



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

Institution Submitting Proposal

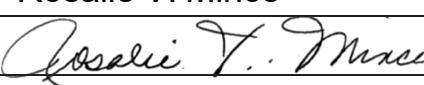
Carroll Community College

Each action below requires a separate proposal and cover sheet.

<input type="radio"/> New Academic Program	<input type="radio"/> Substantial Change to a Degree Program
<input checked="" type="radio"/> New Area of Concentration	<input type="radio"/> Substantial Change to an Area of Concentration
<input type="radio"/> New Degree Level Approval	<input type="radio"/> Substantial Change to a Certificate Program
<input type="radio"/> New Stand-Alone Certificate	<input type="radio"/> Cooperative Degree Program
<input type="radio"/> Off Campus Program	<input type="radio"/> Offer Program at Regional Higher Education Center

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Department Proposing Program	Academic Affairs, Arts & Humanities Division		
Degree Level and Degree Type	Associate degree - Associate of Fine Arts		
Title of Proposed Program	Music, Associate of Fine Arts - Music Technology & Sound Recording Concentration		
5PUBM /VNCFS PG \$FEJUT	60		
Suggested Codes	HEGIS: 491007	CIP: 50.0901	
Program Modality	<input type="radio"/> On-campus	<input type="radio"/> Distance Education (fully online)	<input checked="" type="radio"/> Both
Program Resources	<input checked="" type="radio"/> Using Existing Resources	<input type="radio"/> Requiring New Resources	
Projected Implementation Date (must be 60 days from proposal submisison as per COMAR 13B.02.03.03)	<input checked="" type="radio"/> Fall	<input type="radio"/> Spring	<input type="radio"/> Summer
Provide Link to Most Recent Academic Catalog	URL: https://catalog.carrollcc.edu/?_gl=1*av826y*_gcl_aw*RONMLjE3NjI4MDU1MjYuRUFjYUJb2JDaE1JOTgtWGw3TG9rQU1WRVc5SEFSMld5aFhIRUFBUFTQUFFZ0syYV9E		
Preferred Contact for this Proposal	Name: Sharon Brunner, EdD		
	Title: Dean, Academic Programs and Professional Learning		
	Phone: 410-386-8142		
	Email: sbrunner@carrollcc.edu		
President/Chief Executive	Type Name: Rosalie V. Mince		
	Signature:  Date: 11/17/2025		
	Date of Approval/Endorsement by Governing Board:		

Revised 4/2025



November 17, 2025

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

Dear Dr. Rai:

The purpose of this letter is to submit a new academic program proposal for a new area of concentration for the Music, Associate of Fine Arts degree (HEGIS: 491007; CIP: 50.0901) at Carroll Community College. The complete proposal accompanies this cover letter.

Thank you in advance for the Commission's consideration of this new program.

If there are questions regarding the program or materials, please direct them to Dr. Sharon Brunner, Dean, Academic Programs and Professional Learning, sbrunner@carrollcc.edu, 410-386-8142.

Sincerely,

A handwritten signature in black ink that reads "Kristie Crumley".

Dr. Kristie Crumley

cc: Sharon Brunner



Academic Program Proposal

Music, Associate of Fine Arts (AFA) - Music Technology & Sound Recording Concentration (MTSR)

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 purpose of the Music, Associate of Fine Arts (AFA) degree is to equip students with the musical and theoretical skills essential for transfer to four-year institutions. By providing performance opportunities, theoretical and historical studies, and one-on-one applied studies with expert faculty, the program strives to graduate students who are critical thinkers and skilled performers.

Within the Music, AFA, the proposed Music Technology & Sound (MTSR) Recording Concentration will provide hands-on training in audio engineering, production, and creative sound design. Students will develop technical skills in studio recording, microphone techniques, signal flow, mixing, and Digital Audio Workstations (DAWs), while also studying sound, acoustics, synthesis, Musical Instrument Digital Interface (MIDI), and audio effects. Collaborative projects, live event management, and peer critique strengthen critical listening, professional confidence, and practical experience. Graduates will emerge prepared for continued study or careers in music technology, sound recording, performance, education, and beyond.

The Maryland Higher Education Commission and Middle States Commission for Higher Education confirmed Carroll Community College's degree-granting status in 1993 and its full accreditation in 1996. The College's mission is *Empowering learners. Changing lives. Building community.* In June 2018, Carroll Community College's Board of Trustees approved seven mission goals. Goal 1 and Goal 2 align with offering the Music, A.F.A. – MTSR Concentration. These goals read as follows: Through effective teaching, engaged learning, and a caring, student-centered environment, Carroll Community College: Goal 1: Provides associate degree programs, career and credentialing preparation, job skill enhancement, continuing professional education, and career resources and support to strengthen the regional workforce.

Goal 2: Supports student attainment of essential skills in general education and prepares students for transfer to earn degrees beyond the associate.

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

Carroll Community College implemented a new 2025 – 2029 three-pillar strategic plan: *Enter to Learn, Experience, and Earn*. The *Enter to Learn* pillar’s focus is “learning moves us forward.” This strategic priority aims to cultivate essential skills, foster social and cultural development, advance professional growth, and enrich personal journeys. Under this priority is *Core Strategy I: Building Bridges to Success*, which aims to intentionally design innovative programs, services, and environments to address barriers and optimize success. The key indicator for Core Strategy is completion rates. The newly proposed Music, A.F.A. – MTSR Concentration program will focus on the following two initiatives for Core Strategy I:

- Initiative 1: Integrate essential and emerging skills, ensuring students and employees are prepared for an evolving world.
- Initiative 2: Enhance the relevance and value of career and transfer pathways by redesigning learning support and student services to better support student success.

Carroll Community College strengthens the regional workforce through a comprehensive array of academic and career-focused programs. The college offers more than 70 associate degree and certificate options designed to support transfer to four-year institutions, entry-level employment, and career advancement. These programs span disciplines such as arts and sciences, business, computer technology, engineering, health sciences, and education.

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.)

Carroll Community College provides administrative, faculty, and financial support for the primary Music, AFA degree. It has one administrative academic specialist, one full-time faculty member, and contracted adjunct faculty members to support the program. Four new courses were created for the MTSR Concentration; the current music faculty member, including an existing full-time theatre faculty member, will support these new courses. Three of the new MTSR Concentration courses require the presence of an on-campus recording studio. The on-campus studio and related equipment will be funded by Carroll Community College’s Foundation and a funding request via Carroll Community College’s Technology Advisory Group. All other expenses will be funded through the Music, AFA’s existing equipment repair and instructional supplies budget categories.

4. Provide a description of the institution’s commitment to:

- a) ongoing administrative, financial, and technical support of the proposed program

Carroll Community College demonstrates a clear commitment to the administrative, financial, and technical support of the proposed MTSR Concentration within the existing Music, AFA degree. The program’s current budget will support the faculty, instructional resources, and technology to offer the courses. The Carroll Community College Foundation is in the process of securing funding for the required on-campus recording studio, ensuring financial sustainability for at least the first five years of implementation.

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

The institution affirms its commitment to maintaining the MTSR Concentration for a duration sufficient to allow all enrolled students to complete the program. This includes continued instructional staffing, access to specialized facilities, and integration of the concentration within the broader Music, AFA degree

structure. Carroll's established processes for program review, resource allocation, and academic planning support long-term viability and responsiveness to student needs. The college's strategic investment in facilities and faculty, combined with its ongoing budgetary support, reflects a sustained institutional commitment to the success and completion of students pursuing this specialized academic pathway.

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:

With careers in music technology projected to increase by 9.4% between 2016 and 2026, it is no surprise that the demand for education in the field has also increased.¹ The U.S. Bureau of Labor Statistics² cites Maryland as having one of the highest concentrations of related jobs (9th highest) and highest employment levels (4th highest) in the country. Maryland also has the 3rd highest concentration of jobs and location quotients for Sound Engineering Technicians.³ In addition to these positive figures, overall national employment in entertainment-related occupations is projected to grow faster than average between 2022 and 2032.⁴ This projection, coupled with the promising regional figures for positions, creates an ideal environment for those looking to enter the MTSR field in Maryland. While not in the state of MD, Washington D.C. is within commuting distance and has the 3rd highest quotient and the 2nd highest mean wage for audio and video technicians.⁵

The flexibility of the Music, AFA - MTSR Concentration also allows students to transfer to four-year music programs in education and performance. While growth in those industries is minimal, 2024-2034 projections still indicate a positive outlook for musicians and singers,⁶ increasing 1%, and postsecondary music teachers, increasing 2%.⁷

The Music, AFA – MTSR Concentration at Carroll Community College responds directly to the advancement and evolution of knowledge in audio production, sound engineering, and digital media. As Maryland's creative economy continues to expand, the demand for professionals in MTSR is increasing across industries such as broadcasting, entertainment, education, and digital content creation. According to the U.S. Bureau of Labor Statistics (2023), sound engineering technicians earn a median annual wage of \$74,100, with top earners exceeding \$130,000, and are employed across sectors, including film, television, radio, and higher education. Maryland ranks among the top states for audio engineering employment, with over 300 positions statewide and a projected national growth rate of 10% for audio

¹ 2023 Music Technology Degree Guide: Find Your Future Faster." *College Factual*, May 2013, www.collegefactual.com/majors/visual-and-performing-arts/music/music-technology/.

² "Sound Engineering Technicians." *Occupational Employment and Wage Statistics*, Bureau of Labor Statistics, 25 Apr. 2023, www.bls.gov/oes/2023/may/oes274014.htm.

³ "Sound Engineering Technicians." *Occupational Employment and Wage Statistics* Bureau of Labor Statistics, 25 Apr. 2023, www.bls.gov/oes/2023/may/oes274014.htm.

⁴ "Entertainment and Sports Occupations." *Occupational Outlook Handbook*, Bureau of Labor Statistics, 4 Sept. 2019, www.bls.gov/ooh/entertainment-and-sports/home.htm.

⁵ "Audio and Video Technicians." *Occupational Employment and Wage Statistics*, Bureau of Labor Statistics, 25 Apr. 2023, www.bls.gov/oes/2023/may/oes274011.htm.

⁶ "Musicians and Singers." *Occupational Outlook Handbook*, Bureau of Labor Statistics, 28 Aug. 2025, www.bls.gov/ooh/entertainment-and-sports/musicians-and-singers.htm#tab-6.

⁷ "Postsecondary Teachers." *Occupational Outlook Handbook*, Bureau of Labor Statistics, 28 Aug. 2025, www.bls.gov/ooh/education-training-and-library/postsecondary-teachers.htm#tab-6.

engineers through 2028.⁸ These trends affirm the relevance of the proposed MTSR Concentration in preparing students for evolving technical roles in a knowledge-driven economy.

Carroll's program aligns with statewide educational priorities outlined by the Maryland Higher Education Commission (MHEC) and the Maryland State Department of Education, which emphasize career-connected learning and industry-recognized credentials in media production and broadcasting. The MTSR Concentration integrates theoretical instruction with hands-on experience in a professional grade recording studio, fostering student proficiency in digital audio workstations, sound design, mixing, and mastering. This approach reflects the state's commitment to preparing students for high-skill, high-wage careers in emerging fields. By offering a curriculum vetted by an advisory board of industry professionals and supported by institutional funding and infrastructure, Carroll Community College ensures that graduates are equipped to contribute meaningfully to Maryland's creative and technical workforce.

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

Carroll Community College has demonstrated measurable progress with recent increases in enrollment among Hispanic/Latino and Black students, as well as a doubling of enrollment in English for Speakers of Other Languages (ESOL) courses since FY2021. The MTSR Concentration will further these efforts by offering a relevant curriculum, accessible technology training, and academic support, thereby expanding pathways to high-demand careers in music for students from historically underserved communities.

- c) The need to strengthen and expand the capacity of historically Black institutions to provide high quality and unique educational programs

Carroll Community College offers open-admission, extensive support services, and affordable tuition rates for any student who chooses to pursue an educational degree path at a two-year institution with the intention to transfer to one of Maryland's four Historically Black Institutions, including Bowie State University, Coppin State University, University of Maryland Eastern Shore, or Morgan State University. The proposed Music, AFA - MTSR Concentration aligns with Maryland's statewide goals to increase postsecondary attainment and workforce readiness among historically underserved communities, as outlined in the Maryland State Plan for Higher Education. By integrating technical training with transfer-oriented coursework, Carroll Community College ensures that students from diverse backgrounds can pursue both immediate employment and continued academic advancement in the MTSR field.

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

The proposed Music, AFA – MTSR concentration aligns directly with the goals and priorities outlined in the Maryland State Plan for Higher Education, particularly in access, success, and innovation. The State Plan emphasizes fostering innovation in academic programming to meet the evolving needs of Maryland's diverse and dynamic workforce. It calls for institutions to "remain agile and responsive to the changing needs of the workforce" and to "foster innovation in all aspects of Maryland higher education to improve student success." The MTSR Concentration exemplifies this directive by integrating emerging technologies, creative industry standards, and hands-on learning experiences that prepare students for careers in music. Furthermore, the program supports the State Plan's equity framework by expanding access to

⁸ "Sound Engineering Technicians." *Occupational Employment and Wage Statistics*, Bureau of Labor Statistics, 25 Apr. 2023, www.bls.gov/oes/2023/may/oes274014.htm.

high-quality postsecondary education in a field that has traditionally lacked representation from underserved populations.

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.

The Music, AFA - MTSR Concentration is designed for transferring to a four-year bachelor's degree program or for entry-level employment. Students seeking to further develop their knowledge within the concentration could transfer to either a Bachelor of Arts or Bachelor of Music degree program specific to music technology, sound recording, or for music, music performance, or music education.

Upon graduation, students entering the MTSR field may fill positions as sound engineers, producers, studio technicians, sound technicians, stage technicians, audiovisual specialists, and venue technicians.

Students transferring to bachelor's programs in music, music performance, and music education, may pursue various career paths, such as private music instructors, K-12 teachers, music directors, composers, and postsecondary educators.

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

In the MTSR field, Maryland is positioned as one of the states with the highest market demand and job availability. As mentioned previously, the U.S. Bureau of Labor Statistics⁹ cites Maryland as having one of the highest concentrations of related jobs (9th highest) and highest employment levels (4th highest) in the country. Maryland also has the 3rd highest concentration of jobs and location quotients for sound engineering technicians.¹⁰ In addition to these positive figures, overall national employment in entertainment-related occupations is projected to grow faster than average between 2022 and 2032.¹¹ This projection creates an ideal environment for those looking to enter the MTSR field in Maryland. Students completing the concentration will be prepared for various job applications within the discipline. Within the MTSR field, graduates may fill two primary roles: sound engineer and audio video technician. A recent search through Indeed.com showed more than 100 positions in Maryland within a commutable distance from the Carroll County area related to these two roles.

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.

⁹ "Sound Engineering Technicians." *Occupational Employment and Wage Statistics*, Bureau of Labor Statistics, 25 Apr. 2023, www.bls.gov/oes/2023/may/oes274014.htm.

¹⁰ "Sound Engineering Technicians." *Occupational Employment and Wage Statistics*, Bureau of Labor Statistics, 25 Apr. 2023, www.bls.gov/oes/2023/may/oes274014.htm.

¹¹ "Entertainment and Sports Occupations." *Occupational Outlook Handbook*, Bureau of Labor Statistics, 4 Sept. 2019, www.bls.gov/ooh/entertainment-and-sports/home.htm.

The Music, AFA – MTSR concentration at Carroll Community College is supported by quantifiable labor market data indicating sustained demand for audio production professionals in Maryland and nationwide. According to the Maryland Department of Labor's Occupational and Industry Projections,¹² sound engineering and audio technician roles are projected to grow steadily through 2033, with Maryland ranking among the top states for employment in this sector. Nationally, the U.S. Bureau of Labor Statistics anticipates a 10% growth rate for sound engineering technicians, reflecting increased demand across entertainment, education, and digital media industries.¹³

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

In terms of graduate supply, the Maryland Higher Education Commission reports in its data dashboards that public four-year institutions graduated 700 students in visual and performing arts-related majors in 2023 and 655 in 2024.¹⁴ Community colleges are projected to experience increases in enrollment over the next decade, further expanding the pipeline of prospective graduates in technical and creative disciplines. The National Center for Education Statistics (NCES) Projections of Education Statistics to 2031 report¹⁵ projects that total enrollment at public two-year colleges will increase by approximately 4% from 2021 (4.7 million) to 2031 (4.9 million).

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.

There are four similar programs at community colleges within Maryland. While all the programs offer education and training in the MTSR field, Carroll's proposed program is most like Anne Arundel Community College's program in that it is proposing a concentration within the greater breadth and depth of a Music degree.

College	Program Title & Type	Website URL

¹² "Maryland Occupational & Industry Projections - Office of Workforce Information and Performance (OWIP)." *Maryland.gov*, 2023, www.labor.maryland.gov/lmi/iandoproj/.

¹³ "Sound Engineering Technicians." *Occupational Employment and Wage Statistics*, Bureau of Labor Statistics, 25 Apr. 2023, www.bls.gov/oes/2023/may/oes274014.htm.

¹⁴ "Enrollment Projections 2024-2033 – Maryland Public Colleges and Universities." Maryland Higher Education Commission, May 2024, mhec.maryland.gov/publications/Documents/Research/AnnualReports/MHEC2024-2033EnrollmentProjectionsReport.pdf.

¹⁵ "Projections of Education Statistics to 2031." *National Center for Education Statistics*, Institute of Education Sciences, 2022, Table 303.30, nces.ed.gov/programs/PES/current_tables.asp.

Frederick Community College	Audio Production Technology Concentration within STEM Technology A.A.S.	https://tinyurl.com/hyw9br5m
Community College of Baltimore County	Music Production and Audio Technology Certificate	https://tinyurl.com/32h24eby
Prince George's Community College	Recording Arts & Sciences, A.A.S.	https://tinyurl.com/msbdkjrh
Anne Arundel Community College	Music Transfer (A.A.) Music Technology Track	https://tinyurl.com/2rv8zc5s
Cecil College	Audio Technology Certificate	https://tinyurl.com/2x6ets42

2. Provide justification for the proposed program.

Like Anne Arundel Community College's program, the proposed Music, AFA - MTSR Concentration at Carroll offers education in music technology while still providing the breadth of an associate degree in music. By requiring coursework within music, students will emerge as more well-rounded musicians, critical thinkers, and with a greater variety of transfer options.

While the programs are similar, the proposed program is unique in that it requires all four levels of keyboard/piano skills, theory of music, and ear training/musicianship courses. The MTSR concentration is also unique from Anne Arundel Community College's program in that it contains study of live sound reinforcement and concert event management and a capstone project and portfolio, which may also serve as a portfolio for audition to four-year schools. The proposed program would be the only transfer-oriented program of its kind in Western Maryland.

Carroll's MUSIC, AFA – MTSR Concentration is also unique from Frederick Community College's concentration in that it requires all four levels of theory and ear training coursework (versus the one required level of each at FCC). Additionally, the MTSR concentration requires four level of keyboard skills coursework, ensemble credits, and applied lesson requirements. In terms of MTSR coursework, Carroll's concentration also requires live sound reinforcement and concert event management coursework and a final capstone project and portfolio.

Prince George's Community College's A.A.S. program requires only one level of music theory, ear training, keyboard skills coursework; while Carroll requires four levels of these courses (along with the additional ensembles and applied lesson requirements).

Carroll's Music, AFA – MTSR Concentration is inherently different from CCBC and Cecil College's programs in that they are certificate programs and not areas of concentrations within associate degrees. In terms of music theory coursework, CCBC's certificate requires one combined theory and ear training course. Cecil College requires one theory course. In comparison, the Carroll concentration requires all four levels of music theory and ear training coursework (along with four levels of keyboard skills courses, ensembles requirements, and applied lesson requirements). Cecil College recommends two credits of applied lesson electives, while Carroll's MTSR concentration requires six applied lesson credits.

Overall, Carroll's MTSR concentration is unique in that it requires the full sequence of music theory, ear training/musicianship, and keyboard skills coursework found in CARROLL's existing AFA, Music degree. Combined with the ensemble and applied lesson requirements, students graduating with the MTSR concentration are equally prepared for transfer into performance or music education programs at four-year institutions (in addition to further study within the field of MTSR).

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.

Carroll Community College provides open-access educational opportunities available to all students within Carroll County and surrounding counties, including those who are military-affiliated and veterans, working adults, minority students, rural students, and students with disabilities. Carroll Community College offers exceptional, high-quality education at an affordable cost, typically less than half the cost for the first two years when compared to a four-year college. Additionally, Carroll County dually enrolled high school students can enroll in up to eight courses, from an identified course list, at no cost to them and additional courses at a discounted tuition rate. Two HBIs in Maryland, Morgan State University and University of Maryland Eastern Shore offer Bachelor of Arts degrees in music and jazz and popular music. Students in the Music, AFA – MTSR Concentration could consider transfer to one of these institutions upon completion of their associate degree.

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.

With a degree from Carroll, students increase their chances of being admitted into the four-year program of their choice. Many of the institution's popular in-state schools offer special scholarships to transfer students. Carroll students have transferred to 963 different four-year institutions, including Towson University, Stevenson University, University of Maryland Baltimore County (UMBC), University of Baltimore, Frostburg State University, and others nationwide. As mentioned, Morgan State University and the University of Maryland Eastern

Shore, two of Maryland's HBIs, would be options for student transfer after associate degree completion.

G. Adequacy of Curriculum Design, Program Modality, and Related Learning Outcomes (as outlined in [COMAR13B.02.03.10](#)):

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

Carroll Community College's Director of Music, in collaboration with the Music, AFA Advisory Board, researched and developed the MTSR Concentration, specifically the four new courses. The Division Chair, Arts & Humanities and Dean, Academic Programs and Professional Learning assisted with the Concentration's development before approval from the College's Academic Council. The Director of Music, who also serves as a full-time faculty member, will oversee the concentration within the Music, AFA degree.

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

Music, AFA Program Goals

Upon successful completion of the program, students will be able to:

1. Demonstrate the development of musical performance skills commensurate to their level of experience. Student performance should illustrate an understanding of rhythm, intonation, musicality, tone quality, technique, and posture.
2. Analyze and critique the usage of musical elements in live performances that represent various styles and cultures.
3. Analyze and compose musical examples using elements of music theory from multiple stylistic periods and genres.
4. Describe how music reflects social, political, and ethical issues.
5. Compare and explain the value of music, functions of music, roles of musicians, and conditions under which music is performed in various cultures and time periods.

Additional Program Goals – MTSR Concentration

Upon completion of the MTSR concentration, students will be able to:

1. Demonstrate proficient use of music industry-standard hardware and software.
2. Apply artistic and technical engineering and acoustic principles.
3. Execute studio recording sessions and live sound reinforcement events.

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

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

Carroll Community College's Dean, Academic Programs and Professional Learning, in partnership with the faculty, oversees the ongoing improvement of teaching and learning by supporting the assessment of academic programs and courses. The learning outcomes assessment process aims to improve student learning. Faculty, including program directors and division chairs, identify, design, and implement specific outcome assessments. The results, once analyzed, form the base for the continuous improvement process to positively influence student success.

All assessment activity at the College is guided by its five-step model, the Reflective Improvement Cycle (Define/Redefine, Design, Implement, Analyze, Modify/Maintain). The AFA, Music - MTSR Concentration has a plan for measuring its program goals. The plan maps the courses and their objectives to the program's goals.

MTSR Concentration Course	Course Objective (CO) #	Program Goal 1	Program Goal 2	Program Goal 3
MUSIC 200 - Recording Techniques I	CO 1	X		
	CO 2		X	X
	CO 3	X		
	CO 4	X	X	X
	CO 5	X	X	X
MUSIC 201 - Recording Techniques II	CO 1	X		
	CO 2	X	X	X
	CO 3	X	X	X
	CO 4	X	X	X
MUSIC 202 - Live Sound Reinforcement and Event Management	CO 1	X	X	X
	CO 2	X	X	X
	CO 3		X	
	CO 4			X
MUSIC 203 - Music Technology Capstone Project & Portfolio	CO 1	X	X	X
	CO 2	X	X	X
	CO 3	X	X	
	CO 5	X	X	X

- b) document student achievement of learning outcomes in the program

Courses in the new MTSR concentration will be assessed separately but will follow the same institutional cycle to assess all program goals twice within the five-year assessment period. The proposed courses have not been offered yet.

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

The Music, AFA courses include:

MUSIC 109 – Fundamentals & Theory of Music 1 (4 credits)

Examine the reading and writing of music and diatonic harmony as it pertains to all styles of music. Explore elements of music, notation, and terminology, as well as theory, scale formation, triads, chords, and their inversions. Review sight-singing, ear training, and keyboard skills. Investigate principles of voice leading, four-part writing in root position, and harmonic progression.

MUSIC 112 – Musicianship 1 (1 credit)

Musicianship 1 is a course in the skills of reading and hearing music. Skills developed will include a mastery of pitch and rhythm through sight singing, dictation, and body movement. It is recommended that students planning to transfer to a music program at a four-year college/university, concurrently enroll in MUSIC 109 and MUSIC 114. Advanced Placement Exam (Music Aural) accepted.

MUSIC 114 – Keyboard Skills for Music Majors 1 (1 credit)

Develop the keyboard skills necessary for a career in music. Explore sight reading, transposition, improvisation, harmonization, scale fingerings, arpeggio fingerings, and choral and instrumental score reading. It is recommended that students planning to transfer to a music program at a four-year college/university concurrently enroll in MUSIC-109 and MUSIC-112. Prerequisite: MUSIC-109.

MUSIC 000 – Applied Music Lessons (1-2 credits)

Develop and improve rhythmic accuracy, pitch, accuracy, musical expression, and instrumental technique. Explore and perform new music literature. Critically analyze musical performance. AFA music students should take four 2-credit applied music lessons (one each term recommended).

Private voice or instrumental lessons are arranged in half-hour or one-hour sessions each week. Students are expected to commit to a minimum practice regimen of approximately 6-8 hours per week as recommended by the professor. Lessons can be arranged for voice and most musical instruments.

MUSIC 107 – Introduction to Music Technology (3 credits)

Apply concepts of music technology to music composition, recording, education, and performance. Explore properties of sound, audio equipment, audio editing software, synthesis, MIDI (musical input digital interface), acoustics, effects, and sequencing. Create digital music recordings and complete creative projects.

ENGL 101 – College Writing (3 credits)

Develop critical reading, thinking, and writing skills for the purpose of exploring ideas and issues relevant in a participatory society. Use an inquiry-based writing process to engage in ethical public discourse. Develop sound perspectives supported by evidence; identify and address bias; consider the needs and interests of different audiences. Must earn a final grade of C or higher to meet General Education requirements for graduation, to transfer course to a 4-year institution, or to enroll in any class for which ENGL-101 is a prerequisite.

MUSIC 111 – Theory of Music 2 (3 credits)

Theory of Music 2 encompasses a study of diatonic harmony as it pertains to all styles of music. Topics include four-part writing in all inversions, cadences, phrases, periods and nonchord tones. It is recommended that students planning to transfer to a music program at a four-year college/university concurrently enroll in MUSIC 113 and MUSIC 115.

MUSIC 113 – Musicianship 2 (1 credit)

Musicianship 2 is a course in the skills of reading and hearing music. Skills developed will include a mastery of pitch and rhythm through sight singing and dictation. It is recommended that students planning to transfer to a music program at a four-year college/university concurrently enroll in MUSIC 111 and MUSIC 115.

MUSIC 115 – Keyboard Skills for Music Majors 2 (1 credit)

Keyboard Skills for Music Majors 2 is designed to give the music major the piano skills necessary for a career in music. Subjects studied are sight reading, transposition, improvisation, harmonization, scale fingerings, arpeggio fingerings, and choral and instrumental score reading. It is recommended that students planning to transfer to a music program at a four-year college/university concurrently enroll in MUSIC 111 and MUSIC 113.

MUSIC 200 – Recording Techniques 1 (3 credits)

Examine the fundamentals of sound, acoustics, and recording technology. Students will gain hands-on experience with studio practices, including microphone techniques, signal flow, and the use of analog and digital tools such as DAWs. Emphasis is placed on critical listening, mixing, and gain staging, as well as the history and concepts behind modern music technology. Students will complete stereo recording sessions and produce professional-quality mixes.

ENGL 102 – Writing About Literature (3 credits)

Read and analyze literature from three genres (fiction, poetry, and drama). Research background information to develop context for literary interpretations. Define and explore themes about the human condition, including minority perspectives, as depicted in works of literature. Write three or more extended essays (4500+ words in total). Document sources in MLA-style. Advanced Placement Exam (English Literature and Composition with a score of 3) accepted. CLEP (Analyze and Interpret Literature with a score of 50) accepted.

MUSIC 210 – Theory of Music 3 (3 credits)

Theory of Music 3 encompasses a study of chromatic harmony as it pertains to all styles of music. Topics include secondary functions, modulation, and larger forms. It is recommended that students planning to transfer to a music program at a four-year college/university concurrently enroll in MUSIC 212 and MUSIC 214.

MUSIC 212 – Musicianship 3 (1 credit)

Musicianship 3 is a course in the skills of reading and hearing music. Skills developed will include a mastery of pitch and rhythm through sight singing and dictation. It is recommended that students planning to transfer to a music program at a four-year college/university concurrently enroll in MUSIC 210 and MUSIC 214.

MUSIC 214 – Keyboard Skills for Music Majors 3 (1 credit)

Keyboard Skills for Music Majors 3 is designed to give the music major the piano skills necessary for a career in music. Subjects studied are sight reading, transposition, improvisation, harmonization, scale fingerings, arpeggio fingerings, and choral and instrumental score reading. It is recommended that students planning to transfer to a music program at a four-year college/university concurrently enroll in MUSIC 111 and MUSIC 113.

MUSIC 201 – Recording Techniques 2 (3 credits)

Explore Digital Audio Workstations (DAWs) as essential tools for modern music production. Learn the core concepts behind DAW operation and apply them in the recording, editing, mixing, and production of music. Emphasis is placed on developing technical and creative proficiency through practical projects, including work with musical ensembles. By the end of the course, students will be able to effectively use DAWs in a variety of studio production settings.

MUSIC 202 – Live Sound Reinforcement & Concert Event Management (1 credit)

Gain hands-on experience in concert and event management within performance spaces. Participate in all aspects of event operations (including stage management, back-of-house, and front-of-house duties) to ensure successful live performances and events. Through collaborative work, students will develop confidence in presenting their contributions, refine their critical listening and feedback skills, and build professional connections with peers in music technology and performance.

PSYC 101 – General Psychology (3 credits)

Explore major psychological theories, concepts, and research. Discuss the biological bases of behavior, and survey related topics including cognition, human development, personality, social psychology, and mental health and treatment. Advanced Placement Exam (Psychology with a score of 3) and CLEP (Introductory Psychology with a score of 50) accepted.

MUSIC 211 – Theory of Music 4 (3 credits)

Theory of Music 4 encompasses a study of advanced chromatic harmony and 20th century music. Topics include mode mixture, neapolitan chords, augmented 6th chords and post tonal theory. It is recommended that students planning to transfer to a music program at a four-year college/university concurrently enroll in MUSIC 213 and MUSIC 215.

MUSIC 213 – Musicianship 4 (1 credit)

Musicianship 4 is a course in the skills of reading and hearing music. Skills developed will include a mastery of pitch and rhythm through sight singing and dictation. It is recommended that students planning to transfer to a music program at a four-year college/university concurrently enroll in MUSIC 211 and MUSIC 215.

MUSIC 215 – Keyboard Skills for Music Majors 4 (1 credit)

Keyboard Skills for Music Majors 4 is designed to give the music major the piano skills

necessary for a career in music. Subjects studied are sight reading, transposition, improvisation, harmonization, scale fingerings, arpeggio fingerings, and choral and instrumental score reading. It is recommended that students planning to transfer to a music program at a four-year college/university concurrently enroll in MUSIC 112 and MUSIC 114.

MUSIC 204 – World Music (3 credits)

Examine global music as a social and aesthetic activity and as an acoustic phenomenon. Discuss and analyze the primary components of diverse music cultures: the context and occasions for music making, the social organization and functions of music, and the oral, written, and media transmission of music.

MUSIC 203 – Music Technology Capstone Project & Portfolio (1 credit)

Design and complete a final project that demonstrates skill and knowledge in the field of music technology. In addition to the capstone project, students will curate a professional portfolio that includes three audio recording projects they have contributed to, along with written documentation of their roles and responsibilities. The course also guides students in creating an artistic resume and recording a short performance video on their primary instrument, preparing them for both academic and professional pursuits in the music and audio industries.

MUSIC 120 – Chorus (1 credit)

Chorus gives the student an opportunity to join with others in studying and singing choral music, both classical and modern. A repertoire of varied selections is prepared for college and public performances. Open to all students. The student may enroll at the beginning of any term. Course may be repeated for credit up to four times. If MC section, students register at McDaniel College. Registration forms are available in Records Office or FPA Office-T413. *(Fall, Spring, Summer) Two hours laboratory each week. One Credit. One billable hour.*

MUSIC 122 - Symphony Orchestra (1 credit)

Symphony Orchestra performs compositions from all musical styles from the Baroque to the present. The orchestra consists of students from both McDaniel and Carroll Community Colleges as well as community musicians. There is at least one public performance every semester. Open by audition only. To schedule an audition please contact the FPA office at 410-386-8575. Course may be repeated for credit up to four times. Students register at Carroll Community College; Orchestra meets at McDaniel College. *(Fall, Spring) Two hours laboratory each week. One Credit. One billable hour.*

MUSIC 124 - Jazz Ensemble (1 credit)

Jazz Ensemble gives students the opportunity to form an instrumental group which specializes in the performance of jazz and other 20th century popular music idioms. Performances may include college and community functions. Open by audition only. To schedule an audition, please contact the FPA office at 410-386-8575. course may be repeated for credit up to four times. If MC section, students register at McDaniel College. Registration forms are available in FPA Office (T-413) or Records (A-112). *(Fall, Spring) Two hours laboratory each week. One Credit. One billable hour.*

MUSIC 126 - Jazz Choir (1 credit)

Jazz Choir gives the student an opportunity to join with others in studying and singing jazz choral music of a variety of styles including swing, bossa nova, and samba. A repertoire of varied selections is prepared for college and public performances. Open by audition only. To schedule an audition please contact the FPA office at 410-386-8575. course may be repeated for credit up to four times. *(Fall, Spring) Two hours laboratory each week. One Credit. One billable hour.*

MUSIC 128 - Jazz Combo (1 credit)

Jazz Combo examines various jazz pieces selected from the existing literature, which may include cool, swing, hard bop, bossa, Latin, samba, funk/rock, and other styles. The primary goals of this course are to review the elements of jazz and explore the art of jazz improvisation. course may be repeated for credit up to four times. *(Fall, Spring) Two hours laboratory each week. One Credit. One billable hour.*

MUSIC 130 - Guitar Ensemble (1 credit)

Guitar Ensemble provides guitarists with ensemble and performance experience. Repertoire includes classical, jazz, rock and blues styles arranged in guitar ensemble format. A repertoire of varied selections is prepared for college and public performances. This course is designed for students with classical guitar and note reading experience. course may be repeated for credit up to four times. *(Fall, Spring) Two hours laboratory each week. One Credit. One billable hour.*

MUSIC 132 - Rock 'n' Roll Ensemble (1 credit)

Rock 'N' Roll Ensemble is a group organized to provide experience for students and community members in performing rock and roll music. The group is made up of four to seven musicians from the standard rock band instrumentation as well as vocalists. The group focuses on music in the rock genre from the 1950's through today. Course may be repeated for credit up to four times. *(Fall, Spring) Two hours laboratory each week. One Credit. One billable hour.*

MUSIC 134 - Percussion Ensemble (1 credit)

Percussion Ensemble is dedicated to the performance of significant percussive styles from around the globe. Percussion traditions, including from Cuba, Brazil, India, West Africa, and the Middle East, are explored through performance and cultural research. No prior performance experience necessary for membership. Course may be repeated for credit up to four times. If MC section, students register at McDaniel College. Registration forms are available in Records (A112) or FPA (T413). *(Fall, Spring) Two hours laboratory each week. One Credit. One billable hour.*

MUSIC 136 - Concert Band (1 credit)

Concert Band is an ensemble committed to high level performances for woodwind, brass, and percussion players. Open to all Carroll students and community members, this ensemble provides its members with the opportunity to study and perform outstanding band literature. One concert will be presented per semester. course may be repeated for credit up to four times. If MC section, students register at McDaniel College. Registration forms are available in Records (A112) or FPA (T413). *(Fall, Spring) Two hours laboratory each week. One Credit. One billable hour.*

MUSIC 138 - String Orchestra (1 credit)

String Orchestra is open to string players of all ages with varied abilities. Open to all Carroll students and community members, this ensemble will focus on developing individual string technique as well as group performance skills. One concert will be presented per semester. course may be repeated for credit up to four times. *(Fall, Spring) Two hours laboratory each week. One Credit. One billable hour.*

MUSIC 143 - Vocal Chamber Ensemble (1 credit)

Vocal Chamber Ensemble gives the student an opportunity to explore and perform a diverse body of vocal repertoire in a small ensemble setting. A program of varied selections is prepared for a college performance at the end of each semester. Open by audition only. To schedule an audition, please contact the Music Office at 410-386-8575. Students repeating this course do not need re-audition. course may be repeated for credit up to four times. *(Fall, Spring) Two hours laboratory each week. One Credit. One billable hour.*

MUSIC 170 - Clarinet Ensemble

Clarinet Ensemble is a performance-based class. This small ensemble presents an opportunity for students to experience a greater individual contribution to a performance than is offered in larger performing groups. The literature for this ensemble spans a wide range of musical styles from classical to swing. Participants will experience opportunities to collaborate with other clarinetists to increase their ensemble performance skills that will transfer to traditional band and orchestra settings. Training in balance and intonation is enhanced as this ensemble will permit exclusive concentration on best management of the clarinet's strengths and weaknesses. Course may be repeated for credit up to four times. *(Fall, Spring) Two hours laboratory each week. One Credit. One billable hour.*

The Music, AFA - MTSR Concentration recommended course sequence is as follows:

Fall 1

MUSIC 109 - Fundamentals & Theory of Music 1 (4)

MUSIC 112 - Musicianship 1 (1)

MUSIC 114 - Keyboard Skills for Music Majors 1 (1)

*MUSIC 000 - Applied Study 1 (1-2 credits)

MUSIC Ensemble (1)

**Arts and Humanities General Education MUSIC 107 - Introduction to Music Technology (3)

ENGL 101 - College Writing (3)

Spring 1

MUSIC 111 - Theory of Music 2 (3)

MUSIC 113 - Musicianship 2 (1)

MUSIC 115 - Keyboard Skills for Music Majors 2 (1)

*MUSIC 000 - Applied Study 2 (1-2)

MUSIC Ensemble (1)
**MUSIC 200 - Recording Techniques I (3)

ENGL 102 - Writing About Literature (3)
Mathematics General Education (4)

Summer

Biological and Physical Sciences General Education (3)

Fall 2

MUSIC 210 - Theory of Music 3 (3)
MUSIC 212 - Musicianship 3 (1)
MUSIC 214 - Keyboard Skills for Music Majors 3 (1)
*MUSIC 000 - Applied Study 3 (1-2)
**MUSIC 201 - Recording Techniques II (3)
**MUSIC 202 - Live Sound Reinforcement & Concert Event Management (1)
Social and Behavioral Sciences General Education, PSYC 101 - General Psychology (3)
recommended

Spring 2

MUSIC 211 - Theory of Music 4 (3)
MUSIC 213 - Musicianship 4 (1)
MUSIC 215 - Keyboard Skills for Music Majors 4 (1)
*MUSIC 000 - Applied Study 4 (1-2)
**MUSIC 202 - Live Sound Reinforcement & Event Management (1)
**MUSIC 203 - Music Technology Capstone Project & Portfolio (1)
Arts and Humanities General Education - MUSIC 204 World Music (3) required

*Students must complete a total of 6 credits of MUSIC 000 – Applied Study during their degree program.

**Course requirements unique to the MTSR Concentration.

MUSIC 202 is to be taken twice for a total of 2 credits.

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

Students who enroll in a degree program at Carroll Community College will complete a core of general education courses. This distribution is intended to ensure that students have met the General Education Learning Goals. These General Education courses are transferable to all two- and four-year public institutions and many private institutions in Maryland. They are guaranteed to transfer according to the Maryland State Transfer Policies.

According to the Code of Maryland Regulations (COMAR) 13B.06, General Education courses at public higher education institutions must evidence an appropriate level of rigor. As defined by the General Education Committee, General Education courses at Carroll Community College manifest rigor through the following characteristics:

- Course content emphasizing analysis, evaluation, application, synthesis, and critical thinking.

- Activities that support active learning.
- Opportunities for students to create and demonstrate their own understanding or interpretation of information and support it with evidence.
- Course content and learning objectives similar to comparable credit-bearing courses at other accredited institutions of higher education.
- All General Education courses shall require, at minimum, a pre-requisite of eligibility for College Writing (ENGL-101).

Requirements for the Associate of Fine Arts (AFA):

Complete at least 60 term-hour credits.

Complete at least 18 credits of General Education courses from the following academic areas:

- Arts & Humanities General Education – 1 course, 3 credits
- Biological and Physical Sciences General Education - 1 course, 3-4 credits
- English Composition and Literature General Education - 1 course, ENGL 102, 3 credits
- Mathematics General Education - 1 course, 3 –5 credits
- Social and Behavioral Sciences General Education - 1 course, 3 credits
- General Education Elective - 1 course, 3 credits

Complete 12 credits of 200-level courses; these courses may include program or general education courses.

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

There are no specialized accreditation or graduate certification requirements for the Music AFA, the Music Technology & Sound Recording concentration.

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

Carroll is not contracting with another institution or non-collegiate organization for this proposed program.

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.

Carroll Community College ensures that students enrolled in the proposed Music, AFA - MTSR Concentration will receive clear, complete, and timely information regarding curriculum structure, course sequencing, and degree requirements through multiple channels, including the college catalog, program advising sheets, and the academic advising office. Faculty will provide consistent guidance on course expectations and learning outcomes through syllabi, Canvas course shells, and scheduled office hours. The program will include orientation to technology

competencies and skills required for success in music production and sound engineering, with explicit instruction on the use of industry-standard software and hardware. Students will be informed of the technical equipment requirements, such as digital audio workstations, microphones, and headphones, before enrolling in the courses. All courses will use Canvas, the college's learning management system, which supports in-person, asynchronous, and synchronous learning, assignment submission, and faculty-student interaction.

Academic support services, including tutoring, library resources, and technology assistance, are available both in-person and online to ensure equitable access for all students. Financial aid resources, including scholarships and federal aid, are promoted through the Financial Aid Office and the college website, with staff available to assist students in navigating application processes. Program costs, including tuition, fees, and any course-specific expenses, are published annually and communicated during advising and registration periods. Payment policies, including installment plans and refund procedures, are outlined in the student handbook and reinforced through enrollment communications. These measures collectively ensure that students in the MTSR Concentration will be well-informed, well-supported, and positioned for academic and professional success in the evolving field of music technology and sound recording.

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.

Carroll Community College affirms that all advertising, recruiting, and admissions materials for the proposed MTSR Concentration will clearly and accurately represent the program's structure, learning outcomes, and available services. Marketing content, including print brochures, website pages, social media posts, and outreach presentations, will be developed in collaboration with the college's Strategic Marketing & Brand Management area to ensure alignment with institutional standards and Maryland Higher Education Commission guidelines. Materials will include detailed descriptions of the curriculum, faculty expertise, technical resources, and career pathways associated with the concentration. The admissions staff and academic advisors will be trained to provide consistent, accurate information to prospective students during recruitment events, campus visits, and one-on-one advising sessions.

To support transparency and informed decision-making, all promotional and admissions materials will reference the availability of academic support services, financial aid resources, and student engagement opportunities. The college website will host a dedicated program page that outlines admission criteria, course sequencing, technology requirements, and estimated costs. This page will be updated regularly to reflect any curricular or policy changes. Additionally, the program will part of the outreach efforts to high school students, transfer partners, and community organizations, with messaging tailored to highlight the unique value of the MTSR Concentration within the Music, AFA degree.

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](#).

Carroll Community College currently has an [articulation agreement with UMBC](#) for two transfer pathways for Music, AFA students and has created a proposed articulation agreement with UMBC for the new MTSR Concentration for transfer into UMBC's Bachelor of Arts in Music Performance, Bachelor of Arts in Jazz Studies programs.

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.

Faculty Member	Credentials	Status	Courses Taught
Eric McCullough	M.M. Music Performance	Full-time, Associate Professor	Director of Music, Program Director for AFA Music MUSIC 109 – Fundamentals & Theory of Music 1
Dr. Jonathan Hugendubler	D.M.A. Composition	Adjunct Instructor, Part-time	MUSIC 107 – Introduction to Music Technology MUSIC 111 - Theory of Music 2 MUSIC 210 - Theory of Music 3
Michelle Purdy	M.M. in Music Performance	Adjunct Instructor, Part-time	MUSIC 112/113/212/213 – Musicianship 1, 2, 3, 4 MUSIC 204 – World Music MUSIC-211 Theory of Music 4

Kathy Novalis	B.A. Music Performance	Adjunct Instructor, Part-time	MUSIC 114/115/214/215 - Keyboard Skills for Music Majors 1, 2, 3, 4
Various (Dependent upon instrumental or vocal specialty)		Part-time & Full-time faculty	MUSIC – 000 Applied Music Lessons
David Schanck	M.F.A. Technical Direction M.A. Digital Storytelling	Technical Director & Assistant Professor, Full-time	MUSIC 107 – Introduction to Music Technology MUSIC 202 - Live Sound Reinforcement & Event Management
Sophie Barden	B.S. Theatre Arts	Theatre Operations & Production Manager, Full-time	MUSIC 202 - Live Sound Reinforcement & Event Management
TBD		Adjunct Instructor, Part-time	MUSIC 200 – Recording Techniques 1 MUSIC 201 – Recording Techniques 2 MUSIC 203 – Music Technology Capstone Project & Portfolio

Dr. Linda Kirkpatrick	D.M.A. Pedagogy and Instrumental Conducting	Adjunct Instructor, Part-time	MUSIC 122 – Symphony Orchestra
Alexandra Johannsen	B.M. Music Performance	Adjunct Instructor, Part-time	MUSIC 143 – Vocal Chamber Ensemble
Athena Hiotis	B.A. Music	Adjunct Instructor, Part-time	MUSIC 132 – Rock 'N' Roll Ensemble

Daniel Olszewski	M.M. Music Performance	Adjunct Instructor, Part-time	MUSIC 130 – Guitar Ensemble
Tim Jenkins	Relevant Industry Experience	Adjunct Instructor, Part-time	MUSIC 128 – Jazz Combo
Various (dependent on the semester)		Adjunct Instructor, Part-time	MUSIC 120 – Chorus MUSIC 124 – Jazz Ensemble MUSIC 126 – Jazz Choir MUSIC 134 – Percussion Ensemble MUSIC 136 – Concert Band MUSIC 138 – String Orchestra MUSIC 170 – Clarinet Ensemble

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

Carroll Community College will provide ongoing professional learning for faculty teaching in the MTSR Concentration to ensure instructional practices remain aligned with evidence-based pedagogical standards. Faculty participate in structured training sessions, focused on inclusive teaching strategies, active learning design, and differentiated instruction to meet the diverse needs of students. Workshops and peer-led seminars provided by the Instructional Quality Committee emphasize pedagogy, universal design for learning (UDL), and assessment techniques that promote student engagement and achievement. Faculty will also engage in reflective practice and collaborative curriculum review to ensure instructional alignment with program outcomes and institutional equity goals. These initiatives will support continuous improvement in teaching effectiveness and student success.

b) The learning management system

Faculty teaching the MTSR Concentration courses receive targeted training in the effective use of Canvas to support instructional delivery, student interaction, and assessment. The Center for Teaching and Learning offers onboarding sessions for new full-time faculty and advanced workshops for experienced faculty on course design, multimedia integration, accessibility compliance, and data-informed feedback practices. Faculty will learn to leverage Canvas tools to facilitate communication, manage assignments, and monitor student progress in both synchronous and asynchronous formats. Ongoing support will be available through instructional design consultations, help desk services, and peer mentoring. These measures ensure that faculty are proficient in using Canvas to enhance instructional quality and maintain consistency across course sections.

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

The MTSR Concentration courses will not be offered in a distance education format, as they involve hands-on learning in recording and sound techniques.

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.

Carroll Community College's library provides access to a robust collection of physical and digital materials, including music scores, audio recordings, scholarly journals, and reference texts relevant to music theory, sound engineering, and digital production. Students and faculty may access discipline-specific databases such as JSTOR, Academic Search Complete, and Music Online: Listening, which offer comprehensive coverage of music history, technology, and performance practices. The library's interlibrary loan service further expands access to specialized resources beyond the local collection. Librarians collaborate with faculty to develop course-integrated research instruction and curate subject research guides tailored to program outcomes. The College will continue to evaluate and expand library holdings in alignment with curricular needs and technological advancements in the field, ensuring sustained support for student learning and faculty scholarship.

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

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.

The physical facilities and infrastructure that support the existing Music, AFA degree will support the MTSR Concentration. The Music, AFA degree is supported by the following classrooms, offices, and laboratories:

Classrooms: T404 – Rehearsal Hall, Percussion Studio, & Classroom, T409 – Electronic Piano Lab & Classroom, T411 – Small Ensemble Studio & Classroom

Studios: T415 - Guitar Studio, T422 - Vocal Studio, T421 - Piano Studio

Practice Rooms: T412, T414 , T417, T418, T419

Offices: T413 – Arts & Humanities Office/Adjunct Faculty Office, T420 – Office for Director of Music

Rooms T404 and T409 will serve as the primary locations for instruction in the new MTSR Concentration. Room T409 – The Electronic Piano Lab already hosts the MUSIC 107 – Introduction to Music Technology course and is equipped with MIDI capable digital pianos, recording interfaces, computers, microphones, and relevant software. This lab is also made available to students whenever a course is not in session.

Room T404 will be the location of the on-campus recording studio and will be the primary location for MUSIC 200, 201, and 203 instruction and related work. The room will be outfitted with an isolation booth, recording desk, console, interfaces, computer, monitors, microphones, software, and any other equipment needed for instruction. Costs have been estimated with the assistance of Carroll's Facilities Department and Music Advisory Board member Tony Correlli, a producer, engineer, and owner of Deep End Studio in Maryland.

The MUSIC 202 course will take place in Carroll's theatre. A 419-seat professional event space in the Scott Center.

1. 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

All Carroll Community College faculty receive an employee email address and access to the college email system. Students receive a student email address upon enrollment with instructions at the email address listed on their application. Students are requested to activate their college email accounts immediately and use those email addresses for all College correspondence. Once activated, this is also the only email address that the College will use to contact students. Students are asked to check their Carroll email frequently for communications, even when classes are not in session.

To facilitate learning, credit courses use Canvas, Carroll's learning management system. Canvas sites support easy access to course materials, interactions with the instructor and other students, course grades, and college support and policy information. Students are automatically enrolled in Canvas course sites. Faculty are given Canvas access and training within their first week of employment. At a minimum, faculty are required to use Canvas to post their syllabus, their contact information, announcements, and grades.

L. Adequacy of Financial Resources with Documentation (as outlined in
[COMAR13B.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: PROGRAM 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)	\$28,392	\$48,576	\$69,192	\$90,240	\$111,720
a. Number of F/T Students	5	8	11	14	17
b. Annual Tuition/Fee Rate	\$4,368	\$4,416	\$4,464	\$4,512	\$4,560
c. Total F/T Revenue (a x b)	\$21,840	\$35,328	\$49,104	\$63,168	\$77,520
d. Number of P/T Students	3	6	9	12	15
e. Credit Hour Rate	\$182	\$184	\$186	\$188	\$190
f. Annual Credit Hour Rate	12	12	12	12	12
g. Total P/T Revenue (d x e x f)	\$6,552	\$13,248	\$20,088	\$27,072	\$34,200

3. Grants, Contracts & Other External Sources	0	0	0	0	0
4. Other Sources	\$60,000	0	0	0	0
TOTAL (Add 1 – 4)	\$88,392	\$48,576	\$69,192	\$90,240	\$111,720

Narrative Rationale for Table 1

Reallocated Funds: Carroll Community College does not anticipate any need to reallocate funds from any other area to support this program.

Tuition/Fee Revenue: The cost of both full-time and per-credit tuition is subject to a \$2/credit increase each year.

Grants, Contracts & Other External Sources: Not applicable.

Other Sources: The College Foundation has approved a \$60,000 funding request for this program. The funds will be used to outfit the on-campus recording studio with the necessary equipment and software.

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 expenditure category.

TABLE 2: PROGRAM EXPENDITURES:

Expenditure Categories	Year 1	Year 2	Year 3	Year 4	Year 5
Faculty (b + c below)	118,315	122,674	\$127,204	131,913	136,807
a. Number of FTE	1	1	1	1	1
b. Total Salary	\$77,805	\$80,139	\$82,543	\$85,019	\$87,569
c. Total Benefits	\$40,510	\$42,535	\$44,661	\$46,894	\$49,238
Min. Staff (b + c)	0	0	0	0	0
a. Number of FTE	0	0	0	0	0

b. Total Salary	0	0	0	0	0
c. Total Benefits	0	0	0	0	0
port Staff (b + c)	0	0	0	0	0
a. Number of FTE	0	0	0	0	0
b. Total Salary	0	0	0	0	0
c. Total Benefits	0	0	0	0	0
chnical Support and quipment	0	0	0	0	0
rary	\$1,000	0	\$1,000	0	\$1,000
or Renovated	0	0	0	0	0
er Expenses	0	0	0	0	0
LL (Add 1 – 7)	\$119,315	\$122,674	\$128,204	\$131,913	\$137,807

Narrative Rationale for Table 2

Faculty: The Director of Music will oversee the concentration. Existing faculty and adjunct faculty members will provide classroom instruction.

Admin. Staff: No additional administrative staff is expected in the first 5 years of the program.

Support Staff: No additional support staff is expected in the first 5 years of the program.

Technical Support and Equipment: No additional technical support and equipment will be required other than that being funded by the College Foundation and the existing Music departmental budget.

Library: The current library loan mechanism and the electronic retrieval methods will be used for the program. New library holdings related to MTSR Concentration will be added every other year, as needed, for the first five years of the program.

New or Renovated Space: An existing classroom will house the equipment needed for the Music Technology & Sound Recording concentration.

Other Expenses: No other expenses are anticipated during the first five years of the program.

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.

Carroll Community College maintains a comprehensive and systematic approach to program evaluation in alignment with COMAR 13B.02.03.15. Procedures for the proposed MTSR Concentration will include regular assessment of courses through student learning outcomes and faculty through student evaluations, faculty observations, and administrative oversight through annual evaluations. The curriculum review will be conducted through the college's established annual assessment and program review process for ensuring alignment with the institutional mission and adherence to defined student learning outcomes. Program-level assessment will include analysis of student achievement data, retention rates, and student surveys. The program's educational effectiveness will be evaluated annually through the Office of Institutional Research and Planning, with findings used to inform continuous improvement, resource allocation, and strategic planning. These procedures ensure that the MTSR Concentration remains academically rigorous, responsive to student needs, and aligned with Carroll's commitment to excellence in teaching and learning.

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.

Carroll Community College will implement a structured evaluation plan to assess the educational effectiveness of the proposed MTSR Concentration, including direct and indirect measures of student learning outcomes aligned with course objectives and program goals, administered through embedded assessments, performance rubrics, and portfolio reviews. Student retention will be monitored through institutional effectiveness data systems and analyzed in collaboration with the Effectiveness, Integrity, and Accountability staff to identify trends and inform continuous improvement. Student and faculty satisfaction will be evaluated through formal surveys and end-of-course evaluations, with results reviewed by academic leadership to guide program refinement. Cost-effectiveness will be assessed through annual budget reviews, enrollment analysis, and resource utilization reports to ensure fiscal sustainability and alignment with institutional priorities.

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.

The proposed MTSR Concentration within the Music, AFA degree aligns with the State of Maryland's goals for minority student achievement by promoting equitable access, inclusive learning environments, and culturally responsive pedagogy. Carroll Community College remains committed to increasing participation and success among all student populations through academic support services and financial aid. Faculty will incorporate diverse musical traditions and perspectives into the curriculum to reflect the lived experiences of all students. Program outcomes will monitor equity in achievement and inform continuous improvement strategies for student success.

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 Music, AFA program has 10 declared students as of Fall 2025. According to the College's institutional effectiveness data, there were 16 graduates from Spring 2020 to Spring 2025. However, only one to two students graduated in the last few spring semesters compared to four graduates in Spring 2022. The creation of the MTSR Concentration intends to bolster both enrollment and graduation rates in the Music, AFA degree program. No funds will need to be redistributed to the new concentration, as the program will exist within the existing Music, AFA degree program and will be funded by the existing departmental budget.

Since the degree was first offered in 2013, 11 of the 102 declared Music, AFA majors have transferred to four-year institutions prior to completion. While degree completion prior to transfer is the goal of the Music, AFA degree program, it is important to note graduation figures do not capture this 10.7% of declared students who went on to pursue baccalaureate studies after enrollment despite lack of associate degree completion.

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.

Carroll Community has approval from the Maryland Higher Education Commission to deliver credit-bearing programs through distance education and maintains accreditation from the Middle States Commission on Higher Education, which includes authorization for online instruction. The college demonstrates institutional capacity to support distance education through robust instructional technology infrastructure, faculty training in online pedagogy, and comprehensive student support services. None of the four proposed MTSR Concentration courses are designed for distance education due to the hands-on components to learn the skills needed for music technology and sound recording.

2. Provide assurance and any appropriate evidence that the institution complies with the C-RAC guidelines, particularly as it relates to the proposed program.

The proposed MTSR Concentration will adhere to the C-RAC principles of good practice, which include ensuring the academic integrity, coherence, and comparability of the curriculum regardless of delivery format. Faculty teaching in the concentration will be appropriately credentialed and trained in evidence-based pedagogy, and students will have access to equivalent academic support services, including advising, tutoring, library resources, and technical assistance. Carroll Community Colleges' learning management system, Canvas, serves as the primary platform for in-person and online instructional delivery, assessment, and faculty-student interaction. Institutional oversight will be maintained through regular program review, assessment of student learning outcomes, and adherence to Middle States Commission on Higher Education standards.