**AUBURN UNIVERSITY**

**DEPARTMENT OF CURRICULUM AND TEACHING**

***COURSE SYLLABUS***

**Course Number:** CTMU 7540 / 7546 Summer 2014

**Course Title: *Evaluation of Program in Music Education***

**Credit Hours:** 3 Semester Hours

**Course Meetings:** CTMU 7540 / 7546 is primarily an asynchronous class, which gives students the flexibility to work ahead on readings and assignments. However, while it is fine to work ahead, assignments (including discussion posts) will have specific due dates and points will be deducted for late submissions.

There will be four (4) required synchronous class meetings scheduled across the semester (everyone will log in at the same time for “real time” discussion). Once class is underway, students will be polled to determine the most convenient dates and times for these required course meetings. On-campus students will report to Haley Center 1474 for the synchronous meetings.

*Note: Students are expected to participate in on-line discussions on assigned readings and course topics.*

**Instructor:** Dr. Nancy Barry, 334-844-6787, Dept. of Curriculum & Teaching, 5040 Haley Center, Auburn University, AL 36849; email: barrynh@auburn.edu



**GTA**: Tyler Strickland

# Texts or Major Resources:

The following texts are required:

Sanders, J.R., & Sullins, C.D. (2006). *Evaluating school programs: An educator’s guide* (3rd ed). Thousand Oaks, CA: Sage Publications.

Additional required readings in current topics in research and best practice in program evaluation will be made available electronically via web links and/ or files posted to our course Canvas site.

**Course Description:**

This course provides an introduction to contemporary issues in measurement and evaluation of musical experiences including principles of psychometrics, test development, test administration and scoring, and evaluation of music programs.

**Objectives: *Students will be able to . . .***

1. demonstrate an understanding of the principles of psychometrics applied to music learning.
2. demonstrate the ability to develop tests, rubrics, and other procedures for measurement and evaluation of musical experiences.
3. demonstrate the ability to select appropriate measurement tools for different music learning situations.
4. demonstrate the ability to critique measurement tools for music education.
5. demonstrate knowledge and understanding of issues related to music program evaluation.

**Course Content and Schedule:** See Course Calendar

# Course Requirements/Evaluation:

**Course Requirements:**

1. attendance and participation in class discussions and activities

2. complete assigned readings

3. prepare a written review of a published instrument for evaluation or measurement of music learning (this may also include instruments used for adjudication of music festivals)

4. develop a rubric for individual or group performance evaluation in your area of music education

3. written examinations over readings and class discussions

4. submit a final Music Program Evaluation project

**Graded Assignments**

*Note: All written assignments should be carefully edited for mechanics and writing style. Points will be deducted for errors in grammar, spelling, or writing style. (Refer to the APA Publication Manual.)*

1. Class Attendance and Participation (including timely discussion posts) 10%

2. Tests (2 @ 20%) 40%

(Tests include material from all class discussions, assigned readings, and student posts and presentations)

3. [Written and oral](file:///C%3A%5CUsers%5Cnhb0002%5CDocuments%5CBarry%5CCourses%5CMeasurement%26Eval%5C6212sylspr06.html#critique) review of a published evaluation instrument 10%

4. Music Performance Evaluation Rubric 10%

4. [Final Program Evaluation Project](file:///C%3A%5CUsers%5Cnhb0002%5CDocuments%5CBarry%5CCourses%5CMeasurement%26Eval%5C6212sylspr06.html#project) (written and oral presentation) 30%

**Grading System:** A = 100-90, B = 89-80, C = 79-70, D = 69-60, F = 59-0

*Note: A grade below C is considered failing in graduate courses.*

The AU Student Academic Honesty Code applies to this class. <https://sites.auburn.edu/admin/universitypolicies/Policies/AcademicHonestyCode.pdf>

Students who need accommodations are asked to submit electronically their approved accommodations through AU Access and 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 alternate time can be arranged. To set up this meeting, please contact me by e-mail. If you have not established accommodations through the Office of Accessibility, but need accommodations, make an appointment with the Office of Accessibility, 1228 Haley Center, 844-2096 (V/TT).

# Assignments: Criteria for Papers and Presentations

**Presentation Format:**

Students will prepare and archive their video presentations (detailed instructions for posting presentations will be provided). Presenters are expected to be ***creative*** and develop presentations that are engaging and lively. Great to invite student or colleague volunteers to demonstrate examples of evaluation procedures! Video and audio are encouraged as appropriate. Presenters will post any “handouts” or supporting materials to the class discussion board.

**Review of Evaluation Instrument (10%)**

*Prepare a written review (3 – 5 pages) of a published instrument for evaluation of music experiences. This may include standardized music tests or instruments used for adjudication of music festivals. (Informal teacher-made evaluation instruments are not appropriate for this assignment.) Also share this information with the class in an oral (video) presentation (approximately 10 - 15 minutes).*

1. Title page – Title of your paper, your name, your email address
2. Complete title, author(s) of instrument, date, publisher, ordering information, cost, etc.
3. Detailed description of the instrument

 A. purpose

 B. target population

 C. administration procedures

 D. scoring procedures

 E. other relevant information

1. Critique of the strengths and weaknesses of the evaluation instrument

 A. reliability

 B. validity

 C. Is the instrument appropriate for the intended purpose?

 D. What are the strengths of the instrument?

 E. What are the weaknesses of the instrument?

1. Practical applications of the instrument

 A. How could this be used in a music education setting (K-12, applied studio, or university)?

 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 (K-12 only)?

 E. How can this provide meaningful information for school administrators?

 F. other uses/applications

**Music Performance Evaluation Rubric (10%)**

*Develop a rubric for evaluating some type of either group (ensemble) or individual (solo) music performance. It is acceptable to use existing rubrics as models, but you are expected to develop your own original rubric. And be sure to identify ALL sources that you consulted. NOTE: Your grade on this assignment will be kept confidential, but your rubric will be shared with the entire class via Canvas files.*

1. Title page including author’s name and email address
2. Overview of the rubric – purpose, target grade level(s), etc.
3. Teacher’s Information Sheet (detailed instructions for the music teacher about how to administer the rubric and how to interpret the results).
4. The rubric (table format is recommended)
5. References (APA format)

**Final Project (30%)**

*Develop a detailed process for evaluating a public school music program.*

*Submit the following information to the instructor (15 – 25 page paper typed in .doc or .docx format). Also share this information with the class in an oral (video) presentation (approximately 15 minutes).*

1. Title page with Author’s name and email address
2. Table of Contents (Hint: Use the HEADINGS feature in Word to generate and update your Table of Contents automatically)
3. Detailed overview of the evaluation process

 A. rationale--WHY is this program evaluation needed? (cite appropriate references)

 B. stakeholder identification

 B. target student populations (age, grade level, etc.)

C. setting (music program for entire school or school system, university degree program, etc.)

 D. objectives for the process

IV. Detailed Timeline for the Program Evaluation

V. Instrumentation

1. List and describe the measurement instruments and processes that will be used to collect program evaluation data (cite appropriate references)
	1. Instructions for administering the evaluations
	2. How will results be interpreted and used
2. How will validity be addressed?
3. How will reliability be addressed?

VI. Discuss 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 school / school system administrators?

D. If the instrument is for K-12 level instruction, how can this provide meaningful information for parents?

 E. Other uses/applications

VII. Complete bibliography of all sources in APA format.

VIII. Appendices: Copies of any evaluation instruments (tests, rubrics, etc.) and any supporting documentation.