

Name of Institution: The College of Charleston  
 New Program Proposed: Master of Arts in Teaching in the Performing Arts  
 Academic Unit Involved: The School of the Arts, The School of Education,  
 and The School of Humanities and Social Sciences  
 all at The College of Charleston  
 Degree: Master of Arts in Teaching (M.A.T.)  
 Proposed Date of Implementation: Fall 2007  
 Hours Required: 36-45 (depending on concentration)  
 CIP Code: 50.010

### Justification

The College of Charleston seeks to establish a new M.A.T. program in the Performing Arts in order to meet a critical need in the Lowcountry of South Carolina. P-12 schools throughout the region and the state are experiencing significant shortages in teachers qualified to teach Music, Dance, and Theater. Teaching positions in arts areas of Music and Drama/Theater continue to be categorized as areas of “critical need” by the South Carolina State Department of Education, meaning that the need for qualified individuals to teach in these areas is dramatic. The table below summarizes the current needs in the three largest schools districts in the Charleston Tri County area.

School District	# of arts vacancies-2006-07	# of vacancies filled-as of 1/2007
Berkeley	61	59 (see explanation below)
Charleston	210	190
Dorchester 2	Waiting reply	Waiting reply

It is evident that school districts are often desperate to fill arts teaching positions. Many districts do not even consider instituting a dance program because there are so few qualified individuals certified to teach dance. Charleston County Fine Arts Supervisor indicated that many of the arts positions are filled by long term substitutes for the entire year. Others are filled by individuals who are becoming certified through PACE, but are not yet fully qualified. Berkeley County Performing Arts coordinator provides this information current as of January 2007: There are 105 Fine Arts Specialists, of these 105 (and the positions they hold):

- 3 are retirees filling positions that could not otherwise be filled
- 4 have Language Arts Certification, but teach anywhere from one section to a full class load of Theater
- 1 has a theater credential, and teaches at least one section of dance per day (creative pantomime)
- 2 positions are filled by long-term substitutes
- 10 are becoming certified through PACE
- 2 positions are completely unfilled

Similarly, in Beaufort County, Fine Arts Coordinator Kristy Smith reports that, because her district no longer allows the hiring of any arts teachers without proper certification, arts positions are often converted into non-arts positions that can be filled by fully certified professionals. For example, a school in need of a music teacher may be forced to use the teaching position for a subject such as business or English because of the lack of highly qualified art applicants.

The Federal No Child Left Behind Act's requirements have made staffing teaching positions even more difficult. The law identifies the arts as a Core Academic Subject and requires that all arts teachers are "highly qualified." In order to be classified as "highly qualified" a teacher must have at least an undergraduate degree in the content area, demonstrate content knowledge in each area taught, and be fully certified to teach.

Because of the limited number of certification programs in South Carolina as a whole, and with none of the graduate or undergraduate programs existing in the Lowcountry, school districts experience serious difficulty finding the needed numbers of qualified teachers to fill arts teaching vacancies. There is a great deal of interest in a M.A.T. program that would enable individuals with undergraduate degrees in a performing arts area to earn teaching certification. The true strength of the graduate program would come from allowing students to embrace their liberal and fine arts undergraduate experience and focus graduate study on a career in teaching, forging a natural link among the three schools.

Formal communication with the Dean of Graduate Studies at The Citadel shows that there is no interest in mounting a program leading to teacher licensure in any arts area. Therefore, all of the Institutions of Higher Education offering M.A.T. programs in the performing arts are a great distance from the South Carolina Lowcountry which makes it almost impossible for the typical graduate student to juggle advanced study with family and employment demands. The public institutions in South Carolina that currently offer graduate programs leading to certification in the arts are:

- Winthrop University-M.A.T. in Music Education
- Coastal Carolina University-M.A.T. in Music
- University of South Carolina-M.A.T. in Theater Education

The College of Charleston has long been dedicated to providing a high quality, rigorous education with strong emphasis on the liberal and fine arts to students enrolled in both its undergraduate and graduate programs. All of the graduate programs which prepare future and practicing teachers which exist at the College of Charleston are nationally recognized and accredited. This framework for excellence clearly supports the addition of the M.A.T. in the Performing Arts. The new M.A.T. in the Performing Arts program aligns with the College of Charleston's mission to "meet the growing educational demands primarily of the Lowcountry and the state and, secondarily, of the Southeast." (College of Charleston Mission Statement, 2005).

As evidenced by successful national accreditation and recognition, the School of Education has a solid reputation for implementing successful interdisciplinary master's degrees. Two existing, successful interdisciplinary M.Ed. degrees currently in place are the Science and Mathematic for Teachers and Languages programs. The School of the Arts has a well-established undergraduate program in each of the major arts disciplines. Prospective students who lack the prerequisite background in their chosen art field will be able to earn credits as necessary through the School of the Arts' undergraduate program prior to admission to the M.A.T. program. Additionally, the College of Charleston already has existing M.A.T. and M.Ed. programs of high quality in place that will support and strengthen the proposed M.A.T. program. The School of Education already has M.A.T. programs in place for Early Childhood Education, Elementary Education, and Special Education, and M.Ed. programs for Special Education. The School of the Arts and School of Humanities and Social Sciences' successful collaboration on the Arts Management concentration in the MPA program will strongly support the new M.A.T. in Performing Arts. This support is evidenced in the integrated coursework required in the M.A.T. in Performing Arts curriculum.

## ENROLLMENT

### Admissions Criteria

Admission to the program will be granted based on a review of each applicant's admission materials by a Faculty Admissions Committee consisting of the program director and two professors (one from Music and one from Theatre/Dance). Each application should include the following:

- an official college transcript from an accredited institution documenting the completion of a baccalaureate degree with a concentration in the arts and the successful completion of a Human Growth and Development course
- a fully completed application to the program
- an applicant essay describing the applicant's suitability for and desire to pursue the M.A.T. program and a career in education
- an audition/interview demonstrating the applicant's performing and/or teaching ability in his/her chosen discipline
- a 2.5 overall undergraduate GPA, and a 3.0 undergraduate GPA in the last 60 hours of coursework
- an official copy of test scores of the Graduate Record Examination which include the verbal, analytical and writing assessments.

### Projected Total Student Enrollment

PROJECTED TOTAL ENROLLMENT						
YEAR	FALL		SPRING		SUMMER	
	Headcount	Credit Hours	Headcount	Credit Hours	Headcount	Credit Hours
2007-2008	12*	108	12	108	12	108
2008-2009	15**	135	15	135	15	135
2009-2010	20***	180	20	180	20	180
2010-2011	25	225	25	225	25	225
2011-2012	25	225	25	225	25	225

\* music concentration only

\*\* music and theatre concentrations

\*\*\*music theatre and dance concentrations

The above headcounts are based on estimates of the following pools of students applying for enrollment to this program. The estimates were obtained through informal surveys:

- College of Charleston graduates with majors in the performing arts
- graduates from other regional institutions with majors in the performing arts

- graduates from College of Charleston and other institutions with minors in the performing arts
- professional musicians, actors, dancers from the region and beyond with bachelor's degrees and demonstrated proficiency in the arts, who want to return for a career change to teaching

The number of credit hours/semester is based on the expectation that each full-time student will register for a minimum of 9 credit hours per semester. The offering of a four-semester course rotation will be available for each concentration (Music/Theatre/Dance) in order for each student to complete his/her course requirements in four semesters or the equivalent combination of semesters and summer sessions.

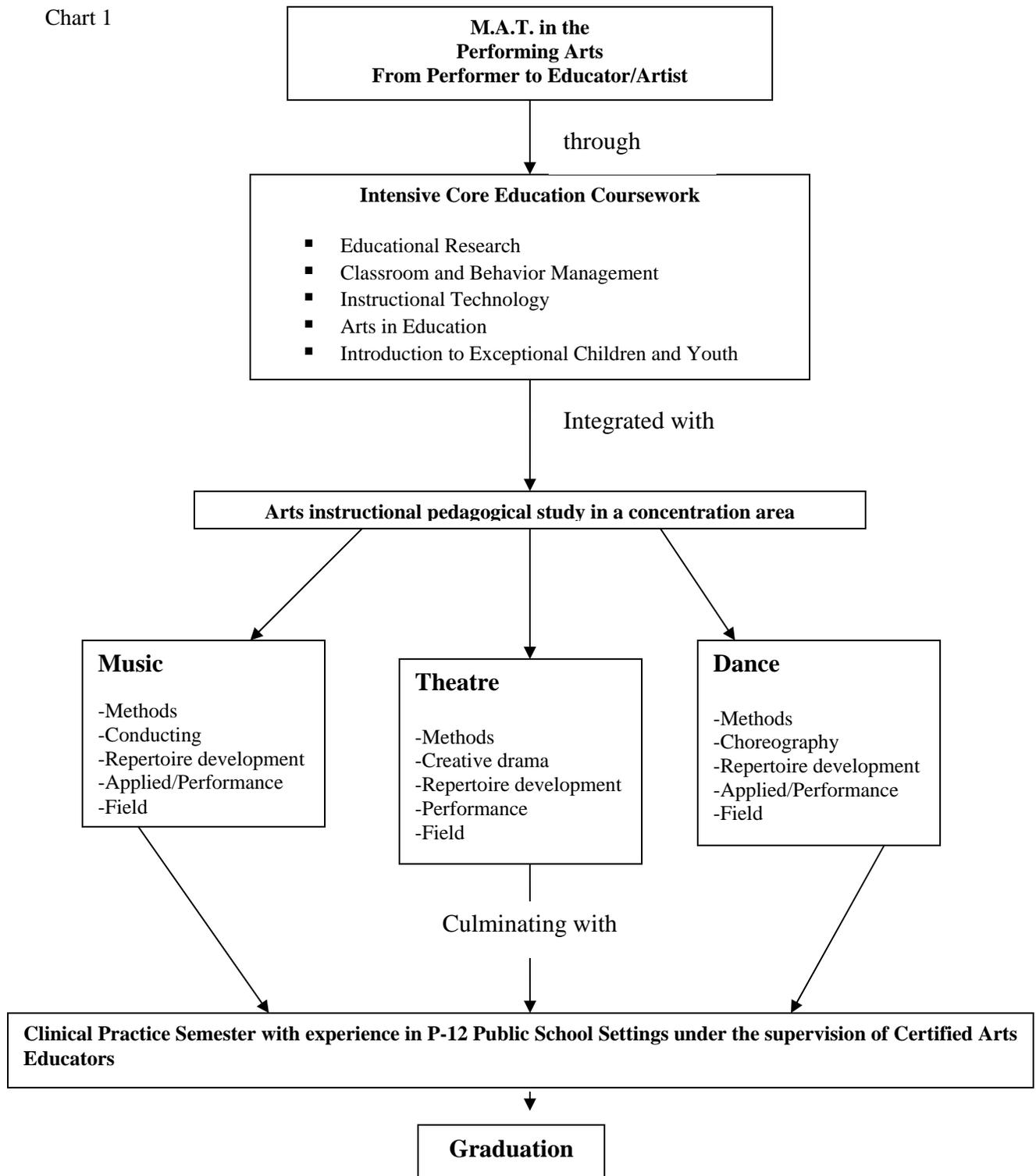
Because of the specialized arts focus of the program, we do not anticipate enrollment from students currently enrolled in other graduate programs at the College of Charleston, after the first year of the program's existence. It is possible that the original pool of M.A.T. in the performing arts students would include those who, in anticipation of the program's existence, had applied and been accepted into other M.A.T. programs at the College or to the MPA program in Arts Management, with the plan to change majors when the opportunity became available. This is possible since the majority of the core classes needed for the future M.A.T. degree in the performing arts would be currently offered and available in these other programs. Therefore, after the initial year of the program, future students would begin their graduate study in the M.A.T. in the Performing Arts program.

ESTIMATED NEW ENROLLMENT						
YEAR	FALL		SPRING		SUMMER	
	Headcount	Credit Hours	Headcount	Credit Hours	Headcount	Credit Hours
2007-08	10	90	10	90	10	90
2008-09	15	135	15	135	15	135
2009-10	20	180	20	180	20	180
2010-11	25	225	25	225	25	225
2011-12	25	225	25	225	25	225

### Curriculum

Curriculum is constructed to build upon already strong performance ability and comprehensive arts content knowledge. Curriculum for the M.A.T. program will consist of a set of core courses in P-12 and arts education. The diagram below illustrates the integration between educational foundations and arts concentration coursework.

Chart 1



Candidates in the M.A.T. in the Performing Arts program will complete part of their core education coursework through courses such as Classroom Management and Educational Research which are currently taught in the School of Education's existing programs. Similarly, additional core courses such as Arts in Education and Arts in Technology which are offered as part of the Arts Management concentration will also service the M.A.T. in Performing Arts curriculum. All coursework related to the M.A.T. for the Performing Arts will meaningfully combine knowledge, skills, content, and teaching methods.

Candidates will also take specific coursework and sequenced field experiences related to the instructional pedagogy of their arts specialty area including a semester long clinical practice capstone. The concentrations will be phased in over a five year period. In year one of the program (Fall 2007) only students in the music concentration will be admitted. Students in the theatre concentration will be admitted to begin their core education coursework in summer of 2008. The final concentration area of Dance will begin admitting students for summer of 2009. Required specialty courses in each concentration area will be offered once an academic year. There will be instances where courses in this program will overlap with other M.A.T. programs or concentrations at the College. These occurrences will be sequenced so that the courses are in the same academic term in both programs, optimizing the use of faculty resources. The tentative plan for the sequenced implementation of the M.A.T. program in the Performing Arts across the three areas of concentration is outlined in chart 2.

### Required Core Courses

Candidates in all three concentrations of the M.A.T. in the Performing Arts program will complete the following coursework. All of the core courses are already in existence and are currently being taught at the College of Charleston:

PUBA 664	Arts in Education*	3
EDFS 725	Classroom and Behavior Management*	3
EDFS 710	Introduction to Exceptional Children*	3
EDFS 635	Educational Research*	3
EDFS 687	Technology Education* for Teachers OR	3
PUBA 663	Arts and Technology*	
<b>TOTAL</b>		<b>15</b>

In addition to the common set of required core courses, specialty coursework, and required number of credits, relate directly to the arts concentration the candidate selects for their degree and area of specialization, and the requirements of the State Department of Education for teacher certification.

Because of differing requirements the minimum number of credits required for degree completion will vary according to discipline:

Concentration	Core Credits	Minimum Required Specialization Credits	Minimum Credits Required for Graduation
Music	15	29	44
Theater	15	26	41
Dance	15	24	39

Chart 2: Plan for phasing in the three concentration areas in the MAT program

	Fall 2007	Spring 2008	Summer 2008	Fall 2008	Spring 2009	Summer 2009	Fall 2009	Spring 2010
Music Concentration	Arts in Education Foundations and Elementary Methods Graduate Conducting I Applied music or ensemble	Secondary Methods Graduate Conducting II or Advanced Applied Music Literature Seminar Ensemble Instrumental Methods	Cadre I and Cadre II begins  Educational Research  Technology in Education	Cadre I Classroom Management Introduction to Exceptional Children Applied Music Ensemble Vocal Pedagogy  Cadre II Arts in Education Foundations and Elementary Methods Graduate Conducting Vocal Pedagogy Applied or Ensemble	Cadre I Clinical Practice     Cadre II Secondary Methods Graduate Conducting II Or Advanced Applied Music Music Literature Seminar Instrumental Methods Ensemble	     Cadre II Classroom Management  Introduction to Exceptional Children  Cadre III begins  Educational Research Technology in Education	     Cadre II Clinical Practice  Cadre III Classroom Management Introduction to Exceptional Children Applied Music Ensemble Vocal Pedagogy	     Cadre III Secondary Methods Graduate Conducting II Or Advanced Applied Music Music Literature Seminar Instrumental Methods Ensemble
Theater Concentration			Cadre I Educational Research  Technology for Drama and Dance or Tech Ed.	Cadre I Arts in Education  Theatre for Youth Repertory  Creative Drama-Advanced  Choreography in the Classroom	Cadre I Foundations and Elementary Methods  Children's Dramatic Literature Seminar  Practicum Elective	Cadre I Classroom Management Intro to Except. Children Secondary Methods  Cadre II begins Educational Research Technology for Drama and Dance	Cadre I Clinical Practice  Cadre II Arts in Education Theatre for Youth Repertory Creative Drama-Advanced Choreography in the Classroom	     Cadre II Foundations and Elementary Methods  Children's Dramatic Literature Seminar  Practicum Elective
Dance concentration						Educational Research  Technology for Drama and Dance or Tech Ed	Arts in Education  Choreography in the Classroom Diversity in Dance Dance Performance	Dance Aesthetics  Dance literature Seminar Dance Performance Elective Practicum

## Specialty Coursework

The specialty coursework for each concentration is presented here.

### Music concentration

Foundations & Preschool and Elementary Music Methods	3
Middle Grades and Secondary Music Methods	3
Graduate Conducting I	2
Graduate Applied Music	2
Graduate Conducting II OR Graduate Applied Music II	1
Instrumental Methods for Vocal Music Teachers	2
Vocal Pedagogy	2
Music Literature Seminar	2
Ensemble	1/1
Arranging Seminar	[2]
Capstone: Clinical Practice in Music Education	9
 Total specialty coursework	 29[31]
<b>TOTAL Hours for M.A.T. degree (music concentration)</b>	<b>44-46</b>

### Theatre concentration

Foundations & Preschool and Elementary Theatre Methods	3
Middle Grades and Secondary Theatre Methods	3
Theatre for Youth Repertory	3
Children's Dramatic Literature Seminar	2
Creative Drama-Advanced	3
Choreography for the Classroom	3
Computer Technology in the Dance and Drama Classroom (optional)	(3)
Practicum in Theatre	3
Capstone: Clinical Practice in Theatre Education	9
 Total specialty coursework	 26-29
<b>TOTAL Hours for M.A.T. degree (theatre concentration)</b>	<b>41-44</b>

### Dance concentration

Choreography for the Classroom	3
Diversity in Dance	3
Dance Aesthetics	3
(Computer Technology in the Dance and Drama Classroom) optional	(3)
Dance Performance elective	1(1)
Dance Literature Seminar	2
Practicum in Dance Education	3
Capstone: Clinical Practice in Dance Education	9
 Total Specialty Coursework	 24-28
<b>TOTAL Hours for M.A.T. degree (dance concentration)</b>	<b>39-43</b>

With a few exceptions in the theatre course listings, the specialty courses are **new** courses. It is expected that 20 new courses will be added to the College's graduate catalogue over the next five years. A brief description of the full range of specialty course offerings spanning all disciplines is presented below. Courses where an asterisk appears are existing courses:

### **Course Descriptions:**

#### **Clinical Practice in Dance, Theatre or Music Education (9 hours)**

Students are placed in an education setting commensurate with his or her emphasis in Arts education to observe, teach, and participate fully during the entire school day for a minimum of 60 days. Prerequisite: completion of all coursework and admission to clinical practice.

### **MUSIC**

#### **Choral Conducting 1 (2 hours)**

Study of advanced conducting techniques, rehearsal methods and strategies for choral conducting. Prerequisite: 2 semesters undergraduate conducting, or equivalent experience.

#### **Advanced Conducting II (1 hour)**

Continued study of advanced conducting techniques. Increased emphasis on choral/orchestral techniques, and opera/music theatre conducting techniques. Prerequisite: Choral Conducting 1.

#### **Arranging Seminar (2 hours)**

Study of choral and instrumental arranging techniques appropriate for levels P-12. Prerequisite: undergraduate Music theory I-IV or its equivalent.

#### **Foundations and Elementary Music Education Methods (3 hours)**

Organization and management of elementary music programs, teaching methodologies with emphasis on methods such as Orff and Kodaly. Course content will include elementary classroom observations. Prerequisite: Undergraduate conducting.

#### **Middle and Secondary Music Education Methods (3 hours)**

Organization and management of choirs, repertoire, programming considerations, and teaching methodology appropriate to Middle School/Junior High/High School Choirs. Prerequisite: Undergraduate conducting

#### **Instrumental Methods for Vocal Music Teachers (1 hour)**

Introduction to the major families of instruments, and essential methods and teaching strategies for instrumental music in a public school setting. Prerequisite: none

#### **Vocal Pedagogy (2 hours)**

Study of the teaching methods used in studio voice. Emphasis on the anatomy and function of the singing voice. Prerequisite: none

#### **Music Literature Seminar (2 hours)**

Focus on survey of appropriate music literature for use across grade levels. Analysis and collection of appropriate repertoire across age and grade levels is emphasized. Pre-requisite: Elementary and Secondary Methods.

**Practicum in Music (3 hours)**

Practical experience in production and teaching projects. Supervised Field experience under the supervision of fully certified music educators in P-12 schools.

**THEATRE****Theatre for Youth Repertory (3 hours)**

Practical experience in all aspects of producing classical and new productions for youth and with youth including research, writing, scene work, design presentations, rehearsals, performing and administrative production.

**Creative Drama-Advanced (3 hours)**

Advanced exploration and application of theories, practice and styles of Creative Drama including application of multiple theories and practices; correlating dramatic elements with academic curriculum; utilization of dramatic elements to enhance the cognitive, social and affective development of children and youth.

**Foundations and Elementary Theatre Education Methods (3 hours)**

Organization and management of elementary theatre programs, teaching methodologies. Course content will include elementary classroom observations. Prerequisite: Creative Drama.

**Middle and Secondary Theatre Education Methods (3 hours)**

Organization and management of production work, repertoire, programming considerations, and teaching methodology appropriate to Middle School/Junior High/High School Theatre. Prerequisite: Children's Theatre/Theatre for Youth Repertory.

**Choreography for the Classroom (3 hours)**

Students will learn steps and combinations and how to choreograph and teach simple dances for students in a classroom in a non-performance setting. Prerequisite: none

**Computer Technology in the Dance and Drama Classroom (3 hours)**

A study of multi-media applications available to the drama and dance teacher for classroom and production use. Prerequisite: none

**Children's Dramatic Literature Seminar (2 hours)**

Focus on survey of appropriate theatrical literature for use across grade levels. Analysis and collection of appropriate repertoire across age and grade levels is emphasized. Prerequisite: Theatre for Youth Repertory

**Practicum in Theatre (3 hours)**

Practical experience in production and teaching projects. Supervised Field experience under the supervision of fully certified drama and dance educators in P-12 schools.

**DANCE****Choreography for the Classroom (3 hours)**

Students will learn steps and combinations and how to choreograph and teach simple dances for students in a classroom in a non-performance setting. Prerequisite: none

**Diversity in Dance (3 hours)**

A combination of the diverse skills required for teachers and dancers to teach a well-rounded dance curriculum. The course includes world dance forms and cultural topics, Western Theatrical Dance and Non-Western World Dance. Prerequisite: none

**Dance Aesthetics (3 hours)**

The study of aesthetic theories and the application of critical analysis to concert dance forms. The course would focus on developing the student's critical eye and written expression through the use of both description review and critical analysis.

**Dance Performance Elective: Special Topics (1-3 hours)**

Applied study of a dance form other than the candidate's form of dance expertise.

**Computer Technology in the Dance and Drama Classroom (3 hours)**

A study of multi-media applications available to the drama and dance teacher for classroom and production use. Prerequisite: none

**Dance Literature Seminar (2 hours)**

Focus on survey of appropriate dance literature for use across grade levels. Analysis and collection of appropriate repertoire across age and grade levels is emphasized. Prerequisite: Dance Aesthetics

**Practicum in Dance (3 hours)**

Practical experience in production and teaching projects. Supervised Field experience under the supervision of fully certified drama and dance educators in K-12 schools.

**FACULTY****New Faculty**

Faculty candidates will typically hold at least a terminal degree in their subject area, with some holding a Ph.D. or its equivalent (DMA, etc.). No new faculty lines will be needed for the graduate program for the first two years. By year three, a new faculty appointment with graduate qualifications in Music Education will be needed to provide for the supervision requirements of accreditation agencies.

**Changes in Assignment**

The graduate faculty are expected to remain actively engaged in their respective undergraduate programs. Teaching schedules for the three to five arts faculty serving the program each semester are expected to include two to three undergraduate sections (or the equivalent in the case of applied lessons) and one graduate section. One faculty member will be given a course reduction as program director.

**Faculty Development**

All program faculty are expected to pursue active programs for professional growth that may include, but not be limited to, research, consulting, conferences, curriculum development, grant writing, meeting attendance, research and performance presentations, and professional leadership. Funding is already in place to support all current School of

the Arts, School of Education, and School of Humanities and Social Sciences faculty in these endeavors.

List Staff by Rank (e.g. Professor #1, Professor #2, Associate Professor #1, etc)	Highest Degree Earned	Field of Study	Teaching in Field (Yes/No)
Professor #1	M.F.A.	Theater/ Directing	Yes
Professor #2	M.F.A.	Theater/ Performance	Yes
Associate Professor #1	M.F.A.	Theater/ Youth Theater	Yes
Artist in Residence #1	Distinguished artist	Dance	Yes
Adjunct Instructor #1	M.F.A.	Theater/ Theater Education	Yes
Associate Professor #2	DMA	Music/vocal choral/music ed	Yes
Associate Professor #3	MM	Music/vocal choral	Yes
Adjunct Professor #1	DMA	Music Education	Yes
Associate Professor #4	Ph.D/M.Ed.	Arts/Cultural Management Music Education	Yes
Professor #3	MFA	Arts Management	Yes
Associate Professor #5	Ph.D.	Special Education/Music Therapy	Yes
Professor #4	Ph. D.	Special Education	Yes
Professor #5	Ph. D.	Elementary and Early Childhood Education	Yes

### Unit Administration and Faculty Support

The institutional definition of the full time equivalents was used to complete the chart below. 12 contact hours each term or 24 for the academic year constitutes one FTE. In addition, there are special contingencies for faculty engaged in applied music and performing arts courses as outlined below:

MUSC applied music - (courses with the MUSP acronym ending in a 1 receive 0.03 IFTE per student enrolled. Courses that end in a 2 receive 0.06 IFTE per student enrolled.

See here for some examples: <http://irp.cofc.edu/facwkld/wkld057/wkld057MUSC.txt>

THTR and dance - THTR courses typically receive 3 contact hours each based on 12 hours being a full 1.00.

UNIT ADMINISTRATION/FACULTY/STAFF SUPPORT						
YEAR	NEW		EXISTING		TOTAL	
	Headcount	FTE	Headcount	FTE	Headcount	FTE
<b>Administration</b>						
2007 – 08	0	0	1	.25	1	.25
2008 – 09	0	0	1	.25	1	.25
2010 – 11	0	0	1	.25	1	.25
2011 – 12	0	0	1	.25	1	.25
2012 – 13	0	0	1	.25	1	.25

<b>Faculty</b>						
2007-08*	2**	.5	8	1.33	10	1.88
2008-09	2***	1.0	15	4.75	17	5.25
2009-10	2****	1.25	15	3.6	17	4.6
2010-11	1*****	0	14	4.6	15	4.6
2011-12	1*****	0	13	5.0	14	5.0

UNIT ADMINISTRATION/FACULTY/STAFF SUPPORT (continued)						
YEAR	NEW		EXISTING		TOTAL	
	Headcount	FTE	Headcount	FTE	Headcount	FTE
<b>Staff</b>						
2007-08	1 <sup>^</sup>	.5	2	.25	3	.75
2008-09	0	0	3	.75	3	.75
2009-10	0	0	3	.75	3	.75
2010-11	0	0	3	.75	3	.75
20xx – xx	0	0	3	.75	3	.75

\* Including Summer 2008

\*\* These faculty are adjuncts for the music concentration

\*\*\*Two adjuncts for the theatre concentration are added

\*\*\*\* One tenure-track faculty member will be hired to assume responsibilities of the music concentration adjuncts, two adjuncts for the theatre concentration remain, and one adjunct for dance concentration added

\*\*\*\*\* One theatre roster faculty added to assume responsibilities of the two theatre adjuncts, one dance adjunct remains

\*\*\*\*\* One dance roster faculty added to assume responsibilities of dance adjunct

<sup>^</sup>One half-time piano accompanist for the music concentration (and possibly dance in year three)

### Physical Plant

The College of Charleston's campus has ample space to support a new M.A.T. in the Performing Arts. No physical plant modifications will be necessary to implement this new program. However, both the School of the Arts and the School of Education are in the midst of building plans that will significantly increase and enhance their presence on the College of Charleston campus.

The School of the Arts is currently housed in the Simons Center. This facility contains classroom and performance spaces as well as offices and a gallery. Work has begun which will enlarge and upgrade the current building, expanding the Simons Center with a new wing that will extend the School of the Arts to Calhoun Street, making it a vibrant part of the planned arts corridor. This wing will contain additional gallery space, dance and art studios, music studios and performance rooms, and faculty offices.

The School of Education utilizes several buildings on campus for classroom and office space and will easily accommodate new M.A.T. in the Performing Arts students. Construction is underway on the new School of Education building which will open in March of 2007. New classrooms

housed in the Education Center devoted to education courses were updated and expanded to include state of the art computer technology and dedicated in the spring of 2006. Approval was also granted to renovate and expand the current athletic and physical education complex (with space for dance classes.)

### **Equipment**

In the areas of dance and theater, no new equipment needs are anticipated. In music, a collection of Orff instruments will need to be acquired for the teaching of elementary methods courses. In the initial year of the program, elementary methods courses can be taught after typical public school hours in music education classrooms in area public and private schools where these instruments are currently in use. This will provide the opportunity for the college to spread the acquisition of these instruments across the first two to three years of the program.

### **Library Resources**

The library resources which currently exist at the College of Charleston are adequate to support the initial phases of implementation of M.A.T. in the Performing Arts. Accrediting organizations in the arts do not list specific required holdings, but rather require substantial current holdings of the institution's choice related directly to each degree. The College of Charleston consistently updates its library holdings in all arts areas. The resources are strongest in the area of music, the concentration to be started first. In the field of music, the Addleston Library holds approximately 66% of the monographic titles listed in *Books for College Libraries*, 3<sup>rd</sup> edition (American Library Association, 1988) and *Choice*, a publication of ACRL, the Association of College and Research Libraries. The Addleston Library holds approximately 69% of the music periodicals recommended by *A Basic Music Library* 2<sup>nd</sup> ed and William and Linda Katz's *Magazines for Libraries*, 13<sup>th</sup> ed. (Bowker, 2004), with approximately 67% specifically applicable to an MAT. Over the next five years, purchases will be made to bring the monographic and periodical holdings recommended in the above cited agencies to the 100% level.

The Addlestone Library subscribes to a total of 60 theater periodicals. 51 of these titles are hardcopy subscriptions, 24 of which are also available electronically, and 9 subscriptions in electronic for M.A.T. only. Dance periodicals in the library are available in these two for M.A.T.s as well. The Addlestone Library subscribes to a total of 16 dance periodicals. 12 of these titles are hardcopy subscriptions, 2 of which are also available electronically, and 4 subscriptions in electronic for M.A.T. only. The extensive music resources are available to support the music concentration as well as the dance and theatre concentrations of the M.A.T. in Performing Arts. The Addlestone Library also has access to 94 music periodical titles. 35 of these are traditional paper subscriptions. 59 are electronic subscriptions. The size of our sound recording collection is 1200 compact discs. Additionally we have subscription access to two streaming databases, Naxos.com and Classical.com. The combined compact disc equivalent of these two databases is more than 10,000, and is more than adequate to serve both the graduate and undergraduate program needs.

Beginning on the next page is a list of the Library of Congress subject headings most pertinent to the M.A.T. in Performing Arts. The number of monographic titles held by the Addlestone Library is posted by subject headings related to the three concentrations for the MAT in performing arts.

## ML Literature of Music

Titles LC Subject Heading

1	ML 53.8 Librettos. Scenarios-Cantatas, choruses etc.
11	ML 54.6 Librettos. Scenarios-Songs and cantatas for one voice
29	ML457 History and criticism-Interpretation. Performance practice
1	ML1400 History and criticism-Vocal music—General works
1	ML1406 History and criticism-Vocal music-By period
7	ML1460 History and criticism-Vocal music-Vocal technique
7	ML 1500 History and criticism-Vocal music-Choral music
64	ML2900-3275 History and criticism-Vocal music-Sacred vocal music
34	ML3830 Philosophy and physics of music-Psychology-General works
19	ML3838 Philosophy and physics of music-Psychology-Other
174	Total

## MT Musical Instruction and Study

Titles LC Subject Heading

56	MT1 Theory and history of music education-General works
34	MT3 History and criticism-By region or country
5	MT4 History and criticism-Individual institutions
5	MT10-MT11 Teacher's manual

## Special methods of education (MT20-MT32)

2	MT22 Jacques-Dalcroze
1	MT32 Kodaly
12	MT35 Ear Training
12	MT75 Interpretation
23	MT85 Conducting. Score reading and playing
3	MT110 Analysis and appreciation of musical works-Oratorios, cantatas, etc.-Two or more composers
15	MT115 Analysis and appreciation of musical works-Oratorios, cantatas, etc.-One composer
16	MT820 Singing and vocal technique-General works
3	MT821 Singing and vocal technique-Physiology and care of the voice
1	MT823 Singing and vocal technique-History of vocal instruction and study
4	MT825 Singing and vocal technique-Systems and methods-American
9	MT870 Singing and vocal technique-Special techniques-Sight-singing
7	MT875 Singing and vocal technique-Chorus and part-singing
5	MT883 Singing and vocal technique- Special techniques-Pronunciation. Diction
14	MT892 Singing and vocal technique-Interpretation, phrasing, expression etc.
227	Total

## Dance

Titles Call Numbers/Headings

106	GV1580-GV1600/General Dance
103	GV1601-GV1780/History of Dance
269	GV1781-GV1798/Theatrical Dancing. (Including Ballet)
12	GV1799/Children's Dances
43	GV1800-GV1860/Circuses. Spectacles. Outdoor Amusements

3109 Total titles related to dance, but not explicitly dance  
 3642 Total

#### Performing Arts. Mass Media (Includes Theater)

Titles Call Numbers/Headings

118 PN1560-PN1599/Show Business  
 446 PN1600-PN1864/Technique of Dramatic Composition  
 2918 PN1865-PN1999/Special Types of Drama (Including tragedy, comedy, television, film, etc.)  
 994 PN2000-PN2219/Dramatic Representation (Theater)  
 1512 PN2220-PN3034/Theater. Particular Countries  
 35 PN3035-PN3170/Jewish Theater  
 64 PN3171-PN3194/Drama in Education  
 23 PN3195-PN3307/Minstrel Shows  
 6110 Total

#### **Accreditation, Approval, Licensure, or Certification**

The M.A.T. in the Performing Arts will be subject to approval by the State Department of Education and accreditation by the Arts accrediting organizations with agreements with the National Council for Accreditation of Teacher Education (NCATE).

All coursework will address national specialty professional association standards as well as the South Carolina state curriculum standards. Institutions preparing for Arts accreditation review do not have to submit descriptions (or curricula) for any programs that are currently approved by a programmatic or specialized accrediting agency.

These national accreditation associations are listed below with clarification of their relationship with NCATE:

Music: National Association for Schools of Music (NASM)

Dance: National Dance Education Organization (NASD)

Theatre: National Association for Schools of Theatre (NAST)

NASM, NASD, NAST and NCATE have a long history of cooperation. The standards of the two associations do not contradict each other. NASM, NASD and NAST reflect NCATE accreditation status in its Directory listing of member institutions.

The College of Charleston's School of Education was initially accredited by NCATE in 1998 and was recently reaccredited in the Spring of 2005. Accreditation reviews occur every seven years. Additionally, the music programs in the School of the Arts were fully accredited this past Spring which included successful program accreditation reviews by the National Association for Schools of Music (NASM). Work continues with the National Association of Dance Education (NASD), and the National Association of Schools of Theatre (NAST) to complete the accreditation process. Each of these National Arts associations has a clear and specific relationship with the national accrediting body for teacher education programs (NCATE).

The NCATE accreditation process determines whether school and colleges meet demanding standards for the preparation of teachers and other professionals in school settings. Through this

process, NCATE provides assurance to the public that the graduates of accredited institutions have acquired the knowledge, skills, and dispositions necessary to help all students learn. Providing leadership for reform in teacher education is also central to NCATE's mission. The NCATE standards focus on systematic assessment and performance-based learning and encourage accredited institutions to engage in continuous improvement based on accurate and consistent data. By providing leadership in teacher education, NCATE ensures that accredited institutions remain current, relevant, and productive, and that graduates of these institutions are able to have a positive impact on P-12 students.

Graduates of this program must meet the state's requirements for teacher certification in order to be officially licensed to teach. To be certified, graduates must:

- Submit a transcript to the State demonstrating a degree earned from an approved teacher education program (M.A.T. in Performing Arts from the College of Charleston.)
- Pass the Praxis Principles of Teaching and Learning Test with a score of 165

There are no Praxis tests currently administered for Theater and Dance. However, when a specific specialty area test is adopted by the State Board of Education, individuals holding certification in that area will be required to present a passing score on the exam within one year of the Board's action

Candidates with a concentration in Music must pass the following Praxis tests:

- Music: Content Knowledge (Passing Score = 151) and
- Music: Concepts and Processes (Passing Score = 145)\

Although passing of the Praxis tests is not required for graduation, graduates of this new M.A.T. program will need to pass all Praxis tests in order to be recommended for certification from the State of South Carolina.

#### NBPTS Core Propositions

Students enrolled in the M.A.T. in the Performing Arts will participate in a variety of learning experiences designed to prepare them to be performing arts teachers who demonstrate the core propositions as listed below.

Teachers are committed to students and their learning.

Teachers know the subjects they teach and how to teach those subjects to students.

Teachers are responsible for managing and monitoring student learning.

Teachers think systematically about their practice and learn from experience.

Teachers are members of learning communities.

The College of Charleston's School of Education has already aligned its programs to address these Core Propositions. School of the Arts faculty will also use these propositions as a framework when developing coursework related to teaching methodology in the various arts areas.

#### **Estimated Cost**

The new costs and revenues shown here are expressed in FY 2006 dollars and rely on tuition rates in effect for FY 2006. No state appropriations or other state funding is assumed below. Only tuition revenues are included as sources of financing. Tuition estimates are based on all-

residential tuition rates, based on the current rate of \$301 per graduate credit hour. Estimates and costs and tuition revenues are based on the enrollment projections provided above.

#### NEW COSTS TO THE INSTITUTION AND SOURCES OF FINANCING

ESTIMATED COSTS BY YEAR						
CATEGORY	1st	2nd	3rd	4th	5th	TOTALS
Program Administration	10,360	10,360	10,360	10,360	10,360	\$51,800
Faculty Salaries	13,536	22,296	62,896	99,176	139,816	\$337,720
Grad. Assistants	10,400	20,800	31,200	31,200	31,200	\$124,800
Clerical/Support Personnel	10,000	10,000	10,000	10,000	10,000	\$50,000
Supplies and materials	200	300	500	500	500	\$2000
Library Resources	1000	1000	1000	1000	1000	\$5000
Equipment	0	0	500	500	500	\$1500
Facilities	0	0	0	0	0	0
Other: (Recruiting and Accreditation Consultation)	4000	4000	4000	3000	3000	\$18,000
<b>TOTALS</b>	<b>\$49,496</b>	<b>\$68,756</b>	<b>\$120,456</b>	<b>\$155,736</b>	<b>\$196,376</b>	<b>\$590,820</b>
SOURCES OF FINANCING BY YEAR						
Tuition Funding	\$97,524	\$121,905	\$162,540	\$203,175	\$203,175	\$788,319
<b>TOTALS</b>	<b>\$97,524</b>	<b>\$121,905</b>	<b>\$162,540</b>	<b>\$203,175</b>	<b>\$203,175</b>	<b>\$788,319</b>

#### **Program Administration**

The program will be administered by the graduate program director, a College of Charleston faculty member, who will receive a course release that will cost approximately \$2000 plus

fringes. The additional salary to pay the graduate program director for summer responsibilities will be \$5000 plus fringes.

### **Faculty Salaries**

In year one, faculty salaries are comprised of four adjunct salaries and fringes (in music), plus one summer teaching salary and fringes of \$4,816. In year two, faculty salaries are comprised of eight adjunct salaries plus fringes (music and theatre, totaling \$17, 440), plus one summer teaching salary and fringes of \$4,816. In year three this cost includes salary plus fringes for one entry level, tenure-track assistant professor (in music), at a base salary of \$45,000, six adjunct salaries and fringes (four in theatre, two in dance) totaling \$13,080 and one summer teaching salary of \$4,816. In year four this cost includes salary plus fringes for two tenure-track assistant professor positions (one line added in theatre) totaling \$90,000, two adjunct salaries and fringes totaling \$4360 (in dance), and one summer teaching salary and fringes. In year five salaries are comprised of three tenure-track assistant professor positions (one line added in dance) at a base salary of \$45,000, and one summer teaching salary and fringes of \$4,816.

### **Staff Salaries**

A staff accompanist will be needed to play for the curriculum required in the music and dance areas. This will include up to ten applied voice students, as well as graduate conducting classes. The salary for this position will be \$10,000.

### **Library Resources**

The current budget in the Addlestone Library adequately supports the current BA program in music, theater and dance at the College of Charleston. However, in order for the Addlestone Library to adequately support the M.A.T. degree, \$1000 has been allocated to annual library spending in these areas. In addition, a funds from the current budget for materials in the performing arts will be redirected for the purchase of additional needed resources.

### **Other**

Three thousand annual dollars have been allocated for recruiting for the MAT program. Also, accreditation consultants in each of the concentrations (music, theater, and dance) will be brought to the campus in the first three years of the program, with \$1000 being allocated for their fees, travel, food and lodging.