

Unit Missions

MUS Mission Statement

Mission statement

Music Mission Statement

Mission statement

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.

Learning Outcomes

BA-MUS 01: LO Music Theory and Musicianship Competency

Start: 7/1/2014

End: 6/30/2015

Providing Department: Music

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

MUS 253 Aural Skills Final Assessment

N=1, Scored 84%

MUS 251 Final Exam

N=1, Scored 65% (failed to meet the 70% required grade for competency)

Use of Evaluation Results

The instructor incorporated weekly quizzes, given every Friday, to help track and address student learning and problems.

Delta State University FY2015 Unit Level Report

Department: Music

The single BA student passed the final exam of one of the two courses that complete the lower level theory sequence.

MUS 251 and 253 are barrier courses to most upper division courses in music. Students in the BA are required to take only MUS 301 and MUS 302 as upper division courses. Those who do not earn a C or higher in these courses must enroll in them until they do so. Upper division music courses taken as electives would also need to be preceded by passing MUS 251/253 (and the semesters leading to it) with a grade of C or higher.

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

Start: 7/1/2014

End: 6/30/2015

Providing Department: Music

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

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

Start: 7/1/2014

End: 6/30/2015

Providing Department: Music

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 8 hours of applied performance study with a minimum grade of C. Students are not required to pass to the 300 level (upper division) unless they plan to make performance a part of their capstone project.
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).
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

300 level barrier - one piano major passed

Use of Evaluation Results

The BA-Music degree underwent a substantial modification in the past year. The Curriculum Committee decided that 8 credits of performance study was sufficient for those students who were not interested in performing as their main focus. A student can opt to take AMU study as electives to prepare for a capstone project that focused on performing.

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

Start: 7/1/2014

End: 6/30/2015

Providing Department: Music

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.

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

Start: 7/1/2014

End: 6/30/2015

Providing Department: Music

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](#)

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

Start: 7/1/2014

End: 6/30/2015

Providing Department: Music

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

There were no capstone projects completed in AY 2014-2015 as there were no graduates in the BA-Music degree program.

-  [BA Music Capstone Rubric](#)

Use of Evaluation Results

There were no results to evaluate in AY 2014-2015 due to no enrollment in MUS 490.

BM-MUS 01: LO Music Theory and Musicianship Competency

Start: 7/1/2014

End: 6/30/2015

Providing Department: Music

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

Piano Proficiency MUS 107, 108, 207, 208, 300

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

Results of Evaluation

MUS 251 Final Exam

N=1 Score 84%

MUS 253 Final Assessment Data

N=2

Range=79% - 88%

Median= 84%

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Department: Music

Music 450 Final Analytical Paper (see grading form attached)

Major Field Test

N=2

Range=134-141 (scaled score range of 200)

Median= 138

Piano Proficiency

Exam BM Majors N = 3	# Pass	# Attempt	Pass Rate %
5 note scales	2	2	100
Scales/arpeggios	3	3	100
Harmony/transposition	1	1	100
Sight Reading	0	1	0
Performance	0	0	-
Mean			75

Use of Evaluation Results

MUS 251 - Weekly study sessions outside of class were made available for students to better grasp and practice the theory concepts.

MUS 253 - The instructor provided a significant amount of online practice materials.

MUS 450 - To ensure greater student understanding and success, students are required to practice writing about music through assignments, exams, online discussion boards, and the final analytical paper. The final analytical paper is divided into 5 phases that are due throughout the semester. Peer review is utilized in most of the writing assignments.

MFT - The MFT is challenging for the students because it covers areas that are not necessarily in the student's program of study. The department needs to address these issues to round out the student's general musical knowledge. The department will implement a program of small lectures on these different areas during convocation time beginning in Fall 2015.

BM-MUS 01: LO Music Theory and Musicianship Competency

Start: 7/1/2014

End: 6/30/2015

Providing Department: Music

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

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

Start: 7/1/2014

End: 6/30/2015

Providing Department: Music

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

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

Start: 7/1/2014

End: 6/30/2015

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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

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

Start: 7/1/2014

End: 6/30/2015

Providing Department: Music

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

AMU 300 - Junior Recital (half recital)

N = 3

Voice - A

Euphonium - A

Piano - A

AMU 450 - Senior Recital (full recital)

N=1

Flute - A

300 level - Barrier Exam

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Department: Music

2 passed

0 failure

Use of Evaluation Results

The students are being successful and performing at a high level. The faculty are choosing appropriate repertoire and teaching with high expertise.

Faculty panels are grading and evaluating the recital and juries. They provide guidance and feedback on a number of musical and technical skills. However, those evaluations do not necessarily align with the parameters of the semester jury grade sheet. The faculty plans to come up with a more cohesive evaluation process that allows student to see their improvement in certain musical aspects over time.

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Data Collection (Evidence)

AMU 300 Junior Recital - graded half recital

AMU 450 Senior Recital - graded full recital

BM Overall GPA

BM-MUS 04: LO Arrange and create music

Start: 7/1/2014

End: 6/30/2015

Providing Department: Music

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.

BM-MUS 04: LO Arrange and create music

Start: 7/1/2014

End: 6/30/2015

Providing Department: Music

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

BM-MUS 05: LO Conduct musical works

Start: 7/1/2014

End: 6/30/2015

Providing Department: Music

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

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Department: Music

**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.

 BM-MUS 05: LO Conduct musical works

Start: 7/1/2014

End: 6/30/2015

Providing Department: Music

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)

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Start: 7/1/2014

End: 6/30/2015

Providing Department: Music

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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](#)

≡ BME-MUS 01: LO Music Theory and Musicianship Competency

Start: 7/1/2014

End: 6/30/2015

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Major Field Test (after completion of MUS 450)

Praxis II Music Content Knowledge

Piano proficiency exams

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

Start: 7/1/2014

End: 6/30/2015

Providing Department: Music

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.

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

Start: 7/1/2014

End: 6/30/2015

Providing Department: Music

Learning Outcome

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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

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

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AMU Overall GPA

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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.

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

Start: 7/1/2014

End: 6/30/2015

Providing Department: Music

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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Department: Music

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

AMU 450 Senior Recital (half recital)

N=3, Average Grade A-

1 Percussion - A

1 Voice - A-

1 Euphonium - B

300 level barrier exam

12 students passed

Use of Evaluation Results

Students are generally successful in their chosen performance area.

Applied faculty encourage and support student to achieve certain levels of performance skill and expression. Students are generally successful in their chosen performance area.

Recital evaluation needs to be more concise and streamlined to reflect AMU and jury evaluations. This will help students and instructors to better track student progress in specific areas of technique and expression.

BME-MUS 04: LO Instructional processes

Start: 7/1/2014

End: 6/30/2015

Providing Department: Music

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.

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Department: Music

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

BME-MUS 04: LO Instructional processes

Start: 7/1/2014

End: 6/30/2015

Providing Department: Music

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.

BME-MUS 05: LO Arrange and create

Start: 7/1/2014

End: 6/30/2015

Providing Department: Music

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](#)
-

≡BME-MUS 05: LO Arrange and create

Start: 7/1/2014

End: 6/30/2015

Providing Department: Music

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

≡BME-MUS 06: LO Conduct musical works

Start: 7/1/2014

End: 6/30/2015

Providing Department: Music

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.

≡BME-MUS 06: LO Conduct musical works

Start: 7/1/2014

End: 6/30/2015

Providing Department: Music

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)

Gen Ed Learning Outcomes



MUS_114_GE07: LO Development of Music in History

Start: 7/1/2014

End: 6/30/2015

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.



MUS_114_GE07: LO Development of Music in History

Start: 7/1/2014

End: 6/30/2015

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 music 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



MUS_114_GE08: LO Basic Elements and Terms of Music

Start: 7/1/2014

End: 6/30/2015

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 music 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.



MUS_114_GE08: LO Basic Elements and Terms of Music

Start: 7/1/2014

End: 6/30/2015

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
-



MUS_114_GE08: LO Meaning of Music

Start: 7/1/2014

End: 6/30/2015

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

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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.



MUS_114_GE08: LO Meaning of Music

Start: 7/1/2014

End: 6/30/2015

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 music 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.



MUS_115_GE07: LO Development of Music in History

Start: 7/1/2014

End: 6/30/2015

Gen Ed learning outcome (competency)

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



MUS_115_GE07: LO Development of Music in History

Start: 7/1/2014

End: 6/30/2015

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



MUS_115_GE08: LO Basic Elements and Terms of Music

Start: 7/1/2014

End: 6/30/2015

Gen Ed learning outcome (competency)

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



MUS_115_GE08: LO Basic Elements and Terms of Music

Start: 7/1/2014

End: 6/30/2015

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.



MUS_115_GE08: LO Meaning of Music

Start: 7/1/2014

End: 6/30/2015

Gen Ed learning outcome (competency)

Delta State University FY2015 Unit Level Report

Department: Music

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.



MUS_115_GE08: LO Meaning of Music

Start: 7/1/2014

End: 6/30/2015

Gen Ed learning outcome (competency)

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



MUS_116_GE07: LO Development of Music in History

Start: 7/1/2014

End: 6/30/2015

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



MUS_116_GE07: LO Development of Music in History

Start: 7/1/2014

End: 6/30/2015

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



MUS_116_GE08: LO Basic Elements and Terms of Music

Start: 7/1/2014

End: 6/30/2015

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



MUS_116_GE08: LO Basic Elements and Terms of Music

Start: 7/1/2014

End: 6/30/2015

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



MUS_116_GE08: LO Meaning of Music

Start: 7/1/2014

End: 6/30/2015

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



MUS_116_GE08: LO Meaning of Music

Start: 7/1/2014

End: 6/30/2015

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

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

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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



MUS_117_GE07: LO Development of Music in History

Start: 7/1/2014

End: 6/30/2015

Gen Ed learning outcome (competency)

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Essays



MUS_117_GE08: LO Meaning of Music

Start: 7/1/2014

End: 6/30/2015

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

Delta State University FY2015 Unit Level Report

Department: Music

Section IV.b

Comparative data

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

Narrative

Section IV.f

Service Learning Data

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

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

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.

Narrative

**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 	

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 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	

To: Dr. Karen Fosheim, Interim Chair; Department of Music

From: Office Institutional Research & Planning

Date: July 24, 2015

Subject: Academic Year Report Information for the Department of Music

The following information contains Summer 2014, Fall 2014, and Spring 2015 credit hours produced, enrollment, and graduates for academic year 2014/15. If you need additional information, or have any questions regarding this information, please contact IRP at x4052.

CREDIT HOUR PRODUCTION						
	Summer 2014		Fall 2014		Spring 2015	
	UG	GR	UG	GR	UG	GR
AMU	1	0	161	0	144	0
MUS	51	3	932	0	844	0
Total	52	3	1093	0	988	0

ENROLLMENT BY MAJOR*						
	Summer 2014		Fall 2014		Spring 2015	
	UG	GR	UG	GR	UG	GR
Music	5	0	26	0	26	0
Music Education	7	0	42	0	36	0
Total	12	0	68	0	62	0

2014/15 Graduates	
Music	
BA	0
BM	1
Music Education	
BMEd	3

*Note 1 additional student has a second major in Music for Fall 14 & Spring 14.

Credit Hour Production							
	Summer		Fall		Spring		Total
	UG	GR	UG	GR	UG	GR	
AMU							
AY 2015	1	0	161	0	144	0	306
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
MUS							
AY 2015	51	3	932	0	844	0	1830
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 Totals							
AY 2015	52	3	1,093	0	988	0	2,136
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

Graduates				
	Music		Music Ed	Total
	BA	BM	BMEd	
AY 2015	0	1	3	4
AY 2014	1	3	2	6
AY 2013	1	3	3	7
AY 2012	1	0	8	9
AY 2011	7	1	9	17

Enrollment by Major						
	Summer		Fall		Spring	
	UG	GR	UG	GR	UG	GR
Music						
AY 2015	5	0	26	0	26	0
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
Music Education						
AY 2015	7	0	42	0	36	0
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 Totals						
AY 2015	12	0	68	0	62	0
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