

ONE-STEP ACADEMIC PROGRAM PROPOSAL

Institution: Georgia Southwestern State University

Date Completed at the Institution:

Name of Proposed Program/Inscription: Musicology

Degree: Master of Music

Major: Musicology

CIP Code: 50.0905 (Musicology and Ethnomusicology)

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	X
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	
Contractual Location (specify the location):	

School/Division/College: Georgia Southwestern State University/Arts and Sciences

Department: Music

Departmental Contact: Dr. Mark Laughlin

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:** The University of Georgia at Athens offers the only graduate program in musicology in the State of Georgia. However, the program is not offered online. To date, there are no Master of Music in Musicology degrees offered fully online in the United States. The only online program that falls within the prescribed CIP Code is a Master of Music in Ethnomusicology at Liberty University in Virginia. Dr. Katherine Moorehouse, program director of Ethnomusicology at Liberty University, confirmed (via email) that the program averages and maintains an enrollment of 80 students each year. This is a significant increase from UGA's average enrollment of 5 students per year in a traditional format. The enrollment numbers and continued success of the program at Liberty University demonstrates a demand for this degree as an online program. This program will provide Georgians, along with students throughout the United States, a comprehensive and flexible program to meet the needs of the 21st century traditional and non-traditional college student.

2) **Mission Fit and Disciplinary Trends:**

Mission Statement (working draft of new strategic plan)

Georgia Southwestern State University is a comprehensive university serving a diverse population of students, offering a range of strong undergraduate and graduate programs in a vibrant learning environment. The University is a collegial community that values collaboration and community engagement with an emphasis on faculty, staff, and student interactions. An active student body and state-of-the-art amenities enhance the learning experience on a visually appealing campus located in historic Americus, Georgia.

Vision Statement

Georgia Southwestern State University aspires to be a comprehensive, progressive and inclusive university that serves as a vibrant center of learning, culture, and economic development for Southwest Georgia and beyond.

The addition of the online graduate program in musicology at Georgia Southwestern State University is in direct alignment with the university's new strategic plan as seen in the following excerpts:

- 1.1. Provide opportunities for experiential learning and community engagement across the curriculum.
 - 1.1.1. Develop new academic programs that incorporate experiential learning outcomes and enable changes to existing programs that allow students to earn credit towards graduation from experimental learning activities.
 - 1.1.2. Increase opportunities for students to engage in research, scholarship, creative works, internships, civic involvement, and other co-curricular learning experiences, and encourage and enable all students to participate.
 - 1.1.3. Expose students to faculty expertise and scholarship through signature courses offered across majors and schools.
- 1.2. Support innovative curricula that furthers academic excellence.
 - 1.2.1. Stimulate academic innovation through the implementation of modular course sequences and competency-based education.

ONE-STEP ACADEMIC PROGRAM PROPOSAL

- 3.4. Strengthen and expand awareness of Georgia Southwestern on a regional, national and international scale.
 - 3.4.1. Emerge as a destination of choice for faculty, staff, and students.

The program also meets the following University System of Georgia's Strategic Imperatives:

1. Access and Affordability. The current E-Tuition rate for graduate programs at Georgia Southwestern State University is \$257 per credit hour. The proposed program is 33 hours, and the total tuition cost for the entire program is \$8,481. See a cost comparison with other USG institutions below:

University of West Georgia: \$312 per credit hour (Net Tuition Rates)
[https://www.westga.edu/assets-opentext/assetsDept/bursar/Grad_NET_2016_Fees\(6\).pdf](https://www.westga.edu/assets-opentext/assetsDept/bursar/Grad_NET_2016_Fees(6).pdf)

Valdosta State University: \$293 per credit hour (E-Tuition)
<http://www.valdosta.edu/administration/finance-admin/financial-services/students/documents/fall-2016-fee-schedule,-graduates.pdf>

Albany State University: \$251 per credit hour (E-Tuition)
<http://online.asurams.edu/fees-calc.php>

Columbus State University: \$301-\$450 per credit hour, depending on the program.
<https://bursar.columbusstate.edu/tuition-and-fees/graduate.php>

2. Flexible Degree options. Georgia Southwestern State University is committed to the development of new and flexible degree programs that promote affordable and high-quality courses and degree completion options to all students. This program will provide Georgians, along with students throughout the United States, a comprehensive and flexible program to meet the needs of the 21st century traditional and non-traditional college student.
3. Innovation and Adaptation. Online programs are increasing in vast numbers every year. According to U.S. Department of Education, National Center for Education Statistics, in fall 2014 there were 5,750,417 students enrolled in distance education courses at degree-granting postsecondary institutions. This trend will continue to grow, and Georgia Southwestern State University must adapt and grow with this market to continue to be competitive. The Master of Music in Musicology will allow Georgia Southwestern State University to tap into this viable resource that will continue to grow and expand.

ONE-STEP ACADEMIC PROGRAM PROPOSAL

Number and percentage of students enrolled in degree-granting postsecondary institutions, by distance education participation, and level of enrollment and control of institution: Fall 2014

Level of enrollment and control of institution	Number of students					Percent of students				
	Total	No distance education courses	Total, any distance education course(s)	At least one, but not all, of student's courses are distance education courses	Exclusively distance education course(s)	Total	No distance education courses	Total, any distance education course(s)	At least one, but not all, of student's courses are distance education courses	Exclusively distance education course(s)
Total	20,207,369	14,456,952	5,750,417	2,926,083	2,824,334	100.0	71.5	28.5	14.5	14.0
Level of enrollment										
Undergraduate	17,292,787	12,495,754	4,797,033	2,698,421	2,098,612	100.0	72.3	27.7	15.6	12.1
Postbaccalaureate	2,914,582	1,961,198	953,384	227,662	725,722	100.0	67.3	32.7	7.8	24.9
Control of institution										
Public	14,655,015	10,759,400	3,895,615	2,513,718	1,381,897	100.0	73.4	26.6	17.2	9.4
Private nonprofit	3,996,089	3,096,278	899,811	295,593	604,218	100.0	77.5	22.5	7.4	15.1
Private for-profit	1,556,265	601,274	954,991	116,772	838,219	100.0	38.6	61.4	7.5	53.9

NOTE: Degree-granting institutions grant associate's or higher degrees and participate in Title IV federal financial aid programs.

SOURCE: U.S. Department of Education, National Center for Education Statistics. (2016). *Digest of Education Statistics, 2015* (NCES 2016-014), [Table 311.15](#).

<https://nces.ed.gov/fastfacts/display.asp?id=80>

ONE-STEP ACADEMIC PROGRAM PROPOSAL

- 3) **Description and Objectives:** The MM in Musicology will be offered in an entirely online delivery format. The program is designed to prepare students for doctoral level musicology programs, positions in music libraries (music librarians typically hold a Master of Music in Musicology or the equivalent and a Master of Library Science), college and university teaching, and/or serve as another option for K-12 music teachers that would prefer an online musicology program over music education.

Our vision is to provide graduate level study to musicians, researchers, and teachers from all over the world, while exploring diversity through music study and discussion. This program will help expand our Windows to the World Quality Enhancement Plan, which introduces GSW to world cultures and perspectives through programs and experimental activities designed to expand participants' intercultural knowledge, skills, and attitudes. The goal of W2W is to cultivate students' intercultural competencies so that they may communicate effectively and appropriately with others as citizens of a global economic community.

- 4) **Need:** Georgia Southwestern State University is located in rural southwest Georgia. The closest graduate music program is located at Columbus State University, over 100 miles (round trip) from Americus, GA (Sumter County). The only online graduate music program offered in the State of Georgia, Alabama, South Carolina, Florida, and Tennessee is music education. The Master of Music in Musicology, unlike music education master's programs (traditional and online), does not require students to hold a teaching certification to enter the program. The program will be the first of its kind in the southeast, and will provide students the opportunity to advance their careers through more job opportunities, increased responsibilities, and increased salary in various areas including but not limited to, college teaching, entrance into a Ph.D. program, music librarian, entertainment law, and arts administration. Many secondary music educator's will be subject to pay raises with the earning of a masters in musicology while continuing to work full-time, raise a family, or pursue other scholarly endeavors. The program provides flexibility while meeting demands of a 21st century graduate student.
- 5) **Demand:** The program is designed to prepare students for doctoral level musicology programs, positions in music libraries (music librarians typically hold a Master of Music in Musicology or the equivalent and a Master of Library Science), college and university teaching, and/or serve as another option for K-12 music teachers that would prefer an online musicology program over music education. Also, many musicians are employed in a variety of areas which make traditional graduate study difficult including but not limited to, accompanist, acoustic engineer, arranger, artist manager, arts administrator, band director, choir director, clinician, community music director, conductor, copyist/transcriber, cruise ship entertainer, electronic production and design, entrepreneur, entertainment lawyer, event/production manager, film music director, film/TV/video game scoring, Foley artist, instrument builder/designer, instrument repair and restoration, lyricist, military bands, music librarian, music therapist, opera coach, performer, piano tuner, radio DJ, recruiter, and church musician. The online delivery system allows the program to be extremely marketable to a wide range of musicians, especially musicians in military bands.

ONE-STEP ACADEMIC PROGRAM PROPOSAL

According to the United States Department of Labor Statistics, there were a total of 173,300 music jobs available in 2014 with a median pay of \$24.20 per hour. The annual salary for a musicologist, along with other post-secondary music, art, and drama teachers, earned an average salary of \$72,630 in 2013. The salaries for musicologist ranged from \$32,530 to \$122,360, and vary greatly by region, industry, and longevity within the field according to BLS and Work.Chron.com. Work.chron also showed an estimated 6,000 positions in musicology that were available during the 2015-2016 academic year.

Positions in musicology are expected to increase with the retirements of baby boomers (as of 2015, the number of baby boomers ranges from 74.9 to 82.3 million), and the push to place more core curriculum courses online which includes music appreciation. The need for additional faculty in musicology (full-time and part-time) will increase significantly.

- 6) **Duplication:** The University of Georgia at Athens offers the only graduate program in musicology in the State of Georgia. It is over 3 hours away from Georgia Southwestern State University, and the program is not offered online. To date, there are no Master of Music in Musicology degrees offered fully online in the United States.
- 7) **Collaboration:** Is the program in collaboration with another USG Institution, TCSG institution, private college or university, or other entity?

Yes ___ or No X (place an X beside one)

- 8) **Forecast:** The University System of Georgia was not accepting new proposals from Georgia Southwestern State University during the 2016-2017 academic year. Once the restriction was lifted, the new program was submitted.
- 9) **Admission Criteria:** List the admission criteria for the academic program.

Admission Requirements

Successful applicants typically present a BA, BM, or BME in Music or its equivalent; a minimum undergraduate grade-point average of 2.75; an average GPA of 3.0 in all upper-division music courses; scores on the GRE general test or the MAT (see exception below), and a graduate application. We also require two accurate and candid letters of recommendation from individuals who can assess the applicant's suitability for graduate work in music, an updated curriculum vitae, a thoughtful statement of purpose, and a writing sample (approximately 10-15 pages) that demonstrates the applicant's ability for graduate study. A successful applicant should provide the following:

1. Graduate application for admission.
2. \$25.00 nonrefundable application fee.
3. Official transcripts from all colleges/universities attended.
4. Two letters of recommendation.
5. Official GRE or MAT scores. Scores must not be older than 5 years. If the applicant holds a Bachelor's degree from Georgia Southwestern State University

ONE-STEP ACADEMIC PROGRAM PROPOSAL

(conferred within the past 5 years) with at least a 3.5 GPA on all music courses attempted, the GRE/MAT requirement is waived.

6. If you are attending or have graduated from a secondary school and college outside of the US, submit an official Test of English as a Foreign Language (TOEFL) score report or IELTS scores. The minimum TOEFL requirement for admission to Georgia Southwestern State University is 523 on the written test, 193 on the computer test, and 69 on the internet based test. The minimum IELTS score is a 6.5 for regular admission.
7. [Immunization form](#) (before enrollment).
8. [Documentation of Lawful Presence](#) (before enrollment, if applying for in-state tuition).
9. Updated Curriculum Vitae.
10. Statement of Purpose. In 500 words or less, please explain your purpose for pursuing the Master of Music in Musicology degree.

Consider the following questions in your response:

- What are your short and long term goals? How will this degree help you achieve those goals?
- What do you hope to learn through this process?
- What do you hope to do with this degree after graduation?

Regular Admission (without conditions)

Applicants who fully meet the graduate admission program requirements will receive a letter from the Office of Graduate Admissions indicating they have been accepted into the program and can begin to fulfill the requirements toward the MM in Musicology.

Regular Admission (with conditions)

Applicants who do not fully meet the graduate admission program requirements will receive a letter from the Office of Graduate Admissions indicating that they have not met the requirements for entry into the program, but may enroll for 3-6 hours of course work for one semester. At the end of that semester, the student must have maintained a “B” in all coursework. If the student does maintain a “B”, he/she may continue in the program without conditions.

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

Program of Study Form

In addition to fulfilling the exit requirements, students must complete 33 hours of coursework, and a comprehensive exam.

Courses

ONE-STEP ACADEMIC PROGRAM PROPOSAL

Students are required to take the following courses, which make up the core program of the degree (9 hours total):

MUSC 5100: Bibliography and Research 3-0-3 (first year in the program)-new

MUSC 5200: College Music Teaching Practicum 3-0-3 (first year in the program)-new

MUSC 5999: Comprehensive Exam 3-0-3 (last semester in the program)-new

In addition to the previous requirements, students are required to take 7 prescribed courses with 1 elective special topic course (24 hours). Special Topics courses may be repeated and count toward graduate requirements as long as the topics differ. The following courses are examples of Special Topics:

- MUSC 5000 (1-3 credit hours): Special Topics include but not limited to: Medieval Music, Renaissance Music, Baroque Music, Classical Music, Romantic Music, 20th Century Music, American Song Literature, History of Opera, Vocal Repertoire, Applied Music, Wind Literature, Piano Literature, The Music of Chopin, The History of Improvisation, Secondary Instruments, etc.

Prescribed seven courses:

- MUSC 5190: American Music History 3-0-3
- MUSC 5080: Multi-Cultural Music History 3-0-3
- MUSC 5150: History of Rock and Roll 3-0-3
- MUSC 5131: Pop Music and Culture 3-0-3
- MUSC 5020: Music in Film 3-0-3
- MUSC 5242: History of Jazz 3-0-3
- MUSC 5114: Video Game Music 3-0-3

Exit Requirements

In order to complete the MM, all students are required to pass all course work with a 3.0 average (only one grade of a C may count toward graduation requirements) and to take and pass a comprehensive examination via ProctorU. Before taking the comprehensive exam, typically by the end of the fourth semester of full-time graduate study, the MM student must enroll in MUSC 5999 Comprehensive Exam. Students must receive approval from his/her advisor to enroll in MUSC 5999. The purpose of MUSC 5999 is to prepare students to take the comprehensive exam, which will be administrated at the end of a student's last semester using ProctorU. Students should consult regularly with their advisors as they prepare for the final steps in the program.

Comprehensive Exams

The comprehensive examination is a two-session exam given over two days, and is administered by ProctorU. It is based on the cumulative course work taken during undergraduate and graduate studies. Normally the exam is given during the last semester of the program when students have completed all coursework. In each session, the students will be given a list of questions (usually 5-10) and will be asked to answer those questions in the time allowed (usually 5-6 hours). Exam sessions will be over two consecutive days. For example, Monday and Tuesday. Answers are

ONE-STEP ACADEMIC PROGRAM PROPOSAL

generally expected to run 4-6 pages for each question. Within one week of the submission of the examination, the music faculty will evaluate the students answer(s) and provided their recommendations (of pass or failure) to the Program Director. If a majority of the faculty agrees that the student has submitted passing work, the results will be forward to the Registrar's Office.

If a student has failed the exam by a majority vote of full-time faculty, the faculty may require one or a combination of the following charges: 1) dismissal from the program; 2) re-examination – the student must wait a minimum of one semester, and re-register for MUSC 5999; 3) require additional courses, and re-examination. If a student fails a re-take of the comprehensive exam, they will be dismissed from the program.

The use or access of any sources (written, electronic, etc.) during the comprehensive exam is strictly prohibited, and is considered a violation of the academic integrity policy. Any violation reported by ProctorU will result in immediate dismissal from the program.

- 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:** All courses in the Master of Music in Musicology program will have individual learning outcomes pertinent and specific to each course. Both the learning outcomes of the course and the Musicology program will be assessed regularly in order to maintain relevance and compliance to the Department of Music's mission. To earn a degree of Master of Music with a concentration in Musicology, students must acquire the following:

- in-depth knowledge of the historical periods in Western Art music with an emphasis on the contemporary period in terms of genres, forms, styles, composers, and performance practice;
- in-depth knowledge of common practice and contemporary traditional concepts and structures and an ability to apply these in the processes of historical and formal analyses as it relates to historic compositions, treatises, and various manuscripts.;
- in-depth knowledge of music bibliography, including sources of original manuscripts; and the ability to conduct research on an original topic and to present results in the context of research papers in every course in the curriculum.

- 13) **Assessment and Quality:** The program will be subject to the same quality monitoring criteria as all courses and programs offered at Georgia Southwestern State University. Georgia Southwestern State University's faculty are evaluated to appraise the quality and outcomes of courses taught each semester. The Office of Institutional Research utilizes data on course and faculty quality to ensure that the curriculum taught is meeting and/or exceeding requirements as set forth by the Southern Association for Colleges and Schools – Council on Colleges (SACASCOC) to maintain accreditation.

ONE-STEP ACADEMIC PROGRAM PROPOSAL

Additionally, the department of music has a fully developed assurance process that assesses students' general music knowledge, communication skills (both written and oral), critical thinking, and overall musicality and research prowess. A variety of assessment procedures are used including observations, individual and group presentations, research-based examinations, essay-based examinations, objective-based examinations, music analyses, research papers, and professional portfolios. These assessments will be based on Content Knowledge, Research Skills, and Interpretive Skills.

Content Knowledge: The student will demonstrate advanced knowledge underpinning the candidate's chosen concentrations of music through a written Comprehensive Examination. [direct assessment]

Research Skills: The student will demonstrate cognition of bibliographic resources, research methodology and interpretive analysis demonstrated through advanced scholarship documented in the graduate report appropriate to specific concentrations in the field of music. [direct assessment]

Interpretive Skills: The student will demonstrate expressive musical interpretations communicated through performance in the students' chosen field of music research. [direct assessment]

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

Not Applicable.

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

a) Will enrollments be cohort-based? Yes X or No _____ (place an X beside one)

b) Explain the rationale used to determine enrollment projections.

	First FY	Second FY	Third FY	Fourth FY
I. ENROLLMENT PROJECTIONS	10	20	30	30
Student Majors				
Shifted from other programs	0	0	0	0
New to the institution	10+	20+	30+	30+
Total Majors	10+	30+	50+ (-10 graduating)	60+ (-20 graduating)
Graduates			10	10
Course Sections Satisfying Program				

ONE-STEP ACADEMIC PROGRAM PROPOSAL

Requirements				
Previously existing	8	11	11	11
New	3			
Total Program Course Sections	11	11	11	11
Credit Hours Generated by Those Courses	90	270	450	540
Existing enrollments	0	10+	15+	25+
New enrollments	10+	20+	30+	30+
Total Credit Hours	90	270	450	540

According to the National Center for Education Statistics (NCES) the total enrollment in postsecondary degree-granting institutions is expected to increase 15 percent between fall 2015, and fall 2021. Total enrollment in postsecondary degree-granting institutions increased 46 percent from 1996 to 2010, a period of 14 years; and is projected to increase 15 percent, to 24 million, from 2010 to 2021, a period of 11 years. Enrollment in postsecondary degree-granting institutions of students who are 25 to 34 years old increased 45 percent between 1996 and 2010; and is projected to increase 20 percent between 2010 and 2021. Enrollment in postsecondary degree-granting institutions of students who are 35 years old and over increased 32 percent between 1996 and 2010; and is projected to increase 25 percent between 2010 and 2021. Considering a large percent of the projected increase is from non-traditional students, many of whom have families and full-time jobs, the demand for online degrees will increase in all areas including music and the arts.

<https://nces.ed.gov/pubs2013/2013008.pdf>

ONE-STEP ACADEMIC PROGRAM PROPOSAL

16) Faculty

- a) Provide the total number of faculty members that will support this program: 3
- 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)
Mark Laughlin	Associate Professor of Music (F, U)	Fall: Music Theory, Music History, Group Piano, Applied Piano Spring: Music History, Music Theory, Group Piano, Applied Piano Summer: History of Rock and Roll	DMA Piano Pedagogy	4/4	24 graduate hours in musicology and literature
Julie Megginson	Professor of Music; Department Chair (F, U)	Fall: Choir, Voice Lessons, Chamber Singers Spring: Choir, Voice Lessons, Chamber Singers, Choral Lit. Summer: Music Appreciation	DMA Vocal Performance	3/3	22 graduate hours in musicology and literature
Robert Bryant	Lecturer of Music (F, U)	Fall: Concert Band, Applied Lessons Spring: Concert Band, Applied Lessons	Doctor of Philosophy, Curriculum and Instruction	4/4	

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

ONE-STEP ACADEMIC PROGRAM PROPOSAL

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

The proposed curriculum calls for the creation of three new courses: MUSC 5100: Bibliography and Research, MUSC 5200: College Music Teaching, and MUSC 5999: Comprehensive Exam. Dr. Laughlin will oversee the program and teach the three new courses during the first year of the program. The other full-time faculty members, Dr. Megginson and Dr. Bryant, are currently at full teaching load. Their teaching load includes several sections of principle courses or lower division courses, which can be taught by qualified part-time instructors. The department currently maintains three part-time instructors that will cover the lower division courses currently taught by the aforementioned members. Once the program reaches 10 students in the graduate program, the institution will hire an additional full-time lecturer to teach in the newly formed graduate program, and cover various lower level courses. As the program grows, additional faculty may be added.

- 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.	X
Additional qualified faculty must be hired in order to implement and/or sustain this program as follows (indicate number of anticipated faculty hired years 1-5 below):	1
	Number of Anticipated Faculty Hires
Year 1	0
Year 2	0
Year 3	1 Full-Time Lecturer
Year 4	0
Year 5	Previous Full-Time Lecturer position changed to Tenure Track.

ONE-STEP ACADEMIC PROGRAM PROPOSAL

ONE-STEP ACADEMIC PROGRAM PROPOSAL

17) Fiscal and Estimated Budget

a) Describe the resources that will be used specifically for the program.

The program is completely online in an asynchronous environment. Therefore, there are no additional resources needed to implement or maintain 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).

It is anticipated that the only additional costs associated with this proposed program will be for the overload and part-time faculty compensation, and the addition of one new full-time faculty position in the third year. No additional equipment or classroom space is required.

- 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).

We anticipate no immediate additional cost for existing faculty since faculty are currently teaching courses in the major. Part-time faculty and a new full-time lecturer will be needed as enrollment meets expectations.

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.

Initially, full-time and part-time faculty will be utilized to support the program. New courses will require minimal rescheduling of class offerings. We anticipate that the redirection of funds will have a minimal effect on other units given the department's anticipated enrollment growth. Over time increasing enrollment will support further expansion of faculty positions.

ONE-STEP ACADEMIC PROGRAM PROPOSAL

ii. Explain how the new tuition amounts are calculated.

E-Tuition is based on \$257 per credit hour. It is anticipated that new graduate students will take 9 credit hours each semester. The total tuition fee per semester would be \$2313 per student not including institutional fees.

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.).

The fees included in the budget are all institutional required fees. No fees are program-generated fees.

iv. If revenues from Other Grants are included, please identify each grant and indicate if it has been awarded.

Not applicable.

v. If Other Revenue is included, identify the source(s) of this revenue and the amount of each source.

Not applicable.

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?

Not applicable.

ii. If the projected enrollment is not realized, provide an explanation for how the institution will cover the shortfall.

If anticipated enrollment projections are not met then the program would not need the additional full-time lecturer position. Current faculty would continue to teach in the existing programs. Not meeting projected enrollment would have very little impact on the department.

ONE-STEP ACADEMIC PROGRAM PROPOSAL

I. EXPENDITURES	First FY Dollars	Second FY Dollars	Third FY Dollars	Fourth FY Dollars
Personnel – reassigned or existing positions				
Faculty (see 15.a.ii)				
Part-time Faculty (see 15 a.ii)				
Graduate Assistants (see 15 a.ii)				
Administrators(see 15 a.ii)				
Support Staff (see 15 a.ii)				
Fringe Benefits				
Other Personnel Costs				
Total Existing Personnel Costs				
EXPENDITURES (Continued)				
Personnel – new positions (see 15 a.i)				
Faculty			40,000	40,000
Part-time Faculty				
Graduate Assistants				
Administrators				
Support Staff				
Fringe Benefits			13,333	13,333
Other personnel costs				
Total New Personnel Costs			53,333	53,333
Start-up Costs (one-time expenses) (see 15 a.i)				
Library/learning resources				
Equipment				
Other				
Physical Facilities: construction or renovation (see section on Facilities)				
Total One-time Costs				
Operating Costs (recurring costs – base budget) (see 15 a.i)				
Supplies/Expenses				
Travel				
Equipment				
Library/learning resources				
Other				
Total Recurring Costs				
GRAND TOTAL COSTS			53,333	53,333
III. REVENUE SOURCES				
Source of Funds				

ONE-STEP ACADEMIC PROGRAM PROPOSAL

Reallocation of existing funds (see 15 b.i)				
New student workload				
New Tuition (see 15 b.ii)	23,130	69,390	115,650	138,780
Federal funds				
Other grants (see 15 b.iv)				
Student fees (see 15 b.iii) Exclude mandatory fees (i.e., activity, health, athletic, etc.).	2420	7,260	12,100	14,520
Other (see 15 b.v)				
New state allocation requested for budget hearing				
GRAND TOTAL REVENUES	25,550	76,650	127,750	153,300
Nature of Revenues				
Recurring/Permanent Funds/Tuition	25,550	76,650	127,750	153,300
One-time funds				
Projected Surplus/Deficit (Grand Total Revenue – Grand Total Costs) (see 15 c.i. & c.ii).	25,550 (revenue)	76,650 (revenue)	74,417 (revenue)	99,967 (revenue)

See link for all institutional fees: <https://gsw.edu/campus-life/campusliving/studentaccount/tuitionandfees/georgiaresident#2015>

ONE-STEP ACADEMIC PROGRAM PROPOSAL

18) Facilities/Space Utilization for New Academic Program Information

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.	N/A
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).-→	N/A
ii.	Existing space will require modification (x). →	N/A
iii.	If new construction or renovation of existing space is anticipated, provide the justification for the need.	N/A
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.	N/A
ii.	Provide the estimated total project budget cost.	N/A
iii.	Specify the proposed funding source.	N/A
iv.	What is the availability of funds?	N/A
v.	When will the construction be completed and ready for occupancy? (Indicate semester and year).	N/A
vi.	How will the construction be funded for the new space/facility?	N/A
vii.	Indicate the status of the Project Concept Proposal 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?	N/A

ONE-STEP ACADEMIC PROGRAM PROPOSAL

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.			
	Georgia Southwestern State University, Jackson Hall current classrooms and offices.			
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	Assignable Square Feet (ASF)
	0	Classrooms	N/A	N/A online program
	0	Labs (dry)	N/A	N/A
	0	Labs (wet)	N/A	N/A
	0	Meeting/Seminar Rooms	N/A	N/A
	3	Offices		Existing 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.			
	N/A			
Chief Business Officer or Chief Facilities Officer Name & Title		Phone No.	Email Address	
		Signature		
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.				

ONE-STEP ACADEMIC PROGRAM PROPOSAL

APPENDIX I

Course Descriptions

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.

MUSC 5000: Special Topics (1-3)-0-(1-3)

Special Topics is variable credit course on selected issues, topics, and literature in music. Topics may range from British Choral literature and the guitar music of Mario Castelneovo-Tedesco, to graduate applied lessons and the music of Billy Joel.

MUSC 5100: Bibliography and Research 3-0-3

Bibliography and Research introduces graduate students to advanced techniques in primary source research in music. Students must conduct research on their topic with special focus on printed sources-periodicals, newspapers, diaries, manuscripts, books, recordings, and musical scores-available through interlibrary loan. Students will prepare a research based paper on the chosen topic, an annotated bibliography, and a detailed outline of their project.

MUSC 5200: College Music Teaching Practicum 3-0-3

College Music Teaching Practicum provides a foundation for formative assessments in college music teaching. Action plans to address particular pedagogical issues will be identified by individual students from various institutional settings (secondary schools, community colleges, and 4-year institutions). Formative assessments for improvement will be developed by faculty instructors and course-based learning community through analysis of observational data, video observation of teaching, lesson plans, or other observable teaching materials. Students must have an in-service practice medium (school, private studio, church setting, community ensemble, or the like) for active research projects.

MUSC 5999: Comprehensive Exam 3-0-3

The Comprehensive Exam will consist of several essay exams. Material for questions will be selected from the content of graduate courses taken during enrollment, as well as general musicianship. All students should be prepared to address any pedagogical, and research issues in musicology. The purpose of the comprehensive exam is to ensure a comprehensive review of the materials covered in the Master of Music program; to test your mastery and synthesis of these materials; and, to provide for the faculty and administration a measure of the effectiveness of the graduate program.

MUSC 5190: American Music History 3-0-3

ONE-STEP ACADEMIC PROGRAM PROPOSAL

American Music is a course designed to study the development of music in the United States. The focus will be on both the vernacular traditions including hymn singing, gospel, country music, and music of the Gullah, as well as the cultivated traditions of Art music from William Billings to John Cage.

MUSC 5080: Ethnomusicology 3-0-3

Designed to offer a comprehensive study of music other than that developed from the European tertian harmonic (major/minor) tradition including an examination of the music, instruments, and cultures of India, the Middle East, Greece, China, Japan, Indonesia, Africa, Latin America, and the North American Indian and African American.

MUSC 5150: History of Rock and Roll 3-0-3

History of Rock and Roll is an in-depth study of the origins of Rock and Roll in the 20th Century and the social and historical context that gave birth to it and related genres and musical offshoots. Students will research landmark groups and music as well as less-known artists, exploring connections between modern music and the artists from the past.

MUSC 5131: Pop Music and Culture 3-0-3

Pop Music and Culture examines the historical significance of popular music and culture in the United States from the late nineteenth century to the present. The course will focus on the cultural, social, political, and economic dimensions of genres ranging from Tin Pan Alley to Blues, jazz, country, folk, soul, rock, disco, hip-hop, punk, rap, and Indie.

MUSC 5020: Music in Film 3-0-3

Music in Film is an in-depth study of the history and aesthetics of music written for Hollywood films. The course will explore the sociology, philosophy, psychology, and technique of film music. Students will review the elements of musical style, with particular emphasis on their relation to the dramatic aspects of film, and explore critical analysis of the use of music in various American film genres.

MUSC 5242: History of Jazz 3-0-3

History of Jazz examines early jazz styles through the present; comparing eras, aspects and influences of types of jazz, and performers and composers. Styles include Ragtime, Dixieland, Big Band, Swing, Bebop, Fusion, Acid, Latin, Afro-Cuban, Avante-garde, and Jazz Rock.

MUSC 5114: Video Game Music 3-0-3

Video Game Music is an in-depth study of the history, origins, and evolution of video game music. The course will explore the history, sociology, philosophy, psychology, and technique of video game music. Students will review the elements of musical style with particular emphasis on the relationship to the dramatic and psychological aspects of games, and explore critical analysis of the use of music in various console and PC/Mac games.