



SOUTH CAROLINA
COMMISSION ON HIGHER EDUCATION

June 10, 2019

President Harris Pastides, Ph.D.
University of South Carolina
Osborne Administration Building, Suite 206
Columbia, South Carolina 29208

Dear President Pastides:

This letter is to confirm at its meeting on June 6, 2019, the Commission approved the **Bachelor of Arts in Music degree with concentrations in Instrumental Studies, Piano Studies, Vocal Studies, K-12 Choral Teacher Certification, and K-12 Instrumental Teacher Certification** at University of South Carolina Aiken to be implemented in Fall 2019.

The following table lists the chronology of the program approval process:

Program Proposal Received	2/1/2019
ACAP Consideration	3/28/2019
CAAL Consideration	5/14/2019
CHE Consideration	6/6/2019

Each program will be noted in the Commission's *Inventory of Approved Programs* with the following information:

Degree Designation	Title of Program	CIP Code	Site Identifier
B.A.	Music	500901	50801 (University of South Carolina Aiken – Main Campus)

Please do not hesitate to contact Dr. John Lane, Director of Academic Affairs, should you have any questions about the Commission's action.

Sincerely,

Mike LeFever
Interim President and Executive Director

cc: Dr. Sandra J. Jordan
Dr. Daren Timmons

Inventory file
Program file

**New Program Proposal
Bachelor of Arts in Music
University of South Carolina Aiken**

Summary

The University of South Carolina Aiken requests approval to offer a program leading to the Bachelor of Arts in Music with Concentrations in Instrumental Studies, Piano Studies, Vocal Studies, Choral Music Education, and Instrument Music Education, to be implemented in Fall 2019 through traditional delivery. The following chart outlines the stages of approval for the proposal. The Committee on Academic Affairs and Licensing (CAAL) voted to recommend approval of the proposal. The full program proposal is attached.

Stages of Consideration	Date	Comments
Program Proposal Received	2/1/19	Not Applicable
ACAP Consideration	3/28/18	<p>Representatives from the University of South Carolina Aiken (USCA) introduced the proposal concurrent with the Bachelor of Arts in Communications & Digital Arts, and the Bachelor of Fine Arts. Representatives cited new leadership in music which has assessed and strategized for the most effective ways to recruit, retain, and graduate students, as the current fine arts degree requires students to take courses across disciplines to blend into one degree. The current BA in music allows students to identify a primary interest with several different degree tracks. The proposed program will help with reporting and differentiation of student interests. The required courses and faculty are already existent. There would be no changes for either the proposed BFA or BA Music programs. Furthermore, USCA representatives highlighted the information in the proposal that the National Association of Schools of Music (NASM) noted during their re-accreditation process campus visit encouraged the addition of the program. Staff noted that as a credential the BA in Music has long track record of implementation across numerous colleges of music.</p> <p>Members of the Advisory Committee on Academic Programs (ACAP) discussed the proposals focusing on the BA in Communications & Digital Arts, and the Bachelor of Fine Arts proposals. However, ACAP members suggested that the proposal for the BA in Music include employment opportunities from CERRA for arts and music education teachers, BMEs, and standalone music programs. After remaining discussion, ACAP voted to approve the program proposal. Staff transmitted remaining questions for additional clarity.</p>

Comments and suggestions from CHE staff sent to the institution	04/05/19	Staff requested the proposal be revised to include: <ul style="list-style-type: none"> ▪ The ACAP suggestion for inclusion of employment opportunities on CERRA for arts and music education teachers, BMEs, and standalone music programs; ▪ More detail on similarities and differences of similar programs; ▪ Clarity on new program costs, library resources funding, adjunct costs, and program cost effectiveness; and ▪ Opportunities for stackable credentials.
Revised Program Proposal Received	04/17/19	The revised proposal satisfactorily addressed the requests.
CAAL Consideration	5/14/19	Representatives from the University of South Carolina Aiken (USCA) introduced the proposal citing strengthening the program and improvement of tracking for accreditation. Members of Committee on Academic Affairs and Licensing (CAAL) discussed the proposal, inquiring about admission requirements and options for students. Representatives responded, noting that admissions includes an audition process with a presentation, and noting that about options for students, the program redesign into a BA in Music allows for the retention of theater and fine arts. After remaining discussion, CAAL voted to approve the program proposal. Staff transmitted remaining questions for additional clarity.
Comments and suggestions from CHE staff sent to the institution	5/17/19	Staff requested the proposal be revised to include: <ul style="list-style-type: none"> ▪ pre-CAAL responses to inquiries on new students and faculty versus existing students and faculty, and the financial matrix.
Revised Program Proposal Received	5/23/19	The revised proposal satisfactorily addressed the requests.

Review

Committee consideration focused on variety of options for students and the need for auditions for program admittance. Institutional representatives satisfactorily addressed the questions raised by CAAL members.

Recommendation

The Committee on Academic Affairs and Licensing recommends the Commission approve the program leading to the Bachelor of Arts in Music with Concentrations in Instrument Studies, Piano Studies, Vocal Studies, Choral Music Education, and Instrument Music Education, to be implemented in Fall 2019.

University of South Carolina Aiken Student and Program Data

Undergraduate In-/Out-of-State Enrollment Fall 2018	2,912 (87.06%)/433(12.94%)
Number of Approved Programs in 10 Yrs. (FY 2009- 2018)	6
Number of Terminated Programs in 10 Yrs. (FY 2009- 2018)	1

Industry Related Occupational Wages and Projections in South Carolina, 2016 – 2026*

Occupational Field¹	2016 Median Income²	2016 Estimated Employment³	2026 Projected Employment	Total 2016-2026 Employment Change	2016-2026 Annual Avg. Percent Change	Total Percent Change
Arts, Design, Entertainment, Sports, and Media	\$36,330	25,317	27,205	1,888	0.72%	7.46%

¹ “Occupational Field” represents the closest related occupation category that includes the occupations aligned with the program proposal. ² SC Department of Employment & Workforce (DEW), Labor Market Information. (2018). Occupational Employment and Wage Rates (OES) for All Major Groups in South Carolina in 2016 [Data file]. Retrieved from <https://jobs.scworks.org/vosnet/lmi/default.aspx?pu=1> ³ SC Department of Employment & Workforce (DEW), Labor Market Information. (2018). Occupational Projections (Long-term) for Multiple Occupations in South Carolina in 2016-2026 [Data file]. Retrieved from <https://jobs.scworks.org/vosnet/lmi/default.aspx?pu=1> * Data downloaded October 8, 2018; Most recent data available.

NEW PROGRAM PROPOSAL FORM

Name of Institution: University of South Carolina Aiken

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

Bachelor of Arts – Major in Music
Concentration in Instrumental Studies
Concentration in Piano Studies
Concentration in Vocal Studies
K-12 Choral Teacher Certification
K-12 Instrumental Teacher Certification

Program Designation:

- | | |
|---|--|
| <input type="checkbox"/> Associate's Degree | <input type="checkbox"/> Master's Degree |
| <input checked="" type="checkbox"/> Bachelor's Degree: 4 Year | <input type="checkbox"/> Specialist |
| <input type="checkbox"/> Bachelor's Degree: 5 Year | <input type="checkbox"/> Doctoral Degree: Research/Scholarship (e.g., Ph.D. and DMA) |
| <input type="checkbox"/> Doctoral Degree: Professional Practice (e.g., Ed.D., D.N.P., J.D., Pharm.D., and M.D.) | |

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

- ☐ Yes
☒ No

Proposed Date of Implementation: Fall 2019

CIP Code: 50.0901

Delivery Site(s): USC Aiken

Delivery Mode:

- | | |
|---|---|
| <input checked="" type="checkbox"/> Traditional/face-to-face
*select if less than 25% online | <input type="checkbox"/> Distance Education |
| | <input type="checkbox"/> 100% online |
| | <input type="checkbox"/> Blended/hybrid (50% or more online) |
| | <input type="checkbox"/> Blended/hybrid (25-49% online) |
| | <input type="checkbox"/> Other distance education (explain if selected) |

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

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University of South Carolina Aiken
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Institutional Approvals and Dates of Approval (include department through Provost/Chief Academic Officer, President, and Board of Trustees approval):

V&PA Dept.	Feb. 2018	UPC	Sep. 2018	Chancellor	Jan 2019
Dean	Feb. 2018	C&C	Oct. 2018	BOT	Apr 2019
Provost	April 2018	FA	Dec. 2018		

Background Information

State the nature and purpose of the proposed program, including target audience, centrality to institutional mission, and relation to the strategic plan.

Writings discussing the relationship of a quality liberal arts education and music exist from Greco-Roman civilization to present. Aristotle wrote, "Enough has been said to show that music has a power of forming the character and should therefore be introduced into the education of the young", perhaps best states the oft-attested value of music.

The institutional mission reinforces this value: The University of South Carolina Aiken is a comprehensive institution offering undergraduate and graduate degrees in the arts, humanities, social sciences, natural sciences, and professional disciplines. All programs of study are grounded in a strong liberal arts and sciences curriculum.

The Bachelor of Arts - Major in Music is an innovative degree plan intended for those who seek broad studies in music. The institutional mission defines the intended target audience: USC Aiken attracts students from South Carolina, the United States, and the world to form a diverse community of individuals engaged in educational experiences and service necessary for the pursuit of meaningful work in an enlightened, inclusive, and economically vibrant society. A progressive hub for innovation, collaboration, and creativity, USC Aiken contributes to the community by enriching the region's quality of life through a variety of activities including the visual and performing arts, intercollegiate athletics, continuing and distance education, educational outreach, and leadership.

Under the new program, students will elect a curriculum for the BA in Music, emphasis in instrumental, vocal or piano; or, the BA in Music leading to vocal or instrumental teaching certification. It is possible for students to stack certifications in both areas in order to teach both instrumental and choral music in the public schools.

Assessment of Need

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

The Central Savannah River Area (CSRA) is a culturally rich and diverse area incorporating twenty-one counties in Georgia and South Carolina with a growing population of over 750,000 citizens. Within the region, there are hundreds of churches, civic music ensembles, music studios, music theatre, and church-based schools seeking individuals with musical skills. Aiken, South Carolina embarked on a revitalization plan known as the Aiken Renaissance intended to support emerging industries and businesses. Historically, multi-national corporations such as DuPont and Westinghouse have served as a catalyst for the arts in Aiken. Simply, the performing arts are a valued commodity for the community.

The Bachelor of Arts – Major in Music serves an important role in developing aspiring professional musicians in the community by providing a breadth of knowledge combined with a depth of applied skills. This program allows students to study music without the additional requirements for licensure to teach. In 2014, National Association of Schools of Music (NASM) consultants visiting the campus during the re-

accreditation process enthusiastically encouraged the addition of the program, calling it “low hanging fruit.”

Transfer and Articulation

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

N/A

Employment Opportunities

Occupation	State		National		Data Type and Source
	Expected Number of Jobs	Employment Projection	Expected Number of Jobs	Employment Projection	
Performing Musician	750	+7% from 2016-2026	182,800	+6% from 2016-2026	Bureau of Labor Statistics
Composers and Arrangers	330	+4% from 2016-2026	79,100	+6% from 2016-2026	Bureau of Labor Statistics
Music Directors	330	+4% from 2016-2026	79,100	+6% from 2016-2026	Bureau of Labor Statistics
Music Teachers, K-12	3600*	+5%-9% from 2016-2026	242,800*	+7%-8% from 2016-2026	Bureau of Labor Statistics
College Instructors-Music, Art, Theatre	1,010*	+14% from 2016-2026	137,200*	+14% from 2016-2026	Bureau of Labor Statistics

**The Bureau of Labor Statistics provides aggregate employment data for K-16 education. The numbers provided above include all fields except special education.*

Supporting Evidence of Anticipated Employment Opportunities

Provide supporting evidence of anticipated employment opportunities for graduates.

As articulated by the National Association of Schools of Music (An Advisory for Music Faculty and Administrators: NASM Standards – The Liberal Arts Degree in Music, pp 1-2):

The liberal arts degree with a major in music follows the usual pattern for liberal arts degrees with majors in other fields. The intent is to provide broad coverage (a) across the arts, sciences, and humanities – usually designated as general education or general studies, and (b) within the specific discipline designated as a major.

When an institution offers music as a liberal arts major, NASM standards require studies in musicianship, including the theory and history of music. The standards call the development of knowledge and skills in performance and opportunities to undertake elective studies that deepen musical understanding.

The liberal arts degree in music is used by students to fulfill a number purposes. Among the most common are:

- Majoring in music with definite career intentions in music and an intent to pursue intensive studies in music following graduation;
- Majoring in music with potential career intentions in music, understanding that if music is chosen, further study is required;

- Majoring in music with a career intention in another discipline or profession;
- Majoring in music and also majoring or minoring in another discipline with or without specific career intentions that include music, understanding that if music is chosen, further study is required.

Berklee College of Music provides an annual resource, Music Careers in Dollars and Cents, which provides salary ranges for music positions in the United States. Positions include the areas of performance, writing, business, audio technology, education, music therapy, as well as other emerging career paths. Sample career paths for USC Aiken students based on faculty expertise, current student interest, and regional employers (pp 1-20):

Category	Job Title	Salary
Performance	General Business or cover bands	\$1000-\$2500/engagement
(instrumental)	Gigging musician	\$75-\$125/engagement
	Orchestral musician	\$28,000-\$143,000
		\$70/rehearsal
		\$100/performance
	Military bands	\$21,000-\$77,000
	Church organist/pianist	\$100/service (part-time)
		\$30,000-\$110,000/year
Performance	Church choir/section leader or soloist	\$25-\$100/service
(vocal)	Concert or opera chorus member	\$12+/rehearsal
		\$100+/performance
	Concert or opera soloist	\$450-1000+/performance
Performance	Choir, orchestra, or opera conductor	
\$15,000-\$275,000		
(conducting)	Church choir director	\$5000-\$70,000+
Business	Instrument repair technician	\$9-\$55/hour
(retail)	Piano tuner	\$100-\$185/tuning
	Music dealer/sales	
	\$13,000-\$50,000	
Business	Booking agent	\$20,000-\$3,000,000
(concert industry)	Concert hall manager	\$26,000-\$90,000
	Stage manager	\$24,000-\$75,000
		\$500-\$5000/week
Business	Music journalist	\$15,000-\$30,000
(communications)		\$50-\$150/review
	Music blogger	\$23,000-\$75,000
Business	Executive Director	\$20,000-\$250,000
(non-profit administration)	Public relations	\$30,000-\$75,000
Music Therapy	Children's Day Care/Preschool	\$22,000-\$111,000
	Hospice	\$22,000-\$115,000
	Self-employed	\$20,000-\$135,000
Education	Studio/Private Teacher	\$30-\$120/hour
	Public School Teacher (K-12)	\$30,000-\$71,181

The South Carolina Department of Education designates music education as a critical need. In 2018-2019, the percentage of positions vacant was 18%. For 2019-2020, the projected number of positions to remain vacant is 14.25%. According to CERRA, the amount of music positions in South Carolina public schools stands at 1,636.

Description of the Program

Projected Enrollment			
Year	Fall Headcount	Spring Headcount	Summer Headcount
2019-2020	30	30	0
2020-2021	33	33	0
2021-2022	37	37	0
2022-2023	41	41	0
2023-2024	45	45	0

Explain how the enrollment projections were calculated.

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

☒ Yes

☐ No

Separate music auditions and standards are required as an accredited member of the National Associations of Schools of Music (NASM). From the NASM Handbook, pp 89-90:

V. **ADMISSION TO UNDERGRADUATE STUDY**

A. **Admission Criteria.** Institutions are responsible for establishing specific admissions requirements for their undergraduate programs in music. Admissions standards must be sufficiently high to predict the prospect of success in the program for which the student is enrolling. Diversities of previous education, background, and interests of applicants should be considered in assessments of potential as appropriate to the specific purposes of individual degree programs.

D. **Musical Aptitudes and Achievements**

1. **Auditions and Evaluations.** At some point prior to confirmation of degree candidacy, member institutions must require auditions, examinations, or other evaluations consistent with the purpose of the degree as part of the admission decision. Member institutions are urged to require such auditions and evaluations prior to matriculation.

Curriculum

New Courses

List and provide course descriptions for new courses.

No new courses are needed to initiate the degree plan.

Total Credit Hours Required: 120

Curriculum by Year – Bachelor of Arts (minor or instrumental, piano, and vocal concentrations)					
Course Name	Credit Hours	Course Name	Credit Hours	Course Name	Credit Hours
Year 1					
Fall		Spring		Summer	
Music theory & Aural skills	4	Music theory & Aural skills	4		
Applied study (Private music lesson)	2	Applied study (Private music lesson)	2		
Music ensemble	1	Music ensemble	1		
Music pedagogy	1	Music pedagogy	1		
Piano class	1	Piano class	1		
General education	7	General education	6		
Total Semester Hours	16	Total Semester Hours	15	Total Semester Hours	
Year 2					
Fall		Spring		Summer	
Music theory & Aural skills	4	Music theory & Aural skills	4		
Applied study (Private music lesson)	2	Applied study (Private music lesson)	2		
Music ensemble	1	Music ensemble	1		
General education	9	General education	9		
Total Semester Hours	16	Total Semester Hours	16	Total Semester Hours	

Course Name	Credit Hours	Course Name	Credit Hours	Course Name	Credit Hours
Year 3					
Fall		Spring		Summer	
Form & Analysis	2	Orchestration & Arranging	2		
Conducting	2	Applied study (Private music lesson)	2		
Applied study (Private music lesson)	2	Music ensemble	1		
Music ensemble	1	General education	6		
General education	6	Electives	5		
Electives	3				
Total Semester Hours	16	Total Semester Hours	16	Total Semester Hours	
Year 4					
Fall		Spring		Summer	
General education	9	Electives (capstone)	12		
Electives	4				
Total Semester Hours	13	Total Semester Hours	12	Total Semester Hours	
Year 5					
Fall		Spring		Summer	
Total Semester Hours		Total Semester Hours		Total Semester Hours	

Curriculum by Year – Bachelor of Arts (teacher certification)					
Course Name	Credit Hours	Course Name	Credit Hours	Course Name	Credit Hours
Year 1					
Fall		Spring		Summer	
Music theory & Aural skills	4	Music theory & Aural skills	4		
Applied study (Private music lesson)	2	Applied study (Private music lesson)	2		
Music ensemble	1	Music ensemble	1		
Music pedagogy	1	Music pedagogy	1		
Piano class	1	Piano class	1		
General education	7	Music technology	1		
		General education	6		
Total Semester Hours	16	Total Semester Hours	16	Total Semester Hours	
Year 2					
Fall		Spring		Summer	
Music theory & Aural skills	4	Music theory & Aural skills	4	General education	4
Applied study (Private music lesson)	2	Applied study (Private music lesson)	2		
Music ensemble	1	Music ensemble	1		
Music pedagogy	1	Music pedagogy	1		
General education	6	General education	6		
		Pre-professional education	1		
Total Semester Hours	14	Total Semester Hours	15	Total Semester Hours	4

Course Name	Credit Hours	Course Name	Credit Hours	Course Name	Credit Hours
Year 3					
Fall		Spring		Summer	
Form & Analysis	2	Orchestration & Arranging	2		
Conducting	2	Conducting	2		
Music history	3	Music history	3		
Applied study (Private music lesson)	2	Applied study (Private music lesson)	2		
Music ensemble	1	Music ensemble	1		
General education	3	General education	3		
Pre-professional education	3	Pre-professional education	2		
Total Semester Hours	16	Total Semester Hours	15	Total Semester Hours	
Year 4					
Fall		Spring		Summer	
Music education	3	Music education	3		
Applied study (Private music lesson)	2	Applied study (Private music lesson)	2		
Music ensemble	1	Music ensemble	1		
Pre-Professional education	3	General education	8		
Professional education	3				
General education	4				
Total Semester Hours	16	Total Semester Hours	14	Total Semester Hours	
Year 5					
Fall		Spring		Summer	
Music education internship	12				
Senior seminar	3				
Total Semester Hours	15	Total Semester Hours		Total Semester Hours	

Because of the difference in credit hours required for teacher certification, the curriculum charts were separated between concentrations and teacher certification processes.

Similar Programs in South Carolina offered by Public and Independent Institutions

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

Program Name and Designation	Total Credit Hours	Institution	Similarities	Differences
BA Music	120	USC Columbia	Courses in basic musicianship	Distinct concentrated areas in performance, composition, and music education
BA Music	120	Winthrop University	Courses in basic musicianship	Concentrations in Performance
BA Music	120	SC State University	Courses in basic musicianship	Concentration in Music Industry
BA Music	120	College of Charleston	Courses in basic musicianship	Concentrations in performance and music theory/composition
BA Music	120	Anderson University	Courses in basic musicianship	Focus on religious studies and worship leadership
BA Music	120	Charleston Southern University	Courses in basic musicianship	Focus on religious studies and worship leadership
BA Music	120	Coastal Carolina University	Courses in basic musicianship	Professional programs emphasizing Commercial Music, Performance and Teacher Prep. BA in music-general Studies is the closest to USCA new program.
BA Music	120	Claflin University	Courses in basic musicianship	
BA Music	120	Coker College	Courses in basic musicianship	
BA Music	120	Columbia College	Courses in basic musicianship	
BA Music	120	Converse College	Courses in basic musicianship	
BA Music	120	Furman University	Courses in basic musicianship	
BA Music	120	Lander University	Courses in basic musicianship	
BA Music	120	Limestone College	Courses in basic musicianship	
BA Music	120	Newberry College	Courses in basic musicianship	Focus on music performance
BA Music	120	North Greenville University	Courses in basic musicianship	Concentrations in worship studies
BA Music	120	Presbyterian College	Courses in basic musicianship	Concentrations in commercial music, performance, and worship leadership
BA Music	120	Southern Wesleyan University	Courses in basic musicianship	Concentrations in commercial music, performance, and worship leadership

Faculty

Rank and Full- or Part-time	Courses Taught for the Program	Academic Degrees and Coursework Relevant to Courses Taught, Including Institution and Major	Other Qualifications and Relevant Professional Experience (e.g., licensures, certifications, years in industry, etc.)
Assoc. Prof. FT	MUSC A196-297 Music Theory & Aural Skills MUSC A397 Orchestration MUSC A398 Form & Analysis MUSC A185 USCA Concert Choir MUSC A388 Canticum Novum	DMA University of Missouri - Kansas City	Director of Choral Activities Coordinates keyboard studies
Asst. prof. FT	MUSC A183 Athletic Band MUSC A184 USCA Wind Ensemble MUSC A336-337 Conducting	DMA University of Missouri - Kansas City	Director of Bands Coordinates instrumental studies University supervisor for instrumental music education interns
Asst. Prof. FT	MUED A360 Topics in Music Education MUED A456 Teaching Choral Music in the High School MUED A457 Teaching Instrumental Music in the High School MUED A470 Internship in Music Education Applied voice	DMA University of Texas - Austin	Coordinator of vocal studies, coordinator of music education
PT	Applied trumpet	MM – Wichita State University	
PT	Applied clarinet	MM – University of South Carolina	
PT	Applied strings	MM – University of South Carolina	
PT	Applied percussion	MM - University of Wisconsin – Madison	
PT	Applied Piano	MA – University of Michigan	
PT	Applied trombone, euphonium, and tuba	MM – Lynn University Conservatory of Music	
PT	Applied French horn	DMA – West Virginia University	
PT	Applied saxophone	MM – University of South Carolina	Director of jazz studies
PT	Applied flute	MM – University of South Carolina	

PT	Applied guitar	MM – University of South Carolina	
PT	MUSC A173 Introduction to Music MUSC A175 World Music MUSC A371-372 History of Western Music	DMA – University of California - Los Angeles	
PT	Applied voice	MM – State University of New York, Stony Brook	Co-director of opera outreach program
PT	MUSC A173 Introduction to Music MUSC A175 World Music	MM – University of South Carolina	

Total FTE needed to support the proposed program:

Faculty: 3

Staff: .25

Administration: .25

Faculty, Staff, and Administrative Personnel

Discuss the Faculty, Staff, and Administrative Personnel needs of the program.

Current personnel are adequate to support the program. No new personnel needed to implement the degree plan. There are no institutional, administrative, personnel, or programmatic changes with the implementation of the new degree. An expense is listed in the Financial Support table in an attempt to capture reallocated faculty salaries from within the department to support this program. An identical amount is listed in the “source” category that offsets the expense

Resources

Library and Learning Resources

Explain how current library/learning collections, databases, resources, and services specific to the discipline, including those provided by PASCAL, can support the proposed program. Identify additional library resources needed.

The Gregg-Graniteville Library occupies a newly renovated 40,000 square foot two-story building. Reference services provided by Library faculty include research assistance, an online reference query service, and tutorials. Two additional library services offered are traditional Interlibrary Loan and PASCAL Delivers.

The Library employs six full-time librarians, six full-time library staff, two part-time library staff, and over a dozen student workers. The Library Collections Coordinator is responsible for management of the library collections budget, acquisitions, and oversight of the ordering and processing of materials and works closely with the Music faculty in building the collection through requests.

Current library holdings and electronic access in music are of sufficient size and scope to complement the music program. Holdings include 136,212 books, 27,122 journal volumes, 162, 626 electronic books, 29,776 electronic journals, 751 DVDs and videos, and 131,300 music recordings. Current library resources are adequate to support the new degree program.

Student Support Services

Explain how current academic support services will support the proposed program. Identify new services needed and provide any estimated costs associated with these services.

The new program will make use of existing student support services (tutoring, counseling, job placement). Students will make use of the Writing Room for help in the preparation of required writing assignments. The Writing Room also offers

weekly workshops on a variety of writing topics. Student Support offers counseling for students in need of such services. The Office of Career Services currently coordinates with all academic units for the purpose of placing students in internships as well as assisting with job searches. No new support services needed.

Physical Resources/Facilities

Identify the physical facilities needed to support the program and the institution's plan for meeting the requirements.

No extraordinary physical facilities are needed. All physical spaces used already meet ADA standards.

Equipment

Identify new instructional equipment needed for the proposed program.

The new program will make use of existing physical resources (classrooms, smart classrooms, Blackboard). No new instructional equipment needed. USC Aiken recently became an All Steinway School. All pianos were replaced with new Steinway models.

All instruction for the music program is provided in the Etherredge Center for the Fine & Performing Arts. The Etherredge Center houses two theatres, one a 687-seat proscenium theatre and the other a 110-seat thrust theatre. In addition to theatres, the Etherredge Center has two art galleries, five classrooms, five practice rooms, and one studio for applied lessons. The Etherredge Center also contains individual office space for all full-time faculty and a shared office for adjunct faculty. The music program has a piano lab, four upright pianos and three grand pianos available for student practice. Additional or new facilities have been a part the university's Strategic Building Plan. Currently, there is no established period for additional facilities.

Impact on Existing Programs

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

☒ Yes

☐ No

Currently, USC Aiken offers the Bachelor of Arts – Major in Fine Arts, an interdisciplinary degree combining music, theatre, and the fine arts. Part of the fine arts degree plan provides electives; often, students utilize electives to 'concentrate' studies in one of the three areas. The Bachelor of Arts – Major in Music provides an accredited music degree desired by students and would affect enrollment of the Bachelor of Arts – Major in Fine Arts.

Sources of Financing for the Program by Year												
Category	1 st		2 nd		3 rd		4 th		5 th		Grand Total	
	New	Total	New	Total	New	Total	New	Total	New	Total	New	Total
Tuition Funding	\$311,940	\$311,940	\$343,134	\$343,134	\$384,726	\$384,726	\$426,318	\$426,318	\$467,910	\$467,910	\$1,934,028	\$1,934,028
Program-Specific Fees												
Special State Appropriation												
Reallocation of Existing Funds	\$224,434	\$224,434	\$224,434	\$224,434	\$224,434	\$224,434	\$224,434	\$224,434	\$224,434	\$224,434	\$1,122,170	\$1,122,170
Federal, Grant, or Other Funding												
Total	\$536,374	\$536,374	\$567,568	\$567,568	\$609,160	\$609,160	\$660,752	\$660,752	\$692,344	\$692,344	\$3,066,198	\$3,066,198
Estimated Costs Associated with Implementing the Program by Year												
Category	1 st		2 nd		3 rd		4 th		5 th		Grand Total	
	New	Total	New	Total	New	Total	New	Total	New	Total	New	Total
Program Administration and Faculty/Staff Salaries	\$224,434	\$224,434	\$224,434	\$224,434	\$224,434	\$224,434	\$224,434	\$224,434	\$224,434	\$224,434	\$1,122,170	\$1,122,170
Facilities, Equipment, Supplies, and Materials												
Library Resources												
Other (specify)	\$99,100	\$99,100	\$99,100	\$99,100	\$99,100	\$99,100	\$99,100	\$99,100	\$99,100	\$99,100	\$99,100	\$99,100
Total	\$323,534	\$323,534	\$323,534	\$323,534	\$323,534	\$323,534	\$323,534	\$323,534	\$323,534	\$323,534	\$1,617,670	\$1,617,670
Net Total (Sources of Financing Minus Estimated Costs)	\$212,840	\$212,840	\$244,034	\$244,034	\$285,626	\$285,626	\$337,218	\$337,218	\$368,810	\$368,810	\$1,448,528	\$1,448,528

CHE

06/06/2019

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

Budget Justification

Provide an explanation for all costs and sources of financing identified in the Financial Support table. Include an analysis of cost-effectiveness and return on investment and address any impacts to tuition, other programs, services, facilities, and the institution overall.

The reallocation of existing funds represents existing full time faculty salaries, as the new degree program will require full time faculty to teach existing and new courses as well as advise students. This is solely a reallocation of existing costs and not new funds. An expense is listed in the Financial Support table in an attempt to capture reallocated faculty salaries from within the department to support this program. An identical amount is listed in the “source” category that offsets the expense

The “Other Costs” category represents the average salaries for adjunct faculty. All faculty full time and adjunct will be teaching the same courses that they offered under the BA in Fine Arts previously. The cost represents the current funding for adjuncts, not funding for new adjunct positions.

Tuition Funding: (TOTAL STUDENTS X \$5,199 (\$433.25/hr X 12 hrs)

The new program is cost effective as it will use existing resources to launch. There will be little impact to the existing program (BA in Fine Arts) as the people who wish to pursue music will gravitate to this program. Students who wish to emphasize art and theatre will remain under the current degree program. There will be no detrimental impact to services, facilities or the institution overall.

Evaluation and Assessment

Program Objectives	Student Learning Outcomes Aligned to Program Objectives	Methods of Assessment
Develop the intellectual understanding of the theoretical, historical and stylistic conventions of music	Students will demonstrate an understanding of theoretical structures of music through musical analysis and aural skills. Students will learn historical periods, composers, representative works, and stylistic conventions through study in music history.	Students must complete a comprehensive exam prior to graduation. This comprehensive exam includes applications and techniques of musical analysis, stylistic conventions, composers and representative compositions.
Develop technique and artistry through applied study	Students will demonstrate competency in musical performance.	Students enrolled in applied studies (i.e. private music lessons) are evaluated through a juried process at the end of each of semester. A rubric designed by applied music faculty evaluates competencies in core musicianship, artistry, and repertoire. Students perform a required solo recital prior to graduation. A panel of music faculty, including the student’s advisor and applied music instructor, evaluates this recital. Students demonstrate proficiency in piano skills prior to graduation. A

		panel of applied music faculty, including piano faculty, evaluates this proficiency exam.
Develop musical literacy through study of analytical and aural techniques	Students will demonstrate an understanding of the formal structures of music through sight reading.	Students demonstrate sight reading fluency at regular intervals throughout applied studies (i.e. private music lessons). Students demonstrate sight reading fluency through capstone sight reading exam in Aural Skills IV.
Demonstrate an understanding of pedagogies, learning theories, and topics related to music education	Students will model best practices in music education throughout practicums and internship.	Students are evaluated by faculty throughout pre-professional and professional program courses.

Explain how the proposed program, including all program objectives, will be evaluated, along with plans to track employment. Describe how assessment data will be used.

Students at USC Aiken receive evaluation in the areas of core musicianship, content knowledge, and professional dispositions. All students entering music studies complete a matriculation exam in the areas of rudimentary reading skills (musical notation) and basic concepts in music (history, theory, and repertoire). Prior to graduation, students complete an exam measuring comprehension in the areas of core musicianship, music history, music theory, repertoire, and general musical applications (pedagogy, technology, acoustics, etc.). These exams serve as a pre-test and post-test to assure individual growth and allow the music program to evaluate core musicianship and content knowledge.

Student achievement is a significant factor in measuring programmatic success. While philosophically a liberal arts degree, students will declare an area of interest (i.e. performance, musicology, music therapy, music theatre) and matched with a panel of faculty whose expertise matches the student's area of interest. Faculty will mentor each student on a prospective career path, with a culminating capstone project prior to graduation. This will allow faculty to assess professional dispositions.

While not a principle evaluative tool, areas of recruitment, retention, and career placement are effective measurements of overall program success. It is important each student have the foundational knowledge and skills to think critically and have the support and resources necessary to enter the work force or continue an education in a graduate or professional school.

Accreditation and Licensure/Certification

Will the institution seek program-specific accreditation (e.g., CAEP, ABET, NASM, etc.)? If yes, describe the institution's plans to seek accreditation, including the expected timeline.

☒ Yes

☐ No

USC Aiken is an accredited member of the National Association of Schools of Music (NASM). Through NASM, new programs must receive Plan Approval from the Commission on Accreditation before the matriculation of students.

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

☒ Yes

☐ No

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

The proposed curriculum meets content standards established by the South Carolina Department of Education, the National Association of Schools of Music (NASM), and the Council for Accreditation for Educator Preparation (CAEP).

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

☐ Yes

☐ No

Currently, there is a reciprocal agreement between CAEP and NASM for the accreditation of music education students.