

Florida Board of Governors

Request to Offer a New Degree Program

University of West Florida

Fall 2009

University Submitting Proposal

Proposed Implementation Date

**College of Arts and Sciences
School of Fine and Performing Arts**

Music

Name of College or School

Name of Department(s)

Music Education

**Bachelor of Music Education
CIP Code: 13.1312**

Academic Specialty or Field

Complete Name of Degree
(Include Proposed CIP Code)

The submission of this proposal constitutes a commitment by the university that, if the proposal is approved, the necessary financial resources and the criteria for establishing new programs have been met prior to the initiation of the program.

Date Approved by the University Board of Trustees

President

Date

Signature of Chair, Board of Trustees

Date

Vice President for Academic Affairs

Date

Provide headcount (HC) and full-time equivalent (FTE) student estimates of majors for Years 1 through 5. HC and FTE estimates should be identical to those in Table 1. Indicate the program costs for the first and the fifth years of implementation as shown in the appropriate columns in Table 2. Calculate an Educational and General (E&G) cost per FTE for Years 1 and 5 (Total E&G divided by FTE).

Implementation Timeframe	Projected Student Enrollment (From Table 1)		Projected Program Costs (From Table 2)		
	HC	FTE	Total E&G Funding	Contract & Grants Funding	E&G Cost per FTE
Year 1	52	46.8	338,487	0	7,231
Year 2	54	48.6			
Year 3	56	50.4			
Year 4	52	46.8			
Year 5	52	46.8	338,487	0	7,231

Preamble: Bachelor of Music Education - Request to Implement

Background information: UWF has had a long history of preparing music educators. A Bachelor of Arts in Music Education (B.A.M.E.) was among the original degrees authorized in 1966 at the founding of the University. In 1975, the Faculty Senate and UWF administration approved deleting the stand-alone B.A.M.E. and replacing it with a Teaching specialization within the Bachelor of Arts in Music (B.A.M.). However, the B.A.M.E. was not officially removed from UWF's degree inventory until 1990. At that time, the then Board of Regents conducted a system-wide review of all low-enrolled/low productivity degree programs. Because UWF's music education students were enrolled in the Teaching specialization in the B.A.M., the B.A.M.E. showed up as a program with no enrollment and no degree completions. Although the B.A.M.E. (CIP 13.1312) was deleted from UWF's inventory, the Teaching specialization in the B.A.M. continued as a viable program.

In 1996, the Teaching specialization was revised to conform to legislative requirements restricting the number of credit hours in bachelor's degree programs to 120 sh. In 1997, the Teaching specialization was again revised to reflect Board of Regents approval for music education programs to require up to 134 sh for degree completion. With the introduction of alternative routes to teacher certification by the Florida DOE, the program was revised as an alternative certification program and the number of credits required for degree completion was reduced to 120 sh in 2003.

From its inception until 2003, the Teaching specialization in the B.A.M. (CIP 50.0903) carried Florida DOE approved program status for certification-eligibility upon completion of degree program. In 2003, the DOE status changed to approval as an alternative certification program.

The National Association of Schools of Music (NASM), through its recent onsite and written evaluation process, has strongly recommended changing the title of the current Bachelor of Music Performance/ Teaching degree to Bachelor of Music Education. NASM is recommending this change in degree title to match the curriculum that is currently being offered. The UWF School of Teacher Education is aware of this request and supports the proposal. Changes to the program would involve increasing the number of credits from 120 to 134 for consistency with other music education programs in the state. These additional hours are in coursework that is already offered for other teacher education degree programs at UWF. It would also move the program from the alternative certification model to a fully approved Department of Education certification-eligible upon degree completion program. In addition to BOT approval, the proposed degree program will need DOE approval. The DOE portfolio has been submitted for the February 1, 2009 review process. Ultimately, this degree will be part of the NCATE review in 2010. Both NASM and NCATE have a reciprocal agreement in reference to music education degrees, so there should be no problems in that review process.

Approximately half of the current majors in the Music Performance (CIP 50.0903) degree program are in the Teaching specialization (38 – 40 students). These students would convert to the Bachelor of Music Education (B.M.E., CIP 13.1312). Additionally, it is expected that 12-14 students would join the program in Fall 2009 as FTIC or transfer students. The enrollment history suggests that the B.M.E. will be a viable program.

In sum, this request represents a degree title change from the current degree B.M. Teaching Specialization to the B.M.E., CIP 13.1312 and requires no additional resources for faculty, facility and equipment.

Note: This outline and the questions pertaining to each section must be reproduced within the body of the proposal to ensure that all sections have been satisfactorily addressed.

INTRODUCTION

I. Program Description and Relationship to System-Level Goals

- A. Briefly describe within a few paragraphs the degree program under consideration, including (a) level; (b) emphases, including concentrations, tracks, or specializations; (c) total number of credit hours; and (d) overall purpose, including examples of employment or education opportunities that may be available to program graduates.**

The Bachelor of Music Education (B.M.E.) undergraduate curriculum of the Department of Music is designed to equip graduates for careers in the field of music education. This degree prepares students to teach music in public and private schools with approved Department of Education (DOE), State of Florida, Professional Certification in Music Education. The degree will be 134 credit hours. Students graduating with the B.M.E. degree will be eligible for certification to teach music in K-12 in the state of Florida and all states with which Florida has a reciprocal agreement. The students will also be qualified to be accepted in master's degree programs in music education at other institutions in the country.

- B. Describe how the proposed program is consistent with the current State University System (SUS) Strategic Planning Goals. Identify which goals the program will directly support and which goals the program will indirectly support. (See the SUS Strategic Plan at <http://www.flbog.org/StrategicResources/>)**

The B.M.E. directly supports goal B1, critical need: Education

The proposed program supports goal C6, other forms of national recognition for Institution's academic and research programs. The National Association of Schools of Music (the department's accrediting agency) in their last review of the music department (2006), strongly suggested the department pursue changing the music teaching degree to the Bachelor of Music Education.

As stated below (see letter from Dr. Sandra Durr) there is a demonstrated need for state certified music teachers in the region. Thus, the B.M.E. will support goal D, meeting community needs and fulfilling unique institutional responsibilities.

INSTITUTIONAL AND STATE LEVEL ACCOUNTABILITY

II. Need and Demand

- A. Need: Describe national, state, and/or local data that support the need for more people to be prepared in this program at this level. Reference national, state, and/or local plans or reports that support the need for this program and requests for the proposed program which have emanated from a perceived need by agencies or industries in your service area. Cite any specific need for research and service that the program would fulfill.**

The following **bolded** text is a statement from

Dr. Sandra S. Durr
Fine Arts Specialist
30 E. Texar Drive
Pensacola, Florida 32503
850-469-5311
sdurr@escambia.k12.fl.us

At the current time, prospective music education teachers are usually drawn from either university systems in neighboring states or Florida State University, a minimum of 3 hours away, due to the geographic location of Escambia County in the state. Therefore, we have a shortage of qualified music education job applicants who are willing to relocate to Escambia County. The Escambia County School District has continued to value the benefits of an arts, particularly music, curriculum and has consistently worked toward expanding the music opportunities available to students.

The Board of Governors in its strategic Plan for the SUS identifies education as one of the critical shortage areas in the workforce. (See page 8 of the following document.
http://www.flbog.org/about/doc/strategicplan/StrategicPlan_05-13.pdf)

While the current degree at the University of West Florida does prepare students to be teachers, it is through the alternative certification program. As indicated in Dr. Durr's statement, the professional degree (which is what is offered at FSU) in music education is needed in this area. The B.M.E. will lead to state approved teacher certification, which better prepares our students for successful careers in music education.

B. Demand: Describe data that support the assumption that students will enroll in the proposed program. Include descriptions of surveys or other communications with prospective students.

Since this new program will in essence be an "upgrade" to the degree we are currently offering, all students currently in the B.M. in Music/Teaching will have the option to change to the new B.M.E. Most current students have indicated they will change to the new degree. All incoming freshman music education majors will be in the B.M.E. program. Approximately half of the current music majors are in the teaching program. This has been the traditional percentage of students in the teaching program throughout the history of the music department.

C. If similar programs (either private or public) exist in the state, identify the institution(s) and geographic location(s). Summarize the outcome(s) of any communication with such programs with regard to the potential impact on their enrollment and opportunities for possible collaboration (instruction and research). Provide data that support the need for an additional program.

The following public institutions offer the Bachelor of Music Education (CIP number 13.1312):

Florida A and M University, Tallahassee
Florida Atlantic University, Boca Raton
Florida International University, Miami
Florida State University, Tallahassee
University of Central Florida, Orlando
University of Florida, Gainesville
University of North Florida, Jacksonville
University of South Florida, Tampa

As we already offer a degree in music teaching, there will be no additional impact on any of the universities.

As mentioned above in the response on local needs, there is a specific need for the University of West Florida to provide certified music education students in the local school system. As can be seen from the above list, 8 out of 11 state universities offer the professional B.M.E. degree. UWF must offer this degree to remain competitive with the other state institutions.

- D. Use Table 1 (A for undergraduate and B for graduate) to categorize projected student headcount (HC) and Full Time Equivalents (FTE) according to primary sources. Generally undergraduate FTE will be calculated as 40 credit hours per year and graduate FTE will be calculated as 32 credit hours per year. Describe the rationale underlying enrollment projections. If, initially, students within the institution are expected to change majors to enroll in the proposed program, describe the shifts from disciplines that will likely occur.**

Approximately half of the current majors in the Music Performance (CIP 50.0903) degree program are in the Teaching specialization (38 – 40 students). These students would convert to the Bachelor of Music Education (B.M.E., CIP 13.1312) effective Fall 2009 with implementation of the new degree. The former Teaching specialization in the Music Performance degree is being deleted effective Fall 2009. Enrollment projections indicated on Table 1 take into account these students, their progression through the degree within the next four years and the continuation of new student recruitment in the remaining categories. The enrollment history suggests that the B.M.E. will be a viable program. The FTE calculation in Table 1 was derived by taking the Head Count (HC) with 36 average credit hours per academic year, 90% of the prescribed 40 credit hours per single FTE, thus the equation $HC \times .90 = FTE$.

- E. Indicate what steps will be taken to achieve a diverse student body in this program, and identify any minority groups that will be favorably or unfavorably impacted. The university's Equal Opportunity Officer should read this section and then sign and date in the area below.**

With respect to achieving a diverse student body, the Department of Music will work closely with the Offices of Recruitment and Admissions for targeted recruiting in high schools and community colleges with significant populations of underrepresented students, develop program promotional materials that highlight advantages of the program for underrepresented groups, and use scholarship resources to attract students from underrepresented groups. The Department, through visits and performances by major ensembles, faculty and students, to Escambia, Santa Rosa and Okaloosa Walton schools provides direct exchange with students of diverse ethnic and socioeconomic backgrounds. With respect to impact on any particular minority group, it is expected that the ratio of underrepresented students in the Music Education program will be similar to that for other music majors/specializations.

Equal Opportunity Officer

Date

III. Budget

- A. Use Table 2 to display projected costs and associated funding sources for Year 1 and Year 5 of program operation. Use Table 3 to show how existing Education & General funds will be shifted to support the new program in Year 1. In narrative form, summarize the contents of both tables, identifying the source of both current and new resources to be devoted to the proposed program. (Data for Year 1 and Year 5 reflect snapshots in time rather than cumulative costs.)**

The implementation of the Bachelor of Music Education degree will require no additional resources or “new” funding. The curriculum, faculty, staff, facilities, and equipment are all currently part of the department total E&G funding under the auspices of the Bachelor of Music Performance Teaching Specialization. No additional resources are indicated in Table 2 from year 1 to year 5 demonstrating the ability to deliver this program at current funding levels. Since no “new” funds will be required, Table 3 was not applicable to this request.

- B. If other programs will be impacted by a reallocation of resources for the proposed program, identify the program and provide a justification for reallocating resources. Specifically address the potential negative impacts that implementation of the proposed program will have on related undergraduate programs (i.e., shift in faculty effort, reallocation of instructional resources, reduced enrollment rates, greater use of adjunct faculty and teaching assistants). Explain what steps will be taken to mitigate any such impacts. Also, discuss the potential positive impacts that the proposed program might have on related undergraduate programs (i.e., increased undergraduate research opportunities, improved quality of instruction associated with cutting-edge research, improved labs and library resources).**

With the deletion of the current Bachelor of Music Performance Teaching specialization effective Fall 2009 and the implementation of the new Bachelor of Music Education degree in its place, all current E&G resources used to deliver the former will be allocated to deliver the latter. There will no negative budgetary impact to related undergraduate programs. Positive impact will include the delivery of a fully accredited NASM, D.O.E., NCATE education degree program providing quality, well-trained teachers. This will be the only fully accredited program in Northwest Florida.

- C. Describe other potential impacts on related programs or departments (e.g., increased need for general education or common prerequisite courses, or increased need for required or elective courses outside of the proposed major).**

The B.M.E. degree will not impact General Education courses as the requirements for General Education are the same as the existing degree. The degree includes 7 teacher education courses, 2 of which are required in the current degree, and 3 of which are electives under the current degree. All of the education classes are existing classes. The School of Education welcomes the addition of the music students into these classes. (See the letter below from David Stout, the director of the School of Education submitted to the DOE as part of the initial approval folio submitted by the department of music.)

January 21, 2009

Dr. Genae Crump
Department of Education
Educator Recruitment, Development, and Retention
Turlington Building, Suite 124
325 West Gaines Street
Tallahassee, Florida 32399-0400

Dear Dr. Crump:

Faculty and staff in the School of Education at the University of West Florida welcome the opportunity to partner with the Music Department in offering a Bachelor of Music Education (B.M.E.).

Through collaborative efforts, faculty members from the Music Department and the School of Education have

formulated a program to meet the required criteria. The proposed program calls for specific courses to be taught by faculty within the School of Education. These courses will provide a pedagogical background resulting in a stronger knowledge base for these students. Specifically these courses will provide an opportunity to learn educational theories, techniques for effective classroom management, literacy theories, effective literacy instructional techniques, and pedagogical issues concerning the second language learner.

The proposed program provides a concentrated method of becoming a fully accredited music educator. Faculty members and administration of the School of Education fully support faculty of the College of Arts and Science, Department of Music in their continued endeavors of contributing to Visual and Performing Arts education. The Bachelor of Arts in Music Education is a viable program and a necessary degree for our future educators.

Sincerely,

Dr. David Stout
School of Education, Director

- D. Describe what steps have been taken to obtain information regarding resources (financial and in-kind) available outside the institution (businesses, industrial organizations, governmental entities, etc.). Describe the external resources that appear to be available to support the proposed program.**

New initiatives to aid in recruitment and community service have included the addition of the UWF Summer High School Music Camp, the UWF Summer Kodály Workshop (level I certification) and the UWF Music Academy. Community and artistic partnerships with the Pensacola Symphony, Pensacola Opera, Pensacola Museum of Art and the Pensacola Little Theatre have been established to enhance the artistic experience for students. Development and fundraising endeavors have included the purchase of eighteen new Steinway pianos, making UWF a prestigious “All-Steinway” School and the naming of the Warren and Helen Wentworth “All-Steinway” Piano Program. The department currently has over \$600,000 in foundation endowments providing approximately \$38,000 annually in student scholarships. In addition, annual funding from the Student Government Association (SGA) for the Music programs and events currently provides \$35,000. Currently, the UWF Music Department coordinates and sponsors the national Phillips Jazz Piano Competition through the generous support of Mr. Phil Phillips.

IV. Projected Benefit of the Program to the University, Local Community, and State

Use information from Table 1, Table 2, and the supporting narrative for “Need and Demand” to prepare a concise statement that describes the projected benefit to the university, local community, and the state if the program is implemented. The projected benefits can be both quantitative and qualitative in nature, but there needs to be a clear distinction made between the two in the narrative.

As stated in Section II.A., there is a demonstrated need and demand for qualified music educators within the Northwest Florida region. Since there are no additional funds needed to deliver the B.M.E. program (see Table 2) and a demonstrated history and projection of enrollment numbers (see Table 1), the implementation of this new degree program is both a qualitative and quantitative success serving the region and its needs without the requirement of additional funds.

V. Access and Articulation – Bachelor’s Degrees Only

- A. If the total number of credit hours to earn a degree exceeds 120, provide a justification for an exception to the policy of a 120 maximum and submit a request to the BOG for an exception along with notification of the program’s approval. (See criteria in BOG Regulation 6C-8.014)**

The proposed new program, Bachelor of Music Education (CIP number 13.1312) will require a total of 134 credit hours for completion. This degree model is currently being offered with full Board of Governors approval at eight public institutions in the State of Florida.

The following public institutions offer the Bachelor of Music Education (CIP number 13.1312):

- Florida A and M University, Tallahassee
- Florida Atlantic University, Boca Raton
- Florida International University, Miami
- Florida State University, Tallahassee
- University of Central Florida, Orlando
- University of Florida, Gainesville
- University of North Florida, Jacksonville
- University of South Florida, Tampa

The justification for the 134 credit hour model is a result of curriculum fulfillment as required for State of Florida, Department of Education program approval and National Association of Schools of Music accreditation.

- B. List program prerequisites and provide assurance that they are the same as the approved common prerequisites for other such degree programs within the SUS (see Common Prerequisite Manual <http://www.facts.org>). The courses in the Common Prerequisite Counseling Manual are intended to be those that are required of both native and transfer students prior to entrance to the major program, not simply lower-level courses that are required prior to graduation. The common prerequisites and substitute courses are mandatory for all institution programs listed, and must be approved by the Articulation Coordinating Committee (ACC). This requirement includes those programs designated as “limited access.”**

If the proposed prerequisites they are not listed in the Manual, provide a rationale for a request for exception to the policy of common prerequisites. NOTE: Typically, all lower-division courses required for admission into the major will be considered prerequisites. The curriculum can require lower-division courses that are not prerequisites for admission into the major, as long as those courses are built into the curriculum for the upper-level 60 credit hours. If there are already common prerequisites for other degree programs with the same proposed CIP, every effort must be made to utilize the previously approved prerequisites instead of recommending an additional “track” of prerequisites for that CIP. Additional tracks may not be approved by the ACC, thereby holding up the full approval of the degree program. Programs will not be entered into the State University System Inventory until any exceptions to the approved common prerequisites are approved by the ACC.

Common Prerequisites for Bachelor of Music Education CIP 13.1312

LOWER LEVEL COURSES	Cr. Hrs.	
EDFX005	3	Intro to Education
EDGX701	3	Teaching Diverse Populations
EMEX040	3	Education Technology
Other program prerequisites:		
MUTX111	3	Freshman Theory I
MUTX112	3	Freshman Theory II
MUTX116	3	Sophomore Theory I
MUTX117	3	Sophomore Theory II
MUTX241	1	Freshman Theory Lab I
MUTX242	1	Freshman Theory Lab II
MUTX246	1	Sophomore Theory Lab I
MUTX247	1	Sophomore Theory Lab II
MVxX1X1	2-4	Freshman Applied Music
MVxX2X2	2-4	Sophomore Applied Music
MUNXXXX	4	Major Ensembles
Secondary Piano - Proficiency by Examination		
XXXXXXX		

All of the above listed common prerequisites are in the Bachelor of Music Education (see [Appendix A: degree plan sheet](#)).

- C. **If the university intends to seek formal Limited Access status for the proposed program, provide a rationale that includes an analysis of diversity issues with respect to such a designation. Explain how the university will ensure that community college transfer students are not disadvantaged by the Limited Access status. NOTE: The policy and criteria for Limited Access are identified in BOG Regulation 6C-8.013. Submit the Limited Access Program Request form along with this document.**

The proposed program will not seek formal limited access. As with all programs in Music, approval to major in music and its various disciplines does require a formal audition, either live, on campus, or via tape/CD recording. This is in addition to admission to the University of West Florida.

- D. **If the proposed program is an AS-to-BS capstone, ensure that it adheres to the guidelines approved by the Articulation Coordinating Committee for such programs, as set forth in Rule 6A-10.024 (see Statewide Articulation Manual <http://www.facts.org>). List the prerequisites, if any, including the specific AS degrees which may transfer into the program.**

N/A

INSTITUTIONAL READINESS

VI. Related Institutional Mission and Strength

- A. **Describe how the goals of the proposed program relate to the institutional mission statement as contained in the SUS Strategic Plan and the University Strategic Plan.**

UWF Mission Statement

To empower each individual we serve with knowledge and opportunity to contribute responsibly and creatively to a complex world.

The B.M.E. is a professional, Department of Education accredited degree program. By offering a fully accredited program, we will be empowering our students with more knowledge and opportunity.

Strategic Goals of the University of West Florida:

Goal 1: Promote Learning and Living Environments that Encourage the Development of Communities of Learners and Individual Potential in Students, Faculty, and Staff

1. Offering Highest-Quality Undergraduate, Graduate, and Continuing Education/Distance Education Programs and Promoting the Value of Life-Long Learning

The B.M.E. is a professional degree that will lead to state certification. This is a more prestigious degree in the field of music than what is currently offered (B.M. in Music with an emphasis in Teaching). The current degree only leads to alternative certification.

2. Engaging Students in Career, Experiential Learning, Leadership, and Service Programs that Will Prepare Them to Make Significant Contributions to Society

This degree will allow students to receive state certification in teaching, thereby equipping them to teach in the public school system. As mentioned above this is a critical need area in the state therefore the students will make significant contributions to society.

The capstone of the program is the student teaching experience, which, along with practicums, equip the students to be leaders in their field.

3. Aligning Innovative Curricula and Co-Curricula to the University's Mission

The curriculum for this program is indicative of the high level currently offered, as indicated by the National Association of Schools of Music. The curriculum for this program also includes several innovative classes that are taught entirely online.

4. Enhancing the Quality of the Learning Environment, Academic Experience, and Student Services

As mentioned above, this degree is a professional level degree leading to state certification, which is an enhancement of the academic experience.

Goal 2: Attract and Inspire a Diverse and Talented Student Body Committed to Uncompromising Academic Excellence

1. Increasing Student Enrollment and Retention

2. Increasing Enrollment and Retention of Academically Talented Students

3. Marketing to, Enrolling, and Retaining a Diverse Population – Including Military Populations

The new B.M.E. will directly support all three of the above subcategories of Strategic Goal 2. Changing our degree to the professional Bachelor of Music Education degree with state certification will attract highly qualified students and retain those students. Also, the degree will be more attractive to diverse populations. Military personnel and their spouses who began their degree at an institution that offers the B.M.E. degree will be much more likely to continue their studies at UWF when stationed in the area.

Goal 3: Provide Solutions to Educational, Cultural, Economic, and Environmental Concerns

1. Aligning UWF Instruction, Research, and Service Programs to the Communities We Serve – Including Military Base Communities

As mentioned above, we will directly serve the school districts in the area with this more advanced degree and indirectly serve the military base communities by offering a more attractive degree option.

2. Assisting Students to Develop and Apply Leadership and Life Skills to the Solution of Community Problems

We indirectly address this goal by training students to be leaders in the school system.

5. Developing Educational Partnerships and Community Services

We have already developed and will continue partnerships with Escambia, Santa Rosa, and Okaloosa Counties to place student teachers in their school systems. As part of this initiative, we provide faculty support to many area teachers in many areas of music.

7. Identifying and Developing Programs and Centers of Excellence

The department of music has always been always been a center of excellence at UWF. The professional B.M.E. degree will only enhance this reputation.

Goal Four: Manage Growth and Development Responsibly through Focus on Continuous Quality Improvement of Programs and Processes

1. Emphasizing Exemplary Customer/Client Service to Students, Faculty, Staff, and External Constituencies

The department of music already exemplifies this goal with its excellent, highly qualified faculty and diverse performances available to the public.

2. Acquiring Outside Funding Enhancements

The department of music is one of the most active departments in acquiring outside funding. Improving our education degree to a professional level degree can only help inspire new funding.

3. Continuing Development of Instructional, Research, and Service Sites within the University's Service Area (e.g., Fort Walton, Downtown Pensacola)

The department of music conducts monthly chamber music concerts in downtown Pensacola. Again, a professional level degree will attract even better students, enhancing the quality of these concerts.

B. Describe how the proposed program specifically relates to existing institutional strengths, such as programs of emphasis, other academic programs, and/or institutes and centers.

The B.M.E. will build upon the music departments tradition of excellence by enhancing the quality of the degree we offer. Adding 7 required teacher education course to the degree will enhance the teacher ed program with more students.

C. Provide a narrative of the planning process leading up to submission of this proposal. Include a chronology (table) of activities, listing both university personnel directly involved and external individuals who participated in planning. Provide a timetable of events necessary for the implementation of the proposed program.

During the National Association of Schools of Music's re-accreditation review in 2006, the reviewing committee recommended that the Department of Music pursue changing the B.A. degree offered in Music Teaching to the Bachelor of Music Education professional degree. The committee recognized the current curriculum and the quality of its delivery to be consistent with accreditation standards for the B.M.E. Through collaborative planning with the Department of Education, work began to explore and plan the degree title change. With very little being changed to the music curriculum and the declaration from NASM to change the degree listing, permission to waive the exploration and planning of the new degree was sought and granted by the Board of Trustees, in June of 2008. In August of 2008 with input from music and education faculty the CCR was submitted. The UWF Academic Council approved the CCR on January 16, 2009. The Board of Trustees Request to Implement document is pending approval in February from the Faculty Senate and if approved will be forwarded to the Board of Trustees in March. If approval is gained and the Board of Governors approves the request for exception to the 120sh maximum credits to degree, the new degree will be implemented in Fall 2009. An Initial Approval Folio has been prepared for the Florida Department of Education and sent on January 23, 2009. The folio will be reviewed by the State of Florida D.O.E. February 1. In addition, the Department has been working closely with the School of Education in preparation for the 2010 NCATE re-accreditation onsite visit.

Planning Process

Date	Participants	Planning Activity
August, 2006	Chair and Full-time music faculty	Submission of CCRs for degree title change as recommended by the NASM onsite from Bachelor of Arts to Bachelor of Music with specializations in Performance, Teaching (Alternative Certification) and Jazz Studies.
September, 2007	Chair and Full-time music faculty	With formal removal of all deferral items and full accreditation from NASM through 2015, NASM recommends pursuing the degree title Bachelor of Music Education in lieu of the current Bachelor of Music Performance/Teaching.
March, 2008	Chair and Full-time music faculty	Preparation for request of waiver to explore and plan new degree title.
May, 2008	Chair, Carl Backman, Richard Glaze	Prepare documentation for request of waiver to explore and plan new degree title.
June, 2008	Faculty Senate, Board of Trustees	Approval of waiver to explore and plan new degree title.
August, 2008	Chair, Richard Glaze, David Stout, Larry Reed	Discussion/preparation of submission of CCR for new degree program and development of SLOs.
September, 2008	David Stout, Richard Glaze, Larry Reed	Participation and gathering of information for Department of Education portfolio and pending NCATE onsite.

Events Leading to Implementation

Date	Implementation Activity
June, 2008	Board of Trustees approve waiver to explore and plan new degree program, Bachelor of Music Education
August, 2008	Submission of CCR for new degree program.
January, 2009	UWF Academic Council approve CCR for new degree program
January, 2009	Submission of Department of Education (D.O.E.) portfolio for state accreditation of proposed new degree program.
January 2009	Submission of Board of Trustees Request to Implement
February, 2009	Pending approval from UWF Faculty Senate
March, 2009	Pending approval from Board of Trustees Academic and Student Affairs Committee
March, 2009	Pending approval from UWF Board of Trustees of Implementation Request
March, 2009	Pending approval from Board of Governors of exception to 120sh maximum credits to degree
March, 2009	2009-2010 Catalog Copy Submitted
Fall Semester, 2009	Implementation of new program.

VII. Program Quality Indicators - Reviews and Accreditation

Identify program reviews, accreditation visits, or internal reviews for any university degree programs related to the proposed program, especially any within the same academic unit. List all recommendations and summarize the institution's progress in implementing the recommendations.

The current Bachelor of Music degree with specializations in Performance, Jazz Studies and Teaching (Alternative Certification) is NASM accredited with full approval through 2015. During its onsite visit and subsequent final report (2006), NASM recommended changing the Music Teaching specialization to a “stand alone” Bachelor of Music Education. Planning and progress towards this

recommendation have lead to this formal request to implement the new degree program, Bachelor of Music Education. An Initial Approval Folio has been prepared for the Florida Department of Education and sent on January 23, 2009. The folio will be reviewed by the State of Florida D.O.E. February 1. In addition, the Department has been working closely with the School of Education in preparation for the 2010 NCATE re-accreditation onsite visit.

VIII. Curriculum

- A. Describe the specific expected student learning outcomes associated with the proposed program. If a bachelor's degree program, include a web link to the Academic Learning Compact or include the document itself as an appendix.**

Bachelor of Music Education: Student Learning Outcomes

Content

- Collect and use data gathered from a variety of sources, including formal and informal measures, to develop educational goals
- Identify the cognitive, linguistic, emotional, and physical needs of the child from birth to adolescents and match them appropriately to instructional plans
- Draw upon human development/learning theories and concepts as the foundation for instructional planning
- Design and establish effective learning environments that are conducive to high achievement of students
- Identify appropriate skills, teaching strategies, and sequence of concepts for developing students' musical independence
- Identify factors in creating a music curriculum that provides a balance of musical experiences for all students
- Identify media resources and technology (e.g., sound recording and reproduction systems, visual aids) for instructional purposes
- Identify resources available through professional organizations, music industry, and publications
- Identify trends and research affecting music curriculum development and instruction
- Identify visually and aurally chords and proper part writing technique
- Identify the historical periods in music
- Explain proper performance practices for each historical period
- Recognize and develop good intonation
- Identify appropriately performed musical phrases
- Develop Pedagogical techniques appropriate to area of study

Critical Thinking

- Master performance assessment techniques to promote and measure the thinking skills of students
- Develop a repertoire of realistic projects and problem solving activities that will enable students to improve their life skills and creative thinking abilities
- Identify appropriate organization of rehearsals and classroom activities to include music history, music theory, listening skills, performance, and sight-reading as integral parts of instruction
- Analyze musical works as to their harmonic structure and form
- Apply professional techniques to performance
- Distinguish audibly between works of different time periods
- Differentiate between repertoire of high and low quality
- Select appropriate repertoire by integrating music analysis knowledge with performance practice

Communication

- Communicate accurately and effectively through oral presentation skills and the written word to deliver high quality education for students
- Establish high performance expectations for students and communicate these expectations to the students
- Perform proper musical phrases
- Create and deliver effective oral presentations
- Develop effective written presentations

Integrity/Values

- Engage in self reflection regarding performance and pursue opportunities for feedback to demonstrate commitment to continuous improvement in effective goal setting and the education field
- Adhere to the Code of Ethics and Principles of Professional Conduct of the Education Profession
- Select teaching strategies that motivate and promote students' musical growth, independence, and creativity
- Evaluate the effectiveness of music instruction in terms of content, process, and teacher self-evaluation
- Recognize the importance of personal and professional integrity
- Adhere to professional performance standards related to music
- Evaluate the performances of others honestly and respectfully

Project Management

- Seek the involvement of students to design effective learning experiences to meet students' needs and interests
- Select music literature and materials appropriate for students' capabilities and musical maturity, including adaptation if warranted
- Identify techniques for developing students' creative musical skills (e.g., improvisation, composition, listening skills, sight reading, performance skills)
- Design reasonable timelines of practice for performance preparations
- Collaborate effectively with an accompanist
- Develop appropriate ensemble performance and participation skills

Diversity Skills

- Practice and teach strategies of tolerance and acceptance related to individual and cultural differences
- Create educational climates that foster openness, inquiry and concern for others
- Employ suitable strategies resulting in successful conflict resolutions
- Use appropriate ESOL strategies and instructional methods to develop experiential and literary activities to effectively deliver instruction to ESOL students
- Identify appropriate instructional strategies for the exceptional student
- Identify the relationships between music, the other arts, and disciplines outside the arts

See [Appendix B for the Academic Learning Compact](#)

B. Describe the admission standards and graduation requirements for the program.

Students are admitted to the music department in the first semester of their freshman year by audition and interview. At that time prospective candidates declare their intent to enter the music education program and will begin a music education portfolio (using the TK20 software). At the end of the sophomore year, prospective education students must pass an advancement exam which consists of a performance on their major instrument, an interview, and an assessment of their progress in education classes. At this point, the student can be fully admitted into the music education program, deferred for 1 or more semesters, or in extreme cases, removed from the program. The assessment

is accomplished by reviewing of the music education portfolio. The prospective student applies to the Teacher Education program at the same time (between their sophomore and junior years).

Music education students must pass all three subtests of the FTCE before graduation (the General Knowledge test and the piano proficiency must be passed before being admitted to the Teacher Ed program). All students must also successfully complete one semester of student teaching.

- C. Describe the curricular framework for the proposed program, including number of credit hours and composition of required core courses, restricted electives, unrestricted electives, thesis requirements, and dissertation requirements. Identify the total numbers of semester credit hours for the degree.**

The degree contains 21 credit hours of teacher education courses, 18 credit hours of music theory, 4 credit hours of ear training, 8 credit hours of applied study, 6 hours of music history, 2 credit hours of conducting, 7 credit hours of ensemble, 29 hours of music education courses and 36 hours of General Education courses. There are 3 credit hours of advisor approved 3000/4000 level electives. The degree is 134 credit hours.

- D. Provide a sequenced course of study for all majors, concentrations, or areas of emphasis within the proposed program.**

See [Appendix C for sequence of course study](#)

- E. Provide a one- or two-sentence description of each required or elective course.**

Instruction Management and Assessment (students choose one of the following)

EDE 4302. Strategies for managing the classroom, instruction and evaluation as they relate to teaching the essential school competencies (UWF on-line catalog, 2007-2008).

EDM 4310. Strategies for managing the classroom, instruction, and evaluation as it relates to teaching the essential school competencies (UWF on-line catalog, 2007-2008).

ESE 4322. Strategies for managing the classroom, instruction, and evaluation as it relates to the essential school competencies (UWF on-line catalog, 2007-2008).

EDF 1005 – Introduction to Education

This course is a beginning social foundations course for freshman students who are considering teaching as a profession and who are seeking better understanding about the complexity and importance of education. The course will provide students with an introduction to the field of education, focus primarily on the nature and importance of the teaching profession, and discuss the current challenges and requirements for the profession.

EDF 3234 Applied Foundations of Education

Principles of growth, development, and learning in the context of teaching in the schools of today will be presented. Methods of formal and informal assessment, measurement, and evaluation are addressed and the ability to analyze educational phenomena in America and in other countries from interpretive, normative, and critical perspectives is developed. May include observation, participation in educational settings. Admission to teacher education is required.

EDG 2701 Teaching Diverse Population

More than one-third of the students in P-12 classrooms are from minority groups. Teacher candidates need to develop proficiencies working with students from diverse backgrounds and with exceptionalities to ensure that all students have the opportunity learn. Through this course, students will be provided the opportunity to explore personal values and attitudes toward cultural diversity. Designed for the prospective educator, the theoretical component will examine the issues of teaching in culturally diverse classrooms. Attention will be given to teaching all children about ethnicity in a pluralistic society. Field experience and examination of educational materials will enhance the students' understanding of multiculturalism.

EDG 3323c General Methods for Teaching K-12

General methods of planning, presenting and evaluating instruction, incorporating principles and skills of effective teaching required of all Florida teachers. Intended for non-education majors. Students will receive instruction in Reading Endorsement Competency 2 and strategies for working with ESL and diverse learners.

EME 2040 Introduction to Educational Technology

This course will assist educators, trainers, and others in developing skills and competencies, which are essential if they are to integrate technology into the delivery of classroom and workplace instruction. Students will survey a wide variety of instructional technology materials and systems. They will also learn to use these tools in a classroom environment. The course is designed to assist educators, and trainers in acquiring knowledge, skills, and attitudes necessary to make effective use of instructional technology in the classroom, industry, or military environment. It is designed to provide practice opportunities for students to use a variety of technologies that empowers the teacher or trainer. This empowerment allows the teacher or trainer to make instructional and professional choices that provide the highest quality learning opportunities to the largest number of students in the shortest time.

RED 3324 Reading/ESOL Methods and Instruction

Theory and methods for teaching reading; emphasis on strategies for vocabulary and comprehension, evaluating student progress in reading and integrating reading and study skills in all curriculum; and an analysis of literacy instruction for the second language learner. Admission to Teacher Education is required.

MUE 2040 Introduction to Music Teaching

A foundation course for potential music educators. The course includes an overview of the music education profession and its relationship to mainstream education issues; includes 10 hours of initial observations/participation in local school classrooms.

MUE 3210 Music for the Elementary Teacher

Overview of music program for elementary children. Music methods and instructional materials for elementary music program through activities in singing, listening, playing and moving to music. No previous experience in music necessary. Material and supply fee will be assessed.

MUE 3311Elementary Music Methods

This is a course for developing the knowledge and skills necessary for teaching music education for elementary age children. Experiences are structured to give the student the opportunity to develop and practice the skills for operating a music education program at the elementary level. Opportunities will be provided for teaching demonstration lessons in class as well as observations of a master teacher, with participation as allowed.

MUE 3312 Kodaly Methods

This course presents specific suggestions for teaching music to students of all ages, based on the Kodaly Method as practiced in the United States, Canada and Hungary. Offering background material, general ideas, and specific techniques, the course will train students to utilize the Kodaly concepts effectively, even if they have not had previous experience with this approach.

MUE3413 Chamber Music Coaching Class

This class is designed to teach music students how to play chamber music and how to coach and work with different chamber groups.

MUE 4330 Music in the Middle and Secondary Schools

This is a music education methods course which provides training for teaching general music in the middle and high schools. Specific methods and materials will be explored to help students meet NCATE/FLDOE Accomplished Practices, Skills and Competencies. Students will spend 10 hours in observations and participation in the schools.

MUE 4343 String Methods

Basics of string methods; tuning, left and right hand techniques, repertoire, and how to apply these basics to a classroom situation. General principles of violin, viola, and cello (if time, we will also cover the basics of string bass). Each student will pick one instrument in which to specialize. If you are a string player you must choose a different instrument for the string methods class.

MUE 4411 Special Methods – Choral Techniques

This course is designed to reinforce basic conducting skills while assisting students in preparing for specific situations in teaching choral music. Students will be directly involved in 10 hours of observations/participation in local choral situations.

MUE 4451 Woodwind Methods

This course is designed to teach the music major how to teach the different woodwind instruments. The student will learn two main instruments during the semester and become familiar with the other three woodwind instruments. Performance in class is required, but the focus of the class is learning to teach beginners on the instruments.

MUE 4465 Brass Methods

This course is designed to provide information for teaching a brass instrument. The course includes brass fundamentals, playing techniques, brass pedagogy, and teaching techniques.

MUE 4475 Percussion Methods

This course is designed to teach the music major how to teach the different percussion instruments. The student will learn the snare drum, tympani, and mallet instruments during the semester and become familiar with the other auxiliary percussion instruments. Performance in class is required, but the focus of the class is learning to teach beginners on the instruments.

MUE4493 Special Methods/Instrumental Techniques

Problems in organization and administration of school instrumental groups at all levels, elementary through high school including marching bands, jazz bands and band parent organizations. Advanced conducting of instrumental music; study of baton techniques and score analysis; practical applications to performance. Observation of music programs in public schools with emphasis on large and small performing ensembles.

MUE 4940 Music Ed Internship

Music Education Internship is a semester long course allowing the student the opportunity to intern in the local school system under the supervision of an experienced music teacher in their area of study. The student is advised not to take other classes or pursue employment during the semester of internship. Internship assignments will be made by the Music Education Coordinator and will be limited to the Pensacola area. Graded on a satisfactory/unsatisfactory basis only. Permission is required.

MUG 2101 Conducting

A course in basic conducting techniques. This course covers all the basic patterns, general instrumental, and choral conducting

MUH 3211 History of Western Music I

First of two courses designed to increase students' understanding of history and literature of music. Music in Western Civilization from and of the ancient world through the Baroque Period. (Gordon Rule Course: Writing).

MUH 3212 History of Western Music II

Continuation of music history and literature sequence. Vocal and instrumental idioms of 18th-20th centuries emphasizing works of major composers. (Gordon Rule Course: Writing).

MUL 3xx3 Symphonic and String Literature Overview of string solo and ensemble literature, designed for the music performance teaching major. This course will involve reading of specialized literature guided listening, and music research. The course will also explore the impact of string music on society and vice versa and the relationship between string literature and other branches of music and arts.

MUL3551 Band and Wind Literature

This course gives the music education student an overview of Symphonic Band and small chamber wind ensemble literature for all levels of students from beginning to college.

MUL3602 Vocal Song Literature

Overview of solo vocal literature for all levels of students from beginning to college. Designed for music teaching and performance majors. Explores the origins of solo song, its significant composers, forms and styles from the Renaissance to the present in the four major singing languages; French, German, Italian, and English. Permission is required.

MUL 3643 Choral Music Literature

This is a survey course in choral literature. It will explore the origins of the major compositions, composers, forms and styles from the renaissance to the present.

MUN 1310/MUN3313 University Singers/Advanced University Singers

Chorus of mixed voices preparing for performances throughout the year. Open to all students by audition. Rehearsals according to schedule. Interested students should contact conductor prior to beginning of term. Previous choral experience is required. (1000 level for Freshman/Sophomore, 3000 level of Junior/Senior)

MUN 1360/MUN3363 Madrigal Singers/Advanced Madrigal Singers

Select mixed choral ensemble performing accappella Renaissance music. Open to all students by audition. Rehearsals according to schedule. Interested students should contact conductor prior to beginning of term. Previous choral experience is required. (1000 level for Freshman/Sophomore, 3000 level of Junior/Senior)

MUN2110 Symphony Orchestra

The "Runge Strings" Orchestra consists of music major, minor, and dual-enrolled students. The orchestra rehearses twice a week for a total of four hours. Seating auditions take place on a regular basis throughout the year. The ensemble gives from four to ten performances annually both on campus and in local/regional community. The repertoire includes the music of the Baroque, Classical and Romantic eras to the compositions of the 20th - 21st centuries. We perform frequently with distinguished guest soloists, guest conductors, the UWF "Singers," as well as with the UWF faculty and student soloists. Membership by audition only.

MUN 3133 Symphonic Band

The UWF Symphonic Band is a group of wind and percussionists who perform works of modern day band literature. The band performs four formal concerts per year and performs several other concerts both on and off campus. The course is open to all UWF students with previous instrumental experience.

MUN 4714 Jazz Ensemble

Study and performance of traditional and progressive Jazz repertoire. Public performances at concerts and university functions.

MUS2241 Diction I: Italian

This course will give the student intermediate level proficiency with Italian Diction. Students will be taught the International Phonetic Alphabet and the symbols will be applied to the pronunciation of the Italian language.

MUS 2360 Music Technology

Music Technology is a 2 credit hour course designed to equip music students with the technological skills necessary for the application of music software in all venues. The major emphasis is on a working knowledge of mainstream software and its applications in music composition, education, and performance.

MUS3253 Diction 2: French/German

This course will give the student intermediate level proficiency with French and German Diction. Students will be taught the International Phonetic Alphabet and the symbols will be applied to language pronunciation.

MUT 1111 Freshman Music Theory

Basic fundamentals of music theory, including meter and rhythm, tonic, dominant and sub dominant harmony, cadences, major and minor tonality, and inverted triads. Required of all students majoring in music; non- music majors must have departmental permission.

MUT 1112 Freshman Music Theory

Continuation of basic fundamentals of music theory, including chord functions and cadences in major and minor tonalities, part-writing, inverted chords, non harmonic tones, harmonic sequence, secondary dominants and modulation. Required of all students majoring in music; non- music majors must have departmental permission.

MUT 1271 Freshman Theory Lab (Ear Training)

This course is designed to help students develop performing and listening skills, including singing, sight-reading and dictation.

MUT 1272 Freshman Theory Lab (Ear Training)

This course is designed to help students develop performing and listening skills, including singing, sight-reading and dictation.

MUT 2116 Sophomore Music Theory

Extensive harmonic analysis involving primary and secondary chords including extended chords, chromaticism and modulation; altered chords and their functions. Concepts will be applied both analytically and compositionally.

MUT 2117 Sophomore Music Theory

Extensive harmonic analysis involving primary and secondary chords including extended chords, chromaticism and modulation; altered chords and their functions, and non tonal musical approaches. Concepts will be applied both analytically and compositionally.

MUT 2276 Sophomore Theory Lab

This course is designed to help students develop performance and listening skills, including singing, sight-reading and dictation. The emphasis of this class will be on developing the tools that lead to accurate performance and teaching

MUT 2277 Sophomore Theory Lab

This course is designed to help students develop performance and listening skills, including singing, sight-reading and dictation. The emphasis of this class will be on developing the tools that lead to accurate performance and teaching

MUT3401 Introduction to Counterpoint

A study of the principles of 18th century contrapuntal style, with an emphasis on the music of J.S. Bach.

MUT 3611 Musical Structure and Style

Analysis of musical form and style. Examination of musical patterns, different musical forms and styles from the Renaissance to the 21st century.

MUT4311 Instrumentation

This course covers the basics of writing for various instruments and instrumental ensembles. The course focuses on arranging as opposed to composition.

MVB XXXX Applied Trombone, Euphonium and Tuba

This course is individual instruction in applied music in trombone, euphonium and tuba. It is primarily for music majors and minors, but is open to others for credit if an ensemble is taken concurrently and faculty schedule permits. This course is offered at freshman, sophomore, junior, and senior levels.

MVK XXXX Applied piano

Private instruction in piano, with the expectation of building the advanced technical and musical skills required for public performance. This course entails individual instruction in applied piano and is primarily for music majors and minors, but is open to others for credit if an ensemble is taken concurrently and the faculty schedule permits. This course is offered at the freshman, sophomore, junior, and senior levels. It may be taken for 3 credits (performance majors) which allows for one-hour lesson per week or for 2 credits (all other music majors) which allows for 1/2 hour lesson per week. The lesson time will be scheduled by the faculty member in collaboration with the student.

MVK 4641 Piano Pedagogy

Comparison of various published piano methods; comparison of these methods and other techniques of teaching beginning students to the most advanced level. Required of all Piano Majors.

MVK 4932 Piano Interpretation

Students will examine, study, and apply different interpretation methods from the 17th to the 20th century.

MVK XXXX Applied Organ

This course entails individual instruction in applied organ and is primarily for music majors and minors, but is open to others for credit if an ensemble is taken concurrently and the faculty schedule permits. This course is offered at the freshman, sophomore, junior, and senior levels. It may be taken for 3 credits (performance majors) which allows for one-hour lesson per week or for 2 credits (all other music majors) which allows for 1/2 hour lesson per week. The lesson time will be scheduled by the faculty member in collaboration with the student.

MVS XXXX Applied Violin / Viola

Individual instruction in applied music in violin and viola. Primarily for music majors. Open to others for credit if a music course or ensemble is taken concurrently and faculty schedules permit

MVV4640 Vocal Pedagogy

Explores strategies of teaching voice to students of all ages and levels

MVV XXXX Applied Voice

Individual instruction in applied music in voice. Primarily for music majors of freshman-senior level standing. Open to others for credit if a music course or ensemble is taken concurrently and faculty schedules permit.

MVW XXXX Applied Woodwinds

This course is individual instruction in applied music in various instruments. It is primarily for music majors and minors, but is open to others for credit if an ensemble is taken concurrently and faculty schedule permits. This course is offered at freshman, sophomore, junior, and senior levels. It may be taken for 3 credits (performance majors) which are 1 hour lessons per week or for 2 credits (all other music majors) which are ½ hour lesson per week. The lesson time will be scheduled individually by the faculty member.

F. For degree programs in the science and technology disciplines, discuss how industry-driven competencies were identified and incorporated into the curriculum and identify if any industry advisory council exists to provide input for curriculum development and student assessment.

N/A

G. For all programs, list the specialized accreditation agencies and learned societies that would be concerned with the proposed program. Will the university seek accreditation for the program if it is available? If not, why? Provide a brief timeline for seeking accreditation, if appropriate.

The current Bachelor of Music degree with specializations in Performance, Jazz Studies and Teaching (Alternative Certification) is NASM accredited with full approval through 2015. During its onsite visit and subsequent final report (2006), NASM recommended changing the Music Teaching specialization to a “stand alone” Bachelor of Music Education. Planning and progress towards this recommendation have lead to this formal request to implement the new degree program, Bachelor of Music Education. An Initial Approval Folio has been prepared for the Florida Department of Education and sent on January 23, 2009. The folio will be reviewed by the State of Florida D.O.E. February 1. In addition, the Department has been working closely with the Department of Education in preparation for the 2010 NCATE re-accreditation onsite visit.

H. For doctoral programs, list the accreditation agencies and learned societies that would be concerned with corresponding bachelor’s or master’s programs associated with the proposed program. Are the programs accredited? If not, why?

N/A

I. Briefly describe the anticipated delivery system for the proposed program (e.g., traditional delivery on main campus; traditional delivery at branch campuses or centers; or nontraditional delivery such as distance or distributed learning, self-paced instruction, or external degree programs). If the proposed delivery system will require specialized services or greater than normal financial support, include projected costs in Table 2. Provide a narrative describing the feasibility of delivering the proposed program through collaboration with other universities, both public and private. Cite specific queries made of other institutions with respect to shared courses, distance/distributed learning technologies, and joint-use facilities for research or internships.

The delivery system for the proposed Bachelor of Music Education program will involve traditional deliver on the main campus of the University of West Florida. Many of the prescribed courses within the education curriculum are delivered online utilizing existing learning technologies. No queries have been made of other institutions with respect to shared courses, distance/distributed learning technologies, and joint-use facilities for research or internships.

IX. Faculty Participation

- A. Use Table 4 to identify existing and anticipated ranked (not visiting or adjunct) faculty who will participate in the proposed program through Year 5. Include (a) faculty code associated with the source of funding for the position; (b) name; (c) highest degree held; (d) academic discipline or specialization; (e) contract status (tenure, tenure-earning, or multi-year annual [MYA]); (f) contract length in months; and (g) percent of annual effort that will be directed toward the proposed program (instruction, advising, supervising internships and practica, and supervising thesis or dissertation hours).

See Table 4 for detail.

- B. Use Table 2 to display the costs and associated funding resources for existing and anticipated ranked faculty (as identified in Table 2). Costs for visiting and adjunct faculty should be included in the category of Other Personnel Services (OPS). Provide a narrative summarizing projected costs and funding sources.

Table 2 illustrates that the current/existing resources from E&G funding will remain the same from year 1 to year 5 in delivery of the proposed new degree program. Future raises and/or promotions of current faculty are not indicated for future resource needs in Table 2.

- C. Provide the number of master's theses and/or doctoral dissertations directed, and the number and type of professional publications for each existing faculty member (do not include information for visiting or adjunct faculty).

Faculty Name	Theses	Dissertations	Professional Publications – 2007/2008
Richard Glaze	n/a	n/a	1 Recital, 5 Concerts, 1 Clinician, 1 Adjudicator
Lynne Lauderdale	n/a	n/a	2 Recitals, 3 Concerts, 1 Adjudicator
Kyle Marrero	n/a	n/a	2 Recitals, 4 Concerts, 3 Stage Direction, 2 Production, 1 Clinician, 3 Adjudicator
Hedi Salanki	n/a	n/a	3 Recitals, 3 Concerts, 2 Clinician, 2 Adjudicator, 1 Lecturer
Joseph Spaniola	n/a	n/a	1 Recitals, 2 Concerts, 1 Clinician, 1 Adjudicator, 4 Composer, 3 Arranger
Leonid Yanovskiy	n/a	n/a	2 Recitals, 10 Concerts, 1 Clinician, 1 Adjudicator, 1 Poet

- D. Provide evidence that the academic unit(s) associated with this new degree have been productive in teaching, research, and service. Such evidence may include trends over time for average course load, FTE productivity, student HC in major or service courses, degrees granted, external funding attracted, as well as qualitative indicators of excellence.

Teaching: Four of the six full-time faculty have received “Excellence in Teaching” and/or “Distinguished Teaching” awards at the University level. Students continue to win district, regional and national competitions. Our faculty serves as clinicians and adjudicators in regional and national conferences and competitions. All full-time faculty have terminal degrees in their area of expertise from Research I institutions. The Department as a whole continually over produces FTE per number of faculty. Through innovative delivery (online) and unique subject matter the department has garnered large head count numbers in its general education courses (Music in Western Civilization, History of Rock and Roll, Film Music and Concert Experience). Nearly all of its graduates in Music Teaching have found employment within the public and private school systems.

Creative and Scholarly Activity: Compositions and arrangements by current faculty have been featured at national and international conventions and concerts. Current faculty perform at the National and International venues on a regular basis. Two faculty members are leaders in regional arts organizations (Concert Master of Pensacola Symphony and Artistic Director of Pensacola Opera).

Service: All full-time faculty are active within the University environment serving on committees such as Tenure and Promotion, College Leadership Council, Faculty Senate, and Student Fees. Service to the community includes serving on non-profit Boards, providing performance and teaching experiences to underrepresented groups, hosting and coordinating national competitions (Phillips Jazz Piano Competition), providing private instruction through the UWF Music Academy and workshops (Kodaly Workshop).

X. Non-Faculty Resources

- A. Describe library resources currently available to implement and/or sustain the proposed program through Year 5. Provide the total number of volumes and serials available in this discipline and related fields. List major journals that are available to the university's students. Include a signed statement from the Library Director that this subsection and subsection B have been reviewed and approved for all doctoral level proposals.**

The holdings for Music are contained in two separate locations: all reference materials, periodicals, sheet music, anthologies, any printed music literature and books are housed in the John C. Pace Library, the main library for the University; all recordings are housed in the Music Library adjacent to the administrative offices for the Department of Music, Center for Fine and Performing Arts.

General Library Information:

The University of West Florida Libraries include three physical facilities for which library administration assumes full responsibility – the John C. Pace Library (the Main library) and the Curriculum Materials Library on the main campus and a branch library at the Fort Walton Beach Campus (FWB). A fourth facility – the Music Library – is located in the Center for Fine and Performing Arts. At that facility library administration provides funding for selected reference titles, music scores and audio resources to support the music curriculum. Hours of access for the various facilities vary from 88.5 hours per week at the main library to approximately 40 hours per week at the Music Library, mirroring the hours that the Music Department office is open.

The music curriculum is supported with resources in the John C. Pace Library, the Curriculum Materials Library, and the Music Library. Each facility has specific responsibilities. In the Main library are housed resources for scholarly research, including monographs, journals, and reference resources. In the Curriculum Materials Library are housed instructional materials for use in the pre-K through grade twelve classroom, as needed by students in music education. The scope of the Music Library is to provide music scores and audio recordings for demonstration, study, and/or performance. All materials, regardless of the library within which they are housed, are cataloged and available to users through the online catalog (<http://library.uwf.edu>).

Researchers access the library collections of the University of West Florida through the library's website (<http://library.uwf.edu/>). Computers are located in all library facilities, and users with Internet connections may access the system from whatever computer is convenient to them. The online catalog provides access to electronic indexing and abstracting databases, including many which provide full-text journal articles and/or reference data. In addition, the library has access to full-text journals available from multiple providers including Project MUSE, ScienceDirect (Elsevier),

Springer/Kluwer, Oxford University Press, and Cambridge University Press. Over 35,000 full-text electronic books are available as well. Using their Nautilus or Argonet identification numbers, students and faculty may access all electronic resources at anytime from anyplace.

Collections:

In general, UWF library collections are quite good for an institution the size and age of UWF with the selections available being particularly well-suited to the current curriculum. In the past five years, the library has been making the transition from print format to electronic format for those collections which are appropriate.

722,746 volumes (includes both book and bound journal volumes)

34,947 electronic book titles

5,120 current serial subscriptions (see format types below)

1,851 current print serial subscriptions

1,912 current electronic serial subscriptions

1,288 current print and electronic serial subscriptions

In addition, the library holds 3,732 sound recordings. These are housed in the Music Library. The greatest percent of those, however, were purchased prior to 1996. Since Music faculty have ordered scores and books exclusively during the recent years, it is clear that attention needs to be given to this area in the near-term.

Music students access the music journal literature through The Music Index to which the library has a print subscription (1949-date with CD-ROM compilations for 1979-1998) and RILM Abstracts of Music Literature (1967 – date) which is available electronically through EBSCOHost. With RILM, researchers may locate full-text electronic abstracts and/or journal articles, some in journals to which the library does not have a print or electronic subscription. A utility, SFX, aids the researcher in determining whether full-text access might be available. This greatly enhances access for the researcher working from an office or home.

Access:

Because the Library recognizes that it cannot own everything that researchers need, it is an active participant in multiple resource-sharing networks which provide electronic transmission of interlibrary loan requests for books and journal articles, including OCLC (Online College Library Consortium), which provides access to over 15,000,000 items world-wide. UWF's library actively partners with all of the Florida State University System libraries and the Florida community college libraries as well as with 1,300 other libraries in the South and Southeast. The library uses commercial document delivery providers to quickly provide journal articles for UWF researchers when necessary. These include Copyright Clearance Center and the British Research Institute (BRI). The library also uses Ariel, a scanning and electronic transmission system which is used for receiving or sending journal articles or book chapters rapidly from one location to another. When received as an electronic file, journal articles can be provided direct to the requestor via e-mail.

Services:

In an attempt to help library users navigate their way through the maze of print and electronic resources, the library provides a unique service of coordinating access to both print and electronic resources, including a selective listing of the "best resources" available on the Internet for that discipline. The service is known as *ELi* or the *Electronic Library*. The Music *ELi* page <http://library.uwf.edu/eli/Arts/Music.shtml> provides research strategies for users, guiding them to print resources for the discipline, as well as providing descriptions of, and links to relevant databases,

gateways, and Internet sites. Since *ELI* can be accessed via the Internet, users may use the pages from any location.

The library has also been responsive to the needs of those clients who prefer to work at home. In addition to being able to access databases and materials in full-text online, clients may also take advantage of all these online services:

- read electronic reserves of course-required readings (the library takes care of copyright issues)
- request Interlibrary Loan
- request Intercampus Loan (to/from the Fort Walton Beach Campus library)
- renew books
- submit a reference question for response
- request priority cataloging of an item which is on order
- suggest the purchase of a particular book or journal
- request that an item be recalled for use

In conclusion, the Music collection has been adequate to address the research needs expressed by the Music students and faculty to date.

B. Describe additional library resources that are needed to implement and/or sustain the program through Year 5. Include projected costs of additional library resources in Table 3.

Current annual funds provided through the library University system are adequate to provide and update resources for the Bachelor of Music Education. At this time, there are no additional library resources needed to implement and/or sustain the program through Year 5.

C. Describe classroom, teaching laboratory, research laboratory, office, and other types of space that are necessary and currently available to implement the proposed program through Year 5.

The Department of Music is housed in the Center for Fine and Performing Arts. The Center houses the Departments of Art, Theater and Music. The seventeen-year-old building is of brick and steel construction. There are two performance spaces available for musical performances: the Music Hall and the Main Stage Theatre, along with two large rehearsal halls. The Music Hall boasts an excellent acoustic and is a wonderful performance space for solo recitals, choral groups, and small ensembles, while the Main Stage Theater is more than adequate for large ensembles. The rehearsal room which serves as rehearsal space for all major ensembles has recently undergone acoustical upgrading along with soundproofing for the eight practice rooms. There are two classrooms housed within the music wing, the larger of the two is fully integrated “high-tech” classroom with digital and audio service. The music wing has nine teaching studios/offices, a piano lab (class piano) and computer lab. The offices of the Chair and administrative support are also housed in the music wing of the CFPA.

D. Describe additional classroom, teaching laboratory, research laboratory, office, and other space needed to implement and/or maintain the proposed program through Year 5. Include any projected Instruction and Research (I&R) costs of additional space in Table 2. Do not include costs for new construction because that information should be provided in response to X (J) below.

The current facilities are adequate to implement and maintain the proposed program through year 5.

E. Describe specialized equipment that is currently available to implement the proposed program through Year 5. Focus primarily on instructional and research requirements.

Specialized equipment currently available to implement the proposed program through year 5 include musical instruments appropriate to the delivery of brass methods, string methods, wind methods, and percussion methods courses. In addition, with the purchase of 18 new Steinway pianos, the UWF Department of Music is one of 70 "All-Steinway Schools" in the country. The computer lab has 8 computers with accompanying music software with MIDI keyboard interface. The Rehearsal Hall and two classrooms have audio equipment for music listening. Twelve electric keyboards are housed in the piano lab for delivery of Class Piano instruction.

F. Describe additional specialized equipment that will be needed to implement and/or sustain the proposed program through Year 5. Include projected costs of additional equipment in Table 2.

The specialized equipment currently available will sustain the proposed program through year 5.

G. Describe any additional special categories of resources needed to implement the program through Year 5 (access to proprietary research facilities, specialized services, extended travel, etc.). Include projected costs of special resources in Table 2.

There are no additional special categories of resources needed to implement the program through year 5.

H. Describe fellowships, scholarships, and graduate assistantships to be allocated to the proposed program through Year 5. Include the projected costs in Table 2.

Current foundation resources of approximately \$600,000 provide annual scholarship support to all music majors. These scholarships will continue to support students in current degree programs and the new proposed program through year 5.

I. Describe currently available sites for internship and practicum experiences, if appropriate to the program. Describe plans to seek additional sites in Years 1 through 5.

Currently we place student teachers and students in practicums in the three counties closest to UWF, Escambia, Santa Rosa, and Okaloosa. The vast majority of the students are placed in Escambia and Santa Rosa Counties. These placements will continue under the new degree. As these three counties are able to provide internship and practicum experiences, there is no need to seek additional sites.

J. If a new capital expenditure for instructional or research space is required, indicate where this item appears on the university's fixed capital outlay priority list. Table 2 includes only Instruction and Research (I&R) costs. If non-I&R costs, such as indirect costs affecting libraries and student services, are expected to increase as a result of the program, describe and estimate those expenses in narrative form below. It is expected that high enrollment programs in particular would necessitate increased costs in non-I&R activities.

There are no new projected capital expenditures for instructional or research space required in this new program proposal.

Appendix A

Degree Plan

BACHELOR OF MUSIC EDUCATION – CIP 13.1312

State mandated common prerequisites must be completed prior to graduation, but are not required for admission to the program. Courses in brackets indicate substitutes from Florida public community/junior colleges and universities.

EDF	1005	Intro to Education	3
EDG	2701	Teaching Diverse Populations	3
EME	2040	Introduction to Education Technology	3
MUN	XXXX	Ensemble (1 sh for 4 semesters)	4
MUT	1111	Freshman Theory [MUT X121,X122, X126, X127]	3
MUT	1112	Freshman Theory II [MUT X121, X122, X126, X127]	3
MUT	1271	Freshman Theory Lab [MUT X221, X222, X226, and X227 or MUT X261, X262, X266, and X267 OR MUT X271, X272, X276 and X277]	1
MUT	1272	Freshman Theory II Lab [MUT X221, X222, X226, and X227 or MUT X261, X262, X266, and X267 OR MUT X271, X272, X276 and X277]	1
MUT	2116	Sophomore Theory [MUT X121, X122, X126, and X127]	3
MUT	2117	Sophomore Theory II [MUT X121, X122, X126, and X127]	3
MUT	2276	Sophomore Theory I Lab [MUT X221, X222, X226, and X227 or MUT X261, X262, X266, and X267 OR MUT X271, X272, X276 and X277]	1
MUT	2277	Sophomore Theory II Lab [MUT X221, X222, X226, and X227 or MUT X261, X262, X266, and X267 OR MUT X271, X272, X276 and X277]	1
*MV_	131_	Freshman Applied Music [MVx X1X1]	2-4
*MV_	232_	Sophomore Applied Music [MVx X2X2]	2-4

Secondary Piano Proficiency by examination; Piano majors must demonstrate proficiency in a second instrument or voice.

*Only 2 sh required by statewide common prerequisites. Remaining 4 sh subtracted from Upper Division requirements.

(Teaching option students need complete only 4 sh of which 2 sh is subtracted from Upper Division requirements.)

Music Performance Core (14 sh)		
MUG 2101	Conducting	2
MUH 3211	History of Western Music I: End of Ancient World Through 17th Century	3
MUH 3212	History of Western Music II: 18th through 20th Centuries	3
MUT 3401	Counterpoint	2
MUT 3611	Structure and Style	2
MUT 4311	Instrumentation	2
Music Teaching Core (36 sh)		
MUE 2040	Introduction to Music Teaching & Observation	2
MUE 4411	Special Methods/Choral Techniques	2
MUE 4493	Special Methods/Instrumental Techniques	2
MUE 4940	Music Education Internship	9
MV_ 3____	Junior Applied Music (2 sh for 2 semesters)	4
MUN ____	Ensemble (1 sh for 3 semesters)	3
Choose one appropriate to area of study:		
MUE 3311	Methods for the Elementary School Music Teacher	2
MUE 4330	Music in the Middle and Secondary Schools	2
Choose one appropriate to primary instrument:		
MUL 3XXX	Vocal Literature	2
MUL 3XX1	Band/Wind Literature	2
MUL 3XX2	Symphonic/String Literature	2
MUL 3XX3	Choral Literature	2
Choose 10 sh appropriate to instruments from:		
MUE 3312	Kodaly Method	3
MUE 4343	String Methods and Materials	2
MUE 4451	Woodwind Instrument Methods and Materials	2
MUE 4465	Brass Instrument Methods and Materials	2
MUE 4475	Percussion Methods and Materials	2
MVV 4640	Vocal Pedagogy	2
MUS 2241	Diction for Singers I: Italian	1
MUS 3253	Diction for Singers II: French/German	1
MVK 4641	Piano Pedagogy	2
MVK 4932	Piano Interpretation	2

Education Core (12 sh)	
EDF 3234 Applied Foundations of Education	3
EDG 3323C General Methods for Teaching	3
RED 3324 Reading/ESOL Methods and Instruction	3
<i>Choose one:</i>	
EDE 4302 Instruction, Management, and Assessment	3
EDM 4310 Instruction, Management, and Assessment	3
ESE 4322 Instruction, Management, and Assessment: Secondary Education	3
3000/4000 level Advisor-approved electives	3

Note: Proficiency in music technology must be demonstrated.

General Studies

36 hours are required from the English/Humanities (at least 6 hours in English composition), social sciences-history, and science-mathematics at the lower division. (See UWF Catalogue)

Communication (6sh)

*ENC 1101 English Composition I

Completed (Grade)

3 credits _____

*ENC 1102 English Composition II

3 credits _____

***Mathematics (6 sh) choose one from A and one from B or two from B**

A: ** MAC 1103C, ** MAC 1104, or ** MAC 1140

3 credits _____

B: **MAC 1113(2sh), **MAC 2233, **MAC 2311, **MAC 2312, **MAC 2313,

**MAD 2104, **MGF 1202, **STA 1013, **STA 2023

3 credits _____

Social Sciences (9sh)

Social Sciences: Historical perspectives (choose one)

*EUH 1000, *EUH 1001, AMH 2010, or AMH 2020

3 credit _____

Social Sciences: Behavioral Perspectives (choose one)

ANT 2000, PSY 2013, or DEP 2004

3 credits _____

Social Sciences: Socio-Political Perspectives (choose one)

CPO 2002, ECO 2013, INR 2002. PLA 2057, POS 2041, SYG 2000, or SYG 2010

3 credits _____

Humanities (9sh)

Fine Arts

MUL 2110 Music in Western Civilization (required for music degree)

3 credits _____

Literature (choose one)

*AML 2010, *AML 2020, *ENL 2010, *ENL 2020, *LIT 1110, *LIT 1120, *LIT 2010,

*LIT 2030, *LIT 2040, *LIT 2112, *LIT 2113, or *LIT 2114

2(3) credits _____

Contemporary Values and Expression (choose one)

*PHI 2010. **PHI 2100, *PHI 2603, *REL 2000, or SPC 2300

3 credits _____

Natural Sciences (7 sh) choose one from A and one from B or two from B

A: Non lab Science

AST 3033, BOT 1801, BSC 1010, BSC 1805, BSC 1086, BSC 2311, GEO 2330,

PCB 213 1, PHY 2053, PhY 2054

3 credits _____

B: Lab Science

BOT 2010 & 2010L, BSC 1010 & 1010L, BSC 1085 & 1085L, BSC 1086 & 1086L,

BSC 2311 & 2311L, CHM 1020 & 1020L, CHM 2045 & 2045L, CHM 2046 & 2046L,

GEO 1200 & 1200L, PCB 2131 & 2131L. PHY 2048 & 2048L, PHY 2049 & 2049L,

PHY 2053 & 2053L, PHY 2054 & 2054L, ZOO 1010 & 1010L

4 credits _____

Total credits

36(37)

***Gordon Rule (Writing requirements - a grade of C- or higher is needed for any course used to meet the Gordon Rule)**

12 semester hours (6 in English or humanities and 6 hours in mathematics at the level of college algebra or higher)

*Gordon Rule writing class

**Gordon Rule mathematics class

Appendix B

Academic Learning

Compact

ACADEMIC LEARNING COMPACT MUSIC – BACHELOR OF MUSIC EDUCATION

Mission Statement

IT IS THE MISSION OF THE MUSIC EDUCATION PROGRAM OF THE MUSIC DEPARTMENT AT THE UNIVERSITY OF WEST FLORIDA, TO PROVIDE FOR OUR STUDENTS THE HIGHEST QUALITY COURSES AND CLINICAL EXPERIENCES, UTILIZING THE LATEST MATERIALS AND TRENDS IN MUSIC EDUCATION, AS WE PREPARE THEM TO BECOME HIGHLY QUALIFIED TEACHERS, WHO ATTAIN THEIR P-12 FLORIDA CERTIFICATION.

Student Learning Outcomes

Content

- Collect and use data gathered from a variety of sources, including formal and informal measures, to develop educational goals
- Identify the cognitive, linguistic, emotional, and physical needs of the child from birth to adolescents and match them appropriately to instructional plans
- Draw upon human development/learning theories and concepts as the foundation for instructional planning
- Design and establish effective learning environments that are conducive to high achievement of students
- Identify appropriate skills, teaching strategies, and sequence of concepts for developing students' musical independence
- Identify factors in creating a music curriculum that provides a balance of musical experiences for all students
- Identify media resources and technology (e.g., sound recording and reproduction systems, visual aids) for instructional purposes
- Identify resources available through professional organizations, music industry, and publications
- Identify trends and research affecting music curriculum development and instruction
- Identify visually and aurally chords and proper part writing technique
- Identify the historical periods in music
- Explain proper performance practices for each historical period
- Recognize and develop good intonation
- Identify appropriately performed musical phrases
- Develop Pedagogical techniques appropriate to area of study

Critical Thinking

- Master performance assessment techniques to promote and measure the thinking skills of students
- Develop a repertoire of realistic projects and problem solving activities that will enable students to improve their life skills and creative thinking abilities

- Identify appropriate organization of rehearsals and classroom activities to include music history, music theory, listening skills, performance, and sight-reading as integral parts of instruction
- Analyze musical works as to their harmonic structure and form
- Apply professional techniques to performance
- Distinguish audibly between works of different time periods
- Differentiate between repertoire of high and low quality
- Select appropriate repertoire by integrating music analysis knowledge with performance practice

Communication

- Communicate accurately and effectively through oral presentation skills and the written word to deliver high quality education for students
- Establish high performance expectations for students and communicate these expectations to the students
- Perform proper musical phrases
- Create and deliver effective oral presentations
- Develop effective written presentations

Integrity/Values

- Engage in self reflection regarding performance and pursue opportunities for feedback to demonstrate commitment to continuous improvement in effective goal setting and the education field
- Adhere to the Code of Ethics and Principles of Professional Conduct of the Education Profession
- Select teaching strategies that motivate and promote students' musical growth, independence, and creativity
- Evaluate the effectiveness of music instruction in terms of content, process, and teacher self-evaluation
- Recognize the importance of personal and professional integrity
- Adhere to professional performance standards related to music
- Evaluate the performances of others honestly and respectfully

Project Management

- Seek the involvement of students to design effective learning experiences to meet students' needs and interests
- Select music literature and materials appropriate for students' capabilities and musical maturity, including adaptation if warranted
- Identify techniques for developing students' creative musical skills (e.g., improvisation, composition, listening skills, sight reading, performance skills)
- Design reasonable timelines of practice for performance preparations
- Collaborate effectively with an accompanist
- Develop appropriate ensemble performance and participation skills

Diversity Skills

- Practice and teach strategies of tolerance and acceptance related to individual and cultural differences
- Create educational climates that foster openness, inquiry and concern for others
- Employ suitable strategies resulting in successful conflict resolutions
- Use appropriate ESOL strategies and instructional methods to develop experiential and literary activities to effectively deliver instruction to ESOL students
- Identify appropriate instructional strategies for the exceptional student
- Identify the relationships between music, the other arts, and disciplines outside the arts

Assessment of Student Learning Outcomes

Music Education students are expected to maintain an electronic portfolio using the TK20 software. Students are expected to achieve levels of competency representative of their level of study in applied music. Jury exams are required each semester to assess student progress and constitute 50% of the final applied grade. The portfolio will be reviewed at each jury exam. Admission to the Junior Level (Advancement Exam) must be approved by the faculty at the end of the sophomore year. The students will be interviewed at the advancement exam to assess their progress in the music education program. The students will be evaluated by both a University coordinator and Supervising teacher during their semester of student teaching and are expected to create concise, understandable lesson plans. .

Job Prospects for Music Majors

High School/Middle School Band Director
High School/Middle School Choral Director
Elementary Music Specialist
Studio Musician
Church Musician
Music Retail
Private Music Studio

Find Out More about Music at UWF:
<http://uwf.edu/music>

Appendix C

Sequence of Courses

Sequence of Courses: Bachelor of Music Education

FRESHMAN YEAR

<u>Fall Semester</u>	<u>Completed</u>	<u>Spring Semester</u>	<u>Completed</u>
MUT 1111 Freshman Theory 3 credits	_____	MUE 2040 Intro to Music Teaching 2 credits	_____
MUT 1271 Freshman Theory Lab 1 credit	_____	MUT 1112 Freshman Theory II 3 credits	_____
MVK 1111 Class Piano I 1 credits (can be waived if proficiency is met)	_____	MUT 1272 Freshman Theory II Lab 1 credit	_____
MUN xxxx Ensemble 1 credit	_____	MVX 1311 Freshman Applied Music 2 credits	_____
EDF 1005 Intro to Education 3 credits	_____	MVK 1111 Class Piano II 1 credit (can be waived if proficiency is met)	_____
General Studies Course _____ 3 credits	_____	MUN xxxx Ensemble 1 credit	_____
General Studies Course _____ 3 credits	_____	General Studies Course _____ 3 credits	_____
General Studies Course _____ <u>3 credits</u>	_____	General Studies Course _____ 3 credits	_____
17-18 credits		General Studies Course _____ <u>3 credits</u>	_____
		18-19 credits	

SOPHOMORE YEAR

<u>Fall Semester</u>	<u>Completed</u>	<u>Spring Semester</u>	<u>Completed</u>
MUT 2116 Sophomore Theory 3 credits	_____	MUT 2217 Sophomore Theory II 3 credits	_____
MUT 2276 Sophomore Theory Lab 1 credit	_____	MUT 2277 Sophomore Theory II Lab 1 credit	_____
MVK 2121 Class Piano III 1 credit (can be waived if proficiency is met)	_____	MVX 2321 Sophomore Applied Music 2 credits	_____
MUN xxxx Ensemble 1 credit	_____	MVK 2122 Class Piano IV 1 credit (can be waived if proficiency is met)	_____
EDG 2701 Diverse Populations 3 credits	_____	MUN xxxx Ensemble 1 credit	_____
General Studies Course _____ 2 credits	_____	MUE 2360 Music Technology 2 credits (can be waived if proficiency is met)	_____
General Studies Course _____ 3 credits	_____	EME 2040 Intro to Ed Tech 3 credits	_____
General Studies Course _____ <u>4 credits</u>	_____	General Studies Course _____ 3 credits	_____
17-18 credits		General Studies Course _____ 3 credits	_____
		General Studies Course _____ <u>3 credits</u>	_____
		19-22 credits	

***SUMMER** MUG 2101 Conducting 2 credits _____

JUNIOR YEAR

<u>Fall Semester</u>	<u>Completed</u>	<u>Spring Semester</u>	<u>Completed</u>
MUH 3211 History of West Music I 3 credits	_____	MUT 3401 Counterpoint 2 credits	_____
MUT 3611 Structure and Style 2 credits	_____	MUH 3212 History of West Music II 3 credits	_____
MUE xxxx Music Ed 2 credits	_____	MUE 4411 Sp Methods Choral 2 credits	_____
MUE xxxx Music Ed 2 credits	_____	MUE xxxx Music Ed 2 credits	_____
MVX 3xxx Junior Applied Music 2 credits	_____	MUE 4493 Sp Methods Instrumental 2 credits	_____
MUL 3xxx Lit course 2 credits	_____	MVX 3xxx Junior Applied Music 2 credits	_____
MUN xxxx Ensemble 1 credit	_____	MUN xxxx Ensemble 1 credit	_____
EDF 3234 App Foundations <u>3 credits</u>	_____	EDG 3323C General Methods <u>3 credits</u>	_____
17 credits		17 credits	

SENIOR YEAR

<u>Fall Semester</u>	<u>Completed</u>	<u>Spring Semester</u>	<u>Completed</u>
MUT 4311 Instrumentation 2 credits	_____	MUE 4940 Music Student Teaching <u>9 credits</u>	_____
MUE 3311 Elementary Methods or		9 credits	
MUE 4330 Music in the Sec Schools 2 credits	_____		
MUE xxxx Music Ed 2 credits	_____		
MUE xxxx Music Ed 2 credits	_____		
MUN xxxx Ensemble 1 credit	_____		
RED 3324 Reading/ESOL Meth 3 credits	_____		
EDM 4310 Inst, Man, Asses 3 credits	_____		
Elective _____ <u>3 credits</u>	_____		
18 credits			

***Summer school is highly recommended to fulfill degree requirements and lighten semester loads (A minimum of 9 SH is required during one or more Summer terms)**

Appendix D

Table 1-A

Table 2

Table 4

TABLE 1-A
PROJECTED HEADCOUNT FROM POTENTIAL SOURCES
Bachelor of Music Education

Source of Students (Non-duplicated headcount in any given year)*	Year 1		Year 2		Year 3		Year 4		Year 5	
	HC	FTE	HC	FTE	HC	FTE	HC	FTE	HC	FTE
Upper-level students who are transferring from other majors within the university**	0	0	0	0	0	0	0	0	0	0
Students who initially entered the university as FTIC students and who are progressing from the lower to the upper level***	8	7.2	14	12.6	16	14.4	22	19.8	28	25.2
Florida community college transfers to the upper level***	6	5.4	8	7.2	10	9	12	10.8	14	12.6
Transfers to the upper level from other Florida colleges and universities***	2	1.8	4	3.6	6	5.4	8	7.2	8	7.2
Transfers from out of state colleges and universities***	2	1.8	2	1.8	2	1.8	2	1.8	2	1.8
Other - Current Bachelor of Music Performance/Teaching majors who will be switching to the new B.M.E. and continuing to completion	34	30.6	26	23.4	22	19.8	8	7.2	0	0
Totals	52	46.8	54	48.6	56	50.4	52	46.8	52	46.8

* List projected annual headcount of enrolled students majoring in the program.

** If numbers appear in this category, they should go DOWN in later years.

*** Do not include individuals counted in any PRIOR CATEGORY in a given COLUMN.

Note: FTE calculation is derived by taking the Head Count (HC) with 36 average credit hours per academic year, 90% of the prescribed 40 credit hours per single FTE, thus the equation $HC \times .90 = FTE$.

**TABLE 2
PROJECTED COSTS AND FUNDING SOURCES - Bachelor of Music Education**

Instruction & Research Costs (non-cumulative)	Year 1						Year 5				
	Funding Source					Subtotal E&G and C&G	Funding Source				Subtotal E&G and C&G
	Current Base* (E&G)	Enrollment Growth (E&G)	Other New Recurring (E&G)	New Non-Recurring (E&G)	Contracts & Grants (C&G)		Continuing Base** (E&G)	New Enrollment Growth (E&G)	Other*** (E&G)	Contracts & Grants (C&G)	
Faculty Salaries and Benefits	258,234	0	0	0	0	\$258,234	258,234	0	0	0	\$258,234
A & P Salaries and Benefits	0	0	0	0	0	\$0	0	0	0	0	\$0
USPS Salaries and Benefits	35,786	0	0	0	0	\$35,786	35,786	0	0	0	\$35,786
Other Personnel Services - includes Adjunct Faculty	35,387	0	0	0	0	\$35,387	35,387	0	0	0	\$35,387
Assistantships & Fellowships	0	0	0	0	0	\$0	0	0	0	0	\$0
Library	1,000	0	0	0	0	\$1,000	1,000	0	0	0	\$1,000
Expenses	8,000	0	0	0	0	\$8,000	8,000	0	0	0	\$8,000
Operating Capital Outlay	0	0	0	0	0	\$0	0	0	0	0	\$0
Special Categories	0	0	0	0	0	\$0	0	0	0	0	\$0
Total Costs	\$338,407	\$0	\$0	\$0	\$0	\$338,407	\$338,407	\$0	\$0	\$0	\$338,407

*Identify reallocation sources in Table 3.

**Includes recurring E&G funded costs ("reallocated base," "enrollment growth," and "other new recurring") from Years 1-4 that continue into Year 5.

***Identify if non-recurring.

Faculty and Staff Summary

Total Positions (person-years)	Year 1	Year 5
Faculty	6	6
A & P	0	0
USPS	2	2

Calculated Cost per Student FTE

	Year 1	Year 5
Total E&G Funding	\$338,407	\$338,407
Annual Student FTE	46.8	46.8
E&G Cost per FTE	\$7,231	\$7,231

**TABLE 4
ANTICIPATED FACULTY PARTICIPATION**

Faculty Code	Faculty Name or "New Hire" Highest Degree Held Academic Discipline or Specialization	Rank	Contract Status	Initial Date for Participation in Program	Mos. Contract Year 1	FTE Year 1	% Effort for Prg. Year 1	PY Year 1	Mos. Contract Year 5	FTE Year 5	% Effort for Prg. Year 5	PY Year 5
A	Richard Glaze, M.M. Music Ed., Ensemble, Wind	Assoc. Prof	Tenure	Fall 2009	9	1.00	0.75	0.56	9	1.00	0.75	0.56
A	Lynne Lauderdale, D.M.A. Music History, Keyboard	Assoc. Prof	Tenure	Fall 2009	9	1.00	0.50	0.38	9	1.00	0.50	0.38
A	Kyle Marrero, D.M.A. Music, Choral/Voice, Admin	Professor	Tenure	Fall 2009	10	1.00	0.25	0.21	10	1.00	0.25	0.21
A	Hedi Salanki, D.M.A. Music Ear Training, Keyboard, Structure	Professor	Tenure	Fall 2009	9	1.00	0.25	0.19	9	1.00	0.25	0.19
A	Joseph Spaniola, D.M.A. Music Theory, Jazz, Brass	Assist. Prof.	Ten. Track	Fall 2009	9	1.00	0.50	0.38	9	1.00	0.50	0.38
A	Leonid Yanovskiy, D.M.A. Music, Strings, Ensemble	Assoc. Prof	Tenure	Fall 2009	9	1.00	0.25	0.19	9	1.00	0.25	0.19
Total Person-Years (PY)								1.90				1.90

Faculty Code		Source of Funding	PY Workload by Budget Classification	
			Year 1	Year 5
A	Existing faculty on a regular line	Current Education & General Revenue	1.90	1.90
B	New faculty to be hired on a vacant line	Current Education & General Revenue	0.00	0.00
C	New faculty to be hired on a new line	New Education & General Revenue	0.00	0.00
D	Existing faculty hired on contracts/grants	Contracts/Grants	0.00	0.00
E	New faculty to be hired on contracts/grants	Contracts/Grants	0.00	0.00
Overall Totals for			Year 1 1.90	Year 5 1.90

Request to Implement a New Degree Program—Approval Signatures

Program Chairperson:	_____	Date: _____
College Curriculum:	_____	Date: _____
College Dean:	_____	Date: _____
Faculty Senate:	_____	Date: _____
Provost:	_____	Date: _____
President:	_____	Date: _____
Board of Trustees, A&SA Committee:	_____	Date: _____
Board of Trustees:	_____	Date: _____

New Programs—Approval and Reporting History

(This page is to be included at the end of the proposal document to display approvals at each level.)

Approved to Explore and Plan:

Program Chair: _____ Date _____

Dean: _____ Date _____

Faculty Senate: _____ Date _____

Provost: _____ Date _____

President: _____ Date _____

BoT A&SA Committee: _____ Date _____

Approved to Implement:

Program Chair: _____ Date _____

Dean: _____ Date _____

Faculty Senate: _____ Date _____

Provost: _____ Date _____

President: _____ Date _____

BoT A&SA Committee: _____ Date _____

Board of Trustees: _____ Date _____

Board of Governors Reporting and Approvals:

Bachelor's, Master's, and Specialist's Programs Reported: _____

Doctoral Programs Submitted to BoG: _____

Doctoral Programs Approved by BoG: _____

Licensure Programs Approved by Legislature: _____

SACS/COC Reporting and Approvals:

Substantive Change Reported to SACS/COC: _____

Substantive Change Acknowledged/Approved by SACS/COC: _____

Implementation and Reporting:

Term Implemented: _____

One-Year Report Presented to Board of Trustees: _____

Three-Year Report Presented to Board of Trustees: _____

Five-Year Program Review Presented to Board of Trustees: _____