

Women in Music Speaker Series
Crescendo
Coda
For Greater Practice
For Greater Leaders
NIB Audition Event Guide

TBS

NATIONAL PROGRAM
GUIDE

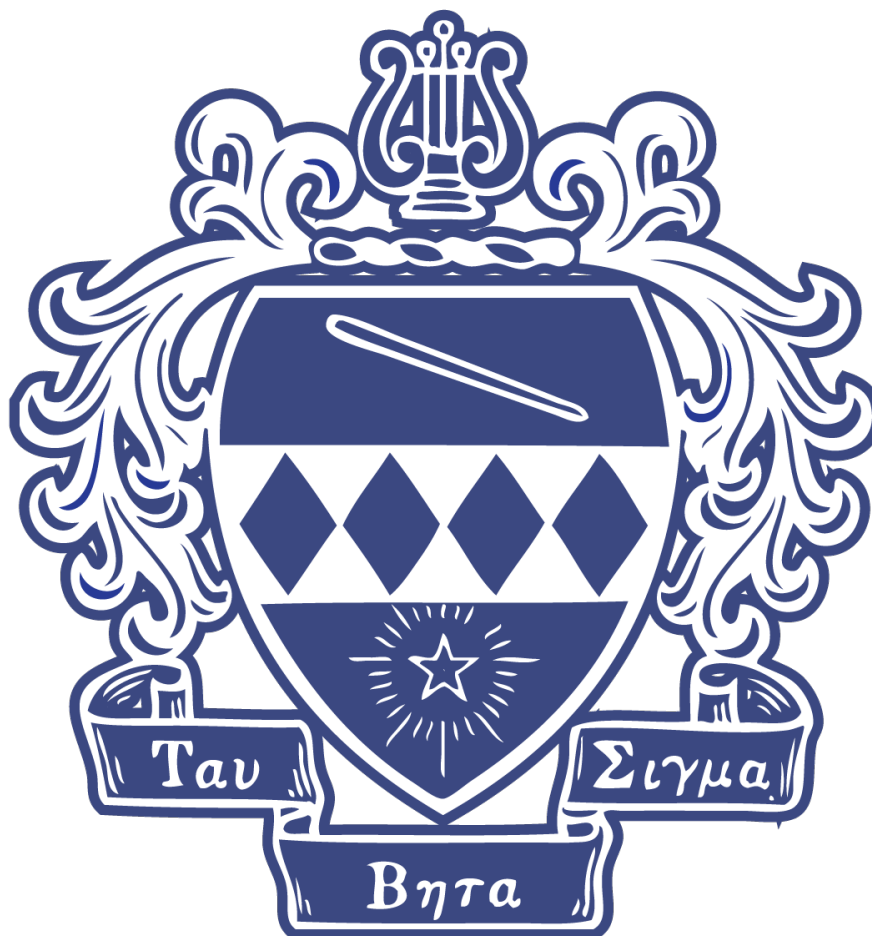


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ABOUT TAU BETA SIGMA

Tau Beta Sigma is a co-educational National Honorary Band Sorority dedicated to serving college and university Bands through leadership, service, musicianship, educational achievement, and community development. Rooted in the belief that “it is an honor to be selected to serve,” the Sorority exists to support Directors of Bands in developing strong, enthusiastic, and service-minded ensembles while creating meaningful opportunities for member growth and engagement.

Tau Beta Sigma operates as both a service organization and a leadership development society, encouraging members to contribute positively to their Bands, campuses, and communities through intentional acts of service, collaboration, mentorship, and involvement. Through organized programs and experiences, members are provided opportunities to strengthen leadership skills, foster meaningful relationships, support musical excellence, and develop personally and professionally throughout their collegiate experience.

The Sorority’s purpose extends beyond simply providing service to the Band. Tau Beta Sigma seeks to cultivate leaders who exemplify integrity, accountability, inclusion, and service-mindedness while promoting the ideals of collegiate band programs and music education. Membership reflects a commitment not only to serving one’s Band and institution, but also to advancing the Values and traditions of the Sorority, and promoting the future of the collegiate Band movement as a whole.

Through its Chapters, National Programs, and collaborative initiatives, Tau Beta Sigma continues to create environments where members are empowered to grow, lead, serve, and positively impact the communities around them — all in support of: **For Greater Bands**

TAU BETA SIGMA MISSION

Tau Beta Sigma provides exceptional service to collegiate Bands and promotes equality and diversity, including empowering women in the band profession. We cultivate leadership, educational achievement, music appreciation, and community development.



INTRODUCTION TO NATIONAL PROGRAMS

Tau Beta Sigma National Programs are designed to support the Mission and Vision of the Sorority through intentional opportunities for leadership, service, educational achievement, music appreciation, and community development. These programs serve as educational and operational frameworks that help Chapters create meaningful experiences aligned with the Values and Purposes of Tau Beta Sigma while strengthening collegiate Bands and the communities surrounding them.

National Programs are intended to provide Chapters with accessible and adaptable structures that encourage meaningful engagement while still allowing flexibility for institutional needs, Chapter culture, Band environments, and community experiences. Because each Chapter operates within a unique campus and organizational environment, programs are intentionally designed to allow creativity, innovation, and local adaptation while maintaining alignment with the broader goals and philosophy of the Sorority.

At their core, National Programs are designed to create opportunities for:

- Leadership development
- Service-minded engagement
- Collaboration and relationship-building
- Educational enrichment
- Mentorship and personal growth
- Community impact
- Strengthened Band culture

These programs are not intended to function as simple checklists, isolated activities, or one-time requirements. Rather, they are designed to create sustainable opportunities for growth, engagement, education, reflection, and impact while encouraging Chapters to intentionally contribute to: **For Greater Bands**

Strong National Programs help Chapters move beyond simply hosting events and instead focus on creating experiences that are intentional, participant-centered, educational, and impactful. Through these initiatives, Chapters have the opportunity to strengthen communication, cultivate leadership, foster belonging, encourage collaboration, and positively influence the environments around them.

National Programs also help establish a shared organizational identity across Tau Beta Sigma by connecting Chapters through common Values, goals, and developmental experiences. While the implementation of each Program may differ from Chapter to Chapter, the collective impact of these efforts contributes to the continued growth and advancement of the Sorority and the collegiate Band movement as a whole.

NATIONAL PROGRAM GUIDES

The National Program Guides exist to support Chapters in creating meaningful, intentional, and impactful experiences aligned with the Mission, Purposes, and Values of Tau Beta Sigma. These guides are designed to establish consistent expectations, provide operational and educational guidance, encourage intentional planning, and support high-quality program development across the organization.

In addition to serving as practical resources for program planning and execution, the National Program Guides help define the philosophies, goals, histories, and long-term visions of Tau Beta Sigma's National Programs. They are intended to support sustainable program growth while creating opportunities for engagement, leadership development, collaboration, reflection, and community impact at the Chapter, District, and National levels.

These guides are not intended to function as rigid checklists or one-size-fits-all instructions. Tau Beta Sigma serves a diverse membership experience across many different campuses, Bands, and communities. As a result, Chapters are encouraged to thoughtfully adapt programs in ways that best support their local needs while remaining aligned with the spirit and purpose of each initiative.

Throughout these guides, examples, recommendations, and best practices are included to help inspire creativity, encourage adaptability, and support intentional program development. Chapters are encouraged to review each guide in its entirety before implementing a program, as even experienced members may discover new ideas, approaches, or resources that strengthen their experiences and outcomes.

These materials also provide an opportunity for individuals outside of Tau Beta Sigma to better understand the initiatives, priorities, and experiences that are important to our organization and its members.

If questions arise that are not addressed within the Program Guides, Chapters are encouraged to contact their District or National Vice President for Special Projects. The leadership of Tau Beta Sigma remains committed to supporting Chapters through guidance, collaboration, and ongoing program development.



NATIONAL PROGRAMS PHILOSOPHY

WHY NATIONAL PROGRAMS EXIST

National Programs exist to provide Chapters with meaningful frameworks for engagement and growth. They help transform the Values of Tau Beta Sigma into lived experiences by giving members opportunities to practice leadership, provide service, support music appreciation, engage with communities, and strengthen collegiate Bands.

These programs also create shared experiences across the Sorority. While each Chapter may implement a program differently based on its campus, Band, resources, and community, the common framework of National Programs connects Chapters through a unified purpose. This shared structure helps build consistency, strengthens organizational identity, and reinforces the Sorority's commitment to service, leadership, and music.

National Programs also support member development. Through planning, facilitation, collaboration, reflection, and execution, members gain meaningful experience in organization, communication, teamwork, problem-solving, and leadership. The act of developing and implementing a program is itself an opportunity for growth.

CONNECTION TO THE MISSION OF TAU BETA SIGMA

Tau Beta Sigma's Mission calls members to provide exceptional service to collegiate Bands, promote equality and diversity, empower women in the band profession, and cultivate leadership, educational achievement, music appreciation, and community development.

National Programs directly support this Mission by creating intentional pathways for Chapters to engage in each of these areas. They help members move from belief to action by providing opportunities to serve Bands, support communities, elevate musicianship, develop leaders, and create educational experiences that reflect the Values of the Sorority.

Each National Program may emphasize a different part of the Mission, but all are connected by a shared purpose: to strengthen Bands and communities through thoughtful, meaningful, and Values-driven engagement. Together, these programs help Chapters contribute to the broader Vision of Tau Beta Sigma and the continued advancement of collegiate Bands.

WHAT MAKES A STRONG NATIONAL PROGRAM EXPERIENCE

A strong National Program experience is not defined by size, complexity, or the number of people in attendance. A strong program is defined by intentionality, engagement, alignment, and impact. The most effective programs are thoughtfully planned and clearly connected to the purpose of the initiative. They are designed with the audience in mind and include opportunities for participants to actively engage, reflect, learn, or contribute. Strong programs also demonstrate a clear connection to the Mission and Purposes of Tau Beta Sigma.

A strong National Program experience should:

- Address a meaningful need or opportunity
- Align with the goals and philosophy of the specific program
- Actively engage participants
- Reflect thoughtful planning and preparation
- Create positive impact within the Band, campus, and/or community
- Provide opportunities for member leadership and growth
- Include reflection or evaluation after completion

Strong programs do not need to look the same from Chapter to Chapter. In fact, the best National Programs are often those that are adapted thoughtfully to meet local needs while remaining aligned with the larger purpose of the initiative.

WHY INTENTIONALITY MATTERS

Intentionality is what transforms an activity into a program. A Chapter may host an event, invite participants, or complete a service activity, but the experience becomes a true National Program when it is connected to purpose, planned with care, and designed to create meaningful impact. Intentionality ensures that Chapters are not simply doing something to complete a requirement, but are instead creating experiences that reflect the Values of Tau Beta Sigma.

Intentional programs begin with clear questions:

- Why are we doing this?
- Who is this experience designed to serve?
- What do we hope participants will learn, feel, or gain?
- How does this connect to the Mission and Purposes of Tau Beta Sigma?
- What impact do we hope to create?
- How will we reflect on the experience afterward?

When Chapters begin with these questions, their programs become more thoughtful, more meaningful, and more sustainable. Intentionality also helps Chapters make better decisions about audience, format, collaborators, accessibility, promotion, facilitation, and follow-up. National Programs should not be viewed as boxes to check. They should be viewed as opportunities to create meaningful experiences that strengthen members, Bands, campuses, and communities.

EDUCATIONAL FRAMEWORK FOR ALL PROGRAMMING

The philosophy of Tau Beta Sigma National Programs can be understood through four guiding principles:

- **Purpose** - Every program should begin with a clear understanding of why it exists and how it connects to the Mission, Purposes, and Values of Tau Beta Sigma.
- **Engagement** - Every program should create opportunities for meaningful participation, interaction, learning, service, or reflection.
- **Impact** - Every program should seek to create a positive impact within the Chapter, Band, campus, community, or profession.
- **Reflection** - Every program should include space to consider what was learned, what was accomplished, and how the experience can be improved or sustained in the future.

Together, these principles create the foundation for high-quality National Programs. They help Chapters move beyond isolated events and toward intentional, educational, and sustainable experiences that support the continued growth of Tau Beta Sigma and the collegiate Band movement.

At their core, National Programs are one of the clearest ways Chapters demonstrate who Tau Beta Sigma is, what the Sorority Values, and how members live out the call to serve. National Programs are how we turn purpose into practice — For Greater Bands.



NATIONAL PROGRAM HISTORIES

Tau Beta Sigma National Programs reflect the Sorority's ongoing commitment to leadership, service, music appreciation, educational achievement, community development, and the advancement of collegiate Bands. Each Program has its own history, purpose, and area of emphasis, yet all are connected by a shared goal: helping Chapters create meaningful experiences that bring the Mission and Values of Tau Beta Sigma to life.

The history of these Programs tells a larger story about the evolution of the Sorority's service to Bands and communities. Some Programs began as convention experiences, while others developed from Chapter-level service, musicianship, or outreach initiatives. Over time, these efforts have grown into structured National Programs that provide Chapters with guidance, inspiration, and opportunities for intentional impact.

Together, these programs represent the breadth of Tau Beta Sigma's work: elevating women in music, encouraging young musicians, continuing music appreciation across generations, strengthening musicianship, promoting participation in the National Intercollegiate Band, and cultivating leadership within Chapters and Bands.

WOMEN IN MUSIC SPEAKER SERIES

The *Women in Music Speaker Series* was launched in 1997 under the leadership of then National President Gretchen Buchen and National Vice President for Special Projects Karon Miller Hammond. Created to support Tau Beta Sigma's commitment to encouraging the advancement of women in the band profession, the program provided a formal opportunity for members to learn from women whose work, leadership, and artistry were shaping the broader musical landscape.

That same year, composer Ann McGinty served as the first National Convention Women in Music Speaker, helping establish a tradition that would continue through District and National Convention programming. From its earliest years, the *Women in Music Speaker Series* created space for members to hear directly from professional performers, music therapists, educators, composers, conductors, and other leaders whose careers reflected the many ways women contribute to music, education, performance, and service.

As the program developed, the *Women in Music Speaker Series* became Tau Beta Sigma's hallmark National Programs and an important expression of the Sorority's Mission. By highlighting women across music-related professions, the program helped advance conversations around representation, equity, leadership, and visibility within the band profession. It also gave Chapters and members a meaningful way to connect the Sorority's Values to real-world advocacy and professional inspiration.

Today, the *Women in Music Speaker Series* continues to provide opportunities for education, mentorship, dialogue, and reflection through speaker events, panels, workshops, Convention sessions, and Chapter-level programming. The initiative honors the accomplishments of women in music while encouraging members to recognize, celebrate, and advocate for their continued impact. Through this program, Tau Beta Sigma reaffirms its commitment to empowering women in the band profession and promoting greater understanding, appreciation, and representation within the musical community.

CRESCENDO

Crescendo, named for the musical term describing a gradual increase in loudness or growth, was developed to encourage younger musicians to continue playing and performing as they transition toward collegiate music-making. The program reflects Tau Beta Sigma's First Purpose "To promote the existence and welfare of the collegiate bands and to create a respect and appreciation for band activities and achievements among the listening public everywhere."

The program's origins trace back to the 2007–2009 biennium, when it was first introduced under the name "Scouting for Music." Early iterations focused primarily on connecting Tau Beta Sigma Chapters with Girl Scouts of the United States of America troops, providing structured opportunities for youth to engage in musical experiences. As Chapters began exploring broader youth music initiatives, the original

partnership model was recognized as too narrow to fully realize the program's potential. In response, the 2015 National Convention saw the program rebranded as *Crescendo*, enabling Chapters to engage with a wider range of schools, youth organizations, and community partners.

Since its rebranding, *Crescendo* has grown into Tau Beta Sigma's signature youth-centered music initiative. Chapters lead experiences such as instrument petting zoos, music games, beginner-friendly clinics, classroom support, mentorship, and Band Day activities, helping younger students build confidence, develop musical skills, and cultivate a lifelong appreciation for music. Through *Crescendo*, Tau Beta Sigma continues to advance its commitment to music education, community engagement, and the development of future collegiate Bands, ensuring that the next generation of musicians has the support, encouragement, and inspiration needed to thrive.

CODA

Coda was created to extend Tau Beta Sigma's spirit of music appreciation, service, and community engagement to older adults and elder communities. Its name comes from the musical term for the concluding passage of a piece or movement, connecting the program's purpose to the continued value of musicianship and music appreciation during the "concluding passage" of life. Through this initiative, Tau Beta Sigma Chapters help promote respect and appreciation for band activities and musical achievement among members of the listening public.

The program grew directly from Chapter practice. Across the nation, Chapters had begun adapting ideas and activities from *Crescendo* for use with elderly community members, creating meaningful musical experiences in senior living and elder-care spaces. Recognizing the importance and unique purpose of this work, the 2015–2017 National Council sought to establish a separate National Program dedicated specifically to musical service with older adults.

The first version of *Coda* was introduced to Programs Committees at the 2017 District Conventions, where members had the opportunity to review the concept and offer feedback. After further refinement, the program was presented to the Programs Committee at the 2017 National Convention in Orlando, Florida, where it was approved as a National Program.

Today, *Coda* encourages Chapters to build partnerships with assisted living facilities, senior living communities, senior citizen centers, and other elder-focused community spaces. Through mini-concerts, music bingo, sing-alongs, instrument demonstrations, storytelling, and other interactive activities, Chapters use music as a bridge for connection, service, memory, and shared joy. *Coda* reflects Tau Beta Sigma's commitment to generosity, community development, and the lifelong power of music to bring people together.

FOR GREATER PRACTICE

For Greater Practice: A Musicianship Initiative was created to strengthen the connection between personal musicianship and service to the Band. Rooted in Tau Beta Sigma's commitment to the performance of good music and worthwhile projects, the program was developed to help Chapter members build stronger practice habits, increase proficiency, and better understand how their individual preparation contributes to the success of the full ensemble.

The original guide was developed during the 2015–2017 biennium by National Vice President for Special Projects Adrienne Rall and was introduced during the 2017 National Convention in Orlando, Florida. From its beginning, *For Greater Practice* encouraged members to see musicianship not only as a personal responsibility, but as a meaningful way to serve their Bands with greater confidence, preparation, and excellence.

The initiative continued to grow during the 2017–2019 biennium under National Vice President for Special Projects Erika Pope. With input from members and pilot Chapters, the guide was refined to better support intentional practice, reflection, goal-setting, and skill development. At the 2019 National Convention, the Tau Beta Sigma Programs Committee reviewed the guide and agreed to adopt *For Greater Practice* as a Sorority practice resource.



Today, *For Greater Practice* continues to support Chapters in creating a culture of musical growth and personal accountability. By encouraging members to invest in their own musicianship, the program reinforces the idea that stronger individual performers help create stronger rehearsals, stronger ensembles, and stronger Bands. Through this initiative, Tau Beta Sigma members are reminded that practicing with purpose is not only an act of individual improvement, but also an act of service ‘For Greater Bands.’

FOR GREATER LEADERS

For Greater Leaders was developed in 2026 to provide Tau Beta Sigma Chapters with a more structured and intentional approach to cultivating leadership within the Band programs and band communities they serve. While leadership has always been foundational to the Sorority’s work, this initiative was created to help Chapters move beyond leadership development that is primarily internal and instead create meaningful opportunities that strengthen communication, collaboration, confidence, accountability, and service throughout the Band.

Rooted in Tau Beta Sigma’s long-standing commitments to leadership, educational achievement, and service, *For Greater Leaders* encourages Chapters to design experiences that connect leadership concepts to practical application within the Band environment. Through Chapter-led workshops, guided conversations, mentorship opportunities, panels, and interactive activities, Band members and other participants are invited to develop the skills, self-awareness, and confidence needed to lead effectively, whether or not they hold a formal title or position.

The initiative reflects the belief that leadership development is a meaningful form of service to the Band. When Chapters create opportunities for Band members to strengthen their communication, practice collaboration, build confidence, navigate conflict, mentor others, and take greater responsibility for their ensemble communities, the impact extends beyond a single event. These experiences can contribute to healthier Band cultures, stronger student leadership, deeper relationships, improved morale, and a greater sense of shared purpose.

Chapter members also grow through the process of planning, facilitating, and reflecting on these experiences. However, the primary purpose of *For Greater Leaders* is not simply to strengthen the Chapter internally. It is to equip Chapters to use their leadership, resources, and service to develop leaders throughout their Band programs and broader band communities. The Chapter serves as the organizer and facilitator, while the Band remains the central audience and beneficiary.

Today, *For Greater Leaders* serves as Tau Beta Sigma’s National Leadership Development Initiative. It provides Chapters with a framework for creating intentional, interactive, accessible, and relevant leadership experiences that respond to the needs of their Bands. Through this initiative, Tau Beta Sigma affirms that leadership is not limited to a position or title. It is an active commitment to helping others grow, strengthening the environments in which we participate, and using leadership in service For Greater Bands.

Today, *For Greater Leaders* serves as Tau Beta Sigma’s National Leadership Initiative to support our Band Programs.

NATIONAL INTERCOLLEGIATE BAND AUDITION EVENT GUIDE

The National Intercollegiate Band, commonly known as NIB, is a national program shared jointly by Tau Beta Sigma and Kappa Kappa Psi. Formed every two years in conjunction with the biennial National Convention of the two organizations, the ensemble brings together outstanding collegiate musicians from across the country to perform. Through this experience, NIB celebrates musical excellence, national fellowship, and the shared commitment of both organizations to advancing collegiate Bands.

The NIB was established more than 70 years ago and has remained an important contribution to the development and visibility of collegiate musicians. Dr. F. Lee Bowling, Kappa Kappa Psi National President from 1941–1947, is regarded as the founder of the ensemble. Since its creation, the NIB has provided generations of collegiate musicians with the opportunity to perform under respected conductors, engage

with compelling composers, and participate in a national musical experience grounded in artistry, preparation, and excellence.

In addition to bringing students together in performance, the NIBhas helped support the creation and debut of new works for wind bands. This tradition reflects the ongoing commitment of Tau Beta Sigma and Kappa Kappa Psi to the advancement of band music and to providing meaningful musical opportunities for collegiate performers.

The NIB Audition Event Guide supports this historic program by helping Chapters encourage participation in the ensemble. While the NIB is open to qualified collegiate musicians regardless of membership in Tau Beta Sigma or Kappa Kappa Psi, Chapters play an important role in promoting the opportunity, encouraging musicians to audition, and supporting recording sessions or preparation efforts. In this way, the guide connects Chapter-level service to a long-standing national tradition of musical excellence and helps ensure that more students have access to this meaningful musical experience.

FUTURE NATIONAL PROGRAMS

As Tau Beta Sigma continues to grow, future National Programs should build upon the same foundation that has guided these initiatives: alignment with the Mission, responsiveness to member and Band needs, and a commitment to meaningful impact. New programs should not simply add activities to the Sorority's portfolio; they should deepen the ways Chapters live out the values of leadership, service, musicianship, achievement, and community development.

Future programs should be designed with the same guiding questions in mind:

- What need or opportunity does this program address?
- How does it connect to the Mission and Purposes of Tau Beta Sigma?
- How will it strengthen Chapters, Bands, campuses, or communities?
- How can Chapters implement it with clarity, flexibility, and intentionality?
- How will the Program remain sustainable over time?

A unified history of National Programs helps preserve the Sorority's institutional memory while creating a clearer path for future innovation. Each program tells part of Tau Beta Sigma's story. Together, they reflect who we are, what we value, and how we continue to serve: **For Greater Bands.**



Women in MUSIC

TAU BETA SIGMA Speaker Series

1. FOREWORD

Women in music have always been central to the story, service, and future of Tau Beta Sigma. From supporting collegiate Bands through performance, education, composition, conducting, advocacy, administration, and mentorship, women in music continue to shape the profession and inspire the communities around them.

The *Women in Music Speaker Series* was developed to intentionally elevate the voices, experiences, and contributions of women working across the music profession. Rooted in the Mission and Purposes of Tau Beta Sigma, this program provides Chapters with meaningful opportunities to promote equality and diversity, empower women in the band profession, cultivate music appreciation, and connect members with new perspectives on leadership, service, and professional growth.

This Program reflects the understanding that representation, visibility, and shared experience matter. Meaningful appreciation for women in music does not happen by accident. It is cultivated through intentional opportunities for storytelling, dialogue, mentorship, education, and reflection. By creating spaces where women in music can share their journeys, challenges, achievements, and wisdom, Chapters contribute not only to the growth of their own members, but also to the broader advancement of equity, inclusion, and appreciation within the music profession.

The purpose of this guide is not simply to explain how to identify a speaker or host an event. Its purpose is to help Chapters create experiences that:

- Elevate the voices and contributions of women in music
- Promote equality, diversity, and representation
- Encourage meaningful engagement and dialogue
- Foster mentorship and professional connection
- Deepen music appreciation and educational growth
- Positively impact Bands, campuses, and communities
- Create sustainable opportunities for learning and reflection

At its core, the *Women in Music Speaker Series* exists because representation matters, stories matter, and elevating women in music strengthens the profession for all.



2. PROGRAM SNAPSHOT

What is the Women In Music Speaker Series?

The *Women in Music Speaker Series* is a Tau Beta Sigma National Program designed to celebrate, elevate, and learn from women working in music and music-related professions. Through speaker events, panels, performances, discussions, and educational experiences, Chapters provide opportunities for members, Bands, campuses, and communities to engage with women whose careers, experiences, and leadership contribute to the advancement of music.

The program connects directly to Tau Beta Sigma's Mission to promote equality and diversity, including empowering women in the band profession. It provides a platform for women in music to share their experiences, discuss their professional journeys, reflect on challenges and successes, and inspire others through their work.

Program Purpose

The purpose of the *Women in Music Speaker Series* is to create meaningful opportunities for members and communities to engage with women in music while advancing the Mission and Values of Tau Beta Sigma.

A strong *Women in Music Speaker Series* experience should help participants better understand the contributions of women in the music profession, increase awareness of diverse career pathways, and foster appreciation for the role representation plays in music, leadership, education, and community engagement.

Core Program Expectation

Chapters should intentionally host or facilitate an educational experience featuring a woman or women working in music or a music-related field. The experience should be thoughtfully planned, accessible to the intended audience, and aligned with the program's purpose of promoting equality, diversity, music appreciation, and empowerment within the music profession.

Programs may take the form of a keynote speaker, panel discussion, interview-style conversation, performance and talkback, workshop, lecture-recital, professional development session, or other intentional educational format.

Participation Expectations

Chapters should ensure that at least two-thirds (2/3) of Active Chapter Members are able to participate in the experience.

Women in Music Speaker Series events should be designed for a variety of audiences, including Chapter members, the full Band, the music department, campus organizations, local schools, alumni, or the broader community. Chapters are encouraged to think intentionally about who would benefit from the experience and how the event can be structured to create the greatest possible impact.

Examples of Women in Music Speaker Series Experiences

Examples may include:

- A guest speaker presentation by a woman working in music education, performance, composition, conducting, music therapy, arts administration, or another music-related field
- A panel discussion featuring women in different music professions
- A lecture-recital combining performance and reflection
- A professional development session focused on careers in music
- A conversation with alumni working in music or music-adjacent careers
- A community-facing event that highlights representation, equity, and leadership in music

Programs Generally Should Not Be

A *Women in Music Speaker Series* program should not be a passive or unrelated event with no intentional connection to women in music, music appreciation, professional growth, or the Mission of Tau Beta Sigma. The program should also not tokenize a speaker or expect individuals from underrepresented communities to educate others without care, preparation, respect, or appropriate support.



3. PROGRAM PHILOSOPHY

The *Women in Music Speaker Series* is rooted in the belief that visibility, representation, and access to professional stories can transform how members understand the music profession. When participants hear directly from women who compose, conduct, perform, teach, administrate, advocate, mentor, and lead, they gain a broader understanding of what is possible within music and how the profession continues to evolve.

Tau Beta Sigma's Mission calls the Sorority to promote equality and diversity, including empowering women in the band profession. The *Women in Music Speaker Series* gives Chapters a direct and meaningful way to live out that commitment. By creating a platform for women to share their experiences, Chapters help amplify voices that have shaped and continue to shape the music world.

This program also reflects the Sorority's commitment to music appreciation and educational achievement. Participants are not only learning about a speaker's career; they are engaging with the larger story of music, leadership, perseverance, creativity, advocacy, and representation. A strong *Women in Music Speaker Series* program should leave participants with a deeper appreciation for the contributions of women in music and a clearer understanding of the opportunities, challenges, and responsibilities within the profession.

Women in Music Speaker Series experiences should be designed with respect, intentionality, and care. Chapters should approach speakers not simply as presenters, but as professionals, artists, educators, mentors, and community members whose stories deserve thoughtful preparation and meaningful engagement.

4. UNDERSTANDING THE IMPACT IN TAU BETA SIGMA

The *Women in Music Speaker Series* is designed to connect participants with women working in music and music-related fields. While many Chapters may first think of band directors, composers, conductors, or professional performers, the music profession is much broader. Women in music may work as music therapists, arts administrators, sound engineers, radio professionals, venue managers, private lesson teachers, church musicians, music researchers, music industry professionals, or community arts leaders.

The program is strongest when Chapters take time to identify a speaker or panel whose experience connects meaningfully with the intended audience. A Chapter hosting an event for music education majors may select a local music educator or administrator. A Chapter hosting an event for a full marching band made up of many majors may invite a speaker whose career connects music with technology, wellness, leadership, or interdisciplinary work. A Chapter seeking to broaden awareness of music careers may host a panel that features multiple professions.

A *Women in Music Speaker Series* experience should be more than a presentation. Chapters are encouraged to build opportunities for engagement, such as audience questions, moderated discussion, reflection prompts, networking, or a reception. These elements help participants connect with the speaker's story and create a more memorable and meaningful experience.



5. CORE PROGRAM STANDARDS & EXPECTATIONS

A strong *Women in Music Speaker Series* program should be intentionally designed, Mission-aligned, respectful of the speaker, and meaningful for the audience. While the format may vary from Chapter to Chapter, the core expectations should remain consistent.

A Strong Program Should Be Mission-Centered

The program should clearly connect to Tau Beta Sigma's Mission, particularly the commitment to promote equality and diversity and empower women in the band profession. This does not mean every event must be formal or academic, but it should be clear why the speaker was selected and how the experience supports the Values of the Sorority.

A Strong Program Should Be Intentionally Planned

Chapters should consider the purpose of the event, the needs of the audience, the background of the speaker, and the desired outcomes of the experience. Intentional planning helps ensure the event is not simply "someone speaking," but a meaningful educational opportunity.

A Strong Program Should Respect the Speaker

Speakers should be contacted professionally, provided with clear expectations, and supported throughout the process. Chapters should communicate the event format, audience, time commitment, location, accessibility information, audio/visual needs, and any compensation or honorarium details early in the planning process.

When working with speakers from underrepresented or marginalized communities, Chapters should recognize that speaking engagements can create additional emotional, professional, or financial logistics. Whenever possible, Chapters should consider offering an honorarium, travel support, or another meaningful form of gratitude.

A Strong Program Should Engage the Audience

The most effective *Women in Music Speaker Series* experiences create space for interaction. This may include a question-and-answer period, facilitated dialogue, small group reflection, a reception, or a structured discussion following the presentation.

A Strong Program Should Be Accessible and Inclusive

Chapters should consider the physical, emotional, and logistical accessibility of the event. This includes selecting an appropriate venue, confirming accessibility needs with the speaker, considering restroom access, ensuring audio/visual support, and creating an environment where participants feel welcomed and respected.

Women in Music Speaker Series programs should be designed with accessibility, belonging, and speaker care in mind. Chapters should consider both the needs of the invited speaker or panelists and the needs of audience members.

When selecting an in-person location, Chapters should confirm that the space is physically accessible and appropriate for the speaker and audience. This may include accessible parking, accessible entrances, elevator access if the room is not on the first floor, accessible restrooms, seating options, clear pathways, and appropriate room setup.

Chapters should also consider gender-inclusive access when selecting a space. If inviting a transgender or gender non-conforming speaker, panelist, or participant, Chapters should make every reasonable effort to select a venue with an all-gender restroom or clearly communicate available restroom options in advance.

When planning the event, Chapters should ask the speaker what accommodations, technology, or support would help them participate fully and comfortably. This may include audio/visual needs, microphone use,

presentation access, seating preferences, captioning, virtual participation options, parking information, dietary needs for receptions, or other accommodations.

Accessibility should not be treated as an afterthought. It should be part of the event planning process from the beginning so that the speaker, panelists, and participants can engage in a welcoming, respectful, and inclusive environment.



6. WHAT QUALIFIES AS A WOMEN IN MUSIC EXPERIENCE?

Women in Music Speaker Series experiences may vary widely depending on the Chapter, speaker, audience, and institutional context. The following examples are intended to guide Chapters as they design programs.

✓ Likely Qualifying Experiences

A program will generally align strongly with the *Women in Music Speaker Series* when it intentionally features a woman or women in music and creates an educational experience connected to the Mission of Tau Beta Sigma. Examples may include:

- A keynote presentation by a woman working in music
- A panel of women representing different music professions
- A lecture-recital or performance followed by discussion
- A moderated interview with a woman in music
- A career-focused session featuring women in music-related fields
- A workshop led by a woman in music on performance, teaching, leadership, wellness, or professional development
- A campus or community event highlighting women's contributions to music

⚠ Experiences That May Qualify Depending on Structure

Some experiences may qualify if they are intentionally designed around the purpose of *Women in Music Speaker Series*. Examples may include:

- A concert featuring music by women composers, if paired with educational context or discussion
- A broader diversity or equity event, if women in music are a clear and meaningful focus
- A classroom or rehearsal visit, if the speaker's role and discussion are intentionally connected to the program's purpose

In these situations, Chapters should be able to explain how the event promoted awareness, appreciation, representation, or empowerment of women in music.

✗ Experiences That Generally Do Not Qualify

Events generally do not align with *Women in Music Speaker Series* if they do not intentionally center women in music or provide meaningful educational engagement. Examples may include:

- A general social event with no educational component
- A performance with no context, discussion, or intentional connection to women in music
- A speaker event unrelated to music, representation, leadership, or professional growth
- An event where a speaker is invited without preparation, support, or clear purpose
- A passive event where participants do not meaningfully engage with the program's theme

7. DESIGNING MEANINGFUL EXPERIENCES

Strong *Women in Music Speaker Series* experiences begin with purpose. Before selecting a speaker or reserving a room, Chapters should consider what they want participants to learn, understand, or experience.

A Chapter may want to expose members to music careers they have never considered. Another Chapter may want to celebrate women educators in its local community. Another may want to create dialogue around equity, access, and representation in music. Each of these goals can result in a strong program if the event is planned intentionally.

Chapters should begin by asking:

- What do we want participants to learn from this experience?
- Who is our intended audience?
- What type of speaker or panel would best serve that audience?
- How does this event connect to the Mission of Tau Beta Sigma?
- What perspectives or experiences would broaden our community's understanding of music?
- How will participants engage with the speaker or topic?

Speaker selection should be thoughtful. Chapters are encouraged to look beyond familiar networks when possible and consider speakers from diverse backgrounds, professions, identities, and experiences. A strong speaker does not need to be nationally known. Local educators, alumni, community musicians, music therapists, arts administrators, and professionals in music-adjacent fields can provide deeply meaningful experiences.

Chapters should also consider the format that will best support the event's goals. A formal keynote may be appropriate for some audiences, while a moderated conversation, panel discussion, or workshop may better serve others. The format should help the speaker share their story while allowing the audience to engage meaningfully.



8. COLLABORATION & COMMUNITY ENGAGEMENT

Women in Music Speaker Series programs provide a valuable opportunity for Chapters to connect with their Bands, campuses, and communities. While the program may be hosted by Tau Beta Sigma, it should not need to be limited to Tau Beta Sigma members. Chapters are encouraged to consider partnerships with:

- Directors of Bands and Band Staff
- Music departments
- Campus leadership offices
- Women's, gender, or diversity studies programs
- Student organizations
- Alumni associations
- Local schools
- Community music organizations
- Local arts organizations

Collaboration can strengthen the quality and reach of the event. A campus department may help identify a speaker, provide funding, reserve space, promote the program, or connect the Chapter with a wider audience. Alumni may help identify professionals or serve as speakers themselves. Music faculty may encourage students to attend or incorporate the event into class discussion.

Community engagement also allows Chapters to demonstrate Tau Beta Sigma's Values beyond the Band room. A well-planned *Women in Music Speaker Series* event can introduce the broader campus or community to the Sorority's commitment to music, equity, education, and service.

9. CREATING IMPACT THROUGH THE PROGRAM

The impact of a *Women in Music Speaker Series* program is not limited to attendance numbers. A meaningful event can influence how participants understand the music profession, how they see themselves within it, and how they recognize the importance of representation and advocacy.

Women in Music Speaker Series experiences can create impact by:

- Increasing visibility of women in music professions
- Introducing participants to new career pathways
- Encouraging mentorship and professional networking
- Deepening appreciation for music and music-related careers
- Supporting conversations about equity, diversity, and inclusion
- Strengthening relationships between Chapters, Bands, campuses, and communities

Chapters should consider how the event will continue to matter after it ends. This may include sharing speaker takeaways with the Chapter, posting a recap for the Band community, sending thank-you notes, maintaining a relationship with the speaker, or using the experience to inspire future programming.

The strongest *Women in Music Speaker Series* programs help participants leave with new knowledge, new appreciation, and a stronger connection to the Mission of Tau Beta Sigma.



10. PLANNING & EXECUTING YOUR PROGRAM

Successful *Women in Music Speaker Series* programs require thoughtful planning, professional communication, and attention to detail. Chapters should begin planning early, especially if they hope to invite a speaker, reserve campus space, request funding, or promote the event to a broader audience.

Chapters are encouraged to begin by identifying speakers from their campus, Band program, alumni network, or local community. Directors of Bands, Chapter Sponsors, faculty members, alumni, and District or National Vice Presidents for Special Projects may be helpful resources. Potential speakers may include music educators, university faculty, Band administrators, professional musicians, composers, conductors, music therapists, sound engineers, church musicians, media professionals, private lesson teachers, venue professionals, or Chapter, Band, and Sorority alumni.

When choosing a speaker, Chapters should seek someone who can provide meaningful insight, professional experience, and a perspective that connects to the purpose of *Women in Music Speaker Series*. Chapters should also intentionally consider speakers whose identities, careers, or lived experiences broaden participants' understanding of music, leadership, representation, and access within the field. This may include diversity in race, ethnicity, culture, disability status, LGBTQ+ experience, geographic background, career path, musical specialization, or professional role.

Initial outreach should be professional, respectful, and clear. Chapters should explain who they are, what Tau Beta Sigma is, why the speaker is being invited, what the event will involve, who the intended audience is, and what dates are being considered. Chapters should also clarify the event format, presentation length, question-and-answer expectations, audio/visual needs, accessibility needs, compensation or honorarium, travel or parking details, and any promotional needs such as a biography or headshot.

Women in Music Speaker Series programs should be designed with an audience beyond only the Chapter in mind. Chapters may invite the full Band, music department, campus organizations, alumni, or the public. Defining the audience early will help the Chapter select the right speaker, choose an appropriate format, and promote the event effectively.

Chapters should reserve a space that is accessible, appropriate, and equipped for the speaker's needs. Consider room setup, sound amplification, parking, restroom access, seating layout, technology, internet access, microphones, projectors, instruments, or other materials. A Chapter member should be assigned to assist with setup, welcome the speaker, and help troubleshoot during the event.

Gratitude should also be planned intentionally. Chapters may thank speakers through an honorarium, travel stipend, donation, flowers, a signed card, gift basket, plaque, or another meaningful gesture. Honorary Membership may also be considered when a speaker's accomplishments or devotion to the best interests of the Sorority merit that recognition.

After the event, Chapters should send a thank-you message and maintain a positive relationship with the speaker. A strong *Women in Music Speaker Series* program can create future opportunities for mentorship, networking, service, collaboration, and continued programming.

For additional information, please see [Appendix A](#).

11. FREQUENTLY ASKED QUESTIONS

Does the speaker have to be a professional musician?

No. The speaker should be connected to music or a music-related profession, but that can include many career paths. Educators, music therapists, composers, conductors, performers, administrators, sound engineers, arts leaders, researchers, venue staff, radio professionals, and alumni may all be appropriate speakers.

Does the event need to be open to the full Band or campus?

The audience should be determined based on the purpose of the program. You should invite others outside of your Chapter so they can experience our programming. However, Chapters should consider the right audience when opening the event to the Band, campus, or community to strengthen impact and engagement.

Can a *Women in Music Speaker Series* event be a panel?

Yes. Panels can be highly effective, especially when they include speakers with different career paths, years of experience, or areas of expertise.

Can the event be virtual?

Yes. Virtual programs can be excellent options, especially when they allow Chapters to connect with speakers outside their geographic area. Virtual events should still be intentionally planned, interactive, and accessible.

Should speakers be compensated?

Whenever possible, Chapters should consider offering an honorarium, travel support, or another meaningful form of gratitude. This is especially important when asking speakers from underrepresented communities to share personal or professional experiences.

Can Alumni serve as speakers?

Yes. Alumni can be excellent *Women in Music Speaker Series* speakers, particularly when they can connect their professional journey, musical experiences, and Tau Beta Sigma background to the purpose of the program. However, Alumni status alone is not sufficient. The speaker and program content should meaningfully center women in music, including their experiences, contributions, leadership, challenges, or impact within the music and band professions. If an Alumni member's proposed topic is primarily focused on general leadership, professional development, or Tau Beta Sigma involvement without a clear connection to women in music, the program may be better presented as a leadership seminar or another Chapter program.

What if our first-choice speaker is unavailable?

Chapters should begin planning early and identify multiple potential speakers. If a speaker is unavailable, they may also be able to recommend someone else.

Can the event include performance?

Yes. Performances, lecture-recitals, demonstrations, or musical examples can strengthen the experience when connected to the speaker's story, expertise, or the purpose of the event.



12. REFLECTION & SUSTAINABILITY

Reflection helps transform a speaker event into a lasting educational experience. After the program, Chapters should take time to discuss what participants learned, how the speaker's message connected to the Mission of Tau Beta Sigma, and how the experience may shape future programming.

Reflection may happen during a Chapter meeting, through a written response, in small groups, or as part of a post-event debrief. The format is less important than the intentionality of the conversation.

Chapters may reflect on questions such as:

- What did we learn about women in music?
- What new perspectives did the speaker or panel provide?
- How did this event connect to the Mission of Tau Beta Sigma?
- How did the program impact our Chapter, Band, campus, or community?
- What could we improve for next time?
- How can we continue supporting women in music beyond this event?

Sustainability matters. A strong *Women in Music Speaker Series* program should not exist as a one-time event with no follow-up. Chapters can build continuity by maintaining speaker contact lists, documenting planning notes, saving promotional materials, recording reflection takeaways, and creating transition resources for future officers.

For additional information, please see [Appendix B](#).

13. TIMELINE & PLANNING FRAMEWORK

Strong *Women in Music Speaker Series* programs benefit from early planning. While each Chapter's timeline may vary, the following framework can help create a smooth and professional experience.

3–12 Months Before

Identify the program's goals, intended audience, potential collaborators, funding needs, and space requirements. Begin developing a list of potential speakers and determine whether the program will be Chapter-only, Band-wide, campus-wide, or community-facing.

6 Months Before

Begin contacting potential speakers and discussing possible topics, formats, and audience expectations. Consult the Sponsor, Director of Bands, alumni, District VPSP, or National VPSP for recommendations, and identify backup speakers or panelists when possible.

3 Months Before

Confirm the speaker, event format, date, time, and location. Request the speaker's biography, headshot, presentation title, program description, and audio/visual or accessibility needs. Begin promoting the event, particularly if it will be open beyond the Chapter.

2–4 Weeks Before

Finalize logistics with the speaker, facility, and Chapter. Confirm parking, accessibility arrangements, room setup or virtual platform, schedule expectations, speaker introductions, promotional reminders, attendance plans, Chapter responsibilities, and any reception or recognition items.

If Honorary Membership will be presented, submit the required Honorary Membership form by this stage to allow sufficient time for approval and materials to arrive before the event.

1 Day Before

Prepare all event materials, including speaker introductions, printed programs, signage, technology support, water, thank-you items, honorarium materials, and Honorary Membership materials, if applicable. Confirm the speaker's arrival time and the pronunciation of their name.

Day of the Event

Welcome the speaker, review the event space and audio/visual setup, and confirm any final schedule or biographical details. Introduce the speaker professionally and model attentiveness, engagement, and appreciation throughout the program.

Within 48 Hours After the Event

Send a personalized thank-you message, share an event recap when appropriate, debrief with the Chapter, document outcomes and lessons learned, and save materials for future officers and program planning.

For additional information, please see [Appendix C](#).



14. FINAL THOUGHTS

The *Women in Music Speaker Series* is one of Tau Beta Sigma's most meaningful opportunities to connect Mission with action. Through this program, Chapters can celebrate representation, elevate professional voices, foster mentorship, and create educational experiences that inspire members, Bands, campuses, and communities.

At its best, the *Women in Music Speaker Series* is not simply an event on a calendar. It is a moment of connection. It is a platform for stories that deserve to be heard. It is a reminder that music is shaped by many voices, many experiences, and many paths.

By hosting thoughtful and inclusive *Women in Music Speaker Series* experiences, Chapters contribute to the advancement of women in music while strengthening the values of equality, diversity, leadership, music appreciation, and community development within Tau Beta Sigma.

The *Women in Music Speaker Series* is more than a speaker series. It is a commitment to visibility, education, mentorship, and empowerment.

Women in Music. For Greater Bands.

Appendix A: Event Planning Guide

Designing a Women in Music Speaker Series Experience That Creates Impact

A strong *Women in Music Speaker Series* program begins with intentional planning. This guide is designed to help Chapters move from idea to execution while maintaining alignment with the Mission and Values of Tau Beta Sigma.

Step 1: Define the Purpose of the Event

Before identifying a speaker, determine what the Chapter hopes to accomplish. A clear purpose will guide speaker selection, format, audience, promotion, and reflection.

Consider:

- What do we want participants to learn?
- Why is this experience important for our Chapter, Band, campus, or community?
- How does this connect to the advancement of women in music?
- What type of speaker or panel would best support our goals?

Step 2: Identify the Audience

Determine whether the program will serve Chapter members, the full Band, the music department, campus organizations, Alumni, local schools, or the broader community. Audience clarity helps the Chapter select a relevant speaker and design an effective experience.

Step 3: Select the Speaker or Panel

Use campus, community, Alumni, District, and National networks to identify potential speakers. Consider both traditional and nontraditional music careers. Seek speakers who can offer meaningful insight, representation, and connection to the event's purpose.

Step 4: Contact the Speaker Professionally

Initial contact should be clear, respectful, and informative. Explain Tau Beta Sigma, the *Women in Music Speaker Series* program, why the speaker was selected, and what the Chapter hopes the event will accomplish. You can find templates in [Appendix D](#).

Step 5: Confirm Format and Logistics

Work with the speaker to determine whether the event will be a keynote, panel, moderated conversation, performance, workshop, lecture-recital, or another format.

Confirm:

- Date and time
- Location or virtual platform
- Audience
- Presentation length
- Q&A expectations
- Audio/visual needs
- Accessibility needs
- Compensation or gratitude
- Promotional materials

Step 6: Promote the Event

Promotion should be aligned with the intended audience. Chapters may use campus announcements, Band communication channels, flyers, social media, faculty partners, alumni networks, and community calendars.

Step 7: Execute with Care

On the day of the event, welcome the speaker warmly, ensure logistics are prepared, introduce the speaker professionally, and create a welcoming environment for participants.



Step 8: Follow Up and Reflect

After the event, thank the speaker, reflect as a Chapter, document outcomes, and identify how the experience may inform future programming.



Pro Tips for Success

- Start small, but be intentional. A powerful *Women in Music Speaker Series* experience does not need to be a large keynote event. A focused conversation with a local educator, alumna, performer, composer, administrator, music therapist, or music professional can create deep impact when planned thoughtfully.
- Focus on quality over complexity. The strength of the program should be measured by the intentionality of the experience, the relevance of the speaker or topic, and the opportunity participants have to learn, reflect, and engage.
- Use campus resources, Band leadership, music faculty, Alumni, and community partners as resources. Directors of Bands, Chapter Sponsors, faculty, campus offices, Alumni, and local arts organizations may help identify speakers, provide funding, reserve space, promote the event, or strengthen the program's educational value.
- Be thoughtful in how you invite and support speakers. Communicate clearly, respect the speaker's time and expertise, confirm expectations early, and consider ways to show gratitude. When possible, offer an honorarium, travel support, or another meaningful gesture of appreciation.
- Build in meaningful engagement. A Q&A, moderated conversation, reflection prompt, reception, or networking opportunity can help participants connect more deeply with the speaker's story and the purpose of the program.
- Build programs that can be repeated or sustained. Save speaker contacts, planning notes, promotional materials, reflection questions, and follow-up ideas so future officers can continue elevating women in music.
- Reflect and improve each time. After the event, discuss what participants learned, what perspectives were elevated, what could be strengthened, and how the Chapter can continue supporting women in music beyond a single program.

Final Thought

The *Women in Music Speaker Series* is not about checking a box or simply hosting a speaker. It is about creating meaningful opportunities to elevate voices, broaden perspectives, foster mentorship, and deepen appreciation for the many ways women shape the music profession.

When Chapters intentionally create space for women in music to share their stories, experiences, and expertise, they help advance the Mission of Tau Beta Sigma and strengthen the communities they serve.

Appendix B: *Women in Music Speaker Series* Reflection Guide

Evaluating Learning, Representation, and Impact

Purpose of This Reflection Guide

Reflection is a critical component of meaningful programming. This guide is designed to help Chapters evaluate the educational value, participant engagement, and lasting impact of their *Women in Music Speaker Series* experience.

A *Women in Music Speaker Series* program should do more than provide a speaker or event. It should create space for learning, representation, dialogue, mentorship, music appreciation, and connection to the Mission of Tau Beta Sigma. Reflection allows Chapters to better understand what participants gained from the experience and how the program can be strengthened in the future.

This guide is designed to help Chapters:

- Evaluate the effectiveness of their *Women in Music Speaker Series* program
- Identify key lessons, themes, and takeaways
- Assess how the program elevated women in music
- Understand the impact on the Chapter, Band, campus, or community
- Capture insights for future planning and program development

Chapters are encouraged to complete this reflection as a group following the program.

Part 1: Program Purpose Reflection

Purpose and Intent

Begin by revisiting the original purpose of the program. A strong reflection should consider not only what happened, but why the Chapter chose to host this experience and what it was intended to accomplish.

Ask:

- What was the purpose of this *Women in Music Speaker Series* program?
- Why did our Chapter choose this speaker, panel, topic, or format?
- How did this event connect to the Mission of Tau Beta Sigma?
- What did we hope participants would learn, experience, or better understand?
- Did the program accomplish what we intended?

Connection to Tau Beta Sigma

The *Women in Music Speaker Series* is directly connected to Tau Beta Sigma's commitment to promoting equality and diversity, including empowering women in the band profession. Chapters should reflect on how the event helped participants better understand that commitment.

Ask:

- How did this program reflect the Values of Tau Beta Sigma?
- How did the event promote music appreciation, educational achievement, or community development?
- How did the experience help participants better understand the role of women in music?

Part 2: Speaker and Content Reflection

Speaker Perspective

A meaningful *Women in Music Speaker Series* experience should expose participants to perspectives, experiences, and professional journeys that deepen understanding of the music profession. Reflection should consider what the speaker or panel shared and how those insights shaped the audience's learning.

Ask:

- What perspectives did the speaker or panel share?
- What themes, stories, or lessons stood out most?
- What challenges, successes, or professional experiences did the speaker highlight?



- How did the speaker's experience broaden our understanding of women in music?
- What did participants learn about music careers, leadership, representation, advocacy, or professional growth?

Representation and Visibility

Representation is one of the most important aspects of the *Women in Music Speaker Series*. Chapters should consider how the program elevated voices and experiences that may not always be centered in music spaces.

Ask:

- How did this program elevate the voice or experience of a woman in music?
- Did the event introduce participants to a perspective they had not previously encountered?
- How did the speaker's story contribute to greater visibility and appreciation of women in music?
- What conversations did this experience encourage around equity, diversity, inclusion, or representation?

Part 3: Audience Engagement Reflection

Participation and Engagement

Strong *Women in Music Speaker Series* programs create opportunities for participants to listen, ask questions, reflect, and connect with the speaker or topic. Engagement does not have to look the same in every program, but participants should have an opportunity to meaningfully connect with the experience.

Ask:

- Who attended the event?
- Was the intended audience reached?
- How did participants engage with the speaker or topic?
- Were there opportunities for questions, discussion, networking, reflection, or follow-up?
- What moments created the strongest connection with the audience?

Inclusivity and Accessibility

The program should create an environment where participants and speakers feel welcomed, respected, and supported. Reflection should include whether the event was accessible and inclusive in planning and execution.

Ask:

- Did the event feel welcoming and inclusive for participants?
- Were accessibility needs considered for the speaker and audience?
- Was the event format appropriate for the intended audience?
- How could we make future *Women in Music Speaker Series* experiences more accessible or engaging?

Part 4: Impact Reflection

Chapter, Band, Campus, and Community Impact

The impact of a *Women in Music Speaker Series* program may be immediate, such as strong discussion or participant feedback, or it may develop over time through increased awareness, mentorship, or continued programming. Chapters should consider how the experience affected those who participated and the broader community it served.

Ask:

- How did the program impact the Chapter, Band, campus, or community?
- What new awareness or appreciation did participants gain?
- How did this event advance the visibility, recognition, or empowerment of women in music?
- Did the program introduce participants to new career pathways or professional possibilities?
- Did the experience strengthen relationships with the Band, music department, campus partners, Alumni, or community members?

Mission Impact

Women in Music Speaker Series should help Chapters live out the Mission of Tau Beta Sigma in a visible and meaningful way.

Ask:

- How did this program promote equality and diversity?
- How did it support the empowerment of women in the band profession?
- How did it cultivate music appreciation or educational achievement?
- How did it contribute to community development or meaningful engagement?

Part 5: Program Effectiveness**Planning and Execution**

Reflection should include how effectively the Chapter planned and executed the program. This helps future officers build on what worked and avoid repeating challenges.

Ask:

- Did the program meet its intended goals?
- Was the event well-organized and professionally executed?
- Was communication with the speaker clear and respectful?
- Were logistics such as space, technology, promotion, accessibility, and timing handled effectively?
- Were Chapter Members prepared to support the speaker and audience?

Most Successful Elements

Identify the strongest aspects of the program so they can be repeated or expanded in the future.

Ask:

- What aspects of the program were most successful?
- What feedback did we receive from participants, the speaker, or partners?
- What should future officers know if they host a similar event?
- Would we use this format, speaker, topic, or planning process again?

Part 6: Opportunities for Improvement

Every program offers opportunities for learning and refinement. Reflection should be honest, constructive, and focused on strengthening future experiences.

Ask:

- What would we change if we hosted this program again?
- Were there any logistical or planning challenges?
- Did we begin planning early enough?
- Was promotion effective for the intended audience?
- How could audience engagement be improved?
- What additional resources or support would have strengthened the experience?

Part 7: Future Growth and Sustainability

A strong *Women in Music Speaker Series* program should not end when the speaker leaves. Chapters are encouraged to consider how the experience can inspire future programming, relationships, and continued advocacy.

Ask:

- How can the Chapter continue supporting women in music throughout the year?
- Are there opportunities to invite this speaker back or stay connected?
- Could this event become an annual or recurring Chapter program?
- How can we build stronger relationships with campus, Band, Alumni, or community partners?
- What future topics, speakers, or formats should we explore?
- How can this program be documented for officer transition and future planning?



Final Thought

Reflection transforms an event into a lasting learning experience. Through intentional reflection, Chapters not only recognize the impact of their *Women in Music Speaker Series* program, but also gain the insight needed to create stronger, more meaningful experiences in the future.

The *Women in Music Speaker Series* is not only about hearing a story. It is about honoring the voices, experiences, leadership, and contributions of women in music — and carrying those lessons forward in how we serve, lead, and advocate.

Appendix C: Timeline & Checklist

Planning, Hosting, and Sustaining a Women in Music Speaker Series Program

3–12 Months Before

- ☐ Determine the program's goals
- ☐ Identify the intended audience
- ☐ Begin developing a list of potential speakers
- ☐ Explore campus or community partnerships
- ☐ Consider funding, honorarium, travel, and hospitality needs
- ☐ Reserve an appropriate event space, if possible

6 Months Before

- ☐ Begin contacting potential speakers
- ☐ Consult the Sponsor, Director of Bands, alumni, District VPSP, or National VPSP for recommendations
- ☐ Discuss possible topics, formats, and audience expectations
- ☐ Identify backup speakers or panelists
- ☐ Continue developing funding and partnership opportunities

3 Months Before

- ☐ Confirm the speaker, event format, date, time, and location
- ☐ Request the speaker's biography, headshot, presentation title, and program description
- ☐ Confirm audio/visual and accessibility needs
- ☐ Begin promoting the event
- ☐ Begin Honorary Membership planning, if applicable

2–4 Weeks Before

- ☐ Confirm final logistics with the speaker
- ☐ Confirm parking, accessibility arrangements, and arrival instructions
- ☐ Confirm the room setup or virtual platform
- ☐ Prepare the speaker introduction
- ☐ Finalize promotional reminders and attendance plans
- ☐ Confirm Chapter roles and responsibilities
- ☐ Submit Honorary Membership form (if applicable)
- ☐ Prepare a thank-you card, gift, honorarium, or other recognition items

1 Day Before

- ☐ Prepare event materials
- ☐ Test the technology and audio/visual equipment
- ☐ Print programs, introductions, signage, or notes, if needed
- ☐ Gather water, speaker gifts, honorarium materials, and recognition items
- ☐ Prepare Honorary Membership materials, if applicable
- ☐ Confirm the speaker's arrival time
- ☐ Confirm the pronunciation of the speaker's name

Day of Event

- ☐ Welcome the speaker
- ☐ Assist with arrival, parking, and event access
- ☐ Review the event space, schedule, and technology
- ☐ Confirm any final biographical details
- ☐ Introduce the speaker professionally
- ☐ Encourage audience engagement
- ☐ Thank the speaker publicly
- ☐ Take photographs when appropriate and permitted



Within 48 Hours After

- ☐ Send a personalized thank-you message
- ☐ Share an event recap or photographs, when appropriate
- ☐ Reflect and debrief as a Chapter
- ☐ Document attendance, outcomes, feedback, and lessons learned
- ☐ Save event materials and contact information for future officers

Transition Notes

One copy of planning notes, speaker contact information, promotional materials, and reflection outcomes should be retained by the Chapter for future officer transition and program development.

Appendix D: Speaker Invitation Templates

Sample Initial Speaker Invitation

Dear [Speaker Name],

My name is [Your Name], and I am a member of Tau Beta Sigma at [College/University Name]. Tau Beta Sigma is a National Honorary Band Sorority dedicated to serving collegiate Band programs, cultivating leadership, promoting music appreciation, and empowering women in the band profession.

Our Chapter is planning a *Women in Music Speaker Series* program and would be honored to invite you to serve as our speaker. The purpose of the *Women in Music Speaker Series* is to provide members, Band students, campus partners, and community participants with the opportunity to learn from women whose experiences, leadership, artistry, and professional journeys help advance music and the band profession.

We are interested in inviting you because [insert specific reason the speaker was selected and how their work connects to the program's purpose]. We are hoping to host this program on [provide several possible dates and times]. The format may include a presentation, moderated conversation, workshop, lecture-recital, performance, or question-and-answer session, depending on your preference and availability. We would be happy to discuss the format that best supports your story, expertise, and comfort.

Please let us know if you would be interested in this opportunity. If you are unavailable, we would also appreciate any recommendations you may have for other women in music or music-related professions who may be a strong fit for this program.

Thank you for considering this invitation. We would be grateful for the opportunity to learn from you.

Sincerely,
[Your Name]
[Chapter Name]
[Phone Number]
[Email Address]



Sample Invitation with Representation and Mission Emphasis

Dear [Speaker Name],

My name is [Your Name], and I am a member of Tau Beta Sigma at [College/University Name]. Tau Beta Sigma is a National Honorary Band Sorority dedicated to serving collegiate Band programs, cultivating leadership, promoting music appreciation, and empowering women in the band profession.

Our Chapter is planning a *Women in Music Speaker Series* program focused on representation, visibility, and the many pathways through music and music-related careers. Through this program, we hope to create an educational experience that promotes equality and diversity while helping participants learn from women whose perspectives, experiences, and leadership may broaden our understanding of the music profession.

We are interested in inviting you because [insert specific reason the speaker was selected and how their background, work, or perspective connects to the program's purpose]. We are hoping to host this program on [provide several possible dates and times]. The format may include a presentation, moderated conversation, workshop, lecture-recital, performance, or question-and-answer session, depending on your preference and availability. We would also welcome the opportunity to discuss any boundaries, themes, accommodations, or expectations that would help make this program meaningful and comfortable for you.

Please let us know if you would be interested in this opportunity. If you are unavailable, we would also appreciate any recommendations you may have for other women in music or music-related professions who may be a strong fit for this program.

Thank you for considering this invitation. We would be grateful for the opportunity to learn from you.

Sincerely,
[Your Name]
[Chapter Name]
[Phone Number]
[Email Address]

Appendix E: Speaker Preparation FAQ

Who is the audience?

The audience may include Tau Beta Sigma members, Kappa Kappa Psi members, Band students, music students, campus partners, alumni, or community members. The Chapter should communicate the expected audience size, age range, background, and level of musical experience to the speaker in advance.

How long should the presentation be?

A typical *Women in Music Speaker Series* program may include a 45-minute presentation or conversation followed by 15 minutes of questions and answers. Chapters may adjust the length based on the speaker's availability, event format, audience needs, and program goals.

What format may the speaker use?

Speakers may use a presentation, moderated conversation, panel discussion, workshop, lecture-recital, performance, demonstration, storytelling format, or question-and-answer format. Chapters should work with the speaker to select a format that supports the purpose of the event and allows the speaker to share in a way that is comfortable and meaningful.

What should the speaker talk about?

Speakers may share their personal journey, professional experiences, challenges, accomplishments, leadership lessons, musical development, career pathway, advocacy work, or perspectives on women in music. Chapters should provide the speaker with the purpose of the event, intended audience, and any suggested themes while allowing the speaker room to shape the presentation.

What audio/visual equipment is available?

Chapters should confirm available technology in advance. This may include a projector, screen, speakers, microphone, computer connection, internet access, music playback, piano, music stands, recording equipment, or virtual meeting platform. Chapters should ask the speaker what technology or support they need.

Will the speaker be compensated?

Whenever possible, Chapters should consider offering an honorarium, travel support, a meal, parking reimbursement, a gift, or another meaningful expression of gratitude. Chapters should be transparent about available resources early in the planning process.

What accommodations are available?

Chapters should ask the speaker what accommodations or support would help them participate fully and comfortably. This may include accessible parking, room access, restroom access, microphone use, seating preferences, captioning, virtual participation, or other accommodations.



Appendix F: Promotion Checklist

Promotion should be aligned with the intended audience and should begin early enough for participants to plan to attend.

General Promotion

- Create a clear event announcement with the speaker name, topic, date, time, location or virtual link, audience, accessibility information, and sponsoring Chapter
- Share the event through Chapter, District, and campus communication channels
- Ask Chapter members to personally invite Band members, music students, faculty, alumni, and campus partners
- Use social media posts, stories, flyers, email announcements, and calendar listings
- Tag appropriate District and National social media accounts when relevant
- Follow all campus rules for posting flyers and digital announcements
- Promotion to the Band and Music Department
- Email the event information to the Band or music department listserv
- Ask the Director of Bands, Sponsor, music faculty, studio instructors, and ensemble directors to share the event
- Post flyers in approved Band, music department, and rehearsal spaces

Promotion to Campus

- Submit the event to campus calendars, student organization newsletters, and campus announcement systems
- Partner with women's studies, gender studies, diversity and inclusion offices, leadership offices, arts organizations, or career development offices when appropriate
- Ask campus media, radio, newspapers, or communications offices to share the event
- Include accessibility information in promotional materials when possible

Promotion to the Community

- Share the event with alumni, local music educators, community music organizations, arts organizations, and local schools when appropriate
- Post flyers in approved community spaces such as libraries, community centers, music stores, or arts venues
- Ask community partners to share the event with their networks

Promotion Tips

- Promote early and often
- Use clear language that explains both the speaker and the purpose of the event
- Include who the event is for
- Include accessibility information or a contact person for accommodation requests
- Use personal invitations in addition to general advertising
- Save promotional materials for future officer transition

Appendix G: Hosting a *Women in Music Speaker Series* Panel

A *Women in Music Speaker Series* panel can be a strong program format when the Chapter wants participants to hear from multiple speakers, career paths, identities, or perspectives. Panels work especially well when speakers represent different stages of professional life, different areas of music, or different forms of leadership within the music profession.

After selecting panelists, the Chapter should identify a moderator. The moderator should prepare questions, guide the conversation, manage time, and help ensure that each panelist has an opportunity to contribute. The moderator does not need to be the Focus on Five Liaison.

A typical panel may include:

1. Welcome and program purpose
2. Panelist introductions
3. Opening comments from each panelist
4. Moderator-curated questions
5. Audience questions
6. Summary or closing reflection
7. Thank-you and administrative remarks

Suggested Panel Format

A strong panel may include a brief welcome, an introduction of the topic and each panelist, 30 or more minutes of moderator-curated questions, and 15–20 minutes of audience questions. The panel should close with a summary, thanks to the panelists, and any follow-up information.

Developing Questions

Chapters should prepare questions in advance and may ask Chapter members, Band members, or campus partners to submit questions before the event. Questions should connect to the panelists' experiences, the purpose of the event, and the *Women in Music Speaker Series* program. Chapters may use speaker biographies, professional work, musical background, leadership experience, advocacy work, or career path as inspiration.

Accessibility and Inclusion for Panels

Panel formats should be designed so all panelists and participants can engage comfortably. Chapters should consider microphone use, seating arrangement, sightlines, captions for virtual or hybrid events, accessible room setup, clear question procedures, and multiple ways for audience members to submit questions. Audience questions may be collected verbally, on index cards, through a digital form, or through a moderator.

Panel Follow-Up

After the event, Chapters should thank each panelist, reflect on the program, save the question list, document what worked well, and retain contact information for future programming.



TAU BETA SIGMA
crescendo
A MUSICAL YOUTH INITIATIVE

1. FOREWORD

Music education has always been central to the work and purpose of Tau Beta Sigma. From supporting collegiate Bands through service to encouraging the next generation of musicians, Tau Beta Sigma has long recognized that the future of Bands depends not only on the strength of today's ensembles, but also on the encouragement, mentorship, and musical experiences provided to young musicians.

Crescendo was developed to intentionally connect Tau Beta Sigma Chapters with youth musicians, schools, and community organizations through meaningful music-centered engagement. Rooted in the Mission and Purposes of Tau Beta Sigma, this program provides Chapters with opportunities to cultivate music appreciation, support educational achievement, strengthen community relationships, and encourage young people to continue participating in instrumental music.

This Program reflects the understanding that musical growth does not happen by accident. Young musicians are often shaped by the experiences, encouragement, role models, and musical opportunities they encounter along the way. By creating spaces where youth can explore instruments, perform, listen, ask questions, and connect with college musicians, Chapters contribute not only to the development of young musicians, but also to the future vitality of collegiate Bands.

The purpose of this guide is not simply to explain how to host a youth music activity. Its purpose is to help Chapters create experiences that:

- Encourage young musicians to continue playing and performing
- Promote appreciation for instrumental music
- Create meaningful engagement between Chapters and youth communities
- Support local music educators and youth organizations
- Provide positive musical role models for younger students
- Strengthen the connection between community music-making and collegiate Bands
- Create sustainable opportunities for musical outreach and service

At its core, *Crescendo* exists because the future of Bands grows when young musicians are encouraged, supported, and inspired.



2. PROGRAM SNAPSHOT

What is *Crescendo*?

Crescendo is Tau Beta Sigma's Musical Youth Initiative focused on encouraging younger musicians to continue playing, performing, and appreciating instrumental music as they grow toward future participation in collegiate Bands.

The word “crescendo” is a musical term meaning a gradual increase in loudness. It comes from Italian and Latin words meaning “to grow” or “to increase.” This meaning reflects the heart of the program: helping young musicians grow in confidence, curiosity, appreciation, and continued involvement in music.

Crescendo addresses Tau Beta Sigma's First Purpose “To promote the existence and welfare of the collegiate Bands and to create a respect and appreciation for Band activities and achievements among the listening public everywhere.” Through Chapter-led youth music experiences, *Crescendo* helps build a bridge between young musicians, community music programs, and the future of collegiate Bands.

Program Purpose

The purpose of *Crescendo* is to create meaningful opportunities for Chapters to engage with youth through instrumental music. A strong *Crescendo* experience should encourage young people to participate in music, appreciate Band activities, explore instruments, develop musical curiosity, and see college Band members as positive role models.

Crescendo also gives Chapters an opportunity to support local music educators, youth organizations, and community programs by offering time, creativity, mentorship, and musical engagement.

Core Program Expectation

Chapters should intentionally plan and facilitate a youth-focused instrumental music experience. The experience should be Chapter-led, age-appropriate, engaging, and clearly connected to playing, listening to, learning about, or appreciating instrumental music.

A *Crescendo* program must include a meaningful instrumental musical component. A majority of youth participants should be actively playing, listening to, exploring, or engaging with instrumental music during the experience.

Participation Expectations

Chapters should ensure that at least two-thirds (2/3) of Active Chapter Members are able to participate in the *Crescendo* experience. Chapters are also encouraged to invite members of their Band program to participate; however, Band participant attendance is supplemental and does not replace the required participation of Active Chapter Members.

Because *Crescendo* often involves working with youth, Chapters should also be mindful of adult-to-child ratios, site requirements, supervision expectations, transportation needs, background check requirements, and any policies established by the school, youth organization, campus, or community partner.

Examples of *Crescendo* Experiences

Examples may include:

- Instrument petting zoos.
- Music games focused on rhythm, instruments, and movement.
- Instrument-making activities using household items.
- Mini-concerts for youth audiences.
- Drum circles or rhythm lessons.
- Beginner-friendly auxiliary or dance clinics.
- Music storytime with instrument demonstrations.
- Sectional support or instrument clinics.
- Marching basics workshops.

- High school Band Day experiences planned and executed by the Chapter.
- Adopt-a-Band partnerships.
- Support for school recruitment or instrument selection.
- Masterclasses for middle school or high school musicians.

Programs Generally Should Not Be

A *Crescendo* program should not be a passive event with no meaningful musical engagement. It should also not be a Band- or university-run event where the Chapter has no intentional role in planning, facilitation, or execution.

A pre-existing university Band Day, concert, camp, or school event does not automatically become a *Crescendo* experience simply because Chapter members attend or assist. The Chapter should be able to clearly demonstrate its role in planning, facilitating, and creating an intentional youth music experience.



3. PROGRAM PHILOSOPHY

Crescendo is rooted in the belief that early musical encouragement can shape a young person's relationship with music for years to come. Many musicians continue playing because someone helped them feel capable, welcomed, inspired, or curious. Tau Beta Sigma Chapters are uniquely positioned to provide that encouragement by connecting college Band members with younger musicians and youth communities.

The program reflects Tau Beta Sigma's commitment to music appreciation, educational achievement, service, and community development. By creating opportunities for young people to play, listen, explore, and learn, *Crescendo* helps Chapters share the value of instrumental music beyond the collegiate Band setting.

Crescendo also reinforces the importance of visibility and mentorship. When youth participants interact with college Band members, they can begin to imagine their own future in music. They may see new possibilities for high school Band, college Band, music education, auxiliary performance, leadership, or lifelong musicianship.

A strong *Crescendo* experience should be designed with care. Working with youth requires thoughtful planning, patience, accessibility, safety, and collaboration with trusted adults. Chapters should approach *Crescendo* not simply as a service project, but as an educational and musical experience that can create lasting impact.

At its best, *Crescendo* helps young musicians grow — in confidence, appreciation, skill, and imagination.

4. UNDERSTANDING THE IMPACT IN TAU BETA SIGMA

Crescendo connects directly to the long-term health of Bands. Collegiate Bands are strengthened when young musicians are encouraged to continue participating in music throughout elementary school, middle school, high school, and into college. When Chapters invest in youth music experiences, they are helping nurture the next generation of performers, leaders, listeners, and supporters of Band music.

This program also gives Tau Beta Sigma members meaningful opportunities to serve as mentors and role models. Chapter members may help young musicians try an instrument for the first time, prepare music, learn marching fundamentals, explore auxiliary skills, or simply experience the joy of making music with others.

The impact of *Crescendo* can look different depending on the audience. Elementary-aged students may benefit from exploration, movement, creativity, and exposure to new sounds. Middle school students may benefit from encouragement, technique support, recruitment activities, and confidence-building. High school students may benefit from mentorship, skill development, college Band awareness, and performance preparation.

Regardless of age group, the central focus should remain the same: *Crescendo* should encourage youth to continue engaging with instrumental music and develop a greater respect and appreciation for Band activities.

Crescendo also strengthens Chapter relationships with schools, music educators, youth organizations, families, campuses, and communities. A well-planned *Crescendo* event can create partnerships that continue beyond a single program and become part of the Chapter's long-term service identity.



5. CORE PROGRAM STANDARDS & EXPECTATIONS

A strong *Crescendo* program should be intentionally designed, youth-centered, music-focused, and Chapter-led. While the specific format may vary by Chapter, community partner, age group, and available resources, the core expectations should remain consistent.

A Strong Program Should Be Chapter-Led

Tau Beta Sigma should have an intentional role in planning, organizing, facilitating, or executing the *Crescendo* experience. The Chapter should not simply participate in an event planned entirely by another organization. Members should be able to explain what the Chapter contributed and how the Chapter helped shape the musical experience.

Chapter leadership may include designing activities, coordinating with a music educator, facilitating stations, preparing materials, leading sectionals, teaching fundamentals, organizing volunteers, or creating a youth music experience in partnership with a school or community organization.

A Strong Program Should Be Music-Focused

Crescendo should include a clear focus on instrumental music. Youth participants should have opportunities to play, listen to, explore, learn about, or appreciate instrumental music.

This musical focus is what distinguishes *Crescendo* from a general youth service project. The program should help participants develop respect, appreciation, confidence, or continued interest in music and Band activities.

A Strong Program Should Be Age-Appropriate

Working with youth requires thoughtful adaptation. Activities for elementary students should look different from activities designed for middle school or high school musicians. Chapters should consider the age, musical experience, attention span, learning needs, and comfort level of participants when designing the program.

A Strong Program Should Be Safe and Well-Supervised

Chapters should follow all policies and expectations of the school, youth organization, campus, or community partner. This may include adult-to-child ratios, background checks, permission slips, transportation plans, photography restrictions, emergency procedures, and supervision requirements.

Tau Beta Sigma members should not assume they can work independently with youth without confirming partner expectations.

A Strong Program Should Be Accessible and Inclusive

Crescendo experiences should be designed so youth participants of varying abilities and needs can engage meaningfully. Chapters should consider physical accessibility, sensory needs, adapted activities, clear instructions, and inclusive participation methods. When possible, ask the partner organization in advance whether any participants may need accommodations and how the Chapter can best support them.

Before finalizing the activity, Chapters should review the physical space, safety expectations, and participant needs with the school, youth organization, or community partner. Chapters should confirm accessible entrances, accessible parking, restroom access, elevator access if needed, and whether any areas require keys, staff assistance, or additional permissions.

When possible, Chapters should host the program on the first floor or in a space that allows participants with physical disabilities to move around with ease. First-floor spaces may also support safer and easier evacuation in case of an emergency.

Chapters should create adapted versions of activities so children and youth of varying mobility, cognitive, sensory, and communication needs can participate. Adaptations may include seated movement, pre-cut or pre-prepared materials, visual instructions, simplified response options, adaptive instruments, smaller group rotations, or ways to respond without speaking aloud.

Crescendo events can become loud or overwhelming for some participants, especially children with sensory processing needs, autistic children, neurodivergent children, or participants who may need a break from group activity. When possible, Chapters should identify a supervised quiet space or lower-stimulation area where participants can safely take a break before returning to the activity.

Chapters should ask the partner organization in advance whether any participants may need accommodations and what those accommodations are. Teachers, troop leaders, youth staff, and family contacts often understand what will help students participate fully. Collaboration is key, and early planning can reduce stress for both the Chapter and participants.



6. WHAT QUALIFIES AS A CRESCENDO EXPERIENCE?

Crescendo experiences may vary widely depending on the age group, partner organization, location, and Chapter capacity. The following examples are intended to guide Chapters as they design programs.

Likely Qualifying Experiences

A program will generally align strongly with *Crescendo* when it is Chapter-led, youth-focused, and intentionally centered on instrumental music appreciation, performance, exploration, or continued participation. Examples may include:

- An instrument petting zoo for elementary-aged students
- A music storytime with live instrument demonstrations
- A rhythm lesson or drum circle
- A mini-concert with explanation of instruments and musical styles
- A beginner-friendly auxiliary clinic
- A sectional or masterclass for middle or high school musicians
- A marching fundamentals workshop for younger students
- A Chapter-led Band Day for high school students
- A recruitment support activity for a local school music program
- A program that helps students explore instrument selection
- An Adopt-a-Band partnership with a school or youth ensemble
- A workshop that helps students prepare audition, festival, or competition music

Experiences That May Qualify Depending on Structure

Some experiences may qualify if the Chapter intentionally designs and facilitates a musical component connected to youth engagement. Examples may include:

- Assisting with a school music event, if the Chapter leads a specific educational or musical activity
- Supporting a Band Camp, if the Chapter designs and executes a youth-focused instrumental music component
- Partnering with a youth organization, if the activity includes meaningful music appreciation or instrumental engagement
- Inviting youth to a rehearsal or performance, if the experience includes intentional educational framing, interaction, or reflection
- Participating in a community arts event, if the Chapter leads a youth music activity

In these situations, the Chapter should be able to explain how youth participants were engaged in music and what role the Chapter played in planning or facilitating the experience.

Experiences That Generally Do Not Qualify

Events generally do not align with *Crescendo* if they do not intentionally engage youth in instrumental music or if the Chapter does not have a meaningful role in planning or execution. Examples may include:

- A general youth volunteer activity with no music focus
- Attending a school concert without interaction or educational engagement
- A university-hosted Band Day where the Chapter only volunteers with logistics
- A social event for youth with no instrumental music component
- A performance with no youth engagement, explanation, or interaction
- An event planned entirely by the Band program or school where the Chapter has no intentional role aside from band participation

7. DESIGNING MEANINGFUL EXPERIENCES

Strong *Crescendo* experiences begin with purpose. Before contacting a school or youth organization, Chapters should meet to determine what kind of youth music experience they hope to create and what community need they are prepared to support.

The most effective *Crescendo* programs are designed around the audience. A group of elementary students may need hands-on exploration, movement, games, and short activities. Middle school students may benefit from encouragement, fundamentals, instrument demonstrations, or mentorship. High school students may appreciate sectionals, masterclasses, marching support, college Band conversations, audition preparation, or leadership through music.

Chapters should begin by asking:

- What youth audience are we hoping to serve?
- What musical experience would be meaningful for this group?
- How will this program encourage continued participation in instrumental music?
- What role will our Chapter play in planning and facilitation?
- What resources, instruments, materials, or supplies will be needed?
- What safety, supervision, accessibility, or partner requirements must we follow?

A strong *Crescendo* program does not need to be complex. A thoughtfully planned rhythm activity, mini-concert, or instrument demonstration can have tremendous impact when it is engaging, age-appropriate, and connected to music appreciation.

The goal is not simply to “do something with children.” The goal is to create an experience that helps young people engage with music, see themselves as musicians, and understand that Band can continue to be part of their lives.



8. COLLABORATION & COMMUNITY ENGAGEMENT

Crescendo is strongest when Chapters build meaningful partnerships with schools, educators, youth organizations, and community programs. These partnerships help ensure the program is appropriate, safe, useful, and connected to the needs of the youth audience. Potential partners may include:

- Local elementary schools
- Middle school or high school Band programs
- Music educators
- After-school programs
- Youth orchestras or ensembles
- Boys and Girls Clubs
- YMCA programs
- Scouting organizations
- Day care centers
- Children's hospitals
- Community arts organizations
- Museums
- Local music or arts fairs
- University early childhood laboratories
- Communities in schools programs

Music educators can be especially valuable partners because they understand the students, curriculum, skill levels, and school requirements. A Chapter Sponsor, Director of Bands, Band Staff member, or local alumni may help identify educators or organizations that would welcome support.

Collaboration should be respectful and responsive. Chapters should ask partners what would be helpful rather than assuming what is needed. A strong *Crescendo* partnership is built through communication, shared planning, clear expectations, and follow-through.

9. CREATING IMPACT THROUGH THE PROGRAM

The impact of *Crescendo* is rooted in musical growth, encouragement, and connection. A meaningful *Crescendo* experience can help young people feel more confident, more curious, and more connected to instrumental music. *Crescendo* experiences can create impact by:

- Encouraging youth to continue playing music
- Supporting local music educators and youth programs
- Increasing appreciation for Band activities
- Exposing young students to instruments and musical styles
- Helping middle and high school students strengthen skills
- Connecting young musicians with college Band role models
- Creating positive relationships between Chapters and communities
- Supporting the long-term growth of collegiate Bands

The impact of *Crescendo* may be immediate, such as students trying an instrument or asking questions about Band. It may also be long-term, such as a student deciding to stay in music, attend a future Band Day, continue into high school Band, or imagine themselves in a college ensemble.

Chapters should consider how the experience will continue to matter after the event ends. This may include maintaining contact with a music educator, repeating the program annually, building an Adopt-a-Band relationship, or creating transition notes so future officers can continue the partnership.



10. PLANNING & EXECUTING YOUR PROGRAM

Successful *Crescendo* programs require thoughtful planning, clear communication, and attention to safety, accessibility, and musical purpose. Because *Crescendo* often involves youth participants, Chapters should begin planning early and work closely with partner organizations.

Chapters should begin by identifying the type of youth audience they hope to serve. Some Chapters may work with local music educators, while others may partner with scouting organizations, after-school programs, youth ensembles, children's hospitals, or community organizations. When working with a local music educator, the Chapter should consider how its members can support the educator's goals through recruitment support, sectionals, instrument exploration, mini-concerts, rhythm lessons, performance preparation, or other music-centered activities.

When partnering with youth organizations, Chapters should become familiar with the organization's structure, safety guidelines, supervision expectations, and any requirements related to participation, documentation, photography, or background checks. Many schools and youth organizations have minimum adult-to-child ratios. These should be treated as minimums, not maximums. Chapters should plan for enough members to facilitate activities effectively, supervise stations, support youth participants, and maintain a safe environment. Chapters should plan for at least two-thirds (2/3) of Active Chapter Members to participate whenever possible.

Working with youth may require flexibility. School-based programs often take place during the school day, while youth organizations may meet in the evening or on weekends. Chapters should identify several possible dates when enough members are available and be prepared to work around school calendars, testing schedules, rehearsals, performances, transportation limitations, and partner availability.

Chapters should also develop a realistic budget early in the planning process. *Crescendo* programs may require supplies, materials, snacks, badges, craft items, printed materials, adapted materials, or transportation support. Chapters should not assume the partner organization will provide supplies unless that has been confirmed.

Once the audience, partner, date, and budget are known, the Chapter should design an age-appropriate musical experience connected to instrumental music. Elementary-aged students may benefit from instrument petting zoos, rhythm games, music storytime, movement activities, instrument crafts, drum circles, or mini-concerts. Middle school students may benefit from instrument selection support, recruitment help, sectionals, performance feedback, marching basics, mini-concerts, or Adopt-a-Band relationships. High school students may benefit from masterclasses, audition preparation, sectional coaching, marching fundamentals, auxiliary clinics, college Band conversations, Band Day experiences, or playing alongside older musicians when appropriate.

Accessibility and safety should be considered from the beginning. Chapters should confirm accessible entrances, parking, restrooms, room layouts, emergency procedures, and any needs identified by the partner organization. Activities should be adaptable for children of all ability levels through options such as pre-cut materials, modified movement activities, visual instructions, alternate ways to participate, sensory breaks, or nonverbal response options. When possible, Chapters should provide a quiet space for participants who may become overwhelmed by sound, movement, or group activity.

Chapters should document the program for future planning and officer transition. Documentation may include partner contact information, event description, participant estimate, Chapter participation, photos if permitted, activity plans, budget notes, accessibility considerations, partner feedback, and reflection notes. If photographs are not permitted, Chapters should use a *Crescendo* Program Record Form or partner verification to document the activity.

For additional information, please see [Appendix A](#).

11. FREQUENTLY ASKED QUESTIONS

Does *Crescendo* have to involve young musicians?

Yes. *Crescendo* is a youth-focused music initiative. The program should engage children, youth, or younger students in an experience that encourages instrumental music appreciation, participation, or continued performance.

Does the program have to include instrumental music?

Yes. *Crescendo* must include a meaningful focus on instrumental music. A majority of youth participants should be playing, listening to, exploring, or learning about instrumental music.

Can we work with a youth organization instead of a school?

Yes. Chapters may work with schools, scouting organizations, after-school programs, youth ensembles, community centers, museums, children's hospitals, or other youth-serving organizations, provided the experience includes intentional instrumental music engagement.

Can a University Band Day count?

A pre-existing Band Day hosted by the university does not automatically count. To align with *Crescendo*, the Chapter should intentionally plan and execute a youth-focused musical or educational component.

Can we assist a local Band director with their students?

Yes. Supporting a local music educator can be an excellent *Crescendo* experience if the Chapter has a meaningful role and the activity encourages music appreciation, skill development, or continued participation in instrumental music.

What if photos are not allowed?

If photos are not permitted, Chapters should document the experience through a *Crescendo* Program Record Form or verification completed by the music educator or coordinator.

Do we need background checks?

Possibly. Some schools and youth organizations require background checks or other volunteer paperwork, especially if volunteers will be working directly with children. Chapters should ask the partner organization about requirements early in the planning process.

What if we do not have enough members for the partner's adult-to-child ratio?

The Chapter should not proceed unless the event can be safely staffed according to partner expectations. Consider adjusting the activity size, recruiting approved volunteers through appropriate channels, or selecting another date when more members are available.

Can the event be virtual?

Yes, if the experience is meaningful, age-appropriate, interactive, and connected to instrumental music. Virtual activities may include instrument demonstrations, music storytime, listening activities, or live Q&A with college Band members.



12. REFLECTION & SUSTAINABILITY

Reflection helps transform a youth music activity into a lasting program experience. After the event, Chapters should take time to discuss what participants learned, how youth engaged with music, how the Chapter supported the partner organization, and how the experience may shape future programming.

Reflection may happen during a Chapter meeting, through a written response, in small groups, or as part of a post-event debrief. The format is less important than the intentionality of the conversation.

Chapters may reflect on questions such as:

- How did this program encourage youth to continue participating in instrumental music?
- What did youth participants learn, experience, or enjoy?
- How did Chapter Members serve as role models or mentors?
- How did this program support the partner organization or music educator?
- What worked well in the activity design?
- What would we improve for next time?
- How can we continue this partnership in the future?

Sustainability matters. A strong *Crescendo* program should not exist as a one-time activity with no follow-up. Chapters can build continuity by maintaining partner contact lists, saving activity plans, documenting accessibility needs, recording reflection takeaways, and creating transition resources for future officers.

A Chapter that returns to the same school, youth organization, or community partner year after year can create deeper trust, stronger programming, and greater long-term impact.

For additional information, please see [Appendix B](#).

13. TIMELINE & PLANNING FRAMEWORK

Strong *Crescendo* programs benefit from intentional planning timelines. Because many *Crescendo* experiences involve schools, youth organizations, and children, Chapters should allow time for communication, permissions, safety requirements, supplies, and scheduling.

6–8 Weeks Prior

Identify the youth audience, potential partner organization, program goals, possible activity format, Chapter availability, and available resources.

4–6 Weeks Prior

Contact the partner organization and begin shaping the program together. Confirm the age group, goals, date options, location, supervision expectations, accessibility needs, paperwork, background checks, supplies, transportation, and budget needs.

2–4 Weeks Prior

Finalize the activity plan, Chapter roles, materials, schedule, youth participant count, member participation, adult-to-child ratio expectations, and any photo or documentation restrictions. Confirm facility needs if the program will take place on campus.

1 Week Prior

Review the full plan with participating Chapter Members. Confirm transportation, supplies, arrival time, partner contact information, emergency procedures, accessibility accommodations, and member role assignments.

Day of Program

Coordinate the preparation and setup schedule with the facility coordinator in advance, and arrive on time for the agreed-upon arrival time. Arriving before the facility is ready to receive the Chapter may create unnecessary stress or interfere with the organization's operations. Upon arrival, check in with the facility coordinator, set up materials, review expectations, and create a welcoming, safe, age-appropriate, and engaging environment focused on instrumental music appreciation or participation.

After the Program

Thank the partner organization or coordinator, reflect as a Chapter, gather documentation, complete any records, save planning notes, and identify future opportunities for continued partnership.

For additional information, please see [Appendix C](#).



14. FINAL THOUGHTS

Crescendo is one of Tau Beta Sigma's most meaningful opportunities to support the future of instrumental music. Through this program, Chapters can encourage young musicians, support music educators, build community partnerships, and help youth imagine music as part of their continued growth.

At its best, *Crescendo* is not simply a youth activity. It is a moment of inspiration. It is a bridge between young musicians and collegiate Bands. It is a reminder that every future Band member begins somewhere – often with someone who encouraged them to keep playing.

By hosting thoughtful, safe, inclusive, and music-centered *Crescendo* experiences, Chapters contribute to the growth of young musicians while strengthening the values of music appreciation, educational achievement, service, and community development within Tau Beta Sigma. *Crescendo* is more than a youth initiative.

It is a commitment to growing the future of Bands.

Crescendo. For Greater Bands.

Appendix A: Event Planning Guide

Designing a Crescendo Experience That Creates Impact

A strong *Crescendo* program begins with intentional planning. This guide is designed to help Chapters move from idea to execution while maintaining alignment with the Mission and Values of Tau Beta Sigma.

Step 1: Define the Purpose of the Program

Before contacting a school or youth organization, determine what the Chapter hopes to accomplish. A clear purpose will guide partner selection, activity design, supplies, staffing, and reflection. Consider:

- What do we want youth participants to learn or experience?
- How will this program encourage continued participation in instrumental music?
- Why is this experience important for our Chapter, Band, campus, or community?
- What type of activity would best support the age group we are serving?

Step 2: Identify the Audience

Determine whether the program will serve elementary, middle school, high school, or another youth audience. Audience clarity helps the Chapter design an age-appropriate and meaningful experience. A *Crescendo* event may serve:

- Elementary school students
- Middle school Band students
- High school Band students
- Youth organizations
- Scouting groups
- After-school programs
- Youth ensembles
- Children's hospitals
- Community music programs

Step 3: Select a Partner Organization

Use campus, community, Alumni, District, and local music networks to identify potential partners. A local music educator is often an excellent starting point. Chapters may also work with youth organizations, scouting programs, community centers, arts organizations, or local schools.

Seek partners who can help the Chapter understand the needs, abilities, expectations, and safety requirements of the youth participants.

Step 4: Contact the Partner Professionally

Initial contact should be clear, respectful, and informative. Explain Tau Beta Sigma, the *Crescendo* program, why the Chapter is interested in partnering, what type of program the Chapter hopes to offer, how many members can participate, and what dates are available. You can find templates in [Appendix D](#).

Step 5: Confirm Format and Logistics

Work with the partner to determine whether the experience will be an instrument petting zoo, mini-concert, rhythm activity, clinic, sectional, Band Day, masterclass, or another format. Confirm:

- Date and time
- Location
- Age group
- Number of youth participants
- Number of Chapter Members participating
- Adult-to-child ratio expectations
- Activity format
- Supplies and materials
- Accessibility needs
- Photo or documentation restrictions
- Transportation
- Permissions, paperwork, or background checks



Step 6: Design the Musical Experience

The program should be engaging, age-appropriate, and centered on instrumental music. Chapters should make sure youth participants are actively playing, listening to, exploring, or learning about instrumental music.

Activities should be clear, well-paced, and adaptable for different ability levels.

Step 7: Execute with Care

On the day of the program, arrive prepared, welcome participants warmly, follow partner expectations, and create an encouraging environment. Chapter Members should model patience, enthusiasm, kindness, and professionalism.

Step 8: Follow Up and Reflect

After the program, thank the partner, reflect as a Chapter, document outcomes, complete any record forms, and identify how the experience may inform future programming.



Pro Tips for Success

- Start small, but be intentional. A meaningful *Crescendo* experience does not need to be large or complicated. A rhythm activity, instrument petting zoo, mini-concert, music storytime, or beginner-friendly clinic can make a lasting impression when it is designed with purpose.
- Focus on encouragement over complexity. The goal is to help young musicians feel curious, capable, and excited about instrumental music. Activities should be age-appropriate, engaging, and accessible rather than overly technical or difficult.
- Use music educators, Band leadership, campus resources, youth organizations, and Alumni as resources. Local teachers, Directors of Bands, Chapter Sponsors, community partners, and Alumni may help identify youth audiences, design appropriate activities, provide supplies, or support logistics.
- Plan for safety and accessibility early. When working with youth, confirm supervision expectations, adult-to-child ratios, permission requirements, photo policies, transportation needs, background checks, and accommodations before the event.
- Design activities around the audience. Elementary students may benefit from hands-on exploration and movement, while middle and high school students may benefit from mentorship, sectionals, marching fundamentals, instrument selection support, or college Band conversations.
- Build partnerships that can be repeated or sustained. A successful *Crescendo* event can become an annual school partnership, Adopt-a-Band relationship, or recurring youth music outreach program.
- Reflect and improve each time. Save activity plans, partner feedback, supply lists, accessibility notes, and reflection outcomes so future officers can continue growing the program.

Final Thought

Crescendo is not about checking a box or simply hosting a youth activity. It is about creating meaningful opportunities for young musicians to experience, appreciate, and continue participating in instrumental music.

When Chapters intentionally encourage young musicians, they help grow the future of Bands.

Appendix B: Crescendo Reflection Guide

Evaluating Youth Engagement, Music Appreciation, and Community Impact

Purpose of This Reflection Guide

Reflection is a critical component of meaningful programming. This guide is designed to help Chapters evaluate the educational value, youth engagement, and lasting impact of their *Crescendo* experience.

A *Crescendo* program should do more than provide an activity for youth. It should create space for music appreciation, encouragement, mentorship, community connection, and continued interest in instrumental music. This guide is designed to help Chapters:

- Evaluate the effectiveness of their *Crescendo* program
- Identify how youth engaged with instrumental music
- Assess how the program supported a partner organization or music educator
- Understand the impact on the Chapter, Band, campus, or community
- Capture insights for future planning and program development

Chapters are encouraged to complete this reflection as a group following the program.

Part 1: Program Purpose Reflection

Purpose and Intent

Begin by revisiting the original purpose of the program. A strong reflection should consider not only what happened, but why the Chapter chose to host this experience and what it was intended to accomplish.

Ask:

- What was the purpose of this *Crescendo* program?
- Why did our Chapter choose this youth audience, partner, or activity?
- How did this event connect to the Mission and Purposes of Tau Beta Sigma?
- What did we hope youth participants would learn, experience, or better understand?
- Did the program accomplish what we intended?

Connection to Tau Beta Sigma

Crescendo is directly connected to Tau Beta Sigma's commitment to music appreciation, educational achievement, community development, and the future of collegiate Bands.

Ask:

- How did this program reflect the Values of Tau Beta Sigma?
- How did the event promote respect and appreciation for Band activities?
- How did the experience encourage youth to continue participating in instrumental music?

Part 2: Youth Engagement Reflection

Participant Experience

A meaningful *Crescendo* experience should actively engage youth in instrumental music. Reflection should consider how youth participated and how the Chapter supported their learning.

Ask:

- Who participated in the event?
- How did youth participants engage with instrumental music?
- Were participants playing, listening, exploring, moving, asking questions, or creating?
- What moments seemed most meaningful or exciting for participants?
- How did Chapter Members encourage participation and confidence?

Age-Appropriate Engagement

Crescendo programs should be designed around the needs and abilities of the audience.



Ask:

- Was the activity appropriate for the age group?
- Were instructions clear and accessible?
- Did the pacing work well?
- Were there opportunities for all participants to engage?
- How could the activity be better adapted in the future?

Part 3: Collaboration & Community Engagement Reflection

Strong *Crescendo* programs often depend on collaboration with music educators, youth organizations, schools, or community partners.

Ask:

- Who did we partner with?
- How did the partner help shape the program?
- Did the program meet the needs of the partner organization?
- How did collaboration enhance the experience?
- How could communication or collaboration be improved in the future?

Part 4: Impact Reflection

Youth and Music Impact

The strongest *Crescendo* programs encourage youth to see music as joyful, accessible, and worth continuing.

Ask:

- How did this program encourage youth to continue playing or appreciating instrumental music?
- What new awareness, confidence, or curiosity did participants gain?
- How did the event support the future of Band participation?
- Did participants learn about college Band or future music opportunities?

Chapter, Band, Campus, and Community Impact

Ask:

- How did this program impact the Chapter?
- How did Chapter Members serve as mentors or role models?
- How did this event strengthen relationships with the Band, campus, school, or community?
- What long-term impact could come from this experience?

Part 5: Program Effectiveness

Planning and Execution

Ask:

- Did the program meet its intended goals?
- Was the event well-organized and safely executed?
- Were partner expectations followed?
- Were staffing, supplies, transportation, accessibility, and timing handled effectively?
- Did at least two-thirds (2/3) of Active Chapter Members participate?

Most Successful Elements

Ask:

- What aspects of the program were most successful?
- What feedback did we receive from youth, educators, partners, or participants?
- What should future officers know if they host a similar event?
- Would we use this activity, partner, or format again?

Part 6: Opportunities for Improvement

Every program offers opportunities for refinement.

Ask:

- What would we change if we hosted this program again?
- Were there any logistical, safety, accessibility, or planning challenges?
- Did we begin planning early enough?
- Were activities engaging for the intended age group?
- What additional resources or support would have strengthened the experience?

Part 7: Future Growth and Sustainability

A strong *Crescendo* program should not end when the activity concludes. Chapters are encouraged to consider how the experience can inspire future partnerships and continued youth music engagement.

Ask:

- How can the Chapter continue supporting this school, organization, or youth community?
- Could this become an annual or recurring Chapter program?
- Are there opportunities to deepen the partnership?
- What future activities, age groups, or formats should we explore?
- How can this program be documented for officer transition and future planning?

Final Thought

Reflection transforms an activity into a lasting learning experience. Through intentional reflection, Chapters not only recognize the impact of their *Crescendo* program, but also gain the insight needed to create stronger and more meaningful youth music experiences in the future.

Crescendo is not only about serving young musicians. It is about helping them grow, imagine, and continue making music.



Appendix C: Timeline & Checklist

Planning, Hosting, and Sustaining a Crescendo Program

This timeline is designed to help Chapters plan safe, intentional, and meaningful *Crescendo* experiences. Some milestones may not apply to every program. Chapters should adapt this checklist based on the partner organization, youth audience, activity format, and institutional requirements.

6–8 Weeks Before the Program

- ☐ Meet as a Chapter to define program goals
- ☐ Identify the youth audience or partner organization
- ☐ Determine the type of instrumental music activity
- ☐ Confirm how many Active Chapter Members can participate
- ☐ Identify possible dates and times
- ☐ Begin discussing budget, supplies, transportation, and accessibility needs
- ☐ Contact potential partners, such as music educators, schools, youth organizations, or community programs

4–6 Weeks Before the Program

- ☐ Confirm the partner organization
- ☐ Select the date, time, and location
- ☐ Identify age group and estimated number of youth participants
- ☐ Confirm adult-to-child ratio expectations
- ☐ Ask about paperwork, permission slips, volunteer requirements, photo restrictions, and background checks
- ☐ Develop the activity plan
- ☐ Assign Chapter roles
- ☐ Begin gathering supplies or materials

2–4 Weeks Before the Program

- ☐ Finalize the program schedule
- ☐ Confirm transportation and arrival details
- ☐ Review accessibility needs with the partner
- ☐ Prepare adapted activity options if needed
- ☐ Confirm documentation method if photos are not allowed
- ☐ Communicate expectations to participating Chapter Members
- ☐ Prepare any handouts, visuals, music, instruments, crafts, or activity stations

1 Week Before the Program

- ☐ Confirm final details with the partner
- ☐ Review safety expectations and youth interaction guidelines
- ☐ Confirm Chapter Member attendance
- ☐ Prepare supplies and materials
- ☐ Assign setup, facilitation, documentation, and cleanup roles
- ☐ Confirm emergency contact information and arrival procedures

Day of Program

- ☐ Arrive at the facility at the agreed upon time
- ☐ Check in with the partner organization or music educator
- ☐ Set up materials and activity stations
- ☐ Review expectations with Chapter Members
- ☐ Welcome youth participants warmly
- ☐ Facilitate the musical activity with enthusiasm and patience
- ☐ Follow all safety, accessibility, and partner expectations
- ☐ Document the program if permitted

Within 1 Week After the Program

- ☐ Thank the partner organization or music educator
- ☐ Complete the *Crescendo* Program Record Form or other documentation if needed
- ☐ Reflect as a Chapter
- ☐ Gather feedback from the partner, if possible
- ☐ Save planning notes, contact information, and materials for future officers
- ☐ Identify opportunities for continued partnership

Transition Notes

One copy of planning notes, partner contact information, activity materials, accessibility notes, documentation, and reflection outcomes should be retained by the Chapter for future officer transition and program development.



Appendix D: Speaker Invitation Templates

Sample Initial Speaker Invitation

Dear [Music Educator Name],

My name is [Your Name], and I am a member of Tau Beta Sigma at [College/University Name]. Tau Beta Sigma is a National Honorary Band Sorority dedicated to serving collegiate Band programs, developing leaders, promoting music appreciation, and strengthening communities through service.

Our Chapter is reaching out as part of **Crescendo: A Musical Youth Initiative**, one of Tau Beta Sigma's National Programs. Crescendo encourages Chapters to partner with elementary, middle school, and high school music programs to provide meaningful musical experiences that inspire, educate, and support young musicians. Through collaboration with local educators, we hope to help students build confidence, strengthen their musical skills, and develop a lifelong appreciation for music.

We would be honored to partner with your program by [describe the proposed activity]. Examples include sectionals, instrument demonstrations, leadership workshops, side-by-side rehearsals, masterclasses, music literacy activities, mentoring, performance collaborations, or other opportunities that support the goals of your program.

Our Chapter anticipates having approximately [number] members available to participate, and we are hoping to schedule this partnership on one of the following dates:

- [Date Option 1]
- [Date Option 2]
- [Date Option 3]

We recognize that every music program has unique goals and priorities, and we would be happy to tailor our plans to best support your students. If you are interested, we would welcome the opportunity to schedule a phone call or meeting to discuss ideas and determine how we can create a meaningful experience together.

Thank you for the work you do to inspire the next generation of musicians. We hope to have the opportunity to partner with you and support your program.

Sincerely,
[Your Name]
[Chapter Name]
[Phone Number]
[Email Address]

Sample Returning Partnership Invitation

Dear [Music Educator Name],

I hope you are doing well! My name is [Your Name], and I am a member of Tau Beta Sigma at [College/University Name]. We truly appreciated the opportunity to work with your students during our previous Crescendo partnership, and we would love the opportunity to collaborate with your program again this year.

Tau Beta Sigma's **Crescendo: A Musical Youth Initiative** encourages Chapters to partner with local music educators to create engaging musical experiences that support student growth, encourage leadership, and foster a lifelong appreciation for music. We value the relationships we build with local schools and enjoy finding new ways to support music educators and their students.

As we begin planning for this year, we would love to discuss opportunities to work with your program again. Whether it is assisting with sectionals, presenting leadership or musicianship workshops, mentoring students, helping with instrument demonstrations, collaborating on a performance, or developing another activity that best fits your program's needs, we are excited to partner with you.

We currently have the following dates available:

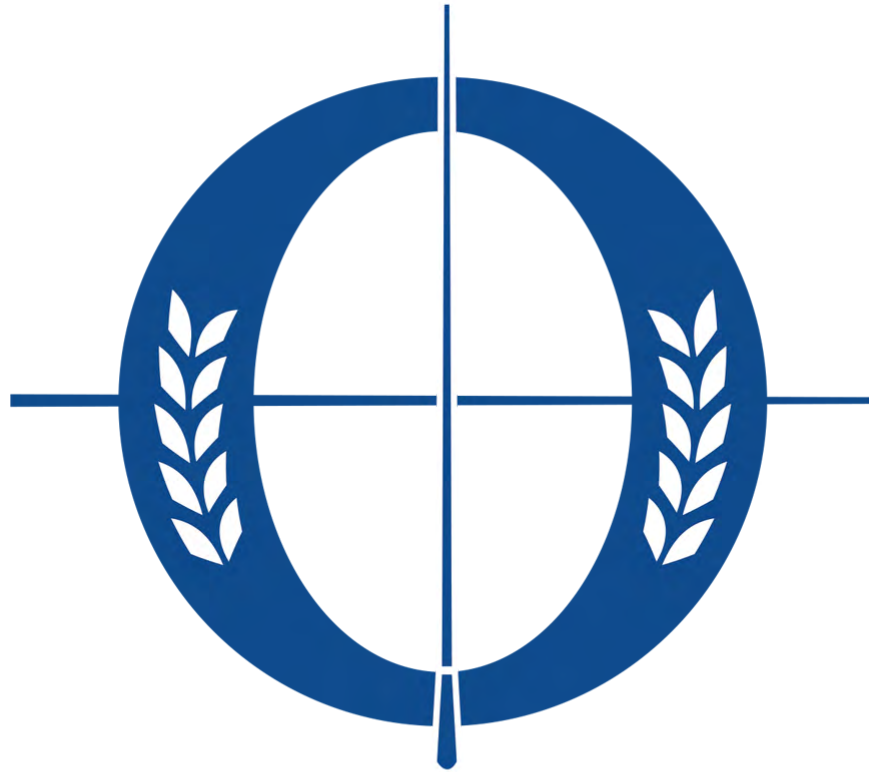
- [Date Option 1]
- [Date Option 2]
- [Date Option 3]

If another date or type of activity would better meet your needs, we would be happy to explore those options as well. Our goal is to create an experience that is meaningful for your students while supporting the wonderful work already taking place within your music program.

Thank you again for your continued partnership and for everything you do to inspire young musicians. We look forward to the opportunity to work with you again.

Sincerely,
[Your Name]
[Chapter Name]
[Phone Number]
[Email Address]





TAU BETA SIGMA
CODA

1. FOREWORD

Music has the power to connect people across generations. Through melody, rhythm, memory, movement, and shared experience, music can create moments of joy, reflection, belonging, and community. Tau Beta Sigma has long recognized that service through music is one of the most meaningful ways Chapters can live out the Mission and Purposes of the Sorority.

Coda was developed to intentionally connect Tau Beta Sigma Chapters with elder communities through meaningful music-centered engagement. Rooted in the Mission and Purposes of Tau Beta Sigma, this program provides Chapters with opportunities to cultivate music appreciation, share instrumental music, build community relationships, and serve older adults through thoughtful, accessible, and engaging musical experiences.

This initiative reflects the understanding that music appreciation does not end at any stage of life. Musical experiences can remain powerful, meaningful, and deeply personal throughout the “concluding passage” of life. By creating spaces where older adults can listen, participate, reminisce, move, create, and connect through music, Chapters contribute not only to the joy and engagement of participants, but also to the Sorority’s ongoing commitment to generosity, community development, and the Art of Music.

This updated guide builds upon that foundation while aligning *Coda* with the broader National Programs framework of Tau Beta Sigma. The purpose of this guide is not simply to explain how to visit an elder care facility or host a music activity. Its purpose is to help Chapters create experiences that:

- Cultivate and continue music appreciation among older adults
- Provide meaningful service through instrumental music
- Create intergenerational connection and engagement
- Support elder care facilities and community partners
- Encourage accessible and inclusive musical participation
- Strengthen relationships between Chapters, Bands, campuses, and communities
- Create sustainable opportunities for service, generosity, and musical outreach

At its core, *Coda* exists because music remains meaningful across a lifetime, and Tau Beta Sigma has the opportunity to share that meaning through service.



2. PROGRAM SNAPSHOT

What is *Coda*?

Coda is Tau Beta Sigma's Musical Elder Community Initiative focused on cultivating and continuing music appreciation among older adults and elder communities. The word "coda" is a musical term referring to the concluding passage of a piece or movement, often serving as an added section that brings the music to a meaningful close.

This meaning reflects the heart of the program. *Coda* focuses on music appreciation during the "concluding passage" of life by helping Chapters create musical experiences that are respectful, engaging, accessible, and joyful for older adults.

Coda addresses Tau Beta Sigma's purpose "to promote the existence and welfare of the collegiate Bands and to create a respect and appreciation for Band activities and achievements among the listening public everywhere." It also reflects two of Tau Beta Sigma's Eight Essential Factors: "A mutual interest in the Art of Music, in its performance, and in the aesthetic qualities it can project to others" and "Generosity of mind, heart, and hand."

Program Purpose

The purpose of *Coda* is to create meaningful opportunities for Chapters to engage older adults through instrumental music, music appreciation, and community-centered service.

A strong *Coda* experience should help participants enjoy, experience, and connect with music while creating meaningful interaction between Tau Beta Sigma members and elder communities. The program should be designed with care, respect, accessibility, and awareness of the needs and preferences of the audience.

Core Program Expectation

Chapters should intentionally plan and facilitate a music-centered experience for an elder community. The experience should be Chapter-led, accessible, respectful, engaging, and clearly connected to playing, listening to, learning about, moving with, or appreciating instrumental music.

A *Coda* program should include a meaningful instrumental music component. A majority of participants should be engaging with instrumental music, whether through listening, playing an instrument, participating in a music activity, or interacting with Chapter members through music-centered engagement.

Participation Expectations

Chapters should ensure that at least two-thirds (2/3) of Active Chapter Members participate in the *Coda* experience. Chapters are also encouraged to invite members of their Band program to participate; however, Band participant attendance is supplemental and does not replace the required participation of Active Chapter Members.

Because *Coda* often involves elder care facilities or community organizations, Chapters should also be mindful of volunteer-to-resident ratios, facility policies, accessibility expectations, transportation needs, quiet hours, background check requirements, and any restrictions established by the facility or community partner.

Examples of *Coda* Experiences

Examples may include:

- Instrument petting zoos
- Music bingo or "Name That Tune"
- Drum circles
- Kazoo play-alongs
- Mini-concerts for elder community members
- Pep Band tunes, school songs, or alma mater performances

- Teaching school cheers or spirit songs
- Indoor or outdoor mini-parades
- Music and movement activities
- Instrument demonstrations
- Interactive rhythm activities
- Small ensemble performances with audience engagement

Programs Generally Should Not Be

A *Coda* program should not be a passive visit with no meaningful musical engagement. It should also not be a vocal-only performance, such as a caroling group or choir, if the program does not include a clear instrumental music component.

A general volunteer visit, social activity, or performance does not automatically become a *Coda* experience simply because Chapter members attend or provide support. The Chapter should be able to clearly demonstrate its role in planning, facilitating, and creating an intentional music appreciation experience for an elder community.



3. PROGRAM PHILOSOPHY

Coda is rooted in the belief that music remains meaningful throughout every stage of life. A familiar melody, school song, rhythm activity, or live instrumental performance can spark memory, encourage movement, create conversation, and bring people together in powerful ways.

Tau Beta Sigma's Mission calls members to cultivate music appreciation and community development while providing exceptional service to collegiate Bands. *Coda* gives Chapters a meaningful way to extend that Mission beyond the rehearsal hall and into elder communities where music can create connection, joy, and shared experience.

The program also reflects the Sorority's commitment to generosity. Serving older adults through music requires more than simply performing. It requires patience, awareness, preparation, accessibility, and respect. Chapters should approach *Coda* as a collaborative experience with the elder care facility, community partner, residents, members, and staff.

At its best, *Coda* is not a performance delivered "to" an audience. It is an experience created "with" a community. Participants should feel included, welcomed, respected, and able to engage in ways that are meaningful and appropriate for them.

Coda invites Chapters to use music as a bridge across generations.

4. UNDERSTANDING THE IMPACT IN TAU BETA SIGMA

Coda connects directly to Tau Beta Sigma's commitment to music appreciation, service, and community development. Through this program, Chapters have the opportunity to demonstrate that music is not limited to performance settings, competitions, concerts, or collegiate ensembles. Music is also a tool for connection, care, memory, and joy.

The impact of *Coda* can be deeply personal. For older adults, a familiar tune may bring back memories of school, family, community, military service, worship, celebrations, or past musical experiences. For Chapter Members, *Coda* provides an opportunity to understand music as a form of service and to see how their musicianship can positively affect others.

This program also helps Chapters build meaningful relationships with elder care facilities, senior living communities, senior centers, hospitals, hospice care centers, places of worship, community centers, and other local organizations. These relationships can strengthen the Chapter's service identity and create recurring opportunities for meaningful outreach.

Coda reminds members that musicianship is not only about technical excellence. It is also about generosity, presence, empathy, and the willingness to share music in ways that meet people where they are.



5. CORE PROGRAM STANDARDS & EXPECTATIONS

A strong *Coda* program should be intentionally designed, elder-centered, music-focused, and Chapter-led. While the specific format may vary by Chapter, partner organization, facility, and audience, the core expectations should remain consistent.

A Strong Program Should Be Chapter-Led

Tau Beta Sigma should have an intentional role in planning, organizing, facilitating, or executing the *Coda* experience. The Chapter should not simply attend or assist with an event planned entirely by another organization. Members should be able to explain what the Chapter contributed and how the Chapter helped shape the musical experience.

Chapter leadership may include designing activities, coordinating with facility staff, preparing music, facilitating games, leading movement activities, organizing volunteers, selecting repertoire, adapting activities, or creating a music appreciation experience in partnership with the facility.

A Strong Program Should Be Music-Focused

Coda should include a clear focus on instrumental music. Participants should have opportunities to listen to, play, move with, learn about, or appreciate instrumental music.

This musical focus is what distinguishes *Coda* from a general elder community service project. The program should help participants experience the Art of Music and the aesthetic qualities it can project to others.

A Strong Program Should Be Audience-Appropriate

Working with elder communities requires thoughtful adaptation. Activities should be designed with the needs, abilities, preferences, and comfort of participants in mind. Chapters should work with facility staff or coordinators to understand what types of music, activities, noise levels, movement, and interaction will be most appropriate.

A strong *Coda* experience considers the audience before selecting the activity.

A Strong Program Should Be Safe, Respectful, and Well-Coordinated

Chapters should follow all policies and expectations of the elder care facility or community partner. This may include visitor procedures, volunteer requirements, background checks, resident interaction guidelines, quiet hours, health protocols, photography restrictions, and supervision expectations.

Tau Beta Sigma members should approach residents, members, staff, and community participants with kindness, patience, dignity, and respect.

A Strong Program Should Be Accessible and Inclusive

Coda experiences should be designed so participants of varying mobility, cognitive, sensory, and communication needs can engage meaningfully. Chapters should consider room layout, sound volume, seating, movement options, adaptive participation, and alternate ways to respond or interact. When possible, ask the facility coordinator in advance what accommodations or adaptations would best support participants.

Before finalizing the activity, Chapters should review the physical space and participant needs with the facility or community partner. Chapters should confirm accessible entrances, accessible parking, restroom access, elevator access if needed, and whether any areas require keys, staff assistance, or additional permissions.

The selected room should be spacious enough for Chapter Members, residents, staff, instruments, supplies, mobility devices, and participant movement. Seating should allow participants to see, hear, and engage comfortably while maintaining clear pathways.

Chapters should create adapted versions of activities so participants of varying mobility, cognitive, sensory, and communication needs can participate. Adaptations may include seated movement, large-print materials, simplified instructions, pre-prepared materials, visual cues, quieter instruments, smaller group options, or ways to respond without speaking aloud.

Chapters should be mindful of sound levels, quiet hours, visiting hours, and other activities taking place in the facility. Instrumental music should be shared in a way that is engaging without being overwhelming.

When possible, Chapters should ask the facility coordinator in advance what accommodations or adaptations would help residents participate fully. Collaboration with facility staff is essential because they understand participant needs, comfort levels, space limitations, and daily routines.



6. WHAT QUALIFIES AS A CODA EXPERIENCE?

Coda experiences may vary widely depending on the facility, audience, Chapter capacity, available instruments, and participant needs. The following examples are intended to guide Chapters as they design programs.

✓ Likely Qualifying Experiences

A program will generally align strongly with *Coda* when it is Chapter-led, elder-community-focused, and intentionally centered on instrumental music appreciation, participation, or engagement. Examples may include:

- An instrument petting zoo for older adults.
- Music bingo or “Name That Tune” using instrumental music
- A drum circle or rhythm activity
- A kazoo play-along with instrumental accompaniment
- A mini-concert with audience interaction
- A performance of Pep Band tunes or school songs
- Teaching school alma mater
- A mini-parade inside or outside of a facility
- A music and movement activity designed for the audience
- A small ensemble performance with conversation or reflection
- An interactive instrument demonstration

⚠ Experiences That May Qualify Depending on Structure

Some experiences may qualify if the Chapter intentionally designs and facilitates a music appreciation component connected to elder community engagement. Examples may include:

- A facility performance, if it includes instrumental music and meaningful audience engagement
- A holiday program, if it is not solely vocal and includes instrumental participation or appreciation
- A community music event, if the Chapter leads an elder-focused musical activity
- A visit to an elder care facility, if the Chapter facilitates an intentional instrumental music experience
- A movement or wellness activity, if music appreciation and instrumental music are central to the experience

In these situations, the Chapter should be able to explain how participants were engaged in instrumental music and what role the Chapter played in planning or facilitating the experience.

✗ Experiences That Generally Do Not Qualify

Events generally do not align with *Coda* if they do not intentionally engage elder community members in instrumental music or if the Chapter does not have a meaningful role in planning or execution. Examples may include:

- A general elder community volunteer visit with no music focus
- A caroling group or choir with no (or limited) instrumental component
- A passive performance with no connection to music appreciation or engagement
- A social visit with no intentional musical activity
- An event planned entirely by a facility where the Chapter has no intentional role
- An activity that does not consider participant accessibility, comfort, or facility expectations

7. DESIGNING MEANINGFUL EXPERIENCES

Strong *Coda* experiences begin with purpose. Before contacting an elder care facility or community organization, Chapters should meet to determine what kind of music appreciation experience they hope to create and what community need they are prepared to support.

The most effective *Coda* programs are designed around the audience. Some residents may enjoy school songs, pep tunes, or familiar melodies. Others may prefer interactive games, rhythm activities, movement, or smaller performances. Some communities may be highly active and social, while others may require quieter, more adaptive experiences.

Chapters should begin by asking:

- What elder community are we hoping to serve?
- What type of music experience would be meaningful for this group?
- How will this program cultivate or continue music appreciation?
- What role will our Chapter play in planning and facilitation?
- What instruments, music, supplies, or materials will be needed?
- What accessibility, sound, space, mobility, or facility requirements must we follow?

A strong *Coda* program does not need to be elaborate. A thoughtfully planned mini-concert, rhythm activity, music bingo game, or school song performance can have tremendous impact when it is engaging, respectful, accessible, and connected to music appreciation.

The goal is not simply to visit a facility. The goal is to create a musical experience that honors the audience, encourages connection, and reflects the Values of Tau Beta Sigma.



8. COLLABORATION & COMMUNITY ENGAGEMENT

Coda is strongest when Chapters build meaningful partnerships with elder care facilities, senior living communities, senior citizen centers, hospitals, hospice care centers, places of worship, and community organizations. These partnerships help ensure the program is appropriate, respectful, safe, and connected to the needs of the audience.

Potential partners may include:

- Assisted living communities
- Senior living communities
- Senior citizen centers
- Retirement homes or communities
- Nursing homes
- Places of worship
- YMCA programs
- Community centers
- Hospitals
- Hospice care centers
- Local music programs
- Community arts organizations

Facility staff and activity directors can be especially valuable partners because they understand the residents, daily schedules, accessibility needs, space limitations, and activity preferences. Chapters should ask partners what would be helpful rather than assuming what residents may enjoy.

Collaboration should be built through communication, shared planning, clear expectations, and follow-through. A strong *Coda* partnership respects the expertise of facility staff and the dignity of the participants.

9. CREATING IMPACT THROUGH THE PROGRAM

The impact of *Coda* is rooted in connection, music appreciation, and generosity. A meaningful *Coda* experience can help participants feel seen, included, energized, comforted, or connected to memories and communities through music.

Coda experiences can create impact by:

- Cultivating music appreciation among older adults
- Sharing instrumental music in accessible and engaging ways
- Creating intergenerational connection
- Supporting elder care facilities and community organizations
- Encouraging movement, memory, conversation, and joy
- Giving Chapter Members opportunities to serve through musicianship
- Strengthening relationships between Chapters and local communities
- Demonstrating the lifelong value of music

The impact of *Coda* may be immediate, such as residents singing along, smiling, clapping, playing rhythm instruments, asking questions, or sharing memories. It may also be long-term, such as a facility requesting future visits, a Chapter building an annual tradition, or members developing a deeper understanding of music as service.

Chapters should consider how the experience will continue to matter after the event ends. This may include maintaining contact with the facility, returning at a less common time of year, building an annual program, or creating transition notes so future officers can continue the partnership.



10. PLANNING & EXECUTING YOUR PROGRAM

Successful *Coda* programs require thoughtful planning, clear communication, and attention to accessibility, dignity, and musical purpose. Because *Coda* often involves elder care facilities or community partners, Chapters should begin planning early and work closely with facility staff.

Chapters should begin by identifying the type of elder community they hope to serve. Some Chapters may work with assisted living communities, senior centers, nursing homes, places of worship, hospitals, hospice care centers, or community centers. When working with an elder care facility, the Chapter should consider how its members can support the facility's goals through music appreciation activities, mini-concerts, interactive games, movement activities, school spirit programs, instrumental demonstrations, or other music-centered experiences.

When partnering with elder care facilities or community organizations, Chapters should become familiar with the facility's schedule, volunteer expectations, accessibility needs, resident needs, documentation policies, and any restrictions related to participation or photography. Some facilities may have volunteer-to-resident ratios or limits on how many volunteers may attend at one time. Chapters should respect those expectations while planning for enough members to facilitate activities effectively. Chapters should plan for at least two-thirds (2/3) of Active Chapter Members to participate whenever possible.

Working with elder communities may require flexibility. Some programs may occur during the school day, while others may be scheduled in the evening or on weekends. Chapters should identify several possible dates when enough members are available and be mindful that the holiday season is often a popular time for volunteer visits. Visiting elder communities at other times of year can help provide meaningful engagement when facilities may receive fewer volunteer requests.

Chapters should develop a realistic budget early in the planning process. *Coda* programs may require supplies, printed materials, rhythm instruments, kazoos, craft items, transportation support, music copies, name tags, sanitization materials, or adapted materials. Chapters should not assume the facility will provide supplies unless that has been confirmed.

Once the audience, partner, date, and budget are known, the Chapter should design an accessible and engaging musical experience connected to instrumental music. Activities may include music games, instrument demonstrations, rhythm activities, music and movement, mini-concerts, pep tunes, school songs, small ensembles, or guided music appreciation activities. If performing solos or small ensemble works, Chapters may need sheet music and may seek support from Sponsors, Directors of Bands, music libraries, lesson professors, graduate assistants, local Band directors, or online music libraries.

Accessibility and comfort should be considered from the beginning. Chapters should confirm accessible entrances, parking, restrooms, room layout, sound levels, quiet hours, and any space restrictions. Activities should be adaptable for participants of all ability levels through options such as seated movement, large-print materials, simplified response options, pre-prepared materials, verbal and visual instructions, quieter instrumentation, or alternate ways to participate. Chapters should also be mindful of volume and ask the facility coordinator what accommodations would best support residents or participants.

Chapters should document the program for future planning and officer transition. Documentation may include facility contact information, event description, participant estimate, Chapter participation, photos if permitted, activity plans, music performed, budget notes, accessibility considerations, facility feedback, and reflection notes. If photographs are not permitted, Chapters should use a *Coda* Program Record Form or facility verification to document the activity.

For additional information, please see [Appendix A](#).

11. FREQUENTLY ASKED QUESTIONS

Does *Coda* have to involve elder communities?

Yes. *Coda* is designed to focus on cultivating and continuing music appreciation with older members of the community. Appropriate audiences may include assisted living communities, senior living communities, senior centers, nursing homes, retirement communities, hospitals, hospice care centers, or other elder-focused community spaces.

Does the program have to include instrumental music?

Yes. *Coda* should include a meaningful focus on instrumental music. A majority of participants should be engaging with instrumental music through listening, playing, movement, rhythm, games, or appreciation.

Can we sing or include vocal music?

Vocal music may be included as part of a broader program, but a caroling group or choir alone is not considered eligible if there is no instrumental music component. The program should clearly center instrumental music appreciation.

Can we perform a mini-concert?

Yes. A mini-concert can be a strong *Coda* experience when it is designed with the audience in mind and includes a clear music appreciation component. Consider adding introductions, explanations, audience interaction, school songs, or opportunities for participants to engage.

Can we work with a community center instead of an assisted living facility?

Yes. Chapters may work with senior centers, retirement communities, nursing homes, hospitals, hospice care centers, places of worship, community centers, or similar elder-focused spaces.

What if the facility limits the number of volunteers?

If the facility limits the number of participants, ask the facility volunteer coordinator to document the restriction through a *Coda* Program Record Form or similar verification. Chapters should respect facility requirements and plan accordingly.

What if photos are not allowed?

If photos are not permitted, Chapters should document the experience through a *Coda* Program Record Form or verification completed by the facility contact.

Do we need background checks?

Possibly. Some elder care facilities require background checks or other volunteer paperwork. Chapters should ask about requirements early in the planning process.

Can we visit during the holidays?

Yes, but Chapters should know that the holiday season is a popular time for volunteer visits. Consider offering programs at other times of the year as well, when facilities may receive fewer outside groups.



12. REFLECTION & SUSTAINABILITY

Reflection helps transform an elder community music activity into a lasting program experience. After the event, Chapters should take time to discuss what participants experienced, how residents or members engaged with music, how the Chapter supported the facility or community partner, and how the experience may shape future programming.

Reflection may happen during a Chapter meeting, through a written response, in small groups, or as part of a post-event debrief. The format is less important than the intentionality of the conversation. Chapters may reflect on questions such as:

- How did this program cultivate or continue music appreciation?
- What moments of connection, joy, memory, or engagement occurred?
- How did participants respond to the music or activities?
- How did Chapter Members serve through musicianship?
- How did this program support the facility or community partner?
- What worked well in the activity design?
- What would we improve for next time?
- How can we continue this partnership in the future?

Sustainability matters. A strong *Coda* program should not exist as a one-time activity with no follow-up. Chapters can build continuity by maintaining facility contact lists, saving activity plans, documenting accessibility needs, recording reflection takeaways, and creating transition resources for future officers.

A Chapter that returns to the same elder care facility or community partner year after year can create deeper trust, stronger programming, and greater long-term impact.

For additional information, please see [Appendix B](#).

13. TIMELINE & PLANNING FRAMEWORK

Strong *Coda* programs benefit from intentional planning timelines. Because many *Coda* experiences involve elder care facilities or community partners, Chapters should allow time for communication, permissions, accessibility planning, supplies, and scheduling.

6–8 Weeks Prior

Identify the type of *Coda* program, potential facility or community partner, intended audience, activity format, Chapter availability, and available resources.

4–6 Weeks Prior

Contact the facility or community partner and begin shaping the program together. Confirm goals, date options, location, volunteer expectations, accessibility needs, paperwork, background checks, supplies, equipment, transportation, music selections, and budget needs.

2–4 Weeks Prior

Finalize the activity plan, Chapter roles, music, materials, schedule, expected participant count, member participation, volunteer-to-resident expectations, and any photo or documentation restrictions. Begin rehearsing if the program includes a performance.

1 Week Prior

Review the full plan with participating Chapter Members. Confirm transportation, supplies, arrival time, facility contact information, quiet hours, accessibility accommodations, interaction expectations, and member role assignments.

Day Before the Program

Prepare all supplies and materials, including printed items, music, instruments, accessibility items, and any materials needed for the activity. Confirm transportation, event time, member attendance, and dress expectations.

Day of Program

Coordinate the setup schedule with the facility contact and arrive at the agreed-upon time. Arriving before the facility is ready may create unnecessary stress. Check in, review the space and schedule, set up materials, and begin on time. Throughout the experience, Chapter Members should create a respectful and caring environment for everyone.

After the Program

Thank residents, community members, and facility staff. Clean up the space. Complete any required *Coda* Program Record Forms. Reflect as a Chapter, gather documentation, save planning notes, and identify future opportunities for continued partnership.

For additional information, please see [Appendix C](#).



14. FINAL THOUGHTS

Coda is one of Tau Beta Sigma's most meaningful opportunities to share music as a form of connection, generosity, and community care. Through this program, Chapters can cultivate music appreciation, support elder communities, and use instrumental music to create moments of joy, memory, movement, and belonging.

At its best, *Coda* is not simply a visit to an elder care facility. It is an intentional musical experience. It is a reminder that music continues to matter throughout life. It is a way for Chapters to honor older adults, build intergenerational connection, and share the Art of Music through service.

By hosting thoughtful, accessible, inclusive, and music-centered *Coda* experiences, Chapters contribute to the values of music appreciation, community development, service, and generosity within Tau Beta Sigma.

Coda is more than an elder community initiative. It is a commitment to sharing music across generations.

Coda. For Greater Bands.

Appendix A: Event Planning Guide

Designing a Coda Experience That Creates Impact

A strong *Coda* program begins with intentional planning. This guide is designed to help Chapters move from idea to execution while maintaining alignment with the Mission and Values of Tau Beta Sigma.

Step 1: Define the Purpose of the Program

Before contacting an elder care facility or community organization, determine what the Chapter hopes to accomplish. A clear purpose will guide partner selection, activity design, music selection, supplies, staffing, and reflection. Consider:

- What do we want participants to experience through music?
- How will this program cultivate or continue music appreciation?
- Why is this experience important for our Chapter, Band, campus, or community?
- What type of activity would best support the audience we are serving?

Step 2: Identify the Audience

Determine whether the program will serve residents of an assisted living community, senior living community, nursing home, senior citizen center, retirement community, hospital, hospice care center, place of worship, or another elder-focused community space.

Audience clarity helps the Chapter design an accessible, respectful, and meaningful experience.

Step 3: Select a Partner Organization

Use campus, community, alumni, District, and local networks to identify potential partners. Activity directors, volunteer coordinators, facility directors, health and human services staff, places of worship, and community centers may all help connect the Chapter with an elder community.

Seek partners who can help the Chapter understand participant needs, accessibility considerations, preferred activities, facility expectations, sound concerns, and scheduling requirements.

Step 4: Contact the Partner Professionally

Initial contact should be clear, respectful, and informative. Explain Tau Beta Sigma, the *Coda* program, why the Chapter is interested in partnering, what type of program the Chapter hopes to offer, how many members can participate, and what dates are available. You can find templates in [Appendix D](#).

Chapters should also ask early about visiting hours, quiet hours, volunteer limits, resident preferences, accessibility accommodations, photo restrictions, and facility procedures.

Step 5: Confirm Format and Logistics

Work with the partner to determine whether the experience will be a mini-concert, music bingo, instrument petting zoo, rhythm activity, kazoo play-along, school spirit program, mini-parade, music and movement activity, or another format. Confirm:

- Date and time
- Location within the facility
- Audience size
- Number of Chapter Members participating
- Volunteer-to-resident ratio expectations
- Activity format
- Music selections
- Supplies and materials
- Accessibility needs
- Sound or quiet-hour restrictions
- Photo or documentation restrictions
- Transportation
- Permissions, paperwork, or background checks



Step 6: Design the Musical Experience

The program should be engaging, accessible, and centered on instrumental music. Chapters should make sure participants are able to listen to, play, move with, learn about, or appreciate instrumental music in a way that is appropriate for the audience.

Activities should be clear, flexible, respectful, and adaptable for different ability levels.

Step 7: Execute with Care

On the day of the program, arrive prepared, welcome participants warmly, follow facility expectations, and create a respectful and encouraging environment. Chapter Members should model patience, generosity, enthusiasm, kindness, and professionalism.

Step 8: Follow Up and Reflect

After the program, thank the facility staff and participants, reflect as a Chapter, document outcomes, complete any record forms, and identify how the experience may inform future programming.



Pro Tips for Success

- Start small, but be intentional. A meaningful *Coda* experience does not need to be elaborate. A mini-concert, music bingo activity, rhythm game, school song performance, or instrument demonstration can create meaningful connection when planned with care.
- Focus on connection over performance. Musical quality matters, but the goal is not simply to perform at participants. Strong *Coda* programs create opportunities for older adults to listen, engage, reminisce, move, respond, or participate in ways that are comfortable and meaningful.
- Use facility staff, activity directors, Band leadership, music faculty, and Alumni as resources. Facility staff can help identify resident preferences, accessibility needs, sound considerations, room setup, and the types of activities that will best support participants.
- Plan for accessibility and comfort early. Consider mobility, seating, sound volume, room layout, restroom access, sensory needs, and adapted participation options. Ask the facility contact what accommodations would help participants fully engage.
- Choose music with the audience in mind. Familiar songs, school tunes, pep Band favorites, patriotic selections, seasonal pieces, or interactive music games may help participants connect more easily with the experience.
- Build partnerships that can be repeated or sustained. A strong relationship with an elder care facility or community partner can become an annual tradition or ongoing Chapter service opportunity.
- Reflect and improve each time. Document what residents enjoyed, what worked logistically, what should be adjusted, and what future officers should know before returning.

Final Thought

Coda is not about checking a box or simply visiting an elder care facility. It is about creating meaningful opportunities for older adults to experience, appreciate, and connect through instrumental music.

When Chapters intentionally share music across generations, they strengthen communities through service.

Appendix B: Coda Reflection Guide

Evaluating Music Appreciation, Connection, and Community Impact

Purpose of This Reflection Guide

Reflection is a critical component of meaningful programming. This guide is designed to help Chapters evaluate the musical value, participant engagement, and lasting impact of their Coda experience.

A Coda program should do more than provide an activity for an elder community. It should create space for music appreciation, connection, generosity, memory, movement, and shared joy.

This guide is designed to help Chapters:

- Evaluate the effectiveness of their Coda program
- Identify how participants engaged with instrumental music
- Assess how the program supported an elder care facility or community partner
- Understand the impact on the Chapter, Band, campus, or community
- Capture insights for future planning and program development

Chapters are encouraged to complete this reflection as a group following the program.

Part 1: Program Purpose Reflection

Purpose and Intent

Begin by revisiting the original purpose of the program. A strong reflection should consider not only what happened, but why the Chapter chose to host this experience and what it was intended to accomplish.

Ask:

- What was the purpose of this Coda program?
- Why did our Chapter choose this elder community, partner, or activity?
- How did this event connect to the Mission and Purposes of Tau Beta Sigma?
- What did we hope participants would experience, enjoy, or better appreciate?
- Did the program accomplish what we intended?

Connection to Tau Beta Sigma

Coda is directly connected to Tau Beta Sigma's commitment to music appreciation, community development, generosity, and the Art of Music.

Ask:

- How did this program reflect the Values of Tau Beta Sigma?
- How did the event promote respect and appreciation for Band activities?
- How did the experience cultivate or continue music appreciation among older adults?

Part 2: Participant Engagement Reflection

Participant Experience

A meaningful Coda experience should actively engage participants in instrumental music. Reflection should consider how residents or community members participated and how the Chapter supported their engagement.

Ask:

- Who participated in the event?
- How did participants engage with instrumental music?
- Were participants listening, playing, moving, clapping, singing along, asking questions, sharing memories, or responding to the music?
- What moments seemed most meaningful or joyful for participants?
- How did Chapter Members encourage comfort, participation, and connection?



Accessibility and Comfort

Coda programs should be designed around the needs and abilities of the audience.

Ask:

- Was the activity appropriate for the audience?
- Were instructions clear and accessible?
- Was the volume appropriate?
- Did the room layout support participation and mobility?
- Were there opportunities for all participants to engage?
- How could the activity be better adapted in the future?

Part 3: Collaboration & Community Engagement Reflection

Strong *Coda* programs often depend on collaboration with elder care facilities, activity directors, volunteer coordinators, staff, or community partners.

Ask:

- Who did we partner with?
- How did the partner help shape the program?
- Did the program meet the needs of the facility or community partner?
- How did collaboration enhance the experience?
- How could communication or collaboration be improved in future programs?

Part 4: Impact Reflection

Music Appreciation Impact

The strongest *Coda* programs help participants experience music as joyful, meaningful, accessible, and connected to memory or community.

Ask:

- How did this program cultivate or continue music appreciation?
- What new awareness, joy, connection, or engagement did participants experience?
- How did the event demonstrate the lifelong value of music?
- Did participants share memories or responses connected to the music?

Chapter, Band, Campus, and Community Impact

Ask:

- How did this program impact the Chapter?
- How did Chapter Members serve through musicianship?
- How did this event strengthen relationships with the facility, campus, Band, or community?
- What long-term impact could come from this experience?

Part 5: Program Effectiveness

Planning and Execution

Ask:

- Did the program meet its intended goals?
- Was the event well-organized and respectfully executed?
- Were facility expectations followed?
- Were staffing, supplies, transportation, accessibility, sound, and timing handled effectively?
- Did at least two-thirds (2/3) of Active Chapter Members participate?

Most Successful Elements

Ask:

- What aspects of the program were most successful?
- What feedback did we receive from participants, staff, partners, or members?
- What should future officers know if they host a similar event?
- Would we use this activity, partner, or format again?

Part 6: Opportunities for Improvement

Every program offers opportunities for refinement.

Ask:

- What would we change if we hosted this program again?
- Were there any logistical, accessibility, sound, or planning challenges?
- Did we begin planning early enough?
- Were activities engaging and appropriate for the audience?
- What additional resources or support would have strengthened the experience?

Part 7: Future Growth and Sustainability

A strong *Coda* program should not end when the activity concludes. Chapters are encouraged to consider how the experience can inspire future partnerships and continued elder community engagement.

Ask:

- How can the Chapter continue supporting this facility or community partner?
- Could this become an annual or recurring Chapter program?
- Are there opportunities to deepen the partnership?
- What future activities, music selections, or formats should we explore?
- How can this program be documented for officer transition and future planning?

Final Thought

Reflection transforms an activity into a lasting learning experience. Through intentional reflection, Chapters not only recognize the impact of their *Coda* program, but also gain the insight needed to create stronger and more meaningful elder community music experiences in the future.

Coda is not only about serving older adults. It is about honoring their experiences, sharing music across generations, and carrying forward the belief that the Art of Music continues to matter throughout life.



Appendix C: Timeline & Checklist

Planning, Hosting, and Sustaining a Coda Program

This timeline is designed to help Chapters plan respectful, accessible, and meaningful *Coda* experiences. Some milestones may not apply to every program. Chapters should adapt this checklist based on the facility, audience, activity format, and partner requirements.

6–8 Weeks Before the Program

- ☐ Meet as a Chapter to define program goals
- ☐ Determine what type of *Coda* event the Chapter would like to hold
- ☐ Review possible activities and choose a program format
- ☐ Identify potential elder care facilities or community partners
- ☐ Confirm how many Active Chapter Members can participate
- ☐ Identify possible dates and times
- ☐ Begin discussing budget, supplies, transportation, music, and accessibility needs
- ☐ Contact potential partners, such as activity directors, volunteer coordinators, facility directors, or community organizations

4–6 Weeks Before the Program

- ☐ Confirm the facility or community partner
- ☐ Select the date, time, and location
- ☐ Identify expected audience size
- ☐ Confirm volunteer-to-resident ratio expectations or participation limits
- ☐ Ask about paperwork, visitor requirements, photo restrictions, background checks, quiet hours, and facility procedures
- ☐ Develop the activity plan
- ☐ Assign Chapter roles
- ☐ Begin gathering music, supplies, or materials

2–4 Weeks Before the Program

- ☐ Finalize the program schedule
- ☐ Confirm transportation and arrival details
- ☐ Review accessibility needs with the facility
- ☐ Prepare adapted activity options if needed
- ☐ Confirm documentation method if photos are not allowed
- ☐ Communicate expectations to participating Chapter Members
- ☐ Prepare any music, visuals, instruments, games, kazoos, rhythm materials, or activity stations

1 Week Before the Program

- ☐ Confirm final details with the facility
- ☐ Review interaction expectations and facility procedures
- ☐ Confirm Chapter Member attendance
- ☐ Prepare supplies and materials
- ☐ Assign setup, facilitation, performance, documentation, and cleanup roles
- ☐ Confirm emergency contact information and arrival procedures

3–5 Days Before the Program

- ☐ Check in with Chapter Members participating in the event
- ☐ Practice any music that will be performed
- ☐ Discuss day-of logistics, including travel arrangements, supplies, attire, event timing, and member responsibilities

1 Day Before the Program

- ☐ Prepare all supplies and materials in one place
- ☐ Confirm transportation to and from the event
- ☐ Confirm the event time and Chapter Member attendance
- ☐ Gather printed materials, music, instruments, games, kazoo's, rhythm items, and any accessibility materials needed

30 Minutes Before the Program

- ☐ Arrive at the facility at the agreed upon time
- ☐ Walk through the space
- ☐ Confirm setup and event details with the facility contact
- ☐ Review any last-minute logistics, sound considerations, mobility concerns, or participant needs

Day of Program

- ☐ Begin the event on time
- ☐ Remain positive, poised, patient, and engaged
- ☐ Follow all facility expectations
- ☐ Support participants with respect and care
- ☐ Keep the experience centered on instrumental music appreciation

After the Program

- ☐ Thank the residents or community members and facility staff
- ☐ Clean up the space
- ☐ Leave the facility better than you found it
- ☐ Complete the *Coda* Program Record Form if needed

Within 1 Week After the Program

- ☐ Send a thank-you message to the facility contact
- ☐ Reflect as a Chapter
- ☐ Gather documentation and feedback
- ☐ Save planning notes, contact information, accessibility notes, and materials for future officers
- ☐ Identify opportunities for continued partnership

Transition Notes

One copy of planning notes, facility contact information, activity materials, accessibility notes, documentation, and reflection outcomes should be retained by the Chapter for future officer transition and program development.



Appendix D: Partnership Invitation Templates

Sample Initial Partnership Invitation

Dear [Community Partner Name],

My name is [Your Name], and I am a member of Tau Beta Sigma at [College/University Name]. Tau Beta Sigma is a National Honorary Band Sorority dedicated to serving collegiate Band programs, developing leaders, promoting music appreciation, and strengthening communities through service. Our Chapter is reaching out as part of **Coda**, one of Tau Beta Sigma's National Programs. Coda encourages Chapters to partner with organizations serving older adults to create meaningful musical experiences that foster connection, engagement, and lifelong appreciation for music.

We would be honored to partner with your organization by [describe the proposed activity]. Examples may include musical performances, instrument demonstrations, music appreciation sessions, interactive music activities, holiday programs, or other activities that encourage conversation and meaningful interaction around music between our members and your residents.

As we begin planning, we would appreciate learning more about your organization and your residents. If possible, we would love your guidance on a few questions:

- Are there preferred days or times for volunteers or community groups to visit?
- Approximately how many volunteers can your facility comfortably accommodate?
- Are there particular interests, musical styles, or activities your residents especially enjoy?
- Are there any accessibility considerations, accommodations, or facility guidelines we should be aware of as we plan our visit?
- Are there any policies or procedures our volunteers should review before participating?

We recognize that every community is unique, and we would be happy to tailor our visit to best support your residents and staff. If you are interested, we would welcome the opportunity to schedule a phone call or meeting to discuss ideas and begin planning together.

Thank you for the work you do to enrich the lives of your residents. We hope to have the opportunity to partner with you and create a meaningful experience through music and service.

Sincerely,

[Your Name]

[Chapter Name]

[Phone Number]

[Email Address]

Sample Returning Partnership Invitation

Dear [Community Partner Name],

I hope you are doing well! My name is [Your Name], and I am a member of Tau Beta Sigma at [College/University Name]. We greatly appreciated the opportunity to visit your organization through **Coda** and would love the opportunity to partner with you again this year.

Tau Beta Sigma's **Coda** National Program encourages Chapters to build lasting relationships with organizations serving older adults by creating opportunities for music, conversation, service, and community engagement. Our members always enjoy spending time with your residents, and we are excited to continue building that relationship.

As we begin planning for this year, we would love to discuss another visit with your organization. Whether it includes a musical performance, interactive music activity, seasonal celebration, or simply spending time connecting with your residents around music, we would be happy to work with you to create an experience that best fits your community.

We currently have the following dates available:

- [Date Option 1]
- [Date Option 2]
- [Date Option 3]

If another date or type of activity would better meet your needs, we would be happy to explore those options. Our goal is to create an engaging and meaningful experience for your residents while supporting the wonderful work your staff provides every day.

Thank you again for your continued partnership and for welcoming our Chapter into your community. We look forward to the opportunity to visit again soon.

Sincerely,
[Your Name]
[Chapter Name]
[Phone Number]
[Email Address]





1. FOREWORD

Musicianship has always been central to the work, identity, and service of Tau Beta Sigma. From supporting collegiate Bands through rehearsal preparation to contributing positively to performances, members of Tau Beta Sigma serve their Bands not only through projects and logistics, but also through the care, discipline, and musical preparation they bring to each ensemble experience.

For Greater Practice was developed to intentionally strengthen musicianship within Tau Beta Sigma Chapters by encouraging members to develop consistent practice habits, improve instrumental and auxiliary skills, and approach musical preparation as an act of service. Rooted in the Mission and Purposes of Tau Beta Sigma, this program provides Chapters with opportunities to cultivate individual growth, ensemble contribution, accountability, and a stronger culture of musical excellence.

This initiative reflects the understanding that strong musicianship does not happen accidentally. It is cultivated through consistent practice, thoughtful goal-setting, reflection, personal discipline, and a commitment to improvement over time. By encouraging members to practice intentionally and track their growth, Chapters contribute not only to their own development, but also to the overall quality, confidence, and preparation of the Bands they serve.

This updated guide builds upon that foundation while aligning *For Greater Practice* with the broader National Programs framework of Tau Beta Sigma. The purpose of this guide is not simply to explain how to track practice hours. Its purpose is to help Chapters create experiences that:

- Strengthen musicianship within the Chapter
- Encourage consistent and intentional practice habits
- Support musical preparation for Band participation and service
- Develop accountability, discipline, and personal growth
- Create a more musical approach to Chapter and community-based projects
- Support auxiliary, instrumental, conducting, and other performance-based growth
- Cultivate stronger individual musicians in service to stronger Bands

At its core, *For Greater Practice* exists because prepared musicians strengthen ensembles, and stronger musicians serve Bands more fully.



2. PROGRAM SNAPSHOT

What is *For Greater Practice*?

For Greater Practice is Tau Beta Sigma's Musicianship Initiative designed to help Chapter Members serve their Bands more effectively by developing consistent practice habits and strengthening musical fundamentals. The program encourages members to view practice not as an isolated individual task, but as a meaningful form of service to the Band.

Through individual practice, sectionals, group rehearsal, auxiliary practice, conducting preparation, score study, and project-specific musical preparation, Chapters can create a culture where musical growth is valued, supported, tracked, and celebrated.

For Greater Practice supports the idea that every member can contribute to the quality of the ensemble by preparing thoughtfully and consistently.

Program Purpose

The purpose of *For Greater Practice* is to help members become stronger musicians, performers, and contributors to their Bands. The program supports musical growth through intentional practice, accountability, goal-setting, and reflection.

For Greater Practice addresses Tau Beta Sigma's Fourth and Fifth Purposes "To develop leadership through active participation with the band, and through it, to strengthen those traits of conduct, thought, and idealism which characterize the responsible membership of the band" and "To encourage a close relationship between collegiate bands and promote a high average of attainment by the performance of good music and selection of worthwhile projects." It also connects to the Second Essential Factor of "Demonstrated loyalty and dependability to those persons and institutions deserving of it."

A strong *For Greater Practice* experience should help members develop habits that improve individual musicianship, strengthen ensemble contribution, and support the Chapter's ability to serve through music.

Core Program Expectation

Chapters should intentionally organize and track practice opportunities that strengthen musicianship and performance preparation. The program should be Chapter-supported, consistent, accessible to participating members, and clearly connected to musical growth.

Each participant is encouraged to practice at least one hour each week while school is in session. Chapters are challenged to log practice hours each month based on the number of Active Chapter Members in the Chapter.

Participation Expectations

The *For Greater Practice* Initiative was designed primarily for Active Chapter Members, but Conditional Members and Membership Candidates are strongly encouraged to participate. When Chapters calculate weekly or monthly goals, Conditional Members and Membership Candidates may be included in the total practice hour goals.

The monthly Chapter goal is calculated as:

$0.50 \times \text{number of Active Chapter Members} \times 4 \text{ hours} = \text{total Chapter practice hours per month}$

For example, a Chapter with 24 Active Chapter Members would have a monthly goal of 48 practice hours:
 $0.50 \times 24 \times 4 = 48 \text{ hours}$

Chapters are encouraged to go beyond the minimum expectation by involving more than 50% of the Chapter, increasing weekly practice goals, or creating additional incentives for consistent participation.

Examples of *For Greater Practice* Experiences

Examples may include:

- Individual instrumental practice
- Auxiliary technique practice
- Sectionals outside regularly scheduled ensemble rehearsal
- Instrumental masterclasses where participants actively play
- Auxiliary clinics where participants actively spin, dance, or perform
- Conducting symposiums where participants actively conduct
- Music preparation for Chapter or joint Chapter recitals
- Membership Candidate recital preparation
- Music practice for Coda or Crescendo projects
- Music preparation for Women in Music recitals
- Ensemble audition or chair ranking preparation
- Instrumental ensemble pass-offs
- Instrumental accompaniment preparation for Ritual

Programs Generally Should Not Be

For Greater Practice should not be used to count required ensemble rehearsals or performances that are already part of regular Band participation. It should also not include passive attendance at a clinic or masterclass without active participation.

Non-instrumental or non-auxiliary musical activities, such as choral-only rehearsals, vocal-only projects, caroling, or unrelated talent show preparation, generally do not align with the purpose of *For Greater Practice*.



3. PROGRAM PHILOSOPHY

For Greater Practice is rooted in the belief that musicianship is a form of service. Members of Tau Beta Sigma support their Bands not only by organizing projects, assisting with logistics, and fostering community, but also by contributing musically to each rehearsal, performance, and ensemble experience.

One of the most important ways a member can positively serve the Band is by being prepared. Preparation strengthens confidence, improves rehearsal efficiency, supports ensemble quality, and demonstrates respect for the Director of Bands, fellow musicians, and the music being performed.

This program encourages members to view practice as an intentional habit rather than an occasional response to difficulty. Consistent practice helps members develop tone, technique, rhythm, musicality, endurance, confidence, and performance readiness. For auxiliary members, practice strengthens movement quality, equipment technique, stamina, timing, safety, and performance presence.

For Greater Practice also reflects the Sorority's commitment to educational achievement and music appreciation. Members who practice consistently become better equipped to understand, perform, and appreciate music. They also become stronger examples for others in their Bands and Chapters.

At its best, *For Greater Practice* helps Chapters build a culture where practice is encouraged, supported, visible, and celebrated.

4. UNDERSTANDING THE IMPACT IN TAU BETA SIGMA

For Greater Practice connects directly to Tau Beta Sigma's commitment to serving collegiate Bands. Stronger individual musicians contribute to stronger ensemble performance. When members improve their own skills, they help elevate the rehearsal environment, support their sections, model accountability, and contribute positively to the Band's overall musical success.

The impact of this program may be seen in many ways. Members may become more confident in rehearsal. Sections may sound more prepared. Auxiliary performers may execute choreography with more clarity and strength. Members may feel more comfortable preparing music for service projects, recitals, Ritual accompaniment, or community performances.

For Greater Practice also creates opportunities for leadership development. A Chapter coordinator may organize tracking systems, encourage participation, recognize progress, and communicate with members. Section leaders or experienced musicians may support younger players. Members may practice together, coach one another, and build a shared culture of improvement.

This program reminds Chapters that musicianship is not separate from service. It is one of the clearest ways members can support the Bands they serve.



5. CORE PROGRAM STANDARDS & EXPECTATIONS

A strong *For Greater Practice* program should be intentionally organized, musically focused, consistently tracked, and connected to the Chapter's service to the Band. While the specific structure may vary by Chapter, the core expectations should remain consistent.

A Strong Program Should Be Chapter-Supported

The Chapter should intentionally organize, promote, and support the *For Greater Practice* initiative. This includes selecting an on-site coordinator, communicating expectations, tracking practice hours, encouraging participation, and recognizing member progress.

The program should not rely entirely on individual members remembering to practice without any Chapter structure or accountability.

A Strong Program Should Be Musicianship-Focused

Practice hours should support instrumental, auxiliary, conducting, or performance-based musical development. Practice should help members improve skills that contribute to musical excellence, ensemble participation, or music-centered service projects.

This musical focus is what distinguishes *For Greater Practice* from general personal development or wellness activities.

A Strong Program Should Encourage Consistency

The program is designed to promote regular practice habits. Each participant is encouraged to practice at least one hour each week while school is in session. Practice time may be divided in whatever way best fits the member's schedule.

For example, a member might complete two 30-minute sessions, five shorter 10–15 minute sessions, or another structure that supports meaningful progress.

A Strong Program Should Track Progress

Practice hours should be reported to the Chapter's designated coordinator. Chapters may collect hours through a Google Form, spreadsheet, shared tracker, or another method that works for the Chapter. Tracking should be clear, consistent, and accessible. Displaying progress can help motivate members and create shared accountability.

A Strong Program Should Celebrate Growth

Recognition can help build momentum. Chapters are encouraged to create incentives or acknowledgments for participation, consistency, improvement, or outstanding practice effort.

Recognition should encourage growth and celebrate members who contribute to the Chapter's culture of musicianship.

A Strong Program Should Be Accessible and Inclusive

For Greater Practice should allow members of varying abilities, musical roles, schedules, and access to resources to participate meaningfully. Chapters should consider physical accessibility, sensory needs, access to instruments and practice spaces, adaptive techniques or equipment, and flexible ways to complete and document practice time.

Members should be encouraged to set goals based on their individual needs and growth rather than being compared solely by total hours or skill level. When possible, Chapters should work with participants to identify reasonable accommodations or alternative practice methods that support meaningful musical development and full participation.

6. WHAT QUALIFIES AS A FOR GREATER PRACTICE EXPERIENCE?

For Greater Practice experiences may vary based on instrumentation, auxiliary participation, ensemble needs, Chapter projects, and member goals. The following examples are intended to guide Chapters as they track practice.



Likely Qualifying Experiences

A practice activity generally aligns with *For Greater Practice* when it occurs outside of regularly scheduled ensemble rehearsal or performance and actively develops instrumental, auxiliary, conducting, or performance-based skills.

Examples may include:

- Individual instrumental practice
- Auxiliary equipment or dance practice
- Sectionals for large or small Band ensembles
- Snare line, low brass, woodwind, brass, percussion, or auxiliary sectionals
- Instrumental masterclasses where members actively play
- Auxiliary clinics where members actively spin, dance, or perform
- Conducting symposiums where members actively conduct
- Music preparation for Chapter or joint Chapter recitals
- Membership Candidate recital preparation
- Music practice for Coda projects
- Music practice for Crescendo projects
- Music preparation for Women in Music recitals
- Practice for ensemble auditions or chair rankings
- Instrumental ensemble pass-offs
- Instrumental accompaniment preparation for Ritual



Experiences That May Qualify Depending on Structure

Some experiences may qualify if they actively support musicianship or performance preparation and are completed outside of regularly scheduled required rehearsals.

Examples may include:

- Mouthpiece exercises
- Breathing and breath support exercises
- Rhythm practice or sight-reading
- Score study
- Research on current or past Band repertoire
- Listening to recordings of pieces being prepared
- Auxiliary body warm-ups or technique drills
- Practice on a secondary instrument

In these situations, Chapters should be able to explain how the activity supports musical development or ensemble contribution.



Experiences That Generally Do Not Qualify

Activities generally do not align with *For Greater Practice* if they are required rehearsals or performances, passive attendance, or unrelated to instrumental or auxiliary musical growth.

Examples may include:

- Required Band ensemble rehearsal or performance
- Marching Band, wind Band, jazz Band, or other regular ensemble rehearsal
- Choral-only rehearsal
- A cappella rehearsal
- Vocal caroling



- Step or strut practice
- Non-Band related talent show preparation
- Vocal-only musical projects
- Dance break practice unrelated to auxiliary performance

7. DESIGNING MEANINGFUL EXPERIENCES

Strong *For Greater Practice* programs begin with purpose. Before launching the initiative, Chapters should consider what type of musicianship culture they want to create and how practice can support both individual growth and the Band's overall success.

Chapters should begin by asking:

- What musicianship goals do we want to encourage?
- How can practice help members better serve the Band?
- What types of practice are most relevant to our members?
- How will instrumentalists, auxiliary members, conductors, and other performers participate?
- How will we track hours clearly and consistently?
- How will we motivate members without making practice feel punitive?
- How will we recognize growth and effort?

A strong *For Greater Practice* program does not need to be complicated. A simple tracking system, regular reminders, shared encouragement, and thoughtful recognition can help create meaningful momentum.

The goal is not simply to accumulate hours. The goal is to help members become more prepared, more confident, and more musically engaged in service to the Band.



8. COLLABORATION & COMMUNITY ENGAGEMENT

For Greater Practice is strongest when Chapters build a culture of shared musical growth. While much practice may happen individually, Chapters are encouraged to use collaboration to support consistency, accountability, and improvement.

Potential collaborators may include:

- Directors of Bands
- Chapter Sponsors
- Band Staff
- Section leaders
- Music faculty
- Lesson professors
- Graduate assistants
- Alumni
- Auxiliary coaches
- Music majors
- Experienced performers within the Chapter
- Local music educators

Collaboration may take many forms. A Director of Bands or Sponsor may help identify areas where the Band needs stronger preparation. Music faculty or lesson professors may recommend fundamentals, etudes, or practice strategies. Alumni may facilitate masterclasses or provide mentorship. Section leaders may organize group practice sessions or pass-offs.

For Greater Practice can also strengthen Chapter service projects. Members may use practice time to prepare music for Coda, Crescendo, Women in Music recitals, Chapter recitals, or Ritual accompaniment. In this way, individual preparation supports broader Chapter impact.

9. CREATING IMPACT THROUGH THE PROGRAM

The impact of *For Greater Practice* is rooted in musical preparation, accountability, and service. A meaningful *For Greater Practice* initiative can improve how members show up in rehearsal, how they contribute to performances, and how they approach music-centered service.

For Greater Practice can create impact by:

- Improving individual musicianship
- Strengthening ensemble preparation
- Supporting auxiliary performance quality
- Encouraging consistent practice habits
- Increasing confidence and accountability
- Preparing members for auditions, recitals, and service projects
- Developing leadership through coordination and peer support
- Building a Chapter culture that values musical excellence

The impact may be immediate, such as a member finally mastering a difficult passage, improving a toss, or feeling more prepared for rehearsal. It may also be long-term, such as a Chapter developing stronger musicianship expectations, building annual practice traditions, or creating a more confident and prepared membership.

Chapters should consider how the program will continue to matter beyond the tracking period. This may include repeating the initiative each semester, creating practice groups, recognizing improvement, or using reflection to identify future musicianship goals.



10. PLANNING & EXECUTING YOUR PROGRAM

Successful *For Greater Practice* programs require thoughtful organization, clear expectations, consistent tracking, and member encouragement. Chapters should begin by selecting an on-site coordinator to lead the program, track practice hours, communicate expectations, encourage participation, and serve as the main point of contact as needed. This coordinator may be the President, Vice President of Service, Chapter Music Chairperson, Focus on Five Liaison, or another Active Member selected by the Chapter, Sponsor, or Director of Bands. If the Chapter is using *For Greater Practice* as part of another campaign or initiative, selecting someone other than the primary liaison can create an additional leadership opportunity and help avoid overextending one member.

Although the program primarily focuses on Active Members, Conditional Members and Membership Candidates are encouraged to participate. Including these participants can help strengthen the Chapter's musical culture and introduce newer members to habits of musical accountability early in their membership experience.

Chapters should set clear practice goals at the beginning of the program. Each participant is encouraged to practice at least one hour per week while school is in session. Practice time may be divided in whatever way works best for the member's schedule. Chapters may calculate their monthly goal using the formula: **$0.50 \times \text{number of Active Chapter Members} \times 4 \text{ hours} = \text{total monthly Chapter practice goal}$** . Chapters may exceed this expectation by encouraging more members to participate, promoting additional practice time, or setting higher monthly goals.

Members should report practice hours to the Chapter's coordinator after each practice session. The coordinator may use a Google Form, spreadsheet, shared tracker, or another reporting method. When group practice occurs, each participant may count the time they actively practiced. For example, if three members practice together for 30 minutes, the Chapter may log 1.5 total practice hours.

Chapters should work with their Band program and campus resources to identify appropriate practice locations. These may include practice rooms, Band halls, practice fields, school of music rooms, classrooms, residence halls when appropriate, homes, or personal practice spaces. If practice rooms are limited, members may need to identify alternate spaces or create at-home practice routines.

At-home practice may be necessary because of room availability, travel, scheduling, or personal circumstances. Members are encouraged to create a focused "practice nook" and build a routine that supports short, consistent practice sessions. At-home practice can also be supported through beat tracks, online duets, progress recordings, peer accountability, shared practice goals, or informal recitals for family and friends.

Chapters are encouraged to recognize members who meet or exceed expectations. Recognition may include weekly, monthly, or semester practice highlights, recognition for music majors and non-music majors, "Musical Sister of the Week" acknowledgments, certificates, social media features or Chapter meeting shoutouts. Incentives should celebrate effort, consistency, growth, and contribution to the Band.

For additional information, please see [Appendix A](#).

11. FREQUENTLY ASKED QUESTIONS

Do sectionals for Marching Band count?

Yes, if they occur outside of regularly scheduled Marching Band rehearsals and involve active practice. Required rehearsals or sectionals that are part of Band Camp or the regular season generally do not count.

Can Membership Candidates or Conditional Members participate?

Yes. Membership Candidates and Conditional Members are encouraged to participate and may be included when calculating weekly or monthly Chapter goals.

When does the program begin and end?

Chapters should track practice hours during months when school is in session or during the timeframe the Chapter has agreed to run the initiative. The start and end date may vary because every school calendar is different.

What counts as practice?

Practice generally includes active work outside of regularly scheduled rehearsal or class that develops instrumental, auxiliary, conducting, or performance-based skills. The Chapter coordinator should use this guide to help determine what qualifies.

Do mouthpiece exercises, breathing exercises, stretching, or score study count?

Yes, if they support musicianship or performance preparation. Examples include breathing exercises, rhythm practice, sight-reading, score study, repertoire research, listening to recordings, auxiliary stretching, and instrument-specific fundamentals.

How many members need to participate?

The program encourages all Active Chapter Members to practice. The monthly goal is based on 50% of Active Chapter Members practicing four hours per month, but Chapters are welcome to exceed that expectation.

What does “while school is in session” mean?

Most Chapters do not conduct regular business during breaks, so the phrase allows flexibility for each school calendar. If a Chapter tracks hours during a break or takes longer than three consecutive months to reach a goal, that is acceptable as long as the overall goal is achieved.

Can auxiliary practice count?

Yes. Auxiliary practice may include body warm-ups, equipment fundamentals, choreography review, tosses, dance technique, timing work, and performance preparation.

Can required ensemble rehearsal count?

No. Required Band rehearsals or performances generally do not count. *For Greater Practice* is intended to encourage practice outside required ensemble participation.

Can group practice count?

Yes. Each person actively participating in group practice may count the time. For example, three people practicing together for 30 minutes equals 1.5 total Chapter practice hours.



12. REFLECTION & SUSTAINABILITY

Reflection helps transform practice tracking into meaningful musical growth. After completing a *For Greater Practice* cycle, Chapters should take time to discuss what members learned, how practice habits improved, and how the program affected the Chapter's contribution to the Band.

Reflection may happen during a Chapter meeting, through written responses, in small groups, or as part of a post-initiative debrief. The format is less important than the intentionality of the conversation.

Chapters may reflect on questions such as:

- How did this program strengthen musicianship within the Chapter?
- What practice habits improved?
- How did members become more prepared for rehearsal or performance?
- How did this initiative support auxiliary, instrumental, or conducting growth?
- What tracking methods worked well?
- What incentives or recognition helped motivate members?
- What challenges made practice difficult?
- How can the Chapter continue building a culture of practice?

Sustainability matters. A strong *For Greater Practice* initiative should not exist as a one-time tracking challenge with no follow-up. Chapters can build continuity by maintaining tracking templates, saving practice resources, documenting goals, sharing successful incentives, and creating transition notes for future officers.

A Chapter that consistently values practice can strengthen not only its own musicianship, but also its service to the Band.

For additional information, please see [Appendix B](#).

13. TIMELINE & PLANNING FRAMEWORK

Strong *For Greater Practice* programs benefit from intentional planning, consistent communication, and regular check-ins.

4–6 Weeks Prior

Identify the program coordinator, initiative timeframe, participant group, practice goal structure, and tracking method.

2–4 Weeks Prior

Set up the reporting system and communicate expectations, including what counts, how to log hours, and when hours should be submitted. Identify incentives and recognition opportunities.

1 Week Prior

Review the program with participants, confirm the monthly Chapter goal, introduce the coordinator, explain qualifying activities, answer questions, and encourage members to set personal practice routines.

During the Program

Encourage consistent practice and regular reporting. The coordinator should monitor progress, send reminders, celebrate milestones, and support members through group practice sessions, sectionals, challenges, or recognition moments.

Monthly Check-In

Total practice hours, compare progress to the Chapter goal, recognize participation, communicate updates, and adjust reminders, incentives, or support systems as needed.

End of Initiative

Total final practice hours, recognize participants, reflect on outcomes, and save tracking materials, reflection notes, and recommendations for future officers.

For additional information, please see [Appendix C](#).



14. FINAL THOUGHTS

For Greater Practice is one of Tau Beta Sigma's clearest reminders that musicianship is service. Every scale practiced, every passage prepared, every toss refined, every rhythm counted, and every rehearsal entered with greater confidence contributes to the strength of the Band.

At its best, *For Greater Practice* is not simply a practice-hour challenge. It is a culture-building initiative. It encourages members to take ownership of their musical growth, support one another, and understand that preparation is one of the most meaningful ways to serve.

By participating in *For Greater Practice*, Chapters help cultivate stronger musicians, stronger performers, and stronger contributors to their Bands.

For Greater Practice is more than tracking hours. It is a commitment to musical excellence, accountability, and service.

For Greater Practice. For Greater Bands.

Appendix A: Event Planning Guide

Designing a For Greater Practice Experience That Creates Impact

A strong *For Greater Practice* program begins with intentional planning. This guide is designed to help Chapters move from idea to execution while maintaining alignment with the Mission and Values of Tau Beta Sigma.

Step 1: Define the Purpose of the Initiative

Before launching the program, determine what the Chapter hopes to accomplish. A clear purpose will guide participation goals, tracking methods, incentives, and reflection. Consider:

- What musicianship goals do we want to encourage?
- How will this initiative help members better serve the Band?
- What practice habits do we want to strengthen?
- How will this program support instrumentalists, auxiliary members, and other performers?

Step 2: Identify Participants

Determine who will participate in the initiative. Active Chapter Members should be encouraged to participate, and Conditional Members and Membership Candidates may also be included. Participation clarity helps the Chapter calculate practice goals and communicate expectations effectively.

Step 3: Select a Program Coordinator

Designate an on-site coordinator to lead the initiative. This person will collect practice hours, communicate expectations, track progress, encourage participation, and support reporting as needed. The coordinator should be organized, consistent, and willing to encourage members throughout the program.

Step 4: Set Chapter Goals

Use the monthly goal formula:

$$0.50 \times \text{number of Active Chapter Members} \times 4 \text{ hours} = \text{monthly Chapter practice goal}$$

Chapters may also set additional goals based on participation, improvement, consistency, or project preparation.

Step 5: Confirm What Counts

Before tracking begins, clearly explain what activities qualify. Practice should occur outside required ensemble rehearsals and should actively support instrumental, auxiliary, conducting, or performance-based growth.

Step 6: Create a Tracking System

Choose a method for collecting practice hours. This may include a Google Form, spreadsheet, shared document, or another system that works for the Chapter. Confirm:

- Who submits hours
- When hours are due
- How group practice is counted
- Who reviews submissions
- How progress will be shared

Step 7: Encourage Engagement

Keep the program visible throughout the initiative. Share progress updates, celebrate milestones, host practice challenges, create group practice opportunities, and recognize members who demonstrate consistency or growth.

Step 8: Reflect and Improve

After the initiative, reflect as a Chapter. Discuss what worked, what barriers existed, how members grew, and how the Chapter can continue building a culture of practice.





Pro Tips for Success

- Start small, but be intentional. A simple tracking system and consistent reminders can create meaningful progress.
- Focus on quality over quantity. Practice hours matter, but the real goal is stronger musicianship and better preparation.
- Use Band leadership, music faculty, auxiliary coaches, and Alumni as resources. They may help members identify fundamentals, repertoire, exercises, or practice strategies.
- Make practice visible. Progress boards, recognition moments, and shared goals can help build motivation.
- Support all performers. Instrumentalists, auxiliary members, conductors, and members preparing music for Chapter projects can all engage meaningfully.
- Build programs that can be repeated or sustained. Save tracking tools, goal formulas, incentives, and reflection notes for future officers.
- Reflect and improve each time. Use each cycle to strengthen the next one.

Final Thought

For Greater Practice is not about checking a box or simply logging hours. It is about creating a culture where members prepare intentionally, grow musically, and serve their Bands through stronger musicianship.

When members practice with purpose, Bands grow stronger.

Appendix B: For Greater Practice Reflection Guide

Evaluating Musicianship Growth, Preparation, and Band Impact

Purpose of This Reflection Guide

Reflection is a critical component of meaningful musicianship development. This guide is designed to help Chapters evaluate the effectiveness, participation, and lasting impact of their *For Greater Practice* initiative.

For Greater Practice should do more than count hours. It should create space for musical growth, accountability, confidence, preparation, and service to the Band.

This guide is designed to help Chapters:

- Evaluate the effectiveness of their *For Greater Practice* initiative
- Identify musicianship growth within members
- Assess how the program supported Band preparation
- Understand the impact on the Chapter and ensemble culture
- Capture insights for future planning and program development

Chapters are encouraged to complete this reflection as a group following the initiative.

Part 1: Program Purpose Reflection

Purpose and Intent

Begin by revisiting the original purpose of the initiative.

Ask:

- What was the purpose of our *For Greater Practice* initiative?
- What musicianship goals did we set?
- How did this initiative connect to the Mission and Purposes of Tau Beta Sigma?
- What did we hope members would gain from participating?
- Did the program accomplish what we intended?

Connection to Tau Beta Sigma

For Greater Practice is directly connected to Tau Beta Sigma's commitment to musicianship, educational achievement, leadership, and service to Bands.

Ask:

- How did this program reflect the Values of Tau Beta Sigma?
- How did practice become a form of service?
- How did members demonstrate loyalty, dependability, or accountability through participation?

Part 2: Musicianship Growth Reflection

Individual Growth

Ask:

- What musicianship skills were developed through this program?
- What new practice habits did members build?
- Did members become more confident or prepared?
- What challenges did members face in practicing consistently?
- How did members overcome those challenges?

Application to Band Participation

Ask:

- How did practice improve rehearsal preparation?
- How did members apply their practice to Band music, auxiliary work, auditions, recitals, or Chapter projects?
- Did members demonstrate greater confidence, consistency, or initiative?
- How did this program support ensemble contribution?



Part 3: Participation & Engagement Reflection

Ask:

- Who participated in the initiative?
- Did Conditional Members or Membership Candidates participate?
- Did the Chapter meet its monthly practice goal?
- Were practice hours submitted consistently?
- What helped members stay engaged?
- What made participation difficult?

Part 4: Chapter and Band Impact Reflection

Ask:

- How did this program support or strengthen the Band?
- Did members become more prepared for rehearsals or performances?
- Did the initiative improve Chapter culture around musicianship?
- How did members serve as role models for practice and preparation?
- What long-term impact could come from continuing this initiative?

Part 5: Program Effectiveness

Planning and Tracking

Ask:

- Was the tracking system clear and easy to use?
- Did the coordinator communicate effectively?
- Were expectations clear?
- Were incentives or recognitions helpful?
- Were group practice opportunities useful?

Most Successful Elements

Ask:

- What aspects of the program were most successful?
- What feedback did we receive from members?
- What should future officers know if they run this initiative again?
- Would we use this structure again?

Part 6: Opportunities for Improvement

Ask:

- What would we change if we hosted this initiative again?
- Were there logistical or communication challenges?
- Were practice expectations realistic?
- How could we better support members with limited practice space or instruments?
- What resources would have strengthened the initiative?

Part 7: Future Growth and Sustainability

Ask:

- How can the Chapter continue encouraging practice?
- Could this become a semesterly or annual initiative?
- How can we build stronger group practice opportunities?
- What additional practice resources should we provide?
- How can this program be documented for officer transition?

Final Thought

Reflection transforms practice into growth. Through intentional reflection, Chapters not only recognize the impact of their *For Greater Practice* initiative, but also gain the insight needed to create stronger musicianship experiences in the future.

For Greater Practice is not only about logging hours. It is about learning, preparing, improving, and carrying stronger musicianship into every rehearsal, performance, and act of service.



Appendix C: Timeline & Checklist

Planning, Tracking, and Sustaining a For Greater Practice Initiative

This timeline is designed to help Chapters plan a clear, consistent, and meaningful *For Greater Practice* experience. Some milestones may not apply to every Chapter. Chapters should adapt this checklist based on the academic calendar, Band schedule, Chapter size, and local needs.

4–6 Weeks Before Launch

- ☐ Meet as a Chapter to define program goals
- ☐ Select the on-site coordinator
- ☐ Determine the timeframe for the initiative
- ☐ Identify who will participate
- ☐ Calculate the monthly Chapter practice goal
- ☐ Determine what tracking system will be used
- ☐ Discuss possible incentives or recognition
- ☐ Identify potential practice resources, spaces, or group opportunities

2–4 Weeks Before Launch

- ☐ Create the practice hour reporting form or spreadsheet
- ☐ Develop Chapter communication about the program
- ☐ Clarify what counts and what does not count
- ☐ Identify potential group practice sessions or sectionals
- ☐ Ask Band leadership, faculty, auxiliary coaches, or Alumni for practice resources
- ☐ Prepare examples of qualifying activities for members

1 Week Before Launch

- ☐ Introduce the initiative at a Chapter meeting
- ☐ Share the monthly Chapter goal
- ☐ Explain how members submit hours
- ☐ Review qualifying practice activities
- ☐ Introduce the coordinator
- ☐ Answer questions
- ☐ Encourage members to set personal practice goals

During the Initiative

- ☐ Members practice consistently and report hours
- ☐ Coordinator tracks progress
- ☐ Chapter receives regular updates
- ☐ Members are encouraged to attend group practice opportunities
- ☐ Chapter recognizes participation, growth, and milestones
- ☐ Coordinator helps clarify questions about qualifying practice

Monthly Check-In

- ☐ Total practice hours
- ☐ Compare progress to the monthly goal
- ☐ Recognize participants
- ☐ Discuss challenges or barriers
- ☐ Adjust reminders, incentives, or support if needed
- ☐ Share progress with the Chapter

End of Initiative

- ☐ Total final practice hours
- ☐ Recognize individual and Chapter achievements
- ☐ Reflect as a Chapter
- ☐ Identify musicianship growth and Band impact
- ☐ Save tracking tools and documentation
- ☐ Record recommendations for future officers

Transition Notes

One copy of tracking materials, practice goals, reporting forms, recognition ideas, reflection notes, and program outcomes should be retained by the Chapter for future officer transition and program development.



FOR GREATER LEADERS
T A U B E T A S I G M A

1. FOREWORD

Leadership has always been foundational to Tau Beta Sigma. From supporting collegiate Bands through service to mentoring future student leaders, Tau Beta Sigma has long recognized that leadership is not simply about holding a position — it is about creating positive impact through service, accountability, collaboration, communication, and growth.

For Greater Leaders was developed to help Chapters intentionally cultivate leadership within the collegiate Bands and band communities they serve through meaningful educational experiences rooted in the Mission and Purposes of Tau Beta Sigma. *For Greater Leaders* is a Chapter-led initiative designed primarily to develop leadership within the Band programs and band communities Tau Beta Sigma serves; the Chapter facilitates the experience, but should not be its sole intended audience.

This initiative reflects the understanding that leadership development does not happen accidentally. Strong leadership is cultivated through intentional opportunities for engagement, reflection, mentorship, collaboration, and practice. By creating spaces where Band members and other members of the band community can strengthen their leadership abilities, Chapters contribute to stronger Band programs, healthier ensembles, and more effective student leadership.

The purpose of this guide is not simply to explain how to host a program. Its purpose is to help Chapters create experiences that:

- Strengthen leadership culture within Band programs
- Develop service-minded leaders throughout the Band
- Foster collaboration and mentorship among Band members
- Positively impact collegiate Bands and band communities

At its core, *For Greater Leaders* exists because stronger leaders strengthen the environments around them.



2. INITIATIVE SNAPSHOT

What is *For Greater Leaders*?

For Greater Leaders is Tau Beta Sigma's National Leadership Development Initiative through which Chapters create meaningful leadership-development opportunities for their collegiate Bands and broader band communities. Rooted in the guiding principle of 'For Greater Bands,' the initiative recognizes that developing leaders throughout the Band strengthens communication, collaboration, service, accountability, and ensemble culture.

Through intentional leadership development experiences, Chapters create opportunities that strengthen communication, collaboration, mentorship, accountability, and personal growth within the bands they serve.

For Greater Leaders is For Greater Bands!

Initiative Purpose

The purpose of *For Greater Leaders* is to:

- Cultivate leadership within Tau Beta Sigma
- Strengthen leadership among Band members, student leaders, and members of the broader band community
- Create meaningful educational experiences
- Encourage intentional personal and professional growth
- Foster collaboration, mentorship, and engagement
- Positively impact the Band program and communities served by the Chapter

Core Initiative Expectation

Chapters should intentionally facilitate or organize leadership-development experiences designed primarily for members of their Band program or broader band community. Although Chapter members should participate, the Chapter should not be the sole intended audience. Experiences should:

- Promote active engagement
- Develop leadership skills
- Encourage reflection and collaboration
- Create positive impact within the Band, campus, or community

Initiatives should be interactive, intentionally designed, and focused on meaningful leadership development rather than passive participation.

Participation Expectations

Chapters should ensure that at least two-thirds (2/3) of Active Chapter Members are able to participate in the experience. This participation requirement does not mean the experience should be designed primarily for Chapter members. Chapters should invite and meaningfully engage Band members or members of the broader band community as the intended audience.

Participation should involve meaningful engagement and active involvement in the leadership development process.

Examples of Leadership Development Experiences

Examples may include:

- Leadership workshops
- Communication training sessions
- Mentorship initiatives
- Professional development events
- Student leadership panels
- Conflict resolution workshops
- Collaborative leadership discussions

- Emotional intelligence training
- Wellness and burnout awareness programs

Initiatives Generally Should Not Be:

- Social events without leadership development intent
- Events organized by the Band Initiative
- Programs where the Chapter has no intentional role in facilitation or development



3. THE PHILOSOPHY OF FOR GREATER LEADERS

Leadership within Tau Beta Sigma is rooted in service. Effective leadership is not defined solely by titles or authority. Rather, leadership is reflected in the ways individuals support others, strengthen communities, communicate effectively, encourage accountability, foster inclusion, and create opportunities for growth.

For Greater Leaders recognizes that leadership development throughout the Band is essential to creating healthier Band cultures, more collaborative ensembles, stronger student leadership, and more engaged communities.

Developing leadership skills within a collegiate environment can significantly influence:

- Communication
- Morale
- Collaboration
- Retention
- Mentorship
- Accountability
- Organizational culture
- Overall success

Leadership development should intentionally contribute to positive impact within the environments surrounding the Chapter. Through educational experiences, mentorship opportunities, collaborative learning, and intentional engagement, Chapters can help participants strengthen the skills necessary to lead effectively within both collegiate and professional settings.

For Greater Leaders exists to help Chapters intentionally cultivate those opportunities for the Band members and band communities they serve.

4. UNDERSTANDING LEADERSHIP WITHIN TAU BETA SIGMA

Leadership can take many forms. Some leadership experiences may involve facilitating workshops or organizing initiatives. Others may involve mentoring emerging Band leaders or younger members of the ensemble, supporting section morale, helping resolve conflict, strengthening communication, or creating inclusive environments where individuals feel valued and supported.

Leadership within Tau Beta Sigma should encourage:

- Growth
- Collaboration
- Accountability
- Service-mindedness
- Communication
- Reflection
- Engagement

The goal is to develop leaders who strengthen others — not reinforce hierarchy, authority, or exclusivity.

Strong leadership development experiences should encourage participants to actively engage with leadership concepts rather than passively observe them. Leadership is strengthened through participation, practice, reflection, discussion, and collaboration.



5. CORE INITIATIVE STANDARDS & EXPECTATIONS

A strong *For Greater Leaders* initiative should be intentionally designed, leadership-focused, participant-centered, Chapter-led, and created for the Band or broader band community. While the specific format may vary by Chapter, audience, topic, and available resources, the core expectations should remain consistent.

A Strong Initiative Should Be Chapter-Led

Tau Beta Sigma should have an intentional role in planning, organizing, facilitating, or executing the *For Greater Leaders* experience. The Chapter should not simply attend or promote a leadership event planned entirely by another organization. Chapter leadership may include selecting the topic, designing activities, coordinating with a speaker or facilitator, leading discussion, preparing reflection prompts, organizing participants, facilitating small groups, developing materials, or creating a leadership development experience in partnership with the Band, campus, or community. Being Chapter-led means Tau Beta Sigma organizes or facilitates the experience; it does not mean Chapter members should be the only or primary audience.

A Strong Initiative Should Be Leadership-Focused

For Greater Leaders should include a clear focus on leadership development. Participants should have opportunities to explore, practice, reflect on, or strengthen leadership skills that can positively impact their Band program, ensemble culture, campus music community, or broader band community.

Initiatives may focus on topics such as communication, teamwork, conflict resolution, mentorship, emotional intelligence, professional growth, accountability, collaboration, wellness, burnout prevention, interpersonal development, goal-setting, or values-based leadership. The initiative should help participants better understand themselves as leaders and identify how they can apply leadership skills in meaningful ways.

A Strong Initiative Should Be Participant-Centered

Leadership development should be designed with the participants in mind. Chapters should consider the audience, leadership experience level, needs, interests, and goals of participants when designing the initiative.

An experience for emerging Band leaders may look different from one designed for Band officers, committee chairs, section leaders, drum majors, new ensemble members, or the broader Band community. A strong initiative should be relevant, approachable, and connected to the leadership opportunities participants may encounter.

A Strong Initiative Should Be Interactive and Reflective

Leadership development is most effective when participants actively engage with the material and one another. *For Greater Leaders* initiatives should include opportunities for participation, collaboration, discussion, practice, or reflection.

Initiatives that rely exclusively on passive attendance or observation generally may not provide meaningful leadership development opportunities. Participants should leave the experience with new insight, practical takeaways, or a clearer understanding of how to apply what they learned.

A Strong Initiative Should Be Connected to Positive Impact

For Greater Leaders experiences should intentionally contribute to positive impact within collegiate Bands, band communities, student leadership environments, music programs, Chapters, campuses, or surrounding communities. The impact of a Program does not need to be large-scale to be meaningful. Smaller, intentional experiences often create substantial growth when designed thoughtfully. A strong initiative should help participants connect leadership development to service, collaboration, accountability, community-building, or the continued strengthening of Bands.

A Strong Initiative Should Be Accessible and Inclusive

For Greater Leaders initiatives should be designed so participants of varying abilities, learning styles, communication preferences, and comfort levels can engage meaningfully. Chapters should consider physical accessibility, sensory needs, clear instructions, accessible materials, inclusive facilitation, and multiple ways to participate.

Before finalizing the activity, Chapters should review the physical space, technology needs, room setup, and participant needs. Chapters should confirm accessible entrances, accessible parking, restroom access, elevator access if needed, seating options, clear pathways, microphone use, presentation visibility, and whether any areas require keys, staff assistance, or additional permissions.

Chapters should create participation options that allow individuals to engage in ways that are comfortable and meaningful. Adaptations may include written reflection, small-group discussion, anonymous question submission, visual instructions, large-print materials, digital copies of handouts, quiet reflection time, seated activities, virtual or hybrid participation options, or alternatives to speaking in front of the full group.

Leadership activities can sometimes ask participants to share personal experiences, discuss challenges, or reflect on sensitive topics. Chapters should create a respectful environment where participants are not pressured to disclose personal information or participate in ways that feel unsafe or uncomfortable. Facilitators should set clear expectations for respectful dialogue, confidentiality when appropriate, and inclusive participation.

When possible, Chapters should ask participants or partner organizations in advance whether accommodations are needed and how the Chapter can best support them. Accessibility and inclusion should be part of the planning process from the beginning so that all participants can engage fully in the leadership development experience.



6. WHAT QUALIFIES AS A FOR GREATER LEADERS EXPERIENCE?

Because leadership development can take many forms, Chapters are encouraged to think creatively and intentionally when developing their Programs. The following examples are intended to provide guidance rather than establish strict limitations.

Likely Qualifying Experiences

Initiatives that intentionally focus on leadership growth and active participant engagement for our bands and communities will generally align strongly with the goals of *For Greater Leaders*. Examples may include:

- Communication workshops
- Leadership style discussions
- Mentorship initiatives
- Emotional intelligence training
- Conflict resolution workshops
- Wellness and burnout prevention programs
- Professional development events
- Alumni leadership panels
- Team-building experiences
- Student leadership discussions

Experiences That May Qualify Depending on Structure

Some experiences may qualify if leadership development is intentionally incorporated into the design of the Program and organized by the Chapter for members of its Band program or broader band community. Examples may include:

- Guest speaker presentations
- Collaborative service initiatives
- Leadership sessions connected to Band Camp
- Campus leadership events
- Professional networking programs

In these situations, the Chapter should demonstrate how leadership development, engagement, and intentional facilitation were incorporated into the experience.

Experiences That Generally Do Not Qualify

Initiatives that do not intentionally focus on leadership development or the Chapter is the sole audience generally do not align with the goals of *For Greater Leaders*. Examples may include:

- Entertainment-focused social events
- Existing programs with no Chapter leadership involvement
- Unstructured gatherings without educational intent

7. DESIGNING MEANINGFUL LEADERSHIP EXPERIENCES

Strong leadership programs begin with purpose rather than logistics. Before planning an event, Chapters should consider:

- What leadership needs exist within our Band program or band community?
- What growth do we hope Band members or community participants experience?
- How will this strengthen our Band program or broader band community?
- What leadership skills should participants strengthen?
- How will participants actively engage with the experience?
- How will we ensure this event is relevant for our band program or community?

Initiatives do not need to be large or complicated to create meaningful impact. In many cases, smaller and more focused programs create deeper engagement and stronger educational outcomes than overly ambitious events. The most successful experiences are often those that intentionally prioritize:

- Engagement
- Accessibility
- Collaboration
- Reflection
- Participant growth

The goal is meaningful impact — not complexity or scale.



8. COLLABORATION & COMMUNITY ENGAGEMENT

Leadership development is strengthened through collaboration. *For Greater Leaders* calls on Chapters to create shared leadership-learning experiences for their Band programs and broader band communities, extending beyond Tau Beta Sigma membership. By engaging with a broader community of participants, Chapters can expose individuals to new perspectives, experiences, and leadership approaches. Potential collaborators for facilitation may include:

- Band Staff
- Alumni
- Faculty or staff members
- Campus leadership offices
- Student organizations
- Community organizations
- Professional mentors

Collaboration should intentionally support:

- Engagement
- Relationship-building
- Shared leadership learning
- Community development
- Inclusive participation

9. CREATING IMPACT THROUGH LEADERSHIP

One of the defining characteristics of *For Greater Leaders* is that its primary impact should extend beyond the Chapter and strengthen the Band program or broader band community. Leadership development should positively influence the environments surrounding the Chapter, including:

- The Band
- The collegiate music program
- Student leadership culture
- Campus communities
- Surrounding communities

Chapters are encouraged to consider:

- Who benefits from this experience?
- What changes may result from this program?
- How does this contribute positively to the environment around us?
- How will participants apply what they learned moving forward?

Leadership impact is not always immediate or easily measurable. In many cases, the most meaningful outcomes emerge gradually through strengthened communication, improved collaboration, increased confidence, healthier organizational culture, and sustained mentorship.



10. PLANNING & EXECUTING YOUR INITIATIVE

Successful leadership experiences are rarely accidental. They are developed through intentional planning, thoughtful facilitation, and clear educational purpose. Leadership programming should help participants build skills, reflect on their leadership habits, and better understand how they can contribute to their Band, music program, campus, and broader community.

Before planning a leadership program, Chapters should identify the purpose of the experience. Programs may focus on communication, goal setting, officer transition, conflict resolution, accountability, service leadership, team development, or Chapter culture. Chapters should consider what participants should know, feel, or be able to do by the end of the program.

As Chapters prepare their programs, they should consider participant needs, accessibility, engagement opportunities, facilitation strategies, scheduling considerations, collaboration opportunities, and reflection methods. A strong program should feel intentional from beginning to end, with the topic, activities, discussion, and reflection all connected to the leadership goal.

Leadership development is most effective when participants are actively involved rather than simply observing. Programs may include small-group discussion, case studies, scenario-based activities, reflection prompts, team challenges, goal-setting exercises, or peer feedback. Activities should give participants opportunities to practice leadership skills and connect what they learn to real leadership experiences within the Band or music program.

Strong facilitation creates environments where participants feel welcomed, respected, encouraged to contribute, and comfortable engaging in discussion and reflection. Facilitators should clearly explain the purpose of the program, set expectations, guide conversation, manage time, and create space for multiple voices. Chapters may choose to have a Chapter officer facilitate or invite Alumni, District Officers, campus professionals, faculty, Band Staff, or community leaders to support the experience for their Band Program.

Accessibility should be considered from the beginning. Chapters should think about room setup, seating, sound, lighting, materials, technology, and whether activities require movement, speaking aloud, writing, or other forms of participation. When possible, programs should offer multiple ways for participants to engage, including discussion, written reflection, small groups, or individual processing.

Chapters should also plan for scheduling and logistics. Programs should be held at a time when members can participate meaningfully and should account for rehearsal schedules, academic calendars, room reservations, materials, and facilitator availability. The length of the program should match the topic and activity.

Reflection is an important part of leadership development. Chapters should allow time for participants to consider what they learned, how it applies to their role, and what action they will take next. Reflection may happen through discussion, written responses, exit tickets, small-group sharing, or personal action plans.

Chapters should document the program for future planning and officer transition. Documentation may include the program purpose, date, location, facilitator, participant estimate, Chapter participation, activity outline, materials used, accessibility considerations, feedback, and reflection notes.

When planned with purpose and facilitated with care, leadership programs can develop stronger leaders throughout the Band, strengthen ensemble culture, and help the Chapter fulfill its responsibility to serve the Band.

For additional information, please see [Appendix A](#).

11. FREQUENTLY ASKED QUESTIONS

Does a For Greater Leaders program have to focus on the Band?

Yes. Each initiative should have a clear connection to strengthening the collegiate Band program or broader band community. The experience may include campus organizations, community partners, Alumni, or professional development topics, but the Chapter should be able to explain how the leadership development will positively impact the Band.

Can a For Greater Leaders program be Chapter-internal?

No. The Chapter should not be the sole intended audience. Chapter Members should participate meaningfully through planning, facilitation, engagement, and reflection, but Band members or members of the broader band community must also be intentionally invited and included. A Chapter officer retreat, internal workshop, or Chapter-only leadership discussion may still be valuable, but it would not independently meet the expectations of For Greater Leaders.

Does inviting Band members replace the two-thirds Chapter participation expectation?

No. At least two-thirds (2/3) of Active Chapter Members should participate in the experience. Band members and members of the broader band community should also be intentionally invited and meaningfully included, but their participation does not replace the participation expected from Active Chapter Members.

Can Alumni, Band Staff, officers, or campus professionals facilitate?

Yes. Alumni, Band Staff, faculty, campus professionals, and community leaders may serve as speakers, mentors, collaborators, or facilitators. The Chapter should still have an intentional role in planning, organizing, facilitating, or evaluating the experience and should ensure the content connects to the needs of the Band or broader band community.

Can Chapters collaborate with another organization or Chapter?

Yes. Collaboration is encouraged. Chapters may partner with another Tau Beta Sigma Chapter, Kappa Kappa Psi Chapter, Band council, campus organization, leadership office, academic department, Alumni group, or community organization.

Each participating Chapter should contribute meaningfully and be able to explain how the experience benefits its Band program or broader band community.

Does the program need to be large or led by a professional speaker?

No. Smaller, focused programs can create meaningful impact when they are thoughtfully designed. Chapter Members may also serve as facilitators when they are prepared to guide the topic, activities, discussion, and reflection effectively. The strength of the initiative depends on its purpose, engagement, accessibility, and impact — not its size or the title of the presenter.



12. REFLECTION & SUSTAINABILITY

Reflection transforms experiences into growth. Intentional reflection allows Chapters and participants to better understand:

- Leadership growth
- Participant impact
- Collaboration effectiveness
- Opportunities for improvement
- Long-term outcomes

Chapters are encouraged to ask:

- What leadership growth occurred among Band or community participants?
- What impact did this create within the Band program?
- How did the Chapter's facilitation strengthen the Band or band community?
- How could the experience improve in the future?
- How can this work continue moving forward?

Sustainable leadership development occurs when programs are not treated as isolated experiences, but rather as opportunities that contribute to long-term growth and continued engagement. This can be done through thoughtful reflection experiences.

For additional information, please see [Appendix B](#).

13. TIMELINE & PLANNING FRAMEWORK

Strong programs benefit from intentional planning timelines.

6–8 Weeks Prior

Identify goals, leadership focus areas, collaborators, and program concepts.

4–6 Weeks Prior

Confirm logistics, develop engagement strategies, and begin promotional planning.

2–4 Weeks Prior

Finalize materials, participant outreach, facilitation plans, and accessibility considerations.

Day of Initiative

Facilitate engagement, encourage reflection, and create an inclusive environment.

After the Initiative

Reflect on outcomes, gather documentation, and identify future opportunities for growth.

For additional information, please see [Appendix C](#).



14. FINAL THOUGHTS

For Greater Leaders is not about checking a box or completing a single event. It is about creating intentional opportunities for individuals to grow as leaders and apply what they learn in ways that strengthen their Bands, music programs, and surrounding communities. Through meaningful leadership development, participants can build the confidence, communication skills, self-awareness, and sense of responsibility needed to support others, encourage collaboration, foster belonging, and create positive change through service.

Leadership growth does not happen accidentally. It is developed over time through intentionality, engagement, mentorship, collaboration, reflection, and practice. Strong leaders are formed when they are given opportunities to participate actively, learn from others, examine their own habits, respond to challenges, and apply new skills in real situations. By creating these experiences, Chapters help Band members and other participants understand that leadership is not limited to titles or positions. It can be demonstrated through accountability, encouragement, thoughtful communication, teamwork, initiative, and a commitment to the success of the full ensemble.

When Chapters intentionally cultivate leadership within their Bands and band communities, the impact extends far beyond the individual participants. Stronger leaders can contribute to healthier ensemble cultures, improved communication, deeper collaboration, greater confidence, and a stronger sense of shared purpose. In this way, *For Greater Leaders* supports Tau Beta Sigma's commitment to service by helping Chapters create lasting leadership growth that strengthens the people, programs, and communities they serve.

For Greater Leaders. For Greater Bands.

Appendix A: Event Planning Guide

Designing Leadership Experiences that Deliver Impact

Purpose of This Guide

This planning guide is designed to help Chapters create intentional, high-quality *For Greater Leaders* programs that:

- Strengthen leadership within the Band
- Develop leadership within the Chapter
- Create meaningful engagement beyond Tau Beta Sigma
- Align with the Mission of Tau Beta Sigma

This is not a checklist to complete — it is a framework to help you design programs that create real leadership growth and measurable impact.

Step 1: Define Your Leadership Focus

Start with intent, not logistics. Strong programs are focused — not trying to do everything.

Ask:

- What leadership skill are we developing?
- How will this leadership be applied within or for the benefit of the Band?
- Which Core Focus Area does this align with?

Choose one primary focus. Examples include:

- Personal Leadership (self-awareness, accountability)
- Collaborative Leadership (teamwork, communication)
- Service Leadership (leading initiatives, impact)
- Professional Leadership (career readiness, mentorship)

Step 2: Connect to “For Greater Bands”

This is the differentiator. If you can’t clearly answer this, the program needs refinement.

Ask:

- How will this improve the Band experience?
- How will this develop leaders within the Band?
- What will be different in the Band after this program?

Examples:

- Better communication in rehearsal
- Stronger section leadership
- Improved morale or retention
- More confident student leaders

Step 3: Identify Your Audience & Participants

Required:

- **Primary Audience:** Members of the Band program or broader band community
- **Chapter Participation Requirement:** At least two-thirds of Active Chapter Members should participate through planning, facilitation, engagement, or reflection.
- **Audience Expectation:** Band members or other members of the band community must be intentionally invited and meaningfully included.

Key Standard:

External participants must be invited and welcomed to the event. The Chapter gains leadership skills through planning and extends impact to their band and band community.



Step 4: Build Collaboration, if needed

Ask:

- Who can co-lead or contribute to this experience?
- How can we create shared leadership learning?

Examples:

- Co-host with another organization
- Invite a drum major panel
- Partner with a campus leadership office
- Include Band Staff or Alumni

Collaboration can lead to stronger impact and stronger Band relationships

Step 5: Design the Experience

Your program is encouraged to build engagement in leadership and be active, not passive. Try to Include at least ONE of the following:

- Interactive discussion
- Small group work
- Scenario-based learning
- Leadership practice/application
- Reflection or feedback

Avoid where possible:

- Lecture-only formats
- Passive attendance without engagement

Litmus Test:

"If no one is engaged, does the program still work?"

→ If no, redesign it.

Step 6: Plan the Logistics

Cover the essentials:

- Date & time (consider Band schedule)
- Location (accessible & appropriate)
- Budget (speaker, materials, etc.)
- Promotion (include Band + external groups)
- Roles (who is leading, facilitating, supporting)

Step 7: Execute with Intention

During the event:

- Set expectations for engagement
- Clearly connect content to leadership in Bands
- Encourage participation and discussion
- Create an inclusive, welcoming environment

Step 8: Measure Your Impact

After the event, reflect:

Leadership Outcomes:

- What leadership skills did Band or community participants develop?
- How did Chapter members demonstrate leadership through planning and facilitation?

Band Impact:

- How will this change the Band experience?
- What improvements can be expected?

Participation:

- Did we engage 2/3 of the Chapter?
- Were external participants present?

Step 9: Document for Verification

Be prepared to submit:

- Event description (clear leadership focus)
- Number of participants (Chapter + external)
- Description of Band impact
- Evidence of engagement (photos, materials, agenda)
- Reflection on outcomes

**Pro Tips for Success**

- Start small, but be intentional. A meaningful leadership experience does not need to be large or overly complex to create impact. A focused workshop, guided discussion, leadership panel, or small-group activity can create significant growth when it is planned with purpose.
- Focus on engagement over presentation. Leadership development is strongest when participants are actively involved. Build in opportunities for discussion, reflection, collaboration, scenario-based learning, or practical application rather than relying only on lecture-style content.
- Use Band leadership, campus resources, Alumni, and community partners as resources. Directors of Bands, section leaders, drum majors, campus leadership offices, Student Affairs professionals, Alumni, and local leaders may help facilitate sessions, offer perspective, or strengthen the program's relevance.
- Connect the experience to the Band or band community. Participants should be able to see how the leadership skills developed through the program can strengthen communication, morale, collaboration, accountability, or service within the Band environment.
- Make leadership visible. Name the leadership skills being developed, explain why they matter, and help participants reflect on how those skills can be applied in real situations.
- Build programs that can be repeated or sustained. Save agendas, reflection prompts, facilitator notes, speaker contacts, and planning materials so future officers can continue building the Chapter's leadership development culture.
- Reflect and improve each time. Use each program as an opportunity to learn what worked, what could be strengthened, and how the Chapter can continue developing leaders who positively impact the environments around them.

Final Thought

For Greater Leaders is not about checking a box — it is about creating leaders who elevate everyone around them. When your Chapter creates meaningful leadership growth throughout the Band, the entire Band program becomes stronger.



Appendix B: For Greater Leaders Reflection Guide

Evaluating Leadership Growth and Band Impact

Purpose of This Reflection Guide

Reflection is a critical component of leadership development. This guide is designed to help Chapters:

- Evaluate the effectiveness of their *For Greater Leaders* program
- Identify leadership growth among Band and community participants
- Evaluate the Chapter's effectiveness as a planner and facilitator
- Assess impact on the Band program and broader band community
- Capture insights for future improvement

Chapters are encouraged to complete this reflection as a group following their program.

Part 1: Leadership Development Reflection

Individual Growth

- What leadership skills were developed through this program?
- What new perspectives on leadership did participants gain?
- Did participants step into leadership roles during the event? How?
- What challenges did members face, and how were they addressed?

Application of Leadership

- How can participants apply these leadership skills within the Band?
- How might these skills improve communication, collaboration, morale, or accountability within the ensemble?
- Did members demonstrate increased confidence or initiative?

Part 2: Collaboration & Engagement Reflection

- Did the program include participants outside of Tau Beta Sigma?
 - If yes, who participated (Band members, Campus/community members)?
- How did collaboration enhance the program?
- Were there meaningful opportunities for shared leadership learning?
- How could collaboration be improved in future programs?

Part 3: Band Impact Reflection

- How did this program support or strengthen your Band?
- What changes (immediate or long-term) do you expect to see in the Band?
- Did this program improve communication, leadership, or culture within the ensemble?
- How did members serve as leaders, role models, or educators within the Band?

Part 4: Initiative Effectiveness

- Did the program meet its intended leadership goals?
- Was the program interactive and engaging?
- Did at least 2/3 of the Chapter participate?
- Were external participants invited and included?
- What aspects of the program were most successful?

Part 5: Opportunities for Improvement

- What would you change if you hosted this program again?
- Were there any logistical or planning challenges?
- How can the program be expanded or strengthened in the future?
- What additional resources or support would improve the experience?

Part 6: Future Action Steps

- What leadership initiatives should your Chapter pursue next?
- How can this program be sustained or built upon?
- Are there opportunities to deepen impact within your Band?
- How can you continue engaging external participants?

Final Thought

Reflection transforms experience into growth. Through intentional reflection, Chapters not only recognize their impact but gain the insight needed to lead more effectively in the future. Leadership is not just what you do — it's what you learn, apply, and carry forward.



Appendix C: Timeline & Checklist

Planning, Executing, and Evaluating Your Initiative

Purpose of This Timeline

This timeline is designed to help Chapters:

- Plan their *For Greater Leaders* program with intention
- Stay organized and on track
- Ensure alignment with program expectations
- Successfully execute and evaluate their event

Chapters may adjust this timeline based on their academic calendar and Band schedule.

Recommended Timeline

6–8 Weeks Before the Event: Vision & Planning

- ☐ Meet as a Chapter to define program goals
- ☐ Identify your leadership focus area (Personal, Collaborative, Service, or Professional)
- ☐ Define how the program will support leadership within the Band
- ☐ Brainstorm program ideas and select your event concept
- ☐ Identify potential collaborators (Band members, Campus partners, Alumni)
- ☐ Assign a Initiative Lead/Coordinator

 *Focus on intention before logistics.*

4–6 Weeks Before the Event: Development & Coordination

- ☐ Confirm collaborators, speakers, or partners
- ☐ Select a date, time, and location
- ☐ Develop a clear event plan or agenda
- ☐ Identify how the program will be interactive and engaging
- ☐ Determine materials, supplies, or budget needs
- ☐ Begin drafting promotional materials

 *Ensure the program is leadership-focused—not just informational.*

2–4 Weeks Before the Event: Promotion & Preparation

- ☐ Promote the event to:
 - Band Members
 - Chapter Members
 - Campus/community participants
- ☐ Send formal invitations to external participants
- ☐ Confirm roles (facilitators, speakers, logistics support)
- ☐ Finalize event structure and engagement activities
- ☐ Prepare materials (handouts, slides, activities)

 *External engagement is a key component—make it intentional.*

1 Week Before the Event: Finalization

- ☐ Confirm attendance and participation
- ☐ Review event agenda with all facilitators
- ☐ Prepare opening and closing remarks
- ☐ Double-check location, technology, and materials
- ☐ Ensure alignment with:
 - ☐ Leadership development goals
 - ☐ Band impact
 - ☐ Participation expectations (2/3 of Chapter)

 *Clarity = confidence on event day.*

Day of Event: Execution

- ☐ Set up space and materials
- ☐ Welcome participants (including external attendees)
- ☐ Clearly communicate:
 - Purpose of the program
 - Connection to leadership and Band impact
- ☐ Facilitate engagement
- ☐ Encourage participation and discussion
- ☐ Create an inclusive and collaborative environment
- ☐ Capture documentation (photos, attendance, notes)

 *Make leadership visible in action.*

Within 1 Week After the Event: Reflection & Documentation

- ☐ Complete **Appendix B: Reflection Guide** as a Chapter
- ☐ Document:
 - Leadership outcomes
 - Band impact
 - Participation (Chapter + external)
- ☐ Gather materials for submission:
 - Event description
 - Photos or promotional materials
 - Attendance estimates
 - Reflection summary
- ☐ Identify opportunities for improvement

 *Reflection turns the event into growth.*

2–3 Weeks After the Event: Follow-Up & Growth

- ☐ Share outcomes with your Chapter and/or Band
- ☐ Recognize members who demonstrated leadership
- ☐ Consider how to build or expand this program
- ☐ Begin planning future leadership initiatives

 *Sustain the impact beyond one event.*

Final Thought

Strong programs don't happen by accident — they are planned with intention, executed with purpose, and strengthened through reflection. This timeline is not about perfection. It is about creating consistent, meaningful leadership experiences that strengthen your Band and demonstrate the Chapter's commitment to service. When you plan with purpose, you lead with impact.





NIB AUDITION EVENT GUIDE

1. FOREWORD

Musical excellence has always been central to the shared work of Tau Beta Sigma and Kappa Kappa Psi. Through service, leadership, and musicianship, both organizations have long recognized that collegiate Bands are strengthened when students are encouraged to pursue opportunities that challenge them artistically, connect them with peers from across the country, and contribute to the advancement of wind band music.

The NIB Audition Event Guide was developed to help Tau Beta Sigma Chapters support participation in one of the most meaningful musical traditions shared by Tau Beta Sigma and Kappa Kappa Psi : the National Intercollegiate Band, commonly known as NIB. By hosting audition support events, Chapters can encourage collegiate musicians to prepare, record, and submit auditions for this nationally recognized ensemble.

This initiative reflects the understanding that musical opportunity does not happen by accident. Many students may be interested in auditioning for the NIBbut may need encouragement, recording support, logistical guidance, access to equipment, or simply someone to say, “You should audition.” Through intentional audition events, Chapters can remove barriers, promote musical excellence, and help more students see themselves as part of a national tradition.

This updated guide builds upon that foundation while aligning the NIB Audition Event Guide with the broader National Programs framework of Tau Beta Sigma. The purpose of this guide is not simply to explain how to record auditions. Its purpose is to help Chapters create experiences that:

- Promote participation in the National Intercollegiate Band
- Support collegiate musicians through the audition process
- Increase awareness of a historic joint program of Tau Beta Sigma and Kappa Kappa Psi
- Strengthen musicianship and audition preparation within Band programs
- Encourage members and non-members alike to pursue national musical opportunities
- Provide logistical, technical, and motivational support for audition applicants
- Connect Chapter service to a national tradition of musical excellence

At its core, the NIB Audition Event exists because musical opportunity grows when Chapters actively encourage, support, and prepare the musicians around them.



2. PROGRAM SNAPSHOT

What is the National Intercollegiate Band Audition Event?

The NIB Audition Event is a Chapter-led initiative designed to support collegiate musicians as they prepare, record, and submit auditions for the National Intercollegiate Band.

The National Intercollegiate Band, or NIB, is a national program shared jointly by Tau Beta Sigma and Kappa Kappa Psi. The ensemble is formed every two years in conjunction with the biennial National Convention of the two organizations, and its performance traditionally serves as the featured musical experience of the National Convention.

The ensemble brings together qualified collegiate musicians from across the United States, regardless of whether they are members of Tau Beta Sigma or Kappa Kappa Psi. Entry into the ensemble is gained through an application and recorded audition process reviewed by a panel of judges selected by the Tau Beta Sigma and Kappa Kappa Psi National Vice Presidents for Professional Relations.

Program Purpose

The purpose of the NIB Audition Event is to help Chapters encourage and support musicians in their Band programs through the NIB audition process.

A strong NIB Audition Event should help participants understand what NIB is, what audition materials are required, how to prepare and record a strong audition, and how to successfully submit their application and recording by the posted deadline.

This initiative also helps Chapters promote musicianship, audition readiness, and national engagement within their Bands.

Core Program Expectation

Chapters should intentionally host or facilitate an audition support event for their Band program. The experience should be designed to assist collegiate musicians with preparing, recording, reviewing, or submitting audition materials for the NIB.

Programs may include recording sessions, audition preparation workshops, practice support, informational sessions, application assistance, recording critique opportunities, or a combination of these elements.

Audience

The NIB is open to all qualified collegiate musicians, whether or not they are members of Tau Beta Sigma or Kappa Kappa Psi. Therefore, Chapter-hosted NIB Audition Events should be promoted broadly to the full collegiate Band program whenever possible.

Eligible participants may include undergraduate and graduate students who are musicians in a collegiate Band program.

Examples of NIB Audition Event Experiences

Examples may include:

- Chapter-hosted audition recording session
- A drop-in audition recording day in the Band room, recital hall, practice rooms, or recording studio
- An informational session about NIB and the audition process
- A practice and preparation session for audition selections
- A critique session with Chapter Members, Band Staff, faculty, or studio instructors
- An application support event where students receive help submitting materials
- A joint Tau Beta Sigma and Kappa Kappa Psi NIB audition promotion event
- A recording support event paired with social media or Band-wide promotion

Programs Generally Should Not Be

A NIB Audition Event should not be limited only to Tau Beta Sigma members if the intent is to support the broader Band program. It should also not be merely passive promotion with no meaningful support, outreach, or opportunity for musicians to prepare, record, or submit audition materials.

A strong event should help reduce barriers to auditioning and make the opportunity more accessible to qualified collegiate musicians.



3. PROGRAM PHILOSOPHY

The NIB Audition Event is rooted in the belief that musical excellence is strengthened when opportunity is actively shared. Many students may be capable of auditioning for national musical experiences, but may not pursue them without encouragement, information, or logistical support.

Tau Beta Sigma Chapters are uniquely positioned to help bridge that gap. Through service to Bands, Chapters can create opportunities for students to record auditions, receive feedback, understand requirements, and feel encouraged to participate in a national musical tradition.

This program reflects Tau Beta Sigma's commitment to music appreciation, educational achievement, leadership, and the performance of good music. It also reflects the Sorority's collaborative relationship with Kappa Kappa Psi and the shared history of the National Intercollegiate Band.

The NIB Audition Event is not only about producing recordings. It is about cultivating a culture where members and Band students are encouraged to challenge themselves musically, represent their programs nationally, and contribute to the continued advancement of collegiate Bands.

At its best, this program helps musicians move from "I could never audition" to "I am prepared to try."

4. UNDERSTANDING THE IMPACT IN TAU BETA SIGMA

The NIB is one of the most significant shared musical traditions of Tau Beta Sigma and Kappa Kappa Psi. Created more than 70 years ago, the ensemble continues to bring college Band students face-to-baton with respected conductors and compelling composers while contributing to the advancement of collegiate Band music.

Dr. F. Lee Bowling, Kappa Kappa Psi National President from 1941–1947, is regarded as the founder of the National Intercollegiate Band. Since its creation, NIB has provided generations of collegiate musicians with opportunities to perform at a national level, engage with new works for wind Band, and participate in a musical experience connected to the biennial National Convention.

For Tau Beta Sigma, promoting NIB participation is a direct expression of service to Bands and music. When Chapters host audition events, they help students access an opportunity that may otherwise feel intimidating, confusing, or out of reach. This support can increase audition participation, strengthen preparation habits, and encourage musicians to see themselves as part of a larger national Band community.

The impact of an NIB Audition Event can extend beyond those selected for the ensemble. Every participant who prepares an audition engages in musical growth. Every recording session creates an opportunity to practice professionalism, performance preparation, and confidence. Every Chapter that promotes NIB helps elevate the visibility of a historic national program.



5. CORE PROGRAM STANDARDS & EXPECTATIONS

A strong NIB Audition Event should be intentionally planned, musically focused, accessible to the Band program, and designed to support the audition process. While the specific format may vary by Chapter, institution, and available resources, the core expectations should remain consistent.

A Strong Program Should Be Chapter-Led

Tau Beta Sigma should have an intentional role in organizing, promoting, facilitating, or executing the audition event. This may include reserving space, securing recording equipment, coordinating volunteers, creating promotional materials, assisting with application submission, or helping participants record audition materials.

The Chapter does not need to provide every technical service itself, but it should clearly demonstrate how it helped make the audition process more accessible.

A Strong Program Should Be Open to the Band Program

Because the NIB is open to all qualified collegiate musicians, the audition event should be promoted beyond Tau Beta Sigma whenever possible. Members of the Band program, including non-members of Tau Beta Sigma or Kappa Kappa Psi, should be encouraged to audition.

Chapters should be clear in promotion that NIB auditions are not limited to organization members.

A Strong Program Should Be Musicianship-Focused

The event should support audition preparation, recording, critique, application completion, or general awareness of the National Intercollegiate Band. The focus should remain on helping musicians prepare for and access a national performance opportunity.

A Strong Program Should Provide Clear Information

Chapters should refer participants to the official NIB website (nib.kkymbsonline.com) for current audition requirements, deadlines, repertoire expectations, application instructions, and frequently asked questions. Since requirements and deadlines may change by biennium, Chapters should avoid relying only on past information.

A Strong Program Should Be Organized and Professional

Audition events require attention to detail. Chapters should plan for space, recording equipment, timing, file formats, application needs, participant flow, technical support, and quiet recording conditions. The event should help participants feel prepared and supported rather than rushed or confused.

A Strong Program Should Be Accessible and Inclusive

Chapters should choose a recording space that is physically accessible and welcoming. Consider accessible entrances, parking, restroom access, elevator access, room setup, seating, quiet waiting space, and flexible recording times. Chapters should also provide clear instructions in advance so applicants know what to bring, where to go, what to prepare, and whom to contact with questions.

Chapters should select a quiet and accessible recording location. Possible locations may include the university Band room, recital hall, practice rooms, classroom space, or a campus recording studio. The space should allow students to record without unnecessary noise, interruptions, or distractions.

Chapters should follow all university, School of Music, and facility policies for reserving and using the space. If multiple students will record in the same space, Chapters should build in time between recordings for setup, transition, and any required room expectations.

6. WHAT QUALIFIES AS A NATIONAL INTERCOLLEGIATE BAND AUDITION EVENT?

NIB Audition Events may vary depending on available campus resources, Chapter capacity, and the needs of the Band program. The following examples are intended to guide Chapters as they design their events.

Likely Qualifying Experiences

A program will generally align strongly with the NIB Audition Event when it intentionally supports musicians through the audition preparation, recording, or submission process. Examples may include:

- A Chapter-hosted NIB audition recording session
- A scheduled recording day with reserved practice rooms, recital hall, Band room, or recording studio
- A workshop explaining NIB, audition requirements, and submission expectations
- A preparation session where participants receive guidance on contrasting selections
- A critique session with Chapter Members, Band Staff, faculty, or studio instructors
- A joint Tau Beta Sigma and Kappa Kappa Psi event promoting and supporting NIB auditions
- An application assistance session where participants receive help submitting recordings and required information
- A Band-wide NIB audition campaign paired with direct recording support

Experiences That May Qualify Depending on Structure

Some experiences may qualify if they include meaningful support for the audition process. Examples may include:

- Social media promotion, if paired with an actual recording, preparation, or submission support opportunity
- One-on-one encouragement of strong musicians, if paired with Chapter-coordinated audition assistance
- A studio class announcement, if the Chapter also provides follow-up resources, recording support, or submission guidance
- A general musicianship event, if it directly prepares students for NIB audition materials

In these situations, the Chapter should be able to explain how the event helped musicians take concrete steps toward auditioning.

Experiences That Generally Do Not Qualify

Events generally do not align with the purpose of the NIB Audition Event if they only raise awareness without providing meaningful audition support. Examples may include:

- Posting a flyer with no additional outreach or event component
- Mentioning NIB at a Chapter meeting without promoting to the Band program
- Limiting audition support only to Tau Beta Sigma members when the broader Band program could be included
- Hosting a general practice session with no connection to NIB audition preparation
- Sharing outdated audition information without directing participants to current requirements
- Recording auditions without confirming file format, submission process, or deadline expectations



7. DESIGNING MEANINGFUL EXPERIENCES

Strong NIB Audition Events begin with purpose. Before reserving a room or posting a flyer, Chapters should determine what barriers may prevent students from auditioning and how the Chapter can help reduce those barriers.

Some students may not know what the NIBis. Others may assume they are not qualified, may not know what to record, may not have access to recording equipment, or may feel intimidated by the application process. A strong Chapter event helps address these barriers through encouragement, information, logistics, and support.

Chapters should begin by asking:

- What do Band students need in order to feel prepared to audition?
- How can we make the audition process more accessible?
- What campus spaces or equipment can support high-quality recordings?
- Who can help students select or critique audition repertoire?
- How can we encourage both members and non-members to audition?
- How will we ensure participants have access to current NIB requirements and deadlines?

The most successful NIB Audition Events often combine promotion with practical support. A flyer may create awareness, but a scheduled recording session, critique opportunity, or application support table helps students actually complete the process.

The goal is not simply to tell people about NIB. The goal is to help musicians audition.

8. COLLABORATION & COMMUNITY ENGAGEMENT

The NIB Audition Event is strengthened through collaboration. Because NIB is a shared program of Tau Beta Sigma and Kappa Kappa Psi, Chapters are encouraged to work together when possible to promote the opportunity and support audition applicants.

Potential collaborators may include:

- Kappa Kappa Psi
- Directors of Bands
- Assistant Directors of Bands
- Studio instructors
- Music faculty
- Department chairs
- Recording studio staff
- Graduate assistants
- Section leaders
- Chapter Sponsors
- Alumni
- Band Staff

Collaboration can help Chapters identify strong potential applicants, secure recording spaces, access equipment, provide critique, promote deadlines, and encourage participation across the Band program.

One-on-one encouragement can also be especially effective. Chapters should not hesitate to personally invite strong musicians to audition. Many students may be more likely to prepare an audition when someone they respect recognizes their ability and encourages them to try.

A well-designed NIB Audition Event can strengthen relationships between the Chapter, Band Staff, Kappa Kappa Psi, music faculty, and the broader Band community.



9. CREATING IMPACT THROUGH THE PROGRAM

The impact of a NIB Audition Event is not limited to the number of students selected for the ensemble. Every audition prepared is an act of musical growth. Every recording session supports confidence, preparation, and professionalism. Every Chapter that promotes NIB helps sustain a historic national musical tradition.

NIB Audition Events can create impact by:

- Increasing awareness of the National Intercollegiate Band
- Encouraging more students to audition
- Supporting musical preparation and audition readiness
- Helping students access recording equipment and technical support
- Strengthening collaboration with Band Staff and music faculty
- Encouraging Chapter Members to pursue national musical opportunities
- Promoting the shared musical mission of Tau Beta Sigma and Kappa Kappa Psi
- Supporting the advancement of collegiate Bands and new wind Band music

Chapters should consider how the event can continue to matter after the audition deadline. This may include maintaining promotional materials, saving event planning notes, building annual audition support traditions, recognizing applicants, celebrating selected musicians, or encouraging future participation earlier in the biennium.

A strong NIB Audition Event helps make national musical participation feel possible.

10. PLANNING & EXECUTING YOUR PROGRAM

Successful **NIB Audition Events** require intentional planning, professional communication, and attention to technical details. Chapters should begin early enough to allow musicians time to understand the audition requirements, select repertoire, prepare, record, revise, and submit materials before the deadline.

Chapters should always direct participants to the official NIB website for current audition deadlines, repertoire requirements, application details, and file submission expectations. In most years, the NIB submission process begins in December and ends in April, but requirements may change from year to year. Auditions generally include contrasting selections that demonstrate both technical facility and lyrical musicality, while percussionists may be expected to include performances on multiple instruments.

Chapters should determine what type of support they are able to provide. Some Chapters may host a formal recording session with scheduled time slots, while others may offer an informational meeting, open recording hours, critique sessions, repertoire support, file conversion help, or application assistance. The goal is to make the audition process clearer, more accessible, and less intimidating for interested musicians.

The recording space should be quiet, accessible, and appropriate for audio recording. Potential spaces may include the university Band room, recital hall, practice rooms, recording studio, school of music classrooms, or other quiet campus spaces. Chapters should work to minimize background noise and distractions and should follow all campus or school of music requirements for reservations, room use, access, cleaning, and scheduling.

Chapters should identify recording equipment or software early and ensure it can produce or convert files to MP3 format. Options may include digital recorders, smartphones, computers with microphones, studio equipment, Audacity, or GarageBand. When possible, Chapters should seek guidance from music faculty, recording staff, or experienced audio technicians.

Many NIB Audition Events may cost little or nothing to host, depending on available campus resources. Potential costs may include recording studio rental fees, promotional materials, equipment rental, or financial support for selected students who may need assistance with travel costs. Chapters should be transparent about what costs are covered by the Sorority and Fraternity and what costs may remain the responsibility of selected participants. A strong NIB Audition Event should help participants feel informed, prepared, and supported. Chapters may provide deadline reminders, recording support, critique opportunities, file submission assistance, and clear information about next steps. For current deadlines, requirements, and cost information, participants should always be directed to the official NIB website (nib.kkymbsonline.com).

For additional information, please see [Appendix A](#).



11. FREQUENTLY ASKED QUESTIONS

Who can audition for the National Intercollegiate Band?

The ensemble is open to all qualified collegiate musicians from across the United States, whether or not they are members of Tau Beta Sigma or Kappa Kappa Psi and whether or not they attend an institution with a Chapter of either organization. Participants should be musicians in a collegiate Band program, including undergraduate and graduate students.

Can Tau Beta Sigma and Kappa Kappa Psi members audition?

Yes. Members of both organizations are strongly encouraged to audition. NIB is a time-honored tradition shared jointly by Tau Beta Sigma and Kappa Kappa Psi.

What repertoire should applicants prepare?

Applicants should refer to the official NIB website for current audition requirements. Generally, auditions include at least two contrasting selections on the applicant's primary instrument. One selection should demonstrate technical facility, while the other should demonstrate lyrical playing and musical phrasing.

Percussionists should refer to current requirements and should be prepared to submit multiple instruments, typically including timpani, snare drum, and mallet instrument.

When should we host the audition event?

Chapters should host their event well before the audition deadline so applicants have time to prepare, record, revise if needed, and submit materials. Since the NIB submission process often runs from December through April, spring semester events are often effective.

Does the event need to cost money?

Not necessarily. Many Chapters can host an NIB Audition Event at little to no cost by using campus spaces and available recording tools. Costs may arise if the Chapter rents a recording studio, prints promotional materials, provides refreshments, or offers financial support to selected participants.

Where should we host the event?

The event should be held in a quiet space suitable for recording. Possible locations include the Band room, recital hall, practice rooms, recording studio, or another quiet campus space.

What equipment should we use?

Chapters may use a digital audio recorder, smartphone, laptop, desktop computer, external microphone, or recording studio equipment. The recording should be able to be saved or converted into the format required by the NIB submission process.

How should we promote the event?

Promote through Band communication channels, social media, printed materials, Band Staff announcements, studio instructors, Chapter networks, and direct outreach to strong musicians. Promotional materials should make clear that auditions are open to all qualified collegiate Band musicians, not only members of Tau Beta Sigma or Kappa Kappa Psi.

Can we help students submit their applications?

Yes. Chapters may set up computers or provide submission support so applicants can upload recordings and complete the application. Chapters should ensure participants use current instructions from the official NIB website.

Can we offer critique before recording?

Yes. Offering critique from Chapter Members, Band Staff, studio instructors, or faculty can help participants strengthen their auditions before submission.

12. REFLECTION & SUSTAINABILITY

Reflection helps transform an audition support event into a lasting contribution to the Band program. After the event, Chapters should take time to discuss what worked, how many students were reached, what barriers were reduced, and how future audition support can be strengthened.

Reflection may happen during a Chapter meeting, through written responses, in small groups, or as part of a post-event debrief. The format is less important than the intentionality of the conversation.

Chapters may reflect on questions such as:

- How did this event increase awareness of NIB?
- How did the Chapter support applicants through the audition process?
- Were Band members outside Tau Beta Sigma invited and supported?
- What logistical or technical challenges occurred?
- What promotion methods were most effective?
- How did collaboration with Kappa Kappa Psi, Band Staff, or faculty strengthen the event?
- What would we improve before the next NIB audition cycle?
- How can this event become a recurring biennial tradition?

Sustainability matters. Since NIB occurs in connection with National Convention every two years, Chapters can build strong traditions by maintaining promotional templates, recording setup notes, equipment lists, space reservation information, contact lists, and reflection notes for future officers.

A Chapter that consistently supports NIB auditions helps promote national musicianship and strengthens the culture of opportunity within its Band program.

For additional information, please see [Appendix B](#).



13. TIMELINE & PLANNING FRAMEWORK

Strong NIB Audition Events benefit from early planning, clear promotion, and careful attention to deadlines. Chapters should always confirm current dates and requirements through the official NIB website.

2–4 Months Prior

Determine the event structure, primary contact, location, preferred dates, available services, materials, recording needs, Chapter staffing, and participant support plan.

2 Months Prior

Create promotional materials and begin outreach. Clearly explain what NIB is, who can audition, event details, preparation expectations, and where to find official audition requirements.

2 Weeks Prior

Confirm the event space, recording equipment, technician availability, Chapter roles, participant sign-ups, schedule, supplies, and applicant reminders.

2 Days Prior

Prepare materials and supplies, confirm member roles, event time, transportation if applicable, recording setup, and participant flow. Also send a reminder communication to those individuals who signed up with important information they may need to know.

Day of Event

Arrive early, test equipment, review logistics, start on time, and create an organized, encouraging, and supportive recording environment.

After the Event

Wish participants good luck, clean up the space, follow up as appropriate, and remind applicants of submission deadlines.

After the Audition Cycle

Celebrate applicants and selected participants, reflect as a Chapter, document what worked, and save planning materials for the next NIB audition cycle.

For additional information, please see [Appendix C](#).

14. FINAL THOUGHTS

The NIB Audition Event is one of Tau Beta Sigma's most meaningful opportunities to connect Chapter service with national musicianship. Through this program, Chapters can encourage students to pursue excellence, support access to national opportunities, and help sustain a historic musical tradition shared by Tau Beta Sigma and Kappa Kappa Psi .

At its best, an NIB Audition Event is not simply a recording session. It is an act of encouragement. It is a way to tell musicians, "Your work matters, and your sound belongs in this national community." It is a reminder that musical excellence grows when opportunity is shared.

By hosting thoughtful, organized, and supportive NIB Audition Events, Chapters help strengthen collegiate Bands while promoting the performance of good music and the advancement of wind Band literature.

The NIB Audition Event is more than audition support. It is a commitment to opportunity, musicianship, and national musical connection.

National Intercollegiate Band. For Greater Bands.



Appendix A: Event Planning Guide

Designing a National Intercollegiate Band Audition Event That Creates Impact

A strong NIB Audition Event begins with intentional planning. This guide is designed to help Chapters move from idea to execution while maintaining alignment with the Mission and Values of Tau Beta Sigma.

Step 1: Define the Purpose of the Event

Before reserving space or creating a flyer, determine what the Chapter hopes to accomplish. A clear purpose will guide the event format, promotion, recording support, and participant experience. Consider:

- What barriers might prevent students from auditioning?
- How can the Chapter make the audition process more accessible?
- What kind of support do applicants need: information, recording, critique, submission help, or encouragement?
- How will this event promote musicianship and national engagement?

Step 2: Identify the Audience

The NIB is open to all qualified collegiate musicians. The audience for the event should include the full Band program whenever possible. Consider:

- Tau Beta Sigma members
- Kappa Kappa Psi members
- Undergraduate Band students
- Graduate Band students
- Section leaders
- Strong musicians who may need personal encouragement

Step 3: Confirm Current Audition Requirements

Review the official NIB website for current deadlines, application instructions, repertoire requirements, recording requirements, and frequently asked questions. Because NIB requirements may change by cycle, Chapters should always use current official information.

Step 4: Choose the Event Format

Determine what the Chapter will offer. This may include:

- Informational session
- Recording time slots
- Critique before recording
- Application support
- File conversion assistance
- Full recording day

Step 5: Plan the Logistics

Confirm:

- Date and time
- Location
- Primary event contact
- Recording equipment
- Recording technician, if needed
- Participant sign-up process
- Materials and supplies
- Quiet recording conditions
- File format requirements
- Application submission process
- Promotion plan

Step 6: Promote the Event

Promote early and broadly. Use social media, Band announcements, email lists, faculty support, printed flyers, studio instructors, and direct outreach. Promotion should clearly explain what NIB is, who can audition, what participants should prepare, and how the Chapter can help.

Step 7: Execute with Care

On the day of the event, arrive early, test equipment, confirm participant flow, and create a calm and supportive environment. Recording auditions can feel intimidating, so Chapter Members should remain organized, encouraging, and professional.

Step 8: Follow Up and Reflect

After the event, wish participants well, remind them of submission deadlines, celebrate applicants, reflect as a Chapter, and document what should be repeated or improved for the next NIB cycle.



Pro Tips for Success

- Start early, especially because students need time to prepare audition selections and re-record if needed.
- Focus on access and encouragement. Many students may audition simply because someone personally encouraged them.
- Use Band Staff, studio instructors, music faculty, recording technicians, and Alumni as resources.
- Make promotion clear that NIB is open to all qualified collegiate Band musicians, not only members of Tau Beta Sigma or Kappa Kappa Psi.
- Offer critique or practice support when possible. Feedback before recording can help applicants feel more prepared.
- Build a repeatable event model. Save promotional materials, recording setup notes, equipment lists, and planning timelines for future officers.
- Reflect and improve each cycle.

Final Thought

The NIB Audition Event is not about checking a box or simply recording files. It is about helping musicians access a national opportunity, grow through preparation, and see themselves as part of a broader collegiate Band tradition.

When Chapters support NIB auditions, they help strengthen the future of collegiate Bands.



Appendix B: NIB Audition Event Reflection Guide

Evaluating Musical Opportunity, Audition Support, and Band Impact

Purpose of This Reflection Guide

Reflection is a critical component of meaningful programming. This guide is designed to help Chapters evaluate the effectiveness, accessibility, and lasting impact of their NIB Audition Event.

An NIB Audition Event should do more than promote a deadline. It should create space for encouragement, preparation, recording support, audition confidence, and connection to a historic national musical tradition.

This guide is designed to help Chapters:

- Evaluate the effectiveness of their NIB Audition Event
- Identify how participants were supported through the audition process
- Assess how the event promoted musicianship and national opportunity
- Understand the impact on the Chapter and Band program
- Capture insights for future NIB audition cycles

Chapters are encouraged to complete this reflection as a group following the event.

Part 1: Program Purpose Reflection

Purpose and Intent

Begin by revisiting the original purpose of the event.

Ask:

- What was the purpose of our NIB Audition Event?
- What barriers were we trying to reduce?
- How did this event connect to the Mission and Purposes of Tau Beta Sigma?
- What did we hope participants would learn, complete, or feel prepared to do?
- Did the event accomplish what we intended?

Connection to Tau Beta Sigma

The NIB Audition Event connects to Tau Beta Sigma's commitment to musicianship, educational achievement, music appreciation, and service to collegiate Bands.

Ask:

- How did this event reflect the Values of Tau Beta Sigma?
- How did the Chapter support musicianship within the Band program?
- How did the event promote a national musical opportunity?

Part 2: Participant Support Reflection

Audition Preparation

Ask:

- Who participated in the event?
- Were participants members, non-members, undergraduate students, graduate students, or a mix?
- How did the event help participants prepare for auditions?
- Did participants receive information, critique, recording support, or application help?
- What support seemed most valuable?

Access and Encouragement

Ask:

- Were Band members outside Tau Beta Sigma invited and supported?
- Did promotion clearly communicate that NIB is open to all qualified collegiate Band musicians?
- Did Chapter Members personally encourage potential applicants?
- How did the event make auditioning feel more accessible?

Part 3: Collaboration & Engagement Reflection

Ask:

- Did we collaborate with Kappa Kappa Psi, Band Staff, faculty, studio instructors, Alumni, or recording staff?
- How did collaboration strengthen the event?
- Were there meaningful opportunities for shared musical support?
- How could collaboration be improved in future NIB cycles?

Part 4: Impact Reflection

Musical and Band Impact

Ask:

- How did this event support or strengthen the Band program?
- Did the event increase awareness of the National Intercollegiate Band?
- Did participants become more confident in audition preparation?
- How did the event encourage musical excellence?
- What long-term impact could come from continuing this event?

National Engagement Impact

Ask:

- How did this event connect our Chapter or Band program to a national tradition?
- Did the event encourage members to think beyond local performance opportunities?
- How can we continue promoting NIB in future biennia?

Part 5: Program Effectiveness

Planning and Execution

Ask:

- Was the event well-organized?
- Was promotion effective?
- Was the recording space appropriate?
- Did the equipment work as expected?
- Were file format and submission expectations clear?
- Did participants have enough time to prepare, record, and submit?

Most Successful Elements

Ask:

- What aspects of the event were most successful?
- What feedback did we receive from participants or collaborators?
- What should future officers know if they host this event again?
- Would we use this format again?

Part 6: Opportunities for Improvement

Ask:

- What would we change if we hosted this event again?
- Were there logistical, technical, promotional, or communication challenges?
- Did we begin planning early enough?
- How could we better support applicants next time?
- What additional resources would strengthen the event?

Part 7: Future Growth and Sustainability

Ask:

- How can this become a recurring biennial Chapter program?
- What promotional materials should be saved?
- What recording setup notes should be documented?
- Who should future officers contact for support?
- How can we continue encouraging selected participants and future applicants?



Final Thought

Reflection transforms audition support into sustainable program growth. Through intentional reflection, Chapters not only recognize the impact of their NIB Audition Event, but also gain the insight needed to make future audition cycles stronger and more accessible.

The NIB Audition Event is not only about helping musicians record. It is about helping them pursue opportunity, represent their Band programs, and contribute to a national musical tradition.

Appendix C: Timeline & Checklist

Planning, Hosting, and Sustaining a National Intercollegiate Band Audition Event

This timeline is designed to help Chapters plan an organized and supportive NIB Audition Event. Some milestones may not apply to every Chapter. Chapters should adapt this checklist based on institutional resources, audition deadlines, recording access, and Chapter capacity.

2–4 Months Before the Event

- ☐ Determine the logistics and structure of the NIB Audition Event
- ☐ Identify the primary contact for audition applicants
- ☐ Select possible event locations
- ☐ Choose first, second, and third date options
- ☐ Determine what services the Chapter will offer
- ☐ List materials and equipment needed
- ☐ Reserve the event space
- ☐ Secure recording equipment
- ☐ Secure a recording technician if needed
- ☐ Review current NIB audition requirements and deadlines

2 Months Before the Event

- ☐ Create promotional materials
- ☐ Begin promoting the event
- ☐ Share official NIB audition information
- ☐ Ask Band Staff, faculty, studio instructors, and Kappa Kappa Psi to help promote
- ☐ Invite strong musicians personally
- ☐ Create a participant sign-up process if using scheduled recording slots

2 Weeks Before the Event

- ☐ Check on the event space
- ☐ Confirm recording equipment and technician
- ☐ Check in with Chapter Members about attendance and responsibilities
- ☐ Confirm participant sign-ups
- ☐ Remind applicants to prepare audition materials
- ☐ Review file format and submission expectations

2 Days Before the Event

- ☐ Prepare supplies and materials in one place
- ☐ Confirm the event schedule
- ☐ Confirm Chapter Member roles
- ☐ Test or review recording equipment if possible
- ☐ Prepare signage, sign-in sheets, computers, chargers, microphones, stands, or other needed materials
- ☐ Send a reminder email to those individuals who signed up for the event

60 Minutes Before the Event

- ☐ Arrive at the event location
- ☐ Walk through the recording space
- ☐ Test recording equipment
- ☐ Confirm setup and participant flow
- ☐ Review last-minute logistics with event coordinators

During the Event

- ☐ Start on time
- ☐ Welcome participants
- ☐ Maintain a calm and supportive recording environment
- ☐ Help participants follow the schedule



- ☐ Support file saving, conversion, or upload needs if applicable
- ☐ Remain positive and poised

After the Event

- ☐ Wish participants good luck
- ☐ Clean up the facility
- ☐ Leave the space better than you found it
- ☐ Remind participants of the official submission deadline
- ☐ Thank collaborators and Chapter Members who assisted

After the Audition Cycle

- ☐ Celebrate applicants
- ☐ Recognize selected participants if applicable
- ☐ Reflect as a Chapter
- ☐ Save event materials and planning notes
- ☐ Identify improvements for the next NIB cycle

Transition Notes

One copy of planning notes, promotional materials, recording setup details, participant support notes, equipment lists, reflection outcomes, and useful contacts should be retained by the Chapter for future officer transition and program development.