

## **Operational Plan for Worship Arts Program**

### **Section A**

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#### **Associated Faculty:**

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#### **Welcome to the Worship Arts Program!**

Worship leading as a career has seen substantial growth over the past few decades. Students in our program are equipped to meet the demands of worship ministry through their studies in music, spiritual formation, and media technology. Our program focuses on practice-based learning, where students gain experience starting the first semester of their studies. Students develop friendships by collaborating to lead worship at chapel and vespers in one of our Pursuit bands [worship arts ensemble], sing in traditional and gospel choirs, and going on Pursuit tours.

Greenville takes pride in our long-standing reputation for producing high-caliber musicians who go on to do significant work in various fields of music and ministry. Our worship arts graduates have a high percentage of job placement in churches and ministries

all over the country. Our facility includes multiple professional recording studios, and a recital hall that hosts everything from a 100+ person performance of Handel's *Messiah* to national touring commercial music acts. In 2020, GU purchased The Contemporary Music Center (CMC) in Nashville, TN. This innovative music and technology program will serve as an excellent partner in training students in short-term learning experiences, Interterm or Summer classes, or optional full semester curriculum. Students are taught in classes and ensembles by professors who are seasoned worship leaders about effective ministry practices, worship theology, pastoral care as musicians, and creative discernment for using technology in worship. Worship Arts is a 48-credit degree plan, making it easy for students to double major or add a minor in order to equip them for their career and calling.

### **Program Mission Statement**

The mission of the BA degree program in Worship Arts is to prepare undergraduate students to develop skills in planning and leading music for a corporate worship setting. By providing excellent undergraduate instruction and the ability to integrate musicianship, collaboration, and pastoral care, the program strives to graduate students who are skilled in the field of worship ministry and able to think critically. This mission aligns with the institutional and college missions of empowering undergraduate students for lives of character and service through a transforming Christ-centered education.

## **Programmatic Faith Integration**

Faith is integrated in every area of study within the Worship Arts degree plan. It is common in our department, as well as any other one on campus, to have professors praying with students about personal issues. Scripture is discussed on a daily basis, whether at the beginning of a class or a music ensemble rehearsal. It is common for students to be invited into the home of professors for a meal or visiting with their family. If you walk into the campus coffee shop on any given day, you are likely to see faculty and staff meeting with students to discuss faith integrated into their lives.

It is common to find homework assignments that challenge students to see their work through the lens of Christian faith. Worship Arts majors also are required to take courses such as 'Faith, Music and Culture Senior Seminar' where they write a large personal manifesto on how their faith relates to their music career and personal life. The Worship Arts senior recital includes multiple requirements that integrate Scripture, prayer, a brief spoken message, and music as worship.

Every worship arts ensemble includes a time for small group devotions, where students share and pray together. Our vision is to treat music ensembles as ministry in order to give students experience and leadership opportunity for doing it beyond graduation. General music classes regularly include discussion about doing our work as worship and the challenges and rewards of seeking a personal relationship with Christ. Ultimately, Greenville University takes seriously the vision that we intend to train students in their given field of study, while also inviting them to a life of personal transformation as a part of their college experience.

## Section B

**Program/Major Objectives:** *Qualities and competencies expected in graduates from this program/major*

At the close of their degree, students should be able to:

1. Musicianship: Demonstrate the ability to create music that integrates a mastery of technique, musicality, and mature expression.
2. Collaboration: Demonstrate the ability to collaborate, determining the ideal skills of others to be used in a group setting for musical worship.
3. Pastoral Skill: To become a pastoral musician, whereby you integrate pastoral and musical skills. Pastoral skills reflect someone who is theologically informed as demonstrated in the design and leadership of a variety of worship planning scenarios, including thematic, lectionary-based, and charismatic worship settings. Musical skills are utilized for the sake of facilitating various congregational liturgies, rather than showing off personal musician skills.

### **Worship Arts Fulfillment of the SLOs**

1. *Critical Self-Awareness.* The Worship Arts degree plan helps to enable students to fulfill the mission of GU in the area of critical self-awareness by subjecting them to rigorous training in music, where students strive to master disciplines previously undeveloped. We also help students fulfill SLO #1 by learning about a variety of historical worship practices which requires them to reflect upon the meaning of their own values for worship. Critical Self-Awareness is also addressed in the *Personal*

*Manifesto*, a 15-page paper that addresses the students' informed position on a variety of issues related to their career and personal values [MUSG350].

2. *Knowledge and Skill*. The Worship Arts degree plan helps to enable students to fulfill the mission of GU in the area of knowledge and skill through courses such as music theory, ear training, and music listening in order to become accomplished musicians prepared to do meaningful work. We also help students fulfill SLO #2 through studied disciplines related to Scripture and liturgy in classes such as *Introduction to Worship* and *Worship Arts in the 21<sup>st</sup> Century*.
3. *Collaboration and Cooperation Across Disciplines*. The Worship Arts degree plan helps to enable students to fulfill the mission of GU in the area of collaboration and cooperation through a practice-based learning approach that puts students in ministry settings, such as worship arts ensembles, where they gain important experience working with other people with the guidance of faculty members. We also help students fulfill SLO #3 by including group projects in several worship arts courses, such as *Music in Worship* [MUSG302] and *Commercial Theory II* [MUTH305].
4. *Communication*. The Worship Arts degree plan helps to enable students to fulfill the mission of GU in the area of communication through creative arts, such as GU Choir and the worship arts ensembles. We also help students fulfill SLO #4 through significant writing assignments, such as the *Personal Manifesto* paper in MUSG350 and written reflection assignments in MUSG164, MUSG301, and MUSG302.
5. *Cultural and Aesthetic Values*. The Worship Arts degree plan helps to enable students to fulfill the mission of GU in the area of cultural and aesthetic values through exposure to a variety of historical and ethnic music in the GU choir and Gospel choir.

We also help students fulfill SLO #5 through their studies in the course *Music for Multicultural Worship* [MUSG304] where students learn about a theological stance on diversity in worship, as well as specific cultural practices and music expressions.

6. *Character and Application of Christian Virtues*. The Worship Arts degree plan helps to enable students to fulfill the mission of GU in the area of character and application of Christian virtues in the spiritual components of music ensembles that involves praying together, day and weekend retreats, and devotional time at rehearsals. We also help students fulfill SLO #6 through active participation in chapel and vespers services, as well as summer Pursuit touring opportunities.

### **Worship Arts Connections to Greenville University as a Whole**

Being a music degree, the Worship Arts program places a high priority on striving to foster personal discipline for sake of excellence as an artist. You could say that *all* general education courses generally help to nurture personal discipline, especially when it relates to performing in a class that the student does not have a natural aptitude for. More specifically, courses in the field of literature, writing, social sciences and communication involve skills and knowledge that is essential for Worship Arts majors to thrive in their field of work.

Worship Arts majors routinely hear the message that as worship leaders, we are called to communicate and cast ministry vision in any setting, including a sanctuary, an elevator, or parking lot! General education courses establish core skills in thought processing, philosophy and debate, and public speech. While students learn fundamental writing and communication skills in gen ed courses, the

Worship Arts degree program continues to challenge students to read, reflect and articulate an informed stance on issues particularly related to worship, ministry, and music. Each 300 level Worship Arts course (MUSG301, 302, 304, 350) involves research, written discussion posts, and written papers in an attempt to develop students' writing and communication skills. Many of the writing assignments relate to issues of character and service as a Worship Arts major.

The music department offers MUSG340 American Popular Music every Spring and MUEN141 GU Choir [ Fall and Spring offering] to all GU students, to meet the general education creative and performing arts requirement. We are also pleased to offer MUSG304 Music for Multicultural Worship as a Global Foundations general education course. This course is offered each Interterm and always includes non-music majors. These courses are an excellent opportunity to connect students across campus to the music department.

Section C

Program Learning Objectives	Required Courses / Learning Opportunities																										
	MUSG227	MUSG 221	MUSG 329	MUSG 418	MUSG2XX <sub>tracks</sub>	MUSG350	MUTH110	MUTH305	MUTH 306	MUSG 209	MUAP 101	MUAP 102	MUAP 411	DMDA 120	MUAP115	MUSG 164	MUEN 344	MUSG 302	MUSG 100	MUSG 301	MUEN 344	THEO 200	THEO 366	MUSG 150	MUSG 405	MUSG 304	
1	D	I	I	M	I		I	D	M	D	I	D	M	I	D				I		D						
2				M		D	I									I	D	D		D	D						
3				M		M										I		D		D	D	D	D	I	M	D	
Key: I = Introduced, D = Developed, M = Mastered																											



## Section D

SLOs	Program Objective	Level of Mastery	Term	Course number	Learning Activity	Benchmark	Assessment method
<b>Year One</b>							
SLO 3, 4	2	I	Fall	MUSG164	Group Project	>70%	Rubric
		D	Fall	MUTH305	Group Project	>70%	Rubric
		M	Fall	MUSG302	Group Project	>70%	Rubric
<b>Year Two</b>							
SLO 6, 2	3	I	Fall/Spring	MUEN144	Chapel/Vespers	>70%	Sum of scores
		D	Fall/Spring	MUSG301	Worship Philosophy paper	>70%	Writing assignment
		M	Spring	MUSG350	Personal Manifesto paper	>70%	Writing assignment
<b>Year Three</b>							
SLO 1, 5	1	I	Fall	MUAP101	Final	>70%	Final Exam
		D	Fall	MUTH305	Notation project	>70%	D2L submission
		M	Fall/Spring	MUSG418	Senior Recital concert	>70%	Concert completion/eval
<b>Annual Indirect Assessment Methods</b>							
	All		Spring/Summer		Music Dept. Senior Survey		

### Description of Assessment Processes

The Worship Arts degree program includes formative and summative assessment. Formative learning begins with clear and consistent approaches to learning and expectations. A primary means of expected learning outcomes takes place in a well-written syllabus, which clearly outlines course policies, anticipated learning activities, student expectations, and grading schemes. Effective teaching never dismisses the value of a well-written syllabus.

The formative assessment also prioritizes faculty-to-student feedback within course assignments. Transformative learning must include faculty members' commitment to providing feedback of students' work, beyond merely assigning grades. Assignment feedback can provide clarity in what is expected of students, as well as suggested ways to improve their work. High-impact teachers understand that significant learning can take place through feedback of students' work. Feedback is a form of coaching, whereby the instructor can correct, clarify, affirm, and inspire good work from their students.

Effective formative assessment must involve a variety of learning activities, including testing of classroom learning content, reading reflections, action-based learning activities, and collaborative group work. Assessment for these activities will vary from tests points, assignment completion points, and action-based or writing criteria rubrics. Higher level learning simply cannot rely too heavily upon testing as the sole means to measure learning. Application-based assessment and writing criteria must also be a part of measuring students' progress and maturity.

In the case of assessing mastery level learning objectives, the Senior Recital has two major points of faculty evaluation. The recital jury, held two weeks prior to the recital, involves evaluative feedback from the entire full-time music faculty group. After the jury performance, the faculty members meet privately to discuss the students' skills and recital content. The jury is a pass/fail form of assessment, done through a jot form submission by each faculty member (shared with the student). In addition, after the recital is

complete, the main applied instructor meets with any degree program faculty members to discuss the final grade. Again, this is a pass/fail assessment that addresses mastery level demonstration on behalf of the student.

As for summative assessment, it is important to recognize that Worship Arts is a music degree, which means that it is a skill-based degree program. This means that applied learning must take place all throughout the degree completion process, rather than focusing on general education classes at first – and applied-degree classes later. For example, a worship arts student needs applied lessons during the majority time of their studies at GU, in order to develop their musical skills properly. Ultimately, summative learning is measured at the mastery level through the required senior recital [MUSG418] and internships [MUSG405]. Informal summative learning also takes place in worship arts ensembles, where students have the opportunity to be selected as a student-leadership. There are currently four worship arts ensembles, each with two student-leaders. With eight student leaders per school year, there is ample opportunity for worship arts majors to gain this valuable experience that includes additional responsibilities and additional feedback from the ensemble worship arts professor. Each summer touring worship arts ensemble also includes two student leaders, and this is typically a unique group of students compared to the school year ensembles.

**Written Description of Assessment Strategies for I, D, and M Levels of Program Objectives:**

In the 2019/2020 school year, this assessment will focus on Program Objective #2; Collaboration. For the Introductory level representation, the MUSG164 course institutes a group worship project that is measured by a rubric. Prior to this project, students

have been introduced to basic aspects of worship, liturgy, and theology. The project assigns students to design and lead worship based on a given scenario that is demonstrated in class. After the demonstrations, the worship arts professor facilitates a brief discussion that affirms good work shown, as well as suggestions to learn from. This course is typically taken during the Fall semester of Freshman Worship Arts majors' studies. The project occurs during week 10 of the semester.

For the Developmental level of objective #2, MUTH305 also focuses on a group music project based on a rubric. Since this is a music theory course, students must include multiple music concepts that have been learned in the class prior to the project, as outlined in the rubric. Students are encouraged to meet together to plan and design their project, as well as meet to rehearse their musical assignment before the in-class demonstration. Worship Arts majors typically take this course in the Fall of their sophomore or junior year, and the group project is completed during week 15 of the course.

For the Mastery level of objective #2, MUSG301 utilizes a group project that is also outlined by a rubric. Students are challenged to demonstrate specific skills and understandings of a contextual worship scenario. This project is not generic, but particular in order to demonstrate upper division learning that takes place in this course, as well as previously taken classes. MUSG302 is typically taken in the Fall of a Worship Arts major's Junior or senior year, and this project takes place in week 11 of the course.

In the 2020/2021 school year, this assessment will focus on Program Objective #3; Pastoral Musicianship. For the Introductory level representation, the MUEN144/344 (144 = lower division, 344 = upper division credit) course introduces students to concepts of objective #3, which is measured by accumulative graded activities throughout the semester. Students are coached in the ensemble to apply certain musical and liturgical values. Students can participate in this ensemble at any point in their studies at GU. The accumulative grades are accumulated in the first and second half of the course (weeks 1-8, 9-16).

For the Developmental level of objective #3, the MUSG302 course includes a Worship Philosophy paper that serves as a graded paper assignment. Again, specific criteria for the assignment is listed in the syllabus and discussed in class. MUSG302 is typically taken in the Fall of a Worship Arts major's Junior or senior year (alternate years from MUSG301), and the first draft is due during week 12, while the final draft is due during week 15. The first draft allows for written feedback from the professor in order to improve the writing before the final draft is turned in.

For the Mastery level representation of objective #3, the MUSG350 class includes a Personal Manifesto paper that measures student's development in pastoral musicianship. This is a significant writing assignment that includes three drafts in order to have feedback from the professor throughout the semester. The purpose of the paper is to identify an informed stance on many issues related to faith, music, and culture. Students are assessed on their writing/grammar skills, their research and citations to support their claims, and the

clarity and quality of their written thoughts. Students typically take this course in the Spring of their junior or senior year, and the final draft of the paper is due during week 15, followed by a class presentation of the paper.

In the 2021/2022 school year, this assessment will focus on Program Objective #1; Musicianship. For the Introductory level representation of objective #1, the MUAP101 course will include a final exam to assess their skills. For the Developmental level representation of objective #1, the MUTH305 class will focus on a music notation assignment, where students are required to figure out a musical part by ear in order to accurately transcribe it in music notation software. Students commonly take this course during the Fall of their sophomore or junior year of studies. This is a graded activity that takes place during weeks nine and ten of the semester.

For the Mastery level representation of objective #1, the MUSG418 course assesses students through the performance and completion of their senior recital, a public concert event. A rubric is in place to clarify the requirements and to provide final evaluation in this assessment. Students complete their senior recital in the Fall or Spring of their senior year of studies.

### **Assessment Timetable**

Beginning in the Fall of 2019, the Worship Arts degree program begin a three-year cycle of assessment. Each of the three degree objectives will be focused on for a year, then repeated at the start of year four. Degree assessment will begin with objective #2 in the Fall of 2019; Collaboration. Within the time frame of a calendar year, assessment will begin at the end of the Fall semester.

- Music department senior surveys are given and collected during the Fall semester
- Fall semester FCARs are completed and reported at the end of the semester
- Fall semester degree report is completed at the end of the Fall semester
- Weekly music department faculty meetings provide a regular means of communication during the Fall semester
- Interterm FCAR is completed in late January for any courses taught during that semester
- FCARs are completed at the end of the Spring semester
- Weekly music department faculty meetings continue during the Spring semester
- The End of Year Assessment Report for the degree program is completed and reported in May
- The degree plan Academic Operational Report is written and reported during May
- The degree plan director/Professor continues with further analysis and reflection about curriculum and degree plan improvements occurs over the Summer

Course evaluations, senior surveys, and regular student feedback provide excellent content to be evaluated and reflected upon by the degree plan director. FCARs tend to be the time for deep reflection that establishes ideas for improvements in curriculum and general degree operations. During the process of writing FCARS and degree plan assessment, the degree program director makes notes in syllabi in order to implement changes in the next school year or the next time a course is taught. It is important to document

ideas for improvements during the process of formal assessment, when the school year is completed, and all attention is given to future improvements and ideas. A word document is also created to document any ideas related to the degree program curriculum over the summer. Ideas generated from that document are also inserted into syllabi in order to actually implement them at the appropriate time. Fall syllabi are revised over the course of the summer, along with a smaller amount of revisions for Spring courses. Spring syllabi are revised over the course of interterm.

Weekly music department faculty meetings are an excellent source of communication for shared evaluations, program changes and approvals, and degree program updates and feedback. Beyond weekly dept. meetings, I also rely upon email and in-person conversations with related faculty members to the WA degree program. Specifically, syllabus criteria are shared via email. When music department senior surveys are collected, we work through them as a department to have conversation about the given results. The senior survey is an excellent tool for input from students that helps us to evaluate particular courses, as well as the WA degree program in general.

Degree program objectives assessment tends to be the tool that largely evaluates program objectives. These reports tend to equip the degree program director to assess overall student progress in regard to the three degree objectives. Particular concerns or ideas for improvement always come back to making changes in Worship Arts courses (again, ideas are noted in syllabi for future changes at the time of assessment form completion). While we recognize the significance of growth that occurs for students in informal settings, such



as playing music with other students, curriculum design must focus on content learned in courses. Course content for formal learning certain includes non-classroom settings, such as internships, applied lessons, senior recitals, and ensembles.