March 14, 2005

Addendum to ViEWS Plan addressing UCCC request for clarification

Apologies for returning this late, but the deadline of March 14, the day after Spring Break, did not allow for consideration by our Departmental Curriculum Committee. All references are to the original Implementation Plan, dated December 1, 2004, a copy of which is attached.

The UCCC requests clarification on the following.

- Statement integrating ViEWS student learning goals and objectives into the curricular goals, and relationship to the discipline.

Sorry for the confusion caused by trying to address all of our program options in a single document. The following addresses the ViEWS student learning goals and objectives of our professional degree options only.

- Our overall goals are to provide our professional majors with the best communication skills possible, along with the ability to adapt to the many changes in communication methods they will encounter during their professional lives. Each degree option, however, has its own hierarchy of goals.

- Our Music Education Option, while recognizing the importance of written, visual and artistic communication, puts primary emphasis on spoken communication in keeping with the need to excel in the classroom environment. Music Education students participate in a weekly Laboratory Ensemble, taking on increased responsibilities for directing rehearsals each semester of residence. The goal is to have teachers who can communicate articulately and effectively in the give and take of musical rehearsals. This is already in place and does not require further implementation. Assessment, using immediate feedback from the supervising instructors and feedback from self-analysis of video recordings of their work, is immediate and ongoing. During the 2005-2006 academic year we will develop the assessment tools needed to summarize this ongoing assessment process and the others in a way that can be incorporated into the department's outcomes assessment process. Written communication is addressed both through constant writing assignments in a variety of classes and through the formal required Writing Intensive music history and analysis courses. Skill in visual communication is ensured by the departmental emphasis on developing and using these skills across the curriculum. Skill in artistic communication is fundamental to our mission.
• Our **Professional Performance Option**, while recognizing the importance of written, visual and oral communication, is and must be primarily concerned with artistic communication, which is fundamental to our mission. Progress in this area is constantly assessed through performances in master classes, studio classes, and outside refereed competitions; through required performances before music majors and faculty every semester; through end-of-semester juries performed for faculty committees; through the Continuation Exam at the end of the Sophomore year; and through Recital Hearings and Solo Recitals in the Junior and Senior years. This is already in place and does not require further implementation. The matter of putting these ongoing assessments and those mentioned below into a form that can be incorporated into the department's outcomes assessment process will be addressed during the 2005-2006 academic year. Written and visual communication are addressed as under the Music Education Option above. Opportunities for increased oral communication and assessment of oral communication skill will also be developed during the 2005-2006 academic year, and will be centered on oral presentations about the music, composers, and history of the pieces presented for the required performances enumerated above.

• Our **Professional Music Technology Option**, while recognizing the importance of written, visual and artistic communication, again centers on the professional need for clear and articulate oral communication skills in dealing effectively with conductors, singers and instrumentalists in the context of the highly technical fields of recording, filming, or audio design for live performance. The Music Technology curriculum develops these oral communication skills while simultaneously teaching the necessary technical skills and knowledge, and culminates in a capstone Senior Project. This is already in place and ongoing. What is not in place is a means of assessing progress and summarizing it in a form that can be incorporated into the department's outcomes assessment process, and this will be addressed during the 2005-2006 academic year. Written, visual and artistic communication are developed as in the other degree options, and assessments will be developed during the 2005-2006 academic year.

• Our **Professional Designed Option** is deliberately structured to give students maximum flexibility in developing a personal degree plan, while ensuring that their basic education in music theory, music history, and musical performance are up to the standards of the profession. This is necessarily monitored by the Departmental Curriculum Committee, which must approve all Designed Option Plans including the proposed Senior Project. That committee will develop, during the 2005-2006 academic year, appropriate additions to the presently-required items each proposal must contain, which will require students to state how the ViEWS objectives will be addressed in their individual plans, and that committee will also develop an assessment process allowing the assessments to be summarized and included in the department's outcomes assessment process.

• **While a single writing intensive course does address written competencies at one level, is there any place where student writing is further developed?**

Again, my apologies for being unclear in our December Proposal.
Music majors in the Professional options are required to take not one, but two approved Writing Intensive courses within the department, and because of course scheduling these are normally taken in different semesters.

In addition, a great many other courses in the department include requirements for written work, sometimes rather intensive requirements. Such courses are taken in each of the students' four years. These courses have not been given formal Writing Intensive status because each professor will approach the course curriculum differently, but some of these courses go well beyond the formal Writing Intensive requirement. We feel that we are already addressing the matter of Writing Across the Professional Curriculum in keeping with the spirit of ViEWS.

Need to relate the assessment of student learning related to oral competencies is not addressed. Relate assessment to the ViEWS student learning goals.

On rereading our December proposal, we must agree that this is the weakest part of it. We hope that the information given above will help, and we have attempted to pinpoint the areas in which we need to develop assessment plans. We cannot present them at this time in finished form. We do, however, fully intend to seek the help of John Muffo and his office in this development, since none of us are assessment specialists.

As the assessment component is being clarified, please include how it will be implemented and how it can be incorporated into the department’s current outcomes assessment process.

This is addressed, to the extent that it can be addressed at this time, in the answer to the question above. We understand what needs to be done, and we intend to pursue it in the coming academic year. We cannot present a finished plan at this time, but we understand what needs to be done. (At least we are not falling back on "student exit surveys"!)

In our efforts to complete review of the plans, we need a statement clarifying the use of resources from outside your department.

This is easily answered. We are not requesting any such resources.

Please note that the resolution establishing the ViEWS requirement also requires student checklists be changed to reflect your department's specific plan.

We will, of course, follow the procedures established by the College of Liberal Arts and Human Sciences to meet this requirement. It would be a great help to have guidelines readily available.
John Howell  
Chair  
Department of Music Curriculum Committee