



Office Use Only: PPS

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

Institution Submitting Proposal

Frostburg State University

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 ☒ Yes Payment ☒ R*STARS # JBI14087

Submitted: ☐ No Type: ☐ Check #

Payment
Amount: 250

Date
Submitted: 5/15/25

Department Proposing Program

Music

Degree Level and Degree Type

Bachelor of Science

Title of Proposed Program

Music

Total Number of Credits

120

Suggested Codes

HEGIS: 10:0500

CIP: 500901

Program Modality

☒ On-campus ☐ Distance Education (fully online) ☐ Both

Program Resources

☒ Using Existing Resources ☐ Requiring New Resources

Projected Implementation Date (must be
60 days from proposal submission as per COMAR 13B 02.03.03)

☒ Fall ☐ Spring ☐ Summer Year: 2025

Provide Link to Most
Recent Academic Catalog

URL: <https://www.frostburg.edu/academics/academic-catalogs.php#/home>

Preferred Contact for this Proposal

Name: Dr. Brent Weber

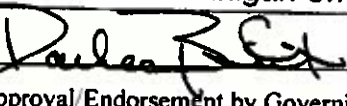
Title: Chairperson

Phone: 301-687-4116

Email: bmweber@frostburg.edu

President/Chief Executive

Type Name: Darlene Brannigan Smith, PhD

Signature: 

Date: 6/2/2025

Date of Approval/Endorsement by Governing Board:

Revised 4/2025



June 2, 2025

Sanjay Rai, Ph.D., Secretary of Higher Education
Maryland Higher Education Commission
6 North Liberty Street
Baltimore, MD 21201

Dear Dr. Rai,

The Department of Music at Frostburg State University (FSU) seeks approval for a substantial modification to the existing Music major under the Bachelor of Science degree to reduce credits and degree complexity. The Bachelor of Science in Music will be a much more open-ended degree program, not requiring a concentration. The curriculum will include FSU's GEP, core music courses and room for free electives. This will allow students to pursue several minors or double major more easily in other degree programs.

Proposal Title:	Substantial Modification
Proposed Program Title:	Music (major)
Award Level:	Bachelors of Science
HEGIS:	100500
CIP:	500901

We would appreciate your support for this proposed substantial modification in support of student needs, workforce demands, and institutional resources. If you have any questions, please reach out to our Associate Vice President of Student Success Dr. Sara-Beth Bittinger at sbittinger@frostburg.edu.

Sincerely,

A handwritten signature in black ink, appearing to read "Darlene Brannigan Smith".

Darlene Brannigan Smith, PhD
Interim President

pc: Dr. Lawrence Weill, Interim Provost and Vice President for Academic Affairs, FSU
Dr. Sara-Beth Bittinger, Associate Vice President of Student Success, FSU
Dr. Michael Mathias, Dean of the College of AHSBS, FSU

**GUIDELINES FOR PROPOSING
NEW ACADEMIC DEGREE PROGRAMS, NEW STAND-ALONE CERTIFICATE PROGRAMS,
AND SUBSTANTIAL MODIFICATIONS**

Bachelor of Science in Music (Pure Degree)

Frostburg State University – Fall 2025

An institution submits a proposal using guidelines in accordance with State regulations found in [COMAR 13B.02.03](#). Proposals shall be submitted electronically to acadprop.mhec@maryland.gov.

A complete proposal shall include a:

1. **Cover letter** from the chief academic officer addressed to the Secretary of Higher Education requesting approval of the new program
2. **Proposal Cover Sheet** with all required signatures and should address all of the following areas:

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.

- *The **Bachelor of Science in Music (Pure Degree)** is designed as a flexible and open-ended program that does not require a formal concentration. The curriculum will include Frostburg State University's General Education Program (GEP), a core sequence of music courses, and ample room for free electives. This structure provides students with the opportunity to pursue multiple minors or even a second major in another field, encouraging interdisciplinary exploration and career versatility.*

- *This substantial modification to the degree emphasizes **experiential learning**, aligning directly with the opening statement of FSU's Mission Summary: "Frostburg State University is a student-centered teaching and learning institution featuring experiential opportunities." Students will actively engage in hands-on experiences such as local, regional, and national performances, work with recording technologies, and participation in music business ventures. A key component of this experiential focus is the proposed **recording studio**, which is anticipated to be funded by the Appalachian Regional Commission in Spring 2025, with construction expected to be completed by Fall 2025.*

- *As a **diverse and inclusive institution**, Frostburg State University serves many students from economically disadvantaged backgrounds. This proposed degree pathway offers a more **affordable and accessible** option by reducing specialized course requirements and allowing for greater flexibility in course selection, which may help students graduate more efficiently and with less financial burden*

2. Explain how the proposed program supports the institution's strategic goals and provide evidence that affirms it is an institutional priority.
 - *Based on surveys of local and regional high schools, the modification of the Bachelor of Science in Music at FSU will increase the enrollment of music majors significantly ([FSU Strategic Plan Goal 1 – Strategic Enrollment Management](#)) by providing a less intensive degree program. Included in this strategic goal is the Rebuilding & Enhancing of Departmental Majors. The Department of Music is actively engaged in recruiting students from China which also aligns with this goal.*
 - *[FSU Strategic Goal 2 – Campus Environment and External Messaging](#) will also be supported with this proposed degree. A distinct degree in music will foster a sense of community. At the Spring 2024 and Fall 2024 Department of Music Kick-Off Meetings, a majority of the department were present. The proposed Bachelor of Music degree was discussed and there was a distinct feeling of excitement. Any way that we can provide a way to bring student together, we must strive for.*
 - *Following the initial site visit for accreditation by the National Association for Schools of Music (NASM), FSU's Department of Music was flagged for the current degree program – Music Studies Track being too performance heavy. By updating the curriculum to this “pure major”, it would help FSU would align with NASM standards by offering a Liberal Arts in Music degree. The achievement of program accreditation by NASM would be another strong external messaging for the institution.*
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.
 - *This new program has no additional courses or workload requirements, thus no additional expenses.*
4. Provide a description of the institution's a commitment to:
 - a) ongoing administrative, financial, and technical support of the proposed program
 - *The administrative bodies (President, Provost, Dean of CAHSBS) support the proposed Bachelor of Music degree program. With no additional expense, the financial support will continue as it has with the previous programs. Annual technology requests are consistently approved for technology in the department of music.*
 - b) continuation of the program for a period of time sufficient to allow enrolled students to complete the program.
 - *FSU is committed to continuing the previous programs and proposed program in the sufficient amount of time for students to complete their degrees. This is proven by the fact that all courses will remain as part of the academic catalog.*

[University Mission](#)

Summary Mission Statement

Frostburg State University is a student-centered teaching and learning institution featuring experiential opportunities. The University offers students a distinctive and distinguished baccalaureate education along with a select set of applied master's and doctoral programs. Frostburg serves regional and statewide

economic and workforce development; promotes cultural enrichment, civic responsibility, and sustainability; and prepares future leaders to meet the challenges of a complex and changing global society.

University Strategic Plan

I. Focus learning on both the acquisition and application of knowledge.

- A. Ensure students acquire the essential knowledge and skills needed to succeed.
- B. Infuse applied learning throughout the FSU curriculum.
- C. Integrate innovative practices and technology into the learning process.

II. Provide engaging experiences that challenge our students to excel.

- A. Implement an advising/support structure that meets student needs from applicant through alumna/us.
- B. Integrate effective career and professional development into the student experience.
- C. Create a campus climate that enhances the well-being of our students and is welcoming, inclusive, and contributes to the cultural competence of each of our graduates.

III. Expand regional outreach and engagement.

- A. Support economic development in Western Maryland through targeted initiatives.
- B. Provide opportunities for student engagement to address community needs in the region.
- C. Promote and market Frostburg State University's successes, strengths, and assets in Maryland and the region.

IV. Align university resources - human, fiscal, and physical - with strategic priorities.

- A. Develop a marketing, recruitment, and retention plan that identifies realistic and sustainable goals for first-year, transfer, on-line, adult, graduate, and international students, and the resources necessary to implement this plan.
- B. Ensure academic programs meet student and workforce expectations.
- C. Implement a transparent budgeting model that addresses university priorities and needs.
- D. Provide professional development opportunities that empower faculty and staff success.

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:

- a) The need for the advancement and evolution of knowledge

Founded in 1898 to prepare teachers, Frostburg State University today is a public, comprehensive, co-educational institution offering a wide array of programs at the undergraduate, graduate, and doctoral levels. As the only constituent USM institution west of the Baltimore-Washington corridor, it serves as the premier educational and cultural center for Western Maryland. Fulfilling a unique role in its service to the public and community, Frostburg has the distinction of offering opportunities for advanced learning for the employees of businesses and professions within the region

- b) Societal needs, including expanding educational opportunities and choices for minority and educationally disadvantaged students at institutions of higher education
- *We have seen the need for a more open-ended degree program in music at FSU. With students matriculating with more diverse backgrounds, it will offer them a way to pursue passions with music at the core. This would allow access to a wider demographic of students. Especially those with a less advantaged background in music.*
- *As one of the most affordable institutions in MD, students with financial challenges the ability to participate in a Bachelor of Music program. FSU is positioned in an area of the state with the some of the lowest SES scores (RNIP, 26-30). Additionally, FSU has an estimated minority population of 54.5%.*

Promoting Equity and Access in Arts Education

- **Underrepresentation** of minority and low-income students in music and performing arts programs persists at many institutions.
- Offering a **B.S. in Music at more Maryland institutions**, especially regional public universities and HBCUs, could help **diversify the music education pipeline**.
- Programs should include **financial support, outreach, and pre-college bridge opportunities** to improve access and retention.

C) The need to strengthen and expand the capacity of historically black institutions to provide high quality and unique educational programs

Meeting Demand for Diverse and Culturally Responsive Music Educators

- Schools in Maryland and nationally are calling for **music educators who reflect the cultural diversity** of their students.
 - A B.S. in Music that includes **training in culturally inclusive pedagogy**, community-based learning, and diverse repertoire helps meet this demand.
2. Provide evidence that the perceived need is consistent with the [Maryland State Plan for Postsecondary Education](#).

Alignment with the Maryland State Plan for Postsecondary Education

The modification of the Bachelor of Science in Music program directly supports the 2022 Maryland State Plan for Higher Education. The Plan emphasizes equity, access, and student success, and the program aligns with all three overarching goals:

Goal 1 – Access: “Ensure equitable access to affordable and high-quality postsecondary education for all Maryland residents” (Maryland Higher Education Commission [MHEC], 2022, p. 10).

The B.S. in Music expands opportunities for students, particularly those from historically underserved groups, to pursue a degree in the arts and teaching.

Goal 2 – Success: “Promote and implement practices and policies that will ensure student success” (MHEC, 2022, p. 14).

The program provides structured pathways for degree completion, while preparing graduates to contribute to Maryland’s teacher workforce and arts ecosystem.

Goal 3 – Innovation: “Foster innovation in all aspects of Maryland higher education to improve access and student success” (MHEC, 2022, p. 18).

By incorporating technology-enhanced learning, school partnerships, and diverse performance practices, the program reflects innovative strategies that strengthen both access and retention.

In addition, the program supports Priority 4 of the Plan: “Analyze and improve systems that affect the ability of specific populations to access quality postsecondary education” (MHEC, 2022, p. 27). Expanding music pathways contributes to diversifying Maryland’s future teacher workforce while broadening arts participation statewide.

Reference:

Maryland Higher Education Commission (MHEC). (2022). Maryland State Plan for Higher Education 2022–2026. Annapolis, MD: Author. Retrieved from <https://mhec.maryland.gov/Documents/2022-Maryland-State-Plan-for-Higher-Education.pdf>

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.

This proposed degree program is not designed for a specific field of employment, rather offering students a well-rounded education with music at the center. Students in the program may decide to explore specific areas of music in more depth such as music theory, musicology, composition, etc. Student may go on to pursue a graduate degree in music where a career will materialize.

Access: Frostburg State University is the only four-year degree granting institution in Western Maryland and is consistently listed as a great value for the education.

Success: The curriculum provides an array of learning opportunities to meet the needs of the student body and promote their timely graduation.

Innovation: The curriculum employs a variety of teaching and learning strategies to best meet students’ needs, including experiential learning, practical assessment, traditional delivery approaches, and technology-based delivery approaches.

2. Present data and analysis projecting market demand and the availability of openings in a job market to be served by the new program.

This degree will serve students looking to join the workforce in a wide variety of music-related jobs. According to the Maryland Department of Labor, there are annually: 5,100 openings for music directors and composers; 13,900 openings for producers and directors; 12,900 openings for sound engineering technicians; and 3,500 openings for musicians and singers. Updating our music degree programs as proposed will make FSU's students better trained and thus, more marketable. State Data: <https://test.dllr.state.md.us/lmi/iandoproj/maryland.shtml>

The music industry is projected to see modest national growth in employment over the next decade, with a 2% increase for musicians and singers between 2023 and 2033, according to the Bureau of Labor Statistics.

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.

Maryland Department of Labor, Occupational & Industry Projections (<https://www.dllr.state.md.us/lmi/iandoproj/>) Shows over 300 positions in music openings, excluding music teachers, for the short-term (2023-2025). Long-term growth is around 6%. Music educators account for more than 600 positions in that same time period. The state does not produce that many music graduates.

4. Provide data showing the current and projected supply of prospective graduates.

MHEC reported the following baccalaureate programs in music (BA, BM etc.) produced the number of graduates indicated in 2024:

Frostburg 6, Salisbury 10, Towson 23, UMBC 8 (Music Performance), UMCP 35

(professional programs), Morgan State 5 (Music – Fine Arts), St. Mary's 5, JHU 82 (all specialties at Peabody), Washington Adventist University 2, Goucher 1, Hood 1, Washington College 3, McDaniel 1

D. Reasonableness of Program Duplication:

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.

Comparison of Similar Music Degree Programs in Maryland

Frostburg State University's proposed Bachelor of Science (B.S.) in Music will be distinct and essential, particularly in the underserved rural Western Maryland region.

Key Comparisons:

Regional Access:

There are no similar music degree programs currently offered in rural Western Maryland, making Frostburg's program a critical access point for students in this part of the state.

Salisbury University – B.A. in Music – Traditional Track

Offers a Bachelor of Arts rather than a Bachelor of Science.

Does not include a capstone course, unlike Frostburg's proposed program which integrates a culminating academic or performance-based experience, reinforcing student learning outcomes and career readiness.

Morgan State University – B.A. in Music

Requires students to select a concentration in Vocal Studies, Instrumental Studies, or Keyboard Studies.

Frostburg's program will offer a broader, integrated approach to music studies without requiring a predefined concentration, allowing for greater curricular flexibility and accessibility.

Towson University – B.S. in Music

Towson's program includes 43 core music credits, compared to Frostburg's proposed 40 total music credits, offering a leaner curriculum while still covering essential competencies.

Towson is located in suburban Baltimore, making Frostburg's offering in the Western Maryland region geographically unique and complementary to statewide access goals.

Towson University – B.S. in Music (Liberal Arts)

- *In Academic Year 2023–2024, Towson University awarded 48 bachelor's degrees in Music across both **Music (B.S.)** and **Music Education (B.S.)** tracks [Towson University+7Towson University+7Course Advisor+7Towson University](#).*
- *Towson's **Music (B.S.)** program typically represents a subset of this total. Combined, both music and music education annual bachelor's degrees numbered 48 in that year [Towson UniversityTowson University](#).*

Salisbury University – B.A. in Music (Traditional Track)

- *Salisbury offers a **Bachelor of Arts** (not B.S.) in Music with a Traditional Track; no publicly available data identifies graduates in this specific track separately, nor provides B.S. degree counts (because it is a B.A.) [Salisbury Universitycatalog.salisbury.edu](#).*
- *Therefore, **no B.S. degree awards are associated** with Salisbury's Traditional Track.*

Morgan State University – B.A. in Music (with Concentrations)

- *Morgan State's music program is awarded as a **B.A. in Music**, with concentrations in Vocal, Instrumental, or Keyboard Studies—**no B.S. degrees** [Towson UniversityTowson University](#).*
- *Specific numbers of graduates per concentration or overall B.A. degrees are **not publicly specified** at the program level.*

<i>Degrees Awarded</i>		<i>2021</i>	<i>2022</i>	<i>2023</i>
<i>Salisbury</i>	<i>Music</i>	<i>18</i>	<i>5</i>	<i>4</i>
<i>Towson</i>	<i>Music</i>	<i>28</i>	<i>33</i>	<i>33</i>
<i>UMBC</i>	<i>Music</i>	<i>4</i>	<i>1</i>	<i>2</i>
<i>UM College Park</i>	<i>Music</i>	<i>27</i>	<i>30</i>	<i>37</i>
<i>Morgan State</i>	<i>Music</i>	<i>6</i>	<i>0</i>	<i>5</i>
<i>St Mary's</i>	<i>Music</i>	<i>2</i>	<i>6</i>	<i>0</i>
<i>Washington Adventist University</i>	<i>Music</i>	<i>5</i>	<i>5</i>	<i>0</i>
<i>Goucher College</i>	<i>Music</i>	<i>2</i>	<i>2</i>	<i>1</i>
<i>Hood College</i>	<i>Music</i>	<i>1</i>	<i>1</i>	<i>0</i>

<i>John's Hopkins</i>	<i>Music</i>	<i>0</i>	<i>0</i>	<i>2</i>
<i>Washington College</i>	<i>Music</i>	<i>8</i>	<i>2</i>	<i>3</i>
<i>McDaniel</i>	<i>Music</i>	<i>5</i>	<i>1</i>	<i>1</i>

2. Provide justification for the proposed program.

Stable Enrollment Despite Institutional Trends

While Frostburg State University has experienced a significant decline in overall enrollment over the past five years, the Department of Music has maintained a steady number of majors. This reflects both the resilience of the program and its strong reputation within the institution and region. The continued interest in the music program underscores a sustained demand for high-quality music education offerings at FSU.

A Complement to the Proposed Bachelor of Music (B.M.)

The approval of this substantial modification to the B.S. in Music provides a logical alternative to the more specialized Bachelor of Music (B.M.) degree. It offers students who may not wish to pursue the intensive professional performance or pedagogy tracks of a B.M. a flexible, academically rigorous option that supports diverse music-related career paths, including liberal arts, technology, and interdisciplinary studies.

Alignment with NASM Accreditation Goals

This program revision directly supports Frostburg's efforts to achieve accreditation through the National Association of Schools of Music (NASM). Approval of the modified B.S. in Music program is a critical step in fulfilling NASM requirements, particularly in curricular structure and outcomes. Once accredited, Frostburg State will be able to market its music offerings as aligned with national standards, providing a clear competitive distinction among peer institutions.

Data source: <https://mhec.maryland.gov/publications/Pages/research/archives.aspx>

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

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

*The continuation and modification of the **Music major at Frostburg State University (FSU)** will have **no negative impact on Maryland's Historically Black Institutions (HBIs)**. There are several reasons supporting this conclusion:*

- **Geographic Separation:**
*Frostburg State University is located in **Western Maryland**, serving a primarily rural and Appalachian population. In contrast, Maryland's HBIs—including **Morgan State University, Bowie State University, Coppin State University, and University of Maryland Eastern Shore**—are located in the **central and eastern regions** of the state. This **geographic distance minimizes any overlap in student recruitment** and ensures that FSU is serving a distinct population.*
- **No Program Duplication:**
*While Morgan State and Bowie State offer **B.A. or B.S. degrees in music**, their program structures, concentrations, and urban contexts differ significantly from FSU's proposed B.S. in Music. FSU's program is designed to meet the needs of **students in rural areas** who may not otherwise have access to a regionally available music degree.*
- **Distinct Institutional Missions and Student Demographics:**
*The music program at FSU aligns with the university's mission to serve **regional, first-generation, and economically disadvantaged students**, complementing rather than competing with the missions and focus areas of the HBIs.*

*As such, the proposed continuation and enhancement of the Music major at FSU will **not affect the viability, identity, or enrollment** of programs at Maryland's Historically Black Institutions.*

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.

☐ **Positive Regional Impact without Duplicating HBI Offerings**

Frostburg State University's geographic location and institutional mission uniquely position it to serve **rural Western Maryland and surrounding underserved areas**. The proposed B.S. in Music program will provide **expanded access to music education** in a region where such opportunities are limited, particularly for **first-generation, economically disadvantaged, and nontraditional students**.

☐ **No Adverse Effect on Maryland's Historically Black Institutions (HBIs)**

The program has been carefully evaluated to ensure it will **not negatively impact the uniqueness or institutional identity** of Maryland's Historically Black Institutions.

- **Morgan State University and Bowie State University** currently offer **B.A. or B.S. degrees in Music**, but with **different curricular emphases** and in **distinct geographic and demographic contexts** (central and suburban Maryland, respectively).
- FSU's program will not duplicate or displace the offerings at these institutions, but rather **complement the broader statewide music education landscape** by serving a population that is otherwise geographically and economically isolated from existing music degree programs.

☐ The program aligns with the **State Plan for Postsecondary Education** by supporting regional equity, expanding academic options, and strengthening Maryland's diverse institutional ecosystem without redundancy.

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

1. Describe how the proposed program was established, and also describe the faculty who will oversee the program.
 - *The program was established by the tenured, tenure-track faculty in music. The Assistant Dean of CAHBS and Associate Vice President of Academic Operations collaborated in the finalization of the curriculum and process to submit to MHEC. Brent Weber, Department Chair, will oversee the program.*
2. Describe educational objectives and learning outcomes appropriate to the rigor, breadth, and (modality) of the program.
 - Performance Ability on Major Instrument
 - This goal aligns with musical performance as part of the curriculum. The courses assess include Private Instruction, Junior Recital and Senior Recital.
 - Demonstrate Knowledge of Historical Elements of Music
 - This goal aligns with the music theory area of this proposal. Courses assessed include Intro to Music Theory, and the music theory sequence: Tonal & Aural Analysis I-IV.
 - Effectively Analyze Musical Scores and Demonstrate Knowledge of Music Theory
 - This goal aligns with the musicological portion of the proposal. Courses asses include the music history sequence: Music History I-III
3. Explain how the institution will:
 - a) provide for assessment of student achievement of learning outcomes in the program
 - *Annual Learning Outcomes Assessment Reports are completed by the Department Chair. Courses assessed include the music theory and music history sequences, private instruction and recitals. Data and narratives are submitted to Compliance Assist. This information is graded by the college Assessment Committee.*
 - b) document student achievement of learning outcomes in the program
4. Provide a list of courses with title, semester credit hours and course descriptions, along with a description of program requirements

Requirements prior to Fall 2025

Course #	Title	Credits	Description/Program Requirements
MUSC 102	Tonal & Aural Analysis I	4	Introduction to the vertical and linear dimensions of tonal music. Review of musical fundamentals, in which students will be expected to demonstrate facility and speed in naming and spelling basic tonal materials. Introduces traditional contrapuntal exercises, basic diatonic harmony, and the construction of formal phrase units. First in the sequence that emphasizes strategies for accurate and expressive reading, singing, and dictation using elementary rhythms and diatonic pitch materials in treble and bass clefs. Required for music majors and minors. Note: Students are placed in this course based upon results of a Music Theory Placement Exam given by the Department of Music. Fall.

MUSC 103	Tonal & Aural Analysis II	4	Continued study of tonal harmony and voice leading, both through written work and analysis. Continued focus mostly on diatonic harmony; begin to explore techniques of tonicization and modulation. Complete the aural understanding of diatonic harmony, introduces the experience of simple modulations, and facilitates mastery of rhythmic gestures necessary for performance of common-practice European art music. Alto clef will be introduced with emphasis on rapid and accurate reading, along with associated transpositions. Required for music majors and minors. Spring. Prerequisites: MUSC 102 or permission of the instructor. Tech fluency.
MUSC 204	Tonal & Aural Analysis III	4	Completes the study of 18th and early 19th-century tonal procedures. Explores the meaning of chromaticism in tonal music through examination of tonicization and modal mixture, emphasizing composers' use of these chromatic techniques within large-scale movement organization. Two large-scale analysis projects will include: 1) graphic analysis, 2) its role in representing students' deeper understanding of linear and harmonic motions, and 3) how this understanding impacts performance decisions. Continuation of aural analysis with emphasis on tenor clef and its associated transpositions, a systematic introduction to chromatic processes in tonal music, various problems associated with changing meter signatures and polyrhythms, and perception of tonal processes in complete movements composed in larger forms. Required for music majors. Fall. Prerequisites: MUSC 103 or permission of the instructor.
MUSC 205	Tonal & Aural Analysis IV	4	Further application of techniques from MUSC 204 with an emphasis on analysis of musical structure and style in Western civilization. Primary focus on written and analytical applications to large formal structures and their relationship to performance. Continuation study of aural analysis and completes the formal study of common-practice tonal relationships and large formal structures. Introduction to reading and performing music in asymmetrical meters, and music that changes meter asymmetrically. Required for music majors. Spring. Prerequisites: MUSC 204 or permission of the instructor.
MUSC 308	Music History I	2	A survey of musical style from Baroque through the Classical period. Analysis, listening, discussion set in a cultural context. Spring.
MUSC 309	Music History II	2	A survey of musical style from the Romantic through the Contemporary (21st century) periods. Analysis, listening, discussion set in a cultural context. Fall.
MUSC 313	Music History III	2	A survey of musical style from the Gregorian chant through the Renaissance period. Analysis, listening, discussion set in a cultural context. Spring.
MUSA 315-362	Private Instruction	12	Individual instruction in voice, piano, organ, strings, guitar, woodwinds, brass, or percussion as a minor performance specialty. 30-minute lesson each week. Repeatable for credit each semester of enrollment. Performance for a faculty jury at the end of each

			semester in lieu of a final examination. Every semester. Prerequisite: concurrent enrollment in an ensemble (MUSC 315, 319, 327, 329, 330, 331, 335, 336, 337, 339, or 340); permission of instructor; audition required.
MUSC 319, 330, 335, 336 or 340	Ensemble	7-8	A select ensemble performing a wide variety of choral literature from all historical periods of music history. Open to all students and may include multiple performances throughout the semester, both on and off campus. Meets 150 minutes per week. Every semester. Special instruction fee. Repeatable for credit each semester of enrollment.
	Piano Proficiency and Sophomore Evaluation	0	Students must successfully pass the Department of Music Piano Proficiency Exam and Sophomore Evaluation
	Additional Requirement	0	Students must complete a concentration, track, the teaching certification option or the option in music education

New curriculum

Course #	Title	Credits	Description/Program Requirements
MUSC 102	Tonal & Aural Analysis I	4	Introduction to the vertical and linear dimensions of tonal music. Review of musical fundamentals, in which students will be expected to demonstrate facility and speed in naming and spelling basic tonal materials. Introduces traditional contrapuntal exercises, basic diatonic harmony, and the construction of formal phrase units. First in the sequence that emphasizes strategies for accurate and expressive reading, singing, and dictation using elementary rhythms and diatonic pitch materials in treble and bass clefs. Required for music majors and minors. Note: Students are placed in this course based upon results of a Music Theory Placement Exam given by the Department of Music. Fall.
MUSC 103	Tonal & Aural Analysis II	4	Continued study of tonal harmony and voice leading, both through written work and analysis. Continued focus mostly on diatonic harmony; begin to explore techniques of tonicization and modulation. Complete the aural understanding of diatonic harmony, introduces the experience of simple modulations, and facilitates mastery of rhythmic gestures necessary for performance of common-practice European art music. Alto clef will be introduced with emphasis on rapid and accurate reading, along with associated transpositions. Required for music majors and minors. Spring. Prerequisites: MUSC 102 or permission of the instructor. Tech fluency.

MUSC 204	Tonal & Aural Analysis III	4	Completes the study of 18th and early 19th-century tonal procedures. Explores the meaning of chromaticism in tonal music through examination of tonicization and modal mixture, emphasizing composers' use of these chromatic techniques within large-scale movement organization. Two large-scale analysis projects will include: 1) graphic analysis, 2) its role in representing students' deeper understanding of linear and harmonic motions, and 3) how this understanding impacts performance decisions. Continuation of aural analysis with emphasis on tenor clef and its associated transpositions, a systematic introduction to chromatic processes in tonal music, various problems associated with changing meter signatures and polyrhythms, and perception of tonal processes in complete movements composed in larger forms. Required for music majors. Fall. Prerequisites: MUSC 103 or permission of the instructor.
MUSC 205	Tonal & Aural Analysis IV	4	Further application of techniques from MUSC 204 with an emphasis on analysis of musical structure and style in Western civilization. Primary focus on written and analytical applications to large formal structures and their relationship to performance. Continuation study of aural analysis and completes the formal study of common-practice tonal relationships and large formal structures. Introduction to reading and performing music in asymmetrical meters, and music that changes meter asymmetrically. Required for music majors. Spring. Prerequisites: MUSC 204 or permission of the instructor.
MUSC 308	Music History I	2	A survey of musical style from Baroque through the Classical period. Analysis, listening, discussion set in a cultural context. Spring.
MUSC 309	Music History II	2	A survey of musical style from the Romantic through the Contemporary (21st century) periods. Analysis, listening, discussion set in a cultural context. Fall.
MUSC 313	Music History III	2	A survey of musical style from the Gregorian chant through the Renaissance period. Analysis, listening, discussion set in a cultural context. Spring.

MUSA 315-362	Private Instruction	8	Individual instruction in voice, piano, organ, strings, guitar, woodwinds, brass, or percussion as a minor performance specialty. 30-minute lesson each week. Repeatable for credit each semester of enrollment. Performance for a faculty jury at the end of each semester in lieu of a final examination. Every semester. Prerequisite: concurrent enrollment in an ensemble (MUSC 315, 319, 327, 329, 330, 331, 335, 336, 337, 339, or 340); permission of instructor; audition required.
MUSA 104	Class Piano I	1	Basics of keyboard technique for students with little or no piano experience. Designed to lead toward successful completion of the piano proficiency examination (MUSA 415). Meets 100 minutes per week. Fall. Prerequisite: permission of instructor; enrollment preference given to music majors/minors.
MUSA 105	Class Piano II	1	Continuation of MUSA 104. Designed to lead toward successful completion of the piano proficiency examination (MUSA 415). Meets 100 minutes per week. Spring. Prerequisite: MUSA 104 or permission of instructor; enrollment preference given to music majors/minors.
MUSA 490	Senior Recital	1	Senior Recital for the Bachelor of Arts or Science Music Degree. Preparation and performance of the senior recital. Performance majors must also have successfully completed their junior recital (MUSA 390). Graded P/F. Every semester. Prerequisites: MUSA 287 and MUSA 415 and senior recital clearance. Must be concurrently enrolled in MUSA 300-level private instruction. Vocal and Instrumental Performance, Music Teaching Capstone.
MUSC 493	Senior Research	1	In-depth investigation of a specific aspect of music history, music theory or music literature. Preparation and performance of a Senior Lecture Recital combining discussion of research with performance of supporting repertoire. Graded P/F. Every semester. Prerequisites: MUSA 287; completion of 12 credits of 300-level private instruction. Corequisite: MUSA 300-level private instruction. Capstone for Music Studies Track.

4. Discuss how general education requirements will be met, if applicable.

The proposed **Bachelor of Science in Music** at Frostburg State University will have **no impact on the institution's General Education Program (GEP)**. All general education requirements remain **unchanged** and are fulfilled through existing, university-wide course offerings.

The **B.S. in Music curriculum is fully independent** of the GEP structure; no modifications to GEP course content, delivery, or credit requirements are necessary. Students enrolled in the program will complete the GEP in the same manner as students in other majors.

6. Identify any specialized accreditation or graduate certification requirements for this program and its students.
 - *Currently there are no accreditation requirements. However, the adoption of the BS in Music is to satisfy the process to become accredited by NASM.*
7. If contracting with another institution or non-collegiate organization, provide a copy of the written contract.
 - *N/A*
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.

The combination of FSU's Catalog, website, admissions and recruiting materials, and student information system provides students with all of this important information.
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.

The department's focus is to provide accurate advertising, recruiting, and admissions/ graduate services materials, which clearly and accurately reflect the proposed modification of our program.

- *Link to FSU Office of Admissions: <https://www.frostburg.edu/admissions-and-cost/undergraduate/index.php>*
- *Link to FSU Department of Music: <https://www.frostburg.edu/academics/colleges-and-departments/music/welcome.php>*
- *Link to FSU Department of Marketing and Communications: <https://www.frostburg.edu/about-frostburg/Administrative-Offices/marketing-and-communications.php>*

H. Adequacy of Articulation

1. If applicable, discuss how the program supports articulation with programs at partner institutions. Provide all relevant articulation agreements.
- *FSU's Department of Music has current articulation agreements with three community colleges in Maryland: College of Southern Maryland, Anne Arundel Community College and Montgomery College.*
 - *The modification to this degree would potentially draw more students from these institutions as it is a program of higher distinction. The agreement documentation would need to be updated accordingly with the new curriculum.*
 -

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.**
- *FSU's Department of Music contains 18 faculty members. 13 holding terminal degrees from reputable institutions such as Cincinnati Conservatory, Julliard School, Peabody Conservatory, and University of Southern California. These individuals are hired through a rigorous interview process to ensure ability in their area and fit for FSU. They are active performers on the national and international stage with recent performances in Spain, China, and Germany.*
 - *The following table provides a list of the current faculty members in the Department of Music AY 2024-2025:*

Name	Degrees Held	Time at Institution (in years)	Rank	Tenure Status	Courses
<i>Dr. Donald Albrecht</i>	<i>BM, MM, DMA</i>	<i>2</i>	<i>Lecturer</i>	<i>Adjunct Part-time</i>	<i>MUSA 360 Private Instruction: Trumpet, MUSC 311 Jazz History, MUSC 331 Brass Ensemble</i>
<i>Dr. Chun-Ting Chao</i>	<i>BM, MM, DMA</i>	<i>1</i>	<i>Lecturer</i>	<i>Adjunct Part-time</i>	<i>MUSA 356 Private Instruction: Voice, MUSC 321 Opera Theatre</i>
<i>Dr. James DeWire</i>	<i>BA, MA, MM, DMA</i>	<i>12</i>	<i>Associate Professor</i>	<i>Tenured</i>	<i>MUSA 357 Private Instruction: Piano, MUSC 308, 309, 313 Music History I, II & III</i>
<i>Dr. Mark Gallagher</i>	<i>BM, MM, DMA</i>	<i>22</i>	<i>Associate Professor</i>	<i>Tenured</i>	<i>MUSA 359 Private Instruction: Clarinet, MUSC 102, 103, 204, 205 Tonal & Aural Analysis I, II, III, & IV,</i>

					<i>MUSC 337 Clarinet Ensemble, MUSC 360 Alexander Technique</i>
<i>Dr. Felipe Garibaldi de Almeida Silva</i>	<i>BM, MM, DMA</i>	<i>1</i>	<i>Lecturer</i>	<i>Adjunct Part-time</i>	<i>MUSA 358 Private Instruction: MUSC 336 Guitar, Guitar Ensemble, MUSC 110 Music Appreciation</i>
<i>Thomas Harrison</i>	<i>BM</i>	<i>11</i>	<i>Lecturer</i>	<i>Adjunct Part-time</i>	<i>MUSA 362 Private Instruction: Jazz Piano, MUSC 327 Jazz Combo, MUSC 314 Jazz Theory & Analysis</i>
<i>Dr. Mackenzie LaMont</i>	<i>BM, MM, DMA</i>	<i>6</i>	<i>Assistant Professor</i>	<i>Tenure-Track</i>	<i>MUSC 358, 362 Private Instruction: Percussion & Composition, MUSC 456 Computer Music Technology, MUSC 339 Percussion Ensemble, MUSC 408 Orchestration, MUSC 494 Industry Practicum, MUSC 495 Music Industry Internship</i>
<i>Ms. Abigail Lannan</i>	<i>BME, MM</i>	<i>1</i>	<i>Lecturer</i>	<i>Adjunct Part-time</i>	<i>MUSA 360 Private Instruction: Euphonium, Trombone & Tuba</i>
<i>Dr. Karen Lau</i>	<i>BM, MM, DMA</i>	<i>9</i>	<i>Lecturer</i>	<i>Adjunct Part-time</i>	<i>MUSA 358 Private Instruction: Cello</i>
<i>Mr. Peter Lewis</i>	<i>BM, MM</i>	<i>1</i>	<i>Lecturer</i>	<i>FTNTT Full-time</i>	<i>MUSC 330 Wind Ensemble, MUSC 329 Marching Band, MUSC 335 String Ensemble, MUSC 410 Conducting II, SCED 695, 696 Internship I & II, MUSC 553 Secondary General Music Methods, MUSC 552 Elementary General Music Methods, MUSC 555 Instrumental Music</i>

					<i>Methods, MUSC 358, 362 Private Instruction: Bass & Jazz Bass</i>
<i>Ms. Anna Lorenzen</i>	<i>BM, MM, DMA</i>	<i>1</i>	<i>Lecturer</i>	<i>Adjunct Part-time</i>	<i>MUSA 360 Private Instruction: French Horn</i>
<i>Mr. Gary Phillips</i>	<i>BM, MM</i>	<i>22</i>	<i>Senior Lecturer</i>	<i>Adjunct Part time</i>	<i>MUSC 106 History of Rock, MUSC 117 Music of Africa, Asias, and the Americas</i>
<i>Dr. Scott Rieker</i>	<i>BA, MM, DMA</i>	<i>6</i>	<i>Lecturer</i>	<i>FTNTT Full - time</i>	<i>MUSC 319 University Chorale, MUSC 340 Chamber Singers, MUSC 125 Intro to Music Education, MUSC 110 Music Appreciation, MUSC 310 Conducting I, SCED 695, 696 Internship I & II</i>
<i>Dr. Brent Weber</i>	<i>BA, MM, DMA</i>	<i>12</i>	<i>Professor</i>	<i>Tenured Full-time</i>	<i>MUSA 359 Private Instruction: Saxophone, MUSC 327 Jazz Orchestra, MUSA 390, 490 Junior & Senior Recital, MUSA 337 Saxophone Ensemble, MUSA 408 Class Instruments: Woodwinds</i>
<i>Mr. Michael Welch</i>	<i>MM</i>	<i>1</i>	<i>Lecturer</i>	<i>Adjunct Part-time</i>	<i>MUSA 356, 325 Private instruction: Voice & Musical Theatre voice; MUSC 201, 202 Diction I & II, MUSC 413 Vocal Pedagogy</i>
<i>Dr. Joseph Yungen</i>	<i>BA, MM, DMA</i>	<i>8</i>	<i>Staff</i>		<i>Collaborative Pianist</i>
<i>Dr. Qian Zhang</i>	<i>BM, MM, DMA</i>	<i>1</i>	<i>Lecturer</i>	<i>Adjunct Part-Time</i>	<i>Private Instruction: Violin & Viola</i>
<i>Ms. Susan Zoller</i>	<i>BM, MM</i>	<i>1</i>	<i>Lecturer</i>	<i>Adjunct</i>	<i>MUSA 104, Class Piano I; MUSA 105, Class Piano II</i>

				Part-time	
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2. for faculty in evidenced-based best practices, including training in:

- a) Pedagogy that meets the needs of the students
 - FSU's [*Center for Teaching Excellence*](#) (CTE) provides regular clinics and workshops for on topics such as pedagogy, classroom management, syllabus creation, etc. They hold an Annual Regional Conference on Teaching, Learning and Scholarship as well.
- b) The learning management system
 - FSU's Office of Information Technology regularly holds trainings on Canvas and PAWS (FSU's course and student management systems respectively.) Faculty may also request individual trainings. All new faculty are required to complete modules to ensure their fluency with these softwares.

c) Evidenced-based best practices for distance education, if distance education is offered

Technology support and information is an ongoing theme with tips for online learning and engaging students in a virtual environment. FSU's Center for Teaching Excellence provides regular training in evidence-based best practices and also hosts an annual regional conference on teaching and learning. In addition, FSU offers regular professional development courses and workshops in instruction and assessment, and the office of Instructional Design and Technology provides training and support for the university's learning management system Canvas. red.

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.

The resources at the Lewis J. Ort Library that over the years have adequately supported the various programs at FSU and will adequately support this proposal.

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 technologies and sciences.
 - *The current facilities are adequate for the proposed degree. Again, this is proven due to the similarities to the previous programs.*

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
- *FSU has contracts with Microsoft Outlook (email system) and Canvas (student learning management system).*

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.

TABLE 1: RESOURCES	FY 2026	FY 2027	FY 2028	FY 2029	FY 2030
Resource Categories	Year 1	Year 2	Year 3	Year 4	Year 5
1. Reallocated Funds	139,293	139,293	139,293	139,293	139,293
2. Tuition/Fee Revenue	95,510	105,732	124,924	135,980	147,406
(c + g below)	- 0	- 0	- 0	- 0	- 0
a. Number of F/T Students In-state	8	9	11	12	13
a. Number of F/T Students Out-of-state	1	1	1	1	1
b. Annual Tuition/Fee Rate In-state	7,400	7,548	7,700	7,854	8,012
b. Annual Tuition/Fee Rate Out-of-state	23,306	23,774	24,250	24,736	25,232
c. Total F/T Revenue (a x b)	82,506	91,706	108,950	118,984	129,388
d. Number of P/T Students In-State	1	1	1	1	1
d. Number of P/T Students Out-of-State	- 0	- 0	- 0	- 0	0-
e. Credit Hour Rate In-State	312	320	328	336	344
e. Credit Hour Rate Out-of-State	642	656	670	684	698
f. Annual Credit Hour Rate	12	12	12	12	12
g. Total P/T Revenue In & Out-of-State	3,744	3,840	3,936	4,032	4,128

(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)	234,803	245,025	264,217	275,273	286,699

3. 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 expenditure category.

TABLE 2: EXPENDITURES

Expenditure Categories	2026 Year 1	2027 Year 2	2028 Year 3	2029 Year 4	2030 Year 5
1. Faculty (b + c below)	132,615	132,615	132,615	132,615	132,615
a. # FTE	0.00	0.00	0.00	0.00	0.00
b. Total Salary	101,469	101,469	101,469	101,469	101,469
c. Total Benefits	31,146	31,146	31,146	31,146	31,146
2. Admin. Staff (b + c below)	20,531	20,531	20,531	20,531	20,531
a. # FTE	- 0	- 0	- 0	- 0	- 0
b. Total Salary	13,146	13,146	13,146	13,146	13,146
c. Total Benefits	7,385	7,385	7,385	7,385	7,385
3. Support Staff (b + c below)	1,755	1,755	1,755	1,755	1,755
a. # FTE	0.00	0.00	0.00	0.00	0.00
b. Total Salary	1,628	1,628	1,628	1,628	1,628
c. Total Benefits	127	127	127	127	127
4. Equipment	- 0	- 0	- 0	- 0	- 0
5. Library	- 0	- 0	- 0	- 0	- 0
6. New or Renovated Space	-	- 0	- 0	- 0	- 0
7. Other Expenses	- 0	- 0	- 0	- 0	- 0

TOTAL (Add 1 – 7)	154,901	154,901	154,901	154,901	154,901
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Surplus 79,902 90,124 109,316 120,372 131,798

ASSUMPTIONS:

Tuition: Increase of 2% annually.

Flat salary and other payroll expenses.

Full-time Faculty and Staff salaries expensed at 20% per program. Spread evenly over 5 programs (current and proposed)

	2026	2027	2028	2029	2030
# f/t students	8	9	11	12	13
# f/t students	1	1	1	1	1
	-	-	-	-	-

# p/t ug students	1	1	1	1	1
# p/t ug students	0	0	0	0	0
	-	-	-	-	-

Total Students	10	11	13	14	15
Fee average per student	926	926	926	926	926
Total Minimum Fees	9260	10186	12038	12964	13890

Faculty Salaries

2026 Year 1	2027 Year 2	2028 Year 3	2029 Year 4	2030 Year 5
63,904	63,904	63,904	63,904	63,904
24,713	24,713	24,713	24,713	24,713
12,852	12,852	12,852	12,852	12,852
101,469	101,469	101,469	101,469	101,469

Faculty Fringes

Year 1 Year 2 Year 3 Year 4 Year 5

28,220	28,220	28,220	28,220	28,220
1,925	1,925	1,925	1,925	1,925
1,001	1,001	1,001	1,001	1,001
31,146	31,146	31,146	31,146	31,146

Admin Staff

Year 1	Year 2	Year 3	Year 4	Year 5
13,146	13,146	13,146	13,146	13,146
-	-	-	-	-
-	-	-	-	-
13,146	13,146	13,146	13,146	13,146

Admin Fringes

Year 1	Year 2	Year 3	Year 4	Year 5
7,385	7,385	7,385	7,385	7,385
-	-	-	-	-
-	-	-	-	-
7,385	7,385	7,385	7,385	7,385

Support Staff

Year 1	Year 2	Year 3	Year 4	Year 5
1,628	1,628	1,628	1,628	1,628
-	-	-	-	-
-	-	-	-	-
1,628	1,628	1,628	1,628	1,628

Support Staff fringes

Year 1	Year 2	Year 3	Year 4	Year 5
127	127	127	127	127
-	-	-	-	-

-	-	-	-	-
127	127	127	127	127

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.

Evaluation of Faculty: Student evaluations are collected for each course through the University's learning management system (Canvas) using a standard form that is used across all courses. Student evaluation scores and accompanying narratives are aggregated and presented to the instructor, by course. Frostburg State University has an institutionalized process of assessing student-learning outcomes in the majors which can include disciplinary accrediting bodies at the college level for the Colleges of Business and Education or through a college-defined body, the College of

Liberal Arts and Sciences' Assessment Council. The Student Learning Assessment Advisory Group (SLAAG) and Graduate Learning Assessment Advisory Group (GLAAG) operate at the institutional level and focus of student learning outcomes following the timelines for the Institutional Effectiveness Cycle.

4. 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.

The program review schedule serves as the foundation for assessment initiatives through its identification of priorities for the coming cycle. Halfway through the cycle, the Office of Assessment, and Institutional Research (AIR) collects information on the status of assessment activities using a midterm review template. Programs undergoing review in any given year must submit the Program Review Self-Study, External Review Report, and Certificate to AIR.

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

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

Frostburg State University is a public institution that is committed to a campus environment that values human diversity and represents individuals who represent diversity. It is a multi-cultural campus where diversity is highly valued. The program and university have established goals to recruit and support the minority population. This is reflected in the University's Core Value Statement: "Frostburg State University is committed to developing cultural competence and cultivating understanding and respect for a diversity of experiences and worldviews that encourage each person's ability to "take the perspective of the other." " Frostburg State University has initiatives to increase diversity in faculty and staff. The university has established a University Council on Diversity, Equity, and Inclusion (UCDEI) that is led by the University President.

- *Department of Music Minority Initiatives*
 - *The hiring process of new faculty member includes contact with HBIs to inquire about recent graduates who may be suitable for the position.*
 - *Ensemble directors regularly program music from minority/ underrepresented composers.*
 - *FSU's National Association for Music Educator's Chapter holds regular conversations regarding the status of minority/underrepresented music educators in the state of Maryland.*
 - *The Department of Music is inclusive of students from all backgrounds when auditioning for the program.*
- *ODEI Initiatives (abbreviated list):*
 - *The Brownsville Monument: Tuesday, August 25th, 2020 Frostburg students, faculty, townspeople, and Brownsville descendants gathered to memorialize the Brownsville/ Park Ave monument. Brownsville was a community nested in Frostburg, Md started by Tamar Brown and Elizabeth Jackson. Both were former enslaved persons who purchased and hoisted homes on neighboring lots. Soon the community grew as other previously enslaved people moved onto the land and grew their families. The locality lasted from the 1860's through till 1950's but Frostburg State University now exists where the town once stood.*
 - *Archie Bunker's Neighborhood: A Cross Culture Simulation Exercise :Archie Bunker's Neighborhood allows participants to experience and act out their feelings about the processes involved when people of various cultural identities arbitrarily acquire and utilize community resources; to increase the level of awareness and sensitivity to the kinds of pressures imposed by in-group members on out-group members; to create the opportunity for a "walk a mile in another's shoes" type of experience; to examine the various effects of institutional racism/classism/homophobia on members of different cultural and economic groups; to examine the consequences of entrapment in competitive situations that may lead to win-lose or lose-lose situations; and to develop a safe space in which to dialogue about the dynamics of this experience and to related it to the "real" world.*
 - *Diversity Retreat: Once each academic year The Office for Diversity, Equity, and Inclusion (ODEI) sponsors a Diversity Retreat, now renamed "The FSU Social Justice Summit". Open and free to all FSU students, the retreat is an opportunity to openly discuss our similarities and differences, and learn to appreciate both. The retreat includes workshops and other activities intended to promote student awareness and empowerment in diversity issues and coalition building. The weekend involves moments of great challenge and great fun. You should leave with new friends, new acquaintances and new insights of yourself and others.*

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.

N/A

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.