



**SOUTH DAKOTA BOARD OF REGENTS
ACADEMIC AFFAIRS FORMS**

**Institutional Program Review
Report to the Board of Regents**

Use this form to submit a program review report to the system Chief Academic Officer. Complete this form for all units/programs undergoing an accreditation review, nationally recognized review process, or institutional program review. The report is due 30 days following receipt of the external and internal review reports.

UNIVERSITY:	NSU
DEPARTMENT OR SCHOOL:	Department of Music
PROGRAM REVIEWED:	MME-Master of Music Education
DATE OF REVIEW:	5/18/2023
TYPE OF REVIEW:	Specialized Program Accreditation Review

University Approval

To the Board of Regents and the Executive Director: I certify that I have read this report, that I believe it to be accurate, and that it has been evaluated and approved as provided by university policy.

President of the University

5/19/2023

Date

1. Identify the program reviewers and any external accrediting body:

- National Association of Schools of Music (NASM)
- Dr. Caterina Bristol, Alabama State University (Team Chair)
- Dr. Patricia Foy, Converse College (Team Member)

2. Items A & B should address the following issues: mission centrality, program quality, cost, program productivity, plans for the future, and assessment of progress.

2(A). Describe the strengths and weaknesses identified by the reviewers

Strengths

- a. The curriculum meets NASM standards regarding general content and competencies for graduate degrees in music education. Students complete the program under a cohort model that blends coursework taken online during the fall and spring semesters with hybrid online courses taken in residence on campus during the summer months.
- b. Students appear to be offered opportunities to advance musically, intellectually, and in their aspirations for career preparation. They also appear to develop a sense of collective synergy through their online and hybrid course offerings.
- c. Students expressed enthusiasm that the program allows them to immediately put into practice techniques and methods that they learned while in the program, improving their teaching as they complete classes. They were also very pleased with the summer residency component, providing

them the necessary flexibility to retain their positions while still affording them a limited residential graduate experience.

- d. Faculty members use an array of technology to teach the courses and the students feel they are being delivered an exceptional education.
- e. The MME degree option has grown faster than the unit could have anticipated. This has helped bolster the static undergraduate enrollment by offering the region's most comprehensive online master's degree in music education.
- f. It is clear that the mission, values, and goals of the Music Department align with the University and are widely shared across the institution and its constituents.
- g. A well-established reputation as a leading producer of music teachers in the state.

Areas for Improvement & Limitations

- a. No immediate areas of improvement cited.

2(B). Briefly summarize the review recommendations

Recruiting - The music unit is clearly focused on strategies to improve their recruiting efforts. As successful as the MME degree has been, departmental leadership should continue addressing strategies to ensure continued relevance and sustainability.

Leadership Cultivation - The Department Chair and several key faculty members have been teaching either at NSU or other institutions for some time. The unit should consider developing the talents other Department members in an effort to have some type of administrative succession planning in place.

2(C). Indicate the present and continuous actions to be taken by the college or department to address the issues raised by the review. What outcomes are anticipated as a result of these actions?

Recruiting

- a. Department Chair and Graduate Coordinator working more closely and proactively with personnel from Office of Online/Continuing Education and Office of Graduate Studies to develop a communication plan with prospective pools of interested professional music educators.

Leadership Cultivation

- a. The music unit introduced a new generation of leadership with the new appointment of a talented and high-functioning chair, beginning with the 2022-23 academic year.

3. Starting in Fall 2019 reporting year, campuses will identify the undergraduate cross-curricular skill requirements as part of programmatic student learning outcomes and identify assessment methods for cross-curricular skill requirements as outlined in Board Policy 2:11. Program review completed prior to Fall 2019 need not include cross curricular skills.

Please see the curricular map on the following page.

Curriculum Map Master of Music Education

Primary Learning Outcomes → Courses ↓	PLO 1 Advanced Competencies <i>Inquiry and Analysis; Ethical Reasoning; Information Literacy</i>	PLO 2 Knowledge and Skills <i>Critical and Creative Thinking</i>	PLO 3 Music Education Perspectives <i>integrative Learning; Intercultural Knowledge; Teamwork, Access and Opportunity</i>	PLO 4 Analytical and Critical Thinking <i>Critical and Creative Thinking; Problem Solving; integrative Learning</i>
MUS 715 Music Theory Analysis for the Educator		X		
MUS 716 Technology for Music Educators			X	
MUS 735 American Music Survey		X		
MUS 743 Jazz Pedagogy for the Educator	X			X
MUS 751 Advanced Conducting and Performance Practice		X		X
MUS 752 Advanced Rehearsal Techniques and Pedagogy		X		X
MUS 766 School of Music Administration			X	
MUS 772 Research in Music Education	X			
MUS 775 Foundations of Music Education: Psychology, History and Trends	X		X	
MUS 777 Curriculum Writing	X			X
MUS 782 Foundations of Music Education: Philosophy	X		X	
MUS 785 General Music Pedagogy	X			

- PLO 1:** Students will demonstrate advanced competencies in music education and pedagogy.
- PLO 2:** Students will demonstrate knowledge and skills in performance, conducting, music history, and music theory analysis.
- PLO 3:** Students will develop graduate-level perspectives on contemporary issues and problems in music education, including global music perspectives.
- PLO 4:** Students will demonstrate analytical, technical, and critical thinking skills to anticipate, identify, analyze, and solve problems as they specifically apply to music education.