



Chapter of the Year Award and Individual Professional Achievement Review Criteria (Revised June 2021)

The mission of the National Association for Music Education is to advance music education by encouraging the study and making of music by all. NAfME Collegiate is the professional membership for future music educators.

The Chapter of the Year recognition was developed to encourage chapters to plan and execute successful chapter music programs, professional development projects, recruitment techniques, and service projects. Recognition of excellent projects is conferred annually and based on activities completed by the chapter between January 1 and December 31st of the year prior.

All Eligible NafME Collegiate Chapters may apply for one or more of the following Annual awards:

- Music Program
- Advocacy
- Professional Development
- Service
- Recruitment

Chapter Award Criteria

Music Program

This award recognizes collegiate programs that have demonstrated outstanding musicianship that relates to effectiveness both on campus and in the local communities. Areas of demonstration could include advising/mentoring of local public/private schools, chapter performances, clinical interactions, and awards/honors received.

Service

This award recognizes a program that exemplifies outstanding service and dedication. More specifically, demonstrating exceptional service to NAfME through community outreach, improved educational experiences in music, and creating and maintaining affiliations with other organizations.

Advocacy

This award is presented to a program that implements an effective advocacy strategy, demonstrates success in its advocacy efforts, and has a significant impact on the organization's constituency. Specific areas include advocacy, legislative action, and civic engagement.

Recruitment

This award is presented to a chapter that demonstrates significant growth in membership during the year. Additionally, this chapter encourages its students to participate in all aspects of yearly activities that promote music education. These programs show commitment to improving chapter involvement.

Professional Development

This award recognizes a chapter that demonstrates significant contributions to the state, campus and chapter experience through meaningful professional development. Hosting and promoting live or virtual events broaden the experience of the chapter and music education community.

Individual Award Criteria

Professional Achievement

This award recognizes individuals who demonstrate an exemplary commitment to their area of study, i.e., voice, instrumental, strings and contribute to activities such as volunteering, work experience, and publications. The award recipient is expected to have consistently attended State and or National conferences, held leadership positions and through personal example encouraged other collegiates to work towards the highest level of professional development.



Chapter of the Year Award
 Review Criteria (Revised June 2021)

5-Highest Score	4	3	2	1-Lowest Score
All Criteria were met with several areas exceeding in breadth of creativity and effectiveness	All Criteria were met with one area exceeding breath of creativity and effectiveness	Partial Criteria were met with several areas exceeding in breadth of creativity and effectiveness	Partial Criteria were met with one area exceeding breath of creativity and effectiveness	An attempt to meet criteria was made, but lacked substantial evidence

Chapter of the Year Award Review Criteria (Revised February 2019)

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Evaluation Scale:	4	3	2	1 - Low
5 – High				
The chapter demonstrates a consistent and outstanding high quality. Work on this level shows evidence of a superior approach to interest in required criteria.	The chapter demonstrated excellent quality. Work on this level shows evidence of considerable approaches expected in required criteria.	The chapter generally demonstrated levels of quality on their application. Work on this level shows good evidence of interest demonstrated on required criteria.	The chapter is providing some quality. Work on this level shows evidence of fair approaches that may lack refinement but have potential related to required criteria.	The chapter did not demonstrate high levels of quality. Work on this level shows an inability to complete expected requirements as outlined on criteria.