

PROGRAM MODIFICATION PROPOSAL FORM

Name of Institution: **Winthrop University**

Briefly state the nature of the proposed modification (e.g., adding a new concentration, extending the program to a new site, curriculum change, etc.):

We are merging the two Bachelor of Music Education degrees into a single Bachelor of Music Education degree with a major in Music, with concentrations in Choral and Instrumental.

Current Name of Program (include degree designation and all concentrations, options, and tracks):

**Bachelor of Music Education in Instrumental Music Education
Bachelor of Music Education in Choral Music Education**

Proposed Name of Program (include degree designation and all concentrations, options, and tracks):

Bachelor of Music Education in Music with concentrations in Choral or Instrumental

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.) | |

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

- Yes
 No

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

- Yes
 No

Proposed Date of Implementation: **Fall 2020**

CIP Code: **13.1312**

Current delivery site(s) and modes: **On campus**

Proposed delivery site(s) and modes: **On campus**

Program Contact Information (name, title, telephone number, and email address):

**Dr. Elisa Koehler
Chair, Department of Music
803-323-2255
koehlere@winthrop.edu**

Institutional Approvals and Dates of Approval:

1/7/2019	Approved by the Department of Music
1/14/2019	Approved by the College of Visual and Performing Arts College Assembly
1/28/2019	Approved by the Dean of the College of Visual and Performing Arts
3/13/2019	Approved by the Educator Preparation Committee
3/24/2019	Approved by the Committee for University Curriculum
4/5/2019	Approved by the Academic Council
4/19/2019	Approved by the Winthrop University Faculty Conference
5/4/2020	Approved by the Provost
5/7/2020	Approved by the President

Background Information

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

This modification merges the existing two majors in Music Education: Choral Music Education and Instrumental Music Education into one major (Music) with two concentrations (Choral and Instrumental). The changes more accurately reflect the way these programs operate and will streamline and consolidate enrollments for improved data tracking. The programs have been substantially the same with slight differences in courses for the choral or instrumental concentrations. Officially merging the separate majors into one program will more properly reflect the nature of the program.

The target audience for this program continues to be undergraduate students interested in teaching music. This proposed modification is central to the institutional mission in that the program will continue to be a challenging undergraduate program to serve the need for well trained and highly qualified teachers in South Carolina and the region.

This modification is related to the university's strategic plan as it continues to support inclusive excellence by refining an existing program to better meet the needs of the students and the state of South Carolina by continuing to prepare highly qualified teachers of music.

Assessment of Need

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

Music Education is the strongest program in the Department of Music. Merging the two majors into one major with two concentrations will help the university meet important enrollment target thresholds. The state of South Carolina continues to need professionally trained music teachers and Winthrop University's Music Education graduates continue to fill needed positions in public and private schools throughout the state and the surrounding region.

Transfer and Articulation

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

Currently there are no special agreements for the BME program.

Description of the Program

Projected Enrollment for total BME (Instrumental and Choral)		
Year	Fall Headcount	Spring Headcount
	Total	Total
2020-2021	105	102
2021-2022	110	108
2022-2023	110	108

2023-2024	110	108
2024-2025	110	108

Explain how the enrollment projections were calculated.

Based on current and past enrollment and current faculty and course capacity, the program is anticipated to maintain current enrollment trends and maintain these numbers.

Curriculum

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

The curriculum is included starting on page 12.

Curriculum Changes

There are no changes to the curriculum as the current programs had a common core of courses and only differed in the instrumental or choral course selections.

Courses Eliminated from Program	Courses Added to Program	Core Courses Modified

New Courses

List and provide course descriptions for new courses.

No new courses are being added in this program modification.

Similar Programs in South Carolina offered by Public and Independent Institutions

Identify the similar programs offered and describe the similarities and differences for each program.

Program Name and Designation	Total Credit Hours	Institution	Similarities	Differences
BM – Music Education Emphasis	132	University of South Carolina	Teacher education in choral and instrumental areas	Not a Bachelor of Music Education (BME) degree; more specialized offerings in early childhood education and educational leadership
BS in Music Education	136	South Carolina State University	Teacher education in choral and instrumental areas	Bachelor of Science rather than Bachelor of Music Education degrees; concentrations in Choral-Voice and Choral-Piano in addition to Instrumental, which adds specializations in band, orchestra or electric strings
BA in Music Education	131	USC Aiken	Teacher education in choral and instrumental areas	Bachelor of Arts rather than Bachelor of Music Education degree
BME in Music Education	135	Anderson University	BME degree with instrumental and choral concentrations	Choral Concentration is “Vocal/Choral”
BA in Music Education	137	Charleston Southern	Teacher education in choral and instrumental areas	Bachelor of Arts rather than Bachelor of Music Education degree
BA in Music Education	128	Clayton University	Teacher education in choral and instrumental areas	Includes a “performing area” in Piano in addition to vocal and instrumental music
BM in Music Education	125	Converse College	Teacher education in choral and instrumental areas	Not a Bachelor of Music Education (BME) degree
BME in Music Education	136	Coker University	Teacher education in Music	No instrumental concentration, only piano and voice
BM in Music Education	132	Furman University	Teacher education in choral and instrumental areas	Not a Bachelor of Music Education (BME) degree; instrumental concentration includes band and or orchestra emphasis; vocal concentration includes elementary music or choral emphasis

BS in Music, K-12 Teacher Certification	120	Lander University	Teacher education in choral and instrumental areas	Not a Bachelor of Music Education (BME) degree; concentrations in choral, instrumental and keyboard
BA in Music Education	123	Limestone College	Teacher education in choral and instrumental areas	Not a Bachelor of Music Education (BME) degree; emphases in choral, instrumental, or general music
BME in Music Education	145	Newberry College	BME degree with instrumental and choral concentrations	Offers minors in Jazz Studies and Musical Theatre
BA in Music Education	141	North Greenville University	Teacher education in choral and instrumental areas	Not a Bachelor of Music Education (BME) degree; includes five concentrations: choral, strings and piano, winds and percussion, instrumental, and vocal.
BA in Music Education	142	Southern Wesleyan University	Teacher education in choral and instrumental areas	Not a Bachelor of Music Education (BME) degree

Faculty

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

No changes to faculty, staff, or administrative personnel are needed to implement this modification.

Resources

Identify new library, instructional equipment and facilities needed to support the modified program.

Library Resources: No new resources are needed.

Equipment: No new resources are needed.

Facilities: No new resources are needed.

Impact on Existing Programs

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

Yes

No

Financial Support

There are no new costs for this change.

Estimated Sources of Financing for the New Costs						
Category	1 st	2 nd	3 rd	4 th	5 th	Total
Tuition Funding						
Program-Specific Fees						
Special State Appropriation						
Reallocation of Existing Funds						
Federal, Grant, or Other Funding						
Total						
Estimated New Costs by Year						
Category	1 st	2 nd	3 rd	4 th	5 th	Total
Program Administration and Faculty and Staff Salaries						
Facilities, Equipment, Supplies, and Materials						
Library Resources						
Other (specify)						
Total						
Net Total (i.e., Sources of Financing Minus Estimated New Costs)						

Budget Justification

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

There are no changes to the budget as the programs currently operate as a single program. This modification does not anticipate any increase in costs or changes in enrollment.

Evaluation and Assessment

Program Objectives	Student Learning Outcomes Aligned to Program Objectives	Methods of Assessment
To support and provide opportunities for student development of a high level of musicianship.	Students will be able to analyze, improvise, create, and perform music proficiently.	<ol style="list-style-type: none"> 1. Performance juries assessed by applied faculty at the end of each of seven semesters of applied study. 2. Comprehensive courses in music history, theory, aural skills, piano for seven semesters. 3. Participation in a variety of chamber and large ensembles. 4. Music Education Sophomore Review to include “progress on major instrument or voice section. 5. Performance recital at the end of seven semesters of applied instruction.
To offer students opportunities to specialize in music education (choral secondary, instrumental secondary, elementary)	Students will be able to experience a range of in-depth requirements including chamber and large ensembles, conducting classes, and methods courses in their specific content area (choral or instrumental)	<ol style="list-style-type: none"> 1. Courses taught by content specific faculty (elementary, choral, and instrumental) 2. Laboratory experiences required (choral, Orff, band) 3. Methods courses (brass, woodwind, percussion, strings, marching band, voice)
To offer a curriculum that includes opportunities for teacher candidates to develop knowledge, skills, and dispositions necessary for success in the teaching field.	Students will be able to: <ul style="list-style-type: none"> • Demonstrate the dispositions of fairness, integrity, communication, and commitment. 	<ol style="list-style-type: none"> 1. Disposition and skills assessments developed by the COE that combines instructor and student self-assessments.

<p>Agenda Item 3c</p>	<ul style="list-style-type: none"> • Demonstrate knowledge of teaching diverse learners, developing a safe learning • Plans and implements appropriate lessons using technology. • Designs assessments that support and modify instruction and 	<ol style="list-style-type: none"> 2. Cohesive and sequential curriculum supported by courses offered in the College of Education and the Department of Music 3. The Music Education Sophomore Review. 4. Field opportunities and assessments in placements that begin in the first year of study and culminate with a year-long internship in the fourth year.
<p>To prepare students for professional careers in music education.</p>	<p>Students will be able to gain and maintain employment as a teacher.</p>	<ol style="list-style-type: none"> 1. Pass rate of 100% on the edTPA Education Teacher Performance Assessment portfolio project for 2. SC teacher certification (licensure). 3. Job placement rate has consistently been 100% for those graduates seeking a teaching job.

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

- Yes
 No

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

- Yes
 No

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

- Yes
 No

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

ACAP

06/09/2020

Agenda Item 20
The program is an Educator Preparation Program, does the proposed certification area require national recognition from a Specialized Professional Association (SPA)? If yes, describe the institution's plans to seek national recognition, including the expected timeline.

Yes

No

The program is currently nationally accredited by the National Association of Schools of Music (NASM). The program is up for reaccreditation by NASM in 2022-2023. The program is also fully approved by the South Carolina Department of Education.

Bachelor of Music Education in Music with concentrations in Instrumental or Choral

General Education Courses	Semester Hours
ACAD 101 Principles of the Learning Academy	1
Shared Skills and Proficiencies	
Writing and Critical Thinking (A grade of C- or better is required in these courses)	
WRIT 101 Composition: Introduction to Academic Discourse	3
HMXP 102 The Human Experience: Who Am I?	3
CRTW 201 Critical Reading, Thinking and Writing	3
* Oral Communication (met by EDUC 401)	0
* Technology (met by EDUC 305)	0
* Intensive Writing (met by MUST 306)	0
* Constitution Requirement (choose from approved list)	0-3
Physical Activity	1
Thinking Critically Across Disciplines	
¹ Global Perspectives (met in the major by MUST-307)	0
² Historical Perspectives (met in the major by MUST-305)	0

Introducing Students to Broad Disciplinary Perspectives

Social Sciences (3 hours met by EDUC 200. Choose from approved list) 3

⁴**Humanities and Arts** (3.0 hours met in the major by MUSA 151 or 152 – Major

Ensemble)

MUST-306 0

Quantitative Skills and Natural Sciences

Quantitative Skills (choose from approved list) (3-8) 9-12

Natural Science (choose from approved list-if two courses taken, one each from
2 of 3 categories and one must be a lab science) (3-8)

TOTAL **23-29**

Requirements in the Major

Music Core – Applied **21**

MUSA 111-112, 211-212, Private Lessons in the Major Instr. or Voice 7
311-312, 411

MUSA 151, 152, 156, 157, or 161 Major Large Ensemble (Choral or Instr.) 7

MUSA 14_, 15_, or 16_ Small Ensemble Requirement 2

MUSA 181-182, 281-282, 110A Piano Class I-IV, Secondary Piano 5

Music Core – Theoretical **38**

MUST 111-112, 211-212 Music Theory I-IV 12

MUST 113-114, 213-214 Aural Skills I-IV 4

MUST 121 Introduction to Music Technology 1

MUST 305, 306, 307 Music History Sequence 9

MUST 317-318 Beginning & Intermediate Conducting 6

MUST 411 Form and Analysis 3

MUST 5__ 500-level MUST elective 3

Professional Education Sequence		38
EDUC 101**	Developing Observation & Analysis Skills	1
EDUC 200**	Developmental Sciences Context of Poverty	3
EDUC 220**	Assessment to Meet Diverse Needs	2
EDCO 201**	Literacy and the English Language Learner	2
EDCO 202**	Supporting Exceptional and Gifted Learners in the General Education Classroom.	2
EDCO 305**	Technology in the Classroom	2
EDCO 350**	Academic and Social Strategies for Establishing an Inclusive Classroom Climate	3
EDUC 401**	Internship I: Contextual Factors	1
EDUC 402**	Internship II: Assessment & Instruction	9
EDUC 410**	Education in a Democracy	2
READ 345 or 346	Content Area Reading and Writing	3
MUST 190**, 590**, 591**, 593**	Music Education Core Courses	8
Other Music Requirements		
MUSR 282	Keyboard Proficiency	0
MUSR 290	Sophomore Review for Music Education	0
MUSR 412	Senior Recital	0
MUSR 498	Recital Attendance Requirement	0
Select one concentration:		
Instrumental Music Concentration		8
MUSA 291, 293, 295, 296, 297	Instrumental and Vocal Methods	5
MUST 341	Marching Band Techniques	1
MUST 521	Instrumental Arranging and Composition	2
Choral Music Concentration		6
MUSA 292	Instrumental Methods for Choral Students	1
MUST 237	Diction for Choral Majors	1
MUST 319	Vocal Pedagogy	2
MUST 522	Choral Arranging and Composition	2
TOTAL		126-128

**C (2.0) or better must be earned in each course and cannot be taken on the S/U basis.

A minimum grade of C (2.0) must be earned in each MUSA/MUST course counting toward degree requirements.

*The courses used to meet these requirements may also be used to meet another GNED category, such as social science.

NASM

NATIONAL
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ACCREDITED INSTITUTIONS SEARCH

WINTHROP UNIVERSITY

Rock Hill, SC 29733-0001.

Web Site: www.winthrop.edu/music

A department of music in the college of visual and performing arts in a comprehensive teaching university.

Date of Initial Accreditation: 9/1/1940

Year of Most Recent Comprehensive Review: 2013

Academic Year of Next Scheduled Comprehensive Review: 2022-2023

Degree-Granting, Non-Degree-Granting, SACSCOC, Not-for-Profit, Public, Teacher Education Accreditation.

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Degree and Program Listing

Bachelor of Arts in Music.

Bachelor of Music Education.

Bachelor of Music in Performance.

Master of Music Education.

Master of Music in Conducting.

Master of Music in Performance.

◆ Academy of Music.

Bachelor of Music in Composition.

CONTACT US

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