Students must demonstrate the ability to identify genres, composers, compositions, musical concepts, and terms, locating them within the appropriate historical musical style periods. They should also demonstrate knowledge of how the conceptual apparatus of music has changed over time.

Creative Expression: 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. Or the students will complete some other capstone of comparable scope. 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.

Technology
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).

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.

X=courses where outcomes are assessed/taught.