

Contact: Diana Gonzalez

**BACHELOR OF ARTS IN MUSIC AND
BACHELOR OF MUSIC IN COMPOSITION, MUSIC EDUCATION, AND PERFORMANCE
ACCREDITATION REPORT AT IOWA STATE UNIVERSITY**

Action Requested: Receive the accreditation report for the Bachelor of Arts Program in Music and the Bachelor of Music Programs in Composition, Music Education, and Performance in the Department of Music in the College of Liberal Arts and Sciences at Iowa State University.

Executive Summary: The programs (1) underwent a self-study that addressed the standards of accreditation defined by the accrediting body; and (2) had an on-site visit by peer evaluators. The program was accredited for the maximum eight-year period to 2023-2024. The accrediting agency requested a progress report regarding the acquisition of library titles. This accreditation report addresses the Board of Regents Strategic Plan priorities for “access, affordability, and student success; educational excellence and impact; and economic development and vitality.”

Background:

- ◇ **Description of program.** The music curriculum provides a comprehensive program of professional studies for students to prepare for careers in music, including teaching, performance, and composition and for students to pursue graduate studies in music. The Bachelor of Music is more specialized and contains fewer general education requirements than the Bachelor of Arts Program in Music.
- ◇ **Purpose of accreditation.** An accredited educational program is recognized by its peers as having met state and national standards for its development and evaluation. To employers, graduate schools, and licensure, certification, and registration boards, graduation from an accredited program signifies adequate preparation for entry into the profession. In fact, many of these groups require graduation from an accredited program as a minimum qualification. Accreditation is also intended to protect the interests of students, benefit the public, and improve the quality of teaching, learning, research, and professional practice.
- ◇ **Accrediting agency.** The accrediting body is the National Association of Schools of Music (NASM).
- ◇ **Review process.** The self-study prepared by the Music programs contained the responses to the appropriate standards required by the accrediting body. The NASM Standards for Accreditation assess the program at three different levels:
 - ☑ Broad context, including mission, operational standards, and student-to-faculty ratio.
 - ☑ Common degree program expectations, including basic competency acquisition, common body of knowledge and skills.
 - ☑ Specific standards for each degree programs, including the Bachelor in Music Education assessment of curricular structure, program content, desirable attributes, essential competencies, and professional procedures.

- ◇ On-Site Team Report. In October 2013, the visiting team determined that the music programs met the accreditation standards.
- ◇ Strengths identified by the Visiting Team.
 - ☑ “A vigorous and accomplished faculty dedicated to the success of the music program and its students and a tradition of stable departmental leadership.
 - ☑ A strong music performance component reflected in the active faculty performers and aspirations for excellent ensembles.
 - ☑ Eager-to-learn students who value the support and mentoring they receive from faculty.
 - ☑ Positive departmental culture/environment allowing for collegial faculty.
 - ☑ Students recognizing the supportive, helpful atmosphere in the school, including the innovative *Esprit de Corps* learning community program for entering students to the music program.
 - ☑ A strong tradition of university student involvement in the music ensembles program and coursework offered by the department.
 - ☑ A strong linkage of the music program with the university and regional community.
 - ☑ Evidence of strong university and college support for maintenance of facilities and instructional technology support.”
- ◇ Recommendations identified by the Visiting Team for short-term improvement.
 - ☑ “Consider the creation of a vocal ensemble opportunity for instrumental music education majors – especially for the male music education students.
 - ☑ Review faculty responsibilities in the music education area. Course loads (balanced with administrative responsibilities) should be considered along with faculty interest and experience.
 - ☑ Consider optimization of library resources and relationships between the library and the department, including development of the collection and curricular connections to the resources of the library.”
- ◇ Primary future issues identified by the Visiting Team.
 - ☑ “Need for systematic and strategic planning and projecting for the future to include benchmarking to institutional peers in music, determination of relative balance of primary instruments among students admitted, and justification of requests for additional faculty, staff, equipment, and building resources framed within the context of an overall strategic plan.
 - ☑ Re-examination of the present administrative departmental arrangement of combining the Theatre and Music programs in one department.
 - ☑ A review of the adequacy of existing facilities and the possible expansion of these to accommodate expanding artistic agendas and the possibility of increasing student enrollments.”

◇ Items for response.

- ☑ “The Commission acknowledges the music unit’s intent to develop a long-range strategic plan with a goal of implementation by November 2014. The Commission requests documentation and action toward implementation of this strategic plan.
- ☑ The Commission acknowledges the music unit’s intent to add 150 library titles in the area of music education for undergraduate students over the next two years. The Commission requests documentation regarding progress toward reaching this goal.
- ☑ The Commission requests documentation that makes clear the levels of competency necessary to graduate for each area of the common body of knowledge and skills for each degree.
- ☑ The Commission requests documentation regarding the results of the department’s process of correlating the NASM standards with departmental experiences that demonstrate students graduating with music degrees are meeting stated competencies. The Commission asks the music unit to clarify the intent of publishing the results of the process on the website.
- ☑ The Commission requests documentation demonstrating students in the Bachelor of Music programs are developing written, electronic, or improvisatory forms and methods of composition/improvisation.
- ☑ It is not clear to the Commission how the music education degrees relate program purposes, content, and graduation expectations to licensure requirements.
- ☑ The Commission requests documentation regarding how health and safety standards are communicated to the faculty and staff.”

◇ Sample implemented or planned changes by the institution.

- ☑ “Implementation of subcommittees to work on various aspects of the departmental strategic plan.
- ☑ The addition of 150 library titles in the area of Music Education.
- ☑ More clearly defining the NASM competencies and the correlation of NASM standards to department experiences.
- ☑ Creation of a new course (Applied Theory: Arranging and Improvisation) to expand opportunities for students to create original or derivative music.
- ☑ Exploring the creation of a separate bachelor’s degree for students pursuing music education to allow students to meet the graduation requirements for licensure and accreditation standards for music in a reasonable number of credits.”

◇ Accreditation Status. In December 2015, the National Association of Schools of Music (NASM) awarded continued accreditation to the Bachelor of Arts Program in Music, the Bachelor of Music Program in Composition, the Bachelor of Music Program in Music Education, and the Bachelor of Music Program in Performance at Iowa State University following the responses submitted by the University to NASM request for further documentation.