

## NEW PROGRAM PROPOSAL FORM

Name of Institution: Coastal Carolina University (CCU)

Name of Program: Bachelor of Music Education (B.M.E.)

Program Designation:

- |                                                                                                                 |                                                                                      |
|-----------------------------------------------------------------------------------------------------------------|--------------------------------------------------------------------------------------|
| <input type="checkbox"/> Associate's Degree                                                                     | <input type="checkbox"/> Master's Degree                                             |
| <input checked="" type="checkbox"/> Bachelor's Degree: 4 Year                                                   | <input type="checkbox"/> Specialist                                                  |
| <input type="checkbox"/> Bachelor's Degree: 5 Year                                                              | <input type="checkbox"/> Doctoral Degree: Research/Scholarship (e.g., Ph.D. and DMA) |
| <input type="checkbox"/> Doctoral Degree: Professional Practice (e.g., Ed.D., D.N.P., J.D., Pharm.D., and M.D.) |                                                                                      |

Consider the program for supplemental Palmetto Fellows and LIFE Scholarship awards?

- ☐ Yes  
☒ No

Proposed Date of Implementation: Fall 2020

CIP Code: 13.1312

Delivery Site(s): Coastal Carolina University (main campus)

Delivery Mode:

- |                                                                                                 |                                                                                                                                                                                                                                                                                           |
|-------------------------------------------------------------------------------------------------|-------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|
| <input checked="" type="checkbox"/> Traditional/face-to-face<br>*select if less than 25% online | <input type="checkbox"/> Distance Education<br><input type="checkbox"/> 100% online<br><input type="checkbox"/> Blended/hybrid (50% or more online)<br><input type="checkbox"/> Blended/hybrid (25-49% online)<br><input type="checkbox"/> Other distance education (explain if selected) |
|-------------------------------------------------------------------------------------------------|-------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|

Program Contact Information:

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Institutional Approvals and Dates of Approval:

Department of Music  
Dean, College of Humanities and Fine Arts  
Board of Trustees  
University Academic Affairs  
Faculty Senate  
Provost  
President

October 5, 2018  
November 8, 2018  
December 14, 2018

## **Background Information**

The B.M.E. seeks to provide music students with a four-year undergraduate degree in Music Education with initial licensure (Grades K-12; choral or instrumental). It is designed to attract music students who wish to become music educators and pursue jobs as public school music teachers at the elementary, middle, or high school level in general music, choral music, or instrumental music. The degree program requires students to take core courses (university, music, and education), foundational music education courses, and major coursework in choral or instrumental music education. The curriculum is designed to develop in students a keen understanding of sequential music instruction and pedagogy at all levels.

The centrality of the new program to the mission of CCU reflects the University's commitment to "serve the educational needs of the immediate area ..." Through the proposed B.M.E. program, CCU "seeks to develop students who are both knowledgeable in their chosen fields and prepared to be productive, responsible, ... citizens ..." resulting in "alumni who are well prepared for professional careers ...in their chosen fields and who continue to be connected to Coastal Carolina."

The B.M.E. supports Objective 1.4.5 of the Coastal Carolina University Strategic Plan 2016-2021: "CCU will support high-quality innovative programs and curricula aligned with student demands, accreditation and standards expectations, regulatory requirements, and supportive professional preparation such that the CCU graduate student FTE population can reach 18 percent of the student population and the CCU undergraduate student FTE population can increase by 5 percent over 2015-2016."

## **Assessment of Need**

Currently there are five four-year public institutions in South Carolina offering an undergraduate music education degree with initial licensure: University of South Carolina (USC) - Columbia, USC - Aiken, Winthrop University, South Carolina State University, and Lander University. None of these institutions, however, is within 130 miles of CCU, leaving South Carolina without an undergraduate music education degree program in the Grand Strand coastal region. Offering the B.M.E. with initial licensure at CCU will benefit South Carolina by providing much-needed music teacher training in the second fastest-growing metro area in the United States.<sup>1</sup>

According to the South Carolina Annual Educator Supply and Demand Report (2018-19 School Year), there are 1,636.23 certified music teaching positions allocated in district budgets in South Carolina (elementary, 652.29; middle, 520.22; high, 463.71). This is an increase of 94.05 positions since the Fall, 2017 report or a 6% increase.<sup>2</sup> There are, however, 27.25 vacant music teaching positions, which ranks eighth among all teacher areas. South Carolina needs more music educators to enter the teaching profession, and the B.M.E. will strengthen the pool of qualified music teacher candidates for positions in South Carolina public school districts. According to Scott Scrivner, Fine Arts Specialist for Horry County Schools, there are three main benefits of the B.M.E. degree at CCU: (1) Horry County graduating seniors have more options; (2) CCU's music department will experience increased enrollment; and (3) the number of applicants for Horry County Schools vacancies will increase.<sup>3</sup>

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1 David Slade, "New residents choose S.C. in record numbers," Progress South Carolina 2018, The Charleston, SC Post and Courier Business and Economic Development Guide, p. 27. See also John Marks, "In a Year these 2 SC counties grew like almost nobody else in the country," The Sun News, April 2, 2018, accessed September 6, 2018, <https://www.myrtlebeachonline.com/new/state/south-carolina/article207661799.html>.

2 Center for Educator Recruitment, Retention, and Advancement, South Carolina Annual Educator Supply and Demand Report (2018-19 School Year) accessed January 20, 2019, [https://www.cerra.org/uploads/1/7/6/8/17684955/2018-19\\_supply\\_demand\\_report\\_update\\_jan\\_16.pdf](https://www.cerra.org/uploads/1/7/6/8/17684955/2018-19_supply_demand_report_update_jan_16.pdf).

3 Letter to Dr. Daniel Ennis, Dean, Edwards College of Humanities and Fine Arts (CCU) from Mr. Scott Scrivner, Fine Arts Specialist, Horry County Schools. May 30, 2018.

## Transfer and Articulation

Coastal Carolina University has adopted the following policy for determining transfer of academic credits from regionally accredited institutions:

1. A student transferring to CCU will submit all official transcripts to the Office of Admissions and Merit Awards for evaluation.
2. Up to 76 transferable credits of college parallel courses may be accepted from a regionally accredited two-year college transfer program to be applicable toward a CCU degree.
3. Up to 90 transferable credits of college parallel courses may be accepted from regionally accredited four-year colleges or universities to be applicable toward a CCU degree.
4. Prior to graduating from CCCU, and regardless of the point in the student's academic career at which any student enters CCU, the student must complete the last 30 semester hours in residence while enrolled in classes at CCU or through sanctioned CCU academic exchange programs.
5. A minimum grade of "C" (e.g., C-, C or C+) in a course is required for transfer credit to be awarded for that course.

Approved Courses for Transfer into B.M.E. core curriculum or as a music elective:

<u>External Courses</u>	<u>Equivalent Course Credit at CCU</u>	<u>Credit Hours</u>
MUS*101	MUS*125	1
MUS*102	MUS*125	1
MUS*103	MUS*125	1
MUS*104	MUS*125	1
MUS*105	MUS*110	3
MUS*106	MUS*104B	1
MUS*110	MUS*110	3
MUS*111	MUS*124A	1
MUS*112	MUS*124A	1
MUS*113	MUS*124A	1
MUS*114	MUS*124A	1
MUS*115	MUS*170	2
MUS*XXX (elective)	MUS*XXX (elective)	3

## Employment Opportunities

Occupation	State		National		Data Type and Source
	Expected Number of Jobs	Employment Projection	Expected Number of Jobs	Employment Projection	
Music Teacher	1,636.23	+6.10	18,500	+12%	SC Annual Educator Supply and Demand Report (2018-19)  Bureau of Labor Statistics
Music Director, Composer	210	+10.4%	79, 100	+6%	Bureau of Labor Statistics
Musicians, Singers	676	+14.5%	182,800	+6%	Bureau of Labor Statistics

## Supporting Evidence of Anticipated Employment Opportunities

There is a great need for music teachers in the thriving Grand Strand region and other areas of South Carolina. Thus, graduates of the B.M.E. degree program have an excellent opportunity to fill the many music teaching openings at elementary, middle, and high schools throughout the state. Since 2006-2007, eighty-three percent of the Master of Arts in Teaching (M.A.T.) Music graduates have been employed in public schools in South Carolina (Horry and Georgetown counties as well as surrounding Charleston, Columbia, and Rock Hill) and in other states (North Carolina, Georgia, Virginia, and Texas). Two CCU graduates are teaching at the collegiate level (South Carolina and California). One CCU graduate is enrolled in a doctoral degree program.

## Description of the Program

Projected Enrollment			
Year	Fall Headcount	Spring Headcount	Summer Headcount
2019-2020	15	12	0
2020-2021	23	19	0
2021-2022	28	23	0
2022-2023	31	26	0
2023-2024	27	22	0

Projected enrollment is based on 15 new students each fall. The estimated headcounts account for attrition and graduation.

Besides the general institutional admission requirements, are there any separate or additional admission requirements for the proposed program?

☒ Yes

☐ No

To be admitted to the B.M.E. program, prospective students are required to pass an audition on their primary instrument. Students who do not pass the audition will be designated as "pre-music" majors but have an opportunity to re-audition for the B.M.E. program during the first year of study.

## Curriculum

### New Courses

MUED 175: Choral Diction. (2 credits) This course provides students with skills necessary to accurately form sounds in the English, Italian, French, German, and Ecclesiastical Latin languages as represented by the International Phonetic Alphabet (IPA). This foundation serves to prepare clear and effective expression of choral lyrics from transcriptions and translations of song texts.

MUED 291: Fundamentals of Percussion Instruments. (1 credit) This course introduces fundamentals, techniques, and pedagogical approaches to teaching instruments in the percussion family. Students learn how to play and teach the major percussion instruments that are part of public school settings, Grades 6-12.

MUED 440: Choral Music Methods I, Grades 4-8. (2 credits) (Prereq: MUS 216 and MUS 218; MUS 333)  
This course provides study of rehearsal techniques, repertoire, sight-reading methods, and the administration of elementary and middle school choral programs, Grades 4-8. Vocal concentration students study treble and mixed choirs and techniques for working with the changing voice. Fieldwork is required.

MUED 441: Choral Music Methods II, Grades 9-12. (2 credits) (Prereq: MUS 216 and MUS 218; MUS 334)  
This course provides study of repertoire, score analysis, rehearsal techniques, sight-reading methods, and the administration of secondary high school choral programs, Grades 9-12. Vocal concentration students study mixed concert choirs, male and female choirs, and techniques for show/jazz choir. Fieldwork is required.

MUED 444: Instrumental Music Methods II, Grades 9-12. (2 credits) (Prereq: MUED 443; MUS 333)  
This course is a presentation, discussion, and application of approaches, methods, and procedures for high school instrumental music programs. The course provides students with specific teaching skills, techniques, and materials necessary to organize and administer a high school band program. Course content includes philosophical, theoretical, and practical methods of teaching music with specific emphasis on high school band.

Total Credit Hours Required: 129-130

Choral Concentration

Curriculum by Year					
Course Name	Credit Hours	Course Name	Credit Hours	Course Name	Credit Hours
Year 1					
Fall		Spring		Summer	
University 110	3	ENGL 102	4		
ENGL 101	4	MUS 100 Recital Hour	0		
MUS 100 Recital Hour	0	MUS xxx Applied Study	1		
MUS xxx Applied Study	1	MUS 125 Concert Choir	1		
MUS 125 Concert Choir	0	MUS 116 Music Theory II	3		
MUS 115 Music Theory I	3	MUS 118 Ear Training and Sight Singing II	1		
MUS 117 Ear Training and Sight Singing I	1	MUS 173 Piano II	1		
MUS 172 Piano I	1	MUED 292 Fundamentals of String Instruments	1		
MUS 119 Intro. to Music Technology	2	EDUC 111 Exploring Teaching as a Profession	3		
		MUED 175 Choral Diction	2		
Total Semester Hours	15	Total Semester Hours	17	Total Semester Hours	
Year 2					
Fall		Spring		Summer	
CORE Scientific Concepts/Lab	4	MUS 100 Recital Hour	0		
MUS 100 Recital Hour	0	MUS xxx Applied Study	1		
MUS xxx Applied Study	1	MUS 125 Concert Choir	1		
MUS xxx Ensemble	0	MUS 216 Music Theory IV	3		
MUS 215 Music Theory III	3	MUS 218 Ear Training and Sight Singing IV	1		
MUS 217 Ear Training and Sight Singing III	1	MUS 273 Piano IV	1		
MUS 272 Piano III	1	MUS 253 Music History II	3		
MUS 253 Music History I	3	MUED 200 Mid-Program Review	0		
EDUC 204 Q Computer Tech/Instructional Media	3	MUED 291 Fundamentals of Percussion Instruments	1		
		EDUC 215 Q Schools & Diversity	3		
		EDUC 335 Intro. to Educational Psychology	3		
Total Semester Hours	16	Total Semester Hours	17	Total Semester Hours	

Choral Concentration (Cont.)

Curriculum by Year					
Course Name	Credit Hours	Course Name	Credit Hours	Course Name	Credit Hours
Year 3					
Fall		Spring		Summer	
CORE Foreign Language	5	CORE Humanistic Thought	3		
CORE Humanistic Thought	3	CORE Human and Social Behavior	3		
CORE Critical Thinking Reasoning	3	MUS 100 Recital Hour	0		
MUS 100 Recital Hour	0	MUS xxx Applied Study	1		
MUS xxx Applied Study	1	MUS 125 Concert Choir	1		
MUS xxx Ensemble	0	MUS 334 Choral Conducting	2		
MUS 333 Conducting and Score Reading	2	MUED 321 Music Methods, Grades PK-2	2		
MUED 245 Brass and Winds Tech. for Vocalists	2	MUED 440 Choral Music Methods I, Grades 4-8	2		
MUED 353 General Music Methods, Grades 6-12	1	EDSP 200 Q Foundations of Special Education	3		
Total Semester Hours	17	Total Semester Hours	17	Total Semester Hours	
Year 4					
Fall		Spring		Summer	
HIST 201/POLI 201	3	EDMU 479 Internship	9		
CORE Quantitative Literacy	4	EDMU 496 Seminar	3		
CORE Human & Social Behavior	3				
MUS 100 Recital Hour	0				
MUS xxx Applied Study	1				
MUS 125 Concert Choir	0				
MUS 400 Senior Recital	0				
MUED 421 Music Methods for Grades 3-5	2				
MUED 441 Choral Music Methods II, Grades 9-12	2				
EDLL 484 Content Area Reading and Writing	3				
Total Semester Hours	18	Total Semester Hours	12	Total Semester Hours	

Total Credit Hours Required: 129-130

Instrumental Concentration

Curriculum by Year					
Course Name	Credit Hours	Course Name	Credit Hours	Course Name	Credit Hours
Year 1					
Fall		Spring		Summer	
University 110	3	ENGL 102	4		
ENGL 101	4	MUS 100 Recital Hour	0		
MUS 100 Recital Hour	0	MUS xxx Applied Study	1		
MUS xxx Applied Study	1	MUS 124A Symphonic Band	1		
MUS 124M Marching Band	0	MUS 116 Music Theory II	3		
MUS 115 Music Theory I	3	MUS 118 Ear Training and Sight Singing II	1		
MUS 117 Ear Training and Sight Singing I	1	MUS 173 Piano II	1		
MUS 172 Piano I	1	MUED 292 Fundamentals of String Instruments	1		
MUS 119 Intro. to Music Technology	2	EDUC 111 Exploring Teaching as a Profession	3		
		MUS 165 Class Voice	2		
Total Semester Hours	15	Total Semester Hours	17	Total Semester Hours	
Year 2					
Fall		Spring		Summer	
CORE Scientific Concepts/Lab	4	MUS 100 Recital Hour	0		
MUS 100 Recital Hour	0	MUS xxx Applied Study	1		
MUS xxx Applied Study	1	MUS 124A Symphonic Band	1		
MUS 124M Marching Band	0	MUS 216 Music Theory IV	3		
MUS 215 Music Theory III	3	MUS 218 Ear Training and Sight Singing IV	1		
MUS 217 Ear Training and Sight Singing III	1	MUS 273 Piano IV	1		
MUS 272 Piano III	1	MUS 253 Music History II	3		
MUS 253 Music History I	3	MUED 200 Mid-Program Review	0		
MUED 392 Fundamentals of Woodwind Instruments	1	MUED 291 Fundamentals of Percussion Instruments	1		
EDUC 204 Q Computer Tech/Instructional Media	3	EDUC 215 Q Schools & Diversity	3		
		EDUC 333 Intro. to Educational Psychology	3		
Total Semester Hours	17	Total Semester Hours	17	Total Semester Hours	

Instrumental Concentration (Cont.)

Curriculum by Year					
Course Name	Credit Hours	Course Name	Credit Hours	Course Name	Credit Hours
Year 3					
Fall		Spring		Summer	
CORE Foreign Language	5	CORE Humanistic Thought	3		
CORE Humanistic Thought	3	CORE Human and Social Behavior	3		
CORE Critical Thinking Reasoning	3	MUS 100 Recital Hour	0		
MUS 100 Recital Hour	0	MUS xxx Applied Study	1		
MUS xxx Applied Study	1	MUS 124A Symphonic Band	1		
MUS xxx Ensemble	0	MUS 334B Instrumental Conducting	2		
MUS 333 Conducting and Score Reading	2	MUED 237 Choral Techniques for Instrumentalists	1		
MUED 391 Fundamentals of Brass Instruments	1	MUED 321 Music Methods, Grades PK-2	2		
MUED 353 General Music Methods, Grades 6-12	1	MUED 443 Instrumental Music Methods I, Grades 6-8	2		
		EDSP 200 Q Foundations of Special Education	3		
Total Semester Hours	16	Total Semester Hours	18	Total Semester Hours	
Year 4					
Fall		Spring		Summer	
HIST 201/POLI 201	3	EDME 479 Internship	9		
CORE Quantitative Literacy	4	EDME 496 Seminar	3		
CORE Human & Social Behavior	3				
MUS 100 Recital Hour	0				
MUS xxx Applied Study	1				
MUS xxx Ensemble	0				
MUS 400 Senior Recital	0				
MUED 421 Music Methods for Grades 3-5	2				
MUED 444 Instrumental Music Methods, Grades 9-12	2				
EDLL 484 Content Area Reading and Writing	3				
Total Semester Hours	18	Total Semester Hours	12	Total Semester Hours	

### Similar Programs in South Carolina offered by Public and Independent Institutions

<b>Program Name and Designation</b>	<b>Total Credit Hours</b>	<b>Institution</b>	<b>Similarities</b>	<b>Differences</b>
Bachelor of Music (B.M.) with emphasis in Music Education	132	University of South Carolina (USC) – Columbia	Both programs provide K-12 teaching certification. Both programs offer a similar seven-semester applied music sequences. Both programs offer a four-semester music theory and ear-training sequence.	This program has three degree concentrations: Strings, Winds/ Percussion, Choral.
B.M. - Music Education	128	Furman University (FU)	Both programs provide K-12 teaching certification.	This program has two degree tracks, each with two concentrations: Band or Orchestral emphasis, Elementary or Choral emphasis. FU requires eight semesters of ensemble participation compared to seven in CCU's proposed degree. Elementary music courses are only required for students in the Elementary or Choral emphasis.
B.M.E.	126-127	Winthrop University (WU)	Both programs provide K-12 teaching certification. This program has the same degree concentrations (Instrumental and Choral) as CCU's proposed program.	This program offers a two- semester elementary and secondary music methods sequence rather than the four semesters in the proposed degree. WU requires fewer music ensemble credits, but more music theory credits. Several core classes are counted in the content area.
B.M.E.	135-136	Anderson University (AU)	Both programs provide K-12 teaching certification. This program has the same degree concentrations (Instrumental and Choral) as CCU's proposed program.	This program offers a five- semester music theory sequence rather than four. This program offers a two-semester elementary and secondary music methods sequence rather than four semesters in the proposed degree. This program offers a three- semester piano sequence rather than four.

<b>Program Name and Designation</b>	<b>Total Credit Hours</b>	<b>Institution</b>	<b>Similarities</b>	<b>Differences</b>
B.M.E.	139	Bob Jones University (BJU)	Both programs offer K-12 teaching certification.	This program has four degree concentrations: Orchestral, Vocal, Keyboard w/ Vocal, and Keyboard w/ Instrumental Vocal. This program offers a two- semester elementary and secondary music methods sequence rather than the four semesters in the proposed degree. This program requires courses in church music.
B.M. in Music Education	125	Converse College (C.C.)	Both programs provide K-12 teaching certification. This program has the same degree concentrations (Instrumental and Choral) as CCU's proposed program.	This program offers one K-12 general music methods course rather than a four-semester sequence of elementary and secondary methods. This program offers a six-semester piano sequence rather than four.
B.M.E.	125-136	North Greenville University (NGU)	Both programs provide K-12 teaching certification. NGU offers a similar music foundation (theory/ear training/piano) sequence.	This program has three degree concentrations: Instrumental, Choral and Elementary. This program offers a two-semester elementary and secondary music methods sequence rather than four semesters in the proposed degree. This degree requires a three- semester music history sequence rather than two.
B.M.E.	143-146	Newberry College (NC)	Both programs provide K-12 teaching certification. This program has the same degree concentrations (Instrumental and Choral) as CCU's proposed program.	This program requires four semesters of an applied secondary instrument.
Bachelor of Science (B.S.) in Music Education	126-128	Lander University (LU)	Both programs provide K-12 teaching certification.	This program has three concentrations rather than two. These concentrations are Keyboard, Vocal and Instrumental.
B.S. in Music Education	134-136	South Carolina State University (SCSU)	Both programs provide K-12 teaching certification.	This program has three concentrations rather

<b>Program Name and Designation</b>	<b>Total Credit Hours</b>	<b>Institution</b>	<b>Similarities</b>	<b>Differences</b>
				than two. These concentrations are Choral/Voice, Choral/Piano and Instrumental.

### Faculty

<b>Rank and Full- or Part-time</b>	<b>Courses Taught for the Program</b>	<b>Academic Degrees and Coursework Relevant to Courses Taught, Including Institution and Major</b>	<b>Other Qualifications and Relevant Professional Experience (e.g., licensures, certifications, years in industry, etc.)</b>
Assistant Professor, Full-time	Music Education Core, Instrumental Education Block, Vocal Education Block	D.M.A. in Music Education, M.M. in Music Education	Core faculty
Assistant Professor, Full-time	Instrumental Education Block, Music Foundation	M.M. Instrumental Conducting, Ph.D. Music Education	Core faculty
Professor, Full-time	Music Education Core	D.M.A. in Instrumental Conducting, M.S. in Music Education	Core faculty
Associate Professor, Full-time	Music Foundation, Vocal Music Education Block, Instrumental Education Block	D.M.A. in Percussion Performance, M.M. in Percussion Performance	Core faculty
*Assistant or Associate Professor, Full-time	Music Education Core	Ph.D. Music Education or Equivalent Qualification	Core faculty. To be hired 2018-2019 academic year. Begins Fall 2019
Associate Professor, Full-time	Instrumental Education Block, Vocal Music Education Block	M.M. and D.M.A. Vocal Performance	Core faculty
Lecturer, Full-time	Performance, Vocal Music Education	D.M.A. in Choral Conducting	Core faculty

\*This full-time faculty position is currently open due to a mid-year retirement but will be filled by Fall 2019.

Total FTE needed to support the proposed program:

Faculty: 1.14

Staff: 1.00

Administration: 0.14

YEAR	NEW		EXISTING		TOTAL	
	Headcount	FTE	Headcount	FTE	Headcount	FTE
<b>Administration</b>						
2019-2020	0	0.00	1	0.14	1	0.14
2020-2021	0	0.00	1	0.14	1	0.14
2021-2022	0	0.00	1	0.14	1	0.14
2022-2023	0	0.00	1	0.14	1	0.14
2023-2024	0	0.00	1	0.14	1	0.14
<b>Faculty</b>						
2019-2020	0	0.00	7	0.43	7	0.43
2020-2021	0	0.00	7	0.57	7	0.57
2021-2022	0	0.00	7	1.00	7	1.00
2022-2023	0	0.00	7	1.14	7	1.14
2023-2024	0	0.00	7	1.14	7	1.14
<b>Staff</b>						
2019-2020	0	0.00	1	0.50	1	0.50
2020-2021	0	0.00	1	0.50	1	0.50
2021-2022	1	1.00	0	0.00	1	1.00
2022-2023	0	0.00	1	1.00	1	1.00
2023-2024	0	0.00	1	1.00	1	1.00

### Faculty, Staff, and Administrative Personnel

Program implementation will not immediately require new faculty as such resources and expertise are currently in place. Instructional needs during year three of the program and beyond will likely demand the addition of a second full-time music education specialist to teach literature and methods courses and supervise internships. Part-time administrative clerical support to handle data processing necessary for completing requisite annual reports and maintaining state and national accreditations<sup>4</sup> will be necessary in year two and three of the program, but it is essential that the position become full-time in year four and beyond.

### Resources

#### Library and Learning Resources

Kimbel Library provides the materials in both print and electronic format to support the instructional program in music, to provide incentive for individual learning, and to support research appropriate for its faculty. Policies and procedures for collection management are articulated in the library's Collection Management Policies Manual, which is included on Coastal Carolina University's policies webpage.

<sup>4</sup> Requirements include completing ADEPT, Taskstream, and Campus Labs for each intern, recording mandated internships, arranging for required observation hours in each of five music methods courses, arranging for supervision of some 12-15 students each spring semester, and oversight of all licensure procedures for music education students.

Kimbel Library's Head of Acquisitions and Technical Services, in consultation with the Dean of Library Services, is responsible for maintaining a balanced collection that supports the curriculum of the University. Kimbel Library's liaison program provides communication between the library and the music department representative for the library. The library's budget specifically includes allocations for majors in the music department.

Each year faculty are encouraged to make requests for materials to be purchased to support their courses and research. Faculty can choose to receive slip notifications for new titles or can make requests using the library's materials request form or through communication with their library liaison. The library liaisons can make recommendations for purchase of materials and provide faculty with lists of new acquisitions. Liaisons are also instrumental in providing library instruction on the use of library materials and assistance with research assignments. In the event faculty do not make requests to completely expend their allocations, the library will purchase Choice Outstanding Academic Titles or other recommended titles to complement the collection. The library supports collections in a variety of formats either in print or electronically. The library collects primarily English language materials, but there are also books and electronic resources available in other languages.

Kimbel Library's collection consists of approximately 465,000 books, of which 349,000 are e-books. The library has over 32,000 media titles available for streaming, 3,350 DVDs, and 2,034 CDs. The library currently subscribes to 181 print journals and has approximately 45,000 journals available online through 202 journal packages or databases. Coastal Carolina University does not have a separate music library; most of the physical music collection is on the second floor, grouped according to the Library of Congress classification system. DVDs and CDs are grouped together on the first floor.

The library's collection to support the music department consists of the following:

Format	Number of titles	Number Published after 2000	Notes
Books	Total = 2343 M = 908 ML=1010 MT=425	836	
E-books	Total = 6599	6033	PASCAL (Partnership among South Carolina Academic Libraries) has provided access to ebrary and EBSCO e-books, which comprises the bulk of the library's eBook collections
CDs, DVDs	2212	2026	
Online resources	2340		Includes various collections, such as <i>Sheet Music Consortium</i> and materials available through the <i>Eighteenth Century Collections Online (ECCO)</i>

In addition to the ebrary and EBSCO eBook subscriptions, PASCAL provides access to Ebook Central, a patron-driven e-book acquisition program. If there are relevant books available through Ebook Central, the faculty member or student can request the book and it will be purchased through PASCAL funding.

For those students enrolled in the proposed B.M.E. program, the library provides a collection of juvenile and young adult fiction and non-fiction titles. The library collects textbooks used by the Horry and Georgetown County schools. Educational games, puppets, and other material appropriate for teaching is available for circulation.

Subscriptions to journal, journal packages, and databases that support the program are funded separately from the departmental allocations. The library provides access to the following databases that contribute to support of the music program:

- **American Memory** includes written and spoken words, sound recordings, still and moving images, prints, maps, and sheet music documenting the American experience.
- **Film & Television Literature Index with Full Text** "Subject coverage includes film & television theory, preservation & restoration, screenwriting, production, cinematography, technical aspects, and reviews. The database provides cover-to-cover indexing and abstracts for more than 380 publications (and selected coverage of 300), as well as full text for more than 120 journals and 100 books. In addition, Film & Television Literature Index with Full Text includes Variety movie reviews from 1914 to present and over 36,300 images from the MPTV Image Archive."
- **Filmmakers Library Online** provides award-winning documentaries, listing 117 performance or documentary titles in the area of music, theater, and dance.
- **Films on Demand** is a comprehensive database of educational films; 746 films are identified as music and dance. Producers include the *Broadway Digital Archive*, *The Discovery Orchestra*, *BBC*, and *PBS*.
- **Humanities Source** offers full text resources and abstracts in literature, philosophy, the arts, history, culture and multi-disciplinary humanities titles, with a special emphasis on literature and the literary arts. Includes the *Humanities International Index* database, *Humanities International Complete*, plus other unique full text content. Dates of coverage: 1907-current.
- **International Bibliography of Theatre and Dance with Full Text** includes indexed journal articles, books, and dissertations on theatre and performance. Dates of coverage: 1982-current.
- **JSTOR** supports research across many disciplines and lists 108 journals or books related to music and performing arts.
- **Musical Theater Songs** draws from 150 years of musical theater repertoire ranging from well-known standards to rare finds. This resource also links to various sites to make it simple to locate the sheet music and recordings.
- **Naxos Music Library** is a collection of classical music and catalogs of audio tracks. Includes Classical music, Jazz, World, Folk and Chinese music. Access is limited to 5 users at a time.
- **Oxford Music Online** provides full text articles covering aspects of music and related topics.
  - Access is limited to 3 users at a time.
- **Project Muse** provides full-text journals and books with 817 books and 15 journals listed as related to music and performance.
- **RILM Abstracts of Music Literature** is a guide to publications on domestic and international music: articles, books, bibliographies, catalogs, dissertations, Festschriften, iconographies, critical commentaries to complete works, ethnographic recordings, conference proceedings, electronic resources, reviews.
- **VAST Academic Video Online** includes newsreels, award-winning documentaries, field recordings, interviews, lectures, training videos, and exclusive primary footage. VAST lists 1512 titles for music and performing arts.

Requests for new journals, journal packages, or databases can be made through the library liaison or Director of Library Services. The Director of Library Services makes a determination based on availability of funding to purchase new subscriptions.

## **Student Support Services**

### **Advising**

Advisers currently working within the College of Humanities and Fine Arts (COHFA) are sufficient to provide support without additional cost. All university-wide academic support services (the Writing Center, Math Lab, Tutoring, Office of Disability Services, etc.) are available to these new majors as they are to all students. The music faculty has traditionally been an equal partner in advising and is committed to student success with no additional costs for this resource.

### **Counseling Services**

Counseling Services are offered to Coastal Carolina University students to assist students in defining and accomplishing their personal and academic goals. Services include:

- Treating mental health concerns
- Preventing psychological difficulties
- Educating students to live emotionally and behaviorally healthy lives, and
- Contributing to a healthy campus environment.

Services also include individual, couples, and group counseling; psychiatric services; crisis intervention; assessment; nutritional counseling; drug and alcohol education; referrals; and consultation. The ultimate aim of Counseling Services is to produce graduates who are healthy citizens. Counseling Services adheres to the standard professional procedure regarding confidentiality of information and records are not part of any other CCU records.

### **Accessibility and Disability Services**

Accessibility and Disability Services offers students with physical, psychological, or learning disabilities accommodations and assistance. With appropriate documentation, counselors determine accommodations needed to assist students in taking full advantage of their CCU educational opportunities. Ongoing disability coaching is offered to assist students with disabilities to help ensure their success at Coastal Carolina University. To access services and accommodations, students should register with the office, obtain documentation of the disability, and make an appointment with a staff member.

### **Physical Resources/Facilities**

The facilities discussed below are adequate for the initial cohort of students. Increasing enrollment may demand more classroom and performing space.

COHFA serves as home to the Edwards Recital Hall, the Edwards Black Box Theater, several music classrooms, technology labs, rehearsal rooms, numerous music faculty, and the administrative office. The Edwards Recital Hall is one of the busiest performance halls on campus, accommodating weekly chamber and solo performances by students, faculty, and guest artists. In addition to the variety of performances, many of the day-to-day classes, rehearsals, and applied lessons take place within the walls of the Edwards building.

The Coastal Band Hall is the rehearsal space for the majority of the University's instrumental ensembles. It is home to the large ensemble rehearsal room, the percussion studio, several practice rooms, and faculty offices. The *Chanticleer Regiment* dedicated practice field is also located adjacent to the Coastal Band Hall.

Wheelwright Auditorium is the premier performance hall at CCU and hosts hundreds of events each year. Boasting a seating capacity of nearly eight hundred, a state-of-the-art lighting and audio system, and a

full-time staff of expert technicians, Wheelwright is the ideal location for major concerts, theatre productions, and other events requiring lots of space and excellent acoustics. The lobby gleams with Italian marble floors, complete with an inset of the bronze university seal. Upstairs at Wheelwright is the mezzanine, which opens into an open-air balcony. Surrounded by faculty offices, a reception room, practice rooms, and a state-of-the-art recording studio. The mezzanine is also home to the Beach Music Hall of Fame.

The Wheelwright Recording Studio is a state-of-the-art facility, featuring the most up-to-date hardware and software (Pro Tools) for digital music recording, editing, mixing, and mastering. The studio features a main room and five remote recording spaces and has a direct connection to the Wheelwright Auditorium for documenting live events. The studio can record up to 32 live tracks in high-definition file formats and features industry standard microphones, preamps, and virtual plug-ins. The studio documents over 100 events a year and includes a student staff of outstanding individuals who have completed the recording technology course sequence.

The newest facility, Sands Hall, is the primary location for the music department's practice rooms. This facility contains 11 state-of-the-art Wenger *Soundlok* Sound Isolation practice modules.

### **Equipment**

Current equipment is adequate for the initial cohort of students. However, with increasing course offerings, new software may be required. The program also assumes that computers and associated software (that already exist) will be replaced as necessary.

### **Impact on Existing Programs**

Will the proposed program impact existing degree programs or services at the institution (e.g., course offerings or enrollment)?

- ☒ Yes
- ☐ No

Implementation of the B.M.E. program will lead to a gradual phasing out of the current B.A. in Teacher Preparation Pre-Certification Concentration and the M.A.T. in Music degree. The B.M.E.'s 4-year curriculum will better align with the music department's other 4-year degree programs: B.A. in Music - Commercial Music and Jazz; B.A. in Music - Performance; and B.A. in Music - General Studies. Furthermore, B.M.E. students will avoid higher M.A.T. tuition costs, the extensive number of summer courses, and will graduate along with their music cohort.

### Financial Support

Sources of Financing for the Program by Year												
Category	1 <sup>st</sup>		2 <sup>nd</sup>		3 <sup>rd</sup>		4 <sup>th</sup>		5 <sup>th</sup>		Grand Total	
	New	Total	New	Total	New	Total	New	Total	New	Total	New	Total
Tuition Funding	\$257,742	\$257,742	\$408,951	\$408,951	\$499,583	\$499,583	\$561,779	\$561,779	\$485,932	\$485,932	\$2,213,986	\$2,213,986
Program-Specific Fees											\$0	\$0
Special State Appropriation											\$0	\$0
Reallocation of Existing Funds											\$0	\$0
Federal, Grant or Other Funding											\$0	\$0
<b>Total</b>	<b>\$257,742</b>	<b>\$257,742</b>	<b>\$408,951</b>	<b>\$408,951</b>	<b>\$499,583</b>	<b>\$499,583</b>	<b>\$561,779</b>	<b>\$561,779</b>	<b>\$485,932</b>	<b>\$485,932</b>	<b>\$2,213,986</b>	<b>\$2,213,986</b>
Sources of Costs for the Program by Year												
Category	1 <sup>st</sup>		2 <sup>nd</sup>		3 <sup>rd</sup>		4 <sup>th</sup>		5 <sup>th</sup>		Grand Total	
	New	Total	New	Total	New	Total	New	Total	New	Total	New	Total
Program Administration and Faculty/Staff Salaries	\$81,012	\$81,012	\$96,721	\$96,721	\$168,398	\$168,398	\$186,424	\$186,424	\$190,152	\$190,152	\$722,707	\$722,707
Facilities, Equipment, Supplies, and Materials	\$9,442	\$9,442	\$7,294	\$7,294	\$7,294	\$7,294	\$7,294	\$7,294	\$3,785	\$3,785	\$35,109	\$35,109
Library Resources	\$400	\$400	\$400	\$400	\$400	\$400	\$400	\$400	\$400	\$400	\$2,000	\$2,000
<b>Total</b>	<b>\$90,854</b>	<b>\$90,854</b>	<b>\$104,415</b>	<b>\$104,415</b>	<b>\$176,092</b>	<b>\$176,092</b>	<b>\$194,118</b>	<b>\$194,118</b>	<b>\$194,337</b>	<b>\$194,337</b>	<b>\$759,816</b>	<b>\$759,816</b>
<b>Net Total</b> (Sources of Financing Minus Estimated Costs)	<b>\$166,888</b>	<b>\$166,888</b>	<b>\$304,536</b>	<b>\$304,536</b>	<b>\$323,491</b>	<b>\$323,491</b>	<b>\$367,661</b>	<b>\$367,661</b>	<b>\$291,595</b>	<b>\$291,595</b>	<b>\$1,454,170</b>	<b>\$1,454,170</b>

Note: New costs - costs incurred solely as a result of implementing this program.

Total costs - new costs; program's share of costs of existing resources used to support the program; and any other costs redirected to the program.

## Budget Justification

Program cost-effectiveness and return-on-investment are evaluated institutionally using an induced revenue/expense model. As shown in the Financial Support table, tuition revenues are based on a 15-credit course load for each student projected to enroll in the program. These revenues represent course revenues derived from both program and general education curriculum requirements. The expenses shown in the Financial Support table represent direct expenses necessary for delivering program courses and administration. Due to an undergraduate program's inducement of additional general education expenses, as well as overall institutional operational expenses, the University uses a 50% gross academic margin assessment to ensure that new programs will provide sufficient revenues to support their expense impact on institutional operations.

To derive gross academic margin, CCU calculates total induced revenue (\$2,213,986 for the period) minus total direct expenses (\$ 759,816 for the period) divided by total induced revenue (\$2,213,986 for the period).  $[(Revenue-Expenses)/Revenue]$

For a program to be considered cost-effective, the University looks for undergraduate programs to produce a gross academic margin of 50% or better. The 50% threshold is due to undergraduate participation in the general education curriculum, as well as greater undergraduate reliance on university operational resources. This program's gross academic margin is 65.7% for the period, which indicates that this program has a high likelihood of producing sustainable revenues.

## Evaluation and Assessment

<b>Program Objectives</b>	<b>Student Learning Outcomes Aligned to Program Objectives</b>	<b>Methods of Assessment</b>
1. Incorporate pedagogical methods, materials, and repertoires appropriate to the teaching specialization.	1. Utilize basic skills and techniques for playing age-appropriate instruments in K-12 music.  2. Incorporate learning environments supported by technology	Mid-Program Review,  Teaching Internship,  PRAXIS II
2. Demonstrate knowledge of current methodologies and the ability to deliver instruction successfully to diverse groups of students	1. Students will use differentiated instruction to understand the individual educational needs of students.  2. Apply a basic knowledge of performance-based music instruction, materials, and literature to students of varying abilities.	Mid-Program Review,  Teaching Internship,  PRAXIS II
3. Perform competently on primary and secondary instruments and as a member of a major ensemble.	1. Students will demonstrate effective performance abilities in keyboard, voice, and other instruments appropriate to the student's teaching specialization.  2. Students will utilize knowledge of standard literature and historical periods pertinent to their major ensemble.	Sophomore Barrier,  Mid-Program Review,  Semester Jury,  Senior Recital Hearing

<b>Program Objectives</b>	<b>Student Learning Outcomes Aligned to Program Objectives</b>	<b>Methods of Assessment</b>
4. Demonstrate a disposition that reflects the attitudes, beliefs, and values for successful music instruction	1. Students will use professional and ethical practices in music education with peers, instructors and in classroom situations.  2. Students will use self-reflective practices to evaluate their teaching effectiveness	Disposition Assessment,  Teaching Internship

The Praxis II music exam and Mid-Program review are primary evaluations of the objectives for the B.M.E. degree program. Students will take the Praxis II exam (0114/5114) in their junior year and must achieve a passing score of 162 before they can register for the teaching internship in their final semester. This exam's four main categories are: Music History/Theory; Performance; Instructional Activities; and Instruction, Professional Issues, and Technology. The Educational Testing Service Data Manager provides institutional access to Praxis II score analyses that allow us to address weak areas for students and improve score results.

The purpose of the Mid-Program Review is to provide a benchmark assessment of students' skills and dispositions prior to their entry into the sequence of professional methods courses. The performance parameters are in keeping with the expected skill level of each student by the end of their sophomore spring semester. Mid-Program Reviews include performance evaluation of sight-singing ability and keyboard accompaniment, academic standing, faculty evaluation of progress on the major instrument, ensemble director evaluation of demonstrated skills in ensembles, written terminology and symbols test, error detection, and performance on a stringed instrument.

The instrumental and choral supervisors of teaching internships will track the employment of the B.M.E. students. Also, the department will utilize data from the Alumni Survey conducted annually by The Spadoni College of Education.

### **Accreditation and Licensure/Certification**

Will the institution seek program-specific accreditation (e.g., CAEP, ABET, NASM, etc.)?

☒ Yes

☐ No

As a member of the National Association of Schools of Music (NASM), CCU is required to have any degree programs in music reviewed and approved before enrolling students in that degree. When a program is first proposed, it is for plan approval. After at least three students graduate with that degree, the institution applies for final approval. NASM lists all approved degree programs for each member institution.

NASM generally suggests that an institution apply for plan approval concurrently with an advanced stage of the local approval process. In this case, that would mean sending the proposal in while it is still being reviewed by the SCCHE. The NASM Commission meets twice a year (June, November). The advantage to this concurrent application is the ability to offer the degree sooner. Therefore, the plan is to submit the NASM proposal during Spring 2019. It would be incumbent on us to keep all parties informed of any changes to the program as a result of either review.

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

☒ Yes

☐ No

The B.M.E. will provide CCU music students with a four-year undergraduate degree in Music Education with initial licensure (Grades K-12, Choral or Instrumental).

The curriculum for the B.M.E. is a 129-130 credit hour degree program with initial licensure. It is constructed according to guidelines established in the handbook of the NASM. The B.M.E. degree will prepare CCU music students to effectively incorporate the three artistic processes (creating, performing, and responding) from the 2014 National Standards of Music into their teaching.

If the program is an Educator Preparation Program, does the proposed certification area require national recognition from a Specialized Professional Association (SPA)?

☐ Yes

☒ No