

Academic Year 2025-2026

Master of Music in Education - MME-MMED Learning Outcomes

Implementation of Content

Upon completion of the program, the student will demonstrate knowledge and skills in the pedagogy of music education.

NASM accreditation standards XIV.B.6.b and XIV.E.1

MEASURES	RESULTS	ACTIONS
Rating Scale Assignment Students develop a criterion-related rating scale (observational only) to evaluate a music-teaching situation either in person on in a shared video. They then use the scale to rate a teaching video (teacher effectiveness, student behavior, musicianship). The assessed video may be of an elementary music classroom, or a band or choir rehearsal. A discussion board follows. Direct - Assignment <i>Inquiry in Music Education: MUED 5321</i> Target 70% of students will score 70% or higher on a rubric-evaluated assignment. 5321 SACSCOC Assessments.docx	MET Rating Scale Assignment ■ Exceeded ■ Approached  0% 100% Exceeded: 82% Approached: 18% Met Total: 82% Not Met Total: 18% Analysis Goals met.	Revise Measurement / Assessment IN PROGRESS Because this assessment has been successful for a number of years, the professor (Fresne) has decided to change the assignment used to fulfil this assessment measure. The course will remain the same (MUED 5321) but for 26-27 will be revised as follows: ARTICLE ANALYSIS: Philosophical Inquiry #1 Method Assignment Outcome Implementation of Content Outcome Description Upon completion of the program, the student will demonstrate knowledge and skills in the pedagogy of music education. NASM accreditation standards XIV.B.6.b and XIV.E.1 Program Master of Music in Education - MME-MMED Course MUED 5321: Inquiry in Music Education Title Article Analysis: Philosophical Inquiry #1 Target 75% of students will score 70% or higher on a rubric-evaluated assignment. Description Students locate and analyze peer-reviewed articles (2000 or later, from different journal series, not in the textbook) that used philosophical inquiry as their research method, providing APA citations and a half- to one-page single-spaced analysis of each article's type of inquiry, data presentation, purpose, and results. Recommended Due Date: 08/31/2026
Short Paper on the Future of Music Education This assignment asks students to write a 700-1000 word paper on their vision of where music education is headed over the next 50 years, critically evaluating their ideas based	MET Short Paper on the Future of Music Education ■ Exceeded ■ Met 	Revise Measurement / Assessment Not Started Report from Martina Miranda: I feel the revised criteria and rubric are accomplishing the desired objectives. For Summer 2026, if I am asked to teach the class I would change the assignment to one of the other essays in

on course materials. They then opt to present that paper in video format or using some alternative format. The paper must include a short 5-source annotated bibliography. Direct - Assignment <i>History Music Ed in the US: MUED 5331</i> Target 70% of students will score 70% or higher on the rubric. 5331 SACSCOC Assessments.docx	0% 100% Values are not shown when too close to each other. Click or use arrow keys to see details. <table><tr><td>Exceeded:</td><td>73%</td></tr><tr><td>Met:</td><td>27%</td></tr><tr><td>Met Total:</td><td>100%</td></tr><tr><td>Not Met Total:</td><td></td></tr></table> Analysis Goals met.	Exceeded:	73%	Met:	27%	Met Total:	100%	Not Met Total:		the class, and adapt the rubric for that essay to give attention to improving the preparation and feedback on student writing at the graduate level. Recommended Due Date: 06/01/2027
Exceeded:	73%									
Met:	27%									
Met Total:	100%									
Not Met Total:										

Professional Competence

Upon completion of the program, the student will demonstrate professional competence by articulating how to adapt concepts and theories from coursework to possible real-life situations in the music classroom or performance.

NASM accreditation standards XII.B.1 and XIV.A.2 and XIV.E.3

MEASURES	RESULTS	ACTIONS								
Comprehensive Exam Section on Music Education The comprehensive exam is given to graduating students in their final semester of studies. A three-person faculty committee administers and oversees the written exam, which is performed in an "organization" space on Blackboard. Students are given a set of at least 6 questions, with a minimum of 2 designated as in the domain of music education (the others being in music history or music theory). They have two hours to answer the questions, after which they are scored by the committee and either passed or asked additional questions as follow-ups. Direct - Exam (Certification or Licensure) Target 90% of students will score as proficient (75% acceptable/pass or higher) on an exam question in the field of music education chosen by the music education representative on the committee. MUED Comprehensive Rubric - Music Education.pdf	MET Comprehensive Exam Section on Music Education Exceeded Met 0% 100% Values are not shown when too close to each other. Click or use arrow keys to see details. <table><tr><td>Exceeded:</td><td>50%</td></tr><tr><td>Met:</td><td>50%</td></tr><tr><td>Met Total:</td><td>100%</td></tr><tr><td>Not Met Total:</td><td></td></tr></table> Analysis All four students scored proficient or higher in the 2025-26 AY reporting period. With a new rubric implemented and only a small sample of students evaluated, no further action recommended for 2026-27 reporting.	Exceeded:	50%	Met:	50%	Met Total:	100%	Not Met Total:		Revise Measurement / Assessment COMPLETE A new rubric that more accurately evaluates the music education related questions on the comprehensive exam was designed by the music education faculty and approved by the department chair on 10/28/2025. The new rubric has been attached to this section. This rubric was used to assess the fall 2025 comprehensive exams.
Exceeded:	50%									
Met:	50%									
Met Total:	100%									
Not Met Total:										
Comprehensive Exam Section on Music History and Theory The comprehensive exam is given to graduating students in their final semester of studies. A three-person faculty committee administers and oversees the written exam,	MET Comprehensive Exam Section on Music History and Theory Exceeded Met	Maintain Assessment Strategy Maintain recommended given Proksch was on FDL in Fall 2025 semester.								

which is performed in an "organization" space on Blackboard. Students are given a set of at least 6 questions, with a minimum of 2 designated as in the domain of music history and/or music theory (the others being in music education). They have two hours to answer the questions, after which they are scored by the committee and either passed or asked additional questions as follow-ups. Direct - Exam (Certification or Licensure) Target 75% of students will score 75% (acceptable/pass) or higher on an exam question in the field of music history/theory as chosen by the music history/theory representative on the committee Graduate Comprehensive Exams History and Theory Rubric.docx	0% 100% <i>Values are not shown when too close to each other. Click or use arrow keys to see details.</i> Exceeded: 50% Met: 50% Met Total: 100% Not Met Total: Analysis All four students passed in this reporting period, two high. As the primary faculty in music history was on leave for the fall semester (half the comps exams) no additional changes recommended for next year.	
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Critical Thinking

Upon completion of the program, the student will articulate and write on factors relating to comprehension, pedagogy, or appreciation of an issue in music education or performance.

NASM accreditation standards XIV.B.6.d and XIV.E.2

MEASURES	RESULTS	ACTIONS
Rubric-scored research paper Students submit a term paper with full (~25 source) bibliography and complete short-form Chicago-Turabian footnote citations. Expected prose length is 3,500-4,000 words (conference paper length). Previous assignments in the course deal with bibliographic references, finding sources using library databases, and proper scholarly writing (a first draft). Direct - Assignment <i>Music Ref Resrch & Writing: MUED 5320</i> Target 80% of students will score 80% or higher on the research paper rubric MUED 5320 Term Paper Rubric.docx	MET Rubric-scored research paper ■ Met  0% 100% <i>Values are not shown when too close to each other. Click or use arrow keys to see details.</i> Met: 100% Met Total: 100% Not Met Total: Analysis Goal was met, however Proksch was on FDL in the fall, so this course's content isn't really usable going forward as he's going to be teaching it once again in 2026.	Maintain Assessment Strategy Goal was met, however Proksch was on FDL in the fall, so this course's content isn't really usable going forward as he's going to be teaching it once again in 2026.
Video Presentation of Research Students either create a video presentation or a radio show (to air on KVLU) based on their paper. If they choose the video presentation	MET Video Presentation of Research ■ Met 	Revise Measurement / Assessment COMPLETE KVLU no longer allows the in-person radio show option due to programming changes.

(which is the only one rubric scored), they make a 10 minute video including powerpoint slides as if they were presenting a mini-talk or poster session at an academic conference. If they choose the radio show, they (with the professor and a radio producer at KVLU) create a 55-minute radio segment on their topic, edited, and aired on a scheduled Sunday at noon. Direct - Presentation <i>Music Ref Resrch & Writing: MUED 5320</i> Target 80% of students will score 80% or higher (proficient) on a rubric-scored research presentation. MUED 5320 Presentation Rubric.docx	 0% 100% <i>Values are not shown when too close to each other. Click or use arrow keys to see details.</i> Met: 100% Met Total: 100% Not Met Total: Analysis Goal was met, however Proksch was on FDL in the fall, so this course's content isn't really usable going forward as he's going to be teaching it once again in 2026. In addition, this entry will need to be modified as KVLU no longer allows the radio show option.	The assessment will be online video only going forward. Recommended Due Date: 06/01/2027
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Perspective on Contemporary Issues

Upon completion of the program, students will develop graduate-level perspectives on contemporary issues and problems in music education. This may include a review of curriculum developments, teaching methodology, innovations, and multidisciplinary concepts in advanced seminars or by other means.

NASM accreditation standard XIV.E.2

MEASURES	RESULTS	ACTIONS
Short Paper on Music Education Methodology Implementation In a two-part paper (800-950 words), students first compare and evaluate objectives from previously-written activity plans, identifying gaps and strengths, and discussing earlier feedback from colleagues. They then select two methodologies (Orff, Kodaly, Dalcroze, Music Integration, Suzuki, etc.) and provide specific examples of how they implement them into their teaching to enhance student learning. Direct - Assignment <i>Survey Music Teaching Methods: MUED 5332</i> Target 70% of the students will score 70% or higher on the assessment rubric. 5332 SACSCOC Assessments.docx	MET Short Paper on Music Education Methodology Implementation ■ Exceeded ■ Met ■ Approached  0% 100% Exceeded: 14% Met: 57% Approached: 29% Met Total: 71% Not Met Total: 29% Analysis 71% of the students passed with a 70% or higher, meeting the measure by 1%.	Revise Measurement / Assessment IN PROGRESS In the hopes of raising the pass rate and goals in future years, the professor will adjust one of the assignments that is the basis for part of the analysis (written activity plans for teaching) so that the instructions allow for multiple objectives. This will allow for deeper reflection on the final paper. Recommended Due Date: 06/01/2027
Music Analysis Final Project Students submit a comprehensive (in-score and written prose) analysis of a post-tonal composition of the instructor's choosing. The composition will be of recent vintage, limiting recourse to online research. The	MET Music Analysis Final Project ■ Met ■ Approached  0% 100%	Modify Position / Personnel IN PROGRESS Rissman is retiring and the new person hired to replace him will need to come up with a new assessment method relating to the way in which the course will be taught in the future.

composition will typically combine elements of tonality, pitch-centricity, and atonality, necessitating innovation and resourcefulness on the part of the student as they figure out which mode(s) of pitch-analysis to employ. Direct - Assignment <i>Twentieth Century Harmony: MUTY 5350</i> Target 70% of students will score 70% or higher on a rubric-scored analysis assignment. MUTY 5350 CONTENT ASSESSMENT Rubric.docx	Met: 88% Approached: 12% Met Total: 88% Not Met Total: 12% Analysis Goal met for this year.	Recommended Due Date: 06/01/2027
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Assessment Report Summary

The Master of Music in Music Education is meeting its stated assessed goals and operating smoothly in general. This past year, with Dr. Proksch on fall semester faculty development leave, the two courses he assesses were taught by an adjunct. Dr. Rissman's retirement in Spring 2026 means that the music theory assessments will change in reporting year 26-27. In addition, new faculty are teaching some of the MUED courses in the next year. Those faculty will undoubtedly change the program's content in ways that will require reporting changes in May 2027. Finally, the "Rating Scale" assignment from MUED 5321 will be shifted to a different task within that course.