



NEW PROGRAM PROPOSAL FORM

Sponsoring Institution(s): Stephens College

Program Title: Vocal Arts

Degree/Certificate: Bachelor of Fine Arts

Options:

Delivery Site(s): On campus

CIP Classification: 50.0908

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

Implementation Date: August 2015

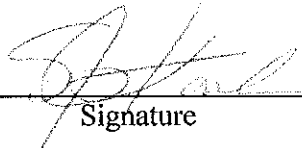
Cooperative Partners:

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

AUTHORIZATION:

Suzan Harkness, Ph.D.

Name/Title of Institutional Officer

 6/29/15

Signature

Date

Linda S. Sharp, Registrar

(573) 876-7277

Person to Contact for More Information

Telephone



STUDENT ENROLLMENT PROJECTIONS

Year	1	2	3	4	5
Full Time	15	25	30	30	30
Part Time					
Total	15	25	30	30	30

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

The expectation is that 15% - 20% of the THA majors will turn to the Vocal Arts major. The average THA majors in the last 5 years is 94 students. Music ranks among the top 10 most desired college majors for women. College arts programs in general have showed strong growth in recent decades, indicated by the fact that the number of bachelor's degrees attained by students in these areas has risen by 123%. More critical to Stephens, statistics show that over 60% of students attaining degrees in the arts are women. Data from Stephens Admissions indicates that, in just the past three years, over 200 prospective students (non-theatre students!) have identified music as a significant area of interest.

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

The creation of a new music major is a valid response to the labor market. While the job outlook for performers is always problematic and competition is high, today there is good reason to believe that a dedicated, well-trained, business-savvy artist can earn a living in music. The industry chaos brought on by the digital revolution in music has begun to subside. The U. S. Bureau of Labor Statistics projects that the music industry will see a 10% increase in the number of job opportunities in the next decade, on pace with growth in the broader labor market. Musicians need not resign themselves to a life of poverty, either, as the Bureau of Labor Statistics has determined that the hourly wage of musicians is 50% higher than the national average. In addition, it is increasingly common for musicians to rely on income from multiple

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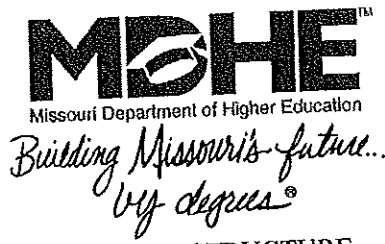


sources, including a diverse range of performing and teaching gigs. In response to this industry need, our program will produce highly-marketable vocalists, capable of performing not just as solo artists, but in cabaret, studio recording, special events, music ministry, cruise ships, theme parks, and at many levels of musical theatre. Our students will also be well equipped to partake in the growing industry of private studio teaching.

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Form SE - Student Enrollment Projections



PROGRAM STRUCTURE

A. Total credits required for graduation: 120

B. Residency requirements, if any: 7 semesters

C. General education: Total credits: 31

Courses (specific courses OR distribution area and credits):

Course Number	Credits	Course Title
ENG 107	3	COMPOSITION I
ENG 109	1	RESEARCH
ARTS	3	ARTS ARRAY
HIS	3	HISTORY ARRAY
INT	3	INTERCULTURAL ARRAY
LIT	3	LITERATURE ARRAY
MAT	3	QUANTITATIVE ANALYSIS
NSC	3	NATURAL SCIENCE
SOPH	3	SOPHOMORE SEMINAR
WST	3	WOMENS STUDIES
GLS	3	GLOBAL ETHICS

D. Major requirements: Total credits: 74

Course Number	Credits	Course Title
MUS 110	2	Music Theory I
MUS 124	2	Sight Singing I
MUS 210	3	Music Theory II
MUS 224	2	Sight Singing II
MUS 225	1	English Diction for Singers
MUS 235	1	Italian Diction for Singers
MUS 310	3	Music Theory III
MUS 321	3	Music History I
MUS 322	3	Music History II: History of Opera
MUS 323	3	Music History III: Vocal & Instrumental Genres
MUS 324	2	Sight Singing III
MUS 345	1	French Diction for Singers
MUS 355	1	German Diction for Singers
MUS 425	3	Vocal Repertory: Musical Theatre
MUS 435	2	Vocal Repertory: Vocal Jazz
MUS 445	2	Vocal Repertory: Opera and Art Song

MUS 450	2	Senior Seminar
THA 122	2	Acting I
	2	From list of major elective piano coursework
APM 304	2	Junior Recital (Vocal)
APM 402	2	Capstone: Senior Recital (Vocal)
	6	From list of private voice lessons
	10	From list of vocal ensemble coursework
APM 155	1	Alexander Technique for Singers
APM 202	1	Private Voice
APM 275	3	Vocal Styles Workshop
APM 350	1	Class Piano III
THA 248	2	Performance Technique
THA 258	3	Stage Movement
MUS 405	3	Internship

E. Free elective credits:

15

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

F. Requirements for thesis, internship or other capstone experience:

Yes

G. Any unique features such as interdepartmental cooperation:

Yes



PROGRAM CHARACTERISTICS AND PERFORMANCE GOALS

Institution Name Stephens College
Program Name Vocal Arts
Date 6/15/2015

(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.
No special admissions criteria
- Characteristics of a specific population to be served, if applicable.
None.

2. Faculty Characteristics

- Any special requirements (degree status, training, etc.) for assignment of teaching for this degree/certificate.
Terminal degree in a relevant discipline
- 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.
12 credit hours for full time faculty
- Expectations for professional activities, special student contact, teaching/learning innovation.
Faculty are expected to balance innovative pedagogy, high contact, experiential learning and advising.

3. Enrollment Projections

- Student FTE majoring in program by the end of five years.
30 with each student counting as 1.0 FTE
- Percent of full time and part time enrollment by the end of five years.
100% full time Residency program.

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4. Student and Program Outcomes

- Number of graduates per annum at three and five years after implementation.
15, 25
- Special skills specific to the program.
Demonstrate in performance a competitive level of musicality, technical proficiency, and artistry. Achieve, maintain, and self-assess a level of vocal health and wellness. • Have begun to discover their individuality and creative identity. Demonstrate an in-depth knowledge of works written for voice. Demonstrate piano skills necessary for self-teaching of literature, basic self-accompaniment, and effective studio teaching. Identify by eye and ear the primary theoretical elements of musical language and explain how these components are manipulated in a variety of stylistic contexts, from the common practice period to contemporary popular styles. Recognize a broad musical repertory from major historical and contemporary traditions and be able to discuss the stylistic features of these works in a cultural context. Demonstrate a strong work ethic, exhibiting resourcefulness, independence, and discipline.. Achieve, maintain, and self-assess a level of vocal health and wellness.
- Proportion of students who will achieve licensing, certification, or registration.
9.4 % of programs require licensing, certification or registration
- 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.
No data available
- Placement rates in related fields, in other fields, unemployed.
No data available
- Transfer rates, continuous study.
The Residential programs average transfer rate is 45.73%.

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.**
Higher Learning Commission

6. Alumni and Employer Survey

- Expected satisfaction rates for alumni, *including timing and method of surveys.*
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No data available

- Expected satisfaction rates for employers, including timing and method of surveys.
No data available

7. Institutional Characteristics

- Characteristics demonstrating why your institution is particularly well-equipped to support the program.

Historically committed to meeting the changing needs of women, Stephens College prepares students to become leaders and innovators in a rapidly changing world. Stephens engages lifelong learners in an educational experience characterized by intellectual rigor, creative expression and professional practice, in an environment supported by accomplished faculty and dedicated alumnae. Graduates of Stephens are educated in the liberal arts, professionally prepared and inspired by our tradition of the Ten Ideals as core values that enrich women's lives.