

Docket Item:

University Program Approval: Oregon State University, Bachelor of Music in Music Studies.

Summary:

Oregon State University proposes a new degree program leading to a Bachelor of Music in Music Studies. The statewide Provosts' Council has unanimously recommended approval. Higher Education Coordinating Commission (HECC) staff completed a review of the proposed program. After analysis, HECC staff recommends approval of the program as proposed.

Materials:

Academic program information.

Staff Recommendation:

Staff recommends the Commission move to approve the University Program Approval: Oregon State University, Bachelor of Music in Music Studies.



HECC Docket Submission

Oregon State University seeks the Oregon Higher Education Coordinating Commission approval to offer an instructional program leading to a Bachelor of Music (BMus) in Music Studies.

Program Description and Justification

1. Oregon State University is proposing to offer a new Bachelor of Music degree program in Music Studies beginning summer 2020. The program will be located in the College of Liberal Arts, School of Arts and Communication. The proposed program will be delivered face-to-face on the OSU-Corvallis campus.
2. Describe the purpose and relationship of the proposed program to the institution's mission and strategic plan.

Oregon State University's Mission is to promote economic, social, cultural and environmental progress for the people of Oregon, the nation and the world. Any focus on promoting social and cultural progress must include an attention to the arts that celebrates human expression. By teaching music to all populations and by encouraging the transmission of culture through the performance and creation of musical works of art that acknowledge the tradition of western music and search to incorporate the diverse richness of a variety of musical cultures and expressions, the Bachelor of Music degree will prepare graduates to engage in a 21st century arts economy. Graduates will contribute to the state of Oregon's future as a creative place to live, work, and succeed.

3. What evidence of need does the institution have for the program?

The degree is designed to envision where the music industry will grow during the next decade and prepare students for a career in the arts in the 21st century. The Bachelor of Music degree with an option in Performance is the current music industry standard. Additionally, Oregon's arts economy increased by 6.5 percent according to a 2019 report by U.S. News and World Report. Oregon's arts economy outperformed the national average growth rate of 5.9 percent. Oregon was the 11th fastest growing arts economy in the United States.

4. Are there similar programs in the state? If so, how does the proposed program supplement, complement, or collaborate with those programs?

Portland State University, Southern Oregon University, and the University of Oregon all have Bachelor of Music programs. The University of Oregon's Dean of Music is supportive of the Bachelor of Music degree at Oregon State University and foresees future opportunities to work as allies and collaborators. The field of music performance is broad and popular and therefore able to support multiple Bachelor of Music programs in the state.

All appropriate University committees and the Statewide Provosts Council have approved the proposed program. The Oregon State University Board of Trustees approved the program on October 17, 2019.

Recommendation to the Commission

The Statewide Provosts Council recommends that the Oregon Higher Education Coordinating Commission authorize Oregon State University to establish an instructional program leading to a Bachelor of Music (BMus) in Music Studies effective summer 2020.

Revised May 2016



Proposal for a New Academic Program

Institution:

Oregon State University

College/School:

College of Liberal Arts; School of Arts and Communication

Department/Program Name:

Music Program

Degree and Program Title:

Bachelor of Music (BM): Music Studies

1.0 PROGRAM DESCRIPTION

1a. Proposed Classification of Instructional Programs (CIP) number:

CIP Number: 50.0903

Title: Music Performance, General.

Definition: A program that generally prepares individuals to master musical instruments and performing art as solo and/or ensemble performers. Includes instruction on one or more specific instruments from various instrumental groupings.

Source: US Department of Education, National Center for Education Statistics, Classification of Instructional Programs, 2010

1b. **Brief overview of the proposed program, including its disciplinary foundations and connections; program objectives; programmatic focus; degree, certificate, minor, and concentrations offered.**

The Bachelor of Music will comprise a core of 41 hours together with requirements associated with six options: Instrumental Performance, Piano Performance, Piano Performance and Pedagogy, Vocal Performance, Pedagogy and Literature, and Music Education. Each option will prepare students for professional careers as performers and teachers.

The preparation of music teachers for service in K-12 classrooms has long been a signature focus of Oregon State's Music Program. The proposed Bachelor in Music with the Music Education Option will lead to undergraduate K-12 licensure in four years. Currently, Oregon State only provides for music education licensure through the Master of Arts in Teaching (MAT) degree program. While some music educators certainly benefit from graduate level training, a MAT is not required for entry level positions in the music education field.

The proposed program will be reviewed for accreditation by the Council for the Accreditation of Educator Preparation (CAEP) and go through an approval process by the Oregon Teacher Standards and Practices Commission (TSPC). The new program will also be proposed for accreditation by the National Association for Schools of Music (NASM), a benchmark the curriculum has not previously held.

The current BA/BS in Music will continue to be offered, but only with an option in Music Production. The BA/BS in Music will meet the needs of students interested in general studies in the musical arts and who do not intend to pursue careers in professional music performance and/or education. The BA/BS will also be of interest for OSU students seeking a non-music degree but who are talented musicians and who would value completing two majors.

The Music Program will also continue to offer the Minor in Music and the Minor in Music Performance.

1c. Course of study – proposed curriculum, including course numbers, titles, and credit hours

Current music degree offerings:

- BS or BA in Music with options in the following:
 - Instrumental Performance
 - Music Education
 - Music Production
 - Piano Performance
 - Vocal Performance

Bachelor of Music (BM) in Music Studies, with options in the following:

- Instrumental Performance (120 hours) - New (course list and 4 year plan below)
- Music Education (120 hours) - New (course list and 4 year plan below)
- Piano Performance (120 hours) - New (course list and 4 year plan below)
- Piano Performance and Pedagogy (120 hours) - New (course list and 4 year plan below)
- Vocal Performance, Pedagogy, and Literature (120 hours) – New (course list and 4 year plan below)

For the new tracks, the new degree program will represent an increase of music hours from 83 to 87 to 120. These additional hours will be used to eliminate hidden requirements, which are substantial in ensembles, class piano, and studio instruction, as well as strengthen the program by addressing 21st century needs in multicultural music, music technology, and arts entrepreneurship. These changes will produce stronger graduates, with additional professional preparation, who will graduate in fewer years, and have the industry standard degree.

1d. Manner in which the program will be delivered, including program location (if offered outside of the main campus), course scheduling, and the use of technology (for both on-campus and off-campus delivery).

The BM in Music will be offered at the Oregon State University home campus in Corvallis. It is not anticipated that any parts of this degree program will be delivered via the E-campus system, except for possible hybrid courses that use the distance learning resources for the curricular advantage of the student, but not for the purpose of reaching students beyond the Corvallis campus.

1e. Anticipated Start Date

Fall Term, 2020

2.0 RELATIONSHIP TO MISSION AND GOALS

2a. Manner in which the proposed program supports the institution's mission, signature areas of focus, and strategic priorities.

The mission of Oregon State University, is as follows,

As a land-grant institution committed to teaching, research, and outreach and engagement, Oregon State University promotes economic, social, cultural, and environmental progress for the people of Oregon, the nation, and the world.

Our goal is to achieve this goal through the discipline of music. Our program has traditionally excelled as a land-grant focused unit, with special attention to outreach, especially K-12 music education programs, but also to residents of the Willamette Valley through exemplary performances of music. In recent years, we have seen our attention to research blossom through several tenure-track music education positions. The new program strengthens our ability to carry out this mission, using the arts as our discipline.

The proposal also strongly supports the four goals listed in OSU's Strategic Plan 4.0, especially using the arts in transformative education, preparing graduates to work in a diverse society as global citizens and an emphasis on experiential learning opportunities, which are foundational to study in the arts. The proposal also seeks to build on the regional reputation of our music programs, particularly the ensemble experiences and preparation in the fields of music education and performance, which build engaged alumni, often teaching and performing in communities throughout the Northwest. Finally, the belief that the arts are foundational to a culture of belonging is central to this proposal that seeks to prepare graduates who have precisely the skills to develop this culture through music education and performance in the communities they live and work.

2b. Manner in which the proposed program contributes to institutional and statewide goals for student access and diversity, quality learning, research, knowledge creation and innovation, and economic and cultural support of Oregon and its communities.

Strong arts programs require a diversity of students, a diversity in modes of learning and inquiry, and diversity of expression. Access for students to quality arts programs are key in developing a complete university, and a leading land grant university. Creative and scholarly activity in the arts are dependent on dynamic undergraduate programs where students are engaged in understanding their own modes of expression, both as individuals and in collaboration with other artists. Furthermore, such programs are necessary for faculty to pursue discipline-leading activity in research on teaching, creation of works, and innovative performances. Such an environment, dependent on a talented and motivated undergraduate population, will lead not only to innovation, but also to a population of graduates prepared to engage in a 21st century arts economy, as well as contributing to Oregon's future as a creative place to live, work, and succeed.

All BM and BA/BS student in music will take a required course focusing on non-Western styles of music. MUS 108: Music Cultures of the World includes a survey of musical styles and contexts, including music from Oceania, Indonesia, Africa, Asia, and Latin America. Currently, we teach two different sections of MUS 108, a section that focuses on Native American Flute, and another section that teaches a survey of non-western musical styles and traditions. This class is currently offered only online, but future offerings will be available on campus as well. The latter section (survey), which conforms to the catalog listing, is the course that music majors will be required to take for graduation.

2c. Manner in which the program meets regional or statewide needs and enhances the state's capacity to:

a) improve educational attainment in the region and state;

Provide a practical program that prepares students for careers in a 21st century creative economy in music. First and foremost, the proposed degree program seeks to accomplish this by building on an outstanding regional music education program. The new program will provide undergraduate licensure for music education students. Oregon State University seeks to be the leading producer of music education students in the Northwest. This new program is essential to fulfill this role and this goal.

b) respond effectively to social, economic, and environmental challenges and opportunities; and

In particular, this new degree program seeks to prepare students to be dynamically and uniquely prepared to exist in a 21st century arts economy that requires not only excellent music skills, but also an understanding of communication, technology, pedagogy, and entrepreneurial skills. The newly designed program will include opportunities to develop business skills, public relations, pedagogy, music technology, understanding of diverse culture and music, and a focus on how music teaching, performance, and creation can transform social movements.

c) address civic and cultural demands of citizenship.

Having a population that understands how the arts inform, teach, and enhance our lives is key to successful communities. These graduates will teach, perform, and create in our Oregon communities, contributing to our civic life and providing the necessary talent for our civic and educational organizations to thrive.

3.0 ACCREDITATION

3a. Accrediting body or professional society that has established standards in the area in which the program lies, if applicable.

The appropriate professional accreditation society for institutions awarding degrees in music is the National Association of Schools of Music (NASM). NASM is an association of approximately 647 schools of music, primarily at the collegiate level, but also including postsecondary non-degree-granting schools of music. The association formed in 1924 and launched the accreditation service in 1929. The organization is recognized by the Council for Higher Education Accreditation and in addition to accreditation, produces statistical research, provides professional development for leaders of music schools, and engages in policy analysis.

Additionally, our music education programs are recognized by the Teacher Standards and Practices Commission (TSPC) of the State of Oregon, and the Council for the Accreditation of Educator Preparation (CAEP) through the College of Education.

4.0 ENROLLMENTS

4a. Anticipated fall term headcount and FTE enrollment over each of the next five years

Fall Head-Count	AY 2020	AY 2021	AY 2022	AY 2023	AY 2024
BM	110	130	155	185	200
BA/BS	80	75	65	50	50

Total	190	205	220	235	250
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Because the new program is a conversion of the BA/BS programs in Music Education and Performance into the Bachelor of Music, and because this proposal includes a redesign of the BA/BS in general music studies, the above charts include estimated Fall headcounts and Fall FTE for both the BM and the BA and BS.

Students who are in their first year of their degree program will convert from the BA/BS to the BM, if their option is music education or performance. There are several reasons for expected the growth. First, the BM with an option in Performance is the industry standard and this will attract students who might have attended in the past, but chose other schools based on available curriculum. Secondly, the BM with an option in Music education will provide undergraduate licensure, whereas in the past, Oregon State University did not offer this choice. Finally, these numbers also include expected growth in the BA/BS in music production. These numbers do not include possible growth from students in the Popular Music minor and a new online program in music industry currently under construction.

4b. Expected degrees/certificates produced over the next five years

Expected Degrees	AY 2020	AY 2021	AY 2023	AY 2024	AY 2025
BM	0	0	15	20	30
BA/BS	25	25	12	15	15
Total	25	25	27	35	45

4c. Characteristics of students to be served (resident/nonresident/international; traditional/nontraditional; full-time/part-time; etc.)

The characteristics of students served in the past have tended to be resident, full-time, traditional students. Currently, 92% of our students are resident, with 8% non-resident. 73% of our students are fulltime and 27% are either half or less. 51% are female and 49% are male, 62% are white, and 38% are other or are unknown. 91% of students are under 25 years of age, while 9% are 25 years old or older. There are currently no students in the program who are veterans.

We also expect to see a greater number of transfer students as more student begin their study at Oregon community colleges. We currently have close relationships with Chemeketa Community College and Linn-Benton Community College and are having transfer students join the program each year.

Finally, increasing diversity among the student population has been a stated goal of the music faculty. Particularly in music education, it is expected that recruiting of diverse populations will be a priority.

4d. Evidence of Market Demand

Students with completed undergraduate degrees in both performance and music education have gone on to significant careers as composers, teachers, and performers, either straight in the profession, or by successfully gaining application to graduate programs. Additionally, OSU is a regional leader in the preparation of music educators, drawing significant numbers both as undergraduates and graduate

students. It is expected that the new program will increase the numbers of undergraduate music education students.

While cuts to music education often receive great media attention, a 2009 Gallup survey revealed that society highly values including music education as part of a complete education and that the numbers of students participating in music education continues to increase for past decades (<https://www.namm.org/news/press-releases/new-gallup-survey-namm-reflects-majority-americans>). Such results suggest that support for music education as a part of the American education system remain strong and need for teachers will continue in the future.

Our own state has had to rely on out of state music education graduates to fill crucial positions. The Salem-Keizer district, one of the most significant employers of music educators has hired 51 of their 105 educators with degrees from institutions outside of Oregon. This is the 2nd largest education district in the state with 105 music specialists in 67 schools and the district office. This spring (2019), they are advertising 13 open positions and OSU graduates are being considered. Currently, about 20 percent of their music education specialists have degrees from Oregon State. Statewide, there are more than 950 certified and non-certified music specialists working in music education based on 2015-2016 data (OSMAP census data).

While the number of performance majors has not been large, we have had significant numbers of graduate students go on in the field of piano, vocal, and instrumental music, becoming important performers and teachers. With the new focus on pedagogical skills, we expect to see greater numbers see a performance degree as a route toward a teaching and performance career.

In terms of the greater picture for the need for students with skills in the arts, a 2019 study (<https://www.arts.gov/news/2019/latest-data-shows-increase-us-economy-arts-and-cultural-sector>) by the US Bureau of Economic Analysis and the National Endowment for the Arts found that the arts contribute \$763.6 billion to the US economy—4.2 percent of the GDP—more than agriculture, transportation, or warehousing. The data, which comes from 2015, shows that 4.9 million people work in the arts economy, earning more than \$370 billion. This data represents an expanding arts economy over past decades. Furthermore, Oregon’s arts economy increased by 6.5 percent, outperforming the national average growth rate of 5.9 percent. Oregon was the 11th fastest growing arts economy in the United States.

4e. Estimate the prospects for success of program graduates (employment or graduate school) and consideration of licensure, if appropriate. What are the expected career paths for students in this program?

Evidence of past success is the best predictor of future success. Graduates of OSU music have gone on to successful careers as teachers, performers, composers, and creators, and other graduates have made important contributions to other professions outside of music. In music education, OSU has had a 100 percent placement rate for those students actively searching for a position, and our state includes a tremendous number of OSU graduates. Furthermore, graduates in the area of performance have gone on to an impressive list of graduate schools and have had significant careers as performers and teachers.

5.0 OUTCOMES AND QUALITY ASSESSMENT

5a. Expected learning outcomes of the program.

Content Competencies: All music students will demonstrate skills in music theory (written and aural), keyboard skills, musicology, and conducting at a level of competency sufficient for success in their chosen emphasis.

- Music Theory: Written and Aural
- Keyboard Lab
- Introduction to Conducting
- Music History/World Music

Pedagogy: All music students will develop pedagogical practices preparing them to demonstrate strategies for effective teaching and facilitating student learning, either as a classroom teacher, a studio instructor or a community arts leader.

- Studio instruction;
- Ensemble experiences;
- Leadership through ensemble experiences;
- Pedagogical courses;
- Core courses in theory, ear training, piano, and music history; and
- Practical teaching experience under the supervision of a master-teacher.

Performance: All music students will be able to demonstrate performance skills and an understanding of appropriate performance practices for varied styles, and an application of those competencies in live performance.

- Studio instruction;
- Ensemble experiences, both traditional and emerging;
- Core courses in theory, ear training, and music history; and
- Recitals, and other performance experiences with ensembles and chamber music.

Creativity/Creation: All music students will be able to musically create through composition, music technology, online and virtual content, and scholarship/research.

- Core courses in music theory, composition, arranging;
- Group piano classes;
- Music production and technology courses; and
- Music education curriculum, music history, writing about the profession of music, assessment, pedagogy and research courses.

Engagement: All music students will describe the values of music and music education in society to engage communities in music making in support of the arts.

- Music History
- Music Education courses
- Writing about Music
- Arts Entrepreneurship

6.0 INTEGRATION AND COLLABORATION

6a. Closely related programs in other HECC universities and Oregon private institutions.

The following public Oregon institutions currently offer a Bachelor of Music:

- University of Oregon, with options in composition, music education, jazz studies, and performance;
- Portland State University, with options in performance, music education, composition, and jazz studies; and
- Western Oregon University, with an options in contemporary music.

6b. Ways in which the program complements other similar programs in other Oregon institutions and other related programs at this institution. Proposal should identify the potential for collaboration

Opportunity for collaboration exists with Portland State University and the University of Oregon in sharing resources to include visiting performers and artists for performances, masterclasses, and scholar residencies. Opportunity also exists for significant collaboration with other Oregon State programs, including Art, Theater, New Media Communication, College of Education and other areas that share a focus on teaching and artistic creation.

Additional information: available in a separate document upon request

Institution: Oregon State University
Program: Bachelor of Music

Action: At the **November 21, 2019** meeting, the Statewide Provosts Council approved a new program for **Oregon State University, Bachelor of Music**, Policy to move forward to the Oregon Higher Education Coordinating Commission for its review and approval. The **Oregon State University** Board of Trustees approved the program at its **October 17, 2019** meeting.

Eastern Oregon University

Sarah Witte, provost

Approved
 Opposed
 Abstained



Oregon State University

Ed Feser, provost

Approved
 Opposed
 Abstained



Portland State University

Susan Jeffords, provost

Approved
 Opposed
 Abstained



University of Oregon

Patrick Phillips, provost

Approved
 Opposed
 Abstained



Oregon Health & Science University

Elena Andresen, interim provost

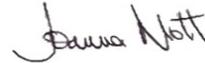
Approved
 Opposed
 Abstained



Oregon Tech

Joanna Mott, provost

Approved
 Opposed
 Abstained



Southern Oregon University

Susan Walsh, provost

Approved
 Opposed
 Abstained



Western Oregon University

Rob Winningham, provost

Approved
 Opposed
 Abstained

