



New Program Proposal
Master of Music Education
Clemson University

Summary

Clemson University (CU) proposes a new Master of Music Education (MME) program. The program is formulated to address both teaching and research for immediate use in the classroom and long-term goals for the educator. Program requirements include a minimum of 33 credits and a capstone research project. The summer-only model is intended to meet the needs of working public school teachers. The degree combines an in-person learning experience with three summer-only sessions to complete the degree. This structure makes it unique in the Upstate region. This provides opportunities for students to complete intensive study during the summer, put their knowledge into practice during the school year, and return with additional refined perspective each summer. The MME is designed for working, certified music teachers in South Carolina and throughout the region who desire to complete a master’s degree in music education while maintaining their full-time teaching position. As part of the land grant mission, this degree will provide teachers and professionals in our region the opportunity to achieve a graduate degree while continuing their work during the traditional school year. Courses in this degree have been shaped to address social, scientific, economic, and professional challenges of our times (as directed by our University mission statement) through the lens of music education, and can be immediately implemented into their current teaching positions. The program will be delivered in a traditional face-to-face model and will begin Summer 2024.

CHE staff evaluated the program to ensure compliance with Commission requirements before transmitting to the Advisory Committee on Academic Programs (ACAP) for review and recommendation. ACAP voted unanimously to recommend approval of the proposal on June 8th 2023. The full program proposal and support documents are attached.

Clemson University Graduate Student and Program Data, Fall 2022

Graduate in-state/out-of-State Enrollment, Fall 2022	2,508 (43%) / 3,392 (57%)
-------------------------------------------------------------	---------------------------



Similar Programs in South Carolina – Public and Private Institutions

Program Name and Designation	Total Credit Hours	Institution	Similarities	Differences
Music Education MME	32	Anderson University	Course work and credit hours will be similar	Private Institution and has online and regular academic year courses
Music Education MME	30	Bob Jones University	Course work and credit hours will be similar	Private Institution and fully Online
Music Education MME	30	North Greenville University	Course work and credit hours will be similar	Private Institution and fully online
Music Education MME	32	USC Columbia	Course work and credit hours will be similar	Not summers only. Online only iteration offered.
Music Education MME	33	Winthrop University	Course work and credit hours will be similar	Traditional delivery; not summers only



Enrollment Projections

Projected Enrollment- CHE						
Year	Fall Headcount		Spring Headcount		Summer Headcount	
	New	Total	New	Total	New	Total
2023/24	0	0	0	0	3	3
2024/25	0	0	0	0	3	6
2025/26	0	0	0	0	4	10
2026/27	0	0	0	0	4	11
2027/28	0	0	0	0	5	13

The enrollment projection itself is based on enrollment trend information from two institutions with a similar model, the University of North Texas and the University of Colorado-Boulder. The program's two concentrations, Vocal and Instrumental, will each constitute 50% of the total program enrollment.

Industry-related Occupational Wages and Projections in South Carolina

Occupation	State		National		Data Type and Source
	Expected Number of Jobs	Employment Projection	Expected Number of Jobs	Employment Projection	
Art, Drama, and Music Teachers, post secondary	70	12.3 percent increase	11, 000	10.1 percent increase	Bureau of Labor Statistics
Elementary teachers except special education	1,920	9.5 percent increase	101,800	7.1 percent increase	Bureau of Labor Statistics
Music Directors and Composers	20	18.2 percent increase	3100	6.4 percent increase	Bureau of Labor Statistics



Musicians and Singers	220	34.9 percent increase	17500	11.1 percent increase	Bureau of Labor Statistics
-----------------------	-----	-----------------------	-------	-----------------------	--------------------------------------------

In the SC-NC-GA tri-state region, the annual demand is some 1,350 positions. Based on degrees delivered in these regions as well as migration of degree holders in/out of these regions, the Chmura estimate is a deficit of 70 degrees annually in the Upstate region and 97 degrees annually in the tri-state region. Online job postings data related to MME degrees supports these gaps. The Chmura online posting data indicates average daily postings of 10-12 positions in the Upstate region and 160 positions in the tri-state region over the past 2 years ending 5/14/2023.

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

Internal Institutional Unit	Approval Date
Graduate Curriculum Committee:	9 December 2022
Provost:	16 December 2022
Board of Trustees	2 February 2023

NEW PROGRAM PROPOSAL FORM

Name of Institution: **Clemson University**

Name of Program (include degree designation and all concentrations, options, or tracks):
Master of Music Education, Music Education (2 concentrations: Choral; Instrumental)

Program Designation:

- | | |
|-----------------------------------------------------------------------------------------------------------------|--------------------------------------------------------------------------------------|
| <input type="checkbox"/> Associate's Degree | <input checked="" type="checkbox"/> Master's Degree |
| <input 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: **Summer 2024**

CIP Code: **50.0912**

Delivery Site(s): **Clemson University Main Campus (50104)**

Delivery Mode:

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

Linda Dzuris; Chair, Dept. of Performing Arts; ldzuris@clemson.edu
Anthony Bernarducci; Director of Choral and Vocal Studies; 864.656.4669, bernar5@clemson.edu
Jeremy King; Assoc. Provost for Institutional Effectiveness; 864.934.3554, jking2@clemson.edu

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

Graduate Curriculum Committee: 9 December 2022
Provost: 16 December 2022
Board of Trustees: 2 February 2023

Background Information

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

Background, Purpose, and Field of Application

The proposed Master of Music Education (MME) program is formulated to address both teaching and research for immediate use in the classroom and long-term goals for the educator. Courses within the curriculum will: deepen students' perspective on teaching philosophy and pedagogy, enhance practical skills such as conducting and selecting repertoire, and convey how to incorporate technology into the classroom effectively. It will also develop students' scholarly skills should they continue their education at a higher level.

Program Structure

Program requirements include a minimum of 33 credits and a capstone research project. The summer-only model is intended to meet the needs of working public school teachers. The degree combines an in-person learning experience with three summer-only sessions to complete the degree. This structure makes it unique in the Upstate region. This provides opportunities for students to complete intensive study during the summer, put their knowledge into practice during the school year, and return with additional refined perspective each summer. The intricacies of the choral versus instrumental classroom and pedagogy will be addressed through concentration-specific courses and electives. The coursework will culminate in a capstone research project combining all aspects of the degree with a product that can benefit the profession of music education.

Target Audience

The MME is designed for working, certified music teachers in South Carolina and throughout the region who desire to complete a master's degree in music education while maintaining their full-time teaching position. This degree is designed to focus on practical experiences and relevant topics in music education that can be immediately implemented in the student's current teaching setting, while providing a focus on choral/instrumental pedagogy with a valuable emphasis on music technology.

Alignment with Institutional Mission and Strategic Plan

The proposed MME was crafted to align with the Clemson University mission and vision statements. The addition of this graduate degree will continue and enhance our ever-growing seminary of learning. As part of the land grant mission, this degree will provide teachers and professionals in our region the opportunity to achieve a graduate degree while continuing their work during the traditional school year. Courses in this degree have been shaped to address social, scientific, economic, and professional challenges of our times (as directed by our University mission statement) through the lens of music education, and can be immediately implemented into their current teaching positions. An MME will strengthen our University, undergraduate education, and our public schools.

Clemson recently unveiled its new Clemson Elevate strategic plan, which contains three pillars to build upon to propel success and strengthen our university's reputation. The MME program will directly address two of them. The first: Deliver the No.1 Student Experience by excelling in experiential learning, amplifying academic success and promoting the Clemson Experience. Our unique summers only program is tailored to provide this Clemson Elevate standard of excellence. The other pillar: Transform Lives Statewide and Beyond, is aligned with by specifically by enhancing educational and economic opportunities. Our model will help mitigate the financial burden of pursuing higher education since students in the MME program will maintain their full-time salary during the 9-month academic year. We believe this is also in line with the vision of the Clemson University Graduate School to provide a transformative education that generates intellectual, economic, and social capital for the benefit of all.

Delivery

The program has been designed to be in-person to ensure the highest level of training and based on feedback from potential students who thought an intensive program like this would be much more enriching in-person since the nature of study is hands-on. While we plan on in-person delivery only, we

have requested both hybrid and online modalities to ensure we had the ability to pivot in an agile fashion to a different delivery model as the program takes shape.

Assessment of Need

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

A market analysis indicated a trend of increased demand for master’s programs in music pedagogy nationally. There is also a clear indication of a need for training, education, and retention within the field of music pedagogy in South Carolina. It is in this area we feel the MME can offer the most significant impact. While other institutions in the state and region offer similar degree programs, we would be the only in the southeast US besides Florida State University to offer a completely in-person and summers-only master’s degree in music education. This format is not only unique to our region, but nationally as well. This model of in-person instruction combined with summer-only enrollment will be vital to addressing issues concerning retention of public-school teachers in the profession and within their specific school programs. In addition, our model will help mitigate the financial burden of pursuing higher education since students in the MME program will maintain their full-time salary during the 9-month academic year. We believe this is in line with the vision of the Clemson University Graduate School to provide a transformative education that generates intellectual, economic, and social capital for the benefit of all.

Our market analysis also speaks to the saturation of 4-year institutions offering a master’s level music pedagogy degree. While other institutions may have similar course offerings, we would highlight that none offer them with an in-person and summer-only model. In addition, Clemson would be the only public R-1 institution in our immediate region to offer this degree. The Department of Performing Arts believes that Clemson’s capacity to offer simultaneous quality of instruction and research development distinguishes this program from that at smaller private colleges in our immediate region. It is our hope that the addition of this MME program will bolster Clemson’s reputation as an R-1 Carnegie Classification institution and add to the diversity of offerings within the Graduate School.

Transfer and Articulation

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

Not Applicable

Employment Opportunities

Occupation	State		National		Data Type and Source
	Expected Number of Jobs	Employment Projection	Expected Number of Jobs	Employment Projection	
Art, Drama, and Music Teachers, post secondary	70	12.3 percent increase	11, 000	10.1 percent increase	Bureau of Labor Statistics
Elementary teachers except special education	1,920	9.5 percent increase	101,800	7.1 percent increase	Bureau of Labor Statistics
Music Directors and Composers	20	18.2 percent increase	3100	6.4 percent increase	Bureau of Labor Statistics
Musicians and Singers	220	34.9 percent increase	17500	11.1 percent increase	Bureau of Labor Statistics

Supporting Evidence of Anticipated Employment Opportunities

Provide supporting evidence of anticipated employment opportunities for graduates.

We have utilized Chmura Economics’ JobsEQ analytics tool, which examines degree production, anticipated labor demand (from BLS), population growth/migration, etc, and find that more training and education may be needed in the State to grow occupation supply to meet employment demand that is captured in the above table. Occupation gap analyses (based on labor projections and degree awards) project possible supply deficits over the next 10 years in South Carolina for three of the four Music Pedagogy/Education related SOCS-coded occupations included in the analysis (Elementary School Teachers Except Special Education; Music Directors/Composers; and Art, Drama and Music Teachers, Postsecondary).

The Chmura data indicate that annual demand (due to organic growth, retirement, and transfers) in the three SOCS codes (27-2042, 27-2041, and 25-1121) in the Upstate region (as defined by the State of SC) is 185 positions through 2031. In the SC-NC-GA tri-state region, the annual demand is some 1,350 positions. Based on degrees delivered in these regions as well as migration of degree holders in/out of these regions, the Chmura estimate is a deficit of 70 degrees annually in the Upstate region and 97 degrees annually in the tri-state region. Online job postings data related to MME degrees supports these gaps. The Chmura online posting data indicates average daily postings of 10-12 positions in the Upstate region and 160 positions in the tri-state region over the past 2 years ending 5/14/2023.

Description of the Program

Projected Enrollment- CHE						
Year	Fall Headcount		Spring Headcount		Summer Headcount	
	New	Total	New	Total	New	Total
2023/24	0	0	0	0	3	3
2024/25	0	0	0	0	3	6
2025/26	0	0	0	0	4	10
2026/27	0	0	0	0	4	11
2027/28	0	0	0	0	5	13

Explain how the enrollment projections were calculated.

There are a couple of data points that guide our MME enrollment model. Nationally and in the Southeast region, student demand for Master’s degrees in Music Pedagogy (based on degree conferral outcomes reported under the 50.0912 CIP Code focused) has grown at a rate that is much faster than the average rate for all Master’s level programs. Student demand for Master’s degrees in Music Teacher Education has grown at a rate that is slightly faster than the average rate for all Master’s level programs. Labor market projection data forecasts faster than average growth (at least 8.5% but less than 13.5% growth from 2020-30) in two of the four occupational categories associated with the field of Music Pedagogy/Education at the national, state and regional levels (Art, Drama and Music Teachers; Postsecondary and Musicians and Singers). The enrollment projection itself is based on enrollment trend information from two institutions with a similar model, the University of North Texas and the University of Colorado-Boulder. The program’s two concentrations, Vocal and Instrumental, will each constitute 50% of the total program enrollment.

The term-by-term tally of new students (sources) and completions (sinks) that add and subtract to/from continuing students to produce the enrollment in the above table is provided in the table below:

Projected Enrollment- Detailed Model												
Year	Fall Headcount				Spring Headcount				Summer Headcount			
	New	Continuing	Lost	Graduate	New	Continuing	Lost	Graduate	New	Continuing	Lost	Graduate
2023/24	0	0	0	0	0	0	0	0	3	0	0	0
2024/25	0	0	0	0	0	0	0	0	3	3	0	0
2025/26	0	0	0	0	0	0	0	0	4	6	0	3
2026/27	0	0	0	0	0	0	0	0	4	7	0	3
2027/28	0	0	0	0	0	0	0	0	5	8	0	4

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

Yes

No

There will be a required virtual or in-person interview with a faculty panel. This will allow our department to assess the candidates and provide a recommendation to the University.

Curriculum

New Courses

List and provide course descriptions for new courses.

Seminar in the Aesthetics of Music and Performance, MUSC 8010

This course will examine questions such as: what is music and why does it exist; what is art; what is beauty; what is aesthetic experience? We will look at what the important philosophers from Plato to contemporary authors have said about music and its effect on the performer and listener. We will touch on the science of music, including perception of pitch, rhythm, and timbre, as well as music as language.

Foundations of Music Education, MUSC 8020

This course will examine and discuss historical and contemporary philosophical ideas and current challenges in music and music education. Students will gain a deeper understanding of present thought in the field of music education in order to better inform their own curricular and instructional choice.

Applied Research in Music Education, MUSC 8030

This course will cover theories, techniques, and methodologies for conducting, understanding, and practically applying music education research.

Pedagogy of Teaching and Learning for Music Educators, MUSC 8100

Students will evaluate and challenge current practices and examine both new and traditional pedagogical approaches to teaching music. The course will explore what we teach, how we teach it, and how we learn.

Advanced Conducting (Combined choral and instrumental tracks), MUSC 8120

This course will challenge students to evaluate and refine their own conducting technique, explore new materials and philosophies related to conducting, and examine different pedagogical approaches (often integrating new technology) to the rehearsal technique of the wind/choral/string ensemble. Students will demonstrate conducting technique, rehearsal pedagogy, and score analysis.

Choral and Instrumental Methods (*Separate courses choral and instrumental*), MUSC 8130/40
This course will present a practical approach to the choral/instrumental classroom. An emphasis will be given to integrating technology into a modern classroom to supplement pedagogy and help with score preparation, rehearsal planning, problem-solving, developing musicianship, and inspiring artistry in future students.

Choral and Instrumental Literature (*Separate courses choral and instrumental*), MUSC 8210/8220
(*Choral*) This course presents a broad survey of historic and new choral literature including masterworks in the practical context of concert programming. This course also includes instruction on choral music sources and performance practice.

(*Instrumental*) This course will present a broad survey of historical and new wind literature. Students will explore masterworks, pieces on the SCBDA Concert Band Performance Assessment Music List, and new works from current composers. Collaboration with composers, sources for music, and programming strategies will also be presented.

Band and Orchestral Administration *(Required for Instrumental Track)*, MUSC 8230
This course will cover a wide variety of topics vital to the administration of a band/marching band program such as budgets, travel, band booster clubs, fundraising, running large educational events such as summer band camp, using technology, and managing a large staff and student leadership team.

Advanced Vocal Seminar *(Required for Choral Track)*, MUSC 8240
Advanced vocal techniques for teaching choirs and individual singer's healthy habits for singing. This course will explore techniques for alignment, breathwork, and range exercises for singers and will share practices for maintaining vocal health. Elements of diction, vocal literature and performance practice will also be examined.

Graduate Capstone Project, MUSC 8300
Students will be advised by a major professor on a capstone project in the following categories: Conducting Recital, Research Project, Thesis. Specifics will be agreed upon by the student, advisor, and advisory committee.

Curriculum by Year					
Course Name	Credit Hours	Course Name	Credit Hours	Course Name	Credit Hours
Summer 1		Summer 2		Summer 3	
Applied Research in Music Education MUSC 8030	3	Pedagogy of Teaching and Learning For music Educators MUSC 8100	3	Advanced Conducting MUSC 8120	3
Choral* or Instrumental+ Literature MUSC 8210/20	3	Choral* or Instrumental+ Methods MUSC 8130/40	3	Band/Orchestral Administration + MUSC 8230	3
Seminar in the Aesthetics of Music and Performance MUSC 8010	3	Foundations of Music Education MUSC 8020	3	Advanced Vocal Seminar* MUSC 8240	3
		Elective	3	Elective	3
				Graduate Capstone Project MUSC 8300	3
Total Semester Hours	9	Total Semester Hours	12	Total Semester Hours	12

Total Credit Hours Required: 33 Total credits minimum

* Choral track only
+ Instrumental track only

Electives:
Six credits of electives selected in consultation with the student's advisor

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
Music Education MME	32	Anderson University	Course work and credit hours will be similar	Private Institution and has online and regular academic year courses
Music Education MME	30	Bob Jones University	Course work and credit hours will be similar	Private Institution and fully Online
Music Education MME	30	North Greenville University	Course work and credit hours will be similar	Private Institution and fully online
Music Education MME	32	USC Columbia	Course work and credit hours will be similar	Not summers only. Online only iteration offered.
Music Education MME	33	Winthrop University	Course work and credit hours will be similar	Traditional delivery; not summers only

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.)
Associate/FT	Choral Literature MUSC 8210 Foundations of Music Education MUSC 8020 Choral Methods MUSC 8130	PhD, Music Education, Florida State University MM, Choral Conducting, University of Arizona BM, Music Education, Westminster Choir College	NJ and AZ teaching certification K12 music
Asst/FT	Graduate Capstone Project MUSC 8300 Elective	PhD, Music Theory, Florida State University Master of Music, Music Theory, University of North Carolina at Greensboro BM, Choral/Keyboard, Liberty University	
Senior Lect/FT	Applied Research in Music Education MUSC 8030	PhD, Educational Leadership, Clemson University MM, Music Performance, University of South Carolina PBM, Music Performance, University of South Carolina	Department of Performing Arts faculty member since 2009. Promoted to Senior Lecturer in 2017. Recommended for promotion to Principal Lecturer in 2023. Active professional performer, clinician, and speaker. Focused their coursework for their doctoral degree on arts and music in higher education when able.
Asst/FT	Pedagogy of Teaching and Learning For Music Educators MUSC 8100	DMA, University of Arizona MM, University of Arizona BS, Music Education Ball State University	
Asst/FT	Instrumental Methods MUSC 8140 Instrumental Literature MUSC 8220	DMA, Music Education, Boston University MA, Appalachian Studies, Appalachian State University BM, Viola, Curtis Institute of Music	NYS teaching certification K12 music

Full/FT	Advanced Vocal Seminar* MUSC 8240 Elective	DMA, Vocal Performance, University of South Carolina MM, Vocal Performance, Converse University BM, Vocal Performance, Bob Jones University	
Full/FT	Elective	DMA University of Georgia MM, University of Wisconsin-Madison BM, University of Illinois at Urbana-Champaign	
Full/FT	Seminar in the Aesthetics of Music and Performance MUSC 8010 Advanced Conducting MUSC 8120	DMA, Wind Conducting, University of Texas at Austin MM, Instrumental Conducting, Ball State University BM, Percussion Performance, University of Michigan	
Full/FT	Band/Orchestral Administration MUSC 8230	DMA, Wind Conducting, University of Texas at Austin MM, Instrumental Conducting, Ball State University BM, Percussion Performance, University of Michigan	

Total FTE (full-time equivalent) needed to support the proposed program

Faculty: 2.0

Staff: 0.5

Administration: 0.5

Faculty, Staff, and Administrative Personnel

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

No new faculty needed for the program to operate. 8 out of the full-time faculty will be contributing to this master's program in teaching various courses in the curriculum. Current administrative staffing resources are sufficient to support director of the program. The only new personnel resources envisioned are extending availability of a staff accompanist from a current 9 month appointment to 12 months in order to meet the needs of MME program.

Each student will be assigned a faculty member upon entering the master's program to serve as their main advisor. This faculty member will continue with the assigned student throughout the three summer program. The advisor will assist in selecting coursework and serving on the student's capstone committee. These duties are an integrated portion of those associated with the summer program.

Clemson faculty are not on 12-month contracts. Teaching obligations for this program will be contracted as summer pay outside of a faculty member's 9-month contract. The compensation for this 6-week period will be paid in accordance with established summer teaching guidelines. The faculty teaching will be contracted for the 6-week period each summer for the coursework/advising they are assigned. Typical preparation for instruction will be expected during this time. Administrative work will be completed by the Director of Music and an administrative assistant in the Department of Performing Arts. Outside of the time completed in the classroom faculty will be expected to provide advising to their assigned students and serve on capstone committees as needed.

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 Clemson University Libraries' resources required for the proposed program are already in place and available online; therefore, there is no need for additional library resources. All major journals in the discipline are available online or through open access. The Clemson University Libraries hold more than 1.8 million items including books, periodicals, electronic resources, digital media collections, government publications and patents, musical recordings, maps and microforms. Over 4,000 print journal titles, 49,000 e-journals, 170,000 e-books, and 480 online databases are available. Cooper Library is linked electronically to the On-line Computer Library Center Inc. and WorldCat database providing access to more 71,000 libraries worldwide for interlibrary loan services. The PASCAL and Kudzu Consortium(s) provide access to 12 million volumes held by academic libraries in SC and 30 million volumes by 17 southeastern universities.

Students request journal articles through interlibrary loan and are emailed in 2-3 days. Reference librarians assist students by telephone, text, instant message and in-person consultation 79 hours per week. The College of Architecture, Arts and Humanities and the field of performing arts already has a [dedicated research/scholarship librarian](#). In addition to annual expenditures, current Library policy allocates additional funds for the exclusive purchase of materials for newly approved programs, if needed. No new funding is required to support the library and learning resources.

My Library Account: Students enrolled in off-campus, distance education, and online programs can log in to their My Library Account to search the Clemson Libraries catalog and request the delivery of print books. In addition to print books, Clemson affiliates have access to 458,239 electronic books via individual subscriptions, aggregator databases, and consortial agreements.

Books and Articles not owned by Clemson University Libraries: Students may use the PASCAL Delivers service to borrow books from any college or university in South Carolina. Requests are made through the Clemson University Libraries home page and delivered to a participating library. Students can borrow up to 25 books for six weeks, with an additional three-week renewal period.

If a book is not owned by the Clemson University Library and is not available via PASCAL Delivers, students may directly request the item from the Reference Librarian. Approved books will be rush ordered/cataloged and sent to the requesting patron, who will be responsible for returning them to Cooper Library (via either mail or return to a PASCAL Delivers library.)

Articles owned by Clemson University Libraries: Students requiring articles from print journals owned by the Library may request a scanned copy via [http://www.clemson.edu/culib/forms/secure/ill/emp/dd-
rp.php](http://www.clemson.edu/culib/forms/secure/ill/emp/dd-rp.php). Articles not available from Clemson University Libraries: Students also have free access to

interlibrary loan to request copies of articles from journals not available at Clemson. Students must create an account prior to borrowing via the following website: <http://libguides.clemson.edu/ill>.

Reference Assistance: Students encountering difficulties finding resource materials may contact the Reference Librarian, who will respond to requests often immediately or within 24 hours. Students also have access to the Ask a Librarian service to request immediate assistance via phone/chat /text/ or email during normal Reference Desk hours.

Additionally, information is available to students regarding [off-campus housing](#), our optional [summer dining/meal plans](#), and ample [summer parking](#).

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.

In addition to library and learning resources, a number of academic and student support services are available to all graduate students at Clemson University:

- **Clemson Computing and Information Technology (CCIT)** – Provides a leading-edge integrated information environment integral to learning and research. Graduate students may (but are not limited to) take advantage of services such as Clemson email account, emergency text messages, mobile guidebooks, video conferencing, web development, and data storage. Help services are available via phone, email, or online chat.
- **Student Accessibility Services** – Graduate Students may register with Student Accessibility Services to use services such as academic access letters, assistive technology, communication services, test proctoring center and electronic textbooks.
- **Center for Career and Professional Development** – Clemson University is dedicated to engaging students in career development that will empower them to successfully pursue their educational and professional goals. Services provided by the career center include career workshops, resume writing, career development, job search assistance, and networking.
- **GRAD 360°** – A professional development program affiliated with The Graduate School that provides students with a structured way to develop and track their proficiency in the academic, personal, and professional focus areas known as “The Tiger 9”: career development; personal health, wellness and financial literacy; research and innovation; professionalism and ethics; leadership and management; teamwork and collaboration; teaching and learning; oral, written and intercultural communication; and social and global responsibility. Each student’s development program can be tailored to meet their unique needs and interests. Students can identify their skills, interests, and values throughout their Clemson experience; engage their advisors in holistic advising and mentoring; acquire and develop specific skills necessary for postgraduate professional practice; and track their transformation by recording their experience in an online portfolio.
- **International Services** – The Office of Global Engagement’s International Services area works with incoming international students to provide valuable information, service and advice to meet their unique needs. International Services is a valuable resource for international students’ immigration, employment, and support needs, and works to create a welcoming, positive environment for Clemson’s international student population to help them meet their academic and research goals while making sure their personal goals are taken into consideration.
- **Counseling and Psychological Services (CAPS)** – Counseling and Psychological Services (CAPS), the mental health department of Student Health Services, offers a wide array of services along a continuum of intensity for various psychological issues.
- **Graduate Student Life** – Operating under the Division of Student Affairs, this is a central body that collaborates with the Graduate School and Graduate Student Government to enhance the overall graduate student life experience.

- **Clemson University Writing Center** – The goal of the writing center is to help all members of the Clemson community become more confident and effective writers.
- **The Harvey and Lucinda Gantt Multicultural Center** – The Harvey and Lucinda Gantt Multicultural Center is committed to creating diverse learning environments that enhance the intercultural competence of our students. The center supports and advocates for the needs of all students, challenges students to think critically about themselves and their communities, provides engaging experiential learning opportunities and empowers students to be positive change agents.

There are no new services need to support the proposed program.

Physical Resources/Facilities

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

All physical facilities and equipment (e.g., offices, classrooms, studios, pianos, audio technology equipment, computing/IT equipment) needed to support the program are already in existence and associated with the current degree programs in the Department of Performing Arts.

Equipment

Identify new instructional equipment needed for the proposed program.

All instructional equipment needed to support the program is already in existence and associated with the current degree programs in the University’s Department of Performing Arts.

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

Because this is a summer-only program, and all other Performing Arts programs (baccalauareate) are traditional fall/spring programs, we foresee no impact on current programs or extant faculty responsibilities to those programs.

Financial Support

Sources of Financing for the Program by Year												
Category	1st		2nd		3rd		4th		5th		Grand Total	
	New	Total	New	Total	New	Total	New	Total	New	Total	New	Total
Tuition Funding	\$23,544	\$23,544	\$48,030	\$48,030	\$81,651	\$81,651	\$91,612	\$91,612	\$110,434	\$110,434	\$355,270	\$355,270
Program-Specific Fees	\$0	\$0	\$0	\$0	\$0	\$0	\$0	\$0	\$0	\$0	\$0	\$0
Special State Appropriation	\$0	\$0	\$0	\$0	\$0	\$0	\$0	\$0	\$0	\$0	\$0	\$0
Reallocation of Existing Funds	\$21,760	\$21,760	\$44,235	\$44,235	\$61,980	\$61,980	\$63,855	\$63,855	\$65,789	\$65,789	\$257,619	\$257,619
Federal, Grant or Other Funding	\$0	\$0	\$0	\$0	\$0	\$0	\$0	\$0	\$0	\$0	\$0	\$0
TOTAL	\$45,304	\$45,304	\$92,265	\$92,265	\$143,630	\$143,630	\$155,467	\$155,467	\$176,223	\$176,223	\$612,889	\$612,889
Estimated Costs Associated with Implementing the Program by Year												
Category	1st		2nd		3rd		4th		5th		Grand Total	
	New	Total	New	Total	New	Total	New	Total	New	Total	New	Total
Program Administration, and Faculty/Staff Salaries	\$21,760	\$21,760	\$44,235	\$44,235	\$61,980	\$61,980	\$63,855	\$63,855	\$65,789	\$65,789	\$257,619	\$257,619
Facilities, Equipment, Supplies, and Materials	\$5,500	\$5,500	\$5,610	\$5,610	\$5,722	\$5,722	\$5,837	\$5,837	\$5,953	\$5,953	\$28,622	\$28,622
Library Resources	\$0	\$0	\$0	\$0	\$0	\$0	\$0	\$0	\$0	\$0	\$0	\$0
Other (Administrative Overhead)	\$4,709	\$4,709	\$9,606	\$9,606	\$16,330	\$16,330	\$18,322	\$18,322	\$22,087	\$22,087	\$71,054	\$71,054
TOTAL	\$31,969	\$31,969	\$59,451	\$59,451	\$84,032	\$84,032	\$88,014	\$88,014	\$93,829	\$93,829	\$357,295	\$357,295
Net Total (Sources of Financing Minus Estimated Costs)	\$13,335	\$13,335	\$32,814	\$32,814	\$59,598	\$59,598	\$67,453	\$67,453	\$82,394	\$82,394	\$255,594	\$255,594

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 Master of Music Education will be funded and supported by reallocation of resources within the College of Architecture, Arts and Humanities, and by tuition revenue. Tuition revenue is calculated using Graduate Tier 2 tuition at \$654 per credit hour. Reallocation of Existing Funds represents faculty teaching stipends for the summer term and courses already taught within the College. Faculty stipends are calculated at \$4K per course. Program Administration and Faculty and Staff Salary is supported by Reallocation of Existing Funds faculty summer stipends and courses taught within the College. Marketing and Advertising is budgeted at \$5K per year, and an additional 10 percent is allocated for programmatic operating supplies for a total of \$5.5K in the first year. Non-salary expenses are estimated to grow 2 percent per year. The program is expected to generate an annual total net contribution of \$255K by Year 5. There are no additional impacts on tuition rates, services, or facilities for summer terms.

Evaluation and Assessment

Program Objectives	Student Learning Outcomes Aligned to Program Objectives	Methods of Assessment
<p>Aid teacher retention in regional public schools by providing focused studies in music education necessary for career advancement, both professionally and financially, by providing MME students opportunities to excel in experiential learning as they further develop leadership, creativity, and innovative thinking throughout their Clemson Experience. This goal aligns with the Clemson University mission and vision statement points on the institution as a high seminary of learning.</p>	<p>Critical Thinking Demonstrated critical thinking by combination of situational analysis, identification of potential barriers to success, understanding of team dynamics, and creation of a feasible plan for execution.</p>	<p>Measure & Result 1 Students in MUSC 8020 will examine and discuss historical and contemporary philosophical ideas and current challenges in music and music education. Students will demonstrate critical thinking throughout the course in discussions, reports, and a final paper. For program assessment purposes, each student course grade will be converted to a 5 point scale, with 5 being the highest.</p> <p>Measure & Result 2 Students in MUSC 8030 will cover theories, techniques, and methodologies for conducting, understanding, and practically applying music education research. Students will demonstrate critical thinking as each develops a formal strategic plan for classroom implementation, which will be scored by the instructor using a scale of 1 to 5, with 5 being the highest.</p>
<p>Address social, scientific, economic, and professional challenges of our times through the lens of music education to transform lives with outreach through educational and economic opportunities for South Carolinians by strengthening our university, graduate education, and our public schools. This goal</p>	<p>Written and Oral Communication Demonstrate application of applied research techniques and knowledge of aesthetics in written and oral form.</p>	<p>Measure & Result 1 Students in MUSC 8010 will give oral presentations on aesthetics and ways that literature selection can lead to deeper musical teaching and performance. After synthesizing the class issues, students will write their own philosophy of musical aesthetics. Each task will be scored by the instructor using a scale of 1 to 5, with 5 being the highest.</p>

<p>aligns with the Clemson University mission and vision statement points on its legacy of service and impact.</p>		<p>Measure & Result 2 The MUSC 8300 capstone research project combines all aspects of the degree with a product that can benefit the profession of music education. The synthesis and application of research techniques and scholarly thinking into an innovative work in the field of music education will be executed and self-evaluated through written and oral reports. For program assessment purposes, student written, and oral report grades will be converted to a 5 point scale, with 5 being the highest.</p>
<p>Inculcate and develop relevant professional skills</p>	<p>Enhance Practical Skills Deepen students' perspective on teaching philosophy and pedagogy by enhancing practical skills such as conducting, selecting repertoire, and incorporating technology into the classroom effectively.</p>	<p>Measure & Result 1 Students in 8120 study manual conducting techniques, attitudes, philosophies, and responsibilities necessary for the preparation, planning, and execution of artistic, aesthetic conducting. Instructors will evaluate student score study, analysis, and conducting of a final piece using a scale of 1 to 5, with 5 being the highest.</p> <p>Measure & Result 2 The MUSC 8300 capstone research project combines all aspects of the degree with a product that can benefit the profession of music education. The synthesis and application of research techniques and scholarly thinking into an innovative work in the field of music education. For program assessment purposes, each student course grade will be converted to a 5 point scale, with 5 being the highest.</p>

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.

In accordance with Clemson University policy, all academic degree programs conduct annual self-assessments and performance reviews of program outcomes and student learning objectives. Findings are reviewed by the Department Chair and Graduate Program committee to ensure program quality. Findings are also shared through University assessment data collection mechanism so that appropriate assessment coordinators at the College and University levels are apprised of results. The assessment data will be used to ensure that we are meeting the program objectives and student learning outcomes. While the Office of Institutional Effectiveness utilizes several forms of data to examine graduates' post-graduation employment outcomes (e.g. Academic Analytics' Alumni Insight), we will also be conducting a series of surveys (ie. Exit, alumni, employer, etc) to track the employment of our students after their graduation.

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

Clemson does plan to seek NASM accreditation for the MME at the appropriate time moving forward to further strengthen the program, its attractiveness to prospective students, and add additional quality assurance for workforce stakeholders.

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.

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