

2008 - 2009 ANNUAL PROGRAM REVIEW

Music Education K-12

Name of Program: Music Education K-12

List of Annual Program Reviewers: Dr. Douglas Rose, Dr. Gloria Frank

I. Assessment of Candidate

According to the data provided by the School of Education at the August 2009 retreat, two candidates from the Department of Music (an instrumental major and a vocal major) graduated with a Bachelor of Science Degree in Music Education with licensure during the 2008-2009 academic year. Department-specific data on the Milestone reviews are proving to be very helpful to us.

Early in January, Dr. Hardin contacted the chair and reported that three students (two female and one male) did not pass Milestone I for Fall, 2008. (Mus 2240 Foundations of Music Education, the course, which prepares students for Milestone, is only offered in the fall semester so there is no data for Spring, 2009.)

Eleven music education students submitted their portfolios for Milestone II during the Fall Semester, 2008. Ten of these students were female and one was male. Only one of these students failed to meet the requirements for passing this Milestone. Six students (2 males and 4 females) submitted their portfolios for Milestone II for Spring, 2009; two males and two of the four females passed the Milestone. The remaining two females must re-submit their portfolios. Only two music students submitted portfolios for Milestone IV, both met and, in three instances, exceeded the requirements/expectations..

II. Assessment of Program Operations: After examining the data provided at the Retreat, our graduates appear to be well prepared. Our gender balance continues to be appropriate. Unfortunately there has not been one African American student who has received licensure in the past five years. (One African –American female completed all her course work with the exception of student teaching.) However, African American and other protected classifications represent approximately 14% of the total undergraduate and graduate music student population. Presently there are approximately 6 protected classification students enrolled in the music education concentration. There is one African-American male graduate student pursuing initial licensure. The recruitment and maintenance of protected classes in our music education program continues to be a priority for the Department of Music.

Considering comments made by two music student teachers, it appears there are steps the Music Department can take to assist our students as they navigate through their studies to prepare for and complete student teaching. The instructor for Mus 2240 Foundations of Music Education continues to devote considerable time helping students to complete the requirements for Milestone I. As was the case last year, semester deadlines have been set for students to submit their philosophy, research paper, and reflections well before the Dec. 6th deadline. This will give the instructor sufficient time to examine the students' work and make suggestions for improvement and for the students to make any needed corrections. The instructor also noted that at least one of the

two students who completed the exit survey from clinical teaching felt that the Music Foundations course (Mus 2240) did not prepare them for their other education classes.

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The instructor discussed course content with Dr. Aleeta Christian who teaches several sections of Educ 2100 (Foundations of Education) and determined that, while important areas of discussion are covered in the music foundations course, they simply cannot be covered in as great a depth because issues pertinent to music education must also be addressed.

At the present time, relations and communication between the Music Department and the College of Education are cordial and frequent. For the past 3 years Dr. Barbara Peterson, Director of Clinical Field Experiences, has visited Mus 2240 within the first week of classes and has provided useful information about field placements, expectations, security checks, etc. One specific frustration is that music students frequently wait an inordinately long time to receive their field placements. This does not appear to be a problem with the Office of Clinical Experiences but with the public school administration. Some students do not receive their placements until November. Over the past few years, a few students have procrastinated and put off their observations until a more convenient time for them—usually at the end of the semester! This will no longer be possible with the deadline for portfolio submission scheduled at the very beginning of the examination period.

Dr. Carlette Hardin, Director of the College of Education, continues to visit the music education classes and provide information about LiveText, the Milestones, the

Praxis examinations, etc. Her information is invaluable to our students. The School of Education website, which she encourages them to visit often, also offers students the

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opportunity to easily access important information about requirements, Praxis dates, deadlines, etc. The instructor for both Mus 2240 and Mus 3255 has also become much more knowledgeable and at ease in working with the portfolios and LiveText and, thus, is better able to help the students.

According to the data, eleven students actually took the Praxis II tests. Ironically, the only 2 music students who did not pass one of the Praxis II exams on the first attempt were the two students who received licensure in the 2008-2009 academic year! In order to assist students in their preparation for the Praxis II Music Examination #0111 (Music Concepts and Processes) the instructor of Mus 3255 is devoting several class periods to presenting and discussing questions, that may occur, on this test. Further, the Department is encouraging students to take the Praxis II Examination #02113 (Musical Knowledge) after completing their theory and music history courses rather than waiting until they have completed all their music and education courses. The data does seem to indicate that this increased emphasis on test preparation may be a contributing factor to student success on passing the Praxis II the first time they take it.

We found the data from the exit survey from clinical teaching disaggregated by area to be interesting. Unfortunately it is difficult for the Department of Music to draw any conclusions based on two students. We fully support this analysis of data and look forward to the day when we will have a sufficient number of graduates to utilize the data.

Dr. Gloria Frank has been a member of the Teacher Education Council for thirty

years and has served as a liaison between the School of Education and the Department of Music. Many significant changes and information come from the Teacher Education

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Council. This information is shared with the chair as well as disseminated to relevant faculty members.

III. ASSESSMENT SYSTEM: We anticipate an increased number of students who will complete the music education curricula in the next few years. We will continue our efforts to help students score well on the Praxis tests, and will work to increase the numbers of students who complete all the Milestones on their first attempts. We look forward to receiving greater detail on exactly how our students are progressing through all the Milestones as well as how they perform on the Praxis examinations. It is imperative that we improve our efforts to communicate clearly all test information, test and portfolio deadlines and Milestone information to our students. For example, this past week a lack of communication with music students in an education class may result in four students not being allowed to student teach in Spring, 2010. Ultimately a student should be responsible for meeting all deadlines. However, we, in the Music Department, need to do a better job of disseminating information about Praxis tests and dates as well as other licensure requirements to our students and the many faculty members who advise music education students.