Shepherd University

Discontinuation and Teach-out Plan for the Master of Music, Music Education Degree Program

Submitted to:
Shepherd University Board of Governors
and
West Virginia Higher Education Policy Commission
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Master of Music, Music Education Degree Program

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I. Introduction

Approved by the West Virginia Higher Education Policy Commission (HEPC) in 2004, the Master of Music, Music Education (MMME) was part of a proposal to the Higher Learning Commission (HLC) in 2005, that also included the addition of the Master of Business Administration and Master of Arts in Teaching degrees. The MMME program began enrolling students in the summer of 2007, with its first graduates in 2009. In 2010, the program received full accreditation from the National Association of Schools of Music (NASM). The program has graduated a total of 17 students, with a mean average of 2.8 graduates per year. Enrollments were at a peak of 23 non-duplicated enrollments in 2008-2009, with only 10 in 2012-13. This dropped to a total of only 8 non-duplicated enrollments (seats) in 2013 (See Tables 1 and 2, page 5).

As cited in the 2013-2014 program review summaries submitted to the HEPC, the lack of students enrolled in the program has been dangerously low for several years, calling into question its viability. With such small enrollment, classes do not allow for dialogue and peer interaction, an extremely important aspect of graduate-level coursework. Low enrollments also do not allow faculty to teach courses as part of their regular teaching load, and thus classes are taught by adjunct or faculty with an overload contract, both undesirable results.

Numerous factors led to the decline in enrollment:

- The program was conceived as a way to provide graduate education to regional music educators. We knew our enrollment would be limited to students living within a manageable driving distance. The program was conceived to serve students living within a manageable driving distance, where they could be in residence and complete the degree in a one to two year period. After seven years, it appears that the market for potential students to the program is nearly exhausted.

- Enrollment was initially limited to only teachers who were employed. The target population is much smaller than Shepherd’s other graduate education programs, as some teachers may serve more than one school. The demand for the program has been
less than first thought, and, coupled with the great financial need of the students, has also limited enrollment in the program.

• West Virginia does not require a graduate degree for teachers to maintain their position; it does however require re-certification credits at the graduate level, thus decreasing demand;

• Students with a masters degree may be at a disadvantage as new hires, because school systems will need to pay a higher starting salary;

• The program was heavily identified or “driven” by one faculty member who is no longer with the institution;

• Course delivery models utilized traditional face-to-face instruction only; and therefore the program has been limited geographically.

• Because of faculty workloads during the fall and spring semesters, course offerings were limited. Often there were not enough courses that students needed to qualify for financial aid. This also led to the situation where despite having the lowest number of total degree program credits (30), MMME students have been taking the longest amount of time to complete the program.

• The graduate program coordinator and the department did work to revise the admissions requirements and revise the curriculum to allow for more flexibility in the program. However, neither of these revisions led to increased enrollments.

Overall, the MMME students come in with the highest overall GPA, express a high level of satisfaction with their coursework, and, as most are employed in the field, are able to immediately put theory into practice in their classroom environments.

Concurrently, the Department of Music (DOM) has been approved for the professional undergraduate degree, the Bachelor of Music (BM) in Performance. Given this exciting development, the DOM feels that a better use of their limited resources, both fiscal and human, would be to focus on the success of the new BM in performance.

The institution has taken the appropriate steps with documentation of the intention to close the program:
• Department of Music minutes;
• Graduate Council, approval of curricular proposal to delete the program;
• Presentation of this same document to the institution’s Board of Governors (9/26)
• Pending approval from the HEPC, send notification and complete any necessary paperwork for HLC and music’s programmatic accreditor, NASM.

Table 1: Enrollment
Enrollment is non-duplicated, summer-fall-spring and is derived from IPEDS data.

<table>
<thead>
<tr>
<th>Number of Students</th>
<th></th>
</tr>
</thead>
<tbody>
<tr>
<td>2007-2008</td>
<td>9</td>
</tr>
<tr>
<td>2008-2009</td>
<td>23</td>
</tr>
<tr>
<td>2009-2010</td>
<td>21</td>
</tr>
<tr>
<td>2010-2011</td>
<td>17</td>
</tr>
<tr>
<td>2011-2012</td>
<td>16</td>
</tr>
<tr>
<td>2012-2013</td>
<td>10</td>
</tr>
<tr>
<td>2013-2014</td>
<td>8</td>
</tr>
<tr>
<td>Total</td>
<td>104</td>
</tr>
<tr>
<td>Mean</td>
<td>14.85</td>
</tr>
<tr>
<td>Overall decline from enrollment highpoint</td>
<td>-65.21%</td>
</tr>
</tbody>
</table>

*Note: Information is also available on the number of seats (enrollments) in courses from 2008-2013, part of the Program Review cycle information.

Table 2: Degree Production

<table>
<thead>
<tr>
<th>Degrees Awarded</th>
<th></th>
</tr>
</thead>
<tbody>
<tr>
<td>2007-2008</td>
<td>0*</td>
</tr>
<tr>
<td>2008-2009</td>
<td>3</td>
</tr>
<tr>
<td>2009-2010</td>
<td>4</td>
</tr>
<tr>
<td>2010-2011</td>
<td>6</td>
</tr>
<tr>
<td>2011-2012</td>
<td>0</td>
</tr>
<tr>
<td>2012-2013</td>
<td>2</td>
</tr>
<tr>
<td>2013-2014</td>
<td>2</td>
</tr>
<tr>
<td>Total Degrees Awarded</td>
<td>17</td>
</tr>
<tr>
<td>Mean</td>
<td>2.8</td>
</tr>
</tbody>
</table>
II. Impact on Faculty and Departmental Resources

Because most of the graduate courses in the music program have been taught as overloads/independent studies or by qualified affiliate (adjunct) graduate, the immediate effect on the faculty will be negligible. As part of the teach-out plan, faculty may be required to offer some independent studies or teach very small classes (much as they have been doing) to facilitate students completing the program.

There will be no impact on departmental budgets, as coordinator stipends and funds for the Division of Graduate Studies covers advertising. Graduate Studies will reallocate these funds to support coordinator positions in other programs and for the development of other new programs. The department currently has part of its funds allocated to cover the purchase of electronic library subscriptions and will continue to do so as part of its NASM accreditation. These current allocations will not be affected by the closing of the graduate program.

III. Impact on Students

Impact on students will be the most significant. According to data obtained from institutional research, there are approximately 20 admitted students who have not graduated. These range from those who never started the program to those who only have the final project or one to two courses to complete the program. Additionally, several new students were admitted in the spring 2014 semester, all of whom have already taken six or more of the required 30 credits. If these newly admitted students take nine credits in the fall, they will be at the halfway point in terms of completing the program.

In the teach-out plan described on the following pages, there are details regarding the timeline for deleting the program, the steps taken in terms of curricular offerings, and the need for transparency in communication.

IV. Teach-out Plan

a. Pending approval by the HEPC in fall 2014, students will have until the end of the fall 2016 semester to complete the program.

b. Communication: Students will be contacted individually by email, and by post regarding the closure of the program. Students will be given the opportunity to leave the program or work with the graduate program coordinator and Graduate Dean on a plan of study to complete the program.
c. Website: In an act of transparency, the website for the MMME program will state that it is no longer accepting new students and will be closed at the end of the 2016-2017 Academic Year (Web: http://www.shepherd.edu/graduate-studies/mmme/)

d. Course Offerings: A course rotation addressing the needs of students will be updated on the MMME web pages and sent to each student. Please see the list detailed in Table 3. Additionally, where possible, students will be able to make the appropriate substitutions from Shepherd’s other graduate programs such as using EDUC 501 for MUSC 501.

e. Courses will be offered in traditional face-to-face, hybrid and online formats to facilitate completion of the program.

f. The Division of Graduate Studies will assist with funding wherever possible to aid in students’ completion of the program.

<table>
<thead>
<tr>
<th>Table 3: Course Offerings for Program Completion (tentative)</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>SEMESTER</strong></td>
</tr>
</tbody>
</table>
| SUMMER 2014 | MUSC 506 (elective)  
MUSC 517 (elective) |
| FALL 2014 | MUSC 501 (core)  
MUSC 502 (core)  
MUSC 505 (elective)  
MUSC 506 (elective)  
MUSC 599 Special Topics Course  
MUSC 650 (final project/thesis) |
| SPRING 2015 | MUSC 500 (core)  
MUSC 505 (elective)  
MUSC 599 Special Topics Course or other elective  
MUSC 650 (final project/thesis) |
| SUMMER 2015 | MUSC 503 (core)  
MUSC 505 (elective)  
MUSC 599 Special Topics Course or other elective  
MUSC 650 (final project/thesis) |
| FALL 2015 | MUSC 504 (core)  
MUSC 505 (elective)  
MUSC 599 Special Topics Course or other elective  
MUSC 650 (final project/thesis) |
| SPRING 2016 | MUSC 650 (final project/thesis)  
*Courses as needed for individual students, i.e. MUSC 599 |
| SUMMER 2016 | MUSC 650 (final project/thesis)  
*Courses as needed for individual students, i.e. MUSC 599 |
| FALL 2016 | MUSC 650 (final project/thesis)  
*Courses as needed for individual students, i.e. MUSC 599 |
Curriculum for a Master of Music, Music Education

Total hours, 30 Hours:

Core courses, 15 Hours:

- **MUSC 500 - Music Theory Pedagogy** (3 cr)
- **MUSC 501 - Research Methods in Music** (3 cr)
- **MUSC 502 - Graduate Seminar in Musicology** (3 cr)
- **MUSC 503 - Foundations of Music Education** (3 cr)
- **MUSC 504 - Learning and Teaching in Music Education** (3 cr)

Elective courses, 12 Hours:

- **MUSC 505 - Practicum in Music Education** (1 cr)
- **MUSC 506 - Introduction to General Music Education** (3 cr)
- **MUSC 510 - Kodály I** (3 cr)
- **MUSC 511 - Kodály II** (3 cr)
- **MUSC 512 - Keyboard/Guitar Pedagogy** (3 cr)
- **MUSC 513 - Choral Literature** (3 cr)
- **MUSC 514 - Choral Conducting** (3 cr)
- **MUSC 515 - Vocal Pedagogy** (3 cr)
- **MUSC 516 - Wind Literature** (3 cr)
- **MUSC 517 - Instrumental Conducting** (3 cr)
- **MUSC 518 - Score Study and Analysis** (3 cr)
- **MUSC 519 - Orchestral Literature** (3 cr)
- **MUSC 540 - Jazz History and Pedagogy** (3 cr)
- **MUSC 570 - Graduate Woodwind Techniques I** (1 cr)
- **MUSC 571 - Graduate Woodwind Techniques II** (1 cr)
- **MUSC 572 - Graduate Brass Techniques** (1 cr)
- **MUSC 573 - Graduate String Techniques** (1 cr)
- **MUSC 574 - Graduate Percussion Techniques** (1 cr)
- **MUAP 601 - Applied Conducting** (1 cr)

Thesis/Recital, 3 Hours:

- **MUSC 650 - Thesis** (3 cr)
- OR
- **MUAP 603 - Recital** (1 cr) AND
• **MUSC 573 - Graduate String Techniques** (1 cr) (2x1) OR
• **MUAP 602 - Applied Accompanying** (1 cr) (2x1)

**Oral Exam:**

All MMME students must pass a final comprehensive oral exam at the conclusion of their course of study at Shepherd University. The exam covers the major components of the student’s coursework and, if applicable, the thesis or recital program. In the final semester of study, the student should register for **MUSC 650** (Thesis) or the recital alternative as prescribed. The MMME program coordinator, in consultation with the student’s advisor and the Department of Music faculty, will assign three faculty members to serve on the student’s examination committee. The exam, three-quarters of an hour, will be held during the last weeks of the semester. The student will be told the results immediately.