Undergraduate Degree Program

Music - 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 a related field.

Student Learning Outcomes

FIU Music - BA graduates should be able to achieve the following:

<table>
<thead>
<tr>
<th>Content/Discipline Knowledge Skills</th>
<th>Direct Measures</th>
</tr>
</thead>
<tbody>
<tr>
<td>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.</td>
<td>Procedure:</td>
</tr>
<tr>
<td>Standard: At the conclusion of the four-semester Music History Survey course sequence, all undergraduate music majors (B. A. and B. M.) 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).</td>
<td></td>
</tr>
</tbody>
</table>
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.

Procedure:
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.

Procedure: During their final semester, students present a Senior Research Project, which is assessed by two faculty members. Each evaluator will assess the results using a three-point rubric: 1) needs improvement, 2) meets expectations, 3) exceeds expectations.
Standard: At the conclusion of the required Midi Tech course, all undergraduate music majors (B. A. and B. M.) will produce a portfolio that includes work in each of the aforementioned areas that clearly demonstrates their ability to utilize technology effectively and understanding of the underlying concepts involved in the technology. The portfolio must consist of the following: 1) a fully notated score of an original composition or arrangement (uploaded both as a PDF and either a Finale or Sibelius file); 2) a short, musical composition created in an audio editing program (uploaded as an mp3); and 3) a presentation of their own creative research through a separate, original web page.

Procedure: The portfolio will be assessed by the technology coordinator and two other faculty members, at least one of whom is not in the area concentration. Evaluation will focus on the successful realization of the work, its content, and its professional presentation. Each evaluator will assess the results using a three-point rubric: 1) needs improvement, 2) meets expectations, 3) exceeds expectations.

Sampling:
All undergraduate music majors (B. A. and B. M.).

Minimum Criteria for Success:
All students will meet or exceed expectations with a minimum of 2 on the 3-point rubric.

<table>
<thead>
<tr>
<th>Critical Thinking Skills</th>
<th>Direct Measures</th>
</tr>
</thead>
<tbody>
<tr>
<td>Students must demonstrate the ability to think critically in</td>
<td>Procedure:</td>
</tr>
</tbody>
</table>
standard: 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 of a panel of three faculty members, two of whom are from outside the area concentration. 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).

sampling: All undergraduate music majors (B. A. and B. M.).

minimum criteria for success: All students will meet or exceed expectations with a minimum of 70-100/100 correct.

communication skills
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.

**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.

**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.

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

**Minimum Criteria for Success:**
All students will meet or exceed expectations with a minimum of 2 on the 3-point rubric.