

Learning Goals of the MGSA Undergraduate Music Programs

BM Degree with Concentration in Performance: Learning Goals and Assessments

Learning Goal	Student Assessment Measures and Criteria	Feedback of Assessment Results
<p>1. Acquire a thorough grounding in the major area of study</p>	<p><u>Applied Major Lessons</u> Students enroll in one-on-one applied major lessons with their major instructor, who provides them with guidance on technique, repertoire, and musicianship over an extended period of study.</p> <p><u>Ensembles</u> Students must enroll in large and small ensembles as required by their program.</p> <p><u>Juries</u> Students perform in juries as required by their program. The major lesson professor must approve the program. It is expected that students will show progress through a wide range of repertoire and technical skills.</p> <p><u>Recitals</u> Students must complete recitals as required by their program. The major professor must approve the program. It is expected that students will demonstrate a thorough grounding in a wide range of repertoires and technical skills.</p>	<p><u>Applied Major Lessons</u> Instructors provide feedback each semester through grading according to specific criteria in their syllabi.</p> <p><u>Ensembles</u> Student work in ensembles is graded according to set criteria, including participation, preparation, and performances.</p> <p><u>Juries</u> The faculty in the major area of study evaluates the jury performances and provides a grade and feedback.</p> <p><u>Recitals</u> The faculty in the major area of study evaluates the recital and provides feedback and a pass/fail grade.</p>
<p>2. Acquire a thorough grounding in the</p>	<p><u>Coursework in Music Theory, Music History, and Ethnomusicology</u></p>	<p><u>Coursework in Music Theory, Music History, and Ethnomusicology</u></p>

<p>academic study of music</p>	<p>Students complete courses in these areas as required by their program. This coursework is designed to provide a thorough grounding in both content and methods for the academic study of music.</p>	<p>Courses are evaluated according to clear standards in course syllabi.</p>
<p>3. Prepare to become a professional in the field of music performance</p>	<p><u>Piano Proficiency Exam</u> Since keyboard skills are required of professional musicians in numerous settings, all students except those majoring in classical piano performance are required to pass this exam.</p> <p><u>Business of Music</u> Students are encouraged to take a course on the business of music to help prepare them for professional life.</p> <p><u>Participation in Music Assembly</u> Students participate in Music Assembly as required by their program. These encompass professional-development workshops and presentations for the full undergraduate population, area/studio classes designed to promote professional skills specific to the major area of study, and performance opportunities.</p> <p><u>Participation in Extra-Curricular Master Classes and Other Professional-Development Opportunities</u> With the assent of the major teacher, students participate in extra-curricular master classes, off-campus performances, competitions, and other professional-development opportunities.</p>	<p><u>Piano Proficiency Exam</u> The exam is evaluated according to clear standards. Remediation is available through class piano courses.</p> <p><u>Business of Music</u> This course is evaluated according to clear standards in the course syllabus.</p> <p><u>Participation in Music Assembly</u> Students are graded in Music Assembly according to clear standards in the course syllabus.</p> <p><u>Participation in Extra-Curricular Master Classes and Other Professional-Development Opportunities</u> The review process for entry into these extra-curricular activities provides vital feedback to students seeking to establish themselves as professionals in the field.</p>

BM Degree with Concentration in Education: Learning Goals and Assessments

Learning Goal	Student Assessment Measures and Criteria	Feedback of Assessment Results
<p>1. Acquire a thorough grounding in the field of music education</p>	<p><u>Coursework in Music Education and General Education</u> Students complete coursework in music education and general education as dictated by their program requirements and in accordance with NJ state requirements for licensure. This coursework is designed to provide a thorough grounding in content and methods in the fields of music education and general education.</p> <p><u>Music Education Advisory Review (MEAR)</u> Prior to admission to coursework in the Music Education Professional Sequence, students undergo a thorough review of past coursework as well as an interview with faculty in music education.</p>	<p><u>Coursework in Music Education and General Education</u> Courses are evaluated according to clear standards laid out in course syllabi.</p> <p><u>Music Education Advisory Review (MEAR)</u> Students receive informal feedback from music education faculty during the interview and a formal letter notifying them of their status in the music education program. Three status options are possible: accepted, provisionally accepted, and denied.</p>
<p>2. Acquire a strong grounding in musical performance</p>	<p><u>Applied Major Lessons</u> Students enroll in one-on-one applied major lessons with their major instructor, who provides them with guidance on technique, repertoire, and musicianship over an extended period of study.</p> <p><u>Ensembles</u> Students must enroll in large and small ensembles as required by their program.</p> <p><u>Juries</u> Students perform in juries as dictated by their program requirements. The major professor must approve the program. It is expected that students will show</p>	<p><u>Applied Major Lessons</u> Instructors provide feedback each semester through grading according to specific criteria laid out in their syllabi.</p> <p><u>Ensembles</u> Student work in ensembles is graded according to set criteria, including participation, preparation, and performances as specified in the course syllabi.</p> <p><u>Juries</u> The faculty in the major area of study evaluates the jury performances and provides a grade and feedback.</p>

	<p>progress through a wide range of repertoire and technical skills.</p> <p><u>Recitals</u> Students must complete recitals as required by their program. The major professor must approve the program. It is expected that students will demonstrate a thorough grounding in a wide range of repertoires and technical skills.</p>	<p><u>Recitals</u> The faculty in the major area of study evaluates the recital and provides a pass/fail grade and feedback.</p>
3. Acquire a thorough grounding in the academic study of music	<p><u>Coursework in Music Theory, Music History, and Ethnomusicology</u> Students complete courses in these areas as required by their program. This coursework is designed to provide a thorough grounding in both content and methods for the academic study of music.</p>	<p><u>Coursework in Music Theory, Music History, and Ethnomusicology</u> Courses are evaluated according to clear standards laid out in course syllabi.</p>
4. Prepare to become a professional in the field of music education	<p><u>Clinical Experiences</u> Students gain professional experience under the guidance of K-12 music educators through three formal placements in school music programs. Placements are diversified in order to help students prepare for teaching band, choir, orchestra, general music, and other music classes offered across K-12 schools.</p> <p><u>Clinical Practice Application & Interview</u> Prior to Clinical Practice, students complete an application, undergo a thorough review of outstanding coursework, and interview with faculty in music education.</p> <p><u>Clinical Practice I & II</u> Students gain practical, hands-on experience teaching in the K-12 classroom through two semesters of</p>	<p><u>Clinical Experiences</u> Cooperating K-12 music educators provide formal feedback via an evaluation form submitted at the end of the placement. Cooperating K-12 music educators provide informal feedback to students throughout the placement.</p> <p><u>Clinical Practice Application & Interview</u> Interviewing faculty provide students with feedback and guidance regarding their preferred Clinical Practice setting. Interviews and applications are used to guide the Clinical Practice placement process.</p> <p><u>Clinical Practice I & II</u> The University Supervisor and the Cooperating K-12 music educator provide formal and informal evaluations</p>

	<p>Clinical Practice. The fall semester is part-time and the spring semester is full-time in the assigned schools. Students experience two different age groups in order to better prepare them for K-12 teaching.</p> <p><u>Clinical Practice I & II Seminar</u> Students make connections to their K-12 Clinical Practice placement and their previous coursework through these seminar-style classes. These courses are designed to support the teacher candidate during the important final semesters in the program and guide students through the certification processes required by the state of NJ.</p> <p><u>Teacher Certification</u> Students complete non-credit exams, portfolios, and modules in order to meet the requirements for NJ teacher certification.</p>	<p>throughout the Clinical Practice assignments. Students meet to discuss each teaching observation with their University Supervisor and then receive a formal evaluation. Students receive five formal evaluations in the fall semester and eleven in the spring semester. A remediation plan is available for any student who struggles.</p> <p><u>Clinical Practice I & II Seminar</u> Courses are evaluated according to clear standards in course syllabi.</p> <p><u>Teacher Certification</u> The results of these exams and modules are provided directly to the student by the test-giving body. Meeting the passing scores set by the state of NJ is required for acquiring an NJ teaching certificate.</p>
<p>4. Acquire a strong background in a secondary area of performance.</p>	<p><u>Secondary Lessons</u> Students undertake one-on-one secondary lessons, receiving guidance on technique, repertoire, and musicianship over an extended period of study.</p> <p><u>Ensembles</u> Students enroll in ensembles on their instrument/voice as required by their program.</p> <p><u>Piano Proficiency Exam</u> Since keyboard skills are required of professional</p>	<p><u>Secondary Lessons</u> Instructors provide feedback each semester through grading according to specific criteria in their syllabi.</p> <p><u>Ensembles</u> Student work in ensembles is graded according to set criteria, including participation, preparation, and performances.</p> <p><u>Piano Proficiency Exam</u> The exam is evaluated according to clear standards. Remediation is available through class piano courses.</p>

	<p>musicians and music educators in numerous settings, students are required to pass this exam.</p> <p><u>Participation in Music Assembly</u> Students participate in Music Assembly as dictated by their program requirements. These encompass professional-development workshops and presentations for the full undergraduate population, area/studio classes designed to promote professional skills specific to the secondary area of study, and performance opportunities.</p>	<p><u>Participation in Music Assembly</u> Students are graded in Music Assembly according to clear standards in the course syllabus.</p>
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BM Degree with Concentration in Jazz Performance Studies

Learning Goal	Student Assessment Measures and Criteria	Feedback of Assessment Results
<p>1. Acquire a thorough grounding in the major area of study</p>	<p><u>Applied Major Lessons</u> Students enroll in one-on-one applied major lessons with their major instructor, who provides them with guidance on technique, repertoire, and musicianship over an extended period of study.</p> <p><u>Ensembles</u> Students must enroll in large and small ensembles as required by their program.</p> <p><u>Juries</u> Students perform in juries as required by their program. The major professor must approve the program. It is expected that students will show progress through a wide range of repertoire and technical skills.</p> <p><u>Recitals</u> Students must complete recitals as dictated by their program requirements. The major professor must approve the program. It is expected that students will demonstrate a thorough grounding in a wide range of repertoires and technical skills.</p>	<p><u>Applied Major Lessons</u> Instructors provide feedback each semester through grading according to specific criteria laid out in their syllabi.</p> <p><u>Ensembles</u> Student work in ensembles is graded according to set criteria, including participation, preparation, and performances.</p> <p><u>Juries</u> The faculty in the major area of study evaluates the jury performances and provides a grade and specific feedback.</p> <p><u>Recitals</u> The faculty in the major area of study evaluates the recital and provides a pass/fail grade and feedback.</p>
<p>2. Acquire a thorough grounding in the academic study of music</p>	<p><u>Coursework in Music Theory, Jazz Theory, Music History, Jazz Styles, and Ethnomusicology</u> Students complete courses in these areas as dictated by their program requirements. This coursework is designed to provide a thorough grounding in both content and methods for the academic study of music.</p>	<p><u>Coursework in Music Theory, Jazz Theory, Music History, Jazz Styles and Ethnomusicology</u> Courses are evaluated according to clear standards laid out in course syllabi.</p>

<p>3. Prepare to become a professional in the field of jazz performance</p>	<p><u>Piano Proficiency Exam</u> Since keyboard skills are required of jazz musicians in numerous settings, students are required to pass this exam.</p> <p><u>Business of Music</u> Students are encouraged to take a course on the business of music to help prepare them for professional life.</p> <p><u>Participation in Music Assembly</u> Students participate in Music Assembly as dictated by their program requirements. These encompass professional-development workshops and presentations for the full undergraduate population, area/studio classes designed to promote professional skills specific to the major area of study, and performance opportunities.</p> <p><u>Participation in Extra-Curricular Master Classes and Other Professional-Development Opportunities</u> With the assent of the major teacher, students participate in extra-curricular master classes, off-campus performances, competitions, and other professional-development opportunities.</p>	<p><u>Piano Proficiency Exam</u> The exam is evaluated according to clear standards. Remediation is available through class piano courses.</p> <p><u>Business of Music</u> This course is evaluated according to clear standards laid out in the course syllabus.</p> <p><u>Participation in Music Assembly</u> Students are graded in Music Assembly according to clear standards in the course syllabus.</p> <p><u>Participation in Extra-Curricular Master Classes and Other Professional-Development Opportunities</u> The review process for entry into these extra-curricular activities provides vital feedback to students seeking to establish themselves as professionals in the field.</p>
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BM Degree with Concentration in Composition

Learning Goal	Student Assessment Measures and Criteria	Feedback of Assessment Results
<p>1. Acquire a thorough grounding in the major area of study</p>	<p><u>Applied Major Lessons</u> Students enroll in one-on-one applied major lessons in composition with their major instructor, who provides them with guidance on compositional technique and musicianship over an extended period of study.</p> <p><u>Ensembles</u> Students enroll in the Helix! new music ensemble as required by their program.</p> <p><u>Recitals</u> Students must complete recitals as dictated by their program requirements. The major professor must approve the program. It is expected that students will demonstrate a thorough grounding in a wide range of repertoires and technical skills.</p> <p><u>Composition Practicum</u> Students enroll in the composition practicum as a means of sharing ideas and practices in their art and in the field.</p>	<p><u>Applied Major Lessons</u> Instructors provide feedback each semester through grading according to specific criteria in their syllabi.</p> <p><u>Ensembles</u> Student work in ensembles is graded according to set criteria, including participation, preparation, and performances.</p> <p><u>Recitals</u> The faculty in the major area of study evaluates the recital and provides a grade and specific feedback.</p> <p><u>Composition Practicum</u> The course is evaluated according to clear standards laid out in the course syllabus.</p>
<p>2. Acquire a thorough grounding in the academic study of music</p>	<p><u>Coursework in Music Theory, Music History, and Ethnomusicology</u> Students complete courses in these areas as dictated by their program requirements. This coursework is designed to provide a thorough grounding in both content and methods for the academic study of music.</p>	<p><u>Coursework in Music Theory, Music History, and Ethnomusicology</u> Courses are evaluated according to clear standards in course syllabi.</p>

<p>3. Acquire a strong background in a secondary area of performance.</p>	<p><u>Secondary Lessons</u> Students enroll in one-on-one secondary lessons, receiving guidance on technique, repertoire, and musicianship over an extended period of study.</p> <p><u>Ensembles</u> Students enroll in ensembles on their instrument/voice as required by their program.</p>	<p><u>Secondary Lessons</u> Instructors provide feedback each semester through grading according to specific criteria in their syllabus.</p> <p><u>Ensembles</u> Student work in ensembles is graded according to set criteria, including participation, preparation, and final performances.</p>
<p>4. Prepare to become a professional in the field of composition</p>	<p><u>Piano Proficiency Exam</u> Since keyboard skills are required of professional musicians in numerous settings, students are required to pass this exam.</p> <p><u>Business of Music</u> Students are encouraged to take a course on the business of music to help prepare them for professional life.</p> <p><u>Participation in Music Assembly</u> Students participate in Music Assembly as dictated by their program requirements. These encompass professional-development workshops and presentations for the full undergraduate population, area/studio classes designed to promote professional skills specific to the major area of study, and performance opportunities.</p> <p><u>Participation in Extra-Curricular Master Classes and Other Professional-Development Opportunities</u> With the assent of the major teacher, students participate in extra-curricular master classes, off-campus performances, competitions, and other professional-development opportunities.</p>	<p><u>Piano Proficiency Exam</u> The exam is evaluated according to clear standards. Remediation is available through class piano courses.</p> <p><u>Business of Music</u> This course is evaluated according to clear standards in the course syllabus.</p> <p><u>Participation in Music Assembly</u> Students are graded in Music Assembly according to clear standards laid out in the course syllabus.</p> <p><u>Participation in Extra-Curricular Master Classes and Other Professional-Development Opportunities</u> The review process for entry into these extra-curricular activities provides vital feedback to students seeking to establish themselves as professionals in the field.</p>

