

UWG DEPARTMENT OF MUSIC
DEPARTMENTAL AND LEARNING ASSESSMENT PROCESSES

Departmental Assessment Processes

The faculty of the department of music is engaged in continuous assessment. Goals and objectives are reviewed throughout each academic year and annually to determine effectiveness. Objectives are enhanced or revised to address strengths and weaknesses in their effectiveness.

The standing committees in the Department of Music are responsible for the assessment and are comprised of a representation of music faculty across sub-disciplines. Committees are established in the first two weeks of each fall term. Each faculty member serves on three standing committees each year. Committee members and chairs are selected by the Department Chair from requests submitted by each member of the faculty.

At the beginning of each academic year the standing committees formulate goals and objectives in consultation with the Chair of the Department of Music. At the close of each academic year progress toward achievement of committee goals and objectives is assessed and evaluated and a plan for improvement is established.

Graduate Studies Committee

- Consider all issues pertaining to graduate study in music.
- Assess and evaluate the effectiveness of graduate programs, courses, policies, procedures, and course scheduling and make recommendations for improvement.

Undergraduate Studies Committee

- Consider all issues pertaining to undergraduate study in music.
- Assess and evaluate the effectiveness of undergraduate programs, courses, policies, procedures, and course scheduling and make recommendations for improvement.

Scholarship/Recruitment Committee

- Consider all issues pertaining to the recruitment of music students and scholarships.
- Assesses and evaluate the effectiveness student recruitment and scholarship program and make recommendations for improvement.
- Plan admission and scholarship auditions and make scholarship recommendations.

Special Projects Committee

- Consider all issues pertaining to special projects sponsored by the department.
- Assesses and evaluate the effectiveness special projects and events and make recommendations for improvement.
- Organize departmental special projects and events including: the A DAY Faculty Concert, Wright Scholars Concert, and the Honors Recital.

Instructional Technology Committee

- Consider all issues pertaining to instructional technology and resources.
- Assess and evaluate the library and technological hardware and software needs and make recommendations for improvement.

Faculty Governance Committee

- Consider all issues pertaining to faculty governance.
- Assess and evaluate faculty review policies and procedures, including: annual evaluation, tenure and promotion evaluation, and post-tenure review and make recommendations for improvement.
- Assess and evaluate faculty the music faculty workload policy and make recommendations for improvement.

Learning Assessment Processes

Bachelor of Music Program

All new freshmen and transfer students planning to major in music must audition for admission to the program on their principal performing instrument or voice. The music faculty who makes a recommendation for admission evaluates the admission audition. Students are also evaluated to determine basic knowledge of music and to aid in proper advising. In addition, music scholarship awards that is available to qualified students as determined through a scholarship audition. Numerous students are served annually by these awards to music-major, music-minor, and non-music-major students. All awards are valid pending admission to and approval of funding by the University.

During the first two years of study, music-major student enrolls in a sequence of core music courses including Music Theory, Aural Skills, Keyboard Skills, Principal Applied, the required large ensemble, and Comprehensive Music Laboratory. Most of these courses use the current tools of music technology as part of the instruction plan. The upper-division music courses include studies in music performance, history, literature, orchestration and arranging, technology, instrument techniques and materials, and conducting. Methods and curriculum courses in music education include Music in the Elementary Schools, Music in the Secondary Schools, Choral Methods and Materials and Instrumental Methods and Materials. Nineteen credit hours of professional education are required including introduction to education, special education, developmental and educational psychology, and the teaching internship. Students demonstrate competency in instructional technology through the successful completion of an instruction technology examination.

To meet keyboard proficiency requirements all students must successfully complete the Class Keyboard course sequence. Keyboard proficiency is a prerequisite to enrollment in most upper-division music courses. Students must enroll in Class Keyboard each term offered for a minimum of four semesters and continuing until successful completion. The student may receive credit by examination for one or more courses in the sequence. Credit by examination for any course in the Class Keyboard sequence must be validated by the course's faculty and processed for course credit. The requirements for each proficiency level are included in the various Class Keyboard course syllabi.

All music majors must register for the required ensemble(s). It is recommended that each student participates in more than one ensemble and that music education majors participate in both instrumental and vocal/choral ensembles. Various UWG ensembles require an audition for either placement or admission and all students must enroll. Fall auditions take place both prior to the beginning of the term and during the first week of classes.

Private study (Principal Applied) is offered at West Georgia in piano, organ, voice, guitar, and wind, brass, and percussion instruments. All music majors must register for Principal Applied (the principal performing instrument or voice) as part of their degree-program requirements. Lessons are offered as one or two 30-minute lessons weekly, for one or two semester-hours credit. Applied music study is aimed at providing the necessary training for musicians to develop their performing and musicianship skills to the highest level possible. UWG students have the opportunity to develop these skills in a challenging yet supportive environment. An applied record is maintained for each student to document progress in his/her private lessons, ensemble experiences, and solo performances. In addition, studio classes—which include applied seminars, master classes, and performance forums—are required as part of the work in the principal-applied studio and is evaluated as part of the grade in MUSC 1000 Comprehensive Music Laboratory.

Applied jury examinations are held at the end of each term. In a jury examination, each student registered for an applied course appears before a committee of the music faculty. At each level of applied study specific expectations, outlined by the applied instructor, must be met in order to advance to the next level. Prior to the jury examination, students—with the assistance of the applied teacher—update their applied-repertoire-and-study forms each term. These forms reflect an accurate accounting of applied study and solo performance. While the applied teacher and the committee makes final decisions, the examination will generally include a representation of the major repertoire, excerpts, scales, and technical exercises studied during that term.

All music-major students are required to present a minimum number of solo public performances each year. These performances are an outgrowth of the studies pursued in the applied lessons and must be approved in advance by the student's major applied instructor. Generally, single movements from a multi-movement work, or a single-movement work are considered an appropriate choice of literature for a solo public performance. The performance must be presented on an official student recital program (e.g., Student Recital Hour, Jazz Recital, Junior Recital, or Senior Recital).

Each level of applied study has specific expectations for students to pass the jury examinations and advance to the next level of applied study. These expectations are outlined by the applied instructor and included the Department of Music's *Guidebook*. In addition to the individual requirements of the instructors, minimum skills must be demonstrated for the student to advance from one level of applied study to the next. For advancement from lower-division level to the upper-division level, students must pass a level-change examination. The level-change examination occurs during the applied jury examination in the semester when the student is ready for advancement from the lower-division level of study to upper-division level of study. Level-change committees include, in addition to the applied-area faculty committee, one other faculty member from a different performance area. Furthermore, during the semester of the level-change examination, students pursuing the major in Music Education must pass an interview and academic record evaluation before being recommended for continuation (see Program Notification and Evaluation Form: Bachelor of Music in Music Education).

As an exit examination in the principal-applied area, Music Education majors perform either a public recital of 20-40 minutes, or a 15-minute (minimum) program for hearing by the music faculty prior to the semester of student teaching. Prior to the presentation of a degree recital, the proposed student degree recital must be presented for approval to a committee of three faculty. The hearing will consist of the entire program and will include the same personnel as the proposed recital. All accompanied pieces and ensemble pieces must be performed with the accompaniment or complete ensemble. Degree-recital hearings must occur in the semester prior to the recital, except that hearings for fall-semester recitals may occur as late as the fifth class day of fall semester. Recitals that are not approved may be heard again after an additional semester of applied study. The committee will consist of the student's applied teacher, a teacher of the same or a closely allied instrument, and a teacher from a different

applied area. Approval requires that a majority of the committee concur that the recital is ready for performance at the time of the hearing.

In addition to the studio class component of MUSC 1000 (Comprehensive Music Laboratory), students are required to attend ten approved concerts and recitals and participate in four ensemble laboratories during each term for a total of six semesters. These activities provide opportunities for students to be exposed to a large and varied music repertoire and to practice and apply skills, techniques, and methods needed to play, sing, conduct, and teach music.

The department sponsors several professional organizations that offer students the opportunity to further develop in their area interest and expertise. These organizations include the Music Educators National Conference Collegiate Chapter, American Choral Directors Association Collegiate Chapter, and Phi Mu Alpha Sinfonia and Sigma Alpha Iota professional music societies. Each of these student organizations sponsors activities that contribute to the student's professional development.

The State University of West Georgia holds competitive performance events and honors outstanding students each year in the Academic Honors Convocation. Honors, awards, and competitions are sponsored annually by the Department of Music. Selected competitions and awards include the Wadsworth Music Scholarship Competition, Wright Scholars Recital, Honors Day Recital, Concerto Competition, Arts Study Club Award, Carrollton Lit Mu Club Fine Arts Award, Mary Lou Munn Award, and the Music Faculty Award.

Monitoring and assessing the progress of students is an ongoing process throughout the department's curriculum. Students are auditioned for admission to the music major. Both objective and subjective evaluations are applied to all performance evaluations. Students perform for individual jury evaluations each term. Advancement to the upper-division courses is approved only after successful completion of the lower-division music core; successful passage of the principal applied level-change examination, and faculty recommendation. Solo performances are presented in public forums and a senior recital or hearing must be successfully completed prior to approval for the teaching internship. Because classes at the upper-division level are small in size, individualized instruction, assessment, and evaluation procedures are regularly employed. Further, student progress is monitored in the laboratory ensemble component of MUSC 1000: Comprehensive Music Lab (a six semester requirement) and in the three methods and curriculum courses (MUSC 3900, 4000, 4011 or 4021), each containing a practicum component.

Admission to the Music Education Major requires completion of the Music-Theory, Aural-Skills, and Keyboard-Skills course sequences, a minimum GPA of 2.7, passing the level-change examination, and departmental approval. Admission to the Teacher Education program requires: the completion of Core Areas A - F; a minimum GPA of 2.7, including courses in the Core Curriculum transferred from other institutions; proficiency in writing (demonstrated by writing samples and/or a grade of C or better in ENGL 1102, proficiency in oral communication, satisfactory completion of the Regents' Exam and PRAXIS I (Teacher Education admission examination); approval of the EDFD 2303 instructor; satisfactory completion of EDFD 2303 laboratory field experiences; satisfactory completion of prerequisite courses and other departmental requirements; competency in instructional technology; and approval by the Department of Music.

At the undergraduate level, candidates must maintain a grade of "C" or better in each of their professional education courses and music courses. At the graduate level, candidates must maintain a grade point average of 3.0 with the additional stipulation if a candidate receives two "C's" or one "F," the Dean of the Graduate School will review the candidate's record in consultation with the Department Chair.

The Department of Music ensures significant rigor in its program by employing multiple authentic assessment strategies that evaluate competencies in public and juried forums from throughout the program. These strategies will be reviewed to determine their effectiveness. Assessment of evaluation processes will be made to assure coherence between the conceptual framework and to provide consistency with current research and best practices.

Music education students receive several formal evaluations throughout their Teaching Internship experience by both the university field-experience instructor and the on-site master teacher. Solo performance evaluations are required in the form of a juried senior recital or faculty hearing.

Master of Music Program

In addition to meeting the Graduate School's admission requirements, the applicant must hold a degree in music or music education (or the equivalent). Applicants seeking to enroll in the Master of Music in Music Education program must hold an undergraduate degree in music education or professional teacher certification in music. New and transfer students must submit a transcript of all college work to the Chair of the Department of Music and be prepared to validate achievements in music.

Once an applicant has met the standards for graduate admission, he/she will be required to meet all departmental admission requirements for a Master of Music degree program. Any graduate courses completed prior to Regular Admission may apply to a Master of Music degree program after a student has successfully met all departmental admission requirements.

Before enrolling beyond 9 hours of graduate credit, all persons who seek departmental admission to the Master of Music degree program must:

- A.** pass the Music Qualifying Examination in music history and music theory. The exam must be passed prior to registering for MUSC 6210 Music History and Literature or MUSC 6220 Music Theory. Competencies are examined in the following areas: Musical Style (aural identification), Music History, Music Theory, Ear Training (aural skills), Analysis of Score Excerpts, and Foreign Language Translation (required only of vocalists seeking the Master of Music degree in Performance. The applicant is required to write an English translation of one short poem from song texts written in the original French, German, or Italian language. A text in one of the three languages must be translated. The applicant may use foreign-language dictionary when taking the examination.)

A minimum score of 60% correct responses on each section of the examination is required for passage. Examinees will receive notification of their test results within one week after taking the examination. The exam is administered during the final examination period of each term and prior to each fall semester. It may be taken for a maximum of three times.

- B.** meet minimum standards in applied music appropriate to the chosen major area of study as determined by an Applied Performance Evaluation. Minimum standards are evaluated using the following methods: Performance majors perform a 20-30-minute entrance recital for the faculty either prior to the first term of enrollment or no later than the end of the first term of applied music study. Music Education majors show the ability to perform at the graduate level either prior to the first term of enrollment or no later than in the jury held at the end of the first term of applied music study.

Because the Music Qualifying Examination and the Applied Performance Evaluation are used to determine readiness for graduate study in music and to advise an appropriate plan of study, applicants are strongly urged to complete school and departmental admission requirements prior to taking the first course in graduate music studies. After being admitted to the Master of Music degree program the student must schedule an advisory conference with the department chair to determine a proposed plan of study. The approved plan of study officially documents the student's degree major (Music Education or Performance) and the emphasis that he/she wishes to pursue while enrolled in the Master of Music degree program.

The recital, for which 3 credits are earned, is required in the Performance major and may be considered for one of the approved electives in the Music Education major. The recital must consist of 40-60 minutes of music based on studies in Principal Applied. Each recital must be approved in a hearing, normally scheduled during applied juries in the semester prior to the performance. The student is expected to demonstrate a concert-ready level of performance on all selections, as determined by a majority vote of three or more music faculty members. The student's faculty committee evaluates the performance of the recital. A principal-applied voice recital must include works sung in English, French, German, and Italian.

The graduate music student must apply for admission to candidacy one semester prior to the proposed semester of graduation. Before the student applies, a committee of graduate-music-faculty members is determined in consultation with the Chair of the Department of Music. The committee must consist of three graduate-faculty members: the student's major professor and two additional graduate-faculty members who have worked with the student during his or her program of study. The major professor is the faculty member who has worked most closely with the student in the major area of study. Upon establishing the graduate-faculty committee, the student must complete an Application for Admission to Candidacy. After the application is completed and signed by the student's major professor and the Chair of the Department of Music, it is forwarded to the Dean of the Graduate School for approval.

A comprehensive final examination is administered during the final semester of study to all candidates seeking a Master of Music degree. The examination is conducted orally and is designed to help determine the student's ability to synthesize a broad body of knowledge gained through graduate study. Students may be asked questions of a practical, theoretical, or historical nature as well as specific and general questions relating to the plan of study.

One semester prior to the examination, the student must request examination questions from each member of his or her faculty committee. In addition, the student must coordinate the scheduling of the oral examination with the members of their committee.

In preparation for the oral examination, candidates for the Master of Music in Music Education must prepare a written report based on questions from the faculty committee. The candidate must present copies of this written report to each member of the faculty committee at least one week prior to the scheduled oral examination. Candidates should be prepared to elaborate on the written report as part of the oral-examination process.

Candidates for the Master of Music degree in Performance are not required to prepare a written report as part of their comprehensive final oral examination; rather, selections performed on the student's graduate recital serve as a basis for answering general and specific questions relating to historical, theoretical, stylistic, and pedagogical areas of concern.

Students in the Master of Music program who plan to pursue additional graduate study are strongly urged to consider selecting the Thesis Option as part of their degree requirements. The completion of a Master's Thesis is documentation of one's scholarship and generally is considered to indicate expertise in a given area of study. Students pursuing the thesis option may register for 3, 6, or 9 hours of credit in

MUSC 6999 Thesis in Music as approved electives. Prior to selecting the Thesis Option the student must establish his or her graduate-faculty committee. The student works with the committee to develop a thesis topic proposal and to complete the thesis document under the direct guidance of the committee chairperson. It is expected that the manuscript will demonstrate high standards of scholarship. Once the topic has been chosen, a formal proposal is prepared. The proposal, when fully developed, must be approved by the candidate's committee. During the research and writing of the thesis document, the candidate is advised to consult regularly with the committee chairperson and the other members of the committee. Following approval by the committee, the document must be defended orally.