

Learning Goals of the MGSA Graduate Music Programs

MM Degree Learning Goals and Assessments (Music Education)

Learning Goal	Student Assessment Measures and Criteria	Feedback of Assessment Results
<p>1. Attain mastery in the field of music education</p>	<p><u>Coursework</u> Students undertake required and elective coursework in music education, music theory, and music history.</p> <p><u>Written Comprehensive Exam</u> The comprehensive exam assesses mastery of the field of music education.</p>	<p><u>Coursework</u> All coursework is evaluated according to specific guidelines laid out in the course syllabi. The area head tracks student progress through the coursework and provides feedback as necessary.</p> <p><u>Written Comprehensive Exam</u> A committee of faculty members reviews the comprehensive exam and evaluates it on a pass/fail basis.</p>
<p>2. Broaden understanding of music education theory and practice in order to advance students' own professional practice as music educators.</p>	<p><u>Coursework</u> Reflective writing and discussion in required elective coursework.</p>	<p><u>Coursework</u> All coursework is evaluated according to specific guidelines laid out in the course syllabi.</p>

MM Degree Learning Goals and Assessments (Performance, Conducting, Jazz, Opera)

Learning Goal	Student Assessment Measures and Criteria	Feedback of Assessment Results
<p>1. Attain mastery in the major field of study</p>	<p><u>Applied Major Lessons</u> Students undertake private 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 dictated by their program requirements.</p> <p><u>Recitals/Lecture-Recitals</u> Students must complete recitals as dictated by their program requirements. The programs for these recitals are approved by their studio teachers and area heads, and they are expected to demonstrate marked ability in a wide range of repertoires and styles.</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 final performances.</p> <p><u>Recitals/Lecture-Recitals</u> Recitals are evaluated by at least two faculty members (or, in the case of lecture-recitals, three faculty members). Evaluators record their feedback on recital evaluation forms, and the Graduate Advisor conveys the feedback to the students.</p>
<p>2. Attain mastery in the academic study of music</p>	<p><u>Academic Coursework</u> Students learn the components of research through engagement in coursework in musicology and music theory.</p>	<p><u>Academic Coursework</u> Coursework is evaluated by the instructing faculty according to the criteria laid out in the course syllabi.</p>
<p>3. Demonstrate mastery over the field</p>	<p><u>Written Comprehensive Exam</u> Students take a written exam that tests mastery over their primary area of study. These include identification of score excerpts, including discussion of stylistic and other features of an unidentified composition, and essay questions that</p>	<p><u>Written Comprehensive Exam</u> A faculty committee evaluates the written exam for comprehensive knowledge of the field and clarity of thought.</p>

	synthesize issues of repertoire and performance.	
4. Prepare to be professionals in the discipline	<p><u>Off-campus performance opportunities, master classes, and workshops</u></p> <p>The faculty makes a concerted effort to enhance the programs with opportunities for off-campus performances, as well as master classes, workshops, and other collaborative opportunities with noted authorities in the field.</p>	<p><u>Off-campus performance opportunities, master classes, and workshops</u></p> <p>These opportunities present students with valuable feedback about their levels of professionalism and public presentation.</p>

DMA Degree Learning Goals and Assessments (Music Education)

Learning Goal	Student Assessment Measures and Criteria	Feedback of Assessment Results
<p>3. Attain marked ability in scholarship and research in the study of music education.</p>	<p><u>Coursework</u> Students undertake required and elective coursework in music education, music theory, and music history, as well as a student-selected cognate field of concentration.</p> <p><u>Written Comprehensive Exam</u> The comprehensive exam assesses depth and breadth of knowledge in the field of music education.</p>	<p><u>Coursework</u> All coursework is evaluated according to specific guidelines laid out in the course syllabi. The graduate advisor tracks student progress through the coursework and provides feedback as necessary.</p> <p><u>Written Comprehensive Exam</u> A committee of faculty members reviews the comprehensive exam and evaluates it on a pass/fail basis.</p>
<p>4. Engage in and conduct original research in music education</p>	<p><u>Dissertation Proposal and Defense</u> Within a time-frame agreed upon with the advisor, a student should submit a three-chapter dissertation proposal that lays out a clear plan for original research as well as the scholarly apparatus on which the research will be based. Research studies involving human subjects must include IRB approval.</p> <p><u>Dissertation and Dissertation Defense</u> The student conducts original research, engaging thoroughly with literature by other scholars, collecting data, and making an original contribution to the field. The final dissertation document typically follows the traditional five-chapter format.</p>	<p><u>Dissertation Proposal and Defense</u> The advisor evaluates the proposal and provides feedback. Only after the advisor has approved it may the student distribute it to the rest of the committee. The committee provides feedback at the defense.</p> <p><u>Dissertation and Dissertation Defense</u> The advisor evaluates the dissertation and provides written feedback. The committee provides feedback during the defense and may also provide written feedback when necessary.</p>
<p>5. Prepare to be professionals in the</p>	<p><u>On-Campus Presentation of Work</u> Faculty provide venues for ABD doctoral students to</p>	<p><u>On-Campus Presentation of Work</u> Presentations given in these forums are evaluated</p>

<p>field of music education</p>	<p>participate in discussion groups and present their work-in-progress to peers for formative feedback.</p> <p><u>Presentations at conferences and preparation of work for publication (with the approval of the advisor)</u> Public presentations/publications of scholarship are a vital component of preparing to be a professional in the field. Such presentations are not requirements of the program, but students are encouraged in this direction as they achieve mastery in the discipline. Students prepare their work for public presentation under the supervision of advisors or primary instructors. Particularly, DMA students are strongly encouraged to participate in the annual BTAA music education conference, which provides a specific venue for doctoral students to share work-in-progress.</p>	<p>primarily by peers, but the faculty advisor also gives feedback to help students improve. These forums are particularly used to prepare for proposal and dissertation defenses.</p> <p><u>Presentations at conferences and preparation of work for publication (with the approval of the advisor)</u> The faculty- and peer-review process for off-campus presentations provides students with important feedback on their work and prepares them for participation in their field.</p>
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DMA Degree Learning Goals and Assessments (Instrumental and Vocal Performance, Piano, Conducting)

Learning Goal	Student Assessment Measures and Criteria	Feedback of Assessment Results
<p>5. Attain marked ability in the major field of study</p>	<p><u>Applied Major Lessons</u> Students undertake private 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 dictated by their program requirements.</p> <p><u>Recitals/Lecture-Recitals</u> Students must complete recitals as dictated by their program requirements. The programs for these recitals are approved by their studio teachers and area heads, and they are expected to demonstrate marked ability in a wide range of repertoires and styles.</p> <p><u>Literature/Repertoire Courses</u> Students enroll in courses on literature, which aid them in gaining a thorough knowledge of the music composed for their primary instrument or area of study.</p> <p><u>Written Comprehensive Exam</u> Students take a written exam that tests mastery over their primary area of study. These include identification of score excerpts, including discussion of stylistic and other features of an</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 final performances.</p> <p><u>Recitals/Lecture-Recitals</u> Recitals are evaluated by at least two faculty members (or, in the case of lecture-recitals, three faculty members). Evaluators record their feedback on recital evaluation forms, and the Graduate Advisor conveys the feedback to the students.</p> <p><u>Literature/Repertoire Courses</u> Coursework is evaluated by the instructing faculty according to the criteria laid out in the course syllabi.</p> <p><u>Written Comprehensive Exam</u> A faculty committee evaluates the written exam for comprehensive knowledge of the field and clarity of thought.</p>

	<p>unidentified composition, and essay questions that synthesize issues of repertoire and performance.</p> <p><u>Oral Comprehensive Exam</u> Students take an hour-long oral comprehensive exam in their primary area of study. They may be asked about repertoire, history, theory, pedagogy, and other topics relevant to the field.</p>	<p><u>Oral Comprehensive Exam</u> A five-member faculty committee evaluates the oral exam for comprehensive knowledge of the field, clarity of thought, and oral presentation.</p>
6. Engage in and conduct research in music	<p><u>Academic Coursework</u> Students learn the components of research through engagement in coursework in musicology and music theory.</p> <p><u>Lecture-Recital</u> Students undertake a capstone lecture-recital paper of approximately 11,000–14,000 words, which demonstrates facility in research and writing, and the ability to connect those skills to their major area of study. In addition to the written paper, students present their work orally in a 30-minute lecture, followed by a 30-minute recital relevant to the topic of the paper. The project must be approved by an academic advisor, as well as the studio instructor and area head.</p>	<p><u>Academic Coursework</u> Coursework is evaluated by the instructing faculty according to the criteria laid out in the course syllabi.</p> <p><u>Lecture-Recital</u> The academic advisor works with the student throughout the project to ensure high-quality research and writing. The presentation of the lecture-recital may only be scheduled after the advisor’s approval of the paper. The advisor, the studio instructor, and an additional reader from the academic faculty provide feedback on the paper and convey it to the student directly. Feedback on the performance component is conveyed by the Graduate Advisor through the recital evaluation forms.</p>
7. Prepare to be professionals in the discipline	<p><u>Off-campus performance opportunities, master classes, and workshops</u> The faculty makes a concerted effort to enhance the programs with opportunities for off-campus performances, as well as master classes, workshops, and other collaborative opportunities with noted authorities in the field.</p>	<p><u>Off-campus performance opportunities, master classes, and workshops</u> These opportunities present students with valuable feedback about their levels of professionalism and public presentation.</p>

Artist's Diploma Learning Goals and Assessments

Learning Goal	Student Assessment Measures and Criteria	Feedback of Assessment Results
<p>1. Attain marked ability in the major field of study</p>	<p><u>Applied Major Lessons</u> Students undertake private 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 dictated by their program requirements.</p> <p><u>Recitals</u> Students must complete recitals as dictated by their program requirements. The programs for these recitals are approved by their studio teachers and area heads, and they are expected to demonstrate marked ability in a wide range of repertoires and styles. AD Opera students substitute role performance for recitals.</p> <p><u>Literature/Repertoire Courses</u> Students enroll in courses on literature, which aid them in gaining a thorough knowledge of the music composed for their primary instrument or area of study.</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 final performances.</p> <p><u>Recitals</u> Recitals are evaluated by at least two faculty members (or, in the case of lecture-recitals, three faculty members). Evaluators record their feedback on recital evaluation forms, and the Graduate Advisor conveys the feedback to the students.</p> <p><u>Literature/Repertoire Courses</u> Coursework is evaluated by the instructing faculty according to the criteria laid out in the course syllabi.</p>
<p>2. Demonstrate mastery over the field</p>	<p><u>Oral Comprehensive Exam</u> Students take an hour-long oral comprehensive exam in their primary area of study. They may be</p>	<p><u>Oral Comprehensive Exam</u> A five-member faculty committee evaluates the oral exam for comprehensive knowledge of the field, clarity of</p>

	asked about repertoire, history, theory, pedagogy, and other topics relevant to the field.	thought, and oral presentation.
3. Prepare to be professionals in the discipline	<p><u>Off-campus performance opportunities, master classes, and workshops</u></p> <p>The faculty makes a concerted effort to enhance the programs with opportunities for off-campus performances, as well as master classes, workshops, and other collaborative opportunities with noted authorities in the field.</p>	<p><u>Off-campus performance opportunities, master classes, and workshops</u></p> <p>These opportunities present students with valuable feedback about their levels of professionalism and public presentation.</p>