**Workforce Analysis Request Form**

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| Directions: An institution shall use this form to request workforce data analysis of a proposed degree program. In completing the form, the institution should refer to the document [AHECB Policy 5.11 Approval of New Degree Programs and Units](https://static.ark.org/eeuploads/adhe/New_Academic_Programs.pdf)*,* which prescribesspecific requirements for new degree programs*.* **Note:** This form is required to be submitted by the Chief Academic Officer or individual(s) they designate. Answers need not be confined to the space allotted but may extend to several pages.  Workforce Analysis is not required for **certificate of proficiency or technical certificate.** |

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| **Program Information for Analysis** |
| 1. Institution: **The University of Arkansas** |
| 2. Program Name – Show how the program would appear on the Coordinating Board’s program inventory (*e.g., Bachelor of Business Administration or Associate of Science in Accounting*):  **Doctor of Musical Arts in Music with a Concentration in Conducting** |
| 3. Proposed CIP Code: If the proposed program does not fit easily into one [CIP Code](https://nces.ed.gov/ipeds/cipcode/), provide the code it most closely falls into and explain differences / nuances of your program:  **50.0903 - Music Performance, General** |
| 4a. [Standard Occupational Classification (SOC)](https://www.bls.gov/soc/2018/home.htm) from CIP-SOC Crosswalk:  Take SOC codes from NCES Crosswalk of CIP to SOC, ranked in order of relevance (i.e., the degree to which program graduates are expected to desire and/or be qualified to work in each occupation)   * **50.0903 Music Performance, General. 25-1121 Art, Drama, and Music Teachers, Postsecondary** * **50.0903 Music Performance, General. 27-2041 Music Directors and Composers** * **50.0903 Music Performance, General. 27-2042 Musicians and Singers** |
| 4b. Standard Occupational Classification (SOC) from Expert/Staff Opinion (optional): If you think the standard NCES crosswalk accurately represents the list of occupations in which graduates of the proposed program will be qualified to work, leave this blank. If you think the list of target occupations is longer, shorter, or different, please provide an alternative list here, ranked in order of relevance. Feel free to add qualitative information about the variety of jobs and pay scales that may exist within target occupations, and where you expect graduates to fit in. **(See Appendix A)**  **Not Applicable** |
| 5. Brief Program Description – Describe the proposed program, the costs and investments involved in implementing it, the students you expect to recruit into it, and its educational objectives.  The expansion of graduate education is one of the guiding priorities of the University of Arkansas’ strategic plan, for the university recognizes that graduate education plays a critical role in a research university and is key to the university’s impact on economic development. It is within this context that the Department of Music proposes a Doctor of Musical Arts degree program in Music with a concentration in Conducting. No such degree program exists in the state of Arkansas.  We will prepare students for university music positions in conducting. As such, our program will give students the interdisciplinary training and robust work experiences that they will need to thrive in industries that value traditional music literacy, creativity, communication, collaboration, research, technology, repertoire and concert planning, and other skills. As a faculty, we are committed to thinking about music and creative practice in a global context.  This program includes new courses specific to the subject matter along with multiple existing courses. Several courses that currently exist in the Department of Music will be adapted for graduate study, or subject matter inclusion. Faculty for the program include full-time and part-time Department of Music faculty. Additional information on library resources and facilities is explained in the sections below.  There are no new costs associated with the degree, except potential future Graduate Assistantship support. The recruitment pool would be practicing music educators or choral/instrumental/orchestra; conductors who already possess a master’s degree or equivalent in conducting.  Learning Outcomes:  • Develop conducting skills at the highest professional level, using creative and critical thinking to inform stylistic choices and artistic expression, while demonstrating appropriate spontaneity, and will communicate their artistry to diverse audiences; in addition, students will demonstrate effective, musical, and efficient rehearsal techniques.  • Develop a secondary area of expertise to demonstrate discipline-related breadth at an advanced level, and/or the acquisition of new professional skills.  • Demonstrate an ability to summarize, synthesize and critique disciplinary content in relation to their major and secondary (cognate) areas of study; in the major area, students will demonstrate a thorough knowledge of the core repertoire.  • Demonstrate effective analytical and interpretative skills in music theory, musicology and/or performance practice, as well as an ability to communicate an advanced understanding and evaluation of musical knowledge and ideas in written and/or oral forms.  • Pursue specialized studies, to develop expertise and an ability to synthesize knowledge in areas of interest that enhance their required curriculum and/or professional goals.  • Utilize and apply appropriate research methods to explore a focused research topic and to contribute original perspectives to discipline-related knowledge, communicating their research findings clearly and professionally in written, oral, and performative forms.  • Demonstrate leadership and administrative skills necessary to leading a collegiate level  • Develop preliminary research skills to effectively study and present topics related to conducting and related topics  • In addition, many DMA students will develop experience and expertise in instruction, pedagogy, and student assessment in at least one area of musical study, also gaining insights into rehearsal strategies for large ensemble in the major area, and appropriate methods of student evaluation. |
| **6.** [**North American Industry Classification System (NAICS)**](https://www.census.gov/smallbusiness/html/naics.html) **– List some industries and/or companies which graduates would be most likely and/or qualified to work in (optional), and feel free to comment on why/in what capacity. Also, a description of the target industry in your region, its relative strength or weakness relative to other regions, and the reasons for that relative strength or weakness, is welcome.** [**Lookup NAICS Code**](https://www.census.gov/econ/isp/) **611310 Colleges, Universities, and Professional Schools** **This industry comprises establishments primarily engaged in furnishing academic courses and granting degrees at baccalaureate or graduate levels. The requirement for admission is at least a high school diploma or equivalent general academic training. Instruction may be provided in diverse settings, such as the establishment's or client's training facilities, educational institutions, the workplace, or the home, and through diverse means, such as correspondence, television, the Internet, or other electronic and distance-learning methods. The training provided by these establishments may include the use of simulators and simulation methods.**  **Illustrative Examples:**  **Colleges (except junior colleges) Theological seminaries offering baccalaureate or graduate degrees Military academies, college-level Universities Professional schools (e.g., business administration, dental, law, medical)** |
| 7. Region of Possible Position(s) – Describe the region where you think graduates are most likely to work, e.g., in terms of a list of counties, a metropolitan statistical area, or a commuting radius:  **Most of the job opportunities would exist in Institutions of Higher Learning in the United States of America.** |
| 8. Existing Data – Describe any existing anecdotes or data you have that would shed light on the job prospects of graduates from the proposed academic program. This data can be helpful to ADFA in conducting labor market analysis.  <https://www.payscale.com/research/US/Degree=Doctor_of_Musical_Arts_(DMA)%2C_Music_Performance/Salary> |
| 9. ProposedImplementation Date – (MM/DD/YY): **01/15/2024** |
| 10. Contact Person – Provide contact information for the person who can answer specific questions about the program:  Name: **Dr. Jeffrey Murdock**  Title: **Associate Professor**  E-mail: **jeffreym@uark.edu**  Phone: **901-486-5501** |

Email the completed form: Dr. Nicolas Aguelakakis ([Nicolas.Aguelakakis@arkansas.gov](mailto:Nicolas.Aguelakakis@arkansas.gov)).

After the labor market analysis has been completed, the institution will be invited to respond, providing further information that might shed light and help to interpret the data provided.