

**The University of North Carolina
Program Review and Recommendations Form**

Date: 11/21/08

Constituent University: University of North Carolina Wilmington

CIP Discipline Number: 131312

Exact Title of the Program: Music Education (Licensure)

Exact Degree Abbreviation: Licensure Program (with appropriate B.A.)

- 1. The accompanying guidelines list questions about centrality to mission, quality, faculty and physical resources, demand, costs, duplication, and consequences of deletion. After considering those issues, which of the following does the campus recommend?**

Retain the program in its present configuration with specific steps to be taken to increase enrollments.

- 2. As more programs, certificates, licensure programs, and courses become available online through the University of North Carolina Online would you be willing to consider online courses or programs from another campus to meet the needs in this program?**

Not at this time. Would you be interested in exploring a joint online offering with one or more other campuses to meet the needs this program is currently addressing?

Not at this time. Would you be interested in utilizing an online degree program or courses from another campus to meet the needs this program is currently addressing?

- 3. Explain the above responses—either the rationale for leaving the program in its current configuration or specific steps proposed to increase enrollments or pursue other options.**

NOTE: This report was developed in collaboration with the Department of Music within the Collage of Arts and Sciences at UNC Wilmington.

1. Centrality to University's Mission

The university's mission includes the enrichment of the quality of life and education in our region. The training of teachers for our public schools, including in the field of music, is a key element in meeting this aspect of the university's mission. The National Standards for Arts Education, part of the Goals 2000: Educate America Act, are a statement of what every young American should know in the arts disciplines, including music. A quality education in music is a mandate for all children in our public schools. There is evidence that many of our region's school districts are affected by the teacher shortage in the state, being forced to hire teachers who do not have the appropriate teaching license. Requests come directly to the Music Department most years for qualified graduates in music education to apply for open teaching positions.

While adhering to specific guidelines set by the state's Department of Public Instruction, the music education program curriculum shares much of its coursework and instructors with the other two degree programs in the Music Department. Currently only 12 semester hours in music coursework are unique to the Music Education Program. Twenty-two semester hours are taken by music education majors with other education students in courses offer by the School of Education. The remainder of the coursework is in basic studies or shared with the other music programs.

The effectiveness of all three music programs depends on the collaboration of faculty and shared educational objectives in classes and performing ensembles. This is typical of any music department.

2. Quality of the Program

This program has passed rigorous periodic reviews to earn and maintain accreditation by the State Department of Public Instruction, the National Council for Accreditation of Teacher Education, and the National Association of Schools of Music. Completion of the program is linked to recommendation for a North Carolina teaching license. According to data collected through alumni and senior surveys administered by the department, all graduates of the program who sought teaching positions in music found one, and the majority of those graduates chose to stay in teaching long enough to obtain their permanent license. Fifteen percent of the music education program graduates have completed graduate degrees in other areas of music.

3. Faculty Involved

Three full-time music faculty members, all with appropriate doctorates, have a state teaching license which qualifies them to teach the methods courses unique to the program and to supervise student teachers. All of these faculty members teach the majority of

their load in other areas of music. Their teaching is essential to all three music degree programs. The average teaching load in the department is 12 hours per semester, with overloads being taught by some on a regular basis. Research reassignments are very rare in the Music Department.

4. Facilities/Equipment

The Music Department is housed in the two-year-old Cultural Arts Building. This facility is state-of-the-art and is shared with the Departments of Art and Theatre. The facility and equipment are adequate and appropriate for the program.

5. Demand

The program has been in place since 1991. It has not been serving the predicted number of students. The job prospects for graduates are excellent. As mentioned under no.2 above, any graduate who seeks a job finds one.

Fifty-seven of the 131 credits earned in the program are music courses shared by and essential to the other two degree programs.

6. Costs

Because the state's teaching license in music is designated as K-12, there are three distinct methods courses offered in the program. Music education majors follow one of two options, choral or instrumental, and take two of the three methods courses. There are two other courses, totaling 3 credits, which are taken by all music education majors. Student teaching in music, a School of Education course, is supervised by three music faculty in their respective areas. The supervision responsibilities do not require significant extra expenditures. All other courses are shared with the other music programs.

The courses that are unique to music education, totaling 12 credits, are typically under-enrolled. Specialized equipment has not been a budget burden, since most of it was obtained through grants. Library holdings are sufficient for this undergraduate program and the impact on the library budget has been negligible.

7. Duplication

The music education program, which leads to a North Carolina teaching license in K-12 music, is a distinct program that is not available anywhere else in the southeastern part of the state.

Distance education or online courses are not entirely appropriate for the distinct courses in music education since they require supervised experiential learning. Any undergraduate degree in music requires a great deal of interaction between students in performance ensembles and between teachers and students for learning instrumental, vocal, or pedagogical techniques.

8. Critical Mass

All three degree programs in the Music Department depend on each other for maintaining a critical mass of students. Students studying all instrument types and voice ranges are needed to offer complete ensemble experiences, both for training purposes and public performance. The music education program is a significant contributor to this goal. Music education majors perform publicly in the numerous ensembles that improve the quality of life on campus and in the community. They also help meet minimum thresholds for many classes in the Music Department. The quality and even existence of other degree programs in music would be jeopardized if the music education program were eliminated.

9. Recommendation about the Program

The music education program should be continued. It operates in a cost effective manner. Its quality has been verified by outside accrediting bodies. There is a growing teacher shortage in North Carolina. Program graduates, though below the threshold in numbers, have filled teaching positions in this state and others and have demonstrated success in the profession. Students in this program are essential to the success of the other two degree programs in music.

In essence, this program is merged with the other two music degree programs. Other than courses shared with other education majors, and the twelve credits unique to music education, all coursework is shared with the other two music programs.

Steps to make the program more productive:

- The new facility is expected to attract attention and students from across the state.
- A new chairperson is developing new initiatives for student recruitment and learning assessment in all programs.
- A significant increase in scholarship funds exists and will soon be available.

4. Department contact person:

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