Undergraduate Degree Program  
Program - CARTA Music SLO (BA)

**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 other professional field. They will also have a broad liberal arts background that will prepare them for careers in music or other professional fields.

**Music Outcomes**
FIU graduates should be able to achieve the following:

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<th>Content Knowledge and Skills (including Technology)</th>
<th>Direct Measures</th>
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<td><strong>Knowledge Acquisition</strong></td>
<td><strong>Procedure:</strong></td>
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| Graduates will be able to identify genres, composers, compositions, musical concepts, and terms, locating them within the appropriate historical musical style periods, and understand how the conceptual apparatus of music has changed over time. | **Assessment Instrument:** Closed-ended Exam  
**Assessment Method:** At the conclusion of the four-semester Music History Survey course sequence, all undergraduate music majors will be given a locally developed 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.  
Procedure: Since answers to the questions are correct or incorrect, the exam results can be assembled by any one faculty member. 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).  
Upon completion, the assessment is submitted to the area coordinator for review and discussion. |

| **Creative Expression**                              | **Procedure:**  |
| Graduates will be able to synthesize, apply, and coalesce the musical research skills they have acquired. | **Assessment Instrument:** Rubric  
**Assessment Method:** 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. Or the students will complete some other capstone of comparable scope. The topic will be related to the student’s individual interests and career goals. |
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<th>Critical Thinking</th>
<th>Procedure:</th>
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| Graduates will be able to analyze music structured around "common-practice" and "post-tonal" conventions, and synthesize these skills by producing syntactically coherent musical statements in the form of short analyses and exercises in harmony and counterpoint. | Assessment Instrument: Closed-ended Exam  
Assessment Method: After or shortly before the conclusion of the music theory sequence, all undergraduate music majors (B. A. and B. M.) will be given a locally-developed skills exam that measures both students' analytical and applied analytical skills such as inferring plausible chord progressions, modulations, and cadential goals from an unfigured bass and applying this information toward the composition of three upper voices for that bass by correctly labeling and identifying musical examples and filling in missing lines with the appropriate notes.  
Procedure: Since answers to the questions are correct or incorrect, the exam results can be assembled by any one faculty members. The results will  
1) not meet expectations (less than 70% correct), or  
2) meet expectations (70-85% correct), or  
3) exceed expectations (86-100% correct).  
Upon completion, the assessment is submitted to the area coordinator for review and discussion with the entire music theory instructional staff. |

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<th>Communication (Oral or Written)</th>
<th>Direct Measures</th>
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| Written Communication | Assessment Instrument: Rubric  
Assessment Method: 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. Or the students will complete some other capstone of comparable scope. The topic will be related to the student’s individual interests and career goals.  
Students will be scored based on five competencies: stylistic conventions, content, organization, use of sources. The four competencies will be passed on the basis of the written portion of the capstone senior project or internship.  
Course Assessed: MUS 4910  
Sampling: All students in MUS 4910.  
Minimum Criteria for Success: All students will meet or exceed expectations, i.e., achieve a 2 or 3 on the 3-point rubric.  
Assessment Instrument: Rubric  
Assessment Method: #1 Standard: Students will demonstrate |
written communication skills by producing a written Senior Research Project of 30 pp. or more with footnotes and bibliography that synthesizes and applies information and that provides contextual perspective with proper organization of material, use of sources, mechanics and grammar, punctuation, citation and bibliographic format, quotation use, paper format, and style. Or the students will complete some other capstone of comparable scope that includes a substantial written portion (such as a journal kept during the course of an internship). A prospectus for the project must be submitted and approved the semester before the project is completed.

#2 Procedure: The Senior Research Project is assessed by two faculty members. The Senior Research Project is assessed through the use of a Paper Evaluation Sheet that addresses various aspects of each of the above-mentioned categories. Each evaluator will assess the results using a three-point rubric: 1) needs improvement, 2) meets expectations, 3) exceeds expectations. Upon completion, the assessment is submitted to the area coordinator for review and discussion.

**Course Assessed:**

**Sampling:** Students completing a Senior Research Project.

**Minimum Criteria for Success:** On a 3-point rubric, students will meet (2) or exceed (3) expectations for each of the following areas:

1. Stylistic content
2. Content area
3. Organization
4. Use of sources
5. Oral articulation of ideas

### Oral Communication

Graduates will be able to effectively communicate, orally, general and in-depth musical concepts, including theoretical, historical, and practical analysis.

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<tr>
<td><strong>Assessment Instrument:</strong> Rubric</td>
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<td><strong>Assessment Method:</strong> Students in a track that requires a Junior Recital will present a lecture recital to fulfill this requirement. Students in a track that requires a senior research or other capstone project will present an oral defense to their committee members.</td>
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<td>Members of the student's recital or project committee will score the student based on organization, content, the answering of questions, use of audio-visual aids, and rhetorical effectiveness.</td>
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<td><strong>Course Assessed:</strong> MUS 4910, MUM 4940, MVx3970</td>
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<tr>
<td><strong>Sampling:</strong> All undergraduates taking Junior recital (for performers and music education students) or MUM 4940 (for music business students), or MUM 4910 for music technology and composition students</td>
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<td><strong>Minimum Criteria for Success:</strong> All students will score at &quot;Meets Expectations&quot; (2) or above on a three-point rubric.</td>
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