



REPORT OF THE INTERNAL ACADEMIC PROGRAM REVIEW
OF
MUSIC EDUCATION
AT
MEMORIAL UNIVERSITY

Presented to the Dean, Faculty of Education
Memorial University of Newfoundland
St. John's
Newfoundland and Labrador

March 2020

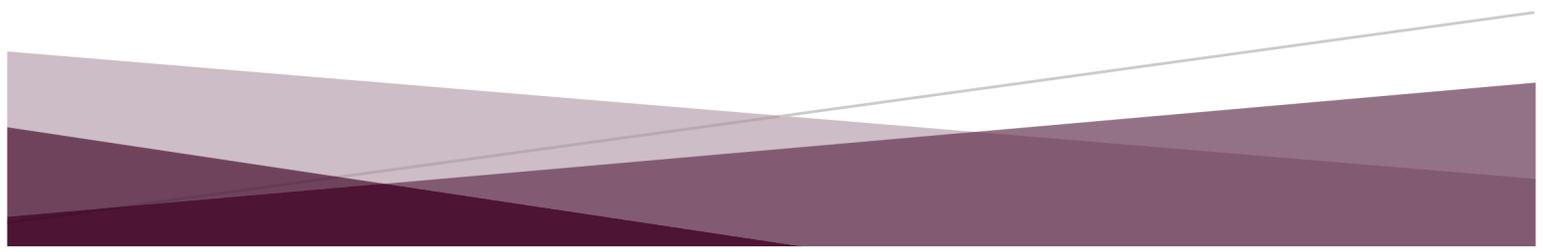


TABLE OF CONTENTS

SECTION ONE: INTRODUCTION	1
Terms of Reference	2
Committee Membership	3
SECTION TWO: BACKGROUND – MUSIC EDUCATION AT MEMORIAL UNIVERSITY	4
Music Education at Memorial University	4
Bachelor of Music Education	4
Bachelor of Education Degree (Primary/Elementary)	6
Bachelor of Education Degree (Primary/Elementary-Music Education Focus Area)	7
Master of Education Degree (Curriculum, Teaching and Learning)	7
Summary	12
SECTION THREE: REVIEW PROCESS	13
Rationale and Scope of the Review	13
Methodology and Summary of the Committee’s Work	13
Meeting Dates	13
Presentation to Review Committee	14
Institutional Data	16
Survey Creation	17
Survey Distribution	18
Focus Groups Meetings	19
Review of Data	20
Synthesis of Data	21
Summary	22
SECTION FOUR: DATA ANALYSIS AND DISCUSSION	23
Bachelor of Music Education Program	23
MUN Lab Band & Orchestra and MUN Lab Choir	25
Internship in the Bachelor of Music Education degree	26
Teacher Certification	27
Importance, role and value of pre-service music teacher education in Newfoundland and Labrador	28
Possible additions or revisions to current Bachelor of Music Education Degree program	29

Length of Bachelor of Music Education Program	32
Pathways to the Bachelor of Music Education Degree	32
Bachelor of Music Education as a Second Degree	34
Bachelor of Music Education Conjoint with Bachelor of Music	36
Collaborations between MUN School of Music and the Faculty of Education	38
Supply and Demand for Music Educators	39
Summary: Bachelor of Music Education Degree Program	40
Bachelor of Education Degree (Primary/Elementary): Music Education as a Required Component – ED 3131	42
Bachelor of Education Degree (Primary/Elementary): Music Education Focus Area (6 music/Music Education courses)	42
Master of Education Degree (Curriculum, Teaching and Learning)	43
SECTION FIVE: MUN MUSIC EDUCATION - STRATEGIES AND INTERIM MEASURES (2019-2020)	45
SECTION SIX: DATA SUMMARY AND RECOMMENDATIONS	47
Terms of Reference #1-3	47
Term of Reference #4	50
Term of Reference #5	52
Term of Reference #6	53
SECTION SEVEN: SUMMARY LIST OF RECOMMENDATIONS	55
Bachelor of Music Education (Undergraduate Programs)	55
Bachelor of Music Education (Enrollment and Recruiting)	56
Master of Education (Curriculum, Teaching and Learning Studies– Music)	57
Music Education - Administration	57
Music Education – Faculty Renewal	57
Music Education - Future	58
SECTION EIGHT: CONCLUSION	59
SECTION NINE: APPENDICES	61

APPENDICES

APPENDIX A	Graphs of Enrolments in the Bachelor of Music Education62 Degree Program
APPENDIX B	Graph of Enrolments in the M Ed. (CLTS Music Education ...66 Focus Area)
APPENDIX C	NL Department of Education and Early Childhood.....68 Development Program of Studies (<i>Music excerpt</i>)
APPENDIX D	Music Education Course Outlines:.....91

Undergraduate:

- ED 2500 Orientation to Music Education
- ED2515 Primary/Elementary Music Methods
- ED 2520 Voice and Choral Methods and MUN Lab Choir
- ED 3920 Instrumental Teaching Methods and MUN Lab Band and Orchestra
- ED 3925 Intermediate-Secondary Music Methods
- ED 4830 Seminar in Music Education
- ED 3131 Music Education in the Primary/Elementary Grades
- ED 4691 A Closer Look at the Arts (STEM Program)
- ED 4870/71 Music Education Specialist Foundations Institute
- ED 401X/403X Internship in Music Education

Graduate:

- ED 6502 Contexts of Music Education
- ED 6503 Teaching Music from the Podium
- ED 6504 Musicianship, Pedagogy and Learning
- MUN Graduate Singing/Choral Institute (cross-listed with School of Music):
 - ED 6914/MUS 6800: Choral Conducting Seminar
 - ED 6915/MUS 6801: Vocal/Choral Pedagogy;
 - ED 6919/MUS 7801: Singing Traditions and Practices

APPENDIX E	Terms of Reference: Internal Academic Program201 Review of Music Education at Memorial University
APPENDIX F	Survey (CIAP).....206
APPENDIX G	Focus Group Materials.....238 PowerPoint Presentation Fact Sheet Sample Focus Group Meetings – Guiding Questions
APPENDIX H	Survey Results (CIAP).....263
APPENDIX I	Letter from Executive of the Music Special Interest 304 Council of the Newfoundland and Labrador Teachers’ Association
APPENDIX J	Canadian Music Educators’ Association –305 MUN Essay Contest Winners

SECTION ONE: INTRODUCTION

Music Education programs have been offered at Memorial since 1976. In various formats and contexts, Memorial's Music Education programs contribute to the growth and development of music, arts, and cultural education in this province and beyond. Music educators, as leaders in schools and communities, have been and are active participants in the making of Newfoundland and Labrador's culture - one that is steeped in rich traditions and innovations in music and the arts.

The last review of Music Education programs at Memorial was conducted over a three-year period and a report was submitted to the Dean at the time, Dr. Alice Collins, in September, 2005. This review was a thorough appraisal of the undergraduate Music Education programs at Memorial and included questionnaires, focus groups, interviews and research reviews. At the time, it was recommended that the Bachelor of Music Conjoint with Bachelor of Music Education program continue as the preferred route, and the Bachelor of Music Education as a Second Degree program continue to provide flexibility for students. It was also recommended that the content be reviewed to address some of the concerns that were brought forward through the review process.

A self-study of the undergraduate Music Education programs was completed in 2014 as part of the Faculty's Academic Program Review process. This self-study outlined the importance of a stable faculty complement in order to ensure leadership and expertise in the specialty areas within Music Education (instrumental, choral and classroom music). The same self-study also outlined a need for new equipment (much of which was recently purchased), the importance of the relationship with the School of Music, and the need to increase visibility and marketing.

The overall enrolment in the Music Education programs has remained relatively consistent throughout the life of the offerings at Memorial. **Appendix A** shows the number of graduates with a Bachelor of Music Education and the proportion of students graduating with the Conjoint Degree compared to the Second Degree between 1981 and 2018. The overall number of student intake for the Bachelor of Music Education Degree hovers around 15 per year. In recent years, the majority of these students have been Second Degree students as more MUN School of Music students are now choosing to follow the Second Degree pathway rather than the Conjoint Degree pathway. You will find the number of Master of Education students enrolled each year since 2005 with a music specialization in **Appendix B**. Most of these students have or are completing this graduate degree on a part-time basis. There are currently nine students enrolled in the music specialization area. These demonstrate the relatively consistent enrolment in this specialization, and enrolment numbers reflect the relative number of music specialists in the educational system as compared to other teaching areas (e.g., Math, Science). The Music Focus Area is one specialization area within the much larger Master of Education – Curriculum, Teaching and Learning Studies. Students are required to complete two of three current Music Education course offerings.

With the current economic climate at Memorial, this Committee has been tasked with reviewing Music Education programs to explore efficient and viable ways of offering them.

Terms of Reference

1. Seek to review Music Education programs (undergraduate and graduate) at Memorial by reviewing creative and viable options in relation to undergraduate teacher education (Conjoint and/or Second Degree); opportunities for graduate study (Master and PhD); and ongoing professional development for musicians and music educators (e.g., certificates/diplomas). A viable option, in light of current economic constraints, will be necessary to ensure the continuance of the Music Education programs.
2. Examine opportunities for Conjoint Degrees (graduate level) with other academic units, as well as potential for cross and/or joint appointments. Ultimately such partnerships could inform the ongoing development and delivery of degrees, in addition to possible joint oversight and cost sharing of the program(s).
3. Examine expanding the concept of Music Education beyond training teachers for the school system and opportunities for collaboration with the School of Music (SOM) and other academic units in this regard. The vast majority of musicians engage in teaching and learning activities in their professional lives. However, much of that activity is happening through studio-based pedagogy, teaching artistry and social enterprise.

With a view to the following:

4. How might the Music Education Degree programs (undergraduate, graduate, and the undergraduate music focus area in the Bachelor of Education) best meet both academic needs of the university and its wider provincial communities and fiscal responsibilities within current contexts at Memorial University?
5. How might the Primary-Elementary B. Education degree core music program be looked at, not only for the intrinsic importance of music in general education, but also in light of exploring means through which to offer inclusive, reconciliatory, and mental wellness facilitation strategies while upholding the inherent values of authentic music making with young learners?
6. How might/could enrollment numbers in all Music Education programs be increased and sustained in terms of the development of both short-term and long-term strategies related to recruitment, marketing and promotion, and faculty renewal?

Committee Membership

Music Education Internal Academic Review Committee
Faculty of Education, Memorial University of Newfoundland

- Meghan Collett (Undergraduate Coordinator, Faculty of Education), Chair
(*committee membership ended May 15, 2019*)
- Dr. David Buley (Associate Professor of Music Education, Faculty of Education)
- Dr. Andrea Rose (Professor of Music Education, *retired December 31, 2018, but active committee member*)
- Dr. Heather McLeod (Professor, Arts Education, Faculty of Education)
- Dr. Christine Carter (Assistant Professor of Music, School of Music)
(*official committee appointment ended April 30, 2019, but has continued to provide significant editorial offerings during the writing of this report*)
- Jennifer Nakashima (Fine Arts Program Specialist, NL English School District)
- Beth Maddigan (Education Librarian, Faculty of Education) Compiler of Report (*until July 31, 2019*)
- Dr. Leslie Redmond (Assistant Professor, Faculty of Education) Compiler of Report (*September, 2019-February, 2020*)
- Katie Dwyer (Administrative Support)

SECTION TWO: BACKGROUND – MUSIC EDUCATION AT MEMORIAL UNIVERSITY

Music Education at Memorial University

The Faculty of Education at Memorial University offers Music Education programs under four distinct categories:

1. Bachelor of Music Education Degree offered currently in two pathways:
 - Conjoint Degree with Bachelor of Music, MUN School of Music (Note: *enrollment suspended* for the 2019-20 academic year)
 - Second Degree (post Bachelor of Music or equivalent)
2. Bachelor of Education Degree (Primary/Elementary):
 - Music Education as a required component (ED 3131)
3. Bachelor of Education Degree (Primary/Elementary):
 - Music Education Focus Area
4. Master of Education Degree (Curriculum, Teaching and Learning Studies):
 - Music Education Focus Area

Bachelor of Music Education

The Bachelor of Music Education (Faculty of Education) was initiated in 1976 along with the Bachelor of Music Degree (MUN School of Music).

The Bachelor of Music Education Degree was offered initially as a Conjoint Degree option for Bachelor of Music students at Memorial University (5-year program).

The Bachelor of Music Education (Second Degree) pathway was initiated in 1990 as a means to provide an additional pathway for Memorial University of Newfoundland Bachelor of Music students to complete the Bachelor of Music Education Degree and as a means to open and expand the degree program to students who had completed a Bachelor of Music degree from another institution (in addition to Memorial University Bachelor of Music graduates). It is a 3-semester program – 2 semesters of coursework and a 1-semester internship.

The primary mandate of the Bachelor of Music Education Degree at Memorial University is to prepare and qualify music teachers for school-based teacher certification in order to teach:

- in the full range of K-12 school configurations (e.g., primary/elementary; intermediate/secondary)
- in varied Music Education contexts/settings (e.g., choral, instrumental, classroom/general).

NB: Music Education experiences and learnings can be applied to other contexts related to Music Education (e.g., faith-based and community-based settings, post-secondary teaching, applied studio teaching).

The Bachelor of Music Education Degree (offered in two pathways) consists of ten courses and a one-semester, school-based internship (45 credit hours in total):

The six required Music Education courses are:

- ED 2500 Orientation to Music Education
- ED 2515 Primary/Elementary Music Methods
- ED 2520 Voice and Choral Methods
- ED 3920 Instrumental Teaching Methods
- ED 3925 Intermediate-Secondary Music Methods
- ED 4830 Seminar in Music Education

ED 403X Internship in Music Education (5-course equivalent)

- Designed as a full-semester, immersive 13-week/65-day experience in a single or mixed combination of school music contexts/levels.
- Supervised by faculty in Music Education, given the specialized nature of internship experiences and placements in varied K-12 school music contexts and levels, e.g., choral/vocal, instrumental, general classroom, and varied other settings including global music, guitar, keyboard.
- Arranged in accordance with the pre-service teacher skills and aspirations, with the intention of providing the best student-centred learning experiences. Music Education internships can be completed in Newfoundland and Labrador or in a student's home province or country. In addition, students can complete internships in Harlow, England through MUN's Harlow campus as well as in other approved international settings. Internships are generally completed in the Fall semester but can be arranged for other semesters of the year according to student needs and/or interests (e.g., Spring or Winter Internship – Harlow)

Four Education courses required of all MUN Bachelor of Education students:

- ED 4240 An Introduction to the Exceptional Learner *and*
- ED 3618 Nature of the Primary/Elementary School Child – Development *or*

- ED 4260 Engaging the Adolescent Learner *and one of:*
- ED 4362 Sociological Perspectives on Teaching and Learning
- ED 4381 Perspectives on Education
- ED 4383 Philosophy of Teaching and Learning *plus*
- One Education course elective (selected by students)

Bachelor of Music Education students therefore account for a percentage of course enrollments in non-music specific courses that are offered annually by the Faculty of Education.

Laboratory Components in the Bachelor of Music Education Degree program:

Laboratory components include the MUN Lab Band and Orchestra and MUN Lab Choir, which are teaching and learning experiences designed to provide pre-internship practical teaching experience and methodology in both instrumental (band and orchestra) and choral settings. These programs are unique to Memorial University in that they are offered for and with school-aged children, supervised and mentored by practicing music educators from both MUN and the K-12 system. They provide experiential pre-internship learning and reflective practices in a wide array of educational settings.

MUN Lab Band and Orchestra

Currently with the MUN Lab Band and Orchestra program, MUN Music Education students (enrolled in Instrumental Music Teaching Methods) are mentored and supervised by Music Education faculty as they work with 30-50 elementary school children who come to the MUN campus weekly during the Fall and Winter Semesters (3-4 hours per week).

MUN Lab Choir

MUN Music Education students in the MUN Lab Choir work in partnership with a variety of school choirs and their conductors during those choirs' weekly on-site (i.e., in school) rehearsals (2-3 hours per week).

Bachelor of Education Degree (Primary/Elementary)

Music Education as a required component (ED 3131)

All primary/elementary pre-service education students are required to complete a mandatory course in Music Education (ED 3131). This experience is provided to all P/E classroom teachers because, traditionally and currently in Newfoundland and Labrador, music is a mandatory course in the province's authorized curriculum. It is often taught within a holistic approach to Music Education as an important component of general education (See Appendix C, Department of Education Program of Studies). The multiple and varied approaches to Music Education offer pre-service educators current and innovative resources for interventions in addressing such areas as mental and physical

health and well-being, special education, literacies, and creative thinking that contribute to success in various and diverse life experiences.

NB: The new Bachelor of Education (Primary/Elementary) Degree option with a STEM focus does not require this course, but inserts a 2 credit-hour (24 hours) general arts education component instead.

- ED 3131: *Music Education in the Primary/Elementary Grades* (See course outline - Appendix D) is designed to provide the prospective primary/elementary classroom teacher with the knowledge, skills and understandings necessary for presenting basic music concepts and skills to students, and for using music as a means for teaching or enriching other areas of the curriculum. Course work includes study in the three facets of general classroom music: scholarship of the discipline, musicianship, and classroom methodology.

Bachelor of Education Degree (Primary/Elementary-Music Education Focus Area)

Music Education Focus Area (6 music/Music Education courses)

Primary/Elementary Bachelor of Education students can choose a focus area in Music consisting of 18 credit hours (six courses). This focus area was designed in collaboration between MUN's School of Music and Faculty of Education. Courses currently include:

- Music 1106 or 1120
- three credit hours chosen from Music 2011, 2012, 2013, 2014
- three credit hours chosen from Music 2021, 2022, 2023, 2611, 2612, 2613, 2614, 2619 (admission to 2612, 2613 and 2619 is by audition only)
- six credit hours chosen from Music 3014, 3015, 3016, 3017, 3018, 3019, 4040
- three additional credit hours from the courses in the 2nd and 4th clauses above

This focus area option provides those primary/elementary pre-service teachers with a background and an interest in music the opportunity to engage in further studies in music at the post-secondary level, within the context of the Bachelor of Education Degree. This focus area in music does not constitute a music specialist designation. Rather, it provides an enriched program of study for generalist teachers who strive to integrate music within the P/E curriculum, and work with music specialists to create integrated curriculum teaching and learning experiences for P/E students.

Master of Education Degree (Curriculum, Teaching and Learning Studies)

The Master of Education Degree (Curriculum, Teaching and Learning Studies) is delivered through four possible pathways:

- All-course route (ten courses)
- Project route (eight courses + project)
- Thesis route (six courses + thesis)
- Internship route (six courses + internship)

The Music Education Focus Area graduate course offerings consist of three Music Education courses:

- ED 6502 Contexts of Music Education
- ED 6503 Teaching Music from the Podium
- ED 6504 Musicianship, Pedagogy and Learning

Master of Education students in the music focus area must take at least two of the above three courses. They are required to complete additional courses as outlined in Master of Education Degree - Curriculum, Teaching and Learning Studies regulations.

MUN Graduate Singing/Choral Institute

In partnership with national/international singing and choral events (e.g., Festival 500, International Symposium on Singing and Song, Choral Canada's National Choral Conference and Festival – Podium), MUN's Faculty of Education and School of Music regularly offer three additional elective graduate courses as part of the MUN Singing-Choral Institute. These courses are in the areas of choral conducting, vocal and choral pedagogy, and singing traditions and practices.

- ED 6914/MUSIC 6800 Choral Conducting Seminar
- ED 6915/MUSIC 6801 Vocal/Choral Pedagogy
- ED 6919/MUSIC 7801 Singing Traditions and Practices

All six cross-listed graduate courses above may be used as electives in both the Master of Education and Master of Music degree programs.

Graduate courses in Music Education are typically offered in a blended format consisting of four full-day on campus sessions complemented with online components via Brightspace (e.g., postings/reflections, article reviews, discussions, and sharing of ideas, experiences, resources). The four full-day seminars (typically scheduled over two weekends or in one four-day series) provide opportunities for students who live outside of the Metro St. John's area to be able to take these courses in an affordable, accessible, and manageable format. Importantly, students from outside the province are also finding it possible to enroll in the Master of Education in Curriculum, Teaching and Learning

Studies with a Music Education focus area offerings because of this flexible method of delivery.

Music Education and Community-Based Collaborations and Partnerships

MUN students in Music Education have numerous and significant opportunities to engage in a wide array of extra-curricular professional development opportunities. Some of these experiences are attached to MUN graduate credits, and many are led or organized by MUN Music Education faculty. Examples of graduate student opportunities include:

- Involvement in the international choral festival, Festival 500, as well contemporary projects such as The Singing Network's biennial International Symposium on Singing and Song; Podium on the Edge National Choral Conference and Festival (2018)
- Jaques-Dalcroze Eurhythmics PD (2018) and the Imagine the Possibilities: Creative Education PD offered in conjunction with the NL Department of Early Education and Childhood Development, and the NL Department of Tourism and Culture, Industry and Innovation in 2018 and scheduled again for 2019-2020
- Newfoundland and Labrador Teachers' Association-Music Special Interest Council workshops and programs
- Shallaway Youth Choirs collaborations and study opportunities
- The Lullaby Project - in coordination with Stella's Circle and Momma Moments/Choices for Youth)
- The Singing Network's EXchange! - in conjunction with the World Choral EXPO (Lisbon, 2019)
- Newfoundland Symphony Orchestra Education and Outreach programs
- Other – various places and contexts in which MUN students gain experiences beyond the already comprehensive Music Education degree programs

MUN Music Education: Student Profile (Undergraduate)

The Bachelor of Music Education Degree program is comprised primarily of students from Newfoundland and Labrador and Canada, although applications have been received from international students as well.

Students enter the Bachelor of Music Education Degree program either as a MUN degree student conjoint with Bachelor of Music through the School of Music (intake is currently suspended for 2019-2020) or as a Second Degree student (building on a Bachelor of Music or equivalent) from Memorial University or another university. Increasingly, students are applying for the Bachelor of Music Education as a Second Degree following a completed Master of Music Degree (or other graduate degrees).

- Annual intake enrolment is approximately 15 students (Conjoint and Second Degree students combined). Student enrolment numbers have been fairly consistent since 1976. Over the past five years, enrolments have ranged between 10 and 21 students - on average 15 students per year.
- For the 2019-2020 academic year, 24 applications were received and 16 students form the current cohort - 15 Second Degree students and 1 Conjoint Degree student.
- An additional 9 students are completing their internship semesters in Music Education – Fall 2019.
- For 2019-20, there are a total of 25 students currently enrolled in the Bachelor of Music Education program.
- To date, there have been 553 Bachelor of Music Education graduates from Memorial University.
- The Bachelor of Music Education Degree program was not conceived as a “large” program, given the capacity of the K-12 education system in Newfoundland and Labrador, i.e., the system can only accommodate so many music specialist teacher candidates per year keeping in mind an appropriate ratio between music specialists and other generalist and specialist teachers in K-12 schools. Other “small” enrolment specialist programs in the Faculty of Education (e.g., Bachelor of Education (P/E) conjoint with a Diploma in STEM Education; the French as a second language option in the Bachelor of Education (P/E) and the Bachelor of Education (I/S) conjoint with Diploma in Technology Education) have similar numbers (some with a cap of 20 for example) due to issues related to pedagogy, numbers of graduates (e.g., supply and demand for employment opportunities), available faculty, and resources.

MUN Music Education: Student Profile (Graduate)

- The Master of Education (Curriculum, Teaching and Learning Studies - Music Education Focus) Degree program began in 2003. Master of Education-Curriculum, Teaching and Learning Studies (Music Education focus) students have tended to be current music teachers in Newfoundland and Labrador and the Maritimes.
- This program is not completed as a cohort program. Most students complete this degree on a part-time basis.
- Up to 2018-2019, there have been 54 graduate students enrolled in the Master of Education-Curriculum, Teaching and Learning Studies MUSIC Education focus
- Currently there are 9 students enrolled in the program.

MUN Music Education: Faculty Profile

From 1976-2013, the Bachelor of Music Education Degree program and the Master of Education Degree program (since 2003) have been supported by **three** full-time faculty members, in addition to sessional/contractual instructors as needed. Each of the three tenure-track professors had a specialty focus within Music Education: instrumental, choral/vocal, and classroom/general music. These areas of expertise reflect the organization of K-12 Music Education programs in Newfoundland and Labrador and throughout Canada.

Since the retirement of Dr. Brian Roberts (2013), there have been **two** full-time faculty members, working collaboratively with several sessional and/or contractual instructors.

Since the retirement of Professor Ki Adams (2015) and most recently Dr. Andrea Rose (December 2018), there is currently **one** full-time faculty member, Dr. David Buley.

For the 2019-20 academic year, there are four sessional instructors teaching four of the six required courses (undergraduate) and one of the three graduate courses, in addition to supervising interns (Fall) and teaching the MUN Lab Band and Orchestra Program (Fall and Winter) and Lab Choir.

It should be noted that 73.33% of the entire Bachelor of Music Education Degree program currently is under the responsibility of only one ASM. In addition, that same ASM is responsible for overseeing 20-30% of the graduate offerings in Music Education, as well as for administrative aspects of the Music Education offerings, given that there is no coordinator position for the two Degree offerings - undergraduate and graduate, (e.g., recruiting, advising, admissions.) These responsibilities are in addition to that ASM's ongoing commitments to research/scholarship, and community service and engagement.

Summary

The MUN Bachelor of Music Education program's coursework and embedded experiential and professional development activities prepare graduates to teach in orchestral, band, choral/vocal and classroom/general music contexts from Kindergarten through Level III (Grade 12). Bachelor of Music Education graduates are fulfilling community engagement and leadership roles in both large and small communities throughout Newfoundland and Labrador. While the primary mandate of the program is a provincial one, MUN Music Education graduates are working throughout Canada and in diverse international schools and contexts.

In order to become a Specialist Music Teacher with provincial accreditation there are two pathways at Memorial University:

- Bachelor of Music Conjoint with Bachelor of Music Education, or
- Bachelor of Music Education as a Second Degree (post Bachelor of Music)

Graduate study in Music Education is offered through the Faculty of Education with a Master of Education (Curriculum Teaching and Learning Studies – Music). This program offers blended learning options (e.g., flexible on-campus scheduling on weekends and online components) that ensure that the program can be completed by practicing music teachers studying on a part-time basis.

Music Education at Memorial University is embedded significantly within the community (local – international) through its various programs and initiatives that are based on a philosophy and pedagogy that values public, community-based engagement. Through the development and delivery of conferences, symposia, festivals, and through the creation of partnerships with varied and diverse community organizations by Music Education faculty, the student experience at Memorial University is a rich one.

Students in both undergraduate and graduate programs in Music Education enter the programs at various stages in their study paths and careers. The flexibility of delivery options (undergraduate) and formats (graduate) have served the programs well to date in terms of attraction to the degree programs. Overall student enrollment in the undergraduate and graduate degrees has been relatively consistent over time, within the undergraduate degree program, there has been a shift in enrollment away from the Conjoint pathway toward the Second Degree pathway.

Music Education at Memorial University was initiated in 1976 with 3 full-time faculty members, and with one faculty member in each of the primary specialty areas within Music Education – instrumental, vocal/choral, and classroom/general music and spanning the range of Primary-Elementary and Intermediate-Secondary levels. The rationale of this range of Faculty expertise intended that students would be guided ably in all Music Education areas as they moved toward full K-12 teacher certification. With the addition of graduate studies in Music Education, and a reduced faculty complement to one full-time faculty member, the Music Education Degree programs are currently at risk.

SECTION THREE: REVIEW PROCESS

Rationale and Scope of the Review

This review was deemed necessary as Memorial University investigates generally the various options for all program offerings in a climate of fiscal restraint. The scope of this review was outlined in a document (Terms of Reference) circulated by the Dean of the Faculty of Education on August 8, 2018. (See *Appendix E*)

In November 2018, the Dean of Education formed a committee that would have the responsibility of collecting and providing material to address the concerns raised by the Terms of Reference.

The Music Education Internal Academic Review Committee (*herein called the Committee*) consisted of members listed on page 3 of this report.

Methodology and Summary of the Committee's Work

The Committee met continuously between November 2018 and July 2019. Since then, the focus has been on compiling this report.

The group reviewed institutional about the degree programs and met with administrators from the Faculty of Education and School of Music. Additionally, members of the committee formed a subgroup to design and deliver a comprehensive survey in collaboration with MUN's Centre for Institutional Analysis and Planning (CIAP). Various members led and supported five focus group meetings, and direct commentary and input were received from a variety of stakeholders. Materials were reviewed by Committee members. Survey data were analyzed for thematic content and were triangulated with other types of data collected throughout the review process.

Meeting Dates

General Committee Meetings (chaired by Meghan Collett. usually 2-hour meetings):

- November 15 - 2:30 pm
- November 21 - 3:30 pm
- November 28 - 3:30 pm
- December 5 - 2:00 pm
- January 14 - 3:00 pm
- February 6 - 3:00 pm
- April 5 - 2:00 pm
- April 12 - 12 noon
- April 23 - 11:30am

Survey creation sub-committee meetings (usually 2.5-hour meetings):

- February 9 - 3:00 pm
- February 11 - 2:00 pm
- February 13 - 3:00 pm
- February 18 - 1:00 pm
- February 19 - 2:00 pm
- February 20 - 2:30 pm
- February 23 - 3:00 pm
- February 24 - 2:00 pm
- February 28 - 4:00 pm

Additional meetings (survey results, data assembly, report compilation):

- April 25 - 1:00 pm
- April 26 - 11:00 am
- April 29 - 10:45 am
- May 27 - 4:30 pm
- June 25 - 9:00 pm
- July 11 - 3:30 pm
- August 6 - 2:00 pm
- August 9 - 11:00 am
- September 25 - 3:30 pm
- September 27 - 11:00 am
- October 1 - 2:30 pm
- Additional *ad hoc* meetings until February, 2020

Presentation to Review Committee

Early in the review process, presentations were made to the Committee by Dr. Ian Sutherland, Dean of the School of Music, and Dr. Kirk Andersen, Dean of the Faculty of Education. A number of key administrative challenges or concerns were raised to the Committee, which the Committee has addressed throughout this review process and will be discussed later in this report.

- Both Deans outlined the challenges of running courses and programs for small numbers of students. Enrolment numbers, especially in the Conjoint pathway of the Bachelor of Music Education Degree program, have waned during the past five years, and this creates significant challenges for justifying course offerings by the School of Music (see ‘Techniques requirements’ below). Recent fluctuating enrollment numbers over the

past few years in the Bachelor of Music Education as a Second Degree pathway of the program have created concerns for program viability. The Music Education specialization within the Master of Education Degree program was also noted as a concern in terms of apparent low enrolment.

- The Bachelor of Music Conjoint with Bachelor of Music Education and the Bachelor of Music Education as a Second Degree have the same requirements for the education portion of the program. However, there is a complication with respect to the required music components within the Bachelor of Music degree program. This is related to instrumental techniques requirements and, to a lesser extent, conducting techniques requirements within the Bachelor of Music degree program. There are eight instrumental techniques requirements within the Bachelor of Music that is Conjoint with the Bachelor of Music Education. However, students admitted to the Bachelor of Music Education as a Second Degree are able to enter the program with five instrumental techniques courses. In recent years, some students have been admitted with fewer than five, with the requirement that they will complete all required technique proficiencies before enrolling in the MUN Lab Band & Orchestra Program and/or exiting the program. Related to the issue of low enrolment (see first point above), the School of Music is finding it increasingly difficult to offer Bachelor of Music students the eight courses (one-credit hour per course) necessary for comprehensive majors to meet these technique requirements. Challenges include low enrolments and resource constraints.
- At the same time, the Faculty of Education is finding an increasing number of students applying to the Second Degree program without having met these requirements in their first Bachelor of Music (or equivalent) degree program. There are challenges with these students acquiring the necessary techniques through the School of Music due to limited scheduling options and resources. An alternative will need to be found to ensure that students can complete the requirements of the program while recognizing the fiscal and course offering challenges of the School of Music.
- Space is limited at the University, and the School of Music has outlined that it is particularly stretched for space, citing the challenges they face in scheduling courses and providing office space in the M. O. Morgan Building to its own faculty members and graduate students. Since Music Education offices and classes are located in the M. O. Morgan Building, and because of the Music School's need for availability of practice rooms, large spaces for rehearsals, etc., space needs to be a part of considerations of any future planning for Music Education programming.
- Some aspects of the programs were cited as being particularly resource heavy. For example, the MUN Lab Band and Orchestra program is one

area that was noted as being a challenge as it requires the equivalent of two three-credit hour instructor positions (Fall and Winter) in addition to the one course position for Ed 3920 – Instrumental Music Teaching Methods. The Committee notes that student registration fees (i.e., children enrolled in the program) generally cover ongoing purchase and/or maintenance of new instruments and accompanying teaching and learning resources.

As noted, what the Committee heard in these initial presentations by the Deans of Music and Education has informed its review process of data gathering and analysis.

Institutional Data

The Committee reviewed historical and current enrollment data (*See Appendix A and B*) in order to investigate trends and fluctuations.

Student Enrollment (Undergraduate)

The first graduates of the Bachelor of Music Education program were in 1979, but institutional data are available only from 1981. Records that exist show that 553 graduates have received Bachelor of Music Education degrees from Memorial University as of 2018.

Since the inception of the Bachelor of Music Education as a Second Degree pathway in 1990, two pathways to obtaining the Bachelor of Music Education Degree have been available (i.e., Conjoint Degree and Second Degree) as options for students.

In the early years of the two pathways to the Bachelor of Music Education Degree being available, the numbers of graduates from the Second Degree pathway were very small. However, numbers for the two pathways (Conjoint and Second Degree) have flipped recently with an increased interest in the Second Degree pathway. Initially, and to the present day, the second degree provides options for three primary groups of students:

- Memorial music students wanting to complete a Bachelor of Music and then pursue a degree in Music Education.;
- MUN School of Music graduates wanting to return to Memorial at a later career juncture in order to complete the Bachelor of Music Education;
- Students from out of province wanting to complete a Bachelor of Music Education at Memorial.

Over the last ten years, the average number of graduates per year from the Conjoint pathway has been 3.8 versus 13.6 for the Second Degree pathway. *See Appendix A*

For the 2019-20 academic year, there are a total of 25 students enrolled in the Bachelor of Ed (15 Second Degree students; 1 Conjoint student; 9 student interns).

Note: The Committee did not examine materials in reference to the enrolments in the Music Education course aspects of the Primary/Elementary Bachelor of Education Degree (i.e., ED 3131 and the P/E music focus area).

Student Enrollment (Graduate)

Since the inception of graduate studies in Music Education at Memorial in 2003 and first graduates in 2005, 49 students have graduated from the Master of Education program (Curriculum, Teaching and Learning - Music Education Focus).

There are currently 9 students enrolled in the program. Average enrollment through the years that the program has been offered has been fairly consistent.

The primary pool of students for this degree is current practicing music teachers. A minimum of two years of school-based teaching experience is required for admittance into this graduate degree program. 22.5% of the Master of Education (CTLS-Music Education focus) graduates have come from Music Education Bachelor programs other than the MUN Bachelor of Music Education.

In addition, some music teachers (provincial) have opted to pursue Education graduate studies in areas such as Educational Leadership Studies or Counseling Psychology, and they typically elect to take the graduate Music Education course offerings as electives in their program. Additionally, students in the Master of Music Degree at Memorial University often choose these graduate Music Education courses as electives in their program. It is unclear from the institutional data how many music educators in NL have decided to undertake other graduate programs instead of the Master of Education - Curriculum Teaching and Learning Studies with a Music Education focus.

Note: It is noted by Committee members that records of enrollment (intake) and records of graduation (successful completion of a program) would make for interesting comparisons. Unfortunately, Memorial does not seem to have ready access to accurate records of acceptance or intake into programs in relation to successful graduates of particular programs. (e.g. Master of Education-CTLS with a Music Education focus). Anecdotally, it has been historically unusual for those admitted into the Music Education program at Memorial to fail to successfully complete the program.

Survey Creation

In consideration of all of the above and in order to respond to these questions and concerns with sound conclusions, Committee members took measures to receive broad input and worked together to brainstorm, strategize and both creatively and objectively consider the concerns from various perspectives.

In response to information garnered from institutional data and the Deans' presentations, a sub-committee, comprised of Dr. Andrea Rose, Dr. David Buley and Jennifer Nakashima, met in order to create a survey that investigated various aspects of the Music Education offerings at Memorial University.

A comprehensive survey was designed in February and March and administered in April, 2019. A draft series of questions was examined by the whole Committee, and revisions were made. At this point, the sub-committee met with Sharon Pippy (Manager of Institutional Analysis or CIAP) to begin to formulate the survey as per current standards and practices at Memorial University. Subsequently, CIAP edited the draft and created a survey tool in draft that was examined by Committee members and also distributed to Dr. Ian Sutherland (School of Music) and Dr. Kirk Andersen (Faculty of Education) for approval. Once feedback was incorporated and the survey was approved, the survey was then distributed through a link to CIAP's online environment. All protocols required by CIAP related to survey creation and distribution were followed. Following completion of the survey by respondents, CIAP personnel summarized and categorized the data and provided a summary to the Committee.

See *Appendix F* for the survey questions. See *Appendix H* for the survey results (data).

Survey Distribution

The link to the online survey instrument was circulated to:

- MUN Bachelor of Music Education Alumni (*Facebook page*);
- Current (graduating in 2019) Bachelor of Music Education students (*email*);
- MUN Bachelor of Music Alumni (*Facebook page*);
- Newfoundland & Labrador Teachers' Association - Music Special Interest Council (*Facebook page*);
- The Faculty of Education (Twitter feed and *website*).

The survey opened on April 16, 2019, and closed on April 23, 2019 (midnight).

A total of 230 respondents completed the survey. The Committee suggests that this was a high rate of response given the relatively short time frame for making those responses – one week. Also many respondents gave lengthy and detailed responses to a variety of open-ended questions, which indicates a strong degree of interest in this survey. (see *Survey Data* in *Appendix H*).

73% of respondents have completed or are completing a Bachelor of Music Education Degree at Memorial University, with 47% of that group having completed or are completing a Bachelor of Music conjoint with the Bachelor of Music Education at Memorial University. 53% of that larger group completed or are completing a Bachelor of Music Education as a Second Degree.

Focus Groups Meetings

The Committee conducted five focus group meetings in April of 2019 (see page 21 for dates and attendees). A total of 38 individuals attended these semi-structured discussion meetings. The groups of participants included:

- Current Bachelor of Music Education students (Second Degree and Conjoint)
- Current Bachelor of Music students
- NLTA Music Special Interest Council
- MUN School of Music Faculty
- MUN Faculty of Education Faculty and Academic Staff Members

Guiding questions were developed by Committee members and a PowerPoint presentation (*see Appendix G*) was made available to participants prior to the meetings for background information about Music Education at MUN.

At least two members of the Committee attended each meeting with a Committee member leading the discussion and at least one other Committee member taking notes. Summary notes of meeting discussions were distributed to all Committee members for discussion and analysis.

Focus Group Meeting Dates

- April 4, 2018
3:30-6:00 pm
MUN Faculty of Education, Bachelor of Music Education students
David Buley, Andrea Rose (Co-chairs)
- April 22, 2018
3:30-5:30 pm
MUN School of Music - Faculty
Christine Carter (Chair)

- April 23, 2018
6:00-8:00 pm
NLTA Music Special Interest Council Board
David Buley (Chair)
- April 25, 2018
2:00-1:00 pm
MUN Faculty of Education – Faculty
Heather McLeod (Chair)
- April 29, 2018
3:00-5:00 pm
MUN School of Music - undergraduate students (current)
Christine Carter (Chair)

Review of Data

As noted, the survey (See *Appendix G*) was created and hosted by Memorial University's Centre for Institutional Analysis and Planning. Quantitative data from the survey were summarized in a report delivered to the Committee. Subsequently, commentary and open-ended responses to survey questions were considered through textual analysis. The overarching data and program-level analysis was completed by the Committee and bolstered by triangulation of data through a methodology that included multiple data-points.

In addition to the survey, data included:

- Focus group meeting data that were gathered into field notes by members of the Committee in attendance.
- Emails that were also received from School of Music ASMs unable to attend meetings.
- A letter received from the NLTA-Music Special Interest Council (See *Appendix I*).

All data were reviewed by Committee members and provide the basis for a number of the suggestions included herein. Quotations and commentary highlighted in the results of this report were chosen based on either the representational nature of the commentary or if a respondent provided an idea adopted by the Committee (quoted for attribution).

An end-of-study analysis was completed by an Academic Staff Member (ASM) not associated with the Committee. An initial draft of this document, prepared by this same ASM, was then submitted back to the Committee for discussion. Subsequently, a second

draft was reviewed by a second ASM not associated with the Committee in order to create this finalized current document. The Committee believes this document represents a fair and balanced portrayal of the results of the Review study process.

Synthesis of Data

Survey respondents reported generally on many aspects of the Bachelor of Music Education program, which will be discussed in more detail in the results section of this Report. Respondents commented on aspects of the program they considered very valuable or worthy of continued and/or increased attention. These aspects include, for example, applied music skills, experiential learning, classroom management (facilitation) skills, and working with students across the widest spectrum of learning preferences and identifications. Ratings and comments by participants are rich with both affirmations of existing programs and suggestions for ongoing developments.

The NLTA-Music Special Interest Council letter (*Appendix I*) speaks primarily to a deep concern shared by the Committee and other members of the NL music community. Namely, this letter indicates that a depreciation of the Music Education programs at Memorial will have a ripple effect that will diminish the well-established and valued integrity of Music Education in Newfoundland & Labrador schools.

Focus Group notes with the five groups (student, faculty, NLTA music educators) demonstrate that discussions were generous and imaginative. Focus group participants underlined a deep concern for the future of Music Education at Memorial University and highlighted the value of past and current Music Education programming. Participants generally encouraged Memorial University to find the ways and means to continue to provide excellent Music and Music Education programs in this province.

The data in this report demonstrate that the Music Education community in Newfoundland and Labrador believes that the proportional investment in Music Education at Memorial University is more than worthwhile. However, in light of the context in which this report was undertaken, we will discuss financial implications and potential for short-term savings and long-term increased enrollment in subsequent sections of this Report.

Summary

Throughout the Review process, numerous suggestions were made for deepening and strengthening Memorial's offerings in Music Education, including ways to share and communicate more widely the news of the impact and important role that Music Education programs at Memorial have played, and continue to play, in the ongoing development of music and culture in Newfoundland and Labrador and beyond.

The Review investigations reveal data that support a high-quality Music Education program at Memorial, valued by a broad spectrum of contributors. Suggestions for improvement in the viability of these programs, together with increased emphases on specific aspects of the program, are detailed in the following section. Review respondents and participants generally expressed the need for Memorial to continue and build upon what are already strong, important and valued programs in Music Education.

What seems to be foremost in the minds of those who participated in the Review is that Memorial must be wary of diminishing or jeopardizing the University's Music Education offerings. Inevitably, doing so would have a negative impact on communities in our province where Music and those involved in Music Education go hand-in-hand. Ultimately, a decision to discontinue the Music Education degree programs at Memorial University at this juncture could have a long-term negative impact on the way music is learned, celebrated, and passed on to others in communities throughout Newfoundland & Labrador.

SECTION FOUR: DATA ANALYSIS AND DISCUSSION

Highlighted below are the results of the data analysis. These have been arranged in relation to the four areas of Music Education that MUN offers as outlined in Section Two of this report. The reader will notice that the majority of the observations listed here refer to the Bachelor of Music Education programs.

As there exists a most pressing urgency around the offerings of the Bachelor of Music Education programs at Memorial and the questions posed at the initiation of this review are very specific and targeted to that degree and its pathways, the Committee has chosen to focus its necessary work on that Bachelor of Music Education Degree program, referring somewhat minimally to other areas.

Memorial's primary mandate of Music Education has traditionally been in the supply of excellent music educators for the province of Newfoundland and Labrador, and this Report speaks most directly to that mandate.

Recommendations for further analysis and considerations are made later in this report.

Bachelor of Music Education Program

Overall, the feedback points towards a strong program that is valued because of its quality, breadth and depth, time to completion, experiential learning opportunities, and the value of student-centered learning and individualized attention.

Value of Contents of the Degree Program

Survey respondents were asked, "*How important are the following aspects of the Bachelor of Music Education program to the preparation of music educators?*" Respondents chose from a five-point Likert scale with "very important" being the highest possible rating.

The following aspects of the program were ranked "very important" by the corresponding percentage of survey respondents:

- 13-week Internship 97%
- Instrumental Techniques 92%
- MUN Lab Band & Orchestra Program 91%
- Conducting Techniques 90%
- MUN Lab Choir 82%
- Keyboard Skills 79%

Survey respondents, especially those who have been employed as music teachers, noted how valuable and worthwhile their Music Education preparation was at Memorial University.

Comments similar to the following quote came up repeatedly as unsolicited endorsements:

I have worked as a music educator in the K-12 school system for the last two years. I have never felt unprepared for any classroom setting because of the knowledge and experience I gained through the MUN Music Education program. This past August I moved to Ontario and have been teaching K-12 music in multiple schools both as a substitute teacher and in replacements. I have met a lot of fellow music educators and I can tell you whole heartedly and truthfully, they are not nearly as prepared to teach music as I am BECAUSE of the experience and knowledge I gained from the MUN Music Education program.

Survey respondent

The hands-on experiences are particularly invaluable to graduates of the Bachelor of Music Education degree. These reports were universally similar from respondents to the survey and focus group participants.

As noted earlier in the report, over 90% of respondents rated an experiential learning opportunity as “very important.” Many respondents re-emphasized this position in open-ended commentary within the survey. For example:

In order to be prepared for teaching in today's public school system, music teacher candidates should be well-rounded as musicians and teachers and should have had practical experience prior to entering the workforce. Memorial's Bachelor of Music Education is unique in that it trains music educators to teach K-12. Many schools in our province, especially in rural areas, are K-12 schools where the music teacher teaches every grade and course. My first job was in a school like this, and I went into it feeling comfortable with the curriculum for all grades and was confident in my teaching assignment. This was completely due to the fact that we studied teaching methods for both primary/elementary and intermediate/secondary. Another incredible thing about the program is the amount of practical experience that I gained while I was a student. Music teacher candidates should have gained practical experience to be best prepared for entering the workforce, and the program at Memorial provides so many opportunities for gaining this experience. The 13 week internship, MUN Lab Band and Choir, and field observations/practice teaching were all incredible learning experiences for me and helped me find my teaching style and refine my teaching methods before I ever stepped into my own classroom.

Survey respondent

The academic components of the program are highly regarded by all constituents and also receive recognition from the Canadian Music Educators' Association through consistently high placement in its National Essay Competition. Student essay submissions are reviewed by a CMEA-selected national panel of jurors comprised of Canadian post-secondary Music Education professors, scholars and researchers. Winners receive a cash award and first place winners are offered publication of their essay in the national CMEA journal, *The Canadian Music Educator*. Memorial Music Education students have placed first in the undergraduate and/or graduate categories in each of the past six years (2015-2019) and have placed in the top three yearly since 2004. (See **Appendix K**). Memorial University students and graduates are also consistently well-represented as both presenters and participants in provincial, national and international academic conferences and festivals.

Music Education students at Memorial University are exposed to a wide variety of musical experiences in several different settings. Data reveal that graduates of the Bachelor of Music Education are graduating with knowledge, skills, and confidence that prepare them well for music teaching positions within Newfoundland and Labrador and beyond.

The following quotation reflects the views collected through survey and focus group meetings. It provides the perspective of one graduate who has gone on to a post-secondary academic career in Music Education.

I believe that students need and deserve a pre-service teacher training program that truly prepares them for [the] current landscape of Music Education in Newfoundland and Labrador music rooms. The rich tradition of excellence in elementary, choral and instrumental Music Education programs are cornerstones of education in the province. MUN must commit to protecting and serving future music educators and both existing and future programs. Without quality Music Education, any music program at MUN could cease to exist. It is incumbent upon institutions to provide training programs that reflect the existing needs in the community. The continued success of music programs in many parts of the province is evidence that the outstanding education of past MUN music students mattered.

Survey respondent

MUN Lab Band & Orchestra and MUN Lab Choir

While Bachelor of Music Education experiential and field experiences were held in high regard generally speaking, the Committee would be remiss if it did not point out the repeated mention of and high value placed on the MUN Lab Band & Orchestra and MUN Lab Choir programs.

Given the expense for the Lab Band & Orchestra program noted by administrators (e.g., instructor costs; space in the School of Music), the Committee gave due consideration to recommending the termination of the MUN Lab Band & Orchestra program. The survey results, however, indicated that over 80% of respondents consider MUN Lab Band & Orchestra and MUN Lab Choir (91% and 82% respectively) “very important” to the Music Education program. Textual analysis of the data revealed these programs to be integral components of music teacher education at Memorial.

- 77 specific mentions are made to the MUN Lab Band & Orchestra. 76 responses specifically discussed the positive impact of the program and/or listed this component as a “must keep”. One respondent had concerns about the caliber of student teaching and thought that even more mentorship could address the problem. (*NB: referring to mentorship in lab settings*)
- 19 respondents claim the positive impact a MUN Lab Choir would/does have for pre-service teachers with suggestions that this type of program would be beneficial (*NB: this may be because older alumni may be unaware of the current MUN Lab Choir program which has only been in existence since 2015*). Others list MUN Lab Choir as a “must keep”.

A sample quotation:

Must keep the breadth of courses in Music Education. Must keep the general education course component. Must keep the pre-internship practical components (Lab Band/Orchestra and Lab Choir) Must keep the full-term consecutive internship experience WITH a music educator mentor.

Survey respondent

Most of these statements, like the one above, were open-ended responses to a question asking what aspects of the program are necessary given the diverse nature of teaching music. Many respondents to the survey also indicated that they could have used even more hands-on experiences and that they would like to see more internship-like opportunities prior to the final full-semester internship.

It is clear from the data that the availability of experiential learning opportunities is one of the biggest strengths of the program and that graduates and current music teachers want to see even more of these components in the Music Education programs.

Internship in the Bachelor of Music Education Degree

The one-semester, immersive internship can be completed in Newfoundland and Labrador, other Canadian provinces, or in international contexts (e.g., Harlow, international schools). Students will often return to their home communities or provinces to complete this semester as they plan and prepare for subsequent employment

opportunities. The internship is completed in the 5th or final year (Conjoint Degree) or the 3rd or final semester of the Bachelor of Music Education degree. The internship experience is a culmination of course work and the many varied applied and experiential opportunities in the programs (e.g., MUN Lab Band & Orchestra, MUN Lab Choir, and observations and micro-teaching in K-12 school-based as well as community-based situations). It provides an immersion opportunity for students as they navigate the ongoing development of their personal and professional practices and identities as a music educator, as reflected below:

I think it is important that internship teachers are completely immersed in school life for a complete term prior to their introduction to the profession. The transition from student to teacher is a very important one which requires both great support and opportunities for self-reflection, exploration and growth in the role of teacher, and a focus on lifelong learning. Including opportunities for ongoing mentorship throughout the internship program would be extremely beneficial to the process.

Survey respondent

Teacher Certification

The Bachelor of Music Education Degree program at Memorial provides some unique features not available in other Canadian Music Education programs, e.g., K-12 teacher certification and preparation for the full range of instrumental, choral and classroom/general music settings. These aspects of studying to be a music teacher at Memorial University were applauded by a majority of respondents. For example:

I found every aspect of my Music Education degree at MUN very important and useful to prepare me for a teaching career in music. One thing that attracted me to this program when looking besides the great reputation and amazing professors was the fact that it prepares you for K-12. I have used all aspects of my training throughout my teaching thus far. Having the training in all grade levels along with choral and instrumental training I have been able to take a variety of music positions that have come up. I felt very well prepared leaving the program and have had positions in elementary classroom music including choir, middle school music/band and high school band.

Survey respondent

Of note is that this Committee was not able to find another English language Music Education program in Canada that:

- leads to specialist teacher certification in K-12 music settings
- leads to music specialist teacher certification in the full range of vocal/choral, instrumental, and general music classroom-based settings.

This makes Memorial's program very competitive in the current landscape of Music Education programs. With a dedicated focus on advertising and recruitment, we could recruit significantly more qualified students nationwide. International students are also interested in the Music Education programs at Memorial and recruitment could easily be spread more widely than is currently managed at Memorial. With 24 applicants in Spring 2019 and 15 new students enrolled in Fall 2019, we have already demonstrated that initial recruitment efforts have led to increased student numbers. Furthermore, had the review process of applications been more streamlined, we may have been able to increase that enrollment slightly. (e.g., a qualified international student did not have sufficient time to obtain a visa in order to enroll in September 2019).

Importance, role and value of pre-service music teacher education in Newfoundland and Labrador

Concerns were expressed that underpin the need for quality pre-service teacher Music Education programs and the certification of music specialist teachers for Newfoundland and Labrador schools. It was noted throughout collected data that the province needs and desires highly qualified music educators as a way of ensuring that music/arts/cultural education is available to students equally throughout the school system. It was noted that Memorial University continues to play its crucial role in the larger ecosystem of cultural and musical development in the province – a system that is comprised of K-12 and post-secondary Music Education. Music and music teacher education is viewed as an investment of immense importance which, in turn, provides ongoing and perpetual interest in the very music programs that Memorial offers in excellent and significant ways through both the School of Music and Faculty of Education.

I think the role in preparing students for the B.M. program that the K-12 school system plays within NL is a crucial one. Not all students will be able to afford musical enrichment if it becomes primarily an extra-curricular activity rather than a standard curricular one. Ideally, the K-12 school system would expose all students to music-making (as it exposes all students to math, writing, social studies, etc.) and give all the opportunity to pursue instrumental and choral music under the guidance of excellent instruction. It will likely always be up to the interested student and family to pursue the enrichment of private lessons, should they wish it, but we cannot expect interest such as this to be widespread without music programs in the school. It is not just an issue of giving students the tools to go on in music, but also one simply of numbers. Expose more students to music taught by inspiring teachers, and there will be more of them who realize they are interested in it. The excellence of instruction is, of course, also of crucial importance. How nice it would be to get students who come to a B.M. program without too many bad habits or misunderstandings based on information given to them by poorly trained teachers.

MUN School of Music Faculty member (Email submission)

If I'm not mistaken, the great majority of our school's music educators are graduates of Memorial. In speaking with those who return to teach music in other provinces, our curriculum and training is generally much better than what many other provinces have to offer given cuts to those subject areas in other provinces/a lack of hiring highly trained music educators. If the Music Education program at MUN was no longer offered, our higher standard of Music Education in schools compared to other provinces would likely drop in quality. Music is a vital element of our culture and our school students should all have access to properly trained music educators, as they have since offered through MUN's 1st conjoint degree program graduates a number of generations ago. We should be proud of our strong Music Education tradition in this province rather than cutting back on its quality.

Survey respondent

Possible additions or revisions to current Bachelor of Music Education Degree program

Many respondents suggested including more experiential content, as well as finding a way to broaden the experiences with more varieties of instruments and genres (e.g., jazz, traditional music). Numerous respondents wanted better awareness of the range of musical genres beyond the Western classical tradition and band/orchestra/choir paradigm, e.g., indigenous content, traditional music, jazz, and pop as well as awareness of resources for leading school musicals and performances. This point was upheld also by School of Music ASMs who equally hope that Music Education students can receive additional training in improvisation and composition, music technology, and instrument repair. They also suggested that students be given ideas for teaching in other situations so that “Music Education is not just seen as a path to being a school teacher”.

- Instrumental techniques courses are crucial to the program according to most respondents and, notably, School of Music ASMs indicated a strong desire to be involved in teaching and advising on the contents of these courses. Playing a wide range of instruments is seen as helpful. It was noted that, in addition to the orchestral instrument techniques courses, piano, guitar, ukulele, and vocal skills and pedagogy are also important aspects of a contemporary Music Education program.
- It was noted by one respondent that fewer philosophy-based Education courses are deemed necessary in favour of more ‘hands-on’ learning that lead to skills in classroom facilitation (management).

- More depth of knowledge in Special/Pervasive Education is seen as helpful and more immersions in methodology and Music Education approaches such as Kodaly, Orff and Jaques-Dalcroze are desired.
- Some respondents suggest that due to limited full-time music teaching employment assignments in some school jurisdictions, it may be helpful to have a second teachable subject included as part of the Bachelor of Music Education Degree program.
- Increased pre-internship experience in teaching and learning with children was also noted as useful.
- Some respondents suggested, and Newfoundland and Labrador Teaching Association focus group members concurred, that learning about strategies for teaching in rural areas of the province would be beneficial, especially given that most new teachers will begin their careers in a rural or northern school.

It is noted that the following components relating to course content were mentioned as being important in the preparation of music educators. While many of these components are embedded in various courses already, respondents note that more training is desired in these areas. The Committee expects that reflective consideration of these components is part of ongoing program reviews.

- Improvisation (part of public school curriculum, but teachers may not be adequately prepared in this area)
- Composition (also part of public school curriculum, but teachers may not be adequately prepared)
- Guitar - many guitar classes now being offered in public school system - are students adequately prepared for this?
- Vocal pedagogy - students often required to run choirs/choral programs - could a vocal pedagogy course be offered?
- “Ensembles of the future” - what other training are students going to need to be able to work with more flexible ensembles (smaller ensembles, varied instrumentation ensembles)
- Arranging - to accommodate varied instrumentation/styles
- Critical thinking skills

- Leadership
- Creativity
- Accompanying skills - functional keyboard and/or guitar
- Other genres - rock, musical theatre (the “year end show”), traditional music, jazz
- Cultural diversity - indigenous content
- Music technologies

Finally, understanding something about the variety of ways of knowing culturally is deemed important. For example:

Having new teachers who are at least somewhat knowledgeable in indigenous cultures and histories would be a huge improvement to the current situation, where teachers are going off into their first jobs being completely ignorant about the culture in which they will be surrounded.

Survey respondent

For further study and analysis beyond the scope of this review, it would be useful to undertake a cross-analysis of existing program and course content in the areas noted above. While the Committee is aware of the existence of much of this content already in the degree program, not all survey respondents and/or focus group participants would be aware of current degree content (e.g., graduate student respondents from the 1980s or 1990s; non-music Education faculty). Course outlines provided in *Appendix D* will be useful for this deeper review of course content.

The current Bachelor of Music Education program is a 15 course (45-credit hour) degree (10 courses and one 5-course equivalent internship semester). It is an initial degree – one that certifies teachers for entrance into the school system. It is not designed as a terminal degree, so the expectation is that pre-service music educators continue throughout various professional development opportunities and further degrees to increase knowledge and skills related to music teaching and learning. Indeed, faculty in the Music Education program endeavour to instill in students a desire for life-long learning in the wide array of areas that comprise Music Education. Furthermore, while this is an initial certification degree that cannot provide training in all areas, the Music Education faculty is expected to continue to review and update the program in line with the changing contexts of future teachers.

Length of Bachelor of Music Education Program

A consideration when examining specific content ideas (as noted above) should include the time frame for the delivery of the Bachelor of Music Education degree.

Students, particularly those who experienced the Second Degree pathway, generally expressed satisfaction with the length of the degree program: currently three semesters, two of which must be completed at the St. John's campus (Fall and Winter) and one semester-long internship that can be completed in NL, other provinces/territories or in international settings (e.g., Harlow, international schools). It was noted that one of the reasons for choosing the Bachelor of Music Education Degree program at Memorial was because it could be completed in three semesters (generally Fall/Winter/Fall) with the internship semester possibly being completed in a student's hometown or home province, thus avoiding additional costs for housing, travel, etc.

Discussions in focus group meetings noted that, while recognizing the value of additional content (e.g., a second teachable subject, more general and specific Music Education methodology), concern was expressed about timing and length of the degree. In considering the addition of a third semester (on campus) to the existing program, it was suggested in student focus groups that if time were added, it would be "doable" as a shorter session, e.g., Intersession (six weeks) or Summer (four weeks) vs. a full Spring semester or an additional Winter semester. However, such measures might, in turn, delay the beginning of an internship into a fourth semester for the program. This was noted particularly by students from outside the province. Others suggested the value of keeping summer/spring semesters free of course-work in order to have the option of pursuing music-related work experience and summer jobs.

In the current course configuration for the Bachelor of Music Education degree, students coming into the degree with a concentration content area (e.g., French, Math) can use the one Education course elective to complete an Education Methods course in that content area. Students are advised currently to plan their time at MUN to complete some content area courses (e.g., online, Summer or Spring semesters) in one area so as to build toward a second teachable area. It was noted in the data that a second teachable area is an asset in terms of employment opportunities, particularly in small, rural schools in which a music position may not be configured as a full-time, 100% position.

Pathways to the Bachelor of Music Education Degree

The Deans, particularly the Dean of the School of Music, expressed concern about the viability of offering two pathways to the Bachelor of Music Education Degree. The primary concern is with the Conjoint Degree option because numbers have decreased for intake in that pathway in recent years. The conclusion has been drawn by some administrators that the Conjoint pathway is now less desirable to current students because the enrollment rate is low.

The Committee was interested in having a sense of why participants in the survey might choose one pathway or another and asked the question, “Which of the following education options would best prepare music educators...?” Approximately half of the respondents replied that “a combination of music studies and music teacher preparation concurrently” would be best (approx. 100 respondents) and approximately half (approx. $90+30=120$) indicated that “focused music studies followed by...” either “focused music teacher preparation” (approx. 90) or “K-6 or 7-12 general teacher preparation with a focus in music” (approx. 30) would be best. The written responses echo this divide. It is important to note that it is highly likely that there is a strong correlation and bias between the degree pathway pursued by an individual and the one that is felt to be superior.

The term “conjoint” appears in open-ended survey responses 87 times. 75 of those responses either give praise, or attach a “must keep” to the Bachelor of Music Conjoint with the Bachelor of Music Education degree. The other 12 respondents either feel the Conjoint Degree is of lesser value (4 respondents) or mentioned it in a neutral capacity (8 mentions).

Equally, many participants in the focus group of current students indicated that the Second Degree option was their preference for various reasons. Similarly, some survey respondents lauded the Second Degree option. What is to be noted is that, based upon data gathered, *both* pathways are useful and fulfill the career needs and expectations of students according to their individual ways of knowing and learning and becoming a music educator.

The focus group meeting with Faculty from the School of Music included a discussion about the Conjoint Degree option. Some suggested that the resulting robustness of the techniques offerings were a significant strength of the Conjoint pathway over the Second Degree pathway. There was concern expressed from this group that the workload in the Conjoint pathway, especially in the fourth year of the program, is often daunting for some students. Some members of this group felt the Conjoint option could have better awareness and recruitment strategies within the School of Music.

Focus group discussions among current Bachelor of Music (School of Music) students suggest there has been some confusion about the pathways to a Bachelor of Music Education degree. There seem to be complexities and lack of clarity around the meaning of wording such as ‘comprehensive’ and ‘conjoint’ that cause concern for the Committee. The Committee is unsure whether the various *pros and cons* of the two pathways are made clear to students so that they can make a suitable choice for their individual paths of study and/or career aspirations.

In the Faculty of Education Faculty focus group meeting, ASMs acknowledged the value of longer gestation in the development of education skills and awareness. There is also value—for the sake of student experience—of relationality over a protracted time, particularly as the academy more deeply understands its role in de-colonization and reconciliation. It was expressed that pre-service teachers may be better placed if they take years to develop their personal and vocational philosophy of education as they acquire

the skills and science of education over time rather than through the relatively quick immersion that can occur within a Second Degree pathway. Faculty of Education respondents suggested that it is important to remember and uphold in an era where diversity and inclusivity of learning preferences are promoted, that having options is valued over a *one-size-fits-all* model. One student might well thrive in an environment that is highly focused on playing one instrument during a Bachelor of Music degree, followed by intensive one-year study of the teaching arts in a Bachelor of Music Education degree. Another student might be baffled and diminished by that kind of pathway but excel over a five-year pathway, acquiring skills over time while reflecting on and acquiring a thorough and prudent awareness of the roles and life-skills of an excellent music educator.

Hence, it is noted that both pathways are understood to have merit. Given the robust history of Music Education at Memorial, there is a strong foundation on which to continue to build the most suitable educational environments for optimum student experience in pre-service music teacher education. The question remains, is Memorial University willing to continue to invest in and provide the best variety of options towards becoming a music educator?

The Committee heard recommendations and ideas around realignment of expectations across the two pathways, as well as suggestions for better and more widespread recruitment and marketing. Communication strategies can also be improved with current and future Music and Music Education students in relation to the possibility of MUN continuing to be able to offer both the Conjoint and Second Degree pathways. Especially in an era when conjoint degrees are deemed valuable to the academy, it may be imprudent to discontinue a program that has provided numerous very well qualified music educators before first discerning whether there are ways to keep both possibilities without compromising existing programs. A fulsome and complete discussion of this particular issue has been beyond the scope of this review, due to the Committee's limited resources.

Bachelor of Music Education as a Second Degree

The Second Degree provides a three-semester, intense Music Education specialist preparation. Respondents from MUN and from other first-degree programs across Canada noted that having the Second Degree option was very valuable for Bachelor of Music graduates.

The option of a three-semester program that leads to full certification is an attraction for many.

I believe the post-bachelor music Ed program at MUN is a very unique and important program. I believe it plays a key role in maintaining quality Music Education in schools in Atlantic Canada.....The option to take a post-bachelor program in 1-2 years is very important in allowing music students with diverse backgrounds to get the qualifications needed to work in the classroom. This diversity allows for more inclusive music classrooms

and increases the value of having Music Education in our schools. Without programs like the one that exists at MUN, it is likely that Atlantic Canada could lose the specialists we have, in a similar fashion to what has happened in Ontario elementary schools. I strongly believe that the post-bachelor Music Education program at MUN can attract students from all over Canada to NL.

Survey respondent

Being able to focus fully on music-specific courses as an undergraduate (e.g., Bachelor of Music degree program that includes studio/primary instrument work and jury or recital preparations) held an advantage for many respondents.

MUN School of Music Faculty valued the flexibility allowed by the Second Degree pathway (i.e., ability to focus on specifically musical things before embarking on educational or pedagogical aspects of a student's program). However, they also raised concern regarding taking people with limited previous experience (e.g., instrumental techniques) into the Second Degree pathway. What is important for this version of the program is to maintain its strength and robustness with a view to making it even more robust. For example, this might be accomplished through an added semester in which instrumental techniques could be learned.

MUN School of Music Faculty were universal in stressing the importance of maintaining a strong Bachelor of Music Education pathway, e.g., the current Comprehensive Major option in the Bachelor of Music degree program at MUN. They expressed deep concern regarding the message that is sent if education is not a valued undergraduate music stream, pointing to a potential perception of a "hierarchy" of majors.

The Dean of Education, in his presentation to the Committee, suggested that one measure for reducing costs might be to have a biennial intake for the Second Degree program. The idea of accepting students every other year was considered in focus group discussions and by the Committee, but it was deemed very unpopular, especially with students in the focus groups. Students discussed the likelihood of their going to other universities so they would not have to wait a full year post graduation from a Bachelor of Music degree to begin the Second Degree. In this regard, the program may actually have a decrease in applications instead of an increase (i.e., there would likely not be double the number of students every two years as might be the intent of a biennial intake. Concern was expressed also about loss of momentum in the program, as well as MUN possibly not graduating enough music teachers to fill positions in NL (e.g., substitute, replacement) and elsewhere.

Further, given that MUN Music Education students take 4 general education courses offered to students in other degree programs in the Faculty of Education, it is important to consider the effects of this type of decision on enrollment in other courses.

Additionally, focus group data show that students completing the Bachelor of Music degree program at MUN School of Music may be less likely to consider Music Education from the outset if they happen to be graduating from the School of Music in an "off"

year. The Committee understood from the student focus groups that this approach would further reduce the overall number of students with a vocational attraction to Music Education programs at Memorial University, thus thwarting efforts to make those programs viable and sustainable.

Bachelor of Music Education Conjoint with Bachelor of Music

The Conjoint Degree pathway is also valued and many respondents and focus group participants feel this is a good pathway to prepare music teachers for the school system. For example:

To have the experience of my studio lessons and secondary courses at a time when I was 'learning about teaching and learning' in my education courses enabled me to make deeper connections in both my understandings of education and my own learning as a music student. The opportunity to do both degrees at the same time enabled my learning in both degrees to complement each other.

Survey respondent

As indicated earlier in this report and in regard to the Conjoint pathway, one strength that was noted by MUN School of Music ASMs is the 'robustness' of the instrumental techniques offerings. There is a sense that learning the various instrumental techniques over a number of years is preferred. Similarly, the Faculty of Education ASMs recognize the value of raising awareness of ways of knowing and learning over time so that the acquisition of varieties of teaching skills can address the widest array of learners.

Focus group data and some survey commentary revealed that students in the School of Music pursuing an undergraduate first degree are looking for more information about Music Education options and expectations in their early years at Memorial University. Greater awareness of both Conjoint and Second Degree options during students' first or second year of their Bachelor of Music studies is needed and desirable as they make decisions about an individual program of study towards becoming a music educator.

Having more information available would provide an important bridge.

Focus group respondent

One survey respondent (a graduate of the Conjoint program) felt that the considerable workload prepared them well for the expectations of a beginning music teacher:

The heavy workload of the conjoint degree was good preparation for the amount of work (outside of the classroom) that it takes to be a teacher.

Survey respondent

Dr. Sutherland noted in his presentation to the Committee that there are discrepancies relating to instrumental techniques course requirements for students in the Conjoint Degree pathway and in the Second Degree pathway of the Bachelor of Music Education Degree program. Currently MUN School of Music requires eight instrumental techniques

courses as part of the Bachelor of Music (Comprehensive Major) while the entrance requirement for the Bachelor of Music Education (Second Degree) has five required instrumental techniques courses: Flute, Single or Double Reeds, Upper or Lower Brass, Upper or Lower Strings, and Percussion.

NB: It is noted by Committee members that the reduction of required instrumental techniques in the Bachelor of Music Education as a Second Degree was made relatively recently (2013). Increasing numbers of students are able to complete Bachelor of Music degrees throughout Canada with little or no background in instrumental techniques. If they decide, at a later time, to complete the MUN Bachelor of Education as a Second Degree, they face a challenge of needing to acquire instrumental techniques as a foundational aspect of the Bachelor of Music Education degree. Thus, for the sake of students choosing the Second Degree pathway, the primary consideration for the reduction of instrumental techniques required for graduation from the Bachelor of Music Education as a Second Degree pathway of the program was to accommodate the shorter time frame that students would be on campus (i.e., generally two semesters). It was deemed that a basic background of five instrumental techniques would be adequate in this pre-service teacher education degree, noting that students are encouraged strongly to take additional techniques classes and lessons when possible while at MUN.

In this regard, the Committee would like the School of Music, in collaboration with the Faculty of Education, to review the instrumental technique requirements of both the Bachelor of Music Degree (Comprehensive route) and the Bachelor of Music Education as a Second Degree. Discussions with the School of Music ASMs focused on the need for a robust offering of instrumental techniques classes for prospective music educators. Further study on this component of the program should include also the challenge around admitting students to the Second Degree program without all of these five techniques already in place. NB: Additional programming of instrumental techniques courses through an intensive Fall Institute is currently being offered as a pilot program for 2019-20 academic year with this challenge in mind. This trial practice will be reviewed in light of obvious concerns for maintaining the quality of the program offerings and expectations.

In terms of the continued viability of the Bachelor of Music Conjoint with Bachelor of Music Education Degree, the Committee discussed whether the alignment of instrumental techniques requirements (e.g., from eight to five) would ease issues around resources for the School of Music. This area seemed to be a primary concern of Dr. Sutherland in relation to available resources.

In addition, as was noted in data collection, if suitable and consistent advertising of the Conjoint Degree option were to become a reality, both in high schools and directly to School of Music students in their first or second year of study in the Bachelor of Music degree program, student enrollment numbers might be bolstered. Given the relatively small pool of students for the Conjoint Degree program (this pool is current MUN Bachelor of Music students only), it will continue to be a “small enrollment” option. The issue is one around the costs to support this pathway option.

Other noted areas of concern (e.g., workload of Bachelor of Music students in fourth year) could be addressed as well, e.g., examining and addressing the fourth year workload of potential students in the Conjoint pathway may also mitigate concerns expressed by School of Music ASMs. Examination could include looking at scheduled courses and making adjustments as deemed helpful.

Hence, as noted above, there is data showing very limited enrollment in this program for many years. There is also data showing that this pathway is not currently financially feasible as recently offered with very few students and higher course requirements than the Second Degree pathway. However significant data from the survey and some focus group sessions supports the *value* of this pathway. This important survey feedback supports continued evaluation of how this pathway could be offered in a financially viable way. Thus, the Committee recommends further investigation and faculty-wide discussion in relation to the Conjoint Degree specifically, including exploration around better alignments of techniques course requirements, general scheduling of courses/program, and resource requirements (costs for instruments) needed for teaching the courses to students. This could help create efficiencies in current methods of delivery, all while maintaining the robustness and integrity of the program.

Collaborations between MUN School of Music and the Faculty of Education

Repeatedly, the role(s) and value of both Faculty of Education and School of Music in preparing music teachers were mentioned in the survey and discussed in focus groups.

MUN School of Music ASMs were very engaged during the focus group meeting and had many ideas for aspects to strengthen within the Bachelor of Music Education Degree program and how the School of Music could be more involved (e.g., more hands-on work with Music Education students through instrumental techniques classes). Additionally, the idea that a Bachelor of Music Education Degree program might not be available at Memorial was met with great consternation. School of Music ASMs were open to collaboration to further strengthen and grow Music Education at Memorial. It was felt that building and maintaining a strong Music Education program at MUN is an “*incredibly important investment*” for the School of Music, Memorial University, and the province at large.

Survey respondents, using the same 5-point Likert scale mentioned previously, were asked, “How do you perceive the role of each of the following in Music Education in Newfoundland and Labrador?” The three Memorial University entities listed were ranked “very important” by the corresponding percentage of survey respondents:

- Memorial’s School of Music 90%
- Memorial University 82%
- Memorial’s Faculty of Education 73%

Half of the survey respondents would have been graduates of the Conjoint Degree program, thus noting the important role of the School of Music in their music teacher preparation. These numbers may also reflect the value of both the School of Music and the Faculty of Education in the formation, and ongoing professional development, of music educators.

In addition, given the ratio of Music to Music Education components of the program, this response would support the critical role and value of the Bachelor of Music degree in the education of music teachers. For example, in the Conjoint Degree (five years) there is a total 159 credit hours: School of Music - 114 credit hours; Faculty of Education - 45 credit hours.

In the Second Degree program, there are 45 credit hours (15 courses in total) as well – building on a Bachelor of Music degree (or equivalent) from MUN or another university.

The Committee feels it is important to note the joint and complementary roles of both the School of Music and Faculty of Education in the ongoing development and delivery of Music Education programs and music teacher preparation. The need for the nurturing of music educators as both excellent musicians and pedagogues has been the foundation of Music Education at Memorial University since it began in 1976 with the creation of the complementary degrees in Music and Music Education.

The roles of Memorial, the School of Music and the Faculty of Education are critically and irreplaceably important to the role of Music Education in this province. The alignment/partnership specifically of the School of Music and Faculty of Education must be maintained and increased as time goes on. There is nothing more important to the cultural fabric and identity of this province as Music Education. It will lead to the long-term success of our province as it is our unique identity that is our true strength and Music Education is at the Centre of that.

Survey respondent

Supply and Demand for Music Educators

While the Committee was interested in obtaining data related to market supply and demand for music educators in the province of Newfoundland and Labrador, data from the provincial Department of Education and Early Childhood Development and the Newfoundland and Labrador English School District was not readily available for analysis. The Committee heard, however, through focus group meetings, that there exists a need for the continued hiring of music specialists in this province and beyond. We heard that there are full-time Music Education positions still unfilled in the province, and that the number of available teachers in the metro St. John's area is very low and virtually non-existent in rural areas of the province.

This province needs well prepared, and qualified music teachers. There is a desperate need for musical growth in rural Newfoundland and Labrador, and

the only way this can be addressed is by accepting more teachers into the ranks. There is no shortage of music employment in this province...

Survey respondent

We must strengthen our Music Education program. Numbers may be down somewhat over recent years, but this is a reflection of our climate. Currently there is a shortage of substitute teachers throughout our province. This is due to fewer young teachers in the job market and an inadequate number graduating from the appropriate programs at MUN. This is the same for Music Education. I hear of music positions on the Avalon having no music specialists applying. (Pearlwin, as an example, was a permanent position and the District had no specialist apply). These indicators tell us that there is a lack of music teachers. We need to be enhancing our Music Education program and raising awareness with high school students that it is a viable career path.

Survey respondent

Further studies that will evolve from this review could involve the NL provincial government and school districts as well as other provincial governments and school districts in order to have data around employment opportunities and market supply and demand generated for the purpose of analysis.

Summary: Bachelor of Music Education Degree Program

The investigations of this Committee have determined that Memorial University uniquely offers a Bachelor of Music Education Degree that leads to music specialist teacher certification across all levels and contexts of school-based Music Education: K-12 with the capacity to teach in instrumental, vocal/ choral contexts, and the full range of classroom-based settings. Given the demographics and school configurations of this province, music teachers need to be prepared for the diverse range of levels and contexts that exist throughout NL (and beyond).

The breadth and depth of the Bachelor of Music Education Degree program at Memorial, in addition to its respected position on the national stage and international stage, combine to give this program the potential for significant expansion. Considered adjustments to program content, if managed mindfully and reflectively, would ensure a more fully rich and rigorous degree program that could readily become the pinnacle of Music Education programs in Canada and beyond. This, in turn, would continue to ensure that the Bachelor of Music Education Degree program at Memorial will fulfill its primary mandate of providing fine quality music teachers for the province, while simultaneously placing Memorial's Music Education offerings on a sustainable path of longevity.

Through the substantive work of this Committee, there has evolved evidence of a complex network and interlacing of musicianship in the province of Newfoundland and Labrador that is bolstered by, and dependent upon, a continued investment in Music Education by Memorial University. With over five hundred graduates since its inception,

the Bachelor of Music Education Degree program has prepared music teachers, not only for Music Specialist positions within the Newfoundland & Labrador English School District, but also for roles outside of the public school system in our province. Local choirs, bands, orchestras, and ensembles showcase the talents of music teachers as musicians and allow teachers to share their prowess and competencies with community members of all ages. Numerous community programs, organizations, and local musical/cultural events are made possible through voluntary contributions of music teachers.

Without a continued significant investment in Music Education at Memorial University, it is the conclusion of this Committee that this complex and interlaced network will quickly devolve and create a significant and negative impact on the creative life of the province, from childhood Music Education through to adult community music-making.

Data show that the offering of the Bachelor of Music Education Degree as the pathway to music specialist teacher certification is essential as opposed to the idea of having a general Bachelor of Education Degree with a teachable (music focus) area as is possible in many other provinces currently. Typically, these latter programs would include one or possibly two specialist Music Education courses, which in Newfoundland and Labrador could not possibly meet the needs required of music teachers throughout the province, particularly in rural areas. Teachers must be able to provide curriculum content in the full K-12 range of Music Education as well as in the diverse sub-categories in our provincial music curriculum, i.e., Instrumental/Choral/Vocal/Classroom/General contexts. (*see Appendix C*)

The Committee believes that opting for a general Bachelor of Education Degree program would have a negative impact on the future of Music Education in Newfoundland and Labrador.

Maintaining/building a strong Music Education program is an “*incredibly important investment*” (MUN School of Music ASM). Both School of Music and Faculty of Education ASMs expressed the opinion that this is a time to strengthen, not cut, programs. Others felt the program would be bolstered with increased collaboration between the School of Music and the Faculty of Education.

Going forward, the Committee recommends building an even stronger and more robust program in Music Education. A joint Committee of the Faculty of Education and School of Music could investigate adding an additional term in order to fit in techniques; adding additional courses in areas identified as helpful for music educators and seeking cost recovery options. For example, a new program could allow a new tuition structure in which consideration of additional fees for specific courses or instrumental techniques courses could also be proposed.

Given the quality, breadth, value and importance of the Bachelor of Music Education Degree program, it is imperative that this program continue to be offered at Memorial University and with a yearly intake. The Committee believes that there is evidence to

support offering both pathways to this degree but recognizes that the Conjoint version presents more challenge, as presented by the Dean of the School of Music (scheduling and offering of techniques courses).

The present Committee, again with very limited resources, is not comfortable with recommending the abandoning the Conjoint pathway without first determining: a) whether realignment of expectations for the two pathways that also addresses financial and scheduling viability, and b) a serious and determined marketing and recruitment plan over, say three years, will increase numbers of applicants for the Conjoint pathway. These would best be addressed by a combined effort by both the Faculty of Education and the School of Music.

Bachelor of Education Degree (Primary/Elementary): Music Education as a Required Component – ED 3131

This mandatory course for the Bachelor of Education Degree program (P/E) provides experiences for the development of P/E pre-service music educators' basic musicianship skills through singing, play-based learning, ukulele, recorder and music literacy development. It is continually being updated according to current scholarship and awareness of the roles and values of music and arts in school curricula and particularly in regard to pedagogies around Social and Emotional Learning. Focus also includes content in response to Calls to Action of the Truth and Reconciliation Commission.

Concerning preparing teachers for classroom music beyond NL: considering having all students in the regular education stream to be trained in elementary and primary music methods. This will put them ahead of other teachers in job markets like Ontario where the general teacher population teaching elementary and primary school are not comfortable teaching the music curriculum.

Survey respondent

Bachelor of Education Degree (Primary/Elementary): Music Education Focus Area (6 music/Music Education courses)

While this area was considered beyond the scope of this Report (focusing on undergraduate music teacher education), it is the recommendation of the Committee that this focus area is examined and potentially revised in light of current scholarship and awareness of the values of the music and arts in Social and Emotional Learning as well as in light of the Calls to Action of the Truth and Reconciliation Commission. A joint committee of the Faculty of Education and the School of Music should investigate this music focus area as soon as is feasible. The last update for this focus area was approximately 6-8 years ago.

Master of Education Degree (Curriculum, Teaching and Learning)

Most graduate students complete the Master of Education degree program (Music Education Focus Area) as part-time students while maintaining full-time music teaching positions. Hence current scheduling for this program is designed for flexibility and accessibility. For example, Music Education graduate courses are offered in a blended course delivery format with a combination of online components and on-campus classes scheduled over weekends (four days over two weekends) in Fall and Winter semesters or early summer (four days immediately following school closing) in the Spring semester. Other required Education courses can be completed either online or on campus. The Committee heard from graduates that this scheduling makes the program feasible for them.

In addition, elective graduate Music Education courses, offered in the MUN Graduate Singing-Choral Institute (a collaboration between MUN Faculty of Education and School of Music) and in partnership with large national and international conferences and festivals in St. John's, offer enriching graduate study opportunities in the areas of choral conducting, vocal and choral pedagogy, and singing traditions and practices. These courses are not offered on a regular basis but rather when the opportunity to partner with a particular large singing/choral event is presented.

I LOVED everything about my Masters of Education (Curriculum, Teaching, and Learning -- Music Education). It connected me to other music teachers, made me think more deeply about what I did as a music educator. I felt there was variety that connected to K-12 learning. I thoroughly enjoyed my courses connected to Festival 500 and my involvement with the Come Solo choirs. I wish more music educators engaged in this program. This Masters program is truly for current teachers, and I think that it is a must-keep. There could be some more specified or practical training within the Masters program (i.e. choral or band experiences). However, this Masters program, combined with a positive teaching experience at the time (relating to a very positive administrator that I worked with) truly helped me stick with Music Education. When I entered the program, I had been considering switching career paths as I was not loving my job. However, connecting with other teachers, expanding my learning, and having a positive teaching environment was paramount in me thoroughly loving what I do.

Survey respondent

The Committee heard that there is general satisfaction with the Master of Education degree program (Music Education Focus Area). Some concerns expressed focused on the need for the Faculty of Education to schedule the three Music Education courses in a timely manner.

Other feedback focused on expressions of interest for more options for graduate level study in Music/Music Education to be provided by Memorial University to music

educators. Opportunities noted include hosting more professional development opportunities (not necessarily degree-oriented) through institutes, short courses and possible certificate/diploma options. Other ideas suggested for investigation include a staged graduate program (i.e., certificate that can be used towards a graduate degree) and the development of special topics short courses that could be revenue generating for Memorial University. Ideally, these courses, institutes, certificate/diplomas could be used by teachers for teacher certification/salary upgrading.

In addition, there was interest expressed by focus group participants that there be a new graduate degree designed jointly between the Faculty of Education and School of Music that would provide opportunities for applied instrument/voice study and conducting in combination with courses focused on educational methodologies, new pedagogies and technologies, etc. This new Degree could complement existing degrees (Master of Education and Master of Music) and provide this third option for music educators (and others) looking for further academic and professional development opportunities through Memorial University but who are not attracted to the current Music performance or ethnomusicology options.

Related to the points above, it was noted by one respondent (email correspondence) that there exists potential to cross-list current graduate courses (in addition to the already existing cross-listed graduate courses in the MUN Singing-Choral Institute) in both the Faculty of Education and School of Music to increase possibilities and the likelihood for collaborations and partnerships that might address more cross-pollination of course content (e.g., applied study and education methodologies, both school and community-based) and faculty expertise.

While there have been 49 Graduates of the Master of Education (CTLS, Music Education Focus Area) Degree program at Memorial University since 2005, the Committee is in agreement that graduate offerings with a Music/Music Education focus for those that have completed a Bachelor of Music Education Degree are limited. Not all music educators want to complete a full graduate degree and the typical pool for graduate students is essentially a provincial one. Of interest, there is currently one graduate student from Nova Scotia who travels for weekend classes and completes other courses and components online. Other graduate students come from various parts of the province and do the same.

An important consideration for those musicians/music educators who have completed the Master of Education-Curriculum, Teaching and Learning Studies with a Music Education focus or Master of Music degree programs at Memorial is that there are few opportunities for ongoing professional development that will enhance personal musicianship and ultimately have impact on strengthening Music Education in both school and community-based settings.

SECTION FIVE: MUN MUSIC EDUCATION - STRATEGIES AND INTERIM MEASURES (2019-2020)

Based upon survey responses, focus group meetings, and Committee discussions related to this current review, some cost/resource saving initiatives have been implemented by the Faculty of Education (Music Education) for the 2019-2020 academic year. These initiatives will need to be reviewed in Spring, 2020.

These initiatives include:

- MUN Lab Band & Orchestra will meet only once per week (formerly twice weekly) for three hours. The School of Music will benefit from additional space for rental and classroom use now made available for the extra afternoon each week.
- There have been significant space changes regarding usage of office and teaching spaces in the M.O. Morgan Building (School of Music). These include two Music Education faculty offices (MU2005 and MU2019) that are now currently occupied by School of Music faculty. Offices and equipment storage for Music Education have been moved recently to ED4001, ED4002, and ED4003 in the G.A. Hickman Building (Faculty of Education). Music Education retains one faculty office space (MU2020) and the Music Education Resource Centre (MU1033) in the M. O. Morgan Building. This freed-up space should assist with space restrictions noted in Dr. Sutherland's presentation to the Committee.
- The Faculty of Education produced two videos to assist with student recruitment. These videos were circulated throughout the Fall of 2018 to assist with recruitment for the January 15, 2019 deadline for applications for the 2019-20 academic year. Some promotional materials were developed for the Faculty of Education website as well. It will be important for the Faculty of Education, and Memorial University at large, to build on this minimal, yet active and engaged strategizing for student recruitment in Music Education at Memorial University.
- It should be noted that additional and very modest and cost-efficient recruitment efforts (i.e., email and Facebook postings offered by current and retired Music Education faculty) in November 2018 resulted in a substantial increase in applicants. Whereas applications to the Bachelor of Music Education Degree program for intake in 2018 were 11 with no additional inquiries, the Faculty of Education received 24 fully complete applications and numerous inquiries for 2019. This large increase, with only modest efforts, should be seen as significant evidence that recruitment will lead to notable changes in application and enrollment numbers in the Music Education programs at Memorial. Current students in the Bachelor of Music Education Second Degree program for 2019-20 are from NL and across Canada. One accepted European applicant was unable to obtain a visa in time for attendance in September, 2019. A more streamlined and efficient application review process may have prevented this occurrence and allowed our current cohort to be even larger.

- The Faculty of Education has designed a Music Specialist Foundational Techniques Institute (Special Topics Courses in Music Education: ED4870 and ED4871) which was held in Fall 2019 for the incoming cohort of students in the Bachelor of Music Education Second Degree program. This was a pilot project that offered a suite of techniques and conducting classes in an intensive and immersive 72-hour block. Students began other MUN courses immediately following the Institute and schedules were altered accordingly. Upon the completion of this Institute, students began courses (e.g., Instrumental Music Teaching Methods) with the background necessary to complete the course and its accompanying MUN Lab Band & Orchestra program. It is recommended that students continue to avail of School of Music techniques courses to enrich their individual professional development needs. This pilot Institute should address the diversity of student needs and backgrounds in relation to Instrumental Techniques and Conducting. In addition, the Institute should help ease the burden of cost/resources of the School of Music in relation to having to provide these courses as frequently.

The course description of the Pilot Institute is follows:

The Music Specialist Foundational Techniques Institute consists of two concurrent 36-hour, immersive, experiential courses, in which participants will delve into essential skills that specialist music teachers require. These will include: vocal production/singing; functional piano skills; basic techniques for conducting in orchestral, band and choral situations, as well as introductory pedagogy and playing techniques for orchestral and band instruments commonly used in elementary and secondary schools. The instruments will include flute; single reed instruments (clarinet, saxophone(s); brass (trumpet, trombone, French horn and baritone); guitar; upper and lower strings (e.g., violin, cello and double bass); singing/vocal techniques; and functional piano. Each of these areas of skills is foundational for subsequent coursework in the Bachelor of Music Education Degree program, including the internship.

- Dr. David Buley has inquired of Alumni Development personnel regarding the establishment of a Music Education fund (directed from Alumni and other donations). These funds may be able to offset costs associated with the significantly important MUN Lab Band and Orchestra program. It is understood that the Dean of Education can set up a fund for donations, which can be directed to fund projects and scholarships in Music Education.

SECTION SIX: DATA SUMMARY AND RECOMMENDATIONS

In this section are the Review's Terms of Reference questions followed by a brief data summary and related recommendations.

Terms of Reference #1-3:

Seek to review Music Education programs (undergraduate and graduate) at Memorial by reviewing creative and viable options in relation to undergraduate teacher education (Conjoint and/or Second Degree); opportunities for graduate study (Master and PhD); and ongoing professional development for musicians and music educators (e.g., certificates/diplomas). A viable option, in light of current economic constraints, will be necessary to ensure the continuance of the Music Education programs.

Examine opportunities for conjoint degrees (graduate level) with other academic units, as well as potential for cross and/or joint appointments. Ultimately such partnerships could inform the ongoing development and delivery of degrees, in addition to possible joint oversight and cost sharing of the program(s).

Examine expanding the concept of music education beyond training teachers for the school system and opportunities for collaboration with SOM and other academic units in this regard. The vast majority of musicians engage in teaching and learning activities in their professional lives. However, much of that activity is happening through studio-based pedagogy, teaching artistry and social enterprise.

Through the focus group meetings with MUN School of Music and Faculty of Education ASMs, data show substantial and clear support for the importance of maintaining a strong Music Education presence at Memorial University.

The Committee recommends that before any major changes are made to the delivery of Music Education programs and/or pathways to Music Education, that ASMs in both the School of Music and Faculty of Education are provided opportunities for further detailed consultation. Given the robust history of Music Education at Memorial University, there is a strong foundation on which to continue to create the best possible educational environments for pre-service music teacher and graduate music teacher education.

Data collected through survey, focus group meetings, and other correspondence show strong support for the Bachelor of Music Education as a Second Degree.

The Committee recommends that the Faculty of Education maintain an annual intake of students in the Bachelor of Music Education as a Second Degree program.

It was noted through various data that there has existed some confusion about pathways that lead to a degree in Music Education. Music students noted in particular that there

could have been greater awareness of the both Conjoint and Second Degree options during students' first or second year of their MUN Bachelor of Music studies. Participants highlighted that this information is needed and desirable as they make decisions about individual programs of study and pathways towards becoming a music educator.

The Committee recommends that both the Faculty of Education and School of Music develop strategies for clear and consistent communication and messaging of information about the pathways that can lead to Music Education study at Memorial University (e.g., in-person and online presence).

Data revealed a desire to expand opportunities for graduate studies in Music and Music Education, that would combine areas such as applied music performance and/or conducting with Music Education. Such a route could take the form of a joint Master Degree in Music and Music Education as well as new certificates, diplomas, and/or short courses. There is a desire to maintain the current Master of Education-CTLS with a Music Education focus area as an option for graduate studies in Education.

The Committee recommends the establishment of a joint Faculty of Education and School of Music committee to review current graduate offerings at Memorial University and explore options for the creation and development of new pathways toward graduate study and professional development for music educators (both school and community-based).

Data revealed that there are many considerations around the area of enrollment that have impact on recruiting and admitting students to Music Education programs (undergraduate and graduate) at Memorial University. For example, the length of time between the Admissions deadline and notification of acceptance to potential Bachelor of Music Education students is unreasonable.

The Committee recommends an internal review of Admissions procedures and timelines for all Music Education programs so that applicants are informed of results in a timely manner and can therefore plan accordingly.

Survey and focus group meeting data noted the value for ongoing review of content in Music Education programs at Memorial University in order to explore and navigate ever-changing and growing needs and contexts of Music and Music Education in schools, communities, the university, and culture/society in general.

The Committee recommends the establishment of a standing MUN Music Education Advisory Committee comprised of Faculty of Education and School of Music faculty, NLTA Music Special Interest Council, Department of Education and Early Childhood Development, NL English School District Fine Arts Program Specialist, Conseil Scolaire Francophone Provincial, and community partners to provide opportunities to share goals, challenges and opportunities relating to both school and community-based Music Education programs in the province.

Data revealed strong support for the continued inclusion of instrumental and vocal techniques courses for pre-service music educators.

The Committee recommends that the two faculties (Music and Education) investigate means of offering instrumental technique courses yearly and predictably in ways that are financially viable and academically honorable. This examination should include consideration to the development of a parallel vocal techniques course for Bachelor of Music and Bachelor of Music Education Degree students. These techniques courses should be taught by the most experienced performers/educators in each instrumental/vocal category in order to ensure suitable preparedness for pre-service music teachers. MUN School of Music ASMs have strongly indicated their desire to be part of this instruction.

Data revealed suggestions for some content additions to the Bachelor of Music Education degree. While the Committee is aware of the existence of much of this content already in the degree program, to some degree, not all survey respondents and/or focus group participants would be aware of current degree content (e.g., graduate student respondents from the 1980s or 1990s; non-music Education faculty). Course outlines provided in *Appendix D* will be useful for this deeper review of course content.

The Committee recommends that further study (beyond the scope of this present study) be undertaken as a cross-analysis of existing program and course content and the areas noted in this report. Due to the fact that some of this content is related to either or both the Faculties of Education and School of Music, a joint committee would be helpful in examining the diverse and wide-ranging content noted in this report to determine where and how best to potentially incorporate it into Music and/or Music Education programs (e.g., indigenous education, second teachable area, jazz techniques, global musics).

Data show support for two pathways to the completion of the Bachelor of Music Education Degree at Memorial University (Conjoint and Second Degree). Significant anxiety has been expressed through both survey and focus group meetings around the current suspension of the Conjoint Degree option. Data show that both Bachelor of Music Education Degree pathways have merit. These options of pathways serve the needs of students in different and meaningful ways. The Committee heard that one major concern in the School of Music involves current discrepancies between the instrumental techniques requirements needed for the Conjoint Degree pathway and the instrumental technique requirements for entrance into the Second Degree pathway. If solving these discrepancies can create efficiencies that would allow us to maintain two rigorous pathways for becoming a music educator, all while operating in a climate of fiscal restraint, can the Conjoint pathway be re-examined as a viable option for future music educators? This question is offered in an era where well-marketed conjoint degrees among other disciplines offered at MUN are clearly seen as valuable and viable. Furthermore, focus group data remind us that degree pathway options that may be amenable to the widest variety of learning preferences can be helpful for the sake of

student experience, especially in an era when de-colonizing the academy is understood as necessary.

The Committee recommends further investigation and cross-faculty (Music/Music Education) discussion in relation to the potential for re-opening the Conjoint Degree, with discussion to include the alignment of techniques course requirements, general scheduling of courses/program, and resource requirements for Music Education at Memorial. The Committee also recommends that when cross-faculty consultation and thorough Bachelor of Music Education program revision is complete, together with an alignment of the course requirements in the Bachelor of Music (Comprehensive) and entrance expectations for the Bachelor of Music Education degree, a coordinated and dedicated recruitment strategy for Music Education at Memorial is undertaken. When these are in place, the Committee requests that the Conjoint Degree pathway be re-opened for a period of three years in order to determine whether the Conjoint pathway is able to be maintained as a viable option for the Bachelor of Music Education Degree.

Current Music Education courses (e.g., Ed 2500 Orientation to Music Education, Ed 2515 Primary/Elementary School Music Methods, Ed 2520 Voice and Choral Methods) exist as potential electives for Bachelor of Music students. However, they are rarely accessed for this purpose, perhaps due to lack of promotion and/or scheduling conflicts. Bachelor of Music students would gain earlier exposure to, and knowledge about, Music Education and therefore be better informed and prepared to make decisions about program routes and career choices. It is noted that the Comprehensive Major in the Bachelor of Music degree (the one suggested pathway for a career in Music Education) has no required courses in Music Education, but, rather, a course in Music Education is possible only as an optional elective.

The Committee recommends that the following Music Education courses be promoted as courses possible in the Bachelor of Music degree - and not only to declared Comprehensive majors - and made available through joint schedule planning, for all students registered in the Bachelor of Music Degree (School of Music): Ed 2500 Orientation to Music Education, Ed 2515 Primary/Elementary School Music Methods, Ed 2520 Voice and Choral Methods. Might there also be consideration to cross-list courses in Music and Education so that the Music Education courses may be viable either as electives or as specific degree requirements? This may further suggest and uphold the value of a career in Music Education as well as to provide a further recruitment strategy for the Bachelor of Music Education degree.

Term of Reference #4:

How might the Music Education Degree programs (undergraduate, graduate, and the undergraduate music focus area in the Bachelor of Education) best meet both academic needs of the university and its wider provincial communities and fiscal responsibilities within current contexts at Memorial University?

Music Education at Memorial University is comprehensive in its program offerings at both undergraduate and graduate levels. The Bachelor of Ed is integral to and necessary for specialist music teacher preparation for K-12 schools to meet provincial mandates and teacher certification requirements. The inclusion of Music Education for all primary/elementary pre-service teachers in Newfoundland and Labrador is also necessary to meet the requirements of the provincial K-6 curriculum. The Music Education focus area in the Bachelor of Education (P/E) provides opportunities for additional studies in music as a supplement to generalist classroom teacher preparation. The Master of Education (Curriculum, Teaching and Learning Studies: Music Education Focus) provides music teacher specialist teachers (and others) the opportunity for advanced studies and ongoing professional development in Music Education. These teachers (undergraduate and graduate) reflect and pass on their deepened understanding and enhanced skills in teaching and learning to their own students and communities in this province and beyond. In this regard, the University acts as a catalyst for the ongoing development and nurturing of musicians and musical culture in this province and throughout the world. Consequently, there is a return to Memorial University on its “investment” through continuing interest in and valuing of the School of Music, Faculty of Education, and the university at large.

This review process has been a valuable and informative one for the Committee. A strong message that was heard through various data suggests that Memorial University has a responsibility to provide music teacher education and graduate Music Education programs for this province. Before any permanent and significant cuts are made to degree offerings (Bachelor of Music/Bachelor of Music Education Conjoint Degree; Bachelor of Music Education as a Second Degree) a substantial financial review should occur: one that is beyond the scope of, and the resources made available for, this current review. A full and complete comparative fiscal analysis should be undertaken that seeks to compare costs and resources for the delivery of the following programs – Bachelor of Music, Bachelor of Education (P/E; I/S; I/S Conjoint with the Diploma in Technology Education) - in terms of delivery costs and resources required per student enrolled in these programs, student-faculty ratio, faculty resources and renewal, etc.).

As noted earlier in this report, the Faculty of Education has undertaken several initiatives to address costs related to the delivery of the Bachelor of Music Education Degree, e.g., increased student enrollment (2019-20) through modest marketing and recruiting initiatives by Music Education faculty (video, social media), reduced time/space for the delivery of MUN Lab Band and Orchestra, established a donation fund for Music Education in collaboration with MUN Alumni Development Office. The Committee also recommends the re-creation of MUN Lab Band and Orchestra and MUN Lab Choir as courses vs. current labs. MUN Lab Band and Orchestra was initiated as a course (Ed 4800) but through several academic reviews was changed to a lab format in order to increase course requirements in Bachelor of Music/Bachelor of Music Education Conjoint Degree program. By returning the program to its original course format (Ed 4800) there would be increased revenue from course registration. This option would have to be reviewed in terms of increasing the number of course requirements in the Bachelor of Music Education Degree program.

Noted also in the report is the Committee's recommendation for the School of Music to streamline its offerings of Instrumental Techniques courses from 8 one-credit hour courses to 5 one-credit hour courses (Flute, Single Reeds, Upper/Lower Strings, Upper/Lower Brass, Percussion).

This reduction, noted above, would be a cost saving one for the School of Music, and the offerings would be aligned with the requirements for entrance into the Bachelor of Music Education as a Second Degree pathway. As the delivery of these Instrumental Techniques courses (from currently eight, but five if streamlined) seems to be the basis of fiscal concern related to the offering of the Bachelor of Music conjointly with the Bachelor of Music Education, this change would be a significant one in terms of determining its future existence.

The Committee recommends that, before any permanent and significant cuts are made to degree offerings at Memorial University (Bachelor of Music/Bachelor of Music Education Conjoint Degree; Bachelor of Music Education as a Second Degree) a substantial financial review to obtain comparative data relating to the delivery of associated and similar degree programs should occur. Such a review is beyond the scope of, and the resources made available for, this current review.

The Committee recommends the re-creation of MUN Lab Band and Orchestra and MUN Lab Choir as courses vs. current labs.

The Committee recommends that the School of Music streamline its offerings of Instrumental Techniques courses from 8 one-credit hour courses to 5 one-credit hour courses (Flute, Single Rees, Upper/Lower Strings, Upper/Lower Brass, Percussion) so as to align with the requirements of the Bachelor of Music Education as a Second Degree. This reduction would be a cost-saving measure for MUN and potentially addresses this area of concern for the School of Music.

Term of Reference #5:

How might the Primary-Elementary Bachelor of Education degree core music program be looked at, not only for the intrinsic importance of music in general education, but also in light of exploring means through which to offer inclusive, reconciliatory, and mental wellness facilitation strategies while upholding the inherent values of authentic music making with young learners?

The core music program for the Bachelor of Education (Primary/Elementary) is essentially one course - Ed 3131 Music Education in the Primary and Elementary Grades. Ed 3131 currently provides students with inclusive strategies for music-making and leading (See Ed 3131 course outline in *Appendix D*). These strategies are managed and experienced, as are other courses in Music Education at MUN, through constructivist approaches to Music Education that immerse learners in social and emotional learning strategies. Content is in keeping with the recommendations of the Premier's Task Force

on Education and seek also to uphold the recommendations of the Truth and Reconciliation Commission.

The Committee recommends that the Course Description in the MUN Calendar be updated to reflect current content for Ed 3131 - Music Education in the Primary and Elementary Grades.

As noted earlier in this report, the Bachelor of Education (Primary/Elementary) includes the option of a Music Focus Area. This Focus Area consists of six courses to be selected from a suite of current course offerings in the School of Music and Music Education. These courses have been determined by a previous joint committee of the Faculty of Education and School of Music.

The Committee recommends that a joint committee of the Faculty of Education and School of Music be struck to examine the Bachelor of Education (Primary/Elementary) Music Focus Area and update its current course requirements in light of current scholarship and awareness of the values of the music and arts in Social and Emotional Learning as well as in light of the Calls to Action of the Truth and Reconciliation Commission. This joint committee should investigate this focus area as soon as feasible.

Term of Reference #6:

How might/could enrollment numbers in all Music Education programs be increased and sustained in terms of the development of both short and long-term strategies related to recruitment, marketing and promotion, and faculty renewal?

Data show the importance of ongoing marketing and recruitment strategies for Music Education at Memorial University. As noted in data collection, sample strategies should include direct marketing (e.g., in person meetings/presentations) in provincial high schools and/or Bachelor of Music programs in NL and across the country; development of a stronger online presence for Music Education (e.g., website, social media, promotional videos; soliciting alumni donations in support of certain components of the Music Education program (e.g., MUN Lab Band and Orchestra) and/or in support of student scholarship funds for study in Music Education. Such scholarships could provide further incentive for students from outside the province or country to study at Memorial University.

The Committee recommends the creation of, and financial resource allotted for, a Marketing and Recruiting Strategic Plan for Music Education at Memorial University. Input should be sought from the Faculty of Education, School of Music, and other relevant Memorial University departments/personnel. Each of these entities, as noted in data, needs to have a vested interest in supporting Music Education at Memorial University, and in the province at large.

In the review process, it has been noted that there remains only one full-time faculty member in Music Education at Memorial University. There is an immediate need for faculty renewal in Music Education to meet the complexities and diversities of sub-expertise of teaching and research areas in both the undergraduate and graduate degree programs (e.g., vocal-choral, instrumental, classroom, primary-elementary, intermediate-secondary, graduate research supervision).

The Committee recommends that the Faculty of Education hire a second professor in Music Education as soon as possible. Consideration should be given to both short-term and long-term needs in relation to faculty expertise, leadership, research, and community service in the widest breadth of Music Education at Memorial University. Further consideration might be to seek a third, jointly appointed faculty member in Music Education and music and/or indigenous education or other areas of potential program collaboration and development.

As noted earlier in this report, unfortunately there is a lack of statistical data available around market supply, demand and employment needs and forecasts for Music Education in Newfoundland and Labrador (and beyond). The Committee heard that there are currently unfilled music specialist positions in this province and others and that there is a general need to maintain, and even grow, the number of music specialist teachers for this province.

The Committee recommends that further investigation include working with the NL provincial government and school districts in NL and across Canada in order to gather data around employment statistics, opportunities and market supply and demand (e.g., full time positions, substitute teacher pools). There is currently a national study underway to look at similar factors in all provinces and territories (Canadian Coalition for Music Education and Canadian Music Educators Association).

Data show that students and graduates are concerned about methods and grounding in areas in addition to music as a means of being better prepared for teaching in situations where a full-time music position is not available. The addition of a 'second teachable' area and/or other methods specific courses (e.g., literacy, special education) may make the Bachelor of Music Education program more robust.

The Committee recommends exploring ways to add coursework to the Bachelor of Music Education Degree so as to provide graduates with more cross-curricular foundational teaching strategies that will be relevant to contemporary hiring situations.

SECTION SEVEN: SUMMARY LIST OF RECOMMENDATIONS

In this section is provided a summary list of nineteen recommendations grouped according to the different facets of the review.

Bachelor of Music Education (Undergraduate Programs)

1. The Committee recommends that before any major changes are made to the delivery of Music Education programs and/or pathways to Music Education, that ASMs in both the School of Music and Faculty of Education are provided opportunities for further detailed consultation. Given the robust history of Music Education at Memorial, there is a strong foundation on which to continue to create the best possible educational environments for pre-service music teacher and graduate music teacher education. *(see page 47)*
2. The Committee recommends that the Faculty of Education maintain an annual intake of students in the Bachelor of Music Education as a Second Degree program. *(see page 47)*
3. The Committee recommends that the two faculties (Music and Education) investigate means of offering instrumental technique courses yearly and predictably in ways that are financially viable and academically honorable. This examination should include consideration to the development of a parallel vocal techniques course for Bachelor of Music and Bachelor of Music Education Degree students. These techniques courses should be taught by the most experienced performers/educators in each instrumental/vocal category in order to ensure suitable preparedness for pre-service music teachers. MUN School of Music ASMs have strongly indicated their desire to be part of this instruction. *(see page 49)*
4. The Committee recommends that further study (beyond the scope of this present study) be undertaken as a cross-analysis of existing program and course content and the areas noted in this report. Due to the fact that some of this content is related to either or both the Faculties of Education and School of Music, a joint committee would be helpful in examining the diverse and wide-ranging content noted in this report to determine where and how best to potentially incorporate it into music and/or Music Education programs (e.g., indigenous education, second teachable area, jazz techniques, global musics). *(see page 49)*
5. The Committee recommends that a joint committee of the Faculty of Education and School of Music be struck to examine the Bachelor of Education (Primary/Elementary) Music Focus Area and update its current course requirements in light of current scholarship and awareness of the values of the music and arts in Social and Emotional Learning as well as in light of the Calls to Action of the Truth and Reconciliation Commission. This joint committee should investigate this focus area as soon as is feasible. *(see page 53)*

6. The Committee recommends that the Course Description in the MUN Calendar be updated to reflect current content for Ed 3131 - Music Education in the Primary and Elementary Grades. (*see page 53*)
7. The Committee recommends that, before any permanent and significant cuts are made to degree offerings at Memorial University (Bachelor of Music/Bachelor of Music Education Conjoint Degrees; Bachelor of Music Education as a Second Degree) a substantial financial review to obtain comparative data relating to the delivery of associated and similar degree programs should occur. Such a review is beyond the scope of, and the resources made available for, this current review. (*see page 52*)
8. The Committee recommends the re-creation of MUN Lab Band and Orchestra and MUN Lab Choir as courses vs. current labs. (*see page 52*)
9. The Committee recommends that the School of Music streamline its offerings of Instrumental Techniques courses from 8 one-credit hour courses to 5 one-credit hour courses (Flute, Single Rees, Upper/Lower Strings, Upper/Lower Brass, Percussion) so as to align with the requirements of the Bachelor of Music Education degree. This reduction would be a cost-saving measure for MUN and potentially addresses this area of concern for the School of Music. (*see page 52*)
10. The Committee recommends exploring ways to add coursework to the Bachelor of Music Education Degree so as to provide graduates with more cross-curricular foundational teaching strategies that will be relevant to contemporary hiring situations. (*see page 54*)

Bachelor of Music Education (Enrollment and Recruiting)

11. The Committee recommends that both the Faculty of Education and School of Music develop strategies for clear and consistent communication and messaging of information about the pathways that can lead to Music Education study at Memorial University (e.g., in-person and online presence). (*see page 49*)
12. The Committee recommends further investigation and cross-faculty (Music/Music Education) discussion in relation to the potential for re-opening the Conjoint Degree, with discussion to include the alignment of techniques course requirements, general scheduling of courses/program, and resource requirements for Music Education at Memorial. The Committee also recommends that when cross-faculty consultation and thorough Bachelor of Music Education program revision is complete, together with an alignment of the course requirements in the Bachelor of Music (Comprehensive) and entrance expectations for the Bachelor of Music Education degree, a coordinated and dedicated recruitment strategy for Music Education at Memorial in undertaken. When these are in place, the Committee requests that the Conjoint pathway be

re-opened for a period of three years in order to determine whether the Conjoint pathway is able to be maintained as a viable option for the Bachelor of Music Education degree. *(see page 50)*

13. The Committee recommends that the following Music Education courses be promoted as courses possible in the Bachelor of Music degree - and not only to declared Comprehensive majors - and made available through joint schedule planning, for all students registered in the Bachelor of Music Degree (School of Music): Ed 2500 Orientation to Music Education, Ed 2515 Primary/Elementary School Music Methods, Ed 2520 Voice and Choral Methods. Might there also be consideration to cross-list courses in Music and Education so that the Music Education courses may be viable either as electives or as specific degree requirements? This may further suggest and uphold the value of a career in Music Education as well as to provide a further recruitment strategy for the Bachelor of Music Education. *(see page 50)*

14. The Committee recommends the creation of, and financial resource allotted for, a Marketing and Recruiting Strategic Plan for Music Education at Memorial University. Input should be sought from the Faculty of Education, School of Music, and other relevant Memorial University departments/personnel. Each of these entities, as noted in data, needs to have a vested interest in supporting Music Education at Memorial University, and in the province at large. *(see page 53)*

Master of Education (Curriculum, Teaching and Learning Studies – Music)

15. The Committee recommends the establishment of a joint Faculty of Education and School of Music committee to review current graduate offerings at Memorial University and explore options for the creation and development of new pathways toward graduate study and professional development for music educators (both school and community-based). *(see page 48)*

Music Education - Administration

16. The Committee recommends an internal review of Admissions procedures and timelines for all Music Education programs so that applicants are informed of results in a timely manner and can therefore plan accordingly. *(see page 48)*

Music Education – Faculty Renewal

17. The Committee recommends that the Faculty of Education hire a second professor in Music Education as soon as possible. Consideration should be given to both short-term and long-term needs in relation to faculty expertise, leadership, research, and community service in the widest breadth of Music Education at Memorial University. Further consideration might be to seek a third, jointly appointed faculty member in Music Education and music and/or indigenous education or other areas of potential program collaboration and development. *(see page 54)*

Music Education - Future

18. The Committee recommends the establishment of a standing MUN Music Education Advisory Committee comprised of Faculty of Education and School of Music faculty, NLTA Music Special Interest Council, Department of Education and Early Childhood Development, NLESD Fine Arts Program Specialist, CSFP, and community partners to provide opportunities to share goals, challenges and opportunities relating to both school and community-based Music Education programs in the province. *(see page 48)*
19. The Committee recommends that further investigation include working with the NL provincial government and school districts in NL and across Canada in order to gather data around employment statistics, opportunities and market supply and demand (e.g., full time positions, substitute teacher pools). There is currently a national study underway to look at similar factors in all provinces and territories (Canadian Coalition for Music Education and Canadian Music Educators' Association). *(see page 54)*

SECTION EIGHT: CONCLUSION

The Committee is pleased to present this report, which we believe comprehensively represents presentations by the Deans to the Committee, the data from the survey, focus group meetings, and Committee discussions and deliberations.

There were some limitations related to the production of this report due to such factors as certain Committee members' limited term appointments and personnel changes because of illness. This has resulted in several delays and challenges to the creation of this final document. However, we are confident that the overall process has been comprehensive and conclusive. In addition, the process has been a very rewarding and informative one for Committee members.

The Committee would like to thank all survey respondents, focus group participants, and authors of letter and email submissions for taking the time to provide information, perspectives and ideas. Their amount of interest in this review was remarkable and, the Committee believes, speaks to the commitment of past graduates, current students, and faculty members in both the Faculty of Education and School of Music to supporting the ongoing growth and development of undergraduate and graduate programs in Music Education at Memorial University. In addition, we are thankful to CIAP for their assistance in the creation and distribution of the survey and subsequent data summary and compilation for analysis.

You will note that the committee has included all survey data (*Appendix H*) for even further analysis by future committees as they explore various aspects of Music Education at Memorial University as noted in recommendations.

Significant time and talents have been employed to create this review and report of our findings. What is most apparent is that there is deep concern for Music Education offerings at Memorial University - for the sake of the academy itself, but equally for the sake of the role of Music Education in the ongoing production of culture in and throughout Newfoundland and Labrador. The review process has been gratifying and valuable, and we hope that a continually strong and perpetual viable presence for Music Education at Memorial University will be the result.

As noted earlier in this report, there exists a rich history of Music Education in Newfoundland and Labrador, which is partly due to the well-established connections among the K-12 educational system, post-secondary education and music teacher education in particular at Memorial University, all existing within a community and cultural context that values music as an integral aspect of human life.

We leave you with the thoughts of several survey respondents whose voices, representative of others, speak loudly and clearly:

I hope that NL with its rich culture of music does not travel the path of other provinces by slimming music training and by cutting back on Music Ed in the school system. The culture as a whole will eventually suffer. NL is a unique and special place and it is the university's job to keep it that way.

Survey respondent

Music Education programs in NL schools are deeply entrenched in history and culture. This is part of the unique fabric of the province. MUN Music Education is essential and integral to this history and continued component of school culture.

Survey respondent

.... Removing the Music Education program would be a death sentence for music in our rural communities. Administrators are already too willing to hire non-music specialists. If there becomes a shortage of trained music teachers, our music culture is bound to suffer. I remember the excitement and pride when our music school was opened and the gratitude we all felt to Dr. Cook for his ceaseless efforts to make it happen. Don't let it go.

Survey respondent

SECTION NINE: APPENDICES