

PROGRAM REVIEW REPORT SUMMARY FORM

1. **Reporting Institution:** Eastern Illinois University
2. **Program Reviewed:** M.A. in Music
3. **Date:**
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5. **Overview of the Degree Program**

Department of Music Mission Statement: *The Department of Music provides leadership within the University and the region in all matters pertaining to musical art and to music through its accredited undergraduate and graduate programs. Faculty instruct and inspire those whose professional goals include the creation, performance, critical assessment, and teaching of music. In addition, courses are offered to the general student body to enhance appreciation and understanding of all musics. The Department makes available ongoing music learning and performance experiences to the university community and area residents of all ages. Faculty provide service as adjudicators, clinicians, guest conductors, and consultants and through outreach programs to area schools and to other educational and professional organizations. The Department and its faculty contribute to the cultural life of the university and community through the performance and sponsorship of frequent and various concerts and recitals of live music.*

The MA in Music program maintains a separate program mission statement which reads as follows:
The Master of Arts in Music provides advanced preparation for teaching, performing, and/or further graduate study. A core of music courses required for the degree provides essential background in history, literature, research, and theory. Other specialized courses, seminars, and individual studies in performance, conducting, composition, theory, history, and literature aid the student in achieving his or her career goals.

Diversity Statement: The EIU Department of Music is committed to championing diversity, welcoming all people, and advancing inclusivity and equity for all. Faculty and students assert that music belongs to everyone and affirm that music is a fundamental aspect of shared human experiences. As such, we pledge to promote active music making merged with intentionally respectful practices as the basis of comprehensive music education. We welcome people of all races, ethnicities, religions, creeds, national origins, gender identities, sexual identity, physical abilities, ages, and social, economic, and educational backgrounds. We celebrate our differences because they allow us to grow and create in a vibrant, inclusive community. (adopted fall 2023)

Land Acknowledgement: Eastern Illinois University is located on the ancestral homelands of many tribes that resided on or migrated through this land for generations. We recognize and honor the land upon which we gather to engage in music learning, teaching, performing, and creating as part of the traditional territory of Native American peoples: the Peewaareews (Peoria), Kaahkaahkia (Kaskaskia), Peeyankihšiaki (Piankashaw), Waayahtanwa (Wea), Myaamiaki (Miami), Mascoutin, Odawa (Ottawa), Sauk (Othâkîwa), Meshkwahkihaki (Mesquaki), Kiwikapawa (Kickapoo), Bodéwadmi (Potawatomi), Anishinaabe (Ojibwa), Mamaceqtaw (Menomonee), and Hoocąk-waazijja-hači (Winnebago) peoples. We take this opportunity to thank the people upon whose ancestral lands the EIU Department of Music is currently located. (adopted fall 2023).

Of the public institutions in Illinois offering master's programs in music, only Eastern Illinois University and

Northeastern Illinois University offer the MA in Music, but the MA in Music offered by EIU provides different concentrations from that one offered by Northeastern Illinois University in Applied Music Pedagogy. Current EIU offers four concentrations in the MA program:

- Music Composition
- Conducting
- Performance
- Music Education (online)

We often refer to the top three concentrations (composition, conducting, and performance) as our residential concentrations, since all four semesters are completed on campus, while the concentration in music education is completely off campus with a one-week summer residency. Our graduate curricula are unique in their flexible and comprehensive design. The music faculty is deeply committed to providing students with the utmost in personal attention and opportunities for creative endeavors. As a result, our graduates are respected leaders in all fields of music. The program helps students cultivate a spirit of intellectual inquiry and creative independence.

The Department of Music faculty has developed a set of learning objectives so that all who graduate with a Master of Arts in Music will be able to do the following:

Apply accepted research practices to the study of Music.

- Demonstrate a scholarly approach to the study of music history, literature, and analysis.
- Demonstrate a level of competency as a performer, conductor, composer, or music educator appropriate for developing a career or further graduate study.
- Demonstrate critical thinking and problem solving.
- Demonstrate effective writing skills including grammar, syntax, organization, and depth of content.

Achievements by students and faculty continue to be impressive in the areas of performance and research/creative activity, including greater visibility of faculty and students at the local, state, and national levels. Recent highlights of faculty and student accomplishments include:

- Dr. Danelle Larson served as co-editor and authored a chapter in the book *A History of Music in America's Normal Schools* (in-press). Lexington Books: Rowman & Littlefield. Expected publication March, 2024. She will also (hopefully) present numerous research sessions at the International Society for Music Education's International Conference in Helsinki, Finland (July/August, 2024) and the pre-conference seminar in Estonia (Music in Schools and Teacher Education Commission). She is serving her sixth year at Music Teacher Education Division President for the Illinois Music Education Association and serves as the facilitator for the state new music teacher mentorship program.
- Dr. Brad Decker presented a research paper, *Many Miles Away: Levels of Synchronicity in Online Masters of Music Education Technology Workshops*, at the College Music Society conference in Miami, FL, in October 2023.
- Dr. Jennifer Brown presented and performed at the International Women's Brass Conference in Denton, TX, in 2022 and presented at the College Music Society conference in Miami, FL, in October 2023.
- Professor of Percussion and Graduate Coordinator Jamie V. Ryan performed throughout the Midwest and Eastern United States with the Afro-Caribbean Jazz Collective, the Africa->West Percussion Trio, the Heartland Festival Orchestra, the Wisconsin Chamber Orchestra, and Sun Stereo.
- Alice Gong, MA in Music, Performance Concentration. 2022. Currently pursuing a DMA in piano performance at Penn State University.
- David Martins, MA in Music, Performance Concentration, 2023. Teaches at NEOJIBA school in Bahia, Brazil, and performs widely in that country.

- Eric Combs, MA in Music, Music Education Concentration, 2020. Awarded Illinois Teacher of the Year.
- Justin Johnson, MA in Music, Music Education Concentration, 2021. Awarded Illinois Teacher of the Year.
- Jenna Combs, MA in Music, Music Education Concentration, current student. On the 40 Under 40 List, a program they started to celebrate and recognize outstanding music educators who are making a difference by growing and strengthening their music program.
- Brendan Frank, MA in Music, Music Education Concentration, 2021. Presented his masters research project at IMEC conference. “A Beginner’s Guide to Jazz Guitar.”

Our greatest strength lies in the quality of instruction we offer and the individualized attention that we give to the graduate student. Students in larger institutions might not experience the kind of personal attention that they receive here. We offer a comprehensive set of core courses with a curriculum that is flexible, and graduate students have opportunities to assume leadership roles in class, applied instruction, and ensembles.

In 2019, Dr. Danelle Larson and Dr. Liza Meyers became co-coordinators of the Music Education MA program. They work together on the program administration, which includes recruitment, oversight of the application process, individual interviews required for acceptance into the program, curriculum design, hiring of adjunct faculty, advising all students, and planning and facilitating the campus residency.

Prof. Jamie V. Ryan became coordinator of the residential MA in Music program that has concentrations in performance (vocal, instrumental, keyboard), composition, and conducting. He recruits and interviews prospective students, assists them through the audition process, advises all MA Performance, Composition, and Conducting students, organizes capstone exams and committees, and works with faculty who teach graduate students.

The online music education concentration held its first week-long campus residency in the summer of 2017, when the first fifteen students in the program attended. Feedback was very positive, and we were excited to hold the second residency in 2021, but due to COVID we were forced to hold an online intensive week instead. We were disappointed because at that point the program had grown immensely, and we were expecting more than 40 students from 15+ states to be on the campus of EIU. The residency is offered every third summer, so we are currently planning for approximately 40 MA students from 15+ states to join us this summer. The residency will be structured like a conference, with some required coursework but with the addition of many hands-on sessions involving music making in groups – something we cannot easily achieve online. We believe that this experience makes our program unique and will help us continue to draw new students. We continue to welcome new students who were recommended by their colleagues or learned about the program from positive comments on music education social media sites.

6. Major Findings and Recommendations

- Description and assessment of any major changes in the program [e.g., (1) changes in the overall discipline or field; (2) student demand; (3) societal needs; (4) institutional context for offering the degree; and (e) other elements appropriate to the discipline in question.**

Since fall 2015 enrollment in the MA in Music program has risen from a low of 16 students to a high of 56 in fall of 2022. This is largely due to the online program in music education while allows full-time teachers to retain their position while completing a master’s degree largely online.

Academic Year	FA22	FA 21	FA 20	FA 19	FA 18	FA 17	FA 16	FA 15
Enrollment	56	56	40	32	34	34	34	16

During the review period we have not noted any major changes to the overall discipline or field, but given

that there is a teacher shortage, we are happy to provide a program of professional development for K-12 music teachers.

b. Description of major findings and recommendations, including evidence of learning outcomes and identification of opportunities for program improvement;

For the residential concentrations, graduate students are assessed in all courses taken as part of the MA in Music degree. Students in the Performance concentration (vocal, keyboard, instrumental) are evaluated by Graduate Faculty through end-of-semester juries. Conducting and Composition concentration students are evaluated through their individual courses each semester. All Performance/Composition/Conducting concentration students present a Graduate Performance Project which is assessed by a jury of faculty members during a recital preview or other evaluation tool deemed appropriate. Four faculty members serve on an exam committee for each Performance/Composition/Conducting concentration student. The students in the Performance/Composition/Conducting concentrations write a document (program notes, often) to accompany their Performance Project (recital, lecture-recital, or other approved event) and is evaluated by exam committee members. In the final semester of coursework, all Performance/Composition/Conducting concentration students take a Comprehensive Oral Examination that is evaluated by their exam committee. All of these evaluations must be passed according to our standards in order for the student to be granted a Certificate of Comprehensive Knowledge by the Graduate Coordinator and therefore, complete the MA in Music degree. All measures are evaluated with the assistance of rubrics.

Results from AY 22 and 23 indicated that all students who performed juries for their Graduate Performance Project as a recital passed that jury. Their committee members assessed their program notes or document to be good or superior, thus permitting those students to pass the document portion of the project. All students successfully completed oral exam in AY 22 and 23.

c. Description of actions taken since the last review, including instructional resources and practices, and curricular changes; and

The department approved a number of changes to the residential MA program that took effect in fall 2017. These include the following:

- Changed the program from 30-credit hours with a Recital and Analysis project or Thesis to a 32-credit hour program without the thesis option. All students will enroll in a zero credit course MUS 5940 Capstone Performance Project in the final semester.
- Removed the course MUS 5890 Graduate Seminar from the concentrations
- Adding the new course MUS 4760 MUS Seminar and Practicum in Music Instruction to the core for each concentration.
- Revised the course MUS 5940 Graduate Recital, by re-naming it Graduate Performance Project to more accurately reflect all concentrations. The revision will also remove the recital analysis project. Instead, students will be required to prepare program notes for their recital. The revision will also allow for an optional lecture component.
- Students now enroll in a total of 14 credits of applied instruction in their primary area instead of 8 credits. The increase in applied credit hours more accurately reflect the amount of time students spend preparing for applied lessons. Students enroll for 3 credits of applied lessons in each semester during the first year and 4 credits in each semester during the second year. The increase in applied credit during the second year will reflect the increase in work necessary to prepare for the Capstone Performance Project at the end of the second year.
- An increase in the number of ensemble credit hours will more accurately reflect the relative importance of ensemble participation in a graduate level program in music

- An added chamber music component (for students in the performance concentration)

For the residential program, the department had traditionally offered a sequence of core courses annually, although beginning with the fall 2016 semester, these courses will be offered on a two-year rotational basis. These include:

MUS 5100	Introduction to Research in Music	3 credits
MUS 5170	Analytical Techniques	3 credits
MUS 5880	Seminar in Music History	3 credits
MUS 4760	Graduate Seminar in Music Pedagogy	2 credits

This course rotation has been working well for the students in the residential MA program and has ensured that course sizes are appropriate for graduate-level coursework.

With the increased enrollment in the online MA program, it has been critical to develop a course rotation to advise current students and communicate with proactive students. Due to the complexity of the rotation, a website has been developed (https://www.eiu.edu/musicgrad/MA_ME_Curricular_Sequence-Part.2.php) that shows each student their sequence of courses based upon their first semester in the program. We have found that students appreciate the clarity presented by this format.

Since the last review in 2016, the MA in Music Education program has experienced great success. After the redesign and rollout of the revised program, we have recruited and maintained strong numbers of participants. Fifteen students joined the first cohort in 2016 and graduated in 2018. We have implemented a rolling enrollment design, so new students enroll every term (fall, spring, summer) and some have graduated in almost every term since the summer of 2018.

All students in the online music education concentration complete MUS 5101 – Research Methods for Music Education where they become familiar with major resources for research in music teaching and learning, read published music education research with understanding and discrimination, and design research studies. This course prepares students to begin work on their capstone project that is completed while taking MUS 5900 – Music Education Research Project. The project is an original research project designed by the student and advisor and demonstrates synthesis of knowledge applicable to the student’s specific area of interest in music learning and teaching. Some students who have completed these courses have presented their research at state conferences, conducted professional development sessions based on their work, and have gone on to enter PhD programs.

d. Description of actions to be taken as a result of this review, including instructional resources and practices, and curricular changes.

The only current change being considered at this time would be to increase the number of credits for MUS 4760 from 2 to 3. During the semester in which this course is offered as part of the residential program course sequence, students have occasionally had trouble identifying enough credits to be full time. Increasing the credits to 3 would solve this issue. And given the nature of the subject, there would not be an issue in providing sufficient content to justify this credit increase.

7. Responses to Institution-Assigned Issues

- a. Describe the ways in which your program(s) have incorporated programmatic, curricular, and teaching/learning strategies to support the Integrative Learning Experience at EIU. What plans does the department have for increasing its support of ILE?**

Long before Integrative Learning was defined as a learning goal, music departments have been engaged in these types of endeavors through our close work with students helping them develop the tools of self-reflection to work effectively as a professional musician. Below are three examples of how Integrative Learning has been incorporated into the music program.

Ensemble participation is one way in which integrative learning is infused into the music curriculum. Most graduate students participate in a large ensemble each semester of residency. Through this experience ensemble directors and students draw upon music theory and history course content to help contextualize the works studied during the semester.

Students in the MA in Music, Performance Concentrations integrate the study of music theory and music history with their recital repertoire in the capstone “Graduate Performance Project,” which includes a document. Students are expected to write original program notes based on their own research.

Most graduate students in the residential concentrations either teach in the Community Music Program, conduct ensemble rehearsals and concerts, tutor undergraduate students, or assist by giving comments and instruction in applied studio classes. Teaching opportunities like these allow students to articulate connections between technique, phrasing, historical performance practices, and important theory concepts.

b. What one unique, noteworthy activity is the department involved in that will enable the IBHE to distinguish it from other similar programs in the state?

Faculty commitment to individualized attention and to the development of the student as a unique individual sets the EIU Department of Music apart of other departments in the state. Prospective and current students routinely report that they chose EIU because of a connection made with a department faculty member, which went above and beyond any other school.

The Master of Arts in Music format offers greater flexibility in the student degree program than with a Master of Music degree program. As one of only two public universities in the state offering this degree, the EIU MA in Music program provides a unique educational opportunity for students wishing to focus on their performance, conducting, or music composition skills within the context of a general degree that offers a breadth of study.

The Music Education concentration, an online program with a one-week residency on the EIU campus, is the only program of its type in the state of Illinois, and one of only a handful in the region. With its curricular focus on immediate classroom application and the flexibility to accommodate working teachers, we have drawn students from across the United States.

COMMENTS FROM THE COLLEGE DEAN:

One of only two public university Music MA programs in Illinois, Eastern's degree distinguishes itself for its flexibility, personal attention, and four distinct concentrations from which students may choose. The online + intensive summer residency Music Education concentration has become a particular focal point for the department, contributing to a total MA enrollment growth of 350% since Fall 2015, a particularly impressive feat given the challenges of the Illinois budget impasse and COVID crises. The curricula has been extensively fine-tuned over these years, resulting in robust time-to-completion rates and solid student learning outcomes. The program is guided by a highly accomplished faculty with whom the students greatly enjoy working.

We recommend a decision of **Program in good standing**.

VPAA Decision:

- Program in good standing
- Program flagged for priority review
- Program enrollment suspended

VPAA Explanation:

50.0901 M.A. in Music

The summary above outlines the multiple efforts of the M.A. in Music program to adapt to the needs of music professionals and to ensure that all students are served in their progress through the degree. The curricular changes emerged out of a desire to sharpen the preparation of students within their primary area (applied credit hours), strengthen the culminating experience (Capstone Performance Project), and ensure course availability in a publicized and reliable rotation of courses. The program has also been flexible in its accommodation of students both fully on campus and fully online (apart from one week of residency for Music Education students).