Students must demonstrate competence in music history. This one outcome involves the ability not only to identify genres, composers, compositions, musical concepts, and terms, but also to situate them within the appropriate historical musical style period or, in the case of concepts and genres spanning several periods, within paradigm or style shifts of long duration.

Students will demonstrate the ability to synthesize, apply, and coalesce the musical performance or musical research skills they have acquired in a public Senior Recital or a Senior Research Project. For Senior Recitals, there should be a minimum of inaccurate pitches, incorrect rhythms, and memory lapses. Vocal diction should be comprehensible. Students should demonstrate that they have thought about musical interpretation by producing expressive phrasing and dynamic gradations. For Senior Research Projects, students should demonstrate that they do not merely parrot previous work but build on it, showing clear evidence of independent thinking and expression. Independent thinking involves drawing freely on relevant historical, theoretical, and technological approaches covered in their capstone courses.

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. In the case of Senior Recital Program Notes, the content will be derived from assigned repertoire. The grammar, syntax, use of sources, and stylistic register must be appropriate for scholarly prose.

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X = courses where outcomes are assessed/taught.