

NEW PROGRAM PROPOSAL

803/641-3306
JoelS@usca.edu

Institutional Approvals and Dates of Approval

VPA Dept. Feb. 2018
Dean Feb. 2018
Provost April 2018
UPC Sep. 2018
C&C Oct. 2018
FA Dec. 2018
Chancellor Jan 2019

Background Information

State the nature and purpose of the proposed program, including target audience and centrality to institutional mission. (1500 characters)

Writings discussing the relationship of a quality liberal arts education and music exist from Greco-Roman civilization to present. Aristotle wrote, "Enough has been said to show that music has a power of forming the character and should therefore be introduced into the education of the young", perhaps best states the oft-attested value of music.

The institutional mission reinforces this value: The University of South Carolina Aiken is a comprehensive institution offering undergraduate and graduate degrees in the arts, humanities, social sciences, natural sciences, and professional disciplines. All programs of study are grounded in a strong liberal arts and sciences curriculum.

The Bachelor of Arts - Major in Music is an innovative degree plan intended for those who seek broad studies in music. The institutional mission defines the intended target audience: USC Aiken attracts students from South Carolina, the United States, and the world to form a diverse community of individuals engaged in educational experiences and service necessary for the pursuit of meaningful work in an enlightened, inclusive, and economically vibrant society. A progressive hub for innovation, collaboration, and creativity, USC Aiken contributes to the community by enriching the region's quality of life through a variety of activities including the visual and performing arts, intercollegiate athletics, continuing and distance education, educational outreach, and leadership.

List the program objectives. (2000 characters)

Program objectives reflect those of the Music Program:

1. The Music Program seeks to develop intellectual understanding of the theoretical, historical, and stylistic conventions of musical practice, relating each to standard repertoire and common practice. Essential to music study is the development of creative expression through technical and artistic achievement in performance, composition, and teaching. Most importantly, the Music Program endeavors to construct opportunities for synthesis of all creative and intellectual

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- endeavors, develop critical thinking and listening as it applies to the performing arts, and encourage participation in a challenging and rewarding musical environment.
2. The Music Program commits to the development of artists and teachers committed to the highest possible standards of creative expression and professional practice. Through comprehensive studies developing knowledge, skills, and dispositions, students acquire a breadth and depth of understanding in their chosen field.
 3. The Music Program advocates opportunities for every student at the University of South Carolina Aiken to actively listen, comprehend, advocate, or participate in music. Acknowledging an obligation to contribute both to musical profession and surrounding community, the Music Program pledges to prepare students to succeed in an evolving profession as well as promote life-long enjoyment of the performing arts.
 4. The central tenet of the Bachelor of Arts – Major in Music is core musicianship. At USCA, core musicianship incorporates the ability to read music (i.e. sight-reading), aural skills (the ability to describe, reproduce, or notate music through listening), analytical skills (the ability to qualify or quantify elements of music), the ability to demonstrate and recognize a beautiful musical tone, development of musical technique, the ability to critically think and write about music, and the ability to perform with musicality.
 5. Each student seeking the Bachelor of Arts – Major in Music will declare an area of interest (i.e. performance, musicology, music education, music therapy, music theatre) and will be matched with a panel of faculty whose expertise matches the student's area of interest. Faculty will mentor each student on a prospective career path, with a culminating capstone project prior to graduation. The area of interest, faculty mentoring, and capstone project provide every student with individualized instruction in preparation for a career in music or continued studies in a related field.

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Assessment of Need

Provide an assessment of the need for the program for the institution, the state, the region, and beyond, if applicable. (1500 characters)

The Central Savannah River Area (CSRA) is a culturally rich and diverse area incorporating twenty-one counties in Georgia and South Carolina with a growing population of over 750,000 citizens. Within the region, there are hundreds of churches, civic music ensembles, music studios, music theatre, and church-based schools seeking individuals with musical skills. Aiken, South Carolina embarked on a revitalization plan known as the Aiken Renaissance intended to support emerging industries and businesses. Historically, multi-national corporations such as DuPont and Westinghouse have served as a catalyst for the arts in Aiken. Simply, the performing arts are a valued commodity for the community.

The Bachelor of Arts – Major in Music serves an important role in developing aspiring professional musicians in the community by providing a breadth of knowledge combined with a depth of applied skills. This program allows students to study music without the additional requirements for licensure to teach. In 2014, National Association of Schools of Music (NASM) consultants visiting the campus during the re-accreditation process enthusiastically encouraged the addition of the program, calling it “low hanging fruit.”

Employment Opportunities

Is specific employment/workforce data available to support the proposed program?

Yes

No

If yes, complete the table and the component that follows the table on page 4. If no, complete the single narrative response component on page 5 beginning with “Provide supporting evidence.”

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Employment Opportunities			
Occupation	Expected Number of Jobs	Employment Projection	Data Source

Provide additional information regarding anticipated employment opportunities for graduates.
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Provide supporting evidence of anticipated employment opportunities for graduates, including a statement that clearly articulates what the program prepares graduates to do, any documented citations that suggests a correlation between this program and future employment, and other relevant information. Please cite specific resources, as appropriate. (3000 characters)

Note: Only complete this if the Employment Opportunities table and the section that follows the table on page 4 have not previously been completed.

As articulated by the National Association of Schools of Music (An Advisory for Music Faculty and Administrators: NASM Standards – The Liberal Arts Degree in Music, pp 1-2):
 The liberal arts degree with a major in music follows the usual pattern for liberal arts degrees with majors in other fields. The intent is to provide broad coverage (a) across the arts, sciences, and humanities – usually designated as general education or general studies, and (b) within the specific discipline designated as a major.

When an institution offers music as a liberal arts major, NASM standards require studies in musicianship, including the theory and history of music. The standards call the development of knowledge and skills in performance and opportunities to undertake elective studies that deepen musical understanding.

The liberal arts degree in music is used by students to fulfill a number purposes. Among the most common are:

- Majoring in music with definite career intentions in music and an intent to pursue intensive studies in music following graduation;
- Majoring in music with potential career intentions in music, understanding that if music is chosen, further study is required;
- Majoring in music with a career intention in another discipline or profession;
- Majoring in music and also majoring or minoring in another discipline with or without specific career intentions that include music, understanding that if music is chosen, further study is required.

Berklee College of Music provides an annual resource, Music Careers in Dollars and Cents, which provides salary ranges for music positions in the United States. Positions include the areas of performance, writing, business, audio technology, education, music therapy, as well as other emerging career paths. Sample career paths for USC Aiken students based on faculty expertise, current student interest, and regional employers (pp 1-20):

Category	Job Title	Salary
Performance	General Business or cover bands	\$1000-\$2500/engagement
(instrumental)	Gigging musician	\$75-\$125/engagement
	Orchestral musician	\$28,000-\$143,000
		\$70/rehearsal
		\$100/performance
	Military bands	\$21,000-\$77,000
	Church organist/pianist	\$100/service (part-time)
		\$30,000-\$110,000/year
Performance	Church choir/section leader or soloist	\$25-\$100/service
(vocal)	Concert or opera chorus member	\$12+/rehearsal
		\$100+/performance
	Concert or opera soloist	\$450-1000+/performance

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Performance	Choir, orchestra, or opera conductor	
\$15,000-\$275,000		
(conducting)	Church choir director	\$5000-\$70,000+
Business	Instrument repair technician	\$9-\$55/hour
(retail)	Piano tuner	\$100-\$185/tuning
	Music dealer/sales	
	\$13,000-\$50,000	
Business	Booking agent	\$20,000-\$3,000,000
(concert industry)	Concert hall manager	\$26,000-\$90,000
	Stage manager	\$24,000-\$75,000
		\$500-\$5000/week
Business	Music journalist	\$15,000-\$30,000
(communications)		\$50-\$150/review
	Music blogger	\$23,000-\$75,000
Business	Executive Director	\$20,000-\$250,000
(non-profit administration)	Public relations	\$30,000-\$75,000
Music Therapy	Children's Day Care/Preschool	\$22,000-\$111,000
	Hospice	\$22,000-\$115,000
	Self-employed	\$20,000-\$135,000
Education	Studio/Private Teacher	\$30-\$120/hour
	Public School Teacher (K-12)	\$30,000-\$71,181

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

Yes

No

If yes, explain. (500 characters)

Currently, USC Aiken offers the Bachelor of Arts – Major in Fine Arts, an interdisciplinary degree combining music, theatre, and the fine arts. Part of the fine arts degree plan provides electives; often, students utilize electives to 'concentrate' studies in one of the three areas. The Bachelor of Arts – Major in Music provides an accredited music degree desired by students and would affect enrollment of the Bachelor of Arts – Major in Fine Arts.

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List of Similar Programs in South Carolina

Program Name	Institution	Similarities	Differences
Bachelor of Arts in Music	Anderson University	Courses in basic musicianship	focus on religious studies and worship leadership
Bachelor of Arts in Music and Worship Leadership	Charleston Southern University	Courses in basic musicianship	Focus on religious studies and worship leadership
Bachelor of Arts in Music	Clafin University	Courses in basic musicianship	Broadened focus on general studies
Bachelor of Arts in Music	Coastal Carolina University	Courses in basic musicianship	
Bachelor of Arts in Music	Coker College	Courses in basic musicianship	Concentration in music theatre
Bachelor of Arts in Music	College of Charleston	Courses in basic musicianship	Concentrations in performance and music theory/composition
Bachelor of Arts in Music	Columbia College	Courses in basic musicianship	
Bachelor of Arts in Music	Converse College	Courses in basic musicianship	
Bachelor of Arts in Music	Furman University	Courses in basic musicianship	
Bachelor of Sciences in Music	Lander University	Courses in basic musicianship	Bachelor of Science degree
Bachelor of Arts in Music	Limestone College	Courses in basic musicianship	
Bachelor of Arts in Music	Newberry College	Courses in basic musicianship	Focus on music performance
Bachelor of Arts in Music	North Greenville University	Courses in basic musicianship	Concentrations in worship studies

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Bachelor of Arts in Music	Presbyterian College	Courses in basic musicianship	Concentrations in commercial music, performance, and worship leadership
Bachelor of Arts in Music	South Carolina State University	Courses in basic musicianship	Concentration in music industry
Bachelor of Arts in Music	Southern Wesleyan University	Courses in basic musicianship	Concentrations in commercial music, performance, and worship leadership
Bachelor of Arts in Music	University of South Carolina	Courses in basic musicianship	
Bachelor of Arts in Music	Winthrop University	Courses in basic musicianship	Concentrations in performance

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Description of the Program

Projected Enrollment			
Year	Fall Headcount	Spring Headcount	Summer Headcount
2019-2020	30	30	0
2020-2021	33	33	0
2021-2022	37	37	0
2022-2023	41	41	0
2023-2024	45	45	0

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

Yes

No

If yes, explain. (1000 characters)

Separate music auditions and standards are required as an accredited member of the National Associations of Schools of Music (NASM). From the NASM Handbook, pp 89-90:

V. **ADMISSION TO UNDERGRADUATE STUDY**

A. **Admission Criteria.** Institutions are responsible for establishing specific admissions requirements for their undergraduate programs in music. Admissions standards must be sufficiently high to predict the prospect of success in the program for which the student is enrolling. Diversities of previous education, background, and interests of applicants should be considered in assessments of potential as appropriate to the specific purposes of individual degree programs.

D. **Musical Aptitudes and Achievements**

1. **Auditions and Evaluations.** At some point prior to confirmation of degree candidacy, member institutions must require auditions, examinations, or other evaluations consistent with the purpose of the degree as part of the admission decision. Member institutions are urged to require such auditions and evaluations prior to matriculation.

Are there any special articulation agreements for the proposed program?

Yes

No

If yes, identify. (1000 characters)

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Curriculum

Select one of the following charts to complete: Curriculum by Year **or** Curriculum by Category

Curriculum by Year					
Course Name	Credit Hours	Course Name	Credit Hours	Course Name	Credit Hours
Year 1					
Fall		Spring		Summer	
Total Semester Hours		Total Semester Hours		Total Semester Hours	
Year 2					
Fall		Spring		Summer	
Total Semester Hours		Total Semester Hours		Total Semester Hours	
Year 3					
Fall		Spring		Summer	
Total Semester Hours		Total Semester Hours		Total Semester Hours	
Year 4					
Fall		Spring		Summer	
Total Semester Hours		Total Semester Hours		Total Semester Hours	

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Curriculum by Year					
Course Name	Credit Hours	Course Name	Credit Hours	Course Name	Credit Hours
Year 5					
Fall		Spring		Summer	
Total Semester Hours		Total Semester Hours		Total Semester Hours	

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Curriculum by Category*					
General Education 50-53 credit hours		Music Core 43 credit hours		Minor or cognate 12-18 credit hours	Electives 4-15 credit hours
				<i>Minor or cognate required outside of the area of study</i>	<i>Free electives</i>
Natural Sciences	7-8 hours (1 lab)	Piano	2 hours		
History of Civilization	3 hours	Music Theory and Aural Skills	16 hours		
Social and Behavioral Sciences	6 hours	Conducting	1 hour		
Languages	6-8 hours	Form and Analysis	2 hours		
Humanities	9 hours	Orchestration & Arranging	2 hours		
Critical Inquiry	1 hour	University ensembles	8 hours		
English	6 hours	Applied lessons	12 hours		
Oral Communication	3 hours				
Math/Statistics/Logic	6 hours				
American Political Institutions	3 hours				
Concentration (Instrumental)		Concentration (Piano)		Concentration (Voice)	
Applied lessons (in primary area)	4 hours	Applied Piano	10 hours	Applied Voice	4 hours
Applied lessons (in secondary area)	4 hours	Independent studies	2 hours	Applied Piano	3 hours
Instrumental methods	2 hours			Vocal pedagogy	1 hour
Independent Study	2 hours			Diction	2 hours
				Independent Study	2 hours

* Add category titles to the table (e.g., major, core, general education, concentration, electives, etc.)

Total Credit Hours Required 120 credit hours

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Curriculum by Category*					
General Education 50-53 credit hours		Music Core 43 credit hours		Electives	1
Natural Sciences	7-8 hours (1 lab)	Piano	2 hours		
History of Civilization	3 hours	Music Theory and Aural Skills	16 hours		
Social and Behavioral Sciences	6 hours	Conducting I	1 hour		
Languages	6-8 hours	Form and Analysis	2 hours		
Humanities	9 hours	Orchestration & Arranging	2 hours		
Critical Inquiry	1 hour	University ensembles	8 hours		
English	6 hours	Applied lessons	12 hours		
Oral Communication	3 hours				
Math/Statistics/Logic	6 hours				
American Political Institutions	3 hours				
Concentration (Instrumental Teaching Certification)	44 credit hours			Concentration (Choral Teaching Certification)	44 credit hours
Applied lessons	4 hours			Applied lessons	4 hours
Conducting II	2 hours			Applied piano	1 hour
Music methods	5 hours			Conducting II	2 hours
Music technology	2 hours			Vocal pedagogy	1 hour
Pre-Professional Education	7 hours			Diction	2 hours
Professional Education	24 hours			Music methods	1 hour
				Music technology	2 hours
				Pre-Professional Education	7 hours
				Professional Education	24 hours

Total Credit Hours Required

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Course Descriptions for New Courses

Course Name	Description
	<i>There are no new courses needed for new program.</i>

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Faculty

Faculty and Administrative Personnel				
Rank	Full- or Part-time	Courses Taught or To be Taught, Including Term, Course Number & Title, Credit Hours	Academic Degrees and Coursework Relevant to Courses Taught, Including Institution and Major	Other Qualifications and Comments (i.e., explain role and/or changes in assignment)
Professor of Music	Full	MUSC A196-297 Music Theory & Aural Skills MUSC A397 Orchestration MUSC A398 Form & Analysis	DMA – University of South Carolina	Coordinates courses in musicology Teaches composition
Associate Professor of Music	Full	MUSC A185 USCA Concert Choir MUSC A388 Canticum Novum MUED A360 Topics in Music Education MUED A456 Teaching Choral Music in the High School MUED A457 Teaching Instrumental Music in the High School MUED A470 Internship in Music Education	DMA – University of Missouri-Kansas City	Director of Choral Activities Coordinates vocal studies Coordinates keyboard studies Coordinates music education University supervisor for general and choral music education interns
Assistant Professor of Music	Full	MUSC A183 Athletic Band MUSC A184 USCA Wind Ensemble MUSC A330-331 Conducting	DMA – University of Missouri-Kansas City	Director of Bands Coordinates instrumental studies University supervisor for instrumental music education interns
Adjunct	Part	Applied trumpet	MM – Wichita State University	

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Adjunct	Part	Applied clarinet	MM – University of South Carolina	
Adjunct	Part	Applied voice	DMA – University of North Carolina Greensboro	Co-director of opera outreach program
Adjunct	Part	Applied strings	MM – University of South Carolina	
Adjunct*	Part	Applied percussion	MM - University of Wisconsin – Madison	
Adjunct	Part	Applied Piano	MA – University of Michigan	
Adjunct	Part	Applied trombone, euphonium, and tuba	MM – Lynn University Conservatory of Music	
Adjunct	Part	Applied French horn	DMA – West Virginia University	
Adjunct	Part	Applied saxophone	MM – University of South Carolina	Director of jazz studies
Adjunct*	Part	Applied flute	MM – University of South Carolina	
Adjunct	Part	Applied guitar	MM – University of South Carolina	
Adjunct	Part	MUSC A173 Introduction to Music MUSC A175 World Music MUSC A371-372 History of Western Music	DMA – University of California - Los Angeles	

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Adjunct*	Part	Applied voice	MM – State University of New York, Stony Brook	Co-director of opera outreach program
Adjunct	Part	MUSC A173 Introduction to Music MUSC A175 World Music	MM – University of South Carolina	

Note: Individuals should be listed with program supervisor positions listed first. Identify any new faculty with an asterisk next to their rank.

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Total FTE needed to support the proposed program (i.e., the total FTE devoted just to the new program for all faculty, staff, and program administrators):

Faculty	Staff	Administration
3		

Faculty /Administrative Personnel Changes

Provide a brief explanation of any additional institutional changes in faculty and/or administrative assignment that may result from implementing the proposed program. (1000 characters)

There are no institutional, administrative, personnel, or programmatic changes with the implementation of the new degree.

Library and Learning Resources

Identify current library/learning collections, resources, and services necessary to support the proposed program and any additional library resources needed. (1000 characters)

Student Support Services

Identify academic support services needed for the proposed program and any additional estimated costs associated with these services. (500 characters)

No additional academic support services are needed for the new degree.

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Physical Resources

Identify any new instructional equipment needed for the proposed program. (500 characters)

No new instructional equipment is needed for the new degree.

Will any extraordinary physical facilities be needed to support the proposed program?

Yes

No

Identify the physical facilities needed to support the program and the institution's plan for meeting the requirements, including new facilities or modifications to existing facilities. (1000 characters)

All instruction for the music program is provided in the Etherredge Center for the Fine & Performing Arts. The Etherredge Center houses two theatres, one a 687-seat proscenium theatre and the other a 110-seat thrust theatre. In addition to theatres, the Etherredge Center has two art galleries, five classrooms, five practice rooms, and one studio for applied lessons. The Etherredge Center also contains individual office space for all full-time faculty and a shared office for adjunct faculty. The music program has a piano lab, four upright pianos and three grand pianos available for student practice. Additional or new facilities have been a part the university's Strategic Building Plan. Currently, there is no established period for additional facilities.

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Financial Support

Sources of Financing for the Program by Year												
Category	1 st		2 nd		3 rd		4 th		5 th		Grand Total	
	New	Total	New	Total	New	Total	New	Total	New	Total	New	Total
Tuition Funding	\$311,940	\$311,940	\$343,134	\$343,134	\$384,726	\$384,726	\$426,318	\$426,318	\$467,910	\$467,910	\$1,934,028	\$1,934,028
Program-Specific Fees												
Special State Appropriation												
Reallocation of Existing Funds	\$224,434	\$224,434	\$224,434	\$224,434	\$224,434	\$224,434	\$224,434	\$224,434	\$224,434	\$224,434	\$1,122,170	\$1,122,170
Federal, Grant, or Other Funding												
Total	\$536,374	\$536,374	\$567,568	\$567,568	\$609,160	\$609,160	\$660,752	\$660,752	\$692,344	\$692,344	\$3,066,198	\$3,066,198
Estimated Costs Associated with Implementing the Program by Year												
Category	1 st		2 nd		3 rd		4 th		5 th		Grand Total	
	New	Total	New	Total	New	Total	New	Total	New	Total	New	Total
Program Administration and Faculty/Staff Salaries	\$224,434	\$224,434	\$224,434	\$224,434	\$224,434	\$224,434	\$224,434	\$224,434	\$224,434	\$224,434	\$1,122,170	\$1,122,170
Facilities, Equipment, Supplies, and Materials												
Library Resources	\$1,000	\$1,000	\$1,000	\$1,000	\$1,000	\$1,000	\$1,000	\$1,000	\$1,000	\$1,000	\$5,000	\$5,000
Other (specify)	\$99,100	\$99,100	\$99,100	\$99,100	\$99,100	\$99,100	\$99,100	\$99,100	\$99,100	\$99,100	\$495,500	\$495,500
Total	\$324,534	\$324,534	\$324,534	\$324,534	\$324,534	\$324,534	\$324,534	\$324,534	\$324,534	\$324,534	\$1,622,670	\$1,622,670
Net Total (Sources of Financing Minus Estimated Costs)	\$211,840	\$211,840	\$243,034	\$243,034	\$284,626	\$284,626	\$336,218	\$336,218	\$367,810	\$367,810	\$1,443,528	\$1,443,528

*Provide an explanation for these costs and sources of financing in the budget justification.

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Budget Justification

Provide a brief explanation for the other new costs and any special sources of financing (state funding, reallocation of existing funds, federal funding, or other funding) identified in the Financial Support table. (1000 characters)

Note: Institutions need to complete this budget justification *only* if any other new costs, state funding, reallocation of existing funds, federal funding, or other funding are included in the Financial Support table.

The reallocation of existing funds represents existing full time faculty salaries, as the new degree program will require full time faculty to teach existing and new courses as well as advise students.

The "Other Costs" category represents the average salaries for adjunct faculty. All faculty full time and adjunct will be teaching the same courses that they offered under the BA in Fine Arts previously.

Tuition Funding: (TOTAL STUDENTS X \$5,199 (\$433.25/hr X 12 hrs)

Library Resources: Conservative estimate of yearly funds needed. Current library holdings for this discipline are adequate.

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Evaluation and Assessment

Programmatic Assessment: Provide an outline of how the proposed program will be evaluated, including any plans to track employment. Identify assessment tools or software used in the evaluation. Explain how assessment data will be used. (3000 characters)

Students at USC Aiken receive evaluation in the areas of core musicianship, content knowledge, and professional dispositions. All students entering music studies complete a matriculation exam in the areas of rudimentary reading skills (musical notation) and basic concepts in music (history, theory, and repertoire). Prior to graduation, students complete an exam measuring comprehension in the areas of core musicianship, music history, music theory, repertoire, and general musical applications (pedagogy, technology, acoustics, etc.). These exams serve as a pre-test and post-test to assure individual growth and allow the music program to evaluate core musicianship and content knowledge.

Student achievement is a significant factor in measuring programmatic success. While philosophically a liberal arts degree, students will declare an area of interest (i.e. performance, musicology, music therapy, music theatre) and matched with a panel of faculty whose expertise matches the student's area of interest. Faculty will mentor each student on a prospective career path, with a culminating capstone project prior to graduation. This will allow faculty to assess professional dispositions.

While not a principle evaluative tool, areas of recruitment, retention, and career placement are effective measurements of overall program success. It is important each student have the foundational knowledge and skills to think critically and have the support and resources necessary to enter the work force or continue an education in a graduate or professional school.

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Student Learning Assessment

Expected Student Learning Outcomes	Methods of/Criteria for Assessment
<p>Students will demonstrate an understanding of theoretical structures of music through musical analysis, composition, and aural techniques.</p>	<p>Final projects or exams are evaluated in MUSC A297 – Music Theory and Aural Techniques IV and MUSC A398 – Form and Analysis.</p> <p>Students must complete a comprehensive exam prior to graduation. This comprehensive exam includes applications and techniques of musical analysis.</p>
<p>Students will demonstrate an understanding of the historical and stylistic developments of music through the study of various music literatures.</p>	<p>Final projects or exams are evaluated on a five-point Likert scale by a panel of music faculty in MUSC A372 – History of Western Music II</p> <p>Students must complete a comprehensive music exam prior to graduation. This comprehensive exam includes identification of musical attributes, conventions, practices, composers, and repertoire from 500 CE-present.</p>
<p>Students will demonstrate competency in musical performance.</p>	<p>Students enrolled in applied studies (i.e. private music lessons) are evaluated through performance juries at the end of each of semester. A rubric designed by applied music faculty evaluates competencies in core musicianship, artistry, and repertoire.</p> <p>Students perform a required solo recital prior to graduation. A panel of music faculty, including the student's advisor and applied music instructor, evaluates this recital.</p> <p>Students demonstrate proficiency in piano skills prior to graduation. A panel of applied music faculty, including piano faculty, evaluates this proficiency exam.</p>

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Will the proposed program seek program-specific accreditation?

Yes

No

If yes, provide the institution's plans to seek accreditation, including the expected timeline for accreditation. (500 characters)

USC Aiken is an accredited member of the National Association of Schools of Music (NASM). Through NASM, new programs must receive Plan Approval from the Commission on Accreditation before the matriculation of students.

Will the proposed program lead to licensure or certification?

Yes

No

If yes, explain how the program will prepare students for licensure or certification. (500 characters)

The proposed curriculum meets content standards established by the South Carolina Department of Education, the National Association of Schools of Music (NASM), and the Council for Accreditation for Educator Preparation (CAEP).

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Teacher or School Professional Preparation Programs

Is the proposed program a teacher or school professional preparation program?

Yes

No

If yes, complete the following components.

Area of Certification

Instrumental Music Education

Choral Music Education

Please attach a document addressing the South Carolina Department of Education Requirements and SPA or Other National Specialized and/or Professional Association Standards.