MUSIC EDUCATION CONCENTRATION PROPOSAL
SUBMITTED AUGUST 28, 2018
BY
THE MUSIC PROGRAM FACULTY
TARGET START DATE: FALL 2020

Full Name of Current Program: Studies in the Arts – Music

Concentration being added to the B.A. in Music: Music Education Concentration

Stockton Program Acronym: MUSC

Degree/level of Current Program: BA

CIP Code: 13.1312

Names of Faculty Proposing New Concentration:
Music Faculty - Beverly Vaughn, Christopher Di Santo
Education Faculty – Norma Boakes

Date of Program Faculty Vote to Approve the Proposed New Concentration: 9/3/19

Text Description of Proposed New Concentration: A new concentration in MUSC will provide a career path for students interested in music education. The justification for this concentration is twofold:

1) Music Education is a distinct field/discipline within music with its own conferences, journals and established best-practices. Career options are distinct form general MUSC studies and there are separate sets of corresponding internships and graduate schools.

2) Current as well as incoming students have repeatedly inquired about a music education curriculum at Stockton University. These inquiries have been followed with requests to establish such a concentration, prompting music faculty to assess the feasibility of offering music education as part of the music programs growth and outreach. Toward this end, the music faculty strongly believes that a music education concentration will make Stockton's music program more attractive to current and prospective students, thereby increasing enrollment in the music program.

A music education concentration will require the hire of addition adjuncts to fulfill curriculum requirements (stated later within this proposal), specifically in the areas of instrumental and vocal techniques courses which may, in turn, allow for enhanced interfacing with local school music educators.

BACHELOR OF ARTS IN MUSIC K-12 CERTIFICATION CONCENTRATION

The Music Education Certification Concentration is designed for those students seeking to earn a B.A. in Music with Teacher Certification. Although the University requires a 2.00 cumulative GPA, **a 3.0 cumulative GPA is the minimum requirement for NJDOE Certification.** A grade of B or better is required in all MUSC courses and a B or better in all professional education courses and pass Praxis Core or its equivalent. Additionally, students are required to experience in private applied study and ensemble within their B.A. courses. (For a list of all education requirements, including Praxis Core and Praxis II tests, refer to the latest edition of the Teacher Education section of the Stockton University Bulletin.) The student may need five years to completer this program.

IMPORTANT NOTICE:

The New Jersey Department of Education has adopted updates to requirements for teacher preparation curriculum, clinical experience and clinical practice leading to teacher certification effective as of September 2017. Candidates seeking certification in any area are encouraged to check the School of Education website (www.stockton.edu/educ) for updates in the program that may impact studies.

NOTE:

1. If a student wishes to opt out of the Music Education K-12 Music Certification Concentration, additional courses may be required to complete a B.A. in Music.
2. Students should avoid taking 4000-level courses in the same semester as EDUC (4000-level TBA) *Methods of Teaching Music* (4 credits) and EDUC *Full-Time Clinical Practice* (12 credits)

BACHELOR OF ARTS IN MUSIC EDUCATION CONCENTRATION CREDIT REQUIREMENTS:

Core Foundation Credits (Required)	30
Concentration Courses (Required)	24
Music Education Courses	12
Education Cognate Credits	18
TOTAL PROGRAM CREDITS	84
At Some Distance (Education Cognates)	31-35
Gen Ed.	32
TOTAL DEGREE REQUIREMENTS	**157-161**

MUSIC PROGRAM B.A. TEMPLATE FOR SPECIFIC COURSE ALLOCATION OF THE ABOVE

CORE (See Music Program B.A. core requirements)

APPLIED MUSIC PERFORMANCE CHOICES

- Piano class, guitar class, voice class, private
- Applied instruction lessons

MUSIC EDUCATION CONCENTRATION/TECHNIQUE CHOICES

- Ensembles in major applied performance concentration
- String technique workshop
- Woodwind technique workshop
- Brass technique workshop
- Percussion technique workshop

MUSIC EDUCATION CURRICULUM MAP

Core Music Courses: (30 credits)		CH
MUSC 2115	Music Theory I	4
MUSC 2116	Music Theory II	4
MUSC 2241	Music History I	4
MUSC 2242	Music History II	4
MUSC 2291	Music Production Practicum	2
MUSC 2113	Fundamentals of Conducting	2
MUSC 3645	Form and Analysis	4
MUSC 3xxx	Advanced Conducting	2
MUSC 3xxx	Music Praxis II Preparation	2
MUSC 4081	Senior Project in Music I	1
MUSC 4802	Senior Project in Music II	1
Concentration Music Courses: (32credits)		**CH**
MUSC 1920	Private Applied Vocal/Instrumental	1**
MUSC 2920	Private Applied Vocal/Instrumental	1**
MUSC 3920	Private Applied Vocal/Instrumental	1**
MUSC 4920	Private Applied Vocal/Instrumental	1**
	Vocal Jazz Ensemble	2+

MUSC 1143		
MUSC 1144	Stockton Jazz Orchestra	2+
MUSC 1147	Stockton Large Classical Ensemble	2+
MUSC 1760	Stockton Oratorio Society	1+
MUSC 3251	Stockton Chorale	2+
Music Education Courses: (12 credits)		**CH**
MUSC 1660	Beginning Woodwind Instruction	2
ARTP 2260	Beginning String Instruction	2
ARTP 1654	Beginning Brass Instruction	2
ARTP 2654	Beginning Percussion Instruction	2
MUSC 1641	Beginning Voice Instruction	2
GEN 1651	Beginning Piano Instruction	2
GEN 1664	Beginning Guitar Instruction	2
Education Cognates*: (18 credits)		**CH**
EDUC 4600	Part Time Clinical Practice II*	2
EDUC 4640	Methods of Teaching Secondary/K12	4
EDUC 4990	Full-Time Clinical Practice	12
At-Some-Distance Courses (EDUC requirements): (31-35 credits)		**CH**
EDUC 1515	Diversity in Families, Schools and Communities	4
EDUC 2241	Inclusive Learning in Education+	4
INTC 2610	Instructional Technology for K-12 Teachers^	4
EDUC 2231	Development of the Learner	4

EDUC 2000	Gateway to the NJ Teaching Profession*	1
EDUC 3100	Part-Time Clinical Experience in EDUC (50 hours in K-12 setting)	2
EDUC 3101	Part-Time Clinical Practice in EDUC I (80 hours in K-12 settings)	2
EDUC 3200	Practices and Techniques of Teaching (W2)*	4
EDUC 4120	Reading in the Content Area*	2
EDUC 4991	Final Clinical Practice Seminar	2
EDUC 4992	EdTPA Capstone	2

* Minimum of B- required
** Repeated twice per academic year
+Must reach eight credits (freshman through senior year) in combinations as per major concentration (vocal or instrumental)
^ Or equivalent. See the Teacher Education section of the Bulletin for more information.

ADMISSIONS CRITERIA: Admission to the music education program is contingent upon acknowledgment of acceptance to Stockton University and by the completion of a placement audition.

All ARTP acronyms under Music Education Courses to be changed to MUSC

Please refer to our current curriculum map above to show evidence that we meet the state requirements as listed below.

MUSIC CERTIFICATE OF ELIGIBILITY WITH ADVANCED STANDING (ENDORSEMENT CODE: 2100)

Degree Requirement

• _A minimum of a bachelor's degree is required from a regionally accredited college/university.

Cumulative GPA Requirement

• _New Jersey requires that candidates for certification achieve a cumulative **GPA of at least 3.0 when a GPA of 4.00** equals an A grade for students graduating on or after **September 1, 2016** (**2.75 for those graduating before September 1, 2016**) in a baccalaureate degree program, higher degree program or a State-approved post-baccalaureate certification program with a minimum of 13 semester-hour credits.

• _Please note that there are GPA Flexibility Rules where a high praxis score may offset a GPA that is lower than 3.0, but higher than 2.75.

Subject Matter Preparation

• _For certification as a **Music** teacher, current regulations require that applicants complete a minimum of 30 credits in a coherent sequence in the subject field of **Music**. A coherent sequence requires that at least 12 credits are completed at the advanced level of study (junior, senior or graduate level). Examples of courses accepted for **Music** include **vocal, instrumental and theory**. Related courses may be accepted depending on the course description/content. Please provide a course description if a course is not taken from the **Music** Department. Courses in pedagogy/education are not accepted towards the subject matter preparation. The final determination as to which courses will be counted towards the **Music** subject matter is based on professional and content standards found in the NJ Licensing Code. **All credits must appear on a regionally accredited 2 or 4-year college/university transcript.**

Testing Requirements

• _**Praxis II Test Requirement**

Official scores must be presented directly from Educational Testing Service to the NJ Department of Education. Only official scores are accepted. **The New Jersey Department of Education code (R7666) and your Social Security number must appear on your test score report in order to be accepted. Please submit a copy of your test score report if you have taken the appropriate exam.**

Professional Teacher Preparation

• _Current regulations for certification require that applicants complete a coherent sequence of study in professional education which may be completed in a provisional teacher program or an approved teacher preparation program. This is to advise that courses presented by the applicant in professional education must be a coherent sequence of courses that culminates in supervised clinical practice.

Teacher Performance Assessment

• _Candidates seeking initial certification must pass a Commissioner-approved performance-based assessment of teaching if they graduated on or after September 1, 2017. The *Verification of Program Completion* form needs to be completed in its entirety by your college/university.

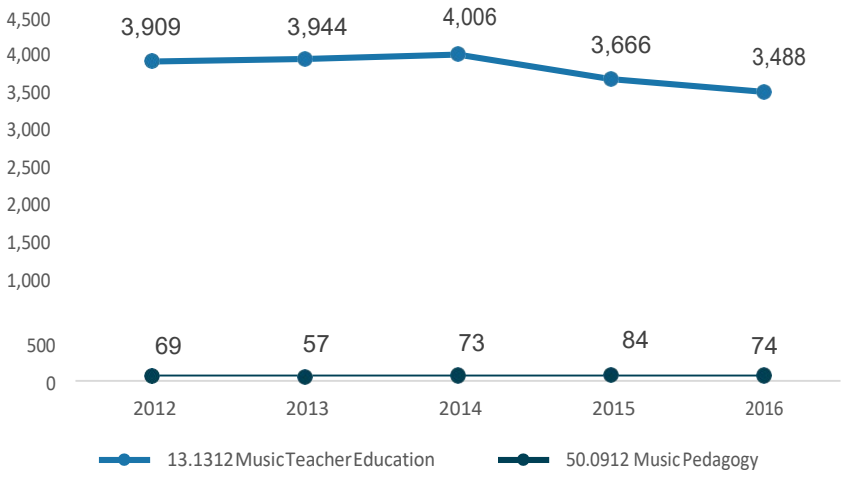
BAIN MUSIC EDUCATION

Degree Completions Analysis

BA in Music Education

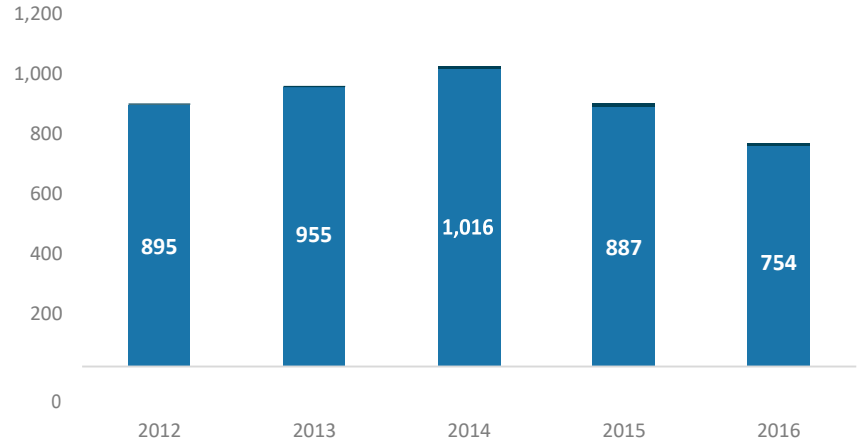
National Degree Completions Volume

National distribution of degree completions from 2012 to 2016



Mid East Degree Completions Volume

Mid East distribution of degree completions from 2012 to 2016



Source: IPEDS

Analysis of Findings

Declining student interest in music education programs extends across the national, regional, and state levels.

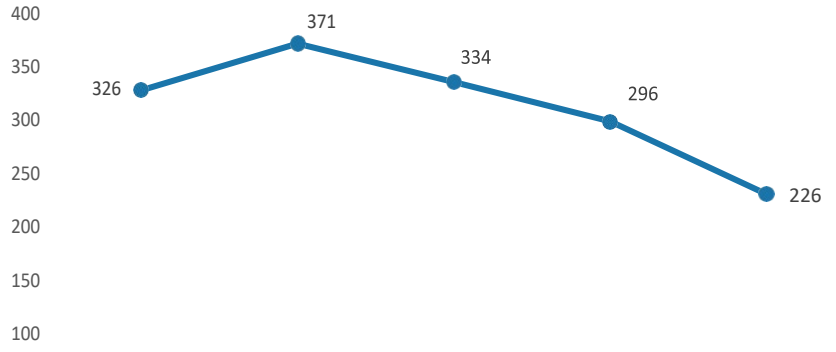
Combined conferrals across Music Teacher Education and Music Pedagogy bachelor's programs *declined* from 2012 to 2016 by rates of 8.8, 4.0, and 2.7 percent per year, respectively. Students in Music Teacher Education programs completed above average volumes of bachelor's degrees as of 2016 at the national, regional, and state levels. However, conferrals from these programs have consistently declined since 2014.

Two of the three institutions reporting music education programs in New Jersey also report declines in bachelor's degree conferrals.

Rowan University and Rider University's conferrals in music education *declined* between 2012 and 2016. While, Kean University reports declining bachelor's degree conferrals since 2013.

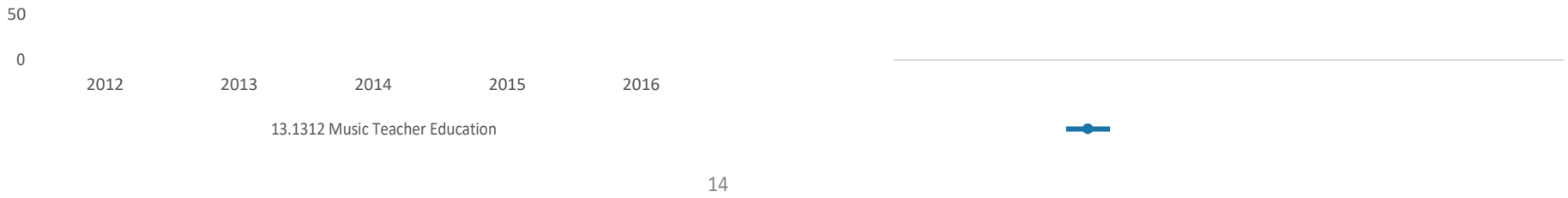
New Jersey Degree Completions Volume

New Jersey distribution of degree completions from 2012 to 2016



Note: No New Jersey institutions reported completions under Music Pedagogy. No Atlantic County institutions reported completions under any of the relevant fields.

HANOVER RESEARCH

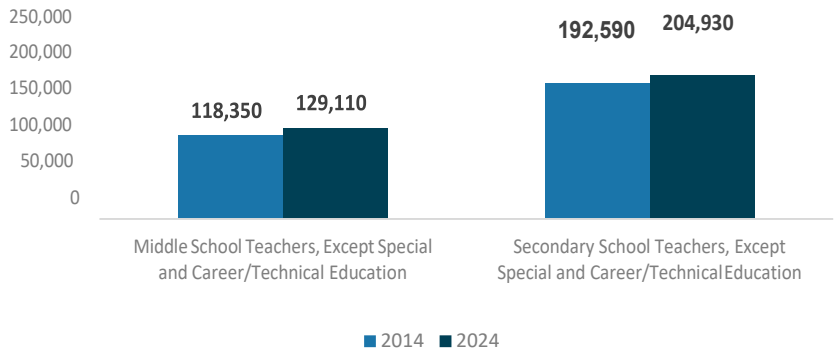

50
0
2012
2013
2014
2015
2016
13.1312 Music Teacher Education

Labor Market Analysis

BA in Music Education

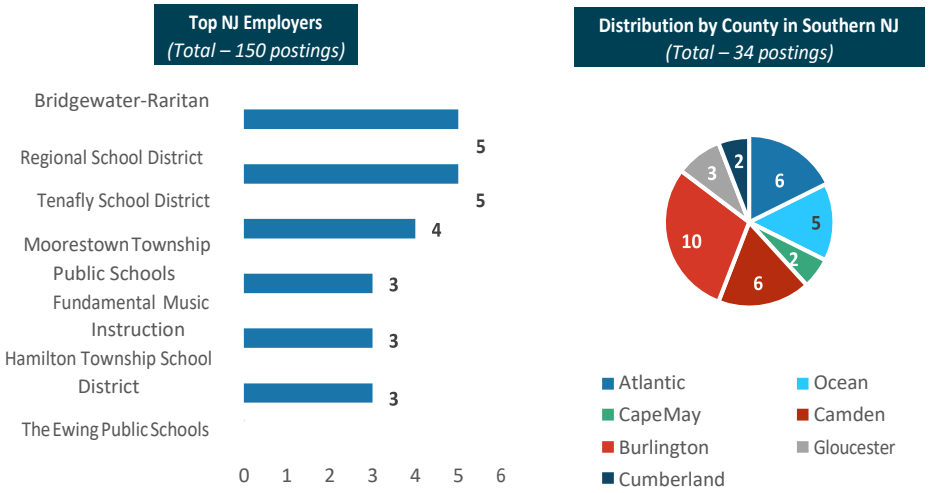
Mid East Current/Projected Job Availability

Mid East music education-related positions as of 2014 and 2024 (projected)



Music Teacher Job Postings Trends

*In New Jersey and Southern NJ**



Methodology Note

State and region occupational employment projections correspond to 2014 to 2024 projections. National projections correspond to 2016 to 2026. *Job postings reflect "Preschool, Primary, Secondary, and Special Education School Teachers (25-2000)" postings with "Music" in the title in the 180 days leading up to July 12, 2018 in NJ and Southern NJ (Atlantic, Ocean, Cape May, Camden, Burlington, Gloucester, and Cumberland counties; note that Salem employers did not post relevant jobs).

Source: Projections Central and JobsEQ

Analysis of Findings

Ten-year labor market projections show a high volume of job openings for middle and secondary school teachers.

At the state, regional, and national levels, the volume of job openings for middle and secondary school teachers outnumber the average volume across all occupations. However, only national level trends show faster than average growth. The projected growth rate for teachers in New Jersey is particularly weak (1.8 percent growth through 2024). Between February and July 2018, there were 150 total job postings for *music school teachers* specifically in New Jersey, 34 of which were located in Southern New Jersey. Top counties include Burlington (10 job postings), Camden (6), and Atlantic (6).

However, secondary sources assert that music teachers specifically may face an uncertain labor market outlook.

The U.S. Department of Education's *Teacher Shortage Areas* has not listed music education as an area of high demand in New Jersey over the last ten years, a trend that may be sustained by funding cuts outlined in the White House's proposed *FY2018 Budget Blueprint*.

In addition, graduates may compete with a large proportion of master's degree holders.

The University of Georgetown's Center for Education and the Workforce's *Economic Value of College Major* report finds that art and music teachers account for only 5.1 percent of college graduates in education, of which 42.9 percent have attained a graduate degree. These trends suggest that graduates of the proposed bachelor's program may face competition from peers with high education attainment, who also make an average $61,000 a year compared to bachelor's degree holders' $46,000 per year.

Total Labor Market

Aggregate job availability for middle and secondary school teachers by geographic level

	New Jersey	Mid East	National
Baseline Year Employment	60,460	310,940	1,649,000
10-Year Projected Employment	61,560	334,040	1,773,200
Growth Rate	**1.8%**	**7.4%**	**7.5%**
Total Annual Openings	**1,510**	**9,630**	**130,000**

Competitor Analysis

BA in Music Education

Competitor Analysis

Based on an analysis of regional competitors, Hanover concludes the following:

Stockton will face a competitive landscape should it develop the proposed bachelor's in music education.

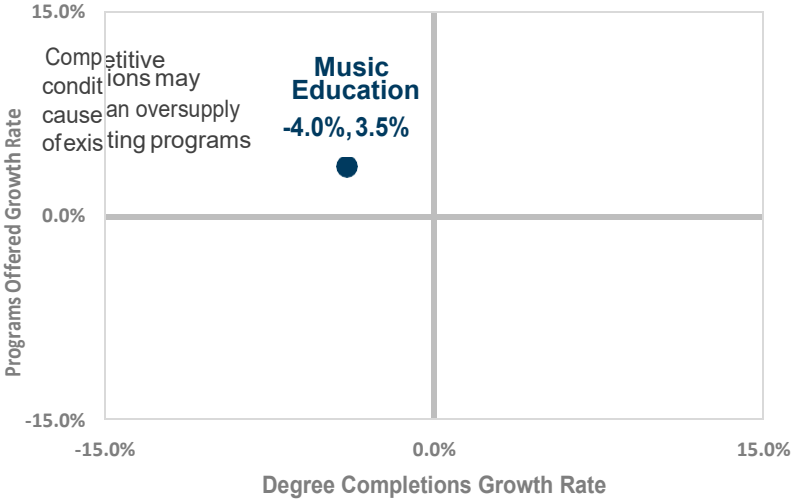
As of 2016, national higher education institutions reported 199 music education-related programs, regional institutions 40 programs, and state institutions 3 programs. Nationally, these programs have grown by 0.8 percent and in the Mid East by 3.5 percent. However, from 2015 to 2016, the number of music education-related bachelor's programs *declined* at each geographic level. Note that no Atlantic County institutions reported relevant programs, but nearby Rowan University has the largest music education program in the entire Mid East Region.

Considering conferral volume and growth, other major competitors in the Mid East include Ithaca College, University of Delaware, and Pennsylvania State University.

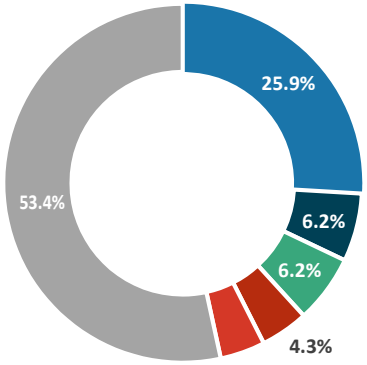
These institutions reported the strongest conferral growth from 2012 to 2016 (2.4 percent, 6.6 percent, and 5.3 percent, respectively) in music teacher education.

Mid East Market Saturation (2012-2016)

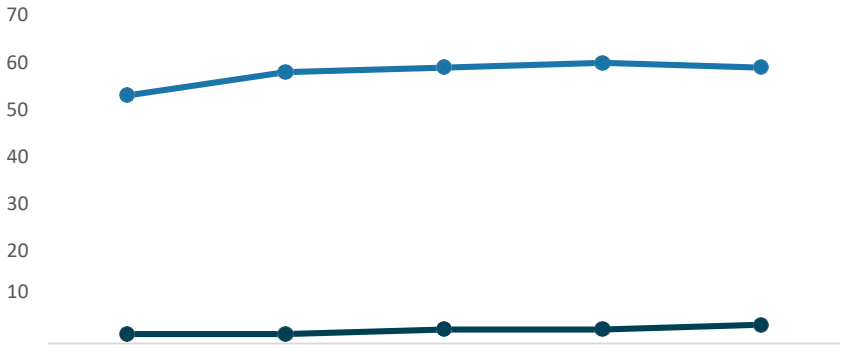
Within the Mid East do competitive conditions support an additional music education program?

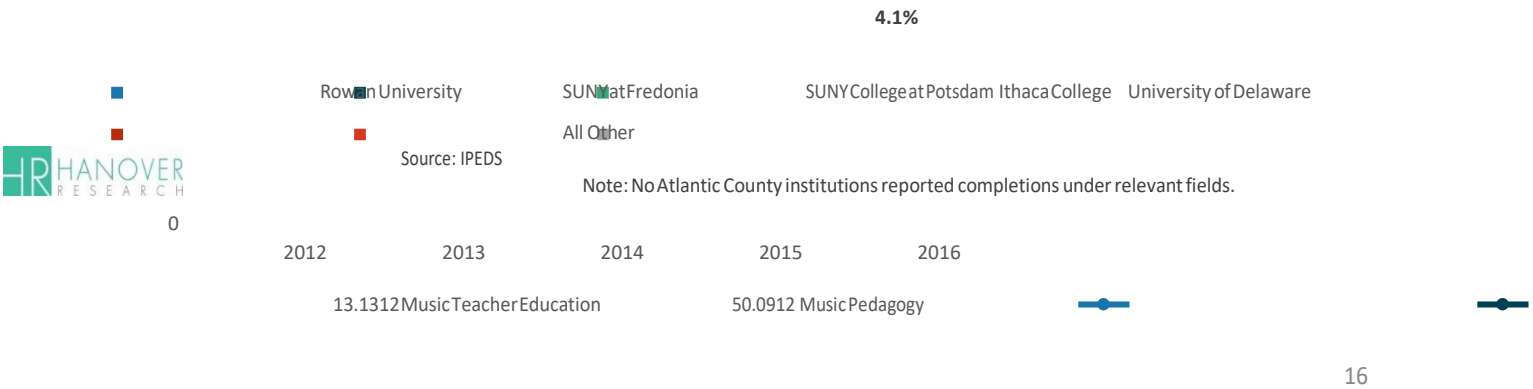


Top 5 Largest Competitors in the Mid East



Mid East Volume of Programs (2012-2016)





On a very positive note, the Hanover data suggests a high volume of middle and secondary school job openings over a ten-year projection, though job openings for music teachers in the same arenas is uncertain. While this might cast an unfavorable or weak prospect for instituting a music education curriculum in what may appear to be an already saturated field, we believe the time is ripe for music education at Stockton University and submit the following additional and, we strongly believe, cogent points for implementing such a concentration:

1. We have anecdotal comments from Dr. Peter Capporilli (former president of the Stockton Foundation), who is now headmaster of one of the area's leading charter schools (Academy Charter in Egg Harbor Twp.). We have also heard this from principals and music educators in Pleasantville and Atlantic City.
2. We have had current New Jersey music educators and students visit our table at music educator's conferences that are surprised that we do not have a music education program.
3. We regularly have high interest in a music education concentration when we run our music festival during spring break every year. In March 2019, seventeen middle and high school music programs brought over 400 students and their music teachers to our campus. At this wonderful event, we receive numerous comments on the value that a music education curriculum would bring to our campus for local and state-wide students. The visiting music teachers have as well expressed interest in having a local pool of certified music teachers to choose from.
4. The Hanover report suggests that **"Stockton will face a competitive landscape should Stockton pursue the proposed bachelor's in music education."** It is for this very reason that we should implement the bachelor's in music education! This has been evidenced time and again as music students have left Stockton to pursue music education elsewhere. In all case, these same students have intimated that they would have preferred to stay at Stockton should a music education concentration exist.
5. One of our current music majors, senior Joseph McLaughlin (a Woodruff Music Scholarship recipient) is already working professionally as an instrumental music educator at two Catholic schools in Cape May County and he is in line for a potential full-time music teaching position in the Hammonton School District. Joe recently informed me (Chris) that **his supervisor in both Catholic schools is so pleased with his work that she would like to reach out to me to hire more Stockton music education graduates!** Because Joe has had to pursue his education certificate at Stockton through the alternate route, he will have to take a small number of supplemental classes elsewhere for full, music education certification. Clearly, a music education concentration at

Stockton would circumvent such "obstacles" for future students. As he himself told me (Chris), Joe himself would also have preferred to complete his entire music education at Stockton.

6. Moreover, music education is almost universally the backbone of music schools throughout the United States. As a former music adjunct (Chris) for twelve years at four schools that included Moravian College, Leigh University, West Chester University and Rowan University, my job duties always included music education-related courses and components. I can say without reservation that the hundreds of music students that I taught and interfaced with at the above institutions over twelve years were pursuing music education degrees.
7. When music education is bought up in music classes, many students who are music minors change to the music major because they want to pursue music education. In such cases these students are, as one would deduce, majoring in non-music related disciplines but would prefer music education.
8. Finally, as a participant (Chris) in summer orientations the past two years, I have witnessed firsthand a clear increase in incoming students choosing to attend Stockton for the education concentration in the visual arts program. We firmly believe that the same trend would reveal itself through a music education concentration.