

Unofficial consolidated reading version

Please take note of the regulations on entry into force in the respectively relevant amendment.

Please note that **only** the German version of these regulations is legally binding. The English translation is provided for informational purposes only!

## Examination regulations for the Master's degree program in Inclusive Music Education/Community Music as full-time and part-time degree program at the Catholic University of Eichstätt-Ingolstadt

dated DD.MM.YYYY

amended by the statutes dated DD.MM.YYYY

**(Resolution of the Senate dated 02/07/2018 – approval procedure ongoing)**

amended by the statutes dated DD.MM.YYYY

**(Resolution of the Senate dated 12/12/2018 – approval procedure ongoing)**

On the basis of Article 5 (3)(1) of the Concordat between the Holy See and the Free State of Bavaria dated March 29, 1924 (BayRS 2220-1-WFK), the Catholic University of Eichstätt-Ingolstadt issues the following examination regulations:

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Appendix: Aptitude process for full- and part-time Master's degree program "Inclusive Music Education/Community Music"

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### **Section 1 Scope of application**

<sup>1</sup>These examination regulations govern the examination requirements for the full- and part-time Master's degree program in Inclusive Music Education/Community Music. <sup>2</sup>The respectively current version of the General Examination Regulations (APO) of the Catholic University of Eichstätt-Ingolstadt dated November 26, 2014, also applies.

### **Section 2 Required qualifications**

The following qualifications are required for admission to the Master's degree program in Inclusive Music Education/Community Music:

1. First relevant degree, e.g. in the area of music education, musicology, music therapy, artistic practice, instrumental/vocal education, cultural education, social work or social pedagogy or an equivalent degree, and
2. Successful completion of the aptitude process in accordance with the Appendix.

### **Section 3 Degree**

Upon successful completion of the program, graduates are awarded the academic degree Master of Arts (MA).

### **Section 4 Standard length of the program, start of the program**

- (1) The standard length of the full-time Master's program is four semesters; the standard length of the part-time Master's program is eight semesters.
- (2) Students can start the program in the winter semester.

### **Section 5 Passing the Master's examination**

The Master's examination has been passed when

1. all modules up to the end of the fifth semester of the full-time program or the tenth semester of the part-time program have been awarded the grade 'sufficient' (4.0) or better or have been assessed as 'passed' and
2. the student has acquired a total of 120 ECTS credits.

## **Section 6**

### **Type of examination/assessment**

- (1) Any page references for written types of examinations shall refer to the text corpus only with line spacing 1.5 and font size 12 of a standard font and margins of five centimeters in total (left and right).
- (2) Following the presentation of different projects and teaching models by the lecturers, students focus on a selected scenario in the field of music education in the context of a case study and describe, document and reflect on the scenario in writing by applying an appropriate degree of content-related depth.
- (3) <sup>1</sup>Within the framework of a scientific presentation or a presentation with a teaching related and artistic focus held in a group, students demonstrate their ability to deal with a scientific or teaching-related and artistic question or task independently in form of an individual performance. <sup>2</sup>In connection with this task, students are expected to give the presentation in an appropriate manner with regard to the subject matter, target group and media as well as in a linguistically adequate manner and professional presentation setting. <sup>3</sup>The duration of the presentation is approx. 30-45 minutes.
- (4) <sup>1</sup>The process of planning, organizing and evaluating a workshop involves different student activities. <sup>2</sup>This includes, amongst others, independently dealing with teaching-related and artistic approaches as well as appropriate planning tailored to the respective objectives and target groups in the context of preparation work, the teaching-related and artistic mediation and oral reflection during and after the implementation, but also procurement of materials, spatial and medial preparation and organization and design of the settings etc.; workshops can be held with fellow students and lecturers as well as with different target groups. <sup>3</sup>Implementation of a workshop includes a written reflection. <sup>4</sup>The duration of a workshop is approx. 30-45 minutes.
- (5) <sup>1</sup>In the internship report, students present the relevant institutional, staff and structural prerequisites of the internship place in a general part (e.g. location/size of the institution, catchment area, involved persons etc.). <sup>2</sup>In a music-related part, students describe the musical profile/concept of the internship place (e.g. Equipment, musical activities, projects, target group, special characteristics, events etc.). <sup>3</sup>In a teaching-related part, students outline the work shadowing process of music-educational measures as well as own music-educational activities in detail and reflect on and evaluate them. <sup>4</sup>The explanations are substantiated by corresponding annexes (e.g. process schedules, pictures and videos).
- (6) <sup>1</sup>The portfolio is a collection of related pieces of work on a defined topic, generally in the form of a folder of work. <sup>2</sup>The portfolio in the modules "Professional Practice" clarifies and focuses on the own professional and skill profile and summarizes relevant results of the module with regard to the individual person. <sup>3</sup>The other portfolios are connected to a project-related specification of a project plan (e.g. financial considerations, framework conditions, collaborations, market analysis, marketing, application of scientific research methods and methods of project evaluation) within the module "Scientific Specialization" and to the documentation, reflection and evaluation of the short internship within the module "Didactic Specialization".
- (7) All examinations or pieces of assessed work can be completed in German.

## **Section 7**

### **Required modules, Studium.Pro**

- (1) <sup>1</sup>The student must successfully complete the following required modules worth a total of 85 ECTS credits:
  1. Creative Processes – Foundations: 10 ECTS credits; module examination: Implementation of a music educational workshop including written reflection (approx. 10-15 pages),

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2. Creative Processes – Advanced: 10 ECTS credits; module examination: Public artistic-educational presentation in a group including written reflection (approx. 10-15 pages),
  3. Theoretical Perspectives (Foundations): 10 ECTS credits; module examination: Written examination (90 minutes),
  4. Theoretical Perspectives (Advanced): 5 ECTS credits; module examination: Portfolio (approx. 10-15 pages),
  5. Didactic Foundations: 10 ECTS credits; module examination: Written assignment with case study (approx. 20-25 pages),
  6. Didactic Advanced: 5 ECTS credits; module examination: Proof of internship and internship report (approx. 5-10 pages),
  7. Enterprise Acumen: 5 ECTS credits; module examination: Portfolio (approx. 10-15 pages),
  8. The Community Music Project: 30 ECTS credits; module examination: Project report in form of a portfolio (approx. 40 pages).
- (2) The student must successfully complete one module from the Studium.Pro offer worth 5 ECTS credits.

### **Section 8 Master's thesis**

- (1) <sup>1</sup>The topic of the Master's thesis must investigate a relevant question that is connected to the subject. <sup>2</sup>The Master's thesis module is worth 30 ECTS credits. <sup>3</sup>In addition to writing the Master's thesis, students must also give an academic presentation of their work results in an accompanying seminar.
- (2) The time for working on the Master's thesis is 6 months, and 12 months if the program is completed in part-time.

### **Section 9 Entry into force**

These examination regulations enter into force with effect from July 01, 2017.

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## **Appendix: Aptitude process for full- and part-time Master's degree program "Inclusive Music Education/Community Music"**

### 1. Purpose of the aptitude process

<sup>1</sup> As stipulated in Section 2 of the examination regulations for the Master's degree program in Inclusive Music Education/Community Music, qualification for the Master's degree program in Inclusive Music Education/Community Music requires the successful completion of the aptitude process in accordance with the following regulations. <sup>2</sup>The purpose of this process is to determine the candidate's suitability for the special qualitative requirements of the Master's degree program in Inclusive Music Education/Community Music and whether the student will be able to reach the qualification objective of the degree program within the envisaged standard length of the program.

### 2. Initiation of the aptitude process

The annual aptitude process is carried out in the summer semester for the start of the degree program in the subsequent winter semester.

2.2 Applications for admission to the aptitude process for students who want to start their studies in the winter semester must be submitted by June 01 (cut-off deadline).

2.3 <sup>1</sup>The application must be submitted using the application form provided by the KU. <sup>2</sup>Please attach the following documents to the application:

- a. Proof of relevant first qualifying degree, e.g. in the area of music education, musicology, music therapy, artistic practice, instrumental/vocal education, cultural education, social work or social pedagogy or proof of an equivalent degree; if no degree was obtained yet, please provide proof of all credits obtained so far (whereby a minimum of 135 ECTS credits must have been obtained),
- b. a résumé in table form,
- c. if applicable, proof of prior experience relating to music and/or music education.

### 3. Committee for aptitude process

<sup>1</sup>The aptitude process is carried out by a committee comprising at least one university lecturer who teaches in the Master's degree program as well as at least one research or artistic associate or a lecturer with specified function (*Lehrkraft für besondere Aufgaben*). <sup>2</sup>The members of the committee are appointed by the board of examiners of the Master's degree program in Inclusive Music Education/Community Music and shall choose a university lecturer from among their number as chairperson. <sup>3</sup>When the committee takes decisions, the chairperson shall have the casting vote in case of a tie. <sup>4</sup>Exclusions from discussion and voting are regulated by Article 41 (2) Bavarian Higher Education Act (BayHSchG).

### 4. Admission to the aptitude process

4.1 In order for the applicant to be admitted to the aptitude process, the documents specified in 2.3 must be complete and must have been submitted on time.

4.2 Applicants who are not admitted to the aptitude process receive a letter by the KU notifying them of the negative decision including information on the right to appeal.

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## 5. Implementation of the aptitude process

5.1 <sup>1</sup>Applicants who have fulfilled all formal admission criteria for the aptitude process in due time will be invited to take part in the aptitude process. <sup>2</sup>The date of the aptitude test will be announced in due time. <sup>3</sup>If an applicant fails to appear on the scheduled date, the aptitude test is deemed to be failed. <sup>4</sup>If there are any reasons justifying the failure to appear which cannot be attributed to the applicant, proof must be submitted to the committee in writing or electronic form. <sup>5</sup>In case of illness, the applicant must present a doctor's certificate. <sup>6</sup>If the reason for failure to appear is acknowledged, admission will be effected on an alternative date. <sup>7</sup>The chairperson of the committee shall be responsible for acknowledgment of the reasons and for stipulating an alternative date.

5.2 The aptitude process consists of a group work element with teaching-related and artistic focus, an artistic presentation and an interview.

- a. <sup>1</sup>In the context of the **group work element with teaching-related and artistic focus**, applicants are invited to work in groups for approx. ten minutes e.g. to rehearse a simple vocal piece or instrumental vocal piece of their choice (for example a song or canon). <sup>2</sup>The vocal piece may be expanded by elements of motion or accompanied by instruments (e.g. percussion instruments). <sup>3</sup>Applicants also have the option to accompany the piece with suitable instruments (e.g. piano, guitar) themselves. <sup>4</sup>The production of the piece should be memorized. <sup>5</sup>No perfect conducting skills are expected. The test rather focuses on fundamental skills in the area of music, teaching and didactics in a group work setting. <sup>6</sup>This includes, e.g. the ability to motivate and animate an ensemble, methodological skills in musical education, safe handling of the basic musical equipment as well as a systematic approach.
- b. <sup>1</sup>In the **artistic presentation** (duration approx. 10 minutes), applicants will be asked to present two pieces of music either instrumentally or vocally which differ in style and reflect their individual level of proficiency. <sup>2</sup>Alternatively, applicants may perform an artistic presentation in the field of dance/motion.  
<sup>3</sup>The following instruments are admitted: Piano, organ, harpsichord, accordion, violin, viola, violoncello, contrabass, recorder (as family of instruments), transverse flute, oboe, clarinet, saxophone, bassoon, trumpet, trombone, tuba, bugle, guitar, lute, harp, zither, the group of percussion instruments, electric bass, electric guitar. <sup>4</sup>Upon application to the board of examiners, other instruments may be admitted.
- c. In the context of the **interview** (duration approx. ten minutes), the applicants' individual prior experience and subject-specific and teaching skills in view of the aims of the degree program are assessed.

5.3 In particular the following assessment criteria shall be decisive for determining suitability:

- Subject-related suitability (especially convincing artistic quality of presentation, if applicable prior musical experience)
- Didactic suitability (especially convincing quality of group work element with teaching-related and artistic focus)
- Educational suitability (e.g. flexibility, openness, empathy, an interest in different target groups in the field of music education, if applicable prior educational experience)

5.4 The assessment of the examiners with regard to the aptitude test is either "pass" or "fail".

5.5 <sup>1</sup>Upon the applicant's request, the committee shall decide whether adjustments to compensate for disabilities/impairments are granted.<sup>2</sup> Section 24 of the General Examination Regulations (APO) shall apply *mutatis mutandis*.

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## 6. Determination and publication of the result

6.1 The aptitude process is successfully completed if the overall assessment of the committee is "pass".

6.2 <sup>1</sup>The result of the aptitude process will be communicated to the applicant in writing.<sup>2</sup>A negative notification must give reasons for the decision and include information on the right to appeal.

## 7. Records

Records of the aptitude process must be kept specifying the day and place of the aptitude test, the names of the examiners, the names of the applicants, the assessments of the examiners, and the overall result of the aptitude process.

## 8. Retaking the aptitude test

<sup>1</sup>Applicants who have not successfully passed the aptitude test for the Master's degree program in Inclusive Music Education/Community Music may reapply for the aptitude process once. <sup>2</sup>It is not possible to retake the test more than once.