



Academic year 2024-2025

**Master of Music in Education - MME-MMED Learning Outcomes**

**Implementation of Content**

Upon completion of the program, the student will demonstrate knowledge and skills in the pedagogy of music education.

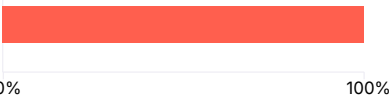
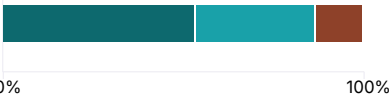
NASM accreditation standards XIV.B.6.b and XIV.E.1

MEASURES	RESULTS	ACTIONS
<p><b>Rating Scale Assignment</b></p> <p>Students develop a criterion-related rating scale (observational only) to evaluate a music-teaching situation either in person on in a shared video. They then use the scale to rate a teaching video (teacher effectiveness, student behavior, musicianship). The assessed video may be of an elementary music classroom, or a band or choir rehearsal. A discussion board follows.</p> <p>Direct - Assignment</p> <p><i>Inquiry in Music Education: MUED 5321</i></p> <p><b>Target</b></p> <p>70% of students will score 70% or higher on a rubric-evaluated assignment.</p> <p><a href="#">5321 SACSCOC Assessments.docx</a></p>	<p><b>MET</b></p> <p>Rating Scale Assignment</p> <p>■ Exceeded</p>  <p>0% 100%</p> <p><i>Values are not shown when too close to each other. Click or use arrow keys to see details.</i></p> <p>Exceeded: 100%</p> <p>Met Total: 100%</p> <p>Not Met Total:</p> <p><b>Analysis</b></p> <p>All students exceeded expectations on the rubric.</p>	<p><b>Revise Curriculum</b></p> <p><b>IN PROGRESS</b></p> <p>Next year, students will be asked to include a brief reflection on what they learned and how the new knowledge will be incorporated into their teaching.</p> <p>Recommended Due Date: 06/01/2026</p>
<p><b>Short Paper on the Future of Music Education</b></p> <p>This assignment asks students to write a 400-700 word paper on their vision of where music education is headed over the next 50 years, critically evaluating their ideas based on course materials. They then opt to present that paper in video format or using some alternative format. The paper must include a short 5-source annotated bibliography.</p> <p>Direct - Assignment</p> <p><i>History Music Ed in the US: MUED 5331</i></p> <p><b>Target</b></p> <p>70% of students will score 70% or higher on the rubric.</p> <p><a href="#">5331 SACSCOC Assessments.docx</a></p>	<p><b>MET</b></p> <p>Short Paper on the Future of Music Education</p> <p>■ Exceeded</p>  <p>0% 100%</p> <p><i>Values are not shown when too close to each other. Click or use arrow keys to see details.</i></p> <p>Exceeded: 100%</p> <p>Met Total: 100%</p> <p>Not Met Total:</p> <p><b>Analysis</b></p> <p>The goal of 70% at 70% was met.</p>	<p><b>Revise Curriculum</b></p> <p><b>Not Started</b></p> <p>Given the 100% "exceeded" result, the director of graduate studies in music recommends that the faculty teaching the course in Summer 2025 choose a different assignment/activity to assess in order to better identify ways in which the course's content and outcome could be effectively measured in ways that would further improve expected educational outcomes.</p> <p>Recommended Due Date: 08/01/2025</p>

**Professional Competence**

Upon completion of the program, the student will demonstrate professional competence by articulating how to adapt concepts and theories from coursework to possible real-life situations in the music classroom or performance.

NASM accreditation standards XII.B.1 and XIV.A.2 and XIV.E.3

MEASURES	RESULTS	ACTIONS
<p><b>Comprehensive Exam Section on Music Education</b></p> <p>The comprehensive exam is given to graduating students in their final semester of studies. A three-person faculty committee administers and oversees the written exam, which is performed in an "organization" space on Blackboard. Students are given a set of at least 6 questions, with a minimum of 2 designated as in the domain of music education (the others being in music history or music theory). They have two hours to answer the questions, after which they are scored by the committee and either passed or asked additional questions as follow-ups.</p> <p>Direct - Exam (Certification/ Licensure)</p> <p><b>Target</b></p> <p>90% of students will score as proficient (75% acceptable/pass or higher) on an exam question in the field of music education chosen by the music education representative on the committee.</p> <p><a href="#">Graduate Comprehensive Exams music education Rubric.docx</a></p>	<p><b>NOT MET</b></p> <p>Comprehensive Exam Section on Music Education</p> <p>■ Not Met</p>  <p>0% 100%</p> <p><i>Values are not shown when too close to each other. Click or use arrow keys to see details.</i></p> <p>Not Met: 100%</p> <p>Met Total: 100%</p> <p>Not Met Total: 100%</p> <p><b>Analysis</b></p> <p>The music education faculty decided that this year's comprehensive exam questions did not adequately reflect the diverse areas of expertise called for in the comprehensive rubric. Therefore three of the four areas were not addressed in their questions and the rubric could not be completed.</p>	<p><b>Revise Measurement / Assessment</b></p> <p>Not Started</p> <p>The Music Education faculty will meet in the summer or early fall to decide how to assess this area's outcomes. They will either write a new rubric and/or create a set of questions to be administered during the comprehensive exams in order to properly evaluate all the areas of the music education curriculum as we have done in the past.</p> <p>Note: The DGS in music is on development leave in the fall semester and the faculty involved in this revision are: J. Fresne, M. Miranda, J. Han, A. McMahan</p> <p>Recommended Due Date: 09/15/2025</p>
<p><b>Comprehensive Exam Section on Music History and Theory</b></p> <p>The comprehensive exam is given to graduating students in their final semester of studies. A three-person faculty committee administers and oversees the written exam, which is performed in an "organization" space on Blackboard. Students are given a set of at least 6 questions, with a minimum of 2 designated as in the domain of music history and/or music theory (the others being in music education). They have two hours to answer the questions, after which they are scored by the committee and either passed or asked additional questions as follow-ups.</p> <p>Direct - Exam (Certification/ Licensure)</p> <p><b>Target</b></p> <p>75% of students will score 75% (acceptable/pass) or higher on an exam question in the field of music history/theory as chosen by the music history/theory representative on the committee</p> <p><a href="#">Graduate Comprehensive Exams History and Theory Rubric.docx</a></p>	<p><b>MET</b></p> <p>Comprehensive Exam Section on Music History and Theory</p> <p>■ Exceeded ■ Met ■ Approached</p>  <p>0% 100%</p> <p>Exceeded: 53%</p> <p>Met: 33%</p> <p>Approached: 13%</p> <p>Met Total: 87%</p> <p>Not Met Total: 13%</p> <p><b>Analysis</b></p> <p>86% of the students (13/15) met or exceeded the requirements for this section of the comprehensive exam. In the past year one of our music history courses was QM revised, likely contributing to such a fine score.</p> <p>Because our music theory professor is planning on retiring at the end of Spring 2027 (the next reporting period), and our music history professor is on faculty development leave in F25 we do not anticipate any major changes or actions in this area for the next reporting period.</p>	<p><b>Maintain Assessment Strategy</b></p> <p>Because our music theory professor is planning on retiring at the end of Spring 2027 (the next reporting period), and our music history professor is on faculty development leave in F25 we do not anticipate any major changes or actions in this area for the next reporting period. The person replacing our music theory professor will undoubtedly undertake a curriculum revision when they assume the position in F27, at which we'll need to revisit our goals and expected outcomes.</p>

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## Critical Thinking

Upon completion of the program, the student will articulate and write on factors relating to comprehension, pedagogy, or appreciation of an issue in music education or performance.

NASM accreditation standards XIV.B.6.d and XIV.E.2


MEASURES	RESULTS	ACTIONS
<div><b>Rubric-scored research paper</b></div> <div>Students submit a term paper with full (~25 source) bibliography and complete short-form Chicago-Turabian footnote citations. Expected prose length is 3,500-4,000 words (conference paper length). Previous assignments in the course deal with bibliographic references, finding sources using library databases, and proper scholarly writing (a first draft).</div> <div>Direct - Assignment</div> <div>Music Ref Resrch &amp; Writing: MUED 5320</div> <div><b>Target</b></div> <div>80% of students will score 80% or higher on the research paper rubric</div> <div><a href="#">MUED 5320 Term Paper Rubric.docx</a></div>	<div><b>MET</b></div> <div>Rubric-scored research paper</div> <div><div><div>Exceeded</div><div>Met</div><div>Approached</div><div>Not Met</div></div><div><div></div><div></div><div></div><div></div></div></div> <div><div></div><div></div><div></div><div></div></div> <div><div>0%</div><div></div><div></div><div>100%</div></div> <div><div>Exceeded:</div><div>58%</div></div> <div><div>Met:</div><div>32%</div></div> <div><div>Approached:</div><div>5%</div></div> <div><div>Not Met:</div><div>5%</div></div> <div><div>Met Total:</div><div>89%</div></div> <div><div>Not Met Total:</div><div>11%</div></div> <div><b>Analysis</b></div> <div>90% of students exceeded or met the goal. One student was close. The one failure did not submit the assignment on time.</div>	<div><b>Maintain Assessment Strategy</b></div> <div>Given we just raised the benchmark for this year to 80%, I believe we should maintain the strategy for the coming assessment cycle.</div>
<div><b>Video Presentation of Research</b></div> <div>Students either create a video presentation or a radio show (to air on KVLU) based on their paper. If they choose the video presentation (which is the only one rubric scored), they make a 10 minute video including powerpoint slides as if they were presenting a mini-talk or poster session at an academic conference. If they choose the radio show, they (with the professor and a radio producer at KVLU) create a 55-minute radio segment on their topic, edited, and aired on a scheduled Sunday at noon.</div> <div>Direct - Presentation</div> <div>Music Ref Resrch &amp; Writing: MUED 5320</div> <div><b>Target</b></div>	<div><b>MET</b></div> <div>Video Presentation of Research</div> <div><div><div>Exceeded</div><div>Met</div><div>Approached</div><div>Not Met</div></div><div><div></div><div></div><div></div><div></div></div></div> <div><div></div><div></div><div></div><div></div></div> <div><div>0%</div><div></div><div></div><div>100%</div></div> <div><div>Exceeded:</div><div>56%</div></div> <div><div>Met:</div><div>28%</div></div> <div><div>Approached:</div><div>11%</div></div> <div><div>Not Met:</div><div>5%</div></div> <div><div>Met Total:</div><div>83%</div></div> <div><div>Not Met Total:</div><div>17%</div></div> <div><b>Analysis</b></div>	<div><b>Modify Policies / Procedures</b></div> <div><div>IN PROGRESS</div></div> <div>The professor is undertaking a QM revision of the course to be effective in Fall 2025 when the course is taught next. That revision includes changes to the expectations to the video requirements (more slides, discourages reading the paper off the page, etc.) that hopefully will improve student outcomes and satisfaction with the assignment.</div> <div>Recommended Due Date: 12/31/2025</div>


80% of students will score 80% or higher (proficient) on a rubric-scored research presentation. <a href="#">MUED 5320 Presentation Rubric.docx</a>	We are meeting our assessment goals in this area, but only just.	
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Perspective on Contemporary Issues

Upon completion of the program, students will develop graduate-level perspectives on contemporary issues and problems in music education. This may include a review of curriculum developments, teaching methodology, innovations, and multidisciplinary concepts in advanced seminars or by other means.

NASM accreditation standard XIV.E.2

MEASURES	RESULTS	ACTIONS
<p><b>Short Paper on Music Education Methodology Implementation</b></p> <p>In a two-part paper (800-950 words), students first compare and evaluate objectives from previously-written activity plans, identifying gaps and strengths, and discussing earlier feedback from colleagues. They then select two methodologies (Orff, Kodaly, Dalcroze, Music Integration, Suzuki, etc.) and provide specific examples of how they implement them into their teaching to enhance student learning.</p> <p>Direct - Assignment</p> <p><i>Survey Music Teaching Methods: MUED 5332</i></p> <p><b>Target</b></p> <p>70% of the students will score 70% or higher on the assessment rubric.</p> <p><a href="#">5332 SACSCOC Assessments.docx</a></p>	<p><b>MET</b></p> <p>Short Paper on Music Education Methodology Implementation</p> <p>■ Exceeded ■ Met</p>  <p>0% 100%</p> <p><i>Values are not shown when too close to each other. Click or use arrow keys to see details.</i></p> <p>Exceeded: 75% Met: 25%</p> <p>Met Total: 100% Not Met Total:</p> <p><b>Analysis</b></p> <p>16/16 students scored as meeting or exceeding the rubric score goals. The benchmark will be raised next year so that exceeding = 85% or higher on the rubric with an expectation that 85% of students will score as proficient or higher overall.</p> <p>In response to Spring 2024 results, the professor adapted the rubric, to include 4 levels (Mastery, Proficient, Competent, Novice), to create a clearer picture in the Spring 2025 results. While all students met or exceeded the target (70% or higher), 75% exceeded the expectations, and the remaining 25% met expectations. I'm pleased with the rubric, but plan in Spring 2026 to further clarify the instructions for the students as a few missed important steps. I am pleased overall with their grasp of the content, and that is reflected in the final scores.</p>	<p><b>Revise Benchmark / Target</b></p> <p><b>COMPLETE</b></p> <p>The benchmark will be raised next year so that exceeding = 85% or higher on the rubric with an expectation that 85% of students will score as proficient or higher overall.</p> <p>Recommended Due Date: 06/01/2025</p>
<p><b>Music Analysis Final Project</b></p>	<p><b>MET</b></p> <p>Music Analysis Final Project</p>	<p><b>Maintain Assessment Strategy</b></p> <p>Because our music theory professor is planning on retiring at the end of Spring 2027</p>

<p>Students submit a comprehensive (in-score and written prose) analysis of a post-tonal composition of the instructor's choosing. The composition will be of recent vintage, limiting recourse to online research. The composition will typically combine elements of tonality, pitch-centricity, and atonality, necessitating innovation and resourcefulness on the part of the student as they figure out which mode(s) of pitch-analysis to employ.</p> <p>Direct - Assignment</p> <p><i>Twentieth Century Harmony: MUTY 5350</i></p> <p><b>Target</b></p> <p>70% of students will score 70% or higher on a rubric-scored analysis assignment.</p> <p><a href="#">MUTY 5350 CONTENT ASSESSMENT Rubric.docx</a></p>	<div><div><div>■ Exceeded</div><div>■ Met</div><div>■ Not Met</div></div><table><tr><td>Exceeded:</td><td>81%</td></tr><tr><td>Met:</td><td>14%</td></tr><tr><td>Not Met:</td><td>5%</td></tr><tr><td>Met Total:</td><td>95%</td></tr><tr><td>Not Met Total:</td><td>5%</td></tr></table><p><b>Analysis</b></p><p>20 students met the goal with 1 student missing the mark.</p><p>The professor has indicated the following changes for AY 2025-26:</p><ul style="list-style-type: none"><li>• Fewer problems requiring absolute, quantitative responses. Instead, more personal perspective “essay” and “short answer” responses.</li><li>• The rubric’s “exceed” expectation shall be lowered from ≥85% to ≥83%</li></ul><p>Because our music theory professor is planning on retiring at the end of Spring 2027 (the next reporting period) we do not anticipate any major changes or actions for the course until F26 or F27. The person replacing our music theory professor will undoubtedly undertake a curriculum revision when they assume the position, at which we'll need to revisit our goals and expected outcomes.</p></div>	Exceeded:	81%	Met:	14%	Not Met:	5%	Met Total:	95%	Not Met Total:	5%	<p>(the next reporting period) we do not anticipate any major changes or actions in this area for the next reporting period. The person replacing our music theory professor will undoubtedly undertake a curriculum revision when they assume the position in F27, at which we'll need to revisit our goals and expected outcomes.</p>
Exceeded:	81%											
Met:	14%											
Not Met:	5%											
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