## Bachelor of Arts in Music

### Mission Statement

A flexible research-based multidisciplinary degree, the Bachelor of Arts degree enables students to craft a plan of study tailored to their own particular musical interests, which may also be combined with areas outside of music. The core curriculum of Common Requirements they share with Bachelor of Music students provides them with the basic musical knowledge, and critical thinking, communication, technological, and creative skills necessary for an innovative, comprehensive musical education of the highest artistic and academic standards. Upon completion of the Bachelor of Arts degree, students have acquired the basic skills required for professional employment in a musically related field or advanced study at the graduate level in music or a related field.

### Student Learning Outcomes

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<th>Content/Discipline Knowledge</th>
<th>Direct Measures</th>
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<td>Students must demonstrate the ability to identify genres, composers, compositions, musical</td>
<td><strong>Standard:</strong> At the conclusion of the four-semester Music History Survey course sequence, all undergraduate majors (B.A. and B.M.) will be given a 100 question fill-in-the-blank exam that assesses accumulated musicological knowledge in terms of historical eras, genres, composers, concepts, and terms both within and across stylistic periods that correspond to the sequence course divisions. That is, some questions will be designed to demonstrate synthetic understanding.</td>
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<td>concepts, and terms, locating them within the appropriate historical musical style periods.</td>
<td><strong>Procedure:</strong> Since answers to the questions are correct or incorrect, the exam results can be assembled by any one of a panel of three faculty members, two of whom are from outside the area concentration. The results will 1) not meet expectations (less than 70/100 correct), or 2) meet expectations (70-85/100 correct), or 3) exceed expectations (86-100/100 correct). Our criterion for success is that all students will meet or exceed expectations with 70-100/100 correct. Upon completion, the assessment is submitted to the area coordinator for review and discussion.</td>
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<td>They should also demonstrate knowledge of how the conceptual apparatus of music has changed over time.</td>
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Students will demonstrate the ability to synthesize, apply, and coalesce the musical research skills they have acquired by producing a written Senior Research Project of 30 pp. or more. Students should demonstrate that they do not merely parrot previous work but build on it, showing clear evidence of independent thinking and expression. They should be able to draw freely on various music and cognate area curricular sub-disciplines as needed to address individual parameters of the project.

**Standard:** Students will demonstrate proficiency in various aspects of musical research by producing a written Senior Research Project of 30 pp. or more with footnotes and bibliography that synthesizes and applies information and provides contextual perspective. The topic will be related to the student’s individual interests and career goals.

**Procedure:** During their final semester, students present a Senior Research Project, which is assessed by three faculty members, two of whom are from outside the area concentration. Each evaluator will assess the results using a three-point rubric: 1) needs improvement, 2) meets expectations, 3) exceeds expectations. Our criterion for success is that all students will meet or exceed expectations, i.e., achieve a 2 or 3 on the 3-point rubric. Upon completion, the assessment is submitted to the area coordinator for review and discussion.
Students must demonstrate proficiency in music notation software, audio editing software, digital signal processing theory, and basic web presentation skills by producing a portfolio of completed exercises that test the ability to use some of the more common music technologies.

Critical Thinking

Students must demonstrate the ability to think critically in musical terms by analyzing music structured around “common-practice” and “post-tonal” conventions, synthesizing these skills by producing syntactically coherent musical statements in the form of short analyses and exercises in harmony and counterpoint.

Students should show that they can observe correct, foreground-level voice leading. They should also demonstrate an ability to think about middleground levels of musical organization, as demonstrated in their handling of cadences, phrase structure, and the analysis of harmonic prolongation (as opposed to chord-by-chord identification).

Oral and Written Communication

Students must demonstrate the ability to communicate general and in-depth musical concepts, including theoretical, historical, and practical analysis in standard written English.

The grammar, syntax, use of sources, and stylistic register must be appropriate for scholarly prose. The student should demonstrate organization and focus beyond the sentence level; ideas should progress methodically; there must be a thesis or general point on which the development of ideas is brought to bear. Sources should be well integrated in the text.