***Evaluation of Program in Music Education***

CTMU 7540

**AUBURN UNIVERSITY**

**DEPARTMENT OF CURRICULUM AND TEACHING**

***COURSE SYLLABUS***

***Summer 2024***

**Credit Hours:** 3 Semester Hours

**Course Meetings:** CTMU 7540 includes both synchronous (real-time) class meetings and asynchronous work (on-line modules, readings, quizzes, class discussions, and other assignments posted on Canvas). However, while it is great to work ahead if you wish, all assignments (including discussion posts) will have specific due dates and points will be deducted for late submissions.

**Instructor:** Dr. Nancy Barry, Dept. of Curriculum & Teaching, 5040 Haley Center, Auburn University, AL 36849; ema[il: barrynh@auburn.edu](mailto:barrynh@auburn.edu)

# Texts or Major Resources:

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

**Course Description:**

This course introduces contemporary issues in measurement and evaluation of musical experiences including principles of psychometrics, test development, test administration and scoring, performance assessment, and evaluating 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 Requirements/Evaluation:

1. Attendance and participation in class discussions and activities (both synchronous and asynchronous)
2. Complete assigned readings and modules
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 regional and national music festivals. (Teacher-made evaluations and evaluation instruments used in very limited settings are not appropriate for this assignment.)
4. Develop a rubric for individual or group performance evaluation in your area of music education.
5. Written examinations over readings and class discussions (tests and quizzes).
6. Final *Music Program Evaluation Plan* 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 10%
2. Class Discussion Posts 10%
3. Quizzes and Tests 30%

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

1. Review a published music evaluation instrument 10%

(Typed document = 10%)

1. Music Performance Evaluation Rubric 10%

(Typed Rubric with complete adjudicator instructions = 10%)

1. [Final Program Evaluation Project](file:///C:\Users\nhb0002\Documents\Barry\Courses\Measurement&Eval\6212sylspr06.html#project) (written and oral presentation) 30%

(class presentation = 10%, paper = 20%)

**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.*

**IMPORTANT**: Take care to provide in-text citations for ALL sources used, even if not quoted directly. Extensive quoting of material is not acceptable. When using quotations is necessary, take care to provide in-text Reference Citations for all sources (including websites and sound recordings) throughout your paper AND in References. All work in this course must be original work.

ALL quoted material (even very short phrases or keywords) MUST be identified within quotation marks and cited.

**READ the helpful information at this link**: <https://libguides.auburn.edu/c.php?g=683337&p=4827756>

**READ the AU Academic Dishonesty Code** [Academic Dishonesty Student | Office of the Provost (auburn.edu)](https://www.auburn.edu/academic/provost/academic-honesty/)

**Definitions of Plagiarism**

1201.1.4 The submission of themes, essays, term papers, design projects, theses, and dissertations, similar requirements, or parts thereof that are not the work of the student submitting them. In the case of a graduate thesis or dissertation, submission is defined as the time at which the first complete draft of such is submitted to the major professor for review. When direct quotations are used, they must be indicated, and when the ideas of another are incorporated into a paper, they must be appropriately acknowledged.

1201.1.5 Plagiarism is a violation. In simplest terms, plagiarism is stealing – using the words or ideas of another as if they were one’s own. For example, if another person’s complete sentence, syntax, keywords, or specific or unique ideas and information are used, one must give that person credit through proper documentation or recognition, as through the use of footnotes.