

Unit Missions

Department of Music Mission Statement

Mission statement

During the process of completing a self-study for renewal of accreditation by NASM in 2012 and 2013, the music faculty revised the Department of Music's Mission statement for 2013-2014 to more closely align with the current DSU Mission Statement.

The revised **Mission Statement** reads:

The Department of Music's mission is to prepare music majors for careers in the field of music by completing requirements for bachelor's degrees in Performance, Music Education, and Liberal Arts. The Department provides supportive instruction to both majors and non-majors in music theory, music history, music education, and performance to cultivate the development of musical skills, knowledge, and appreciation. The Department works to foster an engaging and stimulating environment on campus and in the surrounding community by presenting musical performances that are open to the public, mentoring music students of all ages, and developing partnerships with school music programs and music teachers in the region and state.

Related Items

There are no related items.

Department of Music Vision Statement

Mission statement

During the process of completing a self-study for renewal of accreditation by NASM in 2012 and 2013, the music faculty created a new Vision Statement for the Department of Music's to align with the current DSU Vision Statement. The Vision Statement sets the context for the revised Mission Statement for the department.

The new **Vision Statement** states:

The vision of the Department of Music at Delta State University is to be an engaging and stimulating learning environment that inspires and facilitates the success of individual students. The faculty and curricula will offer cultural, artistic, and educational opportunities that support the development of musical skills, knowledge,

and perspectives, so that all who are active in the Department of Music may broaden their musical horizons.

Related Items

There are no related items.

 **MUS Mission Statement**

Mission statement

The Department of Music at Delta State University seeks to meet the career needs of music majors and to promote an appreciation of music and the development of musical talents in non-majors by providing courses in the history, theory, teaching, and performance of music.

Related Items

There are no related items.

Learning Outcomes

BA-MUS 01: LO Music Theory and Musicianship Competency

Start: 7/1/2013

End: 6/30/2014

Learning Outcome

Students will understand, interpret, recognize visually and aurally, analyze, and apply the materials of music, including compositional devices of the common practice period and of the 20th and 21st century.

Data Collection (Evidence)

MUS 253 Aural Skills Assessments

MUS 251 Music Theory Final Exam (also used as sophomore theory validation exam for incoming transfer students at the junior level)

Results of Evaluation

Use of Evaluation Results

Related Items

There are no related items.

BA-MUS 01: LO Music Theory and Musicianship Competency

Start: 7/1/2013

End: 6/30/2014

Learning Outcome

Students will understand, interpret, recognize visually and aurally, analyze, and apply the materials of music, including compositional devices of the common practice period and of the 20th and 21st century

Data Collection (Evidence)

MUS 253 Aural Skills Assessments

MUS 251 Music Theory Final Exam (also used as sophomore theory validation exam for incoming transfer students at the junior level)

Results of Evaluation

Use of Evaluation Results

Related Items

There are no related items.

BA-MUS 02: LO Western Music history, styles, and musicians

Start: 7/1/2013

End: 6/30/2014

Learning Outcome

Students will recognize, discuss, and contextualize genres, eras, musicians, and significant representative works from the Western musical canon.

Data Collection (Evidence)

Research papers MUS 301, 302

- Students submit their papers in steps, including a proposal with annotated bibliography, the paper itself, and a revised paper. By grading electronically, comments are inserted into their papers. A matrix is used showing each student's strengths and areas of needed improvement.

Final Comprehensive Exam MUS 301, 302

Results of Evaluation

Use of Evaluation Results

Related Items

There are no related items.

BA-MUS 02: LO Western Music history, styles, and musicians

Start: 7/1/2013

End: 6/30/2014

Learning Outcome

Students will recognize, discuss, and contextualize genres, eras, musicians, and significant representative works from the Western musical canon.

Data Collection (Evidence)

Research papers MUS 301, 302

- Students submit their papers in steps, including a proposal with annotated bibliography, the paper itself, and a revised paper. By grading electronically, comments are inserted into their papers. A matrix is used showing each student's strengths and areas of needed improvement.

Final Comprehensive Exam MUS 301, 302

Results of Evaluation

Use of Evaluation Results

Related Items

There are no related items.

BA-MUS 03: LO Musical Performance Skill, Expression and Repertoire

Start: 7/1/2013

End: 6/30/2014

Learning Outcome

Students will develop advanced musicianship, interpretive, and technical skills through the study, preparation and performance of a variety of standard solo and ensemble repertoire.

Data Collection (Evidence)

1. Successful completion of 16 hours of applied performance study with a minimum grade of C with at least two semesters at the 300 level (upper division) of study, after four semesters of study are completed.
2. Weekly lessons and end-of-semester examinations are evaluated by music faculty using several criteria and recorded on jury forms. Upper division study is possible if approved at the appropriate semester jury after a minimum of 4 semesters of study (and no earlier than the second semester at DSU for transfer junior students). At least four credit hours at the 300 level of the primary applied area is required for graduation.
3. Semester grades are calculated by combining grades for weekly lessons, solo performances, and jury performance with the average jury grade being worth 25% of the semester grade value.

-  [Semester Jury Assess Form](#)

Results of Evaluation

Use of Evaluation Results

Related Items

There are no related items.

BA-MUS 03: LO Musical Performance Skill, Expression and Repertoire

Start: 7/1/2013

End: 6/30/2014

Learning Outcome

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2. Weekly lessons and end-of-semester examinations are evaluated by music faculty using several criteria and recorded on jury forms. Upper division study is possible if approved at the appropriate semester jury after a minimum of 4 semesters of study (and no earlier than the second semester at DSU for transfer junior students). At least four credit hours at the 300 level of the primary applied area is required for graduation.
3. Semester grades are calculated by combining grades for weekly lessons, solo performances, and jury performance with the average jury grade being worth 25% of the semester grade value.

Results of Evaluation

Use of Evaluation Results

Related Items

There are no related items.

BA-MUS 04: LO Interdisciplinary Synthesis - Sr. Capstone Project

Start: 7/1/2013

End: 6/30/2014

Learning Outcome

Students will develop, organize, document, and present a project synthesizing their musical and interdisciplinary studies.

Data Collection (Evidence)

Assessment of capstone document/project and public presentation using a standard rubric.

-  [BA-Music Capstone Rubric](#)

Results of Evaluation

Use of Evaluation Results

Related Items

There are no related items.

BA-MUS 04: LO Interdisciplinary Synthesis - Sr. Capstone Project

Start: 7/1/2013

End: 6/30/2014

Learning Outcome

Students will develop, organize, document, and present a project synthesizing their musical and interdisciplinary studies.

Data Collection (Evidence)

Assessment of capstone document/project and public presentation using a standard rubric.

Results of Evaluation

Use of Evaluation Results

Related Items

There are no related items.

 BM-MUS 01: LO Music Theory and Musicianship Competency

Start: 7/1/2013

End: 6/30/2014

Learning Outcome

Students will understand, interpret, recognize visually and aurally, analyze, and apply the materials of music, including compositional devices of the common practice period and of the 20th and 21st century.

Data Collection (Evidence)

MUS 251 Music Theory Final Exam

MUS 253 Final Exam

MUS 450 Form and Analysis Final Paper (Grading Form attached)

Major Field Test in Music after completion of MUS 301, 302, 350, and 450.

-  [MUS 450 Final Paper Grading Form](#)

Results of Evaluation

Use of Evaluation Results

Related Items

There are no related items.

 BM-MUS 01: LO Music Theory and Musicianship Competency

Start: 7/1/2013

End: 6/30/2014

Learning Outcome

Students will understand, interpret, recognize visually and aurally, analyze, and apply the materials of music, including compositional devices of the common practice period and of the 20th and 21st century.

Data Collection (Evidence)

MUS 251 Music Theory Final Exam

MUS 253 Final Exam

MUS 450 Form and Analysis Final Paper (Grading Form attached)

Major Field Test in Music after completion of MUS 301, 302, 350, and 450

Results of Evaluation

Use of Evaluation Results

Related Items

There are no related items.

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Start: 7/1/2013

End: 6/30/2014

Learning Outcome

Students will recognize, discuss, and contextualize genres, eras, musicians, and significant representative works from the Western musical canon.

Data Collection (Evidence)

Final Papers in MUS 301, 302

- Students submit their work in steps, including a proposal with annotated bibliography, the paper itself, and a revised paper. By grading electronically, comments are inserted into their papers. A matrix showing each student's strengths and areas of needed improvement is used.

Final Comprehensive Exams in MUS 301, 302

Major Field Test

Results of Evaluation

Use of Evaluation Results

Related Items

There are no related items.

BM-MUS 02: LO Western Music history, styles, and musicians

Start: 7/1/2013

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Students will recognize, discuss, and contextualize genres, eras, musicians, and significant representative works from the Western musical canon.

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Final Comprehensive Exams in MUS 301, 302

Major Field Test

Results of Evaluation

Use of Evaluation Results

Related Items

There are no related items.

BM-MUS 03: LO Musical Performance Skill, Expression and Repertoire

Start: 7/1/2013

End: 6/30/2014

Learning Outcome

Students will develop advanced musicianship, interpretive, and technical skills through the study, preparation and performance of a variety of standard solo and ensemble repertoire.

Data Collection (Evidence)

AMU 300 Junior Recital - graded half recital

AMU 450 Senior Recital - graded full recital

AMU Overall GPA

Play music studied in private lessons for selected faculty panels in end of semester juries. Lesson grade is 75% and jury grade is 25% of final grade. A scoring form is used to rate particular performance factors on a 4 point scale for a total jury grade out of 4.00. Students must earn at least a final grade of C to receive degree credit. At least the last two semesters of private study must be at the 300 level, an advanced status achieved by approval of faculty after at least 4 semesters of study.

Perform prepared musical repertoire before music faculty panels in a pre-recital jury in order to present a public performance as a Senior Recital, which is evaluated according to musical accuracy, familiarity with the music, performance technique, and expressiveness. The pre-recital jury is used to ensure that students are prepared to give a successful public recital and are achieving a suitable performance standard. Students who are not deemed sufficiently prepared are deferred to a later date. The recital is graded by 3 faculty who provide constructive comments.

Results of Evaluation

Use of Evaluation Results

Related Items

There are no related items.

BM-MUS 03: LO Musical Performance Skill, Expression and Repertoire

Start: 7/1/2013

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Data Collection (Evidence)

AMU 300 Junior Recital - graded half recital

AMU 450 Senior Recital - graded full recital

BM Overall GPA

Results of Evaluation

Use of Evaluation Results

Related Items

There are no related items.

BM-MUS 04: LO Arrange and create music

Start: 7/1/2013

End: 6/30/2014

Learning Outcome

Students will arrange and create musical works for a variety of sound sources.

Data Collection (Evidence)

Final Project in MUS 350 Orchestration offered in Fall semesters. Required course in BM degree.

Results of Evaluation

Use of Evaluation Results

Related Items

There are no related items.

BM-MUS 04: LO Arrange and create music

Start: 7/1/2013

End: 6/30/2014

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Students will arrange and create musical works for a variety of sound sources.

Data Collection (Evidence)

Final Project in MUS 350 Orchestration offered in Fall semesters. Required course in BM degree

Results of Evaluation

Use of Evaluation Results

Related Items

There are no related items.

BM-MUS 05: LO Conduct musical works

Start: 7/1/2013

End: 6/30/2014

Learning Outcome

Students will successfully demonstrate conducting and rehearsal techniques and score study skills.

Data Collection (Evidence)

MUS 309 Conducting (all BME majors) - basic skills assessment for all BM and BME majors

**MUS 310 Choral Conducting (vocal BME only)

MUS 311 Instrumental Conducting (instrumental BME only)

**The instructors of MUS 310/311 are currently working on a common assessment to be used in both courses all of which will be evaluated by both instructors. These courses are specialized extensions of MUS 309 where basic conducting techniques are being assessed and recorded; however, there is no data at this time for MUS 310/311 due to the ongoing development of this desired assessment tool.

Results of Evaluation

Use of Evaluation Results

Related Items

There are no related items.

 BM-MUS 05: LO Conduct musical works

Start: 7/1/2013

End: 6/30/2014

Learning Outcome

Students will successfully demonstrate conducting and rehearsal techniques and score study skills.

Data Collection (Evidence)

MUS 309 Conducting (all BME majors) - basic skills assessment for all BM and BME majors

MUS 310 Choral Conducting (vocal BME only)

MUS 311 Instrumental Conducting (instrumental BME only)

Results of Evaluation

Use of Evaluation Results

Related Items

There are no related items.

BME-MUS 01: LO Music Theory and Musicianship Competency

Start: 7/1/2013

End: 6/30/2014

Learning Outcome

Students will understand, interpret, recognize visually and aurally, analyze, and apply the materials of music, including compositional devices of the common practice period and of the 20th and 21st century.

Data Collection (Evidence)

MUS 251 Music Theory final exam

MUS 253 Aural Skills Assessment

MUS 450 Form and Analysis paper - Introduction, Analysis, Conclusions, Writing, Bibliography, Score Analysis and Chart (see Grading Form Document attached)

Major Field Test (after completion of MUS 450)

Praxis II Music Content Knowledge

Piano proficiency exams

-  [MUS 450 Final Project Grading Sheet](#)

Results of Evaluation

Use of Evaluation Results

Related Items

There are no related items.

BME-MUS 01: LO Music Theory and Musicianship Competency

Start: 7/1/2013

End: 6/30/2014

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Students will understand, interpret, recognize visually and aurally, analyze, and apply the materials of music, including compositional devices of the common practice period and of the 20th and 21st century.

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Major Field Test (after completion of MUS 450)

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Piano proficiency exams

Results of Evaluation

Use of Evaluation Results

Related Items

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Start: 7/1/2013

End: 6/30/2014

Learning Outcome

Students will recognize, discuss, and contextualize genres, eras, musicians, and significant representative works from the Western musical canon.

Data Collection (Evidence)

Research papers MUS 301, 302

Major comprehensive exams 301, 302,

Praxis II-music education exam - Score 139 (161 beginning spring 2013) or above

Major Field Test-Music (ETS) given each spring to students completing MUS 301/302 and MUS 450.

Results of Evaluation

Use of Evaluation Results

Related Items

There are no related items.

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Start: 7/1/2013

End: 6/30/2014

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Results of Evaluation

Use of Evaluation Results

Related Items

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End: 6/30/2014

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Results of Evaluation

Use of Evaluation Results

Related Items

There are no related items.

BME-MUS 03: LO Musical Performance Skill, Expression, and Repertoire

Start: 7/1/2013

End: 6/30/2014

Learning Outcome

Students will develop advanced musicianship, interpretive, and technical skills through the study, preparation and performance of a variety of standard solo and ensemble repertoire

Data Collection (Evidence)

Play music studied in private lessons for selected faculty panels in end of semester juries. Lesson grade is 75% and jury grade is 25% of final grade. A scoring form is used to rate particular performance factors on a 4 point scale for a total jury grade out of 4.00. Students must earn at least a final grade of C to receive degree credit. At least the last two semesters of private study must be at the 300 level, an advanced status achieved by approval of faculty after at least 4 semesters of study.

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Results of Evaluation

Use of Evaluation Results

Related Items

There are no related items.

BME-MUS 04: LO Instructional processes

Start: 7/1/2013

End: 6/30/2014

Learning Outcome

Students will plan, implement, and assess instruction for diverse student populations at elementary and secondary levels.

Data Collection (Evidence)

Portfolios, field experiences, practica based in CUR 489/490 and the directed internship (student teaching) allow instructors to observe and analyze students' demonstration of the various skills required of teachers which are evaluated using the

Teacher Intern Assessment Instrument (TIAI) and Teacher Work Sample (TWS) scoring rubrics. Reported annually in the BME assessment report submitted to the College of Education each spring.

All education candidates for internship must meet all Praxis I and II score requirements set by Miss. Dept of Education in order to be admitted and thus to graduate

Minimum Score on Praxis II-music education exam is 139 in Mississippi; 161 beginning 2013

Minimum Score on Praxis II-PLT exam is 152 in Mississippi through May 2012; 157 beginning May 2012

Results of Evaluation

Use of Evaluation Results

Related Items

There are no related items.

BME-MUS 04: LO Instructional processes

Start: 7/1/2013

End: 6/30/2014

Learning Outcome

Students will plan, implement, and assess instruction for diverse student populations at elementary and secondary levels.

Data Collection (Evidence)

Portfolios, field experiences, practica based in CUR 489/490 and the directed internship (student teaching) allow instructors to observe and analyze students' demonstration of the various skills required of teachers which are evaluated using the Teacher Intern Assessment Instrument (TIAI) and Teacher Work Sample (TWS) scoring rubrics. Reported annually in the BME assessment report submitted to the College of Education each spring.

Results of Evaluation

Use of Evaluation Results

Related Items

There are no related items.

 BME-MUS 05: LO Arrange and create

Start: 7/1/2013
End: 6/30/2014

Learning Outcome

Arrange and create musical works for a variety of sound sources

Data Collection (Evidence)

In MUS 350 Orchestration, demonstrate scoring techniques and knowledge of performing media in final project which is guided by criteria and evaluated with a scoring rubric

-  [MUS 350 Final Project Guide/Grade Sheet](#)

Results of Evaluation

Use of Evaluation Results

Related Items

There are no related items.

 BME-MUS 05: LO Arrange and create

Start: 7/1/2013
End: 6/30/2014

Learning Outcome

Arrange and create musical works for a variety of sound sources

Data Collection (Evidence)

In MUS 350 Orchestration, demonstrate scoring techniques and knowledge of performing media in final project which is guided by criteria and evaluated with a scoring rubric

Results of Evaluation

Use of Evaluation Results

Related Items

There are no related items.

≡BME-MUS 06: LO Conduct musical works

Start: 7/1/2013

End: 6/30/2014

Learning Outcome

Students will successfully demonstrate conducting and rehearsal techniques and score study skills.

Data Collection (Evidence)

MUS 309 Conducting (all BME majors) - basic skills assessment for all BM and BME majors

**MUS 310 Choral Conducting (vocal BME only)

MUS 311 Instrumental Conducting (instrumental BME only)

**The instructors of MUS 310/311 are currently working on a common assessment to be used in both courses all of which will be evaluated by both instructors. These courses are specialized extensions of MUS 309 where basic conducting techniques are being assessed and recorded; however, there is no data at this time for MUS 310/311 due to the ongoing development of this desired assessment tool.

Results of Evaluation

Use of Evaluation Results

Related Items

There are no related items.

≡BME-MUS 06: LO Conduct musical works

Start: 7/1/2013

End: 6/30/2014

Learning Outcome

Students will successfully demonstrate conducting and rehearsal techniques and score study skills.

Data Collection (Evidence)

MUS 309 Conducting (all BME majors) - basic skills assessment for all BM and BME majors

MUS 310 Choral Conducting (vocal BME only)

MUS 311 Instrumental Conducting (instrumental BME only)

Results of Evaluation

Use of Evaluation Results

Related Items

There are no related items.

Gen Ed Learning Outcomes

MUS_114_GE07: LO Development of Music in History

Start: 7/1/2013

End: 6/30/2014

Gen Ed learning outcome (competency)

Understand and connect the development of musical styles with notable musicians, cultures, and society throughout history.

Data Collection

- A discussion board post and responses
- A brief essay of 250-300 words on the given topic(s)
- Completion of the unit quiz
- Final project

The chosen criteria express the commitment to expose the students to the technical language of music and how that connects to the expressive qualities that are inherent in music. Further, students are exposed to the variety of American musical styles and their relation to musics from around the world. Through the readings, listening/viewing and writing assignments, students are required to sort through the complexity of musical origin, intent, and experience.

Results of Evaluation

Use of Results

Related Items

 **GE 07: Cultural Awareness**

 **GE 08: Perspectives**

MUS_114_GE07: LO Development of Music in History

Start: 7/1/2013

End: 6/30/2014

Gen Ed learning outcome (competency)

Understand and connect the development of musical styles with notable musicians, cultures, and society throughout history.

Data Collection

The chosen criteria express the commitment to expose the students to the technical language of music and how that connects to the expressive qualities that are inherent in music. Further, students are exposed to the variety of American musical styles and their relation to musics from around the world. Through the readings, listening/viewing and writing assignments, students are required to sort through the complexity of musical origin, intent, and experience.

- A discussion board post and responses
- A brief essay of 250-300 words on the given topic(s)
- Completion of the unit quiz
- Final project

Results of Evaluation

Use of Results

Related Items

There are no related items.

MUS_114_GE08: LO Basic Elements and Terms of Music

Start: 7/1/2013

End: 6/30/2014

Gen Ed learning outcome (competency)

Know and recognize the basic elements and terms of music to communicate ideas about performances, styles, and preferences.

Data Collection

- A discussion board post and responses
- A brief essay of 250-300 words on the given topic(s)
- Completion of the unit quizzes
- Final project - research project

The chosen criteria express the commitment to expose the students to the technical language of music and how that connects to the expressive qualities that are inherent in music. Further, students are exposed to the variety of American musical styles and their relation to musics from around the world. Through the readings, listening/viewing and writing assignments, students are required to sort through the complexity of musical origin, intent, and experience.

Results of Evaluation

Use of Results

Related Items

There are no related items.

MUS_114_GE08: LO Basic Elements and Terms of Music

Start: 7/1/2013

End: 6/30/2014

Gen Ed learning outcome (competency)

Know and recognize the basic elements and terms of music to communicate ideas about performances, styles, and preferences.

Data Collection

- A discussion board post and responses
- A brief essay of 250-300 words on the given topic(s)
- Completion of the unit quizzes
- Final project - research project

Results of Evaluation

Use of Results

Related Items



GE 08: Perspectives

MUS_114_GE08: LO Meaning of Music

Start: 7/1/2013

End: 6/30/2014

Gen Ed learning outcome (competency)

Explore and express viewpoints of artistic and expressive meaning of musical compositions.

Data Collection

A discussion board post and responses

A brief essay of 250-300 words on the given topic(s)

Final project

The chosen criteria express the commitment to expose the students to the technical language of music and how that connects to the expressive qualities that are inherent in music. Further, students are exposed to the variety of American musical styles and their relation to musics from around the world. Through the readings, listening/viewing and writing assignments, students are required to sort through the complexity of musical origin, intent, and experience.

Results of Evaluation

Use of Results

Related Items

There are no related items.

 **MUS_114_GE08: LO Meaning of Music**

Start: 7/1/2013

End: 6/30/2014

Gen Ed learning outcome (competency)

Explore and express viewpoints of artistic and expressive meaning of musical compositions.

Data Collection

A discussion board post and responses

A brief essay of 250-300 words on the given topic(s)

Final project

The chosen criteria express the commitment to expose the students to the technical language of music and how that connects to the expressive qualities that are inherent in music. Further, students are exposed to the variety of American musical styles and their relation to musics from around the world. Through the readings, listening/viewing and writing assignments, students are required to sort through the complexity of musical origin, intent, and experience.

Results of Evaluation

Use of Results

Related Items



GE 08: Perspectives

 **MUS_115_GE07: LO Development of Music in History**

Start: 7/1/2013

End: 6/30/2014

Gen Ed learning outcome (competency)

Understand and connect the development of musical styles with notable musicians, cultures, and society throughout history.

Data Collection

Results of Evaluation

Use of Results

Related Items



GE 07: Cultural Awareness



GE 08: Perspectives

 **MUS_115_GE07: LO Development of Music in History**

Start: 7/1/2013
End: 6/30/2014

Gen Ed learning outcome (competency)

Understand and connect the development of musical styles with notable musicians, cultures, and society throughout history.

Data Collection

Chapter Exams
Critical Listening Reports
Essays

Results of Evaluation

Use of Results

Related Items

There are no related items.

 **MUS_115_GE08: LO Basic Elements and Terms of Music**

Start: 7/1/2013
End: 6/30/2014

Gen Ed learning outcome (competency)

Know and recognize the basic elements and terms of music to communicate ideas about performances, styles, and preferences.

Data Collection

Results of Evaluation

Use of Results

Related Items

 **GE 08: Perspectives**

 **MUS_115_GE08: LO Basic Elements and Terms of Music**

Start: 7/1/2013

End: 6/30/2014

Gen Ed learning outcome (competency)

Know and recognize the basic elements and terms of music to communicate ideas about performances, styles, and preferences.

Data Collection

Chapter Questionnaires

Unit Tests (specifically Unit 1 Test)

Written Assignment

Concert Reviews

Listening Quizzes

Course assessments included 3 unit tests in a multiple choice format, 5 listening quizzes which required students to identify specific musical selections by title, composer and performance medium.

The listening quizzes also included a series of true/false statements regarding relevant biographical, social or stylistic/technical elements associated with the musical example.

Other assessments included daily online chapter quizzes and occasional worksheets distributed in class.

The chapter quizzes are in multiple choice format.

Critical thinking skills are assessed through 3 assigned concert reports. Students are required to attend live performances held on campus and submit written reflections on the performance using musical language and terminology presented in class. This provides students an opportunity to substantiate their own preferences using appropriate vocabulary.

The course also included a midterm and final examination.

Both exams were primarily multiple choice, but they both included some written exercises.

Results of Evaluation

Use of Results

Related Items

There are no related items.

 **MUS_115_GE08: LO Meaning of Music**

Start: 7/1/2013

End: 6/30/2014

Gen Ed learning outcome (competency)

Understand and connect the development of musical styles with notable musicians, cultures, and society throughout history.

Data Collection

Written Concert Reviews

"My Music" Written Assignment

Students are required to attend live performances held on campus and submit written reflections on the performance using musical language and terminology presented in class. This provides students an opportunity to substantiate their own preferences using appropriate vocabulary.

Results of Evaluation

Use of Results

Related Items

There are no related items.

 **MUS_115_GE08: LO Meaning of Music**

Start: 7/1/2013

End: 6/30/2014

Gen Ed learning outcome (competency)

Explore and express viewpoints of artistic and expressive meaning of musical compositions.

Data Collection

Results of Evaluation

Use of Results

Related Items



GE 08: Perspectives

MUS_116_GE07: LO Development of Music in History

Start: 7/1/2013

End: 6/30/2014

Gen Ed learning outcome (competency)

Understand and connect the development of musical styles with notable musicians, cultures, and society throughout history.

Data Collection

- Weekly chapter/study guides (17)
- Four exams (multiple choice, short answers, and essays)
- Concert reports

1. **Gain a better understanding of the development of Rock and Roll music (GE 7, 8)**
Unit Exams 1-4, Study Guides 1-17
2. **Gain a better understanding of the influence of Rock & Roll music on non-music fields (GE 7, 8)**
Unit Exams 1-4, Study Guides 1-17
3. **Be familiar with the various musical styles that have influenced Rock and Roll (GE 7, 8)**
Unit Exam 1, Study Guides 1-4
4. **Be able to communicate about Rock and Roll music, including statements of personal preference (GE 7, 8)**
Unit Exams 1-4 (essay questions), Study Guides 1-17, Concert reports

Results of Evaluation

Use of Results

Related Items

There are no related items.

MUS_116_GE07: LO Development of Music in History

Start: 7/1/2013

End: 6/30/2014

Gen Ed learning outcome (competency)

Understand and connect the development of musical styles with notable musicians, cultures, and society throughout history.

Data Collection

Chapter Exams

Critical Listening Reports

Essays

Results of Evaluation

Use of Results

Related Items



GE 07: Cultural Awareness



GE 08: Perspectives

MUS_116_GE08: LO Basic Elements and Terms of Music

Start: 7/1/2013

End: 6/30/2014

Gen Ed learning outcome (competency)

Know and recognize the basic elements and terms of music to communicate ideas about performances, styles, and preferences.

Data Collection

- Weekly chapter/study guides (17)
- Four exams (multiple choice, short answers, and essays)
- Concert reports

General Education Competencies

1. **Define the elements of music (GE 8)**

Study Guide 1, Unit Exam 1, Concert reports

2. **Gain a better understanding of the development of Rock and Roll music (GE 7, 8)**

Unit Exams 1-4, Study Guides 1-17

3. **Gain a better understanding of the influence of Rock & Roll music on non-music fields (GE 7, 8)**

Unit Exams 1-4, Study Guides 1-17

4. **Be familiar with the various musical styles that have influenced Rock and Roll (GE 7, 8)**

Unit Exam 1, Study Guides 1-4

5. **Be able to communicate about Rock and Roll music, including statements of personal preference (GE 7, 8)**

Unit Exams 1-4 (essay questions), Study Guides 1-17, Concert reports

Results of Evaluation

Use of Results

Related Items

There are no related items

MUS_116_GE08: LO Basic Elements and Terms of Music

Start: 7/1/2013

End: 6/30/2014

Gen Ed learning outcome (competency)

Know and recognize the basic elements and terms of music to communicate ideas about performances, styles, and preferences.

Data Collection

Chapter Exams

Critical Listening Reports

Essays

Results of Evaluation

Use of Results

Related Items



GE 08: Perspectives

MUS_116_GE08: LO Meaning of Music

Start: 7/1/2013

End: 6/30/2014

Gen Ed learning outcome (competency)

Understand and connect the development of musical styles with notable musicians, cultures, and society throughout history.

Data Collection

- Weekly chapter/study guides (17)
- Four exams (multiple choice, short answers, and essays)
- Concert reports

General Education Competencies

1. **Define the elements of music (GE 8)**

Study Guide 1, Unit Exam 1, Concert reports

2. **Gain a better understanding of the development of Rock and Roll music (GE 7, 8)**

Unit Exams 1-4, Study Guides 1-17

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4. **Be familiar with the various musical styles that have influenced Rock and Roll (GE 7, 8)**

Unit Exam 1, Study Guides 1-4

5. **Be able to communicate about Rock and Roll music, including statements of personal preference (GE 7, 8)**

Unit Exams 1-4 (essay questions), Study Guides 1-17, Concert reports

Results of Evaluation

Use of Results

Related Items

There are no related items

MUS_116_GE08: LO Meaning of Music

Start: 7/1/2013

End: 6/30/2014

Gen Ed learning outcome (competency)

Explore and express viewpoints of artistic and expressive meaning of musical compositions.

Data Collection

Chapter Exams

Critical Listening Reports

Essays

Results of Evaluation

Use of Results

Related Items



GE 08: Perspectives

 **MUS_117_GE07: LO Development of Music in History**

Start: 7/1/2013

End: 6/30/2014

Gen Ed learning outcome (competency)

Understand and connect the development of musical styles with notable musicians, cultures, and society throughout history.

Data Collection

Chapter Exams

Critical Listening Reports

Essays

Results of Evaluation

Use of Results

Related Items



GE 07: Cultural Awareness

GE 08: Perspectives

 **MUS_117_GE08: LO Basic Elements and Terms of Music**

Start: 7/1/2013

End: 6/30/2014

Gen Ed learning outcome (competency)

Know and recognize the basic elements and terms of music to communicate ideas about performances, styles, and preferences.

Data Collection

Chapter Exams

Critical Listening Reports

Essays

Results of Evaluation

Use of Results

Related Items



GE 08: Perspectives

 **MUS_117_GE08: LO Meaning of Music**

Start: 7/1/2013

End: 6/30/2014

Gen Ed learning outcome (competency)

Explore and express viewpoints of artistic and expressive meaning of musical compositions.

Data Collection

Chapter Exams

Critical Listening Reports

Essays

Results of Evaluation

Use of Results

Related Items

 **GE 08: Perspectives**

Unit Goals

MUS_2014_01: Success on national content exams

Start: 7/1/2013

End: 6/30/2014

Unit Goal

- Set a range of scores for the Major Field Test in Music to signify competency in music history, music literature, listening comprehension, and music theory,
- At least 70% of a test cohort will score above the lower range of competent scores set by the Department.
- At least 70% of music education candidates taking the Praxis II exam in an academic year will score at least 161, the minimum passing score for Mississippi.

Evaluation Procedures

- Existence of MFT score ranges determined by faculty based on past testing data.
- Look for evidence that theory and history professors integrated study guide content of MFT and suggested test strategies within the existing curriculum to improve student scores.
- Look for evidence that theory and history professors held periodic Major Field Test study sessions.
- Evidence in music education course syllabi of pedagogical content and methodology in Praxis II exam.
- Examine annual cohort's scores for pass rate.

Actual Results of Evaluation

Use of Evaluation Results

Related Items

-  **SP1.Ind02: National / Standardized Test Score**
 -  **SP1.Ind04: Job placement**
 -  **SP1.Ind08: Curriculum Development and Revision**
 -  **SP2.Ind02: Retention**
 -  **SP2.Ind03: Graduation Rate**
 -  **SP4.Ind09: Institutional review process / Accreditations/IE**
-

MUS_2014_02: Professional success of music graduates

Start: 7/1/2013

End: 6/30/2014

Unit Goal

a.80% music teacher job placement for BME graduates in the first year after graduation.

b.80% acceptance into graduate music programs for graduates who desire post-graduate education.

Evaluation Procedures


1. Gather data on graduates to track student employment and graduate program placement.

2. Evaluate curriculum and course offerings to ensure solid preparation for career goals or graduate work in music.

Actual Results of Evaluation

Use of Evaluation Results

Related Items

 **SP1.Ind04: Job placement**

 **SP4.Ind09: Institutional review process / Accreditations/IE**

MUS_2014_03: Global Music Study

Start: 7/1/2013

End: 6/30/2014

Unit Goal

1. Engage students in musically-diverse learning experiences and environments through coursework in global music, international travel, and guest performances of music of various cultures and styles each year

Evaluation Procedures

- Seek update on development and approval of integration of a global music course into the music curricula, including identification of instructor(s) and examination of the syllabus for the course
- Number of students participating in a projected university-sponsored music and culture learning opportunity in West Africa in summer 2014
- Count how many guest performances of non-Western music and/or diverse styles of music were listed on Department of Music Calendar of Events for 2013-2014

Actual Results of Evaluation

Use of Evaluation Results

Related Items

-  **SP1.Ind05: Diversity -- access to diverse ideas/programs**
-  **SP4.Ind09: Institutional review process / Accreditations/IE**
-  **SP5.Ind04: Cultural offerings**
-  **SP5: Improve the quality of life for all constituents**
-  **SP5.Ind06: Community Outreach**
-  **SP5: Improve the quality of life for all constituents**

MUS_2014_04: Curriculum review

Start: 7/1/2013

End: 6/30/2014

Unit Goal

Provide curricula and degrees that meet contemporary career/employment opportunities, comply with accreditation standards, and optimize skills and knowledge of current and future faculty.

Evaluation Procedures

Approval of revision of course work or degree focus for the Bachelor of Arts in Music with an emphasis in Sound Recording Technology.

Evidence of assessment of music sight reading skills for all instrumental, vocal, and keyboard majors in all areas of performance study each semester, both in studio lessons and final juries.

Evidence of course changes based on results of key assessments of established SLOs for each music degree.

Approval of accreditation renewal in the November NASM board meeting, based on review of NASM visitors' evaluation report and follow up response to their concerns and oversights we perceive to have occurred.

Actual Results of Evaluation

Use of Evaluation Results

Related Items

-  **SP1.Ind08: Curriculum Development and Revision**
-  **SP2.Ind01: Enrollment**
-  **SP2.Ind02: Retention**
-  **SP2.Ind03: Graduation Rate**
-  **SP2.Ind04: Degrees**
-  **SP4.Ind09: Institutional review process / Accreditations/IE**
-  **SP5.Ind01: Distance Education Offerings**
-   **SP5: Improve the quality of life for all constituents**
-  **SP5.Ind02: Continuing Education**
-   **SP5: Improve the quality of life for all constituents**

 **MUS_2014_05: Master of Arts in Music degree**

Start: 7/1/2013

End: 6/30/2014

Unit Goal

Approval of format and curriculum for a new Master of Arts in Music degree, to be offered beginning Fall 2014.

Evaluation Procedures

The Music Curriculum committee will agree on a degree structure and necessary courses, considering those already approved for the previous MME.

The department chair will draft a curricular table for plan consideration by NASM.

The Curriculum Committee and the department chair will complete forms required by the state regarding feasibility of a new degree.

The Academic Council and the President of Delta State will approve the degree for submission to the IHL board in February, 2014.

Actual Results of Evaluation

Use of Evaluation Results

Related Items

-  **SP1.Ind04: Job placement**
-  **SP1.Ind08: Curriculum Development and Revision**
-  **SP2.Ind04: Degrees**
-  **SP5.Ind01: Distance Education Offerings**
-   **SP5: Improve the quality of life for all constituents**
-  **SP5.Ind06: Community Outreach**
-   **SP5: Improve the quality of life for all constituents**

 **MUS_2014_06: Recruitment of majors in music**

Start: 7/1/2013

End: 6/30/2014

Unit Goal

Recruit and admit more incoming music majors, including those of diverse cultural and ethnic backgrounds, who have greater musical skill, more academic potential, and increased motivation to succeed professionally.

Evaluation Procedures

- Recruit more in local high schools, especially those with higher percentage of African-American students.
- Increase funding for recruiting through internal departmental budget transfers
- Increase use of technology for contact with students and for auditions – use Skype for auditions for students who live far away.
- Develop virtual faculty tutorials to promote success on music theory entrance and validation exams for entering majors
- Canvas high school ensemble directors statewide for contact information of graduating seniors with an interest in a music career or participation in college
- Check to see if special scholarships were awarded to high school students who are selected for MS All State ensembles, Lions Band, and DSU Honor Band and Choir, and winners of MMTA competitions.
- Review audition process for use of technology and off-campus audition sites.

Actual Results of Evaluation

Use of Evaluation Results

Related Items

  **SP2.Ind01: Enrollment**

  **SP3.Ind05: Retention of personnel**

  **SP3.Ind06: Diversity**

 **MUS_2014_07: Retention of music undergraduates**

Start: 7/1/2013

End: 6/30/2014

Unit Goal

Improve year-to-year retention rates and motivation to succeed toward graduation.


Evaluation Procedures

- Identify and systematically track students in core classes and applied lessons at mid-term and the end of semesters who are at-risk academically or personally, need counseling, or study skill assistance
- Sponsor departmental social events to improve morale and engagement among faculty and music majors
- Map out chosen degree through graduation for individual students, especially transfer students, to articulate how adding electives will raise credit hours and potentially extend semesters in residence.
- Make periodic contact with students during extended summer break.

Actual Results of Evaluation

Use of Evaluation Results

Related Items

-  **SP1.Ind03: Academic and support services**
-  **SP1.Ind06: Advising-access to improved, comprehensive, and directed/targeted advising**
-  **SP2.Ind01: Enrollment**
-  **SP2.Ind02: Retention**
-  **SP2.Ind03: Graduation Rate**

 **MUS_2014_08: Upgrade of facilities and instructional resources**

Start: 7/1/2013

End: 6/30/2014

Unit Goal

Maintain a work environment that promotes health and safety and provides contemporary professional resources including technology, furnishings, and musical instruments.

Evaluation Procedures

- Report on any purchases of new Kawai pianos and/or new band instruments and uniforms

- Inspect Z150, Z200, and Z212 for installation of permanent instructional technology equipment in (computers/monitors/projectors/screens)
- Inspect spaces where musical sound often occurs for treatments to ensure appropriate decibel levels using a decibel meter
- Report on any renovation or update to music facilities regarding cleanliness, hygiene, safety, and access for all individuals
- Look for information in syllabi and other documents and forums that share pertinent health and hearing information for musicians
- Report on the improvement of temperature control of the HV/AC systems in the musical facilities to ensure supportive learning and teaching environments
- Review need for maintaining computer inventory and software upgrades in computer lab

Actual Results of Evaluation

Use of Evaluation Results

Related Items

- ▶  **SP1.Ind07: Resources: access to appropriate library and learning resources**
- ▶  **SP2.Ind01: Enrollment**
- ▶  **SP2.Ind02: Retention**
- ▶  **SP3.Ind01: Faculty and staff hiring**
- ▶  **SP3.Ind05: Retention of personnel**
- ▶  **SP4.Ind03: External resources**
- ▶  **SP4.Ind06: Technology infrastructure**
- ▶  **SP4.Ind09: Institutional review process / Accreditations/IE**
- ▶  **SP4.Ind13: Safe and Secure Campus**
- ▶  **SP5.Ind03: Campus facilities and space for use by external constituents**
- ▶  **SP5: Improve the quality of life for all constituents**
- ▶  **SP5.Ind06: Community Outreach**
- ▶  **SP5: Improve the quality of life for all constituents**

MUS_2014_09: Improvements for personnel support and retention

Start: 7/1/2013

End: 6/30/2014

Unit Goal

Increased effectiveness and currency of music department programs and personnel by addition of office support staff and increases in funding for professional development, travel, and special projects.

Evaluation Procedures

Approval of request for one part-time office staff person to be added to music personnel. Calculate total amount of travel funding allotted to faculty from Department of Music and external sources.

Look for an increase in the music faculty travel stipend within the departmental budget.

Total funds for special projects and faculty professional development efforts provided by department, College of Arts and Sciences, and Academic Affairs.

Actual Results of Evaluation

Use of Evaluation Results

Related Items

-  **SP3.Ind01: Faculty and staff hiring**
-  **SP3.Ind02: Salary**
-  **SP3.Ind05: Retention of personnel**
-  **SP3.Ind07: Credentials**
-  **SP3.Ind08: Evaluations**
-  **SP3.Ind09: Professional development**
-  **SP4.Ind09: Institutional review process / Accreditations/IE**

 **MUS_2014_10: Community support and engagement**

Start: 7/1/2013

End: 6/30/2014

Unit Goal

Increase involvement with local community through instructional and performance offerings, personal and advisory interaction, and support for artistic, cultural, and educational projects in the community and surrounding Delta area.

Evaluation Procedures

- Count the number of workshops offered by faculty for local educators in summer or on weekends
- Development of more online courses or continuing education experiences open to the public
- Existence of a patrons board of directors for the department comprised of alumni, supporters in community, benefactors, music professionals
- Observe number of press releases and publicity measures provided to local and regional (MPB) media
- Use of a new professionally-designed branding phrase and logo for the Department of Music
- Use of a new recruitment video of a professional quality developed with assistance from the university's marketing and communications staff.
- Participation in advocacy strategies for music education offerings in Cleveland public schools, especially for a more comprehensive choral music program in all secondary school levels.
- Number of contacts made by faculty and students with local public school music programs and attendance at their performance events and rehearsals.

Actual Results of Evaluation

Use of Evaluation Results

Related Items

-   **SP1.Ind07: Resources: access to appropriate library and learning resources**
 -   **SP2.Ind01: Enrollment**
 -   **SP2.Ind02: Diversity**
 -   **SP4.Ind09: Institutional review process / Accreditations/IE**
 -   **SP5.Ind01: Distance Education Offerings**
 -   **SP5: Improve the quality of life for all constituents**
 -   **SP5.Ind02: Continuing Education**
 -   **SP5: Improve the quality of life for all constituents**
 -   **SP5.Ind03: Campus facilities and space for use by external constituents**
 -   **SP5: Improve the quality of life for all constituents**
 -   **SP5.Ind04: Cultural offerings**
 -   **SP5: Improve the quality of life for all constituents**
 -   **SP5.Ind05: Diversity initiatives**
 -   **SP5: Improve the quality of life for all constituents**
 -   **SP5.Ind06: Community Outreach**
 -   **SP5: Improve the quality of life for all constituents**
-

 **MUS_2014_11: Data Integrity**

Start: 7/1/2013

End: 6/30/2014

Unit Goal

Increased security and privacy protection for personal and educational documents pertaining to DSU students, faculty, and staff in the Department of Music.

Evaluation Procedures

- Observance of security and protective construction for filing systems for (locks, location, appropriate equipment)
- Observance of locked filing cabinets and desks containing personal information
- Record of shredding documents with personal information when no longer needed or used
- Check official forms and scholarship offer letters for removal of Social Security number requests
- Use of DSU 900# to identify students and personnel in campus communications and processes.

Actual Results of Evaluation

Use of Evaluation Results

Related Items

-   **SP4.Ind10: Data Integrity**

Section IV.a
Brief Description
Judgment

Meets Standards Does Not Meet Standards Not Applicable

Narrative

Section IV.b
Comparative data

Enrollment, CHP, majors, graduation rates, expenditures, trends, etc.

Judgment

Meets Standards Does Not Meet Standards Not Applicable

Narrative

Credit Hour Production						
	Summer 2013		Fall 2013		Spring 2014	
	UG	GR	UG	GR	UG	GR
Applied Music (AMU)	4	1	141	4	112	4
Music (MUS)	51	0	932	3	652	4
Total	55	1	1073	7	764	8

Enrollment by Major						
	Summer 2013		Fall 2013		Spring 2014	
	UG	GR	UG	GR	UG	GR
Music	2	0	20	0	16	0
Music Education	4	0	42	0	34	0
Total	6	0	62	0	50	0

2013-14 Graduates	
Music	
BA	1
BM	3
Music Education	
BMEd	11

[Trend Data 2010-14 Music](#)

Sources

 [Trend Data 2010-14 Music](#)

Section IV.c

Diversity Compliance Initiatives and Progress

Judgment

Meets Standards Does Not Meet Standards Not Applicable

Narrative

Section IV.d

Economic Development Initiatives and Progress

Judgment

Meets Standards Does Not Meet Standards Not Applicable

Narrative

Section IV.e

Grants, Contracts, Partnerships, Other Accomplishments

Judgment

Meets Standards Does Not Meet Standards Not Applicable

Narrative

Section IV.f

Service Learning Data

List of projects, number of students involved, total service learning hours, number of classes, faculty involved, accomplishments.

Judgment

Meets Standards Does Not Meet Standards Not Applicable

Narrative

Section IV.g

Strategic Plan Data

Only use this section if you have strategic plan info to report that is not covered in other areas of your report

Judgment

Meets Standards Does Not Meet Standards Not Applicable

Narrative

Section IV.h

Committees Reporting To Unit

Each unit includes in the annual plan and report a list of the committees whose work impacts that unit or any other aspect of the university; along with the list will be a notation documenting the repository location of the committee files and records. Committee actions affecting the unit's goals may be noted in other applicable sections of the annual reports. Not required to be included in the unit's annual plan and report, but required to be maintained in the repository location, will be a committee file that includes, for each committee: Mission and by-laws, Membership, Process, Minutes.

Judgment

Meets Standards Does Not Meet Standards Not Applicable

Narrative

Section V.a

Faculty (Accomplishments)

Noteworthy activities and accomplishments

Judgment

Meets Standards Does Not Meet Standards Not Applicable

Narrative

Section V.b

Staff (Accomplishments)

Judgment

Meets Standards Does Not Meet Standards Not Applicable

Narrative

Section V.c

Administrators (accomplishments)

Judgment

Meets Standards Does Not Meet Standards Not Applicable

Narrative

Section V.d

Position(s) requested/replaced with justification

Judgment

Meets Standards Does Not Meet Standards Not Applicable

Narrative

Section V.e

Recommended Change(s) of Status

Judgment

Meets Standards Does Not Meet Standards Not Applicable

Narrative

Section VI.a

Changes Made in the Past Year

Judgment

Meets Standards Does Not Meet Standards Not Applicable

Narrative

Section VI.b

Recommended Changes for the Coming Year

Judgment

Meets Standards Does Not Meet Standards Not Applicable

Narrative

Delta University FY2014 Unit Level Report

Department: Music

Delta State University Department of Music

Jury Examination: Brass

Name _____ Date _____

Instrument _____ Major _____ Minor _____

AMU Number _____ App. Professor _____ Credit Hrs of Applied Music this Semester _____

Check if this is a 300-Level barrier jury. Student Recital Performances this Semester _____

A B C D F

TONE QUALITY

4 3 2 1 0

INTONATION

4 3 2 1 0

TECHNIQUE

4 3 2 1 0

ACCURACY OF RHYTHM/TEMPO

4 3 2 1 0

ARTICULATION

4 3 2 1 0

INTERPRETATION

4 3 2 1 0

SIGHT READING

4 3 2 1 0

COMMENTS:

TOTAL POINTS: _____

AVERAGE: _____

JURY GRADE: _____

FACULTY SIGNATURE _____

MUS 490 Senior Capstone Experience Presentation Assessment Rubric
Delta State University- Department of Music

Student Name _____ Date _____

Title of Project Presentation _____

Evaluator _____

Category	1 Below Standard	2 Meets Standard	3 Exceeds Standard	Rating 1-3
Language Use and Delivery	<ul style="list-style-type: none"> · Uses inappropriate and/or simplistic vocabulary, makes consistent errors in grammar · Engages in numerous and distracting verbal pauses, and does not make effective use of eye contact or body language · Fails to speak clearly and audibly and/or delivers material in a flat or lifeless way dresses inappropriately · Does not present within the allotted time frame 	<ul style="list-style-type: none"> · Selects words appropriate for an audience and uses correct grammar · Engages the audience with appropriate verbal cues and eye contact · Speaks clearly and confidently, limits the uses of vocalized pauses, and varies tone and pitch appropriately · Projects a sense of individuality and personality dresses appropriately · Paces delivery 	<ul style="list-style-type: none"> · Uses rich, varied, and appropriate vocabulary · Captivates the audience with effective verbal cues and body language, while maintaining excellent eye contact · Speaks clearly, effectively and confidently, avoids all unnecessary pauses and varies tone and pitch appropriately · Projects a sense of individuality and an engaging personality dresses appropriately · Times the delivery to optimum advantage 	
Content	<ul style="list-style-type: none"> · Does not clearly define the topic or present the main idea or logically organize the information · Presentation lacks coherence, does not successfully answer the core question · Presents material that is lacking in substance and/ or relevance · Makes recommendations based on insufficient evidence 	<ul style="list-style-type: none"> · Clearly defines the topic and organizes the information logically and appropriately for its purpose, · Explains key findings and points. · Answers core question effectively and with an understanding of its relevancy, clearly linking evidence to thesis · Provides recommendations based on research 	<ul style="list-style-type: none"> · Clearly defines the topic and its significance · Organizes the information logically and appropriately for its purpose · Explains key findings and points with accurate and detailed evidence · Specifically addresses the core question and proposes viable solutions to the problem with detailed supporting evidence · Provides complex recommendations based on extensive research 	

Delta University FY2014 Unit Level Report
Department: Music

Category	1 Below Standard	2 Meets Standard	3 Exceeds Standard	Rating 1-3
Organization and Preparation	<ul style="list-style-type: none"> · Exhibits lack of planning and organization which results in a confusing overall presentation. · Presents in a choppy, hesitant manner lacking transitions. · Simplistically explains key points without appropriate and relevant supporting evidence, · Does not make effective use of notes or memory aides, · Ends the presentation without conclusions based on evidence 	<ul style="list-style-type: none"> · Presents logical transitions between main topics and ideas · Emphasizes key points · Uses notes or other memory aides effectively to structure presentation if necessary · Adjusts style of presentation to purpose and audience · Coherently ends presentation with conclusions based on evidence 	<ul style="list-style-type: none"> · Presents ideas and information with logical sequencing and seamless transitions · Develops and connects key points throughout and emphasizes them with rich, varied, and relevant supporting materials · Executes a flowing presentation, using notes or other memory aides if necessary · Ends the presentation with a logical, effective, and relevant conclusion 	
Media Use	<ul style="list-style-type: none"> · Selects inappropriate mediums for various elements of the presentation, · Use of media detracts from overall presentation 	<ul style="list-style-type: none"> · Selects and uses appropriate medium (text, images, sound, etc.) for each element of the presentation · Achieves coherence in the presentation as a whole and makes information easily understood 	<ul style="list-style-type: none"> · Selects and successfully uses appropriate medium for each element of the presentation · Enhances the overall quality of the presentation with skillful and judicious use of media 	
Responds to Questions	<ul style="list-style-type: none"> · Is unable to reference the appropriate content and performance standards · Is unable to answer the questions with accurate supporting evidence · Is tentative or unclear in responses 	<ul style="list-style-type: none"> · Is able to reference the appropriate content and applied learning standards, · Responds to all questions accurately, thoughtfully and truthfully 	<ul style="list-style-type: none"> · Connects the appropriate content and performance standards to all aspects of the presentation · Answers questions coherently and completely, addressing clearly each part to the question · Confidently answers with information that demonstrates extensive knowledge of the subject and accurately references outside sources 	

Reference: http://www.ri.net/Skills/capstone/rubric_oral_presentation.html

Evaluator Signature _____ Date _____ Final Total _____/15 pts.

Scoring Guide: A - 13.5 pts B - 12 pts. C - 10 D - 7 points F - 0-7 pts.

MUS 450: Final Analysis Project

Score of 200 points

Paper (150 points)	
I. Introduction (25 points)	
Thesis	
Composer /poet background	
Era information	
Genre information	
II. Body of Paper (90 points)	
Description of form	
Accuracy of analysis	
Use of musical Examples	
Other musical ideas: Relationship of soloist to accompaniment, Text painting, etc	
Use of appropriate terminology	
III. Conclusions (15 points)	
Impact of piece	
Performance practice	
IV. General (20 points)	
Writing style	
Organization	
Clarity of thought	
Use of Sources	
length	
Bibliography (10 points)	
Structural Chart (10 points)	
Score analysis (30 points)	
Analysis	
Terms defined	

MUS 450: Final Analysis Project

Score of 200 points

Paper (150 points)	
I. Introduction (25 points)	
Thesis	
Composer /poet background	
Era information	
Genre information	
II. Body of Paper (90 points)	
Description of form	
Accuracy of analysis	
Use of musical Examples	
Other musical ideas: Relationship of soloist to accompaniment, Text painting, etc	
Use of appropriate terminology	
III. Conclusions (15 points)	
Impact of piece	
Performance practice	
IV. General (20 points)	
Writing style	
Organization	
Clarity of thought	
Use of Sources	
length	
Bibliography (10 points)	
Structural Chart (10 points)	
Score analysis (30 points)	
Analysis	
Terms defined	

MUS 350 Orchestration Final Project 200 points total

Using a well-known folk or popular tune of your choice, create a full score for wind ensemble using the following guidelines.

- Instrumentation:
 - 2 flutes (piccolo optional)
 - 2 oboe
 - 3 B-flat clarinets
 - 1 bass clarinet
 - 1 bassoon
 - 2 alto saxophones
 - 1 tenor saxophone
 - 1 baritone saxophone
 - 3 B-flat trumpets
 - 4 horns
 - 3 trombones
 - 1 euphonium
 - 1 tuba
- Percussion- Timpani, one keyboard, at least 2 unpitched instruments
- Length -- at least 32 measures, 4 – eight measure sections, may also include an intro-postlude
- Texture – homophonic/homorhythmic, one quasi-polyphonic section (some independence of lines)
- Density – two sections of full ensemble, two sections each featuring a separate family of instruments (woodwind, brass, or percussion)
- Variety of articulations – staccato and legato
- Complete score with dynamics, expressive marks, tempo markings, etc
- If material (a section) is repeated, it must be varied. NO exact repetition of material or sections.

Submit via Blackboard assignment dropbox in Sibelius 5 or 6 format.

Grading Form

200 total points	Criteria	Comments
10	Full ensemble represented in proper score order, showing correct transpositions for each instrument	
40	32 measures Four 8-measure sections, no exact repetition <ul style="list-style-type: none"> • Variety of Texture: Homophonic or Homorhythmic, one quasi-polyphonic section • Variety of Density: 2 sections of Full ensemble and 2 sections each featuring a separate family of instruments 	
40	Use of the tune/song: proper harmonies, melodic material, correct notes, tune is recognizable	
50	Use of instruments: proper voicing within each family, each part is idiomatic and somewhat interesting, appropriate range	
40	Ensemble balance and voicing	
20	Dynamics, expressive markings, tempo indication, Variety of articulations present	
	General comments	

Credit Hour Production							
	Summer		Fall		Spring		Total
	UG	GR	UG	GR	UG	GR	
AMU							
AY 2014	4	1	141	4	112	4	266
AY 2013	5	0	127	0	116	3	251
AY 2012	5	0	122	0	114	0	241
AY 2011	16	0	167	0	153	0	336
AY 2010	11	0	188	0	155	0	354
MUS							
AY 2014	51	0	932	3	652	4	1,642
AY 2013	66	0	858	1	701	3	1,629
AY 2012	147	0	937	4	601	2	1,691
AY 2011	78	0	1,034	0	787	0	1,899
AY 2010	12	3	1,128	0	913	0	2,056
AY Totals							
AY 2014	55	1	1,073	7	764	8	1,908
AY 2013	71	0	985	1	817	6	1,880
AY 2012	152	0	1,059	4	715	2	1,932
AY 2011	94	0	1,201	0	940	0	2,235
AY 2010	23	3	1,316	0	1,068	0	2,410

Enrollment by Major						
	Summer		Fall		Spring	
	UG	GR	UG	GR	UG	GR
Music						
AY 2014	2	0	20	0	16	0
AY 2013	6	0	22	0	17	0
AY 2012	2	0	16	0	12	0
AY 2011	10	0	31	0	20	0
AY 2010	10	0	28	0	24	0
Music Education						
AY 2014	4	0	42	0	34	0
AY 2013	9	0	38	0	35	0
AY 2012	5	0	44	0	40	0
AY 2011	6	0	53	0	51	0
AY 2010	5	0	55	0	46	0
AY Totals						
AY 2014	6	0	62	0	50	0
AY 2013	15	0	60	0	52	0
AY 2012	7	0	60	0	52	0
AY 2011	16	0	84	0	71	0
AY 2010	15	0	83	0	70	0

Graduates				
	Music		Music Ed	Total
	BA	BM	BMEd	
AY 2014	1	3	2	6
AY 2013	1	3	3	7
AY 2012	1	0	8	9
AY 2011	7	1	9	17
AY 2010	2	1	6	9