

**GEORGIA COLLEGE & STATE UNIVERSITY
DEGREE PROGRAM and CURRICULUM CHANGES PROPOSAL COVER SHEET**

PROPOSAL: Master of Arts in Teaching in Music Education	
COLLEGE: Arts & Sciences	DEPARTMENT: Music
DEGREE: Master of Arts in Teaching (MAT)	CIP CODE: 13.1312
MAJOR: Music Education	MINOR:
CONCENTRATION NAME:	PROPOSED EFFECTIVE DATE: (semester/year) : Fall 2017
Description and Rationale for Recommended Action (attach additional pages if needed, this description will be shared at all levels in the University, and the University System and SACS Offices): The Master of Arts in Teaching (MAT) in Music Education is a professional degree program leading to comprehensive initial certification in music in the Georgia Public School System. It is designed to make its graduates highly competitive in the search for teaching careers in the state of Georgia. Most secondary education disciplines use a BA/BS – MAT model allowing students to master the professional area and then pedagogy. Music education is trending in this direction due to the time constraints involved with gaining professional and pedagogical mastery in a four-year program. The BA/MAT model allows students to graduate in four years, complete the MAT in the fifth year, and enter the job market higher on the pay scale.	

Action Item (Check one.)

- New Major, Minor, Certificate, or Concentration PROGRAM**
- Rename Major, Minor, Certificate, or Concentration**
- Deactivate/Discontinue Major, Minor, Certificate, or Concentration**
- New Degree or Graduation Requirement**
- General Education Requirement or Change**
- Curricular Change that Impacts Multiple Colleges**
- Modify Existing Major, Minor, Certificate, Concentration Requirements**

All required documentation must be attached. (Electronic MS Word files with supporting documents are required at each level of review)

Reviewing entity	"•" denotes necessary routing.				Signature and Date	Recommend	*Not Recommended	Reviewed – Information Only
	Major (new, modify, rename, deactivate)	Concentration or Certificate (new, modify, rename, deactivate)	Minor (new, modify, rename, deactivate)	General Education or Curricular Change affecting multiple colleges				
Chair, Department Curriculum Committee	•	•	•	•	Sergio Ruiz 02-21-17	X		
Department Office Department Chair	•	•	•	•	Sergio Ruiz 02-21-17	X		
Chair, College Curriculum Committee	•	•	•	•	Chavonda Mills 02-21-17	X		
Dean's Office Dean	•	•	•	•	Kenneth J. Procter 02-21-17	X		
Graduate Council (as appropriate for Graduate Curriculum)	•	•	•	•				
Curriculum and Assessment Policy Committee of University Senate	•	•	•	•				
University Senate	•	•	•	•				
Academic Affairs Provost Office	•	•	•	•				
President	•	•	•	•				
USG/BOR Review/Information Item	•	•	•	•				
SACSCOC Notification	•	•	•	•				

*A "Not Recommend" recommendation should include reviewer rationale and recommended action.

NEW ACADEMIC PROGRAM CONCEPT PAPER

(one-page limit)

Institution: Georgia College

Date Completed at the Institution: February 21, 2017

Name of Proposed Program/Inscription: Master of Arts in Teaching (MAT) in Music Education

Degree: Master of Arts in Teaching (MAT)

Major: Music Education

1) Provide the institution's rationale for developing the proposed new academic program.

The Master of Arts in Teaching (MAT) in Music Education is a professional degree program leading to comprehensive initial certification in music in the Georgia Public School System. It is designed to make its graduates highly competitive in the search for teaching careers in the state of Georgia. Most secondary education disciplines use a BA/BS – MAT model allowing students to master the professional area and then pedagogy. Music education is trending in this direction due to the time constraints involved with gaining professional and pedagogical mastery in a four-year program. The BA/MAT model allows students to graduate in four years, complete the MAT in the fifth year, and enter the job market higher on the pay scale. Georgia College has deactivated the Bachelor of Music Education degree and is replacing it with a Bachelor of Arts in Music paired with this proposed Master of Arts in Teaching in Music Education for teacher certification. This change aligns the music teacher education program more closely with the liberal arts mission of the university. The music education degree is also committed to effective teacher education according to our governing bodies: music requirements from NASM, teacher preparation, and certification requirements from CAEP and the PSC, and our liberal arts mission.

2) If the proposed program is not part of the institution's academic forecast, explain why the new academic program is being advanced as part of the institution's array of degrees and majors.

GC is trying to grow the graduate programs. This MAT fulfills that goal. We must offer an option for the students wanting a teaching certification, since we deactivated the BMED program in Spring 2017.

3) If the institution has low-producing programs, how does the proposed academic program fit and align strategically?

GC is trying to grow the graduate programs. This MAT fulfills that goal. This degree will help our students earn a Master's degree and a teacher certification in 1 year (as part of a 4+1 degree plan), which will help them find a job at a higher pay scale. This program will grow quickly, if not immediately. From 2014-2016, the BMED program graduated 7, 12, and 5 students respectively. Since we deactivated the BMED program, these students will want to receive their teaching certification, which is part of the MAT program we are proposing.

4) What is the projected enrollment for the program and on what basis were those estimates developed?

Projected enrollment for the first five years follows: 5, 6, 7, 11, and 15. For the first three years, I used an average number of students seeking initial teacher certification in music education at the master's level at Georgia College. We will try to convince at least half of the eight current freshmen to move over to the BA-MAT next fall which will give us a bump in the fourth year. Once the students who matriculate into the BA music education program in fall 2017 graduate, they will enter the MAT for initial teacher certification in the fifth year. In the meantime, we will be contacting schools who have BA or BM programs in music without certification. Also, we will reach out to the following schools who have associates degrees and try to work out collaboration agreements with other non-baccalaureate institutions to arrange pathways for their associate degree candidates majoring in music: Abraham Baldwin Agricultural College, Atlanta Metropolitan State College, Bainbridge State College, Dalton State College, Georgia Highlands College, Gordon State College, and Middle Georgia State University. Once we formalize these agreements, it will allow our new to the institution number to grow.

Approval by President or Vice President for Academic Affairs and Date:

ONE-STEP ACADEMIC PROGRAM PROPOSAL

Institution: Georgia College

Date Completed at the Institution: February 21, 2017

Name of Proposed Program/Inscription: Master of Arts in Teaching (MAT) in Music Education

Degree: Master of Arts in Teaching (MAT)

Major: Music Education

CIP Code: 13.1312

Anticipated Implementation Date: Fall 2017

Delivery Mode (check the most appropriate delivery mode in the box below):

On-campus, face-to-face only	
Off-campus location, face-to-face only (specify the location):	
Online Only	
Combination of on-campus and online (specify whether 50% or more is offered online for SACS-COC)	
Combination of off-campus and online (specify whether 50% or more is offered online for SACS-COC)	
Hybrid, combination delivery, but less than 50% of the total program is online based on SACS-COC	35% fully online, 29% off-campus, 26% FTF, 9% hybrid or online
Contractual Location (specify the location):	

School/Division/College: College of Arts and Sciences

Department: Music

Departmental Contact: Dr. Jennifer Flory / Dr. Tina Holmes-Davis

Approval by President or Vice President for Academic Affairs:

Approval by Vice President for Finance/Business (or designee) and contact information:

Approval by Vice President for Facilities (if different from VP- Finance or designee) and contact information:

ONE-STEP ACADEMIC PROGRAM PROPOSAL

- 1) **Rationale:** Provide the rationale for proposing the new academic program.

The Master of Arts in Teaching (MAT) in Music Education is a professional degree program leading to comprehensive initial certification in music in the Georgia Public School System. It is designed to make its graduates highly competitive in the search for teaching careers in the state of Georgia. Most secondary education disciplines use a BA/BS – MAT model allowing students to master the professional area and then pedagogy. Music education is trending in this direction due to the time constraints involved with gaining professional and pedagogical mastery in a four-year program. The BA/MAT model allows students to graduate in four years, complete the MAT in the fifth year, and enter the job market higher on the pay scale.

- 2) **Mission Fit and Disciplinary Trends:** Description of the program's fit with the institutional mission and nationally accepted trends in the discipline (explain in narrative form). If the program is outside of the scope of the institutional mission and sector, provide the compelling rationale for submission.

An Expansive Undergraduate Educational Experience.

Moving initial teacher certification from the BA to the MAT allows us to more fully adhere to the Georgia College's liberal arts mission. Removing education specific courses from the undergraduate program allows our students to take foreign language, more diverse education courses, and have more opportunity for diverse fieldwork experiences. Majors gain valuable experience as assistant directors of the ensembles, participating in both the administrative and musical aspects of being a director. Successful music education alumni are teaching in counties across the state and in the southeast region.

Excellence in Graduate Education.

The music education program at Georgia College anchors itself in several strong foundations: the conceptual framework of the John H. Lounsbury College of Education; full accreditation by the National Association of Schools of Music (NASM), the Georgia Professional Standards Commission (PSC) and the Council for the Accreditation of Educator Preparation (CAEP); and the liberal arts mission of the university. Students who successfully complete the program will be eligible for initial certification in teaching by the state of Georgia and are fully prepared to enter the profession as competent and caring music educators.

Challenging, Innovative Teaching.

The Master of Arts in Teaching (MAT) in Music Education will feature a combination of on-campus, off-campus, and online courses that will utilize the best Georgia College has to offer in terms of technology. Faculty teaching in the MAT program are recognized experts in their fields and offer courses in their specialties such as Curriculum and Assessment, Technology in Music Education, Community and Philosophical Music Perspectives, American Music and Politics, and Research in Music Education. MAT students will benefit from interaction with MME students in courses that overlap both programs and will collaborate in discipline and age level specific courses such as Elementary, Choral, and Instrumental Techniques, as well as Elementary Musical Performance, Choral Literature and History, and Wind Band Literature and History.

Opportunities for Community Engagement.

In such classes as Field Placement and Seminar and Student Teaching and Seminar, students will engage with in-service music educators and music programs in varying P-12 settings. In the elective course, Community and Philosophical Music Perspectives, MAT students will have the opportunity to participate in and design community engagement music programs in the local and regional area.

Preparation for Leadership.

ONE-STEP ACADEMIC PROGRAM PROPOSAL

Building on the leadership skills developed at the undergraduate level, MAT students will continue honing their leadership abilities in their interaction with in-service music educators and music programs in varying P-12 settings.

Nationally Accepted Trends in the Discipline

According to the NASM Handbook 2016-17, Master's Degrees in Teaching normally provide P-12 teacher preparation curricula following the completion of a baccalaureate degree with a major in another subject. The Master of Arts in Teaching will be considered and listed by NASM as master's degrees in music only when their requirements and degree structures are consistent with specific or general master's degree formats.

Post-Baccalaureate Studies: The requirement or encouragement of periodic collegiate study by teachers in service is established practice in many states and localities. In recent years, certain states have moved to withhold final certification until completion of an additional year's study (30 semester credits). The inherent purpose is to remedy shortcomings and develop new specialization interests discovered on the job. Such requirements may be satisfied by pursuit of a master's degree for which the individual is qualified.

3) **Description and Objectives:** Program description and objectives (explain in narrative form).

Description

The proposed Master of Arts in Teaching (MAT) in Music Education program will be a full-time fifth-year program which will allow traditional undergraduates enrolled in the Bachelor of Arts with a major in Music at Georgia College to prepare within the content area and complete an undergraduate degree in four years, then transition into the MAT program. The shortened path is a total of five years of education to complete the combined degrees rather than the typical six years. The program is also designed for candidates who hold a bachelor degree in music (or the credit-hour equivalent) but who do not hold teaching certification. A transcript evaluation will be done upon receiving the application to determine if pre-requisites are required. After successfully completing all program requirements, passing the GACE in Music at the Induction or Professional level, earning a passing score on the edTPA certification portfolio, Master of Arts in Teaching (MAT) in Music Education candidates will become eligible for initial T-5 certification in Music Education.

The Master of Arts in Teaching (MAT) in Music Education consists of 34 graduate credit hours and offers concentrations in choral, elementary, or instrumental music education. The one-year, full-time program features Field Placement and Student Teaching during which MAT students will work collaboratively with certified, experienced master teachers and be supported by university supervisors. Candidates will be provided with the understanding, approaches, and real-world experiences that prepare them to teach in 21st century schools. The combined curriculum is designed to produce music educators with outstanding content knowledge and pedagogical proficiency who will engage, motivate, and educate P-12 students. This program prepares students to document and evaluate student learning outcomes and to be familiar with innovative and standard practices within the field.

The Georgia College Department of Music is dedicated to developing and maintaining an excellent teaching and learning environment for those who are committed to the performing arts. We seek to offer curricula which will provide both a competitive advantage for our students as they seek entry into the larger cultural community; and an outlet for their creative and interpretive energies in their pursuit of a more meaningful appreciation of our society and the human spirit. The goal of the MAT program is to fully prepare, musically as well as pedagogically, individuals who will be effective, influential leaders in their classrooms, their institutions, and their profession.

ONE-STEP ACADEMIC PROGRAM PROPOSAL

Objectives

1. Students will teach music at various levels to different age groups and in a variety of classroom and ensemble settings through mentored experiences such as field placement and student teaching.
2. Students will apply analytical and historical understanding to curriculum development, lesson planning, and daily classroom, and performance tasks.
3. Students will demonstrate proficiency in conducting/rehearsing string, wind, and/or vocal ensembles and facility in teaching general music as applicable.
4. Students will apply assessment techniques in lesson/rehearsal planning and implementation.
5. Students will meet all the standards for initial teacher certification at the T-5 level as set forth by the Georgia Professional Standards Commission and the Council for the Accreditation of Educator Preparation (CAEP).

- 4) **Need:** Description of the justification of need for the program. (Explain in narrative form why the program is required to expand curricular academic offerings at the institution, the data to provide graduates for the workforce, and/or the data in response to specific agency and/or corporation requests in the local or regional area.)

Georgia College is deactivating the Bachelor of Music Education degree and replacing it with a Bachelor of Arts in Music paired with this proposed Master of Arts in Teaching in Music Education for teacher certification. This change aligns the music teacher education program more closely with the liberal arts mission of the university, reduces the total requisite undergraduate degree hours closer to the institutional goal of 120 (122-124 hours for BA) and allows Georgia College students to enter the workforce at a higher pay scale due to the graduate degree (MAT). The BME degree is dense and, according to the GC Office of Institutional Research and Effectiveness, has taken students an average of 4.88 years to complete. The degree is currently listed at 128 hours, but the average BME students takes 141.5 hours. Our goal at GC is to reduce the degree programs to 120 hours so that our students can complete them within four years and maintain their financial aid throughout. The music education degree is also committed to effective teacher education according to our governing bodies: music requirements from NASM, teacher preparation, and certification requirements from CAEP and the PSC, and our liberal arts mission.

- 5) **Demand:** Description of how the program demonstrates demand. (Explain in narrative form the data that supports demand for the program from existing and potential students and requests from regional industries.)

The foremost demand for the Master of Arts in Teaching (MAT) in Music Education will be our students who will enroll in our Bachelor of Arts in Music degree program or our Bachelor of Music Education with the intention of becoming certified music educators. Currently we have six accepted music education majors, ten accepted music majors, and 15 accepted music therapy majors for matriculation in fall 2017. In addition, seven more students have applied to audition for music education, two more students have applied to audition for music, and 13 more students have applied to audition for music therapy. If even only 75% of those potential students matriculate, we will have ten music education majors who will have the choice of doing the Bachelor of Music Education or the Bachelor of Arts in Music degree program with nine music majors and 28 music therapy majors. It is common for a few music and/or music therapy majors to switch to music education in the first year or two of the undergraduate program.

In addition, our existing non-degree certification program in music education has had five students in the past few years. These students have completed or will complete initial certification by taking the necessary undergraduate courses and have met or will meet all the standards for initial teacher certification at the T-4 level as set forth by the Georgia Professional Standards Commission and the Council for the Accreditation of Educator Preparation (CAEP). All of these students have ended up also

ONE-STEP ACADEMIC PROGRAM PROPOSAL

applying for and enrolling in our master of music education program. The Master of Arts in Teaching (MAT) in Music Education will give these students and others in the future the opportunity to attain a graduate degree and achieve initial certification at the T-5 level.

Currently there are 29 music job openings listed on TeachGeorgia.org. In the past couple of years, there have been instances of Georgia school districts contacting the department of music at Georgia College looking for available music teachers and all of our recent graduates were already employed or geographically limited. According to employment projections from the Bureau of Labor Statistics, employment change from 2014 to 2024 for elementary school teachers and secondary school teachers will be an increase of 5.8%. During that same time period, job openings due to growth and replacement needs will be 378,700 for elementary school teachers and 284,000 for secondary school teachers. The 2015 median annual wage for elementary school teachers was \$54,890 and for secondary school teachers was \$57,200.

More evidence from Sokanu.com,

- Music teachers in the US earn an average salary of \$65,000. There are currently 120,700 music teachers in the US. Over the next ten years, the amount of music teachers will increase by 10.8%. Current and former music teachers on Sokanu gave the career an average rating of 3.7 out of 5. The majority of music teachers in the US have at least a masters degree.
 - This career should provide moderate employment opportunities for the foreseeable future. Over the next 10 years, it is expected the US will need 34,400 Music Teachers. That number is based on 13,000 additional Music Teachers, and the retirement of 21,400 existing Music Teachers.
 - According to the National Association for Music Education, national averages indicate that music teacher supply and demand is balanced. However, different economies and population demographics will create variances from region to region. This will likely produce overall average job growth for music teachers throughout the next decade.
 - Georgia ranks 23rd in terms of music teacher jobs with 1,270.
 - In Georgia, music teachers earn a median salary of \$56,730 per year. Salaries typically start from \$31,040 and go up to \$105,010.
 - 64% of music teachers have a master's degree. 26% of music teachers have a doctorate degree.
- 6) **Duplication:** Description of how the program does not present duplication of existing academic offerings in the geographic area and within the system as a whole. If similar programs exist, indicate why these existing programs are not sufficient to address need and demand in the state/institution's service region and how the proposed program is demonstrably different.

Berry College, Piedmont College, Covenant College, Augusta University, and Valdosta State University all have some sort of Master of Arts in Teaching in Music Education. This is evidence of the trend of moving initial certification to the graduate level. However, Valdosta State University is the only institution which begins with the Bachelor of Arts in Music as the base degree. Georgia College and Valdosta State University are in different parts of the state, serve different populations, and have differing missions.

- 7) **Collaboration:** Is the program in collaboration with another USG Institution, TCSG institution, private college or university, or other entity?
Yes or No (place an X beside one)
If yes, list the institution below and include a letter of support from the collaborating institution's leadership (i.e., President or Vice President for Academic Affairs) for the proposed academic program in the appendix.

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- 8) **Forecast:** If this program was not listed on your academic forecast for the 2016 – 2017 academic year, provide an explanation concerning why it was not forecasted, but is submitted at this time.

GC is trying to grow the graduate programs. This MAT fulfills that goal. We must offer an option for the students wanting a teaching certification, since we deactivated the BMED program in Spring 2017.

- 9) **Admission Criteria:** List the admission criteria for the academic program.
- Include all required minima scores on standardized tests.
 - Include the required grade point average requirement.

Regular Admission Requirements

Applicants for admission to the program leading to the Master of Arts in Teaching (MAT) in Music Education degree must comply with the general requirements of the University System and the University as listed in the Georgia College graduate catalog. Consideration for admission will be given to applicants who hold a baccalaureate degree in music from an accredited institution. Those not earning a Bachelor of Arts in Music according to the music education guidelines at Georgia College, must meet all pre-requisite course requirements and pass a piano proficiency exam. In addition, applicants must present a GPA of 3.0 for all undergraduate work, complete a professional interview, and submit three professional letters of recommendation. Other application procedures for the Master of Arts in Teaching (MAT) in Music Education program are listed below.

Application Procedures

- GC Graduate Application <http://www.gcsu.edu/admissions/graduate>
- Transcript(s):
 - One official copy of all transcripts from undergraduate and graduate institutions should be submitted to the Graduate Admissions Office at the time of application or at least eight weeks prior to the admission deadline.
 - Transcripts must show a baccalaureate degree in music from an accredited institution. Those not earning a Bachelor of Arts in Music according to the music education guidelines at Georgia College, must meet all pre-requisite course requirements and pass a piano proficiency exam.
 - Any application with lower than a 2.5 GPA may gain provisional admission and once they earn at least a 3.0 GPA their first semester (nor more than 12 hours), they will be moved to regular admission status.
- Resume/Curriculum Vita: A brief account of your education, experience (administrative, teaching, teaching-related, include any experience working with children), other work experience, activities/skills, etc.
- Philosophy of Music Education (no more than 500 words)
 - Why should music education be a part of the school curriculum?
 - What course content will you teach in your music classes?
 - Cite relevant theories and authorities as to the importance of music education in today's schools.
- Test Scores:
 - Georgia Assessments for the Certification of Educators (GACE) Basic Skills Test results or exemption through SAT/ACT
 - GACE Music Test results (passing at the Induction or Professional level)
 - GACE Ethics Entry Assessment
- Professional interview with the Graduate Coordinator (for external applicants only)
- Recommendations (for external applicants only): Three recommendations are required from persons outside the university who have knowledge of the candidate's ability to work with children and adolescents and/or potential as a graduate student

ONE-STEP ACADEMIC PROGRAM PROPOSAL

10) Curriculum (See the form below this series of questions and please complete.)

- a) List the entire course of study required to complete the academic program. Include the course prefixes, course numbers, course titles, and credit hour requirement for each course. Indicate the word "new" beside new courses.
- b) Provide a sample program of study that includes the course prefixes, course numbers, and course titles and credit hour requirement for each course. Indicate the word "new" beside new courses.
- c) List and reference all course prerequisites for required and elective courses within the program. Include the course prefixes, numbers, titles, and credit hour requirements.
- d) State the total number of credit hours required to complete the program, but do not include orientation, freshman year experience, physical education, or health and wellness courses per the Academic and Student Affairs Handbook, Section 2.3.1.

Master of Arts in Teaching (MAT) in Music Education Curriculum Required Courses (34 Semester Hours)

Course Prefix and Number	Course Title	Hours	Format	Required	Program Overlaps
EDFS 5203	Learner Development	3	Face to face	Yes	MAT Kinesiology
EDFS 5209	Learner Differences	3	Face to face	Yes	MAT Kinesiology
EDFS 5211	Classroom Research	3	Face to face	Yes	MAT Kinesiology
EDIT 5202	Technology for Teachers	3	Hybrid or online	Yes	MAT Kinesiology
MUED 6020	Curriculum and Assessment	3	Online	Yes	MMED
MUED 6300	Technology in Music Education	3	Online	Yes	MMED
MUED 6980	Field Placement and Seminar	4	Field Work	Yes	
MUED 6990	Student Teaching and Seminar	6	Field Work	Yes	
Choose two courses from the elective courses below					
MUED 6040	Curriculum Development	3	Online	Elective	MMED
MUED 6400	Community and Philosophical Music Perspectives	3	Online	Elective	MMED
MUED 6800	Research in Music Education	3	Online	Elective	MMED
MUED 6909	Elementary Techniques	3	Online	Elective	MMED
MUED 6919	Choral Techniques	3	Online	Elective	MMED
MUED 6929	Instrumental Techniques	3	Online	Elective	MMED
MUSC 6509	Elementary Musical Performance	3	Online	Elective	MMED
MUSC 6519	Choral Literature and History	3	Online	Elective	MMED
MUSC 6529	Wind Band Literature and History	3	Online	Elective	MMED
MUSC 6640	American Music and Politics	3	Online	Elective	MMED
MUSC 6650	Jazz History	3	Online	Elective	MMED

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- e) If this is a doctoral program, provide the names of four external reviewers of aspirational or comparative peer programs complete with name, title, institution, e-mail address, and telephone number. External reviewers must hold the rank of associate professor or higher in addition to other administrative titles.
- f) If internships, assistantships, or field experiences are required to complete the academic program, provide information documenting internship or field experience availability and how students will be assigned, supervised, and evaluated.

Field Placement and Student Teaching are required and MAT students will be placed by the graduate coordinator in collaboration with GC area specialists in band, choral, and string music education as well as the Partnership and Field Placement Director from the GC College of Education. The MAT students will be supervised and evaluated by the graduate coordinator or their designee.

- g) Within the appendix, append the course catalog descriptions for new courses. Include the course prefixes, course numbers, course titles, and credit hour requirements.
- 11) **Waiver to Degree-Credit Hour** (if applicable): State whether semester credit-hours exceed maximum limits for the academic program and provide a rationale.

Not applicable

- 12) **Student Learning Outcomes:** Student Learning outcomes and other associated outcomes of the proposed program (provide a narrative explanation).

1. Students will teach music at various levels to different age groups and in a variety of classroom and ensemble settings through mentored experiences such as field placement and student teaching.
2. Students will apply analytical and historical understanding to curriculum development, lesson planning, and daily classroom, and performance tasks.
3. Students will demonstrate proficiency in conducting/rehearsing string, wind, and/or vocal ensembles and facility in teaching general music as applicable.
4. Students will apply assessment techniques in lesson/rehearsal planning and implementation.
5. Students will meet all the standards for initial teacher certification at the T-5 level as set forth by the Georgia Professional Standards Commission and the Council for the Accreditation of Educator Preparation (CAEP).

- 13) **Assessment and Quality:** Describe institutional assessments throughout the program to ensure academic quality, viability, and productivity as this relates to post-approval enrollment monitoring, degree productivity, and comprehensive program review.

The Master of Arts in Teaching (MAT) in Music Education will be subject to the same Smart Assessment Plan that we have in place for the Master of Music Education. Obviously, the program goals, student learning outcomes, means of assessing the outcomes, courses or times of assessments, and desired standards of achievement may differ, but due to the substantial overlap between programs there will be certain commonalities. Points of assessment will include field placement and student teaching records and evaluations, edTPA task passage rates, T-5 certification data, as well as graduation rates. The MAT will be also assessed using the Progress and Planning report which will allow us to critically examine and report on the productivity of the previous year, the results of progress toward previous year's goals, program costs, and the quality of program and faculty contributions.

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- 14) **Accreditation:** Describe disciplinary accreditation requirements associated with the program (if applicable, otherwise indicate NA).

According to the NASM Handbook 2016-17, Master's Degrees in Teaching normally provide P-12 teacher preparation curricula following the completion of a baccalaureate degree with a major in another subject. The Master of Arts in Teaching will be considered and listed by NASM as master's degrees in music only when their requirements and degree structures are consistent with specific or general master's degree formats.

Post-Baccalaureate Studies: The requirement or encouragement of periodic collegiate study by teachers in service is established practice in many states and localities. In recent years, certain states have moved to withhold final certification until completion of an additional year's study (30 semester credits). The inherent purpose is to remedy shortcomings and develop new specialization interests discovered on the job. Such requirements may be satisfied by pursuit of a master's degree for which the individual is qualified.

Intra-Institutional Articulation of Baccalaureate and Post-Baccalaureate Degrees to Complete Certification Requirements: This standard is applicable when the following two conditions are present:

- a. An institution offers an undergraduate degree with required studies in music and music education intended to prepare school music teachers but without the full set of curricular and other requirements necessary to produce eligibility for certification; and
- b. Such an undergraduate degree is structured or publicly identified as qualifying the graduate to enter the institution's Master of Arts in Teaching or other post-baccalaureate program intended to complete requirements for certification as a specialist music teacher.

- 15) **Enrollment Projections:** Provide projected enrollments for the program specifically during the initial years of implementation.

- a) Will enrollments be cohort-based? Yes ___ or No X (place an X beside one)
- b) Explain the rationale used to determine enrollment projections.

For the first three years, I used an average number of students seeking initial teacher certification in music education at the master's level at Georgia College. We will try to convince at least half of the eight current freshmen to move over to the BA-MAT next fall which will give us a bump in the fourth year. Once the students who matriculate into the BA music education program in fall 2017 graduate, they will enter the MAT for initial teacher certification in the fifth year. In the meantime, we will be contacting the following schools who have BA or BM programs in music without certification: Agnes Scott College, Atlanta University Center Consortium, Emory University, Fort Valley State University, and Wesleyan College. Also, we will reach out to the following schools who have associates degrees and try to work out collaboration agreements with some or all of the following schools to arrange pathways for their associate degree candidates majoring in music: Abraham Baldwin Agricultural College, Atlanta Metropolitan State College, Bainbridge State College, Dalton State College, Georgia Highlands College, Gordon State College, and Middle Georgia State University. Once we formalize these agreements, it will allow our new to the institution number to grow.

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	First FY	Second FY	Third FY	Fourth FY	Fifth FY
I. ENROLLMENT PROJECTIONS					
Student Majors					
Shifted from other programs	2	2	2	6	10 (BA grads)
New to the institution	3	4	5	5	5
Total Majors	5	6	7	11	15
Course Sections Satisfying Program Requirements					
Previously existing	13	15	15	15	15
New	2				
Total Program Course Sections	15	15	15	15	15
Credit Hours Generated by Those Courses					
Existing enrollments	5	5	5	5	5
New enrollments	5	6	7	11	15
Total Credit Hours	490	539	588	784	980

16) Faculty

- a) Provide the total number of faculty members that will support this program: 6
- b) Provide an inventory of faculty members directly involved with the administration and instruction of the program. Annotate in parentheses the person who holds the role of department chair. For each faculty member listed, provide the information below in tabular form. Indicate whether any positions listed are projected new hires and currently vacant. (Multiple rows can be added to the table.) *Note: The table below is similar to the SACS-COC faculty roster form.*

Faculty Name	Rank	Courses Taught (including term, course number & title, credit hours (D, UN, UT, G))	Academic Degrees & Coursework (relevant to courses taught, including institution & major; list specific graduate coursework, if needed)	Current Workload	Other Qualifications & Comments (related to courses taught)
Dr. Susan Champion	N/A	All graduate 3 credit hour courses: MUED 6909 Elementary Techniques (May-June 8 week even years) MUSC 6509 Elementary Musical Performance (May-June 8 week odd years)	Doctor of Arts in music from the University of Mississippi Bachelor of Arts in music and Master of Music from Mississippi College	Part-time	Dr. Champion has taught at both the elementary and collegiate level in Alabama, Georgia and Mississippi. In addition to her teaching duties, Dr. Champion has conducted several honor choirs, presented workshops for Georgia and Mississippi educators, and has served as a curriculum contributor in Mississippi and Georgia. She studied Kodály and Orff Schulwerk music education and choral music education.
Dr. Jennifer M. Flory	Professor	All graduate 3 credit hour courses: MUED 6300 Technology in Music Education (May-June 8 week odd years) MUED 6919 Choral	Master of Music and Doctor of Musical Arts degrees in Choral Conducting from the College-Conservatory	Full-time	GOVERNOR'S TEACHING FELLOW: The Institute of Higher Education (UGA), Summer Symposium, 2014 (3 hours of technology) FACULTY DEVELOPMENT WORKSHOP (7 WEEKS, 3

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		Techniques (May-June 8 week even years) MUSC 6519 Choral Literature and History (May-June 8 week odd years)	of Music at the University of Cincinnati Bachelor of Arts in Vocal Performance and Bachelor of Music Education degrees from Otterbein College		HOURS EACH): Online Course Development, 2011 CETL Podnovations Workshop Participant, 2005 LED RESA MUSIC CONSORTIA: Technology, Sight-Reading Methods, Fun Lessons, and Music Advocacy; Coastal Plains RESA; March 17, 2010; Lenox, Ga Technology, Conducting, Elementary Choral Techniques, Behavior Management, and Lesson Planning, Southwest GA RESA, February 27, 2009, Pelham, GA PRESENTED AT STATE IN-SERVICE CONFERENCES: Technology Toolkit for Music Educators. January 29, 2016, Athens, GA Using iPods and Podcasting for Ensembles and Conducting. January 24, 2008; Savannah, GA Using iPods and Podcasting for Ensembles and Conducting. November 11, 2007; Winston-Salem, NC Using iPods and Podcasting for Ensembles and Conducting. January 25, 2007; Savannah, GA OTHER PRESENTATIONS: Developing Student Engagement Through Podcasting To Reach Students Webinar Presenter. November 14, 2007; Milledgeville, GA Presenter at iPod INNOVATIONS DAY; GC; 2006; Milledgeville, GA
Dr. Dana Gorzelany-Mostak	Assistant Professor	Graduate 3 credit hour course: MUSC 6640 American Music and Politics (every fall)	PhD, Musicology from McGill University Master of Arts, Musicology (minor in Voice Performance) from Indiana University Bachelor of Music, Voice Performance and Bachelor of Music Education from Ithaca College	Full-time	Her research explores various facets of American musical culture—the role of popular songs in presidential campaigns, the reception of music prodigies in the age of reality television, and the untold history of music performance on the “freak” show stage in the 19th century. Additional research interests include opera and popular culture, public musicology, and music entrepreneurship. Gorzelany-Mostak has presented her research at many conferences, including those of the American Musicological Society, the Society for American Music, the International Association for the Study of Popular Music-Canada, and the Canadian University Music Society. She has received the Mark Tucker Award from the Society for American Music and the Peter Narvaez Memorial Award from the International Association for the Study of Popular Music-Canada for her work on the intersection of politics and music in the 2008 campaigns of Hillary Clinton and Barack Obama. Her research on music and electoral politics appears in the summer 2015 issue of <i>Music & Politics</i> and the May 2016 issue of the <i>Journal of the Society for</i>

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					<p><i>American Music</i>. Her work on Jackie Evancho appears in the edited volume <i>Voicing Girlhood in Popular Music: Performance, Authority, Authenticity</i> (Routledge). Gorzelany-Mostak is also creator and co-editor of <i>Trax on the Trail</i>, a Georgia College-sponsored website that tracks the creative use of music and sound on the 2016 presidential campaign trail.</p>
Dr. Tina Holmes-Davis	Assistant Professor	<p>All graduate 3 credit hour courses: MUED 6020 Curriculum and Assessment (every July 4 week) MUED 6980 Field Placement and Seminar (every fall beginning 2021) MUED 6990 Student Teaching and Seminar (every spring beginning 2022) MUED 6040 Curriculum Development (every July 4 week) MUED 6400 Community and Philosophical Music Perspectives (May-June 8 week even years) MUED 6800 Research in Music Education (every spring beginning 2018)</p>	<p>DMA in Music Education from Boston University Master of Music Education from Auburn University Bachelor of Music, Clarinet Performance and Bachelor of Music Education from Georgia College & State University</p>	Full-time (currently on medical leave)	<p>She was accepted to participate in COPLAC's Digital Liberal Arts Seminar for distance mentored undergraduate projects in Summer 2016. Dr. Holmes-Davis has 15 years of public teaching experience in elementary music and middle school band. She is sought after as a band clinician and woodwind technician throughout Georgia, teaches the Georgia College Middle School Band Camp, and performs in the Wellston Winds Community Band.</p>
Dr. Maureen Horgan	Professor	<p>Graduate 3 credit hour course: MUSC 6650 Jazz History (every spring)</p>	<p>BME, BM Trombone & Euphonium from The New England Conservatory MM Trombone Performance from Yale University DMA Trombone from State University of New York at Stony Brook</p>	Full-time	<p>Dr. Horgan has had a long career as a professional musician, performing in such venues as Carnegie Hall, Alice Tully Hall, Jordan Hall, Symphony Hall in Boston, and with renowned musicians, including Aaron Copland, Leonard Bernstein, Henry Mancini, Victor Borge, Jacki Byard, Phil Wilson, and Brian Wilson. She has commissioned four works: for brass quintet (John Hennecken), trombone quartet (Perry Goldstein), trombone and digital media (Douglas O'Grady), and trombone, flute, and digital media (O'Grady). Her solo CD, <i>Moe's Bit o'Blues</i>, is distributed internationally by the Centaur Label, and she also has recorded for the GM and Lady Slipper labels. A Shires Trombone Artist, Dr. Horgan performs with the New Hampshire Music Festival and Monarch Brass (an all-star brass ensemble comprised of outstanding female brass players from around the world). A freelance trombonist in Boston prior to coming to Georgia College, she performed with such diverse groups as the Opera</p>

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					<p>Company of Boston, the Boston Philharmonic, Nashua (NH) Symphony, Capital Brass, and the Jazzables. Maureen has performed solo at major international festivals including the International Trombone Workshop, the Eastern Trombone Workshop, and the International Women's Brass Conference, and has been a guest speaker/performer at numerous universities, including Yale University and the University of North Texas. She has been a euphonium soloist with the Harvard University Summer band and the Metropolitan Wind Ensemble in Boston. Dr. Horgan's teaching credits include public school experience in Massachusetts and Hawaii, Wheelock College, Plymouth State University (NH), and the New England Conservatory Preparatory School, where she taught trombone and brass chamber music for twenty years. Her students have gone on to positions in US orchestras and universities. She has also taught and performed in Honduras, most recently in June 2009 where she was the featured soloist with the Banda de los Supremos Poderes de Honduras. Dr. Horgan is President of the International Women's Brass Conference.</p>
Dr. Clifford N. Towner	Associate Professor	<p>All graduate 3 credit hour courses MUED 6929 Instrumental Techniques (May-June 8 week even years) MUSC 6529 Wind Band Literature and History (May-June 8 week odd years)</p>	<p>D.M.A. in Wind Conducting from the University of Nebraska-Lincoln Masters of Music degree in Music Education from Wright State University Bachelor of Music Education degree from the University of Cincinnati College-Conservatory of Music</p>	Full-time	<p>Previously, Dr. Towner was Assistant Professor of Music and Director of Bands at Morningside College in Sioux City, Iowa where his responsibilities included conducting the Symphonic Wind Ensemble and Brass Ensemble, as well as teaching brass pedagogy, trumpet and conducting. He also directed the Morningside athletic bands (The Morningside Outdoor Band and Fever Pep Band). While living in Sioux City, he led the All-America Concert Band for three years. Dr. Towner also taught in the public schools for ten years in Cincinnati, Ohio.</p> <p>Dr. Towner's scholarly pursuits are in the area of wind-band literature and rehearsal performance practice. Recent contributions in this area include an update to the 1978 Acton Ostling, Jr. wind-band literature study; contributions to two volumes of Teaching Music Through Performance in Band; and presentations at the Georgia Music Educators Conference, College Band Directors National Association (CBDNA) divisional and national conferences, and the 2015 World Association for Symphonic Bands and Ensembles (WASBE) conference.</p>

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					Dr. Towner maintains an active schedule as a popular guest conductor, clinician, and drill writer. Dr. Towner is also the Music Director for the Atlanta Wind Symphony, a semi-professional /community band in Atlanta Georgia.
(Dr. Sergio Ruiz)	(Chair, professor)	N/A	(D.M.A. in piano performance from Rice University Master of Music from Cleveland Institute of Music Bachelor of Arts from Santa Clara University)	(Full-time; June 30, 2017 last day)	

F, P: Full-time or Part-time; D, UN, UT, G: Developmental, Undergraduate Non-transferable, Undergraduate Transferable, Graduate

c) Explain how faculty workloads will be impacted by the proposed new program.

The Master of Arts in Teaching in Music Education will replace the B.M.E. which is being deactivated. One course (Student Teaching and Seminar) will move from the B.M.E. to the MAT and one course is new (Field Placement and Seminar). Four courses overlap with the MAT in Kinesiology and will be taught by the College of Education. The remaining 14 courses overlap with the Master of Music Education. Therefore, faculty workloads should not be seriously impacted by the proposed new program.

d) Explain whether additional faculty will be needed to establish and implement the program. Describe the institutional plan for recruiting additional faculty members in terms of required qualifications, financial preparations, timetable for adding faculty, and whether resources were shifted from other academic units, programs, or derived from other sources.

Our institution currently has an appropriate number of qualified faculty members to implement and sustain the proposed program. The Master of Arts in Teaching in Music Education will replace the B.M.E. which is being deactivated. One course (Student Teaching and Seminar) will move from the B.M.E. to the MAT and one course is new (Field Placement and Seminar). Four courses overlap with the MAT in Kinesiology and will be taught by the College of Education. The remaining 14 courses overlap with the Master of Music Education. Therefore, no additional faculty will be needed to establish and implement the program.

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17) Fiscal and Estimated Budget

The Master of Arts in Teaching in Music Education will be funded entirely through tuition revenue and/or redirection of existing funds. The Master of Arts in Teaching in Music Education will replace the B.M.E. which is being deactivated. One course (Student Teaching and Seminar) will move from the B.M.E. to the MAT and one course is new (Field Placement and Seminar). Four courses overlap with the MAT in Kinesiology and will be taught by the College of Education. The remaining 14 courses overlap with the Master of Music Education. Therefore, this program requires no new funding.

- a) Describe the resources that will be used specifically for the program.
- b) Budget Instructions: Complete the form further below and provide a narrative to address each of the following:
- c) For Expenditures:
 - i. Provide a description of institutional resources that will be required for the program (e.g., personnel, library, equipment, laboratories, supplies, and capital expenditures at program start-up and recurring).
 - ii. If the program involves reassigning existing faculty and/or staff, include the specific costs/expenses associated with reassigning faculty and staff to support the program (e.g., cost of part-time faculty to cover courses currently being taught by faculty being reassigned to the new program, or portion of full-time faculty workload and salary allocated to the program).
- d) For Revenue:
 - i. If using existing funds, provide a specific and detailed plan indicating the following three items: source of existing funds being reallocated; how the existing resources will be reallocated to specific costs for the new program; and the impact the redirection will have on units that lose funding.
 - ii. Explain how the new tuition amounts are calculated.
 - iii. Explain the nature of any student fees listed (course fees, lab fees, program fees, etc.). Exclude student mandatory fees (i.e., activity, health, athletic, etc.).
 - iv. If revenues from Other Grants are included, please identify each grant and indicate if it has been awarded.
 - v. If Other Revenue is included, identify the source(s) of this revenue and the amount of each source.
- e) When Grand Total Revenue is not equal to Grand Total Costs:
 - i. Explain how the institution will make up the shortfall. If reallocated funds are the primary tools being used to cover deficits, what is the plan to reduce the need for the program to rely on these funds to sustain the program?
 - ii. If the projected enrollment is not realized, provide an explanation for how the institution will cover the shortfall.

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I. EXPENDITURES	First FY Dollars	Second FY Dollars	Third FY Dollars	Fourth FY Dollars
Personnel – reassigned or existing positions				
Faculty (see 15.a.ii)	\$8,821.95	\$9,086.61	\$9,359.21	\$9,639.98
Part-time Faculty (see 15 a.ii)	\$3,250	\$3,250	\$3,250	\$3,250
Graduate Assistants (see 15 a.ii)	\$0	\$0	\$0	\$0
Administrators (see 15 a.ii)	\$0	\$0	\$0	\$0
Support Staff (see 15 a.ii)	\$0	\$0	\$0	\$0
Fringe Benefits	\$0	\$0	\$0	\$0
Other Personnel Costs	\$0	\$0	\$0	\$0
Total Existing Personnel Costs	\$12,071.95	\$12,336.61	\$12,609.21	\$12,889.98

EXPENDITURES (Continued)				
Personnel – new positions (see 15 a.i)				
Faculty	\$0	\$0	\$0	\$0
Part-time Faculty	\$0	\$0	\$0	\$0
Graduate Assistants	\$0	\$0	\$0	\$0
Administrators	\$0	\$0	\$0	\$0
Support Staff	\$0	\$0	\$0	\$0
Fringe Benefits	\$0	\$0	\$0	\$0
Other personnel costs	\$0	\$0	\$0	\$0
Total New Personnel Costs	\$0	\$0	\$0	\$0
Start-up Costs (one-time expenses) (see 15 a.i)				
Library/learning resources	\$0	\$0	\$0	\$0
Equipment	\$0	\$0	\$0	\$0
Other	\$0	\$0	\$0	\$0
Physical Facilities: construction or renovation (see section on Facilities)	\$0	\$0	\$0	\$0
Total One-time Costs	\$0	\$0	\$0	\$0
Operating Costs (recurring costs – base budget) (see 15 a.i)				
Supplies/Expenses	\$250	\$250	\$250	\$250
Travel	\$0	\$0	\$0	\$0
Equipment	\$0	\$0	\$0	\$0
Library/learning resources	\$0	\$0	\$0	\$0
Other	\$0	\$0	\$0	\$0
Total Recurring Costs	\$250	\$250	\$250	\$250
GRAND TOTAL COSTS	\$12,321.95	\$12,586.61	\$12,859.21	\$13,139.98
III. REVENUE SOURCES				
Source of Funds				
Reallocation of existing funds (see 15 b.i)	\$0	\$0	\$0	\$0
New student workload	\$0	\$0	\$0	\$0

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New Tuition (see 15 b.ii)	\$70,560.00	\$84,672.00	\$98,784.00	\$155,232.00
Federal funds	\$0	\$0	\$0	\$0
Other grants (see 15 b.iv)	\$0	\$0	\$0	\$0
Student fees (see 15 b.iii) Exclude mandatory fees (i.e., activity, health, athletic, etc.)	\$0	\$0	\$0	\$0
Other (see 15 b.v)	\$0	\$0	\$0	\$0
New state allocation requested for budget hearing	\$0	\$0	\$0	\$0
GRAND TOTAL REVENUES	\$70,560.00	\$84,672.00	\$98,784.00	\$155,232.00
Nature of Revenues				
Recurring/Permanent Funds				
One-time funds				
Projected Surplus/Deficit (Grand Total Revenue – Grand Total Costs) (see 15 c.i. & c.ii).	\$58,238.05	\$72,085.39	\$85,924.79	\$142,092.02

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18) Facilities/Space Utilization for New Academic Program Information

Existing facilities are adequate and no additional investment or resources are needed. The Master of Arts in Teaching in Music Education will replace the B.M.E. which is being deactivated. One course (Student Teaching and Seminar) will move from the B.M.E. to the MAT and one course is new (Field Placement and Seminar). Four courses overlap with the MAT in Kinesiology and will be taught by the College of Education. The remaining 14 courses overlap with the Master of Music Education and are taught complete online. Therefore, this program requires no new space.

Facilities Information — Please Complete the table below.

		Total GSF
a.	Indicate the floor area required for the program in gross square feet (gsf). When addressing space needs, please take into account the projected enrollment growth in the program over the next 10 years.	
b.	Indicate if the new program will require new space or use existing space. (Place an "x" beside the appropriate selection.)	
	Type of Space	Comments
i.	Construction of new space is required (x).-→	
ii.	Existing space will require modification (x). →	
iii.	If new construction or renovation of existing space is anticipated, provide the justification for the need.	
iv.	Are there any accreditation standards or guidelines that will impact facilities/space needs in the future? If so, please describe the projected impact.	No
v.	Will this program cause any impact on the campus infrastructure, such as parking, power, HVAC, other? If yes, indicate the nature of the impact, estimated cost, and source of funding.	No
vi.	Indicate whether existing space will be used.	x
c.	If new space is anticipated, provide information in the spaces below for each category listed:	
i.	Provide the estimated construction cost.	
ii.	Provide the estimated total project budget cost.	
iii.	Specify the proposed funding source.	
iv.	What is the availability of funds?	
v.	When will the construction be completed and ready for occupancy? (Indicate semester and year).	
vi.	How will the construction be funded for the new space/facility?	
vii.	Indicate the status of the Project Concept Proposal	

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	submitted for consideration of project authorization to the Office of Facilities at the BOR. Has the project been authorized by the BOR or appropriate approving authority?		
d.	If existing space will be used, provide information in the space below.		
	Provide the building name(s) and floor(s) that will house or support the program. Indicate the campus, if this is part of a multi-campus institution and not physically located on the main campus. Please do not simply list all possible space that could be used for the program. We are interested in the actual space that will be used for the program and its availability for use.		
	Porter Hall 2 nd and 3 rd floors – all of the MUED and MUSC courses are fully online or field work based. Faculty offices will be utilized and classrooms may possibly be used at times. Regarding the College of Education courses, the following spaces have been used in the past year for the MAT required courses: Health Sciences 300; Kilpatrick Hall 108, 125, 127, 132, and 223; Thomas Jefferson Building 314, 317A, 320, and 534. One section of EDIT 5202 was taught Online and Fully at a Distance by Dr. Greer whose office is 139 Kilpatrick Hall.		
e.	List the specific type(s) and number of spaces that will be utilized (e.g. classrooms, labs, offices, etc.)		
i.	No. of Spaces	Type of Space	Number of Seats
		Classrooms	
		Labs (dry)	
		Labs (wet)	
		Meeting/Seminar Rooms	
		Offices	
		Other (specify)	
Total Assignable Square Feet (ASF)			
ii.	If the program will be housed at a temporary location, please provide the information above for both the temporary space and the permanent space. Include a time frame for having the program in its permanent location.		
Chief Business Officer or Chief Facilities Officer Name & Title		Phone No.	Email Address
		Signature	
<i>Note: A Program Manager from the Office of Facilities at the System Office may contact you with further questions separate from the review of the new academic program.</i>			

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APPENDIX

Use this section to include letters of support, curriculum course descriptions, and recent rulings by accrediting bodies attesting to degree level changes for specific disciplines, and other information.