the chairperson), one in the area of music theory, and one in the area of music history. Each student in the program has a major professor who provides instruction in the student's major area and oversees the musical content of the student's program. This professor typically serves as the chair of the guidance committee. In instances where additional expertise would be beneficial it is recommended that the guidance committee include an additional faculty member from within or outside the College of Music.

**PhD in Music Education**
Each committee will be made up of four faculty members: three in the area of music education (one of whom will serve as chair and as the student’s major professor and primary advisor) and one from the student’s cognate area.

**Course Requirements**
Courses (in addition to those numbered 996, 997, 998, 999) will be prescribed by the guidance committee to ensure that the student will have a comprehensive knowledge of a major field and related subjects. The courses that a student is required to complete will depend upon prior academic background in relation to the selected graduate program. Any deficiencies in a given area, as determined by the guidance committee, must be removed before the student may enroll in graduate level courses in that area.
Doctoral Comprehensive Examinations

** All DMA students entering Spring Semester 2014 or thereafter are eligible to take the comprehensive examination only when the required coursework in Music Theory and Musicology (with the exception of MUS 830, Elective credits and 996, 997, 998 or 999 credits) as determined by the Guidance Committee is completed, or during the semester in which it will be completed. ** This change was proposed by the Graduate Committee and was approved by the faculty of the College of Music.

Students must be registered for at least 1 credit during the semester(s) in which they take comprehensive examinations (see Maximum and Minimum Credits). This requirement is automatically waived if the examination is administered during the summer session immediately following a spring semester during which the student was registered and/or prior to a fall semester in which the student will be registered. Scheduling, composing, and evaluating the comprehensive examinations is done in accordance with college policy.

In the case of a comprehensive examination that consists of more than one part, the date that the student passes the examination is the date on which he or she passes the final component of the comprehensive examination. The college shall make available to doctoral students upon matriculation a written explanation of comprehensive examination procedures. The comprehensive examinations must be passed before an oral defense of the dissertation or document and/or lecture-recital(s) can be scheduled.

For the Doctor of Philosophy and the Doctor of Musical Arts degrees, all of the comprehensive examinations must be passed within 5 years, and all remaining requirements for the degree must be completed within 8 years from the time when a student begins the first class at Michigan State University that appears on his or her doctoral program of study.

Applications for extension of the eight-year period of time toward degree must be submitted by the student for approval by the dean of the college and the Dean of The Graduate School. Upon approval of the extension, doctoral comprehensive examinations must be passed again.

The comprehensive examination in Music History and Theory (combined) is given during Fall and Spring semesters, and may be given during the Summer session. The comprehensive examinations in Music Education and Composition may be given during summer at the discretion of the area faculty.

Students who are enrolled in the Doctor of Philosophy degree program with a major in music education are required to take a comprehensive examination in the field of music education. This involves four questions from the music education core curriculum and one question from the cognate area. Three of the questions must be written on campus; two are “take home” questions. For specific details a student should consult with their academic advisor in music education.

Students who are enrolled in the Doctor of Musical Arts degree program in music composition are required to take a comprehensive examination in the field of composition and the standard comprehensive examination in music theory and music history. For specific details a student should consult with their academic advisor in composition.

Students who are enrolled in the Doctor of Musical Arts degree program in music conducting are required to take four comprehensive examinations: 1) Part I of the music theory comprehensive examination; 2) a “take home” question in musicology in relation to conducting; 3) a question from the student’s area in conducting to be written on campus; and 4) a “take home” question from the student’s area in conducting. For specific details a student should consult with their academic advisor in conducting.

Students who enrolled in the Doctor of Musical Arts degree program in music performance are required to take the comprehensive examination in music theory and music history. Please see below for an explanation of the format of this examination. (Note: If you enrolled in the DMA program PRIOR to Fall 2012 you may be eligible to take the comprehensive examination in an older format. Please consult the Associate Dean for Graduate Studies and Research to check on your eligibility.)
Doctoral Comprehensive Examination Format
The Theory Area has written a study guide for the DMA Comprehensive Exam, Part 1. Please visit the link on our website for details. As of July 2015, there is no study guide for Part 2.
http://music.msu.edu/assets/MSU_DMA_Com_Exam_Part_1_Study_Guide.pdf.

The following is the comprehensive format required of those students who entered the DMA program in performance in Fall 2012 or thereafter.

Doctoral Comprehensive Examination in Music Theory and Music History
The doctoral comprehensive examination in music theory and music history is typically given on a Saturday, three times a year: November, April, and August. For specific dates, check with the Graduate Studies office. Students planning to take the comprehensive must contact Anne Simon, Graduate Secretary, (musgrad@msu.edu), at least three weeks prior to the exam date. No exceptions to this deadline will be allowed. Students who do not comply with this rule will not be allowed to take the comprehensive examination.

Part I of the examination consists of 50 theory-related questions covering 1) basic musical materials, 2) diatonic harmony, 3) chromatic harmony, 4) tonal forms, 5) 18th-c. counterpoint, 6) orchestration, 7) serialism, and 8) non-serial 20th-c. music. A score of 70% or higher is required to pass this part of the examination. Students must pass Part I before they are permitted to take Part II. DMA conducting majors are required to take and pass only Part I.

Part II of the examination consists of unannounced essay questions. There will be a number of theory-related questions, drawn from each of the 800- and 900-level history courses taught during the past five years and history questions, drawn from each of the 800- and 900-level history courses taught during the past five years. (Doctoral students are required to pass their comprehensive examination by the end of the fifth year of enrollment.) Of these theory and history questions, the student may answer a maximum of three questions in total between the two areas, and must pass one question in each area - theory and history.

Students taking the first part of the examination will be limited to 2.5 hours. There is a short break for lunch, and students then have 4.5 hours to complete Part II. Students must provide their own pencils, erasers, and writing and music paper. Reference materials (in printed form, on computer media, or in any other form) are not permitted.

Dissertation/Document/Lecture-recital(s) Proposal
Students in the PhD in music education and the DMA in composition should consult with their advisor for the format and timeframe of the dissertation proposal.

Students in the DMA in conducting and those in the DMA in performance who elect to do a document and lecture-recital must develop a topic with their advisor and submit a proposal for approval by each member of the guidance committee. The proposal must be approved by the committee no less than 6 months prior to the date of the final oral examination. The proposal should be 2-3 pages in length and should summarize the principal “argument” of the document and/or lecture-recital. Consult with the chair of your guidance committee for additional suggestions for the proposal’s format or see http://music.msu.edu/information-for-students/for-graduate-students/doctoral-degrees-forms.

A more specific timeline for this process is included in the ‘Advising Materials’ section and on our website.

Students in the DMA in performance who elect to do two lecture-recitals must develop each of the topics with their advisor and submit a separate proposal for each for approval by each member of the guidance committee. The proposal must be approved by the committee no less than 1 month prior to the “defense” of the lecture-recital. The proposal should be 2-3 pages in length and should summarize the principal “argument” of the lecture-recital. Consult with the chair of your guidance committee for additional suggestions for the proposal’s format or see http://music.msu.edu/information-for-students/for-graduate-students/doctoral-degrees-forms/.

A more specific timeline for this process is included in the ‘Advising Materials’ section and on our website.
Final Oral Examination

http://music.msu.edu/information-for-students/for-graduate-students/doctoral-degrees-forms

Students must be registered for at least 1 credit during the semester(s) in which they take their final oral examination (see Maximum and Minimum Credits). The final oral examination is the defense of the dissertation, composition, document and/or lecture-recital(s).

The dissertation, composition or scholarly paper on which the final oral examination is based, must be submitted to the members of the student’s guidance committee no later than four weeks before the final oral examination. In cases where the final oral examination involves a lecture-recital and document, the student must pass the defense of the lecture-recital and the document before the lecture-recital can be performed. In cases where the final oral examination involves two lecture-recitals, the student must pass the defense of the lecture-recital before that lecture-recital can be performed. Final oral examinations and performances of lecture–recitals are given during Fall and Spring semesters. They may be given during a Summer session with the approval of the Associate Dean for Graduate Studies and every member of the student's committee.

For the Doctor of Philosophy in Music Education degree, should the student's guidance committee fail to accept the dissertation or the student's performance on the final oral examination, the student shall be allowed to rewrite the dissertation or to retake the examination only once. The dissertation must be rewritten or the examination must be retaken within one year, during a Fall or Spring semester.

For the Doctoral of Musical Arts degree, should the guidance committee fail to accept the student’s performance on the lecture-recital, the related paper, or the final oral examination, the student shall be allowed to repeat the performance of the lecture-recital, to revise the related paper, or to repeat the final oral examination. The lecture-recital must be repeated, the paper revised, or the oral examination repeated within one year, during a Fall or Spring semester.

The format of the final oral examination varies, depending on the degree program. The examination should be scheduled for 90 minutes.

- For students in the PhD degree in Music Education, the DMA in composition or the DMA in conducting, the examination is a defense of the dissertation, document, or final composition.
- For students in the DMA in performance who elect to do a lecture-recital and document, the oral examination is a presentation of the lecture-recital and a defense of the document. Formats vary somewhat depending on the primary teacher and the area, but generally the student is asked to present the lecture itself (approximately 30 minutes) and to be prepared to present the musical portion (approximately 30 minutes), though often the committee will ask for only excerpts from the musical portion. The remainder of the examination is a defense of the document and the lecture.
- For students selecting the two lecture-recital option, the preceding format for the lecture-recital is followed. For specific details about the defense, a student should consult with their primary teacher or the chair of their guidance committee.

** Miscellaneous Notes About Lecture-Recitals and the Document **

The Chicago Manual of Style is the style manual preferred by most College of Music faculty for DMA documents. Because the document is submitted only to the College of Music Graduate Office and not to the Graduate School, formatting rules are not so stringently applied.

Please consult your document advisor, before you begin your work, for suggestions regarding formatting and appropriate length of your project. If your lecture-recital defense and/or the public presentation of your lecture-recital requires any special audiovisual equipment that is not normally present in the room you are using, you must notify Recording Services no less than 30 days in advance.
Institutional Review Board (IRB)

IRB is an acronym for Institutional Review Board. This is a committee established to review and approve research involving human subjects.

The IRB office is part of the Human Research Protection Program (HRPP) which facilitates the MSU IRB review processes in accordance with federal, state, and local regulations, university policies, and ethical standards.

If you are planning to use interviews, observations, or other interactions with composers, musicians or performers for your research, you will need to go through the IRB approval process. This process protects you, the individuals you are interviewing, and the university.

NOTE: Each research project is specialized. It is best to talk with the HRPP office for further instructions. You can also find information at hrpp@msu.edu

1.) With the assistance of your Guidance Committee, first determine if you will be using interviews, observations or other interactions with composers, musicians or performers for your research. http://hrpp.msu.edu/irb-review-needed

2.) Contact the HRPP office to determine if the research you are doing requires IRB Approval. HRPP Office - Olds Hall, 408 West Circle Drive - Room 207 – (517) 355-2180

- irb@ora.msu.edu (IRB project specific questions, website or training suggestions, FAQs, presentations)
- irbdocs@ora.msu.edu (IRB application and attachment submissions)

3.) If your research requires IRB Approval, take the required online training (SABA) on the HRPP website.

https://train.ora.msu.edu/Saba/Web/Main/goto/CertificationDetailDeeplinkURL?certificationId=crtfy0000000001221&baseType=0&pageMode=GuestLogin

4.) Fill out the application form found on the HRPP website. College of Music students will typically use the exempt application form.

https://hrpp.msu.edu/initial-application-exempt-determination

5.) Wait for the results of the application.
III. DEGREE REQUIREMENTS

Information in this section can be found in its entirety in MSU Academic Programs (http://www.reg.msu.edu/AcademicPrograms/)

Descriptions of the degree programs, organized by fields of study, are presented below. All of the graduate degree programs offered by the College of Music have been accredited by the National Association of Schools of Music.

For additional information about graduate programs in the College of Music, contact the Associate Dean for Graduate Studies.

GRADUATE STUDY

The College of Music offers the graduate degree programs that are listed below:

Master of Arts
- Musicology

Master of Music
- Collaborative piano
- Jazz studies
- Music composition
- Music conducting
- Music education
- Music performance
- Music theory
- Piano pedagogy

Doctor of Musical Arts
- Music composition
- Music conducting
- Music performance

Doctor of Philosophy
- Music education

Performance Diploma

COLLABORATIVE PIANO

In addition to meeting the requirements of the University and of the College of Music, students must meet the requirements specified below.

Admission

To be considered for admission to the Master of Music degree program in collaborative piano, an applicant must present a live performance audition before and be interviewed by a committee of faculty in the piano area, including the director of the collaborative piano program. For an applicant who has a Bachelor of Music degree in piano performance from Michigan State University, the live performance audition may be waived at the discretion of the faculty in the piano area.

With the approval of the faculty in the piano area, an applicant may be considered for admission to the program on the basis of a high-quality audio recording of a recent performance including a solo piano work, one vocal-piano work, and one instrumental-piano work. An applicant who submits an audio recording may be admitted only on provisional status pending the presentation of a live performance audition before and an interview with the faculty.
in the piano area. The live performance and the interview must be completed before the end of the first semester of enrollment in the program and must meet the requirements of the piano area.

To be admitted to the Master of Music degree program in collaborative piano on regular status, an applicant must have:

1. A bachelor’s degree in piano performance from a recognized educational institution, or have completed the courses in music performance that are required for the Bachelor of Music in piano performance from Michigan State University or their equivalents.

2. Presented a live performance audition and interview that was acceptable to the committee of faculty from the piano area.

** This Curriculum has changed significantly beginning with 2015-16. Students enrolled previously should check with their advisor before enrolling in any further classes. **

Requirements for the Master of Music degree in Collaborative Piano
The program is available only under Plan B (without thesis). A total of 30 credits is required for the degree. The student’s program of study must be approved by the student’s academic advisor. The student must meet the requirements specified below:

<table>
<thead>
<tr>
<th>CREDITS</th>
</tr>
</thead>
</table>
| 1. Complete all of the following courses (18 credits):
  MUS 841 Seminar in Advanced Collaborative Piano Techniques .......... 4
  MUS 849 Piano Performance ....................................................... 2
  MUS 850A Piano ................................................................. 4
  MUS 850B Collaborative Piano ..................................................... 2
  MUS 856 Chamber Music .............................................................. 2
  MUS 896 Recital Performance (1cr each semester of enrollment) ........ 4 |
| 2. Complete two courses in music theory at the 400 level or above |
| 3. Complete a 3 credit course in music history at the 400 level or above |
| 4. Complete 3 to 5 elective credits in music courses at the 400-level or above, exclusive of additional credits in MUS 849, MUS 850A, MUS 850B, and MUS 896. |
| 5. Participate in music activities during four semesters of enrollment in the program. The activities must be approved by the student’s academic advisor and must involve piano accompanying. |
| 6. Successful completion of the oral certification examination. |
| 7. Complete 3 collaborative recitals. The faculty of the piano area must approve each recital in a pre-recital hearing. |

**JAZZ STUDIES**

*Master of Music*
In addition to meeting the requirements of the University and of the College of Music, students must meet the requirements specified below.

*Admission*
To be considered for admission to the Master of Music degree program in jazz studies, an applicant must present a live performance audition before a committee of faculty in the jazz studies area, including the director of the jazz studies program, and take the Jazz Musicianship Proficiency Examination.
For an applicant who has a Bachelor of Music degree in jazz studies from Michigan State University, the live performance audition may be waived at the discretion of the faculty in the jazz studies area. With the approval of the faculty in the jazz studies area, an applicant may be considered for admission to the program on the basis of a high-quality audio recording of a recent jazz performance.

An applicant who submits an audio recording may be admitted only on provisional status pending the presentation of a live performance audition before the faculty in the jazz studies area and taking the Jazz Musicianship Proficiency Examination. The live performance and the proficiency examination must be completed before the end of the first semester of enrollment in the program and must meet the requirements of the jazz studies area.

To be admitted to the Master of Music degree program in jazz studies on regular status, an applicant must have:

1. A bachelor’s degree in jazz studies, music performance, or music education from a recognized educational institution.

2. Presented a live performance audition that demonstrates technical and improvisational skill equivalent to the level of MUS 304: Advanced Jazz Musicianship IV.

3. Demonstrated proficiency in the knowledge of jazz theory and jazz piano proficiency by passing the Jazz Musicianship Proficiency Examination with a grade of 3.5 or better.

Requirements for the Master of Music degree in Jazz Studies

The program is available only under Plan B (without thesis). A total of 35 credits is required for the degree. The student’s program of study must be approved by the student’s academic advisor. The student must meet the requirements specified below:

CREDITS

1. Complete all of the following courses (27 credits):
   MUS 400 Jazz Arranging and Composition I *(with MUS 800) ............2
   MUS 401 Jazz Arranging and Composition II **(with MUS 800) ........2
   MUS 438 Jazz Pedagogy I ...............................................2
   MUS 439 Jazz Pedagogy II .............................................2
   MUS 800 Special Topics in Jazz Arranging ***.............................1
   MUS 801 Advanced Jazz Improvisation I *(Fall of Even Years)........2
   MUS 802 Advanced Jazz Improvisation II *(Spring of Odd Years) ....2
   MUS 810 Graduate Jazz History ** ......................................3
   MUS 885 Advanced Jazz Styles and Analysis I *(Fall of Odd Years) ....2
   MUS 886 Advanced Jazz Styles and Analysis II *(Spring of Even Years) ....2
   MUS 896 Graduate Recital Performance ***...............................4
   MUS 964 Seminar in College Music Teaching *(Fall of Even Years)......2

* Course is offered every Fall semester ** Course is offered every Spring semester
*** Course is offered every Fall semester and every Spring semester

2. Complete 4 credits of one of the following courses:
   MUS 850J Jazz Piano MUS 854J Jazz Brass
   MUS 852J Jazz Strings MUS 855J Jazz Percussion
   MUS 853J Jazz Woodwinds

3. Complete 1 credit in a music course at the 400-level or above.

4. Participate in music activities during four semesters of enrollment in the program. The activities must be approved by the student’s academic advisor and must be jazz band and jazz combo.
5. Complete 3 credits in one of the following courses
   MUS 861 Seminar in Psychology of Music Education ................. 3
   MUS 862 Seminar in Music Curriculum and Methodology .......... 3
   MUS 863 Seminar in Sociology of Music Education .................. 3

6. Successful completion of the oral final certifying examination.

**MUSIC COMPOSITION**

**Master of Music**
In addition to meeting the requirements of the University and of the College of Music, students must meet the requirements specified below.

**Admission**
To be considered for admission to the Master of Music degree program in music composition, an applicant must submit to the College of Music two original compositions representative of the applicant’s creative work. Applicants are encouraged (but not required) to include in the application portfolio audio CD or video recordings of performances of all musical scores they submit. “Live” recordings are preferred, but MIDI realizations are acceptable.

To be admitted to the program on regular status, an applicant must have a bachelor’s degree in music composition from a recognized educational institution, or the applicant must have completed the courses in music composition that are required for the Bachelor of Music degree in composition at Michigan State University or their equivalents.

**Requirements for the Master of Music Degree in Music Composition**
The program is available only under Plan A, for which an original composition is required in lieu of a thesis. A total of 33 credits are required for the degree. The student's program of study must be approved by the student's academic advisor. The student must meet the requirements specified below:

<table>
<thead>
<tr>
<th>CREDITS</th>
<th>1. Complete all of the following courses (21 credits):</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>MUS 871 Adv. Modal Techniques .................................. 3</td>
</tr>
<tr>
<td></td>
<td>MUS 880 Composition .................................................. 4</td>
</tr>
<tr>
<td></td>
<td>MUS 881 Seminar in Composition .................................... 4</td>
</tr>
<tr>
<td></td>
<td>MUS 978 Seminar in 20th &amp; 21st Century Music Theory &amp; Analysis ...... 3</td>
</tr>
<tr>
<td></td>
<td>MUS 422 20th-Century European &amp; American Music Literature .. 2</td>
</tr>
<tr>
<td></td>
<td>MUS 892A Seminar in Mus Hist: 20th-c. Eur-Am Lit .................. 1</td>
</tr>
<tr>
<td></td>
<td>MUS 899 Master's Thesis Research ................................... 4</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>2. Complete 8 credits from the courses in group a. and group b. below with at least 2 but not more than 4 credits from group b:</th>
</tr>
</thead>
<tbody>
<tr>
<td>a. MUS 870 Adv. Tonal Techniques .................................................. 3</td>
</tr>
<tr>
<td>MUS 872 Tonal Forms ........................................................................ 2</td>
</tr>
<tr>
<td>MUS 873 Early 20th-Century Techniques .............................................. 2</td>
</tr>
<tr>
<td>MUS 874 Schenkerian Analysis ........................................................... 2</td>
</tr>
<tr>
<td>MUS 877 Scoring for Orchestra &amp; Band ................................................. 2</td>
</tr>
<tr>
<td>MUS 878 Advanced Scoring for Orchestra &amp; Band .................................... 2</td>
</tr>
<tr>
<td>MUS 879 Tonal Literature &amp; Analysis .................................................. 3</td>
</tr>
<tr>
<td>MUS 970 Pedagogy of Theory I ........................................................... 3</td>
</tr>
<tr>
<td>MUS 971 Pedagogy of Theory II ........................................................... 3</td>
</tr>
<tr>
<td>MUS 972 Analytical Studies I ............................................................. 3</td>
</tr>
<tr>
<td>MUS 973 Analytical Studies II ............................................................ 3</td>
</tr>
<tr>
<td>MUS 977 Advanced Schenkerian Analysis .............................................. 3</td>
</tr>
</tbody>
</table>
b. MUS 882 Composition with Computers ........................................ 2
   MUS 883 Advanced Computer Music Projects ......................... 2
   * PHL 474 Aesthetic Theory and Modernism ......................... 4

Either MUS 970 or 971, but not both of those courses, may be used to satisfy the requirements referenced in item 2. a.

Either MUS 972 or 973, but not both of those courses, may be used to satisfy the requirements referenced in item 2. a.

Either MUS 874 or 977, but not both of those courses, may be used to satisfy the requirements referenced in item 2. a. * PHL 474 may be counted toward the requirements for the degree only if it is taught by a faculty member in the College of Music.

3. Complete 4 credits in music performance at the 800–900-level or 2 credits in music performance at the 800-900 level and 2 credits in conducting at the 800-900 level.

4. Participate in music activities during 2 semesters of enrollment in the program. The activities must be approved by the student's academic advisor and must be selected from chamber music, chorus, jazz band, orchestra, wind ensemble or new music ensemble.

5. Successful completion of the oral final certifying examination.

Doctor of Musical Arts

In addition to meeting the requirements of the University and of the College of Music, students must meet the requirements specified below.

Admission
To be considered for admission to the Doctor of Musical Arts degree program in music composition, an applicant must submit to the College of Music two original compositions representative of the applicant’s creative work. Applicants are encouraged (but not required) to include in the application portfolio audio CD or video recordings of performances of all musical scores they submit. “Live” recordings are preferred, but MIDI realizations are acceptable.

To be admitted to the program on regular status, an applicant must have a master's degree in music composition from a recognized educational institution or a total of 30 credits of approved course work.

Guidance Committee
A faculty member in the area of music composition must serve as the chairperson of the student’s guidance committee. One additional faculty member in the area of music composition, one faculty member in the area of music theory, and one faculty member in the area of music history must also be members of the student’s guidance committee. Each student in the program has a major professor who provides instruction in music composition, oversees the preparation of the original composition, and oversees the final oral examination based upon that composition.

Requirements for the Doctor of Musical Arts Degree in Music Composition
The student must:
1. Complete MUS 830 Research Methods and Materials in Music and the courses in music composition, music theory, and music history that are specified by the student's guidance committee.
2. Complete any cognate area and related courses that are specified by the student's guidance committee.
3. Pass the written comprehensive examinations in the fields of music composition and either music history or music theory.
4. Complete the following requirements in lieu of 24 credits of MUS 999, a dissertation, and a final oral examination over the dissertation:
   a. Complete 24 credits of MUS 998.
   b. Submit an original music composition. The composition must be acceptable to the student’s guidance committee.

The student must have completed successfully all of the required course work (with the exception of MUS 998), the comprehensive examinations, and the original composition before the final oral examination may be scheduled.

A copy of the composition referenced in item 4. above will be retained by the College as part of the permanent degree record.

**Academic Standards**
Doctoral study presumes continuing excellence in course work, reading, and writing. A student may accumulate no more than 6 credits with a grade below 3.0 in courses that are to be counted toward the degree.

The student’s original composition and the student’s performance on the final oral examination based on the composition must be approved by the members of the student’s guidance committee with not more than one dissenting vote. Should the committee fail to accept either the student’s composition or the student’s performance on the final oral examination based on the composition, the student shall be allowed to rewrite the composition or to repeat the final oral examination based on the composition only once. The composition must be rewritten or the examination must be retaken within one year, during a Fall or Spring semester.

**MUSIC CONDUCTING**

**Master of Music**
In addition to meeting the requirements of the University and of the College of Music, students must meet the requirements specified below.

**Admission**
To be admitted to the Master of Music degree program in music conducting on regular status, an applicant must have:

1. A bachelor's degree in music from a recognized educational institution, or have completed the courses in music that are required for a bachelor's degree in music from Michigan State University or their equivalents.
2. Presented a live performance audition that was acceptable to the committee of faculty in conducting.

When applying for admission to the Master of Music degree program in music conducting, an applicant must specify one of the following three major areas: wind conducting, choral conducting, or orchestral conducting.

With the approval of the faculty in an applicant's major area, an applicant may be considered for admission to the program on the basis of a high-quality recording of a recent performance, rather than on the basis of a live performance audition. An applicant must submit a video recording showing a front view of the applicant conducting a minimum of 10 minutes. An applicant who submits a recording may be admitted only on provisional status pending the presentation of a live conducting audition before a faculty committee in the applicant's major area. The audition must be presented before the end of the first semester of enrollment in the program. The audition must be in the major area of conducting that the applicant specifies.

To schedule an audition, an applicant should contact the College of Music Admissions Office. An applicant who selects the **orchestral conducting** area must obtain a list of required repertoire from the Director of Orchestras in the College of Music.
Requirements for the Master of Music Degree in Conducting
The student must meet the requirements for one of the following three major areas of conducting: wind conducting, choral conducting, or orchestral conducting.

1. **Wind Conducting**
   The program is available only under Plan B (without thesis). A total of 30 credits is required for the degree. The student's program of study must be approved by the student's academic advisor. The student must meet the requirements specified below:

   a. Complete both of the following courses (10 credits):
      - MUS 858A Seminar in Wind Conducting ...................................................... 6
      - MUS 897 Concert Conducting ...................................................................... 4
      The student must conduct a full program in a public band concert, or conduct a series of pieces in two or more public band concerts.

   b. Complete 6 credits in music history at the 400-level or above and two courses in music theory (4 to 6 credits) at the 400-level or above (10 to 12 credits).

   c. Complete 8 to 10 elective credits in music courses at the 400-level or above, exclusive of additional MUS 897 credits. Please see Electives list under the ‘Advising Materials’ section.

   d. Participate in music activities during two semesters of enrollment in the program. The activities must be approved by the student's academic advisor and must involve band.

2. **Choral Conducting**
   The program is available only under Plan B (without thesis). A total of 30 credits is required for the degree. The student's program of study must be approved by the student's academic advisor. The student must meet the requirements specified below:

   a. Complete all of the following courses (17 credits):
      - MUS 857 Seminar in Choral Literature ......................................................... 6
      - MUS 858C Seminar in Choral Conducting ..................................................... 6
      - MUS 891 Score Study and Interpretation Through String Bowing ......... 1
      - MUS 897 Concert Conducting ...................................................................... 4

      *With the prior approval of the student's academic advisor, a student who is enrolled in the program only during summer sessions may substitute 6 credits in 800–900 level courses in music theory or music history for 6 credits of MUS 857.*

      The student must conduct a full program in a public choral concert, or conduct a series of pieces in two or more public choral concerts.

   b. Complete 6 credits in music history at the 400-level or above and two courses in music theory (4 to 6 credits) at the 400-level or above (10 to 12 credits).

   c. Complete 3-5 elective credits in music courses at the 400-level or above, exclusive of additional MUS 897 credits. Please see Electives list under the ‘Advising Materials’ section.

   d. Demonstrate proficiency in French, German, Italian, English, and Latin through an assessment administered as part of the audition process. Lack of proficiency in any language must be addressed by enrolling in MUS 845 Secondary or Specialist Emphasis: Voice, which will focus on repertoire in the deficient language(s) and will include a jury for the voice faculty.
Demonstrate proficiency in vocal pedagogy by taking MUS 340 Methods and Literature for Voice. These credits will not count toward the 30 credits required for the degree. This requirement will be waived if the student’s transcript shows successful completion of a similar course previously.

Participate in music activities during two semesters of enrollment in the program. The activities must be approved by the student's academic advisor and must involve orchestra.

3. **Orchestral Conducting**

The program is available only under Plan B (without thesis). A total of 30 credits is required for the degree. The student's program of study must be approved by the student's academic advisor. The student must meet the requirements specified below:

| CREDITS |
|------------------|------------------|
| a. Complete both of the following courses (10 credits): |
| MUS 858B Seminar in Orchestral Conducting ........................................... 6 |
| MUS 897 Concert Conducting ................................................................. 4 |
| The student must conduct a full program in a public orchestral concert, or conduct a series of pieces in two or more public orchestral concerts. |
| b. Complete 6 credits in music history at the 400-level or above and two courses in music theory (4 to 6 credits) at the 400-level or above (10 to 12 credits). |
| c. Complete 1 to 4 credits in music performance at the 800–900-level. |
| d. Complete 4 to 9 elective credits in music courses at the 400-level or above, exclusive of additional MUS 897 credits. Please see Electives list under the ‘Advising Materials’ section. |
| e. Demonstrate proficiency in vocal pedagogy by taking MUS 340 Methods and Literature for Voice. These credits will not count toward the 30 credits required for the degree. This requirement will be waived if the student’s transcript shows successful completion of a similar course previously |
| f. Participate in music activities during two semesters of enrollment in the program. The activities must be approved by the student's academic advisor and must involve orchestra. |

**Academic Standards**
A grade of 3.0 or higher is required for MUS 897.

**Doctor of Musical Arts**
In addition to meeting the requirements of the University and of the College of Music, students must meet the requirements specified below.

**Admission**
To be admitted to the Doctor of Musical Arts degree program in music conducting on regular status, an applicant must have:
1. A master's degree in music from a recognized educational institution or a total of 30 credits of approved graduate course work.
2. Presented a live performance audition that was acceptable to the committee appointed by the Dean of the College of Music.

When applying for admission to the Doctor of Musical Arts degree program with a major in music conducting, an applicant must specify one of the following three major areas: wind conducting, choral conducting, or orchestral conducting.
With the approval of the faculty in an applicant’s major area, an applicant may be considered for admission to the program on the basis of a high-quality recording of a recent performance, rather than on the basis of a live performance audition. An applicant must submit a video recording showing a front view of the applicant conducting a minimum of 10 minutes. An applicant who submits a recording may be admitted only on provisional status pending the presentation of a live performance audition before a faculty committee appointed by the Director of the College of Music. The audition must be presented before the end of the first semester of enrollment in the program. As part of the audition, an applicant must present a 10–minute lecture on a topic related to conducting. The applicant may be asked to conduct a live performance group or to illustrate appropriate conducting techniques in relation to printed scores. The applicant may submit video and audio recordings of performances that he or she has conducted. For additional information about the Doctor of Musical Arts degree program in conducting, contact the Director of Bands, the Director of Choral Activities, or the Director of Orchestras in the College of Music.

**Guidance Committee**

The Associate Dean for Graduate Studies or his or her designee must be a member of the student's guidance committee and must serve as its chairperson. At least two faculty members in the student's conducting area, one faculty member in the area of music theory, and one faculty member in the area of musicology must also be members of the student's guidance committee.

Each student in the program has a major professor who provides instruction in the student's major area, oversees the musical content of the student's program, guides the preparation of required conducting appearances, oversees the preparation of the scholarly paper, and oversees the final oral examination. Normally, the student studies with the major professor for four semesters. In instances where additional expertise would be beneficial it is recommended that the guidance committee include an additional faculty member from within or outside the College of Music.

**Requirements for the Doctoral of Musical Arts Degree in Conducting**

The student must:

1. Complete 8 credits from the following courses:
   - MUS 958A Seminar in Wind Conducting ............................................. 8
   - MUS 958B Seminar in Orchestral Conducting ........................................ 8
   - MUS 958C Seminar in Choral Conducting ............................................. 8

2. Complete a minimum of 3 credits in MUS 830 Research Methods and Materials in Music and at least six additional credits of 800 or 900-level courses in music history, as specified by the student’s guidance committee. After taking the *Graduate Orientation Examination in Music Theory*, the student must complete at least 2 music theory classes, as specified by the student’s guidance committee.

3. Complete at least 6 credits of electives, as specified by the student's guidance committee. Please see Electives list under the ‘Advising Materials’ section for a list of options.

4. Pass written comprehensive examinations that are administered by the student's guidance committee:
   a. Part 1 of the music theory and music history examination taken on the MSU campus.
   b. Three additional examinations. One of these examinations will involve musicology in relation to conducting, and the other two of these examinations will be related to the student’s area of conducting. One of these examinations will be taken on the MSU campus, and the other two examinations will be take–home examinations.

5. Complete the following requirements in lieu of 24 credits of MUS 999, a doctoral dissertation, and a final oral examination in defense of the dissertation:
   a. Complete 24 credits of MUS 997 Doctoral Conducting.
   b. Direct various ensembles on four different programs containing repertoire which demonstrates the ability to program creatively, to execute music in various period styles and forms, and to work effectively with diverse groups.
Performing groups for the required conducting appearances may be ensembles from the College of Music, or any school, church, or community musical ensemble able to meet the demands of the repertoire. Two of the first three conducting appearances must be presented within six calendar months of each other. The first three conducting appearances will be graded by the major professor and by at least one other faculty member in the student's major area. The fourth conducting appearance must involve a complete program. This appearance will be graded by all of the members of the student's guidance committee with the exception of the Associate Dean for Graduate Studies.

Every conducting appearance must be video recorded in the format specified by the student's major professor. With the prior approval of the student's major professor, any of the four required conducting appearances may take place off campus. In the event that a conducting appearance is off campus, the grade may be based on an evaluation of the video recording of the appearance.

c. Submit a scholarly paper exhibiting a thorough understanding of a significant and relevant topic approved by the student's guidance committee and take a final oral examination of approximately two hours based on the paper.

A proposal for the document must be approved in writing by all members of the guidance committee no less than one calendar year before the oral examination can occur.

The student must have completed successfully all of the required course work (with the exception of Music 997), the comprehensive examinations, the four conducting appearances, and the scholarly paper before the final oral examination may take place.

A final copy of the document will be retained by the college as part of the permanent degree record. This final copy must be approved by the guidance committee and submitted to the Associate Dean for Graduate Studies before the degree can be completed.

**Academic Standards**

Doctoral study presumes continuing excellence in course work, reading, and writing. A student may accumulate no more than 6 credits with a grade below 3.0 in courses that are to be counted toward the degree.

The student's performance on the final oral examination and the scholarly paper on which the examination is based must be approved by the members of the student's guidance committee with not more than one dissenting vote. Should the committee fail to accept the final oral examination or the paper, the student shall be allowed to repeat the final oral examination, or to rewrite the paper, only once.

The examination must be retaken, or the paper must be rewritten, within one year, during a Fall or Spring semester.

**MUSIC EDUCATION**

**Master of Music**

In addition to meeting the requirements of the University and of the College of Music, students must meet the requirements specified below.

**Admission**

To be admitted to the Master of Music degree program in music education on regular status, an applicant must have a bachelor's degree in music education from a recognized educational institution, or have completed the courses in music education that are required for the Bachelor of Music degree in music education at Michigan State University or their equivalents.
The program is available under both Plan A (with thesis) and Plan B (without thesis). A total of 30 credits is required for the degree under Plan A or Plan B. The student's program of study must be approved by the student's academic advisor. The student must meet the requirements specified below:

Requirements for the Master of Music Degree in Music Education  
(Plan A and Plan B)  

<table>
<thead>
<tr>
<th>CREDITS</th>
</tr>
</thead>
<tbody>
<tr>
<td>1. Complete four of the following courses in music education (12 credits):</td>
</tr>
<tr>
<td>MUS 860 Seminar in History and Philosophy of Music Education..........................3</td>
</tr>
<tr>
<td>MUS 861 Seminar in Psychology of Music Education .............................................3</td>
</tr>
<tr>
<td>MUS 862 Seminar in Music Curriculum and Methodology ........................................3</td>
</tr>
<tr>
<td>MUS 863 Seminar in Sociology of Music Education ..................................................3</td>
</tr>
<tr>
<td>MUS 864 Research in Music Education ........................................................................3</td>
</tr>
<tr>
<td>2. Complete a minimum of 10 credits including:</td>
</tr>
<tr>
<td>a. A minimum of 3 credits in graduate courses in musicology.</td>
</tr>
<tr>
<td>b. A minimum of 3 credits in graduate courses in music theory or composition.</td>
</tr>
<tr>
<td>c. A minimum of 2 credits in graduate courses in music performance or music conducting.</td>
</tr>
<tr>
<td>d. A minimum of 2 credits of 800-level courses in music conducting, music performance, composition, music theory, or musicology.</td>
</tr>
<tr>
<td>3. Complete 4 additional credits in graduate courses within or outside the College of Music.</td>
</tr>
<tr>
<td>Please see Electives list under the ‘Advising Materials’ section for a list of options.</td>
</tr>
<tr>
<td>4. A student who completes fewer than 1 credit of music performance in partial fulfillment of the requirements for the Master of Music degree with a major in music education must pass a performance test on an instrument or in voice. The test will be administered by one faculty member in music education and one faculty member in either instrumental or vocal music performance.</td>
</tr>
<tr>
<td>5. Participate in music activities during two semesters or two summer sessions of enrollment in the program. The activities must be approved by the student's academic advisor and must be selected from band, chorus, jazz band, and orchestra.</td>
</tr>
</tbody>
</table>

Additional Requirements for Plan A  

<table>
<thead>
<tr>
<th>CREDITS</th>
</tr>
</thead>
<tbody>
<tr>
<td>1. Complete the following course:</td>
</tr>
<tr>
<td>MUS 899 Master's Thesis Research .................................................................4</td>
</tr>
</tbody>
</table>

Additional Requirements for Plan B  

<table>
<thead>
<tr>
<th>CREDITS</th>
</tr>
</thead>
<tbody>
<tr>
<td>1. Complete 4 additional credits in graduate courses in music education.</td>
</tr>
<tr>
<td>2. Pass a 3–hour written comprehensive examination.</td>
</tr>
</tbody>
</table>

Doctor of Philosophy  

In addition to meeting the requirements of the University and of the College of Music, students must meet the requirements specified below.

Admission  

To be considered for admission to the Doctor of Philosophy degree program in music education, an applicant must:

1. Submit to the College of Music his or her master's thesis, if a thesis was required for the master's degree. An applicant who did not complete a thesis must submit a comparable sample of his or her academic or professional writing.

2. Have completed successfully at least three years of employment as a music teacher, as evidenced in letters of recommendation and other documents submitted in support of the application.
3. Include, in the letter required by the College, a 500- to 700-word essay about the applicant's professional experience and future professional goals.

In addition, an international applicant is required to have fulfilled the University's English language proficiency requirement as described in the Graduate Education section of the Academic Programs catalogue in one of the following three ways:

1. Have a total score of 580 (paper version) or 237 (computer version) or above on the Test of English as a Foreign Language with no subscore below 55 (paper version) or 21 (computer version).
2. Have an average score of 82 or higher on the Michigan English Language Assessment Battery.
3. Have an average score of 85 or higher on the English Language Center Test.

To be admitted to the program on regular status, an applicant must have a master's degree in music education or a total of 30 credits of approved graduate course work.

Students who are admitted to the doctoral program in music education should have completed each of the following graduate courses with a grade of at least 3.0 (B):

- one music history course from the Baroque period or earlier (pre–1750)
- one music history course from the Classical period or later (post–1750), and
- one music theory course in advanced analysis.

A student who has not completed such courses will be required to complete those courses, in addition to completing the courses that are required for the doctoral degree.

**Guidance Committee**

The student’s guidance committee, which must be formed in the first year of graduate study, should consist of an advisor, who must be a music education faculty member, two additional music education faculty members, and one member of the faculty in the student’s cognate area.

**Requirements for the Doctor of Philosophy Degree in Music Education**

The student must:

1. Complete 24 credits of MUS 999 Doctoral Dissertation
2. Complete a minimum of 36 credits of course work as specified below:

   CREDITS

   a. Music Education Core (15 credits):

      1. All of the following (12 credits):
         - MUS 960 Seminar in Measurement in Music Education ............. 3
         - MUS 962 Adv Stud in the Philosophy of Music Education ........ 3
         - MUS 965 Advanced Research Methods in Music Education ...... 3
         - MUS 966 Qualitative Research in Music Education .............. 3

      2. One of the following courses (3 credits):
         - MUS 861 Seminar in Psychology of Music Education ............. 3
         - MUS 862 Seminar in Music Curriculum and Methodology ...... 3
         - MUS 863 Seminar in Sociology of Music Education ............. 3
         - MUS 864 Research in Music Education and Music Therapy ...... 3

   b. Music Cognate:

      9 credits in graduate courses in one of the following areas: composition, conducting, jazz, musicology, theory, or performance.

   c. Electives:

      12 credits in graduate courses within or outside the College of Music. Please see Electives list under the ‘Advising Materials’ section for a list of options.
3. Demonstrate competency in teaching. This requirement must be met by teaching a unit in a college-level music course or ensemble under the guidance of a faculty member.

4. Demonstrate competency in scholarship. This requirement must be met by writing and submitting for publication a scholarly paper on an aspect of music education and presenting the paper at an on-campus colloquium or an off-campus colloquium that has been approved by the student’s advisor.

MUSIC PERFORMANCE

Master of Music
In addition to meeting the requirements of the University and of the College of Music, students must meet the requirements specified below.

Admission
When applying for admission to the Master of Music degree program in music performance, an applicant must specify one of the following three broad performance areas that he or she wishes to pursue: instrumental music, instrumental specialist, or vocal music.

An applicant who selects the **instrumental music** area must also specify the major instrument or group of instruments (e.g., piano, harp, flute, or percussion instruments) from the categories listed below:
- Brass and percussion: trumpet, horn, trombone, euphonium, tuba, and percussion
- Keyboard: piano
- Stringed instruments: harp, violin, viola, cello, double bass
- Woodwinds: flute, oboe, clarinet, saxophone, bassoon

An applicant who selects the **instrumental specialist** area must also specify one of the following three major specialties: brass instruments specialist, stringed instruments specialist, or woodwind instruments specialist.
- An applicant who selects **brass instruments specialist** must specify the major brass instrument and two secondary brass instruments.
- An applicant who selects **stringed instruments specialist** must specify the major stringed instrument and one secondary stringed instrument.
- An applicant who selects **woodwind instruments specialist** must specify the major woodwind instrument and three secondary woodwind instruments. (Refer to the categories listed above.)

To be considered for admission to the Master of Music degree program in music performance, an applicant must present a live performance audition before a committee of faculty in the applicant's broad performance area. For an applicant who has a Bachelor of Music degree in music performance from Michigan State University, the live performance audition may be waived at the discretion of the faculty in the applicant's **major** area. With the approval of the faculty in an applicant's **major** area, an applicant may be considered for admission to the program on the basis of a high–quality recording of a recent performance, rather than on the basis of a live performance audition.

An applicant who selects the **instrumental music, instrumental specialist, or vocal music** area must submit either an audio or a video recording. An applicant who submits a recording may be admitted only on **provisional** status pending the presentation of a live performance audition before a faculty committee in the applicant's broad performance area. The audition must be presented before the end of the first semester of enrollment in the program and must meet the requirements that are specified below.

The requirements for the audition are specified below:

1. **instrumental music:** The audition must be on the **major** instrument or group of instruments that the applicant specifies.
2. **instrumental specialist:**
   
a. **brass instruments specialist:** The audition must be on the major brass instrument and on the two secondary brass instruments that the applicant specifies. If trombone is not the major instrument, it must be one of the secondary instruments.

   b. **stringed instruments specialist:** The audition must be on the major string instrument and on the secondary stringed instrument that the applicant specifies. If the major instrument is violin or viola, the secondary instrument must be cello or double bass. If the major instrument is cello or double bass, the secondary instrument must be violin or viola.

   c. **woodwind instruments specialist:** The audition must be on the major woodwind instrument and on one of the three secondary woodwind instruments that the applicant specifies.

3. **vocal music:** The audition must be in voice.

To schedule an audition, an applicant should contact the College of Music Admissions Office.

To be admitted to the Master of Music degree program in music performance on regular status, an applicant must have:

1. A bachelor's degree in music performance from a recognized educational institution, or have completed the courses in music performance that are required for the Bachelor of Music degree in music performance from Michigan State University or their equivalents.

2. Presented a live performance audition that was acceptable to the committee of faculty in the broad performance area.

When applying for admission to the Master of Music degree program in music performance, an applicant must specify one of the following three broad performance areas that he or she wishes to pursue: instrumental music, instrumental specialist, or vocal music.

**Requirements for the Master of Music Degree in Music Performance**

The student must meet the requirements for one of the following three broad areas of music performance: instrumental music, instrumental specialist, or vocal music.

**Instrumental Music**

The student must meet the requirements for one of the following five major areas of instrumental music: piano, brass instruments, stringed instruments, woodwind instruments, or percussion instruments:

1. **Piano**

   The program is available only under Plan B (without thesis). A total of 30 credits is required for the degree. The student's program of study must be approved by the student's academic advisor. The student must meet the requirements specified below:

   **CREDITS**

   a. Complete all of the following courses (14 credits):

   - MUS 849 Piano Performance .......................................................... 2
   - MUS 850A Piano .............................................................................. 6
   - MUS 856 Chamber Music ............................................................... 2
   - MUS 896 Recital Performance ....................................................... 4

   All students enrolled in the Master of Music degree program with piano as the major area are required to complete 1 credit of MUS 849 during each semester of enrollment in MUS 850A. Students who enroll in MUS 850A for more than 2 semesters are required to complete more than 2 credits of MUS 849 and may be required to complete more than 30 credits for the degree.

   One movement of a concerto with orchestra or second piano accompaniment must be included in the piano recital performance.
b. Complete 6 credits in music history at the 400-level or above and two courses in music theory (4 to 6 credits) at the 400-level or above (10 to 12 credits).

c. Complete 4 to 6 elective credits in music courses at the 400-level or above, exclusive of additional MUS 896 credits or additional credits in your major instrument. Please see Electives list under the ‘Advising Materials’ section.

d. Participate in music activities during two semesters of enrollment in the program. The activities must be approved by the student's academic advisor and must involve piano accompanying.

2. **Brass Instruments**
The program is available only under Plan B (without thesis). A total of 30 credits is required for the degree. The student's program of study must be approved by the student's academic advisor. The student must meet the requirements specified below:

<table>
<thead>
<tr>
<th>CREDITS</th>
</tr>
</thead>
</table>
| a. Complete both of the following courses (4 credits):
  | MUS 896 Recital Performance.................................................. 4 |
  | The recital performance must be on the student's major instrument. |
| b. Complete one of the following courses (6 credits):
  | MUS 854A Trumpet................................................................. 6 |
  | MUS 854B Horn........................................................................... 6 |
  | MUS 854C Trombone ................................................................. 6 |
  | MUS 854D Euphonium................................................................. 6 |
  | MUS 854E Tuba........................................................................... 6 |
| c. Complete 6 credits in music history at the 400-level or above and two courses in music theory (4 to 6 credits) at the 400-level or above (10 to 12 credits).
| d. Complete 8 to 10 elective credits in music courses at the 400-level or above, exclusive of additional MUS 896 credits or additional credits in your major instrument. Please see Electives list under the ‘Advising Materials’ section. |
| e. Participate in music activities during two semesters of enrollment in the program. The activities must be approved by the student's academic advisor and must be selected from band, jazz band, and orchestra. |

3. **Stringed Instruments**
The program is available only under Plan B (without thesis). A total of 30 credits is required for the degree. The student's program of study must be approved by the student's academic advisor. The student must meet the requirements specified below:

<table>
<thead>
<tr>
<th>CREDITS</th>
</tr>
</thead>
</table>
| a. Complete both of the following courses (8 credits):
  | MUS 856 Chamber Music........................................................... 4 |
  | MUS 896 Recital Performance.................................................. 4 |
  | The recital performance must be on the student's major instrument. |
| b. Complete one of the following courses (6 credits):
  | MUS 850C Harp........................................................................... 6 |
  | MUS 852A Violin......................................................................... 6 |
  | MUS 852B Viola.......................................................................... 6 |
  | MUS 852C Cello .......................................................................... 6 |
  | MUS 852D Double Bass.............................................................. 6 |
c. Complete 6 credits in music history at the 400-level or above and two courses in music theory (4 to 6 credits) at the 400-level or above (10 to 12 credits).

d. Complete 4 to 6 elective credits in music courses at the 400-level or above, exclusive of additional MUS 896 credits or additional credits in your major instrument. Please see Electives list under the ‘Advising Materials’ section.

e. Participate in music activities during two semesters of enrollment in the program. The activities must be approved by the student's academic advisor and must involve orchestra.

4. **Woodwind Instruments**

The program is available only under Plan B (without thesis). A total of 30 credits is required for the degree. The student's program of study must be approved by the student's academic advisor. The student must meet the requirements specified below:

CREDITS

a. Complete the following course (4 credits):
   MUS 896 Recital Performance................................................................. 4

   The recital performance must be on the student's major instrument.

b. Complete one of the following courses (6 credits):
   MUS 853A Flute...................................................................................... 6
   MUS 853B Oboe .................................................................................... 6
   MUS 853C Clarinet ................................................................................ 6
   MUS 853D Saxophone ......................................................................... 6
   MUS 853E Bassoon .............................................................................. 6

c. Complete 6 credits in music history at the 400-level or above and two courses in music theory (4 to 6 credits) at the 400-level or above (10 to 12 credits).

d. Complete 8 to 10 elective credits in music courses at the 400-level or above, exclusive of additional MUS 896 credits or additional credits in your major instrument. Please see Electives list under the ‘Advising Materials’ section.

e. Participate in music activities during two semesters of enrollment in the program. The activities must be approved by the student's academic advisor and must be selected from band, jazz band, and orchestra.

5. **Percussion Instruments**

The program is available only under Plan B (without thesis). A total of 30 credits is required for the degree. The student's program of study must be approved by the student's academic advisor. The student must meet the requirements specified below:

CREDITS

a. Complete all of the following courses (10 credits):
   MUS 855 Percussion ................................................................................ 6
   MUS 896 Recital Performance ................................................................ 4

   The recital performance must be on the student's major instrument.

b. Complete 6 credits in music history at the 400-level or above and two courses in music theory (4 to 6 credits) at the 400-level or above (10 to 12 credits).

c. Complete 8 to 10 elective credits in music courses at the 400-level or above, exclusive of additional MUS 896 credits or additional credits in your major instrument. Please see Electives list under the ‘Advising Materials’ section.
d. Participate in music activities during two semesters of enrollment in the program. The activities must be approved by the student’s academic advisor and must be selected from band, jazz band, and orchestra.

**Instrumental Specialist**
The student must meet the requirements for one of the following three major specialties: brass instruments specialist, stringed instruments specialist, or woodwind instruments specialist:

1. **Brass Instruments Specialist**
The program is available only under Plan B (without thesis). A total of 30 credits is required for the degree. The student's program of study must be approved by the student’s academic advisor. The student must meet the requirements specified below:

   CREDITS
   
   a. Complete all of the following courses (6 credits):
   MUS 847 Secondary or Specialist Emphasis: Brass.......................... 2
   MUS 896 Recital Performance.................................................... 4
   
   Each of the 2 credits of Music 847 is associated with instruction in one of the student’s two required secondary instruments.
   
   The recital performance must be on the student’s major instrument.
   
   b. Complete one of the following courses (6 credits):
   MUS 854A Trumpet........................................................................... 6
   MUS 854B Horn................................................................................. 6
   MUS 854C Trombone .................................................................... 6
   MUS 854D Euphonium................................................................. 6
   MUS 854E Tuba............................................................................... 6
   
   c. Complete 6 credits in music history at the 400-level or above and two courses in music theory (4 to 6 credits) at the 400-level or above (10 to 12 credits).
   
   d. Complete 6 to 8 elective credits in music courses at the 400-level or above, exclusive of additional MUS 896 credits or additional credits in your major instrument. Please see Electives list under the ‘Advising Materials’ section.
   
   e. Present a performance on each of the student’s two required secondary instruments. The performance must be acceptable to a committee of faculty in the area of brass instruments.
   
   f. Participate in music activities during two semesters of enrollment in the program. The activities must be approved by the student’s academic advisor and must be selected from band, jazz band, and orchestra.

2. **Stringed Instruments Specialist**
The program is available only under Plan B (without thesis). A total of 30 credits is required for the degree. The student's program of study must be approved by the student’s academic advisor. The student must meet the requirements specified below:

   CREDITS
   
   a. Complete all of the following courses (9 credits):
   MUS 846 Secondary or Specialist Emphasis: String.......................... 1
   MUS 856 Chamber Music............................................................ 4
   MUS 896 Recital Performance.................................................... 4
The credit of Music 846 is associated with instruction in the student's required secondary instrument.

The recital performance must be on the student's major instrument.

b. Complete one of the following courses (6 credits):
   MUS 850C Harp ................................................................. 6
   MUS 852A Violin .................................................................. 6
   MUS 852B Viola .................................................................. 6
   MUS 852C Cello .................................................................. 6
   MUS 852D Double Bass ....................................................... 6

   c. Complete 6 credits in music history at the 400-level or above and two courses in music theory (4 to 6 credits) at the 400-level or above (10 to 12 credits).

   d. Complete 3 to 5 elective credits in music courses at the 400-level or above, exclusive of additional MUS 896 credits or additional credits in your major instrument. Please see Electives list under the ‘Advising Materials’ section.

   e. Present a performance on the student's required secondary instrument. The performance must be acceptable to a committee of faculty in the area of stringed instruments.

   f. Participate in music activities during two semesters of enrollment in the program. The activities must be approved by the student's academic advisor and must involve orchestra.

3. **Woodwind Instruments Specialist**

   The program is available only under Plan B (without thesis). A total of 30 credits is required for the degree. The student's program of study must be approved by the student's academic advisor. The student must meet the requirements specified below:

   **CREDITS**

   a. Complete both of the following courses (7 credits):
      MUS 848 Secondary or Specialist Emphasis: Woodwind .................. 3
      MUS 896 Recital Performance ............................................... 4

      Each of the 3 credits of Music 848 is associated with instruction in one of the student's three required secondary instruments.

      The recital performance must be on the student's major instrument.

   b. Complete one of the following courses (6 credits):
      MUS 853A Flute .................................................................. 6
      MUS 853B Oboe .................................................................. 6
      MUS 853C Clarinet ............................................................. 6
      MUS 853D Saxophone ......................................................... 6
      MUS 853E Bassoon .............................................................. 6

   c. Complete 6 credits in music history at the 400-level or above and two courses in music theory (4 to 6 credits) at the 400-level or above (10 to 12 credits).

   d. Complete 5 to 7 elective credits in music courses at the 400-level or above, exclusive of additional MUS 896 credits or additional credits in your major instrument. Please see Electives list under the ‘Advising Materials’ section.

   e. Present a performance on each of the student's three required secondary instruments. Each of the three performances must be acceptable to a committee of faculty in the area of woodwind instruments.
f. Participate in music activities during two semesters of enrollment in the program. The activities must be approved by the student's academic advisor and must be selected from band, jazz band, and orchestra.

Vocal Music
The program is available only under Plan B (without thesis). A total of 30 credits is required for the degree. The student's program of study must be approved by the student's academic advisor. The student must meet the requirements specified below:

CREDITS

1. Complete all of the following courses (11 credits):
   MUS 435 Opera Theatre ................................................................. 1
   MUS 851 Voice .............................................................................. 6
   MUS 896 Recital Performance ...................................................... 4

   The recital performance must be a vocal performance.

2. Complete 6 credits in music history at the 400-level or above and two courses in music theory (4 to 6 credits) at the 400-level or above (10 to 12 credits).

3. Complete 7 to 9 elective credits in music courses at the 400-level or above, exclusive of additional MUS 896 credits or additional credits in your major instrument. Please see Electives list under the ‘Advising Materials’ section.

4. Complete one semester of study each in French, German, and Italian. Credits in courses in a foreign language may not be counted toward the requirements for the Master of Music degree. Courses completed as part of an undergraduate degree program or an on-line course from an accredited university (and approved by the Associate Dean for Graduate Studies) may be used to satisfy this requirement. Courses from the MSU Evening College cannot be used.

5. Participate in music activities during two semesters of enrollment in the program. The activities must be approved by the student's academic advisor and must involve chorus.

Academic Standards
A grade of 3.0 or higher is required for Music 896.

Doctor of Musical Arts
In addition to meeting the requirements of the University and of the College of Music, students must meet the requirements specified below.

Admission
To be admitted to the Doctor of Musical Arts degree program in music performance on regular status, an applicant must have:

1. A master's degree in music from a recognized educational institution or a total of 30 credits of approved graduate course work.

2. Presented a live performance audition that was acceptable to the committee appointed by the Dean of the College of Music.

When applying for admission to the Doctor of Musical Arts degree program with a major in music performance, an applicant must specify one of the following two broad performance areas that he or she wishes to pursue: instrumental music or vocal music.

An applicant who selects the instrumental music area must also specify the major instrument or group of instruments (e.g., piano, harp, flute, or percussion instruments) from the categories listed below:
- Brass and percussion: trumpet, horn, trombone, euphonium, tuba, and percussion
- Keyboard: piano
- Stringed instruments: harp, violin, viola, cello, double bass
- Woodwinds: flute, oboe, clarinet, saxophone, bassoon

To be considered for admission to the Doctor of Musical Arts degree program in music performance, an applicant must present a live performance audition before a faculty committee appointed by the Dean of the College of Music.

Applicants selecting the instrumental music area must present a live 40-minute audition, including the performance of 3 major works and approximately 10 minutes of discussion on one or more of the works, that is acceptable to the committee appointed by the Dean of the College of Music. Applicants selecting the vocal music area must present a live 40-minute audition, performing 30 minutes of music and 10 minutes of discussion on one or more of the works, that is acceptable to the committee appointed by the Dean of the College of Music. (Required languages: English, French, German, and Italian. Required repertoire: art songs, one opera aria, one baroque or classical aria, one 20th-21st century work). In the case of both the instrumental and vocal music areas, applicants must also be prepared to respond to questions from the audition panel on the entire program.

With the approval of the faculty in an applicant's major area, an applicant may be considered for admission to the program on the basis of a high-quality recording of a recent performance, rather than on the basis of a live performance audition. An applicant who selects the instrumental music or vocal music area must submit either an audio or a video recording. An applicant who submits a recording may be admitted only on provisional status pending the presentation of a live performance audition before a faculty committee appointed by the Dean of the College of Music. The audition must be presented before the end of the first semester of enrollment in the program.

Guidance Committee
The Associate Dean for Graduate Studies or his or her designee must be a member of the student's guidance committee and must serve as its chairperson. The student's major professor, a second faculty member from the student’s area, one faculty member from the area of musicology, and one faculty member from the area of music theory must be members of the student's guidance committee. In instances where additional expertise would be beneficial it is recommended that the guidance committee include a faculty member from within or outside the College of Music.

Requirements for the Doctor of Musical Arts Degree in Music Performance
The student must meet the requirements for one of the following two broad performance areas: instrumental music or vocal music.

Requirements for the Doctor of Musical Arts Degree in Music Performance
The student must meet the requirements specified below:
Each student in the program has a major professor who provides instruction in the student's major instrument or in voice, oversees the musical content of the student's program, guides the preparation of required recitals, oversees the preparation of the scholarly paper, lecture-recital(s) and the final oral examination. Normally, the student studies with the major professor for six semesters.

The student must:
1. Select, from the categories below, a major instrument or group of instruments (e.g. piano, harp, flute, or percussion instruments) or voice:
   - Piano
   - Stringed instruments: harp, violin, viola, cello, double bass
   - Wind instruments: flute, oboe, clarinet, saxophone, bassoon, trumpet, horn, trombone, euphonium, tuba
   - Percussion instruments
   - Voice
2. Complete the courses that are specified by the student's guidance committee including:
   a. 3 credits of Music 830 Research Methods and Materials in Music
   b. 6 credits of 800- or 900-level courses in music history
   c. additional courses in music theory as specified by the student's guidance committee after the student has taken the Graduate Orientation Examination in Music Theory
   d. 6 credits of elective courses, exclusive of additional credits of Music 996

   * Students in the DMA in Piano are required to take 2 credits of MUS 849 (Piano Performance) in addition to the above requirements. They are also required to take 2 credits of MUS 856 (Chamber Music), which will count as 2 of the required 6 credits of Electives. *

3. Pass the written comprehensive examination in music history and music theory. See page 17 for details about the comprehensive examination.

4. Complete the following requirements in lieu of 24 credits of Music 999, a doctoral dissertation, and a final oral examination in defense of the dissertation:
   a. Complete 24 credits of Music 996.
   b. Perform four public recitals that have been approved by a committee of faculty from the student's area. Three of the recitals must be solo recitals, two of which must be presented within two consecutive semesters, excluding summers. The fourth recital must be a chamber music recital. A recording of each of the four recitals is required and must be submitted to the Office of the Associate Dean for Graduate Studies.
   c. Complete one of the following three options:

   (1) Present a lecture-recital twice, first to the student's guidance committee as part of an oral examination and then to the public and submit a scholarly paper upon which the lecture-recital is based. In no case may the lecture-recital be presented publicly until it has been approved by the committee. The oral examination will be a defense of the lecture-recital and the paper. A recording of the lecture-recital is required and must be submitted to the Office of the Associate Dean for Graduate Studies.

   (2) Present two lecture-recitals. Each lecture-recital must be presented twice, first to the student’s guidance committee as part of an oral examination and then to the public. In no case may the lecture-recital be presented publicly until it has been approved by the committee. Each oral examination will be a defense of one of the lecture-recitals. A recording of each lecture-recital is required and must be submitted to the Office of the Associate Dean for Graduate Studies.

   (3) With the unanimous consent of the student's guidance committee, submit a scholarly paper of major scope, comparable to a traditional dissertation, and take a final oral examination based on the paper.

   A proposal for each lecture-recital and the scholarly paper, if applicable, must be approved in writing by all members of the guidance committee no less than SIX months before the oral examination on that lecture-recital may occur. A recording of the public lecture-recital(s) and the scholarly paper will be retained by the College as part of the permanent degree record.

   In the case of (1) and (3) above, the student must have completed successfully all of the required course work (with the exception of Music 996 Doctoral Recital Performance), the comprehensive examination, the required public recitals, and the scholarly paper before the final oral examination may occur.

   In the case of (2) above, the student must have completed successfully all of the required course work (with the exception of Music 996), the comprehensive examination, and the required public recitals before either of the oral examinations may occur.
MUSIC THEORY

Master of Music
In addition to meeting the requirements of the University and of the College of Music, students must meet the requirements specified below.

Admission
To be considered for admission to the Master of Music degree program in music theory, an applicant must submit to the College of Music:

1. A one-page, type-written statement, written in English, that addresses the applicant's interest in the field of music theory and in MSU's music theory program.

2. At least two examples of original compositions, arrangements, orchestrations, or counterpoint exercises, as well as a scholarly writing sample. Applicants are invited to include items representative of their work in music theory.

To be admitted to the program on regular status, an applicant must have a bachelor's degree in music theory from a recognized educational institution, or have completed the courses in music theory that are required for the Bachelor of Music degree music theory at Michigan State University or their equivalents.

** The following requirements are for students who entered their program before Fall 2016. Students entering the program Fall 2016 and later must use the requirements on page 46. **

Requirements for the Master of Music Degree in Music Theory
The program is available only under Plan B (without thesis). A total of 34 or 35 credits are required for the degree.

The student’s program of study must be approved by the student’s academic advisor, who must be a member of the Music Theory faculty. The student must meet the requirements specified below:

1. All of the following courses (16 credits):
   MUS 480 Counterpoint .................................................. 2
   MUS 830 Research Methods and Materials in Music.................. 3
   MUS 872 Tonal Forms .................................................... 2
   MUS 873 Early 20th-Century Techniques ................................ 2
   MUS 874 Schenkerian Analysis .......................................... 2
   MUS 876 Keyboard Skills and Improvisation .......................... 2
   MUS 970 Pedagogy of Theory I ........................................ 3

   Music 480, 872, and 873 are not required if the corresponding parts of the Graduate Orientation Examination in Music Theory are passed. In this event, these credits will be comprised as electives, with courses being selected according to the student’s interests and in consultation with the student’s academic advisor.

2. One of the following courses (3 credits):
   MUS 870 Advanced Modal Counterpoint ............................. 3
   MUS 871 Advanced Tonal Counterpoint ................................ 3

   If a student takes both 870 and 871, one may be counted toward requirement #3 below.

3. Three of the following courses (8 or 9 credits):
   MUS 860* Seminar in History and Philosophy of Music Education... 3
   MUS 861* Seminar in Psychology in Music Education ............... 3
   MUS 862* Seminar in Music Curriculum and Methodology .......... 3
   MUS 875 Analysis of Musical Scores .................................... 3
   MUS 877~ Scoring for Orchestra and Band ............................. 2
MUS 878~ Advanced Scoring for Orchestra and Band .......................... 2
MUS 879 Tonal Literature and Analysis ........................................ 3
MUS 880~ Composition ................................................................... 2
MUS 881~ Seminar in Composition .................................................. 2
MUS 960* Seminar in Measurement in Music Education ..................... 3
MUS 964* College Music Teaching .................................................... 3
MUS 971* Pedagogy of Music Theory II ............................................ 3
MUS 976 Performance and Analysis ................................................... 3
MUS 977^ Schenkerian Analysis II ..................................................... 3
MUS 978 Sem. in 20th-21st Century Music Theory and Analysis .......... 3

^Students who choose Capstone Experience A (see #7b below) must complete MUS 977.

*Students who choose Capstone Experience C (see #7b below) must completely MUS 971 and
must complete one of MUS 860, 861, 862, 960, and 964. No student may count more than one of
MUS 860, 861, 862, 960, and 964 toward this requirement.

~No student may count more than one of MUS 877, 878, 880, and 881 toward this requirement.

4. Complete an additional 3 credits in musicology at the 400-level or above. MUS 830 may not be
   used to fulfill this requirement.

5. Participate in music activities during two semesters of enrollment in the program. The activities
   must be approved in advance by the student’s academic advisor, and selected from band, chamber
   ensemble, chorus, jazz band, new-music ensemble, and orchestra.

6. Pass a Keyboard Skills Assessment Examination. The examination will be offered once at the
   start of fall and spring semesters. Materials are prepared from a booklet given to the student at
   the outset of his or her studies in the program, and will involve the playing of various harmonic
   progressions and sequences, realizing figured basses, composing accompaniments to simple
   melodies, transposing, and improvising. The exam will be graded by a committee selected by the
   Music Theory Area Chairperson, and comprised of two members of the Music Theory faculty.

7. Complete 4 credits of MUS 898 (Master’s Research) as follows:
   a. Complete a Teaching Demonstration (2 credits).
      Students will register for 2 credits of MUS 898 (Master’s Research) with a member of
      the Music Theory faculty, who will serve as advisor to the teaching demonstration. The
      demonstration must take place after the student has completed MUS 970 (Pedagogy of
      Music Theory I). A 1- to 2-page proposal outlining the instructional objectives, proposed
      topic(s) and approach(es), and schedule for completion will be submitted to the advisor
      for approval at the start of the semester in which the demonstration will take place. The
      demonstration will occupy two class periods of an undergraduate course in music theory
      to be determined by the Area Chairperson. It will be graded by a three-person committee
      selected by the Area Chairperson and comprised of the advisor, another member of the
      Music Theory faculty, and one faculty member from outside the Theory Area.
      The grade will be pass/fail, based upon a majority of the three committee members.
      Candidates who fail the Teaching Demonstration will be allowed to present a second one
      no earlier than the following semester. Candidates who fail twice will not be allowed to
      complete the degree.

   b. Complete one of the following capstone experiences (2 credits):
      (Each of the three capstone tracks of the MM in Music Theory - research, hybrid and pedagogy - has a different set of procedures. These procedures are
described below the list of the tracks.)
1) Capstone Experience A: Research-Intensive
   a) **Two Research Papers** (2 credits total).
      Write two research papers, each of 20-30 pages, as supplements to two different courses within the student’s program of study. One must be a music theory course at or above the 800 level; the second may be either another music theory course at or above the 800 level or a musicology course at or above the 400 level. With the approval of the course instructor, the student will enroll concurrently in one credits of MUS 898 (Master’s Research) with the same instructor. Early in the semester, the student will propose an independent research project that builds upon subjects to be addressed in the course. He or she will then engage with the scholarly literature on the subject, conduct research, produce a polished essay to report his or her findings, and present the research publicly in consultation with the advisor. Each paper must be of scope and quality to be submitted as a writing sample to accompany applications to doctoral programs in music theory, or for consideration as a conference proposal. Students who intend to apply to doctoral programs are encouraged to write both of these papers during the first year of study.

2) Capstone Experience B: Hybrid (Research and Pedagogy)
   a) **One Research Paper** (1 credit).
      Write one research paper of 20-30 pages as a supplement to a music theory course in the student’s program of study at or above the 800 level. With the approval of the course instructor, the student will enroll concurrently in one credit of MUS 898 (Master’s Research) with the same instructor. Early in the semester, the student will propose an independent research project that builds upon subjects to be addressed in the course. He or she will then engage with the scholarly literature on the subject, conduct research, produce a polished essay to report his or her findings, and present the research publicly in consultation with the advisor. The paper must be of scope and quality to be submitted as a writing sample to accompany applications to doctoral programs in music theory, or for consideration as a conference proposal.
   b) **Pedagogical Research** (1 credit).
      The student will register for one credit of MUS 898 (Master’s Research) and complete a pedagogy-related project on a topic to be determined in consultation with a member of the Music Theory faculty, who will serve as the student’s advisor. The project will be practical in nature. Possibilities include, but are not limited to, assembling repertoire and exercises for one or more particular topic(s) and/or exam(s) to accomplish particular curricular objectives. The focus of the project may or may not be coordinated with that of the Teaching Demonstration.

3) Capstone Experience C: Pedagogy-Intensive
   a) **Pedagogical Portfolio** (1 credit).
      The student will register for one credit of MUS 898 (Master’s Research) concurrently with, and with the same instructor as, MUS 971 (Pedagogy of Music Theory II). The student will assemble a detailed pedagogical portfolio that includes the following: a brief statement of teaching philosophy (1-2 pages); a substantial essay outlining strengths and weaknesses of several music theory textbooks and stating which one(s) the student would use if designing an undergraduate music theory curriculum (c. 10-12 pages); and an overview (in outline form) of the timeline, topics, and objectives for a four-semester undergraduate curriculum in music theory and aural musicianship (c. 10 pages).
   b) **Pedagogical Research** (1 credit).
      The student will register for one credit of MUS 898 (Master’s Research) and complete a pedagogy-related project on a topic to be determined in consultation
with a member of the Music Theory faculty, who will serve as the student’s advisor. The project will be practical in nature. Possibilities include, but are not limited to, assembling repertoire and exercises for one or more particular topic(s) and/or exam(s) to accomplish particular curricular objectives. The focus of the project may or may not be coordinated with that of the Teaching Demonstration.

**Procedures for the Capstone Requirements of the MM in Music Theory degree:**
Each of the three capstone tracks of the MM in Music Theory - research, hybrid, and pedagogy - has a different set of procedures. Below are outlines of the procedures for each of the capstone requirements. ALL tracks require multiple capstone experiences, including an exam, a demonstration, and one or more projects and/or research papers. Students are responsible for acquiring a copy of the form entitled “Master’s Certification Requirements: Music Theory” from the Graduate Studies office, and for collecting faculty signatures as they complete each requirement.

**Keyboard Skills Examination:**
The Keyboard Skills Examination may be taken at any point while or after the student takes MUS 876, Keyboard Skills and Practical Musicianship. A committee of two faculty examiners, including the instructor of MUS 876 and one other member of the music theory faculty, hears the exam. The exam materials are available upon request from the MUS 876 instructor.

Upon successful completion, both faculty members sign the Capstone Requirements Form. If the student is not successful, s/he may retake the exam no earlier than the start of the following semester. Therefore, students are urged not to wait until their last semester in residence at MSU.

**Teaching Demonstration:**
The Teaching Demonstration may be undertaken once the student has completed MUS 970, Pedagogy of Music Theory I. If the student plans to take MUS 971, Pedagogy of Music Theory II, s/he is urged to wait until after completion of that course as well. The student must teach an entire, 50-minute lecture of an undergraduate music theory course different from the one the student currently teaching as a Graduate Assistant. The music theory area chairperson determines which course and assembles a committee of three faculty members, of which at least two must be on the music theory faculty. The student works with the course instructor, in consultation with the other committee members, to determine a date, topics, and learning objectives.

All three committee members sign the Capstone Requirement Form upon the student’s successful completion of the Teaching Demonstration. If the student is not successful, s/he may reattempt the Teaching Demonstration no earlier than the start of the following semester. Therefore, students are urged not to wait until their last semester in residence at MSU.

**Research Paper / Pedagogical Research Project:** A Research Project may be undertaken in any semester of the student’s degree program, but students are urged to complete it either concurrently with or immediately after the course with which it is associated: MUS 970 or MUS 971 for the Pedagogical Research Project, or one of the graduate analysis seminars for the Research Paper.

The student must work under the supervision of a faculty advisor, who approves an initial proposal for the project, oversees the work, and signs the Capstone Requirements Form when it is completed. The advisor must be a member of the music theory faculty unless an exception is approved by the theory faculty. The associated registration for MUS 898 must be in the advisor’s name.

In addition, the student must present the research in a public forum, such as the music theory colloquium, in the form of a conference-style lecture (c. 30 minutes plus questions). One theory faculty member, who may or may not be the faculty advisor, must be present for this presentation and signs the Capstone Requirement Form when it is completed.
**Pedagogical Portfolio:** The project should be undertaken either concurrently with or immediately after the student’s completion of MUS 971, Pedagogy of Music Theory II. The student must work under the supervision of a faculty advisor, who approves an initial proposal for the project, oversees the work, and signs the Capstone Requirements Form when it is completed. The advisor must be a member of the music theory faculty unless an exception is approved by the theory faculty. The associated registration for MUS 898 must be in the advisor’s name. There is no requirement to present this portfolio publicly.

**The following requirements are for students who entered their program Fall 2016 or later. Students entering the program before Fall 2016 must use the requirements on page 42.**

1. All of the following courses (15 credits):
   - MUS 830 Research Methods and Materials in Music
   - MUS 872 Tonal Forms
   - MUS 873 Early 20th-Century Techniques
   - MUS 874 Schenkerian Analysis
   - MUS 876 Keyboard Skills and Improvisation
   - MUS 970 Pedagogy of Theory I

   Students who pass the Tonal Forms portion of the Graduate Orientation Examination in Music Theory do not need to take MUS 872, and students who pass the Early 20th-Century Techniques portion of the Graduate Orientation Examination in Music Theory do not need to take MUS 873. If a student elects not to take the course(s) from which the orientation examination has exempted the student, the course(s) will be replaced with the corresponding number of elective credits chosen in consultation with the student’s academic advisor. MUS 869 Graduate Counterpoint is considered remedial for incoming Master of Music Theory students. Those who do not pass the Counterpoint portion of the Graduate Orientation Examination in Music Theory cannot count the credit towards the degree.

2. One of the following courses (3 credits):
   - MUS 870 Advanced Modal Counterpoint
   - MUS 871 Advanced Tonal Counterpoint

   Students who take both MUS 870 and 871 may count one of the courses towards requirement 3. below.

3. Two of the following courses (6 credits):
   - MUS 875 Analysis of Musical Scores
   - MUS 879 Tonal Literature and Analysis
   - MUS 971* Pedagogy of Music Theory II
   - MUS 972 Advanced Keyboard Skills
   - MUS 976 Performance and Analysis
   - MUS 977^ Schenkerian Analysis II
   - MUS 978 Sem. in 20th-21st Century Music Theory and Analysis

4. Complete either two semesters of MUS 973 Readings in Music Theory totaling 4 credits, or one semester of MUS 973 plus MUS 971 Pedagogy of Theory II totaling 5 credits. If MUS 971 is counted toward this requirement, it cannot be counted toward requirement 3. above

5. Complete an additional 3 credits in musicology at the 400-level or above. MUS 830 may not be used to fulfill this requirement.
6. Participate in music activities during two semesters of enrollment in the program. The activities must be approved in advance by the student’s academic advisor, and selected from band, chamber ensemble, chorus, jazz band, new-music ensemble, and orchestra.

7. Pass a Keyboard Skills Examination. Materials are prepared from a booklet given to the student at the outset of their studies in the program, and will involve the playing of various harmonic progressions and sequences, realizing figured basses, composing accompaniments to simple melodies, transposing, and improvising. The examination will be graded by a committee comprised of two members of the Music Theory faculty selected by the area chairperson.

8. Complete a Teaching Demonstration. The demonstration must take place after the student has completed MUS 970 Pedagogy of Theory I. A 1 to 2 page proposal outlining the instructional objectives, proposed topic(s) and approach(es), and schedule for completion will be submitted to the advisor for approval at the start of the semester in which the demonstration will take place. The demonstration will occupy a class period of an undergraduate course in music theory to be determined by the area chairperson. It will be graded by a three-person committee selected by the area chairperson and comprised of the advisor, another member of the Music Theory faculty, and one faculty member from outside the area. The grade will be pass/fail, based upon a majority vote of the three committee members. Candidates who fail the Teaching Demonstration will be allowed to present a second one no earlier than the following semester. Candidates who fail twice will not be allowed to complete the degree.

9. Complete and publicly present a capstone essay, to be advised and approved by a member of the music theory faculty. The essay may be on either a research-related or a pedagogical topic, and must be similar in scope to a term paper. Students will choose a paper completed as part of either MUS 975 Readings in Music Theory or MUS 971 Pedagogy of Theory II and revise, expand and polish it in completion of the requirement.

Procedures for the Capstone Requirements of the Master of Music in Music Theory Degree

Capstone Essay:
The capstone essay must be completed no earlier than the student’s enrollment in the course on which the essay is based: either MUS 973 Readings in Music Theory or MUS 971 Pedagogy of Theory II.
The student must work under the guidance of a member of the Music Theory faculty, who approves the final version of the paper as well as the student’s public presentation of it. The public presentation will be in the format of a conference presentation, with a lecture of approximately 30 minutes followed by an opportunity for questions from those in attendance.

Keyboard Skills Examination:
The Keyboard Skills Examination may be taken at any point while or after the student takes MUS 876 Keyboard Skills and Practical Musicianship. A committee of two faculty examiners, including the instructor of MUS 876 and one other member of the Music Theory faculty hears the examination.
The examination materials are available upon request from the MUS 876 instructor. Upon successful completion, both faculty members sign the Capstone Requirements Form. If the student is not successful, they may retake the examination no earlier than the start of the following semester. Students are urged not to wait until their last semester in residence.

Teaching Demonstration:
The Teaching Demonstration may be undertaken once the student has completed MUS 970 Pedagogy of Theory I. If the student plans to take MUS 971 Pedagogy of Theory II, they are urged to wait until after completion of that course as well.
The student must teach an entire 50-minute lecture of an undergraduate music theory course different from the one the student is currently teaching as a graduate assistant. The Music Theory area chairperson determines which course and assembles a committee of three faculty members, of which at least two must be on the Music Theory faculty. The student works with the course instructor, in consultation with the other committee members, to determine a date, topics, and learning objectives. All three committee members sign the Capstone Requirement Form upon the student’s successful completion of the Teaching Demonstration. If the student is not successful, they may reattempt the Teaching Demonstration no earlier than the start of the following semester. Students are urged not to wait until their last semester in residence.

**MUSICOLOGY**

**Master of Arts**

In addition to meeting the requirements of the University and of the College of Music, students must meet the requirements specified below.

**Admission**

To be admitted to the Master of Arts degree program in musicology on regular status, an applicant must have a bachelor's degree in musicology, or have completed the courses in musicology that are required for the Bachelor of Arts degree in music at Michigan State University or their equivalents.

**Requirements for the Master of Arts Degree in Musicology**

The program is available under both Plan A (with thesis) and Plan B (without thesis). A total of 32 credits is required for the degree under either Plan A or Plan B. The student's program of study must be approved by the student's academic advisor. The student must meet the requirements specified below:

**Requirements for Both Plan A and Plan B**

**CREDITS**

1. Complete the following course:
   MUS 830 Research Methods and Materials in Music .......................... 3

2. Complete one of the following two options:
   a. 9 credits of music history and 3 credits of ethnomusicology, in addition to MUS 830. At least two of the courses must be at the 800–level or above.
   b. 3 credits of music history and 9 credits of ethnomusicology including MUS 832 or MUS 833, in addition to MUS 830. At least two of the courses must be at the 800- or 900-level.

   If a 400–level course is to be used to satisfy this requirement, the student must enroll concurrently in 1 credit of MUS 892A Seminar in Music History.

3. Complete 3 credits in music theory.

4. Complete 3 credits in a cognate outside the College of Music. Both the cognate area and the related courses must be approved by the faculty in the area of musicology.

5. Demonstrate a reading knowledge of one foreign language, preferably German or French. Credits in courses in a foreign language may **not** be counted toward the requirements for the Master of Arts degree in musicology.

6. Complete 2 credits in music performance at the 800–level.

7. Complete 5 additional credits in music excluding musicology.
8. Participate in music activities during two semesters of enrollment in the program. The activities must be acceptable to the faculty in the area of musicology and must be approved by the student's academic advisor.

Additional Requirements for Plan A

1. Complete the following course:
   MUS 899 Master's Thesis Research ......................................................... 4

Additional Requirements for Plan B

1. Complete the following course:
   MUS 898 Master's Research ........................................................................ 4
   (Possible projects include historical performance, instrument construction, or transcribing or editing historical music.)

PIANO PEDAGOGY

Master of Music

In addition to meeting the requirements of the University and of the College of Music, students must meet the requirements specified below.

Admission

To be considered for admission to the Master of Music degree program in piano pedagogy, an applicant must present a live performance audition before and be interviewed by a committee of faculty of the piano area. For an applicant who has a Bachelor of Music degree in music performance from Michigan State University, the live performance audition and the interview may be waived at the discretion of the faculty in the piano area. With the approval of the faculty in the piano area, an applicant may be considered for admission to the program on the basis of (a) a high-quality audio or video recording of a recent performance, (b) a video recording of him or her teaching a piano lesson to a young child, and (c) a written statement of his or her teaching philosophy. An applicant who submits recordings and a written statement may be admitted only on provisional status pending the presentation of a live performance audition before and an interview with the faculty in the piano area. The live performance and the interview must be completed before the end of the first semester of enrollment in the program and must meet the requirements of the piano area.

To be admitted to the Master of Music degree program in piano pedagogy on regular status, an applicant must have a bachelor's degree in piano pedagogy, a bachelor's degree in piano performance or a bachelor's degree in music education with a major in piano from a recognized educational institution.

In addition, an international applicant is required to have fulfilled the University's English language proficiency requirement for regular admission as described in the Graduate Education section of this catalog. Provisional admission as a result of English language scores is not possible for this degree program.

Requirements for the Master of Music Degree in Piano Pedagogy

The program is available under Plan B (without thesis). A total of 31 credits is required for the degree under Plan B. The student’s program of study must be approved by the student’s academic advisor. The student must meet the requirements specified below.

CREDITS

1. Complete all of the following courses (21 credits):
   MUS 448 Advanced Keyboard Methods and Literature I ......................... 2
   MUS 449 Advanced Keyboard Methods and Literature II ...................... 2
   MUS 843 Seminar in Piano Pedagogy ..................................................... 6
   MUS 849 Piano Performance .................................................................. 2
   MUS 850A Piano .................................................................................... 6
   MUS 864 Research in Music Education .................................................. 3
Students who have completed MUS 448 or MUS 449 at Michigan State University may contact the Director of Piano Pedagogy for a list of courses which may be substituted.

2. Complete 3 credits in music theory at the 400 level or above.

3. Complete 3 credits in musicology at the 400 level or above.

4. Complete 2 credits of MUS 896 Recital Performance, performing a recital under the guidance of the student’s major professor.

5. Complete 2 credits of MUS 898 Master’s Research, completing a research project and a one-semester teaching project with cumulative portfolio under the guidance of the Director of Piano Pedagogy.

**PERFORMANCE DIPLOMA PROGRAM**

*http://music.msu.edu/assets/Perf_Diploma_Student_Checklist.pdf*

The Performance Diploma Program is an intensive four-semester (two-year) course of study for musicians who have already achieved a high level of performance and wish to focus on developing their performing skills through further study. Admission to the program is by a 30-minute live audition on campus for the faculty of the area of study. There is no English language proficiency requirement.

The program provides for concentrated study in appropriate literature with a master teacher, without being enrolled in a degree program. The program features private study as well as chamber music and ensemble experience within the College of Music. In addition, Diploma students are required to perform one recital during each of the two years of enrollment, with only 4 hours of dress rehearsal for either of their recitals.

During their time of study, Performance Diploma students concentrate almost exclusively on developing their performing skills. This program recognizes accomplishment but does not carry the privileges of a college degree. Instead, students would likely be preparing for auditions, competitions, or career entry positions.

All applicants in classical voice, saxophone, percussion, flute and piano must submit a prescreening recording. This recording must be received no later than December 1 (fall applicants). Separate committees from the piano and vocal arts areas will review recordings beginning the week following the December 1 deadline. You will be notified via email as to whether or not you have been invited for a live audition. The recording quality must be sufficient for us to make a reasonable judgment of your ability. Specific prescreening requirements can be found within the audition section of this website. (*http://www.music.msu.edu/admissions/audition-information1*)

The program requires 16 credits take over two years to complete. During each of the four semesters, students enroll for 3 credits of private lessons and 1 credit of MUS 856 Chamber Music for each of the four semesters. (Voice students substitute MUS 435 Opera Workshop for the chamber music requirement.) Ensemble participation is also required during every semester. Two recitals are required and must be approved in advance, according to the College of Music policy for graduate recitals. Additional requirements will be determined in consultation with the major teacher.

* Credits from the Performance Diploma Program may be used toward a Master’s or Doctoral degree at MSU after consultation with the Associate Dean of Graduate Studies.

* Courses from another university, college, or music school may **not** be transferred into the Performance Diploma Program.

Students in the program will enroll through Lifelong Graduate Education and will be responsible for the cost of 4 credits of tuition each semester at the Lifelong Graduate rate. There is no additional fee for the program. The College of Music does not offer financial assistance (scholarships, fellowships, or graduate assistantships) for participants in the Diploma Program.
Performance Diploma students are subject to all the rules and regulations of the College of Music and the University. Prospective students should contact the College of Music Admissions Office for information on admission procedures to the Diploma Program in Performance. Students must complete a graduate application to the College of Music and pass the audition before a decision can be made on acceptance into the program.

- The College of Music application is available at [http://www.music.msu.edu/admissions](http://www.music.msu.edu/admissions)
- Audition requirements are posted at [http://www.music.msu.edu/admissions/audition-information1](http://www.music.msu.edu/admissions/audition-information1)
- The MSU Life Long Education application is available at [http://www.reg.msu.edu/ROInfo/EnrReg/LifelongEducation.asp](http://www.reg.msu.edu/ROInfo/EnrReg/LifelongEducation.asp).

**International students are issued an I-20 so that they may apply for an F-1 Visa.**

The program is administered by the Associate Dean for Graduate Studies and Research of the College of Music. All students in the program are required to meet with the Associate Dean for advising prior to the beginning of each semester. Contact the Graduate Office to set up an appointment. [207 Music Practice Building, musgrad@msu.edu, or 517-353.9122.]

**Enrollment Procedure:**
Students should contact the professor they wish to work with to discuss their studio availability. After admission, further questions and concerns can be brought to the attention of the Graduate Office (207 Music Practice Building) or by e-mailing musgrad@msu.edu.
IV. COMPLETING YOUR DEGREE

DEGREE COMPLETION
Responsibility of the Student

- An Application for Graduation must be completed with the Office of the Registrar, Room 150 Administration or on-line at: http://www.reg.msu.edu/StuForms/GradApp/GradApp.asp, early in the semester of graduation. After you submit the Application for Graduation, A Graduate Credit Statement and Final Certification for Degree form will be mailed to your department. * Verify the MSU has your correct mailing address for mailing the diploma. *

- Program requirements, course credits, and deferred credits normally will have been completed, with the exception of thesis/dissertation credits, before the beginning of the final semester.
  - All masters students must register for and successfully complete a minimum of 4 credits of master’s thesis or equivalent (course numbers 896, 897, 898, or 899) during their program.
  - All doctoral students must register for and successfully complete a minimum of 24 credits of doctoral dissertation research or equivalent (course numbers 996, 997, 998, and 999) during their program. Refer to the Academic Programs catalog for further details.

- Effective Fall 2012, MUS 996 credits are graded by the applied instructor, MUS 996 credits taken prior to Fall 2012 will continue to have a grade of DF until the degree certification form is submitted to the Registrar’s Office at the end of the degree. At that point they will convert to ‘P’ for ‘Pass’.

- A ‘grade’ of DF (deferred) will remain on your record for course numbers 896, 897, 898, 899, 997, 998, and 999 until the degree certification form is submitted to the Registrar’s Office at the end of the degree. At that point they will convert to ‘P’ for ‘Pass’.

- For PhD in Music Education, Music Education (Plan A), and MA in Music History
  - Visit the Graduate School’s power point presentation at https://grad.msu.edu/etd prior to submitting the thesis or dissertation. The presentation describes the process for submitting your thesis or dissertation to the Graduate School.
  - Only electronic documents will be accepted by the Graduate School. Please see http://grad.msu.edu/etd/ for details.

  You must also submit a pdf copy to the College of Music Graduate Studies Office. Submissions must be as a pdf, via e-mail to (musgrad@msu.edu).

- For DMA students in Performance, Composition and Conducting
  - Submit your final version of the document, composition and/or CD to the College of Music Graduate Studies Office. Formatting for the College of Music copy is based upon the Chicago Manual of Style.
  - Submissions to the College of Music must be as a pdf, via e-mail, to the Graduate Studies Office (musgrad@msu.edu).
  - You do not need to submit this to the Graduate School.

- Schedule and pass the final oral examination. This may be a defense of your PhD dissertation, your DMA document, your DMA document/lecture-recital or both DMA lecture-recitals,
your final DMA composition, or of your Master’s thesis.

- **You must be enrolled for at least one credit during the semester in which you take the final oral examination (defense).**

- You are not required to be enrolled the semester of the submission of the final copy to the Graduate School if that semester is different from the semester of the oral defense.

- Verify deadline dates for the semester through one of the following:
  - Registrar’s Office, University Calendar [http://www.reg.msu.edu/ROInfo/Calendar/Academic.asp](http://www.reg.msu.edu/ROInfo/Calendar/Academic.asp)
  - The Graduate School, Graduation Requirements [http://grad.msu.edu](http://grad.msu.edu)

**Responsibility of the Graduate School**

- Only electronic documents (theses and dissertations) will be accepted by the Graduate School. Please see [http://grad.msu.edu/etd/](http://grad.msu.edu/etd/) for details.

- Review preliminary copy of thesis/dissertation

- Accept final, flawless, electronic copy of thesis/dissertation

- Forward additional title page to Office of the Registrar. This is completed by the student and the major professor.

**Responsibility of the College of Music**

- The form *Graduate Credit Statement and Final Certification* for each candidate APPROVED (or DISAPPROVED) for a graduate degree is transmitted by the college to the Office of the Registrar at the end of the semester in which the degree is to be awarded.

**Responsibility of the Registrar’s Office**

- Verify approval of the “Final Certification” form by department and college.

- Check your records for courses listed on the *Final Certification* form and their approved completion, including the required number of research/recital credits.

- Check for any outstanding parking tickets, holds, or fees owed to the University.

- Check with the Graduate School to verify that your thesis/dissertation was submitted before the semester deadline.

**Here’s what you receive**

- If everything has been completed and verified, you should be receiving a copy of your diploma and can request a degree-granting transcript four-six (4-6) weeks after the commencement ceremony.

- If one of the items above was not completed, the Registrar’s office will send a letter to you and your college, which indicates the criteria not met. If you have any questions about this letter, you can contact the College of Music Graduate Studies Office.

**Exit Check List**

- Before leaving campus, discuss with your advisor what you are expected or not expected to take with you from MSU, and what needs to be done about the proper disposal or storage of materials used in your research.

- Return all College of Music keys, loaned instruments, and/or materials.
V. ADVISING MATERIALS

THEORY AREA GRADUATE COURSE OFFERINGS 2016-2017

Updated 4/27/16; 8/2/16

Below is a list of graduate theory course offerings for the upcoming academic year. Basic information regarding each is also given. The Theory Area’s Tiered Course Structure, with its attendant prerequisites, is detailed on the chart provided after the Spring 2017 course listings.

A few important points to keep in mind:

1. Every student admitted to a degree program in the College of Music (other than Music Education PhDs or Jazz Studies students) must take the College’s graduate orientation examination in music theory, a two-part examination covering written music theory and aural skills, before the first day of classes of the student’s first semester of enrollment in the degree. Additionally, any student in music education who intends to take one or more music theory courses must take the two-part graduate orientation examination in music theory prior to enrolling in graduate-level music theory courses. The examination is given before the first day of classes in the fall, spring, and summer semesters. The lowest passing score for each part is 70%.

   Students who score below 70% on the written music theory orientation examination must take MUS 200 Introduction to Music Theory. Doctoral students who score below 70% on the aural skills examination must take MUS 201 Aural Skills. **MUS 200 and MUS 201 may not be used to meet the course or credit requirements of any College of Music degree program.**

   Students who are required to take MUS 200 must complete the course with a grade of 2.0 or higher before enrolling in any 400-, 800-, or 900-level music theory course.

   Students who are required to take MUS 201 must take it either prior to or concurrently with their first music theory course at the 400-, 800-, or 900-level and must complete it with a grade of 2.0 or higher.

2. The vast majority of you should be taking tier-1 courses. These assume the theory knowledge gained in an undergraduate sequence of theory courses. Tier-2 and -3 courses assume further knowledge and mastery of skills. This tiered structure has been designed to help graduate students and their faculty advisers plan a sequence of courses appropriate to a student’s background, interests, and professional aspirations. It also allows theory faculty to design courses with a more accurate sense of the level of experience and technical skill that can be assumed of students enrolled in those classes.

3. Passing scores on any of the four optional parts of the Graduate Orientation Examination (counterpoint, orchestration, form, and 20\textsuperscript{th}-C music) remove the prerequisite that attaches to the corresponding tier-1 course. For example, a student who passed the “counterpoint” portion of the test would not have to take 480 before enrolling in 870, 871, or 874  *MUS 869 replaces MUS 480 as a graduate requirement.*

FALL ‘16

TIER 1

<table>
<thead>
<tr>
<th>Course</th>
<th>Title</th>
<th>Credits</th>
</tr>
</thead>
<tbody>
<tr>
<td>MUS 484</td>
<td>Instrumentation and Basic Orchestration – 2 cr. (Newman)</td>
<td></td>
</tr>
<tr>
<td><strong>MUS 869 (Previously listed as MUS 891:001)</strong></td>
<td><strong>Tonal Counterpoint – 2 cr. (Callahan)</strong></td>
<td></td>
</tr>
<tr>
<td>MUS 872</td>
<td>* 2 sections * Tonal Forms – 2 cr. (Taggart and Johnson)</td>
<td></td>
</tr>
<tr>
<td>MUS 873</td>
<td>* 2 sections * 20\textsuperscript{th} Century Techniques – 2 cr. (Ruggiero and Sly)</td>
<td></td>
</tr>
<tr>
<td>MUS 877</td>
<td>Scoring for Orchestra and Band – 2 cr. (Biedenbender)</td>
<td></td>
</tr>
<tr>
<td>MUS 879</td>
<td>Tonal Literature and Analysis – 3 cr. (VanHandel)</td>
<td></td>
</tr>
</tbody>
</table>

TIER 2

<table>
<thead>
<tr>
<th>Course</th>
<th>Title</th>
<th>Credits</th>
</tr>
</thead>
<tbody>
<tr>
<td>MUS 874</td>
<td>Schenkerian Analysis – 2 cr. (Sly)</td>
<td></td>
</tr>
<tr>
<td>MUS 876</td>
<td>Keyboard Skills and Prac. Musicianship – 3 cr. (Callahan)</td>
<td></td>
</tr>
<tr>
<td>MUS 970</td>
<td>Pedagogy of Theory – 3 cr. (VanHandel)</td>
<td></td>
</tr>
</tbody>
</table>
SPRING ’17

TIER 1
MUS 869  (Previously listed as MUS 891:002) Tonal Counterpoint – 2 cr. (Johnson)
MUS 872  * 2 sections * Tonal Forms – 2 cr. (Taggart and Johnson)
MUS 873  20th Century Techniques – 2 cr. (Stroud)
MUS 875  Analysis of Musical Scores – 3 cr. (Sly)

TIER 2
MUS 878  Advanced Scoring for Orch/Band – 2 cr. (TBD)
MUS 976  Performance and Analysis – 3 cr. (Stroud)

TIER 3
MUS 971  Pedagogy of Theory II – 3 cr. (Callahan)
MUS 972  (Previously listed as MUS 891:003) Advanced Keyboard Skills – 3 cr. (Callahan)
MUS 973  (Currently listed as MUS 891:004) Readings in Music Theory – 2 cr. (VanHandel)
MUS 977  Schenkerian Analysis II – 3 cr. (Sly)

200 and 201 are 1-credit courses and do not count towards your degree;
869, 872, 873, 874, 877, 878, and 975 are 2-credit courses;
870, 871, 875, 876, 879, 970, 971, 972, 976, and 977 are 3-credit courses.
869 replaces 480 as a graduate requirement.
Graduate Course Offerings: Music Theory

The chart below organizes course offerings in music theory into “tiers,” and shows the flow of prerequisites involved. **Prerequisites for a course are shown in brackets.** Students must pass the basic theory and aural skills parts of the *Graduate Orientation Examination in Music Theory* before they may take any regular theory course. If they fail either of these parts of the exam, they must enroll in MUS 200 (for basic theory) and/or MUS 201 (for aural skills) to remediate. 201 may be taken concurrently with the first tier-1 course a student takes; 200 must be completed before taking any tier-1 courses. Also, a passing score on any of the four optional parts of the *Graduate Orientation Examination* (counterpoint, orchestration, form, and 20th-C music) removes the prerequisite that attaches to the corresponding tier-1 course. For example, a student who passes the “counterpoint” portion of the test would not have to take 869 before enrolling in 870, 871, or 874. Students are required to pass all prerequisites with a grade of 3.0 or higher to qualify for enrollment in a higher-tier course. Prerequisites for each Tier-2 and Tier-3 course are indicated in brackets in the chart below.

<table>
<thead>
<tr>
<th>Remedial:</th>
<th>Tier 1:</th>
<th>Tier 2:</th>
<th>Tier 3:</th>
</tr>
</thead>
<tbody>
<tr>
<td>200 (Theory)</td>
<td>869 (Counterpoint)</td>
<td>870 (Adv. Modal Ctpt.) [869]</td>
<td>971 (Pedagogy II) [970]</td>
</tr>
<tr>
<td>201 (Aural Skills)</td>
<td>872 (Tonal Forms)</td>
<td>871 (Adv. Tonal Ctpt.) [869]</td>
<td>975 (Readings) [permission of instructor]</td>
</tr>
<tr>
<td></td>
<td>873 (Early 20th-C.)</td>
<td>874 (Schenker) [869]</td>
<td>977 (Adv. Schenker) [874]</td>
</tr>
<tr>
<td></td>
<td>875 (Analysis of Mus. Scores)</td>
<td>876 (Keyboard Skills) [869]</td>
<td>972 (Adv. Keyboard) [876]</td>
</tr>
<tr>
<td></td>
<td>877 (Orchestration)</td>
<td>878 (Adv. Orchestration) [877]</td>
<td></td>
</tr>
<tr>
<td></td>
<td>879 (Tonal Lit. and Analysis)</td>
<td>970 (Pedagogy I) [one of 872, 873, 875, 879]</td>
<td></td>
</tr>
<tr>
<td></td>
<td>484 (Inst/Bsc Orch) – MMs only</td>
<td>976 (Perf. &amp; Analysis) [one of 872, 875, 879]</td>
<td></td>
</tr>
<tr>
<td></td>
<td></td>
<td>978 (Sem. in 20th/21st-Cent. Music) [873]</td>
<td></td>
</tr>
</tbody>
</table>
MUSICOLOGY AREA GRADUATE COURSE OFFERINGS 2016-2017
UPDATED 8/2016

MASTER’S STUDENTS

1. You may count any course in musicology or ethnomusicology at the 400-level or above.
2. If you take a 400-level course (2 cr) you must also take the attached MUS 892a Graduate Seminar (1 cr) for a total of 3 crs.
3. The following piano or vocal literature courses do not count toward the required coursework in music history: MUS 413, 414, 415, 416, 417.
4. MUS 830 does not count toward the 6 credits of required coursework in music history, should you wish to take it.
5. The 400-level courses ALWAYS require an override before enrollment.

The following courses may be taken by master’s students to fulfill MUSIC HISTORY requirements:
* students must also sign up for the attached Graduate Seminar (MUS 892a) for a total of 3 credits.

FALL 2016

MUS 410*: Jazz History - 2 cr. (Prouty)
  - Graduate students must enroll for correlating MUS 892a (sec. 001) - 1 cr.
MUS 422*: 20th Century Europ-Amer Music Lit - 2 cr. (Field)
  - Graduate students must enroll for correlating MUS 892a (sec. 002) - 1 cr.
MUS 424*: Music, Sexuality and Gender - 2cr. (Ray)
  - Graduate students must enroll for correlating MUS 892a (sec. 003) - 1 cr.
MUS 429*: Music of East Asia - 2 cr. (Larkey)
  - Graduate students must enroll for correlating MUS 892a (sec. 004) - 1 cr.

SPRING 2017

MUS 419*: Baroque Music - 2 cr. (Ray)
  - Graduate students must enroll for correlating MUS 892a (sec. 001) - 1 cr.
MUS 421*: Music of the 19th C. - 2 cr (Field)
  - Graduate students must enroll for correlating MUS 892a (sec. 002) - 1 cr
MUS 423*: History of Opera - 2cr. (Ray)
  - Graduate students must enroll for correlating MUS 892a (sec. 003) - 1 cr.
MUS 426*: Music of Africa - 2 cr. (Larkey)
  - Graduate students must enroll for correlating MUS 892a (sec. 004) - 1 cr.
MUS 430*: Music of the Caribean - 2 cr. (Larkey)
  - Graduate students must enroll for correlating MUS 892a (sec. 005) - 1 cr

DOCTORAL STUDENTS

1. You may only count courses at the 800- or 900-level to meet your music history requirement.
2. If you are a DMA in Performance or Conducting, you must take 6 credits at the 800- or 900-level. Courses at the 400-level (2 cr) along with the MUS 892a Graduate Seminar (1 cr) for a total of 3 crs, can count as Electives only. Please see course information listed above.
3. MUS 830 does not count toward the 6 credits of required coursework in music history.
4. There are no MUS 892a courses for 3 credits.

The following courses may be taken by doctoral students to fulfill MUSIC HISTORY requirements:

FALL 2016

MUS 992: 001, Seminar in Musicology (Music and Violence) - 3cr. (Ray)
MUS 992: 002, Seminar in Musicology (Politics, Patronage and Performance) - 3 cr. (Field)

SPRING 2017

MUS 810: Graduate Jazz History - 3cr. (Prouty)
MUS 937: Seminar in 19th Century Music (Ives, Gershwin, Copland) - 3 cr. (Prouty)
MUS 992: 001, Seminar in Musicology (Performance Practice through Classic. Period) - 3cr. (Larkey)
ELECTIVE COURSE OPTIONS

Any of the following courses may be taken to fulfill the “elective” requirement of the Master of Music, Master of Arts, or Doctor of Musical Arts degrees. Please note that some of these courses may: require pre-requisites that you must meet in order to enroll, require permission of instructor, and/or require an override from the Graduate Studies Office.

1. Elective courses **cannot** be MUS 896-899 or MUS 996-999 credits
2. Elective credits **cannot** be lesson credits in your major instrument (85x)
3. The Schedule of Courses (www.schedule.msu.edu) includes additional details, the number of credits and the semester(s) they are offered.
4. * This course can count as Mcusicology or Elective, but **cannot** be counted as both.
   ** This course can count as Music Theory or Elective, but **cannot** be counted as both.

AL 461 Strategies of Arts and Cultural Mgt
AL 462 Promo & e-Commerce in Arts and Cultural Mgt
AL 463 Event Production & Planning for Arts and Culture
AL 471 Arts and Cultural Management Seminar
AL 464 Education and Outreach for Arts and Cultural Mgt
AL 465 Leadership & Innovation for Arts and Cultural Mgt
AL 467 Dev. & Public Relations for Arts and Cultural Mgt
AL 468 Facility/Operations Mgt for Arts and Cultural Mgt
AL 801 Intro. to Arts and Cultural Mgt (grad level)
AL 868 Law & Policy for Arts and Cultural Mgt

Students must contact the ACM Dept for overrides!

MUS 409 American Music *
MUS 410 Jazz History *
MUS 415 Art Song Literature (Lit): German
MUS 416 Art Song Lit: French, Spanish, and Italian
MUS 417 Art Song Lit: British and American
MUS 418 Opera and Oratorio Arias
MUS 420 18th C European Music Lit *
MUS 421 19th C Euro-American Music Lit *
MUS 422 20th Century European & Amer Music Lit *
MUS 423 History of Opera *
MUS 424 Music, Gender and Sexuality *
MUS 425 Music of South Asia & Diaspora *
MUS 426 Music of Africa *
MUS 429 Music of East Asia *
MUS 430 Music of the Caribbean *
MUS 435 Opera Theatre
MUS 436 Popular Music of Black America *
MUS 440 Electronic and Computer Music Lit
MUS 443 Anthropology of Music
MUS 448 Advanced Keyboard Methods and Lit I
MUS 449 Advanced Keyboard Methods and Lit II
MUS 462 Suzuki Methods and Materials
MUS 465 Music in Early Childhood
MUS 467 Elementary General Music Methods
MUS 480 Counterpoint
MUS 484 Instr & Basic Orchestration **
MUS 491 Special Topics in Music
MUS 496 Your Music Business
MUS 810 Jazz Studies (Prof. Permission Req) *
MUS 832 Seminar in Ethnomusicology *
MUS 835 Medieval Music *
MUS 836 Renaissance Music *
MUS 837 17th C Music*
MUS 840 Chamber Music Lit with Piano

MUS 442 Vocal Coaching Techniques
MUS 444 Science of Singing
MUS 445 Sound Production for Voice
MUS 446 Vocal Ensemble & Performance Practice
MUS 447 Vocal Literature I
MUS 448 Vocal Literature II
MUS 449 Advanced Keyboard Methods and Literature
MUS 450 Music Therapy
MUS 451 Music Psychology
MUS 452 Music Psychology II
MUS 453 Music Therapy...

MUS 841 Opera Score Reductions
MUS 842 Vocal Coaching Techniques
MUS 844 Secondary or Specialist Emphasis: Piano
MUS 845 Secondary or Special Emphasis: Voice
MUS 846 Secondary or Specialist Emphasis: String
MUS 847 Secondary or Specialist Emphasis: Brass
MUS 848 Secondary or Specialist Emphasis: Wdnd
MUS 850J Jazz Piano
MUS 851J Jazz Voice
MUS 852J Jazz Strings
MUS 853J Jazz Woodwinds
MUS 854J Jazz Brass
MUS 855J Jazz Percussion
MUS 856 Chamber Music
MUS 858A Sem. in Wind Cond. (Prof. Permission Req)
MUS 858B Sem. in Orchestral Cond. (Prof. Perm Req)
MUS 858C Sem. in Choral Cond. (Prof. Permission Req)
MUS 860 Sem. in Hist & Philosophy of Music Educ
MUS 861 Sem. in Psychology of Music Education
MUS 862 Sem. in Music Curriculum and Methodology
MUS 864 Research in Music Educ & Music Therapy
MUS 865 Graduate Counterpoint **
MUS 870 Contrapuntal Techniques I **
MUS 871 Contrapuntal Techniques II **
MUS 872 Tonal Forms **
MUS 873 Early 20th Century Techniques **
MUS 874 Schenkerian Analysis **
MUS 875 Analysis of Musical Scores **
MUS 877 Scoring for Orchestra & Band **
MUS 878 Advanced Scoring for Orchestra & Band **
MUS 879 Tonal Literature & Analysis **
MUS 880 Composition
MUS 881 Sem. in Composition
MUS 882 Composition with Computers
MUS 883 Advanced Computer Music Projects
MUS 890 MASTER’s Independent Study
MUS 935 Sem. in 18th-c. Music *
MUS 936 Sem. in 19th-c. Music *
MUS 937 Sem. in 20th-c. Music *
MUS 970 Pedagogy of Theory I **
MUS 971 Pedagogy of Theory II **
MUS 976 Performance and Analysis **
MUS 977 Advanced Schenkerian Analysis **
MUS 978 Sem. in 20th & 21st C. Mus Theory & Anly **
MUS 990 DOCTORAL Independent Study
MUS 992 Sem. in Mus Hist (beginning FS’16)
MUS 830 (Research Methods) Waiver

MUS 830 (Research Methods) is an important course, in which you will learn advanced principles of research, writing, editing, peer review, and so forth. This course is designed to prepare you for future work in musical scholarship, including (but certainly not limited to) the creation of research and grant proposals, as well as documents as part of your course of study. However, it is possible that students at the doctoral level may have completed a similar course at another institution as part of their masters degree.

In such cases, students may request a waiver for MUS 830 if a comparable course has been taken as part of previous graduate coursework. All waivers are at the discretion of the Musicology Area (as determined by the Area Chair) - these are not guaranteed.

All materials must be submitted to the Musicology Area Chair, who will conduct a review. In order to request a waiver for MUS 830, students must provide the following documentation:

1) Submit an original syllabus for the comparable course that was completed in previous graduate study (a PDF scan is fine). You should submit the full syllabus, along with all reading lists, supplemental materials, and/or assignments (just a schedule of topics may not be sufficient). Although specific requirements will vary from place to place, it is expected that course content will be generally parallel to MUS 830. Courses of only one credit hour will generally not be accepted, nor will courses that are strictly "bibliography" focused. Students must provide contact information for the instructor, or if the instructor is not available, the department offering the course. If the information on the syllabus cannot be verified, a waiver will not be granted.

* If credit hours do not follow a standard format, you must provide an explanation of the credit hour system.

** Syllabi from courses where the primary language of instruction is not English may be asked to provide a certified, independent translation of the document (any expenses in this regard must be borne by the student). Contact the Area Chair for more information on this.

2) Submit a copy (a PDF scan is fine) of your transcript showing the equivalent of a 3.0 grade in the course. In most cases, this will be a "B." If your previous institution uses a different grading system, please provide an explanation. Under no circumstances will a waiver be granted if the 3.0 threshold is not met - there will be no exceptions to this.

3) In some cases (at the discretion of the Area Chair), additional materials may be requested (i.e., coursework sample, consultations with instructors, etc.).

Independent Study Coursework

Independent Study is planned, highly individualized study, not addressable through any other course and should relate to a subject for which the student has adequate preparation. It is to be proposed, in detail, using a standard form found at: http://www.reg.msu.edu/read/pdf/indestudyapp.pdf.

It is to be directed by a faculty member with whom there is consistent contact and consultation throughout the study. Forms must be signed by both the student and the faculty member when turned into the Graduate Studies Office, for approval by the Associate Dean for Graduate Studies.

Approval should be obtained at the beginning of the semester and before the student is enrolled for or attending the course. The Master’s level course number is MUS 890 and the Doctoral level course number is MUS 990. Students cannot exceed 8 credit hours of independent study credit in a single academic semester. The Graduate Studies Office will do the enrollment for you.
DF – Deferred / I-Incomplete Grades
For specific, detailed language see: https://www.msu.edu/~ombud/grade-codes.html

DF-Deferred – Academic Credits
A DF-Deferred grade is reserved for graduate students who are passing an academic course but for acceptable reasons cannot complete the course during the regularly scheduled course period. Students who receive a DF-Deferred grade must complete the course work, and instructors must report the grade, within six months (190 calendar days) after the last class day of that semester. Students may request a six-month extension of this deadline. Faculty must then contact the Registrar’s Office to request an extension.

If a student fails to complete the required work by the deadline, the DF-Deferred grade will be changed to DF/U-Unfinished. To receive credit in the course, the student must reenroll in the course. This policy does not apply to thesis or dissertation courses.

DF-Deferred - Non-Academic Credits
A DF-Deferred grade is automatically assigned for the following courses: MUS 896, 897, 999 and MUS 997, 998, and 999. These courses will have a grade of DF until the degree certification form is submitted to the Registrar’s Office at the end of the degree. At that point they will convert to ‘Pass’ for Passing

I-Incomplete
To qualify for an I-Incomplete, a student must:
1. have completed 12 weeks of the semester but cannot complete the semester and/or take the final exam for a compelling reason;
2. be passing the course; and
3. in the instructor's opinion, be able to complete the course without repeating the course.

Instructors who issue an I-Incomplete must file an Agreement for Completion of I-Incomplete form, detailing the required course work. The deadline for removing the I-Incomplete and reporting the student's grade is the middle of the student's next semester on campus

Students who fail to meet their deadline will automatically receive a failing grade in the course. Both the I-Incomplete and DF-Deferred grades remain on a student's transcript, even after the grade is reported. If your instructor gives you either of these grades for reasons other than the criteria cited above, you may request that the grade marker be removed.

Running Start
Running Start is MSU’s multi-disciplinary program that helps equip students for life as a working musician. Running Start prepares students to creatively channel their passions into vibrant careers by providing:

* Individual career coaching with Christine Beamer, Director of Career Services and Music Entrepreneurship
* Events, workshops and/or courses
* Entrepreneurial opportunities like the Running Start Competition
* Engagement opportunities, including the Greater Lansing Community Concert Series and the Educational Engagement Residency
* Connections with entrepreneurial faculty and alumni
* Online resources for internships, jobs, auditions, and more

Explore the Running Start website, http://www.music.msu.edu/runningstart, to learn more about the program, check out alumni spotlights that feature the diverse careers of Spartan music grads, and create plans for your own career.

To register for Running Start events, workshops, or advising, visit Handshake, MSU¹s one stop shop for all things career related. Log in to http://msu.joinhandshake.com with your MSU email address and activate your account.

For current news about Running Start events and opportunities, follow Running Start on social media: Facebook: @MSURunningStart, Twitter: @MSURunningStart, or Instagram: @MSURunningStart
### BLANK Degree Worksheet - by Semester (for 2-3 years)

<table>
<thead>
<tr>
<th>Semester</th>
<th>Course #</th>
<th>Brief Course Title</th>
<th># of Credits</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Semester</th>
<th>Course #</th>
<th>Brief Course Title</th>
<th># of Credits</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Semester</th>
<th>Course #</th>
<th>Brief Course Title</th>
<th># of Credits</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Semester</th>
<th>Course #</th>
<th>Brief Course Title</th>
<th># of Credits</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

Other Notes:
________________________________________________________________________
________________________________________________________________________
________________________________________________________________________
________________________________________________________________________
Timeline/Process for Lecture-recital and Supporting Document
for DMA Students

1-2 YEARS PRIOR TO THE DEFENSE
It is to your advantage (though certainly not required) to develop some general ideas about your lecture-recital/document topic early in your DMA studies. Prior to registering for your third semester of study you are required to schedule a meeting with your guidance committee to determine your specific curriculum (Guidance Committee Report). [http://music.msu.edu/assets/213_TimelineforLec-RecDoc.pdf](http://music.msu.edu/assets/213_TimelineforLec-RecDoc.pdf)

During those meetings it is helpful to discuss possible topics so that your required coursework can provide “support” for those topics. It is particularly helpful to have some ideas about possible topics prior to taking MUS 830, because you will actually research and write a proposal during this class.

The major professor, as chair of the guidance committee, has primary responsibility to oversee work on the lecture-recitals and scholarly paper. History and theory representatives also play an active role in the development of the proposal and in shaping the focus and content of the lecture-recital. Overseeing the supporting scholarly paper is the responsibility of the major professor, who will determine its scope and content.

As you formulate a topic, you should discuss it with your major professor and with members of your guidance committee to garner their support and gain their insights AND to see if there are strenuous objections to it.

9-12 MONTHS PRIOR TO DEFENSE
Once the members of your guidance committee have agreed to the topic, you should commence work on the proposal itself. In consultation with your major professor, you should determine one person on your committee who will advise you in writing the proposal. This can be your major professor or the music history or music theory representative on your guidance committee. (This is not something the history or theory faculty are required to do automatically. You should consult with your major professor and then, if appropriate, speak to the history or theory faculty member in person, not via email.) It is also most appropriate to seek guidance from other committee members at this point, but you should avoid having multiple advisors, each of whom is looking at drafts of your proposal. A helpful guide to writing the proposal can be found at [http://music.msu.edu/information-for-students/for-graduate-students/doctoral-degrees-forms/](http://music.msu.edu/information-for-students/for-graduate-students/doctoral-degrees-forms/)

It will likely be necessary for you to produce several (3-5) drafts of your proposal before it is ready to be sent to the full guidance committee. When you submit a draft of your proposal to your advisor, you should anticipate at least a two-week “turn-around time.” Particularly after the mid-point of spring semester, your advisor may inform you that it will take significantly longer to return the proposal. It is your responsibility to build this turn-around time into your timetable.

7-8 MONTHS PRIOR TO DEFENSE
Once your proposal advisor has determined that the proposal is ready to be sent to the committee, you should seek the “OK” of your major professor if s/he is not acting as the advisor. You should then email the final version of the proposal to all committee members and request their approval. This email should contain a brief reminder about when you hope to defend your lecture-recital and document. Copy this email to musgrad@msu.edu and ask each committee member to REPLY ALL and either approve the proposal as is or provide suggestions for improvement. You should also complete a paper copy of the Proposal Acceptance Form and turn it in to the Graduate Office, #207 MPB. ([http://music.msu.edu/information-for-students/for-graduate-students/doctoral-degrees-forms/](http://music.msu.edu/information-for-students/for-graduate-students/doctoral-degrees-forms/))

You do NOT need to obtain signatures from the committee; their email approval is sufficient. Again, you should anticipate at least a two-week “turn-around time.” Remember that it is possible that one or more members of your committee will require you to make changes and this could add as much as a month, so be sure to build this into your timetable.
6-7 MONTHS PRIOR TO DEFENSE

The guidance committee must approve the proposal at least six months in advance of the defense, but you should seek to gain the approval of all committee members well in advance of that deadline.

Discuss with your advisor, how s/he would like to handle the various drafts of the document. Do they want to read each chapter as it is completed? Do they want to wait until the entire document is finished? Etc. You should anticipate at least a 2-3 week “turn-around time” with each submission, more if it is a particularly busy time of the year for your advisor. It is likely that your document will need to undergo several revisions before it is ready to be sent to the entire committee. Build each of these factors into your planning. It is generally not a good idea to share preliminary drafts of your document with committee members other than your advisor. This can sometimes lead to confusion.

1 MONTH PRIOR TO DEFENSE

Once your advisor has approved the final draft of your document, you should submit it to all guidance committee members. This must be done no later than one month prior to your defense.

At the same time, you should schedule a defense. (It might be a good idea to begin scheduling the defense IN ADVANCE of submitting your document to the committee, particularly if you are defending during the last part of spring semester.) This is your responsibility. Plan on 90 minutes for a lecture-recital/document defense. You should consider your own schedule and room availability in the College to determine a large number of potential times for your defense. Then send an email to the committee asking for their availability during those times. You must understand that faculty have complicated schedules and that successfully scheduling your defense may take a number of emails back and forth. Once all have agreed on a date and time, you should send a confirmation email to each committee member.

1 WEEK PRIOR TO DEFENSE

You should send each committee member an email reminder with date, time, and location of the defense. You should also send them a second reminder one or two days prior to the defense.

THE DEFENSE

The format of the defense begins with a presentation to the guidance committee of the lecture-recital itself. The student should communicate meaningfully about the music to the audience by both speaking and playing. The student may speak from an outline, note cards, or Powerpoint (strongly encouraged) but should not read the lecture. The musical performance need not be memorized. The lecture-recital should be approximately 60 minutes in length, more or less evenly divided between the lecture and the music. The musical performance may follow the lecture or may be interspersed throughout. The student must be prepared to perform all of the music, but may, at the discretion of the committee, be asked to perform only representative excerpts. Following the lecture-recital presentation the committee will likely have questions and suggestions both about the content and the presentation. They will likely also have comments and suggestions about the document. The student should be prepared to respond to questions in a coherent, thoughtful, and organized manner.

The student should bring a paper copy of the Record of Lecture-Recital Performance form (available at http://music.msu.edu/information-for-students/for-graduate-students/doctoral-degrees-forms/ or outside Rm 207 MPB) to the defense. It is the responsibility of the chair of the guidance committee (the major professor) to return the signed form to the Graduate Office.

AFTER THE DEFENSE

If the lecture-recital is approved at the defense, the student may then proceed to the public performance of the lecture-recital. This may be done on or off campus; members of the guidance committee are not required to attend. As with other degree recitals, the front office will produce a program. The student is responsible for ensuring that an audio (or video) recording of the performance is made, either by MSU Recording Services or another provider. If a recording is not made by Recording Services, the student is responsible providing the Graduate Office with the
recording. If the lecture-recital is not approved at the defense, the chair of the committee will instruct the student as to next steps.

At the defense, the committee will either approve the document as is, approve the document subject to changes to be made and approved by the advisor, or ask to see a revised copy of the document. Consult with your advisor after the defense as to the status of your document.

Once the document has been approved by all committee members, you must turn in one pdf copy of the final version to the College of Music Graduate Office. You do NOT turn in a copy to the Graduate School. As a courtesy, you should also turn in a copy to your advisor and any other committee member who requests a copy.
<table>
<thead>
<tr>
<th>When</th>
<th>What</th>
<th>Notes</th>
</tr>
</thead>
<tbody>
<tr>
<td>1-2 years before the defense</td>
<td>Develop ideas for a topic</td>
<td>1.</td>
</tr>
<tr>
<td></td>
<td></td>
<td>2.</td>
</tr>
<tr>
<td></td>
<td></td>
<td>3.</td>
</tr>
<tr>
<td></td>
<td></td>
<td>4.</td>
</tr>
<tr>
<td>9-12 months before the defense</td>
<td>Work on the proposal with advisor and determine if IRB approval is required and follow through the process as needed.</td>
<td>1. Draft 1 submitted _________________</td>
</tr>
<tr>
<td></td>
<td></td>
<td>2. Draft 2 submitted _________________</td>
</tr>
<tr>
<td></td>
<td></td>
<td>3. Draft 3 submitted _________________</td>
</tr>
<tr>
<td></td>
<td></td>
<td>IRB  yes  no</td>
</tr>
<tr>
<td>6-7 months before the defense</td>
<td>Send proposal to all committee members</td>
<td>Who on committee has approved:</td>
</tr>
<tr>
<td></td>
<td></td>
<td>1. (Chair)</td>
</tr>
<tr>
<td></td>
<td></td>
<td>2.</td>
</tr>
<tr>
<td></td>
<td></td>
<td>3.</td>
</tr>
<tr>
<td></td>
<td></td>
<td>4.</td>
</tr>
<tr>
<td></td>
<td>Work on document with advisor. Submit multiple drafts</td>
<td></td>
</tr>
<tr>
<td>1 month before the defense</td>
<td>With approval of your advisor, submit final copy to your committee and schedule defense</td>
<td>TENTATIVE:</td>
</tr>
<tr>
<td></td>
<td></td>
<td>Date:</td>
</tr>
<tr>
<td></td>
<td></td>
<td>Time:</td>
</tr>
<tr>
<td></td>
<td></td>
<td>Location:</td>
</tr>
<tr>
<td>1 week before the defense</td>
<td>Send reminder note to committee</td>
<td>Date e-mail reminder sent: _______________</td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Defense</td>
<td></td>
<td>Date:</td>
</tr>
<tr>
<td></td>
<td></td>
<td>Time:</td>
</tr>
<tr>
<td></td>
<td></td>
<td>Location:</td>
</tr>
<tr>
<td>After the defense</td>
<td>Complete lecture-recital. Complete any changes in document required by your committee and submit a pdf to Graduate Office.</td>
<td>Date of L-R: _____</td>
</tr>
<tr>
<td></td>
<td></td>
<td>Date of submission of pdf: _____</td>
</tr>
</tbody>
</table>
Timeline/Process for Two Lecture-Recital Option
for DMA Students

1-2 YEARS PRIOR TO THE DEFENSE
It is to your advantage (though certainly not required) to develop some general ideas about your lecture-recital topic(s) early in your DMA studies. Prior to registering for your third semester of study you are required to schedule a meeting with your guidance committee to determine your specific curriculum (Guidance Committee Report).

http://music.msu.edu/information-for-students/for-graduate-students/doctoral-degrees-forms/

During those meetings it is helpful to discuss possible topics so that your required coursework can provide “support” for those topics. It is particularly helpful to have some ideas about possible topics prior to taking MUS 830, because you will actually research and write a proposal during this class.

The major professor, as chair of the guidance committee, has primary responsibility to oversee work on the lecture-recitals. History and theory representatives also play an active role in the development of the proposal and in shaping the focus and content of the lecture-recital.

As you formulate a topic, you should discuss it with your major professor and with members of your guidance committee to garner their support and gain their insights AND to see if there are strenuous objections to it.

The following timeline refers to only one lecture-recital. It is possible (and strongly encouraged) to work simultaneously on both lecture-recitals. Each lecture-recital requires a separate proposal, and you will need to apply this timeline to each of them.

6-9 MONTHS PRIOR TO DEFENSE
Once the members of your guidance committee have agreed to the topic, you should commence work on the proposal itself. In consultation with your major professor, you should determine one person on your committee who will advise you in writing the proposal. This can be your major professor or the music history or music theory representative on your guidance committee. (This is not something the history or theory faculty are required to do automatically. You should consult with your major professor and then, if appropriate, speak to the history or theory faculty member in person, not via email.) It is also most appropriate to seek guidance from other committee members at this point, but you should avoid having multiple advisors, each of whom is looking at drafts of your proposal. A helpful guide to writing the proposal can be found at http://music.msu.edu/assets/2015-Timelinefor2Lec-Rec.pdf.

It will likely be necessary for you to produce several (3-5) drafts of your proposal before it is ready to be sent to the full guidance committee. When you submit a draft of your proposal to your advisor, you should anticipate at least a two-week “turn around time.” Particularly after the mid-point of spring semester, your advisor may inform you that it will take significantly longer to return the proposal. It is your responsibility to build this into your timetable.

3-4 MONTHS PRIOR TO DEFENSE
Once your proposal advisor has determined that the proposal is ready to be sent to the committee, you should seek the “OK” of your major professor if s/he is not acting as the advisor. You should then email the final version of the proposal to all committee members and request their approval. This email should contain a brief reminder about when you hope to defend your lecture-recital. Copy this email to musgrad@msu.edu and ask each committee member to REPLY ALL and either approve the proposal as is or provide suggestions for improvement. You should also complete a paper copy of the Proposal Acceptance Form and turn it in to the Graduate Office, #207 MPB.

http://music.msu.edu/information-for-students/for-graduate-students/doctoral-degrees-forms/

You do NOT need to obtain signatures from the committee; their email approval is sufficient. Again, you should anticipate at least a two-week “turn around time.” Remember that it is possible that one or more members of your committee will require you to make changes, so be sure to build this into your timetable.
1-2 MONTHS PRIOR TO DEFENSE
The guidance committee must approve the proposal at least one month in advance of the defense. Once the committee has approved the proposal, you should schedule a defense. This is your responsibility. Plan on 75 minutes for a lecture-recital defense. You should consider your own schedule and room availability in the College to determine a large number of potential times for your defense. Then send an email to the committee asking for their availability during those times. You must understand that faculty have complicated schedules and that scheduling your defense may take a number of emails back and forth. Once all have agreed on a date and time, you should send a confirmation email to each committee member.

1 WEEK PRIOR TO DEFENSE
You should send each committee member an email reminder with date, time, and location of the defense. This email should include a copy of the approved proposal to remind them of its content. You should also send them a reminder one or two days prior to the defense.

THE DEFENSE
The format of the defense begins with a presentation to the guidance committee of the lecture-recital itself. The student should communicate meaningfully about the music to the audience by both speaking and playing. The student may speak from an outline, note cards, or Powerpoint (strongly encouraged) but should not read the lecture. The musical performance need not be memorized. The lecture-recital should be approximately 60 minutes in length, more or less evenly divided between the lecture and the music. The musical performance may follow the lecture or may be interspersed throughout. The student must be prepared to perform all of the music, but may, at the discretion of the committee, be asked to perform only representative excerpts. Following the lecture-recital presentation the committee will likely have questions and suggestions both about the content and the presentation. The student should be prepared to respond to questions in a coherent, thoughtful, and organized manner.

The student should bring a paper copy of the Record of Lecture-Recital Performance form (available at http://music.msu.edu/information-for-students/for-graduate-students/doctoral-degrees-forms/ or outside Rm 207 MPB) to the defense. It is the responsibility of the chair of the guidance committee (the major professor) to return the sign form to the Graduate Office.

AFTER THE DEFENSE If the lecture-recital is approved at the defense, the student may then proceed to the public performance of the lecture-recital. This may be done on or off campus; members of the guidance committee are not required to attend. As with other degree recitals, the front office will produce a program. The student is responsible for ensuring that an audio recording of the performance is made, either by MSU Recording Services or another provider. If a recording is not made by Recording Services, the student is responsible providing the Graduate Office with the recording. If the lecture-recital is not approved at the defense, the chair of the committee will instruct the student as to next steps.
## Chart for Timeline for two lecture-recitals

Student: Print this page and use it to help prepare for your successful defense.

<table>
<thead>
<tr>
<th>When</th>
<th>What</th>
<th>Notes</th>
</tr>
</thead>
<tbody>
<tr>
<td>Develop ideas for a topic</td>
<td>1-2 years before the defense</td>
<td>1.</td>
</tr>
<tr>
<td></td>
<td></td>
<td>2.</td>
</tr>
<tr>
<td></td>
<td></td>
<td>3.</td>
</tr>
<tr>
<td></td>
<td></td>
<td>4.</td>
</tr>
<tr>
<td>Work on the proposal with advisor</td>
<td>6-9 months before the defense</td>
<td>1. Draft 1 submitted _________________</td>
</tr>
<tr>
<td></td>
<td>Determine if IRB approval is required and follow through the process as needed.</td>
<td>2. Draft 2 submitted _________________</td>
</tr>
<tr>
<td></td>
<td></td>
<td>3. Draft 3 submitted _________________</td>
</tr>
<tr>
<td></td>
<td></td>
<td>IRB ____ yes ____ no</td>
</tr>
<tr>
<td>Send proposal to all committee members</td>
<td>3-4 months before the defense</td>
<td>Who on committee has approved:</td>
</tr>
<tr>
<td></td>
<td></td>
<td>1. (Chair)</td>
</tr>
<tr>
<td></td>
<td></td>
<td>2. ___________________________</td>
</tr>
<tr>
<td></td>
<td></td>
<td>3. ___________________________</td>
</tr>
<tr>
<td></td>
<td></td>
<td>4. ___________________________</td>
</tr>
<tr>
<td>With approval of the committee, schedule defense</td>
<td>1-2 months before the defense</td>
<td>TENTATIVE:</td>
</tr>
<tr>
<td></td>
<td></td>
<td>Date:</td>
</tr>
<tr>
<td></td>
<td></td>
<td>Time:</td>
</tr>
<tr>
<td></td>
<td></td>
<td>Location:</td>
</tr>
<tr>
<td>Send reminder note to committee</td>
<td>1 week before the defense</td>
<td>Date e-mail reminder sent: __________________</td>
</tr>
<tr>
<td>Defense</td>
<td>After the defense</td>
<td>Date of L-R #1: _____</td>
</tr>
<tr>
<td></td>
<td></td>
<td>Date of L-R #2: _____</td>
</tr>
</tbody>
</table>
VI. FUNDING OPTIONS

1. MSU Financial Aid
   http://www.finaid.msu.edu/default.asp

Financial aid regulations prohibit a school from allowing students to use financial aid intended for one semester to pay for school charges from a prior semester.

Students CANNOT use FUTURE aid to pay past due bills UNLESS the total amount you owe MSU from the prior semester(s) is $200 or less. Students CANNOT take out an MSU Short Term Loan to pay a bill you have a hold for because of the past due bill. There are no exceptions or appeals.

Students receiving federal Title IV financial aid are required to meet several standards to demonstrate they are making academic progress. The Office of Financial Aid (OFA) must monitor Satisfactory Academic Progress (SAP) for all financial aid recipients.  http://www.finaid.msu.edu/sap.asp

Types of monitoring:

Time Limit

Students in graduate programs may not receive financial aid if they have exceeded the time limits published in ‘Academic Programs’ for master’s, doctoral, or professional programs, respectively.  http://www.reg.msu.edu/AcademicPrograms/Text.asp?Section=111#s403

- If you are attempting a master’s degree and reach the five (5) year eligibility limit, you would be denied further aid until a master’s degree has been conferred, at which time you would regain eligibility for a second master’s, doctoral or professional degree.
- If you are attempting a doctoral degree and reach the eight (8) year eligibility limit, you would be denied further aid until a doctoral degree has been conferred, at which time you would regain eligibility for a second master’s, doctoral or professional degree.

Completion Rate

Students must complete 67% of the courses they attempt each semester. See the Definitions of Terms section of ‘Academic Programs’ for an explanation of Attempted Credits. http://www.reg.msu.edu/AcademicPrograms/Text.asp?Section=111#s403

- Students who fail to complete 67% of their attempted courses in a semester will be placed on probation for one (1) semester. Failure to complete 67% in the next enrolled semester will result in aid denial until the completion rate is brought above 67%. Semesters of non-attendance are not counted in this calculation. Dropped courses are counted as courses the student has failed to complete.

Excessive Withdrawals

Students may not withdraw more than 3 semesters during their attendance and still retain their federal or MSU financial aid. Students who have withdrawn three times will be warned. A fourth withdrawal will result in denial of further aid.

GPA Requirements

Students must have a cumulative grade point average (GPA) sufficient to meet University graduation requirements. Graduate students must have a minimum GPA of 3.00.

- Students with a cumulative GPA below 3.0 will be placed on probation. If the cumulative GPA is still below 3.0 at the end of the next term of enrollment, the student is denied financial aid until he or she regains the required cumulative GPA.

Appeal process:

Students who have faced extraordinary circumstances may appeal the denial of financial aid. Documentation of circumstances is required and students are cautioned that appeals are not routinely approved. Contact OFA for a Satisfactory Academic Progress Appeal Application.
Continuing at MSU after aid is denied:
Unless academically dismissed by MSU, students denied financial aid generally may continue attending using private aid sources or by funding their education themselves.

2. College of Music Scholarships

Scholarships are awarded upon recommendation of the faculty in recognition of musical ability and merit. These awards are made by the College of Music and are separate from awards made by the University based on financial need. **Students receiving music scholarships are expected to carry a full academic course load and perform in a major ensemble each term, make normal progress toward their degrees, and fulfill other requirements as listed on the scholarship contract.** Scholarships may be renewed upon recommendation of the faculty.

Your scholarship will be listed in StuInfo and deducted from your bill at the time of billing. If your scholarship award is not listed on your bill, you should check with the Admissions Director, Ben Ebener, in Room 251 Music Building.

3. Graduate Fellowship Monies

Fellowships are awarded upon recommendation of the faculty in recognition of musical ability and merit. These awards are made by the College of Music and are separate from awards made by the University based on financial need. **Students receiving music fellowships are expected to carry a full academic course load and make normal progress toward degree completion.** Fellowships may be renewed upon recommendation of the faculty.

Your fellowship will **not** be listed in StuInfo, but will be deducted from your bill at the time of billing.

4. Graduate Student Travel Funding Criteria

Funds are available for graduate students to travel to **present their “research” at professional venues.** This includes researchers whose papers have been selected for presentation at a conference through a peer-review process, composers whose works have been selected through a peer-review process for performance at a conference, festival, or other prestigious venue, or performers or conductors who have been selected through a peer-review process to appear in a competition, conference, festival, or other prestigious venue. These funds are not available to support thesis/dissertation research projects or course work, nor are they available to attend academic conferences. This funding is only for graduate students pursuing a degree program. Requests for funding to travel to international meetings will be considered jointly by The Graduate School and the Office of International Studies and Programs (ISP). **Students must submit detailed uses for this money.**

Applications will be accepted at any time during the fiscal year (July 1-June 30) or until designated funds are exhausted. **Students must be enrolled to receive funding.**

** Students must submit detailed uses for this money. **Ex: These funds will be used to offset cost of airfare, hotel, food, registration, etc. listing the amount beside that category. Other financial aid, including student loans, **MAY**, be effected by the receipt of this money.

** Effective 2014-15, the College of Music has annual limits on its Travel Funding and Research Enhancement monies. **Limit of $2500 for international projects; Limit of $1500 for domestic projects; Limit of $2500 TOTAL for the year. These limits are different from the Graduate School limit, which is a career limit.**
5. **Graduate Student Research Enhancement Award Criteria**

Funds are available to support activities that enhance graduate students’ research projects including travel **to participate in workshops, data collection, short courses and master classes**. The student must be an **active participant in a masterclass or other comparable educational experience**. These funds cannot be used to attend workshops with your major professor or to purchase equipment.

Under special circumstances, funding requests to purchase supplies/materials relevant to the student’s research will be considered. Research enhancement funding is only for graduate students enrolled in a degree program.

The application and directions for applying can be found outside of the College of Music Graduate Office or at: [https://grad.msu.edu/sites/default/files/content/fellowships/Research%20Enhancement%20Funding%20Application.pdf](https://grad.msu.edu/sites/default/files/content/fellowships/Research%20Enhancement%20Funding%20Application.pdf). Applications will be accepted at any time during the fiscal year (July 1-June 30) or until designated funds are exhausted. Students must be enrolled to receive funding.

** Students must submit detailed uses for this money. Ex: These funds will be used to offset cost of airfare, hotel, food, registration, etc. listing the amount beside that category. Other financial aid, including student loans, MAY, be effected by the receipt of this money.

** Effective 2014-15, the College of Music has annual limits on its Travel Funding and Research Enhancement monies. **Limit of $2500 for international projects; Limit of $1500 for domestic projects; Limit of $2500 TOTAL for the year. These limits are different from the Graduate School limit, which is a career limit.**

6. **College of Music Dissertation Completion Fellowship**
   http://music.msu.edu/information-for-students/for-graduate-students/graduate-student-funding/

**Award:** $7,000 stipend

**Awardees:**
- must be a doctoral student in the final stages of writing a dissertation, document, composition, or preparing a final lecture-recital.
- must register for at least one credit during the semester in which they accept the award
- must demonstrate in the application materials their ability to complete the degree within one (1) calendar year of the application date

Students with other scholarships or loans must check with the Office of Financial Aid to see if this award will affect their funding. The College of Music is not responsible for any reductions in aid or penalties related to receipt of this award.

The application and directions for applying can be found at the College of Music website.

**Application deadlines:**
- For Spring 2017 or Summer 2017: October 25, 2016
- For Summer 2017 or Fall 2017: March 20, 2017

7. **Emergency Funding Fellowship**

The Graduate School has limited funding available for graduate students for unusual or unforeseen emergency expenses. This funding is only for graduate students pursuing a degree program. Please be aware that emergency funds are provided on a one-time only basis. Awards are contingent upon eligibility, endorsements, availability of funds, and, in most cases, cost-sharing by the student's college and department.

The application and directions can be found at [http://grad.msu.edu/fellowships/emergency.aspx](http://grad.msu.edu/fellowships/emergency.aspx).
8. **OISS Emergency Funding**
   [http://oiss.isp.msu.edu/documents/students/ertuition.pdf](http://oiss.isp.msu.edu/documents/students/ertuition.pdf)

   The Emergency Tuition Award program is administered by OISS to provide emergency tuition assistance to a limited number of international students in their last academic year. Please visit their website or their office for details on applying.

9. **OTHER MSU Graduate School Funding Options** - [http://grad.msu.edu/funding/](http://grad.msu.edu/funding/)

   * These awards are for incoming students and should NOT be applied for directly by the student.

   ** Applications to ALL of the following awards are done in cooperation between your primary professor, the Graduate Studies Office, and the Graduate School.

   **University Distinguished Fellowships**
   - recognizing academic achievement, research goals, demonstrated leadership potential, and contribution to a diverse educational community.

   **University Enrichment Fellowships**
   - recognizing academic achievement, research goals, contribution to a diverse educational community, and a record of overcoming obstacles.

   **Educational Opportunity Fellowship**
   - applicants must demonstrate a need for financial assistance and have a minimum undergraduate federal indebtedness of $16,000, both as determined by the MSU Office of Financial Aid.

   **AAGA - Academic Achievement Graduate Assistantships**
   - recruitment program designed to assist academic units in attracting diverse students who have traditionally not participated in graduate programs in their units. This may include applicants from bilingual households.

   **King-Chavez-Parks Future Faculty Fellow Program**
   - applicants must be U.S. citizens enrolled in an MSU doctoral program,
   - have successfully completed comprehensive examinations, and
   - have the potential to broaden inclusiveness of college or university faculty in the social sciences, humanities, education, or STEM fields
VII. INTERNATIONAL STUDENTS

**International Student Admissions**
International students must meet all of the same requirements as U.S. residents. They must also meet specified language proficiency levels - first by the College and then by MSU.

The following websites provide lots of information about the process for International students:
The Graduate School [https://grad.msu.edu/apply](https://grad.msu.edu/apply)
Office of International Students and Scholars (OISS) [http://oiss.isp.msu.edu/](http://oiss.isp.msu.edu/)

**Language Requirements**
College of Music applicants must meet all College and MSU language requirements prior to acceptance. All international applicants and applicants whose first language is not English must be able to be proficient in English as a condition for regular admission to Michigan State University.

If they have not met those requirements, students must postpone their application and re-apply to the College of Music and MSU. When they have passing TOEFL scores or after attending and passing testing/classes at the English Language Center on MSU’s campus ([http://elc.msu.edu/](http://elc.msu.edu/)), they can be accepted to the College of Music and MSU.

While some colleges allow Provisional Admission, the College of Music does not allow Provisional Admission. [https://grad.msu.edu/sites/default/files/content/apply/englangpro.pdf](https://grad.msu.edu/sites/default/files/content/apply/englangpro.pdf)

**Office of International Students and Scholars (OISS)**
103 International Center, oiss@msu.edu fax 517-355-4657, phone 517-353-1720
Website [http://oiss.isp.msu.edu/](http://oiss.isp.msu.edu/)

**The OISS office provides new student orientation and other social/cultural programming throughout the year to assist International Students. On their website you can find information and/or website listings on:**

- Getting Started
- Traveling to MSU
- Traveling to the US
- University Housing
- Living at MSU
- Living in American Society
- Living in the East Lansing/Lansing Community
- Health Care Information (Olin Health Center)
- Financial Aid Office
- Grants and Scholarships for international students
- Conversion Tables
- American Holidays
- CATA Bus Information
- Immigration Information
- Immigration Related Information
- Change of Status
- Maintaining Legal Status
- Internationalizing Student Life
- International Student Groups
- Counseling Center
- Community Volunteers for Int’l Programs (CVIP)
- English Language Center
- Volunteer English Tutoring Program (VETP)
- Travel
- Campus Center
- Career Services and Placement

**New International Student Orientation**
[http://oiss.isp.msu.edu/documents/students/orientationschedule/Fall16_International_GradStudent_OISSVersion.pdf](http://oiss.isp.msu.edu/documents/students/orientationschedule/Fall16_International_GradStudent_OISSVersion.pdf)

As indicated on the materials you received from the University Admissions Office, you are required to check-in with the Office of International Students and Scholars [OISS]. If you arrive prior to that date, please go to Room 103 of the Center for International Studies to check-in. You will receive a packet of information and forms that you must complete to begin your career as a student in our university.

If you have questions about being a new student at MSU, please contact OISS at e-mail oiss@msu.edu fax number 517-355-4657, telephone 517-353-1720 or go to their website [http://oiss.isp.msu.edu/](http://oiss.isp.msu.edu/).
SEVIS

SEVIS is the Student and Exchange Visitor Information System. [http://www.ice.gov/sevis/index.htm](http://www.ice.gov/sevis/index.htm)

It is an internet-based system in which the U.S. Immigration and Naturalization Service (INS) maintains information on nonimmigrant students holding F, M and J visas. Under SEVIS, MSU is required to provide regular electronic reports to the INS.

**DSOs are required to report on students within 21 days of the start of a semester.**

INS is required to audit higher education institutions compliance records every two years. If a school is not complying, they face a one year suspension from admitting any international students.

1. **Address**
   Students may NOT use a P.O. Box or an office address. They must use the address that describes their residence. In addition, students are required to notify the DSO (Designated School Official) within 10 days of any change in their name or address. The DSO has 21 days to notify the INS.

2. **Reporting Cycle**
   DSOs are required to report the occurrence of any of the following events:
   
   A. Any student who has failed to maintain status or complete his or her program
   B. A change of the student or dependent’s legal name or U.S. address
   C. Any student who has graduated early or prior to the program end date listed on the SEVIS I-20 Form
   D. Any disciplinary action taken by the school against the student as a result of the student being convicted of a crime
   E. Any other notification request made by SEVIS to the DSO with regard to the current status of the student
   F. Whether the student has enrolled at the school, dropped below a full course of study without prior authorization by the DSO *, or failed to enroll
   G. The current address of each enrolled student
   H. The start date of the student’s next semester

3. **Full-time Status Reminder**
   All students who are on F and J visas are required to be enrolled full time by the close of open enrollment of each semester. **Full time at MSU is:** (cr = credits)
   
   Masters without assistantship: 9 cr per semester  
   Doctoral without assistantship: 6 cr per semester
   
   **with assistantship:** 6 cr per semester  
   Doctoral students who have passed all required comprehensive exams: 1 credit per semester

4. **Reduced Course Load** *
   A student who drops below a full course of study without the prior approval of the DSO will be considered out of status. Acceptable reasons for students to take a reduced course load include:
   
   - students encountering academic difficulty; for only one semester of a degree program.
   - graduate students who have completed their coursework and who are pursuing their thesis or dissertation research
   - students in their final term of study and do not need a full course of study to complete degree
   - students who have encountered a medical problem; for a maximum of one year.
5. Can a student who has been reported to the INS as out of status regain their legal student status?
   - If an international student violated his/her legal immigration status, they may apply to the INS for a reinstatement if the “violation of status resulted from circumstances beyond the student’s control” such as an illness, injury or natural disaster. If the institution was in error in reporting the student as out of status, this would be considered out of the student’s control and they would be eligible to apply to the INS for reinstatement.
   - The student may not apply for reinstatement under any circumstances if he/she has been out of status for more than 5 months. [http://www.uscis.gov/portal/site/uscis](http://www.uscis.gov/portal/site/uscis)

**International students serving as Graduate Teaching Assistants**

If you have been offered a Graduate Teaching Assistantship, you are required to attend a university-wide orientation program. You will be notified by the department as to the procedure for signing up. Because International Graduate Assistants are required to arrive on campus early, the university will provide lodging and meals for them during the International TA Orientation. Those attending the orientation will receive additional information in the mail from the University’s ITA program. If you have questions, you may ask them by e-mail. Please check out their website: [https://grad.msu.edu/tap](https://grad.msu.edu/tap).

**SPEAK TEST**

International students who are Graduate Teaching Assistants are generally required to take the SPEAK test to demonstrate their knowledge of the English language, their ability to understand spoken English and to speak in English.
   - Teaching Assistants in Musicology and Music Theory are required to take this exam.
   - Teaching Assistants in Performance, Composition, Conducting and Jazz Studies do not have to take it.

**Under Enrollment Status Report**

[http://oiss.isp.msu.edu/resources/forms.htm](http://oiss.isp.msu.edu/resources/forms.htm)

If students will not meet the requirement, they **must** complete this form. One section is completed by the student and one section is completed by the Academic Advisor. **The student is responsible for submitting the form to OISS.**

**PLEASE NOTE:** Federal regulations severely limit the student’s ability to under enroll. If they drop below full time without authorization, OISS is required by law to report this and they will be considered out of status.

Students can only use reasons 1 through 4 **once per degree; not** one time for each reason. Students need to carry at least half of required credits to use reasons 1 through 4 listed below.

1. Initial difficulty with reading requirements (used in first year of study)
2. Initial difficulty with English language (used in first year of study)
3. Unfamiliar with American teaching methods (used in first year of study)
4. Improper course placement (appropriate any time during course of study)
   ** The students are responsible for their course placement and for making progress toward their degree.

Reasons below can be used **even though reasons 1 through 4 might have been used in the past.**

1. Last semester exemption (student **must** graduate this semester)
2. Medical condition that prevents full time study (in addition to the advisor’s signature, student **must** obtain a note from a medical doctor or a board certified psychologist). **This reason has a 2-semester limit.**

**Semester Off Authorization Form**

[http://oiss.isp.msu.edu/resources/forms.htm](http://oiss.isp.msu.edu/resources/forms.htm)

OISS is required to report this by law, to report F-1 or J-1 students planning to take a semester off, excluding summer semester. **Students must submit this form to OISS PRIOR to taking fall or spring off.**

** Students must fill out the form completely and thoroughly
** OISS will not authorize it if they are not complete
** The student is responsible for dropping any/all enrollments prior to leaving MSU.
** The student is responsible for continuing to check the MSU e-mail while they are away.

Options:
I am taking a SEMESTER OFF and REMAINING IN THE UNITED STATES
Students must have been full time in the previous summer semester. Full time campus employment and housing may not be available to you. That is up to University Housing.

or

I am taking a SEMESTER OFF and LEAVING THE UNITED STATES
Students need to read the options carefully and mark which is most appropriate.
* If you are absent for more than 5 months, contact OISS 2 months before you return to confirm that your I-20/DS-2019 is valid for reentry or to obtain a new I-20/DS-2019.

** International students wishing to work on or off campus MUST comply with OISS rules and regulations, AND, complete any/all necessary paperwork. It is YOUR responsibility to make sure you have the right forms and that you get them turned in correctly. **

Helpful websites include:
http://oiss.isp.msu.edu/students/employ/
http://oiss.isp.msu.edu/documents/students/US_Workplace.pdf - as an F-1 Visa student
http://oiss.isp.msu.edu/documents/students/OISS_Webinar_CPT.pdf - after you graduate
http://oiss.isp.msu.edu/documents/students/OISS_Webinar_OPT.pdf - for J-1 Visa holders

Curricular Practical Training (CPT)

** NOTE: International students may NOT be paid in any manner (paycheck, cash, food, house, etc.) for employment or volunteering (including internships) – without first determining if they are eligible for CPT and completing the appropriate paperwork. Failure to do this correctly could adversely affect VISA status. This could result in being turned away at entry to the US or in being deported. **

Curricular Practical Training (CPT) is temporary employment authorization directly related to an F-1 student’s academic program. CPT is typically done on a part-time basis (up to 20 hours a week) during the school year and on a full time basis (over 20 hours a week) during vacation periods. The work must be related to field of study. (For musicians, this would be performing, teaching, and/or administrative work or internships.)

Who is Eligible for CPT?
The F-1 student who has been in full-time student status for 9 months preceding the CPT application is eligible. Typically, this means international students in the second year of their degree program or international students who have just completed a degree at an American university. F-1 students on full or part time CPT during the school year must be registered full time. Students may not take a reduced course load and then apply for CPT.

Students who are finished with program requirements and who are merely delaying graduation to make use of CPT will not be granted CPT.

How to apply for CPT
1) Obtain an official offer of employment from the employer.
   This is a letter from the employer that outlines the nature of the employment, duties, time frame and pay.
2) Fill out the CPT form and submit to the College of Music Graduate Advisor with the offer of employment letter for approval.

3) Take the signed CPT form and employment letter to OISS. The student is responsible for submitting the form to OISS.

**NOTE:**
CPT forms need to be completed for each semester even if the offer of employment is for the entire year

More Information about CPT:

You must have an offer of employment to apply for CPT.

- Even off campus non-paid internships may require authorization by OISS. The Graduate Advisor first recommends the CPT. It is then authorized by the “Designated School Official” (International Student Advisor) in OISS. Students who have completed their applications and have all materials ready should make an appointment with OISS to have their CPT processed.
- If you change employers while on CPT, you need to file a new CPT application.
- You are authorized for specific dates of employment on your I-20. You may **not** begin before the start date or continue working after the end date. If you expect that you will need to work past your end date, you must reapply for CPT and be approved by OISS. OISS will only authorize CPT for a semester at a time unless you are in a **required** internship program that extends beyond the semester.

Optional Practical Training (OPT)

http://oiss.isp.msu.edu/resources/forms.htm

Optional Practical Training (OPT) is practical work experience in your field of study. OPT employment authorization is granted for 12 months typically after completion of a degree. There are no OPT extensions beyond 12 months. Students are eligible if they are in F-1 status and have been enrolled on a full-time basis for at least nine months; **and** who will be completing a course of study this semester or in the near future; **and** whose proposed OPT employment will be directly related to their course of study.

A student can apply for an OPT up to 90 days prior to the end of his/her program end date and up to 60 days after his/her program end date. **Though it is possible to file the I-765 (OPT) after graduation, we do not recommend doing so as the USCIS processing times vary and you may lose some of your 12-month employment authorization.**

**If you plan to spend your last semester outside of the US, you might not be eligible for OPT. Please consult with an OISS advisor.**

All students on OPT are required to report any change of name or address, or any interruption of employment to the OISS at Michigan State University.

More Information about OPT:

- During post-completion OPT, F-1 status is dependent upon employment.
- The employment does NOT have to be paid employment. Therefore, a student who is engaged in “freelance” employment (including performance majors with regular “gigs”), interning, or volunteering in a position directly related to the academic field would be considered “employed” for the purposes of OPT employment.
- Students may not accrue an more than 90 days of unemployment during any post-completion OPT.
- Employment authorization will begin on the date requested or the date the employment authorization is adjudicated (approved), whichever is later.
- Students must comply with the employment reporting requirements.

The student is responsible for submitting the form to OISS.
VIII. STUDENT CONDUCT AND CONFLICT RESOLUTION

The principles of truth and honesty are recognized as fundamental to a community of scholars. The College of Music expects that students will honor these principles and, in so doing, to protect the validity of University education and grades. Practices that maintain the integrity of scholarship and grades include providing accurate information for academic work by the student to whom it is assigned, without unauthorized aid of any kind. To encourage adherence to the principles of truth and honesty, instructors should exercise care in planning and supervising academic work.

INTEGRITY OF SCHOLARSHIP AND GRADES

The following statement of University policy addresses principles and procedures to be used in instances of academic dishonesty, violations of professional standards, and falsification of academic or admission records, herein referred to as academic misconduct. [See General Student Regulation 1.00, Protection of Scholarship and Grades and Graduate Students Rights and Responsibilities (GSRR) [http://splife.studentlife.msu.edu/graduate-student-rights-and-responsibilities].]

1. The principles of truth and honesty are recognized as fundamental to a community of scholars. The University expects both instructors and students to honor these principles and, in so doing, to protect the validity of University education and grades. Practices that maintain the integrity of scholarship and grades include providing accurate information for academic work by the student to whom it is assigned, without unauthorized aid of any kind. To encourage adherence to the principles of truth and honesty, instructors should exercise care in planning and supervising academic work.

2. If an instructor alleges a student has committed an act of academic misconduct, the instructor is responsible for taking appropriate action. Depending on the instructor’s judgment of a specific instance, the instructor may give the student a penalty grade. A penalty grade may be a reduced score or grade for the assignment or a reduced grade for the course. [For a definition of “penalty grade”, see Academic Freedom Report (AFR) 8.1.15 and Graduate Students Rights and Responsibilities (GSRR) 8.1.15.]

3. When an instructor gives an undergraduate or graduate student a penalty grade for academic misconduct, the instructor must provide a written description of the details of the academic misconduct to the student and to the student’s academic dean. The student’s academic dean will add the written description to the student’s academic record, where it will remain, unless the student successfully grieves the allegation.

4. In notifying the student’s academic dean of the student’s act of academic misconduct, the instructor may request the student’s academic dean to initiate an academic disciplinary hearing to impose sanctions in addition to, or other than, a penalty grade.

5. When in the judgment of the student’s academic dean, a sanction in addition to, or other than, a penalty grade is warranted (e.g., dismissal from a unit or program), the dean may call for an academic disciplinary hearing. In calling for an academic disciplinary hearing, the student’s academic dean may act independently or in response to a request by the instructor. [See AFR 4.3.1.1, GSRR 5.5.2, and Medical Student Rights and Responsibilities (MSRR) 5.1.3.1.]

6. A student accused of academic misconduct may request an academic grievance hearing to contest the allegation before the appropriate hearing board of the department, school, or college in which the alleged academic dishonesty occurred. In cases involving academic misconduct, no student may be dismissed from a course or program of study without an academic disciplinary hearing.

7. On the first offense of academic misconduct, the student must attend an educational program on academic integrity and academic misconduct provided by the Associate Provost for Undergraduate Education and Dean of Undergraduate Studies for undergraduate students and the Dean of The Graduate School for graduate students.

8. In cases involving undergraduate students in which the student’s academic dean, or designee, calls for an academic disciplinary hearing, the student’s academic dean will refer the case to the Associate Provost for Undergraduate Education. The Associate Provost will notify the student in writing of the call for a disciplinary hearing and will invite the student to a meeting to determine the appropriate judiciary for the hearing. [See AFR 4.3.1.1.]

9. In cases involving graduate students in which the student’s academic dean, or designee, calls for an academic disciplinary hearing, the student’s academic dean will refer the case to the Dean of The Graduate School. The Dean of The Graduate School will notify the student in writing of the call for a disciplinary hearing and will invite the student to a meeting to determine the appropriate judiciary for the hearing. At this meeting, the student will be asked to select either an administrative disciplinary hearing conducted by the Dean of The Graduate School or a disciplinary hearing conducted by the college hearing board within the student’s college. In cases
of ambiguous jurisdiction involving graduate students, the Dean of The Graduate School will select the appropriate judiciary. [See GSRR 5.5.2.]

10. Either party may appeal a decision of an administrative disciplinary hearing or a disciplinary hearing board to the appropriate appellate board. [See AFR 2.4.7.1, GSRR 5.5.2.1, and MSRR 5.8.1.]

Approved by Academic Council 2/24/09

GRADUATE STUDENT ACADEMIC GRIEVANCE HEARING PROCEDURES
FOR THE COLLEGE OF MUSIC

The Michigan State University Student Rights and Responsibilities (SRR) and the Graduate Student Rights and Responsibilities (GSRR) documents establish the rights and responsibilities of MSU students and prescribe procedures for resolving allegations of violations of those rights through formal grievance hearings. In accordance with the SRR and the GSRR, the College of Music has established the following College Hearing Board procedures for adjudicating academic grievances and complaints. (See GSRR 5.4.)

I. JURISDICTION OF THE COLLEGE OF MUSIC HEARING BOARD:

A. The College Hearing Board serves as:

1. the initial Hearing Board for academic grievance hearings involving graduate students who allege violations of student academic rights and graduate students seeking to contest an allegation of academic misconduct (academic dishonesty, violations of professional standards or falsifying admission and academic records) in the following situations:

2. the initial Hearing Board for academic disciplinary hearings for graduate students in the College who are accused of academic misconduct (academic dishonesty, violating professional standards or falsifying admission and academic records) and the Dean, or designee, of the student's college seeks to impose sanctions in addition to, or other than, a penalty grade. The students, after meeting with the Graduate School Dean, may opt for a hearing before the College Hearing Board. (See GSRR 5.5 and Integrity of Scholarship and Grades policy, Sections 5, 8 and 9.)

B. Students may not request an academic grievance hearing based on an allegation of incompetent instruction. (GSRR 2.2.2 and 2.2.4.)

II. COMPOSITION OF THE COLLEGE HEARING BOARD:

A. The College shall constitute a College Hearing Board pool no later than the end of the tenth week of the spring semester. Hearing Board members serve one-year terms with reappointment possible. The Hearing Board pool should include both faculty and graduate students. (See GSRR 5.1.3 and 5.1.6.)

B. The College Hearing Board shall include an equal number of graduate students and faculty. One of the faculty members should be the Chair of the College Graduate Committee, or designee. In addition, the Hearing Board will include a Hearing Board Chair, also drawn from the faculty pool.

C. The Chair of the College Hearing Board shall be a Hearing Board member with faculty rank. All members of the College Hearing Board shall have a vote, except the Chair, who shall vote only in the event of a tie. (GSRR 5.1.3, and 5.1.5.)

D. The College will train hearing board members about these procedures and the applicable sections of the GSRR.

III. REFERRAL TO COLLEGE HEARING BOARD:

A. Grievance Hearing

1. After consulting with the instructor and appropriate unit administrator, graduate students who remain dissatisfied with their attempt to resolve an allegation of a violation of student academic rights or academic misconduct (academic dishonesty, violations of professional standards or falsifying admission and academic records) may request an academic grievance hearing. At any time in the grievance process, students may consult with the University Ombudsperson.

2. The deadline for submitting the written request for a hearing is the middle of the next semester in which the student is enrolled, including summer. If either the student (the complainant) or the respondent (usually, the
instructor or an administrator) is absent from the university during that semester, or if other appropriate reasons
emerge, the College Hearing Board may grant an extension of this deadline. If the university no longer employs
the respondent before the grievance hearing commences, the hearing may still proceed. (GSRR 5.3.6.1.)

3. A written request for an academic grievance hearing must (1) specify the alleged violation(s) of academic rights
in sufficient detail to justify a hearing, (2) identify the individual against whom the grievance is filed (the
respondent), and (3) state the desired redress. Anonymous grievances will not be accepted.

B. Disciplinary Hearing

1. For complaints that involve allegations of academic misconduct (academic dishonesty, violations of professional
standards, or falsifying academic and admission records), the complainant (instructor) or the Dean of the College,
or designee, may request an academic disciplinary hearing to impose sanctions in addition to, or other than, a
penalty grade. Graduate students may request an administrative hearing before the Dean of The Graduate School
or a hearing before the College Hearing Board. However, if the student's Dean, or designee, calls for an
academic disciplinary hearing, the student has 10 class days to request an academic grievance hearing to contest
the allegation in the unit in which the misconduct occurred. Disciplinary hearings are held in abeyance until the
conclusion of the grievance hearing, including appeals. (GSRR 5.5. See also Integrity of Scholarship and
Grades policy.)

2. If a disciplinary hearing by either the Dean of The Graduate School or the College Hearing Board is pending the
outcome of a grievance hearing by a graduate student to contest an allegation of academic misconduct, and the
initial Hearing Board decides for the instructor, the disciplinary hearing would proceed promptly, pending an
appeal, if any, within 5 class days by the student to the University Graduate Judiciary (UGJ). If the initial
Hearing Board finds for the graduate student, the academic disciplinary hearing would be dismissed, pending an
appeal, if any, by the instructor to the UGJ. (See GSRR 5.4.12.3.)

IV. PRE-HEARING PROCEDURES

A. After receiving a student's written request for a hearing, the Dean (or designee) will promptly refer the grievance to the
Chair of the Hearing Board. (GSRR 5.4.3.)

B. Within 5 class days, the Chair of the Hearing Board will:

1. forward the request for a hearing to the respondent and ask for a written response;

2. send the names of the Hearing Board members to both parties and, to avoid conflicts of interest between the two
   parties and the Hearing Board members, request written challenges, if any, within 3 class days of this
   notification. In addition to conflict of interest challenges, either party can challenge two hearing board members
   without cause (GSRR 5.1.7.c);

3. rule promptly on any challenges, impanel a Hearing Board and send each party the names of the Hearing Board
   members. If the Chair of the Hearing Board is the subject of a challenge, the challenge shall be filed with the
   Dean of the College, or designee (See GSRR 5.1.7.). Decisions by the Hearing Board chair or the College Dean
   (or designee) on conflict of interest challenges are final;

4. send the Hearing Board members a copy of the request for a hearing and the respondent’s written response, and
   send all parties a copy of these procedures.

C. Within 5 class days of being established, the Hearing Board shall review the request and all submitted information, and
decide to:

1. accept the request, in full or in part, and promptly schedule a hearing.

2. reject the request and provide a written explanation to appropriate parties; e.g., lack of jurisdiction. (The student
   may appeal this decision.)

3. The GSRR allows the hearing board a third option: invite the two parties to meet with the Hearing Board in an
   informal session to try to resolve the matter. Such a meeting does not preclude a later hearing. However, by the
time a grievance is requested all informal methods of conflict resolution should have been exhausted so this
option should be rarely used. (See GSRR 5.4.6.)

D. If the College Hearing Board calls for a hearing, the Chair of the Hearing Board
shall promptly negotiate a hearing date, schedule an additional meeting only for the Hearing Board should additional deliberations on the findings become necessary after the initial hearing, and request a reply to the grievance from the respondent to be filed in a timely way.

E. At least 5 class days before the scheduled hearing, the Chair of the College Hearing Board shall notify the respondent and the complainant in writing of the (1) time, date and place of the hearing; (2) the names of the parties to the grievance; (3) a copy of the hearing request and the respondent's reply; and (4) the names of the College Hearing Board members after any challenges. (See GSRR 5.4.7.)

F. At least 3 class days before the scheduled hearing, the parties must notify the Chair of the College Hearing Board of the names of their witnesses and advisor, if any, and, if necessary, request permission for the advisor to have voice at the hearing. The Chair will promptly forward the names given by the complainant to the respondent and visa versa. (See GSRR 5.4.7.1.)

G. The Chair of the Hearing Board may accept written statements from either party's witnesses at least 3 class days before the hearing, in lieu of a personal appearance. (See GSRR 5.4.10.3.)

H. In unusual circumstances and in lieu of a personal appearance, either party may request permission to submit a written statement to the College Hearing Board or request permission to participate in the hearing through an electronic communication channel. Written statements must be submitted to the College Hearing Board at least 3 class days before the scheduled hearing. (See GSRR 5.4.9.c.)

I. Either party to the grievance hearing may request a postponement of the hearing. The College Hearing Board may either grant or deny the request. (See GSRR 5.4.8.)

J. At its discretion, the College Hearing Board may set a reasonable time limit for each party to present its case, and the Chair of the College Hearing Board must inform the parties of such a time limit in the written notification of the hearing. (See Section IV.F. above.)

K. Hearings are closed unless the student requests an open hearing, which would be open to all members of the MSU community. The College Hearing Board may close a hearing to protect the confidentiality of information or to maintain order. (See GSRR 5.4.10.4.)

L. Members of the College Hearing Board are expected to respect the confidentiality of the hearing process. (GSRR 5.4.11.)

V. HEARING PROCEDURES:

A. The Hearing will proceed as follows:

1. Introductory remarks by the Chair of the College Hearing Board: The Chair of the Hearing Board introduces hearing panel members, the complainant, the respondent and advisors, if any. The Chair reviews the hearing procedures, including announced time restraints for presentations by each party and the witnesses and informs the parties if their advisors may have a voice in the hearings and if the proceedings are being recorded. Witnesses shall be excluded from the proceedings except when testifying. The Chair also explains:

   • In academic grievance hearings in which a student alleges a violation of academic rights, the student bears the burden of proof.

   • In hearings involving graduate students seeking to contest allegations of academic misconduct, the instructor bears the burden of proof.

   • In academic disciplinary hearings, the Hearing Board is asked only to determine if sanctions in addition to, or other than, a penalty grade are warranted.

   • All Hearing Board decisions must be reached by a majority of the Hearing Board, based on a "clear and convincing evidence." (For various definitions, see GSRR Article 8.)

2. If the complainant fails to appear in person or via an electronic channel at a scheduled hearing, the College Hearing Board may either postpone the hearing or dismiss the case for demonstrated cause. (See GSRR 5.4.9.a.)

3. If the respondent fails to appear, in person or via an electronic channel, at a scheduled hearing, the College Hearing Board may postpone the hearing or, only in unusual circumstances, hear the case in his or her absence. (See GSRR 5.4.9.b.)
4. If the respondent is absent from the University during the semester of the grievance hearing or no longer employed by the University before the grievance procedure concludes, the hearing process may still proceed. (See GSRR 5.3.6.1.)

5. To assure orderly questioning, the Chair of the Hearing Board will recognize individuals before they speak. All parties have a right to speak without interruption. Each party has a right to question the other party and to rebut any oral or written statements submitted to the Hearing Board. (See GSRR 5.4.10.2.)

6. Presentation by the Complainant: The Chair recognizes the complainant to present without interruption any statements directly relevant to the complainant's case, including the redress sought. The Chair then recognizes questions directed at the complainant by the College Hearing Board, the respondent and the respondent's advisor, if any.

7. Presentation by the Complainant's Witnesses: The Chair recognizes the complainant's witnesses, if any, to present, without interruption, any statement directly relevant to the complainant's case. The Chair then recognizes questions directed at the witnesses by the College Hearing Board, the respondent and the respondent's advisor, if any.

8. Presentation by the Respondent: The Chair recognizes the respondent to present without interruption any statements relevant to the respondent's case. The Chair then recognizes questions directed at the respondent by the College Hearing Board, the complainant and the complainant's advisor, if any.

9. Presentation by the Respondent's Witnesses: The Chair recognizes the respondent's witnesses, if any, to present, without interruption, any statement relevant to the respondent's case. The Chair then recognizes questions directed at the witnesses by the College Hearing Board, the complainant and the complainant's advisor, if any.

10. Rebuttal and Closing Statement by Complainant: The complainant refutes statements by the respondent, the respondent's witnesses and advisor, if any, and presents a final summary statement.

11. Rebuttal and Closing Statement by Respondent: The respondent refutes statements by the complainant, the complainant's witnesses and advisor, if any, and presents a final summary statement.

12. Final questions by the Hearing Board: The College Hearing Board asks questions of any of the participants in the hearing.

VI. POST-HEARING PROCEDURES

A. Deliberation:

After all evidence has been presented, with full opportunity for explanations, questions and rebuttal, the Chair of the Hearing Board shall excuse all parties to the grievance and convene the Hearing Board to determine its findings in executive session. When possible, deliberations should take place directly following the hearing and/or at the previously scheduled follow-up meeting.

B. Decision:

1. In grievance (non-disciplinary) hearings if a majority of the Board finds that a violation of the student's academic rights has occurred and that redress is possible, it shall direct the Dean, or designee, to implement an appropriate remedy, in consultation with the Hearing Board. If the College Hearing Board finds that no violation of academic rights has occurred, it shall so inform the Dean, or designee. (See GSRR 5.4.11.)

2. In grievance (non-disciplinary) hearings to adjudicate an allegation of academic dishonesty and, based on a "clear and convincing evidence," the Hearing Board finds for the student, the Hearing Board shall recommend to the Dean, or designee, that the penalty grade be removed, the Academic Dishonesty Report be removed from the student's records and a "good faith judgment" of the student's academic performance in the course take place. If the Hearing Board finds for the complainant (instructor), the penalty grade (if appropriate) shall stand and the Academic Dishonesty Report regarding the allegation will remain on file.

3. In disciplinary hearings involving academic misconduct by graduate students in which the College Hearing Board serves as the initial hearing body and, based on a "clear and convincing evidence," finds that disciplinary action in addition to, or other than, a penalty grade is warranted, the College Hearing Board shall recommend to the Dean, or designee, an appropriate sanction. The Dean, in consultation with the Hearing Board, would then implement an appropriate sanction. If the Hearing Board recommends that no sanctions in addition to, or other than, are warranted, the Chair of the Hearing Board shall so inform the Dean, or designee.
C. Written Report:

1. The Chair of the Hearing Board shall prepare a written report of the Hearing Board’s findings, including recommended redress or sanctions for the complainant, if applicable, and forward a copy of the decision to the appropriate unit administrator within 3 class days of the hearing. The administrator, in consultation with the Hearing Board, shall then implement an appropriate remedy. (GSRR 5.4.11.)

2. The report shall indicate the rationale for the decision and the major elements of evidence, or lack thereof, that support the Hearing Board’s decision. The report also should inform the parties of the right to appeal within 5 class days following notice of the decision. (See GSRR 5.4.11, 5.4.12.3.)

3. The Chair of the Hearing Board shall forward copies of the Hearing Board’s report and the administrator’s redress, if applicable, to the parties involved, the responsible administrators, the University Ombudsperson and the Dean of The Graduate School. (See GSRR 5.4.11.)

4. All recipients must respect the confidentiality of the report and of the hearing board's deliberations resulting in a decision. (See GSRR 5.4.11.)

5. At any time during this process, either party may consult with the University Ombudsperson. (See GSRR 5.3.2.)

VII. APPEAL OF COLLEGE HEARING BOARD DECISION:

A. In hearings involving graduate students, either party may appeal a decision by the College Hearing Board, when acting as the initial hearing board, to the University Graduate Judiciary for cases involving (1) academic grievances alleging violations of student rights heard initially by the College Hearing Board and (2) alleged violations of regulations involving academic misconduct (academic dishonesty, professional standards or falsification of admission and academic records) that were referred initially to the College Hearing Board for disciplinary action. (See GSRR 5.4.12.)

B. All appeals must be in writing, signed and submitted to the Chair of either the University Academic Appeal Board or the University Graduate Judiciary within 5 class days following notification of the College Hearing Board’s decision. While under appeal, the original decision of the College Hearing Board will be held in abeyance. (See GSRR 5.4.12, 5.4.12.2 and 5.4.12.3.)

C. A request for an appeal of a College Hearing Board decision to the University Graduate Judiciary must cite the specific applicable procedure(s) the initial Hearing Board allegedly failed to follow or allege that findings of the College Hearing Board were not supported by the “clear and convincing evidence." The request must state the alleged defects in sufficient detail to justify a hearing and also must include the redress sought. Presentation of new evidence normally will be inappropriate. (See GSRR 5.4.12.1, 5.4.12.2 and 5.4.12.4.)

VIII. RECONSIDERATION:

If new evidence should arise, either party to a hearing may request the College Hearing Board reconsider the case within 30 days upon receipt of the hearing outcome. The written request for reconsideration is to be sent to the Chair of the Hearing Board, who shall promptly convene the College Hearing Board to review the new material and render a decision on a new hearing. (See GSRR 5.4.13.)

IV. FILE COPY:

The Dean of the College shall file a copy of these procedures with the Office of the Ombudsperson and with the Dean of The Graduate School. (See GSRR 5.4.1.)

MICHIGAN STATE UNIVERSITY - SEXUAL HARASSMENT POLICY
https://www.hr.msu.edu/documents/uwidepolproc/RVSM_Policy.htm

I. Introduction

Michigan State University is committed to maintaining a learning and working environment for all students, faculty, and staff that is fair, humane, and responsible - an environment that supports career and educational advancement on the basis of job and academic performance. Sexual harassment subverts the mission of the University and offends the integrity of the University community. It is not tolerated at Michigan State University.

Sexual harassment is a form of unlawful gender (sex) discrimination. It may involve harassment of women by men, harassment of men by women, and harassment between persons of the same sex. Title VII of the Civil Rights Act of 1964, Title IX of the Educational Amendments
of 1972, and Michigan's Elliott-Larsen Civil Rights Act make sexual harassment unlawful. The University and the law also prohibit retaliation against persons who complain about alleged sexual harassment or who cooperate in an investigation of reported sexual harassment. This policy applies to all members of the University community - faculty, staff, and students. This policy also prohibits sexual harassment by third parties towards members of the University community.

II. Prohibition
Members of the University community shall not engage in sexual harassment. Persons who do so are subject to disciplinary action, up to and including discharge for employees and dismissal for students. The University also prohibits sexual harassment by third parties towards members of the University community.

III. Definition
A. What is Sexual Harassment?
"Sexual harassment" means unwelcome sexual advances, unwelcome requests for sexual favors, or other unwelcome behavior of a sexual nature when:

(Harassment based on gender that does not involve unwanted sexual attention is prohibited gender discrimination under the University’s Anti-Discrimination Policy.)

1. submission to such behavior is made, explicitly or implicitly, a term or condition of an individual's employment or status in a course, program, or activity; or
2. submission to or rejection of such behavior is used as a basis for a decision affecting an individual's employment or participation in a course, program, or activity; or
3. such behavior is so severe, persistent, or pervasive that a reasonable person would find that it:
   a. alters the terms or conditions of a person's employment or educational experience, or
   b. unreasonably interferes with an individual's work or performance in a course, program, or activity, thus creating a hostile or abusive working or educational environment.

A person's subjective belief alone that behavior is offensive does not necessarily make that behavior sexual harassment. The behavior must also be objectively unreasonable.

The determination as to whether behavior is sexual harassment must take account of the totality of the circumstances, including the nature of the behavior and the context in which it occurred. Sexually harassing conduct often involves a pattern of offensive behavior. However, a single incident may constitute sexual harassment depending on the severity of the conduct and on factors such as: the degree to which the conduct affected the student’s education or the employee's work environment; the type and duration of the conduct; and the identity of and relationship between the alleged harasser and the student or employee.

B. Examples of Sexual Harassment
Many kinds of behavior may fit within the preceding definition of sexual harassment. Speech and expressive conduct can also be sexual harassment. The following list of examples of sexual harassment is not exhaustive:

- sexual violence, including sexual assault, rape, sexual battery, and sexual coercion
- threats or insinuations which lead the victim reasonably to believe that granting or denying sexual favors will affect her or his reputation, education, employment, advancement, or standing within the University
- sexual advances, sexual propositions, or sexual demands which are not agreeable to the recipient
- sexually explicit emails or text messages
- sexual misconduct such as stalking, cyberstalking, recording or transmitting sexual images, and voyeurism
- unwelcome and persistent sexually explicit statements or stories which are not legitimately related to employment duties, course content, research, or other University programs or activities
- repeatedly using sexually degrading words or sounds to describe a person
- unwanted and unnecessary touching, patting, hugging, or other physical contact
- recurring comments or questions about an individual's sexual prowess, sexual deficiencies, or sexual behavior

Behavior of a sexual nature that is not sexual harassment may nonetheless be unprofessional in the workplace, disruptive in the classroom, or violate other University policies and, like other behavior that is unprofessional, disruptive, or violates policy, could warrant discipline.

C. First Amendment Protections
This policy shall not be interpreted to abridge First Amendment rights or to infringe academic freedom, as defined in the Faculty Handbook, the Faculty Rights and Responsibilities policy, and the document entitled Academic Freedom for Students at Michigan State University. The protections of the First Amendment must be carefully considered in all complaints involving speech or expressive conduct. The fact that speech or a particular expression is offensive is not, standing alone, a legally sufficient basis to establish a violation of this policy. In order to violate this policy, speech or expressive conduct must constitute sexual harassment, as defined in Section III.A above. Speech or expressive conduct that constitutes sexual harassment is neither legally protected expression nor the proper exercise of academic freedom.

IV. Violations: Title IX Complaint Procedures
A. Reporting Sexual Harassment
A member of the University community who wishes to file a complaint about sexual harassment by an employee or student of the University should take the following action:

- If the alleged harasser is a faculty or staff member, the complaint should be made, orally or in writing, to the alleged harasser’s unit administrator or to the University’s Title IX Coordinator.

- If the alleged harasser is the unit administrator, the complaint should be made, orally or in writing, to the unit administrator’s superior or to the University’s Title IX Coordinator.

- If the alleged harasser is a student, the complaint should be made to the Department of Student Life or to the University’s Title IX Coordinator. Complaints filed directly with the Department of Student Life will be referred to the Title IX Coordinator for investigation before any student disciplinary proceedings are initiated.

The University can most effectively investigate and respond to alleged sexual harassment if the complaint is made as promptly as possible after the alleged sexual harassment occurs.

The University can only take corrective action when it becomes aware of problems. Therefore, the University encourages persons who believe that they have experienced sexual harassment to come forward with their complaints and seek assistance within the University. Faculty, staff, and students who believe that they have witnessed sexual harassment are encouraged to report the alleged harassment promptly. In addition, supervisors, managers, and other designated employees are expected to promptly report all allegations of sexual harassment to the Title IX Coordinator.

A member of the University community who believes that she or he has been sexually harassed may also elect to file a complaint with the Anti-Discrimination Judicial Board (“ADJB”) for violation of the University's Anti-Discrimination policy or to file a grievance against the alleged harasser under any other applicable University procedure. However, the submission of such a complaint or grievance does not affect the University's ability to conduct an investigation, take disciplinary action, or take other administrative action regarding the subject matter of the complaint or grievance even though the complaint or grievance is still pending.

Reports of sexual assault and other crimes should be directed to the MSU Police Department, regardless of whether the matter is also reported and being investigated as sexual harassment.

B. Contact Information

1. Title IX Coordinator:
   Office of Institutional Equity:
   4 Olds Hall
   East Lansing, MI 48824
   (517) 353-3922
   oie@msu.edu

2. MSU Police Department:
   87 Red Cedar Road
   East Lansing, MI 48824
   (517) 355-2221
   Emergencies: 911

C. Sexual Harassment by Third Parties

The University prohibits sexual harassment by third parties towards members of the University Community when the third party has been brought into contact with the member of the University community through a University program or activity. Although individuals who are not students or employees of the University are not subject to discipline under the University's internal processes, the University will take prompt, corrective action to eliminate sexual harassment and prevent its recurrence in those circumstances.

If a University student believes that she or he has been sexually harassed in a University program or activity by an individual who is not a University employee or student, the student should report the alleged sexual harassment to the Title IX Coordinator or the unit administrator (e.g., department chair or dean) responsible for that program or activity.

If a University employee (including a student employee) believes that he or she has been sexually harassed within the scope of his or her employment activities by an individual who is not a University employee or student, the University employee should report the alleged sexual harassment to his or her supervisor or to the Title IX Coordinator.

D. Options Outside the University for Resolution of Sexual Harassment

Students may file complaints under Title IX with the Office for Civil Rights, U.S. Department of Education. Contact the Office for Inclusion and Intercultural Initiatives for current contact information.

Faculty and staff may file complaints under Title IX with the Office for Civil Rights, U.S. Department of Education in certain circumstances; under Title VII with the Equal Employment Opportunity Commission; or under the Elliott-Larsen Civil Rights Act with the Michigan Department of Civil Rights. Contact the Office for Inclusion and Intercultural Initiatives for current contact information.

E. Processing Complaints

All complaints of alleged sexual harassment are investigated under the oversight of the University’s Title IX Coordinator. The University will process all formal complaints of sexual harassment it receives, regardless of where the conduct which is the basis for the complaint allegedly
occurred. The Title IX Coordinator may also determine that an investigation is warranted without a formal complaint if the University has sufficient notice that sexual harassment may have occurred.

(The University generally does not investigate allegations of harassment or discrimination that fall outside the jurisdictional limits of the Anti-Discrimination Policy. Nevertheless, the University will process all complaints of sexual harassment in accordance with this policy, regardless of where the conduct which is the basis for the complaint allegedly occurred, in order to evaluate whether there is a hostile environment on campus that would be contrary to the University’s legal obligations.)

1. Investigation Timelines
Timeframes for completion of each step of the investigation process are outlined in the I3 Complaint Procedures (www.inclusion.msu.edu/files/I3_COMPLAINT_PROCEDURES.pdf). Investigations of sexual harassment will normally be completed within 90 calendar days, with an additional 30 calendar days to complete a formal report where appropriate. If the investigation cannot be completed within that timeframe, the complainant and the respondent will be informed of the reasons for the delay and an estimated date of completion.

2. Interim Measures
The University may take interim measures it deems necessary during an investigation. Interim measures will be taken within the context of University policies and might include changes to class or housing assignments for students or work assignments for employees.

3. Complaints in Which a Student is the Alleged Harasser
Complaints of alleged sexual harassment by a student will be investigated under the oversight of the University’s Title IX Coordinator. If that investigation results in a finding that sexual harassment has occurred, the Title IX Coordinator will file a complaint with the Department of Student Life and such complaint will be processed under the student disciplinary code. In those cases, the Title IX Coordinator will be identified as the complainant and it will be the prerogative of the victim to determine in what capacity, if any, he/she will participate (i.e., co-complainant, witness, or no participation).

4. Complaints in Which an Employee is the Alleged Harasser
Complaints of alleged sexual harassment by a faculty or staff member will be investigated under the oversight of the University’s Title IX Coordinator. Complaints made to the Title IX Coordinator will be referred to the unit administrator of the alleged harasser or, if the alleged harasser is the unit administrator, to the unit administrator's superior. Complaints made or referred to the unit administrator of the alleged harasser or the unit administrator's superior will be processed by those individuals under the oversight of the Title IX Coordinator.

The Office for Inclusion and Intercultural Initiatives will assist units with processing and investigating complaints of harassment. Depending on the circumstances of a particular complaint, the Office for Inclusion and Intercultural Initiatives may be the primary investigator of the complaint.

In addition to conferring with the Office for Inclusion and Intercultural Initiatives, the responsible administrator may confer with the Office of the General Counsel and with academic or human resources administrators. Guidelines for investigating allegations of sexual harassment are available to administrators at www.inclusion.msu.edu/page/sexual_harassment/. Guidelines for investigations conducted by the Office for Inclusion and Intercultural Initiatives are available at www.inclusion.msu.edu/files/I3_COMPLAINT_PROCEDURES.pdf.

F. Investigations Generally
Each complaint of sexual harassment must be evaluated with reference to the pertinent circumstances. On occasion, a complaint will be resolved informally. Informal resolution efforts are voluntary, and either party may request that a formal investigation of the complaint be commenced at any time. Informal resolution is facilitated by the Title IX Coordinator and does not involve any requirement that the parties meet unless both parties request such a meeting and the Title IX Coordinator determines such a meeting would be appropriate. Informal resolution, such as mediation, will not be used to resolve sexual violence complaints.

Other complaints will result in investigations, including interviews and the review of evidence, such as electronic and written material, if any exists. Both the complainant and the alleged harasser will be notified of the outcome of an investigation. If an investigation results in a determination that sexual harassment has occurred, the University will take remedial action, including, where appropriate, disciplinary action, to eliminate the harassment and prevent its recurrence. The Title IX Coordinator, in cooperation with the relevant University officials, will also confirm that the appropriate non-disciplinary remedies have been provided to the complainant and will monitor the matter to assure that harassment does not recur.

G. Confidentiality
The review of sexual harassment complaints, including formal investigation, will be conducted confidentially to the extent permitted by law, except insofar as information needs to be disclosed so that the University may effectively investigate the matter or take corrective action.

H. Retaliation
Persons who complain about sexual harassment, or who cooperate in the University’s investigation and handling of sexual harassment reports or complaints, shall not be subject to retaliation for complaining or cooperating, even if the University finds that no sexual harassment occurred. If a complainant or witness believes that she or he is being subjected to retaliation, she or he should promptly contact the Assistant
Vice President for Human Resources (staff), the Associate Provost/Associate Vice President for Academic Human Resources (faculty and academic staff), the Vice President for Student Affairs and Services (students), or the Title IX Coordinator (faculty, staff, or students).

I. Cooperation
Members of the University community are expected to cooperate in the University’s investigations of alleged sexual harassment. If cooperation does not occur, the investigation will generally proceed based on the information available.

J. Assistance with Processing Complaints
The Office for Inclusion and Intercultural Initiatives is responsible for monitoring the University’s compliance with federal and state nondiscrimination laws. However, a discrimination-free environment is the responsibility of every member of the community. Unit administrators set the tone regarding acceptable conduct and climate within their units.

Unit administrators, under the oversight of the Title IX Coordinator, are responsible for processing complaints under this policy in which the alleged harasser is an employee. Unit administrators who need assistance in applying this policy, education and training with respect to the policy, or who have questions about sexual harassment prevention, may contact: the Assistant Vice President for Human Resources or the Associate Provost/Associate Vice President for Academic Human Resources, whichever is appropriate; the Director of the Office for Inclusion and Intercultural Initiatives; and/or the Office of the General Counsel.

K. University Investigations Without A Complaint
When necessary to meet its commitment to provide an environment free of unlawful harassment, the University may investigate alleged incidents of sexual harassment of which it becomes aware, even if no formal complaint has been filed or the individual(s) involved is unwilling to pursue a complaint or cooperate in an investigation. If a University employee becomes aware of specific and credible allegations of sexual harassment, whether through a complainant or otherwise, the allegations should be reported promptly to the Title IX Coordinator.

L. Reporting Requirements
To assure consistent University-wide compliance with this policy and with federal and state law, the Title IX Coordinator must be advised of all reported incidents of sexual harassment and their resolution. The Office for Inclusion and Intercultural Initiatives will monitor repeated claims within the same unit or against the same individual, where identified, to assure that such claims are appropriately handled.

M. False Complaints
Any member of the University community who knowingly files a false complaint of sexual harassment, or who knowingly provides false information to or intentionally misleads University officials who are investigating or reviewing a complaint of alleged sexual harassment, is subject to disciplinary action, up to and including discharge for employees and dismissal for students.

V. Prevention and Resources
A. Education
The University is committed to preventing and eliminating sexual harassment of students, faculty, and staff. To that end, this policy will be published on the University’s web site. Information regarding sexual harassment and this policy will be included in orientation materials for new students, faculty, and staff and made available in the Office for Inclusion and Intercultural Initiatives, as well as on its website, and in other appropriate campus locations. In addition, the University will conduct educational sessions to (1) inform faculty, and staff about identifying sexual harassment and the problems it causes, (2) advise members of the University community about their rights and responsibilities under this policy, and (3) train personnel in the administration of this policy. Each unit is responsible for obtaining this training for its staff.

B. Liaisons
Each college and major administrative unit must designate at least one individual as a contact person under this policy who is trained to answer questions and provide information about this policy and to take and refer, as appropriate, complaints of sexual harassment. This individual is responsible for attending sexual harassment training programs and regularly meeting with the Office for Inclusion and Intercultural Initiatives to receive training updates and to discuss issues arising in his/her college or unit.

C. Other Relevant University Policies
Since sexual harassment is a form of unlawful gender discrimination, a member of the University community who violates this policy also violates the University's Anti-Discrimination Policy. Other University policies relevant to behavior of a sexual nature by members of the University community include Conflict of Interest in Educational Responsibilities Resulting from Consensual Amorous or Sexual Relationships, Conflict of Interest in Employment, Article 2.00 of the General Student Regulations, Article 3.00 of the Graduate and Undergraduate Residence Hall Regulations, and Ordinance 22.00.

VI. Policy History
This policy was issued by the Office of the President on September 1, 1992 and revised in May 1999, January 2011, and June 2011.

Sexual Harassment Reported

You Need To...
- Review the Sexual Harassment Policy.
- Know that the University does not tolerate sexual harassment. Such behavior subverts the mission of the University and threatens the careers, educational experience, and well being of students, faculty, and staff.
• Remember that members of the University community are responsible for knowing and understanding the University’s policy prohibiting sexual harassment.
• Review the Sexual Harassment Policy for the steps to take should an employee/co-worker decide to file a complaint.

OTHER RELEVANT UNIVERSITY POLICIES
http://www.inclusion.msu.edu/index.html

Since sexual harassment is a form of unlawful gender discrimination, a member of the University community who violates this Policy also violates the University’s Anti-Discrimination Policy.

Other University policies relevant to behavior of a sexual nature by members of the University community include Conflict of Interest in Educational Responsibilities Resulting from Consensual Amorous or Sexual Relationships, Conflict of Interest in Employment, Article 2.00 of the General Student Regulations, Article 3.00 of the Graduate and Undergraduate Residence Hall Regulations, and Ordinance 22.00.

MSU Guidelines for Social Media

Social media is a great way to tell the MSU story and promoting university news and the work of faculty, staff, and students is encouraged. Rather than presenting a strict policy, Michigan State University is providing guidelines that are designed to frame acceptable and encouraged uses by members of the MSU community in social media spaces.

The online spaces in which you engage when using social media tools are visible to all. The public will perceive you as representing MSU— to them, you are the university. You may encounter unanticipated circumstances when sharing information about the university or yourself. Public response to you and what you choose to share online will vary. In order to be a positive steward of MSU, it will be helpful for you to understand social media and what it means to engage online, as well as what risks to anticipate and how to triage problems. Awareness and deliberate professionalism will enable you to participate online in a respectful, relevant way that protects the university’s reputation.

What is social media? (Facebook, Twitter, LinkedIn, YouTube, and Flickr)
Defined broadly, social media encompasses communications and experiences that are:
• Distributed electronically by organizations and individuals
• Consumed on desktop and mobile devices
• Shared electronically and in print by diverse individuals
• Discussed by an engaged population

When communicating MSU-related messages in a work capacity, you should interact with others in ways that reflect MSU’s core values—quality, inclusiveness, and connectivity. Individuals who identify themselves as faculty, staff, or student employees of MSU within their personal social media use are encouraged to observe the guidelines set forth in this document. In addition, the following guidelines should be practiced:
• Clearly identify who you are.
• Make it clear that the views expressed are your own.
• Consider using a standard disclaimer: “The opinions expressed here are the views of the writer and do not necessarily reflect the views and opinions of Michigan State University.”
• Do not speak on behalf of the university or portray yourself as a spokesperson for the institution.
• Do not use MSU logos or registered trademarks.
• Do not disclose financial or confidential student, faculty, staff, athletic, research, or institutional information.
• Do not share personal information or conversations of associates or partners unless you have their written permission to do so.
• Be aware of the privacy settings and user options associated with the social media tools you use and the audiences who will have access to content you publish.
• Remember that you are responsible for what you post on your own site and on the sites of others.
• Consider departmental and university-wide rules about use of MSU IT resources.
• Personal use of social media should generally take place during nonworking hours using personal computing resources (i.e., not owned or managed by MSU).

Use professional contact information for accounts that represent a component of your work at MSU. Use personal contact information for accounts that are strictly non-work-related or accounts that are a blend of professional and personal information. If you’re not sure whether to use your personal or professional contact information, err on the side of using your personal information.
These are public venues. One or more—maybe many more—of 6.8 billion people will see your material. Remember that there is no such thing as private information on the Internet. Assume that everyone will see everything you post. Do not write anything that you would not show to your significant other, your mother, or your boss.

It is a permanent record. You may be able to delete what you do but not the copies that are being actively distributed, critiqued, and remixed.

What you mean isn’t always what is perceived. Don’t forget that written communication does not have tone. It can be hard to interpret your intended meaning from online communication, especially brief statements like Twitter “tweets” and Facebook status updates. Pause and consider your words or other content and how they may be received before engaging. Be thoughtful, say what you mean, and mean what you say.

Sometimes, people choose to not be “real” online. Keep in mind that the person or group with whom you are interacting via social media may be using an alternate identity, representing polarizing views or inaccurate facts, or behaving in an otherwise inauthentic manner. Be cautious when evaluating and responding to the audience—not every post must be responded to and, in some cases, the interaction should be referred to a supervisor or communications professional.

Ease into becoming an active member of the community. Be a consumer first: try the services and play with the features. When you are ready—engage. Once you begin, be prepared to interact, reply, assist, and contribute.

Add value to the conversation. If you make the conversation only about you, the community will have little interest. Share what is unique to you and what you find interesting from others. Be helpful and be present.

Play nice. Don’t spam, type using all caps, be hateful, or use bad language. Share the spotlight.

Support official endorsements. It is appropriate to reiterate support for or share information about official Michigan State University endorsements (e.g., an official institutional blood drive, fundraiser, cause, etc.).

Avoid unofficial endorsements. Do not use the Michigan State University name, logo or marks, or your affiliation with the institution to endorse or promote products, opinions, or causes (e.g., vendors, service providers, products, political candidates, causes, etc.). Keep in mind that the public will perceive you as speaking for the institution.

Respect diversity. The MSU community values and respects differences, recognizing that communities are rich because of diversity and inclusion.

Respect privacy. Confidential or proprietary information should never be disclosed. If you are not sure whether something should be shared, check with your supervisor or a communications professional. Just as you would do for campus print publications, obtain a release before publishing statements or photos of minors.

Respect copyrights, trademarks, rights of publicity, and other third-party rights. Consider whether you have permission to use third-party content, and observe all rights for copyrighted materials. A good resource on fair use/copyright is fairuse.stanford.edu/Copyright_and_Fair_Use_Overview/chapter9/index.html.

If you are a photographer, it’s okay to post your photos on your social media site as long as they were taken in a public place. All other photography that includes people, private settings, or other content should have a release prior to posting. And be aware that others might choose to use your photos without your permission. If you don’t want them shared widely, don’t post them.

Keep in mind that access to material does not constitute permission to redistribute, modify, or create derivative works (e.g., using Photoshop or remixing content).

When you manage a blog, Facebook page or group, or another site that allows participants to post comments or original posts and represents a component of MSU in an “official” way, you need to monitor posts from other participants. When a post is commercial, obscene, threatening, or otherwise violates the terms of use for the site, as site administrator it is your job to remove the offending posts. If you believe the comment demonstrates a credible threat to individuals or property, notify the Police. However, avoid the temptation to remove posts that are merely critical, angry, or represent a different opinion. Remember, a social media site is a means for holding a conversation. Suppressing other points of view may be a quick way to lose readers’ trust.

College of Music

Studio Protocol regarding Physical Contact

The College of Music faculty and administration are committed to providing the best possible educational experience for every student enrolled in a music course. Music learning takes place in a variety of ways, but all students in each music degree program have the curricular requirement to enroll in private music lessons. Private lessons constitute an integral part of the college music major experience. The nature of private lessons is unique in that it establishes a regular one-to-one teaching model. It is very much a “power” relationship.
At times, presentation of pedagogical concepts may require a certain amount of physical contact between faculty and student, including issues of breathing, posture, positioning of an instrument, sound projection, stage presence, etc. Demonstrations of this kind can be very illuminating and edifying.

Each student responds to physical touching in a different manner; some are very comfortable with it, while others may feel very ill at ease with physical contact of any sort. Additionally, the teaching style of applied faculty members can vary dramatically concerning physical contact, from no contact whatsoever to frequent touching in an effort to demonstrate specific pedagogical concepts.

If a student has a concern or question about any physical contact between him/her and the teacher, that student should voice the concern to the teacher or ask if there might be another method of demonstrating the pedagogical concept. This may take the form of a direct response informing the instructor that the student is uncomfortable with the physical contact and that the contact be curtailed. If the student is uncomfortable speaking with the instructor, the concern could be put in writing via a note or email to that instructor. Another suggestion might be to have a third party (accompanist or other student) present during lessons. At no time should a student feel threatened or uncomfortable in an applied lesson regarding the issue of physical contact. Asking questions or voicing any concern of this manner cannot affect a student’s grade.

If the student is apprehensive about approaching the instructor regarding any uncomfortable physical contact in an applied lesson, that student should speak with the Associate Dean for Undergraduate Studies, the Associate Dean for Graduate Studies, or the Dean of the College of Music. It is important that private lessons maintain an educational atmosphere that is instructive, supportive, and professional.

**Academic Dishonesty**

The following statement of University policy was approved by the Academic Council and the Academic Senate, and serves as the definitive statement of principle and procedure to be used in instances of academic dishonesty:

*The principles of truth and honesty are recognized as fundamental to a community of teachers and scholars. The University expects that both faculty and students will honor these principles and in so doing protect the validity of University grades. This means that all academic work will be done by the student to whom it is assigned, without unauthorized aid of any kind (see General Student Regulation 1.00, Scholarship and Grades, for specific regulations).*

Instructors, for their part, will exercise care in the planning and supervision of academic work, so that honest effort will be positively encouraged. If any instance of academic dishonesty is discovered by an instructor, it is his or her responsibility to take appropriate action. Depending on his or her judgment of the particular case, he or she may give a failing grade to the student on the assignment or for the course. In instances where a failing grade in a course is given only for academic dishonesty, the instructor will notify the student’s academic dean in writing of the circumstances. The student who receives a failing grade based on a charge of academic dishonesty may appeal a judgment made by a department, school, or a college. Refer to Academic Freedom for Students. When in the judgment of the academic dean, action other than, or in addition to, a failing grade is warranted, the dean will refer the case to the college-level hearing board, which shall have original jurisdiction. In cases of ambiguous jurisdiction, the appropriate judiciary will be randomly selected by the Assistant Provost from one of the three core colleges. Appeals from the judgment may be made to the All-University Academic.

**OFFICE OF THE OMBUDSPERSON**

https://www.msu.edu/unit/ombud/full-faq/index.html
129 N. Kedzie Hall, MSU e-mail: ombud@msu.edu

Conflicts, disagreements, and issues sometimes arise during the course of a graduate program. If you find yourself in this situation and have exhausted the internal resources for resolving the issue, you may contact the Office of the University Ombudsperson.

The Office of the University Ombudsperson provides assistance to students, faculty, and staff in resolving University-related concerns. Such concerns include: student-faculty conflicts; communication problems; concerns about the university climate; and questions about what options are available for handling a problem according to Michigan State University policy. The University Ombudsperson also provides information about available resources and student/faculty rights and responsibilities. The office operates as a confidential, independent, and neutral resource. It does not provide notice to the University - that is, it does not speak or hear for the University. Contact the Ombudsperson at any point during an issue when a confidential conversation or source of information may be needed. The Ombudsperson will listen to your concerns, give you information about university policies, help you evaluate the situation, and assist you in making plans to resolve the conflict.

**Frequently Asked Questions** include:

- Classroom Myths
- Disruptive Students
- Faculty Academic Integrity
- Fees and Tuition
- Final Exams
- Graduation Requirements
- Grievance Hearing
- Late Adds
- Late Drops
- Legal
- Parents of Students
- Student Academic Integrity
- Study Abroad
- Syllabus
Other Topics include:

- Grades/Appeal Policies
- Special Grade Markers
- Academic Integrity
- Student Responsibilities
- Classroom Policies and FAQ
- Grief Absence

- University Policies & Publications
- Grievance Procedures
- Student Rights
- Report a Problem
- Contact the Office

Confidentiality of Student Records

The College of Music makes every effort to maintain student file confidentiality. Records dealing with medical and legal issues, complaints against faculty and/or other students, disciplinary actions (allegations of cheating or plagiarism) or proof of financial ability - are locked in the Graduate Studies office. Access to these files is strictly limited to College of Music Administration. Pursuant to the Federal Family Educational Rights and Privacy Act (FERPA), the University has a policy of releasing only directory information to anyone who makes a request. Directory information is defined by MSU as:

*Name
*Local and Permanent Address and Telephone numbers
*MSU Net ID
*Current enrollment status
*Recognition documents of student organizations
*Dates of information pertaining to degrees earned, awards and honors achievements and dates
*Recommendation to the State of Michigan for teaching certificate and effective dates
*Participation in officially recognized MSU activities/ sports - including weight and height of athletes
*Employment status as a graduate teaching assistant, office address, and office phone number
IX. COLLEGE OF MUSIC POLICIES

ACADEMIC PERFORMANCE
Graduate students have a right to periodic evaluation of their academic progress, performance, and professional potential (GSRR 2.4.8). With these guidelines in mind, the College of Music has established the following standards for good standing and continuation in its graduate degree programs:

Academic Standards for all Graduate Students
A graduate student in the College of Music must:
1. Maintain a cumulative grade-point average of at least 3.00.
2. Not accumulate deferred grades (identified by the DF–Deferred marker) in more than 8 credits in courses (excluding courses numbered 896, 897, 898, 899 or 996, 997, 998, 999).

If at the end of a semester a graduate student fails to meet one or both of the requirements specified above, the student shall receive a deficiency warning. If the deficiency is not removed within one calendar year, the graduate student will not be allowed to continue in the degree program.

A student may accumulate no more than 6 credits with a grade below 3.0 in courses that are to be counted toward the degree.

Credit will not be awarded for any course in which the student receives a grade less than 2.0. However, all grades are counted in the calculation of the grade-point average (GPA).

Academic Standards for Graduate Assistants in the College of Music
A graduate assistant in the College of Music must:
1. Maintain a cumulative grade-point average of at least 3.25.
2. Not accumulate deferred grades (identified by the DF–Deferred marker) in more than 8 credits in courses (excluding courses numbered 896, 897, 898, 899 or 996, 997, 998, 999).

If at the end of a semester a graduate assistant fails to meet one or both of the requirements specified above, the graduate assistant shall receive a warning and be allowed to hold the graduate assistantship for one additional semester. If at the end of the additional semester the graduate assistant has failed to meet one or both of the requirements specified above, the graduate assistantship shall be withdrawn.

Time Limit
The time limit for completion of the master's degree is five years, and for a doctoral degree is eight years, from the beginning of the first semester in which credit was earned toward the degree. Any transfer credits must also have been completed within the time limit of the degree.

Retroactive Changes to Academic Record
Retroactive changes to a student’s academic record are not allowed except in the case of university error. An exception to this is enrollment after the end of the term of instruction. If, in contravention of the attendance policy, a student takes part and earns final grades in courses without being formally enrolled on the last class day of the term of instruction, these courses may be added to the student's academic record if the appropriate Associate Deans and the Office of the Registrar determine that an exception to the attendance policy is warranted. A Course Add Fee of $200, in addition to the normal tuition, will be charged for each course so added. If a student adding such a course was not formally enrolled on the last class day of the term of instruction in at least one other course, a late initial enrollment fee of $300 will also be charged.

The responsibility of maintaining and verifying accurate enrollment rests solely with the student. It is important to seek the advice of the graduate adviser, as he/she will help you to ascertain what courses you need to satisfy specific requirements of all College of Music degrees. You should be in regular contact with that person, at least yearly.
University Attendance Policy
https://www.msu.edu/unit/ombud/classroom-policies/index.html#attend-general

No person is allowed to attend a class unless officially enrolled on a credit or non-credit basis with the appropriate fees paid. Students, who attend, participate and strive to complete course requirements without formal enrollment will not receive credit for their work.

There is no all-University regulation requiring class attendance of enrolled students. However, attendance is an essential and intrinsic element of the educational process. In any course in which attendance is necessary to the achievement of a clearly defined set of course objectives, it may be a valid consideration in determining the student's grade. It is the responsibility of the instructor to define the policy for attendance at the beginning of the course.

Grief Absence
http://splife.studentlife.msu.edu/regulations/student-group-regulations-administrative-rulings-all-university-policies-and-selected-ordinances/grief-absence-policy

The faculty and staff should be sensitive to and accommodate the bereavement process of a student who has lost a family member or who is experiencing emotional distress from a similar tragedy so that the student is not academically disadvantaged in his/her classes.

It is the responsibility of the student to: a) notify the major professor, their professors, and the Associate Dean of his/her college of the need for a grief absence prior to leaving campus, b) provide appropriate verification of the grief absence as specified by the professor(s) or Associate Dean, and c) complete all missed work as determined by the instructor(s).

It is the responsibility of the Associate Dean or designee to: a) determine with the student the expected period of absence – it is expected that some bereavement processes may be more extensive than others depending on individual circumstances, b) notify the faculty that the student will be absent, and c) receive verification of the authenticity of a grief absence request upon the student’s return.

It is the responsibility of the instructor to work with the student to: a) make reasonable accommodations and b) to include appropriate language describing such accommodations in their course syllabus, so that the student is not penalized due to a verified grief absence.

Students who believe their rights under this policy have been violated should contact the University Ombudsperson.

Final Exam Policy
https://www.msu.edu/unit/ombud/classroom-policies/index.html#attend-final

During the final week of each academic semester all courses shall meet for one 2-hour period at the date and time listed in the Final Examination Policy and Schedule on the Web at www.reg.msu.edu. During summer sessions, final examinations are scheduled in the last class sessions. This period should be used for examination, discussion, summarizing the course, obtaining student evaluation of the course instruction, or any other appropriate activity designed to advance the student's education.

- If an instructor requires a written report or take-home examination in place of a final examination, it shall not be due before the final examination period scheduled for that course.
- Exceptions to this paragraph may be approved by the department or school chairperson, or in a college without departments, by the dean.
- In the event that a final examination is deemed appropriate by the instructor, it may not be scheduled at any time other than the date and hour listed in the Final Examination Policy and Schedule.
- Any deviations from the final examination schedule must be approved by the Office of the Registrar based on the recommendation of the assistant/associate dean of the college responsible for the course offering.
- No student should be required to take more than two examinations during any one day of the final examination period. Students who have more than two examinations scheduled during one calendar day
during the final examination period may take their class schedules to the Academic Student Affairs Office in their colleges for assistance in arranging for an alternate time for one of the three examinations.

- The final examination schedule shall be systematically rotated so that the 2-hour period for each course will be scheduled at a different time each semester. This will also apply to common final examinations.

- Faculty members shall schedule office hours during the final examination period (or in some other way attempt to make themselves accessible to their students) as they do in the other weeks of the semester.

- Common final examinations are scheduled in certain courses with several class sections. In case of a conflict in time between such an examination and a regularly scheduled course examination, the latter has priority. The department or school giving the common examination must arrange for a make-up examination.

- A student absent from a final examination without a satisfactory explanation will receive a grade of 0.0 on the numerical system; NC on the CR-NC system, or N in the case of a course authorized for grading on the P-N system. Students unable to take a final examination because of illness or other reason over which they have no control should notify the associate deans of their colleges immediately.

**EVALUATION OF FACULTY**

[https://sirsonline.msu.edu/FAQ.asp](https://sirsonline.msu.edu/FAQ.asp)

This website explains the evaluation process as an on-line process. The College of Music currently uses a paper version of this during the last week of classes. The goal is the same – evaluation of faculty with whom you have studied during a semester.

**Student Instructional Rating System (SIRS)**

The principal objective of the student instructional rating policy is to secure information which is indispensable to implementation of the University's policy of providing its students with instruction of the highest quality. This information is put to two principal uses: (1) providing instructors and teaching units with an accurate account of student response to their instructional practices, to the end that classroom effectiveness be maintained at the highest level of excellence; and (2) providing teaching units with one kind of information to be considered in deciding on retention, promotion, salary, and tenure, to the end that effectiveness in instruction constitutes an important criterion in evaluating the service to the University of members of the teaching faculty.

**Student Opinion of Courses and Teaching (SOCT)**

The following policy operates as a complement to the Student Instructional Rating System (SIRS) policy to provide selected public information for students as an aid to choosing courses.

To this end, the University Committee on Academic Policy (UCAP) has framed a set of questions that should provide the type of information that students seek. In order to facilitate the transmission of this information to the students, the following procedures are established:

1. In addition to using standard university or unit-based SIRS forms in every class each semester in compliance with the Student Instructional Rating System policy, faculty members at the rank of instructor or above are rated by Student Opinion of Courses and Teaching in all of their regular undergraduate classes.

2. The SOCT forms are online and can be completed within the last two weeks of classes.

3. Results will be disseminated in summary form, displayed by instructor and department, once per year through a Web site accessible to students and other members of the University community with the appropriate identification.
INTEGRITY AND SAFETY IN RESEARCH AND CREATIVE ACTIVITIES

COLLEGE OF MUSIC STATEMENT OF ACADEMIC INTEGRITY

All College of Music students and faculty should read and study the document Guidelines for Integrity in Research and Creative Activities as reprinted from Michigan State University, Research Integrity, Vol. 7 No. 2 Spring 2004 (https://grad.msu.edu/researchintegrity)

GUIDELINES FOR INTEGRITY IN RESEARCH AND CREATIVE ACTIVITIES

The conduct of research and creative activities by faculty, staff, and students is central to the mission of Michigan State University (see Note 1, below) and is an institutional priority. Faculty, staff, and students work in a rich and competitive environment for the common purpose of learning, creating new knowledge, and disseminating information and ideas for the benefit of their peers and the general public. The stature and reputation of MSU as a research university are based on the commitment of its faculty, staff, and students to excellence in scholarly and creative activities and to the highest standards of professional integrity. As a partner in scholarly endeavors, MSU is committed to creating an environment that promotes ethical conduct and integrity in research and creative activities.

Innovative ideas and advances in research and creative activities have the potential to generate professional and public recognition and, in some instances, commercial interest, and financial gain. In rare cases, such benefits may become motivating factors to violate professional ethics. Pressures to publish, to obtain research grants, or to complete academic requirements may also lead to an erosion of professional integrity.

Breaches in professional ethics range from questionable research practices to misconduct. (see Note 2) The primary responsibility for adhering to professional standards lies with the individual scholar. It is, however, also the responsibility of advisors and of the disciplinary community at large. Passive acceptance of improper practices lowers inhibitions to violate professional ethics.

Integrity in research and creative activities is based not only on sound disciplinary practice but also on a commitment to basic personal values such as fairness, equity, honesty, and respect. These guidelines are intended to promote high professional standards by everyone - faculty, staff, and students alike.

KEY PRINCIPLES

Integrity in research and creative activities embodies a range of practices that includes:

- Honesty in proposing, performing, and reporting research
- Recognition of prior work
- Confidentiality in peer review
- Disclosure of potential conflicts of interest
- Compliance with institutional and sponsor requirements
- Protection of human subjects and humane care of animals in the conduct of research
- Collegiality in scholarly interactions and sharing of resources
- Adherence to fair and open relationships between senior scholars and their coworkers

Honesty in proposing, performing, and reporting research. The foundation underlying all research is uncompromising honesty in presenting one’s own ideas in research proposals, in performing one’s research, and in reporting one’s data. Detailed and accurate records of primary data must be kept as unalterable documentation of one’s research and must be available for scrutiny and critique. It is expected that researchers will always be truthful and explicit in disclosing what was done, how it was done, and what results were obtained. To this end, research aims, methods, and outcomes must be described in sufficient detail such that others can judge the quality of what is reported and can reproduce the data. Results from valid observations and tests that run counter to expectations must be reported along with supportive data.

Recognition of prior work. Research proposals, original research, and creative endeavors often build on one’s own work and also on the work of others. Both published and unpublished work must always be properly credited. Reporting the work of others as if it were one’s own is plagiarism. (Please see the MSU Ombudsman website https://www.msu.edu/~ombud/academic-integrity/index.html for details regarding cheating and plagiarism.) Graduate advisors and members of guidance committees have a unique role in guiding the independent research and creative activities of students. Information learned through private discussions or committee meetings should be respected as proprietary and accorded the same protection granted to information obtained in any peer-review process.

Confidentiality in peer review. Critical and impartial review by respected disciplinary peers is the foundation for important decisions in the evaluation of internal and external funding requests, allocation of resources, publication of research results,
granting of awards, and in other scholarly decisions. The peer-review process involves the sharing of information for scholarly assessment on behalf of the larger disciplinary community. The integrity of this process depends on confidentiality until the information is released to the public. Therefore, the contents of research proposals, of manuscripts submitted for publication, and of other scholarly documents under review should be considered privileged information not to be shared with others, including students and staff, without explicit permission by the authority requesting the review. Ideas and results learned through the peer-review process should not be made use of prior to their presentation in a public forum or their release through publication.

**Disclosure of potential conflicts of interest.** There is real or perceived conflict of interest when a researcher has material or personal interest that could compromise the integrity of the scholarship. It is, therefore, imperative that potential conflicts of interest be considered and acted upon appropriately by the researcher. Some federal sponsors require the University to implement formal conflict of interest policies. It is the responsibility of all researchers to be aware of and comply with such requirements.

**Compliance with institutional and sponsor requirements.** Investigators are granted broad freedoms in making decisions concerning their research. These decisions are, however, still guided, and in some cases limited, by the laws, regulations, and procedures that have been established by the University and sponsors of research to protect the integrity of the research process and the uses of the information developed for the common good. Although the legal agreement underlying the funding of a sponsored project is a matter between the sponsor and the University, the primary responsibility for management of a sponsored project rests with the principal investigator and his or her academic unit.

**Protection of human subjects and humane care of animals in the conduct of research.** Research techniques should not violate established professional ethics or federal and state requirements pertaining to the health, safety, privacy, and protection of human beings, or to the welfare of animal subjects. Whereas it is the responsibility of faculty to assist students and staff in complying with such requirements, it is the responsibility of all researchers to be aware of and to comply with such requirements.

**Collegiality in scholarly interactions and sharing of resources.** Collegiality in scholarly interactions, including open communications and sharing of resources, facilitates progress in research and creative activities for the good of the community. At the same time, it has to be understood that scholars who first report important findings are both recognized for their discovery and afforded intellectual property rights that permit discretion in the use and sharing of their discoveries and inventions. Balancing openness and protecting the intellectual property rights of individuals and the institution will always be a challenge for the community. Once the results of research or creative activities have been published or otherwise communicated to the public, scholars are expected to share materials and information on methodologies with their colleagues according to the tradition of their discipline.

Faculty advisors have a particular responsibility to respect and protect the intellectual property rights of their advisees. A clear understanding must be reached during the course of the project on who will be entitled to continue what part of the overall research program after the advisee leaves for an independent position. Faculty advisors should also strive to protect junior scholars from abuses by others who have gained knowledge of the junior scholar’s results during the mentoring process, for example, as members of guidance committees.

**Adherence to fair and open relationships between senior scholars and their coworkers.** The relationship between senior scholars and their coworkers should be based on mutual respect, trust, honesty, fairness in the assignment of effort and credit, open communications, and accountability. The principles that will be used to establish authorship and ordering of authors on presentations of results must be communicated early and clearly to all coworkers. These principles should be determined objectively according to the standards of the discipline, with the understanding that such standards may not be the same as those used to assign credit for contributions to intellectual property.

It is the responsibility of the faculty to protect the freedom to publish results of research and creative activities. The University has affirmed the right of its scholars for first publication except for “exigencies of national defense”. (see Note 3) It is also the responsibility of the faculty to recognize and balance their dual roles as investigators and advisors in interacting with graduate students of their group, especially when a student’s efforts do not contribute directly to the completion of his or her degree requirements.

**Misconduct in Research and Creative Activities**

Federal (see Note 4) and University (see Note 2) policies define misconduct to include fabrication (making up data and recording or reporting them), falsification (manipulating research materials, equipment or processes, or changing or omitting data such that the research is not accurately represented in the record), and plagiarism (appropriation of another person’s ideas, processes, results, or words without giving appropriate credit). Serious or continuing non-compliance with government regulations pertaining to research may constitute misconduct as well. University policy also defines retaliation against whistle blowers as misconduct. Misconduct does not include honest errors or honest differences of opinion in the interpretation or judgment of data.
The University views misconduct to be the most egregious violation of standards of integrity and as grounds for disciplinary action, including the termination of employment of faculty and staff, dismissal of students, and revocation of degrees. It is the responsibility of faculty, staff, and students alike to understand the University’s policy on misconduct in research and creative activities (see Note 2), to report perceived acts of misconduct of which they have direct knowledge to the University Intellectual Integrity Officer, and to protect the rights and privacy of individuals making such reports in good faith.

RESOURCES
“Guidelines on Authorship”, Endorsed by the University Research Council, January 15, 1998 (http://www.msu.edu/unit/vprgs/authorshipguidelines.htm)


“Research Data: Management, Control, and Access Guidelines”, Endorsed by the University Research Council, February 7, 2001 (http://www.msu.edu/unit/vprgs/research_data.htm)

Notes
2. MSU Faculty Handbook, Chapter VI, “Research and Creative Endeavor- Procedures Concerning Allegations of Misconduct in Research and Creative Activities” (http://www.hr.msu.edu/HRsite/Documents/Faculty/Handbooks/Faculty/ResearchCreativeEndeavor/vi-misconductoc.htm)
3. MSU Faculty Handbook, Chapter VI, “Research and Creative Endeavor- Sponsored Research and Creative Endeavor”
4. (http://www.hr.msu.edu/HRsite/Documents/Faculty/Handbooks/Faculty/ResearchCreativeEndeavor/vi-sponsoredresearch.htm)

Conducting Research, Giving Talks and Lecture-Recitals, Publishing Papers

Guidelines for authorship and other forms of credit:
According to acceptable practice, authorship is reserved for persons who make primary contribution to and hold primary responsibility for the data, concepts, and interpretation of results for a published work. Authorship encompasses not just the actual writing but also making substantial scientific or scholarly contributions to a study. Collaborators discuss early on who the authors will be, and in what order they will be listed. Do not make someone an author without consulting him or her; authorship is a responsibility as well as a right, and so people should assent to such a role.

Rules concerning the use of human subjects:
All research with human beings must be reviewed and approved by the University Committee for Research Involving Human Subjects (UCRIHS). This applies to all Master's and Doctoral research projects, as well as other research you may be involved with. For complete details about the application procedure, please see the website for UCRIHS, the University Committee for Research Involving Human Subjects.
X. GRADUATE ASSISTANTSHIPS

ASSISTANTSHIP RESPONSIBILITIES

All policies related to Graduate Assistantships must be consistent with the Graduate Student Rights and Responsibilities (GSRR) document (Sections 4.2.1-4.2.8). Please see the brochure entitled “Graduate Assistantships at Michigan State University” for more information on University policies concerning assistantships. Teaching Assistants should also consult the MSU/GEU Contract for specific policies relating to them.

All Graduate Assistants (Teaching Assistants and Research Assistants) are required to attend an orientation/training program in the College of Music at the beginning of each academic year, prior to classes starting. Additional training sessions may be required, as necessary, through the TA Program, in cooperation with The Graduate School.

1. Work Load

Almost all of the Graduate Assistantship positions in the College of Music are ¼ time assistantships, with a few ½ time assistantships offered. The work load for ¼ time assistantships is an average of ten hours (or twenty for a ½ time) per week, averaged over the length of the appointment. The appointment for Fall Semester is from August 16th through December 31st. For Spring Semester the appointment runs from January 1st through May 15th. Please note that these dates begin prior to the first day of classes and end after the last day of finals.

2. Enrollment, Credits and Grade Point

Enrollment

Graduate assistants must be registered each semester in which they hold assistantships. The minimum and maximum credit loads are below. While the University has a set minimum enrollment for GAs, you typically have 9 credits covered each semester you are appointed. The College of Music monitors enrollment to ensure that students get as close to 9 credits as possible to get the most benefit from their waiver.

Credits

For a quarter-time graduate assistant, minimum enrollment is 6 credits for master’s degree students and 3 credits for doctoral students (including credits in courses numbered 899 or 999); maximum enrollment is 16 credits (excluding credits in courses numbered 899 or 999).

For a half-time assistant minimum enrollment is 6 credits for master’s degree students and 3 credits for doctoral students (including credits in courses numbered 899 or 999); maximum enrollment is 12 credits (excluding credits in courses numbered 899 or 999).

Minimum enrollment for doctoral students who have successfully completed all comprehensive exams (ABD – All But Defense) is 1 credit. Deviation from the minimum enrollment requirements listed above is permitted only during:

1. summer session, when a 3-credit minimum enrollment is allowed for all types of assistants
2. the semester in which the degree is granted, when all types of assistants must enroll for at least the number of credits required to complete the degree or meet the University minimum registration requirement.

Any deviation from the maximum enrollment requirements listed above must have the approval of the Associate Dean of Graduate Studies prior to enrollment. In meeting the credit requirements, graduate assistants should be enrolled in courses that are recognized as being of graduate level unless the student’s department or school has granted written permission for course work constituting an exception to this rule.
Grade Point
A graduate assistant in the College of Music must:
1. Maintain a cumulative grade–point average of at least 3.25.
2. Not accumulate deferred grades (identified by the DF–Deferred marker) in more than 8 credits in courses (excluding courses numbered 896, 897, 898, 899 or 996, 997, 998, 999).

If at the end of a semester a graduate assistant fails to meet one or both of the requirements specified above, the graduate assistant shall receive a warning and be allowed to hold the graduate assistantship for one additional semester. If at the end of the additional semester the graduate assistant has failed to meet one or both of the requirements specified above, the graduate assistantship shall be withdrawn.

3. Assignments & Duties
The College of Music employs about 100 graduate students in Music as Teaching Assistants and Research Assistants. Duties include teaching an elementary course or assisting in recitation sections of elementary courses with the concomitant lecture preparation, paper grading, and student consultation. Normally this does not exceed six classroom contact hours per week when averaged over the two semesters. Other duties could include teaching private lessons, supervision of student teachers, performing responsibilities, and assisting a faculty member in research or administrative duties.

If you are given full course responsibility, the course will most likely be at the freshman- sophomore level, or one that attracts a large number of non-music majors. Occasionally advanced students may be given an opportunity to teach upper division courses.

Syllabi
https://msu.edu/unit/ombud/classroom-policies/syllabus-faq.html
MSU instructors are required to distribute a course syllabus, either in print or online, to their students at the beginning of the semester. Items covered at this website include:

- What am I required to include in my course syllabus?
- What other information should be included in a course syllabus?
- What should I include on my syllabus if I choose to use Turnitin in my class?
- What university policies or procedures should I consider including in my syllabus?
- Am I required to include directions for responding to on-campus emergencies in my course syllabus?
- What are my options for attendance and excused absences?
- Can I distribute my course syllabus only online?
- Once I distribute my course syllabus, can I change it?
- Is the course syllabus considered a “contract” between my students and me?
- Where can I go for more detailed information on what to include on my course syllabus?
- What should I say about appropriate and inappropriate collaboration on my syllabus?

The Graduate Advisor will work with students in Applied Lesson courses. Students will be contacted and a short meeting will be held to further explain.

If you are not teaching Applied Lesson courses, please consult with your major professor for assistance in preparing a syllabus.

Accessing your classlist:

- Go to the Registrar’s Office website (http://reg.msu.edu)
- Choose Instructor Systems menu under Faculty and Staff Headings
- Input your user name and password
- You should be able to navigate form there
- Request for computer to send a copy to you

Classlists are linked via CLIFMS. If you are unable to access your class lists, you may not be completely processed yet. Please see Rita Mart in 130 Music Bldg.
4. **Expectations/Obligations**

The University expects that graduate teaching assistants will follow the code of teaching responsibility and that both TA’s and RA’s will follow the GSRR.

**Mandatory Training:**
https://ora.msu.edu/RVSM

All TAs and RAs must complete the on-line training about the Relationship Violence and Sexual Misconduct Policy. The Office of Regulatory Affairs (ORA) will contact you via msu e-mail as to your registration. If you have not heard from them by your 2nd pay date, or, if you need assistance, contact the Helpdesk at 517-884-4600 or train@ora.msu.edu.

- Graduate Assistants are expected to observe standard norms of professional behavior in their interactions with faculty and students.
- The faculty member(s) with whom a graduate assistant is working should clearly specify the assistant’s duties and responsibilities at the start of the semester, or at a time sufficiently in advance of the date of expected completion.
- Assistants should be available for work for the number of hours specified from the start to the end of the semester (being defined as the last day of the final exam week).
- Assistants should report no later than the second day of the semester to the person(s) to whom they are assigned.
- Assistants have the responsibility of reporting to the person(s) to whom they are assigned at least once per week.
- Inability to perform assigned duties should be communicated immediately to the faculty member directly or through the College of Music Graduate Office.
- Compliance with the provisions of the University Code of Teaching Responsibilities is mandatory.

**Expectations of the Student**

Acceptance of a graduate assistantship creates an obligation to perform research, teaching or other activities in furtherance of College of Music programs. Students with a ¼ time appointment are expected to spend 10 hours per week on these activities. Students with a ½ time appointment are expected to spend 20 hours per week on these activities. The School of Music attempts to allow the student flexibility in meeting this obligation. If the student puts greater emphasis on course work during a given semester, then more time on assistantship duties at other times is required to discharge the assistantship obligation.

**Expectations of the College**

The duties of the assistant will be supervised by a qualified person, generally a faculty member. The graduate assistant is provided a desk and office space (to the extent permitted by the space available to the College of Music) and access to a computer as needed for assistantship work. Supplies for use in fulfilling assistantship responsibilities are also furnished.

5. **SIRS - Student Instructional Rating System**

The objective of the student instructional rating policy is to secure information which is indispensable to implementation of the University’s policy of providing its students with instruction of the highest quality. This information is put to two principal uses:

1. providing instructors and teaching units with an accurate account of student response to their instructional practices, to the end that classroom effectiveness be maintained at the highest level of excellence; and
2. providing teaching units with one kind of information to be considered in deciding on retention, promotion, salary, and tenure, to the end that effectiveness in instruction constitutes an important
criterion in evaluating the service to the University of members of the teaching faculty. In order to accomplish these objectives more fully, the following procedures were established.

1. Every teaching unit shall approve one or more common student rating instruments through its own channels of participation, in accordance with unit bylaws and customs of collegial decision making. Regardless of the type of instrument adopted, it must prominently display the following notation:

   The Michigan State University CODE OF TEACHING RESPONSIBILITY holds all instructors to certain obligations with respect to, e.g., course content consistent with approved descriptions, timely statement of course objectives and grading criteria, regular class attendance, published office hours, and timely return of examinations and semester papers. This Code is printed in full in the Academic Programs catalog or is available online at https://www.msu.edu/~ombud/classroom-policies/index.html#attend-code. It includes specifics about complaint procedures available to students who believe that their instructors have violated the Code.

2. Each teaching unit shall make regular and systematic use of student instructional ratings as part of the unit's evaluation of instructional performance. Each teaching unit shall formulate and promulgate a comprehensive policy covering all aspects of student instructional rating procedures, and shall be responsible for implementing that policy within the framework of the provisions contained in this document. Students shall not be required or requested by faculty members to identify themselves on the rating forms.

3. All instructors, regardless of rank, including graduate assistants, shall use unit-approved student instructional rating forms in all classes (every course, every section, every semester). For team-teaching situations, units shall develop procedures consistent with the intent of these provisions.

4. Individual instructors may use other instruments to gather additional information.

5. Results of student instructional ratings shall be used in accordance with the following provisions:
   a. Results shall be returned promptly to the instructor for information and assistance in improving course design and instruction.
   b. Instructors shall have the opportunity to comment, orally and/or in writing, upon the ratings received. These comments shall be taken into account by persons or groups charged with making or advising on personnel decisions.
   c. Results of student instructional ratings shall be systematically consulted, with due regard for strict confidentiality, in conjunction with other means for assessing individual effectiveness, according to the review criteria promulgated within each unit. Other means might include, e.g., classroom visits or consideration of course syllabi, assignments, and examinations.

6. Procedures for implementing the rating process and for utilizing the results shall be promulgated by each teaching unit, subject to the following provisions:
   a. Duly promulgated unit procedures shall be filed in the offices of the appropriate Dean and the Provost, where they will be matters of public record.
   b. Unit administrators are responsible for implementing in their units SIRS procedures which follow fully the requirements of this document.
   c. Teaching units may have the required SIRS instruments administered by a person other than the instructor. If the unit does not administer the instruments, instructors are obligated to do so, and to return all results to unit offices within the time period specified in the unit procedures.
   d. At the time instruments are administered, students shall be informed who will have access to the results and how the results will be used.
6. **Faculty Evaluation of Graduate Assistant Performance**

In accordance with the Graduate Education Union contract, (http://geuatmsu.org/), Faculty are **required** to fill out a College of Music evaluation form or a narrative letter evaluating the performance of each graduate student assistant assigned to them. This is for each semester the student is employed. The student signs the evaluation and has 20 days to respond to the evaluation, in writing, if they so choose. These evaluations (and rebuttals) are placed in the student’s personnel file.

The College of Music Teaching Assistant evaluation form allows the Faculty to evaluate you on the following areas of responsibility:

- **Department/University Employee Conduct:**
  Related to professionalism, courtesy, professional atmosphere in their class/lab/department and on University grounds, and following University policies and procedures

- **Professor Conduct** (for Teaching Assistants):
  Clearly states/follows course objectives, methods of determining final course grades, attendance requirements, and absence policies in course syllabi; ensures that course/lab content is consistent with course descriptions; returns assignments/examinations promptly; retains final exams/grading records for at least one semester; meets his/her classes regularly and schedules/keeps a reasonable number of office hours, or makes appointments; makes reasonable efforts to respond to work related communications

- **Research Assistants:**
  Related to the completion of assigned tasks in a responsible and timely manner; effective and professional conduct while performing those tasks

- **Student Conduct:**
  Maintains their own integrity of scholarship, grades and professional standards in their studies and makes adequate progress toward finishing their degree.

7. **Reappointment**

For master’s degree students, if an assistant’s studies and teaching are satisfactory, reappointment for a second year may be possible but requirements for a master’s program should be completed by the end of the second year.

For a doctoral degree if an assistant’s studies and teaching are satisfactory, reappointment for a second and third year may be possible. Unsatisfactory performance in course work or in performance of duties will result in termination of an assistantship.

8. **STIPEND & BENEFITS**

**Stipends, Stipend Advancement and Promotion**

There are three classes of graduate assistantships: Level 1, Level 2, and Level 3. Actual stipend rates are set in the summer and become effective on August 15 each year. Your appointment offer letter states what your bi-weekly stipend will be.

**Level 1**
Graduate Assistants must have a bachelor’s degree and less than two semester's experience as a graduate assistant or full-support fellow.

**Level 2**
Graduate Assistants must possess a master’s degree or the equivalent in a music field or have completed two (2) assistantship semesters. After two (2) assistantship semesters, students are automatically transferred to Level 2 if re-appointed for the following academic year.
Level 3  Graduate Assistants have more complicated requirements:

**Successful completion of doctoral comprehensive exams is required to be Level 3.**
Level 3 is acceptable for Teaching (T) assistants (but not required) when students have a master’s degree or the equivalent in a music field or have completed 4 or more semesters of experience as a graduate assistant or have the equivalent experience at the faculty level. (Level 3 required criteria have not been met.)

Level 3 is required for Teaching (T) assistants when students have a master’s degree or the equivalent in a music field and have 6 semesters of experience as a Teaching (T) assistant at MSU (or equivalent experience at the faculty level) in the employing unit or in a relevant department. The chairperson of the employing unit has discretion over defining whether experience at the faculty level is "equivalent" and whether experience in a different department is considered "relevant".

Level 3 is required for Research (R) assistants when successful completion of doctoral comprehensive exams, as defined by the department in which the student is enrolled and has 6 semesters as a graduate Research/Teaching (R/TE) assistant at MSU, or equivalent. The definition of equivalence is left to the discretion of the Associate Dean for Graduate Studies in the appointing unit, but it is expected that only experience in research-oriented assignments count toward the 6 semesters of experience as an RA. (Level 3 is not acceptable for Research (R) or Teaching (TE) unless all 3 criteria listed above are met.)

Graduate assistants are paid bi-weekly. The pay period begins on August 15 and the assistant receives a paycheck every two weeks, (on Friday) beginning in September. Most GA’s sign up for Direct Deposit through the Payroll Office at 350 Administration Building or it can be done online at e-payroll (http://epayroll.msu.edu). Students not choosing direct deposit will be asked to use: MSU Paycard. https://ctlr.msu.edu/COPayroll/PayCard.aspx

9. **Tax Status of Stipends**
Graduate assistantship stipends are not subject to Social Security (FICA) taxes. Stipends are subject to income taxes with few exceptions. The taxability of stipends is subject to review by the Internal Revenue Service. Contact the Payroll office for more information at 355-5010.

10. **Tuition Waiver**
A waiver of out-of-state tuition is granted to out-of-state students during the semester of appointment, and for full academic year appointees, for the summer session that precedes or follows an appointment for an entire academic year. A nine-credit tuition waiver is granted each semester while holding an appointment. The College of Music does not offer summer session appointments.

*This is different from the TA Tuition Waiver Pool.*

*Teaching Assistant Tuition Waiver Pool*
http://geuatmsu.org/health-dental-vision/tuition-waiver-pool/
https://grad.msu.edu/events/ta-tuition-pool-application-opens
During GEU’s contract bargaining with the university, GEU negotiated for 450 extra tuition waiver credits for Teaching Assistants to use. So, if you need to take more than 9 credit hours in the Spring or Fall or more than 5 credits in the Summer, be sure to take advantage of this opportunity. Keep in mind, once you are awarded extra tuition waiver credits, they cannot be awarded to someone else. So please be responsible and courteous to your fellow TAs when you apply. *Research Assistants/Accompanists are not eligible for this.*

12. **Insurance**
https://www.hr.msu.edu/benefits/student_insurance/documents/MSU_Grad_Health_Changes.pdf
Michigan State University and the Council of Graduate Students worked together to offer graduate assistants health insurance coverage beginning Fall Semester. “Student only” coverage will be automatically provided, at no cost to graduate assistants. MSU will provide a full 12 months of coverage if your appointment is at least 9 months long. It begins August 15 and covers until August 14 of the following year.

For questions, concerns and enrollment for your spouse and/or dependent children, please contact the MSU Benefits office at 800-353-4434 or email SolutionsCenter@hr.msu.edu.
13. **Parking**

If you own a motor vehicle and want to use it on campus, you **must** register it with the University Vehicle Office. [http://police.msu.edu/permits.asp](http://police.msu.edu/permits.asp)

Graduate Assistant parking permits are available for purchase on-line.
If you register your vehicle in the Parking Office you must take your student ID, your current vehicle registration, and a copy of your appointment papers. *You can get a copy of your appointment papers from the Graduate Secretary.* Permits purchased on-line are mailed out the following business day. If you change vehicles/have your windshield replaced, you must scrape off your permit and take the pieces to the Parking Office where a replacement permit may be issued for a $2 fee.

Graduate assistant permits allow parking in faculty/staff spaces south of the Red Cedar River. Parking is **not** allowed north of the Red Cedar River unless at a paid meter or when the posted employee restriction is no longer in effect. Parking is **not** permitted in the courtyard between our buildings. Permits purchased on-line are issued one semester at a time. A semester permit will cost about $110. Spring GA parking permits are available on-line in December.

[Fellowship recipients who receive an MSU Fellowship of $1,000 or more per semester qualify for a graduate assistant parking permit. Qualifying fellowship recipients may not register on-line. They must go to the Parking Office with proof of their MSU Fellowship, which can be obtained from the Graduate Secretary.]

14. **Details by the Academic Year.**

Please see the Graduate Assistant Information Sheet in the Graduate Orientation section at the end of the handbook.
XI. ENROLLMENT

1. Enrollment Websites

The Schedule of Courses ([http://schedule.msu.edu/](http://schedule.msu.edu/)) can tell you what courses are still available, when they meet, how many credits, etc.

Within the Schedule of Courses is Schedule Builder and this is where enrollment is done. Directions for using Schedule Builder are at [http://schedule.msu.edu/instructions.asp#PlannerInstructions](http://schedule.msu.edu/instructions.asp#PlannerInstructions).

Overrides

During enrollment many students require an override to be able to enroll in their courses. Override forms can be found outside both the Undergraduate Secretary’s and the Graduate Secretary’s offices. Students fill out the form, completely, to request an override for a course. Students can e-mail this same information to musgrad@msu.edu, as well.

Name, PID, Course #, Section #, # of Credits and Semester are required for override requests! With required information, overrides are normally processed the day of receipt. Students then enroll for their classes that evening or the following day or by direction of the Graduate Secretary.

If a course is full, students can request being added to the ‘waiting list’ for that course. If a space opens up, students are automatically enrolled and e-mailed, by the Graduate Secretary. There is no guarantee that you will the course, even if you are on the waiting list.

The Academic Calendar ([http://www.reg.msu.edu/ROInfo/Calendar/academic.aspx](http://www.reg.msu.edu/ROInfo/Calendar/academic.aspx)) can tell you all of the special dates and deadlines for the academic year. They have links to several years at a time on this site.

* You must be enrolled to receive financial aid, scholarships, University privileges, etc.

** Students are expected to complete the courses in which they register.

Tuition, Fees, and Housing Calculator

[https://ctlr.msu.edu/COSStudentAccounts/TuitionCalculator.aspx](https://ctlr.msu.edu/COSStudentAccounts/TuitionCalculator.aspx)

This calculator is meant to help you estimate your tuition, fees and housing costs FOR ONE SEMESTER. Click on the link, fill in the blanks and Submit.

2. Studio Assignment of New Students

All new students will have an opportunity to list their teacher preference(s) at the time of the audition or subsequently prior to enrollment. At the end of the academic year area chairs will ask the applied teachers in their areas for a list of their students who are returning in the subsequent year. Area chairs will communicate to applied teachers in their areas the incoming students who have requested them as teachers for their comment. Area chairs will make a good faith effort to assign new students taking into consideration the following factors:

- student requests
- faculty load availability (if a faculty member with a full load desires to take on additional students, this is possible if that individual is willing to accept an overload); it is understood that students assigned to an individual's studio can expect a commitment from that faculty member for instruction for the duration of their degree work.
- faculty input at time of audition (area chairs will try to avoid assigning any new student to a teacher who vote to not accept that student as a music major)
- equalizing as much as possible, student ratio with regard to applied and non-applied, graduate and undergraduate

After all issues have been considered, the student must accept the faculty member assigned to them and faculty member must accept the student assigned to them.
3. **Lesson Attendance**
Students are expected to attend lessons as scheduled. Unexcused absences other than those caused by illness will be rescheduled only at the discretion of the applied teacher. See page 12 (MM) or page 15 (DMA) for details about lesson credits.

4. **Add and Drop Period / Change of Enrollment**
Students may add courses using the enrollment system through the 5th day of classes in the Fall and Spring semesters. Students may drop courses using the enrollment system through the middle of the semester. If you drop a course later in the semester and then decide you want it back, you cannot re-add it. You must speak with the Graduate Secretary for her assistance.

a. **To Add a Course After the Add and Drop Period**
   Normally, no course may be added after the designated period for adding courses. Any add after this period must be processed through the Graduate Studies office. Written, final approval rests with the Professor of the requested course.

b. **To Drop a Course After the Middle of the Semester**
   A student may drop (withdraw from) a course during this period only to correct errors in enrollment or because of events of catastrophic impact, such as serious personal illness. Any drop/add after this period must be processed through the Graduate Studies office. To initiate a late drop, the student must obtain written approval from the Associate Dean of Graduate Studies.

If the student is passing the course, or there is no basis for assignment of a grade, at the time of the drop, a W grade will be assigned. If failing, a 0.0 (or N in a P-N graded course) will be assigned. The course will remain on the student's academic record.

If you need to add a course after the semester, your professor must provide written verification of attendance and provide a grade. Students must obtain written approval from the Associate Dean of Graduate Studies, as well. Students WILL be charged Late fees for late adds. The College of Music cannot request a waiver of this fee.

c. **Dropping ALL Courses**
   A student may voluntarily withdraw from the University prior to the end of the twelfth week of a semester or the fifth week of each of two regular summer sessions. Voluntary withdrawal after these dates is not permitted. If you are contemplating withdrawal from the University, contact your major professor and the Associate Dean for Graduate Studies.

5. **Adjustment of Fees**
If the adding or dropping of courses changes the total number of credits in which the student is enrolled, an adjustment of fees is made according to the policies for assessment of fees and refund of fees shown in the section on *Refund Policies*, on the Registrar’s Office website.

6. **Confirm Attendance / Verify Enrollment**
By the start of each semester, students must CONFIRM_ATTENDANCE in their StuInfo account. Even if you owe no money or have paid all of your fees, you must confirm this.

Students must check their enrollment, in their StuInfo account, often to be sure they are enrolled in the courses they think they are enrolled in. Finding enrollment errors at the end of a semester will be problematic and can cost you extra money.

Adding credits to MUS 896-899 and MUS 996-999 is allowed, if it will allow you to graduate that semester. Students must obtain written approval from the Associate Dean of Graduate Studies.
7. **Academic / Financial ‘Holds’**
The College of Music places holds on student accounts related to: non-payment for recitals, non-return of room keys, and, beginning in Spring 2010, non-submission of DMA Report of Guidance Committee forms. MSU places holds on student accounts related to: lack of required application materials, parking violations, overdue library fees, etc. With a hold on your account, you **cannot** enroll, make schedule changes, receive a scholarship/fellowship, or be granted your degree, even if you have completed all of your requirements.

8. **Resource Center for Persons with Disabilities (RCPD)**
Michigan State University and the College of Music want all students to succeed at earning their degree and progressing into their chosen field. We understand that some students may have challenges, both seen and unseen.

These disabilities need not preclude the achievement of goals and dreams. The team of professionals at the RCPD is ready to assist students, employees and visitors with resources that create an environment of opportunity. We value full integration of persons with disabilities throughout the university mission, programs and services. We believe that persons with disabilities at MSU are as much in control of their educational/work experience as a person without a disability.

If you have a disability that substantially limits a major life activity, you can register with the RCPD and you may be eligible to receive accommodations.

* This information is kept strictly confidential.
* **Self-identification is voluntary.**

However, if you have a disability, not registering with the RCPD may delay or compromise the availability of accommodations. The following steps should be taken to expedite the process.

https://www.rcpd.msu.edu/services/accommodations ; https://www.rcpd.msu.edu/services

As each disability is unique, an RCPD specialist provides details on what constitutes appropriate documentation for a particular disability. As many reasonable accommodations require significant pre-planning, registration with the RCPD **prior to situations requiring accommodations is essential.**
XII. MISCELLANEOUS INFORMATION

** Many of the websites listed below are linkable from the MSU homepage: www.msu.edu. Click on the white ‘search’ box at the upper right-hand side.

1. **MSU E-Mail** [http://mail.msu.edu](http://mail.msu.edu)
   All MSU students are allowed to have e-mail from the MSU server. If you have not activated your account, click the link on the right-hand side. You will need to know your PID and PAN in order to set it up.

   Once you are enrolled, ALL correspondence from the College and MSU will be sent via your MSU e-mail address. There is a function inside webmail that will allow you to have mail transferred to another e-mail server if you’d like. Please check your MSU e-mail during breaks and summers, as well as, the regular year.

2. **StuInfo** [https://stuinfo.msu.edu/AppLogin.Asp](https://stuinfo.msu.edu/AppLogin.Asp)
   StuInfo is on-line access to look into your account/records with MSU. Your MSU NetID and password are your sign in. StuInfo matches your NetID with your record and allows you access according to your status. It is not possible to access other students' information.

3. **Student ID cards**
   Take a picture ID card and your PID # to the North Lobby of the International Center, by the Food Court. You will need this card to ‘enroll’ with the Main Library, to use as a Residence Hall meal card, for riding the bus, etc. Please keep this card on you. It is a form of ID while you are on campus and it will have your PID # on it. Most departments need your PID# when they check your records.

4. **Related to Practicing**
   **Building Hours**
   The Music Building and the Music Practice Building are open:
   - M-F 7:00 AM-12:00AM
   - Sat 7:00 AM-11:00 PM
   - Sun 8:00 AM-11:00 PM

   **Practice Rooms**
   Practice rooms in the Music Building and the Music Practice Building are available to enrolled students during building hours (see above). There are several practice rooms reserved for piano practice by music majors whose primary instrument is piano. See the chair of the piano area to obtain access to them. Private teaching in these rooms is not allowed, unless it’s under the auspices of the Community Music School (CMS).

   There is a 15-minute vacancy limit. If a student is absent from a practice room for more than 15 minutes – whether or not personal belongings remain in the room - that room may be taken by another student.

   **Do NOT leave valuables (including instruments) unattended at any time in practice rooms or anywhere in the College of Music.** Personally-owned instruments are not insured through MSU. Students should check with their/their parents’ homeowners provider (if you are a dependent) for information on coverage for instruments “away from premises.” If a theft occurs, report it to the University Police (517- 355-2222) and the Facilities Manager, Chuck Roberts (rober321@music.msu.edu) ASAP with details.

   **Lost and Found**
   College of Music Lost & Found is in Rm 102 Music. Campus Lost & Found is located at the MSU Union Postal Services desk.

   **Instrument Lockers**
   Lockers are University property rented to students for $20.00. Lockers are for your convenience and are issued on a first-serve basis, with music majors getting preference over non-music majors.
Lockers are assigned based on main instrument size and availability. Lockers are located in the Music Building and Music Practice Building. Any falsified information will result in the loss of your locker.

A key or combination is issued with the locker. If your key or combination lock is lost or stolen, you may be charged a fee to cover changing the locks and replacing the keys. The College of Music reserves the right to have access to all lockers and storage facilities on the premises. ALL keys must be returned to the College of Music by the end of Spring Semester of each year.

**Keys for Lockers and Performance Venues**
- A $20 non-refundable fee is required before a locker key or a practice room key is issued. If students check out both a locker key and a practice room key, only one fee will be charged.
- Students are to turn in practice room keys at the end of each semester and locker keys at the end of each academic year (or last semester at MSU).
- If a classroom, office, locker, practice room, or any other type of key has not been returned by the due date, the student to whom the key was issued will be notified and a lock change will be ordered for that space.
- For all overdue keys that result in a lock change, the student to whom the key was issued will be charged an additional fee to cover the core change and any production of replacement keys.
- Graduate assistants may be issued a key to their office and a key to the room(s) in which they teach and are not required to leave a deposit. Office keys must be returned at the end of finals week of each spring semester and classroom keys at the end of finals week of each semester.

**General Key Information**
- The Facilities Manager, Chuck Roberts (odonne82@music.msu.edu), or a staff member in the main office can assist students who have locked themselves out of their office, practice room, or classroom.
- Keys will not be issued for the daytime use of Hart Recital Hall, Cook Recital Hall, or classrooms. For non-class use of these rooms during the day, a staff member in the main office should be available to unlock them.
- No keys will be issued outside of standard business hours (8 a.m. – 5 p.m., Monday – Friday), so please plan accordingly to pick up keys when office staff is available to assist you.
- Keys are to remain with the person to whom they are assigned.
- Keys for meetings, rehearsals, recitals, and recordings must be returned by the end of the next business day.
  - Keys may be returned to 102 Music Building either in person or in the mail slot in the door (place key in an envelope before putting through the mail slot, please!)
- Keys for meetings, rehearsals, recitals, and recordings must be returned by the end of the next business day.

The Green Room key may be checked out; a reception room (classroom) may be available also. The Green Room must be cleared out at the end of recital. Furniture should never be removed from the Green Room. Failure to comply may result in your immediate loss of the use of space.

ALL keys must be returned to the College of Music by the return deadline, either the next business day, the end of the Fall Semester, or the end of Spring Semester depending upon the type of key. If you are not enrolled for the Summer Semester, you will need to obtain approval from your applied instructor. That approval must be forwarded to the Facilities Manager, Chuck Roberts (odonne82@music.msu.edu).

**College of Music ‘Hold’**
Failure to return locker/room keys will result in a hold and/or a charge to cover the cost of changing the lock and replacing the keys being placed on your account. Contents left in the locker after the last day of classes will be removed and held for 30 days. With a standing balance or a hold on your account, you will not be allowed to enroll, nor will you be granted your degree, even if you complete all of your requirements.
Instrument Rental/Loans
The College of Music has an instrument loan program for those students needing an instrument for class instruction or for an ensemble. Information can be attained at the Main Office (Rm 102 Music Bldg).

6. Related to Recitals
http://music.msu.edu/information-for-faculty/administrative-forms-and-policies/recital-information-and-policies

** All Graduate Woodwind Pre-recital Screenings: All students who will be presenting a GRADUATE degree recital must submit a request via email for an on-campus Pre-recital Screening with Prof. Kroth no later than the First Friday of the semester. Please note that the hearing must be at least 7 or more days before the actual recital date. Professor Kroth may be contacted at kroth@msu.edu.

** All required graduate recitals and lecture-recitals MUST be recorded and an audio recording/CD submitted. As soon as a date and room are confirmed, contact Recording Services (226 MB) or an independent recording studio.

If Recording Services records for you, they will provide us with a recording. If you have it done elsewhere, YOU must ensure that a recording gets to us.

For independent recordings, please process them via MSU’s FileDepot system. : https://filedepot.msu.edu/

Directions for FileDepot – will also be out on our website soon.

- Login. Click on ‘Drop Off’.
- Organization should automatically enter. If it does not, enter “MSU, Michigan State University. Click on ‘Next’.
- Click on the Green ‘+’ sign. Add the recipient Name (Anne Simon) and E-Mail address (musgrad@msu.edu).
- Click on ‘Add Recipient’.
- Add a short note. Please include your NAME, PID#, DEGREE/LEVEL and Recital Information.
- For Recital Information, please include which one it is (solo or chamber), 1st composer, date performed.
- Choose File’ from your database. Should be MP3 or AUDIO version of the file.
- Enter a short description. Each item can be each composer from your recital or you can just download everything in one file.
- You will get a notice about leaving this site, and changes may not be saved. Click on ‘Leave’.
- You will get a quick note about ‘uploading’ and then come to a ‘Drop Off Summary’ page.
- Logout. You will be redirected to the main menu and you should also exit the browser.

===================
IF there’s a problem I will notify you of what that problem is. Otherwise, I will send you a ‘Thank you’.

Recitals for fall and spring semesters: Please reserve Hart Recital Hall or the Music Building Auditorium by following the scheduling timeline below. Recitals may be scheduled after these dates on a space-available basis.

<table>
<thead>
<tr>
<th>Scheduling Timeline</th>
<th>Academic Year</th>
</tr>
</thead>
<tbody>
<tr>
<td>Chamber Ensembles</td>
<td>Starting March for following year</td>
</tr>
<tr>
<td>DMA or MM Required</td>
<td>Starting mid-April</td>
</tr>
<tr>
<td>Any other</td>
<td>Beginning spring semester Finals Week for the following year; continuing through semesters</td>
</tr>
</tbody>
</table>
Forms
Scheduling Request Form - https://docs.google.com/a/msu.edu/forms/d/1qXwLaoS5U3F6t5RanFjLV9eDp5-cbVTVvyuqbg-JlDg/viewform

General Policies for All Recitals
- Recitals may be performed in Hart Recital Hall or Cook Recital Hall (or, in some instances, 103 Music Practice Building). Indicate your room preference on the Student Recital Contract.
  - Student recital dates must be submitted with the approval of the appropriate faculty instructor.
  - Graduate students only: once scheduled, required graduate recital dates will not be changed without permission from the major professor and the Graduate Associate Director; cancellations must follow the guidelines of the Graduate Committee.
- Due to heavy facility use, please schedule your recital as far ahead of time as possible.
- Student Recitals may be scheduled Monday through Friday at 6:00 p.m. and 8:00 p.m., Saturday and Sunday at noon, 2:00 p.m., 4:00 p.m., 6:00 p.m. and 8:00 p.m.
- Anyone canceling a recital may not be allowed to reschedule until the following semester.
- All required/graded graduate recitals must be professionally recorded. Contact Recording Services in 226 Music Building as soon as you have your room confirmed.
- The green room is available 30 minutes before your recital for warm-up purposes. Check out a key from the main office. The room may need to be shared by more than one person.
- Following your recital, you must be sure that:
  - The hall or room is cleaned and secured (doors locked and completely closed).
  - Keyboard instruments are covered and secured.
  - Tables and other equipment and supplies are returned to the correct place.
  - All lights are turned off.
  - Any reception area is cleaned and trash placed in the courtyard dumpster.

Scheduling a Recital
- Review the Venue Calendars site or visit the Main Office for assistance before submitting a Scheduling Request form to determine which spaces are available at the specific time and date. Choose a date for your recital that can be attended by all involved. Avoid scheduling your recital in conflict with MSU ensembles, faculty recitals, or other concerts. Complete the appropriate recital/performance contract.
- You will receive confirmation of the date, place, and time by e-mail. Check the website to confirm that your recital appears on the updated schedule. Contact Chuck Roberts (odonne82@music.msu.edu) if you do not receive confirmation within 2-4 business days of submitting the request.
- A completed contract must be submitted to staff in the Main Office, 102 Music Building (mainoffice@music.msu.edu) within 5 business days of submitting a scheduling “hold” for a recital time, or the “hold” may be canceled. Keep a copy of the contract for your records.
- A recital involving a large or complicated set-up may be allowed extra time on the day of the performance. Contact the Main Office, 102 Music Building (mainoffice@music.msu.edu) at least a week in advance of recital to see if extra set-up time may added to the schedule.
Rehearsals
- Review the Venue Calendars site or visit the Main Office for assistance before submitting a Scheduling Request form, after receiving confirmation for recital date, time, and location but no more than 14 days in advance of recital date.
  - Graduate students only: schedule rehearsal times after you have passed your pre-recital hearing. 
    [http://music.msu.edu/assets/Pre-recital_hearing_results_form_5-2012_v3.pdf](http://music.msu.edu/assets/Pre-recital_hearing_results_form_5-2012_v3.pdf)
- Hart Recital Hall and Cook Recital Hall are not to be used for general practice; these are for performances and dress rehearsals.
  - For required masters & doctoral recitals, you may reserve the performance venue for up to five (5) total hours for rehearsals.
  - For required masters recitals, you may reserve the performance venue for up to three (3) total hours for rehearsals.
  - For Performance Diploma recitals, you may reserve the performance venue for up to four (4) total hours for rehearsals.
  - For non-required recitals, you may reserve the performance venue for up to two (2) hours for rehearsals.

Keys
- Please review pages 108-109 above for more information.

Piano Use
Purpose: to provide access to a high quality concert piano for public performances to students, faculty, and guests. A high quality concert piano is expensive and relatively fragile. Limiting its availability to only public performances and equivalent use is intended to preserve the piano’s readiness for performances. This will benefit all performers and all performances.
  * No one must ever be on top of any of our pianos.*

General Rules:
- Both Cook Recital Hall pianos will be locked and covered after each use. The Hart Recital hall piano will be covered after each use.
- Students and faculty will not give or lend keys for the performance piano to others.
- No food or drink is allowed in the Music Cook Recital Hall or the Fairchild Theater.

Situations not covered explicitly by these rules will be interpreted by staff based on the guidelines set forth in this policy document. Students violating these rules will lose the privilege of using the piano. These rules are posted for Cook Recital Hall, but students are asked to view the following YouTube video for proper piano handling: [http://youtu.be/CkV54lDYwYQ](http://youtu.be/CkV54lDYwYQ).

"Prepared Piano" Rules:
A prepared piano is defined as any activity involving affixing labels, marking or inserting foreign objects into the piano or manipulating the strings other than through the keyboard. Before a College of Music piano may be used for prepared piano purposes, approval and instructions must be obtained from the Piano Technology staff. The piano may be used for rehearsal or public performances involving a prepared piano.

Following the rehearsal or performance all labels, markings, and other objects (as approved by the Piano Technology staff) will be completely and promptly removed, leaving no permanent traces in the piano.

Recital Programs
All students are required to provide a program of their recital to the College of Music per NASM (National Association of Schools of Music) guidelines.
• **Submit initial versions of the recital program at least two weeks before your recital.** You may e-mail it to [programs@music.msu.edu](mailto:programs@music.msu.edu) if you wish. Use the [Student Program Template](mailto:Student%20Program%20Template) as a guide to writing your program.

• Proofs of the program should be available within 2-4 business days of submission. If you are giving a required recital, you will need to have your program approved (signed) by your instructor. Please return the corrected, signed program **one week before your recital** to the main office for copying. The main office prints 55 recital programs at no cost to the performer; however, the College of Music is not obligated to print programs filed after the due date.

• A copy of your program will be placed in your advising folder.

• NASM rules require that a copy of all MSU College of Music programs be kept on file. If your program was not provided by the College of Music, please submit a copy of your program to the Main Office.

• Programs may be picked up in 102 Music Building the day before the recital on weekdays between 8:00 a.m. and 5:00 p.m. or by 4:45 p.m. on the Friday preceding any weekend performance.

• **Do not put posters on walls or doors in the college.** The Main Office staff will post your program in the display boards in the Music and Music Practice Buildings on the day of your performance. No other posters are permitted.

**Recording Services**

[http://music.msu.edu/recording-services](http://music.msu.edu/recording-services)

[http://music.msu.edu/recording-services/faqs](http://music.msu.edu/recording-services/faqs)

All faculty, student and guest artist recitals are recorded by advance request only. It is recommended that you make your recital recording requests as soon as your recital date and location are confirmed. Recitals are recorded based on staff availability. It is especially important to get your requests in early for end-of-semester recitals. Requests honored with less than two weeks notice, a $40 late fee may be added. For less than 24 hours notice of cancellation or change, you may be charged an additional $50 fee.

Recitals in the Cook Recital Hall are recorded using the suspended microphone pair as standard procedure. Custom microphone setups are available upon request. **Go to room 226 Music Building to fill out a Recital Recording Request Form; or, print the form yourself online and turn it into the Recording Services mailbox in Music Office 102 MB.** Prior to your recital, you will need to provide a program with timings for each selection. **Please inform Recording Services immediately of any change in time or location of your recital.**

You will be contacted by e-mail when your order is ready. It is your responsibility to listen to your recording and notify Recording Services of any problems immediately.


For re-scheduling, relocating or canceling your recital or recording session with less than 24 hours notice, you may be charged a fee of $50. Please avoid this extra expense by communicating any changes to us immediately either in person, by phone, or in writing. *Recording Services recommends using e-mail for correspondence.*

All recital orders must be pre-paid.

Office: 226 Music Building

E-mail: recserv@msu.edu

Phone: (517) 355-7674

Fax: (517) 432-2880
MICHIGAN STATE UNIVERSITY | COLLEGE OF MUSIC

Graduate Pre-recital Hearing Approval Form

This form is used to report the results of the graduate pre-recital hearing. The hearing must be completed 2 weeks prior to the planned recital. Individual areas will determine the makeup of the hearing committee (at least three area faculty for doctoral and at least two for masters recitals).

During the recital approval, faculty will write comments about the performance and these comments will be given to the student following the approval. If approved, the recital can be given; if not, the recital cannot be given. The area will determine how many times a candidate will be allowed to attempt to gain approval.

** All degree recitals must be recorded. If you are using the College of Music Recording Services, please check with them immediately to make certain that you are on their schedule. Following your recital they will provide the Graduate Office with a recording. If you use the services of an outside recording company you must provide our office with a CD of your recital. Without a recording of your recital you will not graduate.**

Name ___________________________ PID # ______________

Instrument ___________________________

MM ☐ DMA ☐

Date of hearing _______________ Proposed date of recital _______________

Pass ___________ Fail ___________

Major professor signature ___________________________ Date: ______________

faculty signature ___________________________ Date: ______________

faculty signature ___________________________ Date: ______________

faculty signature ___________________________ Date: ______________

Associate Dean for Graduate Studies ___________________________ Date: ______________

BRING THIS COMPLETED FORM TO ROOM 102 MUSIC BUILDING AT LEAST SEVEN (7) DAYS BEFORE THE SCHEDULED RECITAL DATE OR YOUR RECITAL WILL BE CANCELLED. THE FORM WILL BE FORWARDED TO THE ASSOCIATE DEAN FOR GRADUATE STUDIES AT THE END OF EACH SEMESTER TO BE PLACED INTO YOUR ACADEMIC FOLDER.

May 9, 2012
### Michigan State University | College of Music

#### Student Recital Scheduling Contract

**Name**: 
**Instrument/Voice Type**: 
**MSU Phone #**: 
**MSU E-mail**: 
**Address**: 

**Type of Recital**:  
- Doctoral:  
  - 1st solo  
  - 2nd solo  
  - chamber  
  - lecture  
  - 3rd solo  
  - Optional  
- Masters:  
  - Required  
  - Non-Required  
- Undergraduate:  
  - Required Senior  
  - Other  

**Keyboard(s) Needed**:  
- Piano  
- 2 Pianos  
- Harpsichord  
- Organ  
- Other  

**Do you want this event recorded by MSU Recording Services?**  
- Yes  
- No  
- No recording requested  

By checking this box your recital will be recorded by MSU recording services. You are responsible for all fees. For questions contact recserv@msu.edu.

It is your responsibility to contact Recording Services to confirm.

If you need sound reinforcement contact Recording Services directly (this service is only available in Cook Recital Hall).

**Performance Room Request**:  
- Cook Recital Hall  
- Hart Recital Hall  
- Other (describe below)  

Please give specific address and contact phone number if off campus.

On what day/date do you want to schedule your recital? You do not need to list a Priority II if you have a hold in the schedule book for Priority I.

<table>
<thead>
<tr>
<th>Priority I</th>
<th>Priority II</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Day of Week</strong></td>
<td></td>
</tr>
<tr>
<td><strong>Date</strong></td>
<td></td>
</tr>
<tr>
<td><strong>Time</strong></td>
<td></td>
</tr>
</tbody>
</table>

I have received a copy of the College of Music Recital Policy and will comply with its requirements.

**Student Signature**  
**Date**

**Faculty Signature**  
**Date**

If interested in performing your recital at an outreach venue, please go to music.msu.edu/outreach and complete an Application for Outreach Activity.

**Note**: Per recital scheduling policy, anyone canceling a recital may not be allowed to reschedule until the following semester.

**Confirmation** will be e-mailed to you regarding the date and time your recital is scheduled.

---

**FOR OFFICE USE ONLY**

<table>
<thead>
<tr>
<th>Date</th>
<th>Time</th>
<th>Initials</th>
<th>Notes</th>
</tr>
</thead>
<tbody>
<tr>
<td>Received</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Book</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Web</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Spreadsheet</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>PR</td>
<td></td>
<td></td>
<td></td>
</tr>
</tbody>
</table>
COLLEGE OF MUSIC

presents

Student Name, Instrument
In a (required Graduate or Senior, or Student) Recital

assisted by:
Performer’s Names, instrument [in lower case]

In partial fulfillment of the requirement
for the (Type of) degree in (Area)

Degree, Institution, Date [beginning with most recent degree]

Title of Piece
Composer’s full name (birth – death date)
Movements are not numbered unless a specific movement number is being performed, or no tempo marking given for a movement
Only the first word of each movement is capitalized
The word “Opus” is spelled out; first letter is capitalized
The word “Number” is abbreviated (example: “No.”); the first letter is capitalized
The words “major” and “minor” are lower case
If a piece is in “flat” or “sharp” the key is hyphenated and capitalized, but the word “flat” or “sharp” is lower case (example: “Sonate in E-flat major”)
Instruments are notated as “Bb”, “Eb” (not spelled out)

Intermission

Continuation of Program

Location, at Time P.M. Day, Date, Year
MICHIGAN STATE UNIVERSITY
COLLEGE OF MUSIC

presents

Henry Gandalf, Tenor Frosthorn
In a Graduate Recital

assisted by:
Harold Berchenstrauser, pickhorn
Ingrid Verlostenhosen, tumblehorn
Mildred Knox, bass rockharp

In partial fulfillment of the requirement
for the D.M.A. degree in Tenor Frosthorn Performance

M.M. in Alto Frosthorn Performance, North Cumberland School, 1943
B.M. in General Frosthorn Performance, Childs University, 1940

Concerto No. 1 for Bb Frosthorn, Opus 23
An der see
In der see
Auf der see

Sonate in E flat for Eb Alto Frosthorn, KGB 128
Moderato
Adagio
Allegro spiritoso

Heimlich Menuevre
(1885-1960)
arr. Johonson

Igor Smatrovich
(b. 1960)

Intermission

Am Abenfroiano in F-sharp minor, Opus 48, No. 5
Jules Gargletone
(1923-1948)
arr. Henry Dux

Michigan Waltz in B-flat major, Opus 51
Iam Gedanszing
(b. 1910)

Concerto No. 2 in A major, Opus 3
Georges Bazaar
(b. 1990)

Luxembourge Recital Auditorium, at 6:00 p.m.  Friday, March 21, 2001
7. **Music Library**

The Fine Arts Music Library contains music scores, books, recordings, periodicals, and reference works. Emphasis is on classical music, with strong collections in jazz and ethnomusicology. Recordings can be used inhouse or checked out for one week. Most other materials circulate for longer periods. Assigned reading/listening for music and music-related classes is at the Fine Arts Reference Desk. Circulation for these course reserve items is for two hours, no overnight checkout. Request material by professor's last name. Visit the Fine Arts Library website at: [http://www.lib.msu.edu/fal/](http://www.lib.msu.edu/fal/).

   *Academic Year hours:*
   - M-Th 8am-8pm
   - Friday 8am-6pm
   - Saturday 11am-6pm
   - Sunday Noon-8pm

8. **Student Parking**

   [http://police.msu.edu/permits.asp](http://police.msu.edu/permits.asp)

If you own a motor vehicle and want to use it on campus, you must register it with the University Vehicle Office. To register your vehicle you must take your student ID, your current vehicle registration, proof of credits, and a copy of your housing agreement (if you live on campus) to the Parking Office. If you change vehicles/have your windshield replaced, you must scrape off your permit and take the pieces to the Parking Office where a replacement permit may be issued for a $2 fee. Parking is not permitted in the courtyard between our buildings.

Fellowship recipients who receive an MSU Fellowship of $1,000 or more per semester qualify for a graduate assistant parking permit. Qualifying fellowship recipients may not register on-line. They must go to the Parking Office with proof of their MSU Fellowship, which can be obtained from the Graduate Secretary. Students on scholarships are not eligible for this.

8. **Bicycles**

If you own a bicycle and want to use it on campus, you must register it with the University Vehicle Office. (See website listed above.) There is no cost for a bike permit. Bike permits must be obtained on-line. Bikes operated or possessed on campus must have a valid permit affixed and must be parked at a bike rack, locked, and in operable condition.

To register your bicycle, you must have the serial number from the bike. The most common locations for bike serial numbers are just under the seat and underneath the bike below the pedals. Be sure to know the make of the bike, the color of the bike, and whether the style is male or female.

9. **Bus System**

   [www.cata.org](http://www.cata.org)

   **Visit CATA’s website for information on costs, passes, routes, and services.**

All campus bus service is provided by the Capital Area Transportation Authority (CATA). CATA bus service operates 24 hours a day, 7 days a week, to all University apartments, residence halls, commuter lots, and the main campus during fall and spring semesters.

All fares and passes (with the exception of the Commuter Lot Route pass) are good for all on and off-campus fixed route transit service in the greater Lansing area with CATA. Passes are sold at most residence halls, Union Store, and University Apartment Manager’s Office.

Curb-to-curb service is available for persons with disabilities. The CATA cash fare for this service is $2.00 per trip. Discount fare cards are available through the MSU Resource Center for Persons with Disabilities.
Fees:
The following are approximate fees for Registrar’s Office services

Replacement ID cards ........................................ $20.00
Certified Copy of Diploma ....................................... $25.00
Duplicate or Replacement Diploma .......................... $50.00
Transcripts ......................................................... $5.00

Bad Check Fee ................................................. $25.00-$75.00
Late Enrollment Fees .......................................... $50.00-$300.00

Microfilming Fee for Master’s Thesis ....................... $78.00
Microfilming Fee for Doctoral Dissertation .............. $88.00
Copyright Fee for Master’s Thesis or Doctoral Dissertation .... $55.00

Out-Of-State Tuition Regulations
A person enrolling at Michigan State University shall be classified as an in-state or out-of-state student for the purposes of administering admission, fees, and tuition charges. It is the student’s responsibility to register under the proper in-state or out-of-state classification. If a student has a question regarding his/her classification, the student should contact the Office of the Registrar at least one month before registering.

The following regulations set forth the major points governing determination of in-state and out-of-state status and the payment of out-of-state tuition.

1. General provisions
2. Establishing Michigan domicile
3. Presumptions of in-state classification
4. Non-U.S. Citizens
5. Returning Michigan residents
6. Miscellaneous
7. Reclassification application procedure
8. Appeal procedure
9. Falsification of records

Frequently Used Acronyms

<table>
<thead>
<tr>
<th>Acronym</th>
<th>Description</th>
</tr>
</thead>
<tbody>
<tr>
<td>FS</td>
<td>Fall Semester</td>
</tr>
<tr>
<td>GA</td>
<td>Graduate Assistantship</td>
</tr>
<tr>
<td>GEU</td>
<td>Graduate Employment Union</td>
</tr>
<tr>
<td>GSRR</td>
<td>Grad Students Rights and Responsibilities</td>
</tr>
<tr>
<td>MB</td>
<td>Music Building</td>
</tr>
<tr>
<td>MPB</td>
<td>Music Practice Building</td>
</tr>
<tr>
<td>MUS</td>
<td>Music</td>
</tr>
<tr>
<td>PAN</td>
<td>Personal Access Number (4-digits)</td>
</tr>
<tr>
<td>PID</td>
<td>Personal Identification Number (Axxxxxxxxxxx)</td>
</tr>
<tr>
<td>RA</td>
<td>Research Assistantship</td>
</tr>
<tr>
<td>RO</td>
<td>Registrar’s Office</td>
</tr>
<tr>
<td>SS</td>
<td>Spring Semester</td>
</tr>
<tr>
<td>TA</td>
<td>Teaching Assistant</td>
</tr>
<tr>
<td>TAP</td>
<td>Teaching Assistant Program</td>
</tr>
<tr>
<td>TGS</td>
<td>The Graduate School</td>
</tr>
<tr>
<td>US</td>
<td>Summer Semester</td>
</tr>
</tbody>
</table>
XIII. ORIENTATION MATERIALS

The following materials are presented at the New Graduate Student and New Graduate Assistant Orientations during Fall semesters. We do not have formal orientations for Spring or Summer semesters. Feel free to contact Anne Simon, Graduate Secretary, if you have any questions or would like a copy of these materials.

General:

<table>
<thead>
<tr>
<th>Page</th>
<th>Subject</th>
</tr>
</thead>
<tbody>
<tr>
<td>120</td>
<td>Confidentiality</td>
</tr>
<tr>
<td>121</td>
<td>Attendance Policy, Excused Absences and Make-up Work</td>
</tr>
<tr>
<td>124</td>
<td>Citation</td>
</tr>
<tr>
<td>125</td>
<td>Paraphrasing</td>
</tr>
<tr>
<td>126</td>
<td>Plagiarism <a href="http://learndat.tech.msu.edu/teach/student-writing">http://learndat.tech.msu.edu/teach/student-writing</a></td>
</tr>
<tr>
<td>126</td>
<td>Office of the Ombudsman Information – Including: Cheating, Syllabi and Final Exams</td>
</tr>
<tr>
<td>138</td>
<td>Office of the Ombudsman Revised Code of Teaching Responsibility</td>
</tr>
<tr>
<td>83-88</td>
<td>Sexual Harassment</td>
</tr>
</tbody>
</table>

GAs:

<table>
<thead>
<tr>
<th>Page</th>
<th>Subject</th>
</tr>
</thead>
<tbody>
<tr>
<td>143-144</td>
<td>Basic GA Information compiled by Anne S.</td>
</tr>
<tr>
<td>99</td>
<td>Syllabus</td>
</tr>
<tr>
<td>99</td>
<td>Accessing Classlists</td>
</tr>
<tr>
<td>120</td>
<td>Confidentiality</td>
</tr>
<tr>
<td>121</td>
<td>Attendance Policy, Excused Absences and Make-up Work</td>
</tr>
<tr>
<td>124</td>
<td>Citation</td>
</tr>
<tr>
<td>125</td>
<td>Paraphrasing</td>
</tr>
<tr>
<td>126</td>
<td>Plagiarism <a href="http://learndat.tech.msu.edu/teach/student-writing">http://learndat.tech.msu.edu/teach/student-writing</a></td>
</tr>
<tr>
<td>126</td>
<td>Office of the Ombudsman Information – Including: Cheating, Syllabi and Final Exams</td>
</tr>
<tr>
<td>145</td>
<td>Office of the Ombudsman Reducing conflicts between my students and me</td>
</tr>
<tr>
<td>89</td>
<td>CoM Policy on Physical Contact</td>
</tr>
<tr>
<td>83-88</td>
<td>Sexual Harassment</td>
</tr>
</tbody>
</table>

Confidentiality of Student Records

The College of Music makes every effort to maintain student file confidentiality. Records dealing with medical and legal issues, complaints against faculty and/or other students, disciplinary actions (allegations of cheating or plagiarism) or proof of financial ability - are locked in the Graduate Studies office. Access to these files is strictly limited to College of Music Administration. Pursuant to the Federal Family Educational Rights and Privacy Act (FERPA), the University has a policy of releasing only directory information to anyone who makes a request. Directory information is defined by MSU as:

* Name
* Local and Permanent Address and Telephone numbers
* MSU Net ID
* Current enrollment status
* Recognition documents of student organizations
* Dates of information pertaining to degrees earned, awards and honors achievements and dates
* Recommendation to the State of Michigan for teaching certificate and effective dates
* Participation in officially recognized MSU activities/ sports - including weight and height of athletes
* Employment status as a graduate teaching assistant, office address, and office phone number
Attendance Policy, Excused Absences and Make-up Work

**MSU Attendance Policy:**
Class attendance at MSU is an "essential and intrinsic element of the educational process." The University attendance policy states that "no person is allowed to attend a class unless officially enrolled on a credit or non-credit basis with the appropriate fees paid. Students who attend, participate and strive to complete course requirements without formal enrollment will not receive credit for their work." (See "General Procedures and Regulations--Attendance" in the MSU Academic Programs catalog.)

As a result, a course attendance policy remains the prerogative of the instructor. While it is the responsibility of students to attend classes, it is the responsibility of instructors to explain in the course syllabus exactly how the course attendance policy, if any, affects a student's final course grade. This explanation should necessarily include the instructor's policy on excused absences and make-up assignments, quizzes, tests, exams, lab sessions and other course components missed during an excused absence. (See MSU Code of Teaching Responsibility.)

**General Advice to Students**
Research and practical experience demonstrate that class attendance is a major factor in how well students perform in a course. Therefore, you should take seriously your responsibility to attend class. Plan your course schedules carefully, paying special attention to the attendance policies of each course in which you plan to enroll. If you know you will miss several classes during a semester, for whatever reasons, check out your instructors' course Web sites to preview course attendance policies. If the policies are unclear or not posted on the Web, contact the instructors. If you determine that a course attendance policy will adversely affect your performance in a course because of known and unavoidable absences, consider enrolling in the course at another time, if possible.

Before a student asks his or her instructor for permission to make up course work missed because of an absence, for any reason, the student should consult the course syllabus for the instructor's stated policy on make-up work, including advanced notice of a pending absence. If the reason for the absence is among those that qualify for make-up work, the student should immediately talk to the instructor about completing the required assignments. The instructor's response should be consistent with the course attendance policy as stated in the course syllabus and also with the University guidelines regarding absences described in this Web site.

Remember, too, that some instructors allow their students to miss a specified number of classes without deducting attendance points that affect students' final course grades. In those situations, you may--or may not--be required to apply the specified number of excused absences to any of the five situations cited below. Further, while some instructors allow their students to miss a set number of class sessions without deducting attendance points, the attendance policy does not affect the instructor's related make-up policy. That means that while an instructor may not deduct a given number of points when you are absent because of a situation cited below, you may not be able to make up the missed course work. Read the course syllabus carefully--and ask if you have questions.

**University-Addressed Absences:**
(1) **Observance of Major Religious Holidays**
Each fall the provost issues a memorandum through the Faculty News Bulletin requesting instructors to accommodate students who miss classes to observe major religious holidays. The memorandum asks instructors to be "sensitive to the observance of these holidays so that students who absent themselves from classes on these days are not seriously disadvantaged." The annual memorandum also requires instructors to inform their students at the beginning of the semester if their attendance policies apply to religious observance.

Students who plan to be absent must inform their instructors and make necessary arrangements in advance of their absence. Instructors should inform students of the deadline(s) to complete assignments missed during their absence. Similarly, instructors who will miss class to observe a religious holiday must make arrangements in advance with their unit administrators, who in turn are responsible for covering the instructors' classes.

The MSU policy on religious observance appears in the Faculty Handbook and also on page 96 of the 2005-2007 Academic Programs.
(2) Participation in Field Trips, Rehearsals and Performances
The University Committee on Academic Policy recommends that instructors cooperate with students who are required to attend university-sanctioned field trips, rehearsals and performances that conflict with other courses. Instructors requiring these events must, in advance, provide their students who have resulting course conflicts with a letter that verifies the event and the conflict. Students then must present this letter to the instructors of the courses in conflict with the event.

While the university encourages cooperation between faculty to avoid disadvantaging students, requests for both excused absences and permission for students to submit make-up work remain the prerogative of the instructors. Instructors should include the dates of required field trips, rehearsals and performances in their course syllabi to alert students of possible conflicts and thereby allow the students to plan their class schedules accordingly.

(3) Common Tests or Exams for Multi-Section Courses
Instructors sometimes schedule common tests and/or final exams for multi-section courses, resulting in conflicts with some students' other courses. When this occurs, the instructor of the multi-section course must provide alternative dates for make-up tests or exams. Scheduling a common test or final exam cannot take place without authorization from unit heads of multi-section courses. Instructors should alert their students to these schedule changes in their course syllabus.

(4) Participation in University-Approved Athletic Events
Student-athletes are excused from classes to participate in university-approved events or games. Before missing classes, student-athletes must present their instructors with a letter signed by both the associate athletic director and the faculty representative to the Athletic Council. These letters confirm the dates and locations of the out-of-town events and, depending on the schedule, may be issued as frequently as once a week. An excused absence does not excuse a student-athlete from completing course work missed during their absences.

Further, some instructors develop an attendance policy as stated in the course syllabus that allows students to miss a given number of class sessions. These instructors may not permit student-athletes to exceed that number, even if game-related travel is the reason for the student-athlete’s absence. In addition, instructors whose course syllabus indicates that students may drop their lowest grade on a particular assignment or test may not allow a student-athlete to make up course work missed during game-related travel. Instead, the instructor will apply the course make-up policy to the student-athlete’s absence and drop the resulting failing grade on the assignment.

Four other attendance-related matters:
(1) Medical Excuses
Olin Health Center physicians will provide a student with a medical excuse only if the student’s illness warrants such action (see below). If a student is examined by an Olin health care provider during the time he/she is ill, the provider will decide at that time if the student is too ill to attend classes. If an excuse is warranted, the provider will specify this on the patient instruction sheet, which the student will receive.

If the course syllabus includes a make-up option, the student would submit this form to his/her instructor in support of a request for an excused absence and an opportunity to make up course work missed during the student’s illness.

If the patient instruction sheet does not include a recommendation for an excused absence, it would serve only to document that a student saw an Olin physician on a specific date. The form, then, would not support a request for an excused absence and should not be submitted to an instructor.

Many illnesses take several days to run their normal course and do not necessarily need to be evaluated or treated by a health care provider -- nor do they require an extended absence from class. Generally, to qualify for an Olin patient instruction sheet with a recommendation for an excused absence, the illness must be severe enough to warrant absence from classes. Students must see an Olin health-care provider when they are ill, not after they have missed a few classes, recovered, and have returned to class. Olin staff will not issue requests for medical excuses after the fact and without examining the student.

Instructors may--or may not--honor an Olin physician’s request, or any other physician’s request, for an excused absence. This decision should be based on the instructor’s attendance and assignment make-up policies, as stated in the course syllabus.

(2) Emergencies
Students who face emergencies, such as a death in the family, serious illness of a family member, court appearances, hazardous weather that makes attendance impossible or other situations beyond their control that preclude class attendance should notify their
instructors immediately. Academic advisers often assist students in notifying instructors of such emergencies. Even with advanced notice, whether a student will be allowed to make up course work missed because of an emergency will depend on the attendance policy stated in the course syllabus. Different instructors may handle the identical situation differently. If instructors allow students to complete course work missed when students are absent, they should clearly indicate when that course work is due.

(3) Dean's Drop for Non-Attendance
Some schools/departments indicate in the Schedule of Courses that they may drop students who do not attend classes by the fourth class period (including lectures and labs) or the fifth day of the semester, which ever occurs first. This is called a "Dean's Drop" It applies to courses in which demand is high but space is limited. Dropping students from this course allows other students to enroll. But this process doesn't always go as students plan. Some students expect their instructors will drop them when they fail to show up during the prescribed period. Instead, they end up flunking. However, some instructors do not initiate a Dean's Drop for absent students. Rather than drop these students for non-attendance early in the semester, instructors keep them on the class roll and fail them at the end of the semester.

To avoid such a calamity, students must check their enrollment status on Stu-Info before the fourth Thursday of fall semester or fourth Friday of the spring semester--the deadlines for dropping a course and receiving a 100 percent refund. If a course you've never attended appears on your list of courses, immediately drop the course. A refund will follow. Students who discover they're still enrolled in a class they've never attended after the drop-with-a-refund deadline should go immediately to the office of the assistant dean of their college (or to the Undergraduate University Division advising office if they are no-preference students). Students should then explain what happened and request a Dean's Drop with a full refund. Before a student is permitted to drop a course, however, the attending administrator will ask the instructor of the course in question to verify the student's non-attendance. Without this validation, the student will not be allowed to drop the course.

To review the "Drop for Non-Attendance" policy, see "General Procedures and Regulations--Attendance" in the MSU Academic Programs catalog.

(4) Final Exams
The university final exam policy allows instructors to impose severe consequences on students who miss a final exam without a "satisfactory explanation"; namely, a failing grade in the course. To avoid such dire action, the policy instructs students "unable to take a final examination because of illness or other reasons over which they have no control" to notify the associate dean of their college immediately. Students should be prepared to document their illness or the extenuating circumstances that caused them to miss the final exam.
CITATION
By Michael Teager

As with all things, credit must be given where credit is due. In citing sources, one is giving credit to authors whose works have been used as resources in your research. Also, the author is informing the reader (via citation) when he/she is making an original statement, or using someone else’s information. So, if there are no citations present, one can assume that the author is 1) an authority on the topic or 2) making a new/original claim.

Now, there is a fair amount of “gray area.” For instance, when making a general claim (i.e., “common knowledge), one doesn’t necessarily need to cite. Such material would belong in an introduction or conclusion. So, saying that the United States Civil War took place in the 1860s between the North and South isn’t really a specific/detailed fact; this is considered common knowledge and you wouldn’t have to cite the History Channel. However, if I told you that Marilyn Manson intended for Antichrist Superstar to be a completely different album than Nine Inch Nails’s The Downward Spiral, because he considered the former to be “a pop album” and the latter to be dark and introspective, I would have to cite my source. Why? Well, I can safely assume that most of you were completely unaware of that specific fact.

There are three parts to a proper citation, and they are the idea, citation, and bibliographic entry.

1. IDEA
The idea is what you are referencing, whether paraphrased (in your own words!) or as a quotation. If using a direct quote, you MUST enclose the quote in quotation marks. Failing to do so tells the reader that you are using your own words.

2. CITATION
In Chicago style, the citation involves a footnote (not parenthetical) at the bottom of the page.

3. BIBLIOGRAPHIC ENTRY
Lastly, when citing, the source must be included in a Bibliography, following the standard norms.

Neglecting to do any of these steps, even if only one, will result in a failure to properly cite your source, which results in plagiarism, which Academia takes VERY seriously.

BIBLIOGRAPHY


PARAPHRASING
by Michael Teager

When paraphrasing, you are taking someone else's ideas and putting them in your own words. One objective of paraphrasing is to properly digest the material. As you likely learned in school, it is best to write your own definition of something rather than simply copying it out of a book. Why? Well, if you can use your own words, then there is a better chance of your understanding the source. Otherwise, a monkey or robot could be trained to simply copy and paste. Also, paraphrasing summarizes information for the reader, and prevents him or her from having to do more research on a topic and going to your sources.

Paraphrasing applies not only to another author's exact words, but also to his or her ideas and train of thought. Remember, a paraphrase should be shorter than the original source. If not, then you are likely following the author's ideas or train of thought, only with different wording.

Example:

(Source)
Matthews has given us a few insights into the halcyon days of his childhood: "Although there were no musicians in my family, there was always music playing in the house. And there was the appreciation of long hikes through the woods and family quiet time, where we could listen to the sounds of things around us, heartbeats and footsteps" ("Gulla"). Quaker philosophy is an important element of his roots. He recalls gathering with his family and fellow worshippers in a quiet building in eastern New York State -- in times of both sorrow and happiness -- and watching respectfully as members of the Quaker congregation rose, one by one, moved by the "inward light" to share their thoughts (Marzullo and Leta).

Matthews' [sic] love of serenity may, in fact, be linked directly to Quaker teachings. The Quaker (or, more formally, the Religious Society of Friends) meeting for worship is based on silent meditation; those moved by the spirit can offer prayer or exhortation unrestrained by the ritual or the intervention of ordained clergy. This is one of the basic tenets of the teachings of George Fox, who, in 1652, founded the movement in Britain as a protest movement against the Church of England. Fox and his followers believed, among other things, that the utterance of oaths recognizes a double standard or truth. To be frugal and plain in speech was considered honest, such a resolve brought one closer to Christ ("Quakers").

(Paraphrase)
The Quaker tradition, begun as a response against the Church of England in the seventeenth century, is an important aspect of Dave Matthews's upbringing, having attended worship meetings during his time in New York. In the Quaker tradition, the congregation focuses on quiet reflection, yet members are welcome to stand and preach or offer testimonials to their fellow worshippers. With the absence of a clergy or formal traditions, the environment promotes a greater sense of community among its participants.

A problem regarding paraphrasing is that there are times when it almost becomes subjective. So, a few questions to ask yourself are:
How similar is my writing to the original source?
Do I sound like me, or the original source?
Do I properly understand the material I am writing about?

BIBLIOGRAPHY


---

What are MSU’s policies regarding plagiarism?

What is plagiarism?
Plagiarism (from the Latin plagiarius, an abductor, and plagiare, to steal) is defined by the White House Office of Science and Technology Policy on Misconduct in Research as “... the appropriation of another person’s ideas, processes, results or words without giving appropriate credit.”

At MSU, General Student Regulation 1.00 states in part that “no student shall claim or submit the academic work of another as one’s own.” (For the complete regulation, see Protection of Scholarship and Grades.) In outlining what he called the “the perils of plagiarism” to his students, the late W. Cameron Meyers, a revered journalism professor at MSU, wrote: Plagiarism not only is legally wrong but also morally corrosive. ... Any paper based upon the writing of others should acknowledge every source used. In a reference paper, the acknowledgements are made in footnotes—numbered notes at the bottom of the page (corresponding to the numbers in text) that show exactly where the information was obtained. There are times, however, when such acknowledgements can be incorporated smoothly in the text without their becoming distracting or obtrusive.

Unless authorized by their instructors, students are expected to do their own, original work on each assignment in each class. A student who recycles his or her course work from one class to another may face an allegation of academic dishonesty. An instructor who believes a student has committed an act of plagiarism should take appropriate action, which includes the issuing of a “penalty grade” for academic dishonesty. Article 8.1.15 of the Academic Freedom Report for Students at Michigan State University, or the “AFR,” defines a penalty grade as “a grade assigned by an instructor who believes a student to have committed academic dishonesty. ...” A penalty grade can include, but is not limited to, a failing grade on the assignment or in the course.

MSU instructors cite easy access to the Internet as a primary reason for a perceived increase in plagiarism by their students. So-called term paper mills, available online, are plentiful. To counter, instructors have turned to various plagiarism detection sites to seek out and identify the original sources of their students’ work. These Web sites include:


Click here for the MSU TA Handbook; then go to Chapter 4, page 14 for 25 WEB sources on plagiarism.
For a scholarly discussion of plagiarism at U.S. colleges and universities, see Patrick M. Scanlon and David R. Neuman’s article “Internet Plagiarism Among College Students,” published in the May/June 2002 Journal of Student Development (Vol. 43., No. 3).

See also:
- The Plagiarism Handbook: Strategies for Preventing, Detecting, and Dealing with Plagiarism, by Robert A. Harris. This book is especially good in coaching instructors on how to confront students they suspect have plagiarized.
- Northwest Missouri State University Guide to Diagnosing Plagiarism, at this Web site: www.nwmissouri.edu/library/services/plagiarism.htm#article

Plagiarism Links:
For examples of what constitutes plagiarism, see:
http://www.indiana.edu/~wts/pamphlets/plagiarism.shtml
http://writingcenter.unc.edu/handouts/plagiarism/
https://libraries.ucsd.edu/_files/ioc/tips%20for%20avoiding%20plagiarism%202010.pdf

For additional material on academic dishonesty Contact the Ombudsman.
Per the Graduate School, the number of cases of scientific misconduct due apparently to unintentional plagiarism continues to be substantial. They are asking faculty, postdocs and graduate students to consider the following websites as other sources to check in regards to preventing plagiarism are:

http://tech.msu.edu/ithenticate/

iThenticate is available as part of MSU’s Turnitin service, sponsored by IT Services, the Undergraduate University Division, the Graduate School, and the Vice President for Research and Graduate Studies. iThenticate was created using similar technology from iParadigms, and procured under the same licensing agreement as Turnitin.

How it works
iThenticate scans against:
- A database of materials available on the Internet
- More than 26,000,000 published research articles
- 80 global scientific, technical and medical publishers
- More than 1 million abstracts and citations from PubMed
- More than 20,000 scholarly research titles from EBSCOhost and the Gale InfoTrac OneFile.

MSU faculty, staff and graduate students can use iThenticate to help evaluate and correct their work prior to submission or publication by requesting an account on the MSU iThenticate account. This pilot will help the university evaluate value and future licensing models.

iThenticate is also used by major granting agencies such as the National Science Foundation, the National Institutes of Health, and the Department of Energy. Check with journals common to your discipline or field to see if iThenticate scans against those specific databases.

Turnitin service, http://learndat.tech.msu.edu/teach/student-writing
Discourage Plagiarism By Promoting Academic Honesty
A Proactive Approach for Teachers

James E. Porter
Professor, Department of Writing, Rhetoric, & American Cultures
porterj8@msu.edu

You can reduce — not eliminate — the opportunities and incentives for students to plagiarize and discourage the practice by implementing the following:

1. **Have a clear policy regarding plagiarism and academic dishonesty that you present early, discuss seriously, and implement consistently.**
   - MSU policy is ambiguous regarding “plagiarism” per se. Policy puts burden on instructor to establish clear criteria and expectations regarding academic honesty.
   - Treat plagiarism and academic honesty as major course topics, especially in classes focused on writing or the teaching of writing; philosophy and ethics; and research methodology.

2. **Recognize that plagiarism is complicated. It is a topic that needs to be taught (not simple knowledge that can be assumed).**
   - Distinguish between plagiarism, copyright infringement, and academic dishonesty, overlapping categories that co-exist alongside other overlapping (and often inconsistent) policies, guidelines, and practices (e.g., standards of research integrity, professional codes of ethics, publishers’ permissions guidelines, professional organizations’ citation standards).
     - Plagiarism is not the only form of academic dishonesty. (Receiving inappropriate help on a project is another form of academic dishonesty.)
     - Plagiarism and copyright infringement are not the same thing. (Some uses of text permitted under copyright law can nonetheless be acts of academic dishonesty.)
   - Discuss paradigm cases clear instances of allowable vs. illegal practices.
   - Discuss problematic cases (the ethical gray area) See Appendix 2 below.
   - Discuss citation and bibliographical conventions (e.g., APA, Chicago Manual, MLA). Make sure students know how they work. Teach students the art of paraphrasing (vs. direct quotation). Discourage lengthy quotation.
   - Distinguish between felonies and misdemeanors — i.e., serious and intentional breaches (e.g., buying a research paper) vs. minor and perhaps inadvertent editorial errors (due to careless copy/pasting or notetaking strategies).
   - Explain WHY plagiarism is wrong, how it hurts not only the student and the integrity of the academic enterprise but also damages the integrity of professional work generally.
   - Recognize that, despite codes, laws, and ethical injunctions, “what people normally do” (i.e., common practice) has a strong influence. Understand WHY students plagiarize, and how, from an economic standpoint, it makes sense for them to do that.
   - Recognize that the Internet has its own developing standards and ethics for acceptable use: the codes for reuse and distribution of online writing are not necessarily those for print. Writing practices on the Internet ARE different, and plagiarism policies should account for those differences.

3. **Design writing assignments and respond to student writing in ways that discourage plagiarism.**
• Assign purposeful writing. Clearly identify relationship of assigned writing projects to course goals. (Don’t assume that the instructional purpose of the assignment should be obvious.) Corollary: Avoid boring, senseless, trivial, unduly burdensome, irrelevant, or otherwise ineptly designed writing projects.

• Engage the students’ writing process ‡ Have students submit planning assignments, research notes, drafts, etc. and provide feedback on that work. (Note: Feedback doesn’t always have to be individual. Group feedback can be useful.) Be involved in the students’ writing process and interact with them throughout the writing process.

• Have students “go public” with their work through peer review, email postings of planning assignments, publishing papers (via the web), in-class oral discussion of papers, etc.

• Know your students’ writing styles ‡ especially through in-class writing (e.g., essay exams).

• Create contextually specific writing projects. That is, establish assignment parameters that are not easily replicable: e.g., specify audience, number and type of sources, particular sources (or types of sources), particular methodology. The trick is to set parameters that make sense in terms of course goals and yet permit students some latitude in pursuing questions/topics of interest.

• Design assignments to address current issues in a field or brand new topics (on which nobody has yet written very much) ‡ 9/11 papers in Fall 2002; the effect of the US Patriot Act on public policy. Or design assignments that call for original empirical research (e.g., interviews, first-hand observation, surveys).

• Allow students to pursue significant questions and explore interesting (to them) topics.

• Avoid the end-of-the-semester Monster Research Paper (15 doublespaced pages, 25 sources, open topic, unclear context) ‡ the kind of assignment which requires students to do a ton of work for very little perceived reward in the form of learning or (probably) instructor feedback.

• Assign several shorter assignments instead of one larger assignment. (Q: Do the course goals require a major project? Or can the goals be met just as well with a series of shorter assignments?)

• Employ portfolio grading ‡ have students submit notes and drafts for the project, not simply the final product. Grade the entire process, not just the end product.

• Vary assignments from semester to semester. (Or, if you want to use the same assignment, then have students turn in, and you keep, a second, “archival copy.”)

• Follow up on cases of suspected plagiarism (with colleagues; with published sources; via Internet search).

4. **Stress a positive ethic of collaboration and acceptable use of others’ work/writing (vs. a punitive approach). Stress the necessity of an ethic of fair use in a community of researchers and scholars.**

- Encourage students to be honest and forthright about their use of others’ work/writing. (When in doubt, students should ask instructor’s permission, ideally early in the writing process.)

- To be effective writers, students should:
  - Consult and use other sources of information (but learn the conventional methods for crediting those other sources of information).
  - Collaborate with others (but recognize the difference between “appropriate” and “inappropriate” collaboration in academic and professional contexts).
  - Credit others’ contribution to their work (in conventional and appropriate ways).
  - Understand the laws, ethics, and policies that guide appropriate use of others’ work or written material.

**Appendix 1.**

**Four Basic Ethical Principles of Copyright and Use of Others’ Writing**

- You should credit others’ contributions to your work. You should not claim, as your own, work that you have not done
- You should be willing to share your own work with others to promote the development of knowledge and the good of society.
You should use others’ work, in appropriate ways, to inform your own work. In some cases, the Fair Use clause of copyright law allows you to use others’ work without asking their permission (e.g., for purposes of critique and education). In other cases, you must have the author’s permission to use their work. In some cases where law might allow you to use others’ work, ethical considerations require that you ask permission.

If you have doubts about whether or not you are using your own or others’ writing ethically and legally, ask your instructor. Follow this primary principle: Be up front and honest about what you are doing and about what you have contributed to a project.

Appendix 2.

Problematic Cases for Discussion
In each scenario, identify whether the writer’s actions constitute an instance of: (a) plagiarism, (b) academic dishonesty, (c) copyright infringement, (d) some of the above, or (e) none of the above. In each situation, adopt both the instructor’s and the student’s point of view to determine: (a) What can/should the instructor do in response to the situation? and (b) What can/should the student do in the first place to avoid or correct a problem?

A. Jennifer, a graduating MSU senior, pastes a version of the MSU logo as a graphic on her resume (both the print version and the electronic version), which she sends out to potential employers.

B. Jim, a graduate student in English, recycles his senior undergraduate thesis paper for use in a graduate course. The original paper was the student’s own work. However, Jim submits the paper in nearly its original form, with only minor revisions.

C. Jenna asks her roommate to proofread a paper that she is submitting in her ATL Tier I writing course. The roommate provides extensive proofreading corrections and some stylistic suggestions as well (including recommending different phrasing for some passages).

D. A history teacher discovers that one of her better students, Mike, has used direct quotation in a paper (an entire sentence), but without using quotation marks. Mike did, however, identify the source for the quotation in his bibliography — which makes the teacher wonder whether it is an act of intentional or accidental plagiarism.

E. A writing teacher gets a paper from one of his weaker students, Charles, at the end of the semester. The paper is much better stylistically than anything Charles has written so far in the semester (very few grammatical errors, but does have some; stylistically fluent and mature), and the teacher very much doubts that it is Charles’ own original work. The teacher checks on the Internet to try to find the paper (or pieces of it), but is unable to find clear and compelling evidence of plagiarism.

F. A teacher asks students to create a web page of annotated sources on a given historical topic. Jane locates a web page with an interestingly distinctive layout and uses that web page template as the basis for her own assignment. She collects and annotates the historical sources on her own, but she “borrows” the HTML coding pertaining to the format and typography of the page.

G. In his technical writing graduate course, Heping recycles a report that he wrote as part of his job as an automotive engineer. Because the report data are proprietary, Heping changes the technical specifications and the budget numbers, substituting fictional data.

H. Jorges belongs to a Usenet group that discusses the effects of recent federal and state legislation on the work of environmental scientists. (a) In a research report written for an ES graduate class, he borrows some of the general ideas discussed in that group, presenting them as his own ideas without referencing individuals or the group at large. (b) In a research report written for an ES graduate class, he quotes specific individuals from the group, indicating their names and using appropriate conventions for quoting sources as specified by the instructor. However, he does not ask their permission to quote their postings.

I. Jean collects survey information from her fellow graduate students in educational psychology, and uses that information as the basis for a graduate research paper. (The survey asks participants about their sexual behaviors as well as about their attitudes toward sexuality.) Jean gets oral permission from the students to use the information they have provided (she uses it anonymously), but she does not clear this research with the University committee on the use of human subjects or with her course professor.
Appendix 3. Resources

Resources on Plagiarism and Academic Honesty (WRAC web site, developed by Dânielle DeVoss)
http://www.msu.edu/~wrac/t1/plagiarism.htm

Avoiding Plagiarism (Purdue University OWL)
http://owl.english.purdue.edu/handouts/research/r_plagiar.html

Thinking and Talking About Plagiarism (Nick Carbone)
http://bedfordstmartins.com/technotes/techtiparchive/ttip102401.htm
Bibliography of Plagiarism Research in Writing/Composition (Rebecca Moore Howard)
http://wrt-howard.syr.edu/articles.html

Anti-Plagiarism Strategies for Research Papers (Robert Harris)
http://www.virtualsalt.com/antiplag.htm

http://creativecommons.org/

What is Creative Commons?
Creative Commons is a nonprofit organization that enables the sharing and use of creativity and knowledge through free legal tools. Our free, easy-to-use copyright licenses provide a simple, standardized way to give the public permission to share and use your creative work — on conditions of your choice. CC licenses let you easily change your copyright terms from the default of “all rights reserved” to “some rights reserved.” Creative Commons licenses are not an alternative to copyright. They work alongside copyright and enable you to modify your copyright terms to best suit your needs.

What can Creative Commons do for me?
If you want to give people the right to share, use, and even build upon a work you’ve created, you should consider publishing it under a Creative Commons license. CC gives you flexibility (for example, you can choose to allow only non-commercial uses) and protects the people who use your work, so they don’t have to worry about copyright infringement, as long as they abide by the conditions you have specified.

If you’re looking for content that you can freely and legally use, there is a giant pool of CC-licensed creativity available to you. There are hundreds of millions of works — from songs and videos to scientific and academic material — available to the public for free and legal use under the terms of our copyright licenses, with more being contributed every day.
If you would like to see what kinds of companies and organizations are using Creative Commons licenses, visit our Who Uses CC? page.

If you would like to learn more about the different CC licenses, visit our licenses page.
For those creators wishing to opt out of copyright altogether, and to maximize the interoperability of data, Creative Commons also provides tools that allow work to be placed as squarely as possible in the public domain.
Discussions at various workshops on academic honesty on this campus suggest that instructors are eager to take steps to discourage their students from cheating. That seems especially true with the proliferation of student plagiarism. What follows are faculty ideas and recommendations that have emerged from these workshops.

What is academic dishonesty?
Academic dishonesty at Michigan State University is defined by the General Student Regulations as conduct that violates the fundamental principles of truth, honesty, and integrity. The following conduct is specifically cited:

- Supplying or using work or answers that are not one's own.
- Providing or accepting assistance with completing assignments or examinations.
- Interfering through any means with another's academic work.
- Faking data or results.

In addition, falsification of admission and academic records constitute academic misconduct.

What general techniques help discourage students from cheating, regardless of the nature of the assignment or test?
Examples abound, but faculty practice will vary, depending on (1) the number of students in the class, (2) the size of the classroom, (3) the seating arrangement in the classroom; (4) the type of test you administer (essay answers or electronically scanned sheets), and (5) your comfort level in invoking any of the techniques below:

- First and foremost, explain to your students that they share with you the responsibility for "maintaining the integrity of scholarship, grades and professional standards," as stated in Article 2.3.3 of the Academic Freedom Report.
- Early in the semester, discuss the current issues of honesty and integrity on campus and in the workplace. Provide examples of cheating and its consequences on students, academicians, and professionals in your field of study.
- Explain any deterrents you use to curtail cheating, and spell out the consequences you will impose if a student does cheat. Consider putting this information in a handout and/or on your course Web site. Your goal here is to establish mutual respect between you and your students.
- Try to avoid a grading scheme that establishes grades as a limited resource; e.g., awarding a fixed number of 4.0's and an equal number of 0.0's.
- Consider establishing an honor system among the students enrolled in your course.

Should instructors include a statement on academic honesty and integrity in their course syllabi?
No university policy requires such a statement, but instructors may consider the following:

Academic Honesty: Article 2.3.3 of the Academic Freedom Report states: “The student shares with the faculty the responsibility for maintaining the integrity of scholarship, grades, and professional standards.” In addition, (insert name of unit offering course) adheres to the policies on academic honesty specified in General Student Regulation 1.0, Protection of Scholarship and Grades; the all-University Policy on Integrity of Scholarship and Grades; and Ordinance 17.00, Examinations. (See Spartan Life: Student Handbook and Resource Guide and/or the MSU Web site www.msu.edu.) Therefore, unless authorized by your instructor, you are expected to complete all course assignments, including homework, lab work, quizzes, tests and exams, without assistance from any source. You are expected to develop original work for this course; therefore, you may not submit course work you completed for another course to satisfy the requirements for this course. Also, you are not authorized to use the www.allmsu.com Web site to complete any course work in this course. Students who violate MSU rules may receive a penalty grade, including but not limited to a failing grade on the assignment or in the course.

What specific techniques can I use to help curb cheating on quizzes, tests, and exams?
Again, the practice varies, depending on the variables cited above. Try these:
During class session(s) before the exam or quiz date:

- Remind students of your definition of academic dishonesty and the penalties you will impose on cheaters.
Clarify the resources a student may bring into the classroom on the test day and those they may not bring (e.g., cellular phones, computers and other electronic devices not required to complete the test).

Explain the measures you will take to curb cheating.

Prepare multiple forms of the tests.

Assign a number to each test.

Assign students to a specific seat.

Secure the assistance of proctors and train them.

Familiarize students in advance with question formats and provide examples of excellent essay answers.

Remind students to bring their MSU ID cards to class on the test day.

Immediately before the test or exam begins:

Ask proctors to check the IDs as students enter classroom, or have students "swipe" ID cards through scanner.

Instruct students to sign test booklets.

Count test takers, scan sheets, and test booklets.

Instruct students to place all gear on the floor beneath their assigned seats.

Require students to turn baseball caps backwards or remove them.

If you instruct students to bring blue books to the exam, require them to exchange blue books with at least one other student before beginning the exam, or collect all blue books and redistribute them randomly.

If you provide blue books, stamp, number, or initial each and distribute after desks are cleared.

During the exam:

Position proctors, if available, throughout the classroom.

Monitor students by moving around the classroom, but avoid distracting students.

Stop inappropriate behavior (i.e., making inappropriate noise, exchanging pencils or pens).

Take attendance.

Consider denying students the opportunity to take exam if they arrive after first student has completed exam and left the classroom.

After the test:

Compute correlation on wrong/correct answers with students seated near one another.

Shred old exams.

Collect all available evidence (crib sheets, reports from proctors, other student comments, etc.) to support an accusation of academic dishonesty.

If you use statistical evidence to support an allegation of cheating, base data on the performance of all students in the class.

Meet with students suspected of cheating individually, privately, and immediately to discuss your concerns and present all evidence supporting your allegation of cheating.

Confirm absences by comparing attendance records with submitted exams.

What specific measures do you recommend to discourage cheating on written assignments, laboratory assignments, and other projects?

Many techniques are available to instructors:

Clarify the resources your students may use in completing assignments.

Remind students of your policy on collaboration.

Include the due dates for major assignments in your course syllabus to enable students to schedule adequate time to complete these assignments.

Warn students of common tip-offs to dishonesty (i.e., writing style, topic does not match the assignment, type face on the title page does not match type in the body of the assignment, the assignment is photocopied but the cover page is an original).

Prepare a handout that explains your expectations for written assignments, including format, style, documentation, and footnotes.

Vary topics or create new questions around a common theme each semester.

Explain what you consider to be acceptable use of information found on the Internet.

Before an assignment is due, require students to report on their progress (e.g., topic proposal, outline) and/or submit drafts at various intervals.

Early in the term, assign in-class written work to become familiar with your students' writing styles and abilities.

When and where should I confront a student I believe has committed an act of academic dishonesty?

First, it’s important to meet with the student as soon as possible to explain what led you to suspect the student may have cheated. If the situation involves cheating during a test, exam or a lab session, avoid in-class confrontations, which are apt to disrupt classroom decorum and potentially disrupt other students taking the test. For the same reason, do not ask a student who you suspect is cheating
to move to another seat or desk in the classroom. Instead, if you have a proctor, ask him or her to observe the student you suspect is cheating. If you don’t have an assistant, document the student’s actions that led you to believe s/he is cheating. As an alternative, some instructors will stand for a short time near the suspect student to stop the perceived cheating. Immediately after the test, exam or lab session, ask the student to remain in the classroom to speak to you privately. If that’s not possible, ask the student to visit you during office hours or at a mutually convenient time—the sooner the better.

If the cheating involves plagiarism or some other act of academic dishonesty, also invite the student to meet with you in your office at a mutually convenient time. It’s best to extend this invitation in person (e.g., before or after class).

**What do I say to the student when we meet?**

In a non-adversarial tone, explain to the student what you observed and why you suspect the student had cheated. Remember, at this stage of the process, you are seeking information and should not have formed an iron-clad conclusion about the academic misconduct. Leave the door open for the possibility that you might be wrong. Then give the student an opportunity to explain his or her actions. Some students will quickly confess; others will deny the allegation—some more vociferously than others. Still others will be flabbergasted and unable to respond coherently. Allow them time to compose themselves, even if that means meeting again ASAP.

**What should I do if the student convinces me I was wrong?**

Advise the student that although you no longer believe an act of academic dishonesty has occurred, he or she may want to avoid the specific behavior that led to your allegation, lest she or he revisit this experience. Then assure the student that the issue is closed.

**What should I do if I can’t decide on a course of action?**

If you are undecided about what to do following the conversation with the student, tell the student you will consider his or her comments and will get back to him or her after you consult with anyone of the following: the test proctor; your department chair/school director; your supervisor, if you are a TA; and the Ombudsman. With the exception of the proctor, you should not identify the student. Following your conversations, notify the student of your decision. If you decide to issue a penalty grade in the course, follow the steps outlined below.

**How much evidence is needed to accuse a student of academic dishonesty?**

The standard of evidence at Michigan State University is "the preponderance of evidence" (that which is more convincing, more credible, and of greater weight).

If a student formally appeals a penalty grade, the faculty member must be prepared to make his or her case on the basis of the preponderance of evidence. The burden of proof is on the faculty member. Suspicions of cheating are not enough evidence. For example, moving a student during a test based on a suspicion of cheating is an implicit accusation of cheating. This action, however, places the student in a position of being unable to appeal an implicit charge, since no actual charge has been made; that is, no penalty grade has been issued.

**What do I do if I’m certain the student has committed an act of academic dishonesty?**

If your discussion with the student confirms your position that the student has cheated, tell the student that you plan to proceed with the allegation. (You can refer to General Student Regulation 1.00 - Protection of Scholarship and Grades.) Tell the student that you will consider an appropriate penalty grade and notify him or her after making your decision. A penalty grade can be a failing grade on the assignment or in the course, depending on the severity or recurrence of the academic misconduct.

Inform the student of his or her right to appeal the allegation. You also can refer the student to the University Ombudsman for a review of MSU policies and procedures regarding academic dishonesty and the appeal process.

If you decide to assign a failing grade in the course for academic dishonesty, and the student decides to contest the allegation via the formal grievance hearing process, the student may continue to attend class and complete all assignments. You also can expect the student to make an appointment to revisit the matter with you, as part of the formal appeal process. Remember, too, that if the student requests a hearing to contest the allegation, you will have to share the evidence upon which you are basing your allegation with the student. In cases involving plagiarism, you should make a copy of the student’s work for your files. This will be especially helpful should the student appeal your allegation to a departmental hearing board.

**What do I do if I decide to fail the student in the course?**

If you decide to give the student a failing grade in the course, you are required to send the student’s dean a letter explaining the circumstances that led to the penalty grade. If this decision occurs before the middle of the semester, your letter to the student's dean should request that the dean call on the Registrar's Office to place a hold on the student's academic records. That will prevent the student from dropping the course before the failing grade is recorded. After the hold has been placed, notify the student of your decision to issue a failing grade in the course and his/her right to appeal your decision. Students who are given a failing grade in the course for an act of academic dishonesty may appeal the charge and may continue to attend class and complete all course work. If the act of academic dishonesty is particularly egregious, you also can request the student's academic dean to call for a disciplinary
hearing to consider additional sanctions, or the dean, upon receipt of your letter, can independently call for a disciplinary hearing as well. In either situation, the dean will contact the Assistant Provost for Undergraduate Education, who, in turn, will schedule a meeting with the undergraduate student to offer the options of having an administrative disciplinary hearing or a disciplinary hearing conducted by the college hearing board in the college in which the academic misconduct occurred. Additional sanctions could include suspension from the University.

In a case involving a graduate student and a call for a disciplinary hearing, the student's dean will refer the case directly to the college hearing board in the college where the academic misconduct occurred.

If a student referred for disciplinary hearing wishes to contest the allegation, he or she may request a hearing before the department/school hearing board in the department/school in which the alleged academic misconduct occurred if the disciplinary hearing panel finds no basis for additional sanctions.

If I'm sure a student has cheated, what are the university-approved penalties?

As discussed above, if you are certain one of your students has committed an act of academic dishonesty, you then need to decide if you want to issue a “penalty grade,” generally defined in the AFR and GSRR as a grade based on a charge of academic dishonesty. A penalty grade can be a failing grade in the course or on the assignment – or any other grade that “penalizes” the student for his or her academic misconduct. The Integrity of Scholarship and Grades policy authorizes the failing grade in the course or on the assignment, but it does not require such a grade. It’s your choice.

Also, if you issue a failing grade in the course based only on academic dishonesty, you are required to send a letter to the student's academic dean to explain the circumstances. If the academic misconduct is especially egregious or a repeat offense, you or the student's dean can request a disciplinary hearing to consider sanctions in addition to the failing grade in the course. (See Integrity of Scholarship and Grades policy.)

If you decide to give the student a penalty grade on an assignment for academic dishonesty, you need not send any letters to anyone, but you must inform the student of the reason for the penalty grade.

If I decide issue a failing grade in the course, can I instruct the student to stop attending class?

No, but as you know, once you inform a student that he or she will flunk the course, that student isn’t likely to return to your classroom - - unless he or she plans to appeal the allegation of academic dishonesty. If that’s the case, the student has a right to complete the course without prejudice. If the hearing board supports your position, the failing grade will stand, but the student also has a right to appeal that decision. If the hearing board supports the student’s position, it will ask for a reassessment of the student’s grade. You can appeal this decision, however. (Note: Normally, the initial hearing to contest an allegation of academic dishonesty takes place in the department/school that offers the course. Appeals of a department/school hearing board decision take place at the college level. The instructor bears the burden of proof at the initial level. Students also have a right to appeal an allegation of academic dishonesty in which they receive a penalty grade on the assignment. For more information about academic hearings, see http://www.msu.edu/unit/ombud/grievance.html.)

What do I do if I suspect a student has cheated after the final exam session?

If you first suspect a student has cheated after the end of the semester but before you submit your grades, immediately try to contact the student by phone or e-mail. If that fails, you have the option of issuing the student an I-Incomplete grade, as opposed to issuing a penalty grade on the assignment or in the course. When the student discovers the unexpected “I” on the transcript, s/he will try to contact you.

What should I know about cheating in online courses?

Not having taught a course online, I can only refer you to an article a colleague sent me that addresses academic dishonesty in online courses:

http://www.westga.edu/~distance/ojdla/summer72/rowe72.html

The bibliography is extensive.

Where can I go for help?

Talk to your department chair/school director or call the Office of the Ombudsman (353-8830).

For university policies and regulations on academic dishonesty, see General Student Regulations, Integrity of Scholarship and Grades, the Academic Freedom Report (specifically, Articles 2.4.6, 2.4.6.2, 2.4.8.2.4.9, 4.2.4, 8.1.15, and 8.1.16). Similar language is also found in the Graduate Student Rights and Responsibilities and the Medical Student Rights and Responsibilities documents. See also Plagiarism and Cheating from where a student sits.

Note to faculty: If you have examples of how you deter academic dishonesty, please share them with the ombudsman by e-mail (soffin@msu.edu), note or telephone call. We will modify this site as suggestions come forward.

Questions? Contact the Ombudsman.
Academic honesty and integrity are fundamental values in a community of scholars. As stated in the MSU Academic Freedom Report, students and faculty share a commitment to and responsibility for "maintaining the integrity of scholarship, grades, and professional standards." To abuse these values is to assault one's own personal integrity and character. Yet cheating occurs on this campus and elsewhere. One researcher has called cheating an "international epidemic."

The best way to protect yourself from an allegation of academic dishonesty is simple: Don't cheat. Read on for the answers to frequently asked questions on this topic, which is of increasing interest on campuses throughout the world.

**I think I know what cheating is, but how does MSU define cheating?**

Start with the Academic Freedom Report, especially Article 2. Then move on to Protection of Scholarship and Grades. This defines academic dishonesty as conduct that violates the fundamental principles of truth, honesty, and integrity. The following conduct is specifically cited:

- supplying or using work or answers that are not one's own;
- providing or accepting assistance with completing assignments or examinations;
- interfering through any means with another's academic work;
- faking data or results.

From this, it's obvious that you can't -- or at least shouldn't:

- turn in an exam, paper, or project that is not wholly your own work;
- copy answers from another student's exam or test;
- get questions and/or answers from students who have already taken an exam or quiz you are scheduled to take;
- have another person take a test for you;
- submit the same paper for two or more classes;
- use other authors' ideas and phrases without proper attribution; and
- collaborate with other students on projects or assignments without your instructor's permission.

**How can I avoid even being suspected of cheating?**

Your question assumes that innocent behavior can attract negative attention from instructors, and that may be true. To protect yourself from any suspicion of cheating, try the following.

**When taking quizzes, tests or exams:**

- keep your eyes fixed firmly on your blue book or score sheet;
- don't take any unauthorized gear to the test site, (e.g., study notes, textbooks, calculators, cell phones);
- place your personal belongings under your desk and out of sight;
- don't fiddle (e.g., tap your pencil or fingers, rearrange your clothing);
- take your cap off;
- if you are required to provide blue books, be sure they are void of even the slightest hint of notes and no pages are missing.

**When completing lab projects, term papers and take-home tests:**

- if previous assignments required team projects, ask your instructor if he or she expects students to collaborate on the test, and if so, whether each group is expected to submit a single response or each member of the group is expected to submit separate responses independent of one another;
- stay far away from Internet paper mills and files full of other students' exams or term papers;
- know what plagiarism is so you can avoid it. (Plagiarism (from the Latin plagiarus, an abductor, and plagiar, to
What do I do if my instructor accuses me of cheating—and I really didn't do it?  
If this should happen, don't get angry or retaliate with rudeness. Take a deep breath, get out paper and pencil for note taking, and politely ask your instructor what evidence she or he has to support such a serious allegation. Carefully and calmly take notes on each point of evidence. Ask your instructor to meet with you as soon as possible so that you can present evidence to refute the allegation. Then, immediately locate witnesses or evidence (e.g., notes, drafts, study partners) that can be used to establish your innocence and take the information to the scheduled appointment with your instructor.

You also may seek assistance from the Office of the Ombudsman. The Ombudsman can tell you what your rights are and explain the appeals process, should that be necessary. Briefly, an appeal for either the accusation or sanction begins with meeting with the instructor. If a resolution is not reached, the next step is to meet with the department chair/school director. A formal hearing would follow if the unit head or the Ombudsman cannot resolve the issue.

What happens to me if I am guilty of cheating?  
If your instructor believes you have committed an act of academic misconduct, s/he may give you a penalty grade—either a failing grade on the assignment or in the course. If your instructor gives you a failing grade in the course, the Integrity of Scholarship and Grades All-University Policy requires your instructor to send a letter to your dean to explain the circumstances. Depending on the seriousness and extent of violation, the instructor also may request the dean to call for a disciplinary hearing to impose additional sanctions or penalties. Visit the Ombudsman to clarify the procedures and policies.

If I see a student cheating, what should I do?  
MSU does not have an Honor Code, so you are not required to report this incident to your instructor. On the other hand, you can inform your instructor about students you believe are cheating. If your instructor wishes to pursue your allegation, he or she would then have to independently investigate the matter to collect evidence to corroborate the charges.

Any other advice?  
Again, don't cheat. The stakes are too costly for your academic career and your reputation. Faculty are increasingly resorting to various strategies to discourage their students from committing any acts of academic dishonesty, including stepping up their monitoring of students during exams. If you need assistance in passing a course, seek help from your instructor.

The Learning Resources Center can provide you with strategies to improve your study skills and habits. Start on projects early in the term, give yourself adequate time to study for exams, and don't pressure yourself to be perfect. See also Plagiarism and Cheating from where the faculty sits.

Need assistance? Contact the Ombudsman.
REVISED CODE OF TEACHING RESPONSIBILITY

(Effective fall semester 2005)

Satisfaction of teaching responsibilities by instructional staff members (herein referred to as instructors) is essential to the successful functioning of a university. This University conceives these responsibilities to be so important that performance by instructors in meeting the provisions of this Code shall be taken into consideration in determining salary increases, tenure, and promotion.

1. **Course content:**
   Instructors shall be responsible for ensuring that the content of the courses they teach is consistent with the course descriptions approved by the University Committee on Curriculum and the Academic Council. Instructors shall direct class activities toward the fulfillment of course objectives and shall evaluate student performance in a manner consistent with these objectives.

2. **Course syllabi:**
   Instructors shall be responsible for distributing a course syllabus (either in print or electronic form) at the beginning of the semester. The syllabus shall minimally include:
   
   (a) instructional objectives;
   (b) instructor contact information and office hours;
   (c) grading criteria and methods used to determine final course grades;
   (d) date of the final examination and tentative dates of required assignments, quizzes, and tests, if applicable;
   (e) attendance policy, if different from the University attendance policy and especially when that attendance policy affects student grades; and
   (f) required and recommended course materials to be purchased, including textbooks and supplies.

3. **Student Assessment and Final Grades:**
   Instructors shall be responsible for informing students, in a timely manner so as to enhance learning, of the grading criteria and methods used to determine grades on individual assignments. Instructors shall be responsible for assessing a student’s performance based on announced criteria and on standards of academic achievement. Instructors shall submit final course grades in accordance with University deadlines.

4. **Testing Documents:**
   Instructors shall be responsible for returning to students student answers to quizzes, tests, and examinations with such promptness to enhance the learning experience. Instructors shall retain final examination answers for at least one semester to allow students to review or to retrieve them. All testing questions (whether on quizzes, tests, or mid-semester or final examinations) are an integral part of course materials, and the decision whether to allow students to retain them is left to the discretion of the instructor.

5. **Term Papers and Comparable Projects:**
   Instructors shall be responsible for returning to students student term papers and other comparable projects with sufficient promptness to enhance the learning experience. Term papers and other comparable projects are the property of students who prepare them. Instructors shall retain such unclaimed course work for at least one semester to allow students to retrieve such work. Instructors have a right to retain a copy of student course work for their own files.

6. **Class Meetings:**
   Instructors shall be responsible for meeting their classes regularly and at scheduled times. To allow units to take appropriate action, instructors shall notify their units if they are to be absent and have not made suitable arrangements regarding their classes.
7. **Applicability of the Code of Teaching Responsibility to Student Assistants:**
   Instructors of courses in which assistants are authorized to perform teaching, grading, or other instructional functions shall be responsible for acquainting such individuals with the provisions of this Code and for monitoring their compliance.

8. **Instructor Accessibility to Students:**
   Instructors shall be responsible for being accessible to students outside of class time and therefore shall schedule and keep office hours for student conferences. Office hours should be scheduled at times convenient to both students and instructors with the additional option of mutually convenient prearranged appointments for students whose schedules conflict with announced office hours. Each teaching unit shall determine the minimum number of office hours for instructors in that unit. Instructors who serve as academic advisors also shall be responsible for maintaining appropriate office hours before and during enrollment periods. In addition to office hours, instructor accessibility through e-mail and other means is encouraged.

9. **Commercialization of Course Notes and Materials:**
   The University prohibits students from commercializing their notes of lectures and University-provided class materials without the written consent of the instructor. Instructors may allow commercialization by including permission in the course syllabus or other written statement distributed to all students in the class.

**Hearing Procedures**

1. Students may register complaints regarding an instructor's failure to comply with the provisions of the Code of Teaching Responsibility directly with that instructor.

2. Students may also take complaints directly to teaching units' chief administrators or their designates. If those persons are unable to resolve matters to the student's satisfaction, they are obligated to transmit written complaints to unit committees charged with hearing such complaints. A copy of any complaint transmitted shall be sent to the instructor. A written report of the action or recommendation of such groups will be forwarded to the student and to the instructor, normally within ten working days of the receipt of the complaint.

3. Complaints coming to the University Ombudsman will be reported, in writing, to chief administrators of the teaching units involved when in the Ombudsman's opinion a hearing appears necessary. It will be the responsibility of chief administrators or their designates to inform the instructor and to refer such unresolved complaints to the unit committees charged with hearing such complaints. A written report of the action or recommendation of such groups will be forwarded to the University Ombudsman, to the student, and to the instructor, normally within ten working days of the receipt of the complaint.

4. Students wishing to appeal a teaching unit action or recommendation may do so as outlined in Academic Freedom for Students at Michigan State University, Graduate Student Rights and Responsibilities, or Medical Student Rights and Responsibilities. Such complaints must normally be initiated no later than the middle of the semester following the one wherein alleged violations occurred. Exceptions shall be made in cases where the involved instructor or student is absent from the University during the semester following the one wherein alleged violations occurred.
### Frequently Asked Questions about Course Syllabi

#### Am I required to provide a course syllabus to my students?
Yes. Effective fall 2005, MSU instructors are required to distribute a course syllabus, either in print or online, to their students at the beginning of the semester. (See the revised [Code of Teaching Responsibility](http://www.msu.edu/unit/ombud/syllabi.html), which was approved by Academic Council on April 29, 2005.)

#### What am I required to include in my course syllabi?
The recently-revised [Code of Teaching Responsibility](http://www.msu.edu/unit/ombud/syllabi.html) *minimally* requires instructors to inform their students at the beginning of the semester of the following:

1. course content and instructional objectives, which must be consistent with the university-approved course description found in the MSU [Descriptions of Courses](http://www.msu.edu/unit/ombud/syllabi.html) catalog;
2. instructor contact information and office hours, with a provision for arranged office hours to accommodate students whose schedules conflict with the regularly-scheduled office hours; office hours must comply with the minimum number of hours approved by each unit;
3. grading criteria and method used to determine final course grade;
4. date of final examination, scheduled according to the [University final exam schedule](http://www.msu.edu/unit/ombud/syllabi.html), and tentative dates of required assignments, quizzes, and tests, if applicable;
5. attendance policy, if different from the [University attendance policy](http://www.msu.edu/unit/ombud/syllabi.html) and especially when the attendance policy affects students’ grades; and
6. required and recommended course materials, including textbooks and supplies.

#### What other information should be included in a course syllabus?
Instructors should consider including:

1. course number and title, section number (if applicable) and scheduled class time;
2. course Web site (if applicable);
3. instructor's (and TA's, if applicable) name, office address, phone number and e-mail address, with recommendations on which method of contact the instructor prefers;
4. tentative deadlines for required and recommended readings;
5. tentative schedule of course topics;
6. required field trips, rehearsals, etc., scheduled outside of regularly-scheduled class time, along with any accompanying fees and tickets;
7. make-up policy for designated course work;
8. tardy policy and its impact, if any, on grades;
9. common test dates for all sections of a multi-section course, as approved by the unit;
10. course prerequisites and restrictions, as they appear in the [Descriptions of Courses](http://www.msu.edu/unit/ombud/syllabi.html) catalog;
11. information about required course-management software, such as ANGEL;
12. any course procedures unique to the course that might cause students to reconsider their enrollment in the course, and
13. policy for use of cell phones, calculators and other electronic equipment in the classroom.

#### What university policies or procedures should I consider including in my syllabus?
Consider including any of these statements:

1. **Academic Honesty**: Article 2.3.3 of the [Academic Freedom Report](http://www.msu.edu/unit/ombud/syllabi.html) states that "The student shares with the faculty the responsibility for maintaining the integrity of scholarship, grades, and professional standards." In addition, the (insert...
name of unit offering course) adheres to the policies on academic honesty as specified in General Student Regulations 1.0, Protection of Scholarship and Grades; the all-University Policy on Integrity of Scholarship and Grades; and Ordinance 17.00, Examinations. (See Spartan Life: Student Handbook and Resource Guide and/or the MSU Web site: www.msu.edu.) Therefore, unless authorized by your instructor, you are expected to complete all course assignments, including homework, lab work, quizzes, tests and exams, without assistance from any source. You are expected to develop original work for this course; therefore, you may not submit course work you completed for another course to satisfy the requirements for this course. Also, you are not authorized to use the www.allmsu.com Web site to complete any course work in (insert course number here). Students who violate MSU rules may receive a penalty grade, including--but not limited to--a failing grade on the assignment or in the course. Contact your instructor if you are unsure about the appropriateness of your course work. (See also http://www.msu.edu/unit/ombud/honestylinks.html )

2. Accommodations for Students with Disabilities: Students with disabilities should contact the Resource Center for Persons with Disabilities to establish reasonable accommodations. For an appointment with a disability specialist, call 353-9642 (voice), 355-1293 (TTY), or visit MyProfile.rcpd.msu.edu.

3. Drops and Adds: The last day to add this course is the end of the first week of classes. The last day to drop this course with a 100 percent refund and no grade reported is (insert date). The last day to drop this course with no refund and no grade reported is (insert date). You should immediately make a copy of your amended schedule to verify you have added or dropped this course.

4. Commercialized Lecture Notes: Commercialization of lecture notes and university-provided course materials is permitted in this course.**

5. Attendance: Students whose names do not appear on the official class list for this course may not attend this class. Students who fail to attend the first four class sessions or class by the fifth day of the semester, whichever occurs first, may be dropped from the course.

6. Internet: Some professional journals will not consider a submission for publication if the article has appeared on the Internet. Please notify your instructor in writing if you do not want your course papers posted to the course Web site.

7. Disruptive Behavior: Article 2.3.5 of the Academic Freedom Report (AFR) for students at Michigan State University states: "The student's behavior in the classroom shall be conducive to the teaching and learning process for all concerned." Article 2.3.10 of the AFR states that "The student has a right to scholarly relationships with faculty based on mutual trust and civility." General Student Regulation 5.02 states: "No student shall . . . interfere with the functions and services of the University (for example, but not limited to, classes . . .) such that the function or service is obstructed or disrupted. Students whose conduct adversely affects the learning environment in this classroom may be subject to disciplinary action through the Student Faculty Judiciary process.

What are my options for attendance and excused absences?
For details, see Attendance Policy, Excused Absences and Make-up Work on the Ombudsman's Web site. This site includes discussion of student observance of major religious holidays, student-athlete participation in athletic competition, student participation in university-approved field trips, medical excuses and a dean's drop for students who fail to attend class sessions at the beginning of the semester.

Can I distribute my course syllabus only online?
Yes and, again, it must be accessible to students at the beginning of the semester.

Once I distribute my course syllabus, can I change it?
The newly revised Code of Teaching Responsibility does not address the issue of changing a course syllabi after the semester is underway. Absent such language, an instructor may choose to exercise that option. If so, they should inform their students of such changes in writing or online, just like their original syllabi. Students often complain about instructors who change their syllabus, but only, of course, when they believe the changes hinder their performance in the course. After all, they argue, the syllabus is a factor in deciding to remain in the course. If changes follow, especially after the tuition-refund period, they're stuck in a course they would otherwise have dropped.

Is the course syllabus considered a “contract” between my students and me?
No, the course syllabus is not technically a legal contract. That said, it remains your responsibility to meet course expectations and follow course procedures you announced at the beginning of the semester, per the Code of Teaching Responsibility, the AFR, the GSRR and the faculty handbook.

*Note: The Code of Teaching Responsibility requires instructors who permit students to commercialize their class lecture notes to include a statement in their course syllabi that gives such permission. Absent such permission, students may not do so.
What are the "Most Frequently Asked Questions" about final exams?

Q: Are instructors required to give final exams?
A: No.

Q: Can my instructors change the time and day of my final exams from what appears in the University Final Exam Schedule?
A: Yes, but only with the permission of the Office of the Registrar.

Q: If my instructors don’t schedule final exams, can they require me to submit final course assignments or take-home exams at the beginning of finals week?
A: No. The deadline can be no sooner than the date and hour of the scheduled final exam session for each course.

Q: Are my instructors required to meet with their classes during scheduled final exam sessions if they don’t give final exams?
A: Yes.

Q: Are my instructors required to schedule office hours during finals week?
A: Yes, or, they must, in another way, be available to their students during finals week.

Q: I have three final exams scheduled on the same day. Can I reschedule one of them?
A: Yes. Report to the Academic Student Affairs Office of the college in which you are majoring (or the University Undergraduate Division advising office) and ask for assistance for rearranging one (and only one) of those final exams. Be prepared to verify that you have three exams on the same day.

Q: One of my final exams is called a “common” final (one exam time for a multi-section course). The time conflicts with the scheduled final exam for another class. Can I reschedule one of these exams?
A: Yes, but priority goes to the course without a common final exam. The department/school offering the course with the common final must arrange for a make-up exam for you.

Q: Can I get an excused absence for missing a final exam because of illness or a catastrophic event?
A: Yes and No. It all depends on what happened to you and when you reported it. The University Final Exam Policy says if you miss a final exam because of a circumstance you have no control over, you must immediately contact the assistant dean (either for undergraduate or graduate education) in the college in which you are a major (or UUD). Again, be prepared to present evidence to support your excuse. Each excuse will be evaluated on its merit.

Q: Where can I find the University Final Exam Policy?
A: Here's the Web site, which also includes the University Final Exam Schedule:
www.reg.msu.edu/ROInfo/Calendar/FinalExam.asp
Below are some details about your assistantship. I know this is confusing, but I hope this information can help you. This information will be in our Graduate Student Handbook, as well, that will be available in early August.

Anne Simon
Graduate Secretary

1. As a Graduate Assistant you receive:
   a. 9 credits of tuition waived for the Fall and Spring semesters, for a total of 18 credits free.
   b. Student Health Insurance - Please contact the Student Insurance Office with specific questions and specific costs. (studentinsurance@hr.msu.edu)
   d. In-State tuition on any credits over 9 for Fall and Spring Semesters, and, for credits in any Summer semester before or after a Fall-Spring appointment.

   ** Housing is not covered by the appointment. Many students use their stipend to cover those costs.

2. Graduate Education Union (GEU)
Graduate Assistants have a union and their most current union contract is on-line at: http://geuatmsu.org/
   a. Teaching Assistants (not Accompanists) must complete a ‘yellow’ union card. These will be in my office.
   b. A pool of additional credits of waived tuition was available, by lottery, for qualified applicants who are appointed as TAs in the Fall. RA/Accompanists do not get this benefit! Please visit: http://o_grad.msu.edu/tuitionpool/tuitionpoolagreement.aspx

   Spring 2017 will have the same thing and applications will be taken in October 2016 only.

3. Social Security Numbers (SSN) and Cards
   a. International students must apply for a SSN and card.
      The form that OISS requires you to use is at: http://oiss.isp.msu.edu/documents/students/ssnletter_F1student.pdf
      Details of this process can be found at: http://www.hr.msu.edu/hiring/studentemployment/stuempSSNverify.htm
      Issuance of the actual SSN/card can take 3-4 weeks.
   b. Once you have this card, you will have to take it to Payroll (350 Hannah Administration) to prove you have it.
      They will notify you when you need to do that.

4. Pay Information
   a. For students processed by August 16, your 1st paycheck will be in on Sept. 2. You will be paid bi-weekly (every 2 weeks) from then on. See http://www.ctlr.msu.edu/copayroll/payrollSchedules.aspx for specific pay dates.
   b. Your employment dates are listed in your offer letter. Please note that you are expected to be here during the Finals Weeks.
   c. Your 1st pay period covers 5 days instead of 14. Your final pay period in May 2017, will cover less than 14 days, as well. It’s an internal computer/calculating issue.
   d. Direct Deposit is a good thing! Please visit the e-payroll website at www.epayroll.msu.edu to sign up. (Please note that this is different than the Direct Deposit on your Student Information (StuInfo) page!)
      Please sign up for both of them.
   e. NO paper checks are issued. You will receive a card similar to a debit card, which MSU can transfer the money to.
   f. If you are processed after August16, your stipend will be adjusted to take into account the days you missed.
      This can result in a delay in receiving your first pay.

5. Enrollment
GA enrollment and registration are monitored each semester. You have a waiver of up to 9 credits for Fall and Spring Semesters.
Especially with DMA/PhD students, it is in your best interest that you use all of these credits each semester. Unused credits cannot be transferred into another semester.

**Your GA benefits do not go into effect until you enroll for at least 3 cr.**

Master’s students can receive up to 2 years of assistantship – covering 36 credits. Your degrees require 30-35 credits. You can still use those other credits, if you like, to take extra courses. It is allowable to have a semester or two with enrollment less than 9 credits. Please check with the Graduate Advisor if this is your situation.

Most Doctoral students can receive up to 3 years of assistantship, as determined by your area – covering 54 credits. Your degree requirements are determined by your guidance committee. Students receiving the entire 3 years, can, in most cases, be finished with their degree requirements at the end of those 3 years. Doctoral degrees average from 45-52 credits.

**Being Enrolled is not the same as Being Registered.**

Enrolled means you have enrolled in your courses. Registered means you have confirmed your attendance and made your payments. All students must ‘Confirm Attendance’ in their StulInfo accounts. GAs must be Registered to retain their assistantship. Failure to do so will result in termination of said assistantship, by MSU.

6. **Parking**

Generally, students can purchase a special permit for the stadium near Spartan Stadium. Please visit the following site for specific details/information: [http://police.msu.edu/management-services-bureau/parking-office/student-permits/](http://police.msu.edu/management-services-bureau/parking-office/student-permits/). The cost is around $130/semester.

Those who are not able to purchase their graduate assistant parking permits for online may do so in person at the MSU Parking Office by taking your MSU ID card, your current vehicle registration, and proof of your Fall 2016 graduate assistant appointment with you (your copy of your offer letter and a print out from EBS from Anne Simon).

7. **ESS Employee Self-Service – EBS**

This is a spot you can go to to check your pay stubs, sign up for taxes, print tax forms, etc.

1. You will have to visit the “Two-Factor Authentication” page before you can access ESS. This will just add an extra layer of security to your account. Visit: [https://secureit.msu.edu/two-factor/](https://secureit.msu.edu/two-factor/) It’s very easy to do.

2. Once you have done this, then visit: [http://ebs.msu.edu/ess/index.htm](http://ebs.msu.edu/ess/index.htm) and click on ‘ESS Payroll Overview’.

   ([http://www.hr.msu.edu/ebs/employee_self_service/docs/ESSPayroll.pdf](http://www.hr.msu.edu/ebs/employee_self_service/docs/ESSPayroll.pdf))

For more information on what you can do at this page, you can see: [http://www.hr.msu.edu/ebs/employee_self_service/docs/ESSPayrollFAQ.pdf](http://www.hr.msu.edu/ebs/employee_self_service/docs/ESSPayrollFAQ.pdf)
I'm a TA. What can I do to reduce conflicts between my students and me?

TAs are especially at risk when they have conflicts with students. What is important is not whether conflict occurs (some conflict may be unavoidable), but how you, as a TA, respond to it when it does occur. Depending on your response, the energy from the conflict could blow up destructively, be contained as a mere irritation, or even be converted into creative understanding and growth.

Professor Joy Curtis, who served as Ombudsman at Michigan State University from 1991 through the summer of 1998, heard complaints from students every semester about TAs who were unsuccessful at managing conflict. She devised six basic principles which, if followed, should significantly reduce the number of student complaints campus-wide. These principles are as follows:

<table>
<thead>
<tr>
<th>Principle</th>
<th>Description</th>
</tr>
</thead>
<tbody>
<tr>
<td>Maintain Civility</td>
<td>In all cases, try to show an enlightened regard for your students' humanity. Although some students may strike you as annoying, they may not be intentionally so. Though others are clearly arrogant, it is the teacher who always bears the heavier burden in the teacher-student relationship. Never deliberately insult a student, no matter how tempted you are to do so.</td>
</tr>
<tr>
<td>Be Explicit</td>
<td>In all cases, explain your expectations and requirements clearly to your students--if possible, in writing. Avoid ambiguity in your written or verbal instructions, and in your grading comments. If something can be misunderstood, it will. When asked questions by students in class or during office hours, answer clearly, directly, and completely. If personal or official policies are in question, explain the policies rather than merely citing them. If you do not know the answer to a question, admit that you don't, ask if you can get back to the student, and then do so.</td>
</tr>
<tr>
<td>Stick to the Syllabus</td>
<td>The syllabus of a course should be regarded as a contract between teacher and student. Avoid changing your grading policies. If a change must be made, no student should be disadvantaged. The change must be cleared with the professor-of-record (for directly supervised TAs) or the department chair (for TAs with sole responsibility for their courses). For lecture courses with multiple lab or recitation sections, policies must apply to all sections without exception.</td>
</tr>
<tr>
<td>Maintain Your Role</td>
<td>Do not try to be more to your students than your role as TA requires. It is inadvisable to function toward students as a parent, special friend or counselor. In some cases, you may wish to provide general advice or information on the profession, much in the spirit of a mentor (i.e., which journals to read, which conferences to attend), but avoid giving academic or personal advice of a more specific nature. In all cases, advise only to the extent of your knowledge. Remember that poor academic advice can cost students hundreds of dollars, untold hours, and great personal distress.</td>
</tr>
<tr>
<td>Avoid Sexual Misconduct</td>
<td>The trust relationship between teacher and student can be irreparably damaged by inappropriate sexual behavior on the part of TAs. In no instance should &quot;something for something&quot; be a principle of grading. Sexual jokes or pictures should never be circulated, in class or out. Making comments about a student's looks, dress, or sexuality is extremely inadvisable. Dating students or forming intimate friendships with them not only raises problems of objectivity in grading but may be perceived by other students as evidence of favoritism. Try to create situations that cannot be misinterpreted (for example, keep your office door open during private meetings with a student). In short, any verbal or non-verbal cues that could create misunderstanding or a hostile learning environment for students are to be avoided at all costs. TAs should familiarize themselves with the relevant University codes regarding sexual behavior and sexual harassment and abide by them (see &quot;University Policy on Sexual Harassment&quot;).</td>
</tr>
<tr>
<td>Be Straight About Bad News</td>
<td>If you must give a low or failing grade to a student--for an assignment, for a test, or for an entire course--convey the news promptly and directly. Clearly explain the reasons for the grade and suggest practical measures the student can take to avoid such grades in the future. Under no circumstances are TAs to create unofficial incompletes for individual students by extending deadlines or stretching course requirements beyond the end of the semester. Rather, it is advisable to help the student recognize that he or she has a problem which must be dealt with rather than denied or accommodated. In this way, the student will be less likely to go from teacher to teacher with the same unresolved problem — a circumstance frustrating to teachers and students like.</td>
</tr>
</tbody>
</table>

http://www.msu.edu/unit/ombud/TAconflicts.html
XIV. UNIVERSITY AND LOCAL RESOURCES

Updated: 8/2016

College of Music Website:

Main Page http://music.msu.edu/
Graduate Studies http://music.msu.edu/information-for-students/for-graduate-students
Requirements by Specific Area/Instrument
(http://music.msu.edu/information-for-students/for-graduate-students/advising)
** Begins on page 21 -- Students can also speak with their major professor.
** The 2015-16 Handbook will be on-line around August 1, 2015.

Graduate Student Forms
Master’s http://music.msu.edu/information-for-students/for-graduate-students/masters-degree-forms
Doctoral http://music.msu.edu/information-for-students/for-graduate-students/doctoral-degrees-forms
Scheduling Recitals http://music.msu.edu/information-for-students/for-all-students/student-recitals

MSU Websites:

Michigan State University http://www.msu.edu
Registrar’s Office http://www.reg.msu.edu/
Academic Calendar http://www.reg.msu.edu/ROInfo/Calendar/Academic.asp
Academic Programs http://www.reg.msu.edu/AcademicPrograms/Default.asp
Description of Courses http://www.reg.msu.edu/Courses/Search.asp
(Choose Semester, MUS, hit Search. Lists all courses offered for a specific semester.)
Schedule of Courses http://schedule.msu.edu
(Show dates, times and locations of the courses offered for a specific semester.)

Fees & Scholarships (Student Receivables/Accounts) http://www.ctlr.msu.edu/COSTudentAccounts/
Office of Financial Aid http://www.finaid.msu.edu
Tuition/Cost Information http://ctlr.msu.edu/COSTudentAccounts/Tuition_Fees_MainMenu.aspx
University Housing http://liveon.msu.edu/

The Graduate School http://grad.msu.edu
Funding issues, career and professional services/job searching, interviewing, Thesis/Dissertation writing
and workshops designed for graduate students

OISS - Office of International Students & Scholars http://www.oiss.msu.edu

“Spartan Life” - Student Handbook & Resource Guide. [Includes Graduate Student Rights and Responsibilities]
http://splife.studentlife.msu.edu/
http://splife.studentlife.msu.edu/graduate-student-rights-and-responsibilities

Guidelines for Integrity in Research and Creative Activities http://grad.msu.edu/publications/docs/integrityresearch.pdf
Plagiarism https://www.msu.edu/~ombud/academic-integrity/plagiarism-policy.html
Guidelines for Graduate Student Advising and Mentoring Relationships http://grad.msu.edu/publications/docs/studentadvising.pdf
Ombudsperson’s Office https://www.msu.edu/~ombud/policies-publications.html
Academic integrity, classroom issues, plagiarism, grievances, student rights and responsibilities

Emergencies: Dial 911 - fire, car or bike accident, attempted/ break-in, attempted/ assault, destruction of
property, noise violations…
Emergencies: Dial 911 - fire, car or bike accident, attempted/break-in, attempted/assault, destruction of property, noise violations…

MSU Maps http://maps.msu.edu

MSUFCU - MSU Federal Credit Union https://www.msufcu.org/
Athletics http://www.msu.edu/athletics/index.html

DPPS - MSU Department of Police and Public Safety (http://www.police.msu.edu/)

Medical / Personal Resources
Olin Health Center http://olin.msu.edu
Sparrow Hospital - Downtown Lansing http://www.sparrow.org/info.asp
Lansing Urgent Care - Frandor area http://www.lansingurgentcare.com/

Counseling Center / MSU’s Mental Health Resources http://www.couns.msu.edu
Resource Center for Persons with Disabilities http://www.rcpd.msu.edu

Safe Space (Gender & Sexual Orientation Office) http://lbgtrc.msu.edu/
MSU Safe Place (Domestic Violence Office) http://safeplace.msu.edu 355-1100

MSU Student Food Bank http://www.msu.edu/~foodbank

Local Information Sources

Lansing http://www.lansing.org/ or (http://www.discoverourtown.com/MI/Lansing/)
East Lansing http://www.cityofeastlansing.com Includes - Parking and Code Enforcement


Lansing Regional Capital Airport - LAN http://www.flylansing.com/
Detroit Metro Airport - DTW - (Detroit Metropolitan Wayne County Airport) http://www.metroairport.com
Michigan Flyer - Bus service to/from DTW http://www.michiganflyer.com

Local News - CBS http://wlns.com/
ABC http://www.abc53.com/
NBC http://www.wilx.com/
Newspaper - Lansing State Journal http://www.lansingstatejournal.com
State News (MSU) http://statenews.com/

State of Michigan - Secretary of State (Drivers Licenses, MI ID Cards, Licenses Plates…) http://www.michigan.gov/sos/


Churches http://www.superpages.com/yellowpages/C-Churches/S-MI/T-Lansing

Restaurants http://www.discoverourtown.com/MI/Lansing/