

**Coastal Carolina University**

**Conway, South Carolina**

**Proposal to the  
South Carolina Commission on Higher Education to  
establish**

**Bachelor Arts of Music degree with  
Three Concentrations**

- **General Music**
- **Performance**
- **Teacher Preparation**

**February 15, 2011**

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**David A. DeCenzo  
President**

## CLASSIFICATION

<b>Names of Proposed Program:</b>	Bachelor of Arts in Music
<b>Academic Unit:</b>	Edwards College of Humanities and Fine Arts, Department of Music
<b>Designation of Degree:</b>	Bachelor of Arts, (4-year degree program)
<b>Proposed Date of Implementation:</b>	Fall 2011
<b>CIP Code:</b>	50.0901
<b>Identification of Program as New or Modification:</b>	Modification
<b>Qualifies Palmetto Fellows And LIFE Scholarship Awards:</b>	No
<b>Delivery Mode:</b>	Face-to-face delivery system

## JUSTIFICATION

### **Purposes and objectives of the program**

The Department of Music at Coastal Carolina University currently offers a Bachelor of Arts in Music. The modifications proposed in this application are in two parts. First, the music foundation block, consisting primarily of music theory, musicianship and music history coursework, has been reconfigured to better deliver the current goals and objectives of the program. Second, we are proposing three tracks for the current B.A. in Music to reflect the different aspirations of our students. The Performance Track most resembles the current program, and is designed for students seeking professional training in applied music. The Teacher Preparation Track is designed for students who intend to continue and pursue the Master of Arts in Teaching, with concentration in Music, leading to licensure to teach music K-12 in the South Carolina public schools. The General Music Track is designed for students who either wish to pursue other vocations in music, such as arts management, music recording, music composition and music research, or who wish to study music less rigorously, but within the context of a liberal arts education. The NASM consultant, examining the program during the accreditation process, suggested that regardless of what professional training the department chooses to offer, the liberal arts degree in music should be an option for students.

### ***Foundation Block:***

The goal of the foundation block is to prepare students to be knowledgeable musicians, regardless of specialization. Every musician needs to understand how the different elements of music (melody, harmony, rhythm and form) interact in a work of music. A musician also needs to be able to hear and identify these elements, as well as demonstrate music literacy by being able to sing or play at sight music of a difficulty appropriate for an undergraduate degree. Every musician also needs to know the major trends of music in our culture, both in the so-called “art” tradition and in popular culture. Our accrediting body, the National Association of Schools of Music (hereafter, NASM) has published standards in these areas. The music program at Coastal Carolina was recently accredited by NASM (July, 2010), demonstrating curricular standards

appropriate to the current degree. The proposed changes to the foundation block keep these curricular standards, but changes the way these standards will be met. Since the reconfiguration involved substituting new courses for the current courses, we have included discussion of these changes because the number of credit hours of new courses totals more than 18. The details of these modifications will be included in tables that follow.

<b>Music Foundation Block</b>		
<b>GOALS &amp; OBJECTIVES</b>	<b>STUDENT LEARNING OUTCOMES</b>	<b>ASSESSMENT</b>
<b>Students who earn a B.A. in Music will expected to:</b>	<b>Students who earn a B.A. in Music will expected to:</b>	<b>Students will attain these goals and objectives through:</b>
1. Demonstrate musical understanding, as well as creative and critical skills.	Critically evaluate musical judgments through papers that will sift and synthesize extant sources, as well as critically analyzing musical works or performances.	Satisfactory work in music history classes, including a term paper that requires demonstration of these skills.
2. Understand the major elements of music.	Identify, analyze and hear major elements of music, such as rhythm, melody, harmony and structure.	Satisfactory work in both the music theory and musicianship sequences.
3. Understand compositional processes, the aesthetic properties of style, and the ways these are shaped by artistic and cultural forces.	Identify and analyze music of the common practice era (1600-1900) and the basics of key 20th century styles.	Satisfactory work in both music theory and music history sequences.
4. Be proficient in musicianship.	Demonstrate proficiency in sight singing and keyboard skills.	Satisfactory work in musicianship sequence.
5. Acquire a basic knowledge of music technology.	be able to use a computer notation program, a sequencing program and other electronic resources.	Satisfactory work in a basic technology course.

***Concentration in Performance:***

The Bachelor of Arts with a concentration in Performance is the track that most resembles the current degree. It is intended as professional training for those who seek the skills to be performing musicians. NASM standards generally prefer the Bachelor of Music for professional degrees but institutions may offer either a Bachelor of Arts or a Bachelor of Science that meets its professional standards. This concentration features intensive applied music instruction, as well as courses in diction and vocal literature for vocalists, conducting and specific literature courses for instrumentalists, and pedagogy studies in the area of specialization, since most performers also teach private music lessons. Besides the new foundation block described above, the only new courses are the reworking of the vocal diction courses to include vocal literature,

replacing a 400 level vocal literature class, and for the instrumentalists, a literature and pedagogy class for each individual instrument.

<b>Performance Track</b>		
<b>GOALS &amp; OBJECTIVES</b>	<b>STUDENT LEARNING OUTCOMES</b>	<b>ASSESSMENT</b>
<b>Students who earn a B.A. in Music (Performance) will expected to:</b>	<b>Students who earn a B.A. in Music (Performance) will expected to:</b>	<b>Students will attain these goals and objectives through:</b>
1. Understand the basic elements of music as they work individually and in relation to each other.	Identify, analyze and reproduce the basic elements of music (melody, harmony, rhythm and form).	Satisfactory work in all aspects of the Music Foundation Block.
2. Understand and demonstrate mastery of the technical and artistic aspects of either the voice or an instrument.	Perform music of an appropriate difficulty and scope in public.	Satisfactory work in juries, particularly the Sophomore Barrier, and in Junior and Senior Recitals.
3. Understand and demonstrate the ability to play effectively with other musicians.	Perform in ensembles and chamber music both in performing one's own part and in shaping that performance by following a conductor and listening to how one's own part fits with the whole.	Satisfactory work in ensemble and chamber music experiences.
4. Demonstrate knowledge of the applied area's repertoire and pedagogy.	Identify major works in the repertoire of one's applied area, and demonstrate the basics of pedagogy for the applied area.	Satisfactory work in the Literature and Pedagogy classes.

***Concentration in Teacher Preparation:***

At Coastal Carolina University, a student may study to obtain a license to teach music K-12 in the public schools by earning a Master of Arts in Teaching with a concentration in Music. This program is administered by the Spadoni College of Education, with the cooperation of the Department of Music. The goal of this program is to give students the skills and competencies necessary to obtain licensure to teach music K-12 successfully. Since the M.A.T. program is designed as a one-year curriculum, preparation in the specific music teaching skills and methods is both crucial and a challenge. As such, the Department of Music will establish this track by offering a number of teaching methods courses at the undergraduate level. These include specific methods for three of the four families of instruments (woodwinds, brass and percussion) as well as several secondary music methods. As each of these methods classes affords opportunities for field observations and hands-on training, we feel our licensure program will be more highly

successful in preparing students to enter the M.A.T. program. As Coastal Carolina is the only four-year institution in the Horry/Georgetown County areas, we feel it is crucial that we take initiative to train excellent public school music teachers for this region and beyond.

<b>Teacher Preparation Track</b>		
<b>GOALS &amp; OBJECTIVES</b>	<b>STUDENT LEARNING OUTCOMES</b>	<b>ASSESSMENT</b>
<b>Students who earn a B.A. in Music (Teacher Preparation) will expected to:</b>	<b>Students who earn a B.A. in Music (Teacher Preparation) will expected to:</b>	<b>Students will attain these goals and objectives through:</b>
1. Understand the basic elements of music as they work individually and in relation to each other.	Identify, analyze and reproduce the basic elements of music (melody, harmony, rhythm and form).	Satisfactory work in all aspects of the Music Foundation Block.
2. Understand advanced concepts in either instrumental or vocal music.	Play or sing at a sufficient level of proficiency, as well as conduct an ensemble related to the applied area.	Satisfactory work in juries, sophomore barrier, senior recital and conducting courses.
3. Understand and demonstrate the ability to play effectively with other musicians.	Perform in ensembles and chamber music both in performing one's own part and in shaping that performance by following a conductor and listening to how one's own part fits with the whole.	Satisfactory work in ensemble and chamber music experiences.
4. Demonstrate knowledge of teaching methods for certain levels of school teaching.	Teach a beginning lesson for woodwind, brass or percussion for instrumentalists, or a voice lesson for vocalists; design and implement a secondary school concert program; write a lesson plan for a secondary school general music class.	Satisfactory work in the methods classes.

***Concentration in General Studies:***

There are many aspects to the music industry, and not all of them involve performing professionally or teaching K-12. The General Studies track will seek to serve students in this category by giving a solid foundation in the understanding and basic skills of music, while allowing the student to have the flexibility to take electives in areas that are either related to

music or are part of the music service industry. These might include business courses for those wishing to enter arts management, technology courses for those who wish to serve as recording and sound technicians, or more intensive studies in composition, musicology or music journalism. This track requires applied music study, but to a lesser degree, removing the recital requirement, and adds a Senior Project, the capstone independent study in an area of the student's choosing.

<b>General Studies Track</b>		
<b>GOALS &amp; OBJECTIVES</b>	<b>STUDENT LEARNING OUTCOMES</b>	<b>ASSESSMENT</b>
<b>Students who earn a B.A. in Music (General Studies) will expected to:</b>	<b>Students who earn a B.A. in Music (General Studies) will expected to:</b>	<b>Students will attain these goals and objectives through:</b>
1. Understand the basic elements of music as they work individually and in relation to each other.	Identify, analyze and reproduce the basic elements of music (melody, harmony, rhythm and form).	Satisfactory work in all aspects of the Music Foundation Block.
2. Be able to make critical judgments of musical performances.	Identify styles of music and appropriate representations of those styles.	Satisfactory work in both the music history courses.
3. Demonstrate understanding of an area related to music, chosen by the student.	Synthesize different aspects of music and related studies by writing a composition, analysis, research paper, recoding project, or other project in an area of the student's interest.	Satisfactory work in the Senior Project, a capstone independent study.

### **Need and Rationale for the proposed modification**

Music is largely a field of specialists. At anything past the beginner level of student, we can't expect a trumpet player to teach oboe or an opera singer to direct a choir, even though in the first case, both are winds, and in the second case, both require vocal training. An examination of the music programs at institutions of higher learning in South Carolina as listed on the CHE website reveals as many as twenty different categories requiring a total of ten different CIP numbers. Even within each category, there is a variety of ways to name the program, and no standards as to whether the undergraduate music program is a B.A., a B.S. or a B.Mus.

What this demonstrates is that each institution has exercised a certain degree of freedom in deciding how to train musicians, and that the specialization can occur within a program that is listed generally or a program that is specific to sub-discipline in music. In the narrative that follows, we will explain why the modifications proposed here will strengthen the program at Coastal Carolina University at little additional expense.

At the start of CCU's accreditation process with NASM in 2006, the NASM consultant Bob Werner has suggested to the department that the three tracks requested in this modification be established. This confirmed our own internal observation that our students fell into three general populations: those wishing to become performers, those wishing to become public school music teachers and those who wished to pursue other aspects of music, professionally or otherwise. We feel that these proposals, largely using the courses we already offer, are the best way to serve current and future students.

A survey of current music majors at CCU was conducted to gauge interest in these proposed tracks. The survey results are summarized below:

- A survey of current music majors at Coastal Carolina University showed good interest in the three proposed tracks. 70% of respondents said they would be interested in pursuing a performance emphasis, 56% said they would be interested in pursuing a teacher preparation emphasis, and 29% said they would be interested in pursuing a general studies emphasis. [Note: these were posed as separate questions, so totals added to more than 100%.]
- Comments as to what other changes the students might like to see elicited mostly responses to add programs related to commercial music and the music industry. This information may guide the department in future planning. As for the current proposal, the results seem to indicate that music students want the degree to reflect a particular area of specialization.
- A survey of prospective students from the general population of applicants to Coastal Carolina University showed some interest in these tracks. 15% of respondents expressed interest in pursuing a music degree with a performance emphasis, 16% for teacher preparation emphasis, and 14% for general studies emphasis. Since this group was not pre-screened to include those with a specific music interest, the size of the favorable response is positive. [Note: The current size of the music major at Coastal Carolina University is under 2% of the general undergraduate population.]

As for the employment prospects and a survey of the economic need for these tracks, it was difficult to get an accurate assessment, because many professional musicians are self-employed, and most performing jobs are part-time and seasonal. Therefore, a survey of whether a particular concert venue would hire musicians does not yield much useful information. Indeed, a glance at the local papers in the Grand Strand area shows that on any given weekend, there are dozens of performances in restaurants, clubs and concert venues. It is clear that musicians are getting gigs, but it is probably better to rely on the U.S. Bureau of Labor Statistics to describe trends in the music performance field. The most recent posting of the U.S. Bureau of Labor Statistics estimates that between 2008 and 2018, there should be an 8% rise in the number of jobs for musicians. In a climate of low growth in many employment areas, this is somewhat encouraging.

To put things in perspective, the Bureau of Labor Statistics online publication entitled "Musicians, Singers, and Related Workers" gives a detailed analysis of the current field. In 2008, musicians and singers held 186,400 jobs nationally, while 53,600 jobs were also held by music directors and composers. Around 43% worked part time, and 50% of these people were self employed. This survey did not count those in the teaching professions, and so would be a good

source of information for the Performance track we are proposing. This document goes on to mention that competition for these jobs is keen, and that advanced training, whether in the form of a college degree or private study, is often required to compete effectively for these jobs. The job prospects for composers and directors, according to this document, is somewhat similar to that of performers, and the need for a bachelor's degree even more imperative. With our proposed modifications, a composer or director may elect either the Performance or the General Studies tracks as a way to prepare for this..

It was suggested above that one of the options for a General Studies track might be as a recording engineer. The Bureau of Labor Statistics online document entitled "Broadcast and Sound Engineering Technicians and Radio Operators" predicts a growth from 2008-2018 of 13% for audio and video equipment technicians, and a growth of 6% for sound engineering technicians. Training for these professions typically requires some higher education degree, and our proposed track gives students a chance to spend time learning recording technologies.

As for assessing the need for the Teacher Preparation Track, the Department of Institutional Research at Coastal Carolina University conducted a survey of school districts in Horry and Georgetown Counties to assess need for K-12 music teachers over the next three years. Out of thirty responses (41.6% response rate), the results were:

- Nine certified music positions currently unfilled.
- Six full-time and nine part-time new positions projected due to growth.
- Three full-time and three part-time replacements anticipated due to turnover and retirement.

We believe that this shows adequate need for music teacher training in the local region. In recent years, a number of our graduates have also gotten teaching jobs in other parts of South Carolina and in neighboring states.

To summarize the need and justification of these proposed modifications:

- Both our own contact with students and the recommendation of the NASM consultant Robert Werner suggests that the current B.A. in Music have more specific emphases for our students.
- A survey of current and prospective students supports these recommendations.
- Since many performers, composers, directors and other related fields are employed part-time or are self-employed, we relied on the Bureau of Labor Statistics to project need for these degrees. With roughly an 8% projected growth through 2018, there would be new jobs available for well-trained musicians.
- The survey of local school districts show a continuing need for certified music teachers. The path to licensure K-12 in music at Coastal Carolina remains the M.A.T. program, but this proposed track in the B.A. degree will strengthen that path.
- The overall effect of this proposal is not to create new areas of study, but rather to use mostly existing courses give the music student the flexibility to concentrate on that aspect of music which best suits his or her career aspirations.

- The music foundation block is common to all B.A. in Music students, and will provide a better core of music knowledge for the entire program, with or without the proposed tracks.

### **Centrality of the modified program to the mission of Coastal Carolina University.**

The proposed modifications are consistent with the mission of Coastal Carolina University.

Several key phrases from this Mission Statement are particularly relevant to this proposal:

*“Coastal Carolina University is a public comprehensive liberal arts institution that seeks to develop students who are both knowledgeable in their chosen fields and prepared to be productive, responsible, healthy citizens with a global perspective.”*

*“...mentor students in collaborative research, creative opportunities, and internships.”*

*“The result is alumni who are well prepared for professional careers or graduate programs in their chosen fields...”*

The primary objective of this proposal is to give better professional preparation for the music students using mostly existing courses and resources. It allows for closer collaboration between faculty and students by creating these tracks. By securing the foundation for all students, and then allowing students to steer their path in an area that best suits their own goals, we hope to fulfill the institution’s mission and serve the students better.

### **ENROLLMENT**

#### **Impact of the proposed modification on student enrollment and, if there is an impact on new student enrollment**

The projection for the B.A. in Music is for moderate growth over the next five years, as shown in the table below. We expect this to be true with or without the proposed modifications. This growth roughly matches the overall growth projections for the university.

The primary purpose of this proposed modification to create three tracks within the current B.A. in Music at Coastal Carolina University is not to create new areas of study, but rather to create three configurations of current areas to allow students to pursue curricula that better suits their purposes. Our current degree most resembles a performance degree, and with the present M.A.T. Music program in place, the teacher preparation track would help future M.A.T. students, but not create any new opportunities that might attract additional students. The General Studies track may attract a few more students, since it allows a student to earn a B.A. in Music with fewer requirements, but as most aspiring musicians seek to either perform or teach, we expect this track to be the smallest of the three. The aforementioned survey of current majors bears this out.

<b>Table 1 Projected Total Headcount (3)</b>						
Year	Fall Semester		Spring Semester		Summer Semester	
	Total Headcount (1)	Credit Hours (2)	Total Headcount	Credit Hours (2)	Total Headcount	Credit Hours
2011-2012	97	1164	99	1188	NA	NA
2012-2013	104	1248	106	1272	NA	NA
2013-2014	111	1332	113	1356	NA	NA
2014-2015	118	1416	120	1440	NA	NA
2015-2016	125	1500	127	1524	NA	NA

<b>Table 2 Estimated New Headcount</b>						
Year	Fall Semester		Spring Semester		Summer Semester	
	New Headcount (1)	Credit Hours (2)	New Headcount	Credit Hours (2)	New Headcount	Credit Hours
2011-2012	7	84	2	24	NA	NA
2012-2013	7	84	2	24	NA	NA
2013-2014	7	84	2	24	NA	NA
2014-2015	7	84	2	24	NA	NA
2015-2016	7	84	2	24	NA	NA

Note 1: Based on enrollment of 4 new students each fall and 2 students for spring

Note 2: Credit hours based on the 12 hours per semester.

Note 3: Total headcount based on 80% of new students returning from the previous academic year

Note 4: Followed the guidelines set forth by CHE 1/15/2010

## **CURRICULUM**

### **Discussion of curricular changes for the proposed modification**

One of the proposed modifications is to the **music foundation block** that each music major takes, regardless of specialty. In general terms, this block consists of instruction in music theory, music history, musicianship skills and a music technology course. The proposed block is listed below:

<b>Music Foundation Block</b>		
Course	Name	Credits
MUS 170	Basic Musicianship I	3
MUS 171	Basic Musicianship II	3
MUS 270	Music Theory I	3

MUS 271	Music Theory II	3
MUS 370	Music Theory III	3
MUS 371	Music Theory IV	3
MUS 278	Intermediate Musicianship I	1
MUS 279	Intermediate Musicianship II	1
MUS 378	Advanced Musicianship I	1
MUS 379	Advanced Musicianship II	1
MUS 253	History of Western Music I	3
MUS 254	History of Western Music II	3
MUS 119	Basic Music Technology	2
Total		30 hours

The proposed **Performance track** most resembles the B.A. in Music that is currently offered at Coastal Carolina University. The different instrumental or vocal specialties are reflected in these tables. This is the curriculum for music courses in this proposed track:

<b>B.A. in Music, Performance Track</b>		
<b>Applied Music (16 hours)</b>		
Course	Name	Credits
MUS 1X1-4X2	Applied Music (8 semesters)	16
MUS 100	Department Recital (7 semesters)	0
MUS 300	Junior Recital	0
MUS 400	Senior Recital	0
<b>Music Ensembles (8-13 hours)</b>		
<i>Vocal Studies</i>		
MUS 125 or 125C	Concert or Chamber Choir (7 different semesters)	7
MUS 1300	Opera Workshop (2 semesters)	2
<i>OR Wind/Brass Studies</i>		
MUS 124A or MUS 124W	Symphonic Band or Coastal Winds (8 different semesters)	8
MUS 12X or 13X	Medium/Small Ensemble (2 semesters) (May not include MUS 124A, 124W, 124M, or 124C)	2
MUS 124M or 124C	Marching Band or Color Guard (3 semesters)	3
<i>OR Percussion Studies</i>		
MUS 124E	Percussion Ensemble (8 semesters) (may substitute 2 hours medium/small ensembles with department permission)	8
MUS 124D	Drum Line (3 semesters)	3
<i>OR Piano, Guitar or Bass Studies</i>		

MUS 12X or 13X	University Choir (MUS 125), or other ensembles or chamber music using primary instrument (8 different semesters)	8
<b>Specialized Block (11-14 hours)</b>		
<i>Instrumental Studies</i>		
MUED 165	Class Voice	2
MUS 333	Conducting and Score Reading	2
MUS 334B	Instrumental Conducting (Piano/ Guitar/ Bass studies may substitute any 300 or 400 level music course not required elsewhere)	2
MUS 275	Advanced Class Piano	2
MUS 469B AND MUS 339	Wind Band Literature AND Instrumental Pedagogy (Wind, Brass, Percussion Studies only)	3+2
MUS 414 And 416	Piano Literature AND Piano Pedagogy (Piano Studies only)	3+3
MUS 339	Guitar/Bass Literature and Pedagogy (Guitar or Bass Studies only)	3
<i>Vocal Studies</i>		
MUED 171	English Diction and Vocal Literature	2
MUED 172	Italian Diction and Vocal Literature	2
MUED 271	German Diction and Vocal Lit.	2
MUED 272	French Diction and Literature	2
MUS 333 or 334A	Conducting or Advanced Choral Conducting	2
MUS 275	Advanced Class Piano	2
MUS 436	Vocal Pedagogy	3
<b>Music Foundation Block</b>		30
Total		67-72 hours

The proposed **Teacher Preparation track** is designed to prepare students to enter the Master of Art in Teaching (Music Emphasis) degree that is currently offered at Coastal Carolina University, and which will lead to licensure to teach music K-12 in the public schools. This is the curriculum for music courses in this proposed track:

<b>B.A. in Music, Teacher Preparation Track</b>		
<b>Applied Music (16 hours)</b>		
Course	Name	Credits
MUS 1X1-4X2	Applied Music (8 semesters)	16

MUS 100	Department Recital (7 semesters)	0
MUS 400	Senior Recital	0
<b>Music Ensembles (8-11 hours)</b>		
<i>Vocal Studies</i>		
MUS 125 or 125C	Concert or Chamber Choir (8 different semesters)	8
<i>OR Wind/Brass Studies</i>		
MUS 124A or MUS 124W	Symphonic Band or Coastal Winds (8 different semesters)	8
MUS 124M or 124C	Marching Band or Color Guard (3 semesters)	3
<i>OR Percussion Studies</i>		
MUS 124E	Percussion Ensemble (8 semesters) (may substitute 2 hours medium/small ensembles with department permission)	8
MUS 124D	Drum Line (3 semesters)	3
<i>OR Piano, Guitar or Bass Studies</i>		
MUS 12X or 13X	University Choir (MUS 125), or other ensembles or chamber music using primary instrument (8 different semesters)	8
<b>Specialized Block (13 hours)</b>		
<i>Instrumental Studies</i>		
MUED 165	Class Voice	2
MUS 333	Conducting and Score Reading	2
MUS 334B	Instrumental Conducting	2
MUS 275	Advanced Class Piano	2
MUS 469B	Wind Band Literature	3
MUS 420	Orchestration and Arranging	2
<i>Vocal Studies</i>		
MUED 171	English Diction and Vocal Literature	2
MUED 172	Italian Diction and Vocal Literature	2
MUS 333	Conducting and Score Reading	2
MUS 334	Choral Conducting	2
MUS 275	Advanced Class Piano	2
MUS 469A	Choral Literature	3
<b>Teacher Preparation Block (10 hours)</b>		
MUED 391	Fundamentals of Brass Instruments	2
MUED 392	Fundamentals of Woodwind Instruments	2

MUED 491	Fundamentals of Percussion Instruments	2
MUED 337 or 243	Secondary Choral Techniques (Vocal Studies) OR Instrumental Methods (Instrumental Studies)	2
MUED 353	Secondary General Music Methods	2
	<b>Music Foundation Block</b>	30
Total		77-80 Hours

The **General Studies** track is designed to allow the student to study one or more aspects of music other than performance or teaching, or to earn a music degree within the context of a liberal arts program. The features of this program are described below:

<b>B.A. in Music, General Studies Track</b>		
Course	Name	Credits
MUS 10X	Applied Music (6 semesters) (Advanced levels of applied music may be substituted on a semester-by-semester basis)	6
MUS 100	Department Recital (7 semesters)	0
MUS 12X or 13X	Music Ensembles (4 different semesters)	4
MUS 498	Senior Project	3
Music Electives	9 hours, any combination taken from the 300 or 400 level	9
	<b>Music Foundation Block</b>	30
Total		52 hours

### Course Descriptions of New Courses

MUED 171: English diction and Literature for Singers (2). This course is designed for vocal performance majors, vocal music education majors and other serious voice students to assist them in mastering correct pronunciation and diction for singing standard English through the study and use of the international phonetic alphabet (IPA), and to familiarize them with many of the composers and songs which comprise the standard English vocal literature.

MUED 172: Italian Diction and Literature for Singers (2). This course is designed for vocal performance majors, vocal music education majors and other serious voice students to assist them in mastering correct pronunciation and diction for singing in Italian through the study and use of the International Phonetic Alphabet (IPA), and to familiarize them with many of the composers and songs which comprise the classical Italian vocal literature.

MUED 271: German Diction and Literature for Singers (2). This course is designed for vocal performance majors, vocal music education majors and other serious voice students to assist them in mastering correct pronunciation and diction for singing in German through the study and use of the International Phonetic Alphabet (IPA), and to familiarize them with many of the composers and songs which comprise the classical German vocal literature.

MUED 272: French Diction and Literature for Singers (2). This course is designed for vocal performance majors, vocal music education majors and other serious voice students to assist them in mastering correct pronunciation and diction for singing in Italian through the study and use of the International Phonetic Alphabet (IPA), and to familiarize them with many of the composers and songs which comprise the classical French vocal literature.

MUED 353 Secondary General Music Methods. (2) Examines the philosophy, techniques, and materials needed to teach a required general music course in middle and high school settings. The course emphasizes teaching skill development, musical characteristics, needs of early adolescents, & young adults, performance-based assessment, technology, classroom management, continued portfolio development, and field experiences at the upper two development levels.

MUS 119: Basic Music Technology (2). This course provides an introduction to technology for musicians, including music notation software, simple recording technology, web-based music resources and music business issues.

MUS 170: Basic Musicianship I (3). This course is designed primarily to serve music majors and minors through the study of the foundations of music fundamentals, functional keyboard skills, and basic aural training.

MUS 171: Basic Musicianship II (3). This course is designed primarily to serve music majors and minors through the continued study of the foundations of music fundamentals, functional keyboard skills, and basic aural training.

MUS 270: Music Theory I (3) This is a study of the structure of tonal music, including species counterpoint, 4-part harmonic writing and basic chord progressions.

MUS 271: Music Theory II (3). Work includes a continuation of tonal harmony, including seventh chords, modulation, secondary dominants, simple binary and ternary forms.

MUS 275 Advanced Class Piano (2): A continuation of piano skills from MUS 171, designed for more intensive development of basic keyboard skills. Emphasis on the continued development of reading skills and performance from memory, reading of open instrumental and choral scores, reading of various combinations of clefs and transposing/non-transposing instruments, playing of dominant 7th and diminished 7th arpeggios, performance of vocal/instrumental accompaniments, and the transposition of grand staff notation to different keys. Prerequisite MUS 171 or Permission of Instructor.

MUS 278: Intermediate Musicianship I (1) Intermediate musicianship skills include sight-singing, melodic dictation, simple harmonic dictation, common rhythmic patterns in simple and

compound meters, introduction to C-clefs reading. Prerequisite: MUS 171 or Permission of Instructor. Co-requisite MUS 270.

MUS 279: Intermediate Musicianship II (1) This is a continuation of musicianship skills, incorporating hearing and singing all diatonic chords, 2-part dictations and simple harmonic dictation, and additional C-clef reading. Prerequisite MUS 278 or Permission of Instructor. Co-requisite MUS 271

MUS 339 Applied Instrumental Literature and Pedagogy (3): A survey of the solo literature, methods, and concepts needed to teach applied instruments. Each section will cover a single instrument or family of instruments. May be repeated for credit for different instruments. Prerequisite: Successful Completion of Sophomore Barrier Jury or permission of instructor. The different sections are: MUS 339A Flute, 339B Oboe, 339C Clarinet, 339D Bassoon, 339E Trumpet, 339F Horn, 339G Low Brass, 339H Percussion, 339I Guitar, 339J Bass, 339K Violin, 339L Viola, 339M Cello

MUS 370: Music Theory III (3). Work includes the study of chromatic harmony, 18th- and 19th-century formal and harmonic analysis, including fugue and sonata form.

MUS 371: Music Theory IV (3). Work includes the completion of Classical forms and introduction to late 19th-century and 20th-century techniques and analysis.

MUS 378: Advanced Musicianship I (1) This is a continuation of musicianship skills, incorporating hearing and singing all of some chromaticism in melodies, chords and modulations,, 2-part dictations of increasing complexity, and additional C-clef reading. Prerequisite MUS 279 or Permission of Instructor. Co-requisite MUS 370

MUS 379: Advanced Musicianship II (1) This is a continuation of advanced musicianship skills, incorporating hearing and singing all of more complex chromaticism, some modality and some modern elements in melodies, chords and modulations,, 2-part dictations of increasing complexity, and additional C-clef reading. Prerequisite MUS 378 or Permission of Instructor. Co-requisite MUS 371

MUS 498 Senior Project (3): The Senior Project is a capstone project, typically a music composition, a research paper, analysis paper, recording project or other project required of those students seeking a B.A. in Music with emphasis in General Studies. One faculty member should serve as the project advisor.

## **FACULTY**

### **Discussion of faculty changes, including the addition of new faculty, necessary to support the proposed modification.**

We are able to implement these tracks with current personnel at this time. As enrollment increases and resources become available, we would seek to replace work being done by part-time faculty with full-time positions. In particular, applied performance studios with full-time

faculty tend to attract and retain more students, but at present time, there is room for growth in virtually all instrumental studios.

YEAR	NEW		EXISTING		TOTAL	
	Headcount	FTE	Headcount	FTE	Headcount	FTE
2011-2012			1	1.00	1	1.00
2012-2013			1	1.00	1	1.00
2013-2014			1	1.00	1	1.00
2014-2015			1	1.00	1	1.00
2015-2016			1	1.00	1	1.00
<b>Faculty</b>						
2011-2012			28	18.48	28	18.48
2012-2013			28	18.48	28	18.48
2013-2014			28	18.48	28	18.48
2014-2015			28	18.48	28	18.48
2015-2016			28	18.48	28	18.48
<b>Staff</b>						
2011-2012			2	2.00	2	2.00
2012-2013			2	2.00	2	2.00
2013-2014			2	2.00	2	2.00
2014-2015			2	2.00	2	2.00
2015-2016			2	2.00	2	2.00

Note: Faculty includes full and part-time

## PHYSICAL PLANT

### Explanation of the proposed modification's effect on the physical plant's ability to support the program

The department's plan for improvement to the facilities will not change as a result of this proposal. As we do not project any large growth due to the proposal, we do not believe it creates any new needs by itself.

### Discussion of any additional physical plant requirements during the foreseeable future

The department has developed plans for improvements to the physical plant. These consist primarily of some acoustic improvements and the additional of more practice rooms. This need will not change significantly as a result of this proposal, and we can implement the proposal with existing facilities.

## EQUIPMENT

### Identification of major equipment items that may be needed to support the modification for at least the first five years

No major equipment purchases would be required as a result of the program modifications proposed in this document.

## **LIBRARY RESOURCES**

### **Proposed modification's effect on the library's ability to support the program**

The proposed modification uses areas of study that already exist in the current curriculum. While the list of new courses may seem to suggest that many new topics will be covered, these courses are reconfigurations of topics already offered. While every program should seek to continually improve its library holdings, the current holdings serve the program well. In the Visitors' Report of January, 2009, during the NASM accreditation process, it was stated that the holdings were well-chosen and appropriate for the program. Therefore, we feel that the proposed creation of these music tracks would not impact the library's ability to support the BA in Music.

### **Quantitative estimate of acquisitions that may be needed annually for at least the first five years and the estimated additional cost of these acquisitions.**

A quantitative comparison of Kimbel Library's holdings in all subject areas of music was conducted using *Bowker's Book Analysis System*. This collection tool compares current library holdings against a core list of monographs recommended for academic libraries by subject bibliographers. Comparison with such a list controls for age of collection held by peer libraries and offers a standard by which any library's holdings may be measured. This tool recommends core book titles; however, much of the library's collection needed for this program are non-monographic or non-print materials, including scores, CDs, DVDs and videos of musicals, and instructional materials on DVD or VHS. Non-print materials are an important part of the library's holdings for music, and while not considered "core" titles, must be included in a quantitative assessment of titles that support all areas of a music program.

In *all* areas of music, the library holds 3324 books (print and electronic), 1981 CDs, 163 films and 768 scores. Of the 3324 books, 187 (7% of the library's holdings) are considered "core" titles. Within these holdings, three broad subject areas were identified to correspond with the three proposed tracks for the music program: general studies in music, music performance, and music education (K-12). Kimbel Library's print holdings in these three areas were compared with core titles in Resources for College Libraries:

**Fig. 1 Music: Library Holdings by Format and Subject**

Subject	LCCN range	Print*	E-book	# core	% core	CD	DVD/VHS	Holdings by Subject
ALL Music	M 1- MT 957	2808	548	187	7%	1981	163	5500
<b>Literature on music</b>	ML 1- ML 3930	1411	501	153	27%	49	69	2030
<b>Music Instruction (K-12)</b>	MT 918-948, other	114	5	0	0%	10	0	129
<b>Music Performance</b>	MT, no school music	473	29	34	14%	15	3	520
<b>Holdings by format</b>		1998	535	187	14%	74	72	2679

\*includes scores, librettos

Kimbel Library owns 5500 titles in all areas of music; of these, 7% are considered core titles for this collection. When examined by area specific to the three proposed majors, 14% – 27% of relevant titles are considered “core,” which is consistent with (or better than) the rest of the library’s book collection. The library has supported the existing music major through annual department allocations, and materials have been purchased by the department for students in this major, and the music department was approved for NASM accreditation in June, 2010. The proposed majors are a re-alignment of existing courses and new courses, rather than a program new to the University. Additionally, the library supports an existing Master’s program (M.A.T.) in music teaching. Based on the success of the existing music and education programs and the breadth and use of the current music collection, the library does not anticipate a need to build in this area beyond what the music department already purchases. Kimbel Library will continue to determine departmental allocation for monograph acquisitions annually based on departmental profile and university allowance.

Department allocations in recent years have been roughly \$600 per year for new acquisitions. No additional expenditures are recommended beyond annual departmental allocations for library monograph purchases.

## **ACCREDITATION, APPROVAL, LICENSURE, OR CERTIFICATION**

### **Discussion of the proposed modification’s impact on program accreditation**

Coastal Carolina University was recently granted accreditation by NASM (July 2010). The creation of the three proposed tracks was part of the NASM consultant’s recommendations, and the NASM Visit Team discussed these ideas with the department during the visit. While this

does not guarantee approval, it shows that NASM is favorably inclined towards these changes. The approval mechanism is described below.

### Approval of modification by NASM

NASM asks that any new degrees or tracks within existing degrees be submitted for Plan Approval. This submission should take place after it Coastal Carolina University has received at least preliminary approval by the local and state review boards and committees structures. The three tracks were designed to fit NASM standards, and therefore we do not expect any large changes from them based on what we are submitting here.

### ESTIMATED NEW COSTS

#### Discussion of proposed modification’s cost to the institution

We do not anticipate any new costs to the institution as a result of this proposed modification. Any growth in the program would create enough revenue to offset the costs of offering additional sections to accommodate these new students. Our priorities for future new hires remain the same, and this proposal does not itself require any new slotted positions.

The following table was supplied by the Department of Institutional Research, showing annual costs for five years:

Costs to the Institution and Sources of Financing - Music Program

<b>Estimated Costs by Year</b>						
<b>Category</b>	<b>Year 1</b>	<b>Year 2</b>	<b>Year 3</b>	<b>Year 4</b>	<b>Year 5</b>	<b>Totals</b>
Program Administration	\$ 91,666.00	\$ 93,499.32	\$ 95,369.31	\$ 97,276.69	\$ 99,222.23	\$ 477,033.55
Faculty Salaries	\$ 1,030,389.67	\$ 1,050,997.46	\$ 1,072,017.41	\$ 1,093,457.76	\$ 1,115,326.92	\$ 5,362,189.22
Graduate Assistants	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -
Clerical/Support Personnel	\$ 117,813.75	\$ 117,813.75	\$ 117,813.75	\$ 117,813.75	\$ 117,813.75	\$ 589,068.75
Supplies and material	\$ 53,754.02	\$ 53,754.02	\$ 53,754.02	\$ 53,754.02	\$ 53,754.02	\$ 268,770.10
Library Resources	\$ 600.00	\$ 600.00	\$ 600.00	\$ 600.00	\$ 600.00	\$ 3,000.00
Equipment	\$ 4,083.64	\$ 4,083.64	\$ 4,083.64	\$ 4,083.64	\$ 4,083.64	\$ 20,418.20
Facilities	\$ 940.98	\$ 940.98	\$ 940.98	\$ 940.98	\$ 940.98	\$ 4,704.90
Other	\$ 2,274.12	\$ 2,274.12	\$ 2,274.12	\$ 2,274.12	\$ 2,274.12	\$ 11,370.60
<b>Totals</b>	<b>\$ 1,301,522.18</b>	<b>\$ 1,323,963.29</b>	<b>\$ 1,346,853.23</b>	<b>\$ 1,370,200.96</b>	<b>\$ 1,394,015.65</b>	<b>\$ 6,736,555.32</b>
<b>Sources of Financing by Year</b>						
Tuition Funding	\$ 1,140,695.54	\$ 1,246,617.27	\$ 1,356,319.59	\$ 1,469,911.35	\$ 1,587,504.26	\$ 6,801,048.01
Program-Specific Fees						\$ -
State Funding						\$ -
Reallocation of Existing Funds						\$ -
Federal Funding						\$ -
Other Funding						\$ -
<b>Totals</b>	<b>\$ 1,140,695.54</b>	<b>\$ 1,246,617.27</b>	<b>\$ 1,356,319.59</b>	<b>\$ 1,469,911.35</b>	<b>\$ 1,587,504.26</b>	<b>\$ 6,801,048.01</b>

There are no unique costs or other special state appropriations that are required or requested for this program modification.

### INSTITUTIONAL APPROVAL

Internal Institutional Body	Date of Required Approval
Curriculum Committee, College of Humanities and Fine Arts	11/23/10
Academic Affairs Committee	12/07/10
Faculty Senate	02/02/11
Provost	02/04/11
President	02/04/11
Board of Trustees	02/17/11