

NEW PROGRAM PROPOSAL FORM

Name of Institution: Coastal Carolina University (CCU)

Name of Program: Bachelor of Music Education (B.M.E.)

With two Concentrations: 1) Choral 2) Instrumental

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.)

Consider the program for supplemental Palmetto Fellows and LIFE Scholarship awards?

- Yes
 No

Proposed Date of Implementation: Fall 2020

CIP Code: 13.1312

Description of Program: New

Delivery Site(s): Coastal Carolina University (main campus)

Delivery Mode:

- Traditional/face-to-face
*select if less than 25% online
- Distance Education
 100% online
 Blended/hybrid (50% or more online)
 Blended/hybrid (25-49% online)
 Other distance education (explain if selected)

Program Contact Information:

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Institutional Approvals and Dates of Approval:

Institutional Approval	Approval Date
Department of Music	October 5, 2018
Dean, College of Humanities and Fine Arts	November 8, 2018

Institutional Approval	Approval Date
Board of Trustees	December 14, 2018
University Academic Affairs	November 13, 2019
Provost	January 6, 2020

Background Information

The B.M.E. seeks to provide music students with a four-year undergraduate degree in Music Education with initial licensure (Grades K-12; choral or instrumental). It is designed to attract music students who wish to become music educators and pursue jobs as public school music teachers at the elementary, middle, or high school level in general music, choral music, or instrumental music. The degree program requires students to take core courses (university, music, and education), foundational music education courses, and major coursework in choral or instrumental music education. The curriculum is designed to develop in students a keen understanding of sequential music instruction and pedagogy at all levels.

The centrality of the new program to the mission of CCU reflects the University's commitment to "serve the educational needs of the immediate area ..." Through the proposed B.M.E. program, CCU "seeks to develop students who are both knowledgeable in their chosen fields and prepared to be productive, responsible, ... citizens ..." resulting in "alumni who are well prepared for professional careers ...in their chosen fields and who continue to be connected to Coastal Carolina."

The B.M.E. supports Objective 1.4.5 of the Coastal Carolina University Strategic Plan 2016-2021: "CCU will support high-quality innovative programs and curricula aligned with student demands, accreditation and standards expectations, regulatory requirements, and supportive professional preparation such that the CCU graduate student FTE population can reach 18 percent of the student population and the CCU undergraduate student FTE population can increase by 5 percent over 2015-2016."

Assessment of Need

Currently there are five four-year public institutions in South Carolina offering an undergraduate music education degree with initial licensure: University of South Carolina (USC) - Columbia, USC - Aiken, Winthrop University, South Carolina State University, and Lander University. None of these institutions, however, is within 130 miles of CCU, leaving South Carolina without an undergraduate music education degree program in the Grand Strand coastal region. Offering the B.M.E. with initial licensure at CCU will benefit South Carolina by providing much-needed music teacher training in the second fastest-growing metro area in the United States.¹

According to the South Carolina Annual Educator Supply and Demand Report (2018-19 School Year), there are 1,636.23 certified music teaching positions allocated in district budgets in South Carolina (elementary, 652.29; middle, 520.22; high, 463.71). This is an increase of 94 positions since the Fall, 2017 report or a 6% increase.² There are, however, 27.25 vacant music teaching positions, which ranks eighth among all teacher areas. South Carolina needs more music educators to enter the teaching profession, and the B.M.E. will strengthen the pool of qualified music teacher candidates for positions in South Carolina public school districts. According to Scott Scrivner, Fine Arts Specialist for Horry County School District, there are three main benefits of the B.M.E. degree at CCU: (1) Horry County graduating seniors have more options; (2) CCU's music department will experience increased enrollment; and (3) the number of applicants for Horry County Schools vacancies will increase.³

¹ David Slade, "New residents choose S.C. in record numbers," Progress South Carolina 2018, The Charleston, SC Post and Courier Business and Economic Development Guide, p. 27. See also John Marks, "In a Year these 2 SC counties grew like almost nobody else in the country," The Sun News, April 2, 2018, accessed September 6, 2018, <https://www.myrtlebeachonline.com/new/state/south-carolina/article207661799.html>.

² Center for Educator Recruitment, Retention, and Advancement, South Carolina Annual Educator Supply and Demand Report (2018-19 School Year) accessed January 20, 2019, https://www.cerra.org/uploads/1/7/6/8/17684955/2018-19_supply_demand_report_update_jan_16.pdf.

³ Letter to Dr. Daniel Ennis, Dean, Edwards College of Humanities and Fine Arts (CCU) from Mr. Scott Scrivner, Fine Arts Specialist, Horry County Schools. May 30, 2018.

Transfer and Articulation

Coastal Carolina University has adopted the following policy for determining transfer of academic credits from regionally accredited institutions:

1. A student transferring to CCU will submit all official transcripts to the Office of Admissions and Merit Awards for evaluation.
2. Up to 76 transferable credits of college parallel courses may be accepted from a regionally accredited two-year college transfer program to be applicable toward a CCU degree.
3. Up to 90 transferable credits of college parallel courses may be accepted from regionally accredited four-year colleges or universities to be applicable toward a CCU degree.
4. Prior to graduating from CCU, and regardless of the point in the student's academic career at which any student enters CCU, the student must complete the last 30 semester hours in residence while enrolled in classes at CCU or through sanctioned CCU academic exchange programs.
5. A minimum grade of "C" (e.g., C-, C or C+) in a course is required for transfer credit to be awarded for that course.

Approved Courses for Transfer into B.M.E. core curriculum or as a music elective:

External Courses	Equivalent Credit at CCU	Credit Hours
MUS*101	MUS*125	1
MUS*102	MUS*125	1
MUS*103	MUS*125	1
MUS*104	MUS*125	1
MUS*105	MUS*110	3
MUS*106	MUS*104B	1
MUS*110	MUS*110	3
MUS*111	MUS*124A	1
MUS*112	MUS*124A	1
MUS*113	MUS*124A	1
MUS*114	MUS*124A	1
MUS*115	MUS*170	2
MUS*XXX (elective)	MUS*XXX (elective)	3

Employment Opportunities

Occupation	State		National		Data Type and Source
	Expected Number of Jobs	Employment Projection	Expected Number of Jobs	Employment Projection	
Music Teacher	1,636.23	+6.10	18,500	+12%	S.C. Annual Educator Supply and Demand Report (2018-19) U.S. Bureau of Labor Statistics
Music Director, Composer	210	+10.4%	79, 100	+6%	U.S. Bureau of Labor
Musicians, Singers	676	+14.5%	182,800	+6%	U.S. Bureau of Labor

Supporting Evidence of Anticipated Employment Opportunities

There is a great need for music teachers in the thriving Grand Strand region and other areas of South Carolina. Thus, graduates of the B.M.E. degree program have an excellent opportunity to fill the many music teaching openings at elementary, middle, and high schools throughout the state. Since 2006-2007, eighty-three percent of the Master of Arts in Teaching (M.A.T.) Music graduates have been employed in public schools in South Carolina (Horry and Georgetown counties as well as surrounding Charleston, Columbia, and Rock Hill) and in other states (North Carolina, Georgia, Virginia, and Texas). Two CCU graduates are teaching at the collegiate level (South Carolina and California). One CCU graduate is enrolled in a doctoral degree program.

The music teacher vacancies in the Grand Strand region, since January 1, 2020 reflects 8 music teacher vacancy postings. These positions are located in the following school districts: Horry County Schools, Georgetown Public Schools, and Florence School District Number 3. The positions are early anticipated music vacancies for the 2020-2021 school year. In addition, the school districts in North Charleston and Charleston, South Carolina, Berkeley and Charleston County School Districts, indicate an additional 11 music teaching positions, inclusive of postings for the current 2019-2020 and the upcoming 2020-2021 school years. At this time, the 19 music teacher vacancies are representative of current and anticipated shortages only. The number of actual music positions available for next school year is anticipated to increase as school districts approach the peak of their spring and summer hiring seasons.

The table below provides the number of degrees awarded in the M.A.T. in Music between 2006 - 2019

**Total Degrees Awarded
 Master of Arts in Teaching: Music**

Year	#
2006-2007	3

Year	#
2007-2008	2
2008-2009	5
2009-2010	4
2010-2011	6
2011-2012	2
2012-2013	7
2013-2014	2
2014-2015	5
2015-2016	6
2016-2017	2
2017-2018	4
2018-2019	4

Description of the Program

Projected Enrollment			
Year	Fall Headcount	Spring Headcount	Summer Headcount
2020-2021	15	13	0
2021-2022	26	23	0
2022-2023	34	30	0
2024-2025	40	36	0
2025-2026	39	35	0

The projected enrollment headcount is based on 15 new students each fall. Years one through five total headcount are based on 90% of students returning Fall to Spring and 85% of students returning Spring to Fall.

Estimated headcount is based on student’s intended major at the time of their audition. This data is collected throughout the academic year.

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

- Yes
- No

To be admitted to the B.M.E. program, prospective students are required to pass an audition on their primary instrument. Students who do not pass the audition will be designated as "pre-music" majors but have an opportunity to re-audition for the B.M.E. program during the first year of study.

Curriculum

New Courses

The Department is adding (5) new courses for this program. The courses vary in credit hours from 1 to 2 credits depending on the content of the course.

MUED 175: Choral Diction. (2 credits) This course provides students with skills necessary to accurately form sounds in the English, Italian, French, German, and Ecclesiastical Latin languages as represented by the International Phonetic Alphabet (IPA). This foundation serves to prepare clear and effective expression of choral lyrics from transcriptions and translations of song texts.

MUED 291: Fundamentals of Percussion Instruments. (1 credit) This course introduces fundamentals, techniques, and pedagogical approaches to teaching instruments in the percussion family. Students learn how to play and teach the major percussion instruments that are part of public school settings, Grades 6-12.

MUED 440: Choral Music Methods I, Grades 4-8. (2 credits) (Prereq: MUS 216 and MUS 218; MUS 333) This course provides study of rehearsal techniques, repertoire, sight-reading methods, and the administration of elementary and middle school choral programs, Grades 4-8. Vocal concentration students study treble and mixed choirs and techniques for working with the changing voice. Fieldwork is required.

MUED 441: Choral Music Methods II, Grades 9-12. (2 credits) (Prereq: MUS 216 and MUS 218; MUS 334) This course provides study of repertoire, score analysis, rehearsal techniques, sight-reading methods, and the administration of secondary high school choral programs, Grades 9-12. Vocal concentration students study mixed concert choirs, male and female choirs, and techniques for show/jazz choir. Fieldwork is required.

MUED 444: Instrumental Music Methods II, Grades 9-12. (2 credits) (Prereq: MUED 443; MUS 333) This course is a presentation, discussion, and application of approaches, methods, and procedures for high school instrumental music programs. The course provides students with specific teaching skills, techniques, and materials necessary to organize and administer a high school band program. Course content includes philosophical, theoretical, and practical methods of teaching music with specific emphasis on high school band.

Choral Concentration

Curriculum by Year					
Course Name	Credit Hours	Course Name	Credit Hours	Course Name	Credit Hours
Year 1					
Fall		Spring		Summer	
University 110	3	ENGL 102	4		
ENGL 101	4	MUS 100 Recital Hour	0		
MUS 100 Recital Hour	0	MUS xxx Applied Study	1		
MUS xxx Applied Study	1	MUS 125 Concert Choir	1		
MUS 125 Concert Choir	0	MUS 116 Music Theory II	3		
MUS 115 Music Theory I	3	MUS 118 Ear Training and Sight Singing II	1		
MUS 117 Ear Training and Sight	1	MUS 173 Piano II	1		
MUS 172 Piano I	1	MUED 292 Fundamentals of String Instruments	1		
MUS 119 Intro. to Music Technology	2	EDUC 111 Exploring Teaching as a Profession	3		
		MUED 175 Choral Diction	2		
Total Semester Hours	15	Total Semester Hours	17		
Year 2					
Fall		Spring		Summer	
CORE Scientific Concepts/Lab	4	MUS 100 Recital Hour	0		
MUS 100 Recital Hour	0	MUS xxx Applied Study	1		
MUS xxx Applied Study	1	MUS 125 Concert Choir	1		
MUS xxx Ensemble	0	MUS 216 Music Theory IV	3		
MUS 215 Music Theory III	3	MUS 218 Ear Training and Sight Singing IV	1		
MUS 217 Ear Training and Sight	1	MUS 273 Piano IV	1		
MUS 272 Piano III	1	MUS 253 Music History II	3		
MUS 253 Music History I	3	MUED 200 Mid-Program Review	0		
EDUC 204 Q Computer Tech/Instructional Media	3	MUED 291 Fundamentals of Percussion Instruments	1		
		EDUC 215 Q Schools & Diversity	3		
		EDUC 335 Intro. to Educational Psychology	3		
Total Semester Hours	16	Total Semester Hours	17		

Curriculum by Year					
Course Name	Credit Hours	Course Name	Credit Hours	Course Name	Credit Hours
Year 3					
Fall		Spring		Summer	
CORE Foreign Language	5	CORE Humanistic Thought	3		
CORE Humanistic Thought	3	CORE Human and Social	3		
CORE Critical Thinking	3	MUS 100 Recital Hour	0		
MUS 100 Recital Hour	0	MUS xxx Applied Study	1		
MUS xxx Applied Study	1	MUS 125 Concert Choir	1		
MUS xxx Ensemble	0	MUS 334 Choral Conducting	2		
MUS 333 Conducting and Score Reading	2	MUED 321 Music Methods, Grades PK-2	2		
MUED 245 Brass and Winds Tech. for Vocalists	2	MUED 440 Choral Music Methods I, Grades 4-8	2		
MUED 353 General Music Methods, Grades 6-12	1	EDSP 200 Q Foundations of Special Education	3		
Total Semester Hours	17	Total Semester Hours	17		
Year 4					
Fall		Spring		Summer	
HIST 201/POLI 201	3	EDMU 479 Internship	9		
CORE Quantitative Literacy	4	EDMU 496 Seminar	3		
CORE Human & Social Behavior	3				
MUS 100 Recital Hour	0				
MUS xxx Applied Study	1				
MUS 125 Concert Choir	0				
MUS 400 Senior Recital	0				
MUED 421 Music Methods for	2				
MUED 441 Choral Music Methods II, Grades 9-12	2				
EDLL 484 Content Area Reading and Writing	3				
Total Semester Hours	18	Total Semester Hours	12		

Instrumental Concentration

Curriculum by Year					
Course Name	Credit Hours	Course Name	Credit Hours	Course Name	Credit Hours
Year 1					
Fall		Spring		Summer	
University 110	3	ENGL 102	4		
ENGL 101	4	MUS 100 Recital Hour	0		
MUS 100 Recital Hour	0	MUS xxx Applied Study	1		
MUS xxx Applied Study	1	MUS 124A Symphonic Band	1		
MUS 124M Marching Band	0	MUS 116 Music Theory II	3		
MUS 115 Music Theory I	3	MUS 118 Ear Training and Sight Singing II	1		
MUS 117 Ear Training and Sight	1	MUS 173 Piano II	1		
MUS 172 Piano I	1	MUED 292 Fundamentals of String Instruments	1		
MUS 119 Intro. to Music Technology	2	EDUC 111 Exploring Teaching as a Profession	3		
MUS 165 Class Voice	2				
Total Semester Hours	17	Total Semester Hours	15		
Year 2					
Fall		Spring		Summer	
CORE Scientific Concepts/Lab	4	MUS 100 Recital Hour	0		
MUS 100 Recital Hour	0	MUS xxx Applied Study	1		
MUS xxx Applied Study	1	MUS 124A Symphonic Band	1		
MUS 124M Marching Band	0	MUS 216 Music Theory IV	3		
MUS 215 Music Theory III	3	MUS 218 Ear Training	1		
MUS 217 Ear Training and Sight	1	MUS 273 Piano IV	1		
MUS 272 Piano III	1	MUS 253 Music History II	3		
MUS 253 Music History I	3	MUED 200 Mid-Program Review	0		
MUED 392 Fundamentals of Woodwind Instruments	1	MUED 291 Fundamentals of Percussion Instruments	1		
EDUC 204 Q Computer Tech/Instructional Media	3	EDUC 215 Q Schools & Diversity	3		
		EDUC 333 Intro. to Educational Psychology	3		

ACAP

06/09/2020	17	17		
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Agenda Item 2s

Curriculum by Year					
Course Name	Credit Hours	Course Name	Credit Hours	Course Name	Credit Hours
Year 3					
Fall		Spring		Summer	
CORE Foreign Language	5	CORE Humanistic Thought	3		
CORE Humanistic Thought	3	CORE Human and Social	3		
CORE Critical Thinking Reasoning	3	MUS 100 Recital Hour	0		
MUS 100 Recital Hour	0	MUS xxx Applied Study	1		
MUS xxx Applied Study	1	MUS 124A Symphonic Band	1		
MUS xxx Ensemble	0	MUS 334B Instrumental	2		
MUS 333 Conducting and Score Reading	2	MUED 237 Choral Techniques for Instrumentalists	1		
MUED 391 Fundamentals of Brass Instruments	1	MUED 321 Music Methods, Grades PK-2	2		
MUED 353 General Music Methods, Grades 6-12	1	MUED 443 Instrumental Music Methods I, Grades 6-8	2		
		EDSP 200 Q Foundations of Special Education	3		
Total Semester Hours	16	Total Semester Hours	18		
Year 4					
Fall		Spring		Summer	
HIST 201/POLI 201	3	EDME 479 Internship	9		
CORE Quantitative Literacy	4	EDME 496 Seminar	3		
CORE Human & Social Behavior	3				
MUS 100 Recital Hour	0				
MUS xxx Applied Study	1				
MUS xxx Ensemble	0				
MUS 400 Senior Recital	0				
MUED 421 Music Methods for	2				
MUED 444 Instrumental Music Methods, Grades 9-12	2				
EDLL 484 Content Area Reading and Writing	3				
Total Semester Hours	18	Total Semester Hours	12		

Similar Programs in South Carolina offered by Public and Independent Institutions

Agenda Item 2s

Program Name and Designation	Total Credit Hours	Institution	Similarities	Differences
Bachelor of Music (B.M.) with emphasis in Music Education	132	University of South Carolina (USC) – Columbia	Both programs provide K- 12 teaching certification. Both programs offer a similar seven-semester applied music sequences. Both programs offer a four- semester music theory and ear-training sequence.	This program has three degree concentrations: Strings, Winds/ Percussion, Choral.
B.M. - Music Education	128	Furman University (FU)	Both programs provide K- 12 teaching certification.	This program has two degree tracks, each with two concentrations: Band or Orchestral emphasis, Elementary or Choral emphasis. Furman requires eight semesters of ensemble participation compared to seven in CCU’s proposed degree. Elementary music courses are only required for students in the Elementary or Choral emphasis.
B.M.E.	126-127	Winthrop University (WU)	Both programs provide K- 12 teaching certification. This program has the same degree concentrations (Instrumental and Choral) as CCU’s proposed program.	This program offers a two- semester elementary and secondary music methods sequence rather than the four semesters in the proposed degree. Winthrop requires fewer music ensemble credits, but more music theory credits. Several core classes are counted in the content area.
B.M.E.	135-136	Anderson University (AU)	Both programs provide K- 12 teaching certification. This program has the same degree concentrations (Instrumental and Choral) as CCU’s proposed program.	This program offers a five- semester music theory sequence rather than four. This program offers a two-semester elementary and secondary music methods sequence rather than four semesters in the proposed degree. This program offers a three- semester piano sequence rather than four.

Program Name and Designation	Total Credit Hours	Institution	Similarities	Differences
B.M.E.	139	Bob Jones University (BJU)	Both programs offer K-12 teaching certification.	This program has four degree concentrations: Orchestral, Vocal, Keyboard w/ Vocal, and Keyboard w/ Instrumental Vocal. This program offers a two- semester elementary and secondary music methods sequence rather than the four semesters in the proposed degree. This program requires courses in church music.
B.M. in Music Education	125	Converse College (C.C.)	Both programs provide K- 12 teaching certification. This program has the same degree concentrations (Instrumental and Choral) as CCU's proposed program.	This program offers one K-12 general music methods course rather than a four-semester sequence of elementary and secondary methods. This program offers a six- semester piano sequence rather than four.
B.M.E.	125-136	North Greenville University (NGU)	Both programs provide K- 12 teaching certification. NGU offers a similar music foundation (theory/ear training/piano) sequence.	This program has three degree concentrations: Instrumental, Choral and Elementary. This program offers a two-semester elementary and secondary music methods sequence rather than four semesters in the proposed degree. This degree requires a three- semester music history sequence rather than two.
B.M.E.	143-146	Newberry College (NC)	Both programs provide K- 12 teaching certification. This program has the same degree concentrations (Instrumental and Choral) as CCU's proposed program.	This program requires four semesters of an applied secondary instrument.

Program Name and Designation	Total Credit Hours	Institution	Similarities	Differences
Bachelor of Science (B.S.) in Music, K-12 Teacher Certification	126-128	Lander University (LU)	Both programs provide K- 12 teaching certification.	This program has three concentrations rather than two. These concentrations are Keyboard, Vocal and Instrumental.
B.S. in Music Education	134-136	South Carolina State Universit	Both programs provide K- 12 teaching certification.	This program has three concentrations rather than two. These concentrations are Choral/Voice, Choral/Piano, and Instrumental.

Faculty

Rank and Full- or Part-time	Courses Taught for the Program	Academic Degrees and Coursework Relevant to Courses Taught, Including Institution and Major	Other Qualifications and Relevant Professional Experience (e.g., licensures, certifications, years in industry, etc.)
Assistant Professor, Full-time	Music Education Core, Instrumental Education Block, Vocal Education Block	D.M.A. in Music Education, M.M. in Music Education	Core faculty
Assistant Professor, Full-time	Instrumental Education Block, Music Foundation	M.M. Instrumental Conducting, Ph.D. Music Education	Core faculty
Professor, Full-time	Music Education Core	D.M.A. in Instrumental Conducting, M.S. in Music Education	Core faculty
Associate Professor, Full-time	Music Foundation, Vocal Music Education Block, Instrumental Education Block	D.M.A. in Percussion Performance, M.M. in Percussion Performance	Core faculty
Assistant or Associate Professor, Full-time	Music Education Core	Ph.D. Music Education or Equivalent Qualification	Core faculty. Begins Fall 2020
Associate Professor, Full-time	Instrumental Education Block, Vocal Music Education Block	M.M. and D.M.A. Vocal Performance	Core faculty
Lecturer, Full-time	Performance, Vocal Music Education	D.M.A. in Choral Conducting	Core faculty

Total FTE needed to support the proposed program:

Faculty: 1.14

Staff: 1.00

Administration: 0.14

YEAR	NEW		EXISTING		TOTAL	
	Headcount	FTE	Headcount	FTE	Headcount	FTE
Administration						
2020-2021	0	0.00	1	0.14	1	0.14
2021-2022	0	0.00	1	0.14	1	0.14
2022-2023	0	0.00	1	0.14	1	0.14
2023-2024	0	0.00	1	0.14	1	0.14
2024-2025	0	0.00	1	0.14	1	0.14
Faculty						
2020-2021	0	0.00	7	0.43	7	0.43
2021-2022	0	0.00	7	0.57	7	0.57
2022-2023	0	0.00	7	1.00	7	1.00
2023-2024	0	0.00	7	1.14	7	1.14
2024-2025	0	0.00	7	1.14	7	1.14
Staff						
2020-2021	0	0.00	1	0.50	1	0.50
2021-2022	0	0.00	1	0.50	1	0.50
2022-2023	1	1.00	0	0.00	1	1.00
2023-2024	0	0.00	1	1.00	1	1.00
2024-2025	0	0.00	1	1.00	1	1.00

Faculty, Staff, and Administrative Personnel

Program implementation will not immediately require new faculty as such resources and expertise are currently in place. Instructional needs during year three of the program and beyond will likely demand the addition of a new full-time music education specialist to teach literature and methods courses and supervise internships. Part-time administrative clerical support to handle data processing necessary for completing requisite annual reports and maintaining state and national accreditations⁴ will be necessary in year two and three of the program, but it is essential that the position become full-time in year four and beyond.

Resources

Library and Learning Resources

Kimbel Library provides the materials in both print and electronic format to support the instructional program in music, to provide incentive for individual learning, and to support research appropriate for its faculty. Policies and procedures for collection management are articulated in the library’s Collection Management Policies Manual, which is included on Coastal Carolina University’s policies webpage.

⁴ Requirements include completing ADEPT, Taskstream, and Campus Labs for each intern, recording mandated internships, arranging for required observation hours in each of five music methods courses, arranging for supervision of some 12-15 students each spring semester, and oversight of all licensure procedures for music education students.

Kimbel Library’s Head of Acquisitions and Technical Services, in consultation with the Dean of Library Services, is responsible for maintaining a balanced collection that supports the curriculum of the University. Kimbel Library’s liaison program provides communication between the library and the music department representative for the library. The library’s budget specifically includes allocations for majors in the music department.

Each year faculty are encouraged to make requests for materials to be purchased to support their courses and research. Faculty can choose to receive slip notifications for new titles or can make requests using the library’s materials request form or through communication with their library liaison. The library liaisons can make recommendations for purchase of materials and provide faculty with lists of new acquisitions. Liaisons are also instrumental in providing library instruction on the use of library materials and assistance with research assignments. In the event faculty do not make requests to completely expend their allocations, the library will purchase Choice Outstanding Academic Titles or other recommended titles to complement the collection. The library supports collections in a variety of formats either in print or electronically. The library collects primarily English language materials, but there are also books and electronic resources available in other languages.

Kimbel Library’s collection consists of approximately 465,000 books, of which 349,000 are e-books. The library has over 32,000 media titles available for streaming, 3,350 DVDs, and 2,034 CDs. The library currently subscribes to 181 print journals and has approximately 45,000 journals available online through 202 journal packages or databases. Coastal Carolina University does not have a separate music library; most of the physical music collection is on the second floor, grouped according to the Library of Congress classification system. DVDs and CDs are grouped together on the first floor.

The library’s collection to support the music department consists of the following:

Format	Number of titles	Number Published after 2000	Notes
Books	Total = 2343 M=908 ML=1010 MT=425	836	
E-books	Total = 6599	6033	PASCAL (Partnership among South Carolina Academic Libraries) has provided access to ebrary and EBSCO e-books, which comprises the bulk of the library’s eBook collections
CDs, DVDs	2212	2026	
Online resources	2340		Includes various collections, such as Sheet Music Consortium and materials available through the Eighteenth Century Collections Online (ECCO)

In addition to the ebrary and EBSCO eBook subscriptions, PASCAL provides access to Ebook Central, a patron-driven e-book acquisition program. If there are relevant books available through Ebook Central, the faculty member or student can request the book and it will be purchased through PASCAL funding.

For those students enrolled in the proposed B.M.E. program, the library provides a collection of juvenile and young adult fiction and non-fiction titles. The library collects textbooks used by the Horry and Georgetown County schools. Educational games, puppets, and other material appropriate for teaching is available for circulation.

Subscriptions to journal, journal packages, and databases that support the program are funded separately from the departmental allocations. The library provides access to the following databases that contribute to support of the music program:

- **American Memory** includes written and spoken words, sound recordings, still and moving images, prints, maps, and sheet music documenting the American experience.
- **Film & Television Literature Index with Full Text** "Subject coverage includes film & television theory, preservation & restoration, screenwriting, production, cinematography, technical aspects, and reviews. The database provides cover-to-cover indexing and abstracts for more than 380 publications (and selected coverage of 300), as well as full text for more than 120 journals and 100 books. In addition, Film & Television Literature Index with Full Text includes Variety movie reviews from 1914 to present and over 36,300 images from the MPTV Image Archive."
- **Filmmakers Library Online** provides award-winning documentaries, listing 117 performance or documentary titles in the area of music, theater, and dance.
- **Films on Demand** is a comprehensive database of educational films; 746 films are identified as music and dance. Producers include the Broadway Digital Archive, The Discovery Orchestra, BBC, and PBS.
- **Humanities Source** offers full text resources and abstracts in literature, philosophy, the arts, history, culture and multi-disciplinary humanities titles, with a special emphasis on literature and the literary arts. Includes the Humanities International Index database, Humanities International Complete, plus other unique full text content. Dates of coverage: 1907-current.
- **International Bibliography of Theatre and Dance with Full Text** includes indexed journal articles, books, and dissertations on theatre and performance. Dates of coverage: 1982-current.
- **JSTOR** supports research across many disciplines and lists 108 journals or books related to music and performing arts.
- **Musical Theater Songs** draws from 150 years of musical theater repertoire ranging from well-known standards to rare finds. This resource also links to various sites to make it simple to locate the sheet music and recordings.
- **Naxos Music Library** is a collection of classical music and catalogs of audio tracks. Includes Classical music, Jazz, World, Folk and Chinese music. Access is limited to 5 users at a time.
- **Oxford Music Online** provides full text articles covering aspects of music and related

topics.

- Access is limited to 3 users at a time.
- **Project Muse** provides full-text journals and books with 817 books and 15 journals listed as related to music and performance.
- **RILM Abstracts of Music Literature** is a guide to publications on domestic and international music: articles, books, bibliographies, catalogs, dissertations, Festschriften, iconographies, critical commentaries to complete works, ethnographic recordings, conference proceedings, electronic resources, reviews.
- **VAST Academic Video Online** includes newsreels, award-winning documentaries, field recordings, interviews, lectures, training videos, and exclusive primary footage. VAST lists 1512 titles for music and performing arts.

Requests for new journals, journal packages, or databases can be made through the library liaison or Director of Library Services. The Director of Library Services makes a determination based on availability of funding to purchase new subscriptions.

Student Support Services

Advising

Advisers currently working within the College of Humanities and Fine Arts (COHFA) are sufficient to provide support without additional cost. All university-wide academic support services (the Writing Center, Math Lab, Tutoring, Office of Disability Services, etc.) are available to these new majors as they are to all students. The music faculty has traditionally been an equal partner in advising and is committed to student success with no additional costs for this resource.

Counseling Services

Counseling Services are offered to Coastal Carolina University students to assist students in defining and accomplishing their personal and academic goals. Services include:

- Treating mental health concerns
- Preventing psychological difficulties
- Educating students to live emotionally and behaviorally healthy lives, and
- Contributing to a healthy campus environment.

Services also include individual, couples, and group counseling; psychiatric services; crisis intervention; assessment; nutritional counseling; drug and alcohol education; referrals; and consultation. The ultimate aim of Counseling Services is to produce graduates who are healthy citizens. Counseling Services adheres to the standard professional procedure regarding confidentiality of information and records are not part of any other CCU records.

Accessibility and Disability Services

Accessibility and Disability Services offers students with physical, psychological, or learning disabilities accommodations and assistance. With appropriate documentation, counselors determine accommodations needed to assist students in taking full advantage of their CCU

educational opportunities. Ongoing disability coaching is offered to assist students with disabilities to help ensure their success at Coastal Carolina University. To access services and accommodations, students should register with the office, obtain documentation of the disability, and make an appointment with a staff member.

Physical Resources/Facilities

The facilities discussed below are adequate for the initial cohort of students. Increasing enrollment may demand more classroom and performing space.

COHFA serves as home to the Edwards Recital Hall, the Edwards Black Box Theater, several music classrooms, technology labs, rehearsal rooms, numerous music faculty, and the administrative office. The Edwards Recital Hall is one of the busiest performance halls on campus, accommodating weekly chamber and solo performances by students, faculty, and guest artists. In addition to the variety of performances, many of the day-to-day classes, rehearsals, and applied lessons take place within the walls of the Edwards building.

The Coastal Band Hall is the rehearsal space for the majority of the University's instrumental ensembles. It is home to the large ensemble rehearsal room, the percussion studio, several practice rooms, and faculty offices. The *Chanticleer Regiment* dedicated practice field is also located adjacent to the Coastal Band Hall.

Wheelwright Auditorium is the premier performance hall at CCU and hosts hundreds of events each year. Boasting a seating capacity of nearly eight hundred, a state-of-the-art lighting and audio system, and a full-time staff of expert technicians, Wheelwright is the ideal location for major concerts, theatre productions, and other events requiring lots of space and excellent acoustics. The lobby gleams with Italian marble floors, complete with an inset of the bronze university seal. Upstairs at Wheelwright is the mezzanine, which opens into an open-air balcony. Surrounded by faculty offices, a reception room, practice rooms, and a state-of-the-art recording studio. The mezzanine is also home to the Beach Music Hall of Fame.

The Wheelwright Recording Studio is a state-of-the-art facility, featuring the most up-to-date hardware and software (Pro Tools) for digital music recording, editing, mixing, and mastering. The studio features a main room and five remote recording spaces and has a direct connection to the Wheelwright Auditorium for documenting live events. The studio can record up to 32 live tracks in high-definition file formats and features industry standard microphones, preamps, and virtual plug-ins. The studio documents over 100 events a year and includes a student staff of outstanding individuals who have completed the recording technology course sequence.

The newest facility, Sands Hall, is the primary location for the music department's practice rooms. This facility contains 11 state-of-the-art Wenger *Soundlok* Sound Isolation practice modules.

Equipment

Current equipment is adequate for the initial cohort of students. However, with increasing course offerings, new software may be required. New software, supplies and materials have been

allocated in the Financial Support table. The program also assumes that computers and associated software (that already exist) will be replaced as necessary.

Impact on Existing Programs

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

- Yes
- No

Implementation of the B.M.E. program will lead to a gradual phasing out of the current B.A. in Teacher Preparation Pre-Certification Concentration and the M.A.T. in Music degree. The B.M.E.'s 4-year curriculum will better align with the music department's other 4-year degree programs: B.A. in Music - Commercial Music and Jazz; B.A. in Music - Performance; and B.A. in Music - General Studies. Furthermore, B.M.E. students will avoid higher M.A.T. tuition costs, the extensive number of summer courses, and will graduate along with their music cohort.

Financial Support

Sources of Financing for the Program by Year												
Category	1st		2nd		3rd		4th		5th		Grand Total	
	New	Total	New	Total	New	Total	New	Total	New	Total	New	Total
Tuition Funding	\$267,288	\$267,288	\$477,109	\$477,109	\$626,928	\$626,928	\$749,038	\$749,038	\$733,856	\$733,856	\$2,854,219	\$2,854,219
Program-Specific Fees											\$0	\$0
Special State Appropriation											\$0	\$0
Reallocation of Existing Funds											\$0	\$0
Federal, Grant or Other Funding											\$0	\$0
Total	\$267,288	\$267,288	\$477,109	\$477,109	\$626,928	\$626,928	\$749,038	\$749,038	\$733,856	\$733,856	\$2,854,219	\$2,854,219
Sources of Costs for the Program by Year												
Category	1st		2nd		3rd		4th		5th		Grand Total	
	New	Total	New	Total	New	Total	New	Total	New	Total	New	Total
Program Administration and Faculty/Staff Salaries	\$81,012	\$81,012	\$96,721	\$96,721	\$168,398	\$168,398	\$186,424	\$186,424	\$190,152	\$190,152	\$722,707	\$722,707
Facilities, Equipment, Supplies, and Materials	\$9,442	\$9,442	\$7,294	\$7,294	\$7,294	\$7,294	\$7,294	\$7,294	\$3,785	\$3,785	\$35,109	\$35,109
Library Resources	\$400	\$400	\$400	\$400	\$400	\$400	\$400	\$400	\$400	\$400	\$2,000	\$2,000
Total	\$90,854	\$90,854	\$104,415	\$104,415	\$176,092	\$176,092	\$194,118	\$194,118	\$194,337	\$194,337	\$759,816	\$759,816
Net Total (Sources of Financing Minus Estimated Costs)	\$176,434	\$176,434	\$372,694	\$372,694	\$450,836	\$450,836	\$554,920	\$554,920	\$539,519	\$539,519	\$2,094,403	\$2,094,403

Note: New costs - costs incurred solely as a result of implementing this program. Total costs - new costs; program's share of costs of existing resources used to support the program; and any other costs redirected to the program.

Budget Justification

Program cost-effectiveness and return-on-investment are evaluated institutionally using an induced revenue/expense model. As shown in the Financial Support table, tuition revenues are based on a 15- credit course load for each student projected to enroll in the program. These revenues represent course revenues derived from both program and general education curriculum requirements. The expenses shown in the Financial Support table represent direct expenses necessary for delivering program courses and administration. Due to an undergraduate program’s inducement of additional general education expenses, as well as overall institutional operational expenses, the University uses a 50% gross academic margin assessment to ensure that new programs will provide sufficient revenues to support their expense impact on institutional operations.

To derive gross academic margin, CCU calculates total induced revenue (\$2,854,219 for the period) minus total direct expenses (\$759,816 for the period) divided by total induced revenue (\$2,854,219 for the period). [(Revenue-Expenses)/Revenue]

For a program to be considered cost-effective, the University looks for undergraduate programs to produce a gross academic margin of 50% or better. The 50% threshold is due to undergraduate participation in the general education curriculum, as well as greater undergraduate reliance on university operational resources. This program’s gross academic margin is 73.9% for the period, which indicates that this program has a high likelihood of producing sustainable revenues.

Instructional needs during year three of the program and beyond will likely demand the addition of a new full-time music education specialist to teach literature and methods courses and supervise internships. Part-time administrative clerical support to handle data processing necessary for completing requisite annual reports and maintaining state and national accreditations. No program-specific fees will be added to the tuition cost. The tuition funding in the Financial Support Table is based on the current tuition charge.

Evaluation and Assessment

Program Objectives	Student Learning Outcomes Aligned to Program Objectives	Methods of Assessment
1. Incorporate pedagogical methods, materials, and repertoires appropriate to the teaching specialization.	1. Utilize basic skills and techniques for playing age-appropriate instruments in K-12 music. 2. Incorporate learning environments supported by technology	Mid-Program Review, Teaching Internship, PRAXIS II

Program Objectives	Student Learning Outcomes Aligned to Program Objectives	Methods of Assessment
2. Demonstrate knowledge of current methodologies and the ability to deliver instruction successfully to diverse groups of students	1. Students will use differentiated instruction to understand the individual educational needs of students. 2. Apply a basic knowledge of performance-based music instruction, materials, and literature to students of varying abilities.	Mid-Program Review, Teaching Internship, PRAXIS II
3. Perform competently on primary and secondary instruments and as a member of a major ensemble.	1. Students will demonstrate effective performance abilities in keyboard, voice, and other instruments appropriate to the student's teaching specialization. 2. Students will utilize knowledge of standard literature and historical periods pertinent to their major ensemble.	Sophomore Barrier, Mid-Program Review, Semester Jury, Senior Recital Hearing
4. Demonstrate a disposition that reflects the attitudes, beliefs, and values for successful music instruction	1. Students will use professional and ethical practices in music education with peers, instructors and in classroom situations. 2. Students will use self-reflective practices to evaluate their teaching effectiveness	Disposition Assessment, Teaching Internship

The Praxis II music exam and Mid-Program review are primary evaluations of the objectives for the B.M.E. degree program. Students will take the Praxis II exam (0114/5114) in their junior year and must achieve a passing score of 162 before they can register for the teaching internship in their final semester. This exam's four main categories are: Music History/Theory; Performance; Instructional Activities; and Instruction, Professional Issues, and Technology. The Educational Testing Service Data Manager provides institutional access to Praxis II score analyses that allow us to address weak areas for students and improve score results.

The purpose of the Mid-Program Review is to provide a benchmark assessment of students' skills and dispositions prior to their entry into the sequence of professional methods courses. The performance parameters are in keeping with the expected skill level of each student by the end of their sophomore spring semester. Mid-Program Reviews include performance evaluation of sight-singing ability and keyboard accompaniment, academic standing, faculty evaluation of progress on the major instrument, ensemble director evaluation of demonstrated

skills in ensembles, written terminology and symbols test, error detection, and performance on a stringed instrument.

The instrumental and choral supervisors of teaching internships will track the employment of the B.M.E. students. Also, the department will utilize data from the Alumni Survey conducted annually by The Spadoni College of Education.

Accreditation and Licensure/Certification

Will the institution seek program-specific accreditation (e.g., CAEP, ABET, NASM, etc.)?

Yes

No

As a member of the National Association of Schools of Music (NASM), CCU is required to have any degree programs in music reviewed and approved before enrolling students in that degree. When a program is first proposed, it is for plan approval. After at least three students graduate with that degree, the institution applies for final approval. NASM lists all approved degree programs for each member institution.

NASM generally suggests that an institution apply for plan approval concurrently with an advanced stage of the local approval process. In this case, that would mean sending the proposal in while it is still being reviewed by the SCCHE. The NASM Commission meets twice a year (June, November). The advantage to this concurrent application is the ability to offer the degree sooner. Therefore, the plan is to submit the NASM proposal during Spring 2020. It would be incumbent on us to keep all parties informed of any changes to the program as a result of either review.

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

Yes

No

The B.M.E. will provide CCU music students with a four-year undergraduate degree in Music Education with initial licensure (Grades K-12, Choral or Instrumental).

The curriculum for the B.M.E. is a 129-130 credit hour degree program with initial licensure. It is constructed according to guidelines established in the handbook of the NASM. The B.M.E. degree will prepare CCU music students to effectively incorporate the three artistic processes (creating, performing, and responding) from the 2014 National Standards of Music into their teaching.

If the program is an Educator Preparation Program, does the proposed certification area require national recognition from a Specialized Professional Association (SPA)?

Yes

No

III. South Carolina State Department of Education Requirements

ADEPT – Teacher Evaluation

To meet the South Carolina State Department of Education requirements, the program must address the standards of the revised Assisting, Developing, and Evaluating Professional Teaching (ADEPT) for classroom teachers. Each course in the program, as well as the key assessments that provide a snapshot of candidate performance, is aligned to the critical components of the ten ADEPT performance standards.

The Bachelor of Music Education (BME) at Coastal Carolina University has developed a plan that integrates ADEPT performance standards throughout the candidate’s coursework, field experiences and clinical practice. The four domains of Instruction, Planning, Environment and Professionalism are introduced, applied and evaluated throughout each of the music education methods courses.

ADEPT Standard	Description
Instruction	
Standards and Objectives	The method courses, MUED 353, MUED 444, and MUED 321, will cover state standards and objectives and demonstrate direct application of standards in a classroom setting. The BME requires three Teacher Work Samples (TWS) which will allow program candidates the opportunity to demonstrate their knowledge of the standards and how to apply them in their lessons. During field observations and the Internship, candidates will experience the teacher’s strategies regarding standards, objectives, and student expectations of performance.

ADEPT Standard	Description
Motivating Students	<p>There are many classes that BME candidates will take which give them the skills to motivate students. Courses such as marching band and other music ensembles thrive on motivating students at the collegiate level. These experiences are directly applicable to BME candidates being able to use many of these same experiences from their collegiate directors in their own classroom instruction.</p> <p>Individual attention in their applied study gives BME candidates seven semesters of private instruction. This study teaches motivational techniques that are engaging and relevant to classroom instruction.</p> <p>The Music Theory, Ear Training and Sight Singing, and Music History courses have smaller class sizes and allow individual attention from the professor to the student. These experiences give opportunity for direct motivational techniques starting the first semester in the BME program.</p> <p>BME candidates will take EDUC 335 Introduction to Educational Psychology in the Spring semester of the sophomore year. During this course students will explore the psychology of learning, learning theories and stages of development as applied to P-12 students. Music education students will also select and complete two Human and Social Behavior core courses, typically during the spring of their junior and fall of their senior years. These core courses are included in the BME to provide the candidates with a broader understanding of the study of human and social behavior.</p> <p>In addition, MUED 321 Music Methods PK-2 and MUED 421 Music Methods 3-5, explore intrinsic, extrinsic and external motivational techniques for the general music classroom and beginning performing ensemble settings. Teacher candidates will be introduced to motivational research based strategies through these courses and will be expected to demonstrate their understanding and abilities to effectively motivate students from diverse backgrounds through classroom lesson demonstrations and field-based music teaching experiences.</p>
Presenting Instructional Content	<p>The method courses, MUED 353, MUED 444, and MUED 321, will cover instructional content and demonstrate direct application in the classroom.</p> <p>Field observations and the Internship will allow candidates to experience various methods from a variety of teachers in presenting instructional content.</p>
Lesson Structure and Pacing	<p>MUED 444 requires a TWS and handbook upon completion of the course which demonstrate examples of lessons and pacing guides for students.</p>

ADEPT Standard	Description
Activities and Materials	<p>MUED 444 requires a TWS and handbook upon completion of the course which demonstrate examples of lessons and pacing guides for students.</p> <p>Fundamentals courses such as MUED 291 and MUED 391 provide opportunities for candidates to gather materials and discuss various activities in teaching fundamentals to young music students.</p> <p>MUS 119 and EDUC 204 will provide candidates with knowledge of technology and ways to incorporate it into the classroom.</p>
Questioning	<p>Observations in the field and the Internship will allow candidates to experience various questioning strategies during instructional delivery from a variety of teachers.</p>
Academic Feedback	<p>Fundamentals courses such as MUED 291, MUED 391, MUED 392 and MUED 292 provide opportunities for candidates to do short teaching demonstrations to learn how to provide appropriate feedback.</p>
Grouping Students	<p>MUED 443 discusses how students are placed on various instruments and grouped together as ensemble members.</p>
Teacher Content Knowledge	<p>Bachelor of Music Education students will demonstrate proficiency in music content knowledge including, music history and literature, theory and composition, performance, pedagogy, professional issues, and technology, through all classroom and field-based music teaching experiences. Students will pull from subject-specific strategies learned in applied study and ensembles, music foundation courses, and all music education methods courses to plan and present well-rounded, engaging, and enjoyable music lessons and rehearsals for their students. As a result of their four years of musical studies, candidates will understand and be able to demonstrate how to properly present and sequence music learning experiences to maximize P-12 students' musical learning. Students will be familiar with age-appropriate repertoire and instructional strategies that are considered to be the best practices for teaching music in elementary, middle school and high school music classrooms. Candidates will also be able to link key musical concepts and ideas learned in prior lessons or daily interactions with music, to new or more sophisticated musical ideas. Musical concepts will be introduced and later developed using a spiral curriculum approach that reviews, reinforces and extends musical learning with each presentation throughout the P-12 music curriculum. BME candidates will complete the program with a well-rounded and thorough knowledge of styles and genres of music from a variety of historical eras in order to maximize their abilities to engage students in meaningful music learning experiences.</p>

ADEPT Standard	Description
Teacher Knowledge of Students	<p>Music Education candidates will upon completion of their undergraduate degree be familiar with and proficient in their understandings of P-12 students. This knowledge will include students as learners, instructional processes, assessment strategies and techniques, as well as professional development, leadership, and community involvement opportunities. Students will gain experiences teaching music to students from different age levels, (P-5; 6-8; and 9-12), in order to prepare them for their future music classrooms. Candidates will learn how to plan and structure music lessons and experiences to meet the needs of all students, including multiple types of learning and modalities. Music education candidates will demonstrate different ways they are able to lead students through inquiry learning by using a variety of question types and strategies including feedback from both the teacher and student peers. In addition, to presenting a variety of instructional strategies, music education students will also be able to develop and use a variety of assessment practices to allow students to demonstrate learning and mastery of content appropriate to their specific learning needs. Lastly, music education students will integrate student's personal interests and cultural backgrounds in their music lessons where appropriate to make musical learning meaningful and engaging for all students.</p>
Thinking	<p>BME candidates' applied lessons require analytical thinking weekly.</p> <p>Fundamentals courses such as MUED 291, MUED 391, MUED 392, and MUED 292 provide opportunities for candidates to practice lessons that allow analytical and creative thinking.</p>
Problem Solving	<p>Problem solving skills will be assessed throughout the BME, specifically including identifying relevant/irrelevant information in the music theory and ear training courses, i.e., MUS 117, 217 and MUS 115, 16, 215.</p> <p>Both in marching band MUS 124M and a section of MUED 444, marching band methods, candidates will be required to create and design music/visual drill for a marching band. There are a variety of areas in this process that include problem solving and generating ideas.</p>
Planning	
Instructional Plans	<p>Much of the course material of MUED 444, MUED 321, and MUED 443 revolves around learning and applying knowledge of the state and national standards in both instructional planning and teaching. The TWS will require candidates to demonstrate their ability to align the standards in their lessons.</p>

ADEPT Standard	Description
Student Work	<p>Throughout the BME program candidates will engage and participate in a variety of classroom learning experiences to help them prepare for their future roles as elementary music, choral, or instrumental educators. The assignments and projects that music education candidates complete throughout their four-year program of study will require them to organize, interpret, analyze, synthesize, and evaluate information related to music teaching and learning. In addition, these courses and assignments will enable music education students with opportunities to learn how to plan and develop lessons, projects, and activities for use in their future music classrooms. Music education students will spend time learning about appropriate repertoire to be used with P-12 students in each music and music education course in order to confidently select and program music for study with their classes and performing ensembles. As music itself is often the textbook for music classes, it is imperative that future music educators are well-versed in a variety of musical styles and genres to develop high-quality music learning experiences for their students.</p> <p>Music learning lessons and tasks will actively involve students in problem solving and critical thinking activities that interest and challenge them to develop as competent musicians. Students will be learn how to discuss, question, explain, and evaluate music from different historical eras, as well as a variety of musical genres and styles. Finally, all music teacher candidates will learn to facilitate lesson and unit plans, as well as problem-based learning projects that encourage P-12 students to actively engage with the creative learning processes of performing, responding, creating, and connecting with music as advocated for in both the National and South Carolina State Standards for Music.</p>
Assessment	<p>MUED 444 requires a TWS and handbook upon completion of the course which demonstrate examples of various types of assessment and establish an understanding of appropriate measurement criteria.</p> <p>Throughout the BME, candidates will be exposed to various types of technology which can be used in music classrooms for the assessment of students.</p> <p>Observations in the field and the Internship will allow candidates to experience assessment approaches from various teachers which align with state standards.</p>
Environment	
Expectations	<p>Each large ensemble and private applied study instills high expectations of performance and will continue to challenge the candidates with demanding music literature.</p>

ADEPT Standard	Description
Managing Student Behaviors	<p>Large ensemble rehearsals and experiences in field observations will assist candidates in learning numerous strategies to help with managing student behavior.</p> <p>Core classes such as Human and Social Behavior and EDUC 333 Introduction to Educational Psychology will provide useful information that applies to understanding student behavior in the classroom.</p>
Classroom Environment	Observations in the field and the Internship will allow candidates to experience diverse examples of classroom environments and arrangements of different music rooms for different purposes.
Respectful Culture	BME candidates will have various opportunities to be in front of their peers during demonstrations which will assist them in learning how to deliver content in a respectful manner.
Description of Qualifying Measures	Student-centered learning is a key component of all music and music education courses. Candidates engage in a variety of projects including but not limited to parental handbook development, lesson/unit planning, teaching demonstrations, and the Teacher Work Sample (TWS). Applied area and ensemble faculty strive to meet the needs of all candidates and engage them in challenging and fulfilling music lessons both individually as well as collaboratively with their colleagues. The inclusion of social media, such as Twitter in music coursework facilitates an additional way for candidates to engage in discussions and explorations of musical topics both inside and outside of the traditional classroom environment
Professionalism	
Growing and Developing Professionally	BME candidates will be introduced to and expected to comply with all professional educator rules and policies while engaged in coursework and field experiences. Candidates will be expected to be prompt and prepared regarding all assignments and activities. In addition, candidates will be introduced to professional development workshops, conference sessions, webinars, podcasts, etc., to familiarize them with available resources to use when planning their own professional growth plans and activities.

ADEPT Standard	Description
Reflecting on Teaching	Reflective teaching practices will be introduced to candidates beginning in the Freshman Experience course (UNIV 110 E) and continuing throughout each of the instrumental fundamentals courses (MUED 291, 292, 391, 392) and music education methods courses (MUED 321, 353, 421, 440, 441, 443, 444). Candidates will be expected to write reflective summaries of their teaching, both from classroom teaching experiences and from videotaped lessons of themselves, their classmates, and actual teaching episodes in the field by experienced music educators. The primary goals of these experiences will be to foster a natural and instinctive need for candidates to constantly strive to improve their teaching so that they can continue to meet and exceed the needs of their students.
Community Involvement	BME candidates will actively support school activities and community events while involved in all music field experiences. Candidates will also be encouraged to work with local school music programs through giving lessons to middle and or high school students, assisting local music directors, tutoring, etc.
School Responsibility	Candidates in the BME program will learn to assume and accept leadership responsibility in the music classroom beginning with their Freshman Experience (UNIV 110 E). Classroom and field-based projects and coursework have been developed by the music education faculty to introduce candidates to a variety of leadership topics, including but not limited to, effective teaching behaviors, classroom management strategies, rehearsal techniques, concert planning, etc., to prepare them for their future roles as music educators.

Evidence that all candidates recommended for licensure meet the ADEPT competencies is met through the following activities, assignments, and assessments:

1. Candidate Professional Dispositions (evaluated 3 times throughout the program)
2. Teacher Work Sample (2 completed before Internship and 1 completed during Internship)
3. Lesson Plans with Teaching Reflections
4. Classroom Design/Management Plan Project
5. Class-Based Teaching Demonstrations
6. Field-Based Teaching Demonstrations and Placements (e.g., Mentoring, Tutoring, Field Experiences, Co-Teaching, Small and Whole Group Teaching)
7. Diversity Forms
8. Professional Licensure Exams: Praxis I, Praxis II Content (Music), Principles of Learning and Teaching (PLT), any grade band

Field Experiences III and IV in the BME program will each include at least one formal observation by the instructor of record and the cooperating teacher and a mid-term and final evaluation. To progress from Field Experience IV to Field Experience V, the candidate will need an average score of “2.” To progress from Field Experience V to the Internship, the candidate will need an average score of “2.5.” Mid-term and final evaluations must also meet the required passing scores of “2” and “2.5” respectively.

The Internship will include at least four formal observations by the university supervisor and four formal observations by the cooperating teacher and a mid-term and final evaluation. During these formal observations, candidates will be assessed using the ADEPT 4.0 Rubric. To successfully complete the Internship and be recommended for licensure, the candidate must achieve an average score of “3” on the summative ADEPT formal evaluation of teachers and both the mid-term and final evaluations.

EEDA – Education and Economic Development Act

Education and Economic Development Act (EEDA, 2005) guidelines mandate teacher training in the following components:

- The Career Guidance Process
- Career Clusters and Individual Graduation Plans
- South Carolina Career Guidance Standards and Competencies
- Character Education
- Contextual Teaching
- Cooperative Learning
- Diverse Learning Styles

These components are embedded within the coursework and content of the program and outlined in each course syllabus. Further, candidates will complete a career unit plan in their secondary general music and intermediate choral or instrumental methods courses.

The BME program reflects the requirements of state legislation as it includes a curriculum that is both strong academically in the areas of academic core classes as well as music, music education and education coursework. Real-world problem-solving skills are key factors of all music education methods courses and are introduced to pre-service teacher candidates to prepare them to integrate these same skills in their future classrooms. As students in South Carolina begin exploring future career opportunities in the middle grades, coursework in the upper elementary methods course, as well as the secondary general, choral and instrumental courses, e.g., MUED 421, 353, 440, 441, 443, 444, will discuss and introduce lesson plans and/or units of study that explore a variety of music and music-oriented careers. In addition, learning how to plan and prepare for ensemble tours and performance workshops and festivals/contests will introduce preservice music teachers to additional music careers such as adjudicators, education workshop leaders/clinicians, outreach facilitators, tourism related performing opportunities, etc. Field experiences and participation in applied study and ensemble performance courses will afford opportunities for students to engage with professional musicians and performers to gain a better understanding of the music profession in all its incarnations. According to the career clusters model introduced in the EEDA legislation, career experiences related to the BME program will satisfy both the (3) art, audio-video technology, and communications, (5) education and training, and (8) hospitality and tourism categories.

Music, Music Education and Professional Education coursework and field experiences or clinical placements will include, but not be limited to, having experience with strategies and techniques to assist at-risk students and students from diverse populations. Although students in this category may often display a lower level of academic performance, other factors may influence students being described as at-risk for the purpose of receiving access to state-funded programs or resources. BME candidates will be familiarized with typical school-based programs, such as

RTI (Response to Intervention) or other Behavior Intervention Strategies, as well as learn where to go to obtain additional resources or to direct students toward school or support services, as appropriate. In addition, pre-service music educators will learn about services typically offered or provided by school counselors and school-based career specialists so that they may direct their future students toward these individuals to obtain resources they may need prior to graduation from high school. These resources will be explored in relation to students in grades six through twelve.

A student wishing to be a BME candidate in college, who has already satisfactorily completed an exploration to teaching careers course in high school, will receive equivalent credit for EDUC 111 Exploring Teaching as a Profession in the BME program. Providing the course has been determined to have met the requirements for dual enrollment and is approved through a high school graduation and postsecondary education and alignment committee, collegiate credit will be awarded.

BME candidates will be provided with opportunities to obtain information about apprenticeships, internships (paid and/or unpaid), and career counseling through both music department and University resources and offices. Additionally, candidates will have the opportunity for part-time staff employment as marching band instructors and private lesson teachers within the region.

Standards of Conduct Assessment Plan

The Standards of Conduct for South Carolina Educators (in accordance with State Board of Education Regulation 43-48) are not only discussed with the candidates but also incorporated into the Professional Behavior and Dispositions Assessment required by the Spadoni College of Education. The Assessment of Candidate Dispositions and Professional Behaviors consists of four standards (i.e., Professional Behavior; Professional Commitment; Accountability and Assessment; Collaboration). The corresponding indicators explicitly address standards of conduct from the state, local school districts, the University, and various professional organizations. All candidates are informed in writing of the Standards of Conduct (based on South Carolina Code 59-25-160, 59-25-530, and 20-7-945) required of South Carolina educators for initial certification.

BME candidates will complete and be assessed by the music education faculty using The Assessment of Candidate Dispositions and Professional Behaviors a minimum of three times prior to Internship. These assessments will take place as follows: 1) MUED 200 - Mid-Program Review, teacher candidate interview prior to formal application to the Professional Program in Teacher Education, 2) Music Field Experience IV, MUED 321 (Elementary Music Placement), and 3) Music Field Experience V, MUED 443 or 444 (Middle/High School Choral or Instrumental Placement).

During the Internship, candidates will assess themselves and be assessed by their cooperating teachers and university supervisors at the mid-point and end of the Internship. Candidates must achieve an average of “3” on the end of the Internship consensus evaluation of The Assessment of Candidate Dispositions and Professional Behaviors.

South Carolina Safe School Climate Act

With the primary emphasis on bullying prevention and intervention, the Safe School Climate Act (section 59-63-110) is addressed across the BME curriculum and in the Internship

orientation. Candidates are required to successfully complete an online assessment on bullying in the classroom and school prior to the first day of Internship. Assessment data are collected by the Office of Clinical and Field Experiences. All lesson plans, curricular unit projects, and goals and objectives developed by the BME are expressly aligned to the State Standards for Music Education and will provide evidence that BME candidates possess the knowledge, skills and dispositions to identify and prevent bullying, harassment, and intimidation in South Carolina's PK-12 schools.

PreK-12 Academic Standards

BME candidates will be introduced to and experience the South Carolina Music Standards PreK-12 in the fields of General, Choral, and Instrumental Music through each of the instrument-specific fundamentals courses and elementary music education methods courses. In MUED 353 Secondary General Music (6-12), MUED 321 Music Methods PK-2; MUED 421 Music Methods 3-5, MUED 440 Choral Methods I, MUED 441 Instrumental Methods I, MUED 443 Choral Methods II (9-12), and MUED 444 Instrumental Methods II (9-12), candidates will complete lesson plans and units using the State Standards for Music Education which address knowledge and skills, modifications and accommodations, impact of disability, and instructional strategies to help students meet the standards. Program faculty have had multiple opportunities for local and national (i.e., through NAME webinars, music education conferences, and publications) professional development in the area of standards.

In MUED 321 Music Method PK-2, candidates will create and develop an original TWS for elementary music. Candidates will teach and be formally observed during one lesson from their TWS by at least one Music Education faculty member.

In MUED 443 Choral Methods II or MUED 444 Instrumental Methods II, candidates will create and develop an original TWS for middle or high school music. Candidates will teach and be formally observed during one lesson from their TWS by at least one Music Education faculty member.

Admission Requirements – Initial and Advanced

University Admission Criteria -

Coastal Carolina University general admission requirements for new students include:

1. Completed Undergraduate Application
2. Specified non-refundable application fee
3. [Transfer students] Official transcripts from all post-secondary institutions attended
4. Official high school transcript
5. Official SAT/ACT scores if less than 24 transferable credits of college-level work have been earned from a regionally accredited college or university. Applicants over the age of 22 years are not required to submit SAT or ACT examination scores. Applicants who are generally competitive for admission to the University will have earned a cumulative GPA of "B" or better on the required college preparatory high school courses and must submit standardized test scores of an SAT (critical reading, mathematics, and writing) score in the middle 50% range of recently enrolled University first-time freshmen students ranging from 1340 to 1570, or an ACT composite score in the middle 50% range of recently enrolled University first-time freshmen students ranging from 19 to 23.
6. Each prospective music student must pass a performance audition on his/her primary instrument prior to being admitted into the BME program.

Spadoni College of Education Admission Criteria –

Portal I - Admission to the Professional Program in Teacher Education (e.g., Music Education). Pre-professional program education majors will submit a formal application for admission to the Professional Program in Teacher Education. BME candidates must fulfill these requirements following successful completion of MUED 291, Fundamentals of Percussion Instruments. The candidate's application will typically be made at the end of the Spring semester of the sophomore year.

The following evidence is required and reviewed before admission to the Professional Program in Teacher Education:

- Minimum GPA of 2.75
- 60 hours of coursework, Grade of "C" or better in ENGL 101 and ENGL 102 or ENGL 211
- Grade of "C" or better in EDUC 111 and EDUC 204
- Grade of "C" or better in all required education courses completed
- Passing scores on all 3 areas of Praxis I (Reading, Writing and Math) OR
- Score of 1100 or higher on SAT (Verbal, Math)
- 1650 or higher on SAT (Verbal, Math, Writing)
- 24 or higher ACT Composite
- A signed Criminal Offense Disclosure statement
- Professional Behavior and Dispositions Self-Evaluation completed in LiveText
- Approval of Portal I Faculty Committee

Portal II - Admission to Internship. Candidates complete an application and submit it to the Spadoni College of Education's Office of Clinical Experiences with the following evidence:

- Minimum GPA of 2.75
- Grade of "C" or better in foundations and major courses
- Program adviser and faculty recommendation
- Passing scores on all required Praxis II Content Exams
- All major coursework completed
- Composite Dispositions: Senior I methods faculty and Senior I university supervisor
- Satisfactory completion and performance in a minimum of 100 hours in Field Experiences I, II, III, IV and V
- Satisfactory completion of specialized professional association (SPA) assessments: EPP lesson plan, TWS, Teacher Candidate Professional Dispositions assessments (2), Diversity Affirmation forms,
- TB Skin test clearance
- SLED and FBI fingerprint clearance and criminal background disclosure statement
- Approval of Portal II Faculty Committee

While enrolled in Internship, candidates will spend all of each school day for a period of no fewer than sixty instructional days in the assigned school. Of these sixty days, at least thirty-five days must be full-time teaching days. Music teacher candidates participate in two placements: elementary music (PK-5) and secondary band, choral or orchestra (6-12). A minimum of eighteen full-time teaching days must be completed in each placement. Students are responsible for their own transportation and insurance. Students are prohibited from enrolling in any additional coursework during this semester without program faculty approval and the consent of the Dean of the College.

Field and Clinical Experiences, including number of hours and integration of ADEPT

The BME program provides a sequence of field-based experiences in which candidates develop and demonstrate the knowledge, skills and dispositions necessary to help all students learn. All candidates must complete a minimum of 100 hours of field experiences prior to clinical practice (Internship). Field experiences are diverse and provide interaction with students in a variety of settings. Candidates progress through five levels of field experiences, each requiring the candidate to assume greater responsibility in the music classroom prior to the Internship semester. The field experience sequence begins when the candidate enrolls in UNIV 110E First Year Experience and continues throughout the duration of the BME program.

Field Experience I (15 hours over four days)

In Field Experience I, students spend three half days and one full day in an elementary music classroom (PK-5) or a secondary band, choral or orchestra classroom (6-12) in a district that serves a high percentage of low socioeconomic students. Candidates observe and may work with an individual child or small group at the request of the teacher and then write a reflection paper responding to the following guiding questions:

- What group/program are you most interested in teaching (certification level, specialization)?
- What characteristics do you, as an effective teacher, need to possess? Why?
- Identify a philosophy that would align with what should be the role of the classroom teacher?
- How do students in the age range that you would want to teach learn best? What theory did you base this on?

Field Experience II (10 Weeks = 10 Hours, 1 hour per week)

Field Experience II is a field placement with a strings or orchestra class or ensemble in a middle or high school. The major emphasis in the experience is in developing observational skills, appropriate interactions with the students, cooperating teacher and school personnel, and working with individual and small groups of students. Candidates may engage in individual and small group instruction and develop classroom management skills for the strings/orchestra classroom or ensemble setting.

Field Experience III (10 Weeks = 10 Hours, 1 hour per week)

Field Experience III is a field placement with a percussion class or ensemble in a middle or high school. The major emphasis in the experience is developing observational skills, appropriate interactions with the students, cooperating teacher and school personnel, and working with individual and small groups of students. Candidates may engage in individual and small group instruction and develop classroom management skills for the percussion class or ensemble setting.

Field Experience IV (10 Weeks = 25 Hours, 2.5 hours per week)

Field Experience IV is a field placement in an elementary music (PK-5) classroom where candidates have opportunities to apply knowledge and skills in authentic situations. The major emphasis in the experience is developing observational skills, appropriate interactions with the students, cooperating teacher and school personnel, and working with individual and small groups of students. Candidates may engage in individual and small group instruction and develop classroom management skills for the elementary music classroom and/or middle school performance ensemble setting. To advance to the next field experience, candidates must successfully complete a Teacher Work Sample in elementary music in addition to achieving an

average score of “2” or better on The Assessment of Candidate Dispositions and Professional Behaviors, the ADEPT 4.0 Rubric, and all formal evaluations.

Field Experience V (12 Weeks = 40 Hours, approximately 3 hours per week)

Field Experience V is a split field placement in a middle school band, chorus or orchestra classroom (6-8) and a high school band, chorus or orchestra classroom (9-12) where candidates have opportunities to apply knowledge and skills in authentic situations. Candidates are expected to begin to assume a greater responsibility as the instructional leader of the classroom. Candidates are required to plan and implement standards-based instruction in small group settings, work with whole groups with the guidance of the cooperating teacher and collect and use information about the learning-teaching context and students’ individual needs and differences. These are six-week field placements (2) where candidates have opportunities to apply knowledge and skills in authentic situations. Candidates are expected to assume a greater responsibility as instructional leaders of their classrooms through the development and implementation of a week-long standards-based unit during which they assume control of the classroom for that subject area. Candidates demonstrate their ability to design instruction and assessment based on knowledge of contextual factors, assess and analyze student achievement and reflect on their teaching to improve instruction for students and their own professional growth. Candidates are also required to teach lessons in each of the content areas/ensembles/classes taught by the cooperating teacher. Additionally, candidates may engage in individual and small group instruction and develop classroom management skills for the secondary performing ensemble setting. To advance to the next field experience, candidates must successfully complete a Teacher Work Sample in middle or high school band, chorus or orchestra in addition to achieving an average score of “2.5” or better on The Assessment of Candidate Dispositions and Professional Behaviors Assessment, the ADEPT 4.0 Rubric, and all formal evaluations.

Internship (60 days with 35 days full time teaching, 18 full time teaching days per placement)

The Internship is a supervised teaching experience in an elementary music (PK-5) and middle or secondary band, chorus or orchestra classroom (6-12). The Internship is the final clinical field-based experience and is the capstone of the Professional Program in Music Teacher Education. At the Internship level, Interns meld the theoretical and practical knowledge of classroom instruction with professional behaviors. Interns are provided the opportunity to explore, investigate, grow and develop through their Internships.

Interns are expected to demonstrate mastery of selected performance dimensions in addition to each of the identified professional behaviors and dispositions. Interns must be able to apply their knowledge of learners and learning in the classroom by successfully working with students as full participating members of a professional school community.

Expectations for interns include the ability to:

- design sequential objectives and strategies based on state and local standards
- analyze their own teaching methods in comparison with student achievement to ensure that standards are met
- plan and deliver instruction within the school setting with consideration given to individual background and learning style of the individual student
- assume the role of professional educators, working productively with their mentors

The Internship represents an all-important exit point in the program. Interns may not finish the Internship or complete their program of study without demonstrating competence as defined by the Professional Program in Teacher Education. The Internship serves as the final check of both student quality and program effectiveness. Candidates must successfully complete a Teacher Work Sample in Elementary Music in addition to achieving an average score of “3” or better on The Assessment of Candidate Dispositions and Professional Behaviors and the ADEPT 4.0 Rubric and all formal evaluations.

Assurances of High-Quality Field Experience

The Music Education faculty work from a well-planned, collaborative research agenda that builds on and extends themes related to high quality field experiences. The EPP faculty work closely with the Clinical Experiences Placement Coordinator to place candidates with high quality classroom teachers that will work closely and collaboratively with the candidates.

The Spadoni College of Education and the Department of Music use a strict vetting process when hiring university supervisors to evaluate teacher candidates. As all education programs at the University are or will be accredited through CAEP, the accreditation process is used as a quality-improvement activity for strong and well-sequenced field experiences. The faculty have worked closely to create a clear consensus as to what high-quality music education field experiences look like and how that plays into a high-quality music education program.

Music Education Field Experiences Table

Program	#	Course	Type	Time	Description	Assessment
Music Education	1	Pre-Program UNIV 110E	Freshman Experience	3 half days and 1 full day (15 Hours)	Candidates will be placed in a classroom that matches their interests and observe, interact with students and teachers and reflect with fellow candidates on their experience.	Diversity Form Behaviors and Dispositions (Candidate, Instructor, CT)
	2	MUED 292	Field Experience II Fundamentals of String Instruments	10 Hours	Candidates will be placed in a middle school beginner orchestra classroom (6-8) or high school orchestra classroom (9-12) to observe the specific pedagogical considerations and challenges of teaching string instruments in public school.	Diversity Form

Program	#	Course	Type	Time	Description	Assessment
	3	MUED 291	Field Experience III Fundamentals of Percussion Instruments	10 Hours	Candidates will be placed in a middle school beginner band classroom (6-8) or high school percussion classroom (9-12) to observe the specific pedagogical considerations and challenges of teaching percussion instruments in public school.	Diversity Form
	4	MUED 321	Field Experience IV Elementary Music	10 Weeks = 25 Hours	Candidates will be placed in an elementary music classroom (PK-5).	Diversity Form Behaviors and Dispositions (Candidate, Instructor, CT) TWS
	5	MUED 441 or MUED 444	Field Experience V Middle and High School Music – Band, Choral or Instrumental	12 Weeks = 40 Hours	Candidates will be placed in a middle school band, chorus or orchestra classroom (6-8) AND a high school band, chorus or orchestra classroom (9-12).	Diversity Form Behaviors and Dispositions (Candidate, Instructor, CT) TWS

Program	#	Course	Type	Time	Description	Assessment
	6	EDMU 479 and EDMU 496	Internship and Seminar	60 days with 35 days full-time teaching (18 full-time days in 2 placements)	Candidates will be placed in an elementary music PK-5 classroom and a secondary (6-8 or 9-12) band, chorus, or orchestra classroom. Candidates plan, implement and assess instruction under the guidance of a certified teacher. Candidates also participate in all professional activities within the school building such as, duties, professional development, IEP meetings and joint planning activities. Candidates are evaluated using the ADEPT model of teacher evaluation. Full-time instruction of the classroom must occur for 35 days, 18 days per placement.	Behaviors and Dispositions (1 – US, 1 – CT) Observations (4 CT, 4 US) Formative and Summative Evaluations (Summative Assessment #4) ADEPT Evaluation TWS – SPA Assessment #5

Eligibility for Initial Certification

Upon successful completion of the BME program (which includes passing Praxis II in Music prior to Internship placement) and successful completion of the Praxis II Principles of Learning and Teaching at any level, candidates are eligible to apply for South Carolina licensure in the area of Music Education PK-12, Vocal or Instrumental.

Annual Reports (NASM/CAEP and Title II submission)

Annual reports are required for the University (i.e., SACS/COC), CAEP accreditation, and the College (i.e., CEC SPA reports). For each report, program faculty members analyze data, interpret the results, and discuss the findings of each assessment regarding impact on the program (e.g., curriculum, scope and sequence) and candidate improvement.

SPA or Other National Specialized and/or Professional Association Standards:

The BME program is aligned with the National Association of Schools of Music (NASM) standards. All degree candidates must have experience with students across the full range of grade levels covered by their South Carolina initial teaching certification. In addition, experiences in general, vocal, and instrumental music classrooms must also be satisfied.

The seven key assessments that provide an overview of how candidates meet the standards throughout the program are included in the following table.

SPA Assessment – National Association of Schools of Music (NASM)

Key Assessments	Evidence
1. Professional Behaviors and Dispositions	Assessed three times prior to Internship over the course of the BME program.
2. Diversity Forms	Assessed a minimum of three times prior to Internship over the course of the BME program. Candidates complete a diversity form at the end of each music education field experience.
3. Teacher Work Sample	Assessed three times over the course of the BME program. The first two TWS assessments will take place in MUED 321 and MUED 441 or 444. These courses must be completed successfully prior to candidates enrolling in Internship. The final TWS assessment will take place during Internship; each section must be passed at 80% or better.
4. ADEPT 4.0 Rubric	Assessed three times over the course of the BME program. The first two assessments will take place in MUED 321 and MUED 441 or 444. These courses must be completed successfully prior to candidates enrolling in the Internship. The final assessment will take place during Internship; each section must be passed with an average of 3 on the rubric.

Key Assessments	Evidence
5. Praxis I (Core Academic Skills for Educators: Reading (5713), Writing (5723), and Math (5733))	<u>Passing Test Scores:</u> Reading: 156 Writing: 158 Math: 150
6. Praxis II Music: Content and Instruction (5114)	<u>Passing Test Score:</u> Music: 162
7. Principles of Learning and Teaching (K-12 Licenses – Early Childhood (5621), Grades K-6 (5622), Grades 5-9 (5623) or Grades 7-12 (5624))	<u>Passing Test Score:</u> Early Childhood: 157 Grades K-6: 160 Grades 5-9: 160 Grads 7-12: 157

Commitment to Diversity Assurance

All BME candidates must have experience with students across the full range of grade levels covered by their South Carolina initial teaching certification. All MUED methods courses incorporate culturally relevant pedagogy and experiences teaching diverse student populations.

A Diversity Form is completed by all candidates at the completion of each field experience and the Internship placement. These forms are submitted to the Office of Field and Clinical Experiences as evidence of satisfying this requirement. The form is signed by the candidate, cooperating teacher, and university faculty member and/or supervisor. Placements will be made in coordination with the Office of Clinical Placements to ensure all candidates complete the required number of diverse placements prescribed by the program.

Advanced Program for Teachers Alignment with NBPTS

The program is not being aligned with NBPTS at this time.

Student Health and Fitness Act of 2005

The development of musically relevant physical training activities will be introduced and discussed within the instrumental and choral methods sequence as they relate to proper posture, breathing and stamina for beginning instrumentalists and vocalists. The importance of creating an advanced physical training regimen for high school marching bands will be a significant topic within MUED 444, Instrumental Methods II.

Read to Succeed Requirements

BME candidates will complete a 3-hour course in content literacy to fulfill the state's Read to Succeed requirements. EDLL 484 will be the course that satisfies this requirement for the BME program.

Parental Involvement

The development of student and parent handbooks will be introduced and discussed with candidates during their elementary and instrumental or choral methods sequence courses. Throughout these 2-course sequences, candidates will learn and demonstrate how to

organize booster organizations, communicate publicly and privately with parents, and follow proper administrative protocol for disciplinary action.

Educator Ethics

Educator preparation programs must provide candidates with specific written information regarding the state Educator Ethics required of South Carolina educators for initial certification. BME candidates will satisfy this requirement through the completion of MUED 353 (Secondary General Music Methods, 6-12), field experiences 2-5, EDME 479 Internship and EDME 496. All candidates will be expected to sign the South Carolina Teacher Code of Ethics prior to conducting all field experiences and the Internship.

Coastal Carolina University Department of Music
Application for Plan Approval
Bachelor of Music Education

1. Statement of Purposes

Nature and Purpose

The Bachelor of Music Education (BME) degree seeks to provide music students with a four-year undergraduate degree in Music Education with initial South Carolina licensure (Grades K-12; choral or instrumental). It is designed to attract music students who wish to become music educators and pursue jobs as public school music teachers at the elementary, middle, or high school level in general music, choral music, or instrumental music. The BME program requires degree candidates to take core courses (general studies), professional education courses, foundational music education courses, and major coursework in choral or instrumental music education. The curriculum is designed to develop in candidates a keen understanding of sequential music instruction and pedagogy at all levels.

The centrality of the new program to the mission of Coastal Carolina University (CCU) reflects the University's commitment to "serve the educational needs of the immediate area ..." Through the proposed BME program, the University "seeks to develop students who are both knowledgeable in their chosen fields and prepared to be productive, responsible, ... citizens ... " resulting in "alumni who are well prepared for professional careers ...in their chosen fields and who continue to be connected to Coastal Carolina."

The BME supports Objective 1.4.5 of the Coastal Carolina University Strategic Plan 2016-2021: "CCU will support high-quality innovative programs and curricula aligned with student demands, accreditation and standards expectations, regulatory requirements, and supportive professional preparation such that the CCU graduate student full-time equivalent (FTE) population can reach 18 percent of the student population and the CCU undergraduate student FTE population can increase by 5 percent over 2015-2016."

Major Program Components

Core Curriculum: These are the general studies courses that are common to all degrees at the University.

Music Foundation Courses: The foundation courses cover written theory, aural skills, class piano and western music history. This music foundation is a requirement of all music degrees and concentrations in the Department of Music.

Performance Requirements: This relates to a student's study and performance on his or her primary instrument; including ensemble participation, applied instrument study and the senior recital.

Professional Education Requirements: These are the core education courses where music students develop the skills to effectively deliver content to their future students.

Music Education Core: This block of study contains the music education courses that are common to both vocal and instrumental students.

Vocal Music/Instrumental Education Block: Students will choose to focus on vocal or instrumental music education. This block is where those specific skills are addressed.

Target Audience

The BME degree seeks to provide music students with a four-year undergraduate degree in Music Education with initial South Carolina licensure (Grades PK-12; Choral or Instrumental). It is designed to attract music students who wish to become music educators and pursue jobs as public school music teachers at the elementary, middle school, or high school level in general music, choral music, or instrumental music.

There is a great need for music teachers in the thriving Grand Strand region and other areas of South Carolina. Thus, graduates of the BME program have an excellent opportunity to fill the many music teaching openings at elementary, middle, and high schools throughout the state.

Program Objectives

The Department of Music has designed the BME degree to fulfill the following objectives:

1. Incorporate pedagogical methods, materials, and repertoires appropriate to the teaching specialization.
2. Demonstrate knowledge of current methodologies and the ability to deliver instruction successfully to diverse groups of students.
3. Perform competently on primary and secondary instruments and as a member of a major ensemble.
4. Demonstrate a disposition that reflects the attitudes, beliefs, and values for successful music instruction.

Student Learning Outcomes

Students who complete the requirements for the BME degree Education will be able to do the following:

1. Utilize basic skills and techniques for playing age-appropriate instruments in K-12 music.
2. Incorporate learning environments supported by technology.
3. Use differentiated instruction to understand the individual educational needs of students.
4. Apply a basic knowledge of performance-based music instruction, materials, and literature to students of varying abilities.
5. Demonstrate effective performance abilities in keyboard, voice, and other instruments appropriate to the student's teaching specialization.
6. Utilize knowledge of standard literature and historical periods pertinent to their major ensemble.
7. Model professional and ethical practices in music education with peers, instructors and in

classroom situations.

8. Use self-reflective practices to evaluate their teaching effectiveness

Catalog Description

Music: Music Education, BME

Degree Requirements (129-130 credits)

I. CORE CURRICULUM (39 credits)

II. FRESHMAN GRADUATION REQUIREMENT (6 credits)

UNIV 110 The First Year Experience (3)

HIST 201 or POLI 201 (3)

III. MUSIC FOUNDATION COURSES (28 credits)

MUS 100 Recital Class (7 semesters; 0 credit) (0)

MUS 115 Concepts and Elements of Music Theory (3)

MUS 116 Principles of Harmony and Voice Leading (3)

MUS 117 Ear Training and Sight Singing I (1)

MUS 118 Ear Training and Sight Singing II (1)

MUS 119 Introduction to Music Technology (2)

MUS 172 Class Piano I (1)

MUS 173 Class Piano II (1)

MUS 215 Chromatic Harmony and Modulation (3)

MUS 216 Musical Structures (3)

MUS 217 Ear Training and Sight Singing III (1)

MUS 218 Ear Training and Sight Singing IV (1)

MUS 253 History of Western Music I (3)

MUS 254 History of Western Music II (3)

MUS 272 Class Piano III (1)

MUS 273 Class Piano IV (1)

Music Ensemble (4 semesters; 0 credit)

VI. PERFORMANCE REQUIREMENTS (7 credits)

Applied Music (7 semesters, 1 credit each semester) (7)

MUS 400 Senior Recital (0)

Music Ensemble (3 semesters; 0 credit each semester; instrumental education majors required to take 2 semesters of MUS 124M)

V. PROFESSIONAL EDUCATION REQUIREMENTS (18 credits)

EDUC 111 Exploring Teaching as a Profession (3)

EDUC 204Q Computer Technology and Instructional Media (3)

EDUC 215Q Schools and Diversity (3)

EDUC 335 Introduction to Educational Psychology (3)

EDSP 200Q Foundations of Special Education (3)

EDLL 484 Content Area Reading and Writing (3)

VI. MUSIC EDUCATION CORE (19 credits)

MUS 333 Conducting and Score Reading (2)

MUED 200 Mid-Program Review (0)
MUED 321 Music Methods Grades PK-2 (2)
MUED 353 General Music Methods, Grades 6-12 (1)
MUED 421 Music Methods for Grades 3-5 (2)
EDMU 479 Internship in Music Education (PK-12) (9)
EDMU 496 Music Internship Seminar (3)

VIIA. VOCAL MUSIC EDUCATION BLOCK (12 credits)

MUS 334 Choral conducting (2)
MUED 175 Choral Diction (2)
MUED 245 Brass and Winds Techniques for Vocalists (2)
MUED 291 Fundamentals of Percussion Instruments (1)
MUED 292 Fundamentals of String Instruments (1)
MUED 440 Choral Methods I, Grades 4-8 (2)
MUED 441 Choral Methods II, Grades 9-12 (2)

OR

VIIIB. INSTRUMENTAL EDUCATION BLOCK (13 credits)

MUS 334B Instrumental Conducting (2)
MUED 165 Class Voice I (2)
MUED 237 Choral Techniques for Instrumentalists (1)
MUED 291 Fundamentals of Percussion Instruments (1)
MUED 292 Fundamentals of String Instruments (1)
MUED 391 Fundamentals of Brass instruments (1)
MUED 392 Fundamentals of Woodwind Instruments (1)
MUED 443 Instrumental Music Methods I, Grades 6-8 (2)
MUED 444 Instrumental Music Methods II, Grades 9-12 (2)

2. Curricular Table

The curricular table for this degree may be found in Appendix A along with the other tables for all the Department's degrees.

3. Assessment of compliance with NASM standards

Introduction to this section:

As the Department reads the NASM Handbook and descriptions of Bachelor of Music degrees focused on music education, it is felt that the most accurate listing is found in IX.O. As described above in the Major Program Components and the Catalog Description, the Department proposes the traditional vocal/choral/general/instrumental combination. Therefore, the focus of the degree will be on the competencies listed in IX.O.c.1-3.

IX.O.1 Curricular Structure

The Department has studied the curricular structure, content and time requirements listed in section XIII of the NASM Handbook and feels confident that the proposed degree is in compliance with those requirements. The only area that needs to be addressed is XIII.A.7

regarding electives. In the BME, the Department has constructed a professional degree leading to teacher certification, and there are no additional credits for electives. As stated in this section of the NASM Handbook, it is the prerogative of the institution to make this decision, however, the Department wanted to address this issue.

IX.O.1.b. Curricular Structure

The Guidelines state that “studies in music, including basic musicianship and performance comprise at least 50% of the total program,” and later state that student teaching must be counted as professional education. On the BME’s curricular table, when combining Music/Performance and Music Education, the percentage is 48%; this is just under the required guideline. The Department would like to mention that, if the 9 credits for student teaching were listed under music, that percentage rises to 55%. If the NASM Commission has suggestions about this issue, the Department looks forward to the Commission’s thoughts on this matter.

IX.O.2 Program Content

Regarding general studies content, please refer to the curricular table for the proposed BME. General studies at the University teaches the following content: critical thinking and reasoning; critical reading, writing and information; literacy, communication across cultures; quantitative literacy; scientific concepts; human and social behavior; humanistic thought; and artistic expression. The Department feels that the breadth of these studies aids the growth of students as they prepare for the education profession.

As students prepare for the profession of music education, they will complete 18 credit hours of professional education content. In addition to these important courses, they will spend a great deal of time observing in the local schools as required by the South Carolina Department of Education.

Field and Clinical Experiences, including number of hours and integration of ADEPT

The Music Education Teacher Preparation Program provides a sequence of field-based experiences in which candidates develop and demonstrate the knowledge, skills and dispositions necessary to help all students learn. All candidates must complete a minimum of 100 hours of field experiences prior to clinical practice (Internship). The field experiences are diverse and provide interaction with students in a variety of settings. Degree candidates progress through five levels of field experiences, each requiring the candidate to assume greater responsibility in the music classroom prior to the Internship semester. The field experience sequence begins when the candidate enrolls in UNIV 110E First Year Experience and continues throughout the duration of the BME program.

Field Experience I (15 hours over four days)

In Field Experience I, candidates spend three half days and one full day in an elementary music classroom (PK-5) or a secondary band, choral or orchestra classroom (6-12) in a district that serves a high percentage of low socioeconomic students. The students observe and may work with an individual child or small group at the request of the teacher. Students then write a reflection paper responding to the following guiding questions:

- What group/program are you most interested in teaching (certification level, specialization)?
- What characteristics do you, as an effective teacher, need to possess? Why?

- Identify a philosophy that would align with what should be the role of the classroom teacher?
- How do students in the age range that you would want to teach learn best? What theory did you base this on?

Field Experience II (10 Weeks = 10 Hours, 1 hour per week)

The Field Experience II field placement is with a strings or orchestra class or ensemble in a middle or high school within the region. The major emphasis is developing observational skills, appropriate interactions with the students, cooperating teacher and school personnel, as well as working with individual and small groups of students. Additionally, candidates may engage in individual and small group instruction as well as develop classroom management skills for the strings/orchestra classroom or ensemble setting.

Field Experience III (10 Weeks = 10 Hours, 1 hour per week)

The Field Experience III field placement is with a percussion class or ensemble in a middle or high school within the region. The major emphasis is developing observational skills, appropriate interactions with the students, cooperating teacher and school personnel, as well as working with individual and small groups of students. Candidates also may engage in individual and small group instruction and develop classroom management skills for the percussion class or ensemble setting.

Field Experience IV (10 Weeks = 25 Hours, 2.5 hours per week)

The field placement in Field Experience IV is in an elementary music (PK-5) classroom where candidates have opportunities to apply knowledge and skills in authentic situations. The major emphasis is developing observational skills, appropriate interactions with the students, cooperating teacher and school personnel, and working with individual and small groups of students. Additionally, candidates may engage in individual and small group instruction and develop classroom management skills for the elementary music classroom and/or middle school performance ensemble setting. To advance to the next field experience, candidates must successfully complete a Teacher Work Sample in Elementary Music in addition to achieving an average score of “2” or better on The Assessment of Candidate Dispositions and Professional Behaviors and the ADEPT 4.0 Rubric and all formal evaluations.

Field Experience V (12 Weeks = 40 Hours, approx. 3 hours per week)

Field Experience V is a split field placement in a middle school band, chorus or orchestra classroom (6-8) and a high school band, chorus or orchestra classroom (9-12) where candidates have opportunities to apply knowledge and skills in authentic situations. Candidates are expected to begin to assume a greater responsibility as the instructional leader of the classroom. Candidates are required to plan and implement standards-based instruction in small group settings, work with whole groups with the guidance of the cooperating teacher, collect and use information about the learning-teaching context and students’ individual needs and differences. These are six-week field placements (2) where candidates have opportunities to apply knowledge and skills in authentic situations. Candidates are expected to assume a greater responsibility as the instructional leaders of their classrooms through the development and implementation of a week-long standards-based unit during which they assume control of the classroom for that subject area. Candidates demonstrate the ability to design instruction and assessment based on knowledge of contextual factors, assess and analyze student achievement

and reflect on their teaching to improve instruction for students and their own professional growth. Candidates are also required to teach lessons in each of the content areas/ensembles/classes taught by the cooperating teacher. Additionally, candidates may engage in individual and small group instruction and develop classroom management skills for the secondary performing ensemble setting. To advance to the next field experience, candidates must successfully complete a Teacher Work Sample in Middle or High School Band, Chorus or Orchestra in addition to achieving an average score of “2.5” or better on The Assessment of Candidate Disposition and Professional Behaviors and the ADEPT 4.0 Rubric and all formal evaluations.

Internship (60 days with 35 days full time teaching, 18 full time teaching days per placement)

The Internship is a supervised teaching experience in an elementary music (PK-5) and middle or secondary band, chorus or orchestra classroom (6-12). The final clinical field-based experience, the Internship is the capstone of the Professional Program in Music Teacher Education. At the Internship level, Interns meld the theoretical and practical knowledge of classroom instruction with professional behaviors. Interns have opportunities to explore, investigate, grow and develop through their Internships.

Interns are expected to demonstrate mastery of selected performance dimensions in addition to each of the identified professional behaviors and dispositions. Interns must be able to apply their knowledge of learners and learning in the classroom by successfully working with students as full participating members of a professional school community.

Expectations for Interns include the ability to:

- design sequential objectives and strategies based on state and local standards;
- analyze their own teaching methods in comparison with student achievement to ensure that standards are met;
- plan and deliver instruction, within the school setting, with consideration given to individual background and learning style of the individual student; and
- assume the role of a professional educator, working productively with their mentors.

The Internship represents an all-important exit point in the program. Interns may not finish the Internship or complete their program of study without demonstrating competence as defined by the Professional Program in Teacher Education. The Internship serves as the final check of both student quality and program effectiveness. Candidates must successfully complete a Teacher Work Sample in Elementary Music in addition to achieving an average score of “3” or better on The Assessment of Candidate Dispositions and Professional Behaviors and the ADEPT 4.0 Rubric and all formal evaluations.

Assurances of High-Quality Field Experience

The Music Education faculty work from a well-planned, collaborative research agenda that builds on and extends themes related to high quality field experiences. The EPP faculty work closely with the Clinical Experiences Placement Coordinator to place candidates with high quality classroom teachers that will work closely and collaboratively with the candidates.

The Spadoni College of Education and the Department of Music use a strict vetting process when hiring university supervisors to evaluate teacher candidates. As all education programs at the University are or will be accredited through CAEP, the accreditation process is used as a quality-improvement activity for strong and well-sequenced field experiences. The faculty have also worked closely to create a clear consensus about what high-quality music education field experiences look like and how that plays into a high-quality music education program.

Music Education Field Experiences Table

Program	#	Course	Type	Time	Description	Assessment
Music Education	1	Pre-Program UNIV 110E	Freshman Experience	3 half days and 1 full day (15 Hours)	Candidates will be placed in a classroom that matches their interests and observe, interact with students and teachers and reflect with fellow candidates on their experience.	Diversity Form Behaviors and Dispositions (Candidate, Instructor, CT)
	2	MUED 292	Field Experience II Fundamentals of String Instruments	10 Hours	Candidates will be placed in a middle school beginner orchestra classroom (6-8) or high school orchestra classroom (9-12) to observe the specific pedagogical considerations and challenges of teaching string instruments in public school.	Diversity Form

Program	#	Course	Type	Time	Description	Assessment
	3	MUED 291	Field Experience III Fundamentals of Percussion Instruments	10 Hours	Candidates will be placed in a middle school beginner band classroom (6-8) or high school percussion classroom (9-12) to observe the specific pedagogical considerations and challenges of teaching percussion instruments in public school.	Diversity Form
	4	MUED 321	Field Experience IV Elementary Music	10 Weeks = 25 Hours	Candidates will be placed in an elementary music classroom (PK-5).	Diversity Form Behaviors and Dispositions (Candidate, Instructor, CT) TWS
	5	MUED 441 or MUED 444	Field Experience V Middle and High School Music – Band, Choral or Instrumental	12 Weeks = 40 Hours	Candidates will be placed in a middle school band, chorus or orchestra classroom (6-8) AND a high school band, chorus or orchestra classroom (9-12).	Diversity Form Behaviors and Dispositions (Candidate, Instructor, CT) TWS

Program	#	Course	Type	Time	Description	Assessment
	6	EDMU 479 and EDMU 496	Internship and Seminar	60 days with 35 days full- time teaching (18 full-time days in 2 placements)	Candidates will be placed in an elementary music PK-5 classroom and a secondary (6-8 or 9-12) band, chorus, or orchestra classroom. Candidates plan, implement and assess instruction under the guidance of a certified teacher. Candidates also participate in all professional activities within the school building such as, duties, professional development, IEP meetings and joint planning activities. Candidates are evaluated using the ADEPT model of teacher evaluation. Full-time instruction of the classroom must occur for 35 days, 18 days per placement.	Behaviors and Dispositions (1 – US, 1 – CT) Observations (4 CT, 4 US) Formative and Summative Evaluations (Summative Assessment #4) ADEPT Evaluation TWS – SPA Assessment #5

IX.O.b.1 Conducting and Musical Leadership

All music education students complete a two-semester conducting sequence:

MUS 333 Conducting and Score Reading

MUS 334 Choral Conducting Or MUS 334B Instrumental Conducting

MUS 333 content includes, as the course title implies, score reading and score analysis. Basic conducting technique is introduced. It is in the second semester of the sequence where students specialize in either choral or instrumental conducting. In this course, students are exposed to specific conducting techniques relative to their specializations, along with stylistic and performance practices.

Once students have completed the conducting sequence, they are able to practice these skills in ensemble rehearsals. These activities primarily occur in MUS 124A Symphonic Band and MUS 125 Concert Choir. Students are given podium time in rehearsals where they receive feedback from ensemble directors. Additionally, some students conduct in ensemble performances as allowed by the respective directors.

IX.O.b.2 Arranging

This skill is not addressed in one specific course but covered over several courses. MUS 119 (Introduction to Music Technology) is in the Music Foundation and is required for all music majors. In this course, students are introduced to notation software and its basic use. Finale is the Department's standard notation software, but free software like MuseScore and Noteflight are also utilized.

Usage of these software systems as a classroom tool is addressed in the Instrument Fundamental courses. These are the methods courses (i.e., woodwinds methods, brass methods, etc.). Students develop their skill with the notation in a variety of ways such as learning how to write for the different instrument groups, creating short chamber pieces that are performed in class, arranging simple melodies in a variety of keys, et. al. The instructors of these courses are allowed the freedom to employ arranging requirement as they see fit.

IX.O.b.3 Functional Performance

Functional keyboard skills are acquired in the Class Piano sequence which is a part of the Music Foundation. This is a four-semester sequence that is completed by the end of the sophomore year. This used to be a two-semester sequence, but several years ago the Department discovered that most students were not performing functionally, so the requirement was doubled. The Department is continuing to assess this important skillset.

Functional vocal skills are addressed in several ways. Singers take applied lessons for seven semesters, since voice is their primary instrument. Instrumentalists enroll in MUED 165 (Class Voice) during the freshman year. This group voice class is taught by a member of the voice faculty to ensure quality instruction. Additionally, these students are singing constantly in the aural skills sequence (MUS 117, 118, 217 and 218). By the end of the sophomore year, functional performance skills should be developed in keyboard and voice.

Functional performance skills on the other instruments occurs in the instrument fundamental courses. The courses are listed in the catalog description in Section 1 of this document. Students spend a semester studying and practicing on all of the major instrument groups. Additionally, students learn to play classroom instruments in the music methods courses. These are the elementary and general music courses in the Music Education Core block.

IX.O.b.4 Analysis/History/Literature

With respect to the University's general studies requirements for analytical and historical knowledge, as previously noted, students gain knowledge in the following content areas: critical thinking and reasoning; critical reading, writing and information; communication across cultures; human and social behavior; and humanistic thought. These content areas speak directly to a student's ability to analyze within a historical construct.

When considering the BME requirements for musical analysis and historical knowledge, the music history sequence of MUS 253 and 254 should be considered. The instructional objectives for MUS 254 are:

- Improve student’s abilities to write and speak logically, clearly and precisely;
- Develop students’ awareness of the connection between history and performance;
- Provide students with the expected core of knowledge for a professional musician; and
- Manifest an appreciation for diverse cultures and perspectives.

Aligning with these objectives are the course’s student learning outcomes:

- To trace important stylistic, historical, and social developments as related to music from the Eighteenth Century to the Twentieth Century;
- To understand the social factors that influenced composers and their works;
- To understand the importance of authenticity in musical performance;
- To be able to research information and formulate original ideas in a scholarly research paper; and
- To analyze music history from an unbiased (as much as possible) perspective.

This course merges together the study of culture and musical analysis in the context of music history.

IX.O.c Specialization Competencies

As stated in the introduction to Section 3 of this document, the Department is proposing the traditional vocal/choral/general/instrumental combination for the BME. The following charts list the courses where the specific competencies are taught. For further examination of these courses, syllabi can be found in Appendix E.

IX.O.c.1 General Music

Competency	Course Number	Course Title
A	MUED 165	Class Voice I
	MUED 321	Music Methods Grades PK-2
	MUED 353	General Music Methods, Grades 6-12
	MUED 421	Music Methods for Grades 3-5
	MUS 216	Musical Structures
	MUS 218	Ear Training and Sight Singing IV
	MUS 273	Class Piano IV
B	EDUC 111	Exploring Teaching as a Profession
	EDUC 204Q	Computer Technology and Instructional Media
	EDLL 484	Content Area Reading and Writing
	MUED 321	Music Methods Grades PK-2
	MUED 353	General Music Methods, Grades 6-12
	MUED 421	Music Methods for Grades 3-5
	MUS 119	Introduction to Music Technology

Competency	Course Number	Course Title
C	EDMU 479 EDMU 496 MUED 440 MUED 443 MUS 334 MUS 334B	Internship in Music Education Music Internship Seminar Choral Methods I, Grades 4-8 Instrumental Music Methods I, Grades 6-8 Choral Conducting Instrumental Conducting
D	EDMU 479 EDMU 496 MUED 291 MUED 292 MUED 321 MUED 441 MUED 444 UNIV 110E	Internship in Music Education Music Internship Seminar Fundamentals of Percussion Instruments Fundamentals of String Instruments Music Methods Grades PK-2 Choral Methods II, Grades 9-12 444 Instrumental Music Methods II, Grades 9-12 First Year Experience

IX.O.c.2 Vocal/Choral Music

Competency	Course Number	Course Title
A	100 level MUS 125 200 level 300 level MUS 400 400 level	Applied Voice Concert Choir Applied Voice Applied Voice Senior Recital Applied Voice
B	EDUC 111 EDUC 204Q EDUC 215Q MUED 175 MUED 440 MUED 441 MUS 119 MUS 334	Exploring Teaching as a Profession Computer Technology and Instructional Media Schools and Diversity Choral Diction Choral Methods I, Grades 4-8 Choral Methods II, Grades 9-12 Introduction to Music Technology Choral Conducting
C	MUS 100 100 level MUS 125 MUS 130A MUS 130C MUS 130O 200 level 300 level MUS 400 400 level	Recital Hour Applied Voice Concert Choir Acoustic Songbook Pop 101 Opera Scenes Applied Voice Applied Voice Senior Recital Applied Voice

Competency	Course Number	Course Title
D	MUED 245 MUED 291 MUED 292 MUS 172 MUS 173 MUS 272 MUS 273	Brass and Winds Techniques for Vocalists Fundamentals of Percussion Instruments Fundamentals of String Instruments Class Piano I Class Piano II Class Piano III Class Piano IV
E	EDMU 479 MUED 421 MUED 440 MUED 441 MUS 125	Internship in Music Education Music Methods for Grades 3-5 Choral Methods I, Grades 4-8 Choral Methods II, Grades 9-12 Concert Choir

IX.O.c.3 Instrumental Music

Competency	Course Number	Course Title
A	MUED 291 MUED 292 MUED 391 MUED 392	Fundamentals of Percussion Instruments Fundamentals of String Instruments Fundamentals of Brass Instruments Fundamentals of Woodwind Instruments
B	EDUC 111 EDUC 204Q EDUC 215Q MUED 353 MUED 443 MUED 444 MUS 119	Exploring Teaching as a Profession Computer Technology and Instructional Media Schools and Diversity General Music Methods, Grades 6-12 Instrumental Music Methods I, Grades 6-8 Instrumental Music Methods II, Grades 9-12 Introduction to Music Technology
C	MUS 100 MUS 124A MUS 124E MUS 124FQ MUS 124M MUS 124P MUS 124S MUS 130B MUS 134 100 level 200 level 300 level 400 level MUS 400	Recital Hour Symphonic Band Percussion Ensemble Flute Choir Marching Band Pep Band World Percussion Bass Ensemble Jazz Ensemble Applied Instrument Applied Instrument Applied Instrument Applied Instrument Senior Recital

Competency	Course Number	Course Title
D	100 level	Applied Instrument
	200 level	Applied Instrument
	300 level	Applied Instrument
	400 level	Applied Instrument
	MUED 443	Instrumental Music Methods I, Grades 6-8
	MUED 444	Instrumental Music Methods II, Grades 9-12
	MUS 334B	Instrumental Conducting

The following NASM Standards do not apply to this degree as listed on pages 11-12 in the NASM New Curricula Procedures: 3d, 3e, 3f & 3g.

4. Faculty Information

The table of faculty teaching in the program can be found in Appendix B. The biographies for the Music Education Coordinator and major professors are also included in the Appendix. More complete bios of all faculty may be accessed from the Department web page at <http://www.coastal.edu/music/faculty/>.

The Department of Music is currently searching for two faculty positions to support music education. It is anticipated that these new faculty positions will be filled by August 2020. The two positions are advertised as:

Assistant Professor of Music/Music Education: Coastal Carolina University Department of Music invites applications for an Assistant Professor of Music in music education. This is a full-time, 9-month, tenure-track position beginning Fall 2020. Primary responsibilities include teaching undergraduate courses in secondary instrumental music education, methods course, supervising and mentoring students in K-12 practicum experiences and student teaching placements, recruiting and retaining high-quality music education students, academic advising, serving the university community through participation in committees and other projects, serving as an excellent leader and resource to the music education community, supporting and interacting closely with school districts in the region. Additional teaching duties may include assisting with concert bands, jazz bands, applied lessons or other courses relative to the candidate's qualifications. A Master of Music degree through an accredited college or university is required, doctorate is preferred. Candidates must have at least 3 years' experience leading a successful band program at the high school or university level.

Assistant Professor of Music/Voice & Music Education: The Department of Music at Coastal Carolina University invites applications for an Assistant Professor of Music (Voice/Music Education) beginning August 2020. Soprano preferred. The Department is seeking a voice teacher who specializes in contemporary and classical singing and the ability to teach both styles effectively. Job duties include: teaching undergraduate applied voice inclusive of Musical Theatre, Classical and Contemporary styles; and participate in recruitment activities. Candidates with secondary experience in music education, supporting CCU's upcoming BME degree, will receive additional consideration. Scholarly activity may include diverse areas of performance and music education. The Department's graduates often seek careers as professional singers, therefore, significant development in their applied studies is critical. Required qualifications:

Doctorate or commensurate professional experience is required. University-level teaching experience is greatly preferred.

5. Fiscal Resources

The fiscal analysis that was completed by the University's Office of Institutional Research this year when the Department submitted its proposal to the South Carolina Commission on Higher Education (SCCHE) can be found in Appendix C. In addition, an analysis of the FTE needed to support the program is also included in the Appendix.

This analysis includes the areas requested by the NASM New Curricular Procedures, including revenue, expenditures for personnel, physical plant, equipment and new expenditures for the library.

6. Facilities

The following facilities are adequate for the initial cohort of degree candidates. Increasing enrollment may demand more classroom and performance space in future years.

The College of Humanities and Fine Arts serves as home to the Edwards Recital Hall, the Edwards Black Box Theatre, several music classrooms, technology labs, rehearsal rooms, numerous music faculty, and the administrative office. The Edwards Recital Hall is one of the busiest performance halls on campus, accommodating weekly chamber and solo performances by students, faculty, and guest artists. In addition to the variety of performances, many of the day-to-day classes, rehearsals, and applied lessons take place within the walls of the Edwards Building.

The Coastal Band Hall is the rehearsal space for the majority of the University's instrumental ensembles. It is home to the large ensemble rehearsal room, the percussion studio, and a Wenger *Soundlok* Sound Isolation rehearsal room. The *Chanticleer Regiment* dedicated practice field is also located adjacent to the Coastal Band Hall.

Wheelwright Auditorium is the premier performance hall at the University and hosts hundreds of events each year. Boasting a seating capacity of nearly eight hundred, a state-of-the-art lighting and audio system, and a full-time staff of expert technicians, Wheelwright is the ideal location for major concerts, theatre productions, and other events requiring lots of space and excellent acoustics. The lobby gleams with Italian marble floors, complete with an inset of the bronze University seal. Upstairs at Wheelwright is the mezzanine, which opens into an open-air balcony. This area is surrounded by faculty offices, a reception room, and a state-of-the-art recording studio.

The Wheelwright Recording Studio is a state-of-the-art facility, featuring the most up-to-date hardware and software (Pro Tools) for digital music recording, editing, mixing, and mastering. The studio features a main room and five remote recording spaces and has a direct connection to the Wheelwright Auditorium for documenting live events. The studio can record up to 32 live

tracks in high-definition file formats and features industry standard microphones, preamps, and virtual plug-ins. The studio documents over 100 events a year and includes a student staff of outstanding individuals who have completed the recording technology course sequence.

The newest facility, Sands Hall, is the primary location for the Department's practice rooms. This facility contains 11 state-of-the-art Wenger *Soundlok* Sound Isolation practice modules, as well as additional faculty office space.

7. Library Holdings

An analysis of University library holdings was made this year when submitting the Department's proposal to the SCCHE and can be found in Appendix D.

8. Rationale for New Curriculum

Currently, the Department of Music has only one undergraduate degree, the Bachelor of Arts in Music. There are four concentrations within the degree: Performance, Commercial Music and Jazz, General Music and Teacher Preparation. Students interested in music education complete the Teacher Preparation concentration, apply to the Spadoni College of Education at the University and complete the Master of Arts in Teaching (M.A.T). With the completion of the master's degree, students gain their initial certification. Completion of the two degrees takes ten full semesters and three summer sessions.

The Department of Music has consistently struggled with recruitment of music education students due to the current path to initial certification. Many students prefer certification at the undergraduate level and do not attend the University. Those that do attend the University are often exhausted after completion of the undergraduate degree. Some of these graduates opt out of the M.A.T and never gain teacher certification. The Department typically has small cohorts entering the M.A.T.

There currently are five four-year public institutions in South Carolina offering an undergraduate music education degree with initial licensure: University of South Carolina (USC) - Columbia, USC - Aiken, Winthrop University, South Carolina State University, and Lander University. None of these institutions, however, is within 130 miles of the University, leaving South Carolina without an undergraduate music education degree program in the Grand Strand coastal region. Offering the BME at the University with initial licensure will benefit South Carolina by providing much-needed music teacher training in the second fastest-growing metro area in the United States.

According to the South Carolina Annual Educator Supply and Demand Report (2018-2019 School Year), there are 1,636.23 certified music teaching positions allocated in district budgets in South Carolina (elementary, 652.29; middle, 520.22; high, 463.71). This is an increase of 94.05 positions since the Fall, 2017 report or a 6% increase. There are, however, 27.25 vacant music teaching positions, which ranks eighth among all teacher areas. South Carolina needs more music educators to enter the teaching profession, and the BME will strengthen the pool of

qualified music teacher candidates for positions in South Carolina public school districts. According to Scott Scrivner, Fine Arts Specialist for Horry County School District, there are three main benefits of the BME degree at the University: (1) Horry County graduating high school seniors have more options; (2) the University’s Department of Music will experience increased enrollment; and (3) the number of applicants for Horry County Schools vacancies will increase.

The following information about projected future enrollments was included in the SCCHE program proposal, and was compiled by the University’s Office of Institutional Research:

Projected Enrollment			
Year	Fall Headcount	Spring Headcount	Summer Headcount
2020-2021	15	13	0
2021-2022	26	23	0
2022-2023	34	30	0
2024-2025	40	36	0
2025-2026	39	35	0

The projected enrollment headcount is based on 15 new students each fall. Years one through five total headcount are based on 90% of students returning Fall to Spring and 85% of students returning Spring to Fall.

For the reasons stated above, the Department of Music is eager to implement the proposed BME degree. This new degree will be a better experience for future students, preparing them to be successful teachers. Additionally, it is believed that the Department will recruit and retain more students once this degree is in place.

9. Relationship between New and Ongoing Programs

The implementation of the BME will be a smooth transition for both students and faculty. The Music Foundation courses in this degree are identical to the foundation courses in all concentrations in the Bachelor of Arts in Music. Only five new courses were introduced for this degree, the rest of the music curriculum already existed in the Teacher Preparation concentration. This content was either in a different undergraduate course or taught as graduate courses in the M.A.T. The new courses are:

- MUED 175 Choral Diction (formerly MUS 135, 136, 137 and 138)
- MUED 291 Fundamentals of Percussion Instruments (formerly MUED 491)
- MUED 440 Choral Methods I, Grades 4-8 (formerly MUED 437)
- MUED 441 Choral Methods II, Grades 9-12 (formerly M.A.T. course)
- MUED 444 Instrumental Methods II, Grades 9-12 (formerly M.A.T. course)

As the majority of this course content already exists in the Teacher Preparation concentration, current faculty loads can accommodate the new curriculum. If candidate recruitment and

retention improve as expected, the Department has requested an additional music education faculty position in the third year of the program's existence. For specific information on the Department's music education FTE, please see Appendix C.

As the Department's physical resources currently meet the needs of the Teacher Preparation concentration, they will also meet the needs of the BME. If the program grows as anticipated, allocation of classroom and storage space will be a future need.

If the proposed BME is approved, the Teacher Preparation concentration in the Bachelor of Arts in Music will be removed from the University undergraduate catalog. The Department of Music has no control over the M.A.T. degree as it housed in the Spadoni College of Education. Since the Department of Music is the only entity that provides students for this degree, there will not be any new cohorts for the M.A.T. after the 2020-2021 academic year.