

October 30, 2024

TO: Members of the Board of Trustees

FROM: Anne D'Alleva, Ph.D.
Provost and Executive Vice President for Academic Affairs



RE: Bachelor of Music in Jazz

RECOMMENDATION:

That the Board of Trustees approve the Bachelor of Music in Jazz in the School of Fine Arts.

BACKGROUND:

Jazz Studies is an academic field that focuses on the performance, creation, and contextual understanding of jazz—a uniquely American art form with profound global influence. The discipline emphasizes technical musicianship, improvisation, composition, arranging, and a deep appreciation for jazz's history and societal impact. Students in programs like the proposed Bachelor of Music in Jazz at the University of Connecticut are trained to perform, compose, and arrange. The program integrates both traditional and contemporary jazz practices, fostering creativity while equipping students with essential musical skills.

The proposed Bachelor of Music (BMus) in Jazz focuses on workforce development, equipping students with the skills to navigate the competitive jazz industry. Graduates from jazz studies programs pursue diverse career paths: some become professional musicians performing in clubs, festivals, or studios; others teach jazz, compose, arrange, or work in music production, sound engineering, or arts administration. There are also opportunities in the music business, music therapy, and entrepreneurship, such as starting record labels or music schools. The program emphasizes versatility, creativity, and entrepreneurship, preparing graduates to create opportunities, lead projects, and secure positions in cultural institutions.

The Bachelor of Music in Jazz Studies program will be offered exclusively on the UConn Storrs Campus using current Department of Music rehearsal and classroom facilities. The program will have specialist accreditation, and has received plan approval from the National Association of Schools of Music (NASM). Initially, approximately five students per year are anticipated to be admitted to the program, with likely stable growth in the longer term. Total enrollment is expected to be around 20 students, and will be a small proportion of the overall undergraduate enrollment in the Department of Music. There are no budgetary impacts from the program as all required classes are currently offered in the more generalist Music degree program. Although the presented plan of study indicates only 26 credits of general education, from fall 2025 Common Curriculum requirements totaling 40 credits will apply to students who are newly matriculated to the School of Fine Arts.

Bachelor of Music – Jazz

New Program Proposal, October 2024

Music, School of Fine Arts

CIP Code: 50.0910

Background

Introduction to the Field of Study

Jazz Studies is an academic field that focuses on the performance, creation, and contextual understanding of jazz—a uniquely American art form with profound global influence. The discipline emphasizes technical musicianship, improvisation, composition, arranging, and a deep appreciation for jazz's history and societal impact. Students in programs like the proposed Bachelor of Music in Jazz at the University of Connecticut are trained to perform, compose, and arrange, preparing them for diverse careers in music. The program integrates both traditional and contemporary jazz practices, fostering creativity while equipping students with essential musical skills.

Program Origin and Interdisciplinary Nature

This new Bachelor of Music in Jazz program is introduced by the Department of Music within the School of Fine Arts at the University of Connecticut. The program is primarily housed within a single department but maintains interdisciplinary elements by integrating UConn's general education requirements, ensuring that students develop critical skills such as communication, cultural understanding, and moral awareness. These interdisciplinary aspects prepare students to apply their jazz training to a variety of real-world contexts.

Focus on Employability and Workforce Development

The proposed Bachelor of Music in Jazz focuses on workforce development, equipping students with the skills to navigate the competitive jazz industry. Graduates from jazz studies programs pursue diverse career paths: some become professional musicians performing in clubs, festivals, or studios; others teach jazz, compose, arrange, or work in music production, sound engineering, or arts administration. There are also opportunities in the music business, music therapy, and entrepreneurship, such as starting record labels or music schools. The program emphasizes versatility, creativity, and entrepreneurship, preparing graduates to create opportunities, lead projects, and secure positions in cultural institutions.

In terms of career outcomes, jazz graduates will have opportunities in professional performance, teaching, arts administration, and music production. The analysis reveals over 900 unique job postings related to musicians and singers in the region within the past year. This supports the proposal's emphasis on equipping students with skills to thrive in a competitive market, where entrepreneurship in the music industry, such as starting music schools or record labels, is also a viable pathway.

Differentiation from Existing Programs

A growing number of New England schools now offer competitive jazz programs, and UConn's new Bachelor of Music (BM) in Jazz is designed to ensure we remain at the forefront of student recruitment. With well-established jazz degrees at institutions like Berklee College of Music, New England Conservatory, and the University of Hartford—and prestigious programs in nearby New York City, such as the Manhattan School of Music, Juilliard, and City College of New York—it's crucial for us to stay competitive. Our new BM in Jazz positions UConn among these top-tier programs.

Based on the Labor Market Overview from Lightcast, job opportunities for musicians and singers are projected to grow by 3.1% regionally and 4.4% nationally between 2023 and 2028. This aligns with the Bachelor of Music in Jazz's focus on workforce development. While the labor market shows moderate growth, the earning potential for musicians is promising, with median annual wages ranging from \$63,000 to \$71,000.

The Bachelor of Music in Jazz at UConn distinguishes itself by focusing on performance-driven training in advanced improvisation and composition. This is a more specialized offering compared to the Bachelor of Arts in Music, which is interdisciplinary. UConn's competitive pricing compared to schools like The New School (\$54,000) and The University of Hartford (\$46,000) further enhances its attractiveness to students.

The new BM complements our existing Bachelor of Arts (BA) with a jazz emphasis. The BA is ideal for students blending jazz performance with other fields or those pursuing music education, while the BM in Jazz focuses on developing advanced performance, composition, and improvisation skills. Importantly, the BA integrates seamlessly with the music education track, allowing students to complete a BA, a BS in Music Education, and a Master of Arts in Curriculum and Instruction within five years. Meanwhile, the BM in Jazz offers a comprehensive, performance-driven curriculum that emphasizes improvisation, composition, continuous applied jazz instruction, and ensemble participation.

Together, these two degrees foster a dynamic jazz studies program at UConn, elevating the standard of musicianship while encouraging collaboration, as students from both programs perform side by side in ensembles.

Alignment with UConn's Strategic Priorities

The Bachelor of Music in Jazz aligns with UConn's strategic priorities by fostering artistic excellence, contributing to the university's cultural impact, and providing a pathway to creative and civic engagement through the arts. It supports UConn's mission to promote interdisciplinary learning and research, as students gain a broad skill set that equips them to succeed in a variety of settings both within and beyond the music industry. The program also contributes to the university's goals of diversity and inclusion by celebrating jazz's rich cultural heritage and encouraging students to explore its deep societal connections.

Innovation in the Program

The new Bachelor of Music in Jazz at UConn offers innovative features designed to provide real-world experience and modernize jazz education. Students collaborate with guest artists, perform both on and off campus, and have their compositions performed in ensemble settings. The program blends traditional jazz instruction with contemporary approaches to performance and composition, while also integrating the latest music technologies for notation and creating recorded demos. These elements ensure that graduates leave with a solid musical foundation, along with the skills to innovate and lead in the evolving jazz landscape.

Program Information

Program Description

Content and Structure:

The Bachelor of Music in Jazz Studies at UConn offers a comprehensive curriculum that immerses students in jazz performance, composition, and arranging. Covering a range of jazz styles, history, literature, and technical proficiency, students engage in hands-on experiences through ensemble performances, private lessons, and master classes with renowned artists. Key performance milestones, such as a junior half-recital and senior full recital, emphasize collaboration, creativity, and a deep understanding of jazz's cultural and societal impact, preparing students to excel in today's evolving jazz landscape.

Area of Study:

This program is firmly rooted in the academic study of jazz, reflecting its significant evolution within higher education and embracing modern innovations in performance and composition. It aligns with the high standards set by the National Association of Schools of Music (NASM).

Practical Experience:

Students gain valuable practical experience through regular ensemble performances on and off campus. These opportunities allow them to showcase their talents and collaborate in real-world settings. Additionally, student compositions and arrangements are rehearsed and performed by university ensembles, providing critical feedback from instructors, peers, and live audiences. This approach ensures that their music writing is enriched by real-time input and the dynamics of live performance.

Internships and Field Experiences:

While formal internships are encouraged, students primarily acquire field experience through ensemble performances, master classes, and public presentations of their compositions and arrangements. These activities are integrated into the program via regular performances, recitals, and participation in university and external events.

Location(s)/Modalities

The Bachelor of Music in Jazz Studies program will be offered exclusively on the UConn Storrs campus, mostly in the music building. The UConn Music Department's rehearsal and classroom facilities are well-suited and equipped to support the new curriculum and the anticipated student body, ensuring that the program's introduction will not place an undue strain on existing spaces or resources. While all instruction currently occurs on ground, some courses may be offered in hybrid or online formats in the future if deemed beneficial.

Catalog Description

Bachelor of Music in Jazz Studies

The Bachelor of Music in Jazz Studies is a professional degree program focused on developing students' skills in jazz performance and composition. Offered exclusively on the UConn Storrs campus, this program provides immersive, onground instruction in state-of-the-art music facilities.

The curriculum requires a total of 125 credits, including core courses in jazz theory, improvisation, history, and performance, along with specialized electives tailored to individual interests. Students will perform in various ensembles, collaborate with faculty, and participate in masterclasses with visiting artists, preparing them for careers in jazz or further graduate study.

Plan of Study

Course numbers, titles, and unit allotments under each applicable category:

Major Area

MUSI 1101*	Convocation	0 credits
MUSI 1115	Jazz Ensembles	8 credits
MUSI 1120	Jazz Combos	5 credits
MUSI 1222 and/or 3222	Applied Music	24 credits
MUSI 1601	Intro to Jazz Improvisation	2 credits
MUSI 3343	Jazz Composition	3 credits
MUSI 3407W	History of Jazz (CA1 & CA4)	3 credits
MUSI 3601	Jazz Improv. and Performance	2 credits
MUSI 3631	Jazz Arranging I	2 credits
MUSI 3632	Jazz Arranging II	2 credits
MUSI 4979	Senior Recital	0 credits

Total Major Area credits = 51

Supportive Courses in Music

MUSI 1110, 1111, or 1112	Large Ensemble	2 credits
MUSI 1231 or 1241†	Class Piano or Applied Accompanying	4 credits
MUSI 1311	Ear Training and Musicianship I	1 credit
MUSI 1312	Ear Training and Musicianship II	1 credit
MUSI 1313	Harmony I	3 credits
MUSI 1314	Harmony II	3 credits
MUSI 3311	Ear Training and Musicianship III	1 credit
MUSI 3313	Harmony III	3 credits
MUSI 3404	Culture & Context in Western Notated Music	3 credits
MUSI 3405	Music History and Literature 1750-present	3 credits

Total Supportive Courses in Music credits = 24

General Studies

ENGL 1007	Seminar and Studio in Writing	4 credits
Content Area 1	Arts and Humanities	3 credits
Content Area 2	Social Sciences	6 credits
Content Area 3	Science and Technology	7 credits
Content Area 4	Diversity and Multiculturalism	3 credits
MATH or STAT Q	Quantitative Skills	3 credits
Foreign Language	Two semesters of a single foreign language	(8 credits)

Total General Studies credits = 26

Foreign language proficiency is required of all students. It can be met through course work, but students are exempt from the requirement if they have completed three years of high school study in a single language before admission to the University. The majority of entering students who graduate from Connecticut schools meet the language requirement in this way.

Electives

Electives	May be either music or non-music courses	24 credits
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Total Elective credits = 24

Programmatic Learning Objectives

The following programmatic learning objectives were outlined in the assessment of compliance with NASM standards for the new Bachelor of Music in Jazz degree:

1. **Musical Expression:** By graduation, students will be able to improvise coherently over standard jazz chord progressions and engage in spontaneous musical interaction with ensemble members.
2. **Historical Context:** Students will evaluate the role of jazz in shaping and responding to American cultural identity, producing research papers and ensemble reflections on the social impact of jazz in at least two distinct decades.
3. **Stylistic Awareness:** Students will correctly identify and differentiate between at least 5 major jazz styles (e.g., Swing, Bebop, Cool Jazz) through blind listening tests with 80% accuracy.
4. **Performance Excellence:** Students will present a 60-minute recital featuring a diverse jazz repertoire, demonstrating improvisational and interpretive skills while showcasing a deep understanding of jazz traditions.
5. **Ensemble Integration:** Students will demonstrate the ability to blend their sound within their section and across the ensemble, applying a clear understanding of their role both within the section and the ensemble, as evaluated by faculty during rehearsals and performances.
6. **Self-Reflection:** Students will produce written critiques of their own performances and those of their peers, identifying at least three strengths and three areas for improvement in each.
7. **Artist Appreciation:** Students will be able to name and discuss the contributions of at least 15 significant jazz artists, placing them accurately within their historical and musical contexts.
8. **Sociopolitical Insight:** Students will analyze and present on at least three jazz recordings that address social justice issues, explaining their historical context and impact.
9. **Arranging Proficiency:** Students will create and notate at least one original jazz arrangement for the following instrumentations: small ensembles with one, two, three, and four horns plus rhythm section, as well as a big band, showcasing effective use of harmony, rhythm, and instrumentation.
10. **Compositional Mastery:** Students will develop a portfolio of at least six original jazz compositions that effectively incorporate key melodic, harmonic, rhythmic, and structural elements of jazz.

Curricular Map:

	MUSI 1115: Jazz Ens.	MUSI 1120: Jazz Combos	MUSI 1601: Intro to Jazz Improv.	MUSI 3601: Jazz Improv. & Perf.	MUSI 1222/3222: Applied Lessons	MUSI 3407W: History of Jazz	MUSI 3631/3632: Jazz Arr 1 & 2	MUSI 3343: Jazz Comp.	MUSI 4979: Senior Recital
Learning Outcome #1		X	X	X	X				X
Learning Outcome #2	X	X				X			
Learning Outcome #3						X			
Learning Outcome #4					X				X
Learning Outcome #5	X	X							X
Learning Outcome #6	X	X							
Learning Outcome #7		X	X	X	X	X			
Learning Outcome #8	X	X				X			
Learning Outcome #9							X	X	X
Learning Outcome #10								X	X

Program Learning Objectives, Assessment, and Accreditation

The University of Connecticut (UConn) is accredited by the National Association of Schools of Music (NASM), having met the rigorous standards set by the Commission on Accreditation for music institutions and programs. NASM requires member institutions to submit documentation for any new or significantly revised curricula to ensure compliance with its regulations. Before admitting students to a new degree program, institutions must obtain Plan Approval, which follows internal approval. This process involves providing details about the curriculum's structure, as well as the relevant faculty, library, equipment, and resources needed for support. In October 2023, we submitted a Plan Approval request for the new Bachelor of Music in Jazz program, operating under the assumption that the necessary internal approval had already been secured. However, we later discovered that the program proposal had not yet been submitted for institutional approval. Despite this oversight, the degree has since received NASM Plan Approval and is currently listed in *italics* on the NASM website (<https://nasm.arts-accredit.org/directory-lists/accredited-institutions/search/?id=I0577>). Once the Commission reviews the program's implementation and verifies three student transcripts from the approved curriculum, Final Approval will be granted, and the listing will appear in regular type.

Graduate Outcomes

Graduates with a Bachelor of Music in Jazz Studies often pursue a wide range of careers in the music industry. Many work as professional musicians in jazz ensembles, big bands, or as solo artists, while others establish themselves as composers and arrangers. Their expertise in composition and arranging opens doors to careers in commercial film scoring and writing music for artistic projects. Some graduates play, tour, and record with pop musicians or work as session musicians. Others find opportunities in pit orchestras for Broadway musicals. Many also become music educators, teaching at schools, universities, or through private lessons, and explore roles in music production, recording, music direction, or arts administration within the jazz and broader music communities.

For reporting on the Connecticut Office of Higher Education Postsecondary Credential Registry, the following provide the following **Standard Occupational Codes (SOC)**

[https://www.bls.gov/oes/current/oes_stru.htm] that match potential outcomes for graduates include: 27-2042 – Musicians & Singers; 27-2041 – Music Directors and Composers.

All **North American Industry Classification System (NAICS)** codes that match potential areas of employment for graduates of the program [https://www.bls.gov/iag/tgs/iag_index_naics.htm]: NAICS 71 – Arts, Entertainment, and Recreation; NAICS 711 – Performing Arts, Spectator Sports, and Related Industries; NAICS 61 – Educational Services

Projected Enrollment, Resources, and Evaluation

Staffing

Faculty, Administration, and Student Support for the Jazz Studies Program

The jazz-specific course instruction for the new program will be primarily conducted by our two dedicated full-time jazz faculty members, Earl MacDonald (Professor and Director of Jazz Studies) and John Mastroianni (Assistant Professor in Residence). This arrangement eliminates the need for additional financial resources. Adjunct instructors will continue to provide specialized, private applied instrumental instruction, aligning with the established practices across the music department. Consequently, the budgetary impact of launching this new program is expected to be minimal.

No new faculty hires are required for the program's initial launch, nor are any anticipated for its successful continuity. Students in the new program will be advised by a combination of faculty and staff, with faculty members taking the primary role in guiding students' academic and artistic progress. The current advising model is expected to remain sustainable with the introduction of the new program, and no immediate increase in faculty advising loads is anticipated, as existing faculty have the capacity to manage the advising needs of new students.

The program will be administered using existing administrative staff, as the music department's current administrative resources are deemed sufficient to handle the program's needs. We anticipate minimal initial impact on the resources of support services offered by the university, including the library, writing centers, and the Center for Career Development. While we have not yet engaged directly with these units regarding the program, students will have access to these broader support services beyond advising. As the program develops, we will hold further discussions to ensure ongoing student support.

Students

We anticipate recruiting approximately five students per year into this program. Based on current expressed interest from potential students, we expect to meet these recruitment numbers immediately upon launching the program. Over time, we anticipate that it will take only a few years to reach full capacity, given the current enthusiasm surrounding jazz studies.

The analysis projects that UConn can recruit approximately five students per year for the Bachelor of Music in Jazz program, with growth potential in subsequent years due to increasing interest in jazz education, particularly in the New England region. UConn's program aligns well with student demand trends in jazz, as highlighted by Hanover Research, making it a strong candidate to attract students from diverse backgrounds, especially given its alignment with the university's diversity goals.

When looking at comparable programs, institutions like UMass and the University of Hartford offer useful benchmarks. These programs have shown a consistent influx of students, and we expect to attract similar numbers based on the increasing interest in jazz education. Given the specialized nature of jazz, this program will likely represent a smaller portion of the overall student body in the UConn Music Department, perhaps around 3%.

We do not anticipate that this program will pull significant numbers of students from existing programs, as jazz is often pursued for its artistic fulfillment rather than its financial returns. However, it is possible that some students may choose to double major, rather than fully transition, given the interdisciplinary opportunities and appeal of jazz. Those with a truly artistic mindset will be naturally drawn to this field.

Retention and timely graduation are strong in our current jazz program. Students in the BA in jazz typically graduate on time, often pairing their degree with a dual major in music education. We are confident that this trend will continue with the new program and expect that retention will remain high. As such, we project that nearly all students who matriculate will graduate, with a graduation rate close to 100%.

Recruiting a diverse student population is a priority for this program. Jazz has international recognition and is rooted in Black American culture, which positions us to attract more African-American students and further diversify our department. Additionally, jazz education has emphasized the need to bring more women into instrumental roles, not just as vocalists. We are encouraged by the presence of a female trumpet player on our adjunct faculty, who plays with the U.S. Coast Guard Band, and our involvement in initiatives like the *Sisters in Jazz*

competition, sponsored by the Jazz Education Network, for which two of our students have been semi-finalists. We also actively engage female clinicians and guest artists to serve as role models.

To ensure diversity, we are deliberate in hiring guest artists and faculty who represent various racial, gender, and marginalized identities. This also extends to the repertoire we perform, which features works by composers from underrepresented communities. The inclusion of diverse students in jazz is crucial, as this genre has its origins in African-American culture. Expanding our jazz program will allow us to contribute meaningfully to the diversification of our student body, a key goal for our department, which still has progress to make in this area.

We plan to continuously evaluate our recruitment efforts to ensure we meet our enrollment goals. We will closely monitor student recruitment and retention data each semester and adjust our strategies as necessary. This will allow us to identify and address any issues in a timely manner to keep the program on track.

	AY2025/26	AY2026/27	AY2027/28	AY2028/29	AY2029/30	AY2030/31
New students enrolled this year	5	4	4	5	6	6
Total students enrolled	5	9	13	18	19	21
Anticipated completions	0	0	0	0	5	4

Budget Projections

The market demand for jazz-related careers supports the viability of this program. With UConn’s strong infrastructure and minimal additional resource requirements, the Bachelor of Music in Jazz is projected to be a budget-neutral initiative. This means that the program can launch without significant additional costs.

International Students

While international students are not our primary target demographic for the new Bachelor of Music degree in jazz, our program is designed to be accessible to them. Since the program is delivered primarily in-person, there are no concerns regarding F-1 visa regulations related to remote learning.

Our recruitment efforts, both online and in print, aim to reach international audiences effectively. We have initiated discussions with Global Affairs to explore establishing study abroad and exchange programs. Through professional relationships and friendships with colleagues at two respected European institutions—the Hochschule für Musik und Tanz in Köln, Germany, and the Swiss Jazz School in Bern—we aim to leverage these connections to establish collaborative study abroad opportunities. This initiative will enhance our efforts to recruit international

students for the new program while providing our American students with valuable international study experiences.

Library or ITS resources

No new resources from the library or ITS will be required to support the Bachelor of Music in Jazz Studies program. The UConn Music Library already offers an extensive collection of jazz materials and educational assets. Since becoming the Director of Jazz Studies in August 2000, Professor MacDonald has actively submitted acquisition requests for a variety of resources, including jazz recordings, instructional books, solo transcription materials, composition and arrangement guides, and literature pertinent to the music industry. The collection is robust and features the complete set of Jamie Aebersold's jazz play-along recordings, which will adequately support teaching and learning in the program.

Program Evaluation

The evaluation plan for the proposed Bachelor of Music degree in jazz focuses on multiple metrics to assess the program's success and growth. Key areas of evaluation include enrollment numbers, demographic diversity, student satisfaction, graduation rates, and post-graduation outcomes. By tracking the number of applications, retention rates, and the diversity of enrolled students, the program can gauge its attractiveness and inclusivity. Regular surveys and focus groups will provide insights into student experiences, while monitoring graduation and employment rates will evaluate the program's effectiveness in preparing students for professional careers in music.

Recruitment efforts will emphasize engagement with local high schools through participation in jazz festivals, adjudication, and clinics. These events allow faculty to build relationships with band directors throughout New England, fostering a network that promotes the program and encourages student recruitment. Additionally, the program's involvement in community events will help connect with local audiences, further enhancing visibility and interest in the Bachelor of Music degree in Jazz.

A regular curriculum review will ensure the program remains relevant to industry trends. Feedback from students, faculty, and industry professionals will inform necessary updates to course offerings and extracurricular activities. Annual review meetings with stakeholders will facilitate continuous improvement, allowing the program to adapt and thrive while maintaining high standards in jazz education.

Appendices

- Appendix A: Sample Semester Sequence for Bachelor of Music – Jazz
- Appendix B: Feasibility Analysis for the Proposed Undergraduate Program in Jazz Studies, provided by Academic Program Development and Support
- Appendix C: NASM plan approval, submitted Oct. 2023; approved Nov. 2023

Internal Attachments for the Office of the Provost

- Approval Minutes

Appendix A:

Sample Semester Sequence for
Bachelor of Music – Jazz

UNIVERSITY OF CONNECTICUT
School of Fine Arts – Department of Music
Sample Semester Sequence for Bachelor of Music — Jazz

I - Fall		II - Spring	
ENGL 1007 Seminar and Studio in Writing	4	Content Area 2 Social Sciences	3
MUSI 1101 Convocation	0	Content Area 3 Science & Technology (lab with Q)	4
MUSI 1115 Jazz Ensembles	1	MUSI 1101 Convocation	0
MUSI 1120 Jazz Combos	1	MUSI 1115 Jazz Ensembles	1
MUSI 1222 Applied Music (Private Lessons; Jazz)	3	MUSI 1120 Jazz Combos	1
MUSI 1231 Class Piano or MUSI 1241 Accompanying	1	MUSI 1222 Applied Music (Private Lessons; Jazz)	3
MUSI 1311 Ear Training and Musicianship I	1	MUSI 1231 Class Piano or MUSI 1241 Accompanying	1
MUSI 1313 Harmony I	3	MUSI 1312 Ear Training and Musicianship II	1
MUSI 1601 Intro to Jazz Improvisation	2	MUSI 1314 Harmony II	3
16		17	
III - Fall		IV - Spring	
MATH or Statistics (Q)	3	Content Area 1 Arts and Humanities	3
MUSI 1101 Convocation	0	MUSI 1101 Convocation	0
MUSI 1115 Jazz Ensembles	1	MUSI 1115 Jazz Ensembles	1
MUSI 1222 Applied Music (Private Lessons; Jazz)	3	MUSI 1120 Jazz Combos	1
MUSI 1120 Jazz Combos	1	MUSI 1222 Applied Music (Private Lessons; Jazz)	3
MUSI 1231 Class Piano or MUSI 1241 Accompanying	1	MUSI 1231 Class Piano or MUSI 1241 Accompanying	1
MUSI 3311 Ear Training and Musicianship III	1	MUSI 3405 Music History & Literature, 1750 to Present	3
MUSI 3313 Harmony III	3	MUSI 3601 Jazz Improvisation and Performance	2
MUSI 3404 Culture & Context in Western Notated Music	3		
16		14	
V - Fall		VI - Spring	
Content Area 4 Diversity and Multiculturalism (International)	3	Elective	3
Elective	3	MUSI 1101 Convocation	0
Elective	3	MUSI 1110/1111/1112 Ensemble	1
MUSI 1101 Convocation	0	MUSI 1115 Jazz Ensembles	1
MUSI 1110/1111/1112 Ensemble	1	MUSI 3222 Applied Music (Private Lessons; Jazz)	3
MUSI 1115 Jazz Ensembles	1	MUSI 3407W History of Jazz (CA 1 & 4)	3
MUSI 3222 Applied Music (Private Lessons; Jazz)	3	MUSI 3632 Jazz Arranging II	2
MUSI 3631 Jazz Arranging I	2		
16		13	
VII - Fall		VIII - Spring	
Content Area 2 Social Sciences (with E)	3	Content Area 3 Science and Technology (without lab)	3
Elective	3	Elective	3
Elective	3	Elective	3
Elective	3	MUSI 1101 Convocation	0
MUSI 1101 Convocation	0	MUSI 1115 Jazz Ensembles	1
MUSI 1115 Jazz Ensembles	1	MUSI 3222 Applied Music (Private Lessons; Jazz)	3
MUSI 1120 Jazz Combos	1	MUSI 3343 Jazz Composition	3
MUSI 3222 Applied Music (Private Lessons; Jazz)	3	MUSI 4979 Senior Recital	0
17		16	
Total Credits			125

NOTES (PLEASE SEE THE CATALOG TO VERIFY ALL REQUIREMENTS)

General Education: in addition to what is listed here, students must fulfill the University's foreign language requirement. Students who have taken three years of a language in high school are generally exempt.

MUSI 1110/1111/1112 Students with keyboard as their primary instrument and students pursuing the BA in jazz studies are only required to take four semesters of large ensemble; students pursuing the BA with no emphasis are only required to take six semesters; students pursuing the BM in composition or theory are only required to take seven semesters. Unless an exception is made by the Department Head, MUSI 1101 (Convocation) and MUSI 1222/3222 (Applied Music) must be taken concurrently.

MUSI 1222/3222 Applied Study is for 2 credits for all degree programs except the Bachelor of Music with Performance Emphasis, for which 3 credits are required each semester. Students pursuing the BA with no emphasis, the BM in composition, or the BM in theory need not promote to 3222. Applied Music is not required for composition, theory, or music education students in semester VIII.

MUSI 1119 Opera Workshop may be taken any semester, is recommended as early as possible, and may be substituted for MUSI 1111 in the last two semesters of residency.

MUSI 1231 Class Piano: the requirement may be fulfilled by passing a proficiency examination or by completing MUSI 1231, Level II; Level IV is required for all other degrees.

MUSI 1241 Accompanying: Students with keyboard as their primary instrument must complete four semesters of this course in lieu of MUSI 1231.

Appendix B:

Feasibility Analysis for the
Proposed Undergraduate Program
in Jazz Studies, provided by
Academic Program Development
and Support

Feasibility Analysis for the Proposed Undergraduate Program in Jazz Studies

Market and Competitive Landscape

Based on the Labor Market Overview from Lightcast and the Program Development report from Hanover Research, the labor market demand for musicians and related occupations, including those within the jazz genre, shows moderate growth. For example, job opportunities for musicians and singers are expected to grow by 3.1% regionally and 4.4% nationally between 2023 and 2028. Median annual wages for these professions range between \$63,000 and \$71,000, which suggests reasonable earning potential for graduates in jazz and music-related fields¹.

Completion Trends highlight that the number of completions in Jazz Studies across the U.S. has declined by about 10.6% from 2012 to 2023; however, certain institutions like The Juilliard School and the University of Hartford have experienced notable growth¹. This suggests that while the overall market might shrink, select institutions with robust programs can still thrive.

Hanover Research views Jazz Studies as an emerging field with high growth potential in student demand and moderate labor market opportunities. It represents a promising niche for UConn, particularly as it aligns with the university's capabilities and strategic priorities in fostering artistic excellence and interdisciplinary learning².

If structured well, UConn's program could compete effectively against regional rivals like the University of Hartford and New England Conservatory.

Student Demand and Recruitment Potential

The Proposal Draft emphasizes an expected enrollment of around five students per year, with the potential to grow in the initial years due to current interest. Benchmarking against programs at nearby institutions like UMass, UConn could attract a comparable number of students based on regional interest in jazz education. UConn's established Bachelor of Arts in Music can serve as a feeder program for this specialized Bachelor of Music in Jazz.

Tuition fees for similar programs at other institutions, such as \$46,000 at the University of Hartford and \$54,000 at The New School, provide a benchmark for pricing¹. UConn's pricing is more competitive, attracting students who want a high-quality education at a lower cost.

As the department proposal highlights, jazz's demographic appeal, rooted in Black American culture, presents an opportunity for UConn to attract a more diverse student body, particularly African American students. This aligns with institutional diversity goals and could enhance recruitment efforts.

¹ (2024, September). Jazz/Jazz Studies (50.0910). Retrieved from Lightcast.

² (2024, October). HE AAS – Academic Program Review. Retrieved from Hanover Research.

Enrollment Projections

These projections are based on the department's proposal, which anticipates an initial enrollment of five students, with modest growth aligned with current market trends.

	AY2025/26	AY2026/27	AY2027/28	AY2028/29	AY2029/30	AY2030/31
New students enrolled this year	5	4	4	5	6	6
Total students enrolled	5	9	13	18	19	21
Anticipated completions	0	0	0	0	5	4

Program Differentiation and Strategic Alignment

Differentiation from existing programs is critical. UConn's new BM in Jazz is positioned to provide a performance-driven curriculum focusing on advanced improvisation and composition. This is distinct from UConn's BA in Music, which is more interdisciplinary. Additionally, UConn aims to integrate jazz into the general education framework, which could attract students who want rigorous music training and broader educational experiences.

This program would be aligned with UConn's strategic mission. This program supports interdisciplinary learning, diversity, and artistic excellence. Moreover, the alignment with regional labor market demand and UConn's broader cultural goals makes the program relevant for both the university and the students it serves.

Resource and Staffing Considerations

No additional faculty hires are anticipated for the program's initial launch. Current faculty members are expected to support the program's teaching and advising needs. This minimizes budgetary strain, and adjunct faculty will continue providing specialized instruction consistent with the department's current practices.

The facility and resource assessment shows that UConn's current music facilities are well-equipped to handle the additional cohort of students, so there is no immediate concern about straining physical resources.

Financial Projections and Budget Neutrality

The proposed program is expected to be budget-neutral, with minimal additional costs for its implementation. The Proposal Draft suggests that since no new faculty hires are required, the university can leverage its existing resources to support the program. Students would enroll in courses already being offered.

Labor Market and Career Pathways

Career pathways for jazz graduates include professional performance, teaching, arts administration, and music production. The past year's job posting data shows over 900 unique job postings related to musicians and singers in the region, reflecting ongoing demand for such roles¹.

The Proposal also notes that the program will emphasize entrepreneurship, a growing area within the music industry. This prepares graduates for diverse opportunities, including starting music schools or record labels.

Overall Assessment

The feasibility of the proposed Bachelor of Music in Jazz Studies at UConn is strong based on the following:

- **Market Demand:** Moderate labor market growth and reasonable salary expectations.
- **Student Interest:** Initial recruitment projections align with peer institutions. Lower cost than other local and regional institutions.
- **Program Differentiation:** Clear positioning against competitors regarding performance focus and interdisciplinary integration.
- **Resource Efficiency:** No additional faculty or resource strain is expected, supporting the program's budget neutrality.
- **Alignment with Strategic Goals:** The program supports diversity, interdisciplinary learning, and artistic excellence in alignment with UConn's mission.

The overall outlook is favorable, provided the program is marketed effectively and focuses on practical career outcomes for graduates.

Jazz/Jazz Studies (50.0910)

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About Lightcast

Lightcast is a labor market analytics firm that is passionate about providing meaningful data for colleges and their students.

Our data is trusted by a breadth of users including researchers at colleges and universities, economic development organizations, and Fortune 500 companies.

Lightcast data offers a three-pronged approach to labor market information:

1. Our traditional LMI combines dozens of government sources from agencies like the Bureau of Economic Analysis, U.S. Census Bureau, and Bureau of Labor Statistics into one dataset that details industries, occupations, demographics, academic programs, and more.
2. Lightcast's job posting analytics give a real-time look into the needs of employers in today's labor market. Each month, millions of postings are scraped from employer sites and job boards, de-duplicated, and compiled into an actionable dataset.
3. Lightcast also leverages workforce profiles—an innovative database of more than 100 million resumés and professional profiles that are aggregated from the open web. These profiles unify information for workers—such as education, employment history, skills, and more—to reveal robust detail on what is happening in today's workforce.

Together, these data related to labor market demand, relevant skills, and the competitive landscape help colleges and universities make informed decisions about their program offerings.

Program Definition

Institution:

Code	Description
129020	University of Connecticut

Program in Question:

Code	Description
50.0910	Jazz/Jazz Studies

Competitive Landscape

Institution Sectors:

Description	Description
Administrative Unit Only	Private not-for-profit, 2-year
Public, 4-year or above	Private for-profit, 2-year
Private not-for-profit, 4-year or above	Public, less-than-2-year
Private for-profit, 4-year or above	Private not-for-profit, less-than-2-year
Public, 2-year	Private for-profit, less-than-2-year

Education Levels:

Description
Bachelor's Degree

Program Type:

Description	Description
Distance Offered (Includes Hybrid & Mixed Modality Programs)	Non-Distance Offered Programs

Region:

124 items selected. See Appendix A for details.

Student Charges Type: Tuition & Fees

Student Charges Grad Status: Undergraduate

Student Charges Residency: In-State

Program Overview



	Completions (2023)	% Completions	Institutions (2023)	% Institutions
● All Programs	127	100%	9	100%
● Distance Offered Programs	0	0%	0	0%
● Non-Distance Offered Programs	127	100%	9	100%

Completions by Institution

Institution	Bachelor's Degree Completions (2023)	Growth % YOY (2023)	Market Share (2023)	IPEDS Tuition & Fees (2022)	Completions Trend (2019-2023)
The New School	56	12.0%	44.1%	\$54,371	
The New England Conservatory of Music	16	-11.1%	12.6%	\$55,910	
SUNY at Purchase College	13	0.0%	10.2%	\$8,953	
Temple University	10	-28.6%	7.9%	\$21,097	
CUNY City College	9	-35.7%	7.1%	\$7,340	
University of Hartford	8	60.0%	6.3%	\$46,148	
The Juilliard School	7	75.0%	5.5%	\$52,250	
Manhattan School of Music	6	-64.7%	4.7%	\$52,550	
Ithaca College	2	0.0%	1.6%	\$48,276	

Regional Trends



	2012 Completions	2023 Completions	% Change
● Distance Offered Programs	0	0	0.0%
■ Non-Distance Offered Programs	142	127	-10.6%
▲ All Programs	142	127	-10.6%

Labor Market Demand

Labor Market Area Selection:

124 items selected. See Appendix B for details.

Target Occupations:

Code	Description
27-2042	Musicians and Singers

Degree Levels:Any

Completions Year (default):2023

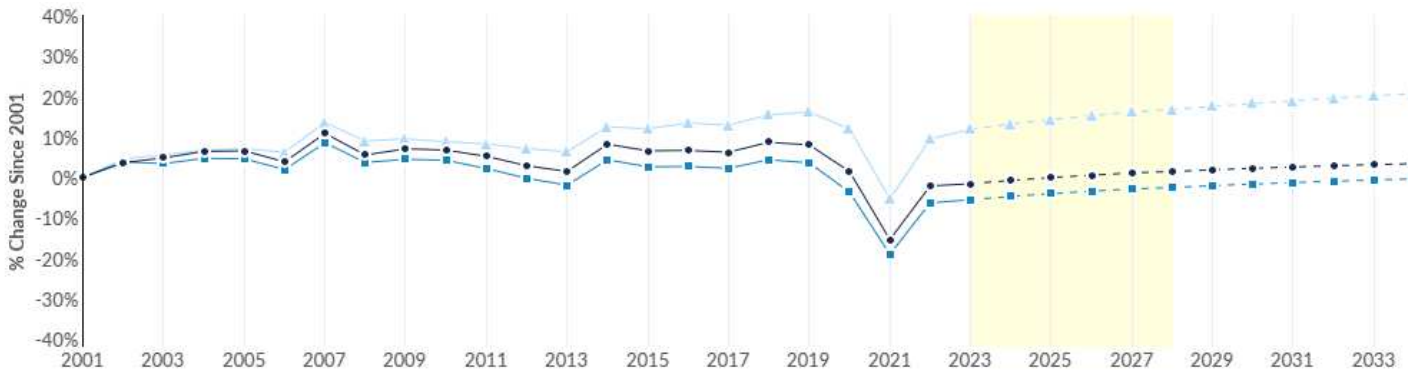
Jobs Year (default):2023

Target Occupations

<p>26,102</p> <p>Jobs (2023)</p> <p>12% above National average</p>	<p>+3.1%</p> <p>% Change (2023-2028)</p> <p>Nation: +4.4%</p>	<p>\$34.37/hr</p> <p>\$71.5K/yr</p> <p>Median Earnings</p> <p>Nation: \$30.43/hr;</p> <p>\$63.3K/yr</p>	<p>3,635</p> <p>Annual Openings</p>
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Occupation	2023 Jobs	Annual Openings	Median Earnings	Growth (2023 - 2028)
Musicians and Singers	26,102	3,635	\$34.37/hr	+3.08%

Regional Trends



Region	2023 Jobs	2028 Jobs	Change	% Change
● Region	26,102	26,906	804	3.1%
■ State	31,357	32,370	1,013	3.2%
▲ Nation	169,538	176,929	7,391	4.4%

Select a Program

[Click for Instructions](#)

Begin assessing the market for a new academic program by selecting a Classification of Instructional Program (CIP) code and award level.

After determining your program of interest and reviewing fast facts, use the navigation menu (left sidebar) to take a deeper dive into student and employer demand for your selected program, as well as to gauge existing competition in this area.

Which Program Are You Interested in Exploring?

Select Program

Select Award Level

'50.0910 - Jazz/Jazz Studies. 

Bachelor's degree 

Jazz/Jazz Studies.

A program that prepares individuals to study and master the performance and composition of Jazz. Includes instruction in the history of Jazz and related musical styles such as the Blues, Jazz composition and theory, improvisation, Jazz instrument and ensemble performance, and related topics.

Fast Facts - Bachelor's degree programs in Jazz/Jazz Studies.



377

Total Completions in
2023



65

Total Programs in
2023



1

Total Distance
Programs in 2023



4.5%

Completions Growth
2019-2023



1.6%

Program Growth
2019-2023



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Distance Program
Growth 2019-2023

HR HANOVER
RESEARCH

Powered by **Chmura/JobSEQ**

Student Demand

Review recent trends in student demand for **Bachelor's degree** programs in **Jazz/Jazz Studies**. Use the geography filters to the right of the screen to examine student completions in different areas of the United States.

National Completions

Show Benchmark

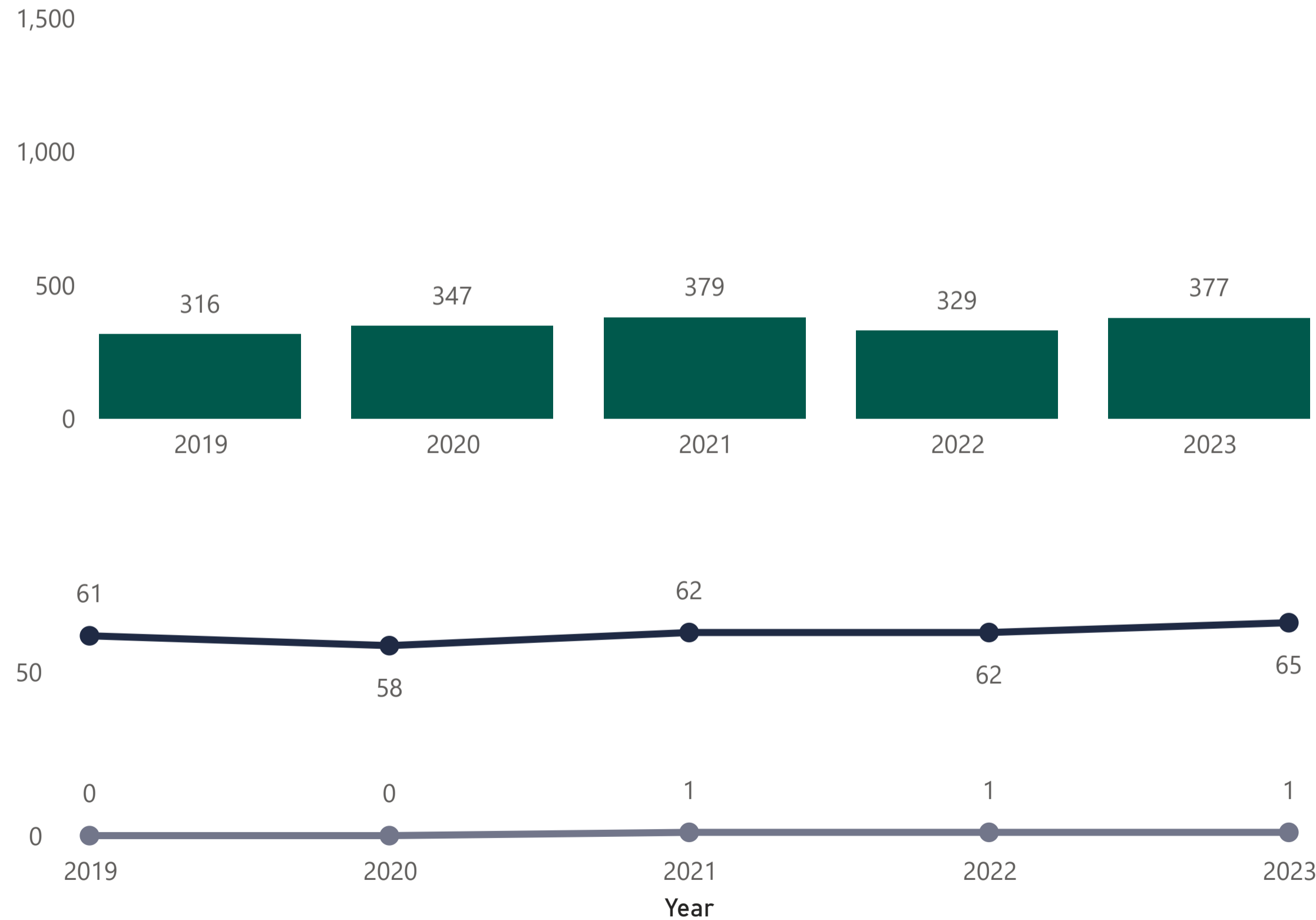
Select Program Format



4.5%

2019-2023 CAGR

1,687



Regional Completions

Select Geographic Level

Select Geography



6.0%

2019-2023 CAGR

192

