Florida Gulf Coast University Board of Trustees
January 17, 2012

SUBJECT: New Degree Program: Bachelor of Music Education

PROPOSED BOARD ACTION

Approve the Bachelor of Music Education (B.M.E.) new degree program.

BACKGROUND INFORMATION

FGCU is requesting permission to offer a B.M.E. as described in the Executive Summary. Upon your approval, the program will be submitted for review by the Florida Board of Governors with a request to exceed the 120-credit hour maximum for baccalaureate programs.

Supporting Documentation Included: Executive Summary of Proposal for Bachelor of Music Education (B.M.E.) Degree Program

Prepared by: Interim Associate Provost and Associate Vice President Cathy Duff

Legal Review by: General Counsel Vee Leonard (December 15, 2011)

Submitted by: Provost and Vice President for Academic Affairs Ron Toll
Florida Gulf Coast University

New Degree Program Proposal
Executive Summary
December 2, 2011

Degree: Bachelor of Music Education (B.M.E.)
Major: Music
Concentrations: Choral and Instrumental
College: Arts and Sciences
Department/Division: Bower School of Music
Anticipated Implementation Date: Fall 2012
Suggested CIP: 13.1312

Program Description

The proposed Bachelor of Music Education (B.M.E.) program with two concentrations, Choral and Instrumental, is a reconfiguration of the existing B.A. Music-Education program. Admission to the existing B.A. Music-Education program will be suspended when the B.M.E. is recognized in the university catalog (anticipated fall 2012). The existing B.A. Music-Performance major will remain as an option for prospective and current students.

The proposed curriculum contains 134 credit hours, which is consistent with similar music education programs in the Florida State University System (i.e., FAMU, FAU, FIU, FSU, UCF, UF, USF, and UNF). Two other private programs, Stetson University and the University of Miami, contain 144 and 138 hours, respectively. The need for additional credits beyond the 120 hour requirement is based on inclusion of 24 hours of required professional education courses as dictated by the Florida Department of Education (which includes a 9 credit hour student teaching internship). Specifically, there are 36 hours of General Education coursework, 37 hours of ‘common prerequisites’, 43 hours of required courses in the major, 15 hours of concentration requirements and 3 hours of University Colloquium. The curriculum has been approved by both the College Curriculum Team and the university-wide Undergraduate Curriculum Team. The proposed program is consistent with Board of Governors Regulation 8.011 “Authorization of New Academic Degree Programs and Other Curricular Offerings”.

To adequately prepare students to teach music in the public schools, the B.M.E. requires applied study in voice, piano, woodwind, brass, percussion and/or string instruments as well as immersion in music pedagogies and resources that address the K-12 spectrum of learners. The professional semester (student teaching) will require students to have two experiences, at differing levels (i.e., elementary school, middle school, and/or high school), to afford them maximum exposure to the real world of music teaching. Completion of this program and degree will include State of Florida Certification in Music (Grades K-12) which certifies a program graduate to teach music in Florida public schools.
The primary purpose for the reconfiguration of this degree regards graduates from the present B.A. in Music-Education program who are not certified to teach. This places current program graduates at an extreme disadvantage when applying for teaching positions as compared to other candidates who earn certification upon graduation. Our students must apply to the Florida Department of Education for “Temporary Certification” and begin a three-year process of additional coursework and documentation with the potential for reduced starting salaries. Additionally, though the State of Florida has an ‘alternative’ certification process, many other states do not and this situation further impedes our graduates from securing employment as music teachers.

A separate review process is necessary to obtain approval for this certification-granting degree program by the Florida Department of Education. Initial work to obtain this approval has commenced. However, the degree must be approved by all university governing bodies prior to submission of the required portfolio materials to the Department of Education. This agency only accepts new submissions in September and February. It is anticipated that the Bachelor of Music Education degree program represented in this proposal will be submitted for Department of Education approval in February 2012.

A unique feature of this degree program is a post-baccalaureate one-year mentorship, provided by FGCU music education personnel, for all graduates during their first year of teaching. This mentorship will include both individual observations/guidance and group seminars. No other music education program in Florida, and very few in the nation, provide this type of extended mentorship opportunity.

**Consistency with FGCU Mission and Strategic Plan**

This degree is important to the continued development of Florida Gulf Coast University because it is the most commonly pursued Bachelor of Music degree in the United States. It would attract students whose passion is music and who have realized the impact that music education has made in their lives. Research shows that the inclusion of music in a child’s K-12 schooling not only benefits children from an artistic communication standpoint, it also helps the student learn in other disciplines. Music study is integral in brain development and Gardner’s Theory of Multiple Intelligences notes that musical intelligence is one of the first forms of intelligence to develop. Studies also show that the best schools have the best arts programs, or, as Fowler asserts, “Strong arts = strong schools”. In order for school music to be vital, strong and relevant in the education of 21st century students, qualified and energetic music educators are needed. This new program will allow FGCU to provide outstanding professional music educators to our immediate region, Florida, and beyond.

FGCU’s Strategic Plan (http://www.fgcu.eduProvost/files/FGCU_Strategic_Plan_2010-2015.pdf) has seven goals. The proposed program addresses five of these, Strategic Growth; Academic Excellence; Student Life, Growth and Development; Community Engagement; and the Discovery and Application of Knowledge, in the following ways:

**Strategic Growth:** **Strategy 4: “Expand enrollment in line with available resources”** In the area of student recruitment, a Bachelor of Music Education degree will help to attract, retain and graduate
undergraduate students who desire to teach K-12 music in Florida public schools. Making the commitment to this degree program will enable the Bower School of Music to attract students who would not otherwise attend FGCU because of the lack of the degree. Students will gravitate towards a degree program that will provide certification to teach upon completion.

**Academic Excellence:** Strategy 1: “Expand the breadth of academic programs available to meet state and regional needs.” Academic programs are the heart of the university and from an intellectual perspective hold a revered place within institutions of high education. This directive specifically calls for FGCU to “promote nationally recognized undergraduate programs distinguished by student research and scholarship opportunities.” This professional degree will enhance the offerings of the university.

**Student Life, Growth and Development** Strategy 3: “Expand programs and Services that contribute to the student experience and student success.” Student life is enhanced with academic activity, opportunity, and endeavors. By enhancing the music program offerings, additional students will have access to artistic endeavors. The various large and small music ensembles already positively impact student life at the university and this will continue as this degree is offered.

**Discovery and Application of Knowledge:** Strategy 1: “Support Scholarship and Research.” and **Community Engagement:** Strategy 3: “Engage the community in efforts to raise funds in support of University programs and services that fulfill FGCU’s mission and benefit the community.” As an institution, we are called upon to serve as an intellectual center for Southwest Florida through research, scholarship, service, and creative activities. With respect to service to the regional community, the projects and duties that the faculty are involved in are numerous, extensive, and ongoing. Faculty have provided performance, conducting, and teaching expertise in numerous community and regional venues. The K-12 teaching community has benefitted greatly by the expertise of the FGCU music faculty. In addition, the Faculty Artist Series has provided the local community with outstanding performances at modest fees.

In summary, the music faculty who will teach in this new degree have, in a short period of time, made a significant impact on the local community through outstanding performance and service. Specific events include the Music Education Summit (2008), the FGCU music faculty leadership of all-county music ensembles in Collier, Lee, and Charlotte Counties, and hosting of various music events and pedagogical workshops for area teachers and students. These faculty have brought honor and positive attention to FGCU. Graduates of this degree will positively affect the future of music education in Southwest Florida.

**Need and Demand**

Society needs music and music education in the public schools to develop creativity in the students, which contributes in multiple ways to their learning processes. Concentration, memory, and intellect are developed through the study of music. “We were communicating emotions and ideas with grunts, groans, chants, and hums well before we were enunciating complex ideas like the ones we’re sharing right now.”-- Mark Jude Tramo, Neuroscientist/Neurologist, Harvard Medical School, Mass. General Hospital.
In 2009, the American String Teachers Association (ASTA) funded researchers Michael L. Alexander (Baylor University) and Bret P. Smith (Central Washington University) to look at the status of school string programs around the country. Two significant indicators of need for more music educators are: (1) 3,000 new string teachers will be needed by 2013; and (2) the percentage of schools requiring a string teacher have grown from 18% to 29%. The initiatives started through the Bower School of Music in Immokalee have attracted attention from this organization, garnering one of two grants in the country to incorporate music for enhanced learning skills.

The music program exists and provides the opportunity for talented and dedicated students to study music at the university level. Out of approximately 110 majors, 74 are currently enrolled in the Bachelor of Arts in Music-Education program and will have to seek alternative certification after graduation. In replacing the B.A. in Music-Education degree with the Bachelor of Music Education degree, students graduate with all the Florida Department of Education certification requirements fulfilled and a certificate in hand. Some counties, such as Manatee and Sarasota, while not in the immediate service area of FGCU, do not allow graduates to apply without a teaching certificate. Therefore, FGCU graduates are not eligible to apply for available positions. In the FGCU service area of Charlotte, Collier, Glades, Hendry and Lee counties, over the past three years, these counties have collectively hired 47 “new” music teachers (27 in 2011, 10 in 2010, and 10 in 2009). The Fine Arts Coordinator of the Collier County Schools has provided a letter of support for the reconfigured program.

Currently, 74 students are enrolled as majors in the B.A. in Music-Education degree. These students could transition into the B.M.E. or complete requirements under the present degree. Once approved, the B.M.E. would be the only education degree program in music available to in-coming or transfer students. In addition, seventy-five percent of the music students matriculating at FGCU for the fall 2011 semester have requested a degree program in Music Education.

**Enrollment**

A headcount of twenty-five (25) new admits is anticipated during each of years 1 through 5. This estimate is based on prior enrollments and limitations due to space, faculty, and internship placements. Consequently, a transfer of limited access status from the existing B.A. Music-Education is being requested for the B.M.E. The first two years of the existing Music-Education and the proposed B.M.E. degree programs are very similar, and the students interact with a good deal of educational experiences.

**Resources**

In the fall of 2010, the Bower School of Music moved into a new 23,000-square-foot, two-story signature facility overlooking a scenic lake and wetlands in a developing arts corridor on the main campus of the University. Already a destination site for the greater community, the building houses an attractive grand lobby; a 3,260-square-foot, 196-seat Recital Hall with superb acoustics and sightlines; a large 3000-square-foot rehearsal hall; faculty studios; practice rooms; classrooms; technology and keyboard
laboratories; and a music ensemble library. This includes a classroom designed specifically for Music Education classes. No additional space is needed for implementation.

The FGCU College of Education Dean was consulted regarding the possible impact of B.M.E students in sections of required professional courses (EDF 2085, EME 2040, RED 4350 and TSL 4520). The dean indicated that the College of Education can absorb the additional students into its current course structure.

The majority of the resources needed to support the proposed program are already in place as a result of offering the B.A. Music-Education program. No faculty or library resources are needed to initiate the B.M.E. The following costs are associated with adding four one-credit-hour courses, one two-credit hour course, and an internship course to support the new program. Projected costs for Year 1 include $15,554 for faculty, $3,000 for OPS/adjunct faculty, and $3,500 for library. Projected costs for Year 5 include $15,554 for faculty, $9,000 for OPS/adjunct faculty, and $2,500 for library.

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