



**Cover Sheet for In-State Institutions  
New Program or Substantial Modification to Existing Program**

Institution Submitting Proposal	
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*Each action below requires a separate proposal and cover sheet.*

- |                             |   |
|-----------------------------|---|
| New Academic Program        | Substantial Change to a Degree Program            |
| New Area of Concentration   | Substantial Change to an Area of Concentration    |
| New Degree Level Approval   | Substantial Change to a Certificate Program       |
| New Stand-Alone Certificate | Cooperative Degree Program                        |
| Off Campus Program          | Offer Program at Regional Higher Education Center |

Payment Submitted:	Yes	Payment Type:	R*STARS # Check #	Payment Amount:	Date Submitted:
Department Proposing Program					
Degree Level and Degree Type					
Title of Proposed Program					
Total Number of Credits					
Suggested Codes			HEGIS:	CIP:	
Program Modality			On-campus	Distance Education (fully online)	Both
Program Resources			Using Existing Resources	Requiring New Resources	
Projected Implementation Date <small>(must be 60 days from proposal submission as per COMAR 13B.02.03.03)</small>			Fall	Spring	Summer Year:
Provide Link to Most Recent Academic Catalog			URL:		

Preferred Contact for this Proposal	Name:
	Title:
	Phone:
	Email:

President/Chief Executive	Type Name:
	Signature:  Date:

	Date of Approval/Endorsement by Governing Board:
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# ANNE ARUNDEL COMMUNITY COLLEGE

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**Dr. Dawn Lindsay**

*President*

410-777-1177

[dslindsay@aacc.edu](mailto:dslindsay@aacc.edu)

May 15, 2024

Dr. Sanjay Rai  
Acting Secretary of Higher Education  
Maryland Higher Education Commission  
6 N. Liberty Street  
Baltimore, MD 21201

Dear Dr. Rai:

Anne Arundel Community College is requesting approval for a new Music Transfer, Associate of Arts degree. Please see the attached proposal that supports this request.

If you have any questions, please contact Dr. Tina Smith, Associate Vice President for Learning at [ksmith56@aacc.edu](mailto:ksmith56@aacc.edu) or (410) 777-2776.

We appreciate the Maryland Higher Education Commission's consideration of this request.

Sincerely,

A handwritten signature in black ink, appearing to read "D Lindsay", written in a cursive style.

Dr. Dawn Lindsay  
President

cc: Tanya Millner, Ed.D., Provost/Vice President for Learning  
Tina Smith, Ph.D., Associate Vice President for Learning  
Alicia Morse, Ph.D., Dean, School of Liberal Arts  
Nanci Beier, M.A., Registrar  
Tara Carew, M.B.A., M.Ed., Director, Financial Aid

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## Music Transfer (A.A.)

### A. Centrality to Institutional Mission and Planning Priorities:

1. Provide a description of the program, including each area of concentration (if applicable), and how it relates to the institution's approved mission.

*AACC's Mission Statement: "With learning as its central mission, Anne Arundel Community College responds to the needs of our diverse community by offering high quality, affordable, accessible and innovative lifelong learning opportunities."<sup>1</sup>*

The Performing Arts Department at AACC is proposing a new Transfer Degree in Music designed to cater to a diverse array of student interests and career aspirations. This innovative program offers two distinct areas of concentration. The first track in Music caters to students who wish to pursue transfer in the areas of performance, composition, and education. The second track in Music Technology is designed for students who wish to transfer into programs where they can pursue a career in various aspects of professional sound engineering. By providing these dual pathways, the college recognizes and addresses the multifaceted nature of the music field, ensuring that students can pursue their passions in a comprehensive manner.

The introduction of this transfer degree program with two distinct tracks resonates deeply with the institution's mission, vision, and philosophy. AACC's mission, centered on fostering accessible and transformative educational experiences, finds its embodiment in these tracks. The Music track aligns with the vision of cultivating well-rounded individuals with a commitment to artistic expression and pedagogical excellence. By offering a comprehensive curriculum that combines performance mastery with compositional creativity AACC ensures that graduates contribute to the enrichment of local communities as music educators, performers, and composers.

The second track, Music Technology, harmonizes seamlessly with AACC's philosophy of encouraging innovation and preparing students for diverse career pathways. Through this track, students gain hands-on experience in cutting-edge technologies related to audio engineering, sound design, and music production. This directly supports the college's vision of nurturing adaptable and skilled individuals who are equipped to meet the evolving demands of the modern workforce. The Music Technology track empowers graduates to contribute to Maryland's growing creative and tech industries, aligning perfectly with AACC's commitment to producing graduates who excel in an ever-changing economic landscape.

Moreover, both tracks reflect AACC's core values of diversity, inclusivity, and collaboration. The proposed program encourages students to engage with a diverse range of musical genres and cultures, fostering a deep appreciation for artistic diversity.

2. Explain how the proposed program supports the institution's strategic goals and provide evidence that affirms it is an institutional priority.

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<sup>1</sup> <https://www.aacc.edu/about/mission-and-vision/>

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The college's strategic plan, *Engagement Matters II: Excellence through Innovation*,<sup>2</sup> focuses on creating the ideal conditions to ensure that more students complete their educational goals and earn family sustaining wages. The college is pursuing this plan while adhering to the mission's central tenet of committing to academic excellence, which is the fundamental foundation upon which the work and continued reputation as a college of distinction is built.

The strategic plan is strongly rooted in national research and best practices and reflects the student journey through the key milestones of engagement, entry, progress, and completion. This approach aims to provide better structure through intentional programming and interventions that will help all students through each milestone. The overriding purpose of Engagement Matters: Pathways to Completion is to "increase completion by transforming the culture of the institution to ensure equity and that the college remains student-ready and committed to academic excellence." The three Engagement Matters goals are:

- **Goal 1: Engagement and Entry** - Increase engagement with students, employees and community.
- **Goal 2: Progress and Growth** - Increase progress, growth and connection of students and employees.
- **Goal 3: Retention and Completion** - Increase retention and completion of all students.

Rooted in the institution's commitment to student success and academic excellence, the proposed transfer degree program addresses the core objectives of the strategic plan by offering multiple pathways that cater to a student body with more diverse backgrounds and career goals. By equipping students with a robust skill set across various musical disciplines, the degree aligns with the plan's emphasis on promoting inclusive education, innovative approaches, and workforce readiness. By reducing the financial barriers often associated with this field, AACC's program offers a more equitable and inclusive atmosphere to serve the student population of Anne Arundel County.

### **3. Provide a brief narrative of how the proposed program will be adequately funded for at least the first five years of program implementation. (Additional related information is required in section L.**

As shown in section L, the majority of the funds required to offer and sustain this program are devoted to retaining full-time and part-time faculty members with regionally competitive salaries and benefits. The resources associated with establishing necessary technology and infrastructure have already been allocated in the soon-to-be completed studios on the 4<sup>th</sup> floor of the Florestano Building as well as the upkeep of the existing Music Department facilities. The funding required to support instructional expenses for this program are expected to be available through the Liberal Arts and/or Performing Arts budgets as the program grows over the next five years. Current administrative and technical support is available to sustain the program for the next five years and no additional funding for this support is required.

### **4. Provide a description of the institution's a commitment to:**

1. **ongoing administrative, financial, and technical support of the proposed program**

AACC is committed to the ongoing administrative, financial, and technical support for the Music

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<sup>2</sup> <https://www.aacc.edu/about/mission-and-vision/strategic-plan/>

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Transfer (A.A.) degree program. The proposed degree program falls under the Performing Arts Department and current administrative staff will provide oversight. Existing resources within the department will support the program. Technical support will be provided by the onsite technical call center through AACC's Information Services department. AACC's Virtual Campus will provide support and maintenance of the College's learning management system and any additional instructional technology, as needed.

- 2. continuation of the program for a period of time sufficient to allow enrolled students to complete the program.**

AACC has shown a strong commitment to its Music Program and will ensure students who enroll in this proposed Transfer Degree program will have sufficient time and resources to complete their education. The Music Program has strong support from community members as well as sufficient enrollments to be sustainable for the foreseeable future.

## **B. Critical and Compelling Regional or Statewide Need as Identified in the State Plan:**

- 1. Demonstrate demand and need for the program in terms of meeting present and future needs of the region and the State in general based on one or more of the following:**
  - 1. The need for the advancement and evolution of knowledge**

The proposed program significantly contributes to the advancement and evolution of knowledge in Maryland by fostering a diverse and skilled pool of professionals who can both uphold traditional musical excellence and embrace modern technological innovation. As Maryland's cultural and creative industries continue to expand, graduates from this program will enrich the state's artistic landscape by seamlessly blending traditional artistry with contemporary advancements. All students in this program, regardless of which track they pursue, will take courses in music theory, performance, and music technology. This interdisciplinary approach not only meets the demands of an ever-changing industry but also propels the development of new artistic paradigms, ensuring that Maryland remains at the forefront of musical exploration and knowledge dissemination.

- 2. Societal needs, including expanding educational opportunities and choices for minority and educationally disadvantaged students at institutions of higher education.**

As an open-enrollment institution, AACC is the primary provider of higher education for minority and educationally disadvantaged students in Anne Arundel County. As a low-cost option, the college is also uniquely positioned to provide a pathway for these students to pursue a wide variety of educational opportunities. The proposed program in Music further expands those opportunities by building onto the existing Music Program an opportunity to pursue industry focused career paths in the area of music technology.

- 2. Provide evidence that the perceived need is consistent with the [Maryland State Plan for Postsecondary Education](#).**

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The proposed Music Transfer Degree featuring two distinct tracks aligns well with the overarching goals of the 2022 Maryland State Plan for higher education. This program effectively addresses the state plan's emphasis on promoting innovation, diversity, and workforce readiness within higher education offerings. This proposed degree program embodies the state plan's aspirations for adaptable, industry-relevant education that equips graduates to excel in their chosen fields and contributes to the growth and innovation of Maryland's workforce and economy.

**Access:** AACC offerings remain an affordable and accessible option to citizens of Anne Arundel County and the surrounding area. This proposed transfer degree exceptionally affordable option for students especially because annual tuition and fees at regional institutions of higher education range from \$7,110<sup>3</sup>-\$12,606<sup>4</sup>, whereas annual tuition and fees for a full-time student at AACC are about \$4,500.<sup>5</sup>

**Success:** The Transfer Degree in Music aligns well with the Maryland State Plan's goals of promoting student success. In particular, the degree is carefully designed to ensure that students will be able to complete in a timely manner, while receiving a high-quality education that allows for smooth transfer into regional 4-year programs. At the heart of the program's design is the goal of removing systemic friction that could be detrimental to a student's success at AACC and at their transfer institution.

**Innovation:** Consistent with the Maryland State Plan, AACC continues to offer innovative programs that are instructed by credentialed and experienced faculty members. In line with Priority 8, the incorporation of music technology with the encouragement of students to create and perform original compositions fosters a culture of risk-taking and innovation that is essential in creative and technological endeavors.

## C. Quantifiable and Reliable Evidence and Documentation of Market Supply and Demand in the Region and State:

1. Describe potential industry or industries, employment opportunities, and expected level of entry (*ex: mid-level management*) for graduates of the proposed program.
2. Present data and analysis projecting market demand and the availability of openings in a job market to be served by the new program.
3. Discuss and provide evidence of market surveys that clearly provide quantifiable and reliable data on the educational and training needs and the anticipated number of vacancies expected over the next 5 years.
4. Provide data showing the current and projected supply of prospective graduates.

Music graduates have a diverse range of opportunities within various sectors, including careers as music educators, work in composition and arranging, performance opportunities for a range of professional orchestras, choirs, and ensembles, and well as roles in live event production, music management, and studio recording. Music technology specialists find demand in audio engineering, sound design, and the broader realm of digital music production. The proposed program is tailored to these diverse pathways and reflects the dynamic nature of the music field in Maryland and the

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<sup>3</sup> <https://www.frostburg.edu/admissions-and-cost/tuition-and-fees/Undergraduate-Tuition-and-Fees.php>

<sup>4</sup> <https://financialaid.umbc.edu/2022-2023-undergraduate-cost-of-attendance/>

<sup>5</sup> <https://www.aacc.edu/costs-and-paying/credit-costs-and-payment/credit-tuition-and-fees/>

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mid-Atlantic region, ensuring that students have opportunities to align their passions with a multitude of exciting career prospects.

Students who complete a degree in Music Technology will be able to pursue a career in the field of recording arts and sciences. According to the Bureau of Labor Statistics the 2021 median income for broadcast, sound, and video technicians was \$48,790. The field has a growth projection over the next ten years of 10%, which is classified as “Faster than average.”<sup>6</sup> Regionally, demand and wages are strong for this field, as Washington D.C. ranks behind only California for highest hourly mean wage among states for audio and video technicians, at \$35.58/hr.<sup>7</sup> For sound engineering technicians, the district is ranked fifth, with an hourly mean wage of \$39.71/hr.<sup>8</sup> Annualized, these rates represent a significantly higher salary than the national average, at \$74,006 and \$82,597 respectively.

Students who complete their degree with a focus on music composition and performance also have strong occupational outlook in the region. According to the Bureau of Labor Statistics, the 2021 median income for Music Directors and Composers is \$49,130. The field has a growth projection over the next ten years of 5%, which is classified “As fast as average.”<sup>9</sup> Regionally, the outlook is even stronger. According to the BLS, the Washington, D.C. region has the strongest employment outlook for the field, with a regional mean wage of \$131,630 annually.

Finally, many music students wish to pursue their degree in Music Education, and this program is designed to help them transfer successfully into a certification program. The proposed program will provide an improved pathway for these students by removing barriers and friction, ensuring our students are prepared to enter the final two years of their bachelor’s degree at their transfer institution. Students who pursue this pathway have a strong employment outlook, as the beginning salary for a public school teacher in Anne Arundel County is between \$58,161-\$61,918 per year.<sup>10</sup> Additionally, this supports a critical need in the state of Maryland as public schools have been facing a teacher shortage for a number of years. Entering the 2023-2024 school year, AACPS had 278 unfilled teaching positions across all schools.<sup>11</sup>

The proposed two-track transfer degree program allows AACCC to continue to serve our constituents of traditional students coming out of high school music programs. In recent years, Music Technology courses have become a standard offering at almost every AACPS high school as well as private high school programs in the county. Many of the current music students at AACCC have indicated that they would like to pursue a transfer in Music Technology, and as the K-12 programs continue to grow, these students will be looking for a pathway to pursue this interest.

## D. Reasonableness of Program Duplication:

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<sup>6</sup> <https://www.bls.gov/ooh/media-and-communication/broadcast-and-sound-engineering-technicians.htm#tab-7>

<sup>7</sup> <https://www.bls.gov/oes/current/oes274011.htm#st>

<sup>8</sup> <https://www.bls.gov/oes/current/oes274014.htm#st>

<sup>9</sup> <https://www.bls.gov/ooh/entertainment-and-sports/music-directors-and-composers.htm>

<sup>10</sup>

<https://md02215556.schoolwires.net/site/handlers/filedownload.ashx?moduleinstanceid=38158&dataid=96769&FileName=2024%20Unit%201%20Scale-6%20PCT%20COLA%20Step%203%20start.pdf>

<sup>11</sup> <https://www.wbalv.com/article/teacher-shortage-maryland-schools-2023-education-fill-vacancies/44641632>

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1. Identify similar programs in the State and/or same geographical area. Discuss similarities and differences between the proposed program and others in the same degree to be awarded.

## Maryland Community Colleges with Music Majors

Baltimore City Community College  
 Cecil Community College  
 Carroll Community College  
 College of Southern Maryland  
 Community College of Baltimore County  
 Frederick Community College  
 Hagerstown Community College  
 Harford Community College  
 Howard Community College  
 Montgomery College  
 Prince George's Community College

AACC's Music Transfer (A.A.) will be similar to other Maryland community colleges that offer an AoC/associate degrees in music, as it will include program requirement courses, such as Music Theory & Ear Training I, II, III, and IV, Class Piano, Ensemble, and Applied Music. Note that these core courses can be found in the first two years of most music degrees. Like other community colleges in Maryland that offer an AoC/associate degrees in music, AACC's music degree will provide students with music theory/musicianship skills, applied music techniques, performing experience, and career guidance; thus, establishing the necessary skills for advancement in a music degree/career. Training in classical and/or jazz/commercial music constructs will be provided in music theory courses, and performance techniques will be provided in applied music lessons. The performance techniques will also be applied in ensemble performances at the end of each semester. This program helps students to prepare for transfer to a four-year institution, or employment/career advancement in music.

AACC's music degree will differ from other Maryland community college music programs by placing a focus on composition, performance, and/or music technology. Moreover, the music technology field includes a multitude of subjects; AACC's music technology courses will focus on recording, mixing, and mastering.

2. Provide justification for the proposed program.

In Anne Arundel County, AACC is the only institution that offers an Associate of Arts Transfer Degree in Music. Of the closest community colleges, the Community College of Baltimore County, Howard Community College, and Baltimore City Community College offer similar programs. Below is an overview of those programs:

Anne Arundel Community College	Proposed: Music courses as part of Gen Ed <ul style="list-style-type: none"> <li>• World Music: Music as Culture (3 cr)</li> <li>• Music Fundamentals (3 cr)</li> </ul> Music Transfer Requirements <ul style="list-style-type: none"> <li>• Music Theory and Ear Training 1 (4 cr)</li> <li>• Music Theory and Ear Training 2 (4 cr)</li> </ul>
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	<ul style="list-style-type: none"> <li>• Music Theory and Ear Training 3 (4 cr)</li> <li>• Class Piano 1 (2 cr)</li> <li>• Recording Industry Techniques I (3 cr)</li> </ul> <p>Music Performance Track</p> <ul style="list-style-type: none"> <li>• Music Theory and Ear Training 4 (4 cr)</li> <li>• Applied Music - 4 semesters (4-8 cr)</li> <li>• Ensemble - 4 semesters (4 cr)</li> </ul> <p>Music Technology Track</p> <ul style="list-style-type: none"> <li>• Recording Industry Techniques II (3 cr)</li> <li>• History of Popular Music (3 cr)</li> <li>• Applied Music - 3 semesters (3-6 cr)</li> <li>• Ensemble - 3 semesters (3 cr)</li> </ul> <p>Current: Music - Arts and Science Transfer A.A. [To be replaced by proposed program]</p> <ul style="list-style-type: none"> <li>• Music Theory and Ear Training 1 (4 cr)</li> <li>• Music Theory and Ear Training 2 (4 cr)</li> <li>• Music Theory and Ear Training 3 (4 cr)</li> <li>• Music Theory and Ear Training 3 (4 cr)</li> <li>• Class Piano 1 (2 cr)</li> <li>• Applied Music - 3 semesters (3-6 cr)</li> <li>• Ensemble - 3 semesters (3 cr)</li> </ul>
Community College of Baltimore County	<p>Music - Fine and Performing Arts Area of Concentration, A.F.A.</p> <p>Music - Humanities and Social Sciences Area of Concentration, A.A.</p> <p>Music Courses as part of Gen Ed</p> <ul style="list-style-type: none"> <li>• Music Appreciation (3 cr)</li> <li>• Audio Technology with Applications (3 cr)</li> </ul> <p>Music Core</p> <ul style="list-style-type: none"> <li>• Music Theory I (3 cr)</li> <li>• Ear Training I (1 cr)</li> <li>• Music Theory II (3 cr)</li> <li>• Ear Training II (1 cr)</li> <li>• Music Theory III (3 cr)</li> <li>• Ear Training III (1 cr)</li> <li>• Music Theory IV (3 cr)</li> <li>• Ear Training IV (1 cr)</li> <li>• Piano Class I (1 cr)</li> <li>• Piano Class II (1 cr)</li> <li>• Piano Skills and Musicianship (1 cr)</li> <li>• Applied Music - 4 semesters (8 cr)</li> <li>• Ensemble - 3 semesters (3 cr)</li> </ul>
	Music Production and Audio Recording Technology Certificate

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	<ul style="list-style-type: none"> <li>• Popular Music Theory and Musicianship (3 cr)</li> <li>• Introduction to Audio Technology (3 cr)</li> <li>• Audio Recording Techniques I (3 cr)</li> <li>• Audio Recording Techniques II (3 cr)</li> <li>• The Music Business and Recording Industry (3 cr)</li> <li>• Live Sound Reinforcement (3 cr)</li> <li>• MIDI and Music Production Techniques (3 cr)</li> <li>• Advanced Audio Recording Techniques (3 cr)</li> <li>• Internship: Audio Engineering (3 cr)</li> </ul>
Howard Community College	<p>Music - Arts and Science Area of Concentration, A.A. Transfer</p> <ul style="list-style-type: none"> <li>• Music Theory I (3 cr)</li> <li>• Ear Training I (1 cr)</li> <li>• Music Theory II (3 cr)</li> <li>• Ear Training II (1 cr)</li> <li>• Music Theory III (3 cr)</li> <li>• Ear Training III (1 cr)</li> <li>• Music Theory IV (3 cr)</li> <li>• Ear Training IV (1 cr)</li> <li>• Keyboard Skills I (1 cr)</li> <li>• Keyboard Skills II (1 cr)</li> <li>• Music Lit in Context I (3 cr)</li> <li>• Music Lit in Context II (3 cr)</li> <li>• Applied Music - 4 semesters (8 cr)</li> <li>• Ensemble - 4 semesters (4 cr)</li> <li>• Intro to Music Technology and Entrepreneurship (3 cr)</li> </ul>
Baltimore City Community College	<p>Music Performance Concentration - Arts and Science Transfer A.A.</p> <ul style="list-style-type: none"> <li>• Intro to Music Fundamentals (3 cr)</li> <li>• Music Theory I (3 cr)</li> <li>• Ear Training I (1 cr)</li> <li>• Music Theory II (3 cr)</li> <li>• Ear Training II (1 cr)</li> <li>• Piano I (2 cr)</li> <li>• Piano II (2 cr)</li> <li>• Applied Music - 3 semesters (6 cr)</li> <li>• Ensemble - 2 semesters (2 cr)</li> </ul>

All of the Associate Degree programs listed above require a substantial core in Music Theory and Ear Training, training in keyboarding/piano skills, applied music, and ensemble participation. It is unlikely that the proposed program will compete heavily with the above programs. Data from the Fall 2022

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MHEC Enrollment by Place of Residence report show that students from these counties enroll at Anne Arundel Community College at very low rates.<sup>12</sup>

The proposed program will provide much-needed flexibility to the students at AACC to promote transfer success, however. This proposal would create a program outside of the Arts and Science designation (which is why this is not just a major program modification) that is modeled on a true 2+2 model with our most popular transfer destinations within Maryland - UMBC, Towson, and the University of Maryland, College Park.<sup>13</sup> Discussions with colleagues at these institutions as well as with our graduates who have transferred into their programs have revealed that students are often having to take more than 2 years to complete the Bachelors because of the inability to incorporate Music classes as part of their General Education curriculum, as well as the need to take more applied courses and ensembles for those majoring in Performance. Likewise, the addition of a Music Technology concentration was done with the goal of creating a program that would seamlessly transfer to our nearest transfer partner, UMBC (more details on this in part H below). This dual-track approach, with substantial training in the fundamentals in Music, regardless of concentration, is designed to ensure students are prepared when they leave, but also provides flexibility in the early stages of their career at AACC to decide which track to pursue, without losing credits.

## **E. Relevance to High-demand Programs at Historically Black Institutions (HBIs)**

- 1. Discuss the program's potential impact on the implementation or maintenance of high- demand programs at HBI's.**

Maryland's HBI's offer a number of programs in the area of Music, including a Music Technology concentration at our nearest HBI Bowie State. This proposed program works well with these programs and has the potential to increase participation in them through transfer pathways.

## **F. Relevance to the identity of Historically Black Institutions (HBIs)**

- 1. Discuss the program's potential impact on the uniqueness and institutional identities and missions of HBIs.**

The Music Transfer (A.A) program has the potential to increase the participation of underrepresented students in music programs by providing a foundation for a transfer pathway to HBIs in music, contributing to an increased diverse presence at HBIs. In addition, this degree program can potentially lead into the music programs at Morgan State and Bowie State, allowing for graduates of HBIs to combine their undergraduate studies with music skills and knowledge of various aspects of the music industry.

## **G. Adequacy of Curriculum Design, Program Modality, and Related Learning Outcomes (as outlined in COMAR 13B.02.03.10):**

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<sup>12</sup>

<https://mhec.maryland.gov/publications/Documents/Research/AnnualReports/2022EnrollbyPlaceofResidence.pdf>

<sup>13</sup> AACC Transfer Outcomes Dashboard [AACC Transfer Outcomes Dashboard: Transfer Outcomes - Tableau Server](#)

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1. Describe how the proposed program was established, and also describe the faculty who will oversee the program.

Experienced Music faculty at AACC analyzed and recognized the importance of music technology, and determined which courses students would need to reach proficiency in the subject matter. The faculty considered the course content, assessments, and technology requirement that will provide students with the opportunities needed to achieve proficiency. Understanding the principles of sound and acoustics, and how to capture those principles through recording are the focus of the required course. The Chair of Performing Arts, and Music Technology faculty will oversee the Music Technology program with support from the Assistant Dean and Dean. The Performing Arts Department and the School of Liberal Arts believe that the development of the proposed Music Technology program would best fit the academic goals of music students desiring to develop excellent technology skills in music necessary for a variety of careers and some tailored transfer pathways.

2. Describe educational objectives and learning outcomes appropriate to the rigor, breadth, and (modality) of the program.

## Program Outcomes/Objectives

Upon Successful completion of this program, students will be able to:

1. Understand the principles of sound and acoustics, identify the necessary technology components for a recording session, successful use of software and hardware for audio recording and editing, apply microphone placement and technique, and understand signal flow and basic mixing concepts.
2. Apply advanced techniques and practices used in the recording industry, use advanced signal processing tools to manipulate audio, understand advanced mixing techniques, apply mastering techniques and identify and troubleshoot common recording problems.
3. Accurately and authentically perform or create a musical composition using the skills acquired from Ensemble and Applied Music courses.
4. Analyze and create a musical composition using various analytical and composition techniques acquired from Music Theory & Ear Training and Music History courses.

### Objectives and learning outcomes for Recording Industry Techniques I

1. Understand the principles of sound and acoustics.
2. Identify the components of a recording studio.
3. Use software and hardware for audio recording and editing.
4. Apply microphone placement and techniques.
5. Understand signal flow and basic mixing concepts.

### Objectives and learning outcomes for Recording Industry Techniques II

1. Apply advanced techniques and practices used in the recording industry.
2. Use advanced signal processing tools to manipulate audio.

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3. Understand advanced mixing techniques.
4. Apply mastering techniques.
5. Identify and troubleshoot common recording problems.

The assessment activities related to the above program outcomes may take diverse forms including, but not limited to, standardized assessments, placement tests, faculty-developed evaluations, focus sessions, surveys, and evaluation of student work. The college believes that such input is vital to its responsibility to maintain quality instruction. Therefore, class time may be used at times for these activities, and it is expected that students will participate in the processes when asked. Confidentiality of responses is ensured.

### **3. Explain how the institution will:**

- a. provide for assessment of student achievement of learning outcomes in the program**

Anne Arundel Community College is committed to ensuring that its students and graduates are among the best-prepared citizens and workers of the world by offering high quality, affordable, and accessible learning opportunities while also continuing the institution's excellence, accountability, and continuous learning. To this end, practices and procedures are established to ensure faculty, staff, and administrators systematically assess student learning outcomes at the course, program, and institution levels.

All AACC academic departments maintain assessment plans for their programs and courses that outline learning outcomes, curriculum mapping, assessments, and data collection cycles. Assessments to measure student learning take many forms including exams, research papers and other written assignments, class discussions, performances, and lab exercises. These assessment items are mapped to course-level and program-level learning outcomes. Measures of student learning are aggregated to the appropriate level (course, program, institution) to provide the basis for faculty discussions on curriculum, pedagogy, and assessment. In addition to periodic program-level learning outcomes assessment, all credit degree and certificate programs are reviewed on a 4-year cycle for evidence of: program retention and completion, success in program foundational courses, enrollment, value-added, and assessment practices. Program review also includes a review of program outcomes.

The Music Department has established learning outcomes in analysis, composition, and performance in 100 and 200-level courses, and has documented student achievement in these areas with Anne Arundel Community College's Director of Assessment and Instructional Innovation.

- b. document student achievement of learning outcomes in the program**

Departmental learning outcome assessment plans are submitted to and approved by Anne Arundel Community College's Director of Assessment and Instructional Innovation. The Music Department's current plan directs data collection on analytical, composition, and performance skills in the 100 and 200-level music theory sequence, applied music, and ensemble. Each skill is linked to a discrete learning outcome in each course included in the assessment plan. Assessment instruments completed

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by students and instructor analysis at the section level are stored in hard copy format in the department chair's office. Annual reports are made available to the college's Director of Assessment and Instructional Innovation.

4. Provide a list of courses with title, semester credit hours and course descriptions, along with a description of program requirements.

<b>General Education Requirements: 31 credits</b>	
<b><i>English Composition:</i></b>	<b><i>6 credits</i></b>
ENG 101 Academic Writing and Research 1	3 credit hours
ENG 102 Academic Writing and Research 2	3 credit hours
<b><i>Arts and Humanities:</i></b>	<b><i>6 credits</i></b>
MUS-262: World Music: Music as Culture	3 credit hours
MUS-101: Music Fundamentals (suggested)	3 credit hours
<b><i>Biological and Physical Sciences:</i></b>	<b><i>7 credits</i></b>
Select from list of approved courses	
<b><i>Mathematics:</i></b>	<b><i>3 credits</i></b>
Select from list of approved courses	
<b><i>Social and Behavioral Sciences:</i></b>	<b><i>6 credits</i></b>
Select from list of approved courses	
Additional Gen. Ed. Requirement: Wellness	3 credits
<b>Program Requirements: 29 credits</b>	
<b><i>Music Core Required Courses</i></b>	
MUS-113: Music Theory and Ear Training 1	4 credit hours
MUS-114: Music Theory and Ear Training 2	4 credit hours
MUS-213: Music Theory and Ear Training 3	4 credit hours
MUS-141: Class Piano 1	2 credit hours
MUS-230: Recording Industry Techniques 1	3 credit hours
<b><i>Music Performance and Composition Track</i></b>	
MUS-214: Music Theory and Ear Training 4	4 credit hours
Choose 4 applied music courses	4-8 credit hours
Choose 4 ensemble courses	4 credit hours
<b><i>Music Technology Track</i></b>	
MUS-231: Recording Industry Techniques 2	3 credit hours
MUS-160: History of Popular Music	3 credit hours
Choose 3 applied music courses	3-6 credit hours
Choose 3 ensemble courses	3 credit hours
<b><i>Diversity Requirement</i></b>	Satisfied by MUS-262: World Music: Music as Culture
<b><i>Technology Requirement</i></b>	Satisfied by MUS-230 Recording Industry Techniques I
<b><i>Wellness Requirement</i></b>	All students in associate degree programs must

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	<i>satisfy the wellness requirement. In many cases, students may satisfy this requirement simultaneously as they satisfy a general education course requirement or with an elective.</i>
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## Course description for program requirements:

### Recording Industry Techniques 1 (MUS-230) *new proposed course*

Learn about the principles of sound and acoustics, the components of a recording studio, and the use of software and hardware for audio recording and editing. The course will also cover microphone placement and techniques, signal flow, and basic mixing concepts.

### Recording Industry Techniques 2 (MUS-231) *new proposed course*

This course is a continuation of Recording Industry Techniques I, focusing on advanced techniques and practices used in the recording industry. Students will build upon their knowledge of sound and acoustics, recording studio components, software and hardware for audio recording and editing, microphone placement and techniques, signal flow, and basic mixing concepts. The course will cover advanced mixing techniques, signal processing, and mastering.

### Music Theory and Ear Training 1 (MUS 113)

A study of diatonic harmony through part writing and analysis of music. Sight singing, writing music from dictation, clefs, intervals and rhythms are studied. Prerequisite: MUS 101 or permission of department chair.

### Music Theory and Ear Training 2 (MUS 114)

A study of seventh chords, modulatory progressions and chromaticism using creative composition. Analysis, sight singing, and music dictation are continued.

### Music Theory and Ear Training 3 (MUS 213)

Continues studies completed in MUS 114, Music Theory and Ear Training 2. Conduct an in-depth study of chromatic harmony; examine some techniques of 20th century composition. Learn writing in small forms. Continue developing sight singing, dictation and keyboard skills. Analysis of works relating to problems being studied.

### Music Theory and Ear Training 4 (MUS 214)

Continues studies completed in MUS 213, Music Theory and Ear Training 2. Conduct an in-depth study of chromatic harmony; examine some techniques of 20th century composition, including 12-tone and serial music. Learn writing in small forms. Continue developing sight singing, dictation and keyboard skills. Analysis of works relating to problems being studied.

### World Music: Music as Culture (MUS 262)

Use music as an entry into a variety of cultures, social classes and populations. The course introduces students to experiences, perspectives and values different from those found among the dominant populations of the United States and western Europe. Materials will be drawn from traditions throughout the globe to illustrate issues of historical and contemporary significance, including the impact of race, class and gender of music.

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## Class Piano I (MUS 141)

Teaches beginning basic keyboard techniques including sight reading of early level pieces. Play and write major and minor scales. Play chord progressions, cadences and elementary to early intermediate level repertoire.

## History of Popular Music (MUS 160)

Explores the various styles and genres that make up modern popular music. Focuses primarily on the pop musics of the western idiom and analyzes these genres in terms of their historical context, stylistic content and musical impact. By emphasizing inter-relationships between sociological, cultural and musical trends, students will begin to analyze how these musics affect western popular culture in general.

## Ensemble (MUS 180: Orchestra, MUS 181: Jazz Band, MUS 182: Concert Choir, MUS 184: Concert Band, and MUS 188: Chamber Singers)

Read and perform ensemble music. Open to all qualified players, audition may be required. Prepare programs for college and public performance.

### MUS 180 - Orchestra

Reading and performance of orchestral works selected from the baroque to contemporary eras. Open to all qualified players; an audition may be required. Programs are prepared for college and public performance and are a regular part of the course.

### MUS 181 - Jazz Band

Reading and performance of jazz and stageband music. Open to all qualified players; an audition may be required. Programs are prepared for college and public performance and are a regular part of the course.

### MUS 182 - Concert Choir

Performance of music literature from the Renaissance through contemporary periods. Programs are prepared for college and public performance and are a regular part of the course.

### MUS 184 - Concert Band

Reading and performance of concert band and wind ensemble music. Open to all qualified players; an audition may be required. Programs are prepared for college and public performance and are a regular part of the course.

### MUS 188 - Chamber Singers

Explore choral music compositions from antiquity to contemporary music through this small choral ensemble. Participate in performances at college and community events.

## Applied Music (MUS 192 - 212B; 215-222B)

Receive individual instruction on an instrument or in voice training. In addition, two-hour Repertoire and/or Master classes are scheduled in lieu of individual lessons for two weeks during the term. Study is either on or off campus and practice is required. Juried exam is required at close of term. Course may be repeated for a total of eight credit hours. Lab fee \$250. Note: Individual instructions are one-hour lessons. Instruction is available for the following: Acoustic Bass, Bassoon, Cello, Clarinet, Electronic Synthesizer, Euphonium, Flute, Acoustic Guitar, Harp, Horn, Oboe, Organ, Percussion, Piano, Saxophone, Trombone, Trumpet, Tuba, Viola, Violin, Voice, Electric Bass Guitar, Dulcimer, Composition, and Conducting.



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## MUS 192 - Applied Music: Acoustic Bass

Receive individual instruction on an instrument or in voice training. In addition, two-hour Repertoire and/or Master classes are scheduled in lieu of individual lessons for two weeks during the term. Study is either on or off campus and practice is required. Juried exam is required at close of term.

## MUS 192B - Applied Music: Acoustic Bass

Receive individual instruction on an instrument or in voice training. In addition, two-hour Repertoire and/or Master classes are scheduled in lieu of individual lessons for two weeks during the term. Study is either on or off campus and practice is required. Juried exam is required at close of term.

## MUS 193 - Applied Music: Bassoon Traditional

Receive individual instruction on an instrument or in voice training. In addition, two-hour Repertoire and/or Master classes are scheduled in lieu of individual lessons for two weeks during the term. Study is either on or off campus and practice is required. Juried exam is required at close of term.

## MUS 193B - Applied Music: Bassoon Traditional

Receive individual instruction on an instrument or in voice training. In addition, two-hour Repertoire and/or Master classes are scheduled in lieu of individual lessons for two weeks during the term. Study is either on or off campus and practice is required. Juried exam is required at close of term.

## MUS 193B - Applied Music: Bassoon Traditional

Receive individual instruction on an instrument or in voice training. In addition, two-hour Repertoire and/or Master classes are scheduled in lieu of individual lessons for two weeks during the term. Study is either on or off campus and practice is required. Juried exam is required at close of term.

## MUS 194 - Applied Music: Cello Traditional

Receive individual instruction on an instrument or in voice training. In addition, two-hour Repertoire and/or Master classes are scheduled in lieu of individual lessons for two weeks during the term. Study is either on or off campus and practice is required. Juried exam is required at close of term.

## MUS 194B - Applied Music: Cello Traditional

Receive individual instruction on an instrument or in voice training. In addition, two-hour Repertoire and/or Master classes are scheduled in lieu of individual lessons for two weeks during the term. Study is either on or off campus and practice is required. Juried exam is required at close of term.

## MUS 195 - Applied Music: Clarinet Traditional

Receive individual instruction on an instrument or in voice training. In addition, two-hour Repertoire and/or Master classes are scheduled in lieu of individual lessons for two weeks during the term. Study is either on or off campus and practice is required. Juried exam is required at close of term.

## MUS 195B - Applied Music: Clarinet Traditional

Receive individual instruction on an instrument or in voice training. In addition, two-hour Repertoire and/or Master classes are scheduled in lieu of individual lessons for two weeks during the term. Study is either on or off campus and practice is required. Juried exam is required at close of term.

## MUS 196 - Applied Music: Electronic Synthesizer

Receive individual instruction on an instrument or in voice training. In addition, two-hour Repertoire and/or Master classes are scheduled in lieu of individual lessons for two weeks during the term. Study is either on or off campus and practice is required. Juried exam is required at close of term.

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## MUS 196B - Applied Music: Electronic Synthesizer

Receive individual instruction on an instrument or in voice training. In addition, two-hour Repertoire and/or Master classes are scheduled in lieu of individual lessons for two weeks during the term. Study is either on or off campus and practice is required. Juried exam is required at close of term.

## MUS 197 - Applied Music: Euphonium Traditional

Receive individual instruction on an instrument or in voice training. In addition, two-hour Repertoire and/or Master classes are scheduled in lieu of individual lessons for two weeks during the term. Study is either on or off campus and practice is required. Juried exam is required at close of term.

## MUS 197B - Applied Music: Euphonium Traditional

Receive individual instruction on an instrument or in voice training. In addition, two-hour Repertoire and/or Master classes are scheduled in lieu of individual lessons for two weeks during the term. Study is either on or off campus and practice is required. Juried exam is required at close of term.

## MUS 198 - Applied Music: Flute Traditional

Receive individual instruction on an instrument or in voice training. In addition, two-hour Repertoire and/or Master classes are scheduled in lieu of individual lessons for two weeks during the term. Study is either on or off campus and practice is required. Juried exam is required at close of term.

## MUS 198B - Applied Music: Flute Traditional

Receive individual instruction on an instrument or in voice training. In addition, two-hour Repertoire and/or Master classes are scheduled in lieu of individual lessons for two weeks during the term. Study is either on or off campus and practice is required. Juried exam is required at close of term.

## MUS 199 - Applied Music: Acoustic Guitar Traditional

Receive individual instruction on an instrument or in voice training. In addition, two-hour Repertoire and/or Master classes are scheduled in lieu of individual lessons for two weeks during the term. Study is either on or off campus and practice is required. Juried exam is required at close of term.

## MUS 199B - Applied Music: Acoustic Guitar Traditional

Receive individual instruction on an instrument or in voice training. In addition, two-hour Repertoire and/or Master classes are scheduled in lieu of individual lessons for two weeks during the term. Study is either on or off campus and practice is required. Juried exam is required at close of term.

## MUS 200 - Applied Music: Harp

Receive individual instruction on an instrument or in voice training. In addition, two-hour Repertoire and/or Master classes are scheduled in lieu of individual lessons for two weeks during the term. Study is either on or off campus and practice is required. Juried exam is required at close of term.

## MUS 200B - Applied Music: Harp

Receive individual instruction on an instrument or in voice training. In addition, two-hour Repertoire and/or Master classes are scheduled in lieu of individual lessons for two weeks during the term. Study is either on or off campus and practice is required. Juried exam is required at close of term.

## MUS 204 - Applied Music: Horn Traditional

Receive individual instruction on an instrument or in voice training. In addition, two-hour Repertoire and/or Master classes are scheduled in lieu of individual lessons for two weeks during the term. Study is either on or off campus and practice is required. Juried exam is required at close of term.

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## MUS 204B - Applied Music: Horn Traditional

Receive individual instruction on an instrument or in voice training. In addition, two-hour Repertoire and/or Master classes are scheduled in lieu of individual lessons for two weeks during the term. Study is either on or off campus and practice is required. Juried exam is required at close of term.

## MUS 206 - Applied Music: Oboe Traditional

Receive individual instruction on an instrument or in voice training. In addition, two-hour Repertoire and/or Master classes are scheduled in lieu of individual lessons for two weeks during the term. Study is either on or off campus and practice is required. Juried exam is required at close of term.

## MUS 206B - Applied Music: Oboe Traditional

Receive individual instruction on an instrument or in voice training. In addition, two-hour Repertoire and/or Master classes are scheduled in lieu of individual lessons for two weeks during the term. Study is either on or off campus and practice is required. Juried exam is required at close of term.

## MUS 207 - Applied Music: Organ

Receive individual instruction on an instrument or in voice training. In addition, two-hour Repertoire and/or Master classes are scheduled in lieu of individual lessons for two weeks during the term. Study is either on or off campus and practice is required. Juried exam is required at close of term.

## MUS 207B - Applied Music: Organ

1 credit hour - 12 weeks of individual instruction, one-half hour per week; and 2 weeks of Repertoire and/or Master classes two hours per week; one term.

Receive individual instruction on an instrument or in voice training. In addition, two-hour Repertoire and/or Master classes are scheduled in lieu of individual lessons for two weeks during the term. Study is either on or off campus and practice is required. Juried exam is required at close of term.

## MUS 208 - Applied Music: Percussion Traditional

Receive individual instruction on an instrument or in voice training. In addition, two-hour Repertoire and/or Master classes are scheduled in lieu of individual lessons for two weeks during the term. Study is either on or off campus and practice is required. Juried exam is required at close of term.

## MUS 208B - Applied Music: Percussion Traditional

Receive individual instruction on an instrument or in voice training. In addition, two-hour Repertoire and/or Master classes are scheduled in lieu of individual lessons for two weeks during the term. Study is either on or off campus and practice is required. Juried exam is required at close of term.

## MUS 209 - Applied Music: Piano Traditional

Receive individual instruction on an instrument or in voice training. In addition, two-hour Repertoire and/or Master classes are scheduled in lieu of individual lessons for two weeks during the term. Study is either on or off campus and practice is required. Juried exam is required at close of term.

## MUS 209B - Applied Music: Piano Traditional

Receive individual instruction on an instrument or in voice training. In addition, two-hour Repertoire and/or Master classes are scheduled in lieu of individual lessons for two weeks during the term. Study is either on or off campus and practice is required. Juried exam is required at close of term.

## MUS 210 - Applied Music: Saxophone Traditional

Receive individual instruction on an instrument or in voice training. In addition, two-hour Repertoire

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and/or Master classes are scheduled in lieu of individual lessons for two weeks during the term. Study is either on or off campus and practice is required. Juried exam is required at close of term.

## MUS 210B - Applied Music: Saxophone Traditional

Receive individual instruction on an instrument or in voice training. In addition, two-hour Repertoire and/or Master classes are scheduled in lieu of individual lessons for two weeks during the term. Study is either on or off campus and practice is required. Juried exam is required at close of term.

## MUS 211 - Applied Music: Trombone Traditional

Receive individual instruction on an instrument or in voice training. In addition, two-hour Repertoire and/or Master classes are scheduled in lieu of individual lessons for two weeks during the term. Study is either on or off campus and practice is required. Juried exam is required at close of term.

## MUS 211B - Applied Music: Trombone Traditional

Receive individual instruction on an instrument or in voice training. In addition, two-hour Repertoire and/or Master classes are scheduled in lieu of individual lessons for two weeks during the term. Study is either on or off campus and practice is required. Juried exam is required at close of term.

## MUS 212 - Applied Music: Trumpet Traditional

Receive individual instruction on an instrument or in voice training. In addition, two-hour Repertoire and/or Master classes are scheduled in lieu of individual lessons for two weeks during the term. Study is either on or off campus and practice is required. Juried exam is required at close of term.

## MUS 212B - Applied Music: Trumpet Traditional

Receive individual instruction on an instrument or in voice training. In addition, two-hour Repertoire and/or Master classes are scheduled in lieu of individual lessons for two weeks during the term. Study is either on or off campus and practice is required. Juried exam is required at close of term.

## MUS 215 - Applied Music: Tuba Traditional

Receive individual instruction on an instrument or in voice training. In addition, two-hour Repertoire and/or Master classes are scheduled in lieu of individual lessons for two weeks during the term. Study is either on or off campus and practice is required. Juried exam is required at close of term.

## MUS 215B - Applied Music: Tuba Traditional

Receive individual instruction on an instrument or in voice training. In addition, two-hour Repertoire and/or Master classes are scheduled in lieu of individual lessons for two weeks during the term. Study is either on or off campus and practice is required. Juried exam is required at close of term.

## MUS 216 - Applied Music: Viola

Receive individual instruction on an instrument or in voice training. In addition, two-hour Repertoire and/or Master classes are scheduled in lieu of individual lessons for two weeks during the term. Study is either on or off campus and practice is required. Juried exam is required at close of term.

## MUS 216B - Applied Music: Viola

Receive individual instruction on an instrument or in voice training. In addition, two-hour Repertoire and/or Master classes are scheduled in lieu of individual lessons for two weeks during the term. Study is either on or off campus and practice is required. Juried exam is required at close of term.

## MUS 217 - Applied Music: Violin Traditional

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Receive individual instruction on an instrument or in voice training. In addition, two-hour Repertoire and/or Master classes are scheduled in lieu of individual lessons for two weeks during the term. Study is either on or off campus and practice is required. Juried exam is required at close of term.

## MUS 217B - Applied Music: Violin Traditional

Receive individual instruction on an instrument or in voice training. In addition, two-hour Repertoire and/or Master classes are scheduled in lieu of individual lessons for two weeks during the term. Study is either on or off campus and practice is required. Juried exam is required at close of term.

## MUS 218 - Applied Music: Voice Traditional

Receive individual instruction on an instrument or in voice training. In addition, two-hour Repertoire and/or Master classes are scheduled in lieu of individual lessons for two weeks during the term. Study is either on or off campus and practice is required. Juried exam is required at close of term.

## MUS 218B - Applied Music: Voice Traditional

Receive individual instruction on an instrument or in voice training. In addition, two-hour Repertoire and/or Master classes are scheduled in lieu of individual lessons for two weeks during the term. Study is either on or off campus and practice is required. Juried exam is required at close of term.

## MUS 219 - Applied Music: Electric Bass Guitar Traditional

Receive individual instruction on an instrument or in voice training. In addition, two-hour Repertoire and/or Master classes are scheduled in lieu of individual lessons for two weeks during the term. Study is either on or off campus and practice is required. Juried exam is required at close of term.

## MUS 219B - Applied Music: Electric Bass Guitar Traditional

Receive individual instruction on an instrument or in voice training. In addition, two-hour Repertoire and/or Master classes are scheduled in lieu of individual lessons for two weeks during the term. Study is either on or off campus and practice is required. Juried exam is required at close of term.

## MUS 220 - Applied Music: Dulcimer

Receive individual instruction on an instrument or in voice training. In addition, two-hour Repertoire and/or Master classes are scheduled in lieu of individual lessons for two weeks during the term. Study is either on or off campus and practice is required. Juried exam is required at close of term.

## MUS 220B - Applied Music: Dulcimer

Receive individual instruction on an instrument or in voice training. In addition, two-hour Repertoire and/or Master classes are scheduled in lieu of individual lessons for two weeks during the term. Study is either on or off campus and practice is required. Juried exam is required at close of term.

## MUS 221 - Applied Music: Composition Traditional

Receive individual instruction on an instrument or in voice training. In addition, two-hour Repertoire and/or Master classes are scheduled in lieu of individual lessons for two weeks during the term. Study is either on or off campus and practice is required. Juried exam is required at close of term.

## MUS 221B - Applied Music: Composition Traditional

Receive individual instruction on an instrument or in voice training. In addition, two-hour Repertoire and/or Master classes are scheduled in lieu of individual lessons for two weeks during the term. Study is either on or off campus and practice is required. Juried exam is required at close of term.

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## MUS 222 - Applied Music: Conducting Traditional

Receive individual instruction on an instrument or in voice training. In addition, two-hour Repertoire and/or Master classes are scheduled in lieu of individual lessons for two weeks during the term. Study is either on or off campus and practice is required. Juried exam is required at close of term.

## MUS 222B - Applied Music: Conducting Traditional

Receive individual instruction on an instrument or in voice training. In addition, two-hour Repertoire and/or Master classes are scheduled in lieu of individual lessons for two weeks during the term. Study is either on or off campus and practice is required. Juried exam is required at close of term.

### **5. Discuss how general education requirements will be met, if applicable.**

See above – General Education requirements.

### **6. Identify any specialized accreditation or graduate certification requirements for this program and its students.**

Not applicable

### **7. If contracting with another institution or non-collegiate organization, provide a copy of the written contract.**

Not applicable

### **8. Provide assurance and any appropriate evidence that the proposed program will provide students with clear, complete, and timely information on the curriculum, course and degree requirements, nature of faculty/student interaction, assumptions about technology competence and skills, technical equipment requirements, learning management system, availability of academic support services and financial aid resources, and costs and payment policies.**

AACC provides all students with clear, complete, and timely information on the curriculum, course, and degree requirements, nature of faculty/student interactions, assumptions about technology competence and skills, technical equipment requirements, learning management system, availability of academic support services and financial aid resources, and costs and payment policies. The Music Department Academic Chair regularly reviews, revises, and updates as needed, program content for all advertising, recruiting, and admissions materials on the college website and elsewhere including the college catalog that is accessible to all students through the college's website.<sup>14</sup> Anne Arundel Community College ensures accuracy of program presentation in advertising, recruiting and admissions materials by using procedural processes through a connected curriculum/catalog software system where content managers and the college catalog editor review and update in a collegial partnership with our Strategic Communications (Marketing) department. If this program is approved, the catalog will present clear and accurate curricular information to include course and certificate requirements, available course formats and information about technology assumptions, competencies, equipment requirements, and the learning management system. Each student also receives a course syllabus from their instructor that outlines the course content to be covered and the nature of faculty/student interactions as appropriate for that course and course format. For online courses or courses with an online component, students are made aware about assumptions of technology competence and skills, technical equipment requirements and the College's learning management system (Canvas). This information for each course may be provided via the course syllabus or directly

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<sup>14</sup> <https://catalog.aacc.edu>

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by the instructor during the first few class sessions.

In addition, each new student is required to attend an orientation session, either online or in person. Orientation offers an introduction to all the various aspects of academic and campus life at AACC. Students learn tips for academic success, hear a variety of AACC student success stories, learn more about MyAACC, the student portal, meet faculty members, join a student organization, meet fellow students, and take a campus tour.

Students have access to the complete range of services available at AACC in support of achieving their educational goals.<sup>15</sup> The college website, catalog, and a myriad of other materials outline the comprehensive services available to students: Academic Services, Student Records, Campus Amenities, Careers & Employment, Disability Support Services, Health & Personal Counseling Services, Student Achievement & Success, and Technology. The majority of AACC credit students receive some form of financial aid, scholarships or financial support. AACC's Financial Aid & Veterans Benefits office provides financial assistance to students and families, allowing them to participate fully in the total educational experience.<sup>16</sup> More information on how to apply for scholarships and grants is found on the college website, as is information on tuition, fees, and methods of payment.<sup>17</sup>

All admissions and outreach materials are the same for all students, and accurately represent programs and services available. Notice of nondiscrimination and information on Title IX, ADA, and Title 504 contacts are provided.

## **9. Provide assurance and any appropriate evidence that advertising, recruiting, and admissions materials will clearly and accurately represent the proposed program and the services available.**

Anne Arundel Community College ensures accuracy of program presentation in advertising, recruiting, and admissions materials by using procedural processes through a connected curriculum/catalog software system where content managers and the college catalog editor review and update in a collegial partnership with Strategic Communications. Anne Arundel Community College's homepage has links to six major headings, two of which directly apply to college majors and credit courses (earn a degree, certificate or college credits, and earn college credits while in high school). The main page for each heading has relevant advertising, recruiting and admissions information. In addition, across the top of every page are direct links to Programs & Courses, Apply & Register, Costs & Paying for College, Resources for Students, Campus Life & Activities, and About Us.<sup>18</sup>

## **H. Adequacy of Articulation** (as outlined in [COMAR 13B.02.03.19](#))

### **1. If applicable, discuss how the program supports articulation with programs at partner institutions. Provide all relevant articulation agreements. More information for Articulation Agreements may be found [here](#).**

The Music Program at AACC currently has an articulation agreement, with Frostburg State

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<sup>15</sup> <https://www.aacc.edu/resources>

<sup>16</sup> <https://www.aacc.edu/about/administrative-offices/financial-aid>

<sup>17</sup> <https://www.aacc.edu/costs-and-paying/credit-costs-and-payment/financial-aid-and-scholarships/>

<sup>18</sup> <https://www.aacc.edu/>

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University.<sup>19</sup> The proposed changes should not impact that agreement, because students completing the Music Performance track would still be able to complete all required courses enumerated within that agreement.

As has been mentioned above in section D, the proposed program would improve student outcomes related to transfer and on-time completion of a four-year degree. Since many of our Fine Arts Students transfer to UMBC, the requirements for their four concentrations in music (Performance, Composition, Education, and Technology) were considered when designing this program. Using existing Artsys course transfer data, students completing this degree would have fewer than 60 credits of required coursework to complete their music degree at UMBC (with the exception of Education which has additional coursework related to teacher licensure). Likewise, we anticipate similar successful outcomes at other nearby Maryland four-year institutions, including Towson, Bowie State, and University of Maryland - College Park. Upon the approval of this proposed program, the Department plans to work toward formalizing those pathways through articulation agreements where possible.

## **I. Adequacy of Faculty Resources** (as outlined in COMAR 13B.02.03.11).

- 1. Provide a brief narrative demonstrating the quality of program faculty. Include a summary list of faculty with appointment type, terminal degree title and field, academic title/rank, status (full-time, part-time, adjunct) and the course(s) each faculty member will teach in the proposed program.**
- 2. Demonstrate how the institution will provide ongoing pedagogy training for faculty in evidenced-based best practices, including training in:**
  - a. Pedagogy that meets the needs of the students**
  - b. The learning management system**
  - c. Evidenced-based best practices for distance education, if distance education is offered.**

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<sup>19</sup> [https://www.aacc.edu/media/college/transfer-agreements/Frostburg\\_AACC-Music-Articulation-Agreement-\(1\)---signed.pdf](https://www.aacc.edu/media/college/transfer-agreements/Frostburg_AACC-Music-Articulation-Agreement-(1)---signed.pdf)



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Faculty Resources				
Name	Terminal Degree, Title and Field	Academic Title	Status	Courses
Ian Wardenski	Ph.D. Music Theory and Guitar Performance	Professor	Full-time	MUS-101, MUS-113, MUS-114, MUS-213, MUS-214, MUS-181, MUS-199, MUS-221
Doug Byerly	Master of Music (M.M.) - Music Education and Choral Conducting	Associate Professor	Full-time	MUS-100, MUS-101, MUS-160, MUS-182, MUS-188, MUS-218, MUS-169, MUS-262
Anna Binneweg	Doctor of Music (D.M.) - Orchestral Conducting	Associate Professor	Full-time	MUS-100, MUS-101, MUS-113, MUS-114, MUS-213, MUS-214, MUS-222, MUS-180
Anthony Pocetti	Master of Music (M.M.) - Jazz Piano Performance	Adjunct Instructor	Part-time	MUS-230, MUS-231, MUS-209, MUS-141

Anne Arundel Community College provides professional development for faculty in pedagogy that includes student-centered, content focused, evidenced-based effective teaching practices that improve student learning. Competency-based faculty professional development learning opportunities occur in a variety of formats including face-to-face workshops, online and hybrid courses, focused signature series programs, and department specific mini workshops. These opportunities are facilitated by internal teaching faculty and expert consultants. A menu of focused faculty development programs aligned to the priorities for the Division of Learning is provided yearly. Faculty select from these signature programs for their required professional development plans.

Anne Arundel Community College faculty development is designed to deepen understanding of concepts, skills, and teaching strategies in order provide substantial learning experiences for students. Faculty content experts engage in professional development opportunities focused on understanding and applying a learner-centered approach to college teaching linking theory to practice. Structures and strategies necessary for student learning of challenging content, critical thinking, and collaboration are taught to faculty utilizing adult learning theory and incorporating active learning. Faculty are provided with formal and informal opportunities to collaborate with colleagues and learn in job-embedded contexts for discipline/course specific content instruction. Faculty are supported in expanding their instructional practices through these formal professional development opportunities and through colleague-to-colleague professional development including learning structures such as mentoring, coaching, teaching squares, book studies, and colleague to colleague observation and feedback. In addition, supervisors provide opportunities for feedback and reflection.

AACC utilizes the Canvas learning management system for all courses. All full and part-time faculty must complete Online Focus/Online Focus-Applied training prior to teaching and/or developing an AACC online or hybrid course. Online Focus provides online faculty an understanding of teaching online and best practices in course design, facilitation, and technology integration. Online Focus-Applied provides online faculty an opportunity to build or improve an online or hybrid course utilizing best practices in course design and quality standards. Separate training is also available for faculty only using the learning management system for teaching in a face-to-face mode. In all of these trainings, instruction regarding online pedagogy is both provided and modeled. An emphasis is placed on

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strategies that facilitate communication, develop higher order thinking and problem-solving skills, and engage learners in the online environment. The value of clear navigation, explicit instructions, accessibility, and format of appropriate assessments are also focused on. Lectures for all didactic courses are placed online through the Canvas system.

Faculty content developers will work in collaboration with instructional designers to develop courses that adhere to institutional course design best practices as informed by the essential standards for course design. Additionally, trainings, presentations, demonstrations, and model courses are available to faculty regarding evidenced-based best practices for distance education.

## J. Adequacy of Library Resources (as outlined in COMAR 13B.02.03.12).

1. Describe the library resources available and/or the measures to be taken to ensure resources are adequate to support the proposed program.

AACC's Andrew G. Truxal Library maintains a robust collection of online and physical resources that address all aspects of music. There are no additional needs from the library beyond those that are already supporting the existing Music program.

## K. Adequacy of Physical Facilities, Infrastructure and Instructional Equipment (as outlined in COMAR 13B.02.03.13)

1. Provide an assurance that physical facilities, infrastructure and instruction equipment are adequate to initiate the program, particularly as related to spaces for classrooms, staff and faculty offices, and laboratories for studies in the technologies and sciences.
2. Provide assurance and any appropriate evidence that the institution will ensure students enrolled in and faculty teaching in distance education will have adequate access to:
  - a. An institutional electronic mailing system, and
  - b. A learning management system that provides the necessary technological support for distance education

The institution has already invested significant resources to ensure that the facilities necessary to sustain this program are in place. In addition to the existing facilities that serve the Music program, the renovation of the Florestano Building includes a new professional recording studio that will support the additional curriculum in the area of Music Technology. Work on that studio is slated to be complete Fall 2023. Beyond the facilities specific to Music, AACC IIT Department and Learning Management System are adequate to the proposed program's needs.

## L. Adequacy of Financial Resources with Documentation (as outlined in COMAR 13B.02.03.14)

1. Complete **Table 1: Resources and Narrative Rationale**. Provide finance data for the first five years of program implementation. Enter figures into each cell and provide a total for each year. Also provide a narrative rationale for each resource category. If resources have been or will be reallocated to support the proposed program, briefly discuss the sources of those funds.

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2. Complete **Table 2: Program Expenditures and Narrative Rationale**. Provide finance data for the first five years of program implementation. Enter figures into each cell and provide a total for each year. Also provide a narrative rationale for each

TABLE 1 - RESOURCES					
Resource Categories	Year 1	Year 2	Year 3	Year 4	Year 5
1. Reallocated Funds	\$0	\$0	\$0	\$0	\$0
2. Tuition/Fee Revenue (c + g below)	\$211,860	\$216,612	\$219,780	\$224,532	\$227,700
a. Number of F/T Students	17	17	17	17	17
b. Annual Tuition/Fee Rate	\$4,815	\$4,923	\$4,995	\$5,103	\$5,175
c. Total F/T Revenue (a x b)	\$81,855	\$83,691	\$84,915	\$86,751	\$87,975
d. Number of P/T Students	27	27	27	27	27
e. Credit Hour Rate	\$134	\$137	\$139	\$142	\$144
f. Annual Credit Hour Rate	36	36	36	36	36
g. Total P/T Revenue (d x e x f)	\$130,005	\$132,921	\$134,865	\$137,781	\$139,725
3. Grants, Contracts & Other External Sources	\$0	\$0	\$0	\$0	\$0
4. Other Sources	\$0	\$0	\$0	\$0	\$0
<b>TOTAL (Add 1 - 4)</b>	<b>\$211,860</b>	<b>\$216,612</b>	<b>\$219,780</b>	<b>\$224,532</b>	<b>\$227,700</b>

## Financial Data - Resources

1. **Reallocated Funds:**  
None
2. **Tuition and Fee Revenue**  
Tuition & Fees are estimated to increase by 2% each year.
3. **Grants and Contracts:**  
None
4. **Other Sources:**  
None

TABLE 2 - EXPENDITURES					
Expenditure Categories	Year 1	Year 2	Year 3	Year 4	Year 5
1. Faculty (b+c below)	\$153,025	\$157,606	\$162,319	\$167,162	\$172,137
a. # FTE	4.05	4.05	4.05	4.05	4.05
b. Total Salary	\$142,150	\$146,406	\$150,784	\$155,283	\$159,904

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c. Total Benefits	\$10,875	\$11,200	\$11,535	\$11,879	\$12,233
2. Admin. Staff (b + c below)	\$0	\$0	\$0	\$0	\$0
a. # FTE	0	0	0	0	0
b. Total Salary	\$0	\$0	\$0	\$0	\$0
c. Total Benefits	\$0	\$0	\$0	\$0	\$0
3. Support Staff (b + c below)	\$0	\$0	\$0	\$0	\$0
a. # FTE	0	0	0	0	0
b. Total Salary	\$0	\$0	\$0	\$0	\$0
c. Total Benefits	\$0	\$0	\$0	\$0	\$0
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	\$12,276	\$12,276	\$12,276	\$12,276	\$12,276
<b>TOTAL (Add 1 - 7)</b>	<b>\$165,301</b>	<b>\$169,882</b>	<b>\$174,595</b>	<b>\$179,438</b>	<b>\$184,413</b>

## Financial Data – Expenditures

**1. Faculty Funds:**

The majority of courses required for the proposed program will be taught by existing full-time faculty. However, due to the requirement to complete applied lessons, there are a number of part-time instructors teaching a small number of credit hours each, roughly equaling 4 FTE. Salaries are estimated to increase by 2% each year.

**2. Admin. Staff Funds:**

None.

**3. Supportive Staff Funds:**

None.

**4. Equipment:**

None.

**5. Library:**

None.

**6. New or Renovated Spaces:**

As mentioned above, these renovations have already been completed and will not require additional funds when the proposed program is launched.

**7. Other Expenses:**

Miscellaneous supplies and equipment maintenance and repair.

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## M. Adequacy of Provisions for Evaluation of Program (as outlined in COMAR 13B.02.03.15).

1. Discuss procedures for evaluating courses, faculty and student learning outcomes.
2. Explain how the institution will evaluate the proposed program's educational effectiveness, including assessments of student learning outcomes, student retention, student and faculty satisfaction, and cost-effectiveness.

All courses and faculty at AACC are evaluated by students using the online Student Opinion Forms (SOFs) at the conclusion of each semester. These forms have standard Likert questions with opportunities for anecdotal feedback. Students are also given the opportunity to leave comments on some of the criteria and to render a summary judgment of the course and teaching faculty. All faculty are evaluated each academic year based on the college's evaluation form which includes a review of student opinion form data. Student opinion form data is also reviewed and evaluated during the faculty promotion and tenure processes. In addition to soliciting student input for faculty and course evaluation, faculty colleagues conduct classroom visitations and peer evaluations in the second and fifth year of employment and at any time of consideration for promotion or tenure for full-time faculty. Adjunct faculty are evaluated by a peer or supervisor in the first year of employment and every three years thereafter and/or at the time of consideration of promotion.

The College has an established Office of Assessment and Instructional Innovation. The Director of Assessment and Instructional Innovation meets regularly with a faculty-run subcommittee on Learning Outcomes Assessment (a sub-committee of the Teaching and Learning Committee). The mission of the subcommittee on Learning Outcomes Assessment is to guide and oversee program-level outcomes assessment throughout the college. The Office of Assessment and Instructional Innovation provides tools to the college's various programs to assist in regular program assessment, including an Annual Program/Department Assessment Report and a Curriculum Mapping Template (to ensure alignment of course objectives and outcomes with department and/or program outcomes as well as college-level core competencies).

The college conducts regular evaluations of degree programs with respect to enrollment, retention, curriculum relevancy, and outcomes assessment. All programs undergo a comprehensive review on a staggered 4-year cycle, using a Comprehensive Program Review Template that contains program data scored on a rubric. The template includes metrics in the areas of program continuation and completion, course success, headcount and program outcomes assessment. Also required is completion of a Program Review Narrative, which includes action items. The entire package is then reviewed in meetings that include the program chair/director, Assistant Dean, Director of Assessment and Instructional Innovation, Dean, Associate Vice President for Learning (AVPL), and the Vice President for Learning. The purpose of the program review meeting is to share program successes and address program needs. To ensure progress is being made on action items, the Office of the AVPL requires the Deans to complete two-year interim reports. Program review meetings and discussions also include consideration of programs costs and return on investment to address cost effectiveness and the impact on student and community needs. Each year the program's progress is evaluated in the Assessment of Outcomes and Educational Effectiveness Plan. In addition, National exam pass rates are also evaluated during this process.

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**N. Consistency with the State's Minority Student Achievement Goals** (as outlined in COMAR 13B.02.03.05).

- 1. Discuss how the proposed program addresses minority student access & success, and the institution's cultural diversity goals and initiatives.**

A key feature of AACC's mission and strategic planning involves respecting, valuing and achieving diversity. The Strategic Plan states: AACC is committed to supporting and sustaining a diverse and inclusive educational environment. Diversity is not merely a goal but a value that is embedded throughout the institution in multiple areas including (but not limited to): learning, teaching, student development, institutional functioning, and engagement in partnerships with the local and global community. (AACC.)

AACC recognizes that proactive steps are necessary to ensure equality of outcomes. The college has a comprehensive Diversity Plan that is managed by the committee on Diversity and is reviewed annually; this plan has led to significant institutional changes including professional development opportunities and the establishment of a Diversity Office in 2014, headed by the Chief Diversity Officer (CDO). This office works to improve the cultural competence of each employee on campus and to establish a welcoming environment for all students and employees. The President, Vice Presidents and CDO provide leadership and strategic direction in creating and nurturing a college climate that is welcoming, inclusive, and respectful. The CDO spearheads many efforts and develops collaborations with internal and external partners to create positive interactions and cultural awareness among students, staff, and faculty on campus. There are many professional development opportunities for faculty/staff that focus on diversity and inclusivity. Much of AACC's initiatives toward DEI relate to the removal of friction and barriers to progress and completion, as they disproportionately impact our minority student populations. This program contributes to that effort by ensuring students are well prepared for their transfer institution and provides sufficient flexibility in programming to foster completion while at AACC.

**O. Relationship to Low Productivity Programs Identified by the Commission:**

- 1. If the proposed program is directly related to an identified low productivity program, discuss how the fiscal resources (including faculty, administration, library resources and general operating expenses) may be redistributed to this program.**

The proposed program is not directly related to an identified low productivity program identified by the Maryland Higher Education Commission.

**P. Adequacy of Distance Education Programs** (as outlined in COMAR 13B.02.03.22)

- 1. Provide affirmation and any appropriate evidence that the institution is eligible to provide Distance Education.**
- 2. Provide assurance and any appropriate evidence that the institution complies with the C- RAC guidelines, particularly as it relates to the proposed program.**

Anne Arundel Community College has been approved to offer one or more degree or certificate/diploma programs for which students could meet 50% or more of their requirements by taking distance education courses by Middle States Commission on Higher Education. AACC utilizes the Canvas platform to provide online lectures to students. In addition, the college has distance education classrooms equipped with cameras and audio to share lectures with students in offsite

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facilities.

AACC has an office dedicated to the effective delivery of online education, known as the IDEA Lab. Through careful course development, the IDEA Lab ensures that learning objectives are well-defined, materials are relevant and up-to-date, and assessments are appropriately aligned with the content. Further evidence is that Anne Arundel Community College has been approved to participate in the National Council for State Authorization Reciprocity Agreements and was listed among the best online community colleges by College Consensus in 2022.