

## **Learning Goals of the SGS Music Programs**

**May, 2018**

### **Statement of Vision:**

The musicology, music theory, composition, and music technology programs of the Mason Gross School of the Arts cultivate the study and creation of music through engagement with current methodologies in—and innovative approaches to—research and composition. We seek to foster a vibrant environment of intellectual curiosity, creativity, and collaboration, in which faculty and students of varied backgrounds may explore together the theory and practice of music throughout history and within contemporary culture. Our classes, concerts, lectures, conferences, and workshops build upon our position both within a professional conservatory setting and as part of the broad, humanistic environment of a major research university. We encourage the development of ideas about music through the application of traditional and non-traditional methods, interdisciplinary approaches, emerging technologies, and especially critical thinking and writing. Serving a community of performers, composers, and scholars, we promote inquiry into music of the past and the present, and the development of a vision for music in the future.

### **SGS Music Program Accomplishments for 2017-2018:**

- Review of all programs and update of program requirements and exams
- Establishment of Music Program bylaws in compliance with SGS bylaws
- Creation and implementation of a Student Annual Evaluation and Review form
- Revision of learning goals and assessment procedures

## MA Degree Learning Goals and Assessments

Learning Goal	Student Assessment Measures and Criteria	Feedback of Assessment Results
<p>1. Attain mastery in the fields of musicology, music theory, or composition</p>	<p><u>Student Annual Evaluation and Review Form</u> Graduate students complete this self-assessment form each year. The form asks students to report their grades in graduate courses, progress toward completion of program requirements, and contributions to the field (such as conference presentations, public performances of compositions, or publications). Forms are due April 15 to the relevant Area Head.</p> <p><u>Comprehensive Exam</u> The comprehensive exam is administered by each of the three areas as stipulated in the individual program requirements. The comprehensive exam assesses depth and breadth of knowledge.</p>	<p><u>Student Annual Evaluation and Review Form</u> The Area Head, in consultation with the program faculty, completes a response to the Students' Annual Evaluation and Review. Faculty responses are provided to students by May 15. Problematic cases are brought before the SGS Music Executive Committee for discussion.</p> <p><u>Comprehensive Exam</u> A committee of faculty members reviews the comprehensive exam and evaluates the exam on a pass/fail basis. An oral defense is held. Students are given the results of their examination immediately after the oral defense or within one week after the exam is given.</p>
<p>2. Engage in and conduct original research in music and/or original musical composition</p>	<p><u>Capstone Project or Thesis</u> Students in musicology and music theory engage in original research under the supervision of an advisor or composition instructor, writing a substantial research paper that engages primary and/or secondary literature and demonstrates an original contribution to the field. Students who wish to deposit their theses formally should obtain approval of their committee and register for the project over two semesters.</p>	<p><u>Capstone Paper, Project, or Research Thesis</u> The faculty committee assesses student work through critical reading and a public defense (as applicable by program). Additionally, students are strongly encouraged to receive outside peer review through conference presentations and/or publication.</p>

	<p><u>Composition Portfolio</u> Terminal MA students in composition create a portfolio of works composed during their residency under the direction of their primary composition teacher. At least two of the compositions must be recorded or performed.</p> <p><u>Student Annual Evaluation and Review Form</u> Graduate students complete this self-assessment form each year. The form asks students to report their grades in graduate courses, progress toward completion of program requirements, and contributions to the field (such as conference presentations, public performances of compositions, or publications). Forms are due April 15 to the relevant Area Head.</p>	<p><u>Composition Portfolio</u> The composition faculty assesses the portfolio, providing feedback on quality and originality.</p> <p><u>Student Annual Evaluation and Review Form</u> The Area Head, in consultation with the program faculty, completes a response to the Students' Annual Evaluation and Review. Faculty responses are provided to students by May 15. Problematic cases are brought before the SGS Music Executive Committee for discussion.</p>
<p>3. Prepare to be professionals in the discipline</p>	<p><u>Presentations at Rutgers University Musicological Society colloquia, on-campus readings of compositions, or any national/international conference/premiere.</u> Public presentations of scholarship or compositions are a vital component of preparing to be a professional in the field. Composition students are required to have their work performed or recorded. For students in musicology and music theory, participation in RUMS or in off-campus conferences is not required, 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.</p>	<p><u>Presentations at Rutgers University Musicological Society colloquia, on-campus readings of compositions, or any national/international conference/premiere.</u> The faculty review process for on-campus presentations/readings and the peer-review process for off-campus presentations/readings provide students with important feedback on their work and prepare them for participation in their field.</p>

## PhD Degree Learning Goals and Assessments

Learning Goal	Student Assessment Measures and Criteria	Feedback of Assessment Results
<p>1. Attain marked ability in scholarship and research in the study of music. For students in the composition area, attain marked ability in the composition of new music.</p>	<p><u>Student Annual Evaluation and Review Form</u> Graduate students complete this self-assessment form each year. The form asks students to report their grades in graduate courses, progress toward completion of program requirements, and contributions to the field (such as conference presentations, public performances of compositions, or publications). Forms are due April 15 to the relevant Area Head.</p> <p><u>Qualifying Exam</u> The comprehensive exam is administered by each of the three areas as stipulated in the individual program requirements. The qualifying exam assesses depth and breadth of knowledge.</p>	<p><u>Student Annual Evaluation and Review Form</u> The Area Head, in consultation with the program faculty, completes a response to the Students' Annual Evaluation and Review. Faculty responses are provided to students by May 15. Problematic cases are brought before the SGS Music Executive Committee for discussion.</p> <p><u>Qualifying Exam</u> A committee of four faculty members reviews the qualifying exam and evaluates the exam on a pass/fail basis. An oral defense is held. Students are given the results of their examination immediately after the oral defense or within one week after the exam is given.</p>
<p>2. Engage in and conduct original research in music and/or original musical composition (for areas with a thesis or capstone project in research or composition)</p>	<p><u>Dissertation Proposal and Defense</u> Within a year of completing coursework, a student should submit a dissertation proposal of 25-30 pages in length. The student also presents the dissertation proposal in a public forum</p> <p><u>Dissertation and Dissertation Defense</u> The student conducts original research, engaging thoroughly with primary and secondary sources and</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 written feedback on the proposal as well as immediate feedback on the defense. The student also receives feedback through the public question-and-answer process.</p> <p><u>Dissertation and Dissertation Defense</u> The advisor evaluates the dissertation and provides written feedback. The committee provides written</p>

	<p>making an original contribution to the field. For students in composition, the dissertation involves the composition of an extended work in addition to a written document. Students in all three programs present their final work in a public forum.</p> <p><u>Student Annual Evaluation and Review Form</u> Graduate students complete this self-assessment form each year. The form asks students to report their grades in graduate courses, progress toward completion of program requirements, and contributions to the field (such as conference presentations, public performances of compositions, or publications). Forms are due April 15 to the relevant Area Head.</p>	<p>feedback on the dissertation as well as immediate feedback on the defense. The student also receives feedback through the public question-and-answer process.</p> <p><u>Student Annual Evaluation and Review Form</u> The Area Head, in consultation with the program faculty, completes a response to the Students' Annual Evaluation and Review. Faculty responses are provided to students by May 15. Problematic cases are brought before the SGS Music Executive Committee for discussion.</p>
<p>3. Prepare to be professionals in the fields of musicology, music theory, or composition</p>	<p><u>Presentations at Rutgers University Musicological Society colloquia, on-campus readings of compositions, or any national/international conference/premiere</u> Public presentations of scholarship or compositions are a vital component of preparing to be a professional in the field. Composition students are required to have their work performed or recorded. For students in musicology and music theory, participation in RUMS or in off-campus conferences is not required, 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.</p>	<p><u>Presentations at Rutgers University Musicological Society colloquia, on-campus readings of compositions, or any national/international conference/premiere</u> The faculty review process for on-campus presentations/readings and the peer-review process for off-campus presentations/readings provide students with important feedback on their work and prepare them for participation in their field.</p>