

Brothers, Sheila C

From: Schroeder, Margaret <m.mohr@uky.edu>
Sent: Tuesday, April 18, 2017 10:32 PM
To: Brothers, Sheila C; McCormick, Katherine
Cc: Jason Dovel
Subject: Proposed New Undergraduate Certificate in Baroque Trumpet
Attachments: UG Baroque Certificate - April Resubmit-1.pdf

Proposed New Undergraduate Certificate in Baroque Trumpet

This is a recommendation that the University Senate approve the establishment of a new Undergraduate Certificate: Baroque Trumpet, in the School of Music in the College of Fine Arts.

Rationale:

The Baroque trumpet, also commonly referred to as the "natural trumpet," is the valveless ancestor of the modern valved trumpet. Already enjoying a major revival in Europe, Baroque trumpet study is quickly becoming an emerging trend in the United States. The UK Baroque Trumpet Ensemble is one of the few university natural trumpet ensembles in the United States. The program will take advantage of the growing Baroque trumpet interest. The purposes of Certificate programs at the University of Kentucky are: (1) The ability to respond to emerging and cutting edge fields; (2) The ability to certify specializations; and (3) An enhancement for recruitment to UK or to a College. The Certificate in Baroque trumpet will also certify specializations, and allow UK trumpet students to document their activities on Baroque trumpet. This will help them in graduate school applications and job placement. This certificate program will be one of the only such programs in the United States, and therefore will have great appeal to students around the country.

The program expects 2 students per year.

The revised program is attached.

Best-

Margaret

[Margaret J. Mohr-Schroeder, PhD](#) | Associate Professor of STEM Education - Mathematics | [COE Faculty Council Vice Chair](#) | [SAPC University Senate Committee Chair](#) | [University Senator/Senate Council Member](#) | [Secondary Mathematics Undergraduate Program Chair](#) | | [Department of STEM Education](#) | [University of Kentucky](#) | www.margaretmohrschroeder.com | [Schedule a Meeting with Me](#)



School of Music

*College of Fine Arts
105 Fine Arts Building
Lexington, KY 40506-0022
Administration: (859) 257-4900
Student Affairs: (859) 257-8181
Fax: (859) 257-9576
www.uky.edu/FineArts/Music*

November 9, 2015
revised April 11, 2017

Dear Committee:

Please find appended to this letter my proposal to create a Certificate in Baroque Trumpet program at the University of Kentucky.

The Baroque trumpet, also commonly referred to as the “natural trumpet,” is the valveless ancestor of the modern valved trumpet. Already enjoying a major revival in Europe, Baroque trumpet study is quickly becoming an emerging trend in the United States.

Upon my arrival at UK in 2013, I began offering private instruction in the Baroque trumpet, first as a special section of trumpet lessons, and eventually as its own course, MUP 322/422/522/622: Historical Instrument: Baroque Trumpet. In addition, I also established MUC 171/570, Baroque Trumpet Ensemble. The UK Baroque Trumpet Ensemble is one of the few university natural trumpet ensembles in the United States, and they performed at the 2014 International Trumpet Guild Conference in King of Prussia, PA.

I believe it is now the proper time to take advantage of our growing Baroque trumpet program and codify these experiences into a formalized program of study. A Certificate in Baroque Trumpet is the best way to do this. The purposes of Certificate programs at the University of Kentucky are:

- 1) The ability to respond to emerging and cutting edge fields
- 2) The ability to certify specializations
- 3) An enhancement for recruitment to UK or to a College

Certainly, Baroque trumpet is an emerging, cutting edge field. Already in many parts of Europe, it is expected that performances of Baroque-era pieces be played on Baroque trumpet. In North America, more and more period-instrument ensembles are forming, such as Apollo’s Fire, the American Bach Soloists, and the Orchestra of New Spain.

The Certificate in Baroque trumpet will also certify specializations, and allow UK trumpet students to document their activities on Baroque trumpet. This will help them in graduate school applications and job placement. Jared Wallis, a current UK trumpet senior, recently was awarded a teaching assistantship at the Eastman School of Music to help start their Baroque trumpet program. Clearly, it will be helpful for UK students to certify their specialization on Baroque trumpet.

Finally, having this Certificate will be an enhancement for recruitment to UK and the College of Fine Arts. This certificate program will be one of the only such programs in the United States, and therefore will have great appeal to students around the country.

This PDF includes:

- 1) This cover letter
- 2) Letter of support from Dr. John Scheib
- 3) Email confirming unanimous passage of proposal by Undergraduate Committee
- 4) Proposal
- 5) Email of correspondence with Office of Institutional Effectiveness (requested component of proposal)
- 6) Email confirming approval of UK School of Music Advisory Committee
- 7) Assessment Plan and Rubric for the Certificate

If you have any questions, feel free to contact me at any time.

Sincerely,

A handwritten signature in black ink that reads "Jason Dovel". The signature is fluid and cursive, with the first name "Jason" and last name "Dovel" clearly legible.

Jason Dovel, DMA
Assistant Professor of Trumpet
School of Music
University of Kentucky
540-560-8330 Cell
859-257-7177 Office
Jason.Dovel@uky.edu



School of Music
College of Fine Arts
105 Fine Arts Building
Lexington, KY 40506-0022

MEMORANDUM

From: John W. Scheib, PhD
Director, School of Music

A handwritten signature in black ink, appearing to read "John W. Scheib".

Date: 21 April 2015

Re: Certificate in Baroque Trumpet – letter of support

Please accept this memo as my official endorsement of Dr. Jason Dovel's proposal to develop a Certificate in Baroque Trumpet. The addition of this program aligns with our unit's mission to provide comprehensive study in music performance and research. Further, this proposed program affords us the opportunity to offer a unique specialization in congruence with Dr. Dovel's particular area of professional expertise, helping to differentiate us from other institutions toward enhancing recruitment and retention efforts.

Dovel, Jason

From: Arnold, Elizabeth P
Sent: Friday, May 01, 2015 8:21 AM
To: Karp, Benjamin C; Hudson, Michael; Baker, Michael R; Boulden III, George R; Kwon, Donna L; Kerns, Bradley S
Cc: Scheib, John; Dovel, Jason
Subject: Re: Certificate proposal/approval

The Undergraduate Committee has unanimously agreed to pass the certificate.

Elizabeth Packard Arnold, DMA
Assistant Professor of Voice
Director of Undergraduate Studies
University of Kentucky
School of Music
105 Fine Arts Building
Lexington, KY 40506-0022
859-257-8172
elizabeth.arnold@uky.edu

On Apr 22, 2015, at 12:34 PM, Arnold, Elizabeth P <elizabeth.arnold@uky.edu> wrote:

<Certificate Proposal - Undergraduate Committee.pdf>

NEW UNDERGRADUATE CERTIFICATE

An Undergraduate Certificate is an integrated group of courses (as defined here 12 or more credits) that are 1) cross-disciplinary, but with a thematic consistency, and 2) form a distinctive complement to a student's major and degree program, or 3) leads to the acquisition of a defined set of skills or expertise that will enhance the success of the student upon graduation. Undergraduate Certificates meet a clearly defined educational need of a constituency group, such as continuing education or accreditation for a particular profession; provide a basic competency in an emerging area within a discipline or across disciplines; or respond to a specific state mandate.

After the proposal receives college approval, please submit this form electronically to the Undergraduate Council. Once approved at the academic council level, the academic council will send your proposal to the Senate Council office for additional review via a committee and then to the Senate for approval. Once approved by the Senate, the Senate Council office will send the proposal to the appropriate entities for it to be included in the Bulletin. The contact person listed on the form will be informed when the proposal has been sent to committee and other times, subsequent to academic council review.

Please click [here](#) for more information about undergraduate certificates.

1. GENERAL INFORMATION			
1a	Date of contact with Institutional Effectiveness (IE) ¹ :	4/21/2015	
	<input checked="" type="checkbox"/> Appended to the end of this form is a PDF of the reply from Institutional Effectiveness.		
1b	Home college: Fine Arts		
1c	Home educational unit (department, school, college ²): <i>School of Music</i>		
1d	Proposed certificate name: <i>Baroque Trumpet</i>		
1e	CIP Code ³ : <i>50.0914: Brass Instruments</i>		
1f	Requested effective date:	<input checked="" type="checkbox"/> Fall semester following approval.	OR <input type="checkbox"/> Specific Date ⁴ : <i>Fall 20</i>
1g	Contact person name: <i>Jason Dovel</i>	Email: <i>jdovel@gmail.com</i>	Phone: <i>859-257-7177</i>
2. OVERVIEW			
2a	Provide a brief description of the proposed new undergraduate certificate. (300 word limit)		
	<i>The Baroque Trumpet, also commonly called the "natural trumpet," is the valveless ancestor of the modern valved trumpet. It is twice the length of the modern valved trumpet and requires an entirely different physical and musical approach. It reached its zenith during the Baroque era, and today is once again becoming an</i>		

¹ You can reach Institutional Effectiveness by phone or email (257-2873 or institutionaleffectiveness@uky.edu).

² Only cross-disciplinary certificates may be homed at the college level.

³ In consultation with the Undergraduate Council Chair and Registrar, identify the appropriate CIP code(s) prior to college-level approval.

⁴ Certificates are typically made effective for the semester following approval. No program will be made effective unless all approvals, up through and including University Senate approval, are received.

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	<p><i>important instrument in the fields of music performance, musicology, and music education. Already in many parts of Europe, it is expected that performances of music written prior to the 19th century be played on the valveless natural ("Baroque") trumpet, and this is now a growing field in the United States. In an effort to be on the cutting edge of this emerging field, we would like to create a certificate in Baroque trumpet. We already offer many courses in and related to the Baroque trumpet, including MUP 322/422/522/622 Historical Instruments: Baroque Trumpet and MUC 171 Baroque Trumpet Ensemble. The UK Baroque Trumpet Ensemble was one of two university Baroque trumpet ensembles to perform at the 2014 International Trumpet Guild Conference in Pennsylvania. We feel that codifying these opportunities into a certificate program will strengthen our program for current students and also help recruit new students into this rapidly growing program.</i></p>		
2b	This proposed undergraduate certificate (check all that apply):		
	<input checked="" type="checkbox"/> Is cross-disciplinary ⁵ .		
	<input checked="" type="checkbox"/> Is certified by a professional or accredited organization/governmental agency.		
	<input checked="" type="checkbox"/> Clearly leads to advanced specialization in a field.		
2c	Affiliation. Is the undergraduate certificate affiliated with a degree program?	Yes <input checked="" type="checkbox"/>	No <input type="checkbox"/>
	If "yes," include a brief statement of how it will complement the program. If it is not affiliated with a degree program, incorporate a statement as to how it will provide an opportunity for a student to gain knowledge or skills not already available at UK. (300 word limit)		
	<p><i>The Certificate in Baroque Trumpet will complement existing programs in music education, music performance, and musicology. This new certificate program is needed because, currently, there is no Baroque trumpet component of any of these programs. Students in these programs study modern instruments. Their applied study (MUP 112, 212, 312, etc.) is on modern instruments, they are assessed (in the form of a jury) on their modern instruments, and all instruction is on modern instruments. The Baroque trumpet is an entirely different (and arguably much more difficult) instrument. The Baroque trumpet is an 8-foot long instrument with no valves. The modern trumpet is a 4-foot long instrument with three piston valves.</i></p>		
2d	Duplication. Are there similar regional or national offerings?	Yes <input type="checkbox"/>	No <input checked="" type="checkbox"/>
	If "Yes," explain how the proposed certificate will or will not compete with similar regional or national offerings.		
2d	Rationale and Demand. Explain the need for the new undergraduate certificate (e.g. market demand and cross-disciplinary considerations). (300 word limit)		
	<p><i>For the students, this certificate program will prepare them for the rapidly growing, emerging field of Baroque trumpet performance, a field that is already widespread in most European countries. For example, while most performances of Baroque music in America is played on the valved piccolo trumpet, an entirely anachronistic instrument that bears no resemblance to its historical ancestor, in England and Italy, nearly all professional performances of Baroque are on the Baroque trumpet, in other words, the original instrument for which the music was originally composed. There is a growing market demand in the United States, and I predict in the next 10-15 years it will be expected that all performers be versed in the Baroque trumpet. For example, the current job posting for the trumpet vacancy at the University of Louisville states it prefers someone who can play the natural trumpet.</i></p> <p><i>For the University of Kentucky, this is an important way to adapt to the growing market of this cutting edge field, and recruit new students from around the world into this new program.</i></p>		

⁵ An undergraduate certificate must be cross-disciplinary and students must take courses in at least two disciplines, with a minimum of three credits to be completed in a second discipline.

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2e	Target audience. Check the box(es) that apply to the target student population.
	<input checked="" type="checkbox"/> Currently enrolled undergraduate students.
	<input checked="" type="checkbox"/> Post-baccalaureate students.

2f	Describe the demographics of the intended audience. <i>(150 word limit)</i>
	<i>I anticipate two types of students will be interested in this certificate: 1) Students who come to the University to pursue a traditional degree program in music education or music performance who want to enhance and complement their experience with training in the Baroque trumpet. 2) Students who specifically want to pursue a career in the Baroque trumpet and choose the University of Kentucky because of our unique program in this emerging field.</i>

2g	Projected enrollment. What are the enrollment projections for the first three years?			
		<i>Year 1</i>	<i>Year 2 (Yr. 1 continuing + new entering)</i>	<i>Year 3 (Yrs. 1 and 2 continuing + new entering)</i>
	<i>Number of Students</i>	2	4	6

2h	Distance learning (DL). Initially, will any portion of the undergraduate certificate be offered via DL?	Yes <input type="checkbox"/>	No <input checked="" type="checkbox"/>		
	If "Yes," please indicate below the percentage of the certificate that will be offered via DL.				
	1% - 24% <input type="checkbox"/>	25% - 49% <input type="checkbox"/>	50% - 74% <input type="checkbox"/>	75 - 99% <input type="checkbox"/>	100% <input type="checkbox"/>

	If "Yes," describe the DL course(s) in detail, including the number of required DL courses. <i>(200 word limit)</i>

3. ADMINISTRATION AND RESOURCES

3a	Administration. Describe how the proposed undergraduate certificate will be administered, including admissions, student advising, retention, etc. <i>(150 word limit)</i>
	<i>For admission, students must pass an audition and be accepted into private study on the Baroque trumpet. As part of private study, students will be evaluated formally by the entire brass faculty each semester in their "jury." This jury will allow all brass faculty to provide feedback to the students in a range of criteria, including articulation, tone production, rhythm, and many other categories. Since a large component of this certificate will be private study and small ensembles, the teacher-to-student ratio will be quite small and it should be easy for faculty to admit, teach, advise, and retain students.</i>

3b	Faculty of Record. The Faculty of Record consists of the undergraduate certificate director and other faculty who will be responsible for planning and participating in the certificate program. Describe the process for identifying the certificate director. Regarding membership, include the aspects below. <i>(150 word limit)</i>
	<ul style="list-style-type: none"> • Selection criteria; • Whether the member is voting or non-voting; • Term of service; and • Method for adding/removing members.
	<i>The faculty of record will include all members of the UK School of Music brass area. At the time of this writing, those four faculty members are: Dr. Jason Dovel, Dr. Skip Gray, Prof. David Elliott, and Prof.</i>

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<p><i>Bradley Kerns. As he is the only faculty member on campus who has training in the Baroque Trumpet, Jason Dovel will be the faculty director. Should additional faculty be added to the School of Music who have training in the Baroque Trumpet, they may be eligible for participation in the program, however, at the present moment that is very unlikely; as described earlier in this document, this is an emerging field and the very need to createthis type of program for an emerging field is evidence that most current faculty do not have training in this area. Regarding Jason Dovel's qualifications to teach Baroque Trumpet, he has a doctoral minor in early music with a specialization in Baroque trumpet, and has taught Baroque Trumpet courses at two universities (UK and Northeastern State University in Tahlequah,</i></p>			
3c	<p>Advisory board. Will the undergraduate certificate have an advisory board⁶?</p>	Yes <input type="checkbox"/>	No <input checked="" type="checkbox"/>
<p>If "Yes," please describe the standards by which the faculty of record will add or remove members of the advisory board. (150 word limit)</p>			
<p>If "Yes," please list below the <u>number</u> of each type of individual (as applicable) who will be involved in the advisory board.</p>			
	Faculty within the college who are within the home educational unit.		
	Faculty within the college who are outside the home educational unit.		
	Faculty outside the college who are within the University.		
	Faculty outside the college and outside the University who are within the United States.		
	Faculty outside the college and outside the University who are outside the United States.		
	Students who are currently in the program.		
	Students who recently graduated from the program.		
	Members of industry.		
	Community volunteers.		
	Other. Please explain:		
	Total Number of Advisory Board Members		
3d	<p>Course utilization. Will this undergraduate certificate utilize courses from other academic units?</p>	Yes <input type="checkbox"/>	No <input checked="" type="checkbox"/>
<p>If "Yes," two pieces of supporting documentation are required.</p> <p><input type="checkbox"/> Check to confirm that appended to the end of this form is a letter of support from the other units' chair/director⁷ from which individual courses will be used. The letter must include demonstration of true collaboration between multiple units⁸ and impact on the course's use on the home educational unit.</p> <p><input type="checkbox"/> Check to confirm that appended to the end of this form is verification that the chair/director of the other unit has consent from the faculty members of the unit. This typically takes the form of meeting minutes.</p>			
3e	<p>Financial Resources. What are the (non-course) resource implications for the proposed undergraduate certificate, including any projected budget needs? (300 word limit)</p>		

⁶ An advisory board includes both faculty and non-faculty who advise the faculty of record on matters related to the program, e.g. national trends and industry expectations of graduates.

⁷ A dean may submit a letter only when there is no educational unit below the college level, i.e. there is no department/school.

⁸ Show evidence of detailed collaborative consultation with such units early in the process.

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	<i>No new faculty or resources are needed at this time. All the courses required for this certificate are already offered at the University of Kentucky; this program codifies them into a formalized study program.</i>		
3f	Other Resources. Will the proposed undergraduate certificate utilize resources (e.g. departmentally controlled equipment or lab space) from additional units/ programs?	Yes <input type="checkbox"/>	No <input checked="" type="checkbox"/>
	If "Yes," identify the other resources that will be shared. (150 word limit)		
	If "Yes," two pieces of supporting documentation are required.		
	<input type="checkbox"/> Check to confirm that appended to the end of this form is a letter of support from the appropriate chair/director ⁹ of the unit whose "other resources" will be used.		
	<input type="checkbox"/> Check to confirm that appended to the end of this form is verification that the chair/director of the other unit has consent from the faculty members of the unit. This typically takes the form of meeting minutes.		
4. IMPACT			
4a	Other related programs. Are there any related UK programs and certificates?	Yes <input checked="" type="checkbox"/>	No <input type="checkbox"/>
	If "Yes," describe how the new certificate will complement these existing UK offerings. (250 word limit)		
	<i>There are no other degree program or certificate in Baroque trumpet. As described earlier (in 2C), this new certificate will complement existing programs in music education, music performance, and musicology, and in that sense, is related to those existing programs.</i> <i>Regarding the supporting documentaion mentioned below:</i> <i>For confirmation of unit director, see attachment from Dr. John Scheib, director of the UK School of Music.</i> <i>For confirmation of faculty, see attachment from Dr. Beth Arnold, director of undergraduate studies in the UK School of Music.</i>		
	If "Yes," two pieces of supporting documentation are required.		
	<input checked="" type="checkbox"/> Check to confirm that appended to the end of this form is a letter of support from the appropriate chair/director of the unit whose "other resources" will be used.		
	<input checked="" type="checkbox"/> Check to confirm that appended to the end of this form is verification that the chair/director has input from the faculty members of the unit. This typically takes the form of meeting minutes.		
5. ADMISSIONS CRITERIA AND CURRICULUM STRUCTURE			
5a	Admissions criteria. List the admissions criteria for the proposed undergraduate certificate. (150 word limit)		
	<i>-Students must audition for admission into the UK School of Music and be accepted</i> <i>-Students must audition for Faculty Director on the Baroque Trumpet</i> <i>-Students must own a Baroque Trumpet</i>		

⁹ A dean may submit a letter only when there is no educational unit below the college level, i.e. there are no departments/schools.

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5b Core Courses. List the required courses below.

Prefix & Number	Course Title	Credit Hrs	Course Status ¹⁰
MUP 322	<i>Historical Instruments: Baroque Trumpet</i>	3	No Change
MUP 422	<i>Historical Instruments: Advanced Baroque Trumpet</i>	3	No Change
MUC 171	<i>Baroque Trumpet Ensemble</i> <i>(1 credit per semester for a minimum of two semesters)</i>	2	No Change
MUS 302	<i>History of Music II</i>	3	No Change
MUS 203	<i>History of Music I</i>	3	No Change

5c Elective courses. List the electives below.

Prefix & Number	Course Title	Credit Hrs	Course Status ¹¹
			Select one....
MUS 395	<i>Baroque Performance Practice</i>	1	No Change
			Select one....
			Select one....
			Select one....
			Select one....

Total Credit Hours: 15

5d Are there any other requirements for the undergraduate certificate? If "Yes," note below. (150 word limit) Yes No

Students must complete a public jury performance each semester they are enrolled in MUP 322 or MUP 422

5e Is there any other narrative about the undergraduate certificate that should be included in the Bulletin? If "Yes," please note below. (300 word limit) Yes No

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6. ASSESSMENT

6a Student learning outcomes. Please provide the student learning outcomes for this undergraduate certificate. List the knowledge, competencies, and skills (learning outcomes) students will be able to do upon completion.

¹⁰ Use the drop-down list to indicate if the course is a new course ("new"), an existing course that will change ("change"), or if the course is an existing course that will not change ("no change").

¹¹ Use the drop-down list to indicate if the course is a new course ("new"), an existing course that will change ("change"), or if the course is an existing course that will not change ("no change").

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	(Use action verbs, not simply “understand.”) (250 word limit)						
	<ol style="list-style-type: none"> 1. Perform high-quality Baroque trumpet etudes, excerpts, and solos appropriate to their level. 2. Demonstrate proper respiration on the Baroque trumpet. 3. Demonstrate a proper tone quality characteristic to the Baroque trumpet 4. Demonstrate correct articulation appropriate to the composer, period, and national origin of a composition. 5. Perform a final jury of a solo appropriate to their level. 6. Perform small and large trumpet ensemble repertoire to a high level of musicianship. 						
6b	<p>Student learning outcome (SLO) assessment. How and when will student learning outcomes be assessed? Please map proposed measures to the SLOs they are intended to assess. Do not use grades or indirect measures (e.g. focus groups, surveys) as the sole method. Measures likely include artifacts such as course-embedded assessment (e.g., portfolios, research papers or oral presentations); and test items (embedded test questions, licensure/certification testing, nationally or state-normed exams). (300 word limit)</p> <p><i>Student learning outcomes will be assessed each week by the applied teacher in private lessons. They will also be assessed by the entire Brass Faculty at the end of each semester in the form of a jury exam.</i></p>						
6c	<p>Certificate outcome assessment¹². Describe program evaluation procedures for the proposed undergraduate certificate. Include how the faculty of record will determine whether the program is a success or a failure. List the benchmarks, the assessment tools, and the plan of action if the program does not meet its objectives. (250 word limit)</p> <p><i>Due to the one-on-one nature of applied music instruction, assessment of learning outcomes will be easy to measure every single week. Short-term goals of the program will include recruiting and retaining students in the program, with at least two undergraduate students completing the program in its first four years. Longterm goals include having students accepted to perform at national and international conferences on the Baroque trumpet, such as the International Trumpet Guild Conference and Historic Brass Society Conference.</i></p> <p><i>If the program does not meet the aforementioned objectives, it will be re-assessed and appropriate adjustments to curriculum, recruiting, and retention will be made.</i></p>						
7. OTHER INFORMATION							
7a	Is there any other information about the undergraduate certificate to add? (150 word limit)						
8. APPROVALS/REVIEWS							
Information below does not supersede the requirement for individual letters of support from educational unit administrators and verification of faculty support (typically takes the form of meeting minutes).							
	<table border="1"> <thead> <tr> <th>Reviewing Group Name</th> <th>Date Approved</th> <th>Contact Person Name/Phone/Email</th> </tr> </thead> <tbody> <tr> <td colspan="3">(Within College) In addition to the information below, attach documentation of department and college approval. This typically takes the form of meeting minutes but may also be an email from the unit head reporting department- and college-level votes.</td> </tr> </tbody> </table>	Reviewing Group Name	Date Approved	Contact Person Name/Phone/Email	(Within College) In addition to the information below, attach documentation of department and college approval. This typically takes the form of meeting minutes but may also be an email from the unit head reporting department- and college-level votes.		
Reviewing Group Name	Date Approved	Contact Person Name/Phone/Email					
(Within College) In addition to the information below, attach documentation of department and college approval. This typically takes the form of meeting minutes but may also be an email from the unit head reporting department- and college-level votes.							

¹² This is a plan of how the certificate will be assessed, which is different from assessing student learning outcomes.

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	<i>Director of the School of Music</i>	<i>4/21/2015</i>	<i>John Scheib / 859-257-4900 / john.scheib@uky.edu</i>
	<i>Undergraduate Committee</i>	<i>5/1/2015</i>	<i>Elizabeth Arnold / 859-257-8172 / elizabeth.arnold@uky.edu</i>
	<i>Director of Undergraduate Studies</i>	<i>5/1/2015</i>	<i>Elizaebth Arnold / 859-257-8172 / elizabeth.arnold@uky.edu</i>
	<i>Advisory Committee</i>	<i>11/4/2015</i>	<i>John Scheib / 859-257-4900 / john.scheib@uky.edu</i>

8b	(Collaborating and/or Affected Units)		
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8c	(Senate Academic Council)	Date Approved	Contact Person Name
	Health Care Colleges Council (if applicable)		
	Undergraduate Council		



Jason Dovel <jdovel@gmail.com>

New Undergraduate Certificate - CIP Form

Alexander-Snow, Mia <mia.alexander-snow@uky.edu>

Tue, Apr 21, 2015 at 10:38 AM

To: Jason Dovel <jdovel@gmail.com>

Cc: "Brothers, Sheila C" <sbrothers@uky.edu>

Dear Jason,

Yes, it was a pleasure to talking with you today learning about your certificate program. It sounds like a great opportunity for students. Sheila Brothers (whom' I've copied) is the best person to assist with your question for developing both graduate and undergraduate certificate programs. Sheila is the university staff person who coordinates the senate approval process for new certificate and degree programs.

Selected CIP Code : *50.0914: Brass Instruments*--A program that prepares individuals to master a brass instrument and performing art as solo, ensemble, and/or accompanist performers. Includes instruction in playing and personal style development.

Please be sure to review with UG Council Chair.

Thanks for sending me your proposal!

Mia

Mia Alexander-Snow, PhD

Director, Planning and Institutional Effectiveness

Phone: 859-257-2873

Fax: 859-323-8688

Visit the Institutional Effectiveness Website: <http://www.uky.edu/ie>

Follow us at: <https://www.facebook.com/universityofky>



The University of Kentucky

From: Jason Dovel [mailto:jdovel@gmail.com]
Sent: Tuesday, April 21, 2015 9:51 AM
To: Alexander-Snow, Mia
Subject: Re: New Undergraduate Certificate - CIP Form

[Quoted text hidden]



Jason Dovel <jdovel@gmail.com>

Baroque Trumpet Certificate Proposal

Scheib, John <john.scheib@uky.edu>
To: "Sogin, David W" <David.Sogin@uky.edu>
Cc: "Dovel, Jason" <jdo234@uky.edu>

Thu, Nov 5, 2015 at 6:26 PM

Hello David:

As associate dean, do you chair the College Curriculum Committee? If so, please find attached a Baroque Trumpet Certificate program proposal for approval and forwarding. As you know, this program was approved by the SoM Advisory Committee on 4 November 2015.

Thanks,

- John

John W. Scheib, PhD
Director, School of Music
UNIVERSITY OF KENTUCKY
105 Fine Arts Building
Lexington, Ky 40506-0022

Office: [859-257-4900](tel:859-257-4900) / Fax: [859-257-9576](tel:859-257-9576)
john.scheib@uky.edu
finearts.uky.edu/music



Baroque Certificate Proposal - Revised 5-24.pdf
1683K

Assessment Plan
Undergraduate Certificate in Baroque Trumpet
Fall 2016

1. Introduction College of Fine Arts, School of Music

1.1. Unit Mission Statement

The primary mission of the School of Music is to train undergraduate and graduate students by developing their musicianship through the acquisition of comprehensive theoretical and historical foundations, performance skills, and aesthetic understanding. This comprehensive study provides music students with the ability to apply their education to practical career situations, music research, or advanced study. The School of Music actively evaluates current developments in music and the functional applications of those developments to the creation, study, performance, and preservation of music.

The School of Music provides the general university student with performing opportunities and classroom forums in which to learn more about the foundations of music, to appreciate music's place in society, and to encourage lifelong participation.

The School of Music serves as the center for musical study and performance and as a model musical environment for the Commonwealth of Kentucky. The School provides resources and services by encouraging the musical participation of Kentucky's citizens and through publications, school music consultation, and a broad spectrum of performances.

To fulfill its mission, the School of Music strives to attain the highest caliber of instruction, performance, and scholarly achievement in every endeavor.

1.2. Basic Assessment Approach

Assess all outcomes within a three year cycle.

1.3. Definition of Key Terms

The Baroque Trumpet is the valveless ancestor of the modern trumpet.

2. Assessment Oversight, Resources

2.1. College Learning Outcomes Assessment Coordinator

Robert Jensen, College of Fine Arts Assessment Coordinator

2.2. Unit Assessment Coordinator

Jason Dovel, assistant professor of trumpet, coordinator of the Certificate in Baroque Trumpet

3. Program-Level Learning Outcomes

3.1. Learning Outcomes by Program

Outcome #1: Students will demonstrate a proper tone quality characteristic to the Baroque natural trumpet.

Outcome #2: Students will demonstrate correct articulation appropriate to the composer, period, and national origin of a Baroque musical composition. In addition to direct demonstration of these differences on the Baroque natural trumpet, students will be able to communicate these differences verbally and in writing.

Outcome #3: Students will demonstrate an understanding of Baroque tempo and spirit through performance of Baroque music on their instrument. Student will be able to communicate the differences between various tempo/spirit markings.

Outcome #4: Student will demonstrate an understanding pitch, tuning, and temperament from the Baroque era.

4. Curriculum Map

I=Outcome is Introduced; R=Outcome is Reinforced; E=Outcome is Emphasized; A=Outcome is Applied

	Outcome 1	Outcome 2	Outcome 3	Outcome 4
MUP 322 Historical Instrument: Baroque Trumpet	I, R, A	I, R, A	I, R, A	I, R, A
MUP 422 Historical Instrument: Advanced Baroque Trumpet	A	A	A	A
MUC 171 Baroque Trumpet Ensemble	R, E, A	R, E, A	I, A	I, A
MUS 395 Baroque Performance Practice	R	R	I	I, R
MUS 203 History of Music 1	R	R	I	I

5. Assessment Methods and Measures (Formative and Summative recommended)

5.1. Direct Methods/Measures Preferred/Used at the Course and Program Levels

Each semester they are enrolled in MUP 322 or MUP 422, students will perform a jury in which they will directly demonstrate their understanding of Outcomes 1-4 through live performance on the Baroque natural trumpet.

In addition, as part of MUS 395, many written projects will serve to assess the student's understanding of Outcomes 1-4.

5.2. Indirect Methods/Measures Preferred/Used at the Course and Program Levels

Participation in MUS 171 Baroque Trumpet will also have the opportunity to reinforce the concepts in other courses, and offer an indirect method of assessment.

6. Data Collection and Review

6.1. Data Collection Process/Procedures

Jury performances by each student will be recorded and digital archived for review by any program faculty at any time.

7. Assessment Cycle and Data Analysis

7.1 Assessment Cycle [1-3 years]

Due to the one-on-one nature of applied music study, there will always be ongoing direct assessment of each student by the instructor in the week-to-week lessons.

Jury performances will occur once per semester and will be evaluated by the program coordinator and invited faculty.

8. Graduating Composition and Communication Requirement (GCCR)

8.1. Identify at least one specific program student learning outcome for composition and communication (should be identical to at least one of your stated program-level learning outcomes)

Part of Learning Outcome #2 is "In addition to direct demonstration of these differences on the Baroque natural trumpet, students will be able to communicate these differences verbally and in writing." As part of MUS 395 Baroque Performance Practice, students will write a research paper in which they communicate the differences in musical characteristics of composer, period, and national origin of a piece of music from the Baroque era.

8.2. Describe your plan for assessing the composition component of the GCCR;

Evaluation of composition component of GCCR: Papers from MUS 395 will be archived and available for review at any time.

9. Teaching Effectiveness

All instructors will use the University Teacher Course Evaluation (TCE) process to be evaluated by their students each semester. The program leadership will review the TCE results for the Baroque certificate courses and discuss as needed with the faculty member.

10. Plans to Evaluate Students' Post-graduate Success

The program will look at data provided by the Alumni Survey and will work with the Office of Institutional Research to look at other possible methods.

11. Appendices

Syllabi for all courses are attached

SLO ASSESSEMENT RUBRIC
CERTIFICATE IN BAROQUE TRUMPET

	YES		NO	
	Exemplary	Accomplished	Emerging	Beginning
Outcome #1: Students will demonstrate a proper tone quality characteristic to the Baroque natural trumpet.	Student delivers a jury performance on the natural trumpet with outstanding tone quality; Student uses this tone quality on advanced Baroque literature	Student has the endurance and stamina to produce a satisfactory tone quality on basic and intermediate Baroque trumpet literature	Student can assemble instrument correctly; student is playing on an appropriate mouthpiece; student can navigate introductory Fantini exercises	Student is in the beginning stages of learning to produce a sound on the natural trumpet.
Outcome #2: Students will demonstrate correct articulation appropriate to the composer, period, and national origin of a Baroque musical composition. In addition to direct demonstration of these differences on the Baroque natural trumpet, students will be able to communicate these differences verbally and in writing.	Student demonstrates all the subtleties of Baroque articulation (TU, DU, TA, DA, etc.) through their jury performance. Student can demonstrate articulation for Italian/International, French, and Fanfare/Field pieces.	Student can demonstrate the basics of unequal articulation on basic and intermediate Baroque trumpet literature.	Student begins to explore unequal articulation.	Student uses modern equal articulation on the natural trumpet.
Outcome #3: Students will demonstrate an understanding of Baroque tempo and spirit through performance of Baroque music on their instrument. Student will be able to communicate the differences between various tempo/spirit markings.	Student can render and appropriately demonstrate various Baroque dances (gigue, sarabande, allemande, courante, etc.) on the Baroque natural trumpet	Student can demonstrate the basic differences between sarabande and minuet; Student can perform a general approximation of appropriate tempo based on tempo marking.	Student can correctly identify tempo/spirit markings in writing but is unable to accurately perform in an appropriate corresponding manner.	Student is unable to demonstrate appropriate tempi corresponding to tempo and dance indications.
Outcome #4: Student will demonstrate an understanding pitch, tuning, and temperament from the Baroque era.	Student can perform at, and identify, various pitch and temperament standards from a variety of regions and time periods.	Student can perform in lower Baroque pitch (A=415) in a variety of temperaments (Valoti, mean tone, etc.)	Student begins to perform at lower Baroque pitch (A=415)	Student is mostly only acquainted with modern pitch (A=440) and equal temperament.