

ACAP  
1/26/17  
Agenda Item 3c

Name of Institution  
**Coastal Carolina University**

Name of Program (include concentrations, options, and tracks)

**Bachelor of Arts in Music, Concentration in Teacher Preparation Precertification**

Program Designation

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

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

- Yes  
 No

Proposed Date of Implementation

CIP Code

**Upon Approval**

**50.0901**

Delivery Site(s)

**CCU Main Campus, Conway, SC**

Delivery Mode

- Traditional/face-to-face\***                       Distance Education  
\*select if less than 50% online                       100% online  
 Blended (more than 50% online)  
 Other distance education

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

**Dr. Jill Trinka, Professor, Music Education and Coordinator of Music Education**  
[jtrinka@coastal.edu](mailto:jtrinka@coastal.edu)    **843-349-6929**

Institutional Approvals and Dates of Approval

**Department of Music Faculty**  
**College of Humanities and Fine Arts Curriculum Committee**  
**Dean, College of Humanities and Fine Arts**  
**University Academic Affairs Committee**  
**Faculty Senate**  
**Approved by Provost's Office & President**

**February 17, 2015**  
**February 18, 2015**  
**February 18, 2015**  
**January 6, 2015**  
**March 4, 2015**  
**March 19, 2015**

**Background Information**

**Provide a detailed description of the proposed modification, including its nature and purpose and centrality to institutional mission. (1500 characters)**

The current B.A. in Music allows for three (3) concentrations: (1) Concentration in General Studies, (2) Concentration in Performance, and (3) Concentration in Teacher Preparation Precertification. This Program Modification concerns **only** the Concentration in Teacher Preparation Precertification (TPPC). The other concentrations do not change. The TPPC concentration does not lead to teacher certification. Students who graduate with this concentration must enter and graduate from our M.A.T. (Music) program to earn licensure and music teacher certification.

All modifications to the TPPC Track contained herein serve to strengthen:

- (1) The undergraduate program of study in the Specialized Block (University Catalog, Section V in the Music Major – Concentration in Teacher Preparation Precertification) and the Teacher Preparation Block (Section VI).
- (2) The mission of the university to "...develop students who are both knowledgeable in their chosen fields and prepared to be productive, responsible, healthy citizens with a global perspective."

The general purpose of this Program Modification is to provide our students with a better foundation in music education, so as to prepare them to be effective 21<sup>st</sup> century music educators. More specifically, the modifications are aimed at addressing issues relative to:

- course content and previously assigned credit hours for music methods courses in the undergraduate precertification Specialized Block and Teacher Preparation Block of courses;
- possible deficiencies in the current undergraduate teacher preparation precertification concentration, which, in all likelihood, may be affecting some student outcomes of Praxis II Music Content; and
- the distribution of, and previously assigned credit hours for, instrumental and choral techniques classes among both instrumentalists and vocalists.

Specific modifications to the pre-certification track involve **two** categories:

- (I) New Course Proposals, and
- (II) Changes in course titles, course numbers, and credit hours for existing courses.

## **I. NEW COURSE PROPOSALS**

New courses proposed are:

- MUED 200 Mid-Program Review (0)
- MUS 343 American Music Traditions (3)
- MUS 345 World Music Traditions (3)
- MUED 313 Music Literature for Grades Pre-K to 5 (3)
- MUED 421 Music Methods for Grades 3-5 (3)
- MUED 237 Choral Techniques for Instrumentalists (2)
- MUED 243 Brass and Wind Techniques for Vocalists (2)

Rationale: Possible weaknesses in the current teacher preparation track affecting outcomes of Praxis II Music Content required creating courses to provide specific study in American Music Traditions and in World Music Traditions, neither of which had been included in the Teacher

Preparation Precertification Concentration. Also, because the M.A.T. program is a Secondary content program (adolescent), students are not currently engaged in equivalent developmental study of, and repertoire for, children ages 4 through 10 (Pre-K to Grade 5), even though they may eventually end up teaching such students, depending upon teaching assignments.

Consequently, the following new courses were proposed:

MUS 343 American Music Traditions (3)  
MUS 345 World Music Traditions (3)  
MUED 313 Music Literature for Grades Pre-K to 5 (3)

The fourth new course proposed relative to the Praxis and adolescent emphasis issues is the partner of the course (new in 2013), MUED 321 Music Methods for Grades Pre-K to 2 (3). This is:

MUED 421 Music Methods for Grades 3-5 (3).

Two additional courses were proposed in response to issues involving: (1) instrumental students not having a choral techniques class in the Teacher Preparation Block; and (2) choral students – generally less adept instrumentally than instrumental students – needing study of brass and wind instruments allowing them to make progress in playing these instruments without severely hampering the progress of instrumentalists. (Current practice has both populations studying these instruments in the *same* course, to the detriment of both groups.) Therefore, the following new courses were developed:

MUED 237 Choral Techniques for Instrumentalists (2)  
MUED 243 Brass and Wind Techniques for Vocalists (2)

Finally, the current CCU Department of Music section in the University Catalog states: “A diagnostic and advisory review of the student’s work will be conducted at the end of the sophomore year...and will determine the student’s eligibility for upper-level (Junior-Senior) courses.” In reality, however, there has not been a well-defined and systematic method to initiate this formal review process and then efficiently use the results to assess overall program effectiveness. Consequently, the new MUED 200 Mid-Program Review is proposed so that this benchmark assessment would be present in the degree plan. Attaching a course number to the zero-credit Mid-Program Review will place the course in Datatel, our student information system. All Teacher Preparation Precertification Concentration students must complete the Review prior to enrolling in upper-level courses in the Teacher Preparation Block.

MUED 200 Mid-Program Review (0)

## II. CHANGES IN EXISTING COURSES

Rationale: The changes in existing courses were made to clarify the content and course sequencing of the curriculum. The skills necessary for a successful music teacher are numerous and varied. The Department of Music at Coastal Carolina University would like to be able to offer students multiple opportunities to reinforce those skills and to develop them through a systematic and comprehensive pedagogy.

### A. Change in Course Title

Change of the course title MUED 443 Instrumental Methods (middle school) to MUED 443 Beginning Instrumental Methods. (Advanced Instrumental Methods is offered in the M.A.T. coursework later.)

**B. Changes in Course Numbers**

Change the course number of MUED 492 Fundamentals of String Instruments to MUED 292 Fundamentals of String Instruments. (This course will serve as the gate-keeper for the MUED 200 Mid-Program Review.)

Change MUED 337 Secondary Choral Methods to MUED 437 Secondary Choral Methods. (Offer during the Senior year.)

**C. Changes in Course Credits**

Review of the credit hours of a relatively new course, MUED 101 Introduction to Music Education (3), resulted in the proposed change that the credits be reduced from 3 to 1. The rationale is that instructor feedback about the course during the two semesters in which the course has now been taught revealed difficulties in scheduling a 3-credit course in the first semester of freshman year, and that a one (1) hour Introduction to Music Education course would best fit the needs of students in the TPPC Track.

The music education committee addressed the issue of inconsistent credit hours associated with the various methods courses and voted unanimously to make **all** methods courses three (3) credits, which is typical in teacher preparation tracks at the national level. Similarly, the committee also voted to change **all** instrument techniques classes from two (2) credits to one (1) credit, which is also typical nationally.

To summarize, the following modifications are proposed:

**FROM**

MUED 101 Introduction to Music Education (3)  
MUED 353 Secondary General Methods (2)  
MUED 343 Instrumental Methods (2)  
MUED 337 Secondary Choral Methods (2)  
MUED 391 Fundamentals of Brass Instruments (2)  
MUED 392 Fundamentals of Woodwind Instr. (2)  
MUED 491 Fundamentals of Percussion Instr. (2)  
MUED 492 Fundamentals of String Instr. (2)

**TO**

MUED 101 Introduction to Music Education (1)  
MUED 353 Secondary General Methods (3)  
MUED 343 Beginning Instrumental Methods (3)  
MUED 437 Secondary Choral Methods (3)  
MUED 391 Fundamentals of Brass Instruments (1)  
MUED 392 Fundamentals of Woodwind Instr. (1)  
MUED 491 Fundamentals of Percussion Instr. (1)  
MUED 292 Fundamentals of String Instruments (1)

The proposed changes in credit hours are:

Specialized Block:

Instrumental	<b>from 11 credits to 17 credits (+6)</b>
Vocal	<b>from 15 credits to 17 credits (+2)</b>

Teacher Preparation Block:

Instrumental	<b>from 21 credits to 22 credits (+1)</b>
Vocal	<b>from 21 credits to 20 credits (- 1)</b>

Instrumentalist's total credit hours increase from 32 to 39 credits (+7)

Vocalist's total credit hours increase from 36 to 37 credits (+1)

The total change in credit hours in the B. A. in Music – Concentration in Teacher Preparation Precertification, including course substitutions in the Music Department for the University Core, is a change **from** 121-132 total credits **to** 126 -135 total credits.

Students entering the TPPC track in fall of 2015 could possibly take advantage of these proposed program modifications, which, if approved, would fully take effect in the Fall of 2017.

List the objectives of the modified program. (1500 characters)

### **Essential Music Competencies to the Music Teacher**

- Conducting and Musical Leadership. The prospective music teacher must be a competent conductor, able to create accurate and musically expressive performances with various types of performing groups and in general classroom situations.
- Arranging. The prospective music teacher must be able to arrange and adapt music from a variety of sources to meet the needs and ability levels of individuals, school performing groups, and in classroom situations.
- Functional Performance. In addition to the skills required for all musicians, functional performance abilities in keyboard and the voice are essential. Functional performance abilities in instruments appropriate to the student's teaching specialization are also essential.
- Analysis/History/Literature. The prospective music teacher should be able to apply analytical and historical knowledge to curriculum development, lesson planning, and daily classroom and performance activities. Teachers should be prepared to relate their understanding of music with respect to styles, literature, multiple cultural sources, and historical development, both in general and as related to their area(s) of specialization.
- Knowledge and skills sufficient to teach beginning students on instruments and/or in voice as appropriate to the chosen areas of specialization.
- Knowledge of content, methodologies, philosophies, materials, technologies, and curriculum development in music education.
- Experiences in solo vocal or instrumental performance.
- Experiences in ensembles. Ensembles should be varied both in size and nature.
- The ability to lead performance-based instruction in a variety of settings.
- Laboratory experience in teaching beginning students in a variety of specializations.

### **Essential Teaching Competencies**

- Ability to teach music at various levels to different age groups and in a variety of classroom and ensemble settings in ways that develop knowledge of how music works syntactically as a communication medium and developmentally as an agent of civilization. This set of abilities includes effective classroom and rehearsal management.
- An understanding of child growth and development and an understanding of principles of learning as they relate to music.
- The ability to assess aptitudes, experiential backgrounds, orientations of individuals and groups of students, and the nature of subject matter, and to plan educational programs to meet assessed needs.
- Knowledge of current methods, materials, and repertoires available in various fields and levels of music education appropriate to the teaching specialization.
- The ability to accept, amend, or reject methods and materials based on personal assessment of specific teaching situations.

- An understanding of evaluative techniques and ability to apply them in assessing both the musical progress of students and the objectives and procedures of the curriculum.

The proposed program modifications should:

1. Strengthen the precertification track content to provide Praxis II Music Content in the undergraduate program of study;
2. Include elementary and middle school music methods courses in the undergraduate program of study;
3. Provide instruction in developmentally appropriate practice for PK-5 children in the undergraduate program of study;
4. Create consistent numbering of credit hours for methods courses and instrument techniques courses;
5. Create courses in vocal techniques for instrumentalists;
6. Provide separate instrument courses for vocalists; and
7. Keep the total degree credits within the range of the other pre-professional degree in the College of Humanities and Fine Arts, i.e., Musical Theatre Major (127-138 credits).

### Assessment of Need

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

The mission of Coastal Carolina University states, in part, that it is a public comprehensive liberal arts institution seeking

“to develop students who are both knowledgeable in their chosen fields and prepared to be productive, responsible, healthy citizens with a global perspective....Because Coastal Carolina embraces the teacher-scholar model, it places primary emphasis on high quality teaching and engaged learning, and it supports faculty research, creative activities, and expert collaboration in the community, state, nation and world. . . .”

From August 2013 to October 2014, the Music Education Committee in the Department of Music analyzed the current Teacher Preparation Precertification Concentration of the Bachelor of Arts in Music degree program. It found that the current program of study could not be said to fully support the institutional mission, which specifically targets collaboration in the community, state, nation, and world. We believe that courses in the current track provide neither broad-based global perspectives nor meet current educational trends in the field. Further, CCU credit hour assignments for what are standard music education courses nationally are either too few (methods classes are typically 3 credits each) or too many (instrument methods classes are typically 1 credit each). Our modifications are designed to ameliorate or rectify these general issues.

We also compared our program with those of the music education programs at South Carolina institutions, [University of South Carolina (Columbia and Aiken), Converse College, South Carolina State, Newberry College, Presbyterian College, and Winthrop University] as well as with peer and aspirant institutions [Appalachian State; Morehead State; U Tenn.-Chattanooga; U. Tenn. – Martin; and U. of W. Florida]. Coastal Carolina University is the only institution in the state that offers only a Teacher Education Pre-Certification Concentration in the Bachelor of Arts in Music degree **plus** the M.A.T as a path to teacher certification and state licensure. All others offer the Bachelor of Music in Music Education, or the Bachelor of Music Education, or the Bachelor of Arts in Music Education (Choral) or (Instrumental).

Therefore, the modifications to the Teacher Preparation Pre-Certification Concentration of the Bachelor of Arts in Music degree program at Coastal Carolina University relate specifically to:

- providing course offerings to fit expectations of the 21<sup>st</sup> century music educator;
- providing a benchmark assessment tool for students entering upper-division Music Education methods courses;
- improving/increasing Praxis II scores; and
- bringing our credit hour assignments for standard music teacher preparation courses in line with current national practices.

Will the proposed modification impact any existing programs and services at the institution?

Yes

No

If yes, explain. (1000 characters)

### List of Similar Programs in South Carolina

NOTE: Data Gathered in Fall 2013 and Updated in Spring 2016.

To our knowledge, no other institution in South Carolina offers the Bachelor of Arts in Music, Teacher Preparation Pre-Certification Concentration (all-level PK-12) with licensure achieved only if candidates complete the additional Master of Arts in Teaching, Music. Additionally, all CCU TPPC track students – regardless of area of concentration (vocal or instrumental) – take instrument *and* vocal methods courses.

<b>Program Name</b>	<b>Institution</b>	<b>Similarities</b>	<b>Differences</b>
Bachelor of Music in Music Education	University of South Carolina	National Association of Schools of Music requirements for Accreditation	Choice of Choral; Percussion; Strings; Winds 132 cr.
Bachelor of Music in Music Education K-12 Choral or K-12 Instrumental	Converse College	National Association of Schools of Music requirements for Accreditation	Choice between K-12 Choral and K-12 Instrumental 138-141 cr.
Bachelor of Music Education	Winthrop University	National Association of Schools of Music requirements for Accreditation	Choice between Choral Certification and Instrumental Certification 135-136 cr.
Bachelor of Music in Music Education	Furman University	National Association of Schools of Music requirements for Accreditation	Choice between Band/Orchestra or Choral/General 132 cr.
Bachelor of Science in Music Education	South Carolina State University	National Association of Schools of Music requirements for Accreditation	w/concentrations in Choral/ Piano; Choral Voice; Instrumental 135-137 Cr.

### Description of the Program

Projected Enrollment						
Year	Fall Semester		Spring Semester		Summer Semester	
	Total Headcount (1)	Credit Hours (2)	Total Headcount (1)	Credit Hours (2)	Total Headcount	Credit Hours
2016-2017	32	480	28	414	0	0
2017-2018	28	419	24	365	0	0
2018-2019	26	387	23	340	0	0
2019-2020	25	371	22	327	0	0
2020-2021	20	296	17	253	0	0

Note 1: Based on beginning enrollment of 32 students and then 10 new students each following fall and 2 new students each spring.

Note 2: Credit hours based on 15 hours per semester.

Note 3: Years one through four total headcounts based on 80% returning fall to spring and 65% returning spring to fall.

### Curriculum

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

The entire proposed program of changes in the Teacher Preparation Precertification Track of the B. A. in Music is shown below.

V. SPECIALIZED BLOCK (17 credits)

**Instrumental Studies**.....17 credits

- MUED 165 Class Voice I (2)
- MUS 333 Conducting and Score Reading (2)
- MUS 334B Instrumental Conducting (2)
- MUS 343 American Music Traditions (3)
- MUS 345 World Music Traditions (3)
- MUS 420 Orchestration and Arranging (2)

**(Wind, Brass, Percussion Studies)**

MUED 469A Applied Wind Band Literature (3)

**Vocal Studies**.....17 credits

- MUS 135 English Diction for Singers (1)
- MUS 136 Italian Diction for Singers (1)
- MUS 137 German Diction for Singers (1)
- MUS 138 French Diction for Singers (1)
- MUS 333 Conducting and Score Reading (2)
- MUS 334 Choral Conducting (2)
- MUS 343 American Music Traditions (3)
- MUS 345 World Music Traditions (3)
- MUED 469A Applied Choral Literature (3)

VI. TEACHER PREPARATION BLOCK .....20-22 credits

- MUED 101 Introduction to Music Education (1)
- MUED 200 Mid-Program Review (0)
- MUED 292 Fundamentals of String Instruments (1)
- MUED 313 Music Literature for Grades Pre-K to 5 (3)
- MUED 321 Music Methods for Grades Pre-K to 2 (3)

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- MUED 353 Secondary General Methods (3)
- MUED 421 Music Methods for Grades 3-5 (3)
- MUED 491 Fundamentals of Percussion Instruments (1)
- Instrumental Studies (22)**
- MUED 237 Choral Techniques for Instrumentalists (2)
- MUED 391 Fundamentals of Brass Instruments (1)
- MUED 392 Fundamentals of Woodwind Instruments (1)
- MUED 443 Beginning Instrumental Methods (3)
- Vocal Studies (20)**
- MUED 243 Brass and Wind Techniques for Vocalists (2)
- MUED 437 Secondary Choral Methods (3)

If they choose, students entering under the 2015-2016 catalog should be able to complete the new program modifications, once approved. Students in previous catalogs will complete requirements for the catalog they selected on their University Program Evaluation provided by Datatel.

**Curriculum Changes**

**Note: Complete this table only if there are changes to the curriculum.**

<b>Courses Eliminated from Program</b>	<b>Courses Added to Program</b>
	MUED 200 Mid-Program Review (0)
	MUS 343 American Music Traditions (3)
	MUS 345 World Music Traditions (3)
	MUED 313 Music Literature for Grades Pre-K to 5 (3)
	MUED 421 Music Methods for Grades 3-5 (3)
	MUED 237 Choral Techniques for Instrumentalists (2)
	MUED 243 Brass and Wind Techniques for Vocalists (2)

### Faculty

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

All modifications are covered with existing faculty. The Department of Music has full-time and adjunct faculty currently available to teach the proposed curriculum. Many of the courses in the proposed changes to the Teacher Preparation Precertification Concentration will be available for students in other concentrations as well. Examples are:

- MUS 343 – American Music Traditions
- MUS 345 – World Music Traditions
- MUS 420 - Orchestration and Arranging

YEAR	NEW		EXISTING		TOTAL	
	Headcount	FTE	Headcount	FTE	Headcount	FTE
<i>Administration</i>						
2016-2017	0	0.00	1	0.10	1	0.10
2017-2018	0	0.00	1	0.10	1	0.10
2018-2019	0	0.00	1	0.10	1	0.10
2019-2020	0	0.00	1	0.10	1	0.10
2020-2021	0	0.00	1	0.10	1	0.10
<i>Faculty</i>						
2016-2017	0	0.00	11	1.70	11	1.70
2017-2018	0	0.00	11	2.89	11	2.89
2018-2019	0	0.00	11	2.32	11	2.32
2019-2020	0	0.00	11	2.61	11	2.61
2020-2021	0	0.00	11	2.32	11	2.32
<i>Staff</i>						
2016-2017	0	0.00	1	0.25	1	0.25
2017-2018	0	0.00	1	0.25	1	0.25
2018-2019	0	0.00	1	0.25	1	0.25
2019-2020	0	0.00	1	0.25	1	0.25
2020-2021	0	0.00	1	0.25	1	0.25

### Resources

**Identify any new library/learning resources, new instructional equipment, and new facilities or modifications to existing facilities needed to support the modified program. (2000 characters)**

The modified program will need some allocations for annual updating of library acquisitions, instrument rentals, and instrument purchases. Purchase of technology-driven music education curricula will also be necessary, as will standard updates of hardware and software for instructional purposes, and these are reflected in the budget estimates below.

### Financial Support

Estimated Costs by Year						
Category	1 <sup>st</sup>	2 <sup>nd</sup>	3 <sup>rd</sup>	4 <sup>th</sup>	5 <sup>th</sup>	Total
Program Administration (1)	\$11,079	\$11,300	\$11,526	\$11,757	\$11,992	\$57,654
Faculty and Staff Salaries (2)	\$136,280	\$242,161	\$197,850	\$225,830	\$205,843	\$1,007,964
Graduate Assistants						\$0
Equipment	\$5,000	\$5,000	\$5,000	\$5,000	\$5,000	\$25,000
Facilities						\$0
Supplies and Materials	\$5,000	\$5,000	\$5,000	\$5,000	\$5,000	\$25,000
Library Resources	\$500	\$1,000	\$1,000	\$1,000	\$1,000	\$4,500
Other						\$0
<b>Total</b>	<b>\$157,858</b>	<b>\$264,461</b>	<b>\$220,376</b>	<b>\$248,587</b>	<b>\$228,835</b>	<b>\$1,120,118</b>
Sources of Financing by Year						
Category	1 <sup>st</sup>	2 <sup>nd</sup>	3 <sup>rd</sup>	4 <sup>th</sup>	5 <sup>th</sup>	Total
Tuition Funding	\$528,430	\$472,908	\$447,311	\$437,665	\$351,142	\$2,237,455
Program-Specific Fees						\$0
State Funding						\$0
Reallocation of Existing Funds						\$0
Federal Funding						\$0
Other Funding						\$0
<b>Total</b>	<b>\$528,430</b>	<b>\$472,908</b>	<b>\$447,311</b>	<b>\$437,665</b>	<b>\$351,142</b>	<b>\$2,237,455</b>
<b>Net Total</b> (i.e., Sources of Financing Minus Estimated Costs)	<b>\$370,571</b>	<b>\$208,447</b>	<b>\$226,935</b>	<b>\$189,077</b>	<b>\$122,307</b>	<b>\$1,117,337</b>

**Note 1:** Program administration based on 10% of Director's salary plus 28% fringe for year one. Years 2-5 are based on a 2% increase.

**Note 2:** Faculty and staff salaries include 28% fringe benefits. Years 2-5 are also based on a 2% increase.

### 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.**

No new funding is requested from the State. This modification is based on current resources and projected needs of new students. Tuition will fully fund the program.

### Evaluation and Assessment

Will any the proposed modification impact the way the program is evaluated and assessed?

Yes

No

If yes, explain. (1000 characters)

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Will the proposed modification affect or result in program-specific accreditation?

Yes

No

If yes, explain; if the modification will result in the program seeking program-specific accreditation, provide the institution's plans to seek accreditation, including the expected timeline for accreditation. (500 characters)

Will the proposed modification affect or lead to licensure or certification?

Yes

No

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

### **Teacher or School Professional Preparation Programs**

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

Yes

No

If yes, complete the following components.

Area of Certification

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