



BOARD OF REGENTS

SUMMARY OF ITEM FOR ACTION,
INFORMATION, OR DISCUSSION

TOPIC: University of Maryland, Baltimore County: Bachelor of Arts in Music Education (Instrumental, Choral)

COMMITTEE: Education Policy and Student Life

DATE OF COMMITTEE MEETING: May 12, 2015

SUMMARY: The University of Maryland, Baltimore County bachelor’s degree program in Music has recently undergone a review for accreditation by the National Association of Schools of Music (NASM). The program has been granted accreditation contingent upon the restructuring of the program and the eight areas of concentration currently offered to establish five distinct bachelor’s degrees. The Association pointed to the need for this action to align with national models of comparable curriculum (balanced set of liberal arts courses combined with a rigorous music curriculum) and to clarify the nature of the program for prospective students, graduate schools, and employers.

The proposed Bachelor of Arts in Music Education (Instrumental, Choral) replaces two current concentrations in Instrumental and Choral Music. No curricular changes will be needed and enrollment is expected to remain at its current level of thirty-nine students. While the degree will require 145-147 credits, students will be able to complete the requirements in four years. The additional credits are necessary to meet the standards set forth by NASM and Maryland teacher certification requirements.

The proposed program will provide training for students in community leadership and music education initiatives, including some in underserved communities. It currently supports outreach efforts through increasing university/community partnerships (internships with the Baltimore Symphony’s OrchKids program, in collaboration with the UMBC Shriver Center; and the BSO-UMBC Academy for Music Educators – a one-week intensive summer program for current and aspiring music teachers.

UMBC’s music education graduates gain employment in public and private schools in Maryland and beyond. In the past two years, 100% of the graduates have been employed.

ALTERNATIVE(S): The Regents may not approve the program or may request further information.

FISCAL IMPACT: No additional funding is necessary. The program will be supported through tuition.

CHANCELLOR’S RECOMMENDATION: That the Committee on Education Policy and Student Life recommend that the Board of Regents approve the proposal from the University of Maryland, Baltimore County to offer the Bachelor of Arts in Music Education (Instrumental, Choral) and grant an exception to the 120 credit limit to meet NASM accreditation and Maryland teacher certification requirements.

COMMITTEE RECOMMENDATION:

DATE: May 12, 2015

BOARD ACTION:

DATE:

SUBMITTED BY: Joann A. Boughman

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April 20, 2015

Jennie C. Hunter-Cevera, Ph.D.
Acting Secretary of Higher Education
Maryland Higher Education Commission
6 North Liberty Street
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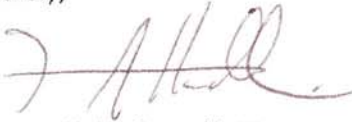
Dear Dr. Hunter-Cevera:

Attached is a proposal for a new **Bachelor of Arts in Music Education**, one of five proposals for new music degrees at UMBC. The National Association of Schools of Music (NASM) has recently approved the UMBC Music Department for accreditation under the condition that we re-configure our current single B. A. degree--with multiple concentrations--into five separate B.A. degrees, in order to better align with national models of comparable curriculum (balanced set of liberal arts courses combined with a rigorous music curriculum). By giving the **Music Education** degree the appropriate designation, its nature is clarified for prospective students, graduate schools, and employers. As described in the proposal, there are no new courses proposed, and there will be no growth in enrollment, which is by audition.

UMBC is very proud of the outstanding work of its Department of Music and we look forward to receiving approval from MHEC for this proposed new **Bachelor of Arts in Music Education**.

Thank you very much.

Sincerely,



Freeman H. Hrabowski, III

C: Ms. Theresa Hollander, Associate Vice Chancellor, USM
Dr. Antonio Moreira, Vice Provost for Academic Affairs, UMBC

PROPOSAL FOR

A NEW PROGRAM SUBMITTED BY A UNIVERSITY SYSTEM OF MARYLAND
INSTITUTION IN ACCORD WITH SECTION 11-206.1 OF
THE ANNOTATED CODE OF MARYLAND

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University of Maryland Baltimore County
Institution Submitting Proposal

B.A. in Music Education (Instrumental and Choral concentrations), 50.0912
Title of Program, CIP and HEGIS Code

Department of Music
Department in which Program will be Located

E. Michael Richards
Department Contact

Bachelor of Arts
Degree to be Awarded

Fall 2015
Proposed Initiation Date

President/Chief Executive
Signature/Date

Date Received by Secretary of Higher Education

Introduction

The Department of Music currently offers a B.A. degree in Music, with 8 concentrations:

- B.A. in Music with a concentration in Instrumental Performance
- B.A. in Music with a concentration in Vocal Performance
- B.A. in Music with a concentration in Instrumental Music Education
- B.A. in Music with a concentration in Choral Music Education
- B.A. in Music with a concentration in Composition
- B.A. in Music with a concentration in Music Technology
- B.A. in Music with a concentration in Jazz
- B.A. in Music with a concentration in Performance/Musicology

The National Association of Schools of Music (NASM) has recently approved the department for accreditation under the condition that we reconfigure our current degree and concentrations as five separate B.A. degrees in order to better align with national models of comparable curriculum (balanced set of liberal arts courses combined with a rigorous music curriculum). By giving the degree the appropriate designation, its nature is clarified for prospective students, graduate schools, and employers. These degrees will be titled:

- B.A. in Music Performance (Instrumental and Vocal concentrations)
- B.A. in Music Education (Instrumental and Choral concentration)
- B.A. in Music Composition
- B.A. in Music Technology
- B.A. in Jazz Studies

The current Performance/Musicology concentration will be discontinued in AY 2021-22 (as will the current B.A. in Music and its other 7 concentrations) after current students had six years to complete the requirements.

Since the new degrees are a reconfiguration of our current emphases, we project similar enrollment to our current figures:

- Music Performance = Instrumental performance (33), Vocal performance (12) = 45
- Music Education = Instrumental (24), Choral (15) = 39
- Music Technology = Music technology (55) = 55
- Jazz Studies = Jazz (22) = 22
- Music Composition = Composition (14) = 14

The proposed Bachelor of Arts in Music Education (Instrumental, Choral) creates a freestanding major with two concentrations taken from the Instrumental and Choral Music Education emphases within the current B.A. in Music. The following proposal requires no modifications to the existing areas of concentrations (Instrumental Music Education, Choral Music Education) approved by NASM and UMBC, nor increase in current resources. Under SB740, four-year pathways to these concentrations were submitted in spring 2014. These pathways will be the same for the five new degrees (see Appendix 1). Admission to the proposed major will continue to be selective and based upon an audition.

A. Centrality to institutional mission statement and planning priorities:

“UMBC is a dynamic public research university integrating teaching, research, and service to benefit the citizens of Maryland. As an Honors University, the campus offers academically talented undergraduates a strong [undergraduate] liberal arts foundation that prepares them for leadership and community service, graduate and professional study, and entry into the workforce, as well as a continuing engagement with learning and with the

world. UMBC contributes to the social and economic development of the State by contributing to an educated, informed, and creative citizenry; by the public service of our students, faculty, and staff; and through initiatives in K-16 education, workforce development, entrepreneurship, and technology commercialization in collaboration with public agencies and the corporate community. UMBC is dedicated to cultural and ethnic diversity, social responsibility, and lifelong learning.”

- UMBC Mission Statement

“UMBC: An Honors University in Maryland seeks to become the best public research university of our size by combining the traditions of the liberal arts academy, the creative intensity of the research university, and the social responsibility of the public university. We will be known for integrating research, teaching and learning, and civic engagement so that each advances the others for the benefit of society.”

- UMBC Vision Statement

The proposed B.A. degree in Music Education is consistent with the campus mission and vision in a number of key ways. The program relates most directly to the goals of the mission by:

- 1) Educating students who will function effectively in a high technology information society;
- 2) Providing advanced learning to undergraduate students;
- 3) Stimulating faculty research, including collaborations with students
- 4) Enriching the quality of life in the region with concerts, conferences, and events;
- 5) Providing a core liberal arts experience in music within which students are challenged to develop an understanding of the history and theory of music while being directed to think beyond traditional boundaries in their performances, compositions, and creative uses of music technologies.

The University’s liberal arts and sciences core provides the foundation of the undergraduate educational experience and the visual and performing arts are an important part of this core. As noted in the mission statement, “The University has developed particular strength in interdisciplinary instruction and research by building bridges among the cultures of the sciences, engineering, humanities, visual and performing arts, and social sciences.”

In addition:

- 1) *“UMBC serves as a national leader in applied learning, civic engagement, and community-based service delivery programs.....UMBC actively promotes service to the community:*
 - * by preparing academically talented students for community leadership*
 - * by maintaining a leadership role in K-12 efforts and teacher education initiatives (especially to underserved communities)*
 - * by expanding our outreach efforts and university/community partnerships.*
 - * by serving as an important artistic, cultural, and intellectual destination in the region by developing programming for the campus that will also be attractive to the broader community.”*

The proposed degree in Music Education will provide training for students in community leadership and music education initiatives (Music 362 – Arts in Education), including some in underserved communities. It backs outreach efforts through increasing university/community partnerships (internships with the Baltimore Symphony’s OrchKids program, in collaboration with the UMBC Shriver Center; and the BSO-UMBC Academy for Music Educators – a one week intensive summer program for current and aspiring music teachers, taught by members of the BSO, and the UMBC Music faculty). In addition, the department presents over 100 student and faculty performances a year, open to the public at little or no charge.

2) *“At UMBC, we believe in entrepreneurship. It is our mission to infuse the university with the thinking and attitude, activities and ideas that will inspire entrepreneurial accomplishment in all its forms.”*

The proposed degree, as well as the mission of the music department, enthusiastically supports this statement. The Department of Music is actively engaged in cutting edge research and creative work within the structure of a liberal arts university. Through a research focus of its faculty on contemporary music, students and the community have access to, and an increased understanding of, the music of our time. Along this line, the Department also provides current advanced and innovative learning opportunities to undergraduate students through creative activities, research, and performance collaborations among students and faculty, and intensive faculty mentoring of students, which is at the core of our curriculum. In addition to standard courses in music, the UMBC music faculty recognize the changing employment landscape and challenges for young musicians, so have developed curricular and non-curricular opportunities for undergraduate students to address transitioning to life as an independent artist, including an outreach/public service component. These opportunities, in many cases, require entrepreneurial solutions, and build skills that all successful professionals in the music field must hold. Part of this initiative has been supported by a 2008-9 Kauffman Innovation Grant (for faculty and student projects), and the Office for Institutional Advancement for the department to offer a Careers in Music course (Music 323). In addition, faculty and students in music and visual arts have collaborated recently in the development of “Symphony Interactive” – a tablet app that addresses the needs at classical music performances for enhanced audience engagement, incorporation of technology into performances, and reduction of printing costs. Symphony Interactive provides real-time program notes during a performance of classical music, and its development has been supported by a Maryland Innovation Initiative grant.

B. Adequacy of curriculum design and delivery to related learning outcomes:

B1. Courses in the program

Catalog listings for required courses are presented in Appendix 2. See Appendix 1 for four-year completion pathways.

The proposed B.A. in Music Education (Instrumental, Choral) will contain 145-147 credits, depending on the concentration. The core music requirements (35 credits) plus the music education requirements (48-50) create a total of 83-85 credits required. Education credits (30) and General Education courses (32) total 62 credits (not including 9 credits which double as music requirements). A grade of “C” or better in any music course counts toward the major, unless specified otherwise.

Major Requirements (35 credits; core = 35 credits):

- MUSC 125 Theory I – Basics of Music (3)
 - MUSC 126 Theory II – Form and Analysis (3)
 - MUSC 225 Theory III – Expanded Harmony (3)
 - MUSC 226 Theory IV – Music Writing (3)
 - MUSC 110, 111, 210, 211 Musicianship Labs I-IV (4) with a grade of “B” or better in MUSC 211
 - MUSC 176, 177, 178, 179 Keyboard Skills (4) - A grade of “B” or better in MUSC 179
 - MUSC 230 Music of the World (3)
 - MUSC 321 Music History I (3)
 - MUSC 322 Music History II (3)
 - MUSC 362 Arts in Education (3)
 - MUSC 380 Conducting (3)
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Performance & Music Education Requirements (Instrumental = 50 credits):

MUSC 191	Recital Preparation – 3 semesters (3)
MUSC 193	Performance Studies – 6 semesters (18)
MUSC 300-10	Ensemble – 6 semesters (12)
MUSC 182, 183	String Methods (2)
MUSC 184, 185	Woodwind Methods (2)
MUSC 186, 187	Brass Methods (2)
MUSC 188	Percussion Methods (1)
MUSC 189	Guitar Methods (1)
MUSC 224	Instrumentation (3)
MUSC 361	Seminar in K-12 Instrumental Methods (3)
MUSC 385	Intermediate Conducting (3)

OR

Performance and Music Education Requirements (Choral = 48 credits):

MUSC 191, 193, 300-10	- same as Instrumental – (33)
MUSC 174	Beginning Vocal Methods (1)
MUSC 175	Intermediate Vocal Methods (1)
MUSC 189	Guitar Methods (1)
MUSC 224	Instrumentation (3)
MUSC 261	Teaching Choral Singing (3)
MUSC 360	Seminar in K-12 Choral Methods (3)
MUSC 385	Intermediate Conducting (3)

Education Requirements (30 credits)

EDUC 310	Inquiry into Education (3)
EDUC 311	Psychological Foundations of Education (3)
EDUC 388	Inclusion and Instruction (3)
EDUC 410	Teaching Reading in the Content Area 1 (3)
EDUC 412	Analysis of Teaching and Learning (3)
EDUC 411	Teaching Reading in the Content Area 2 (3)
EDUC 456	Student Teaching in the Secondary Schools (10)
EDUC 457	Secondary Internship Seminar (2)

General Education Courses (32 credits):

ENG 100	English Composition (3)
MATH 106	(3)
PSYC 100	(3)
Language 201	(4)
Social Science	2 semesters (6)
Arts/Humanities	(3)
Science w/Lab	(4)
Science w/o Lab	(3)
Culture	(3)
TOTAL Credits = 145-147	

See Appendix 3 for justification of more than 120 Credits.

Currently there are (24) majors in the Instrumental Music Education concentration; and (15) majors in the Choral Music Education concentration. Historically, music students at UMBC study full time and begin their studies as freshmen, although we have recently enrolled a growing number of transfer students. Enrollments in the proposed

B.A. degree are projected to remain similar to the above (39). The entrance audition will assist the department to increase selectivity and limit any resulting growth.

B2. Educational Objectives and Intended Student Learning Outcomes

The study of music at UMBC stresses the interdependence and creative aspects of theory, history, performance, and new technologies. Students in the program explore the traditions of Western music, as well as examine new music and other cultures, leading to a balanced understanding of music as a universal form of human artistic expression. Students in music courses, as well as in vocal and instrumental ensembles, study technical and historical aspects of music by playing it, hearing it, and creating it.

See Appendix 4 for more information about Educational Objectives, and Section M (Adequacy of provisions for evaluation of the program) for Intended Student Learning Outcomes.

B3. General Education Requirements

Students pursuing this proposed B.A. degree will be subject to the standard General Education Program requirements in place at UMBC. Some of the GEP requirements will be met by courses required for the degree. For examples, see the four-year pathways in Appendix 1 – Music courses labeled “AH” fulfill an “Arts/Humanities” requirement; “C” = “Culture” requirement; “W” = “Writing” requirement.

B4. Specialized Accreditation or Graduate Certification Requirements

The curriculum for the proposed B.A. degree outlined in B1 satisfies the accreditation requirements of NASM (National Association of Schools of Music), and certification requirements to teach in the public schools of Maryland.

Implementation

We propose to launch this new degree program in fall 2015 for incoming freshmen. Transfer students arriving on campus for the fall 2015 semester will be provided the option of choosing between the "old" and "new" degree programs. Students currently enrolled in existing degree programs will be permitted to continue and graduate in those degree programs. Beginning in fall 2016, all new students (freshmen and transfer students) will enroll in the proposed new degree program. We plan to propose terminating the existing degree programs at the end of the 2020-21 academic year. This will allow students who enrolled in our program in fall 2015 six years to complete their degrees.

Upon notification of approval of our proposal by USM and MHEC, we will inform students of the new program and we will provide them with a definitive timeline for completing their current degree programs before the elimination of those programs. We will include a reminder about the deadline during each advising period until the programs are eliminated in June 2021.

C. Critical and compelling regional or statewide need as identified in the State Plan:

The Maryland State Plan for Post-Secondary Education (MD Higher Education Commission, 2009-13) articulates the importance of maintaining and strengthening “a system of postsecondary education institutions recognized nationally for academic excellence and effectiveness in fulfilling the educational needs of students and **the economic and societal development needs of the state and the nation.**” Graduates of Maryland undergraduate programs in music (and the other arts) fulfill important needs for Maryland communities. A recent study by RESI (Regional Economic Studies Institute of Towson U.) found that Arts and Entertainment districts throughout the State had tremendous economic and fiscal impact on Maryland’s economy. The A&E districts’ operations

supported nearly 4,862 direct, indirect, and induced jobs during the FY08-FY10 period, as well as: 1) nearly \$441.8 million in total state GDP (approximately \$73.9 million generated by new businesses), 2) nearly \$149.4 million in total wages (approximately \$25.9 million by new businesses). From all figures, an estimated 1,621 jobs, \$147.3 million in state GDP, and \$49.8 million in wages were supported on average annually between 2008 and 2010. Moving out to the national picture, the National Endowment for the Arts' research findings (January 2015) calculate the total national economic impact of the arts to be \$698 BILLION to the U.S. economy, or 4.2 percent of the gross domestic product. In addition, despite the economic headwinds that the US endured in 2010, the arts generated \$135.2 billion of economic activity—\$61.1 billion by the nation's nonprofit arts and culture organizations in addition to \$74.1 billion in event-related expenditures by their audiences. This economic activity supported 4.1 million full-time jobs. It is clear that the arts in the U.S. are not only resilient in times of economic uncertainty, but also serve as a key component to our nation's economic recovery and future prosperity.

The 2013-17 plan advocates for the development of cultural competence, which "is best achieved in a learning environment infused with diversity, where individuals within that community are actively engaged with one another in meaningful ways. A large body of evidence has linked interactions with diverse others to gains in multicultural competence and other positive educational outcomes, including academic skills, critical thinking skills, leadership ability, civic interest and engagement, social skills, perspective taking, and vocational preparation (Milem, 2003)." All areas of music depend on a diversity of people working collaboratively and effectively towards common goals – our "exams" are undertaken and "success" determined in public presentation.

The 2010-2020 USM Strategic Plan advocates expansion of "the boundaries of current knowledge... USM research and scholarship will position Maryland as a national and international leader.....and promote an appreciation of learning in all areas: the arts, humanities, social sciences, natural sciences, and professions..... create a system that produces postsecondary graduates who excel in their fields and demonstrate the capacity to think and communicate creatively, critically, and clearly."

Visiting musicians, UMBC faculty, and both current students and graduates of UMBC Music serve the University of Maryland system, the state, and the nation as part of an internationally recognized focal point for cutting-edge research in contemporary art-music through creative work in music technology, composition, and performance.

The department also supports USM's commitment to fostering increased student engagement by providing a large variety of music ensembles that are open to the campus community. As stated in the report, "Task Force on the Arts at UMBC, October 2003": "It is *participation* in Arts-related activities, according to Richard Light's research (*Making the Most of College*), that so successfully enhances students' undergraduate experience. Studio courses offer the greatest opportunity for such participation. Through intensive hands-on experience, students learn the craft, practice, performance, and production skills that dancers, musicians, actors, and artists employ in their work."

"From Western Maryland to the Eastern Shore, thousands of Marylanders benefit annually from the cultural events and continuing education offered by our postsecondary institutions." [USM 2010-2020] Both current music students and graduates enrich the quality of life in their community/region with concerts, conferences, and outreach activities.

D. Quantifiable and reliable evidence and documentation of market supply & demand in the region and State:

The proposed B.A. degree in Music Education is part of a core liberal arts program at UMBC. As a result, the MHEC CIP-to-SOC method of data retrieval that was attempted did not yield any information of value. The National Association of Colleges and Employers (NACE) a Bethlehem, Pa. non-profit group that links college career placement offices with employers, ran a survey where it asked hiring managers what skills they prioritize when they hire college grads. The most important qualities employers seek are basic teamwork, problem-solving, and the ability to plan and prioritize. The 10 skills employers say they seek, in order of importance, are: Ability to

work in a team: Ability to make decisions and solve problems; Ability to plan, organize and prioritize work; Ability to communicate verbally with people inside and outside an organization; Ability to obtain and process information; Ability to analyze quantitative data; Technical knowledge related to the job; Proficiency with computer software programs; Ability to create and/or edit written reports; and, Ability to sell and influence others. Music students at a liberal arts university such as UMBC acquire all of these skills. Producing performances based on planned growth (time to learn the music) makes musicians good project managers. Private study makes those with musical training comfortable with taking responsibility for accomplishing tasks. Musicians come to understand that it is only through working effectively with others (conductors and/or other performers) that a performance will be successful. Finally, much of musical training has to do with identifying and mastering patterns in everything from compositional structure to technical passages. Musicians have been known to apply that ability in other working environments (everything from code breaking to computer programming). In fact the experience of organizing, hosting, and performing in events that are open to the public provides them with skills beyond those in other degree programs. Few degrees require knowledge of customer awareness, or interaction with the public, for example.

Musicians have always been entrepreneurial in developing their careers, and UMBC Music helps our students develop entrepreneurship qualities through participation in a number of internships that are part of the curriculum. Graduates with a B.A. in Music from UMBC are not only employed as performing musicians, but also work in small businesses in music-related areas - or in jobs as diverse as music librarian, video/audio editor for the motion picture industry, live sound for events at Wolf Trap, or educational director of a museum (Philadelphia Children's Museum). Also, approximately 50% of our music graduates at UMBC continue on to graduate school (in the last five years these have included Northwestern U., NYU, USC, Boston Conservatory, and the Shephard School of Music at Rice U.). One was awarded a prestigious Fulbright Scholarship to study in Italy for a year. Music Education graduates gain employment in the public and private schools of Maryland and beyond (100% of our graduates from the last 2 years were employed).

E. Reasonableness of program duplication:

The proposed new degree is a core liberal arts program. The proposed degree reconfigures two existing B.A. emphases and therefore poses no program duplication issue. The change in UMBC degree titles will help to differentiate our programs from others.

Towson University does not offer B.A. music degrees – they have B.S. and B.Mus. degrees. Only the B.Mus. degree is offered in Music Education.

The UM College Park School of Music offers a large array of B.Mus. degrees, as well as B.A. degrees in music. They do not offer a B.A. in Music Education.

Salisbury University offers a B.A. in music with tracks in Vocal Performance, Instrumental Performance, Music Technology, and Teacher Certification. The Teacher Certification track combines choral and instrumental methods courses with fewer credits for each than the proposed UMBC degree.

F. Relevance to Historically Black Institutions (HBIs)

The proposed new degree is a core liberal arts program. We do not anticipate any negative impacts upon the Historically Black Institutions as a result of the new degree given that it reconfigures existing concentrations and requires no new courses or resources. Historically Black Institutions in Maryland have the following programs:

Bowie State University: Has a Department of Fine Arts where students may select Music (instrumental, vocal, or piano) or Music Technology as an area of concentration within a B.A. degree. Music Education is not offered.

Coppin State University: Has a Department of Fine Arts, but does not offer a major or minor in Music. The B.S.

degree in Entertainment Management offers a music concentration, which includes a course on the Business of Music, and one on the Music of African Americans.

Morgan State University: Has a Department of Fine and Performing Arts which offers a B.A. in Music with three separate tracks for instrumentalists, keyboard players, and vocalists. Students who graduate with a B.A. in Music from Morgan are not certified for teaching, but they can apply for a State of Maryland certification through the School of Education and Urban Studies, earning certification and a M.A.T. during a fifth-year of study.

University of Maryland Eastern Shore: Has a Department of Fine and Performing Arts which offers a B.A. with a concentration in Music Education. The curriculum for music education differs from UMBC's proposed degree, as it offers 1 semester of conducting (rather than 2), 2 semesters of keyboard (rather than 4), and no world music, K-12 methods, or musicianship courses.

We believe our proposed new program will not negatively impact the HBIs not only because we are reconfiguring existing UMBC programs but also because we do not anticipate any increase in recruitment or enrollment as a result of the reconfiguration.

G. If proposing a distance education program, please provide evidence of the Principles of Good Practice.

No distance learning will be included in this degree program.

H. Adequacy of faculty resources.

The Music Department faculty bring a rich and varied background in professional performance and research to UMBC. The faculty is widely recognized for its expertise in performance, jazz, composition, music technology, and music education.

Current faculty and their areas of specialization are included below:

Nancy Beith, M.M., keyboard skills; Matthew Belzer, M.M., saxophone and jazz; Stephen Caracciolo, D.M.A., choral conducting, voice, music education; Lisa Cella, D.M.A., flute; Linda Dusman, D.M.A., composition, music theory; Tom Goldstein, M.M., percussion; Brian Kaufman, M.M., tuba, music education; Janice Jackson, M.M., voice, music education; Joseph C. Morin, Ph.D., musicology/harpsichord; David Reville, B.A., music technology; E. Michael Richards, Ph.D., clarinet, orchestral conducting; Anna Rubin, D.M.A., composition; Alan Wonneberger, B.A., music technology; Airi Yoshioka, D.M.A., violin and chamber music

The work of the full-time faculty is supplemented by approximately 30 adjunct faculty with significant experience in teaching and performance; many have been with UMBC for more than 10 years.

I. Adequacy of library resources

The proposed degree is to be implemented within existing institutional resources. The President assures that appropriate library resources are available to support the needs of this program.

J. Adequacy of physical facilities, infrastructure and instructional equipment.

The President assures that appropriate physical facilities, infrastructure, and instructional support are available to support the needs of the program.

K. Adequacy of financial resources with documentation

The President assures that no new general funds from the State are required

L. Resources and Expenditures

No new resources or new expenditures are anticipated with the implementation of the new program. The proposed degree reconfigures two existing concentrations, and we will not need additional resources in terms of new faculty, administrative support, space, equipment, or library resources to meet the needs of current students. We are not implementing any recruitment strategies other than what we currently employ and do not anticipate any new growth in enrollments resulting from the implementation of the new major.

As noted in Section H, we are currently offering all of the courses that will be available in the new major with existing faculty so we have no need of additional faculty.

M. Adequacy of provisions for evaluation of program.

The proposed degree will utilize current policies and procedures for assessing the program and student learning outcomes. The department has instituted a regular and systematic method to evaluate learning outcomes of music students. Data collected are used on an annual basis to assess the strength and the need for enhancement of the Department of Music's undergraduate program. The Department of Music's cycle of assessment began implementation in the 2008-09 academic year.

The music faculty measure the objectives of the department by evaluating five principal learning outcomes, listed below. All of these outcomes require the development of critical listening skills (to others and to oneself), a competency essential to the study of music – this skill complements other basic competencies such as writing, reading and speaking.

- 1) Performance Skills. Encompassing technical skill on an instrument or voice, ability to perform significant musical works as a soloist or in an ensemble, confidence and stage presence. These skills also address communicative ability as specified in the UMBC student learning outcome goals, calling for students to identify, select, and evaluate artistic creations through acquired aesthetic judgment.
- 2) Basic Musicianship. Encompassing the ability to read and notate music, to develop aural skills, to analyze, compose and conduct music and to develop basic proficiency in piano. Rooted in these basic musicianship skills, students acquire fundamental critical thinking skills related to the analysis and interpretation of a variety of ideas and issues central to music as cultural artifacts and aesthetic works. These critical analytical and reasoning skills are central to the UMBC student learning outcome goals pertaining to critical analysis and reasoning.
- 3) Music Cultural Heritage and History. Encompassing music's cultural heritage, history, literature as well as compositional process and style, all of which connect to the broad liberal background of the university as a whole and extend to an awareness of musical ideas throughout the world's cultures. The information and associated skill sets associated with Music Cultural Heritage and History are grounded in the UMBC student learning outcome goals relating to oral and written communication, critical analysis and reasoning, and information literacy.
- 4) Music Technology. Encompassing basic knowledge and skills in computer notation and recording/editing commensurate with the state-of-the-art industry/educational standards for music technology and in connection with university student learning outcomes pertaining to technological competency.
- 5) Teaching. The department recognizes the importance of learning to teach within each discipline and students are taught to teach through interactions with their professors, studio classes, forum participation, and ensemble

participation. Students enrolled in the music education major will gain skills to deliver the expectations of state-mandated music program and knowledge of classroom management and/or studio teaching for age level k-12. Preparation for State of Maryland teacher certification is completed in UMBC's Department of Education in tandem with the music education program. The departmental focus on teaching develops an overarching set of skills fundamental to the UMBC student learning outcome goals relating to oral and written communication, critical analysis and reasoning, technological competency and information literacy.

Learning outcomes described above are assessed according to prescribed methods. As an illustration, for assessment of Performance Skills, performance/ensemble faculty meet at the end of each academic year to discuss the outcomes of performance skills as exhibited in junior and senior hearings/recitals and ensemble presentations. When a significant number of students fail to exhibit readiness to perform or overall low quality, faculty call a separate meeting to investigate possible causes. For example, when faculty noted that its students who had a grasp of key performance competencies were encountering procedural difficulties in presenting themselves in the hearing process, faculty rectified the difficulty by creating a section of the student handbook outlining detailed steps in the hearing process.

In addition to the direct assessment methods partially described above, the Department of Music also engages in a variety of indirect assessment measures: 1) the department tracks student retention, graduation, and admission to institutions of higher education on a yearly basis; 2) the department tracks student honors and awards presented by the departmental, institutional and outside entities; 3) the department assesses student and alumni perception of learning as part of its regular advising responsibilities for current students. The department also seeks to measure the success of its curriculum to prepare its students for higher education and career goals through interviews of alumni returning to campus for Department of Music events. We will continue to employ assessment tools and methods in evaluating student outcomes, courses, and faculty consistent with COMAR 13B.02.03.15 expectations and with curriculum review procedures established by UMBC.

N. Consistency with the State's minority student achievement goals

UMBC has established a commitment to diversity as one of its core principles for the recruitment and retention of faculty, staff, and students. Diversity is defined at UMBC in its fullest scope, embracing not only racial and ethnic groups and individuals who are or have been underrepresented in higher education, but also including religious affiliation, sexual orientation and gender identify, disability, foreign nationality, non-traditional student status, and other important characteristics.

One of the goals of UMBC's Diversity Plan is to "recruit and enroll a growing number of underrepresented minority undergraduates and prepare them for success." Since 2009, the Department of Music has increased the percentage of minority students majoring in our program from 29.9 percent to 43.4 percent (data obtained from Office of Institutional Research and Decision Support: <http://oir.umbc.edu/databook/student-term-headcount-enrollment/undergraduate-enrollments/>). We have an active program to encourage minority students to consider our programs and we make a special effort to ensure that our students have excellent mentors/advisers. We fully expect that the proposed degrees will continue this record of success in increasing minority student participation in our program. Student demographics in the music major have undergone some significant changes since 2009-10. The number of African-American students has increased more than 79% from AY 2010 to AY 2012, and now more closely resembles university-wide representation. Hispanic students have also increased by more than 50%. Classical music has long been populated primarily by whites, so this change in our department, brought about through recruiting, is encouraging.

O. Relationship to low productivity programs identified by the Commission:

The proposed degree has no relationship to a low productivity program.

Budget- Proposed BA in Music Education - UMBC

TABLE 1: RESOURCES					
Resources Categories	(Year 1)	(Year 2)	(Year 3)	(Year 4)	(Year 5)
1. Reallocated Funds	323,605	323,605	323,605	323,605	323,605
2. Tuition/Fee Revenue ¹ (c+g below)	0	0	0	0	0
a. #F.T Students ²	0	0	0	0	0
b. Annual Tuition/Fee Rate	0	0	0	0	0
c. Annual Full Time Revenue (a x b)	0	0	0	0	0
d. # Part Time Students ³	0	0	0	0	0
e. Credit Hour Rate	0	0	0	0	0
f. Annual Credit Hours	0	0	0	0	0
g. Total Part Time Revenue (d x e x f)	0	0	0	0	0
3. Grants, Contracts, & Other External Sources	0	0	0	0	0
4. Other Sources	0	0	0	0	0
TOTAL (Add 1 - 4)	323,605	323,605	323,605	323,605	323,605

¹ Origins of the reallocated funds are the operating budget of the Department of Music, which supports the current BA program. As described in the narrative of this proposal, there is no impact of this reallocation on the current program, as it will be phased out and discontinued, as described in the narrative of the proposal. The consistency of this reallocation with UMBC's mission is fully described in the narrative of this proposal.

² No additional student enrollment is expected in the proposed new program, beyond the current enrollment in the two existing concentrations that are being combined and replaced.

³ No additional student enrollment is expected in the proposed new program, beyond the current enrollment in the two existing bachelor's degrees that are being combined and replaced.

Expenditure Categories	(Year 1)	(Year 2)	(Year 3)	(Year 4)	(Year 5)
1. Total Faculty Expenses-(b + c below)	270,760	270,760	270,760	270,760	270,760
a. # FTE	3	3	3	3	3
b. Total Salary	203,574	203,574	203,574	203,574	203,574
c. Total Benefits	67,186	67,186	67,186	67,186	67,186
2. Total Administrative-Staff Expenses (b + c below)	40,053	40,053	40,053	40,053	40,053
a. # FTE	.66	.66	.66	.66	.66
b. Total Salary	30,114	30,114	30,114	30,114	30,114
c. Total Benefits	9,939	9,939	9,939	9,939	9,939
3. Total Support Staff-Expenses (b + c below)	12,792	12,792	12,792	12,792	12,792
a. # FTE	.22	.22	.22	.22	.22
b. Total Salary	9,618	9,618	9,618	9,618	9,618
c. Total Benefits	3,174	3,174	3,174	3,174	3,174
4. Equipment	0	0	0	0	0
5. Library	0	0	0	0	0
6. New or Renovated Space	0	0	0	0	0
7. Other Expenses	0	0	0	0	0
TOTAL (Add 1 - 7)	323,605	323,605	323,605	323,605	323,605

Appendix 1 - Music B.A. (Instrumental Music Education Emphasis) - Four Year Academic Pathway

Year 1	Fall			Spring		
Benchmark Requirements 1) All students must be approved by faculty at audition to enter the major and enroll in music courses open to only majors. 1), 2) Entrance to ensemble determined by instructor at separate audition at the beginning of each semester. University Requirements ENGL 100 (or equivalent) and a credit-bearing math course to be completed within the first year of academic study.		Credits	Grade		Credits	Grade
	Music 125	3		Music 126	3	
	Music 110	1	---	Music 111	1	---
	Music 176	1	---	Music 177	1	---
	Music 191	1		Music 191	1	
	Music 193	3	---	Music 193	3	---
	Music Ensemble	2	---	Music Ensemble	2	---
	Music Methods course (perc. or gtr.)	1	==	EDUC 310	3	==
	PSYC 100 (SS)	3	==	MATH 106 (M)	3	---
	ENGL 100 (E)	3		GEP (L - 201)	4	
	<i>Total</i>	18		<i>Total</i>	21	
Year 2	Fall			Spring		
Benchmark Requirements 2) Must earn grade of B or higher in Music 211 to gain entry to Music 227, 480. 2) Must be approved by faculty for upper-level music education courses (Music 362). 1), 2) Entrance to ensemble determined by instructor at separate audition at the beginning of each semester.		Credits	Grade		Credits	Grade
	Music 225	3	---	Music 226	3	---
	Music 210	1	---	Music 211	1	---
	Music 178	1	---	Music 179	1	---
	Music 191	1	---	Music 230 (C, AH)	3	---
	Music 193	3	---	Music 193	3	---
	Music Ensemble	2	---	Music Ensemble	2	---
	Music 224	3		Music Methods course	1	
	Music Methods course	1		EDUC 388	3	
	EDUC 311	3		EDUC 412	3	
GEP (SS) or (AH)	3	---			---	
	<i>Total</i>	21		<i>Total</i>	20	
Year 3	Fall			Spring		
Benchmark Requirements 1), 2) Entrance to ensemble determined by instructor at separate audition at the beginning of each semester Major Requirements		Credits	Grade		Credits	Grade
	Music 380	3		Music 385	3	
	Music 321 (AH, WI)	3	---	Music 322 (AH, WI)	3	---
	Music 193	3	---	Music 193	3	---
	Music 362	3	---	2 Music Methods courses	2	---
	Music Ensemble	2		Music Ensemble	2	
	2 Music Methods courses	2		EDUC 410	3	
	Music Methods course (perc. or gtr.)	1		GEP (C)	3	
	GEP (S w/lab)	4				
		<i>Total</i>	21		<i>Total</i>	19
Year 4	Fall			Spring		
Major Requirements		Credits	Grade		Credits	Grade
	EDUC 411 (Phase 1 internship)	3		EDUC 456 (Phase 2 internship)	10	
	Music 361	3	---	EDUC 457	2	---
	GEP (SS)	3	---			---
	GEP (S)	3	---			---
	GEP (SS) or (AH)	3				
	PHED (2 courses)	(3)				
	<i>Total</i>	15		<i>Total</i>	12	
Total = 147						

University Requirements				Major Requirements			
GEP / GFR (pre Summer 2007 higher ed start)							
Requirements:	Course	Credits	Gra	Benchmark Requirements	Year	Credits	Grad
Arts & Humanities (AH) - <i>see Note below</i>	MUSC 322	3		Audition for entry to major	1		
Arts & Humanities (AH)	MUSC 321	3		Audition for entry to ensemble(s)	1		
Arts & Humanities (AH)				Music 211 (grade of B or higher)	2	1	
Social Sciences (SS) - <i>see Note below</i>				Faculty approve entry to 362	2		
Social Sciences (SS)				Audition for entry to ensemble(s)	2		
Social Sciences (SS)				Audition for entry to ensemble(s)	3		
Sciences (S) - with lab							
Lab							
Sciences (S) - with or without lab							
Math (M) [GFR = (MS)]	MATH 106	3					
Language (L) - through 201 level	_____ 201						
Global Culture (C) [GFR may replace w/ 2nd lang]							
Global Culture (C) - GEP BA only	MUSC 230	3					
Writing Intensive (WI)	MUSC 322	3					
Physical Ed (PE) - Institutional credit only		1.5					
Physical Ed (PE) - Institutional credit only		1.5					
<i>Note: AH & SS from at least 2 disciplines for GEP/ AH & SS from at most 2 disciplines for GFR</i>							
Additional UMBC Graduation Requirements:				Other Requirements:	Course	Credits	Grad
<input type="checkbox"/> At least 120 academic credits				Music History 2	Music 322	3	
<input type="checkbox"/> At least 30 credits earned at UMBC				Instrumentation	Music 224	3	
<input type="checkbox"/> At least 45 upper level credits (300 and 400 level)				Musics of the World	Music 230	3	
<input type="checkbox"/> At least 2.0 GPA				Arts in Education	Music 362	3	
				Introduction to Conducting	Music 380	3	
Department of Music				Conducting 2	Music 385	3	
Other Requirements:	Senior Recital	Music 392	3	K-12 Instrumental Methods	Music 361	3	
Music Theory 1	MUSC 125	3		Beginning Strings	Music 182	1	
Music Theory 2	MUSC 126	3		Beginning Woodwinds	Music 184	1	
Music Theory 3	MUSC 225	3		Beginning Brass	Music 186	1	
Music Theory 4	MUSC 226	3		Intermediate Strings	Music 183	1	
Musicianship 1	MUSC 110	1		Intermediate Woodwinds	Music 185	1	
Musicianship 2	Music 111	1		Intermediate Brass	Music 187	1	
Musicianship 3	Music 210	1		Percussion Class	Music 188	1	
Musicianship 4	Music 211	1		Guitar Class	Music 189	1	
Keyboard Skills 1	Music 176	1		Inquiry into Education	EDUC 310	2	
Keyboard Skills 2	Music 177	1		Psychological Foundations of Education	EDUC 311	3	
Keyboard Skills 3	Music 178	1		Inclusion and Instruction	EDUC 388	3	
Keyboard Skills 4	Music 179	1		Analysis of Teaching and Learning	EDUC 412	3	
Recital Preparation (3 semesters)	Music 191	3 (total)		Teaching Reading in the Content Area 1	EDUC 410	3	
Performance Studies (6 semesters)	Music 193	18 (total)		Teaching Reading in the Content Area 2	EDUC 411	3	
				Student Teaching in the Secondary Schools	EDUC 456	10	
Music Ensemble (6 semesters)	Music 301-24	12 (total)		Secondary Internship Seminar	EDUC 457	2	
Music History 1	Music 321	3		Physical Education (2 classes)		3 (total)	

For additional details on the major, see "Suggested Sequence of Music Courses," found in the Music Student Handbook:
<http://www.umbc.edu/music/resources/handbook.php>

Music B.A. (Choral Music Education Emphasis) - Four Year Academic Pathway

Year 1	Fall			Spring		
Benchmark Requirements 1) All students must be approved by faculty at audition to enter the major and enroll in music courses open to only majors. 1), 2) Entrance to ensemble determined by instructor at separate audition at the beginning of each semester. University Requirements ENGL 100 (or equivalent) and a credit-bearing math course to be completed within the first year of academic study.		Credits	Grade		Credits	Grade
	Music 125	3		Music 126	3	
	Music 110	1		Music 111	1	
	Music 176	1		Music 177	1	
	Music 191	1		Music 191	1	
	Music 193	3		Music 193	3	
	Music Ensemble	2		Music Ensemble	2	
	Music 174	1	___	EDUC 310	3	___
	PSYC 100 (SS)	3		Music 175	1	
	ENGL 100 (E)	3		GEP (AH) or (SS)	3	
			MATH 106 (M)	3		
<i>Total</i>	18		<i>Total</i>	21		
Year 2	Fall			Spring		
Benchmark Requirements 2) Must earn grade of B or higher in Music 211 to gain entry to Music 227, 480. 2) Must be approved by faculty for upper-level music education courses (Music 362). 1), 2) Entrance to ensemble determined by instructor at separate audition at the beginning of each semester.		Credits	Grade		Credits	Grade
	Music 225	3		Music 226	3	
	Music 210	1		Music 211	1	
	Music 178	1		Music 179	1	
	Music 191	1		Music 230 (C, AH)	3	
	Music 193	3		Music 193	3	
	Music Ensemble	2		Music Ensemble	2	
	Music 224	3				
	Music 189	1		EDUC 311	3	
	Music 261	3		EDUC 412	3	
GEP (L - 201)	4					
<i>Total</i>	22		<i>Total</i>	19		
Year 3	Fall			Spring		
Benchmark Requirements 1), 2) Entrance to ensemble determined by instructor at separate audition at the beginning of each semester Major Requirements		Credits	Grade		Credits	Grade
	Music 380	3		Music 385	3	
	Music 321 (AH, WI)	3		Music 322 (AH, WI)	3	
	Music 193	3		Music 193	3	
	Music 362	3		Music Ensemble	2	
	Music Ensemble	2		EDUC 410	3	
	EDUC 388	3		GEP (AH) or (SS)	3	
	GEP (S w/lab)	4		GEP (S)	3	
<i>Total</i>	21		<i>Total</i>	20		
Year 4	Fall			Spring		
Major Requirements		Credits	Grade		Credits	Grade
	EDUC 411 (Phase 1 internship)	3		EDUC 456 (Phase 2 internship)	10	
	Music 360	3		EDUC 457	2	
	GEP (SS)	3				
	GEP (C)	3				
	PHED (2 classes)	(3)				
<i>Total</i>	12		<i>Total</i>	12		
Total = 145						

University Requirements				Major Requirements			
GEP / GFR (pre Summer 2007 higher ed start)							
Requirements:	Course	Credits	Grad	Benchmark Requirements	Year	Credits	Grad
Arts & Humanities (AH) - see Note below	MUSC 322	3		Audition for entry to major	1		
Arts & Humanities (AH)	MUSC 321	3		Audition for entry to ensemble(s)	1		
Arts & Humanities (AH)				Music 211 (grade of B or higher)	2	1	
Social Sciences (SS) - see Note below				Faculty approve entry to 362	2		
Social Sciences (SS)				Audition for entry to ensemble(s)	2		
Social Sciences (SS)				Audition for entry to ensemble(s)	3		
Sciences (S) - with lab							
Lab							
Sciences (S) - with or without lab							
Math (M) [GFR = (MS)]	MATH 106	3					
Language (L) - through 201 level	_____ 201						
Global Culture (C) [GFR may replace w/ 2nd lang]							
Global Culture (C) - GEP BA only	MUSC 230	3					
Writing Intensive (WI)	MUSC 322	3					
Physical Ed (PE) - Institutional credit only		1.5					
Physical Ed (PE) - Institutional credit only		1.5					
<i>Note: AH & SS from at least 2 disciplines for GEP/ AH & SS from at most 2 disciplines for GFR</i>				Department of Music			
Additional UMBC Graduation Requirements:				Other Requirements:	Course	Credits	Grad
<input type="checkbox"/> At least 120 academic credits				Music History 2	Music 322	3	
<input type="checkbox"/> At least 30 credits earned at UMBC				Musics of the World	Music 230	3	
<input type="checkbox"/> At least 45 upper level credits (300 and 400 level)				Instrumentation	Music 224	3	
<input type="checkbox"/> At least 2.0 GPA				Arts in Education	Music 362	3	
				Introduction to Conducting	Music 380	3	
				Conducting 2	Music 385	3	
Department of Music				Beginning Vocal Methods	Music 174	1	
Other Requirements:	Course	Credits		Intermediate Vocal Methods	Music 175	1	
Music Theory 1	MUSC 125	3		Guitar Class	Music 189	1	
Music Theory 2	MUSC 126	3		Teaching Choral Singing	Music 261	3	
Music Theory 3	MUSC 225	3		K-12 Choral Methods	Music 360	3	
Music Theory 4	MUSC 226	3		Inquiry into Education	EDUC 310	2	
Musicianship 1	MUSC 110	1		Psychological Foundations of Education	EDUC 311	3	
Musicianship 2	Music 111	1		Inclusion and Instruction	EDUC 388	3	
Musicianship 3	Music 210	1		Analysis of Teaching and Learning	EDUC 412	3	
Musicianship 4	Music 211	1		Teaching Reading in the Content Area 1	EDUC 410	3	
Keyboard Skills 1	Music 176	1		Teaching Reading in the Content Area 2	EDUC 411	3	
Keyboard Skills 2	Music 177	1		Student Teaching in the Secondary Schools	EDUC 456	10	
Keyboard Skills 3	Music 178	1		Secondary Internship Seminar	EDUC 457	2	
Keyboard Skills 4	Music 179	1		Physical Education (2 classes)		3 (total)	
Recital Preparation (3 semesters)	Music 191	3 (total)					
Performance Studies (6 semesters)	Music 193	18 (total)					
Music Ensemble (6 semesters)	Music 301-24	12 (total)					
Music History 1	Music 321	3					

For additional details on the major, see "Suggested Sequence of Music Courses," found in the Music Student Handbook:
<http://www.umbc.edu/music/resources/handbook.php>

Appendix 2 – UMBC - Bachelor of Arts in Music Education (Instrumental, Choral)

Proposed B.A. in Music Education – UMBC

Catalog Listings of Required Courses

MUSC 110 Musicianship Laboratory I [1]	Elementary development of basic musical skills, including sight-singing, notation and dictation. Note: Students must be able to read standard musical notation.
MUSC 111 Musicianship Laboratory II [1]	Intermediate development of basic musical skills, including sight-singing, notation, dictation and transposition. Prerequisite: MUSC 110 with a grade of "B" or better, or placement examination.
MUSC 125 Theory I: Basics of Music [3]	A study of the fundamentals of music with intensive consideration of underlying principles of music, such as melodic design, tonality, harmonic organization and elements of formal design. Note: Students must already know standard musical notation on the grand staff, all major and minor scales and their key signatures, simple and compound meters and rhythms, intervals and primary chords.
MUSC 126 Theory II: Form and Analysis [3]	A continuation of MUSC 125. Prerequisite: MUSC 125 or consent of instructor.
MUSC 174 Beginning Vocal Methods [1]	Beginning vocal methods provides an inquiry into effective vocal pedagogy when teaching beginning singers. Designed for intended music educators, the course provides opportunities for observing beginning voice classes, instruction in appropriate teaching methodologies for this population, and practicum experiences.
MUSC 175 Intermediate Vocal Methods [1]	This course provides an inquiry into effective vocal pedagogy when teaching intermediate singers. Designed for intended music educators, the course provides opportunities for observing intermediate voice classes, instruction in appropriate teaching methodologies for this population, and practicum experiences. Prerequisite: MUSC 174 or permission of instructor
MUSC 176 Keyboard Skills I [1]	Development of basic keyboard skills to complement the student's studies in music theory. Some knowledge of music theory needed. Note: Course is designed to enable students to achieve the level of proficiency in keyboard skills required for the major. Areas covered include harmonization, sight-reading, technique and functional keyboard harmony. Prerequisite: permission from the department. Co-requisites: MUSC110 and 125. For music majors only.
MUSC 177 Keyboard Skills II [1]	Continued development of keyboard skills. Basic keyboard experience and good knowledge of music theory required. Course is designed to achieve the level of proficiency in keyboard skills required for the major. Areas covered include harmonization, sight-reading, technique and functional keyboard harmony. Prerequisite: MUSC176. Co-requisites: MUSC111 and 126. For music majors only.
MUSC 178 Keyboard Skills III [1]	Continued development of keyboard skills. Basic keyboard experience and good knowledge of music theory required. Course is designed to enable students to achieve the level of proficiency in keyboard skills required for the major. Areas covered include harmonization, sight-reading, technique and functional keyboard harmony. Prerequisite: MUSC177. Co-requisites: MUSC210 and 225. For music majors only.
MUSC 179 Keyboard Skills IV [1]	Continued development of keyboard skills. Basic keyboard experience and good knowledge of music theory required. Course is designed to enable students to achieve the level of proficiency in keyboard skills required for the major. Areas covered include harmonization, sight-reading, technique and functional

	keyboard harmony. Prerequisite: MUSC178. Co-requisites: MUSC211 and 226. For music majors only.
MUSC 182 Beginning String Methods [1]	Instruction in the methods of teaching basic string techniques. Open to music education majors only.
MUSC 183 Intermediate String Methods [1]	Intermediate instruction in the techniques of teaching string instrument performance. Open to music education majors only.
MUSC 184 Woodwind Methods: Clarinet, Saxophone[1]	Instruction in the methods of teaching basic and intermediate woodwind techniques. Open to music education majors only.
MUSC 185 Woodwind Methods: Flute, Oboe[1]	Instruction in the methods of teaching basic and intermediate woodwind techniques. Open to music education majors only.
MUSC 186 Beginning Brass Methods [1]	Instruction in the methods of teaching basic brass techniques. Open to music education majors only.
MUSC 187 Intermediate Brass Methods [1]	Intermediate instruction in the techniques of teaching brass instrument performance. Prerequisite: MUSC 186 or consent of instructor.
MUSC 188 Percussion Methods [1]	Instruction in the methods of teaching basic percussion techniques. Open to music education majors only.
MUSC 189 Guitar Methods [1]	Instruction in the methods of teaching basic guitar techniques. Open to music education majors only.
MUSC 191 Recital Preparation [1]	The course is designed to prepare students for public performance by requiring attendance at weekly music forums and attendance at 10 concerts (at least seven on campus) each semester.
MUSC 193 Performance Studies: Western Art Instruments for Music Majors [3]	Private music lessons for music majors; instruction is offered in most Western instruments and voice. The studies direct the student toward attaining a competent technique, a diverse performing repertoire and stylistic interpretive sensitivity. Prerequisite: Consent of instructor.
MUSC 210 Musicianship Laboratory III [1]	Advanced development of basic musical skills, including sight-singing, notation, dictation and transposition. Prerequisite: MUSC 111 with a grade of "B" or better or placement examination.
MUSC 211 Musicianship Laboratory IV [1]	Advanced studies in sight-singing, notation, dictation and transposition. Prerequisite: MUSC 210 with a grade of "B" or better or placement examination.
MUSC 224 Instrumentation [3]	This course provides an introduction to arranging and composing for specific instruments and instrumental ensembles. Basics of transposition and standard instrumentations are covered, as well as issues of idiomatic voicing and other timbral and textural considerations when arranging for traditional and nontraditional instrumental ensembles. Prerequisite: MUSC 125 or consent of instructor
MUSC 225 Theory III: Counterpoint [3]	The study and application of the various technical aspects of music writing/composition as expressed through tonal and expanded harmonic idioms,

	contrapuntal procedures and various formal constructions. Prerequisite: MUSC126 or consent of the instructor
MUSC 226 Theory IV: Chromatic Harmony [3]	An analytical study of musical styles and structure, with emphasis on chromatic harmony and 19th-century technique. The course is designed to develop the student's analytical abilities by examining scores. Some of the topics covered include rhythmic, textural and thematic analysis, and the expansion of the orchestra. Prerequisite: MUSC 225 or consent of instructor
MUSC 227 Theory V: 20th Century Analysis [3]	An analytical study of musical styles and structure, with emphasis on 20th-century technique. Some of the topics covered include pan-tonality, serial technique, intermedia forms and chance music. Prerequisite: MUSC 226 OR consent of instructor.
MUSC 230 Musics of the World (AH) [3]	A survey of selected musical cultures of the world, with emphasis on the musical forms, instruments, tonal material, the role of music in society and its relationship to other arts.
MUSC 261 Teaching Choral Singing	Teaching Choral Singing provides an introduction to choral pedagogy for music educators. Fundamentals of vocal technique are combined with methodologies for teaching beginning and intermediate choruses how to read choral music and how to create a good choral sound. Class involves opportunities for teacher observation and practicum experiences. Prerequisite: MUSC 174 and 175 or consent of instructor
MUSC 301 UMBC Chamber Players [2]	The UMBC Chamber Players is a small, select ensemble of instrumentalists and singers coming from all academic areas. A diverse program of chamber music from all historical periods is performed on and off campus throughout the year. Prerequisite: By audition only
MUSC 303 UMBC Camerata-Chamber Choir [2]	The UMBC Camerata is a small, select ensemble of singers coming from all academic areas. A diverse program of vocal literature is performed throughout the year including madrigals and works for small choruses. Note: May be repeated for credit. Prerequisite: Consent of the instructor.
MUSC 304 Jubilee Singers [2]	This class affords students instruction in sacred music, predominantly from the African-American heritage. The course will provide an introduction to and study of a variety of musical styles, including spirituals, hymns and anthems. Vocal technique is also part of the class structure. Some vocal instruction will be given, and it is recommended that students take MUSC 170 and 171: Beginning and Intermediate Voice Class, along with the course.
MUSC 305 UMBC Symphony Orchestra [2]	The UMBC Community Symphony is a full-size symphonic ensemble consisting of students, faculty and community members. The orchestra meets once a week in the evening and performs regularly in public throughout the year. Note: May be repeated for credit. Prerequisite: Consent of instructor.
MUSC 307 Small Ensembles: Collegium Musicum, Flute, Guitar, Percussion, Opera Workshop, Saxophone [2]	Student performance of works from the literature for small ensembles. May include vocal accompaniment. Note: May be repeated for credit. Prerequisite: Consent of instructor.
MUSC 308 UMBC Wind Ensemble [2]	The UMBC Wind Ensemble is an instrumental ensemble consisting of students, faculty and community members. The Wind Ensemble meets once a week in the evening. A diverse program of wind ensemble literature is performed through the year. Note: May be repeated for credit. Prerequisite: Consent of instructor.

MUSC 309 UMBC New Music Ensemble [2]	The repertory of the UMBC New Music Ensemble centers around the latest developments in the sonic art. The ensemble explores, performs and studies new concepts in notation, extended performing techniques, group improvisation and group composition.
MUSC320 UMBC Jazz Ensemble [2]	Student performance of jazz works from the literature. May include vocal accompaniment. Prerequisite: Consent of Instructor and audition. Notes: May be repeated for credit. MUSC320 cannot be taken concurrently with MUSC358.
MUSC 321 Music History I [3]	An analytic study of Western music history and literature from medieval, Renaissance and Baroque periods with an emphasis on styles, genres and significant composers. Prerequisite: MUSC 126.
MUSC 322 Music History II [3]	An analytic study of Western music history and literature from the Classic and Romantic eras and the early 20th century, with an emphasis on styles, genres, and significant composers. Prerequisite: MUSC 126.
MUSC324 Small Ensemble Jazz Group	Student performance of jazz works from the literature. May include vocal accompaniment. Prerequisite: consent of instructor and audition. Notes: may be repeated for credit. MUSC 324 cannot be taken concurrently with MUSC358.
MUSC358 Music in Performance (AH)	Designed for students who have been active musicians in high school. This course couples rehearsal and performance with the study of the compositions and styles being performed, and related issues of music performance. Each week, students rehearse with their preferred ensemble, and meet for a one-hour discussion that involves all students in the course. Prerequisite: One prior college-level music ensemble, and permission of instructor.
MUSC 360 Seminar in K-12 Choral Methods [3]	Seminar involves a survey of methods and repertoire for K-12 choral education. Class involves reading, performance, discussion and analysis, as well as practicum experiences in the schools. Prerequisite: MUSC 261, 380 and 385 or by consent of the instructor
MUSC 361 Seminar in K-12 Instrumental Methods [3]	Seminar involves a survey of methods and repertoire for K-12 instrumental education. Class involves reading, performance, discussion and analysis, as well as practicum experiences in the schools. Prerequisite: MUSC 182, 183, 184, 185, 186, 187, 188, 189, 380 and 385 or by consent of the instructor
MUSC 362 Arts in Education [3]	For advanced music majors, the course offers an introduction to theories of aesthetic education as they relate to all the arts and an in-depth exploration of those theories as they relate to music. Within the context of this practicum based course, students will learn to teach general music in an experiential manner to prepare both K-12 students and adult audience members for a deeper appreciation of the performance of music. Topics include writing effective lesson plans and planning and presenting interactive concerts as teaching artists. The course requires regular observations and presentations at a local elementary school. Prerequisite: Four semesters of MUSC 193 or consent of instructor
MUSC 380 Introduction to Conducting [3]	Introductory course to the art of conducting. Students will learn fundamental principles of conducting and develop technical skills, including basic baton techniques, score reading and analytical skills that are essential for a conductor of any medium. Prerequisite: MUSC 111 and 126
MUSC 385 Intermediate Conducting [3]	Sequel to MUSC 380 designed to prepare the students for actual ensemble conducting. Students will study more advanced baton techniques, develop knowledge of various instruments and voices, learn to develop effective rehearsal techniques and further their study of stylistic interpretation. Prerequisite: MUSC 380

Education Department Courses

EDUC 310 - Inquiry into Education (2)

This course introduces reflective practice as a foundation for the study of teaching and learning. Inquiry as a way of learning about schools, as well as about self as teacher and learner, will be explored through reflection on students' experiences with children and schooling. The macro- and micro-sociocultural contexts of education across diverse settings will be examined. Students will draw upon anthropological and sociological research methods to study the dynamics of classrooms, schools and communities. Field experiences are required in this course. Prerequisite: permission of the department

EDUC 311 - Psychological Foundations of Education (3)

The psychology of school learning will be explored. There will be an overview of theories of teaching, learning, motivation and related research, including the philosophical assumptions underlying each - within the dynamics of context of class, culture, race and gender issues - The overall focus will be an exploration of ways of knowing and ways that learners construct knowledge. Emphasis is placed on empirical findings and their implications for the process of schooling. Topics include instructional models and objectives, conditioning, skill acquisition, verbal learning, memory, problem-solving, creativity and discovery learning. Prerequisite: Permission of the department

EDUC 412 - Analysis of Teaching and Learning (3)

This course is an introduction to a systematic approach to instruction. Special emphasis is placed on developing performance objectives, planning teaching strategies and formulating evaluation instruments to assess learning. The use of technological resources in instructional planning is emphasized. Students will develop skills to create meaningful learning experiences for students of diverse cultural, ethnic, linguistic and intellectual backgrounds. These skills are then practiced in actual peer teaching situations. Prerequisite: EDUC310, EDUC311 and permission of the department

EDUC 388 - Inclusion and Instruction (3)

This course is designed to introduce students to strategies for differentiating instruction within general education classrooms. The course examines the legal, philosophical and programmatic underpinnings of instructional inclusion, broadly defined. Addressed in the course are approaches for adapting the curriculum - especially in the areas of reading, writing and math - to meet the needs of socio-culturally, linguistically, cognitively (e.g., dyslexic, dyscalculic) and behaviorally diverse student populations, including students identified traditionally as having special needs (e.g., gifted and talented, physically challenged). Prerequisite: Permission of the department

EDUC 410 - Teaching Reading in the Content Areas: Part I (3)

Major approaches to teaching reading to students in grades 7 to 12. Emphasis on skills in all content areas ranging from English to science, which the secondary teacher can apply toward improving secondary students' reading ability and their attitude toward reading. Emphasis is on literacy as a tool to increase learning. Prerequisite: Admission to teacher education and permission of the department.

EDUC 411 - Teaching Reading in the Content Areas: Part II (3)

This course is designed to develop competency in the utilization of reading and writing strategies, assessments, vocabulary building, comprehension and special-needs adaptations. The secondary certification candidates should be able to demonstrate competency in their knowledge of contemporary theory, research, wisdom of practice, modeling and analysis, and protected practice. Field experiences are required in this course. Prerequisite: EDUC410 and permission of the department

EDUC 456 - Student Teaching in the Secondary Schools (10)

This intensive internship provides students with the opportunity to take progressive responsibility for teaching in their specialty area and developing professional teaching competencies in a Professional Development School with support from a mentor teacher and a university supervisor Prerequisite: Completion of all methods courses required for certification and permission of the department.

EDUC 457 - Secondary Internship Seminar (2)

The seminar provides a forum for discussing and processing field experiences and current issues/problems in teaching and learning. The seminar has been designed to help teacher candidates analyze the many facets of teaching and to become a reflective practitioner. Topics that are addressed include classroom management, assessment strategies, the culture of schools, developing evidence-based portfolio, and becoming a professional. Prerequisite: Completion of the Phase I internship and permission of the department.

Appendix 3 – UMBC - Bachelor of Arts in Music Education (Instrumental, Choral)

Justification for Curriculum that exceeds 120 credit hours:

SB 740, The College and Career Readiness Completion Act of 2013, 15-116 states:

(A) (1) Except as provided in paragraph (2) of this subsection, the standard number of credits required for a baccalaureate degree from a public higher education institution is 120 credit hours.

(2) The standard number of credits required under paragraph (1) of this subsection does not apply if:

A) the degree program is defined as a five-year baccalaureate degree program

B) professional accreditation requires a higher number of credit hours or requires course work that cannot be completed in 120 credit hours

or

C) certification requirements result in a need for credit hours in excess of 120.

The proposed degree is an exception to the 120 credit hour requirement because of professional accreditation requirements and certification requirements. In its proposed Bachelor of Arts in Music Education degree, UMBC seeks to graduate students who will be both fully-trained musicians (upholding the standards set forth by the National Association of Schools of Music [NASM], which UMBC currently meets), and eligible for certification in the State of Maryland to teach music in the public schools. The new program (a reconfiguration of the curriculum from current concentrations under a B.A. in Music) thus combines two full collegiate training programs into one integrated program that can be completed in four years (see Appendix 1 for the four year curriculum plan).

Section I below documents how the MSDE certification requirements are met in the Music Education program, while section II documents how the content standards for accreditation from the NASM are met.

I. Maryland State Department of Education Requirements

From –

http://www.marylandpublicschools.org/MSDE/divisions/certification/certification_branch/certification_inf/areas/area_overview.html

Music: <http://www.dsd.state.md.us/comar/comarhtml/13a/13a.12.02.18.htm>

13A.12.02.18

A. To receive certification in art, dance, environmental education, health, music, and physical education at the prekindergarten — grade 12 level, the applicant shall:

(1) Complete the following content course work:

(a) Earn a bachelor's or higher degree from an IHE with a major in the certification area;

Music BA degree:

**MUSC 110, 111, 210, 211, 176, 177, 178, 178, 125, 126, 225, 226, 227, 191 (x3), 193 (x6)
224, 230, 301-20 (x6), 321, 322, 362, 380, 385**

**Instrumental: MUSC 182, 183, 184, 185, 186, 187, 188, 189, 361
Choral: MUSC**

UMBC graduation requirements:

ENGLISH COMPOSITION (EN100)

MATHEMATICS (MATH 106)

3 ARTS and HUMANITIES COURSES

3 SOCIAL SCIENCES COURSES

SCIENCE + LAB COURSE

2 CULTURE COURSES

LANGUAGE PROFICIENCY

PHYSICAL EDUCATION

or

(b) Complete 30 semester hours or more of content course work taken at an IHE in the certification area;

(2) Meet the professional education course required in Regulation .06A(2) of this chapter;

EDUC 310, 311, 388, 410, 411, 412

and

(3) Meet the experience requirements in Regulation .06A(3) of this chapter.

EDUC 456, 457

B. For the content course work required in §A(1)(b) of this regulation:

(1) A minimum of 50 percent shall be taken at the same institution; and

(2) A minimum of 12 semester hours shall be upper division course work.

The Maryland State Department of Education requires prospective teachers to complete a state-approved teacher preparation program (see Appendix 3 for UMBC's music teacher preparation program, approved by the State of Maryland). The link below shows full approval status for UMBC's program in music education (p.47) – the most recent date of approval review was in 2011.

II. National Association of Schools of Music Accreditation Requirements

NASM has approved the UMBC curriculum as meeting standards for accreditation. Connections between these standards and particular courses are outlined, below.

O. Baccalaureate Degree in Music Education – p. 116-121 (NASM Handbook – 2013-2014:
http://nasm.arts-accredit.org/site/docs/Handbook/NASM_HANDBOOK_2013-14.pdf)

Guidelines:

(1) Curricula to accomplish this purpose normally adhere to the following structural guidelines: studies in music, including basic musicianship and performance normally comprise at least 50% of the total program; general studies, 30-35%; and professional education, 15-20%.

(2) Music education methods courses, such as elementary and secondary methods and supplementary instruments, which are primarily music in content, may be counted under the music component. **[MUSC 360 or 361]**

(3) Professional education is defined as those courses normally offered by the education unit that deal with philosophical and social foundations of education, educational psychology, special education, history of education, etc. **[EDUC 310, 311, 388, 410, 411, 412]**

(4) Although student teachers must be supervised by qualified music personnel from the institution and coordinating schools, student teaching is counted as professional education. **[EDUC 456, 457]**

Program Content.

In addition to the common core of musicianship and general studies, the musician electing a career in school-based teaching must develop competencies in professional education and in specific areas of musicianship. Professional education components should be dealt with in a practical context, relating the learning of educational principles to the student's day-by-day work in music. Students must be provided opportunities for various types of observation and teaching.

(1) **Conducting and Musical Leadership.** The prospective music teacher must be a competent conductor, able to create accurate and musically expressive performances with various types of performing groups and in general classroom situations. Instruction in conducting includes score reading and the integration of analysis, style, performance practices, instrumentation, and conducting techniques. Laboratory experiences that give the student opportunities to apply rehearsal techniques and procedures are essential. Prospective teachers in programs with less focus on the preparation of ensemble conductors must acquire conducting and musical leadership skills sufficient to teach effectively in their area(s) of specialization. **[MUSC 380, 385]**

(2) **Arranging.** The prospective music teacher must be able to arrange and adapt music from a variety of sources to meet the needs and ability levels of individuals, school performing groups, and in classroom situations. **[MUSC 224]**

(3) Functional Performance. In addition to the skills required for all musicians, functional performance abilities in keyboard and the voice are essential. Functional performance abilities in instruments appropriate to the student's teaching specialization are also essential. [MUSC 110, 111, 210, 211, 193, 176-179, 191; 182-188 or 174, 175, 189, and 261]

(4) Analysis/History/Literature. The prospective music teacher should be able to apply analytical and historical knowledge to curriculum development, lesson planning, and daily classroom and performance activities. Teachers should be prepared to relate their understanding of music with respect to styles, literature, multiple cultural sources, and historical development, both in general and as related to their area(s) of specialization. [MUSC 125, 126, 225, 226, 227, 321, 322, 480]

(2) Vocal/Choral Music. Listed below are essential competencies and experiences for the vocal/choral teaching specialization: (a) Vocal and pedagogical skill sufficient to teach effective use of the voice. (b) Knowledge of content, methodologies, philosophies, materials, technologies, and curriculum development for vocal/choral music. (c) Experiences in solo vocal performance and in ensembles. Ensembles should be varied both in size and nature. (d) Performance ability sufficient to use at least one instrument as a teaching tool and to provide, transpose, and improvise accompaniments. (e) Laboratory experience in teaching beginning vocal techniques individually, in small groups, and in larger classes. [MUSC 193, 174, 175, 261, 303 or 304, 193, 360, 362]

(3) Instrumental Music. Listed below are essential competencies and experiences for the instrumental music teaching specialization: (a) Knowledge of and performance ability on wind, string, and percussion instruments sufficient to teach beginning students effectively in groups. (b) Knowledge of content, methodologies, philosophies, materials, technologies, and curriculum development for instrumental music. [MUSC 193, 182-189, 301/305/308, 361, 362]

Teaching Competencies.

The musician-teacher must be able to lead students to competency, apply music knowledge and skills in teaching situations, and integrate music instruction into the process of P-12 education. Essential competencies are:

(1) Ability to teach music at various levels to different age groups and in a variety of classroom and ensemble settings in ways that develop knowledge of how music works syntactically as a communication medium and developmentally as an agent of civilization. This set of abilities includes effective classroom and rehearsal management.

2) An understanding of child growth and development and an understanding of principles of learning as they relate to music.

(3) The ability to assess aptitudes, experiential backgrounds, orientations of individuals and groups of students, and the nature of subject matter, and to plan educational programs to meet assessed needs.

(4) Knowledge of current methods, materials, and repertoires available in various fields and levels of music education appropriate to the teaching specialization.

(5) The ability to accept, amend, or reject methods and materials based on personal assessment of specific teaching situations.

(6) An understanding of evaluative techniques and ability to apply them in assessing both the musical progress of students and the objectives and procedures of the curriculum.

Appendix 4 – UMBC - Bachelor of Arts in Music Education

Educational Objectives Department of Music - UMBC

The educational objectives of the Department of Music at UMBC are: 1) to provide undergraduate instruction and co-curricular events that (a) are components within a broad liberal arts background; (b) are a preparation for teaching music in elementary and secondary schools; and (c) are a preparation for professional performing, composing, private teaching, and (d) constitute preparation for continued study in music at the graduate level; and 2) to provide opportunities for students to engage in research, teaching and service that are consistent with the instructional program. The department as well fosters collegiality, diversity and multicultural values among students as components in its instruction.

Students at UMBC are given the opportunity to study and perform with professional musicians and have many opportunities to gain performance experience. The department presents more than 125 concerts each year.

UMBC music students are also trained in conducting research both through traditional means and through the use of on-line databases and other resources. Courses in computer music and recording technology offer in-depth opportunities for the exploration of music and technology, as well as opportunities for interaction with students and faculty from other arts disciplines who focus on technology in their work.

Graduates of the program are expected to demonstrate the following:

- 1) A fluency in reading music notation and a thorough understanding of performance techniques and practices;
- 2) A familiarity with developments in the history of music and the relationship of contemporary music to music of the past;
- 3) An understanding of contemporary music processes and the involvement of technology in those processes.
- 4) Technical skill on an instrument or voice - ability to perform significant musical works as a soloist or in an ensemble, confidence, and stage presence. These skills also address communicative ability as specified in the UMBC student learning outcome goals, calling for students to identify, select, and evaluate artistic creations through acquired aesthetic judgment.