



**NEW PROGRAM PROPOSAL FORM**

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**Sponsoring Institution(s):** Lindenwood University

**Program Title:** Music Education

**Degree/Certificate:** MME

**Options:** N/A

**Delivery Site(s):** Online, St. Charles, MO

**CIP Classification:** 13.1312

\*CIP code can be cross-referenced with programs offered in your region on MDHE's program inventory [highered.mo.gov/ProgramInventory/search.jsp](http://highered.mo.gov/ProgramInventory/search.jsp)

**Implementation Date:** 08/01/2017

**Cooperative Partners:** N/A

\*If this is a collaborative program, form CL must be included with this proposal

**AUTHORIZATION:**

Marilyn S. Abbott, Provost and VPAA      Marilyn Abbott      3/29/2017  
Name/Title of Institutional Officer      Signature      Date

Joe Alsobrook, Dean of Arts, Media, and Communications      636-949-4164  
Person to Contact for More Information      Telephone



**STUDENT ENROLLMENT PROJECTIONS**

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Year	1	2	3	4	5
Full Time	5	7	10	15	15
Part Time	2	2	3	3	3
Total	7	9	13	18	18

Please provide a rationale regarding how student enrollment projections were calculated:

The enrollment projections were calculated through a review of inquiries into related programs through our Enrollment Management Office and anecdotal evidence of students currently in related programs surveyed for their interest. Since Fall 2015, there have been 30 inquiries for Music Education.

Provide a rationale for proposing this program, including **evidence of market demand and societal need supported by research:**

A Master of Music Education program will enable certified, practicing K-12 educators to expand their knowledge of the field and improve their musicianship and leadership skills. Because of the way the pay scale rewards years of service and advanced education, graduate education is required in this profession to increase income. According to the Bureau of Labor Statistics, the job growth rate for Elementary and High School is as fast as average, however, the program is aimed toward current certified teachers. (Source: <https://www.bls.gov/ooh/education-training-and-library/kindergarten-and-elementary-school-teachers.htm> and <https://www.bls.gov/ooh/education-training-and-library/high-school-teachers.htm#tab-2>)



A. Total credits required for graduation: 33

B. Residency requirements, if any: NA

C. General education: Total credits: NA

Courses (specific courses OR distribution area and credits):

Course Number	Credits	Course Title

D. Major requirements: Total credits: 33

Course Number	Credits	Course Title
MUS 50000	3	Foundations in Music Education
AMC 50000 or EDU 57000	3	Research Methods or Research Methods in Education
AMC 51000	3	Research and Scholastic Writing
MUS 51000	3	Contemporary Issues in Music Education
EDU 52000	3	Curriculum Analysis and Design
EDU 50500	3	Analysis of Teaching and Learning Behavior
MUS 53000	3	Leadership in K-12 Music Programs
MUS 54000	3	Conducting and Literature
AMC 60000	3	Thesis / Directed Project I
MUS 55000	3	Arranging
AMC 61000	3	Thesis / Directed Project II

E. Free elective credits:

0

(Sum of C, D, and E should equal A.)

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F. Requirements for thesis, internship or other capstone experience:  
Students have two completion options for the Master's degrees

#### **Completion Options**

##### **Non-Thesis/ Applied Project Option**

The applied project allows students with a professional focus to apply the theories and research methods of their field in a professional setting or in a final product or series of products. Projects may take different forms, but all students produce some form of material on behalf of an organization or field of practice. Students pursuing the Non-Thesis/ Applied Project Option document their progress and product for final review by their thesis committee. See the chair of the program for more information.

##### **Thesis Option**

The thesis involves the creation of an original piece of scholarship relevant to the field of study that investigates an aspect of that field, professional area or organization. Students evaluate the state of the field in existing research on their topic area and then develop a research question to investigate. Over the course of the program, students investigate their topic and refine their thesis, which is written the final two semesters and reviewed by their thesis committee. See the chair of the program for more information.

G. Any unique features such as interdepartmental cooperation:

NA



## PROGRAM CHARACTERISTICS AND PERFORMANCE GOALS

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Institution Name      Lindenwood University  
Program Name          MME Music Education  
Date      01/08/17

(Although all of the following guidelines may not be applicable to the proposed program, please carefully consider the elements in each area and respond as completely as possible in the format below. Quantification of performance goals should be included wherever possible.)

### 1. Student Preparation

- Any special admissions procedures or student qualifications required for this program which exceed regular university admissions, standards, e.g., ACT score, completion of core curriculum, portfolio, personal interview, etc. Please note if no special preparation will be required.  
There are no special admissions procedures outside of the standard graduate application process.
- Characteristics of a specific population to be served, if applicable.  
The population to be served by the MME in Music Education are students who possess a degree in Music and Education, or related fields, who wish to gain advanced training in their field and gain distinction either academically or professionally.

### 2. Faculty Characteristics

- Any special requirements (degree status, training, etc.) for assignment of teaching for this degree/certificate.  
Faculty will need to hold one of the following degrees to teach the degree: PhD Music, EdD Education, or MA with tested experience.
- Estimated percentage of credit hours that will be assigned to full time faculty. Please use the term "full time faculty" (and not FTE) in your descriptions here.  
Full-time faculty will offer 80% of the course work required for the degree.
- Expectations for professional activities, special student contact, teaching/learning innovation.  
N/A

### 3. Enrollment Projections

- Student FTE majoring in program by the end of five years.  
15

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- Percent of full time and part time enrollment by the end of five years.  
90% full time and 10% part time.

#### 4. Student and Program Outcomes

- Number of graduates per annum at three and five years after implementation.  
3 and 5 students graduated per annum at three and five years after implementation.
- Special skills specific to the program.  
N/A
- Proportion of students who will achieve licensing, certification, or registration.  
N/A
- Performance on national and/or local assessments, e.g., percent of students scoring above the 50th percentile on normed tests; percent of students achieving minimal cut-scores on criterion-referenced tests. Include expected results on assessments of general education and on exit assessments in a particular discipline as well as the name of any nationally recognized assessments used.  
The university has recently revised its Institutional Learning Outcomes to support our institutional goals and has demonstrated commitment to meaningful assessment. This is the first year that data has begun to be gathered. Comparison of student achievement against national standards will be possible after a full four years of the new program that officially launches in the catalog of 2017-18. However, assessment data can be found since 2008-2009 archived here: <http://lindenwood.libguides.com/assessment>
- Placement rates in related fields, in other fields, unemployed.  
Job growth for this area is average compared to other fields. Many of the anticipated students in the program will already be employed and pursuing the degree for advancement.
- Transfer rates, continuous study.  
Transfer rates for the degree cannot be measured at this time given the lack of data available and that this will be the only program in the region. Continuous study of student trends will be carried out by Academic Services, the School, and program.

#### 5. Program Accreditation

- Institutional plans for accreditation, if applicable, including accrediting agency and timeline. **If there are no plans to seek specialized accreditation, please provide a rationale.**  
The program has been approved for offering by the Higher Learning Commission.

#### 6. Alumni and Employer Survey

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- Expected satisfaction rates for alumni, *including timing and method of surveys*. The Office of Alumni Development surveys alumni annually and seeks a 90% satisfaction rate of recent graduates, and tracks those who have secured a position in their particular field within six months.
- Expected satisfaction rates for employers, including timing and method of surveys. The Office of Alumni Development, as well as individual programs in the School, survey employers annually and seeks a 90% satisfaction rate of recent graduates who are now employed.

#### **7. Institutional Characteristics**

- Characteristics demonstrating why your institution is particularly well-equipped to support the program.  
The School has faculty who hold terminal degrees in this field, as well as a number of highly qualified adjuncts. The degree, as with all of the master's degrees offered in the school, is supported by a core group of faculty in the executive group who oversee the implementation, assessment, and delivery of a core six classes that track all students progress throughout their matriculation.