

**AUBURN UNIVERSITY  
COURSE SYLLABUS**

**Course Number:** CTMU 7540 / CTMU 7546  
**Course Title:** Evaluation of Program in Music Education  
**Credit Hours:** 3 Semester Hours  
**Prerequisites:** Admission to Graduate School  
**Co-requisites:** none

**Instructor:** Dr. Jane M. Kuehne  
**Contact:** kuehnjm@auburn.edu • (334) 844-6852  
*Please use Blackboard mail for all course-related communications.*  
**Office Hours:** By Appointment  
**GTA:** Jeff Gilbreath  
**Date Syllabus Prepared:** Updated May 2010 by Jane M. Kuehne

**Texts or Major Resources:**

Boyle, J. D., & Radocy, R. E. (1987). *Measurement and Evaluation of Musical Experiences*. New York: Schirmer (Cengage). (out-of-print, available on e-reserve through the AU Library)

MENC. (1996). *Performance standards for music: Grades prek–12: strategies and benchmarks for assessing progress toward the national standards*. Retrieved May 22, 2010 from <http://www.menc.org/resources/view/performance-standards-for-music-strategies-and-benchmarks>

Additional readings in current topics in research (print and electronic media) may be assigned.

**Course Description:** Evaluation and investigation of teaching effectiveness including the utilization of human and material resources and the coordination of areas of specialization. Special attention is also given to issues in evaluation which are unique to music education settings.

**Course Objectives:** *The student will be able:*

- Demonstrate an understanding of the principles of psychometrics applied to music learning.
- Demonstrate the ability to develop tests and other procedures for measurement and evaluation of musical experiences.
- Demonstrate the ability to select appropriate measurement tools for different music learning situations.
- Demonstrate knowledge and understanding of issues related to music program evaluation.

**Course Content and Schedule**

*May 24 – August 2, 2010 – Monday and Tuesday, 4:00 p.m. – 6:00 p.m.*

Week 1	Orientation, Syllabus, Expectations, Overview of Assignments Chapters 1 & 2: Introduction to Assessment in Music, Issues in Measurement and Evaluation Choose your test this week; post your address so the GTA can send it to you.
Week 2	Chapter 3: Psychometrics; Test Presentations
Week 3	Chapter 4 & 5: Types of Music Behaviors, Development Tests; Test Presentations
Week 4	Chapter 6 & 7: Aptitude and Ability Tests, Achievement Tests; Test Presentations; Take Home Exam 1
Week 5	Chapter 8 & 9: Performance Measurement, Attitudinal Assessment; Test Presentations
Week 6	On Campus Seminars
Week 7	Chapter 10: Other Measurement Tools; Test Presentations
Week 8	Chapter 11 & 12: Administration and Scoring; Test Presentations
Week 9	Chapter 13 & 14: Program Evaluation, Future Concerns; Test Presentations; Take Home Exam 2
Week 10	Final Project Presentations
Week 11	Final Project Presentations, Final Project Write Up Due Today

**Course Requirements/Evaluation:**

- Attendance and participation in class discussions, activities, and homework, completion of assigned readings as evidenced by quality discussion (20%)
- Presentation of written critique of a published instrument for evaluation or measurement of music learning (20%)
- 2 Written examinations over readings and class discussions (40%)
- Presentation and documentation of Final Assessment Project (20%)

**Grading System:** A = 100 – 91 B = 90-81 C = 80-71 D = 70-61 F = 60-0

## **Class Policy Statements:**

**Participation:** Students are expected to participate fully in all class activities and discussions. All students are expected to have occasional dialogue with each other through the class discussion board by responding to other student's postings. Discussion participation will be evaluated on frequency, professionalism, and scholarly content. The quality and frequency of participation will be assessed by a variety of means. In all cases, students are expected to be professional, considerate, and prepared to participate. Attendance will also be graded. All students should be prepared, present (logged in, viewing video stream) promptly at the beginning of class. It is the student's responsibility to contact the instructor if assignment deadlines are not met. Students are responsible for initiating arrangements for missed work.

Weekly assignments will be submitted by posting them to Blackboard. The instructor will explain each week's assignments and submission format.

**Attendance/Absences:** Attendance is required at each class meeting. If an exam is missed, a make-up exam will be given only for University-approved excuses as outlined in the *Tiger Cub*. Arrangement to take the make-up exam must be made in advance. Students who miss an exam because of illness need a doctor's statement for verification of sickness and should clear the absence with the instructor the day they return to class. Other unavoidable absences from campus must be documented and cleared with the instructor **in advance**. Five points will be deducted from the final grade for every two absences or three tardies (or early departures from class), except in the case of documented illness. Note: Appointments for routine medical and dental checkups are not considered excused absences. Students must supply official evidence of illness or other excuse the day they return to class or the absence will not be excused. Distance students will fax their excuse to 334-844-4735.

Tardy residential students are requested to wait quietly in the hall until admitted by the instructor to enter HC 1408. Distance students will be able to access the live video stream 5 minutes before class begins and should log into the chat room before class begins. If a distance student is late in logging in, they will be counted as tardy and they should enter the chat room unobtrusively. Tardy distance students or distance students who leave class early must view class archives, email their class notes via Blackboard to the instructor by the following Monday at 8:00 a.m., provide their excuse, and submit any class assignments by the class due dates to potentially receive an excuse and participation credit.

Students who must miss class should inform the instructor via Blackboard email a week before the absence. Distance students (only) who have been granted an excuse ahead of time must view class archives, email their class notes via Blackboard to the instructor by the following Monday at 8:00 a.m., provide any required absence documentation, and must submit any class assignments by the class due dates to receive participation credit. Resident students may view class archives to catch up and must submit any class assignments by the class due dates for assignment credit. They will not receive participation credit except under extenuating circumstances as approved by and negotiated with the instructor. Consideration for extenuating circumstances along with suggested make-up assignments should be proposed to the instructor via Blackboard email by the following class meeting (sooner is better).

**Unannounced quizzes:** There will be no unannounced quizzes.

**Due dates and formats:** Homework and course requirements must be submitted in the format indicated by the instructor, including all parts listed, to receive credit. All materials should be cited in APA format and extensive quoting of material is not acceptable. The instructor reserves the right to assign a grade of 0 for any suggestion of plagiarism. Late submissions will lose 1 letter grade per 24 hours. (Example: an assignment is 23 hours late, so one letter grade is deducted.)

**Incompletes:** Final semester grades of Incomplete will not be given except in cases of documented illness. Incompletes must be removed by the third week of the following semester.

**Loaned materials:** Students must return loaned course materials owned by Auburn University to the instructor by the due date given to receive a grade in this course.

**Proctored Exams:** To ensure academic honesty during quizzes, the following procedures will be used for distance students. An official proctor will be recruited by each student and confirmed by the Office of Distance Learning Student Services at the beginning of the course. Students will provide all data needed to contact the proctors via e-mail, phone and fax. The proctor must be a dean, department head, military education officer, or school principal with e-mail and a fax machine. The person cannot have a vested interest in the student's success in the program. The proctor must have face-to-face access to the student to oversee the student's examination.

The exams will be administered through Blackboard. Students must log on to Blackboard to take the exam during a face-to-face meeting (planned according to their schedules) with the proctor who will administer the test to the student. The student may log on

to the exam only once. The proctor must physically observe this examination process, as it will occur with the student responding to items via computer. The test-taker and proctor will sign a one-page document stating that the student properly followed the rules of academic honesty in the examination and observed by the proctor. This statement will also include the date and time that the test began and the time that it ended. The statement will also include photocopied copies of the photo I.D. of each party. The statement will be faxed to the Music Education Distance Learning Office. This procedure will be carried out each time there is an exam.

Proctor identification forms and test verification forms are available from the Music Education Graduate Student Blackboard page. Fax forms to the Music Education Distance Learning Office at 334-844-4735.

Accommodations: Students who need accommodations are asked to arrange a meeting during office hours the first week of classes, or as soon as possible if accommodations are needed immediately. If you have a conflict with my office hours, an alternative time can be arranged. To set up this meeting, please contact me by e-mail. Bring a copy of your Accommodation Memo and an Instructor Verification Form to the meeting. If you do not have an Accommodation Memo but need accommodations, make an appointment with the Program for Students with Disabilities at 1244 Haley Center, 844-2096 (V/TT).

Honesty Code: The University Academic Honesty Code and the *Tiger Cub* Rules and Regulations pertaining to Cheating will apply to this class.

Office Hours and Assistance: The instructor cannot be available 24 hours per day, but will keep weekly office hours as indicated in class. During these periods, the instructor will be available by telephone. If you leave a voice message, state your name clearly and enunciate the callback number clearly and slowly. Students may request additional office appointments. The instructor will generally check Blackboard email each afternoon, Sunday-Friday. If for some reason the instructor is not able to do so, students will be informed ahead of time. Please allow at least 24 hours for a response and do not use multiple message for the same inquiry. (For example, use ONE Blackboard email message or ONE phone message.) The instructor will not respond to multiple versions of the same inquiry.

Students should contact the instructor or post to the discussion board questions related to the course content or course requirements. The GTA will NOT answer questions that should be directed to the instructor.

Professionalism: Student behavior and participation should adhere to the highest professional standards. Please report any instances of distracting communications from class participants to the instructor. Students should refer to Anti-Harassment & Non-Discrimination for Students, Auburn University Policy on Classroom Behavior, and Policies of the Graduate School, especially those regarding Plagiarism, Academic Progress, and the Graduate School Calendar. Students are also responsible for adhering to university academic deadlines such as those for registration and withdrawal.

#### College of Education Professionalism Policy

As faculty, staff, and students interact in professional settings, they are expected to demonstrate professional behaviors as defined in the College's conceptual framework. These professional commitments or disposition are listed below:

- Engage in responsible and ethical professional practices
- Contribute to collaborative learning communities
- Demonstrate a commitment to diversity
- Model and nurture intellectual vitality

Technology: All students are expected to check TigerMail and Blackboard communications regularly. Students are responsible for reading and responding to messages from the instructor in a timely professional manner. Students who send questions in Blackboard mail or discussion board should provide enough information so that the instructor can understand the questions.

All students will be required to submit assignments to Blackboard, and, are required to know how to do so. Students are responsible for obtaining access to and knowing how to operate standard software such as Microsoft Word and PowerPoint (or Open Office). Students should refer to the "Contacts" page on the Music Education Graduate Student Orientation and Community site or the OIT web page to obtain technical assistance.

Students are expected to utilize threaded discussions when appropriate instead of creating new threads. Threaded discussion assignments that are posted under new threads may not receive course credit. Student should also use the "Reply" function utilizing the heading in the received message in Blackboard email.

Distance students are responsible for knowing how to access the electronic classroom tools and features and for trouble-shooting and maintaining their own equipment. At least a 3 Mb broadband Internet service is required and computers should be up-to-date with plenty of RAM. Distance students must have a microphone/headset and use it correctly upon instructor request for voice

conferencing. All distance students should work through the Music Education Distance Training materials provided at <http://openBlackboard.auburn.edu> and those on the Music Education Graduate Student Orientation and Community site at <http://Blackboard.auburn.edu> well ahead of the beginning of the course.

Extraordinary Circumstances: If normal class and/or lab activities are disrupted due to illness, emergency, or crisis situation (such as an H1N1 flu outbreak), the syllabus and other course plans and assignments may be modified to allow completion of the course. If this occurs, an addendum to your syllabus and/or course assignments will replace the original materials. See Dr. Kuehne if you have questions about this addendum.

Other: Students must satisfy all course objectives in order to pass this course.

#### **Justification for Graduate Credit:**

This course focuses on helping students have an in-depth understanding of student and program evaluation in music education. It helps students gain the information and practices needed to teach other teachers and become leaders in this area.

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## **ASSIGNMENT OVERVIEWS**

### **Published Test Written Critique (and Presentation)**

Administer a published test instrument for evaluation of music experiences to a group of individuals from an appropriate population. Prepare a written critique of the instrument based on your experience, applicable research, and published test reviews. Share this information with the class in an oral presentation including administration of a portion of the test. The critique and any handouts must be posted to Discussions by 5:00 p.m. the day before the presentation, this includes the PowerPoint for the presentation. Distance students will present through Live Classroom, or if you cannot be there live, you will archive your presentation through live classroom and inform the instructor and GTA when the archive is completed. *The test evaluation materials owned by Auburn University will be due in the instructor's office ONE WEEK after their presentations. Final Grade will not be released until materials are returned.*

- I. Complete title, author, date, publisher, ordering information, cost, etc.
- II. Detailed description of the instrument
  - a. Purpose
  - b. target population
  - c. administration procedures
  - d. scoring procedures
  - e. other relevant information
- III. Critique of the strengths and weaknesses of the instrument
  - a. reliability
  - b. validity
  - c. Is the instrument appropriate for the purpose?
  - d. What are the strengths of the instrument?
  - e. What are the weaknesses of the instrument?
- IV. Practical applications of the instrument
  - a. How could this be used in a public school music setting?
  - b. How can this provide meaningful information for music students?
  - c. How can this provide meaningful information for music teachers?
  - d. How can this provide meaningful information for parents?
  - e. other uses/applications
- V. Experience of administration
  - a. Description of group
  - b. Description of administration
  - c. Description of test results
- VI. References and Bibliography

### **Final Assessment Project (3 parts)**

- Develop two (2) test instruments or processes for the evaluation of music learning experiences.
- Develop a plan (1) for the evaluation of a music program.
- Administer at least one of the instruments to an appropriate group, analyze the data, and conduct validation procedures.
- Present your instruments, evaluation plan, and findings to the class.
  - ▶ Presentations should be 15-20 minutes long.
  - ▶ Distance students' videotaped presentations are due one week ahead of scheduled presentations.\*
  - ▶ All students will email their final project reports to the instructor no later than the scheduled final examination period.
  - ▶ The instruments must assess background knowledge, performance, and attitude.
  - ▶ Recorded music and music notation must be included in the instruments.
  - ▶ Response methodology should include Standard Objective, Production or Reproduction, and Singing or Instrument Playing.

For EACH instrument/process, submit the following information to the instructor.

- I. Detailed description of the purpose of the instrument/process/evaluation
  - A. rationale--WHY is this needed?
  - B. target population (age, grade level, etc.)
  - C. setting (band, choral, general music, etc.)
  - D. objectives for the instrument/process
  - E. correlation with curriculum standards
- II. How was the issue of validity addressed? (include data collected and calculations for the administered instrument)
- III. How was the issue of reliability addressed? (include data collected and calculations for the administered instrument)
- IV. The test instrument/process
- V. Detailed test manual
  - A. instructions for administration
  - B. instructions for scoring include specific criteria for the evaluation of student responses
  - C. how to interpret the results.
- VI. Discussions of practical applications for the instrument/process
  - A. How can this provide meaningful information for music students?
  - B. How can this provide meaningful information for music teachers?
  - C. How can this provide meaningful information for parents?
  - D. other uses/applications
- VII. Complete bibliography of all sources

For the PROGRAM EVALUATION PLAN, submit the following information to the instructor.

- I. Detailed description of the purpose of the instrument/process/evaluation
  - A. rationale--WHY is this needed?
  - B. target population (age, grade level, etc.)
  - C. setting (band, choral, general music, etc.)
  - D. program goals to be evaluated
  - E. correlation with curriculum standards
- II. How was the issue of validity addressed?
- III. How was the issue of reliability addressed?
- IV. Evaluation processes
  - A. Instruments/processes for data collection
  - B. Timeline for data collection
  - C. Timeline for data analysis
  - D. Timeline for dissemination of results (formative and summative reports)
- V. Discussions of practical applications for the evaluation
  - A. How can this provide meaningful information for music students?
  - B. How can this provide meaningful information for music teachers?
  - C. How can this provide meaningful information for parents?
  - D. Other uses/applications
- VI. Complete bibliography of all sources