

## REVIEW OF THE M.M.ED. IN MUSIC

Classification of Instruction Programs (CIP) Code: 13.1312  
Music Teacher Education

### OVERVIEW

The M.M.Ed. in Music program at Illinois State University is housed in the School of Music within the Wonsook Kim College of Fine Arts. The School offers a comprehensive array of music degree programs and sequences. On the graduate level, the School offers the M.M.Ed. and the Master of Music, which includes sequences in collaborative piano, composition, conducting, jazz performance, music therapy, performance, and string pedagogy. The last review of the M.M.Ed. in Music program occurred in 2012-2013.

The Master of Music Education (M.M.Ed.) is a practitioner-oriented program designed to improve the knowledge and competence of practicing music teachers in the philosophical and methodological skills necessary to teach music at all levels. The program provides advanced training for K-12 music educators throughout the state. Candidates for admission to the program must have a teacher's certificate or be concurrently enrolled in the undergraduate degree which leads to certification.

#### Enrollment and Degrees Conferred, 2012-2019

##### M.M.Ed. in Music, Illinois State University

First Majors Only

	2012	2013	2014	2015	2016	2017	2018	2019
Enrollments, fall census day	9	12	9	10	7	12	12	13
Degrees conferred, graduating fiscal year	3	2	8	7	4	3	3	8

Table notes:

Graduating Fiscal Year consists of summer, fall, and spring terms, in that order. For example, Graduating Fiscal Year 2018 consists of the following terms: summer 2017, fall 2017, and spring 2018.

### EXECUTIVE SUMMARY PROGRAM REVIEW SELF-STUDY REPORT

#### Program goals

- Demonstrate skills in technology by completing a sequenced set of lessons plans incorporating music apps into the lesson
- Demonstrate skills in curriculum development by modifying their current curriculum to match the new Illinois Learning Standards
- Demonstrate skills in student evaluation by completing an assessment plan that aligns with the above curriculum for their current students
- Demonstrate an understanding of diversity issues and historical/philosophical foundations by identifying critical issues facing music educators (inclusion, advocacy, teacher preparation, and testing, for example) in a scholarly paper that articulates the context and ramifications of these issues
- Demonstrate practical knowledge of teaching strategies and resources suitable for improving instructional effectiveness in current teaching settings by completing a methodology research review
- Conduct research in an area of interest culminating in a poster presentation in a systematic and authentic fashion with the intent of increasing their knowledge base or improving instruction
- Demonstrate a broad understanding of the educational profession and school curriculum so as to enable them to be effective arts advocates in their schools and the State of Illinois by creating their own educational philosophy
- Develop musical, theoretical, cognitive, and aesthetic perspectives relating to the discipline by completing a research project

### **Students learning outcomes**

- All entering M.M.Ed. students must have an undergraduate degree in music education or the equivalent, a valid teacher's certificate OR written evidence of teaching ability, a projected date for completion of certification, a taped or live performing audition, and an on-campus or telephone interview with the music education faculty.
- All entering M.M.Ed. students are required to demonstrate knowledge of music theory and music history. Students performing poorly on the School of Music graduate entrance examinations will be directed to complete an online review course, or possibly an appropriate undergraduate course.
- All students must successfully complete an additional exit requirement selected from one of the following: complete 4 additional semester hours of graduate level course work in a specialty area of their choosing; complete a creative, practical project applying content to their chosen field; or complete a thesis on a topic approved by the M.M.Ed. advisor.
- All M.M.Ed. students are required to pass a comprehensive, written examination during the semester in which they intend to graduate. A faculty committee of three is selected by the student, with the approval of the M.M.Ed. advisor.
- All students are expected to complete the curriculum in an appropriate and timely manner, demonstrating appropriate knowledge, skills, attitudes and values consistent with the music teacher education program.
- All graduating students are asked to complete an exit survey that asks for feedback on advising, financial assistance and effectiveness of completed degree towards their professional goals

### **Program curriculum** (2018-2019)

The Master of Music Education is a 32-34 credit hour program. Requirements include 16 credit hours of core music education coursework, 2 credit hours of ensemble, and 12 credit hours of electives in a cognate field. Exit requirements include a written comprehensive examination and either a four-hour thesis, a two-hour professional practice music education project, or four additional elective credit hours.

### **Program delivery**

The program is offered on the Normal campus.

In addition to a traditional on campus program delivery the M.M.Ed. program is offered with a fully online option to better meet the needs of full-time music teachers who are working towards their master's degree.

### **School faculty** (Fall 2019)

37 tenure track faculty members (19 Professors, 14 Associate Professors, and 4 Assistant Professors)

28 non-tenure track faculty members (15 full-time, 13 part-time, totaling 20.7 FTE)

Undergraduate student to faculty ratio: 7 to 1

Undergraduate student to tenure-line faculty ratio: 10 to 1

### **Specialized accreditation**

All School of Music programs, including the M.M.Ed., adhere to National Association of Schools of Music (NASM) goals and standards for quality measurement. The program was last assessed in 2013 and was accredited in "good standing." The next NASM accreditation review is scheduled for 2022-2023.

### **Changes in the academic discipline, field, societal need, and program demand**

There have been no major changes in the discipline, demand, need, or context during the most recent review period. The need and demand for qualified music educators remains constant. However, the program does continue to get a small number of students each year who have not completed an undergraduate degree in music education wishing to complete their teaching certification while getting a master's degree concurrently. The music education faculty at Illinois State University has decided not to provide an alternative route to certification because the program faculty believe it reduces the rigor necessary (and required of undergraduates) to become effective music educators.

## **Responses to previous program review recommendations**

The 2012-2013 program review resulted in two recommendations.

1. *Develop and implement a plan for recruiting and retaining students from ethnically-diverse backgrounds and underrepresented populations.* The School of Music has had a yearly recruiting trip to Thomas Kelly High School in Chicago where music faculty listen to auditions for the School of Music. This allows a diverse student population who otherwise could not afford an audition trip to Normal to apply to the programs. In addition, the College of Fine arts sends the students to Thomas Kelly HS and Zapata School in the city of Chicago on an annual basis where students work with the bands, orchestras and choirs from these school. The diverse population represented in these schools have an opportunity to experience potential careers in music education as well as exposing Illinois State students to different possible placements for their student teaching. The current student population enrolled in the Master of Music Education program at Illinois State reflects the current level of diversity in the field of music teacher education.
2. *Continue to monitor summer session and online offerings for modifications that would facilitate recruitment efforts and further reduce time to completion.* A survey of recent graduates from the program asked specific questions about the online course offerings and delivery and how that affected student success. Faculty participated in the Center for Teaching, Learning, and Technology's Quality Matters workshops for the online courses. Faculty redesigned their online courses to supplement instruction with the inclusion of online readings, narrated Powerpoint presentations, video lectures, monitored discussion forums, and collaborative projects.

## **Major findings**

This program review has revealed to the music education faculty that the program currently offers the only fully online master's program in the state, that the program's enrollment is doing well (the second largest program in the state), and that the curricular and assessment revisions have helped make the degree program even more relevant to current educators. Program faculty continue in the school's mission to provide course work that supports current music educator practitioners in improving their knowledge and competence within the field of music. The program faculty continue to provide support to students through tuition waivers and through workshop offerings in the summer. The flexibility that the school faculty provide through online courses truly meets a need for full-time educators throughout the state and country. Program alumni continue to succeed in the education profession and have been recognized for their excellence through awards and state-wide positions held. The School's faculty continue to produce scholarship relevant to the field and to present at state, national and international conferences on music education. As the program faculty look to the future, they continue to see a need to provide more elective options for returning teachers and to possibly create different sequences within the M.M.Ed. program to allow students to specialize further within their degree program.

## **Initiatives and plans**

- Create more online elective options for our M.M.Ed. students. Currently there are very few online elective options for master's students. Creating new course offerings will require more funding from the university to pay for the faculty to teach them during the summer term since that is when the majority of the master's students take their courses.
- Creating sequences within the M.M.Ed. degree for instrumental band, instrumental orchestra, choral and elementary general educators. Most current graduate students fit into one of these specialty areas. Offering sequences within the M.M.Ed. degree may attract even more students to the program. In order for this to happen, the School would need more funding from the university to create the necessary new courses and provide the teaching staff to deliver them. The program faculty are in the process of hiring a general music specialist. This will create opportunities for this faculty member to teach new courses in their specialty area.
- The final action is to raise the program's entrance standards. The program currently does not require a sample of writing for candidates who apply to the program. In the past, a few M.M.Ed. candidates have lacked the requisite skills to do scholarly writing. The program faculty propose to add a writing component to the application process for the Master of Music Education degree. It is the program faculty's hope that this will raise the caliber of students accepted into the program, thus raising the quality of students exiting the program.

## **PROGRAM REVIEW OUTCOME AND RECOMMENDATIONS**

## FROM THE ACADEMIC PLANNING COMMITTEE

**Review Outcome:** The Academic Planning Committee, as a result of this review process, finds the Master of Music Education (M.M.Ed.) to be in Good Standing.

The committee thanks the program for a comprehensive and critical self-study report that included stakeholder input over a period of three semesters. The M.M.Ed. is a practitioner-oriented program designed to improve the knowledge and competence of practicing music teachers in the philosophical and methodological skills necessary to teach music at all grade levels. The program provides advanced training for K-12 music educators throughout the state, and coursework can be completed either on-campus or fully online. The committee commends the program for being accredited by the National Association of Schools of Music (NASM) through 2023.

The committee commends the program on being the second largest program and the only fully online program of its type in the state of Illinois. We recognize that the program faces the unique challenge that the majority of its students are employed as full-time teachers who may only enroll during the summer term. The committee commends the program faculty for their work transitioning the program to a fully online delivery mode and the expansion of summer offerings to meet the needs of their students. We note the support of students through tuition waivers and workshop offerings in the summer. The committee commends the program faculty for their active recruitment efforts and encourages them to analyze which activities are most effective and to continue to pursue additional activities that encourage program growth. We recognize the program faculty's efforts to track program alumni and encourage faculty to consider ways to engage those alumni stakeholders in the program's efforts to increase enrollments.

The committee commends program faculty for their contributions to the M.M.E. program. All tenure track faculty are members of the graduate faculty and accordingly, teach graduate courses, supervise and advise graduate students, and serve on thesis committees. Faculty members are active scholars who publish in national and international peer-reviewed journals and participate in academic performances and clinics.

The committee commends the program faculty on the development and implementation of their plan for the assessment of student learning outcomes. The assessment plan provides for collecting evidence of student performance and evaluating this evidence as part of curricular and program review. The self-study report provides ample evidence that evaluation and assessment findings continue to be used by faculty to design and implement program modifications.

### **Follow-up Reports.**

**Plan for diversity, inclusion, and equity.** One of the recommendations from the prior review cycle was to develop and implement a plan for recruiting and retaining students from ethnically diverse backgrounds and underrepresented populations. The current self-study report indicates that recruiting diverse students continues to be a challenge. The committee asks that the program faculty work to develop and implement a plan for diversity, inclusion, and equity that focuses not only on recruitment of students, but also broadens the scope to include recruitment of faculty and staff from diverse backgrounds, curricular revisions that examine disciplinary contributions in addition to those within the current course offerings, and additional inclusive co-curricular opportunities. Accordingly, the committee asks faculty to renew their conversations surrounding these issues and to summarize the findings of those discussions in a report submitted to the Office of the Provost by May 1, 2021.

**Aspirational Programs.** The committee has included analyses of comparator and aspirational programs in the self-study report guidelines to provide faculty with opportunities to consider the niche their program has among its peers and to gather information for program planning. The committee would like the program to revisit the aspirational section of the self-study. Although the faculty did discuss aspirational initiatives (including creating more online elective options, developing sequences within the degree, and exploring entrance requirements), these did not appear to have been informed by an analysis of other programs. The committee asks the faculty to address this through an expanded analysis of aspirational programs that could help faculty develop strategies for addressing the initiatives identified. Accordingly, the committee asks faculty to revisit their discussions of aspirational institutions and to summarize the findings of those discussions in a report submitted to the Office of the Provost by May 1, 2021.

### **Recommendations.**

The Academic Planning Committee thanks faculty and staff of the Master of Music Education (M.M.Ed.) program for the opportunity to provide input regarding music educator preparation at Illinois State University through consideration of the self-study report submitted by faculty. The following committee recommendations to be addressed within the next regularly scheduled review cycle are provided in a spirit of collaboration with Music Education faculty members. In the next program review self-study report, tentatively due October 1, 2027, the committee asks the program to describe actions taken and results achieved for each recommendation.

**Continue to monitor enrollment trends.** In light of IBHE's concerns related to statewide teacher shortages, the committee encourages faculty to continue to actively evaluate the program's recruitment plans to ensure that Illinois State University is meeting the needs of both the program and the state. The committee also encourages the program to continue to develop and implement a plan for student recruitment, including in the plan strategies for increasing enrollment by students from racial and ethnic groups traditionally underrepresented in the program and discipline. We encourage the program faculty to consider the impact of a fully online program on the potential for recruitment of students nationally as well as within the state of Illinois.

**Complete a review and evaluation of the changes to the curriculum.** The committee encourages faculty to complete a comprehensive review of coursework in the program. The committee noted that in both this self-study report and the previous self-study report, the program reported that there have been no changes to the academic discipline, program demand, societal need, or institutional context. We found this surprising, especially in light of the move to a fully online program that occurred during the current review cycle. The committee recommends that the program faculty continue to look towards more recent trends in musical genres. Additionally, the committee recommends the program faculty consider exploring methods to encourage student scholarship opportunities and outlets to showcase their work.

**Continue to refine a plan for alumni tracking and engagement.** The committee encourages the faculty to continue to refine their plan for tracking program alumni and use the system to enhance alumni networking. These activities may become even more important in the years ahead as the program's alumni become more diverse. The program could benefit from increased involvement of its alumni in providing input regarding the program.

**Continue the collaborative work with Milner Library.** The committee recommends that the program work with the subject liaison librarian to examine and evaluate the library's journals and monograph collection related to music education to aid in both the selection and deselection process of these sources. We also recommend that the program work with the subject liaison librarian to develop a tiered approach for information fluency learning outcomes for the school, align those outcomes to the curricula, and integrate those outcomes into the student learning outcomes assessment plan for the program.

**Continue implementing and refining the student learning outcomes assessment plan.** The committee encourages faculty to continue its implementation of the student learning outcomes assessment plan for the program during the next program review cycle, to continue to utilize information gathered through plan implementation to make program revisions as necessary, and to document how that has been done. The committee encourages faculty to periodically evaluate the effectiveness of the plan in assessing student learning to identify any modifications to the plan faculty may deem necessary.