

Proposal for a New Certificate Program

Title of Proposed Certificate: Graduate Performance Certificate

College/School: School of Music and Dance

Department:

CIP Number: 500903

Anticipated Start Date: Fall 2020

1. **Summary:** *Since this will be used in the publication of successful proposals, it is best to use language that can communicate your ideas to audiences outside your academic field, and potentially outside the higher education community.*
 - a. *Please summarize the program and its key features in approximately 100-200 words suitable for inclusion in the UO Catalog: The Performance Certificate in Music offers post-baccalaureate students the opportunity to focus deeply on performance studies outside the academic rigors of traditional graduate music degrees. Geared toward performing instrumentalists and singers who plan on full-time careers as soloists, chamber musicians, and/or large ensemble members, the one-year Performance Certificate program requires three terms of study in applied lessons, three terms of ensembles, one juried public recital, one regional outreach event, and minimal electives as approved by the student's advisor.*
 - b. *Please summarize in approximately 200 words the rationale for initiating this program, addressing need and purpose: The School of Music and Dance approved the creation of the Performance Certificate in Music some years ago, and we have realized that its creation could be a particular benefit to our program. Similar certificate or diploma programs are offered at many public and private schools of music nationwide, and we continue to find that it is a shortfall that we do not offer such a program. Some music students aspiring to be full-time performers wish to continue their performance studies outside of a music degree program. The Performance Certificate would attract larger numbers of graduate students to our institution, and their expertise would benefit the School's programmatic offerings.*
2. **Structural elements of the certificate:** By answering the following questions, please specify the structural features that are either required for a UO Certificate, or suggested based on current practice.
 - a. *How many credits will the certificate require -- in total and at the upper division? The university minimum requirement for an undergraduate certificate is 36 total credits, 24 of which must be upper division with at least 12 credits at the 400 level. The minimum requirement for graduate certificates is 24 graduate-level credits taken at the UO.*

The Performance Certificate will require a minimum of 27 graduate credits.

- b. *How many credits must be taken “in residence” – that is, on campus or in a UO-sponsored program elsewhere? Residence requirements vary among discipline and may be influenced by the particular design of the certificate. At minimum, residence requirements comprise half of the total credits, and they commonly exceed that. You might consider requiring that at least all upper-division credits be taken in residence. That would ensure that the certificate has the flavor intended by its UO faculty designers, and can’t be earned simply by combining lower-division UO credits with upper-division credits transferred from elsewhere.*

All credits must be taken at the UO.

- c. *Do the courses that will count toward the proposed certificate include any experimental courses (199s, 399s, 410s, etc.) that are in the process of being converted into regular catalog-listed courses? If so, remember that although such courses may serve as electives for the certificate, they may not be required for it.*

No experimental courses are included in the requirements for the Performance Certificate.

- d. *Must courses be taken for a letter grade and/or passed with a minimum grade to count toward the proposed certificate? Although there is variation in detail, UO certificates typically require that most of the courses be taken for a letter grade (not “pass/no pass”) and that the grade be C- or better.*

All required graduate courses and graduate-level electives must be taken for a letter grade and passed with a B- or better.

- e. *How much overlap are you willing to allow in coursework that counts both toward the certificate and some other credential a student might be earning (a major, minor, or another certificate)? The university does not have a policy on this issue of allowing the same body of work to count toward more than one credential, but it’s something the faculty designing the certificate should think through and specify. Some certificates do not allow any of their coursework to count toward another credential, whereas others do. The appropriate amount of overlap for your certificate will depend on its design – especially on the degree to which it includes multiple disciplines.*

All credits must be unique to the certificate program. While students may earn a graduate degree beyond the certificate, it is intended to provide an alternative option to a degree.

- f. *Is a new subject code required for the courses in this certificate? This is unlikely but could happen, particularly if the new certificate accompanies a new major or minor.*

No. All courses to be included in the certificate program are currently offered.

3. Description of Proposed Program:

- a. *Briefly describe the intellectual design of the proposed certificate by addressing the issues noted below and any other features you think are important.*
 - i. *Describe the design of lower- and upper-division coursework, including specific courses, with titles and numbers. This might include courses that must be taken in sequence or chosen from a small set of alternatives, as well as any individual courses that are required for the certificate.*

How the Performance Certificate fits into the discipline and why it is comprised primarily of performance classes:

The Performance Certificate allows for intensive study and practice on individual, small, and large group musical compositions, technique, and artistry of interpretation and presentation. Since students who are admitted to the PC program have already completed an undergraduate degree in music, they have satisfied the expected requirements in the academic side of music curricula as described by a bachelor's degree (music theory, music history, etc.). The focus of their work at this point is on further crafting their skills as performers, interpreters, and advocates of music in such settings as soloists, recitalists, chamber ensemble members, large ensemble members (orchestra, wind ensemble, chorus), and in opera roles. For some, the time spent in the PC program could prepare them for success in competitions, gaining management for their performing careers, and further advanced study (Artist Diploma, master's, or doctoral degrees). Toward these goals as described by the PC program offerings, the curriculum is comprised of performance-based class offerings rather than academic courses, which would be a part of all master's and doctoral degrees in music.

The expectation of practice and preparation:

In reviewing the average credit load for a prospective student in this program, consideration should be given to the significant amount of outside work performance studies requires. In contrast to the typical structure of academic university courses, where students can expect to spend approximately two hours of outside work for every hour of class time, students in existing music performance degrees expect to spend two to four hours in individual practice each day: a total of approximately 14 – 20 hours of outside work for every one-hour lesson received with the instructor. Students in the Performance Certificate can expect to exceed these practice demands, and may also engage in additional, time-consuming related tasks: for example, reed-making for certain wind players, phonetics or language study for singers, and listening and score study for all performance students. This context helps to make clear why a relatively low required credit load, in combination with flexibility regarding electives, is not only reasonable but critical, given the nature of the degree.

Why a Performance Certificate adds value to students' profiles and prospects:

For students pursuing a PC, the time that they have to dedicate toward performance studies and repertoire demonstrates significant added focus in their discipline. The expectation is that these students would be leaders in performance during their year in the program at UO, and that they would be successful in competitions, auditions, and securing engagements as performers. The title of the program is consistent with offerings nationwide, and the meaning is clear to those in the field that these are people who have dedicated significant time toward refining their performance skills and experience.

COURSE OF STUDY

Applied Lessons (4 credits each term for 3 terms at MUP 670-695) **12**

Applied lessons consist of 1-on-1 study with faculty specialists. The SOMD music faculty includes 30 performance faculty members. Students typically receive 1 hour of private instruction and 1-2 hours of studio class weekly. Studio class is comprised of peers in the same medium and provides the opportunity for weekly performances.

One **large ensemble** per term: **6**

MUS 695 – Oregon Wind Ensemble
MUS 696 – Symphony Orchestra
MUS 697 – University Singers/Chamber Choir
MUS 698 – Opera Workshop
MUS 521, 522, 533 – Collaborative Piano

Large ensembles at the SOMD eligible to candidates for the Performance Certificate include: Symphony Orchestra, Oregon Wind Ensemble, Opera Workshop, University Singers, and Chamber Choir. These faculty directed ensembles typically meet 5-10 hours per week and afford participants critical experience preparing and presenting repertoire invaluable to their future career paths.

One **small ensemble** per term **3**

MUS 694 – Chamber Ensemble
MUS 691 – Collegium Musicum

Small ensembles at the SOMD eligible to candidates for the Performance Certificate include: Chamber Ensemble (typically 2-6 players such as a string quartet) and Collegium Musicum, the study of music repertoire of the medieval, Renaissance, and baroque periods through rehearsals and extensive sight-reading; vocal and instrumental repertoire.

Electives, approved by the advisor **6**

(Any music electives may be taken at the 500 level or above; if the student wishes to take 500 or 600 level theory or musicology courses, they must either pass the graduate music entrance exams or SOMD undergraduate courses as required).

Possible electives include:

MUS 555-556: Lyric Diction
MUS 567-568: Solo Vocal Music
MUS 639: Pedagogy and Practicum
MUS 605: Reading and Conference
MUS 650-652: Piano Lit
MUE 559-562: Suzuki Pedagogy
MUE 563: Pedagogy Methods for Violin and Viola
MUE 571-573: Piano Pedagogy
MUE 591: Advanced Piano Pedagogy
MUS 547. Digital Audio and Sound Design
MUS 580-582: Audio Recording Techniques
MUS 508 – Engagement and Outreach

Total minimum credits:

27

Additional requirements:

- One juried public recital on the UO campus
- One community outreach event in the Northwest region (school concert, public off-campus performance, etc. as approved by the advisor)

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ii. *If multiple disciplines are represented in the certificate, please note those and include the rationale for their inclusion. What connections do you hope students will make among them?*

N/A

iii. *Does the proposed certificate have unusual potential to help students gain insight into larger societal or scientific questions or into the contribution of the humanities and the arts to human understanding? If so, please describe how.*

The study of music is directly associated with the contribution of the humanities and the arts to human understanding. The craft of honing one's musical performance skills at a very high level requires a dedication, discipline, and focus that is somewhat unique to the classical music profession. By concentrating on private applied study without the additional requirements of a typical graduate degree program, students will be given the opportunity to immerse themselves in the intense musical training necessary to become a true artist in their discipline.

iv. *Is there coursework outside your discipline that you require or recommend, such as General Education courses or specialized courses in other disciplines?*

No coursework outside the discipline is required. Electives may be taken outside the discipline with advisor approval.

- v. *Does the certificate require courses or other activities (e.g., practica, service learning projects, or creative projects of some kind) that encourage intellectual synthesis or the practical application of disciplinary concepts? If so, please describe them.*

See above description of two capstone events (#3 – Course of Study).

- vi. *What methods will be used to gauge students' mastery of concepts and skills that are fundamental to this certificate?*

The NASM (National Association of Schools of Music), of which the UO SOMD is a member, describes standards for certificate completion as such: "For programs with specific emphases or concentrations such as performance, musicianship skills, theory, history, etc. students shall be expected to develop the same competencies in the area(s) of specific emphasis or concentration as those required for degree programs at the level of the program."

- b. *How will the certificate be delivered? Will it be on or off the main campus? If any components are to be offered on line, describe them and how you will ensure effective intellectual engagement of students.*

The certificate will be delivered on campus.

- c. *List the faculty who will teach in this certificate, indicating those who will have leadership and/or coordinating roles. For each individual, indicate status with respect to tenure track (TT or NTT), and rank.*

The SOMD Associate Dean for Graduate Studies will serve as the director of the certificate program. Any SOMD TTF or NTTF who currently serves as the primary instructor for performance studies at the graduate level will be eligible to serve in leadership and/or coordinating roles.

- d. *How will students in this certificate be advised? List the individual(s) responsible for advising.*

This list is identical to the faculty members serving in leadership and coordinating roles.

- e. *Describe your plans for periodic review of this certificate. How will you know if it is educationally effective and practically sustainable? Can the certificate be gracefully sunsetted if it doesn't meet your criteria? Since we want to encourage*

creative risk in the design of new programs, we also have to be prepared to discontinue programs that aren't successful. The decision to discontinue a certificate is not made arbitrarily, however. It depends on the combined judgment of the relevant faculty and deans.

The SOMD has several mechanisms in place for programmatic assessment, including NASM accreditation reviews. In addition, student evaluations, exit surveys, student representation on the Music Graduate Committee, and anecdotal student feedback by way of auditions, juries, and interviews, will all be used to review the status of the program and its efficacy.

4. Students

- a. *What kinds of students do you expect this certificate to attract? For example, will it appeal to students from particular backgrounds or with specific careers in mind?*

As stated earlier, similar certificate or diploma programs are offered at many public and private schools of music nationwide, and we continue to find that it is a shortfall that we do not offer such a program. There is a particular demographic among music students who aim to be full-time performers who, upon completing a baccalaureate degree (and occasionally a master's degree), wish to continue their performance studies outside of a traditional degree program. For these students, the academic rigors of continued graduate degrees may not be the right match for the role they undertake as practitioners. We have found that sometimes students are admitted to graduate degree programs who really would be better served by a Performance Certificate-style offering. The ability for the School of Music and Dance to offer a Performance Certificate would attract larger numbers of graduate students to our institution, and their expertise would benefit the School's programmatic offerings noticeably.

- b. *Estimate the number of students expected to undertake this certificate program in its first year, and the number added each year for the next 5 years.*

Based on the graduate applications for many years, the SOMD has admitted students into MM and DMA programs who would have been much better suited to the Performance Certificate. Since 2017, when the DGS of the SOMD examined all application files for students seeking MM and DMA performance degrees, the estimate of potential students for the Performance Certificate could be 8-12 per year. Once this certificate is in place, we expect an influx of international students who previously would have applied to the DMA degree program.

The following shows the number of enrolled students (in 2017-18) in performance certificate programs at comparator schools:

Colburn School (Los Angeles)	6
Manhattan School of Music (international students comprise half of student population)	41
Michigan State University	15
New England Conservatory	59
Peabody Institute	61
Rice University	5
Roosevelt University	19
University of Texas (Austin)	14

5. Resources

- a. *What resources are needed to support this program? Specifically, identify the resources currently available as parts of existing UO programs or reallocations within existing budgets.*

No additional faculty resources are needed to support this program.

- b. *Indicate what, if any, other staff are needed to support this program.*

The existing staff at the SOMD will support this program.

- c. *Are specific facilities, equipment, or other resources required for this certificate (e.g., unusual library resources, digital media support, laboratories)?*

N/A