

**National Association of Schools of Art and Design
Consultative Visit**

**Shepherd University
Department of Contemporary Art and Theater**

Dates of Visit
October 19-20, 2009

Consultant
Susan Russo, Youngstown State University

Degrees Offered:

Bachelor of Fine Arts in Studio Art with Concentrations in Graphic Design,
Painting/Drawing, Photo/Computer Imagery, Printmaking, and Sculpture

Bachelor of Art in Art Education

Introduction

The consultant would like to thank the faculty, staff and administration at Shepherd University for all their work in preparing for the on-site visit by the NASAD consultant. Special thanks are reserved for chair Rhonda Smith for arranging details for the visit. The consultant wishes to give overall thanks to all who hosted her so graciously. During her visit the consultant met with various individuals including dean Dow Benedict, librarian Ann Henriksson, and faculty Melissa Scotton, Jodi Patterson, Stephanie Robbins, Kristin Kaineg and Sonya Evanisko. The consultant toured facilities throughout the visit and was able to view some examples of student work in all disciplines.

The following report and any statement therein regarding compliance with NASAD accreditation standards represent only the considered opinion of the consultant at the time of the visit.

CONSULTANT'S REPORT

Background

Shepherd University is a state-supported institution in the West Virginia system of higher education. An institution of about 5,000 students, it is nestled in the Eastern Panhandle of the state, within the charming historic tourist destination town of Shepherdstown. It is a bit over an hour from the culturally-rich urban centers of Baltimore and Washington, D.C.

Shepherd University is accredited by The Higher Learning Commission of the North Central Association. Its music department is accredited by NASM.

Programs are required by the institution to undergo five-year reviews, which often involve the use of outside reviewers. The Art Department, with the support of the institution, made the decision to see where it stood in relation to the national standards of the National Association of Schools of Art and Design. No application for membership is immediately planned, pending the consultant's report and the institution's ability to achieve standards.

A. Mission, Goals, and Objectives

The published mission of Shepherd University reads as follows:

“Shepherd University, a West Virginia public liberal arts university, is a diverse community of learners and a gateway to the world of opportunities and ideas. We are the regional center for academic, cultural, and economic opportunity. Our mission of service succeeds because we are dedicated to our core values: learning, engagement, integrity, accessibility, and community.”

The department's goals were not apparently available in a published form; however, the department does have a clear mission with a *contemporary* direction that encourages interdisciplinary collaboration and learning outside the classroom. This mission and accompanied goals will need to be codified for a self-study or program preview.

B. Size and Scope

Size and scope issues are at the heart of the resource problems at Shepherd University. The department currently has about 250 majors in the BFA programs and an additional 38 art education majors. For the purpose of this visit, theater statistics and curriculum will not be included in the report. Theater is under the Department of Contemporary Art and Theater with one full-time faculty but is not currently an official major.

The breakdown of majors by concentration follows:

- Art Education 38 students
- Graphic Design 115 students
- Photography 96 students
- Painting/Drawing 34 students
- Printmaking 2 students
- Sculpture 6 students

There are seven FTE tenure/tenure track faculty and ten adjunct faculty that teach all art and art history courses.

Despite the lack of full-time faculty and staff resources, the department has managed to become a Program of Excellence (one of three on campus) and is highly thought of by the administration.

C. Finances

The department has not yet submitted a HEADS report but provided the consultant with budget materials. It appears that the majority of the purchasing power of the unit is generated by \$35 lab fees for studio classes. The annual budget for consumables is roughly \$50,000 annually with \$35,000 of that from studio lab fees. Faculty and staff salaries are quite low, compared to other similar institutions. The fact that the campus accomplishes as much as it does is a tribute to the resourcefulness of faculty, staff and administrators. The high workload of faculty contributes to the efficiency of the Department of Art.

The benefit to students is that tuition and fees are relatively low as well. In addition to standard in-state and out-of-state tuitions, Shepherd University offers in-state tuition to students in bordering Maryland and Virginia who enroll in the photography program at Shepherd. This is known as the Academic Common Market program and was developed because of the dearth of photography programs in those adjoining states.

D. Governance and Administration

Communication and shared governance appear to be good in the department. There is an informal system in place and much collegiality between faculty. Faculty meetings are held every other week with most departmental decisions made collaboratively. The current department chair has been in this position for 13 years and appears to be highly respected by both faculty and the administration. She has a heavy teaching load; however, for a department of this size—teaching three courses per semester. That is the equivalent of a regular faculty teaching load in like institutions. Because of the size and complexity of the departments, she is nearing the level at which she could have a 50% teaching load (2/2 at this institution). She is on a 10 month contract and is assisted by two part-time office staff.

E. Faculty and Staff

There are eight full-time tenured or tenure-track art faculty at Shepherd University although this number includes both the dean and the chair who do not teach a full load so the effective FTE for faculty is seven. All of the full-time faculty and most of the adjuncts appear to have appropriate degrees with the following exceptions:

- The art educator has both an MA and a MFA, rather than an EdD or PhD This does not appear to be a problem since it fits the department's mission of a studio-based art education program.
- The biggest issue is that of art history. It is currently taught exclusively by art faculty (full and part time) none of whom have a PhD or has been trained as an art historian. A search will begin shortly for a PhD art historian—probably in contemporary art history—to address this problem. There was previously a search for this position which was not filled—due, perhaps, to the fact that art history is a service area to studio art/art education and to the general studies curricula.

Teaching loads at Shepherd University are a standard 4/4 for all disciplines, including studio art where faculty are in the classroom longer than traditional academic classes. Normally, NASAD recommends a teaching load for studio faculty of 18 contact hours per week and 12 contact hours per week for art history (*NASAD Handbook 2009-2010*, Appendix II. C. Section 1).

There are currently ten adjunct faculty at SU teaching 62% of the offered courses this fall (one full-time faculty member is on sabbatical this fall so the percentage may be slightly higher than normal). Adjuncts are generally paid \$2,031 per class with a small increase for long service and a travel stipend for some.

The university is committed to reducing the percentage of adjuncts used throughout the campus by instituting at least five faculty searches per year for the next four years.

There are a few work-study students in the department and they fill a variety of functions. The department uses regular upper-class students as studio assistants in the various areas. They function almost as teaching interns during classes and help with the studio functions, including monitoring equipment (photo and computer in particular). For this work they receive internship course credit. The students who served in this program were quite enthusiastic about it and believed it led them to want to consider university teaching as a career option.

F. Facilities, Equipment, and Safety

Facilities are a mixed bag at Shepherd University with one very wonderful \$11 million building, the Center for Creative Arts, completed in 2007, and a planned facility expected to break ground in the Fall of 2010. The Center for Creative Arts houses

facilities for painting, drawing, printmaking, photography and offices for art and theater faculty.

The former facility housing the art programs is Frank Hall which still contains sculpture, graphic design, a small exhibition space and the music program. The difference between the old and new facilities is jarring with the Center for Creative Arts a well-planned facility with excellent lighting and storage and all new furniture throughout while Frank Hall is the depository of the remnants of furniture past. The sculpture facilities in Frank Hall were particularly crowded and badly maintained. One room housed overcrowded plaster casting processes and the other, although supposedly a small woodshop, was little more than an overcrowded storage facility—one hopefully not used by students for few safety measures were in evidence.

Art History and Visual Thinking classrooms are typically designed as academic spaces utilizing smart classroom equipment.

The Frank Hall Gallery is the only departmental exhibition space. It measures roughly 15' x 24' with only three walls (one is a mesh security grid open to the hallway), and a low ceiling. At midday it was not open (a student assistant gallery-sits) and no hours were posted (as well as no signage). It seemed incredible to the consultant that faculty and all-department juried exhibitions could be held in this tiny space. It is organized by an adjunct faculty member, assisted by a work-study student.

There are other exhibition options on campus, mainly in the library and students are charged with finding and securing campus or off-campus exhibition space for their senior shows, which is a part of their capstone experience. There were few display cases or exhibition areas in either Frank or the CCA building although there was adequate interior space in the classrooms for discipline-specific student work to be presented.

Equipment was enviably current. The university has a four-year refresh program for its computers and the labs for graphic design and photography were new. Faculty are provided current computers and there are some freestanding units in areas such as photography. Printing is provided to students through their \$35 lab fees. Photography is suffering from some recent thefts of hand-held equipment and is in the process of investigating the possibility of a photo crib although the campus and department appeared, in general to be safe and secure. Building hours are liberal—7 am-midnight Sunday through Friday and limited hours on Saturday. A security guard is posted to the CCA building, paid for out of the dean's budget. Students, of course, wanted total 24/7 access to the studios.

Future Plans

An additional new art and theater building is planned and the funding, according to the dean, is in place for a Fall, 2010 groundbreaking with completion expected in about 18 months. This facility will house graphic design with a computer lab and two critique rooms for graphic design, new exhibition spaces, a black box theater and theater stage

design shops that will also be accessed by sculpture students. Much of this building is centered around the extremely popular and successful Contemporary American Theater Festival, held in the summer in Shepherdstown. It is anticipated that the growth of a theater major might accompany the construction of this facility.

Far-reaching plans for a third building with additional galleries and two more theaters is envisioned but no time frame or funding is currently in place.

G. Library and Learning Resources

The library has recently been remodeled and appears accessible and a willing collaborator with the Department of Art. Nonetheless, data compiled by the library indicates that there are only 7,653 volumes in art and design (NASAD Operational Norms indicate 10,000 for institutions offering professional degrees such as the BFA. (*NASAD Handbook, 2009-2010, Appendix II.C. Section 5*)). The library's 15 print periodical subscriptions and the numerous full text journals available in databases plus the department's print subscriptions appear to meet standards for periodicals.

There is no repository of visual images for the department. Like many institutions, Shepherd University used slides for years. Currently, it utilizes digital images in virtually all art history and studio applications; however, it appears that those images are only in the hands of individual faculty. Acquisition of ArtStor has been discussed as a potential whole-campus resource.

Funding for library requests by faculty is achieved in a rather loose system without a firm budget in place. Both library personnel and faculty believe it is an adequate process, however.

H. Recruitment, Admission-Retention, Record Keeping, and Advisement

The department currently does no active recruitment. The dean and upper administration are satisfied that today's resources can only allow for current enrollments so there has been no pressure to enlarge class sizes or add sections.

Shepherd University is an open admissions institution but students recently began submitting portfolios of 12-20 images as a part of the process. This appears to be less a gatekeeping procedure than an expectation of incoming students. In other words, peer institutions require entrance portfolios so incoming freshmen assume it should be a part of admissions at SU, as well.

Retention is a campus-wide problem with returning freshman statistics at 63% last year. The university is well-aware of this issue and appears, through efforts of a university-wide retention committee, to be actively attempting to raise the retention figures. Specific figures for the Department of Art were not provided.

The majority of students interviewed by the consultant felt confident that they would graduate in four years or close to it, including the students who transferred into the department. Many students are advised to take one summer session to complete their education in four years. There are rumors of mandating programs across campus to a limit of 120 hours. This would be an extremely difficult restriction for both the art education and BFA studio programs because of the professional content required in each.

Advisement is done by faculty and is required by students, prior to registration, all four years. Students are assigned an advisor in their major and most students found the system to be a good one. There were few complaints. Faculty, however, felt overburdened with advising tasks during registration periods, especially in the larger majors.

I. Published Materials-Web Sites

Print materials were not reviewed but online information appears to be accurate, informational and consistent. The consultant had difficulty in finding course descriptions for areas other than graphic design either in web or print form.

J. Branch Campuses, External Programs, etc.

N/A

K. Community Involvement and Articulation with Other Schools

The university has articulation agreements with regional community colleges and an innovative program entitled Academic Common Market where students from Maryland and Virginia can become photo majors at Shepherd at West Virginia tuition rates since photo programs are not readily available there.

The department stresses community outreach— locally, regionally, nationally and internationally. An excellent program, the Washington Gateway Program, provides art students with access to Washington DC galleries and museums once a month at no cost.

Trips to New York City and annual trips to an international destination make art student's education global in scope.

L. Non-Degree Granting Programs for the Community

N/A

M. Standards for (A) Independent Post-Secondary Art/Design Units without Regional or Other Institutional Accreditation and/or (B) Proprietary Institutions,

N/A

N. Programs, Degrees, and Curricula

Foundations

The foundations program at SU for both studio art and art education begins with two specialized courses: *Visual Thinking Skills I* and *II* (Art 140 and Art 170). These are not specifically studio classes although projects are assigned and completed that are studio-based. Typically, students receive the assignment in a “lecture” format, complete the project at home and return with it for a class critique. Students with technical problems generally consult with the faculty during office hours. It is a three-credit class that meets twice a week for a total of three hours and 40 minutes weekly. The consultant did not see much student work from this class and was dubious about student learning. However, students interviewed during the visit were universal in their praise of the process, claiming that—despite the rigor and the difficulty conceptually—it was a course that altered their way of thinking (from high school experiences) and one that provided a strong conceptual platform with which to begin their specific degree program. *Drawing I* and *II* (Art 115 and 215) are required in art education and the BFA concentrations except for photography where drawing is elective. The foundation program includes a course, *Introduction to Visual Art* (Art 103), which is also counted as a general studies class. Its focus is the introduction of students to the “language of art and the history of art that informs contemporary art making.” Art 203, *Survey of Western Art*, completes the foundations sequence. There are no traditional 2-D or 3-D design courses at SU although students complete projects in both two and three dimensions. The Visual Thinking courses are team-taught with faculty crossing a variety of disciplines. Students begin their major during the first semester at Shepherd. For example, a graphic design major would take *Intro to Graphic Design* during the first semester. It was unclear to the consultant how students would progress with sequential learning through this process. Indeed, student complaints (which were few) focused on needing more skill sets during their freshmen and sophomore years in order to complete the conceptual visions they wished to develop. Students also spoke of a need for a color theory course.

Departmental literature declares that the Visual Thinking Skills course “represents the first step in becoming an independent visual thinker and artistic problem solver and thus is the backbone and heart of the Shepherd University Art Department program.”

The department has recently implemented a Sophomore Review for students to complete at the end of their foundation courses. It is dependent upon faculty involvement and coordination by the foundation faculty. It did not appear to the consultant to have a lot of “teeth” to it, in terms of weeding out students who are underperforming in art but it has only been recently implemented. It could conceivably provide a necessary tool for enrollment management if the department decides to grow in quality rather than in numbers.

Professional Practices

This is an innovative and strong attempt to provide students with the professional practices of their various disciplines at several different stages. As sophomores, they take *Professional Practices I* which introduces students to art as a business and to the various career options available to them. As juniors, they take *Professional Practices II* which focuses on strategies for getting jobs, entering graduate schools and exhibitions. In the capstone senior class, Art 490, students prepare their BFA exhibit, including promotion, reception and the negotiation of a space for it to occur.

Bachelor of Fine Arts in Studio Art

All of the BFA programs and the BA art education program appear to meet NASAD standards for curriculum percentages.

Graphic Design

The largest concentration in the department, graphic design has a curriculum that is primarily print-based. This is deliberate in view of the large graphic design demands of the greater DC area. Nonetheless, the faculty are examining a number of potential “tracks” within the concentration such as multi-media, web or illustration. There is the beginning of discussions with the Communications Department concerning video and multimedia courses. The Computer Science program at Shepherd University also offers related courses in web and digital media.

Students get graphic design history content in a specific course taught by design faculty within the program. Prepress skills are integrated into several design courses. Students frequently do internships and also get practical experience in courses that have local clients providing assignments. The department has an AIGA student chapter and student work is presented annually to graphic design professional from the region.

Of the graphic design work seen by the consultant, the vast majority appeared to be of good quality but primarily illustrative in nature. It was unclear whether students are graduating with enough text-heavy or typographic experience.

Facilities for graphic design were excellent for computer equipment although the lab is in heavy use for classroom instruction, leaving little open time for students to complete projects. There is currently little space for critique in graphic design; however that need is apparently being addressed in the new building.

Painting/Drawing

Students chose their own direction in painting and while many appear to work in an illustrative style, others work in abstraction. The facilities are excellent for this major in both the painting and drawing facilities. There is only one full-time faculty member in this concentration so three adjuncts fill in the additional classes. While a studio faculty member in sculpture appears to be more necessary at this point, it is clear that an additional faculty member in painting, perhaps with another specialization as well, would benefit the program. Painting/drawing is a larger major in the department, with 34 students and as support for all the other majors.

Photo/Digital

This concentration has two tenure/tenure track faculty associated with it and excellent facilities. Students work both in the darkroom (black and white only) and digitally. The student work that the consultant observed was very strong both conceptually and in skill levels although photo students did have some issues with the sequencing of learning and having to “teach themselves” in some situations. Because the direction of the program is so conceptually based, some students expressed a feeling of prejudice toward more photojournalistic approaches. Some issues with equipment were mentioned previously and the lighting studio appeared somewhat cramped.

Printmaking

The smallest of all the concentrations in majors (following national trends) printmaking serves as support for all the other concentrations. Its facilities are also excellent with equipment available for a variety of processes including monoprint, serigraphy, intaglio and lithography. The scale of student work seemed a bit small for the BFA experience but may be limited by press sizes.

Sculpture

This program is the most problematic based on a lack of faculty leadership and facility problems. Because studio space is so ill-kept and crowded, students are reduced to the processes of plaster and assemblage. Occasionally students will work with theater staff and learn welding, utilizing theater facilities in Frank Hall. There is an excellent working relationship between theater and art and sculpture in particular. The students interviewed by the consultant did most of their work in their own facilities (homes). It would appear that a new studio position would probably do the most good if the majority of the workload attached to it could be in sculpture.

Bachelor of Art in Art Education

This program appeared to meet NASAD standards for course distribution percentages.

The Teacher Education program leads to K-12 certification in art. With 38 majors, it is shared between the art department and the education departments. There is only one faculty member attached to this major (in art) although art education students take

courses offered throughout the department and are held to the same portfolio and foundation standards. It has a strong studio basis with some upper division requirements in studio. There are only two art education pedagogy courses but a plus of the program is the number of hours (80) that students do actual classroom observation before they student teach.

Placement of art educators has historically been strong in West Virginia.

O. Art/Design Unit Evaluation, Planning, and Projections

Assessment

The department has multiples means of assessment available including entrance portfolio reviews, sophomore portfolio reviews, exams, critiques, external portfolio reviews, juried exhibitions, capstone experiences and exit interviews. Results are shared with faculty at departmental meetings.

P. Standards Summary

It appeared to the consultant that Shepherd University was not in compliance in the following areas:

- Terminal degrees for art historians (*NASAD Handbook 2009-2010*, II. E.2.)
- Library resources (volumes and images). (*NASAD Handbook 2009-2010*, Appendix II.C. Section 5)
- Faculty/student ratios (*NASAD Handbook 2009-2010*, II. 2.B. and Appendix II. C. Section 2) NOTE: THIS IS NOT PRECISELY DETERMINED AND NO SPECIFIC RECOMMENDATIONS ARE AVAILABLE IN THE NASAD HANDBOOK
- Credit and time requirements (*NASAD Handbook 2009-2010*, II.2.B. and Appendix II. C. Section 4) (3) In studio/laboratory courses, normally three hours of studio/laboratory time and space per credit hour are required. (4) Art/design faculty teaching only classroom/seminar courses should have their load determined in the same way as faculty in other departments of the institution.
- Health and safety in sculpture ((*NASAD Handbook 2009-2010*, II. F.1.)

Q. Overview, Summary Assessment and Recommendations for the Program

Strengths include:

- An energetic and enthusiastic chairperson, dedicated to excellence and safety.
- An extremely supportive administration that has provided support for facilities, equipment and faculty lines.
- Hard working, professional and appropriately degreed studio faculty.
- An enthusiastic student body.
- New facilities in the Center for Creative Arts for most of the program with an additional building for sculpture, graphic design, exhibitions and theater slated to break ground in the Fall of 2010 (completion estimated for 18 months after groundbreaking).

- An ambitious and progressive curriculum that features critical thinking, professional practices and interdisciplinary connections.
- Current technology, especially in graphic design and photography.
- Good advising and transfer policies.
- Effective assessment strategies including the revised Sophomore Review.
- Washington Gateway Program and other travel opportunities
- Excellent housekeeping, safety and studio cleanliness except in sculpture.

Recommendations:

- Concentrate the art history faculty search so a contemporary art historian will be in place.
- Acquire ArtStor as a library resource.
- Expand library volumes in art.
- Increase the studio course contact time to 5-6 hours per 3 credits instead of the 3 hours and 40 minutes that is currently practiced.
- Given the additional classroom time, reduce studio art workloads of faculty to 3/3.
- Continue and expand the interdisciplinary efforts in the department.
- Continue to work on improving retention and graduation rates.
- Build additional hallway exhibition spaces in the Center for Creative Arts building.
- Examine the skill-building process in the sophomore-level courses.
- Codify and publish departmental mission and goals.

External Program Review

English Major and Minor Programs

Department of English and Modern Languages

Shepherd University

February 11, 2011

External Review of the English Major and Minor Programs

Dr. Marcia A. McDonald
 Professor of English
 Belmont University
 Nashville, TN 37212

Background

This report is based on the English Program Review 2006-2009, a document prepared by the Department of English and Modern Languages. On January 18, 2010, I visited the campus and met with the following:

English Department faculty: Dr. Betty Ellzey, Dr. Heidi Hanrahan, Dr. Chad Loewen-Schmidt, Dr. Sylvia Shurbutt, Dr. Mark Cantrell, Dr. Jim Lewin, and Dr. Carrie Messenger.

English Department adjunct faculty: Dr. Helen Becker, Mr. William Lawrenson

English majors: Ms. Kaitlyn Baird, Ms. Bethany Tremblay, Ms. Hannah Williams, Ms. Colleen Wolfe

Scarborough Library: Ms. Ann Henriksson

Dean of Arts and Humanities: Mr. Dow Benedict

Vice President for Academic Affairs: Dr. Richard Helldobler

Chair of Program Review Committee: Dr. Virginia Hicks

Chair of the English Department: Dr. Timothy Nixon

In addition, I had a tour of the campus provided by the Admissions Office and of Scarborough Library provided by Ms. Ann Henriksson. My meetings with the faculty and a few other groups were held in the English Department suite, near most of the classrooms used for English, in Knutti Hall. The range of interview sessions along with the opportunity to see campus facilities and environs provided me with a good sense of the campus environment and an opportunity to deepen my understanding of the English program and its relationship to Shepherd's mission and strategic direction.

In addition to the report and the day on campus, I have also reviewed Shepherd's Catalog 2009-2011, Institutional Research data available on

the website, and the university's strategic plan. I have also reviewed four student portfolios and several student publications. Dr. Tim Nixon has also answered numerous questions with candor, guided me to resources, and hosted me with graciousness and efficiency in my day on campus. I wish to thank the department, Dr. Nixon, Dr. Virginia Hicks, and all those at Shepherd who helped make the time spent on campus productive for this review.

Overview

Overall, the report, confirmed by the campus visit and interviews, shows a strong, viable, and imaginative program in English. The faculty is talented and fully engaged with their students and their work, and these qualities are evident in the student enthusiasm for the program, in student achievement, and in the aspirations of all involved to contribute to the increasing strength and reputation of Shepherd University. The faculty and academic leadership have generated a program that is relevant to its locale and to the present day, as well as to the traditions of literature, the humanities, and the liberal arts. The department has in place processes, effective working relationships, and ideas that can provide a solid base for ongoing enhancement of the English programs. These are particularly important, because the recent change in General Studies to a Core Curriculum will prompt the department to reconsider elements of its curriculum that have been central to General Studies.

This report will follow the outline of the English Program Review 2006-2009 (which itself follows the topics of the Committee Form: Program Review for Undergraduate Programs), with sections on (I) Program Purpose and Overview; (II) Assessment and Curriculum; (III) Student Recruitment, Enrollment, Retention, and Graduation; (IV) Resource Availability and Development (including Faculty). Topics that are discussed in more than one area are cross-referenced. Recommendations are noted at the end of each of the four sections. The report concludes with a summary page.

I. Program Purpose and Overview

I.A. Centrality

a. The program contributes to the fulfillment of Shepherd University's mission, core values, and Strategic Plan.

The English program contributes in multiple ways to the fulfillment of Shepherd University's mission, core values, and strategic plan. These contributions come through a hefty participation in the General Studies

curriculum (as in place prior to the revision), strong major and minor curricula, several key interdisciplinary minors, and an active presence in co-curricular programs. The Shepherd mission to be a “diverse community of learners” is carried out in English in the students, who reflect Shepherd’s enrollment demographics, and in the curriculum, which conscientiously exposes students to a range of voices and ideas. The curriculum also assures the “gateway to the world of opportunities and ideas.” Shepherd’s English courses include the “Gateway” courses that feature direct connections with Washington DC and other regional resources, and several students mentioned the impact of these “gateway” experiences on their academic and personal growth. The co-curricular programming, from theater productions to the campus publications, to clubs and writers projects also plays a distinctive role in assuring the Department functions as a “gateway to the world” for students.

b. The program supports general education, proficiency, and/or other undergraduate programs offered at Shepherd University

Most students, including current majors, first encounter the English program through the General Studies components. Up through the 2010-11 academic year, these components have included 6 hours of first year composition and 6 hours of literature courses. In light of Shepherd’s goals and directions for recent years, these courses have served the university General Studies program well by providing the grounding in writing, critical thinking, and communication skills central to college and professional success, and the immersion in humanistic traditions through literature central to the liberal arts and to Shepherd’s identity as a public liberal arts university. This set of courses (composition + literature surveys) also represents the tradition within general studies programs at leading liberal arts colleges and universities. One of the major strengths of the English offerings in the General Studies programs is the commonality in syllabi and learning outcomes; at many universities, English requirements often fail to serve all students because the individual classes vary in rigor and quality. That does not appear to be the case at Shepherd, because common elements of the courses are replicated in each section. This practice should be continued in any changes in courses for the new Core Curriculum.

The revision of the General Studies program, which was adopted in December 2010, offers both challenges and opportunities for the English program in terms of its service to the undergraduate degrees and its curriculum within its major and minor fields. The study of English as the means to develop students’ writing and critical thinking skills remains a foundation in the new Core Curriculum, and the department is in the middle of a search for a Composition/Rhetoric specialist who

will be able to enhance the department's campus leadership in this area. As other sections of this review will indicate, the department has in place a collegial, deliberative, and efficient way of dealing with major issues through its leadership, meeting structure, and special workshop/retreat structures. Faculty expressed confidence in this departmental governance structure. As the English faculty and as Shepherd faculty move into the implementation of the new Core Curriculum requirements, it is important that clear and smooth lines of communication are maintained between the department and academic leadership, so that the department can maintain its alliance between its offerings and the university's goals, and so that the university and its students can benefit, perhaps in new ways, from the energetic, skilled, and creative faculty in English. Because of the many and diverse strengths in the English department, the department is particularly well-positioned to address the implications for its curriculum and course offerings of the General Studies changes; yet, this is also a major challenge that can open doors to discussion of new approaches to the English major. (Between 2003-2005, my home department at Belmont University went through a similar change, as our general education requirements changed from 6 hours of literature to a variable 3-9 hours of humanities. The resulting curriculum review and rethinking of the role of literature in general education has yielded positive results for the English major, both in quality of program and numbers of students. Thus, I encourage the English faculty at Shepherd to see this as an opportunity, though it will be a significant change.)

The English program intersects with other undergraduate and graduate programs in the minors offered in Journalism and the leadership provided to the interdisciplinary Women's Studies and Appalachian Studies. It is also a prominent part of the Education programs on the undergraduate and graduate levels. It also contributes directly to student success at the university through the Peer Tutoring in Writing program coordinated with the Academic Support Center. A student participant in this program affirmed its positive impact on her learning as well as the students she tutored. Peer to peer tutoring is one of the best ways to enhance student learning, and English makes an important contribution to the university through the Peer Tutoring program.

c. The program has been responsible to actions recommended from the previous Program review.

The previous program review (2005) recommended five actions in particular, which the department has addressed: 1) expanding capacity (creative writing track offered); 2) strengthening preparation of ENG majors (Introduction to Literary Study added); 3) review frequency of

offerings to ensure progress towards graduation and enhance contact with graduates; 4) streamline and revise requirements for majors (400-level seminars added). The recommendation to reduce dependence on adjunct faculty (5) is an issue that is endemic to English and higher education; the English program has addressed this issue through ways to mentor and integrate adjuncts into the department and university, and the university has a admirable strategy to convert adjunct positions (which have enabled growth) to full-time on a carefully managed set of student:faculty ratios.

I.B. Program Mission, Goals, and Accomplishments

a. The program's mission statement reflects the nature and scope of the program.

Given the fact that the department contributes to General Studies as well as offers several tracks in the major and minors, its mission statement does capture the nature and scope of the program. The mission statement focuses, appropriately, on critical thinking, effective communication, and exposure to the diversity and richness of world literature. As the department works through the implications of the General Studies revisions, it should revisit its mission statement to ensure coherence between any changes that may result and its mission. The department might also seek to craft a few phrases that capture the essence of its mission; though I did not ask faculty or students to recite the mission, its current length would make that challenging. A statement in the review in the "Comparative Advantages" section captures the continuity in the program across its majors and minors: "offers students close, individual attention, a curriculum that combines a strong foundation with opportunity for choice, as well as numerous opportunities for learning outside the classroom and developing a professional identity." Though this statement is focused on how it carries out a mission, rather than the content of the mission, it might provide useful food for thought in capturing the department's strengths in a mission statement.

b. Goals and objectives were undertaken during the review period to improve or advance the program.

c. The program will be considering revisions supported by data to its mission, goals, and/or objectives in the upcoming review period.

As noted above, the department responded proactively to the previous five-year review and has the structures in place to process

recommendations and data as a basis for change. The department uses its assessment data effectively to prompt changes (discussed in II.B), and it has also taken advantage of the structure offered by the NCATE accreditation process to align its ENG and ENG EDU tracks through changes in the capstone requirements. These actions and the history of collegial decision making provide a sound foundation for continuing to review data and institutional strategic directions in the upcoming semesters to improve and advance the program, especially in light of the Core Curriculum implementation. The department schedules workshops and retreats on a regular basis, in addition to its meetings during the school year, to process assessment data and consider new initiatives. The regularity of extended sessions in retreat and workshop settings is very helpful to the department's review of its "big picture"; rarely can such matters be discussed productively in short business meetings.

d. Faculty and students involved in the program are engaged with the region in ways that benefit both the community and the program.

The department's accomplishments are numerous (and are noted as "Comparative Advantages" in Section III). The co-curricular programs are key points for the department and the university to connect with the community. The student newspaper and the student literary journal contribute to Shepherd and beyond, while also giving students professional experience. I reviewed four issues of *Sans Merci* and found them to be of high professional quality both in content and production; *The Picket*, likewise, offers not only the usual campus news, but also a healthy diversity of political opinion and analysis of current social issues, which is not always included in college newspapers. One particularly active contribution to the campus and community (and that is also directly tied to the curriculum) is the Rude Mechanicals theater group. The existence of an active theater group helps engage campus and community with the humanities and liberal arts, and the troupe offers an exceptional way for students to develop both intellectual understanding and personal poise. (The troupe's recent participation in the international theater festival in Toronto is quite an achievement and a testament to its quality.) The cultivation of programming around Appalachia is also very important for the university, the community, and the department. Not only does the Appalachian Studies minor provide the intellectual focus for engaging with the region, the Appalachian writers focus provides a direct service to the students, campus, and community in highlighting creative traditions.

Shepherd University is also adjacent to the power center of the free world, and from that center to the east coast of the US and, ultimately, international destinations. The department has used its "gateway"

courses exceptionally well to draw its students into the resources of Washington, and its travel-study courses to get students into other regions of the US and to global destinations. Some of the specific features of these will be discussed elsewhere, but these are prime examples of effective connection of the community and the curriculum, with primary benefits for students and consequent benefits for the community.

e. The program achieved or maintained accreditation and/or earned recognition or awards.

The English / Language Arts program has recently been reaccredited as part of NCATE and the National Council of Teachers of English (NCTE) review of the education programs at Shepherd. The department is to be commended for sustaining accreditation for its English Education track. Department faculty members are good campus citizens and academic leadership noted their useful and active participation in campus life. Individual faculty have been recognized in various state-wide, professional, and local ways, and the students affirm that the department faculty and the community it represents offer them a model for active professional and personal life.

Recommendations for Section I: Program Purpose and Overview

- o Use the revision of General Studies as an opportunity to review the English curriculum and mission statement, both for Core Curriculum offerings and for the major and minors, including student feedback on enhancing career and workplace development (see section II).
- o Ensure clear and effective communication between academic leadership and the department regarding strategic directions for the university during this time of Core Curriculum implementation and English curriculum review.

II. Assessment: Curriculum and the Assessment of Student Learning

II.A. Curriculum

a. The program has a clearly articulated, efficient, and purposeful curriculum, including options or emphases within the program.

The English major as offered by the Department of English and Modern Languages has a clear core that links its tracks in the major and its

minors in English and Journalism. Overall, the major and minor have the expected distribution of required courses among surveys, broad historical period courses, and upper level seminars. The department's specification of tracks within the major (a literature track, a creative writing track, and an English Education track) is standard in English departments, and the curriculum for each track is clearly defined. The English Education track is appropriately shaped by requirements for state licensure and NCATE and NCTE standards. Making use of the previous review and of feedback from assessment instruments, the department revised its curriculum to add ENGL 301: Introduction to Literary Study, a significant addition that aligns with curricula in leading English undergraduate programs.

Thus, while the department has a clearly conceived rationale for its curriculum as it exists right now (and students understand this curriculum), with the changes in General Studies the department has the opportunity to review its curriculum, including the current balance between sophomore surveys, the junior level historical courses, and upper-level seminars. The department is encouraged to sustain a set of core courses that links the Literature, Creative Writing, and English Education tracks, and the English minor. Shepherd's English program shows real imagination in its Prominence of Place courses, Gateway and other regionally focused courses, and its topical seminars. It also has experience with broad historical courses at the survey level (current sophomore courses) and at the junior level (ENGL 310-313), and could use the experience and outcomes of those courses to consider how best to achieve the breadth of reading and exposure to literary tradition that is the foundation of an English major. This is a good time for the department to consider the distribution of specific requirements in upper level courses, and when faculty capacity allows, to consider moving from nine to twelve hours of writing courses in the Creative Writing track.

In addition to discipline-specific considerations, this time of General Studies change to a Core Curriculum offers the department an opportunity to consider the curriculum in light of the university's focus on applied liberal arts. Student feedback on the English curriculum identified preparation for careers and professions as the main element lacking from their experience as English majors. Though this is addressed productively through the co-curriculum, it is a useful perspective to include in the consideration of the curriculum as a whole, and can foster a discussion of internships and other strategies to help students connect their study to career options and opportunities.

b. Expectations of graduate students differ from undergraduate students in dual-listed courses.

Graduate students taking graduate English courses or cross-listed undergraduate courses for the MAT program are asked to complete assignments at a higher level and with a pedagogical approach to the content. An interview with a student enrolled in the MAT confirmed this practice. Though, ideally, graduate students should have as many opportunities to take full graduate-level classes as possible, for degrees such as the MAT the occasional cross-listed graduate/undergraduate course often serves the dual purpose of providing a mature student background plus depth needed in a field through a single course.

c. The program provides opportunities for students to learn in ways that extend beyond the classroom.

The Department of English and Modern Foreign Languages excels at opportunities to learn outside the classroom. Not only is the number of classes with enrichment experiences outside the classroom impressive, but also students interviewed expressed enthusiasm for these courses and affirmed the quality of the learning experience. Both the university Gateway courses and the department's "Prominence of Place" courses situate learning in a wide array of venues; not only do these enrich the students' immediate learning, but they also are effective groundwork for lifelong learning outside the classroom. Many studies affirm international study and study beyond the classroom as the most powerful experiences within an undergraduate education. The department is encouraged to consider the intellectual and cultural richness of these courses and to imagine how these can be central to student experience—indeed, that the major itself can radiate from these courses. As the Modern Languages wing of the department develops, the entire department is encouraged to exploit the synergies gained by having English and Modern Languages side by side—the potential for internationalization with depth and intellectual rigor, for cultural diversity in all programs. These results can be a benefit for Shepherd University as a whole, given Shepherd's mission focused on a "diverse community of learners" and a "gateway to the world of opportunities and ideas."

Though they form a less regular part of students' experience, the opportunity for service-learning and for internship experiences within the curriculum is also promising for students, given that these are, like study abroad, high impact practices. As part of its curriculum review, the department might explore incorporating service learning and internships as elective experiences within the curriculum.

- d. Assessments of students' literacy in technology and in writing are integrated into the curriculum.
- e. Online courses are evaluated in ways that ensure effective delivery and continuous improvement.

The English program uses technology in several ways: word processing, Sakai course management, blogging (especially for Prominence of Place courses), research, and presentations. These are all appropriate within the framework of the major and expose the students to key communication tools. As both Shepherd University and higher education in general continue to address the role of technology in post-secondary education, the department is encouraged to stay involved in these discussions and take advantage of faculty development opportunities as relevant. For instance, should the University extend its on-line offerings, particularly to reach non-traditional students, then the department will need to take an active role in that initiative. The isolated English course on line does not make a lot of sense, but an English course offered regularly as part of an overall online initiative, for degree completion by the University does make sense.

The writing-intensive nature of all English courses is manifested in the Shepherd curriculum. This is a dimension of the discipline of English at Shepherd that is worth emphasizing in recruiting students and in recommending graduates to prospective employers. With the addition of a specialist in Rhetoric/Composition, the department will be in a better position to consider ways of strengthening the assessment of its writing courses.

II.B. Assessment of Student Learning

- a. The program has clearly articulated learning performance outcomes for its students.
- b. The program's curriculum aligns with the student learning performance outcomes.

The English program's mission statement includes five learning outcomes that are central to a viable English major: critical thinking and clear communication; exposure to diverse literature; reflective problem solving skills for teaching secondary English; background in languages and literature to prepare for graduate study; skills to pursue vocations and function effectively in a diverse and global world. The major and minor meet these goals through the combination of surveys and seminars in diverse literatures and literary topics, through courses specific to education certification and to advanced study of literature,

and through co-curricular opportunities that help students find and hone specific interests. As noted elsewhere, students identify preparation for work and career as a current concern, and the department is encouraged to consider ways to strengthen that aspect of its performance outcomes.

c. The program collected assessment data during the review period allowing judgments about the extent to which students are achieving learning performance outcomes.

The department is to be commended for having a multi-pronged approach to assessment, using different methodologies. The portfolio is widely accepted nationally as the key qualitative measure for the English major. The portfolio offers the opportunity for both the student and the faculty to review a student's entire performance in classes and to determine the progress of the student and the coherence of the courses. I reviewed four portfolios, and found them to be useful for assessment purposes; not only do they include an array of student work over time and over courses that allows assessment of goals of critical thinking, writing, and understanding of a range of literatures, but they also include the student's presentation of himself/herself in professional formats, including resumes, letters of application to graduate or professional schools, and letters of introduction from the student summarizing achievements and aspirations. Thus, this assessment tool is also a learning tool and potentially a job application tool, which is commendable.

The quantitative feedback provided by the Major Field Test has been used productively by the department to understand student competencies in various literary traditions. It has also provided the department with a benchmark to measure student achievement against a large national peer group. I would attribute Shepherd's outpacing of the national average to the quality of the English faculty and the element of breadth in the curriculum; no matter how expert a faculty, if the teaching is not profound and the reading not broad and deep, then students will approach a test like this with pockets of knowledge, but not with a real sense of the variety of literary traditions and tools of critical analysis. The department is encouraged to continue using this measure in its cluster of assessment tools.

The third tool is student perception, ascertained through the Exit Survey. This survey is keyed to department mission and goals—indeed, this is one place that the department has the opportunity to gain feedback on the transformative emphasis in its mission, as, for instance, whether “sociological and personal barriers may be broken down” in the course of

the student's academic experience (see Exit Survey, questions 11-14). The survey also collects feedback on advising.

- d. The program has made changes/improvements during the review period that clearly align with the assessment data collected during the period under review.
- e. Results of assessment efforts have been shared with internal and external constituencies.

The department's curriculum revisions over the past five years have been tied to the assessment data, and that is a commendable practice that should be continued. For instance, the department has adjusted curriculum requirements in literary fields based on student performance on the Major Field Test. The departmental August retreat includes assessment data on the agenda on a yearly basis, and the department is encouraged to continue this practice.

Recommendation for Section II: Curriculum and Assessment of Student Learning

- o Use the revision of General Studies as an opportunity to review the English curriculum and mission statement, both for Core Curriculum offerings and for the major and minors, including student feedback on enhancing career and workplace development (Recommendation made with Section I; additional information provided in section II).

III. Student Recruitment, Enrollment, Retention, and Graduation

III.A. Trend Data: Recruitment / Enrollment

III.B. Demand for Graduates: Retention / Graduation

In any given year in the past five years, the English major shows a healthy enrollment for an English major in a university the size of Shepherd University. Majors numbering between 70-80 students represent a viable program in just about any university, and the department is to be commended for maintaining a steady enrollment in recent years. The English major also attracts students above the university minimum entrance requirements, which is an asset to the department and to the university. Given the positive attitudes and genuine interest in students shown by the department faculty, their participation in recruitment activities for prospective students is also of

benefit to the department and to the university. The English minor is among the top three minors in terms of enrollment in the university; this makes it worthy of particular attention in any review of curriculum and of enrollment and retention patterns.

Though it is in good shape compared to English majors at similar universities, the department is wise to have prepared a retention plan, because the department's graduation numbers could be strengthened. Currently, they seem to mirror the university graduation rates. Overall, the retention plan offers multiple strategies for interacting with students both within and without the classroom from recruitment to graduation. The plan identifies seventeen strategies (page A9 in English Program Appendix), all of them useful; however, these strategies could be implemented most effectively if they were prioritized and department faculty efforts channeled to actions that promise to be most productive. To establish priorities, the department should examine additional data from the Institutional Research office to understand enrollment patterns (including matriculation, change of major, and withdrawal from the university) more thoroughly. Also, the department can coordinate its efforts with other university initiatives and make use of broad studies of student enrollment patterns. For instance, we know that faculty/student interactions within the first semester, particularly within the first months, can influence student attitudes and study habits. Given this department's very positive interactions with students, as attested in interviews with both students and faculty (faculty are able to talk in great detail about the experiences of students), it can be an asset to both the department and to Shepherd to cultivate ways that faculty / student interactions in the first year can be meaningful and can help new students understand the value of the liberal arts university.

National data on students who leave university study indicates that the reasons given (though these are not always the real reasons) are generally financial and family-related. If data about Shepherd University's patterns of retention and reasons that students leave is available, then it would be useful for the department to participate in university-wide efforts to support faculty's ability to know how to address student issues that often prompt students to leave university study. The graduation rate is likely not a symptom of the department as much as it is a common phenomenon that Shepherd and all liberal arts universities face, and this lively and engaged department may have much to contribute to the university's overall efforts on this front.

III.C. Comparative Advantages

One of the most succinct summaries of the English program at Shepherd is in this section on Comparative Advantages: students are offered “close, individual attention, a curriculum that combines a strong foundation with opportunity for choice, as well as numerous opportunities for learning outside the classroom and developing a professional identity.” This nexus of student-faculty relationships, curriculum, and active co-curricular experiences highlights the core of the English major and offers a way to talk about the program that should be an asset in recruiting students to Shepherd. These are qualities that are prized in top private liberal arts institutions; they are accessible to students at Shepherd University at public university tuition rates. If this is not already part of the Admissions and student recruitment presentations, it should be!

The department has a robust co-curricular program that reaches out to the campus and community (discussed in I.A). Both students and faculty spoke of its effectiveness in my interviews with them, and these experiences clearly enhance the students’ investment in Shepherd University and their own education. Indeed, these experiences seem central to promoting students’ capacity to achieve beyond what they expected they could at the time of their matriculation.

While the curriculum replicates the necessary elements of breadth and depth required to develop expertise and skill in English, the department has a potential “signature” element in the “Prominence of Place” classes. These classes, which link a travel study option with a focus on literature of a place or region, represent a unique way of conceiving English seminars. In most departments, a feature like this is either first a study abroad opportunity or a particular professor’s project. At Shepherd, this has become a regular part of the upper level offerings, and it has the potential to be a defining element of the English major, a true “competitive advantage” over courses of study at even the most competitive universities. Using place and geography as a way of understanding literature, literary history, and culture is particularly relevant at Shepherd, located as it is in a region with a strong self-identity; it is also a powerful way for students to experience literature as a living artifact, not an excerpt in an anthology. I encourage the department to develop these courses and to consider ways to highlight them as a signature of the English major at Shepherd.

As noted elsewhere, English and Modern Languages have an opportunity to work collaboratively to strengthen the international experiences and depth offered at Shepherd. An international perspective, whether gained through language study, study abroad, or cultural study, is commonly expected in professional hires in business, government, and education;

the Department of English and Modern Languages has the opportunity to provide their majors with this “competitive advantage” for intellectual growth and job/career preparation, especially given resources in the Washington DC and eastern corridor areas.

III.D. Graduates

The graduates of Shepherd’s undergraduate English program for whom the department does have records are pursuing a range of fields from teaching to business. Of the sampling of 40 provided in the report, close to 25% are in creative fields, and another 25% in secondary or post-secondary teaching, and another 25% in government or business positions. Most are located in the eastern corridor. This sampling provides a useful index to the kinds of opportunities Shepherd English majors pursue. It can also be helpful information for considering as part of the curriculum review and retention effort. While there are paths that prepare students for secondary education and graduate study, the number of students who pursue creative professions suggests that the alliances with the arts programs may be beneficial. Likewise, the proportion of students in positions that are government or business-related suggests that helping students to think about English major-Business Administration minor combinations might be good preparation for these kinds of fields. One of the most frequently asked questions in recruitment settings is “What can I do with an English major?” It is important to have authentic answers that correlate to the programs offered by the department and within the university. The strong skills cultivated in writing, analysis, and cultural understanding by students of English as preparation for careers is amply illustrated by the Shepherd graduates and it can be helpful in recruiting future students to have the stories of these graduates to flesh out the usefulness of an English major to a lifetime of work.

Recommendations for Section III: Student Recruitment, Enrollment, Retention, and Graduation

- Prioritize the actions in the Retention plan by accessing additional data, graduates’ experience, and other university resources to use faculty time and effort wisely for maximum results
- Highlight “signature programs” (i.e., Prominence of Place courses) and qualities (student-faculty interaction) as robust competitive advantages
- Seek opportunities for collaboration with Modern Languages as these programs develop to help campus internationalization efforts

IV. Resource Availability and Development

A. Faculty Characteristics

- a. Context is clear for understanding the composition of the department faculty & instructional academic staff
- b. The program has identified staffing needs and pending changes that will affect the delivery of the program.

The English faculty, as evidenced in the CVs and in my interviews, is exceptionally well-qualified, with the appropriate array of specialties for the range of tracks and courses in the English major. Individual faculty were able to offer specific examples of course design and assignments, highlights of their professional activities, and powerful narratives of student experience. This combination of active scholars and engaged teachers is rarer than one might expect, and this is the major strength of the Department. The addition of a specialist in Rhetoric/Composition is an important expansion of the faculty and all signs point to the department's being able to fill that position this spring.

The changes in the General Studies curriculum may impact teaching assignments and the numbers of adjuncts needed. The university's commitment to expand the faculty and decrease the number of adjuncts is an important initiative for the learning environment and for students' continuity of experience with faculty. This is a national issue, and Shepherd University is to be commended for its initiatives to create full time lines as enrollments warrant. However, given the steady increase in enrollment in recent years, English will continue to need to rely on adjuncts, and the department has a roster of well-credentialed adjuncts. Current adjuncts affirmed the department's proactive strategies for involving them in the life of the university and the major. The mentoring program that pairs a full-time faculty member with a new adjunct is a particular asset. The adjuncts are also included in department workshops on teaching, an important initiative, and they are remunerated for their time, which is also a signal of the department and university's recognition of their importance to the education provided. The adjuncts that I spoke with indicated that the experience at Shepherd University was markedly superior to other settings in which they had taught in terms of the department's guidance, inclusion, and support of their work.

The English program has made wise appointments to its faculty in these recent years as faculty lines have become available. With the

department's focus on diversity in literature and writing, it would be helpful to have a more racially or ethnically diverse faculty. That is the aspiration of every English department in the country, and the department shows all evidence of being proactive in seeking minority hires and in creating a welcoming atmosphere.

B. Teaching and Learning Enhancement

a. Faculty & instructional academic staff engage in activities to improve their teaching, advising, involvement in course or curricular revision, new course development, etc.

The department has workshops each fall and spring devoted to teaching and all faculty and adjuncts are invited to participate. The agendas show the range of topics addressed, from crafting assignments to using technology. The consistent scheduling of these workshops highlights the prominence of quality teaching in the expectations for faculty and also contributes to cultivating the department as itself a "community of learning," just as it aspires to the same goal for its students. The university is also commended for supporting a Center for Teaching and Learning; faculty commented on the helpfulness of this Center for their classroom work.

C. Research and Other Scholarly/Creative Activities

a. Faculty engages in scholarly/creative activity in ways that support or advance the undergraduate programs.

The faculty members in the department are to be commended for maintaining active research agendas, while also fulfilling twelve hour teaching loads. A review of CVs provided indicates a steady output of presentations locally, nationally, and internationally, articles in discipline-related journals, and books and book projects. The faculty are model teacher-scholars. The university is to be commended for providing support for travel and research, especially important for faculty with full teaching loads.

D. External Funding

a. Faculty pursues funding through grants, contracts, and/or gifts.

The department is to be commended for securing external funding for projects, including support for aspects of the Appalachian Studies program and the Appalachian Writers-in-Residence program. External funding is challenging to get, especially for the humanities and especially in a time of economic downturn. With the university's support, the

department is encouraged to continue seeking external funding for its projects.

E. Professional and Public Service

a. Faculty engages in professional and public service in ways that benefit internal and external constituencies.

As with the research and scholarship, the department faculty members are to be commended for their active campus citizenship as well as contributions to professional and public organizations. The individual faculty members in this department have a depth of knowledge, experience, and cultural awareness that makes them valuable participants in professional and public endeavors. They have recognized ways to link courses or co-curricular projects to public interests, and thus are an asset in cultivating positive public engagement with Shepherd. The predisposition of the faculty to think outward, whether it is through taking students on a travel study or participating in a public event, is a valuable (and rare!) quality and is worthy of affirmation by the department and university. These professional and public connections can benefit students by enriching classroom learning and offering avenues for professional development.

F. Facilities, Equipment, and Library Holdings

a. The program has adequate facilities, equipment, and technological resources to effectively serve its students.

Knutti Hall, the main office and classroom area for English, is recently renovated, and classrooms and office space are flexible and useful. As with most universities, Shepherd has the challenge of finding adequate office and student conferencing space for adjunct faculty; Shepherd and the department are encouraged to continue to try to address this problem, especially given the expectation for conferencing with students.

Faculty and departmental leadership indicated satisfaction with instructional technology, including the computer lab for composition instruction, access to a course management system, and equipment in the classrooms. This kind of access to technology is expected now, not only for the sake of efficiency, but also for the range of instructional strategies it offers and the importance for students to learn using technology as a preparation for lifelong learning.

The Scarborough Library is an inviting setting for students and faculty alike. It provides computers, comfortable reading areas, easily accessible stack and research areas, and a lot of natural light. Library faculty

provide instructional sessions with classes, which facilitates students accessing the resources, including the human resources, of the library outside of class time. The library budget devoted to the Department of English and Modern Languages appears adequate, and the Library maintains subscriptions to the key electronic databases and journals necessary for undergraduate research in English classes and for faculty use. In this time of two types of resources—the printed book and the electronic database or journal—it is important to sustain library resources and budgets at least at the level they are now. Electronic resources are apparently only increasing in price, and though they may require less space, libraries remain important learning spaces for students as the work collaboratively or individually on course assignments and projects. The Library also houses the Center for Teaching and Learning and the tutoring area; many English majors participate as tutors in this program and in my interviews, spoke positively of the location in the library and the support of the Center and Library staff. The students I spoke with mentioned using the library regularly.

Recommendation for Section IV:

- Continue to strive to balance faculty lines and adjuncts, converting adjunct lines to faculty lines as often as possible within the University resources (Recommendation continued from previous program review)

Summary

The details of the English Program Review 2006-2009 prepared by the Department of English and Modern Languages were borne out by the campus visit and interviews. The English program is viable, with a solid rationale, exceptional faculty, appropriate facilities, good numbers of majors and minors, and promise for contributing academically and co-curricularly to the ongoing success of Shepherd University. The work of the faculty makes a direct and tangible difference in the lives and intellectual growth of its students. The department is well situated to move forward through the changes that will be prompted by the adoption of the Core Curriculum. The department is also well positioned to contribute positively to Shepherd's strategic goal of offering an effective education in the liberal arts that equips students from its region and beyond for meaningful lives and work.

These recommendations are based on details of the discussion in this review:

- Use the revision of General Studies as an opportunity to review the English curriculum and mission statement, both for Core Curriculum offerings and for the major and minors, including student feedback on enhancing career and workplace development.
- Ensure clear and effective communication between academic leadership and the department regarding strategic directions for the university during this time of Core Curriculum implementation and English curriculum review.
- Prioritize the actions in the Retention plan by accessing additional data, graduates' experience, and other university resources to use faculty time and effort wisely for maximum results
- Highlight "signature programs" (i.e., Prominence of Place courses) and qualities (student-faculty interaction) as robust competitive advantages
- Seek opportunities for collaboration with Modern Languages as these programs develop to help campus internationalization efforts

Recommendation continued from previous review:

- Continue to strive to balance faculty lines and adjuncts, converting adjunct lines to faculty lines as often as possible within the University resources

EXTERNAL REVIEW
OF THE
DEPARTMENT OF HISTORY
AT
SHEPHERD UNIVERSITY
FOR THE
2010-2011 ACADEMIC YEAR

EXTERNAL PROGRAM REVIEW OF THE DEPARTMENT OF HISTORY, SHEPHERD UNIVERSITY

PREPARED BY

Jeff E. Long, PhD.
Associate Professor
Department of History
Bloomsburg University of Pennsylvania
400 East Second Street, OSH 127
Bloomsburg, PA 17815-1399

BACKGROUND

This report is based on the 2006-2010 Department of History's Program Review sent to me from Dean Virginia Hicks' office ahead of the visit, a number of interviews conducted during my visit, supporting materials I received while on campus, and through gathering information available on the official Shepherd University website. My official visit occurred Thursday, January 13, 2011 during the first week of the Spring 2011 semester and I met with Dr. Anders Henriksson, Chair of the Department of History; Dr. Ann Henriksson, Library Liason to the History Department; Dr. Dow Benedict, Dean of Arts and Humanities; Dr. Mark Snell, Director, G.T. Moore Center for the Study of the Civil War; Dr. Richard Helldobler, Vice President of Academic Affairs; Dr. Virginia Hicks, Dean of Professional Studies and Chair of the Program Review in that order. In addition to these formal interviews, I also had the opportunity to sit down and talk about the program with four students who are current majors in the history department and with most of the other faculty members at lunch and in an end-of-the-day wrap up meeting.

CURRICULUM OVERVIEW

At present, to graduate with a B.A. degree in history, students must complete thirty-six credit hours beyond the six credits required in the History of Civilizations sequence. Eighteen of those credit hours are core courses that give history majors a firm grounding in the discipline while the Department of History offers three options for completing the remaining eighteen credits. Students may either take the Traditional concentration where students complete six upper-level courses of their choosing, or the Civil War and Nineteenth-Century America concentration where students complete four upper-level courses related to this specific period in American

history plus two upper-level courses drawn from the Traditional concentration, or the Public History concentration where students take three courses related to the public history field, complete a three-credit hour internship, and take two upper-level courses from the history electives in the Traditional concentration. In addition to the history major, the department also offers a twenty-four credit hour minor in history with fifteen credit hours from the set of core courses and nine credit hours from upper-level history electives.

CURRICULUM REFORMS

With Shepherd University's increased enrollment in the general student population, the popularity of the recently developed concentrations in public history and the Civil War era in the History department, and the current revision to Shepherd's General Studies program, the Department of History is on the cusp of a significant transition from a curriculum previously oriented to servicing the larger student population of Shepherd to a curriculum more focused on providing advanced professional and academic opportunities for its majors and minors.

As it stands now, all students at Shepherd are expected to take six credits from the History of Civilizations (HIST 100, 101, 102, 103) sequence to fulfill part of their Social Sciences requirements for the General Studies program. Much of the time and energy of the faculty is concentrated on offering enough sections of the History of Civilizations sequence to service the general student population. In the proposed revisions to the current General Studies program that requirement will fall to three credits at Tier One with a student option to take a second class at Tier Two of the revised program.

Anticipating less need for these service courses in the revised General Studies program and aiming to take advantage of both increases in the general student population and in the number of History majors, the members of the History department intend to expand the department's public history concentration by combining it with the Historic Preservation Concentration in the Department of Environmental Studies. This new B.A. program in Public History and Historic Preservation would be under the direction of the History department and would include a Public History Concentration as well as a Historic Preservation Concentration. In both concentrations the majors would take content courses in their field of historical study along with methods courses that would prepare them for careers in public history or historic preservation. Within the next five years the History department expects the number of total majors with either History or Public History and Historic Preservation B.A. degrees to grow to the average of 150 majors a year.

In addition to developing a new B.A. program, the History department is also considering the addition of a capstone course or capstone experience for its traditional majors to enhance their academic experience at Shepherd University. This new course would be in line with current University plans to reform the major and would allow students to engage in extended research projects using secondary and primary sources that would hone their skills in historical methods and in historiography.

Through a capstone course/experience, students would have the opportunity to demonstrate concretely what they have learned as a History major. First, students should be able to analyze other scholars' viewpoints and explanations of history. Second, History majors should be able to examine and evaluate the pertinent primary sources related to the historical subject under consideration. Ultimately, in the research paper or research project students will be able to develop and express their own historical and historiographic interpretations with varying degrees of success. A capstone course/experience would allow the faculty to gauge the skill sets of its students for assessment purposes. It would also provide a ready writing sample for those students interested in applying to graduate programs in history or other fields and better prepare these students for the academic rigor of a graduate level program.

FACULTY

Considering the many demands on their time, the teacher-scholars of Shepherd University's Department of History are exceptional in their commitment to remaining active in their scholarly fields and engaged in department, university, and community service. There are eight full-time faculty, all with history Ph.D. degrees. During the 2006-2010 review period, the Department of History added one full-time position and continued its generational transition and its attempt to address the gender imbalance within the department with four new tenure-track faculty, two of them women, hired in the last decade. The eight full-time faculty teach a wide range of content subjects in American, European, Latin American, Asian, and the regional histories of West Virginia, Appalachia, and the Shenandoah Valley and make use of adjunct faculty to offer courses in African, Middle Eastern, and Jewish history. With the support of the department and the college of Arts and Humanities, the faculty often provide hands-on experiences for their students taking them on field trips to local historical sites, providing them with numerous study abroad opportunities, and perhaps most impressive leading study trips to historic World War I and World War II battlefield sites in Europe where students can gain academic credit while touring the battlefields and learning about the battles from History department faculty with specializations in those wars.

In addition to their teaching duties, the History department faculty are active scholars and contribute to the life of the university and the community in many key ways. As evidenced in their curriculum vitae in the program review, they have published articles in major journals of their respective fields and many of them have also published books and monographs which considering the 4/4 teaching load is an amazing accomplishment in and of itself. Moreover, two of the faculty are integral parts of the University's Women's Studies and Honors' programs, teaching courses for and acting as leaders in those programs. The History department's concentration in Civil War and Nineteen-Century America is bolstered by its close relationship with the George Tyler Moore Center for the Study of the Civil War in Shepherdstown. Under the History department's administration, the director of the Center is a member of the History department and extremely active in fulfilling the Center's main purpose: educational outreach to the community, public schools, and to scholars wanting to learn more about West Virginia's role in the Civil War. In addition to releasing educational resources like the multimedia CD *Mountaineers of the Blue and Gray* aimed toward middle school and high school students, the Center for the Study of the Civil War holds lectures, tours, seminars for the general public and sponsors the Peter Seaborg Award for authors who are writing nonfictional works on a Civil War topic for the first time and whose work advances our understanding of the Civil War.

FACULTY CONCERNS

Because of the large number of sections needed for the General Studies program, the History department employs a number of adjunct faculty to cover those sections of the History of Civilizations sequence. Of the ten adjunct faculty who have taught courses at Shepherd, five of them have taught courses in the History of Civilizations sequence while the other five adjunct faculty have taught courses in fields not covered by the current tenured or tenure-track faculty. Although the adjunct faculty are highly qualified for these positions, most have Ph.D. degrees in History, it would be to the benefit of the general student population and to the majors and minors in the History department when possible to have these courses taught by full-time professionals in tenured or tenure-track positions.

In addition to this general need, the department's push for a B.A. program in Public History and Historic Preservation will create a specific need in the immediate future for a new tenure-track line with content specialties in both these fields. At this time, the History department has one scholar with experience in the field of public history who can contribute courses to the new major. However, for the major to grow the department will need a new faculty line whose specialty is in public history and who also has either a specific interdisciplinary field in historic preservation or who has specific professional experience in the field of historic preservation to ensure the realization of the major.

FACILITIES

As noted in the program review, the History department's "classroom and office facilities have been recently upgraded and much improved" (pg. 12). Full-time faculty offices have moved from the cramped confines of White Hall to newly renovated and spacious offices in Knutti Hall. Shared office space for adjunct faculty is available in the adjacent White Hall where most of the department's classes are held. Classrooms have the requisite technology that allow faculty to incorporate a variety of audio-visual materials into their presentations for the students. There is no full-time secretary for the History department so the department shares secretarial services with other departments.

For a university of around 4,500 students the university library resources are sufficient with print holdings nearing 200,000 and with electronic resources included bringing the total number of holdings to 500,000. This is more than enough resources for an undergraduate history program and the program review adds that in the areas of American, European, Women's, and East Asian history that the library has enough resources to support a graduate program. Shepherd's library is a Federal depository library which allows students access to recent government documents for their research and the library has a good relationship with the History department holding library instruction courses for history majors and others to familiarize students with the resources available to them. While the major online resources for historians such as *JSTOR*, *Project Muse*, *WorldCat*, *America: History and Life*, *Historical Abstracts*, and *Academic Search Complete* are available, students and faculty would benefit from having more access to online reference works like the titles in the Oxford reference series and to more online primary source databases like *Early American Newspapers* and *In the First Person* when funding permits for such additions.

STUDENTS

Student enrollment in the History department has increased steadily over the last five years from 81 majors in Fall 2005 to 92 majors in Fall 2009 with the high point in Fall 2008 of 107 majors. In the program review the faculty note that total enrollments in the history program have risen considerably since the last program review of 2000-2004 as have the number of number of majors graduating with History degrees.

In talking with the students who were all history majors, they expressed their appreciation for the high level of instruction in their history classes and the opportunities to take courses in a number of content areas in American, European, and World histories. In particular, the

students commented on the rigor of the new methodology course Introduction to Historical Studies (HIST 250) and how taking this course had better prepared them for the research they were conducting in other upper level content courses in their areas of specialization. Likewise, they felt more ready to take graduate-level history courses if they decided to go on to a graduate program in history. Students conveyed their desire for more course offerings in Middle Eastern, African, and the history of ancient Greece and Rome as well as more specialized courses on Native American and African-American history. When asked about their interest in the proposed B.A. program in Public History and Historic Preservation, they remarked that anecdotal evidence from their peers was positive and in support of such a program that would take advantage of Shepherdstown prime location for such a major. Finally, the students were also in support of implementing a capstone course/experience where they could apply what they had learned in their methods course to carry out research on a topic of their interest.

SUMMARY

The Department of History is a vital program in the College of Arts and Humanities and an integral part of Shepherd University's mission to act as a "gateway to the world of opportunities and ideas." (Shepherd University website) In promoting the University's core values of learning, engagement, integrity, accessibility, and community, the History department's new major in Public History and Historic Preservation will be an innovative program for the community that will provide increased professional opportunities to the department's majors. This new History program will complement the scholarly-oriented curriculum of the traditional History major. Together, these History department programs will support Shepherd's mission to engage its students in the exchange of ideas and in critical thought. Furthermore, the History department's curriculum in general supports the University's goals of better understanding the global environment in which we exist in an open and forthright manner that is accessible to all West Virginians.

STRENGTHS:

- A number of highly qualified, dedicated teacher-scholars committed to providing the best education possible for their students and to pursuing their own research agendas so that they may continue to mature and grow as both teachers and scholars
- Shepherd University's central location so near to so many important historical sites related to the Civil War and nineteenth century American history, a strong library collection, relatively easy access to the Washington-Baltimore area, and a major resource center on West Virginia's role in the Civil War (George Tyler Moore Center for the Study of the Civil War) located in historic Shepherdstown

- A program that is growing both in the number of History majors and in the increased general student enrollment in History courses during the last several years

WEAKNESSES:

- The continued reliance on adjunct faculty to staff extra sections of the History of Civilizations sequence for the General Studies program and to provide courses in fields (sub-Saharan Africa and the Middle East) outside the current specializations of the History department's full-time staff
- The duplication of efforts between the History department's concentration in public history with the Institute of Environmental Studies' concentration in historic preservation
- The need for a capstone course/experience allowing History majors to examine in depth a topic of interest and prepare an extended paper that challenges both their research and writing skills

OPPORTUNITIES:

- With the ongoing revision to the General Studies program this is a perfect time for the Department of History to reassess its service to the general student population through General Studies and to expand the program to provide more professional opportunities for its majors
- With the increase in majors and in student enrollment in history courses, and in student enrollment on campus in general, this should allow the History department to move forward with its new interdisciplinary program for a B.A. in Public History and Historic Preservation
- Building on the success of its new historical methods class, this should allow the History department to introduce a new capstone course/experience for its majors

THREATS:

- The revision of the General Studies program is still ongoing and until its completion the History Department will not know for sure what its place in the new program will be
- Changes in student enrollment for the History major and on campus could also impact plans to implement a new major
- Any drop in State funding for the university might also impact the ability of the History department to push for a new major

RECOMMENDATIONS

1. Seek University approval for the proposed B.A. in Public History and Historic Preservation in the Department of History

- Request a full-time position in public history and historic preservation to lead the major and work with the one faculty in the History department who already has experience in the public history field
- Until the major is well established, seek an agreement with the Administration to waive required class numbers for the courses in the major
- Request more secretarial support for the two programs, either a full-time or half-time secretary who could help in keeping track of the majors in both programs
- Designate an internship coordinator within the department who can act as an immediate resource for majors and who can pursue other possible public history and historic preservation internships with organizations and agencies in the region

2. Implement a capstone course or experience for History department majors

- Establish either a research and writing course, an independent study, or offer an extended research paper assignment in an upper-level content course for the majors in all concentrations
- Collect copies of the research papers to use for department assessment of majors and to have on file for writing samples when needed

3. Consider hiring an additional faculty member for the program to teach one or more fields now covered by adjuncts in the next five to ten years

- Conduct a survey of current students and graduating majors to assess student interest and help the faculty in their discussion of which content fields would most contribute to the History major
- Review the other majors in Arts and Humanities to identify areas where the new hire could either address weaknesses in the college offerings or build on recognized strengths in other parts of the college's programs to contribute to the University's mission and core values

External Program Review

Modern Languages Section

Dept. of English and Modern Languages

Shepherd University

January 2011

External Program Review of Modern Languages, Shepherd University
John H. E. Paine, Professor of Literature, Belmont University

Background

This report is based on the Baccalaureate Program Review, AY 2010-2011, of the Modern Languages Section provided to me prior to my visit to Shepherd, and on numerous interviews during that visit on January 18, 2011. I spoke with faculty members Dr. Rachel Ritterbusch, Dr. Eva Suárez Büdenbender, and Dr. Denis Berenschot; Department Chair Dr. Timothy Nixon; adjunct instructor Ms. Lois Jarman; two students; Ms. Ann Henriksson, Library and Study Abroad; Mr. Dow Benedict, Dean of the School of Arts and Humanities; Dr. Richard Helldobler, Vice President of Academic Affairs; and Dr. Virginia Hicks, Chair of the Program Review Committee.

The Program Review is well prepared. It accurately represents the state of Modern Languages at Shepherd, as was confirmed for me during my conversations on campus.

Curriculum

The Modern Languages Section offers lower-level Spanish and French, majors in Spanish and Spanish Education, an MAT in Spanish, and minors in French and Spanish. It also offers intensive German and Russian in the summer. The Spanish and French course offerings are diverse and entirely appropriate to the interests and qualifications of the faculty and the size of the Modern Languages Section.

Suggestions for Curricular Development. The Section seems to me poised to move beyond its traditional status as a mostly service section for the University with its lower-level language courses. It is ready to add a French major (the courses seem largely already on the books). This would necessitate adding a full-time faculty member qualified in French (see below for a broader description of this position). I would also recommend that the Section move toward establishing first- and second-year German as regular semester offerings, and that it examine the possibility of installing a lesser-taught language. Russian, Farsi, Arabic, and Mandarin Chinese were mentioned with interest by the faculty. This choice depends in good part on student and community interest. I am inclined to recommend Mandarin as potentially the most sustainable of these choices, as it would both enhance Asian Studies and seems more likely in the long term to be an attractive foreign language choice in North America.

Curricular expansion, of course, can only happen where there is sufficient interest. On the face of it, Shepherd's student population ought to be sufficient to support what I have outlined above. At my institution, which is of comparable size, we have been able to build and sustain several language majors and minors through broad

faculty and administration support for classical and modern languages. A sizable International Business program which requires in effect a minor in a foreign language contributes to this, as do our European Studies major and minor. Our students also frequently take a foreign language to fulfill a General Education elective, then decide to continue their study at higher levels. The desire for a university-wide language requirement, while laudable, may prove impracticable, though the move toward internationalization should encourage faculty to add some sort of language requirement for their majors.

These moves toward growth could be enhanced by expanding study-abroad opportunities for language students. The short-term programs to Canada and Latin America seem excellent and well executed. I would recommend exploring possibilities for semester or year-long exchanges in France, Germany, Spain, and the PRC going forward. Students returning from these experiences can be used to promote interest in languages, and the exchange students from universities abroad can be an excellent source of enthusiasm for language learning, as well as for exploring cultural differences on campus. The idea of programs and/or exchanges with countries in Francophone Africa is an interesting one, but can prove more challenging to carry out than those in the developed world or China.

Another possibility for curricular innovation might be to offer Peer Tutoring for credit to upper-level language students, in which they would tutor students in first- and second-year courses, under the supervision of the instructor.

Faculty

I find the training and qualifications of the three full time faculty in Modern Languages to be excellent. Both the Program Review and my personal encounters revealed them to be energetic, dynamic, and engaging personalities who very likely work well together and are well equipped to build Shepherd's language program in creative ways. The fact that each of them is qualified in more than one of the Section's languages is a real strength. Their professional development is varied and impressive. Probably I was most impressed, though, with their enthusiasm for their teaching and for interaction with their students. Both students I spoke with were clearly very pleased with their teachers and the opportunities offered them by the Section. The two student portfolios which I reviewed also suggested wise guidance from mentors.

Adjunct faculty seem well qualified for their jobs, according to their CVs. I spoke only with Ms. Jarman, who struck me as a very good fit. The Section is not relying excessively on adjunct faculty.

Suggestions for growth

As suggested above, I believe the next move should be the addition of a French major. This would mean adding a faculty member with interests which complement those of Dr. Ritterbusch. Ideally this person might be a native speaker, but I also want to suggest the possibility of hiring someone, perhaps a Comparatist, who is both fully qualified in French and is able to teach World Literature and literature in translation. This would enhance the synergies between Modern Languages and English, and offer the possibility, for example, of courses in French literature (and culture) in translation, with French majors and minors able to take those courses for FRE credit, doing significant work in French—with the courses cross-listed with ENG. This also is way to strengthen enrollment numbers.

Given the situation of Shepherdstown on the rim of the DC metroplex, I assume that stable adjunct staffing of a lesser-taught language such as Mandarin would be possible, though one would hope to find someone with adequate training in language pedagogy.

Facilities

Classrooms seem to be adequately equipped, though I did not ask if all classrooms are wired for multimedia and WiFi. If they are not, they certainly should be. The “Language Lab” is situated downstairs in the Library, which is a fine central location and apparently well frequented by students, an advantage. The disadvantage of this arrangement is that language students must share the facility with non-language students. And apparently the foreign-language films filed there have a tendency to disappear.

Suggestions regarding facilities

I am aware that space is always at a premium, but a room dedicated as a Language Learning Center could centralize learning materials and equipment, including satellite tv, computer stations, etc., and provide a place for tutoring, showing films, certain classes, and other student activities.

I would also recommend considerable expansion of the library of foreign films available. These are often inexpensive and appealing to students.

I was not able to review Library print holdings in Modern Languages. Some attention might be needed to assure that they are adequate. Availability of Ebsco, ProjectMuse and Jstor is good.

Further suggestions for program enhancement

(A number of these suggestions arose either in conversation with the language faculty, with Dept. Chair Nixon, with Ms. Henriksson, with students, and with administrators Dean Benedict and VPAA Helldobler, or as a result of those conversations.)

Internationalization: This campus-wide initiative seems a place where foreign languages can have a strong role. Dr. Ritterbusch's grant proposal, which includes language floors for students and expansion of exchanges, could be an important part of this. A regular foreign film series in which faculty introduce, show, and discuss a film with students (with food provided!) can be a useful way to promote international awareness. Lecture series drawing on the international resources of the DC area or bringing back alumni who may work in the international arena to speak to students about their experience can be useful also. (Some of these things may have been done at Shepherd in some form, I realize.) But these efforts need to be focused and concerted.

Study Abroad: I sensed a certain fragmentation in the way Study Abroad is carried out, though I could be mistaken about this, as conversation on this was quite brief. We have found at my institution that a complete, even if cheaply produced, document with a one-page description of each study-abroad program available is a very useful tool for making students aware of what is there for them. The pdf sent to prospective students should have pages devoted to the languages and to Study Abroad, with photos of faculty and students doing interesting things, perhaps with student commentary. I am not sure whether anyone has attended the NAFSA convention. There is much to be learned about Study Abroad through this organization. Consider also a Study Abroad Fair early in the fall semester, where representatives of all programs are present (no one mentioned that this has been done).

Collaboration: A successful foreign-language program in a setting like Shepherd's can greatly benefit from strong links with other programs, majors, and departments. Examples include most prominently English (students frequently major in English and minor in a language), International Business, European or International Studies, Asian Studies (if Asian languages are taught), Education, and Study Abroad. The world literature course taught by Dr. Ritterbusch linked to a History course is a specific example of this. I encourage the Section to pursue these kinds of linkage whenever possible.

Fulbright: There are a number of interesting opportunities for new B.A.s in foreign languages with strong records of academic achievement to teach English in a country where their language is spoken. The Fulbright Campus Coordinator should be making the Student Fulbright Program known to these students and encouraging them to consider applying.

Admissions: It can be very useful to establish good relations with Admissions, and to meet with them every year or so to review what Shepherd has to offer in Modern Languages, so that they can convey the message to prospective students.

Other: Consider doing exit interviews with majors as part of assessment; consider raising first-year language courses to 4 credit hours, as this significantly strengthens this introductory sequence; use native speakers (exchange students if available) as tutors in language lab; keep up the language clubs, Stammtisch, etc.; consider a progressive dinner, serving dishes from cultures represented, prepared by students or students and faculty; establish a means to track language graduates and keep in touch with them; consider applying for a Title VI grant, in concert with an experienced grant writer (perhaps in Development?); seek out opportunities for service involving local ethnic communities if possible; if the occasion arises, consider adding courses in Latin. We have found a consistent though limited demand for Latin over the years, easily staffed by adjuncts. This can add a touch more prestige at little cost.

Conclusion

As mentioned in some of the conversations I had during my day at Shepherd, the Modern Languages Section finds itself at a juncture similar to the one I faced some years ago as Director of Languages in my institution's Literature and Language Department. We were able, over the course of several years, and with the concerted efforts of several younger faculty, to build a vibrant and diversified program in languages which spearheaded an interdisciplinary internationalizing movement academically and on the campus. Shepherd's language faculty seem to be on the brink of their own such movement now.

I persist in believing that an institution's best and first asset is its people. In this instance, the efforts of Drs. Berenschot, Ritterbusch, and Büdenbender in their relatively brief time at Shepherd are remarkable. They have already launched the kinds of changes I am envisioning in this report, and I can only hope that my suggestions might offer some alternatives for the language Section and the Department to consider. Their vision, intelligence, and tremendous energy, already so apparent, will lead to constructive changes which will benefit the Department, the University as a whole, and most of all the students. I sensed strong administration support for the kinds of initiatives mentioned here, as long as they are shown to be consonant with and furthering of the institution's mission. And many of these do not necessarily require great outlay of funds. They do require imagination, creative networking, and dedication.

Finally, I appreciate the opportunity to have served as External Program Reviewer for Modern Languages. It was a very real pleasure to become acquainted with a program with such bright and imaginative teachers and advocates of foreign languages. I expect them to make an impressive and lasting contribution to Shepherd's students and curriculum in the years ahead.

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JUN 01 2005

National Association of Schools of Music

VISITORS' REPORT

Shepherd University

Department of Music
PO Box 3210
Shepherdstown, WV 25443
(304-876-5223)
www.shepherd.edu/musicweb/

D. Mark McCoy, Chair
Department of Music and Theater

Date: June 1 2005
NASM Visitors' Report
For Internal Distribution
at discretion of the
Chief Music Executive
Any Optional Response Due
October 31 2005

Date of Visit

April 10-12, 2005

Visiting Evaluators

Arthur E. Ostrander, Team Chair
Ronald T. Lee, Team Member

Degrees currently listed in the *NASM Directory* for which renewal of Final Approval is sought:

**Bachelor of Arts in Music (Performance [orchestral instruments, piano, voice, guitar],
Music Theatre, Composition, Piano Pedagogy)**
Bachelor of Arts in Secondary Education (Music)

Program for which Basic Listing is sought:

Shepherd Preparatory Program

Foreword

The team of visitors wishes to thank the faculty, administration, students, and staff at Shepherd University for their courtesy, cooperation and hospitality throughout the visitation process.

The following report and any statements therein regarding compliance with NASM accreditation standards represent only the considered opinion of the visitors at the time of the visit. Definitive evaluation of compliance and the accreditation decision will be made by the appropriate Commission following a complete review of the application, including the Self-Study, the Visitors' Report and any Optional Response to the Visitors' Report submitted by the institution.

A. Mission, Goals, and Objectives

Shepherd University is primarily an undergraduate institution where the music program is part of the Department of Music and Theater, which is contained in the School of Arts and Humanities. It is only within the past six months that Shepherd College became Shepherd University. Part of this shift requires the development of several masters programs over the next few years including a possible masters in music. The institution's mission statement is well written, broad, and focuses on the general studies program, which is a requirement within all degrees. That mission statement incorporates the University's determination to enhance the cultural atmosphere of the community with performing arts activities. While there is no mission statement attached to the School of Arts and Humanities, due to the diversity of departments included in the school, the music unit has a thorough mission statement that has been periodically reviewed by the music faculty. The goals and objectives outlined in the music unit mission statement are consistent with observations by the visitors.

B. Size and Scope

The music unit, with 100 majors, has experienced considerable growth in the last few years. Planning calls for enrollment in the department to rise to about 125 majors. Each of the last few years has brought an increasing number of applicants to the school with a record number of students applying and auditioning for the fall of 2005 entering class. Music faculty participate actively in the audition process and with the increase in numbers, standards for admission are rising. Because of this, the high attrition, which has existed because of the lack of consistent entrance standards, will undoubtedly decrease. The faculty indicated renewed interest in pursuing optimum enrollment by performance area in the various instruments and voice to better achieve balance within the school. The current facility adequately accommodates the 100 majors, but discussions with the dean, provost and president, indicate that specific plans have now been approved to increase space for the music unit as enrollment grows. Details about space will be discussed in Section F of the report.

The current faculty/staffing of six full-time and 25 adjunct faculty is barely sufficient to fully meet the needs of the 100 majors and the extensive music requirement for non-music majors. The faculty member who is retiring this year will return to teach part-time for the next few years under a special program offered by Shepherd University that will provide some staffing flexibility for the department. The visitors were provided assurances from the president that if any department at Shepherd University increased its base enrollment by thirty students, an additional faculty line would be provided. The current enrollment of 100 music majors is the base from which the music unit will work. There is ample evidence of thoughtful planning to address both the space and staffing question at all levels of the university.

C. Finances

The current operating budget for the department is low. The administration has shown strong support by increasing this budget by \$30,000 starting in the 2005-06 academic year and raising that another \$30,000 to \$90,000 in the 2006-07 academic year. A second source for operating funds comes from the Student Government Association. There is a long history of the SGA voting on substantial operating funds for the music unit because of the SGA's control of co-curricular funds. The instability of this funding from year to year has presented problems for the department. The visitors received assurances from the dean, provost, and president that arrangements have been made with SGA to stabilize additional operating funding at \$70,000 for the music unit for the next five years. With this assurance, the department can adequately and more effectively plan for needed replacements and basic operating monies.

Faculty salaries are on the low side, especially for the adjunct faculty, although the department is able to secure extremely well qualified adjunct faculty because of its proximity to the Baltimore/Washington D.C. area.

The department has a number of scholarships that it controls for incoming students. These scholarships focus primarily on instrumentalists who must commit to performing in the Ram Marching Band during the fall semester. The faculty expressed concern about the ability of the department to stay competitive without additional scholarship resources.

D. Governance and Administration

1. Overall Effectiveness

The institution's governance structure appears to be effective, and serves the institution-based mission, goals, and objectives, and fosters participatory governance and communication flow. The deans of the four schools within Shepherd University report directly to the provost. The chair of the Department of Music and Theater reports to the Dean of Arts and Humanities. Through discussions with the department chair, it appears there are times when needs for the music unit are best met when he communicates directly with the provost and president. This was confirmed in conversation with the provost and president.

2. Policy Making

The full-time faculty meet twice a month and function as a committee of the whole, where faculty feel free to express opinions. The six full-time faculty members each have responsibilities over major portions of the curriculum, which provides effective organization. This governance approach by consensus reflects the strong sense of trust in the chair by members of the music faculty to implement recommended changes. Faculty takes seriously the need to work together to maintain the high standards of the department. The means by which salary, promotion, and tenure decisions are made are spelled out in the faculty handbook. Based on discussions with the faculty, it is clear that all faculty fully understand that decision making process

3. Music Executive's Load and Responsibilities

The department chair is no longer expected to carry a full teaching load while administering and leading the department. However, with lack of full-time faculty in certain key instructional areas, the chair is often paid overload at the same rate as the adjunct faculty to teach courses and lead ensembles that would otherwise have no instructor if he were unavailable. The chair is a highly visible figure for the music unit, conducting the wind ensemble and jazz ensemble. He is also active as a guest conductor and adjudicator. The visitors expressed the hope to the president and provost that efforts can be made to avoid an overload

for the chair. The chair clearly enjoys the full respect of the members of the department and the central administration. The chair responsibilities are clearly delineated and are effectively carried out.

4. Communication

There is good communication and solid working relationships between the Chair of the Music and Theater Department, and President and Vice President for Academic Affairs; there is excellent communication between the Chair, and music faculty and staff. Overall, there appears to be excellent communication among faculty members in a conflict-free environment; faculty identified collegiality as a strength of the Department. There is good cooperation between the Department of Music and Theater and Professional Education Unit Council in the Department of Education (the policy and decision making group for all secondary education specializations including music education). Departmental meetings are held every other week and decisions are often made on a consensus basis. Part-time faculty members are invited to attend and participate in Departmental meetings, but often choose not to do so. If part-time faculty members do attend, they have full-voting rights. These findings are based on meetings with the President and Vice President for Academic Affairs, Dean of the School of Arts and Humanities, Chair of the Department, the Director of Teacher Education in the Department of Education, faculty, staff and students.

E. Faculty and Staff

1. Qualifications

Based on a review of the faculty data in the Self-Study, observations of classes and performances, and meetings with University administrators, faculty and staff, the visitors noted that faculty members appear to be well trained, competent, knowledgeable and talented in their areas of expertise. "All of the full-time faculty hold earned doctorates and all of the adjuncts are highly qualified" (Self-Study, Section I, item D, p. 4). Their accomplishments in teaching, research, performance, creative work, service and other areas appear to be numerous and impressive. The visitors noted that the faculty and staff morale is strong. Faculty and staff members are dedicated to the Department. To meet NASM standards for the proposed masters degree in music education, the music unit will need to review staffing to be sure that there are appropriate faculty to teach graduate courses in music education, and oversee course content.

2. Number and Distribution

While the numbers and specialties of full-time and adjunct faculty members seem marginally appropriate to advance the music unit's current mission and enrollment, there are questions as to the sustainability of future growth in numbers of majors and expansion of degree programs with existing faculty resources. This is particularly true in the case of the music unit's largest undergraduate program in music education (Self-Study, Curricular Tables). The lack of graduate-level faculty with expertise in music education may become an issue of concern if the masters degree in music education becomes a reality. The faculty and staff coverage of the musical theatre option in the BA degree is of serious concern and should be addressed. "A simple statement of our goals over the next period is the addition of 2 to 3 faculty lines (ideally jazz, strings, vocal/choral), an undergraduate program of 120-140 complete with orchestral and masters in music education offerings and a staff of three, all with full access to the Creative Arts Center in its entirety, year around" (Self-Study, Section I, p. 2). The music unit has experienced enrollment increase in the past few years and has expanded its program options. Although the music unit has made commendable adjustments to accommodate these changes through the addition of adjuncts and use of overloads, the limit is coming and the ratio of full- to part-time faculty will need to be addressed. However, positive movements toward addressing the faculty size issue are being made and are supported by the President and Vice President for Academic Affairs. The University approved searches for one retirement and one vacancy; these searches are in process or close to being completed (i.e., tenure-track positions in undergraduate music education and in the choral/vocal area). Also, the person who is retiring and whose expertise is in music education

has been named by the University as Master Faculty and will continue on a part-time basis, teaching nine credits per year in music education for the Department. The Vice President for Academic Affairs also confirmed that the University has a policy that a Department can hire an additional faculty member if the enrollment increases by 30 or more majors. This policy, however, is not retroactive. Both the President and Vice President also confirmed that when the new masters degree in music education is added, an additional faculty line will become available to the Department. It appears that this new faculty line is meant to give academic creditability, support and expertise at the graduate level of music education.

3. Appointment, Evaluation, and Advancement

“The criterion and methods for appointment, evaluation and advancement are clearly defined and faculty course loads meet the NASM standards” (Self-Study, Section I, item E, p. 4). “All faculty members of the full-time faculty will be evaluated each year by their School Deans, in consultation with department chairs” as part of the faculty evaluation process which is explained in the *Shepherd University Faculty Handbook* (Self-Study, Appendix III.A.2). Evaluation, tenure and promotion policies and procedures appear to be clearly written, detailed and followed, with descriptions of requirements and suggestions for all areas of expertise (NASM 2005-2006 Handbook, pp. 55-56, item II.E.3). Although the Department regularly evaluates full-time faculty, this does not appear to be the case with part-time faculty. “The institution must have procedures for the regular evaluation of all faculty” (NASM 2005-2006 Handbook, p. 56). This conclusion is based on the Self-Study (Section I, item A, pp. 4-5 and Section IV, item I.E.III, pp. 6-7), the *Shepherd University Faculty Handbook* (Appendix III.A.2), the *Music and Theater Department Adjunct Handbook* (Appendix III. A.3) and discussions with faculty and Chair.

4. Loads

“The criterion and methods for appointment, evaluation and advancement are clearly defined and faculty course loads appear to meet NASM standards” (Self-Study, Section I, item E, p. 4). According to the Self-Study (Section IV, item I.E.IV, p. 8), faculty loads in the Department are commensurate with loads in other arts and humanities areas; the normal full load is a 12 semester-hour teaching schedule and 6 scheduled office hours. Overall, teaching loads appear to be appropriate for the mission, size and scope of the Department, except in the area of music education where the majority of field responsibilities for the growing number of student teachers in music are handled by non-music education faculty. With the exception of music education, faculty loads appear to allow faculty members to carry out their duties effectively and have adequate time to provide effective instruction, advise and evaluate students, continue professional growth, and participate in service activities (NASM 2005-2006 Handbook, p. 56, item II.E.4). There appear to be two areas of concern: inadequate release time for important administrative responsibilities, and over-reliance on over-load course-responsibilities by the chair and other full-time faculty. This assessment by the visitors is based on the Self-Study, meetings with faculty and staff, and discussions with the Chair.

5. Student/Faculty Ratio

The Self-Study reports that the student to faculty ratio is high; “the average number of full-time students to full-time faculty is 17 and has been as high as 20” (Self-Study, Section IV, item I.E.IV, p. 8). However, when all faculty members, full- and part-time, are measured against the current full-time student enrollment, there seems to be an acceptable student/faculty ratio. Courses range in size. Some lower-level music courses are overcrowded while upper-level courses are cancelled because the enrollment is less than ten (a University policy). The non-major and ensemble classes have larger enrollments. However, the current and projected increase in the number of undergraduate majors is cause for careful watching on the part of the administration and faculty. Therefore, it currently appears that the Department maintains an acceptable number of full- and part-time faculty members to cover the current size and scope of the degree

programs offered, with the exception of the music theatre option in the BA degree program and the music education degree program (NASM 2005-2006 Handbook, p. 53, item II.B and p. 56, item II.E.5).

6. Graduate Teaching Assistants

There are no graduate teaching assistants although the addition of graduate teaching assistantship positions will become a major issue to resolve when the masters degree in music education is fully approved and operational.

7. Faculty Development

Faculty development appears to be important to the Department and University. There are opportunities for institutional support of faculty development (Self-Study, Section IV, item I.E.VII, p. 9). Tenure and promotion policies and procedures appear to be effective in promoting and maintaining a strong and active faculty.

8. Support Staff

The Department has a full-time Operations Manager that "oversees daily operations of the program as well as recruiting, purchasing, student employment, correspondence and phone calls, scheduling and faculty assistance". There is a limited (10 hours per week) administrative assistant that is funded by the Preparatory Program proceeds" (Self-Study, Section IV, item I.E.VIII, p. 9). The secretary to the Dean of the School of Arts and Humanities handles budget oversight; a full-time theater technician is shared by music, theatre, and art. The support and technical staff appear to be qualified and effective in their assigned positions. They are hard-workers, conscientious and dedicated; they accept and undertake their responsibilities with a high degree of professionalism. However, the number and quality of support staff does not appear to be commensurate with the Department's mission, goals, objectives, size, and scope (NASM 2005-2006 Handbook, p. 57, item II.E.8). There is no full-time secretary funded by the personnel budget of the Department to support the extensive and growing administrative and instructional needs of the Chair, faculty and students. The current size of the Department (which is increasing) and the expansion of program offerings into the graduate level will be seriously hampered by the absence of at least one full-time departmental secretary. As stated in the Self-Study, "the Department has far fewer administrative, clerical and technical employees than is recommended or needed." Administrative burnout by the full-time Operations Manager and the part-time administrative assistant funded by the Preparatory Program is a real possibility.

F. Facilities Equipment and Safety

1. Facilities

The music unit is fortunate to have good facilities in the Creative Arts Center. A well-planned, recent addition to this facility provides an attractive entrance facade, a large and beautifully equipped rehearsal hall, and several Wenger sound-isolated practice rooms. They integrate beautifully with the remaining portion of the music portion of the building, which is quite well appointed and adequately serves the current enrollment. Numerous places in the self-study describe acute problems in acoustical sound proofing between rooms. The visitors observed classes, met with different groups in most rooms in the Creative Arts Center, and believe that the institution has made a good faith effort to increase acoustical isolation. While acoustical isolation is not perfect, in the opinion of the visitors, it does not in any way impede instruction or other activities in the music department.

As enrollment stabilizes and attrition decreases, there will be a shortage of space. Construction is just beginning on the first phase of a three-phase art and theater building. It is expected that the Art Department will move to this facility in the fall of 2007. The Art Department currently occupies space immediately

adjacent to the Music Department in the same building. The visitors received assurances from the president and provost that music will move into this space when it is vacated. Obviously this space will need some renovation to accommodate the needs of the Music Department and the visitors were assured that funding is available for these renovations. Phase II and III involve moving the Theater Department to the new building and further space will become available for the music unit at that time. No time line has been established for phase II and III, as fundraising is just being initiated at this time.

The self-study also describes the lack of space available for departmental teaching in the summer. This problem exists because a professional theater company uses the entire facility during the summer and produces several contemporary plays that are widely attended by people throughout the Washington/Baltimore area. The visitors received assurances that when the Art Department moves from the current facilities, there will be sufficient space for the Music Department to have designated space for expanded plans for summer teaching.

2. Equipment

The equipment is sufficient for the work of the music unit. There are a reasonable number of grand pianos and upright pianos that appear to be well maintained. With minimal operating funds in the past years, the department has been limited in purchase of equipment. The one exception to this is in the area of technology where the department has excellent facilities. Purchase of the computer lab and an excellent electronic music/recording studio has been made available through grants or special funding. With the addition of operating funds described earlier in the report, the visitors feel there is adequate funding to meet equipment needs for the department.

3. Safety

The maintenance of the physical plant and routine custodial care appeared to be impeccable. Safety and security issues appear to be minimal, with care given to solving any concern which arises. Visitors were particularly impressed with new "hotel style" door locks that have been placed on many of the doors in the building. Faculty and students have plastic cards which allow entry to these areas assuring that any security concerns are significantly lessened.

G. Library Learning and Resources

The music library is accurately described on pages 12 - 21 of Section IV in the self study. Its governance and supervision appear to function quite well. Most of the music collection is part of the general library of the college under the authority of the dean of libraries and information sciences who has responsibility for the budget and administration of all library materials on campus. The library maintains a good mix of full-text music periodicals and on-line publications. Statistics provided at the time of the visit indicate active use of the facility and on-line searching capabilities by music students and faculty.

The music unit operates and staffs its own music resource center located in Room MI4 of Creative Arts Center. Not intended to duplicate the holdings of the main library, the resource center contains music dictionaries, reserved course materials and stereo equipment purchased with music department funds. The center exists primarily to offer music faculty and students easy access to materials for music listening, teaching, course assignments and individual study to avoid the ten minute walk to the main library. With university technology grant money (awarded by the Shepherd University Technology Oversight Committee in 2003), the department has recently installed an MP3 laboratory for student and faculty use. This MP3 laboratory has digital copies of every CD owned by the university. This allows music students to easily access listening assignments for classes or ensemble work and any other general research purposes. The students generally seem supportive of this, although a number of technical issues were mentioned at the

visitors meeting with students. Considering this is the first year in which the MP3 lab has functioned, this is not surprising. While a new concept to the visitors, the MP3 lab seems to be an effective way to meet the listening needs of students in the department.

The expenditures for library music materials is modest and has not substantially increased over a number of years. The visitors were particularly concerned about development of the CD collection, but received assurances that CD's are part of the regular budget of the music department. Once they are digitally recorded in the MP3 lab these CD's are moved to the regular library for normal circulation.

H. Recruitment, Admission-Retention, Record-Keeping and Advisement

1. Recruitment, Admission-Retention

It was clear that the recruitment of students is primarily the responsibility of the Office of Admissions. Music Department involvement in recruitment and admissions has been considerably strengthened over the last two years with the creation of the operations manager administrative position. This individual now takes responsibility for responding to all basic inquiries about music, schedules three audition days, and provides follow-up for students who have been admitted. This person becomes the single liaison for the music unit with the Admissions Office. With the sharp increase in the number of students applying to the school in the last two years, it is clear that the work of the person in this position is truly increasing the quality of students applying and attending the school. Admissions materials are attractive and present the department well.

Retention of students in the music unit has been an issue. The department has aggressively addressed this issue in a number of ways including screening applicants more carefully, raising the entrance audition standard, and incorporating additional remedial or preparatory course work. At the meeting with students, it was clear that the current freshmen class has the potential of being an excellent class and reflects a much higher potential for retention. This large class included students who are actively engaged in the program and are excited about their work.

2. Record Keeping

The department is actively addressing record keeping. There is apparently a university wide goal of Internet record access for faculty and students through a rail system at Shepherd. The department has established a goal of a codified system of record keeping for each advisor through a shared electronic database. Individual hard copy files in the music department are improving through the work of the operations manager in providing excellent curriculum checklists and other material for advisors. At this time there is no central hard copy academic records for all students in the music department. When the department is able to move into the adjacent space vacated by the Art Department, there will finally be a central location for the music office. It is at that time that centralized records will become a reality for the department. The visitors examined representative transcripts and observed no irregularities from published information regarding degree requirements.

3. Advisement

It appears that students are engaged in a continuous advisement program related to their area of specialization (NASM 2005-2006 Handbook, p. 59, item II.H). However, after discussing the advisement process with students, faculty and staff, and reviewing transcripts, the visitors are not clear if the process is effective for all students. Students attending the meeting with the visitors felt that while some advisors are excellent, others are not as available and less helpful. Additionally, the visitors are concerned by what appears to be a major problem in a stabilized course schedule rotation system. Faculty repeated this concern and students who stated that a major concern is the University rule that all courses with a

registration less than ten students must be cancelled. The rule is set by the administration for higher education in the state and is followed by Shepherd University. This situation negatively affects chamber music offerings and upper-level music courses. Students reported that they are often nervous about whether or not they will be able to graduate on time; other students complained about planning for the future and, in some cases, having to extend the time of their studies at the University. Students did mention that most music faculty members are helpful and try to accommodate student course needs in flexible ways when courses are cancelled. Students reported to the visitors that degree programs advertised as four-year programs most commonly last five to six years. It seems that the Department needs to address this situation more aggressively and creatively, and the University needs to be more accommodating to small course-size needs than are considered important for accredited music units.

The University publishes a large and informative advisor's handbook to support the role of advisors in all academic areas of the University (*Shepherd College Advisor's Handbook, 2003 Edition*). The music unit publishes a helpful student handbook (*Shepherd University Department of Music Student Handbook 2004-2005*) that reinforces the advisement process. Two areas with the Department, piano and voice, have two guides for students. The University's Teacher Education Program has a handbook for music education students titled *Music Education Handbook, Teaching Field in Music Grades K-12*; the majority of the handbook is comprised of generic information for all teaching specializations offered for the BA in Secondary Education. It appears that there is no handbook specifically designed for music education students who are student teaching in music and their cooperating teachers. This lack of advisement information for music students who are in the field student teaching and for their cooperating music teachers was an issue raised by cooperating music teachers visited by the NASM team.

I. Published Materials – Web Sites

Shepherd University appears to be in compliance with NASM standards regarding its published materials. The Shepherd University catalog, published every two years, offers clear and succinct information about admissions, curriculum, registration, financial aid, faculty members list, and other pertinent information. The website for the music unit is outstanding. Visitors learned that the creation of the website was outsourced to a professional organization and the results are extremely positive. Student inquiries can be directly downloaded from the site.

J. Branch Campuses, External Programs, Use of the Institution's Name for Educational Activities Operated Apart from the Main Campus or the Primary Educational Program

N/A

K. Community Involvement and Articulation with Other Schools

The Department appears to have experienced a long history of service to the larger community. Services provided have included: "advanced private music instruction to area pre-college students; workshops; faculty service as clinicians and adjudicators; the hosting of regional band, jazz, and solo and ensemble festivals; outstanding guest artist performances; and a standing invitation to area music teachers and pre-college students to attend concerts and music-related events on campus (Self-Study, Section IV, item I.L, p. 32). The Department provides special music for community and campus occasions as well as musicians for area churches and business events. "A number of individuals in the larger community enroll in music courses for their own enjoyment" such as the Masterworks Chorale, an ensemble that is comprised largely of non-traditional students. The Department has a "rapidly growing preparatory program" which serves the community well, and a successful 501c3 group, Friends of Music, formed to support music at the

University. "The board of the Friends is active in promoting our programs, bringing quality artists to campus and in raising funds for 'big ticket' items" (Self-Study, Section IV, item I.L, p. 33).

The Department initiated with the help of the Friends of Music a successful program called "The Carnegie Connection" which in 2004 included the purchase of the Fazioli piano which was used in Carnegie Hall performances by two world-renowned artists and by the Shepherd University Wind Ensemble at Carnegie this spring.

Articulation agreements exist with 27 community colleges. Each agreement lists those courses that transfer, including music courses.

In summary, the Department is a major and positive cultural resource for the surrounding community, region and state. Discussions with the President, Vice President for Academic Affairs, Dean of the School of Arts and Humanities, and faculty and staff, an examination of the *Self-Study* materials, and attendance at an artist performance suggest that the Department's community involvement is excellent and consistent with the mission of the Department. The Department is a positive image builder for the University.

L. Non-Degree-Granting Programs for the Community

The Shepherd Preparatory Program (SPP) was officially begun in 2001 and is administered by a prep division coordinator. The program includes an active Kinder music program and a large number of school aged children in the private lesson program. Future plans include adding a Suzuki Program as well as moving toward adult education and perhaps even Elderhostel offerings. The program is completely housed and operated within the department. It is well managed and is a true asset to the department and its work in community outreach. The prep program also has an excellent student orchestra as part of its extensive string program, which sometimes combines with college students to allow for the performance of orchestral repertoire for the music department instrumental students.

M. Standards for (A) Independent Postsecondary Music Units Without Regional or Other Institutional Accreditation and/or (B) Proprietary Institutions (*if applicable*)

N/A

N. Programs, Degrees, and Curricula

1. Specific Curricula.

Baccalaureate programs

a. Bachelor of Arts in Music

(1) Status

This degree is being submitted for Renewal of Final Approval. There are four concentrations that are available to students working on the BA in Music (Performance [orchestral instruments, piano, voice, guitar], Music Theatre, Composition, Piano Pedagogy). In reviewing the list of required and/or recommended *courses*, the degree does not appear to depart from NASM General Standards for Graduation from Curricula Leading to Baccalaureate Degree in Music (NASM 2005-2006 Handbook, pp. 70-71, item V.A-E.).

However, in reviewing the NASM Standards for the Liberal Arts Degree with a Major in Music (NASM 2005-2006 Handbook, pages 71-73, item VI, A-C), it is not clear to the visitors that BA students achieve the competencies listed for musicianship and performance. Students do take courses whose titles indicate possible study of these competencies, but there is no map to clearly indicate what courses address the NASM standards and how competencies are assessed. Consequently, it is not clear that BA students achieve the required or suggested NASM musicianship and performance competencies for the degree. Evidence of this was confirmed by the visitors through the Self-Study (Curricular Charts), the *Shepherd College Catalog 2003-2005*, class observations, review of course syllabi, and during the meetings with the Chair, faculty and students.

Regarding Professional Health, the Self-Study states that “the Department is committed to helping our students avoid performance injuries...this responsibility rests primarily with the applied teachers ”(Self-Study, Section II, item C.1.e., p. 4). It does not appear that the Department assists *all* undergraduates “to acquire knowledge from qualified professionals regarding the prevention of performance injuries” (NASM 2005-2006 Handbook, page 71, item V.D).

Regarding materials for the public describing the BA degree and its options, there appears to be some confusion. “Published materials concerning the institution and the music unit shall be clear, accurate.” (NASM 2005-2006 Handbook, p. 61, item II.J.). The *Shepherd College Catalog 2003-05* lists three options, performance, music composition, and piano pedagogy, in its list of Programs of Study (p. 71) and in the Music section (p. 117), although the courses for the music theatre concentration are listed on the next page (p. 118). The Music and Theater Department’s web page describes the BA in Music degree as “a four-year program with concentrations offered in music performance, music composition, and studio pedagogy; music theatre is not mentioned or described (web site: <http://www.shepherd.edu/musicweb/curriculum.html>). The *Shepherd University Department of Music Student Handbook 2004-2005* also omits music theatre as a concentration (Self-Study, Appendix-Student Handbook).

Although there is much flexibility in the design of the curriculum for a Bachelor of Arts degree, there appears to be less than adequate coursework in the music theatre concentration. In the 132 credit program listed in the curricular table, only 11 credits are specifically geared toward music theatre (Music Theatre Literature—2 credits, Music Theatre/Opera Workshop—3, Acting I OR Introduction to the Theatre—3, and Theatre Practice—3). There is limited or no course work in acting, stage combat, make-up, dance and movement and stage production. At the student meeting with the visitors, students complained that the curriculum contained no dance, not much acting, required low levels of competency upon graduation, and expectations for entering freshmen were not clear. The institution may wish to review Appendix I.C in the NASM 2005-2006 Handbook, pp. 152-161.

(2) Curriculum

(a) General Education

General studies content and requirements are applied on a university-wide basis irrespective of degree programs. Students are free to register for a large number of non-music electives (curricular tables). It appears the principal goals of general education are achieved by enrolling in courses from a wide variety of subjects.

(b) Musicianship

Students do take courses whose titles indicate possible study of these competencies (NASM 2005-2006 Handbook, p. 72, item VI.B), but there is no map to clearly indicate what courses address the NASM

standards and how these competencies are assessed. Consequently, it is not clear that BA students achieve the required or suggested NASM musicianship competencies for the degree.

(c) Performance and Music Electives

Students do take courses whose titles indicate possible study of these competencies (NASM 2005-2006 Handbook, p. 72, item VI.C), but there is no map to clearly indicate what courses address the NASM standards and how these competencies are assessed. Consequently, it is not clear that BA students achieve the required or suggested NASM performance competencies for the degree

b. Bachelor of Arts in Secondary Education (Music)

The *Shepherd College Catalog 2003-2005* includes the nine goals of the music unit. Although the visitors recognize that there is a connection between this list of goals and the required NASM standards (NASM 2005-2006 Handbook, pp. 73-86), it is not clear how the two lists directly relate to each other, and whether all NASM standards are addressed by the curriculum. It does not appear that there is a clear connection between the courses and experiences taught and the competencies that students “must acquire”. It is also not clear what levels of competency are expected for the NASM standards and how they are assessed. The music unit does use several assessment instruments throughout its curriculum (e.g., theory placements, piano proficiency exam, sophomore competency exam, juries, etc.), takes part in campus-wide assessment cycles, and participates in the assessment practices required by NCATE for the music education program. However, it is not clear how all of these assessment mechanisms connect directly to the NASM standards. The NASM 2005-2006 Handbook (p. 75-76) states: “Students must demonstrate achievement of professional, entry-level competency in the area of specialization. Students must demonstrate their competence by developing a body of work for evaluation in the major area of study.” This conclusion was confirmed by the visitors through the Self-Study; observation of applied lessons, courses, student teaching, and ensemble rehearsals; examination of curricular tables, course syllabi, and student transcripts; assessment materials included in the Portfolio Appendices; meeting with the Director of Teacher Education, and during meetings with cooperating teachers in a high school, music faculty, students and the Chair.

(1) Status

It appears that the degree title listed in the *NASM Directory* -- Bachelor of Arts in Music Education – is not offered at Shepherd University. However, the University does offer the degree titled as “Bachelor of Arts in Secondary Education with a teaching field in comprehensive music grades K-12” (*Shepherd College Catalog 2003-2005*, pp. 90-91 and 117). The Self-Study describes and evaluates the BA in Secondary Education with a teaching field in comprehensive music grades K-12 and appears to consider this degree program as its music education degree. There is confusion that needs to be resolved.

There also appears to be some confusion over which Department – Education or Music and Theater -- controls the BA in Secondary Education. In discussing the degree with the Director of Teacher Education (a faculty member in the Department of Education) and the Specialization Coordinator in Music Education (a faculty member in the music unit), the visitors were told that the Professional Education Unit Council (within the Department of Education) is the policy and decision making council for all BA in Secondary Education degree programs, including music education. The Director of Teacher Education chairs this Council and recommends all student teachers for state certification, including music. The Director of Teacher Education makes all student teaching assignments. The final grades for student teaching are determined by the Department of Education Student Teaching Supervisor, not the Specialization Coordinator for Music Education from the music unit. There has been a history of close cooperation between the Professional Education Unit Council and the music unit because the Specialization

Coordinator in Music Education is a member of the Council. However, the issue of who has majority control over the music education curriculum and the assessment of future music teachers needs clear resolution.

As indicated by the Chair, Director of Teacher Education and Specialization Coordinator in Music Education, there is a proposal currently being processed to change this degree to a Bachelor of Music Education. The visitors did not review this proposal. The University is reminded that as stated in Article VI of the NASM Rules of Practice and Procedure, “all new or substantially revised curricula must be approved by the appropriate NASM Commission prior to the time the new program is publicized or ready to accept students” (NASM *Handbook 2005-2006*, Rules of Practice and Procedure).

In reviewing the list of required and/or recommended courses as listed in the curricular table, the BA in Secondary Education with a specialization in music education does not appear to depart from NASM Policies Regarding the Application of Baccalaureate Standards (NASM *2005-2006 Handbook*, item IV, pp. 68-69) and NASM General Standards for Graduation from Curricula Leading to Baccalaureate Degree in Music (NASM *2005-2006 Handbook*, pp. 70-71, item V.A-E). However, in reviewing the NASM Competencies Common to All Professional Baccalaureate Degrees in Music and to All Undergraduate Degrees Leading to Teacher Certification (NASM *2005-2006 Handbook*, pages 73-75, item VII, A-F); NASM Competencies, Standards, Guidelines, and Recommendations for Specific Baccalaureate Degrees in Music (NASM *2005-2006 Handbook*, pages 75-76); and NASM Desirable Attributes, Music Competencies, and Teaching Competencies for the Bachelor of Music in Music Education (NASM *2005-2006 Handbook*, pages 83-86, item VIII, I.3.a.b.c), it is not clear to the visitors that music education students achieve the competencies required or suggested. Students do take courses whose titles indicate possible study of these areas, but there is no map to clearly indicate what courses address the NASM standards, how these competencies are assessed, and what levels are required. Consequently, it is not clear that BA in Secondary Education students achieve the required or suggested NASM competencies for the degree. Evidence of this was confirmed by the visitors through the Self-Study (Section II, pp. 4-15), course syllabi, student teaching handbooks, meetings with cooperating music teachers in a high school, curricular tables, the *Shepherd College 2003-2005 Catalog*, class observations, student teacher observation, and meetings with the Director of Teacher Education, Specialization Coordinator in Music Education, Chair of the Department of Music and Theater, faculty and students.

It does not appear that the Department assists *all* music education undergraduates “to acquire knowledge from qualified professionals regarding the prevention of performance injuries” (NASM *2005-2006 Handbook*, page 71, item V.D). The responsibility appears to rest with the applied teachers.

(2) Common Competencies – applied only to BA in Secondary Education with a teaching field in comprehensive music, grades K-12

(a) Performance

“Students must acquire the common body of knowledge and skills that constitute a basic foundation for work and continued growth as a music professional. Institutions shall make clear the levels of competency in each of the areas necessary to graduate” (NASM *2005-2006 Handbook*, pp. 73-74, items VII.A). It does not appear that there is a clear connection between the courses taught in the area of performance, and the competencies that students “must acquire”. It is also not clear what levels of competency are expected and how they are assessed in terms of the NASM standards. This conclusion was confirmed by the visitors through the Self-Study; observation of applied lessons, courses, and ensemble rehearsals; examination of curricular tables, course syllabi, and student transcripts; and during meetings with faculty, students and the Chair.

(b) Aural Skills and Analysis

“Students must acquire the common body of knowledge and skills that constitute a basic foundation for work and continued growth as a music professional. Institutions shall make clear the levels of competency in each of the areas necessary to graduate” (NASM 2005-2006 Handbook, pp. 74, items VII.B). It does not appear that there is a clear connection between the courses taught in the area of aural skills and analysis, and the competencies that students “must acquire”. It is also not clear what levels of competency are expected and how they are assessed in terms of the NASM standards. This conclusion was confirmed by the visitors through the Self-Study; observation of applied lessons, courses, and ensemble rehearsals; examination of curricular, course syllabi, and student transcripts; and during meetings with faculty, students and the Chair.

(c) Composition and Improvisation

It is not clear that *all* students acquire the ability to improvise at a basic level in one or more musical languages (NASM 2005-2006 Handbook, p. 74, item VII.C.2). Improvisation is a component of each of the four aural skills courses, but it is not clear if all students “acquire the ability to improvise”, how the ability is measured and to what acceptable level. This conclusion was confirmed by the visitors through the Self-Study; observation of applied lessons, courses, and ensemble rehearsals; examination of curricular tables, course syllabi, and student transcripts; and during meetings with faculty, students and the Chair.

(d) Repertory and History

“Students must acquire the common body of knowledge and skills that constitute a basic foundation for work and continued growth as a music professional. Institutions shall make clear the levels of competency in each of the areas necessary to graduate” (NASM 2005-2006 Handbook, pp. 74, items VII.D). It does not appear that there is a clear connection between the courses taught in the area of repertory and history, and the competencies that students “must acquire”. It is also not clear what levels of competency are expected and how they are assessed in terms of the NASM standards. This conclusion was confirmed by the visitors through the Self-Study; observation of applied lessons, courses, and ensemble rehearsals; examination of curricular tables, course syllabi, and student transcripts; and during meetings with faculty, students and the Chair.

(c) Technology

“Students must acquire the common body of knowledge and skills that constitute a basic foundation for work and continued growth as a music professional. Institutions shall make clear the levels of competency in each of the areas necessary to graduate” (NASM 2005-2006 Handbook, pp. 74-75, item VII.E). It does not appear that there is a clear connection between the courses taught in the area of technology and the competencies that students “must acquire”. It is also not clear what levels of competency are expected and how they are assessed in terms of NASM standards. This conclusion was confirmed by the visitors through the Self-Study; observation of applied lessons, courses, and ensemble rehearsals; examination curricular tables, course syllabi, and student transcripts; examination of resources for technology, and during meetings with faculty, students and the Chair.

(d) Synthesis

“Students must acquire the common body of knowledge and skills that constitute a basic foundation for work and continued growth as a music professional. Institutions shall make clear the levels of competency in each of the areas necessary to graduate” (NASM 2005-2006 Handbook, pp. 75, item VII.F). It does not appear that there is a clear connection between the courses and experiences taught and the competencies that students “must acquire”. It is also not clear what levels of competency are expected and how they are assessed in terms of NASM standards. This conclusion was confirmed by the visitors through the Self-

Study; observation of applied lessons, courses, and ensemble rehearsals; examination of curricular tables, course syllabi, and student transcripts; and during meetings with faculty, students and the Chair.

(3) Specific Competencies, Standards, and Guidelines

(a) Curricular Structure

The course structure for the degree program appears to be in compliance with NASM recommendations.

(b) Program Content, Desirable Attributes, Music Competencies, Essential Competencies for Vocal/Choral or General Music Teaching Specialization, Essential Competencies for Instrumental Music Teaching Specialization, Teaching Competencies

“Students must acquire the common body of knowledge and skills that constitute a basic foundation for work and continued growth as a music professional. Institutions shall make clear the levels of competency in each of the areas necessary to graduate” (NASM 2005-2006 Handbook, pp. 73, items VII). “In addition to the common core of musicianship and general studies, the musician electing a career in school-based teaching must develop competencies in profession education and in specific areas of musicianship.” Note the NASM Attributes, Music Competencies and Teaching Competencies suggested or required (NASM 2005-2006 Handbook, pp. 83-85, items VIII.I. 3.a.b.c). It does not appear that there is a clear connection between the courses taught in the area and the competencies that students “must acquire”. It is also not clear what levels of competency are expected and how they are assessed in terms of NASM standards. This conclusion was confirmed by the visitors through the Self-Study (pp. 83-86); observation of applied lessons, courses, student teaching, and ensemble rehearsals; examination of curricular tables, course syllabi, and student transcripts; and during meetings with the Director of Teacher Education, Specialization Coordinator in Music Education, faculty, students and the Chair.

(c) Professional Procedures

The Department of Education’s Professional Education Unit Council determines who is admitted to student teaching in music education and who is not. The Director of Teacher Education makes all student teaching assignments. It appears to the visitors that student teaching assignments in music education are supervised, evaluated and graded primarily by faculty members in the Department of Education. Of the three observations by University faculty for a student teaching assignment, Department of Education Supervisors and one by the Specialization Coordinator in Music Education do two. The Education Supervisors are responsible for giving the student teachers in music education course grades. The evaluation form used in giving the course grade is a generic form used for all specializations in the BA in Secondary Education. The Student Teaching Handbook given to cooperating teachers in music education and their assigned student teachers is basically the same for all secondary specializations; for music education students, there is a small section at the end of the Handbook, which lists the music education course curriculum and rotation of courses in music. Cooperating teachers who talked to the visitors were concerned that they get little information and direction from the music unit, that the only guidance is from the generic student teaching handbook, and that course evaluation is not based on music teaching competencies but on general teaching competencies. It is not clear to the visitors that institution is able to meet the NASM standards under these conditions – including proper assessment of student teachers. “The institution shall maintain faculties and staff whose aggregate individual qualifications enable the music unit to accomplish its mission, goals, and objectives. Faculty members shall be qualified... All must be able to guide students and to communicate personal knowledge and experience effectively” (NASM 2005-2006 Handbook, p. 55). “...laboratory experiences must be supervised by qualified music personnel from the institution and cooperating schools” (NASM 2005-2006 Handbook, p. 86). Evidence of this situation was confirmed by the visitors through the Self-Study (Section II, pp. 4-15), course syllabi, student teaching handbooks,

meetings with cooperating music teachers in a high school, curricular tables, the *Shepherd College 2003-2005 Catalog*, class observations, student teacher observation, and meetings with the Director of Teacher Education, Specialization Coordinator in Music Education, Chair of the Department of Music and Theater, faculty and students.

Graduate Programs

a. Master's Degree in Music Education

(1) Status

This degree was not submitted for consideration. However, the Self-Study mentions that "the department has a clear opportunity to create an NCACS, NASM and WV HEPC approved Masters Degree in Music Education" (Self-Study, Section III, item B.1., p.1). In meetings with the Chair, Vice President for Academic Affairs and President, this degree proposal has strong support from the central administration and is currently moving through the necessary approval processes. The degree proposal has not been submitted for NASM plan approval.

"As stated in Article VI of the NASM Rules of Practice and Procedure, all new or substantially revised curricula must be approved by the appropriate NASM Commission prior to the time the new program is publicized or ready to accept students" (NASM *Handbook 2005-2006*). However, the Shepherd University music unit has posted this proposed degree on its web site as "The Shepherd University Master's Degree in Music Education" and is describing it as: "A graduate degree program designed for today's working music educator. Earn your Master's in two years: one course per semester plus summer school. Lowest cost graduation program in the region and full accreditation. Nine-hour core includes history, theory, and research. Nine-hours in music; three hours of practicum. Choose an emphasis in elementary, choral, band or orchestra. Recital project or thesis, monitored by a graduate advisor" (web site address: <http://www.shepherd.edu/musicweb/mastersProgram.html>). The Chair states: "Dear Colleague: I am very pleased to announce that Shepherd University will soon be offering a Master's degree in Music Education. "...Shepherd will begin offering a Master's Degree in the summer of 2005. Our program will be fully accredited by the North Central Accrediting Agency (NCA) and the National Association of Schools of Music (NASM)" Prospective graduate students can download an Overview of the Master's in Music Education Program, Curriculum document and Course Rotation document (web site).

Shepherd University and its music unit need to carefully review appropriate NASM standards and utilize the NASM *Policies and Procedures for Reviews of New Curricula*, ensuring that an application for Plan Approval following the Association's required policies and procedures is submitted at the earliest possible time, preferably within the institution's Optional Response. In addition, the Department must demonstrate that the general standards for graduate programs in music, the general requirements for admission to graduate study, and the requirements for Master's degrees in general as well as those for Music Education are being followed (NASM *2005-2006 Handbook*, sections IX, X, XI, XII, pp. 87-96). The visitors noted concerns about the adequacy of the library resources for such a graduate degree and the appropriateness of current staffing levels for a graduate offering in music education.

2. Study of the Transcripts of Recent Graduates and Comparison with Catalogue Statements.

For the undergraduate degrees, transcripts provided to the visitors reflected the degree requirements listed in *The Shepherd College Catalog 2003-2005*. Evidence of this was confirmed by the visitors through the curricular tables in the Self-Study, transcripts, the *Shepherd College Catalog*, and meetings with program faculty. It appears to the visitors that the Department needs to insure that all sources of information regarding curricular and degree requirements are easier to read, understand, and consistent.

3. Visitors' Evaluation of Students' Work

The overall quality of music student performance, written work, concerts, recitals, and degree projects is good. Overall, the student morale and commitment to the Department is also good. There seems to be an excellent working relationship between faculty and students. Evidence of this was confirmed by the visitors through hearing a student/faculty recital, ensemble rehearsals, student teaching observation; visiting classes; reviewing student materials made available to the visitors, and meetings with faculty and students.

4. Performance

It appears that the Department has an active performance environment for faculty and students. The Department presents many public performances each year, on and off campus. The amount of performance and the quality of each performance is important to the basic mission of the Division and the goals of each degree program. The mission statement of the Department states that the music program is designed "to develop performance and/or compositional skills which exhibit artistic integrity and competence; to establish and foster music ensembles which demonstrate the highest standards in artistic excellence." (*Shepherd College Catalog 2003-2005*). It appears to the visitors that all undergraduate degree programs with their emphasis on applied lessons, recitals, ensemble participation, etc. are consistent with the Department's focus on excellent performance.

5. Music Studies for the General Public

"With the exception of declared music majors and minors, all Shepherd University students enrolled in bachelor's degree programs are required to complete the 100-level Music Appreciation course. In addition, the Music and Theater Department encourages and supports non-music majors to participate in its performing ensembles" (Self-Study, Section II, item D.1., pp. 15-16). It appears that the Department has a strong outreach program to the University and local community, encouraging individuals to attend the large number of recitals and concerts each year. In summary, the Division appears to make significant commitments to addressing issues of music in general education.

O. Music Unit Evaluation, Planning, and Projections

Planning at the music unit includes the yearly department review submitted to the vice president for student affairs and the periodic evaluation required by the North Central Association of Colleges and Schools and the West Virginia Department of Education. Shepherd University completed the self-study and reaccreditation visit from the North Central Association in the spring of 2002 and the information provided to the visitors indicated that the visit was a positive. At the departmental level, the full-time faculty hold a retreat each year in late summer prior to the beginning of classes. At these meetings five year strategic plans have been developed and are updated yearly. These planning documents are included in section III.3.4 of the self-study. During these planning sessions, the department has already identified many areas for development, many of which have already been implemented. Planning appears to be a strength of the music department.

The self-study appears to accurately reflect current conditions and characteristics of the music unit at Shepherd University.

P. Standards Summary

The institution does not appear to meet threshold compliance with the following NASM operational and curricular standards:

- The faculty and staff coverage of the musical theatre option in the BA degree is of serious concern and should be addressed.
- There appears to be less than adequate coursework in the music theatre concentration. In the 132 credit program listed in the curricular table, only 11 credits are specifically geared toward music theatre. There is limited or no course work in acting, stage combat, make-up, dance and movement and stage production. At the student meeting with the visitors, students complained about no dance in the curriculum, not much acting, low levels of competency upon graduation, and less than clear expectations as entering freshmen.
- Although the Department regularly evaluates full-time faculty, this does not appear to be the case with part-time faculty.
- The number and quality of support staff does not appear to be commensurate with the Department's mission, goals, objectives, size, and scope (NASM 2005-2006 Handbook, p. 57, item II.E.8). There is no full-time secretary funded by the personnel budget of the Department to support the extensive and growing administrative and instructional needs of the chair, faculty and students.
- The Master's Degree in Music Education was not submitted for consideration by the visiting team. The degree proposal has not been submitted for NASM plan approval. "As stated in Article VI of the NASM Rules of Practice and Procedure, all new or substantially revised curricula must be approved by the appropriate NASM Commission prior to the time the new program is publicized or ready to accept students." However, the Shepherd University music unit has posted this proposed degree on its web site and states that Shepherd will begin offering a Master's Degree in the summer of 2005 and that the program will be fully accredited by the North Central Accrediting Agency (NCA) and the National Association of Schools of Music (NASM)".
- In reviewing the NASM Standards for the Liberal Arts Degree with a Major in Music (NASM 2005-2006 Handbook, pages 72-73, item VI, A-C), it is not clear to the visitors that BA students achieve the competencies listed for musicianship and performance. Students do take courses whose titles indicate possible study of these competencies, but there is no map to clearly indicate what courses address the NASM standards and how these competencies are assessed. Consequently, it is not clear that BA students achieve the required or suggested NASM musicianship and performance competencies for the degree.
- Regarding materials for the public describing the BA degree and its options, there appears to be some confusion. "Published materials concerning the institution and the music unit shall be clear, accurate" (NASM 2005-2006 Handbook, p. 61, item II.J.). The *Shepherd College Catalog 2003-05* lists three options, performance, music composition, and piano pedagogy, in its list of Programs of Study (p. 71) and in the Music section (p. 117), although the courses for the music theatre concentration are listed on the next page (p. 118). The Music and Theater Department's web page describes the BA in Music degree as "a four-year program with concentrations offered in music performance, music composition, and studio pedagogy; music theatre is not mentioned or described. (web site: <http://www.shepherd.edu/musicweb/curriculum.html>). The *Shepherd University Department of Music Student Handbook 2004-2005* also omits music theatre as a concentration (Self-Study, Appendix-Student Handbook).
- It appears that the degree title listed in the NASM *Directory* -- Bachelor of Arts in Music Education -- is not offered at Shepherd University. However, the University does offer the degree titled as "Bachelor of Arts in Secondary Education with a teaching field in comprehensive music grades K-12" (*Shepherd College Catalog 2003-2005*, pp. 90-91 and 117). The Self-Study describes and evaluates the BA in Secondary Education with a teaching field in comprehensive music grades K-12 and appears to consider this degree program as its music education degree. This confusion needs to be resolved.
- There also appears to be some confusion over which Department -- Education or Music and Theater -- controls the BA in Secondary Education with a teaching specialization in music education. In

discussing the degree with the Director of Teacher Education (a faculty member in the Department of Education) and the Specialization Coordinator in Music Education (a faculty member in the music unit), the visitors were told that the Professional Education Unit Council (within the Department of Education) is the policy and decision making council for all BA in Secondary Education degree programs, including music education. The Director of Teacher Education chairs this Council and recommendations all student teachers for state certification, including music. The Director of Teacher Education does all student teaching assignments, and the final grades for student teaching are determined by the Department of Education Student Teaching Supervisor, not the Specialization Coordinator for Music Education from the music unit. However, the issue of who has majority control over the music education curriculum and the assessment of future music teachers needs careful resolution.

- In reviewing the NASM Competencies Common to All Professional Baccalaureate Degrees in Music and to All Undergraduate Degrees Leading to Teacher Certification (NASM 2005-2006 Handbook, pages 73-75, item VII, A-F); NASM Competencies, Standards, Guidelines, and Recommendations for Specific Baccalaureate Degrees in Music (NASM 2005-2006 Handbook, pages 75-76; and NASM Desirable Attributes, Music Competencies, and Teaching Competencies for the Bachelor of Music in Music Education (NASM 2005-2006 Handbook, pages 83-85, item VIII, I.3.a.b.c), it is not clear to the visitors that music education students achieve the competencies required or suggested. Students do take courses whose titles indicate possible study of these competencies, but there is no map to clearly indicate what courses address the NASM standards, how these competencies are assessed, and to what levels are required. Consequently, it is not clear that BA in Secondary Education students achieve the required or suggested NASM standards for the degree.
- Regarding professional procedures for a music education degree -- the Department of Education's Professional Education Unit Council determines who is admitted to student teaching in music education and who is not. The Director of Teacher Education makes all student teaching assignments. It appears to the visitors that student teaching assignments in music education are supervised, evaluated and graded primarily by faculty members in the Department of Education. Of the three observations by University faculty for a student teaching assignment, two are done by Education Supervisors and one by the Specialization Coordinator in Music Education. The Education Supervisors are responsible for giving the student teachers in music education course grades. The evaluation form used in giving the course grade is a generic form for all specializations in the BA in Secondary Education. The Student Teaching Handbook given to cooperating teachers in music education and their assigned student teachers is basically the same for all secondary specializations; for music education students, there is a small section at the end of the Handbook which lists the music education course curriculum and rotation of courses in music. Cooperating teachers who talked to the visitors were concerned that they get little information and direction from the music unit, that the only guidance is from the generic student teaching handbook, and that course evaluation is not music-based but generic for students from all secondary teaching specializations. It is not clear to the visitors that the institution is able to meet the NASM standards under these conditions -- and that students are assessed properly. "The institution shall maintain faculties and staff whose aggregate individual qualifications enable the music unit to accomplish its mission, goals, and objectives. Faculty members shall be qualified. All must be able to guide students and to communicate personal knowledge and experience effectively (NASM 2005-2006 Handbook, p. 55) "...field experiences must be supervised by qualified music personnel from the institution and cooperating schools" (NASM 2005-2006 Handbook, p. 86).

Q. Overview, Summary Assessment, and Recommendations for the Program

Based upon a thorough review of the materials provided as well as personal observation, the Visitors believe that the following strengths and areas for improvement are indicated:

Strengths

- A capable, dedicated faculty with diversified talents. Faculty members appear to be well trained, competent, knowledgeable and talented in their areas of expertise.
- A respected music executive who has helped unite the faculty in pursuit of educational and artistic excellence.
- Motivated, capable students who value their educational opportunities.
- A capable, dedicated, knowledgeable and hard-working music operations manager.
- A climate in the music unit of respect, trust, and mutual support. There is good communication and strong working relationships between the Chair of the Music and Theater Department, and President and Vice President for Academic Affairs; there is excellent communication between the Chair, and music faculty and staff. Overall, there appears to be excellent communication among faculty members in a conflict-free environment; faculty identified collegiality as a strength of the Department.
- There is good cooperation between the music unit and the Professional Education Unit Council in the Department of Education (the policy and decision making group for all secondary education specializations including music education).
- An attractive, well-maintained, and functional music facility, with definite plans for expansion.
- An outstanding program of outreach into the community, state, and region.
- A supportive central administration whose members recognize the contributions of the music unit and seek ways further to enhance the program.
- Commitment to meet the cultural and educational needs of the state through a variety of programs such as preparation of teachers.
- Some good equipment and specialized facilities, for example the new Wenger practice rooms, Smart music capabilities in several practice rooms, the Fazioli piano for concert purposes, the Bose sound systems, the recording studio, the music theory classroom, the music education classroom, the Apple computer room.
- Evaluation, tenure and promotion policies and procedures that appear to be clearly written, detailed and followed, with descriptions of requirements and suggestions for all areas of expertise.
- Good overall quality of music student performance, written work, concerts, recitals, and degree projects. Student morale and commitment to the music unit is excellent. There is a good working relationship between faculty and students.
- An active performance environment for faculty and students. The music unit presents many public performances each year, on and off campus. The amount of performance and the quality of each performance is important to the basic mission of the music unit and the goals of each degree program.
- Positive movements toward addressing the faculty size issue are being made and are supported by the President and Vice President for Academic Affairs: approved searches for one retirement and one vacancy; retiring Master Faculty member who will continue on a part-time basis in music education for the music unit; confirmed policy that a Department can hire an additional faculty member if the enrollment increases by 30 or more majors; and confirmed policy that when the new Master's degree in music education is added, an additional faculty line will become available to the music unit.
- Articulation agreements exist with 27 community colleges. Each agreement lists those courses that transfer, including music courses.

- The music unit has an impressive preparatory program that serves the community and music unit well which is coordinated by a highly capable, hard-working, creative and dedicated coordinator, and a highly successful 501c3 group Friends of Music, formed to support music at the University.
- The Department is a major and positive cultural resource for the surrounding community, region and state and a positive image builder for the University. In summary, the Department appears to make significant commitments to addressing issues of music in general education.

Recommendations for Short-Term Improvement

- It appears that there is no handbook specifically designed for music education students who are student teaching in music and their cooperating teachers. This lack of advisement information for music students who are in the field student teaching and for their cooperating music teachers was an issue raised by cooperating music teachers visited by the NASM team.
- Complete approved searches for one retirement and one vacancy.
- Use the person who has been named by the University as Master Faculty and who continues on a part-time basis to teach in music education for the music unit.
- Work to reduce the over-reliance on over-load course-responsibilities by the chair and other full-time faculty.
- Review and revise advisement procedures. While it appears that some students are engaged in a continuous advisement program related to their area of specialization, the visitors are not clear if the process is effective for all students.
- Address the confusion regarding materials for the public describing the BA degree and its options.

Primary Futures Issues Facing the Music Unit

- The visitors are concerned by what appears to be a major problem in a stabilized course schedule rotation system. The University rule is that all courses with a registration less than ten students must be cancelled. This situation negatively affects chamber music offerings and upper-level music courses. Students reported that they are often nervous about whether or not they will be able to graduate on time; other students complained that the result was difficulty in planning for the future and, in some cases, having to extend the time of their studies at the University.
- The ratio of full-time to part-time faculty will need to be addressed, although the music unit has made commendable adjustments to accommodate these changes through the addition of adjuncts and use of overloads.
- Work to offer adequate release time for administrative responsibilities.
- As indicated by the Chair, Director of Teacher Education and music education faculty, there is a proposal currently being processed to change this degree to a Bachelor of Music Education. As stated in Article VI of the NASM Rules of Practice and Procedure, “all new or substantially revised curricula must be approved by the appropriate NASM Commission prior to the time the new program is publicized or ready to accept students.”

Suggestions for Long-term Development

- While the numbers and specialties of full-time and adjunct faculty members seem marginally appropriate to advance the music unit’s current mission and enrollment, the University and music unit need to examine the sustainability of future growth in numbers of majors and expansion of degree programs with existing faculty resources. This is particularly true in the case of the music unit’s largest undergraduate program in music education
- Consider the addition of graduate teaching assistantship positions in music education when the master’s degree in music education is fully approved and operational.

- Continue to support the Preparatory Program and the Friends of Music in positive ways that help the overall growth in the Department and support the awareness of the arts in the University, community and region.

SHEPHERD UNIVERSITY

PO Box 3210

Shepherdstown WV 25443

David Dunlop, Ph.D., President

D. Mark McCoy, Ph.D., Chair

Optional response to visit of April 10-12, 2005

Degrees currently listed in the NASM Directory for which
renewal of Final Approval is sought:

Bachelor of Arts in Music

(Performance [orchestral instruments, piano, voice, guitar],
Music Theatre, Composition, Piano Pedagogy)

Bachelor of Music Education

(Music)

New Curricula for which Plan Approval is sought:

Master of Music Education

Program for which Basic Listing is sought:

Shepherd Preparatory Program

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Foreword

The Shepherd University Department of Music wishes to thank the visiting team for the excellent work both during their visit and in the subsequent report. We are certain that our program will be much stronger thanks to their diligent efforts.

The following response is divided into two sections. The first section addresses the visitor's report to our undergraduate review and includes a bullet-by-bullet response to sections P and Q of the visitor's report, specifically addressing each standards issue. The first section also includes a series of responses to issues in the main body of the VISITOR'S REPORT not addressed in sections P or Q. The second section is a plan approval request for a new degree at Shepherd, the Masters of Music Education (yellow pages).

I. Standards Summary (from section P and Q of the VISITOR'S REPORT, pp17-22)

p.18 bullet 1 and 2

- **The faculty and staff coverage of the musical theater option in the BA degree is of serious concern and should be addressed**

And

- **There appears to be less than adequate coursework in the music theater concentration**

REPLY:

The department wishes to stress that this is a concentration inside a *BA* degree and not a *professional* degree. The department has neither the desire nor the resources for a professional degree in musical theater. Appendix I.C in the NASM Handbook (suggested as a reference by our visitors) addresses the standards for a *professional* degree. Our degree is simply a concentration inside a liberal arts degree. However, The department has taken the visitor's comments seriously and has consequently added a dance instructor to the faculty and is incorporating a dance component into the curriculum itself in an effort to strengthen the BA program. The department finds it unfortunate that the students that met with the visitors had some misunderstandings concerning the degree. The department chair subsequently met with the students in that concentration to clarify the situation. Students are reminded that this is a liberal arts degree with the opportunity to explore a musical theater option. Nowhere is our program listed as a professional degree.

p.18 bullet 3

- **Although the Department regularly evaluates full-time faculty, this does not appear to be the case with part-time faculty.**

REPLY:

This legitimate concern has been addressed. In the past, part-time faculty have been assigned a mentor upon their appointment. After the introductory two year period in which the part-time faculty were evaluated by their faculty mentor, evaluation of part-time faculty happened only via the formal student evaluations. The department chair regularly reviewed these evaluations and discussed them with part-time faculty when warranted. Beginning in the academic year 2005-06, the department chair has begun observing *all* faculty personally through classroom and lesson visits. This will now be an annual standard operating procedure with at least one evaluation per year of all faculty.

Page 18 Bullet 4

- **The Number and Quality of Support Staff does not appear commensurate with the Department's mission, goals, objectives, size and scope...**

REPLY:

This legitimate concern has been addressed. The department has now added a full-time administrative assistant. The administrative team now includes the chair, the operations manager and the new administrative assistant. This much-needed position is now fully funded and operational and has already had a significant impact upon the administrative operations of the department.

Page 18 Bullet 5

- **The Masters Degree in Music Education was not submitted for consideration by the visiting team.... However, Shepherd University music unit posted this proposed degree on its website....**

REPLY:

In 2003, Shepherd University was granted approval to begin offering a small number of masters degrees. The music unit applied to the institution for approval to offer a masters in music education. After consulting the national office, the chair organized a series of approvals that had to be gained in order for the degree to be offered. The approvals, in order, were: Departmental, School, University, State, NCA. After all of these approvals were gained, then the music unit could apply to the NASM commission. One of the requirements for state approval was a "needs assessment". This required the music unit to survey the region to see what other institutions offered such a degree and to see what number of people might be interested in the degree should Shepherd offer it. (The results were very positive and are addressed elsewhere in this document). After this information was gained, all materials concerning our proposed degree program were recalled. The needs assessment was complete and therefore no advertising would be done until after our final approval (NCA just approved the degree this past summer). The web page that the visitors found is an unlinked web page. That is to say, it still resided on our server but there is no obvious way to get to it. The degree was in no way intended to be "advertised". We intended to re-link the page after all

approvals were secured. Since the visitors were able to find it, we have *removed* the page completely. The final section of this document is a plan approval for the degree now that all other approvals have been gained.

Page 18, Bullet 6

- **In reviewing the NASM standards for the Liberal Arts Degree with a Major in Music (NASM 2005-2006 Handbook, pages 72-73, item VI, A-C), it is not clear that BA students achieve the competencies listed for musicianship and performance. Students do take courses whose titles indicate possible study of these competencies, but there is no map to clearly indicate what courses address the NASM Standards and how these competencies are assessed...**

REPLY:

The issue of competencies arises several times in the visitors report. For clarification, the music unit has collected those areas that address competencies in our self-study and have further augmented them. Appendix A of this document is a "competencies appendix" that thoroughly addresses each of the NASM competencies.

Page 18, Bullet 7

- **Regarding materials for the public describing the BA Degree and its options, there appears to be some confusion. Published materials concerning the institution shall be clear and accurate...**

REPLY:

This legitimate issue has been addressed. The website, the student handbooks, and all promotional materials have been correctly updated. The University Catalog still has a few misprints and has been corrected for the next edition due in two semesters.

Page 18, Bullet 8

- **It appears that the degree title listed in the NASM directory—Bachelor of Arts in Music Education- is not offered at Shepherd University. However the university does offer the degree titled as "Bachelor of Arts in Secondary Education with a teaching field in comprehensive music grades k-12... This confusion needs to be resolved.**

REPLY:

This legitimate concern has been addressed. The Bachelor of Arts in Secondary Education has long been a misnomer that the music unit and past NASM visitors and consultants have noted. It is not actually a BA nor is it in secondary education. Consequently, the title was changed by the institution (with the state department of education approval) to the Bachelor of Music Education. This has been updated via Karen Moynahan at the National Office and the new directory will reflect this change. All current university materials are also updated. The old degree title has been eradicated from all future published materials.

Page 18 , Bullet 9

- **There also appears to be some confusion over which department—education or music—controls the [degree in music education]...However, the issue of who has majority control over the music education curriculum and the assessment of future music teachers needs careful resolution.**

REPLY:

The Music unit has complete and solitary control over the music education curriculum. The Curriculum for all education majors is divided into general studies, professional education and content education. The content education for music education majors is controlled only by the music unit.

In the past, student teachers in music were assessed by music education faculty as well as professional education faculty. (One member of the professional education faculty also has a degree in music education and is most often called upon to observe student teachers in music; in this case both the professional education and music education faculty members have music education backgrounds.) Placement of student teachers and grades for them were given upon input from professional education and music education faculties and cooperating teachers in the field who are fully certified in Music Education and have at least three years teaching experience in Music.

After considering the visitor's statement, and in an attempt to further strengthen our program and our adherence to NASM standards, the Department of Music and the Department of Education have agreed that beginning in the Spring of 2006, *all* observations of student teachers in music will be done by faculty with music education degrees, prior or current certification, and public school teaching experience. One member of the education department fits these criteria as do several other members of the music faculty.

Page 19, Bullet 1

- **In reviewing the NASM Competencies Common to all Professional Baccalaureate Degree in Music and all undergraduate degrees leading to teacher certification...It is not clear to the visitors that music education students achieve the competencies required or suggested...**

REPLY:

See Appendix A

Page 19, Bullet 2

- **Regarding professional procedures for a music education degree—the Department of Education's Professional Education Unit Council determines who is admitted to student teaching in music education and who is not. The Director of Teacher Education makes all student teaching assignments. It appears to the visitors that the student teaching assignments in music education are supervised, evaluated and graded primarily by faculty members in the Department of Education. Of the three observations by University faculty for a student teaching assignment, two are by Education Supervisors and one is by specialization**

coordinator in Music Education. The Education Supervisors are responsible for giving the student teachers in music education course grades. The evaluation form in giving the course grade is a generic form for all specializations in the BA in secondary education. The student teaching handbook given to cooperating teachers in music education and their assigned student teachers is basically the same for all secondary specializations; for music education students, there is a small section at the end of the handbook which lists music education course curriculum and rotation of courses in music. Cooperating teachers who talked to the visitors were concerned that they get little information and direction from the music unit, that the only guidance is from the generic student teaching handbook, and that course evaluation is not music based but generic for students from all secondary teaching specializations. It is not clear to the visitors that the institution is able to meet the NASM standards under these conditions—and that students are assessed properly. “The institution shall maintain faculties and staff whose aggregate individual qualifications enable the music unit to accomplish its mission, goals and objectives. Faculty members shall be qualified. All must be able to guide students and to communicate personal knowledge and experience effectively.... Field experiences must be supervised by qualified music personnel from the institution and cooperating schools....”

REPLY:

To correct a few misunderstandings in this statement, we provide the following:

1. The music faculty decide first who is admitted to student teaching. Armed with the departmental directive, the music faculty member that sits on the Professional Education Unit submits the list of approved names to the PEUC for final approval.
2. There are five (5) observations of student teachers. In the past, two of these were conducted by music faculty and three by faculty from professional education. (see :*actions taken since visit*” listed below)
3. The codified handbook across disciplines as well as the “generic forms” are requirements for our state and NCATE accreditations.

Actions taken since visit

After considering the visitor’s statement, and in an attempt to further strengthen our program and our adherence to NASM standards, the Department of Music and the Department of Education have agreed that beginning in the Spring of 2006, *all* observations of student teachers in music will be done by faculty with music education degrees, prior or current certification, and public school teaching experience. One member of the education department fits these criteria as do several other members of the music faculty.

Additionally, “music-centric” forms have been added to the handbook which also includes expanded sections pertaining to student teaching in music.

The Music Education Coordinator has now been designated as primary contact with all cooperating public school teachers accepting a Shepherd student teacher.

**I.B. From "Recommendations for Short Term Improvement" (Self-study, p21)
Page 21, Bullet 3**

- **It appears that there is no handbook specifically designed for music education students who are student teaching in music and their cooperating teachers..."**

REPLY:

This legitimate concern has been addressed. The new handbook is enclosed as appendix B

Page 21 Bullet 4

- **Complete approved searches for one retirement and one vacancy**

REPLY:

Both searches have been completed and new faculty have been hired. In addition, through a joint effort from the *Friends of Music* and the University Administration, a new Director of Jazz Studies has been hired in a full-time, non-tenure track position. This will lighten the load of the department chair and will allow for a more even workload with less reliance on overloads for the chair and other faculty.

Page 21, Bullet 5

- **Use the person who has been named by the University of Master Faculty and who continues on a part-time basis to teach in music education for the music unit.**

REPLY:

Dr. Pantle has been retained and continues to teach and to consult with our new music education specialization coordinator, Dr. David Gonzol.

Page 21, Bullet 6

- **Work to reduce the over-reliance on over-load course responsibilities by the chair and other full-time faculty.**

REPLY:

This has been accomplished through the addition of a new full-time jazz studies director. Overloads have been strictly limited if not eliminated for all faculty.

Page 21, Bullet 7

- **Review and revise advisement procedures...**

REPLY:

Dr. Bruce Kelley, a full-time member of the music department has recently been appointed Director of Advising for the institution. In this role, he has presented new and improved advising methods and materials to the faculty of the music unit. The new advisement strategies will be assessed regularly by advisors and advisees.

Page 21, Bullet 8

- **Address the confusion regarding materials for the public describing the BA Degree and its options.**

REPLY:

This has been done. However, it will take a few more months before all old materials are out of circulation (specifically we refer to the University Catalog, printed on a biennial basis, which will be corrected in the supplement of 2006 and all subsequent catalogs. All other areas have been addressed already.)

I.C. From "Primary Future Issues facing the Music Unit"

Page 21 Bullet 9

- **The Visitors are concerned with what appears to be a major problem in a stabilized course schedule rotation system. The University Rule is that all courses with registration less than ten students must be cancelled...**

REPLY:

The "10-student" rule was being enforced by the WV Chancellor of Higher Education. That Chancellor has stepped down and the University no longer requires the music unit to cancel classes with fewer than 10 students. The course rotation schedule has been revamped and distributed. It lists courses to be offered over the next 16 semesters. It should be noted that with the exception of students failing a course offered in rotation, **no student has been delayed in graduation due to the course rotation system.** The Department chair publishes the following semester schedule of courses six months in advance so that students can do accurate planning to ensure a timely graduation. When a course is needed that falls out of the rotation (a rare occurrence indeed) the department chair implements that course the very next semester.

Page 21, Bullet 10

- **The Ratio of full to part time faculty will need to be addressed...**

REPLY:

The department has taken a major step in this area with the addition of a full-time jazz studies director. Now the department is working to move this position into the tenure track while planning to add additional faculty in the coming years through the "growth plan" of the Vice President of Academic Affairs. This plan says that with an increase of thirty full-time majors, a new full-time position is added. There is also a plan to add additional faculty should the masters degree in music education be approved and successful.

Page 21, Bullet 11

- **Work to offer adequate release time for administrative responsibilities.**

REPLY:

The Chair is happy to report that with the Jazz Studies duties being reassigned to the new full-time Jazz Studies Director, his load is now more manageable than at any point in his tenure at Shepherd.

Page 21, Bullet 12

- **...there is a proposal to change this degree to a Bachelor of Music Education. As stated in Article VI of the NASM Rules of Practice and procedure, "All new or substantially revised curricula must be approved by the appropriate NASM commission..."**

REPLY:

This change is simply a name change to more adequately reflect the curriculum as it stands. There is no change of any type to the curriculum itself. This is not a new or substantially revised curriculum. It is simply a change of degree title.

I.D Additional responses to visitors report

Section G, Page 8, paragraph 2

- **The visitors were particularly concerned about the development of the CD collection**

REPLY:

The department feels that the CD and recording collection is substantial and has devoted an additional \$1,000 per year to the development of this collection as faculty, staff and students request additional titles.

Section H, Page 8, number 2.

- **At this time there is no central hard copy academic records for all students in the music department**

REPLY:

A new office has been created in the music facility (M14c) to house the new administrative assistant. This is now the central office for filing all student hard copy academic records. All student files have been placed in this office.

Section N, p11, paragraph 2

- **It does not appear that the department assists all undergraduates "to acquire knowledge from qualified professionals regarding the prevention of performance injuries.**

REPLY:

All applied teachers address performance injuries specific to their area in applied lessons. All students in the music program must take applied lessons each semester. All students acquire area-specific knowledge concerning the prevention of performance injuries from these qualified professionals.

Section F

The Visitor's report listed many concerns, (the majority of which were misunderstandings of the visitors) which were addressed in the optional response (section d). The music department has addressed the specific recommendations from the visitors' report as follows:

From "Recommendations for short-term improvement"

1. *Handbook for music education students:*
Dr. David Gonzol created the new handbook in 2007 and it is now disseminated annually and available online
2. *Complete approved searches for retirement and vacancy*
Dr. David Gonzol was hired to replace Dr. James Pantle in Music Education. Dr. Mark Cook was hired to replace Dr. Bruce Kelley in Music Theory and Dr. Erik Jones was hired to replace Dr. Kevin Badanes in Choral Music.
3. *Use "Master Faculty" member on part time basis in music education*
Dr. James Pantle stayed on for two semesters after retirement as "Master Faculty" to assist in the transition to Dr. David Gonzol.
4. *Work to reduce overload responsibilities on chair and faculty*
The Department Chair now receives a half-time reduction in teaching duties to administer the department. Reliance on overload contracts by faculty has been reduced to no more than one course per year.
5. *Review and revise advising process*
Many steps have been taken to improve the advising process including new advising materials, new web-based tools to assist in the advising process and increased training.
6. *Address the confusion regarding the BA degree and its options*
This problem stems from the high performance expectations placed on students that, to NASM, seem more appropriate to a professional *BM* degree than the more liberal *BA*. While NASM accepted the explanation offered in the optional response, the music department is currently pursuing a *BM* degree offering in addition to the *BA* to more thoroughly address this concern.

From "Primary Futures Issues facing the Music Unit"

1. *Stabilized Course-rotation/cancelling classes under 10*
The concern here is that if a course on the published course rotation is cancelled for being under-enrolled, it will extend the length of time to graduation. The VPAA is actively working with the department chair to avoid potential problems.
2. *Ratio of Part-time to full-time faculty must be addressed*
While still in the bottom percentiles, the music department has added one new faculty line as Director of Jazz Studies. The department continues to apply for new faculty lines.

3. *Adequate release time for administrative duties*
The Department Chair now receives a half-time reduction in teaching duties to administer the department.
4. *Achieve NASM approval of change in music education degree title to BME*
NASM has approved and now lists our music education degree as a BME.

From "Suggestions for Long-Term Development"

1. *Address lack- of full-time faculty*
While still in the bottom percentiles, the music department has added one new faculty line as Director of Jazz Studies. The department continues to apply for new faculty lines.
2. *Consider addition of graduate teaching assistantships in MMME degree*
While this is highly desirable, our graduate program will have to grow substantially to make this possible. As of this time, there are not enough graduate courses offered each semester to implement this suggestion.
3. *Continue to Support Preparatory and Friends of Music*
The preparatory program continues to grow and the possibility exists for significant further expansion. The Friends of Music group is more successful than ever and continues to offer scholarships, instruments and travel assistance to the department.