FACULTY GRANT PROPOSAL TO
LOYOLA UNIVERSITY NEW ORLEANS
UNIVERSITY COMMITTEE ON INTERNAL GRANTS

SIGNATURES

Name: Edward McClellan
College/Department: College of Music and Fine Arts/Music Education

Rank: Assistant Professor
Chair/Professorship: Coordinator of Music Education

Date Submitted: October 19, 2011

Start Date: March 28, 2012
Completion Date: April 1, 2012

Title of Project: Presentation of Research at the National Association for Music Education (NAfME) Biennial Conference in St. Louis, Missouri

Applicant Signature: 
Date: October 19, 2011

DEPARTMENT CHAIR/DEAN'S SIGNATURE (if applicable)

I have reviewed the application and acknowledge that the department supports this project.

Department Chair (Print Name) Signature Date

I have reviewed the application and acknowledge that the college supports this project.

Dean (Print Name) Signature Date

10/19/11
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<table>
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<tr>
<th>Budget</th>
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<tr>
<td>1. Supplies (itemize below)</td>
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<td>2. Printing &amp; Copying Presentation Handouts and Materials</td>
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<td>3. Journal Page Charge</td>
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<td>4. Travel (itemize below)</td>
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<td>5. Per Diem (Meals)</td>
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<td>6. Other Costs (Conference Registration)</td>
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<td>7. Hotel</td>
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<td>8. Parking/Taxi</td>
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<td>TOTAL</td>
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Budget Justification: (Please do not attach other budget pages.)

- Registration $ 320.00
- Hotel: 4 Nights @ $123.85 = $ 495.40 St. Louis Station Marriott
- Airline Reservation $ 346.00 Continental Airlines – Quote from Orbitz.com
- Parking $ 82.50 Parking (5 Days @ $8.50) + Taxi (To/from Airport $40)
- Meals: 4 Days @ $30.00 $ 120.00
- Total $1363.90
What other sources of funding (internal and external) have you identified for this project? NONE

List years and amounts of prior Loyola University faculty grants (for the last three years): NONE

Narrative Description of Project (use no more than one additional page and please write for a general academic audience):

My proposal requests funding for attendance at the 2012 National Association for Music Education (NAfME) Biennial Conference in St. Louis, Missouri in order to present results from three separate research studies –

- **Identity Formation of Undergraduate Music Education Majors**
  (NAfME Social Science Special Research Interest Group)

- **Transition to a Hybrid Master of Music Education Degree Model**
  (NAfME Programs, Practices & Issues Presentation)

- **School-University Partnerships: Response to Policy through Practice**
  (NAfME Society for Music Teacher Education Symposium)

  I will co-present this symposium along with music education faculty researchers from Georgia State University, Rider University, the University of Delaware, and the University Massachusetts – Lowell.

Each presentation is directly related to the scholarship of teaching and learning in the music education and music teacher education profession.

The 2012 NAfME Biennial Music Educators National Conference will provide a forum to share current research and pedagogical innovations that could shape the future of the music education profession. The conference is March 28–31, 2012, in St. Louis, Missouri. The conference has a special focus on research in music education and on music teacher education. It is aimed at music education researchers, music teacher educators, college students, and PreK–12 teachers interested in the cutting edge research and pedagogical innovations that will shape the future of the profession.

I have been accepted to present at the 2012 NAfME Biennial Music Educators National Conference and need funding for conference registration, travel, housing, and meals while in attendance at the conference. These presentations are intended to enhance instructional effectiveness and innovation in music education. Each presentation is directly related to the scholarship of teaching and learning in the music education and music teacher education profession.
This presentation will share current ongoing research that examines the influences of social interactions and experiences in music education curricula, musical ensembles, applied music instruction, and music department culture on undergraduate music education major identity formation. The purpose of this study is to examine relationships among social interactions in the university music department and identity formation of undergraduate music education majors. Although research has shown significant emphasis on the formation of musician-performer identity, there is important value in examining the attention devoted to development of music teacher identity. This study will investigate (1) relationships among demographic factors, social identity, value of music education curricula, identification with professional domain, and undergraduate music education majors’ self-concept as a future music educator, (2) whether social identity, value of music education curricula, and identification with professional domain contribute to undergraduate music education majors’ self-concept as a music educator, and (3) significant differences that exist in undergraduate student self-concept as a music educator due to social identity, value of music education curricula, and identification with professional domain. The Undergraduate Music Education Major Identity Survey (UMEMIS), a self-reporting rating scale, has been constructed to gather data. Subjects will be volunteer undergraduate music education students enrolled in four-year institutions granting a bachelor of music education degree in the United States during the 2011 fall term. Each subject will complete the UMEMIS and data will be examined using descriptive analysis, correlational analysis, stepwise multiple regression analysis, and analysis of variance. Report of results will be shared with session attendees.

NAfME Programs, Practices & Issues Presentation

*Transition to a Hybrid Master of Music in Music Education Degree Program*

Dr. Edward McClellan, Loyola University New Orleans, Primary Author
Dr. Loraine Enloe, University of Idaho, Co-Author

The purpose of this study was to examine a rural state university music department’s transition from a traditional, campus-based Master of Music Education degree plan to a hybrid online and summer program design. This study centered on the acquisition and implementation of technology into the Master of Music Education curriculum, overall curriculum restructuring, management of department faculty responsibilities, facilities, and resources, and the application of new technologies for face-to-face course delivery. This presentation will provide a synopsis of research that led to the development of a hybrid online and summer program at a rural state university. Presenters will share information regarding the grant application process, implementation of funding toward distant learning practices that were effective in making a transition from the traditional on-campus curriculum to hybrid online program design. Collaborative technological applications of synchronous, face-to-face instruction, the affect of changes of instruction delivery on program course enrollments, and student perception of overall course quality will be discussed. This case study will provide valuable information on ways small rural universities can make professional development, innovative approaches to teaching and learning, and inventive methods in today’s classroom available to practicing professionals in the isolated rural community.

The NAfME Society for Music Teacher Education Symposium

*School-University Partnerships: Response to Policy through Practice*

Dr. Katie Carlisle, Georgia State University
Dr. Edward McClellan, Loyola University New Orleans
Dr. Patrick Schmidt, Rider University
Dr. Gena Greher, University of Massachusetts – Lowell
Dr. Suzanne Burton, University of Delaware

I will co-present this symposium along with these music education faculty researchers. Each presenter has expertise and research-to-practice experience with school-university partnerships. Each presenter has published research related to this topic.

Framing the Issues: This section will identify issues from the symposium papers relevant to music teacher education and supporting research literature. Identified issues within school-university partnerships include need for: flexibility within partnerships to meet learning needs, awareness and critical engagement with policies shaping practice, and socio-cultural relevance within music teacher preparation. Presenters will share findings from their research:

An Outside-In View of School-University Partnerships
Tuning into Policy Through a PDP Community of Practice
Developing Critical Narrative with School Policy and Practice
Decentering Music Education Through Global Partnerships in Music Education