S.C. Commission on Higher Education
Academic Program Modification Proposal

Name of Institution: Winthrop University

Institution Code: 3456

Select The Proposed Program Modification(s):

☒Adding new concentration(s)
☐Extending the program to a new delivery site
☐Changing curriculum
☒Consolidating concentrations
☐Changing degree designation
☐Adding new degree type
☐Creating a dual program
☐Creating a joint program

Note: To terminate concentration(s) you must compete the Notification of Termination Form.

Current Program Degree and Name: Master of Music in Music Performance, Master of Music in Conducting

Current Program Concentrations (e.g. Options, Tracks, Emphases Specializations, & Cognates options, tracks)**:**
Note: List ALL current concentrations present in the program inventory.

Proposed Program Concentrations (e.g. Options, Tracks, Emphases, Specializations, & Cognates):
Master of Music in Music, with concentrations in Conducting and Performance

Program Designation:

☐ Associate's Degree
☒ Master's Degree
☐ Bachelor's Degree: 4 Year
☐ Specialist
☐ Bachelor's Degree: 5 Year
☐ Doctoral Degree: Research/Scholarship (e.g., Ph.D. and DMA)
☐ Doctoral Degree: Professional Practice (e.g., Ed.D., D.N.P., J.D., Pharm.D., and M.D.)

Does the program currently qualify for supplemental Palmetto Fellows and LIFE Scholarship awards?

☐ Yes
☒ No

If no, should the program be considered for supplemental Palmetto Fellows and LIFE Scholarship awards?

☐ Yes
☒ No

Note: If this program is approved, please submit a separate Scholarship Enhancement Application to academicprograms@che.sc.gov.

Proposed Date of Implementation: Fall 2026

CIP Code: 500901

Current Site Code(s) / Delivery Mode(s) (Select **all** that apply from the list):

X Traditional/face-to-face (Provide **all** physical location Site Code(s)): 51801

☐Blended/Hybrid (Site Code: 85500)
☐Distance, Out-of-State (Site Code: 85250)
☐100% online (Site Code: 85750)
☐Distance, Receiver Site Unknown (Site Code: 85000)
☐Not Applicable
☐Distance, Out-of-Country (Site Code: 85276)
☐Other (provide explanation): _____

Proposed Site Code(s) / Delivery Mode(s) (Select all that apply from the list):

X Traditional/face-to-face (Provide all physical location Site Code(s)): 51801

☐Blended/Hybrid (Site Code: 85500)
☐Distance, Out-of-State (Site Code: 85250)
☐100% online (Site Code: 85750)
☐Distance, Receiver Site Unknown (Site Code: 85000)
☐Not Applicable
☐Distance, Out-of-Country (Site Code: 85276)
☐Other (provide explanation): _____

**** If there is no Site Code for the proposed site, you must request one from CHE Data: chedata@che.sc.gov by including the name and physical address for center, institute, or consortium.***

Date of Submission to CHE: April 27, 2026

Program Contact Information (Name, title, telephone number, and email address): Master of Music with concentrations in Performance and Conducting

Lorrie Crochet
Chair, Department of Music
803-323-4610
crochetl@winthrop.edu

Institutional Approvals and Dates of Approval (Include department through Provost/Chief Academic Officer, President, and Board of Trustees approval):

- Department of Music: October 31, 2022
- College of Visual and Performing Arts (CVPA) Curriculum Committee: December 6, 2022
- CVPA Faculty Assembly: January 13, 2023
- Graduate Council: March 5, 2024

- Graduate Faculty Assembly: April 19, 2024
- Provost: April 21, 2024
- President: April 22, 2024
- Winthrop Board of Trustees: April 24, 2024

Background Information

Provide a detailed description of the proposed modification, including target audience, centrality to institutional mission, and relation to strategic plan.

Winthrop is proposing to bring two separate Master of Music (MM) degrees, one in conducting and one in performance, under one designation with Concentrations in the two specific areas as opposed to two separate stand-alone degrees. There is already shared curriculum between both degrees, and this allows for a smoother transition from one concentration to another should the student wish to change their focus.

Our target audience includes public school teachers, undergraduate students from Winthrop University, and recent graduates from public and private institutions not offering graduate degree programs.

Alignment to Winthrop University Strategic Plan 2024:

EXCEL: Broaden Regional Presence & Institutional Prominence
The unified MM degree enhances Winthrop's ability to recruit and serve a broader regional population while improving program clarity and competitiveness through a single degree with concentrations aligned to national models.

- Expands access for in-service K–12 educators, regional graduates without local graduate options, and Winthrop alumni
- Improves program visibility and recruitment through a clear, marketable degree structure
- Strengthens the region's cultural and artistic landscape by preparing graduates for leadership and national-level careers
- Builds partnerships with schools and arts organizations that support community ensembles and recruitment pipelines
- Provides professional development for South Carolina K–12 educators, elevating instructional quality statewide

EDUCATE: Student Intellectual Development & Innovative Academic Programs-
The proposed modification strengthens student learning by increasing flexibility, reducing curricular barriers, and aligning the curriculum with best practices in graduate music education.

- Reduces barriers for students changing concentrations between performance and conducting
- Promotes interdisciplinary skill development across conducting, performance, pedagogy, and scholarship through a cohort-based model
- Aligns with national best practices through a unified degree with concentrations
- Positions the program for future innovation, including hybrid delivery and expanded elective offerings

ENHANCE: Institutional Excellence-
The restructuring advances institutional excellence by improving efficiency, resource utilization, and student experience while maintaining a high-impact, cost-effective program.

- Increases operational efficiency by reducing administrative complexity and leveraging shared curriculum
- Improves advising and student progression through clearer pathways and flexibility within the degree
- Supports undergraduate instruction and ensemble quality through graduate student engagement
- Enhances Department of Music creative activity and community engagement, strengthening recruitment and institutional impact

The timeline of this proposal has spanned multiple academic years and reflects transitions in department, college, and university academic leadership during that time. Additionally, earlier iterations of the proposal explored inclusion of a music education concentration; however, due to low enrollment and the ability to effectively serve certified K–12 educators within the existing performance and conducting concentrations, that track was not advanced in the final proposal.

Assessment of Need

Provide an assessment of the need for the program modification for the institution, the state, the region, and beyond, if applicable.

The Master of Music (MM) degree at Winthrop University fulfills a regional and statewide need for advanced preparation in performance and ensemble leadership. While enrollment has historically been modest, recent enrollment growth and the restructuring of the degree into a unified Master of Music with concentrations in Performance and Conducting position the program for sustainable expansion. The program remains mission-critical, cost-efficient, and central to the state's artistic and educational infrastructure.

The MM supports workforce pipelines and advancement in K–12 education, community arts, collegiate preparation, and cultural leadership; strengthens accreditation and institutional reputation; and contributes significantly to community engagement through performance and outreach. Program continuation and modification are justified based on mission alignment, demonstrated outcomes, regional distinctiveness, and broad institutional impact.

Evidence of demand for the Master of Music program is demonstrated through consistent inquiries from prospective students, interest expressed by current Winthrop undergraduate music majors, and ongoing engagement with regional music educators. The Director of Choral Studies and the Department Chair report receiving regular inquiries regarding graduate study in conducting and performance, averaging approximately one inquiry per week. Informal advising conversations with current juniors, seniors, and alumni also indicate interest in continuing graduate study at Winthrop, particularly among students seeking advanced training while remaining active in K–12 education or professional performance settings.

To respond more effectively to this demand and strengthen recruitment visibility, the Department of Music is restructuring its graduate offerings into a single Master of Music degree with concentrations in Performance and Conducting. Consolidating the existing program structure will create a clearer program identity for prospective students and align the degree with common structures at peer institutions. This unified structure enables more effective marketing and recruitment strategies by allowing the program to reach a broader pool of working educators, performers, and recent graduates seeking flexible graduate study opportunities. Enrollment trends

already indicate renewed interest in the program, with enrollment increasing from one student in 2021 to six students enrolled in Spring 2026.

1. **Program Purpose and Alignment**
   The Master of Music degree aligns directly with our mission to advance creative leadership, cultural literacy, and public engagement. Graduate music programs provide essential depth in artistic practice, pedagogy, and scholarship that cannot be achieved through undergraduate study alone.

   Continuation of the MM program ensures that the University remains a **comprehensive institution** capable of preparing professional musicians and arts leaders who contribute meaningfully to South Carolina's educational and cultural ecosystem.

2. **Workforce Demand and Professional Relevance**
   Graduates of MM programs meet workforce needs in a.) K–12 music education and ensemble direction, b.) Community and regional arts organizations, c.) faith-based music leadership, d.) applied studio teaching, e.) cultural programming and nonprofit administration, and f.) preparation for doctoral study (DMA/PhD) and collegiate teaching pathways

   These roles require competencies in conducting, rehearsal pedagogy, applied performance, curriculum planning, and artistic leadership that are typically **expected at the graduate level**.

   Employment Data:
   - Percentage of alumni employed within 6–12 months: **100%**
   - Graduates working in SC schools/arts organizations: **90%**
   - Alumni accepted into doctoral programs: **10%**

3. **Regional and Statewide Access**
   Within our service region, only one other public university and one private institution offer the Master of Music in performance and/or conducting (University of South Carolina and Converse University).

   The MM at a public institution expands graduate access for **in-service music educators,** reduces financial burden relative to private institutions, and retains artistic talent within the state.

   The degree therefore contributes directly to **equity of access** and supports CHE's commitment to statewide educational opportunity.

4. **Comparative Programs:**
   Provide brief comparison (programs within 150–200 miles, tuition estimates, etc.). Within our service region, in addition to Winthrop, only one other public university and one private institution offer the Master of Music in performance and/or conducting (University of South Carolina and Converse University).

In South Carolina, several institutions offer graduate credentials in music education and pedagogy (e.g., the Master of Music Education and Master of Arts in Teaching in Music). While these programs serve a similar population of music educators, they differ in purpose from Winthrop's Master of Music (MM), which is a professional degree focused on advanced study in conducting and performance. The proposed MM structure emphasizes artistic development, musicianship, and professional practice rather than licensure or pedagogy-focused coursework.

- Estimated in-state annual tuition (2025–26) is approximately:
  - Clemson MMEd: $13,000–$15,000
  - Anderson MMEd: $11,000–$13,000
  - College of Charleston MAT (Music): $12,000–$14,000
  - Converse MM: $30,000+
  - Winthrop MM: $13,000–$15,000
  - University of South Carolina MM: $12,000–$14,000

Actual tuition varies by course load, required fees, and residency status.

5. Accreditation and Institutional Profile

Graduate music study is a core expectation of a comprehensive music unit. The MM program contributes to faculty scholarly and creative activities, the mentoring of undergraduate performers, and the maintenance of a robust ensemble culture.

6. Program Impact Beyond Enrollment

Although modest in size, the program delivers disproportionately high institutional benefits, such as graduate students providing leadership in ensembles, juries, recitals, and outreach. Additionally, they support applied studios, offer peer mentorship, and enhance performance quality. Graduate performances, masterclasses, and community engagement activities raise the University's visibility.

7. **Activity/Engagement Data:**

There are three to four graduate recitals annually, and six to eight outreach events led by graduate performers, serving a range of audiences. In addition, there are eight to ten collaborative projects with schools and community partners annually. These activities strengthen recruitment, alumni engagement, and donor confidence across the arts.

8. Cost Effectiveness and Resource Utilization

The MM operates efficiently due to shared coursework, existing ensembles, and instructional synergies with undergraduate programs. Graduate assistantships provide tangible instructional and service contributions, such as graduate students who provide leadership in ensembles, juries, recitals, and outreach. The percentage of MM coursework shared with existing offerings and the comparative cost per student at Winthrop versus other institutions further demonstrate the program's efficiency.

9. Student Outcomes

Graduates demonstrate strong outcomes in employment, artistic contribution, and further study, as evidenced by Winthrop alumni currently in jobs nationally, regionally, and locally. These positions include South Carolina public school music educators, a Smithsonian Archivist in Washington DC, and collegiate professors at Converse University (Wind Ensemble Conductor) and Christopher Newport University, Newberry College (Department Chair and Music Education specialist), Clinton College, University of Texas at Austin, and Towson University (music instructors). MM graduates from Winthrop have secured highly competitive professional performance positions in the United States Military Bands in the United States Navy (saxophone), United States Army (euphonium and conductor), and United States Marines (trombone). Additional awards for WU MM graduates include most recently (2024) Fort Mill School District – Teacher of the Year. Doctoral placements for further study include assistantships at the University of Arizona (trumpet performance), the University of Illinois, and The University of South Carolina and the University of Maryland (Music Education). These outcomes affirm program relevance and quality.

10. **Future Direction and Responsible Growth**
    Strategic, targeted recruitment will emphasize partnerships with regional undergraduate programs, pathways for in-service educators seeking advancement, and enhanced digital outreach and recital promotion. In addition, WU will continue to explore selective hybrid delivery of academic coursework (where appropriate), while preserving the high-touch, performance-centered experience that defines program quality.

11. **Enrollment Targets:**
    - Short-term (3 years): **10 students**
    - Long-term (5 years): **16 students**
    - Key recruitment pipelines:
        - Current Winthrop University undergraduate students.
        - Regional colleges and universities who do not offer graduate programs (Newberry, Gardner-Webb University, Wingate University, Coker College)
        - South Carolina Public Schools – The WU Department of Music hosts numerous events aimed at recruiting for our undergraduate program. In doing these events, we have discovered that offering opportunities for music educators to interact and learn from our faculty, we are also reaching prospective master's students. Our ensembles are invited to perform at the state music educators conference, which also have encouraged interest in our master's programs.

CONCLUSION

Continuation of the Master of Music program is academically justified and strategically necessary. The program sustains South Carolina's cultural workforce, advances institutional mission, maintains accreditation strength, and provides critical educational access. Its impact on campus vitality, community engagement, and professional preparation significantly outweighs its enrollment size, which is growing as evidenced by an increase from 1 student in 2021 to 7 students in the Fall 2025.

Winthrop University remains committed to stewarding this program responsibly while pursuing targeted strategies that support sustainable growth and continued excellence.

Transfer and Articulation

Identify any special articulation agreements for the modified proposed program. Provide the articulation agreement or Memorandum of Agreement/Understanding. N/A

Description of the Program

Projected Enrollment						
Year	Fall Headcount		Spring Headcount		Summer Headcount	
	New	Total	New	Total	New	Total
2025-26	3	7	0	6	0	6
2026-27	3	8	0	7	0	7
2027-28	6	11	0	10	0	10
2028-29	7	12	0	12	0	12

Explain how the enrollment projections were calculated.

Enrollment projections were developed using a conservative data-informed approach grounded in current program realities. The first year reflects the existing seven students that are enrolled in both tracks, with short-term growth informed by known applicants, expressed interest, and students considering available graduate assistantships and scholarship support. Projections also include a modest increase of one student per year, supported by improved program visibility, clearer degree structure, and expanded recruitment efforts, while remaining aligned with the number of assistantships and scholarships available, and the capacity of our conducting faculty.

Curriculum

Attach a curriculum sheet identifying the courses required for the program.

Curriculum Changes

Courses Eliminated from Program	Courses Added to Program	Core Courses Modified
N/A	N/A	N/A

New Courses

List and provide course descriptions for new courses. N/A

Similar Programs in South Carolina offered by Public and Independent Institutions
Identify the similar programs offered and describe the similarities and differences for each program.

Program Name and Designation	Total Credit Hours	Institution	Similarities	Differences
Master of Music (concentrations in Performance and Conducting)	32	University of South Carolina	Accredited by NASM. The conducting and performance concentrations for both universities are performance-based with a capstone recital project. Both programs include courses in music theory, history, pedagogy, and general music electives (conducting, performance, literature…)	USC's MM program includes multiple concentrations (Composition, Conducting, Jazz, Music History, Opera Theatre, Performance, Music Theory, Piano/Violin Pedagogy). WU's program includes only concentrations (conducting and performance).
Master of Music (Performance)	30	Converse University	Accredited by NASM. The conducting and performance concentrations for both universities are performance-based with a capstone recital project. Both programs include courses in music theory, history, pedagogy, and general music electives (conducting, performance, literature…)	WU's program requires 2 more credit hours. Admission into the program differs as WU specifies an undergraduate degree in music performance or its equivalent and Converse requires "graduation from an accredited institution."
Master of Music Education (MME)	30	Bob Jones University	Accredited by NASM. Both programs include courses in music theory, history, pedagogy, and electives. Both programs may appeal to practicing musicians and music educators seeking graduate study and professional advancement. Neither BJU nor WU requires teacher certification or an undergraduate degree specifically in music education for admission.	WU's program requires 4 additional credit hours. Admission into the program differs as WU specifies a Bachelor of Music or Bachelor of Music Education degree (or a Bachelor of Arts in Music with evidence of conducting or performance competency appropriate to the selected concentration). The BJU is 100% online and delivered "from a distinctly Christian worldview." Performance is not required in the BJU program where it is at the core of WU's.

Master of Music Education (MME)	33	Clemson University	Accredited by NASM. Both programs include graduate-level coursework in conducting, music history, applied music study, and research. Both programs may appeal to practicing music educators seeking professional advancement and graduate credentials.	Clemson's degree is specifically focused on music education and pedagogy for practicing music educators and is delivered in a summer-only format over three consecutive summers. WU's program differs in that it is a Master of Music with concentrations in Conducting and Performance emphasizing applied study, ensemble participation, and recital preparation. WU's program requires 1 additional credit hour and does not require teacher certification or an undergraduate degree specifically in music education for admission.
Master of Music in Music Education (MMMEd	30	Anderson University	Accredited by NASM. Both programs provide advanced graduate music study through coursework in musicianship, conducting, research, and electives. Both programs may attract practicing music educators seeking graduate credentials and professional growth opportunities.	Anderson University's program is specifically centered on music education and is offered fully online (with in-person options available). WU's program differs in that it focuses on concentrations in Conducting and Performance with significant applied instruction, ensemble participation, and traditional face-to-face graduate music study experiences. WU's program requires 4 additional credit hours. Admission into the program differs as WU specifies a Bachelor of Music or Bachelor of Music Education degree (or a Bachelor of Arts in Music with evidence of conducting or performance competency appropriate to the selected concentration.) whereas The requirement for Anderson's MM M.Ed. degree is a Bachelor of Music Education and/or a teaching certificate in music.
Master of Arts in Music Technology (MA)	30	Coastal Carolina University	Accredited by NASM. Both programs are graduate degrees that support advanced study in music and include applied and outcomes intended to	Coastal Carolina University's program focuses on the music technology, audio production, media, and entrepreneurship side of the industry rather than

			prepare students for professional careers in music.	traditional performance study. WU's program focuses on advanced conducting and applied performance training within ensemble and recital settings. WU's program requires 4 additional credit hours. Admission into the program differs as WU specifies a Bachelor of Music or Bachelor of Music Education degree (or a Bachelor of Arts in Music with evidence of conducting or performance competency appropriate to the selected concentration.)

Faculty

State whether new faculty, staff or administrative personnel are needed to implement the program modification; if so, discuss the plan and timeline for hiring the personnel. Provide a brief explanation of any personnel reassignment as a result of the proposed program modification. N/A

Resources

Identify new library, instructional equipment and facilities needed to support the modified program.
Library Resources: No new library resources are needed for this modification.
Equipment: No new equipment is needed for this modification.
Facilities: No new facilities are needed for this modification.

Impact on Existing Programs
Will the proposed program impact existing degree programs or services at the institution (e.g., course offerings or enrollment)? If yes, explain

☐ Yes

☒ No

Financial Support

Estimated Sources of Financing for the New Costs						
Category	**1st**	**2nd**	**3rd**	**4th**	**5th**	**Total**
Tuition Funding	38448	38448	76896	89712	89712	333216
Program-Specific Fees						
Special State Appropriation						
Reallocation of Existing Funds						
Federal, Grant, or Other Funding						
Total	38448	38448	76896	89712	89712	333216
Estimated New Costs by Year						
Category	**1st**	**2nd**	**3rd**	**4th**	**5th**	**Total**
Program Administration and Faculty and Staff Salaries						
Facilities, Equipment, Supplies, and Materials						
Library Resources						
Institutional Overhead	15379	15379	30758	35885	35885	133286
Total	15379	15379	30758	35885	35885	133286
Net Total (i.e., Sources of Financing Minus Estimated New Costs)	23069	23069	46138	53827	53827	199929

Budget Justification

Provide a brief explanation for all new costs and sources of financing identified in the Financial Support table.

Tuition funding is based on the anticipated new enrollments in the combined program.

There are no new costs for salaries as this program merges the two existing programs into a single one. Existing faculty and courses are used for the programs.

Insitutional Overhead is calculated at 40% of the tuition revenue and is the portion designated for general university operations, utilities, etc.

Evaluation and Assessment

Program Objectives	Student Learning Outcomes Aligned to Program Objectives	Methods of Assessment
The M.M. program develops and advances highly skilled musicians who demonstrate and apply advanced conducting and performance practices.	SLO 1: Students demonstrate advanced conducting and performance skills, including analytical study, score reading, and rehearsal technique. SLO 2: Students demonstrate professional-level performance, communication, and organizational skills.	SLO 1: Applied lessons, ensemble participation, and conducting/performance juries. SLO 2: Capstone recital, including evaluation of rehearsals, performance quality, programming, and professional presentation.
The M.M. program prepares students to synthesize and apply advanced knowledge across music disciplines.	SLO 3: Students synthesize knowledge and skills in orchestration, musicology, literature, composition, and theory. SLO 2: Students demonstrate professional-level performance, communication, and organizational skills.	SLO 3: Comprehensive written and oral examinations aligned with completed coursework. SLO 2: Capstone recital and related faculty evaluations.
The M.M. program develops students' ability to evaluate and produce scholarly and research-based work in music.	SLO 4: Students develop historical perspectives in their chosen area of study. SLO 5: Students produce, analyze, and write graduate-level research.	SLO 4: Graduate musicology course presentations and related assignments. SLO 5: Research projects and participation in graduate showcases, when applicable.
Graduates demonstrate and apply the professional, artistic, and scholarly competencies necessary for success in music-related careers and/or admission to doctoral programs.	SLO 2: Students demonstrate professional-level performance, communication, and organizational skills. SLO 3: Students synthesize knowledge across music disciplines. SLO 5: Students produce, analyze, and write graduate-level research.	SLO 2: Capstone recital and faculty evaluation of professional readiness. SLO 3: Comprehensive written and oral examinations. SLO 5: Evaluation of research projects and scholarly work.

Assessment Overview

Winthrop University executes an outcome-based programmatic assessment effort that allows for continuous improvement of academic programs, to include student learning outcomes. Part of a cyclical process, these assessment efforts are designed to determine the extent to which identified outcomes are met and findings used for continuous improvement efforts. The process of identifying outcomes, collecting and analyzing data, and using results for improvement of the academic programs support the assessment of the University's overall institutional effectiveness. The institution functions on the premise that assessment of academic programs maintains and strengthens the programs, while allowing the institution to achieve its stated outcomes.

The EDUCATE pillar of the University's strategic plan, *Winthrop: United in Excellence*, supports the assessment of academic programs; specifically, by "advancing comprehensive student intellectual development" and through "innovate forward-looking academic programs." The process of student learning assessment, although focused at the program level, is informed by university structures and expectations.

Outcomes of individual academic programs are assessed through three major processes: (1) student learning outcomes assessment, focusing on what students know, think, and can do as a result of completing a program, (2) academic program review, a comprehensive evaluation of all areas of an academic program, including curriculum, faculty, students, and resources, and (3) professional accreditation review for specific disciplines. Assessment findings inform programmatic decisions, document student achievement, and improve the quality of learning for all students. The academic review system focuses on developing an institutional culture, with continual improvement at the core of assessment work.

Student Learning Outcome Assessment

Each academic program, within Winthrop University's five degree-granting colleges, is required to implement an annual assessment plan that clearly articulates student learning outcomes and program outcomes, identifies appropriate methodology, measures the extent to which students achieve the outcomes, analyzes the findings, and uses the results to make curricular and programmatic enhancements or adjustments.

Will any the proposed modification impact the way the program is evaluated and assessed? If yes, explain.

☐ Yes

☒ No

Will the proposed modification affect or result in program-specific accreditation? If yes, explain; and, if the modification will result in the program seeking program-specific accreditation, provide the institution's plans to seek accreditation, including the expected timeline.

☐ Yes

☒ No

Will the proposed modification affect or lead to licensure or certification? If yes, identify the licensure or certification.

☐ Yes

☒ No

Explain how the program will prepare students for this licensure or certification.

If the program is an Educator Preparation Program, does the proposed certification area require national recognition from a Specialized Professional Association (SPA)? If yes, describe the institution's plans to seek national recognition, including the expected timeline.

☐Yes

☒No