I. **Name of Program** Music K-12

II. **Provide list of Reviewers**
- Dr. Eric Branscome (Coordinator of Music Education),
- Dr. Douglas Rose (Music Department Chair),
- Mr. John Schnettler (Director Athletic Bands),
- Dr. Korre Foster (Director of Choral Activities),
- Briana Larsen, recent graduate and current Master of Music in Music Education Candidate

III. **Program Description:**

The Department of Music offers a Bachelor of Music in Music Education with a K-12 music teaching license with vocal, keyboard, and instrumental specializations. Specific requirements for each specialization are available on the music department website ([http://www.apsu.edu/music/advising-majors](http://www.apsu.edu/music/advising-majors)).

The Department offers Master of Music (M.M.) with a concentration in music education. Students may pursue a M.M. degree with a concentration in music education, and may also pursue initial licensure by completing six additional courses in education. Specific requirements for the M.M. concentration in music education (and music education with initial licensure) programs are available. The newly revised program offers four cognate options, and an online, low-residency program for working professionals.

IV. **Changes in Program**

- The music department recently retitled the music education degree from Bachelor of Science / Bachelor of Arts to a Bachelor of Music in Music Education. This did not require any curriculum changes but should aid in our recruiting efforts.
  - Data from the recent NASM accreditation visit drove this need. Our curriculum was aligned with the BM requirements but was listed as a liberal studies degree (BA/BS).
- The Master of Music curriculum was updated to include new courses, 4 cognate options, and a series of online courses for working adults.
  - The data that drove the need for this revision included
    - Low enrollment in the master’s degree program
    - Teachers in the local community pursuing graduate degrees elsewhere because online courses were available.
    - NASM cited that our prior degree contained too many cross-listed courses and that the degree required more stand-alone graduate courses.

V. **Program Strengths**
• 100% of the music education graduates who actively pursued jobs were hired as music educators.
• Music education majors score consistently high marks (satisfactory to outstanding) in their evaluations (APSU Teacher Education Standards)
• Music student scores on edTPA continue to improve. One student in 2015-2016 scored the highest edTPA score among all APSU students since the edTPA was implemented.
• The students who pass Praxis 2 are passing with higher scores – one student in 2015-2016 received the highest scores of any APSU music education major on the new Praxis (184)
• APSU Music Department offers a wide array of professional development workshops for local teachers in which many of the music education students have participated
• Enrollment continues to increase for incoming music education majors. For the 2016-2017 academic year, there are approximately 70 freshmen music majors, approximately 50 of which are music education majors.
• The music department maintains an active chapter of Collegiate NAfME (National Association for Music Education)
  o Two students attended the NAfME National Advocacy Summit in Washington DC.
  o One student serves on the state’s executive council for the Collegiate NAfME Chapter.
  o 12 APSU Music Education majors attended the states collegiate NAfME Kick-off event in Jackson
  o More than 40 APSU Music Education majors attended the state’s music educator conference in April, 2016. Three served as session presiders, 9 participated in the state’s collegiate wind ensemble, seven performed in the tuba-euphonium ensemble, one presented a session, and the rest attended as conference participants.
• APSU offers a lot of outreach opportunities for music education majors to work with students from local schools in a variety of capacities. These programs provide hands-on teaching experiences for music education majors and should enhance career readiness. These programs include.
  o APSU Honor Band
  o Midsouth Marching Band Invitational
  o String Festival
  o North Tennessee Concert Festival
  o Choir Fest
  o Big Sing
  o APSU Preschool Music Instruction
  o APSU Community School of the Arts
  o Children’s Concert Series
  o Camp Granada (Summer Music Day Camp)
  o Homeschool Music Program
  o Instrument Petting Zoo (sponsored by the department’s PMA, SAI, and NAfME chapters)

VI. Program Weaknesses
• Similar to last year’s report, first-time Praxis pass rates are a continuing concern. Regarding the data for this year, there are a number of circumstances to consider:
Most of the students who failed the Praxis took classes in the older curriculum. The curriculum was recently revised.

Most of the students who failed the Praxis came into the department when there was not an audition to become a music major (no vetting). This has since been implemented.

Most of the percentage points are based on three students: one required 5 attempts, one required 4 attempts, and one took the test 9 times and still has not passed the test. Apart from these numbers, music student percentages are more aligned with other departments at APSU.

- Of these students, one took 8 years to complete the degree, one took 7 years to complete the degree, and one is beginning year number 6.

The nation-wide low-enrollment trend from 3 years ago is evident in our current Residency 1 cohort. There is one music major enrolled in the Residency 1 courses in the fall 2016 semester.

There are some loopholes in the music education program.

- Regarding coursework, there APSU does not offer or require a course pertaining to jazz or modern musical styles. Increasingly, however, this content is represented on the Praxis and in the career field.

- Regarding procedures, there are students who do not attempt Praxis 1 before the Milestone 1 deadline. There are also students who do not attempt all or parts of their piano proficiency until the clinical teaching semester.

- Low enrollment, particularly among vocal music education majors, and graduate students.

VII. Assessment of Candidates

Despite faculty’s effort to increase music students’ awareness of teacher education program requirements, there are some junior and senior-level music education majors who do not attempt Praxis 1 in the freshman or sophomore years. Generally, students who delay praxis 1 until the junior or senior year are unsuccessful on their first attempt.

For the past four years, the music department has offered Praxis 2 study sessions, and maintained a Praxis review website on the music department homepage. Generally, students who do not pass Praxis 2 on their first attempt are the students who did not attend a study session. Other comments regarding students who did not pass:

- Generally, students do well in the music education domain, but struggle in music history and theory.

- There is a strong correlation between ACT and Praxis 2 scores indicating that the students may not be strong test-takers. Specifically, a student who scores 22 on the ACT only has a 50% likelihood of passing the Praxis. The average ACT score of APSU’s music education majors in 2015-2016 was 24.

The number of vocal music education majors is significantly less than the number of instrumentalists.

Short-term actions

- Continue to make students aware of Praxis study sessions and online study materials.
- Enhanced recruiting efforts for music education majors, particularly among vocalists, guitarists, and orchestral string players.
Long-term actions

- Enhanced recruiting efforts for music education majors, particularly among vocalists, guitarists, and orchestral string players.

IX. Assessment of Program Operations

- Curriculum revisions will be considered, specifically addressing the areas of jazz literature, pedagogy, and ensembles.
- Data reveal certain loop-holes in the music department’s policies / procedures that allow students to progress through the program before completing certain requirements.
- Previously there was no audition requirement into the music department or music education program. This has since been addressed and improvements should be observed in the coming years.
- Job placement remains high indicating an over-all high quality music education program and a growing awareness of APSU’s music education program. 100% of the 2015-2016 graduates who actively pursued employment were hired as music educators. Of the two that were not offered jobs, one stopped applying for jobs, and one intended to enroll in graduate school but decided not to apply at the last minute (and did not apply for any teaching positions).

X. Summary of Proposed Changes

- Review the current curriculum and propose changes as needed (jazz literature, pedagogy, and ensembles).
- Track data as the new audition policy should enable the music department to recruit and enroll more highly qualified students.
- Close the loop-holes in policies/procedures that have previously enabled students to progress through coursework without attempting Praxis 1 and piano proficiency.
- Enhance recruiting efforts, particularly for graduate students and vocalists.

XI. Assessment System

- Praxis results by domain
- edTPA results by rubric (made available by Dr. Barron)
- Livetext Standards review of all music education majors in the Residency 1 program
- Enrollment data