

Attachment B

Troy University
Routing Slip for New and Revised Academic Programs

Division: School of Music
Program Proposal/Revision: Course Substitution MUS 6653 for EDU 6653
Initiator: Larry R. Blocher 112 Smith Hall 3322
Name campus address campus phone

1. Conceptual Approval by TROY Academic Steering Committee (submit for conceptual approval through appropriate Associate Provost)
 Approved (Initial review) Disapproved Reason: _____

ACHE Action Required: Yes No
SACS Action Required: Yes No
State Dept. of Education Yes

2. Department Chair / School Director Approval (Signature/Date): [Signature] 5/7/07

3. College Curriculum Committee Approval (Signature/Date): _____

4. Dean of the College's Approval (Signature/Date): [Signature] 6/20/07

5. General Studies Committee (for changes to the general studies program only) (Signature/Date): _____

6. Institutional Effectiveness Committee Approval (Signature/Date): [Signature] 10/8/07
Comments: _____

7. Academic Undergraduate Council or Graduate Council Approval (Initial/Date): [Signature] 6/21/07
(All curriculum changes are to be approved by the appropriate committee.)
Comments: No ACHES or SACS action required. [Signature] 6/22/07

8. Executive Vice Chancellor/ Provost (Signature/Date): [Signature] 10/8/07

9. TROY Academic Steering Committee (Signature/Date): _____

10. Campus Vice Chancellor (Signature/Date): _____

11. Other Accreditation As Required: _____

12. Chancellor (Signature/date): _____

Return approved package to the office of the dean of the discipline.
Send signed copy to the IRPE Office and appropriate Associate Provost.

TROY University
John M. Long School of Music
Justification for Revised Program
May 8, 2007

Program Title: Master of Science in Education. Request to revise the existing program by substituting MUS 6653 for EDU 6653

Contact:

Dr. Lance Tatum, Dean – College of Education
Dr. Larry Blocher, Director – School of Music
Dr. Mark Walker, Coordinator – Graduate Music Education

1. Purpose: The purpose of the graduate program in music education is to provide specialized, professional music experiences for graduate music students to assist them in developing the musical skills, knowledge, and attitudes necessary for a viable career in music education. The School of Music works in collaboration with the College of Education to offer certification programs, and supports the NCATE conceptual framework to develop innovative, informed, reflective decision makers.

2. Relationship of purpose to university purpose: The purpose of this graduate music education program is closely aligned with the TROY University goals and institutional initiatives. Specifically, the program focuses on student-centeredness by addressing the individual welfare of students regarding career goals, personal fulfillment, and critical thinking competency. Additionally, this program adds to the academic quality of School of Music offerings within the university, and allows for collaborations with public/private school music programs and within the college and university.

3. Expected outcomes/student learning outcomes of the Program:

- A. The student will demonstrate a general knowledge of music by applying music theory skills and/or history knowledge to the manipulation of musical materials (100% of students will complete the music component of the GRE).
- B. The student will demonstrate the ability to conduct independent research by successfully completing an independent project directly related to the music education field (100% of students will receive a grade of B or better on an independent project that will serve as part of a final comprehensive exam for the program).
- C. The student will demonstrate the ability to communicate effectively by completing a final Performance Skill Assessment Portfolio (100% of students will receive a grade of B or better on a Final Skill Assessment Portfolio that will serve as part of a final comprehensive exam for the program).

4. Assessment instruments:

- A. GRE** – all students will take the music component of the GRE exam.
- B. Independent Project** – all students will complete an individual, independent music education project based on an area of interest. Written/oral.
- C. Performance Skill Assessments** – All students will demonstrate appropriate skill level in one or more areas of music education..

5. Procedure for Assessment of Expected Outcomes:

- A. GRE** – taken by student during the first semester of graduate study.
- B. Independent Project** – completed by student at the end of the program as part of a final comprehensive assessment.
- C. Performance Skill Assessment Portfolio** – formative assessments completed as a part of each music education course elective. Evaluated at the end of the program as part of a final comprehensive assessment .

6. Persons responsible for Assessment:

- A.** The Coordinator of Graduate Music Education will document completion of the GRE music component in writing to the Director of the School of Music. The Director will work with the Coordinator and appropriate graduate faculty to formulate plans for improvement (PFI) based on analyses of these data.
- B.** Independent projects will be approved by the Coordinator of Graduate Music Education, the Director of the School of Music, and one graduate faculty member of the student's choice (student must have been in class with this professor during graduate study). These 3 faculty members will form the student's graduate assessment committee. The graduate assessment committee will approve, assess, and evaluate the independent project using a rubric developed by the graduate faculty in the School of Music. Results of the evaluation will be communicated in writing by the Coordinator of Graduate Music Education to the Director of the School of Music. The office of the Director will maintain a database of these results. The Director will work with the Coordinator and appropriate graduate faculty to formulate plans for improvement (PFI) based on analysis of these results.
- C.** The Performance Skill Assessment Portfolio will be evaluated by the student's graduate assessment committee. Results will be communicated to the Director of the School of Music who will maintain a database of the results. The Director will work with the Coordinator and appropriate graduate faculty to formulate plans for improvement (PFI) based on analysis of these results.

7. How will faculty/staff be made available to meet the needs of this new program?

No new School of Music faculty will be required to make the required course substitution.

8. What new resources will be required to meet the needs of this new program?

No new resources will be required to make the requested course substitution..

9. Estimated cost to the university?

No additional cost will be required to make the requested course substitution..

10.11. This is a proposal for a course substitution only.

12. Total FTE faculty in the School of Music 2006-07: 18

Course syllabi: A course syllabus is attached for the proposed **course substitution.**

TROY UNIVERSITY
JOHN M. LONG SCHOOL OF MUSIC

Syllabus 2006-2007

COURSE NUMBER: MUS 6653
COURSE TITLE: Measurement and Evaluation of Musical Experiences
INSTRUCTOR: Dr. Mark Walker. Office hours by appointment
mjwalker@troy.edu/670-3281
CREDIT HOURS: 3 Semester Hours
PREREQUISITE: PSY 3346 (Educational Assessment)

APPROVED DELIVERY MODELS:

Methods of instruction may include, but are not limited to, class lectures, videos, guest speakers, simulations, use of technology, discussion, and presentations.

CATALOG DESCRIPTION:

This course is designed to provide graduate students with tools and techniques to accurately evaluate and measure music students' musical experiences, performances, and understandings. Additionally, a survey of recent research literature on assessment, musical and otherwise, will take place which will enhance various evaluation applications.

COURSE GOALS AND OBJECTIVES:

The purpose of this course is to:

1. provide students with an opportunity to survey recent research on measurement and evaluation
2. enhance students awareness of the importance and need for reliable measurement of musical experiences and understandings
3. extends students use of measurement and assessment techniques to customize particular techniques to particular musical experiences
4. provide a foundation so that assessment can enhance and improve musical instruction, understanding, and performance quality

5. increase knowledge of technology tools (including spreadsheets, web page development, digital video, internet, email, etc) for instruction [Tech g. (vi)1, for student assessment [Tech g.vi(2), for management [Tech g. (vi) 3], and for reporting purposes [Tech g. (vi) 4].

APPROVED TEXTS:

Boyle, J.D. & Radocy, R.E. (1987). *Measurement and Evaluation of Musical Experiences*. New York: Schirmer Books. (ISBN: 0028703006)

Gronlund, N.E. (2006). *Assessment of Student Achievement*. Boston, MA: Allyn and Bacon. (ISBN: 0205457274)

GRADING SCALE:

90-100	A
80-89	B
70-79	C
60-69	D
Below 60	F

FA = Failure due to excessive absences

COURSE REQUIRMENTS/EVALUATION

2 Regular Examinations	100 pts each
Final Exam	100 pts
Attendance	100 pts
Class Preparation	100 pts
Quizzes	50 pts
Research Paper	100 pts
Test development	200 pts
Project	150 pts
Total:	900 pts

AMERICANS WITH DISABILITIES ACT:

Any student who's disability falls within ADA must inform Dr. Walker at the beginning of the term of any special needs or equipment necessary to accomplish the requirements for this course. Students who have or may be dealing with a disability or learning difficulty should speak to Dr. Walker, contact the Office of Adaptive Needs Program (AC 215) or call 670.3320/3321. Various accommodations are available through the Adaptive Needs Program.

ATTENDANCE POLICY:

Two unexcused absences will be allowed. Excused absences must be accompanied by written documentation. Your final grade will be lowered by one letter for each absence after two.

INCOMPLETE GRADES:

No incomplete grades will be given in this course. If you are dealing with unusual or severe circumstances, it is suggested that you drop the course.

ACADEMIC MISCONDUCT:

STUDENTS SHOULD REFER TO THE STANDARDS OF CONDUCT SECTION OF THE ORACLE FOR POLICIES REGARDING MISCONDUCT.