Department of Music

Mission Statement

The mission of the Department of Music is to prepare students for careers in teaching and music performance or in art education or studio disciplines in visual arts; to enable students to build and share in an enriched life through participation in activities in music and the visual arts; to broaden the cultural perspective of the community, state, and region; and to instill in all University students a keen appreciation of music and the visual arts.

Majors, Concentrations and Options

Major: Music
Concentration: Music Education
  Option: Vocal/General K-12 Licensure
  Option: Instrumental/General K-12 Licensure
Concentration: Performance
  Option: Composition
  Option: Instrumental
  Option: Jazz
  Option: Music Business
  Option: Piano
  Option: Vocal

1. Program Goals and Objectives

Goal 1: Recruit, retain and graduate a larger, more academically prepared, and diverse student body.

Assessment:

a. Are Departmental recruitment strategies diversifying the major and non-major student population, including international students?
b. Are potential outstanding undergraduate students who participate in All-State ensembles, youth music organizations, Governor’s School for the Arts, and TTU events such as workshops, festivals, symposia and summer camps being identified and recruited?
c. Are advising procedures efficiently monitoring student progress toward degree completion?

Analysis and Results:

a. Minority student population is small. The Publicity and Recruitment Committee is developing strategies to increase student diversity. A faculty member is now assigned to work with International Affairs to reach out to students in Asia and Latin America.
b. Individual studios and the departmental offices both vigorously track student prospects. Targeted students are then contacted through multiple media several times during high school. New workshops, festivals and a competition have been launched in the last few years to increase the number of voice and piano students in particular.
c. The Department has been working with the College Advising Center to improve the rigor of Departmental advising which has produced uneven results. Shifting all advisement to the professionals in the Advising Center is being explored.

Goal 2: Review current programs at the undergraduate and graduate levels and develop new programs that promise enrollment of students who would not otherwise attend TTU.

Assessment:

a. Full implementation of Ready2Teach curricula will take place in F2013. The impact of subsequent changes to the Music Education curriculum will be assessed in the self-study to be prepared for the NASM reaccreditation during the 2012-13 year. In collaboration
with the College of Business Administration, a new Music Business option in the Music Performance Concentration was implemented in F2011. And a new concentration in Music has also been approved and implemented in the Master of Arts in Curriculum program in collaboration with the Department of Curriculum and Instruction. Are the various Departmental curricula relevant and effectively preparing graduates in music? Knowing that is especially important in preparation for the upcoming NASM accreditation visit.

b. How well will the substantial curricular revisions to the Music Education curricula meet the needs of the first graduates in S2014?

c. Does the Department recruit, hire and retain nationally recognized faculty members?

**Analysis and Results:**

a. Specialized surveys of graduates are needed to indicate current program strengths and weaknesses. Such instruments can also be used to gauge the impact of Ready2Teach changes. Surveys indicated that a Master of Music program would be well received by our alumni. A new survey is needed to determine more recent trends. The source for reliable funding of graduate assistantships in graduate concentrations has not been identified.

b. Specialized surveys of graduates must be performed to indicate current program strengths and weaknesses.

c. Four faculty searches are underway this year. An aggressive recruiting plan has been implemented to increase faculty diversity and to attract the best national candidates. Departmental tenure and promotion procedures are under review to assure adequate mentoring and review of candidates.

**Goal 3: Provide adequate programmatic and technological equipment for students, faculty and staff.**

**Assessment:**

a. Do students, faculty and staff have adequate access to educational technology?

b. Is the amount of internal and external support dedicated to the repair and replacement of technological equipment and musical instruments adequate?

**Analysis and Results:**

a. All classrooms now have fully equipped teaching stations. All faculty and staff desktop computers were replaced in AY2009-2010. The digital piano lab was replaced in F2011, including incorporation of a 10-station student lab with both internet and MIDI functionality. Staying abreast of software changes is a continuing struggle.

b. Yes, for the present, however, no budget has been identified to support future faculty and student lab equipment replacement. An innovative business partnership with KHS America/Jupiter Band Instrument Company has been launched this year that supplies long-needed instruments for methods classes. A fee increase is required to maintain the program into the future and has been applied for.

**Goal 4: Separate the unit into a Department of Art and Department of Music with a practicing visual artist leading the Art unit for the first time.**

**Assessment:**

a. Has the current combination of two disciplines (Art and Music) in a single department with a single chairperson been the best for advancing both disciplines, and does it foster equal development of both?

**Analysis and Results:**

a. No. Art and music executives, faculties, and two teams each of NASAD and NASM evaluators judged this arrangement as ineffective. At this writing, a proposal to form new departments of Art and Music is awaiting approval by the Board of Regents.

**Goal 5: Seek new Chair of Music who will develop a proposal for a Master of Music, who will provide leadership for a successful NASM reaccreditation, and who can articulate a vision for the Friends of TTU Music association.**
Assessment:

a. Has a new M.M. proposal been developed?

b. Were accreditation reports to and meetings with NASM timely and successful?

c. Has the Friends of TTU Music association been maintained and strengthened?

Analysis and Results:

a. Results to be determined.

Summary of key continuous improvement achievements

a. Program Goal 2. Learning Goals 1, 2, 5. The Ready2Teach overhaul of the options in the Bachelor Music concentration in Music Education has been developed and approved. The freshman class of F2010 is the first cohort of students.

b. Program Goal 2. Learning Goals 1, 2, 5. The Music Business option has been approved and has students enrolled.


d. Program Goals 2 and 3. The Department will make better use of survey instruments and the data they provide. However, University survey reports that are not discipline specific do not provide analysis of assessment results sufficient to inform unit plans for improvement.

e. Program Goals 3 and 5. Learning Goal 1. The founding and development of the Friends of TTU Music and its national Board of Directors in F2010 has resulted in nearly a quarter million dollars raised in scholarships and other academic and program support. An anonymous donor, in support of the All-Steinway School Campaign, gave $100,000 in 2011, the largest single targeted donation in Departmental history. When fully funded, the Campaign will replace the fifty completely depreciated pianos in Bryan Fine Arts Building, some of which are 50 years old.

f. Program Goal 3. Learning Goals 1 and 2. KHS America/Jupiter Band Instrument Company is piloting a partnership with TTU to supply new instruments for methods classes every two years at sharp discounts. This innovation does not solve, but clearly eases the perennial problem of effectively permanently deferred replacement of instruments critical to the preparation of music educators.

2. Learning Goals and Objectives

The Bachelor of Music degree is the initial professional degree in music. The Department of Music and Art has developed the degree in accordance with the guidelines established by the National Association of Schools of Music. As such, the degree emphasizes the development of skills, concepts and sensitivities essential to the professional life of the musician and music educator.

Learning outcomes for students in the Bachelor of Music degree include:

Goal 1: Students will develop the common body of knowledge and skills of music, and will engage and integrate requisite competencies in teaching, performance, aural skills and analysis, composition and improvisation, history and repertoire and technology.

Goal 2: Students will develop presentational acumen by progressing toward an advanced level of proficiency as a teacher and/or performer.

Goal 3: Students will develop knowledge of great works of music and the stylistic characteristics of the historical periods from which they come.

Goal 4: Students will develop knowledge of non-western, popular, folk/primitive/ethnic genres.

Goal 5: Students will develop the ability to formulate and defend evaluative judgments about music and music education and learn to make qualitative decisions concerning their personal
capacity and aptitude for creative expression and teaching.

Assessment methods:

1. Proficiency Examinations in:
   a. Piano
   b. Harmony
   c. Dictation
   d. Sight Singing
2. Twice-yearly Jury Examinations
3. Upper division Jury Examinations at the end of the fourth semester
4. Junior Recital Hearings (B.M. in Performance concentration only)
5. Senior Recital Hearings (B.M. in Performance concentration only)
6. Praxis Exams
7. Student Surveys
8. Alumni Surveys

Analysis and Results:

a. Data from juries, hearings and proficiency examinations is reviewed semester by semester. Students who do not perform well are immediately and individually identified and given remediation in private lessons and other classes. From Spring 2012 forward, the results of these assessments will be tabulated, to see if trends emerge that are useful for program assessment.

b. Tying proficiency results to Banner prerequisites could be improved. Tracking of Piano Proficiency Exam results, having been manual for decades, became problematic with the advent of Banner.

c. Curricular review of course content and sequencing is continuous. The use of student and alumni survey data in the formulation of curricular revisions could be improved. However, University survey reports that are not discipline specific do not provide analysis of assessment results sufficient to inform unit plans for improvement.

Summary of key continuous improvement achievements:

a. Learning Goal 2. MUS 1024 Intermediate Class Piano IV is the final course in the piano sequence for all music majors. With the Piano Exam being a stand-alone event, rather than being tied to the final grade in MUS 1024, Banner could not control prerequisites without manual input. As a result of input errors, some students were advancing in their programs of study without having passed the Piano Exam. Now that the Piano Exam has been incorporated into the course syllabus for MUS 1024 the problem should be solved.

b. Learning Goals 1, 2 and 5. The Ready2Teach curriculum added credits to the B.M. in Music Education programs of study. Therefore, an extensive overhaul of the curricula was needed in order to keep it a 4-year program. Some courses were dropped from the curricula and others were embedded in existing courses. The final configuration reduced the Instrument/General program by three credits and the Vocal/General program by five. The addition to the program of a second Residency (field experience) semester increased the credit hour load for the first six semesters so that four of those semesters require a load of 18 credits each.

Off-Campus Programs/Offerings:

Music offers MUS 3530 Music Applications off-campus. These courses are evaluated the same way on campus programs are evaluated. The instructors are full-time TTU faculty who travel to off-campus sites to hold classes. Exit exams/major field tests are similarly available to all students; computer-based exams are available on TTU’s campus and paper-based exams are available in Nashville, Knoxville, or Chattanooga. The student’s choice determines the test format. IDEA evaluations are handled similarly to on campus classes.