

**Assessment of Student Learning Plan
Department of Music
Bachelor of Music Education**

Overview

The learning outcomes for a student earning a Bachelor of Music Education within the Department of Music directly reflect the expectations of the National Association of Schools of Music (NASM), which is the accrediting organization for our discipline. Further outcomes reflect the standards for licensed educators stipulated by INTASC (Interstate New Teacher Assessment and Support Consortium).

Correlation with the Kansas State University Undergraduate Student Learning Outcomes are noted with the following abbreviations Knowledge (K), Critical Thinking (CT), Communication (C), Diversity (D), Ownership of Learning (OL), and Personal and Professional Development (PPD).

Students earning a Bachelor of Music Education within the Department of Music will have demonstrated:

A. Performance

1. Technical skills requisite for artistic self-expression in at least one major performance area at a level appropriate for the particular music concentration.
2. An overview understanding of the repertory in their major performance and the ability to perform from a cross-section of that repertory. (K, D)
3. The ability to read at sight with fluency. (K)
4. Knowledge and skills sufficient to work as a leader and in collaboration on matters of musical interpretation. Rehearsal and conducting skills as appropriate to the particular music concentration. (K, CT, C, OL, PPD)
5. Keyboard competency. Secondary performance skills as appropriate for the particular music concentration. (K)
6. Growth in artistry, technical skills, collaborative competence and knowledge of repertory through regular ensemble experiences, varied both in size and in nature. (K, CT, OL, PPD)

B. Aural Skills and Analysis

1. An understanding of the common elements and organizational patterns of music and their interaction, and the ability to employ this understanding in aural, verbal, and visual analyses. (K, CT, C)
2. Sufficient understanding of musical forms, processes, and structure to use this knowledge in compositional, performance, scholarly, pedagogical, and historical contexts, according the requisites of their specializations. (K, CT, D, OL)
3. The ability to place music in historical, cultural, and stylistic contexts. (K, CT, D, OL)

C. Composition and Improvisation

1. Rudimentary capacity to create derivative or original music both extemporaneously and in written form. (K, CT, D, OL)
2. The ability to compose, improvise, or both at a basic level in one or more musical languages, for example, the imitation of various musical styles, improvisation on pre-existing materials, the creation of original compositions, experimentation with various sound sources, and manipulating the common elements in non-traditional ways. (K, CT, D, OL)

D. History and Repertory

1. A basic knowledge of music history through the present time. (K)
2. An acquaintance with repertoires beyond the areas of specialization. (K, D)

E. Technology

1. A basic overview understanding of how technology serves the field of music as a whole. (K)
2. Working knowledge of the technological developments applicable to their area of specialization (K)

F. Synthesis

1. Working independently on a variety of musical problems by combining their capabilities in performance; aural, verbal, and visual analyses; composition and improvisation; and history and repertory. (K, CT, C, D, OL)
2. Forming and defending value judgments about music. (K, CT, C, D, OL)
3. Acquiring the tools to work with a comprehensive repertory, including music from various cultures of the world and music of their own time. (K, CT, C, D, OL)
4. Understanding basic interrelationships and interdependencies among the various professions and activities that constitute the musical enterprise. (K, CT, C, D, OL, PPD)

Outcomes for Licensed Educators

1. The music educator demonstrates the central concepts tools of inquiry, and structures of each discipline he or she teaches and can create opportunities, including integrated learning experiences, that make these aspects of subject matter meaningful for students. (K, CT, C, D, PPD)
2. The music educator understands how individuals learn and develop and provides learning opportunities that support their intellectual, career, social, and personal development. (K, D, PPD)
3. The music educator demonstrates that students differ in their approaches to learning and creates instructional opportunities that are equitable and are adapted to diverse learners. (K, CT, D)
4. The music educator understands and uses a variety of appropriate instructional strategies to develop students' learning. (K, CT, C)
5. The music educator uses an understanding of individual and group motivation and behavior to create a learning environment that encourages positive social

- interaction, active engagement to learning and self-motivation. (K, CT, C, D, PPD)
6. The music educator uses a variety of effective communication techniques to foster active inquiry, collaboration, and supportive interaction in the classroom. (K, C, D, PPD)
 7. The music educator plans effective instruction based upon the integration of knowledge of students, the community, subject matter, and curriculum outcomes. (K, CT, D, PPD)
 8. The music educator understands and uses formal and informal assessment strategies to evaluate and ensure the continual intellectual, social, and physical development of the learner. (K, CT)
 9. The music educator is a reflective practitioner who continually evaluates the effects of his or her choices and actions on others (students, parents, and other professional in the learning community), actively seeks out opportunities to grow professionally, and is willing to change. K, CT, OL, PPD)
 10. The music educator fosters collegial relationships with school personnel, parents, and agencies in the larger community as an advocate for students' learning and well-being. (K, C, PPD)

M.A. Program in Sociology Student Learning Outcomes

The Master of Arts program in Sociology at Kansas State University offers three degree options. The thesis option is designed primarily for students continuing on for a Ph.D. in sociology, or seeking a career in the field of sociology. The non-thesis option is designed to provide general sociological knowledge for students seeking careers in government, business, or non-profit organizations. The Master's in Social Analysis option is designed to provide advanced research and analytical skills for students already employed, or those seeking careers in government, business, or non-profit organizations.

A graduate of the M.A. program in Sociology should:

1. Demonstrate competency and understanding of sociological theory, research methods, and one area of specialization in the discipline.
2. Demonstrate the ability to apply sociological knowledge to produce scholarly and creative works, including research papers and theses.
3. Demonstrate an awareness of principles of integrity and ethical behavior that are central to the profession of sociology.

Ph.D. Program in Sociology Student Learning Outcomes

The Ph.D. program in Sociology at Kansas State University offers training in six areas of specialization: International and Regional Development, Rural Development, The Sociology of Work and Labor Markets, The Sociology of Gender, Criminology, and Politics, States and Social Movements. All Ph.D. students must take core courses in sociological theory and research methods in addition to course work in two areas of specialization. Graduates will be prepared for academic careers in teaching and research and careers in applied research.

A graduate of the Ph.D. program in Sociology should:

1. Demonstrate competency and understanding of sociological theory, research methods, and two areas of specialization in the discipline.
2. Demonstrate the ability to apply sociological knowledge to produce scholarly and creative works, including research papers and theses.
3. Demonstrate an awareness of principles of integrity and ethical behavior that are central to the profession of sociology.