

**MASTER OF MUSIC IN MUSIC EDUCATION
EFFECTIVENESS PROGRAM
2014-2015**

EXPANDED STATEMENT OF INSTITUTIONAL MISSION	STUDENT LEARNING OUTCOMES AND OBJECTIVES OF PROGRAM	ASSESSMENT CRITERIA AND PROCEDURES	ASSESSMENT RESULTS	USE OF RESULTS
<p>University Mission: As a Christian university which embraces its Baptist heritage and namesake, William Carey University provides quality educational programs, within a caring Christian academic community, which challenge the individual student to excel in scholarship, leadership, and service in a diverse global society.</p> <p>Expanded Statement of Mission:</p> <ol style="list-style-type: none"> 1. Provide academic programs to promote student learning 2. Promote Christian development and social responsibility 3. Serve Baptist churches, associations, and conventions 4. Provide an environment that supports student learning 5. Strengthen organizational and operational effectiveness 6. Strengthen financial resources <p>Goal for Departmental Program/Unit:</p> <ol style="list-style-type: none"> 1 Attain excellence in academic, musical, and professional development 2 Carefully evaluate student potential and progress 3 Provide performance experiences 4 Provide opportunities to perfect teaching style, conducting, and classroom management 5 Provide field experiences for students entering the program without music education degree 6 Encourage arts advocacy by exposure to prevailing paraxial music education philosophy 7 Inspire artistry in personal performance on principal instrument and afford opportunity to explore related instruments 	<p>Student Learning Outcomes</p> <ol style="list-style-type: none"> 1 Improve teaching skills 2 Conduct original research, compose a musical composition, or present a recital 3 Improve individual artistry 4 Demonstrate formal wiring skills in <u>all</u> written endeavors 5 Demonstrate a comprehensive knowledge of music 6 Demonstrate knowledge of national standards, state framework, common core state standards, lesson planning, procedures, assessment, technology, enrichment, and accommodations for all students in teaching segments 7 Discuss current trends in music education with colleagues, defending opinions with a strong research basis <p>Program Objectives</p> <ol style="list-style-type: none"> 1 Maintain accreditation standards for NASM 2 Work to build and maintain enrollment at 20 3 Carefully evaluate student potential prior to enrollment to ensure greater success 4 Assess needs of students entering the program from a non-music education background and prescribe accordingly 5 Develop new courses for both instrumental and vocal music education 6 Continue to endeavor to convert music courses to online presentation for distance learners 7 Work with the School of Education to provide coursework for alternate-route students in music 8 Assimilate new undergraduate music education courses in the graduate level 	<ol style="list-style-type: none"> 1 Written assignments, written and Video-taped analysis of presentations, teaching, and conducting 2 Approval and initiation of individual Research 3 Juried performance exams by multiple faculty members; ensemble participation, and solo performance 4 Entrance exams in music history, Theory, GPA, mastery of formal writing in all coursework 5 Initiation of new courses in both instrumental and choral music 6 Conversion of current classes to online presentation 7 Review of course effectiveness thru Student and faculty assessment 8 Discussion generated through chat opportunities in online classes and in face-to-face classes 9 Written lesson plans that reflect the the elements listed in student learning outcome number 6 10 Addition of a pedagogy course that encompasses all instruments 11 Allowing instrumental and choral students to elect conducting as a principal instrument or instrument of concentration 12 Add the following courses with Graduate music numbers: Classroom Management in Music Music and the Exceptional Child Introduction to Music Education 		

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2013-2014**

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**MASTER OF MUSIC IN MUSIC EDUCATION
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2012-2013**

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**MASTER OF MUSIC IN MUSIC EDUCATION
EFFECTIVENESS PROGRAM
2011-2012**

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<p>University Mission: As a Christian university which embraces its Baptist heritage and namesake, William Carey University provides quality educational programs, within a caring Christian academic community, which challenge the individual student to excel in scholarship, leadership, and service in a diverse global society.</p> <p>Expanded Statement of Mission:</p> <ol style="list-style-type: none"> 1. Provide academic programs to promote student learning 2. Promote Christian development and social responsibility 3. Strengthen ties with Baptist churches, associations, and conventions 4. Provide an environment that supports student learning 5. Strengthen organizational and operational effectiveness 6. Strengthen financial resources <p>Goal for Departmental Program/Unit:</p> <ol style="list-style-type: none"> 1 Attain excellence in academic, musical, and professional development 2 Carefully evaluate student potential and progress 3 Provide performance experiences 4 Provide opportunities to perfect teaching style, conducting, and classroom management 5 Provide field experiences for students entering program without music education background 	<p>Student Learning Outcomes:</p> <ol style="list-style-type: none"> 1 Improve Teaching Skills 2 Conduct original research or musical composition 3 Improve individual artistry 4 Demonstrate a comprehensive Knowledge of music 5 Demonstrate formal writing Skills in all written endeavors 6 Provide hands-on experience with national standards, state framework, lesson-planning, procedures, assessment, technology, enrichment, and accommodations for all students <p>Program Objectives:</p> <ol style="list-style-type: none"> 1 Maintain accreditation standards for NASM 2 Maintain enrollment at 20 students 3 Carefully evaluate student potential prior to enrollment and again early in the degree plan to prescribe areas for strengthening 4 Continue to strengthen the graduate program based on suggestions from NASM evaluators in regard to the 2010 self-study 5 Continue to assess needs of those students entering the program from a non-music education musical perspective 	<p>As Documented By:</p> <ol style="list-style-type: none"> 1 Written assignments, written and video-taped analysis of presentations, teaching, and conducting 2 Approval and initiation of Individual research 3 Juried performance exams by multiple faculty members; ensemble participation/performance 4 Entrance exams in music History, music theory, GPA, mastery of formal writing 5 Initiation of new courses focusing on organization and implementation of the teaching process 6 Review of course effectiveness through student survey and faculty assessment 7 A comprehensive exam upon completion of all degree requirements 	<ol style="list-style-type: none"> 1 Quality of written assignments has improved dramatically and video-taped conducting indicated marked progress in effective communication, instructional pacing, and improved speech delivery. 2 Explaining/assigning research projects at the end of the previous course enabled students to design and complete individual research studies by the end of the ten-week term. 3 Stronger voices and a different approach to conducting choral rehearsals of the graduate chamber choir resulted in a more complete concert performance. 4 Entrance exams in music history and music theory still indicate lack of preparation at the undergraduate level. 5 MUE 623 was designed to assist Alternate Route MM candidates in preparation for teaching. However, no one registered for the course. 6 A survey design is still being developed. 7 Comprehensive exams administered in 2012 still indicates some students are not as well prepared to successfully complete written and oral exams. 	<ol style="list-style-type: none"> 1 Continued feedback from professors in writing with encouragement to re-write is prescribed to assist students in perfecting written work. Video-taped lessons and conducting is encouraged to assist students in becoming master teachers 2 Continue explanation of research process early. 3 Seek to develop an assessment instrument for applied study. 4 Investigate possible reasons for lack of preparation in music theory/history at undergraduate level 5 Work diligently with School of Education to offer music courses for Alternate Route teachers in Music 6 Develop a student survey to assess course effectiveness and faculty effectiveness 7 Assess comprehensive exam format for effectiveness 8 More students were accepted into the program, yet all did not matriculate for summer residency. Plans are to investigate converting to a complete online degree program.

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2010-2011**

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**MASTER OF MUSIC IN MUSIC EDUCATION
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2009-2010**

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<p>University Mission: The mission of William Carey University is to provide quality liberal arts and professional education programs within a caring Christian academic community. The individual student is encouraged to develop his or her highest potential in scholarship, leadership, and service. The University collaborates with churches, organizations, and individuals to affirm its Baptist heritage and namesake – William Carey.</p> <p>Expanded Statement of Mission:</p> <ol style="list-style-type: none"> Provide academic programs to promote student learning Promote Christian development and social responsibility Strengthen ties with Baptist churches, associations, and conventions Provide an environment that supports student learning Strengthen organizational and operational effectiveness Strengthen financial resources <p>Goal for Departmental Program/Unit:</p> <ol style="list-style-type: none"> Attain excellence in academic, musical, and professional development Carefully evaluate student potential and progress Provide performance experiences 	<p>Student Learning Outcomes</p> <ol style="list-style-type: none"> Improve teaching skills Conduct original research or musical composition Improve individual performance artistry Demonstrate a comprehensive knowledge of music <p>Program Objectives</p> <ol style="list-style-type: none"> Maintain accreditation standards for NASM Maintain an enrollment of 20 students Carefully evaluate student potential prior to enrollment 	<p>As documented by:</p> <ol style="list-style-type: none"> Written assignments, written and video-taped analysis of presentations Approval and initiation of original projects Juried performance examinations by multiple faculty members, ensemble participation A comprehensive exam upon completion of all other degree requirements <ol style="list-style-type: none"> Attain final approval for listing for the master of music Enrollment Entrance exams in music theory and history, GPA, mastery of English 	<ol style="list-style-type: none"> 75% of the students exhibited exemplary writing skills at the completion of the program, while 25% showed marked improvement of formal writing, demonstrating effective communication through writing. 90% of the students completing the degree program finished original projects in a timely fashion while the remaining 10% achieved closure on the projects with an extension of time. Faculty concurred in assessment of an overall improvement of artistry through combined master classes. Graduate Chamber Choir performed a variety of compositions representing the gamut of choral literature. Comprehensive examinations given indicated 90% of the graduating class demonstrated an extremely high level of music knowledge. 10% of the graduating class demonstrated a high level of music knowledge. Documentation completed for the NASM Self-Study indicating initiation of the program and early success. NASM evaluators admitted that WCU had undertaken online courses and other instructional methods other schools had not yet attempted! Enrollment dropped to 12 during the summer of 2010. Entrance examinations in music history/music theory indicating areas of concentration during the degree plan. Mastery of English in formal writing evident in oral/written presentations and video-taped lessons. 	<ol style="list-style-type: none"> Carefully worded instructions prior to written assignments did improve first drafts. Strict deadlines for submission of rough-drafts did improve timely completion of terminal projects. Continued re-design of parameters is prescribed for clarity and closure. Awareness of student ability and work-ethic lead to more frequent instructor-student consultation for direction in individual projects. Again, careful assessment of individual competencies early in the degree program is prescribed for more effective advising. Possible inclusion of an applied recital to further strengthen demonstration of artistry. Continue comprehensive examinations with pre-emphasis on formal writing. Continue data collection for NASM with regard to new competencies/requirements. Renewed efforts to recruit graduate students has begun in the fall/2010 trimester. New Coordinator of Music Education given release-time for recruiting. Continue entrance examinations for program direction for each individual.