



**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:	BME-Bachelor of Music Education
DATE OF REVIEW:	5/16/2023
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 undergraduate degrees in music. Students also acquire a common, state-mandated core of general skills and knowledge according to the BoR general education requirement.
- b. The quality of the work presented in performance and classwork appears to be appropriate for the degree. Evaluators were able to speak with a cooperating teacher who expressed that students were well-prepared for internships and other clinical field experiences.
- c. Students expressed an understanding of the need to be well-versed and trained across the instrumental and choral areas to better serve the K-12 students throughout the region. Students appear to be successfully completing the program objectives and meeting state and national requirements for achievement. Students that graduate from the program are often offered a position before graduation.

- d. 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.
- e. The Music Department has maintained a fairly stable enrollment for the past five years, despite a slight decline in the number of undergraduate students. The unit is fortunate that music and music education are valued activities throughout the state. The current number of majors and non-majors participating in the various ensembles more than adequately populates these critical activities.
- f. Music students and music faculty are active performers in the area and region. Faculty are respected professionals in their fields who prepare the students well for the profession and offer a number varied large and small ensemble opportunities appropriate both in terms of repertoire and rigor.
- g. The music unit is actively involved in providing music courses to non-major students. It appears that opportunities for non-major students are robust and appropriate to the music unit's purposes, size, and scope.
- h. A well-established reputation as a leading producer of music teachers in the state.

Areas for Improvement & Limitations

- a. The music unit may want to consider infusing more technology and contemporary music into the curriculum as graduates are increasingly called to be well-versed in various platforms and styles. The aspects of the curricula appeared to be solidly rooted in Western tonal music and may benefit from updating to reflect the changing demographics graduates will be working with in the future.
- b. Students reflected on what is both a strength and weakness for them in the program, namely the ability to participate in a wide variety of ensemble experiences. While admirable, students may have more than 15 "hidden" hours in their contact hours. The burden appears to have increased over time as enrollment has dropped, but ensembles have required stable numbers to remain viable.

2(B). Briefly summarize the review recommendations

Recruiting - The music unit is clearly focused on strategies to improve their recruiting efforts. South Dakota is already experiencing the enrollment cliff and the unit may benefit from identifying not just additional sources of revenue for scholarships, but also where historically there has been the strongest return on investment for their funds.

Hidden Credit Hours - It is recommended that the unit examine in detail the hidden credit hours of the students and consider that against the existing ensemble model in order to allow students sufficient time to develop their musicianship and other necessary skill development.

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. Recruiting faculty chair (new responsibility developed in the past two years) is in charge of contacting prospective students and organizing the scholarship audition weekend.
- b. Recruiting Database: a Google document where we list our potential students, who has contacted them, and where we know them from. This document is crucial to our recruiting success and we have had three solid recruiting years since initiating this document.

Curriculum Updates

- a. In response to recent internal enrollment data, we have consolidated the three separate BME degree tracks into one single BME degree, featuring two emphases in instrumental and vocal education. This has led to a streamlining of the degree requirements, along with corresponding revisions to the Music Major Handbook. Faculty have a more collective and empathetic approach to student mental health, post-pandemic.

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 Bachelor of Music Education

Primary Learning Outcomes → Courses ↓	PLO 1 Fundamental Skills	PLO 2 Music Theory Knowledge <i>Critical and Creative Thinking</i>	PLO 3 Music History Knowledge <i>Inquiry and Analysis; Information Literacy</i>	PLO 4 Preparation for Performance <i>Foundational Lifelong Learning Skills</i>	PLO 5 Integration and Synthesis <i>Intercultural Knowledge; integrative Learning</i>	PLO 6 Music Teaching Preparation <i>Integrative Learning; Teamwork, Access and Opportunity</i>
MUS 110/111, 210/211, 313	x	x		x	x	
MUS 332, 333, 432, 434			x	x	x	
MUAP 100-451 (Major Performance Area)		x	x	x	x	
MUAP 110/115	x			x		x
MUEN 100/300 – 180/380	x	x	x	x	x	
MUS 185			x	x	x	
MUS 102						x
MUS 450					x	x
MUS 466					x	x
MUS 480					x	x
MUS 360					x	x
MUS 367 or 368					x	x
MUS 272, 274, 372, 379 or MUS 302, 303, 341, 349						x
EPSY 302, 428						x
SPED 100, 441						x
INED 411						
EDER 415						x
EDFN 338, 440						x
EDFN 442, 475						x
EDFN 472						x
ELED 488, SEED 488						x

- PLO 1:** Students will demonstrate competency in fundamental musical skills through sight-playing/sight-singing and functional piano playing.
- PLO 2:** Students will demonstrate competency in the application of knowledge of music theory through analysis, vocal/instrumental arranging, and composition.
- PLO 3:** Students will demonstrate the ability to effectively communicate in writing on topics in the field of music history through the purposeful use of educational resources, critical thinking, and supporting details.

- PLO 4:** Students will demonstrate skills in preparation for and performance of musical works that exhibit effective artistic expression.
- PLO 5:** Students will demonstrate the ability to integrate skills and knowledge acquired over the course of an undergraduate education, particularly within the major, for a specific purpose that has value in the discipline.
- PLO 6:** Students will demonstrate the ability to integrate skills and knowledge acquired over the course of an undergraduate education for the purpose of effectively teaching music to K-12 students in the public schools in compliance with the competencies established by the South Dakota Department of Education.

Musicianship and Performance:

MUS 110/111, 210/211, 313 Basic Music Theory I/II, Advanced Music Theory I/II, Form and Analysis
 MUS 332, 333, 432, 434 History of Music I – IV
 MUAP 120-451 Applied Music (Major Performance Area)
 MUAP 110/115 Keyboard Competency
 MUEN 100/300 – 180/380 Large Ensembles
 MUS 185 Recital Attendance – Required every semester the major is enrolled in Applied Music

Music Education:

MUS 102 Introduction to Music Education
 MUS 450 Advanced Elementary Music Methods
 MUS 466 Secondary Instrumental Methods
 MUS 480 Secondary Choral Methods

MUAP 102, MUS 272, 274, 372, 379 Class Voice, Brass, String, Woodwind, Percussion Methods (Instrumental Emphasis)

MUS 302, 303, 341, 349 Diction I, Diction II, Vocal Pedagogy, Vocal Repertoire (Vocal Emphasis)

MUS 360, 367, 368 Conducting
 MUS 367, 368 Instrumental Conducting (Instrumental Emphasis), Choral Conducting (Vocal Emphasis)

Professional Education:

EPSY 302, 428 Educational Psychology, Child and Adolescent Development
 SPED 100, 441 Introduction to Persons with Exceptionalities, Inclusive Methods for Diverse Learners

INED 411 South Dakota Indian Studies
 EDER 415 Educational Assessment
 EDFN 338, 440 Foundations of American Education, Classroom Management
 EDFN 442, 475 Meeting the Diverse Needs of Students and Their Families, Human Relations
 EDFN 472 School Law and Ethics for Educators
 ELED 488, SEED 488 K-8 Student Teaching, 7-12 Student Teaching