

September 17, 2014

MEMORANDUM

TO: State Board of Regents
FROM: David L. Buhler
SUBJECT: Southern Utah University – Master of Music Education

Issue

Southern Utah University (SUU) requests approval to offer a Master of Music Education (MME). The institutional Board of Trustees approved the degree on June 12, 2014.

Background

The proposed Master of Music Education is a 30-credit program intended to meet the needs of in-service music teachers. If approved for the MME, Southern Utah University would become the only institution between Provo and Las Vegas to offer such a degree. In a survey of more than 600 Utah music educators, 76% responded that an MME was needed in southern Utah, and 60% expressed interest in an MME at SUU. The opportunity to pursue a graduate degree in music education, rather than a general Master of Education degree, was particularly appealing to the survey respondents.

The MME curriculum includes courses in the areas of Performance and Musicianship, History and Theory, and Teaching. Summer sessions would be held on the SUU campus, and online courses would be offered throughout the year. A key element of the program is practicum experiences where SUU faculty would work with MME students in their school music teaching settings. The combination of summer and online work would allow students in the MME program to continue in their teaching positions while earning a graduate degree that would positively impact their students and careers.

The proposed MME would be taught by both full-time and adjunct music faculty at SUU. Since much of the degree would be delivered during the summer, faculty would be compensated under separate summer contracts. So as not to disrupt current undergraduate faculty workloads, teaching and supervision of MME students during the regular academic year would be assigned to multiple faculty members and would be paid under overload contracts. Funding for the MME would come from program tuition.

Policy Issues

The proposed degree has been developed and reviewed in accordance with processes established by Southern Utah University and the Board of Regents. The USHE Chief Academic Officers, with input from music departments at their institutions, are supportive of SUU's request to offer a Master of Music Education. There are no additional policy issues relative to approval of this program.

Commissioner's Recommendation

The Commissioner recommends the Regents approve the request by Southern Utah University to offer a Master of Music Education.

David L. Buhler
Commissioner of Higher Education

DLB/GVB
Attachment

**Program Description
Southern Utah University
Master of Music Education**

Section I: The Request

Southern Utah University requests approval to offer a Master of Music Education effective in summer 2015. The institutional Board of Trustees approved the degree on June 12, 2014.

Section II: Program Description

Complete Program Description

The Master of Music Education degree is for the practicing music educator who wants to expand their knowledge and professional expertise. The degree consists of a 30-credit program, with short, focused summer sessions on campus and online courses offered year round. Critical to the program is a practicum experience where SUU faculty work with the MME students in their current positions.

Purpose of Degree

The Master of Music Education degree is an important step toward the SUU goal of fully servicing the needs of the Southern Utah area school music teachers. SUU would be the only school providing this degree for the area between Provo and Las Vegas. By providing a graduate degree in Music Education, SUU will further establish itself as the premier music education institution in the southern portion of the state. The proposed degree is unique in regards to the timing of course offerings and online content. This will allow music teachers to keep a teaching position and obtain a graduate-level music education degree.

Current music teachers who obtain a Master of Music Education can expect improved student achievement, improved skills in teaching and planning, higher placement on school salary schedules, and opportunities for further professional advancement. For the benefit of the community, having teachers in the area with the Master of Music Education degree would lead to teachers with improved skills and students who achieve more, resulting in a more highly skilled workforce.

Institutional Readiness

The addition of the Master of Music Education degree will have very little impact upon existing administrative structures. The Department Chair will oversee the degree by organizing course schedules, assigning faculty to the courses, and calculating faculty loads. These are all duties the chair already performs for the undergraduate program. The Music Education Coordinator will administer the program by advising graduates on course schedules and navigating the program. The Music Education Coordinator will also be the liaison to both the Music Department and Graduate Studies area for the program. Both of these are duties the Music Education Coordinator already performs for undergraduate students, and the additional graduate students will not add any significant burden.

Faculty resources are currently available to offer this degree. Summer teaching will be a major portion of this degree and will have separate contracts based on the tuition that comes in. Individual study courses during the school year will be just like getting an additional private lesson student and can be spread out amongst faculty so that each faculty member adds just one or two private lesson students. This system is one that the Music Department already has in place. Full-time undergraduate teaching loads for faculty during the traditional school year will remain unchanged. As enrollment increases, additional adjunct or full-time faculty may become necessary.

Faculty

Department Faculty Category	Dpt Faculty Headcount – Prior to Program Implementation	Faculty Additions to Support Program	Dpt Faculty Headcount at Full Program Implementation
With Doctoral Degrees (Including MFA and other terminal degrees, as specified by the institution)			
Full-time Tenured	8		8
Full-time Non-Tenured	1		1
Part-time Tenured			
Part-time Non-Tenured	2		2
With Master's Degrees			
Full-time Tenured	1		1
Full-time Non-Tenured			
Part-time Tenured			
Part-time Non-Tenured	7		7
With Bachelor's Degrees			
Full-time Tenured			
Full-time Non-Tenured			
Part-time Tenured			
Part-time Non-Tenured	5		5
Other			
Full-time Tenured			
Full-time Non-Tenured			
Part-time Tenured			
Part-time Non-Tenured			
Total Headcount Faculty in the Department			
Full-time Tenured	9		9
Full-time Non-Tenured	1		1
Part-time Tenured	0		0
Part-time Non-Tenured	14		14
Total Program Faculty FTE (As reported in the most recent A-1/S-11 Institutional Cost Study for "prior to program implementation" and using the A-1/S-11 Cost Study Definition for the projected "at full program implementation.")	14.38		14.38

Faculty used for this program would be primarily additional summer contracts, similar to our current summer school. For project advising during the regular school year, the students would be assigned to a full-time faculty member. A faculty member could take on 3 students, which would be added to the load the same way a private lesson student is currently added. Regular FTE for undergraduates would be maintained, and all additional teaching would be an additional summer contract or overload contract.

Staff

No additional staff is needed to offer this degree. Current staff and administration are sufficient for offering the degree.

Library and Information Resources

Current library holdings are sufficient for the degree. SUU has 9,257 musical scores for study purposes, divided nearly evenly between vocal and instrumental, over 5,000 works about music, and nearly 2,000 works on music teaching and instruction. We also have access to thousands of recordings from our collection and through the Naxos music library. Other resources are available through eBooks and interlibrary loan. Each year SUU adds to the collection through budget allocations to the music department specifically for library resources, aiding in keeping the collection current.

Admission Requirements

Prospective students will need to be currently employed as a music teacher in a school setting. Because the practicum assignments require students to try techniques with their own classes as the lab setting, the requirement of having a teaching position is of the utmost importance. When applying for the program, the prospective students will need to provide:

- 1) Successful Admission to Graduate School at SUU
- 2) Bachelor's Degree in Music w/ Certification (Transcripts to demonstrate)
- 3) Proof of Current Teaching Position (Three Letters of Recommendation at least 1 from Admin)
- 4) Resume and Written Statement of Purpose

Applicants must then be approved for admission by the Music Education Committee.

Student Advisement

Students in the Master of Music Education degree program will receive advisement from the Music Education Coordinator. In addition, student academic progress will be supervised by music faculty on a regular basis.

Justification for Graduation Standards and Number of Credits

The credit hour requirements for the Master of Music Education degree (30 credit hours) fall within the state guidelines for master's degrees. It also meets the National Association of Schools of Music (NASM) guidelines for credits in a Master of Music Education program.

External Review and Accreditation

The proposal for the MME degree includes the necessary courses as outlined by the NASM guidelines. No additional consultation was received, however the proposed course of study has been compared to Master of Music Education degrees offered at institutions both in-state and out-of-state. SUU has a long-standing accreditation from NASM, and this degree will not advance without NASM approval.

Projected Program Enrollment and Graduates; Projected Departmental Faculty/Students:

Data Category	Current – Prior to New Program Implementation	Projected Year 1	Projected Year 2	Projected Year 3	Projected Year 4	Projected Year 5
Data for Proposed Program						
Number of Graduates in Proposed Program	N/A	0	0	6	14	20
Total # of Declared Majors in Proposed Program	N/A	8	14	18	18	18

Departmental Data – For All Programs Within the Department						
Note: Projected numbers provided below are for the MME program, not the entire Department.						
Total Department Faculty FTE (as reported in Faculty table above)		.49	.61	.61	.61	.61
Total Department Program Student FTE (Based on Fall Third Week)		3.8	6.2	6.2	6.2	6.2
Student FTE per Faculty FTE (ratio of Total Department Faculty FTE and Total Department Student FTE above)		7.77	10.15	10.15	10.15	10.15
Program accreditation-required ratio of Student FTE/Faculty FTE, if applicable: (Provide ratio here: _____)						

Expansion of Existing Program

The Master of Music Education degree is a new degree program.

Section III: Need

Program Need

The Master of Music Education degree is an important step toward the SUU goal of fully servicing the needs of the Southern Utah area school music teachers. SUU would be the only school providing this degree for the area between Provo and Las Vegas. Current music teachers who obtain a Master of Music Education can expect improved student achievement, improved skills in teaching and planning, higher placement on school salary schedules, and opportunities for further professional advancement.

Labor Market Demand

This degree would be for those already teaching music in the school system. The emphasis would be on improved student achievement, improved skills in teaching and planning, higher placement on school salary schedules, and opportunities for further professional advancement. The trend for teachers needing a Master of Music Education degree is definitely going up. According to statistics from USHE, the number of Bachelor degree graduates in Music Education has nearly doubled since 2007. These teachers are creating a higher demand for a Master of Music Education degree, yet they need to keep teaching while achieving their advanced education. The need for their programs to be offered during the summer with online courses is certainly an upward trend for successful Master of Music Education programs.

Student Demand

A recent survey sent to over 600 Utah music educators revealed 76% of respondents felt that an MME is needed for this region. This same survey found 91% of respondents as either interested or already possessing a master's degree, and 60% of respondents said that they would be interested in an MME at SUU. Many of the respondents were interested specifically because of the music component, as they were

not interested in a generic Master of Education degree. There were 38 respondents who left information to be contacted so they could sign up once the program would begin.

Similar Programs

The only USHE institution that offers a Master of Music Education degree is the University of Utah. Brigham Young is a private school offering this degree. SUU will provide a practical, hands-on experience, servicing current music educators who primarily reside between Provo and Las Vegas. The SUU program will be offered mainly in the summers and online. This will allow current music educators to continue in their current job while pursuing their master's degree. Neither the University of Utah nor BYU allow for this option.

Collaboration with and Impact on Other USHE Institutions

SUU has received support from fellow institutions in the USHE system in proposing this degree. SUU received written approval from the music chairs of Dixie State University and Snow College. SUU also requested verbal approval from the other USHE schools at the meeting with all USHE music department heads (or sent representatives) on October 7, 2013. No objections or concerns were voiced at this meeting, and several expressed support of this new program for SUU.

Benefits

Current music teachers who obtain a Master of Music Education can expect improved student achievement, improved skills in teaching and planning, higher placement on school salary schedules, and opportunities for further professional advancement. For the benefit of the community, having teachers in the area with the Master of Music Education degree would lead to teachers with improved skills and students who achieve more, resulting in a more highly skilled workforce.

Consistency with Institutional Mission

The mission of SUU (<http://suu.edu/general/president/mission.html>) is as follows: "Southern Utah University, as our founders envisioned, is a dynamic teaching and learning community inspired by its unique natural surroundings. As Utah's designated public liberal arts and sciences university, SUU engages students in a personalized and rigorous experiential education, empowering them to be productive citizens, socially responsible leaders, high achievers and lifelong learners." In order to fulfill this mission, SUU will "offer educational experiences typical of private universities with the affordability of public higher education" and "provide outstanding programs of study in the arts and sciences, pre-professional, professional and graduate studies."

The proposed degree aligns with the mission and goals of the institution, providing a graduate degree in the arts similar to both private and public universities. The only significant difference in the proposed degree is the timing of course offerings and online content, allowing music teachers to keep a teaching position and obtain the degree.

Section IV: Program and Student Assessment

Program Assessment

- 1) Enrollment numbers will be reviewed each semester to monitor achievement of enrollment goals (8 students in Year 1, 14 students in Year 2, 18 students in Year 3, 4, and 5).

- 2) Student progress toward program completion will be reviewed each semester to monitor retention and achievement of cumulative graduation goals (6 graduates in Year 3, 14 graduates in Year 4, and 20 graduates in Year 5).
- 3) Course evaluations and an annual student satisfaction survey will be utilized to assess the effectiveness and usefulness of the SUU program and the effect of the program on public school programs. The results will be used to guide instruction and program delivery and development.

Student Assessment

Prerequisites:

Students entering the Master's program will be expected to have achieved the pre-requisite NASM and SUU undergraduate learning outcomes listed below.

A) Learning outcomes for undergraduate Music program:

1. **Performance and Musicianship:** Music graduates will:
 - a. Demonstrate advanced technical and artistic performance standards in their area of expertise.
 - b. Have a wide range of performance experience of the highest level.
 - c. Have a broad knowledge of literature in a wide variety of musical styles.
2. **History, Theory, Analysis:** Music graduates will:
 - a. Conceptualize and perform music in its proper historical context.
 - b. Be able to analyze harmony and other aesthetic qualities of music.
 - c. Be able to research and write cogently about music.
 - d. Demonstrate the ability to perceive and understand music aurally.
3. **Piano proficiency:** Music graduates will be able to:
 - a. Play and accompany simple folk songs by ear, in any key.
 - b. Transfer theory and skills concepts to the keyboard.
 - c. Read at sight at the level of 4-part hymns.
4. **Music in Social and Cultural contexts:** Music graduates will:
 - a. Have an understanding of the role of music in society.
 - b. Participate in cultural experiences which will enlarge multicultural understanding.
 - c. Possess an understanding of the responsibility of building the audiences of the future.

B) Additional learning outcomes for undergraduate Music Education program:

1. **Performance and Musicianship:** Music graduates will:
 - a. Demonstrate a level of technical and artistic proficiency that is on par for the national standards for success in graduate school.
 - b. Have designed and executed musical events such as solo recitals with a level of professionalism that is on par for graduate study.
 - c. Demonstrate a deep and broad understanding of the literature in their field.
2. **History, Theory, Analysis:** Music graduates will have:
 - a. Far-reaching exposure to and knowledge of literature in their area of expertise.
 - b. Knowledge of multiple pedagogical approaches in their area of expertise.
3. **Social and Cultural:** Music graduates will be prepared to:

- a. Contribute to the community and the profession through performances on a professional level.
- b. Promote appreciation of art music within the society.

Students' achievement of the pre-requisite learning outcomes prior to program entry will be assessed through a review of the prospective student transcript to ensure a Bachelor program that meets the above requirements, as well as an entrance placement exam to ensure that remedial work is not needed. Deficient students will either not be admitted or assigned remedial work prior to enrollment.

Assessment of Learning Outcomes for the Master's Program:

Students in the Master's program are expected to demonstrate proficiency in the learning outcomes described by the NASM accreditation handbook. Student achievement of the learning outcomes will be measured by written work, teaching performance assessments via live and digital medium and a concluding capstone project. Pre-program and post-program assessments will be compared to review student progress.

More specifically, the learning outcomes will be assessed as shown below.

LEARNING OUTCOMES	ASSESSMENTS
Performance and Musicianship	
a. expanded skills in conducting	Panel review of recorded and live conducting
b. expanded skills in rehearsal techniques	Panel review of recorded and live teaching
History and Theory	
a. knowledge of Music History on par with graduate level national standards	Written projects and exams
b. knowledge of Music Theory on par with graduate level national standards	Written projects and exams
c. knowledge of ensemble literature on par with graduate level national standards	Written projects and exams
Teaching	
a. the ability to develop innovative curriculum	Written projects and reviews of teaching
b. innovative teaching methodologies	Written projects and reviews of teaching

Section V: Finance

Budget

5-Year Budget Projection						
Note: Projected numbers provided below are for the MME program, not the entire Department.						
Departmental Data	Current Budget— Prior to New Program Implementation	Year 1	Year 2	Year 3	Year 4	Year 5
Personnel Expense						
Salaries & Wages		7920	9900	9900	9900	9900

Benefits		1742	2178	2178	2178	2178
Total Personnel Expense		9662	12078	12078	12078	12078
Non-personnel Expense						
Travel		3500	3500	3500	3500	3500
Capital						
Library						
Current Expense		5000	5000	5000	5000	5000
Total Non-personnel Expense						
Total Expense (Personnel + Current)	\$	\$18162	\$20578	\$20578	\$20578	\$20578
Departmental Funding		Year 1	Year 2	Year 3	Year 4	Year 5
Appropriated Fund		17478	19586	19586	19586	19586
Other:						
Special Legislative Appropriation						
Grants and Contracts						
Special Fees/Differential Tuition		684	992	992	992	992
Total Revenue	\$	\$18162	\$20578	\$20578	\$20578	\$20578
Difference						
Revenue - Expense	\$	\$0	\$0	\$0	\$0	\$0
Departmental Instructional Cost/Student Credit Hour* (as reported in institutional Cost Study for "current" and using the same Cost Study Definition for "projected")	\$	\$238.98	\$165.95	\$165.95	\$165.95	\$165.95
* Projected Instructional Cost/Student Credit Hour data contained in this chart are to be used in the Third-Year Follow-Up Report and Cyclical Reviews required by R411.		\$238.98	\$165.95	\$165.95	\$165.95	\$165.95

Funding Sources

This program will be self-supported through additional tuition. Special Fees are Program Fees collected by SUU College of Performing & Visual Arts.

Reallocation

Program is not supported through reallocation.

Impact on Existing Budgets

Program will be self-supported through new tuition.

Section VI: Program Curriculum

All Program Courses

Course Prefix & Number	Title	Credit Hours
Required Courses		
MUSC 6210	Curriculum and Design in Music Education	3
MUSC 6220	Music Teaching and Learning	3
EDUC 6030	21st Century Research and Data	3
MUSC 6110	Graduate Music Theory	2
MUSC 6120	Graduate Music History	2
MUSC 6450	Practicum 1	1
MUSC 6460	Practicum 2	1
MUSC 6250	Conducting and Rehearsal Techniques 1	1
MUSC 6260	Conducting and Rehearsal Techniques 2	1
MUSC 6500	Music Education Culminating Project	3
	Sub-Total	20
Elective Courses		
MUSC 6900	Special Topics in Music Education	1-3
MUSC 6910	Directed Readings in Music Education	1-3
MUSC 6920	Independent Study	1-3
MUSC 6230	Music Literature	3
EDUC	Electives from Education Department	X
	Sub-Total	10
Track/Options (if applicable)	Sub-Total	0
Total Number of Credits		30

New Courses to be added in the Next Five Years

Semester 1	Course Prefix and Number	Course Title
<i>Summer 2015</i>	MUSC 6210	Curriculum and Design in Music Education
<i>Summer 2015</i>	MUSC 6110	Graduate Music Theory
<i>Summer 2015</i>	MUSC 6250	Conducting and Rehearsal Techniques 1
Semester 2		
<i>Fall 2015</i>	MUSC 6450	Practicum 1
	MUSC 6900	Special Topics in Music Education
	MUSC 6910	Directed Readings In Music Education
	MUSC 6920	Independent Study In Music Education
Semester 3		
<i>Spring 2016</i>	MUSC 6460	Practicum 2
Semester 4		
<i>Summer 2016</i>	MUSC 6220	Music Teaching and Learning
	MUSC 6120	Graduate Music History
	MUSC 6260	Conducting and Rehearsal Techniques 2

Semester 5		
<i>Fall 2016</i>	None	
Semester 6		
<i>Spring 2017</i>	MUSC 6500	Music Education Culminating Project

Program Schedule

SUMMER 2015

EDUC 6030	21st Century Research and Data	3
MUSC 6210	Curriculum and Design in Music Education	3
MUSC 6110	Graduate Music Theory	2
MUSC 6250	Conducting and Rehearsal Techniques 1	1

FALL 2015

MUSC 6450	Practicum 1	1
	Electives selected from:	
MUSC 6900	Special Topics in Music Education	1-3
MUSC 6910	Directed Readings in Music Education	1-3
MUSC 6920	Independent Study	1-3

SPRING 2016

MUSC 6460	Practicum 2	1
	Electives selected from:	
MUSC 6900	Special Topics in Music Education	1-3
MUSC 6910	Directed Readings in Music Education	1-3
MUSC 6920	Independent Study	1-3

SUMMER 2016

MUSC 6220	Music Teaching and Learning	3
MUSC 6120	Graduate Music History	2
MUSC 6260	Conducting and Rehearsal Techniques 2	1
	Electives selected from:	
MUSC 6900	Special Topics in Music Education	1-3
MUSC 6910	Directed Readings in Music Education	1-3
MUSC 6920	Independent Study	1-3

FALL 2016

	Electives selected from:	
MUSC 6900	Special Topics in Music Education	1-3
MUSC 6910	Directed Readings in Music Education	1-3
MUSC 6920	Independent Study	1-3

SPRING 2017

MUSC 6500	Music Education Culminating Project	3
	Electives selected from:	
MUSC 6900	Special Topics in Music Education	1-3
MUSC 6910	Directed Readings in Music Education	1-3
MUSC 6920	Independent Study	1-3

TOTAL 30

Section VII: Faculty

<u>Full-Time Faculty</u>	<u>Highest Degree Earned</u>	<u>Institution</u>	<u>Area of Specialty</u>
Kevin Baker	PhD Curriculum and Instruction	University of Missouri-Columbia	Choral Conducting
Christian Bohnenstengel	DMA Piano	University of Nebraska	Piano
Keith Bradshaw	PhD Composition	University of Minnesota	Theory, Composition
Thomas Herb	DMA Music Education	Conservatory at Shenandoah University	Music Education
Lawrence Johnson	DM Voice Performance	Northwestern University	Voice Opera
Adam Lambert	DMA Trumpet Performance	University of North Texas	Band Conducting
Carol Ann Modesitt	MM Voice	Eastern Kentucky University	Voice, Opera
Virginia Stitt	DMA Oboe	University of Iowa	Woodwinds, Theory, Music Education
Xun Sun	EdD CT Music Education	Teachers College - Columbia University	Orchestral Conducting
Lynn Vartan	DMA Percussion Performance	University of Southern California	Percussion, World Music

<u>Part-Time/Adjunct Faculty</u>	<u>Highest Degree Earned</u>	<u>Institution</u>	<u>Area of Specialty</u>
LeGrand Andersen	PhD Choral Music	University of Utah	Piano, Theory

Olivia Biddle	MM Performance	Royal Northern College	Voice
Tracey Bradshaw	BM Piano Performance & Pedagogy	Brigham Young University	Piano
Tyson Cazier	BM	Berklee College of Music	Guitar, Pop Music
Sara Guttenberg	MM Choral Conducting	University of Michigan - Ann Arbor	Voice, Choral
Douglas Ipson	PhD Music History	Northwestern University	Music History
Jackie Jackson	BS Elementary Education	Southern Utah University	Voice, Music Education
Gregory Johnston	MEd Secondary Education	Utah State University	Clarinet
Willem van Schalkwyk	DMA Piano Performance	University of North Texas	Piano
Ling Yu	MM Viola Performance	University of Missouri Kansas City Conservatory of Music	Viola