Title	The Curriculum Evaluation on Bachelor Degree of Education Program in Music Education Faculty of Education, Bansomdejchaopraya Rajabhat University
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ABSTRACT

The purpose of this research were to evaluate Bachelor of Education Curriculum in Music Education Program of Faculty of Education at Bansomdejchaopraya Rajabhat University through CIPP Model in four components: context, input, process, and product, and to investigate the problems and approach to development of the assessed curriculum. The data were collected by using questionnaire and interview the people who involved in the curriculum using for their opinions on the matter. They were 15 teaching staff in Music Education, Faculty of Education, Bansomdejchaopraya Rajabhat University, 337 undergraduate students majoring in Music Education, Faculty of Education, Bansomdejchaopraya Rajabhat University and 56 employers, or mentors at the school where pre-service teachers were working in the 2nd semester of academic year 2015. Data was statistically analyzed in percentage, mean, and standard deviation. Also, content analysis was employed in this study.

The findings revealed as follows.

1.In the overview, the Bachelor of Education Curriculum in Music Education Program of Faculty of Education at Bansomdejchaopraya Rajabhat University was evaluated by teaching staff, students, and employers at the high level.

1.1 Context was found at the high level. The highest mean was reported in specification of majoring program as “Thai Music” and “Western Music”.

1.2 Input was found at the high level. The highest mean was reported in the teachers' knowledge and proficiency related to their capacity.

1.3 Process was found at the high level. The highest mean was reported in congruence among measurement, evaluation, and course contents.

1.4 Product was found at the high level. The highest mean was reported in outcome of pre-service performance/learners' quality.

2. The problems and approach to development of the assessed curriculum involved the followings.

2.1 Regarding context, the course credits were exceeding; the specification of some courses, in terms of numbers and contents, as well as the educational plan was inappropriate. Henceforth, these domains, including credits, courses, and educational plan should be revised for better appropriateness.

2.2 Regarding input, the music instruments, music rehearsal room, and laboratory were insufficient, compared to the existing numbers of the learners. Teachers' areas of specialization should be varied enough for one-by-one practice. As a result, the program should seek the cooperation with music College for resource sharing, e.g., music instruments, music rehearsal room, laboratory, and teaching staff for more effective learning management. Further, the procurement of sufficient music instrument, and employment of equivalent teaching staff, or specialists were suggested.

2.3 Regarding process, pre-service teacher training was not systematic and lacked clarity in implementation. The suggestions included specification of requirements and qualifications of pre-service teachers, and explanation of training processes in advance for practical preparation.

2.4 Regarding product, the students' graduation was delayed. The educational plan should be provided, including the explanation to the students in advance for their preparation. Also, the causes of delayed graduation should be examined for accurate problem solving.

Keywords : The Curriculum Evaluation, Bachelor Degree of Education Program in Music Education