

**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
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Please use LMS for all course related emails
Office Hours: By Appointment

Date Syllabus Prepared: Updated May 2011 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 for fee through publisher, see link from instructor)

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

Instructor and student meet one time per week during the full summer term (2011). Student goes through materials provided by instructor each week on his own and then discusses questions during each meeting. Meetings will occur using the link to Live Classroom available through the course LMS (Learning Management System).

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 instructor or 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	Prepare exam and presentation, office hours for questions and individual help
Week 11	Final Project Due

Course Requirements/Evaluation

20 points – Discussion posts over the readings

20 points – Written critique of a published instrument for evaluation or measurement of music learning

40 points – 2 Written examinations over readings and class discussions

20 points – Final Assessment Project

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

Class Policy Statements:

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

Attendance/Absences: Attendance is required at each meeting between the professor and student. If the student must miss a meeting, it is the student's responsibility to arrange for a make up meeting. Missing meetings will reflect negatively on the grade. Missing (and not making up) 2 or more meetings will lower the final grade by at least 1 letter grade.

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 or other serious emergency. 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.

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.

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

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.

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 in APA format

FINAL ASSESSMENT PROJECT (3 PARTS + PRESENTATION)

1. Develop two (2) test instruments or processes for the evaluation of music learning experiences.
2. Develop a plan (1) for the evaluation of a music program.
3. Administer at least one of the instruments to an appropriate group, analyze the data, and conduct validation procedures.
4. Present your instruments, evaluation plan, and findings to the instructor.
 - ▶ Presentations should be 15-20 minutes long on video.
 - ▶ 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