

Boyer College of Music and Dance

Academic Program Student Learning Outcomes

Program Description	Program Degree	Student Learning Outcomes
BM Performance (Instrumental)	BMUS	1: Students must demonstrate comprehensive capabilities in the major performing medium including the ability to work independently to prepare performances at the highest possible level.
		2: Students must possess knowledge of applicable solo and ensemble literature.
		3: Students must demonstrate an orientation to and experience with the fundamentals of pedagogy.
		4: Students must demonstrate proficiency through solo and ensemble performance in a variety of formal and informal settings. A senior recital is essential.
BM Performance (Keyboard)	BMUS	1. Students must demonstrate knowledge of applicable solo and ensemble literature.
		2. Students demonstrate knowledge and experience with the fundamentals of pedagogy.
		3. Student demonstrate ability with solo and ensemble performance in a variety of formal and informal settings.
		4. Students demonstrate the ability to work independently to prepare performances at the highest possible level.
BM Performance (Voice)	BMUS	1: Comprehensive capabilities in the major performing medium including the ability to work independently to prepare performances at the highest possible level; knowledge of applicable solo and ensemble literature; and orientation to and experience with the fundamentals of pedagogy.
		2: The study and use of foreign languages and diction are essential.
		3: Solo and ensemble performance in a variety of formal and informal settings. A senior recital is essential.
CHORAL CONDUCTING	MMUS	1: Students demonstrate advanced competencies in conducting. Conducting, analytical studies, score reading, and rehearsal techniques comprise as much as two-thirds or at least one-third of the total curriculum.
		2: Students gain knowledge and skills in one or more fields of music outside the major such as orchestration, history and literature, musicology and ethnomusicology, performance, and composition.
		3: Choral conducting majors must be proficient in vocal pedagogy and in English, German, French, Italian, and Latin diction. They must have general phonetic knowledge and skills that can be related to other languages. They should have language competencies sufficient to understand texts in the repertory.
		4: Students develop advanced capacities to work independently and make effective artistic and intellectual judgments and professional decisions in the area of specialization.
		5: Students demonstrate professional competence in the area of specialization before peers and faculty.
COLLABORATIVE PIANO AND CHAMBER MUSIC	MMUS	1: Develop advanced, independent skills in the area of specialization.
		2: Students demonstrate professional-level competence in area of specialization.
		3: Students play 7 public recitals during program supervised and prepared by major professor in field of study.
		4: Students demonstrate advanced competencies instrumental and vocal collaboration.
		5: Students demonstrate knowledge of repertoire and performance practices.
6: Students demonstrate research skill through culminating event - either a written document or oral presentation on repertoire studied in the two years of the program		
COLLABORATIVE PIANO AND OPERA COACHING	MMUS	1: Students must develop advanced, capacities to work independently and make artistic and intellectual judgments and professional decisions in the area of specialization.
		3. Students gain knowledge and skills in one or more fields of music outside the major such as history, musicology, ethnomusicology, and performance.
		2: Students must demonstrate advanced competencies in vocal and/or instrumental collaboration.
		4. Students gain knowledge of repertoire and historical performance practices.
		5: Students must develop language diction competencies.
		6: Students must present at least one full-length public performance.

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COMPOSITION	BMUS	1. Students must demonstrate achievement of the highest possible level of skill in the use of basic concepts, tools, techniques, and procedures to develop a composition from concept to finished product.
		2. Students must exhibit fluency in the use of advanced tools needed by composers.
		3. Students must take advantage of opportunities to hear fully realized performances of their original compositions. Public presentation and critical assessment is an essential experience in this activity.
COMPOSITION	MMUS	1. Students must demonstrate advanced competencies in composition.
		2. Students must demonstrate knowledge and skills in one or more fields of music outside the major, such as history and literature, theory and analysis, musicology and ethnomusicology, performance, and pedagogy.
		3. As a culminating demonstration of professional capability in the major field, the student must submit at least one original composition appropriate as a final project.
DANCE	BFA	1: Students will demonstrate the highest possible levels of technical skills in performance.
		2: Students will develop functional knowledge and skills of choreography, both traditional and experimental.
		3: Students will demonstrate the ability to form and communicate analyses and critiques of dance using techniques of dance analysis, theory and history.
		4: Students will develop basic knowledge and skills in dance pedagogy.
DANCE	MA	1. Students will demonstrate a broad general knowledge of choreography, dance education, cultural theory, and history of dance.
		2. Students will demonstrate awareness of multiple perspectives and methods of scholarship, and be capable of undertaking independent research.
		4. Students must will specialized knowledge in a specific area.
		3. Students should have a reading knowledge of at least one, preferably two, appropriate languages, one of which may be dance notation.
DANCE	MFA	1. Students will demonstrate professional competence as a dance artist in some aspect of performance-oriented work as exemplified by depth of knowledge and achievement, which is demonstrated by production of a significant body of work.
		2. Students will demonstrate a breadth of understanding in dance and related disciplines and the ability to think independently, to integrate, and to synthesize information within the dance discipline and across disciplines.
		3. Students will show knowledge and understanding of the forces that have shaped dance throughout history and as an evolving contemporary art form, including representative works, individuals, styles, cultural contexts, events, and movement theories.
		4. Students will exhibit awareness of current issues and developments that affect the field and the potential to contribute to the expansion and evolution of the art, to advocate for the arts,
		5. Students will demonstrate writing and speaking skills to communicate clearly and effectively to the dance community, the public, and in teaching situations.
		6. Students will show the ability to work collaboratively and productively within a diverse community of artists and to acknowledge and respect diverse aesthetic viewpoints.
		7. Students will show a familiarity with current technologies utilized in the creation, documentation, preservation, and dissemination of work.
		8. Students will exhibit knowledge of bibliographic resources in dance, including Web-based resources, and the skills to access these resources.
		Students will achieve knowledge and skills for teaching dance in higher education and/or other selected settings.
		DANCE
		2. Students will have knowledge of general bibliographical and information resources in dance.
		3. Students will exhibit sufficient writing, speaking, and visual skills to communicate clearly and effectively to members of the scholarly and research communities and the wider community.

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Program Description	Program Degree	Student Learning Outcomes
DANCE (CONT'D)	PHD (CONT'D)	<p>4. Students will possess knowledge of the historical record of achievement associated with the major field(s) of study.</p> <p>5. Students will demonstrate intellectual awareness and curiosity sufficient to predict continued growth and contribution to the discipline.</p> <p>6. Students will demonstrate significant professional-level accomplishment in one or more field(s) of study.</p> <p>7. Students will demonstrate considerable depth of knowledge in some aspect of dance, such as a historical period, an aspect of cultural theory, properties and behaviors of materials or systems, philosophical inquiry, or educational methodology.</p> <p>8. Students will demonstrate research skills appropriate to the area of study as determined by the institution, such as computer programming, including Web design language(s), statistics, foreign languages, and so forth.</p>
DMA Performance (Instrumental)	DMA	<p>1: Students must demonstrate intellectual awareness and curiosity sufficient to predict continued growth and contribution to the discipline.</p> <p>2: Students must have significant advanced, professional level accomplishment in performance.</p> <p>3: Students must possess a knowledge of the techniques of music theory sufficient to perform advanced analysis.</p> <p>4: Students must demonstrate a knowledge of representative literature and composers of each major period of music history.</p> <p>5: Students must demonstrate knowledge of general bibliographical resources in music.</p> <p>6: Students must reveal considerable depth of knowledge in some aspect of music, such as an historical period, an aspect of theory, performance practice, or compositional styles.</p> <p>7: Students must demonstrate sufficient writing and speaking skills to communicate clearly and effectively to members of the scholarly community and the wider community, and especially in teaching situations.</p> <p>8: Students must demonstrate research skills appropriate to the area of study as determined by the institution.</p>
DMA Performance (Keyboard)	DMA	<p>1: Intellectual awareness and curiosity sufficient to predict continued growth and contribution to the discipline.</p> <p>2: Students should demonstrate significant advanced, professional-level accomplishment in performance.</p> <p>3: Students must demonstrate a knowledge of the techniques of music theory sufficient to perform advanced analysis.</p> <p>4: Students must demonstrate a knowledge of representative literature and composers of each major period of music history.</p> <p>5: Students must demonstrate a knowledge of general bibliographical resources in music.</p> <p>6: Students must demonstrate considerable depth of knowledge in some aspect of music, such as an historical period, an aspect of theory, performance practice, or compositional styles of theory, or compositional styles.</p> <p>7: Students must demonstrate sufficient writing and speaking skills to communicate clearly and effectively to members of the scholarly community and the wider community, and especially in teaching situations.</p> <p>8: Students must demonstrate research skills appropriate to the area of study as determined by the institution.</p> <p>9: Students must demonstrate performance skills at the highest level.</p>
DMA Performance (Voice)	DMA	<p>1: Students must demonstrate intellectual awareness and curiosity sufficient to predict continued growth and contribution to the discipline.</p> <p>2: Students must demonstrate significant advanced, professional-level accomplishment in performance, composition, scholarship, or conducting.</p> <p>3: Students must demonstrate knowledge of the techniques of music theory sufficient to perform advanced analysis.</p> <p>4: Students must demonstrate knowledge of representative literature and composers of each major period of music history.</p> <p>5: Students must demonstrate knowledge of general bibliographical resources in music.</p>

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DMA Performance (Voice) (CONT'D)	DMA (CONT'D)	6. Students must demonstrate considerable depth of knowledge in some aspect of music, such as an historical period, an aspect of theory, performance practice, or compositional styles.
		7: Students must demonstrate sufficient writing and speaking skills to communicate clearly and effectively to members of the scholarly community and the wider community, and especially in teaching situations.
		8. Student must demonstrate research skills appropriate to the area of study.
Harpichord Performance	BMUS	lessons with primary teacher and preparation for graduation recital
Harpichord Performance	MMUS	1. Students demonstrate advanced competencies in performance
		2. Early music or historical performance majors shall develop advanced knowledge of music history and performance practice
		3. As a culminating demonstration of professional capability in the major field, the student must present a public performance
		4. Students gain knowledge and skills in one or more fields of music outside the major such as theory and analysis, history and literature, musicology and ethnomusicology, and pedagogy
INSTRUMENT CONDUCTING: WIND-BAND EMPHASIS	MMUS	1: Students must demonstrate advanced competencies in conducting before peers and faculty
		2: Students must demonstrate knowledge and skills in one or more fields of music outside the major, such as orchestration, music history and literature, musicology and ethnomusicology, performance, or composition.
JAZZ STUDIES	MMUS	1: Students must demonstrate advanced competencies in jazz studies including areas such as jazz performance, improvisation, composition, and arranging, before peers and faculty.
		2: Students must demonstrate knowledge in one or more fields of music outside the major, such as history and literature, theory and analysis, musicology and ethnomusicology, or recording and student techniques.
JAZZ STUDIES/COMPOSITION	BMUS	1: Students must be able to perform, improvise, compose, arrange, and score in jazz idioms.
		2. Students must demonstrate the ability to work as a performer and composer/arranger with a variety of jazz and studio music idioms in various settings and with various sizes and types of ensembles, including the ability to produce the appropriate expressive style of the music being created or presented. Independent studies, internships, field work, and similar experiences are strongly encouraged.
		3. Students must present a public presentation of their students original compositions and/or arrangements.
JAZZ STUDIES/PERFORMANCE	BMUS	1. Students must show comprehensive capabilities in various jazz idioms, including the ability to perform, improvise, compose, arrange, and score; and knowledge of jazz history and literature, including the cultural sources and influences of jazz.
		2. Students must demonstrate the ability to work as a performer and composer/arranger with a variety of jazz and studio music idioms in various settings and with various sizes and types of ensembles, including the ability to produce the appropriate expressive style of the music being created or presented. Independent studies, internships, field work, and similar experiences are strongly encouraged.
		3. Students must obtain experiences in solo and ensemble settings to hear fully realized performances of her/his original compositions and/or arrangements.
		4. Students must perform a public senior recital of solo and ensemble compositions.
MM Performance (Instrumental)	MMUS	1: Students must demonstrate advanced competencies in performance before peers and faculty
		2: Students must demonstrate knowledge and skills in one or more fields of music outside the major, such as orchestration, music history and literature, musicology and ethnomusicology, performance, or composition.
MM Performance (Keyboard)	MMUS	1: Develop advanced, independent skills in the area of specialization.
		2: Demonstrate professional-level competence in area of specialization.
		3: As a culminating demonstration of professional capability, the student performs a public final recital.
		4: Add to knowledge of repertoire and performance practices

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MM Performance (Voice)	MMUS	1: Develop advanced capacities to work independently and make effective artistic and intellectual judgments and professional decisions in the area of specialization.
		2: Students demonstrate advanced competencies in performance before peers and faculty.
		3: Students will demonstrate knowledge and skills in one or more fields of music outside the major such as theory and analysis, history and literature, musicology, and pedagogy.
		4: Voice majors are expected to be proficient in English, German, French, and Italian diction and to have general phonetic knowledge and skills that can be applied to other languages. They should have language competencies sufficient to understand texts in the repertory.
MUSIC	BS	1. Students must demonstrate knowledge of principles common to a liberal arts general education, such as mathematics, natural science, languages, and the humanities.
		2. Students must demonstrate competence in musicianship.
		3. Students must demonstrate competence in performance, understanding of procedures for realizing a variety of musical styles, and knowledge and/or skills in one or more areas of music beyond basic musicianship
MUSIC	MA	1. Students must demonstrate advanced knowledge in one or more area of research and the ability to utilize these findings in fields of artistic or pedagogical practice
		2. Students must be able to demonstrate the ability to connect research to creative work and problem solving.
MUSIC	MS	1. Students must demonstrate advanced knowledge in one or more area of research and the ability to utilize these findings in fields of artistic or pedagogical practice
		2. Students must be able to demonstrate the ability to connect research to creative work and problem solving.
MUSIC EDUCATION	BMUS	1: Students will be able to demonstrate conducting and music leadership skills.
		2: Students will be able to arrange and adapt music from a variety of sources to meet the needs and ability levels of individuals, school performing groups, and in classroom situations.
		3: Students will demonstrate functional performance abilities in keyboard and the voice.
		4: Students will be able to apply analytical and historical knowledge to curriculum development, lesson planning, and daily classroom and performance activities.
		5: Students will be able to teach beginning students on instruments and/or in voice as appropriate to the chosen areas of specialization.
		6: Students will demonstrate knowledge of content, methodologies, philosophies, materials, technologies, and curriculum development in music education.
		7: Students will demonstrate proficiency in solo vocal or instrumental performance.
		8: Students will be able to demonstrate proficiency in large and small ensembles.
		9: Students will have the ability to lead performance-based instruction in a variety of settings.
		10: Students will demonstrate proficiency in teaching beginning students in a variety of specializations.
		11: Students will have the ability to teach music at various levels to different age groups and in a variety of classroom and ensemble settings in ways that develop knowledge of how music works syntactically as a communication medium and developmentally as an agent of civilization.
		12: Students will demonstrate an understanding of child growth and development and an understanding of principles of learning as they relate to music.
		13: Students will demonstrate the ability to assess aptitudes, experiential backgrounds, orientations of individuals and groups of students, and the nature of subject matter, and to plan educational programs to meet assessed needs.

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MUSIC EDUCATION (CONT'D)	BMUS (CONT'D)	<p>14: Students will demonstrate knowledge of current methods, materials, and repertoires available in various fields and levels of music education appropriate to the teaching specialization.</p> <p>15: Students will demonstrate the ability to accept, amend, or reject methods and materials based on personal assessment of specific teaching situations.</p> <p>16: Students will demonstrate an understanding of evaluative techniques and the ability to apply them in assessing both the musical progress of students and the objectives and procedures of the curriculum.</p>
MUSIC EDUCATION	MMUS	<p>1: Students demonstrate advanced competencies in music education.</p> <p>2: Students demonstrate knowledge and skills in one or more fields of music outside the major such as performance, conducting, theory and analysis, and history and literature.</p> <p>3: Students demonstrate knowledge of graduate-level perspectives on contemporary issues and problems in music education.</p>
MUSIC EDUCATION	PHD	<p>1: Each student must be able to think abstractly, generalize knowledge, carry on research and apply research results to an area of specialization.</p> <p>2: Each student must be able to communicate effectively both orally and in written form.</p> <p>3: Each student must understand the philosophical and psychological foundations of music education.</p> <p>4: Each student must understand the processes of teaching and learning music.</p>
MUSIC EDUCATION/JAZZ	BMUS	<p>1: Students will be able to demonstrate conducting and music leadership skills.</p> <p>2: Students will be able to arrange and adapt music from a variety of sources to meet the needs and ability levels of individuals, school performing groups, and in classroom situations.</p> <p>3: Students will demonstrate functional performance abilities in keyboard and the voice.</p> <p>4: Students will be able to apply analytical and historical knowledge to curriculum development, lesson planning, and daily classroom and performance activities.</p> <p>5: Students will be able to teach beginning students on instruments and/or in voice as appropriate to the chosen areas of specialization.</p> <p>6: Students will demonstrate knowledge of content, methodologies, philosophies, materials, technologies, and curriculum development in music education.</p> <p>7: Students will demonstrate proficiency in solo vocal or instrumental performance.</p> <p>8: Students will be able to demonstrate proficiency in large and small ensembles.</p> <p>9: Students will have the ability to lead performance-based instruction in a variety of settings.</p> <p>10: Students will demonstrate proficiency in teaching beginning students in a variety of specializations.</p> <p>11: Students will have the ability to teach music at various levels to different age groups and in a variety of classroom and ensemble settings in ways that develop knowledge of how music works syntactically as a communication medium and developmentally as an agent of</p> <p>12: Students will demonstrate an understanding of child growth and development and an understanding of principles of learning as they relate to music.</p> <p>13: Students will demonstrate the ability to assess aptitudes, experiential backgrounds, orientations of individuals and groups of students, and the nature of subject matter, and to plan educational programs to meet assessed needs.</p> <p>14: Students will demonstrate knowledge of current methods, materials, and repertoires available in various fields and levels of music education appropriate to the teaching specialization.</p> <p>15: Students will demonstrate the ability to accept, amend, or reject methods and materials based on personal assessment of specific teaching situations.</p> <p>16: Students will demonstrate an understanding of evaluative techniques and the ability to apply them in assessing both the musical progress of students and the objectives and procedures of the curriculum.</p>
MUSIC HISTORY	BMUS	<p>1. The ability to work intellectually with relationships between music and music literature within cultural/historical contexts. Knowledge of a variety of cultures, various historical periods, and the ability to produce and defend scholarly work are essential.</p>

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MUSIC HISTORY (CONT'D)	BMUS (CONT'D)	2. An understanding of evolving relationships among musical structure, music history, and performance practices, and the influence of such evolutions on musical and cultural change.
		3: Ability to use effectively the tools of scholarship including keyboard skills, spoken and written language, research techniques, advanced musical analysis, and applicable technologies.
		4: Reading skill in foreign languages is essential.
MUSIC HISTORY	MMUS	1. Develop advanced capacities to work independently and make effective artistic and intellectual judgments and professional decisions in the area of specialization.
		2. Demonstrate professional competence in the area of specialization before peers and faculty.
		3. Students demonstrate advanced competencies in music history and literature and/or musicology and/or ethnomusicology.
		4. Students gain knowledge and skills in one or more fields of music outside the major such as theory and analysis, pedagogy, and performance, including participation in ensembles appropriate to the major emphasis.
MUSIC TECHNOLOGY	BS	Students must demonstrate a basic understanding of acoustics and its application to music technology and digital synthesis,
		Students must demonstrate conceptual knowledge of the ways computer software and hardware can be used to create and manipulate musical sounds.
		Students must demonstrate a basic ability to record and edit acoustical and synthesized sound
		Students must demonstrate the ability to create, edit, and print a music score and parts using computer software.
		Students must be able to demonstrate an understanding of ways that digital sound can be used in performance.
		Students must demonstrate an ability to integrate and synthesize basic musical and technological knowledge and skills in the conceptualization and creation of a significant project or projects in music technology.
MUSIC TECHNOLOGY	MS	1. Students must demonstrate the ability to independently define and solve problems using music technology as an integrated field.
		2. Students must integrate and synthesize musical and technological knowledge and skills in the conceptualization of music technology projects.
		3. Students must demonstrate musical and technological capabilities to produce advanced work in at least one area of integrative music technology, or to produce graduate-level research or scholarly work in integrative music technology.
		4. Students must demonstrate an advanced understanding of the scope, integrative nature, and various functions of music technology as a field, including knowledge of various applications of music technology in music, technological development, research, pedagogy, and in other fields.
		5. Students must demonstrate an advanced knowledge of and ability to use terminologies and procedures in music technology, music, and technology, and their combinations as employed in and associated with the work of music technology. This includes, but is not limited to, their respective vocabularies of practice, ways work is conceptualized, developed, synthesized, and finalized, and phases of production, presentation, and/or distribution.
		6. Students must demonstrate graduate-level ability to describe and respond to the needs or expectations of users, audiences, and/or contexts associated with doing professional work in at least one area of music technology.
		7. Students must apply advanced capabilities in musicianship, score analysis, aural skills, and knowledge of the properties of musical structures and processes to solve music technology problems.
		8. Students must demonstrate fundamental knowledge of current technologies and technological principles widely applicable to music technology.
		9. Students must demonstrate an advanced level ability to use industry standard technologies at a professional level. Examples include mastery of production techniques, artistic expression, support for work in other fields, relationships with other technologies and media, etc.

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MUSIC TECHNOLOGY (CONT'D)	MS (CONT'D)	<p>10. Students must demonstrate an advanced understanding of the connections among music, technology, music technology, and culture, including the evolution of music technology, the impact of technology on music and culture, and the technological influences on multiple musical styles.</p> <p>11. Students must identify connections regarding current and emerging Internet- and network-based programs, services, and environments related to the creation, sharing, and distribution of music.</p> <p>12. Students must apply knowledge of the basic principles, laws, regulations, and ethical considerations and practices associated with music technology and intellectual property as it is both acquired and created by individuals working in the music technology program.</p> <p>13. Students must integrate the above competencies in at least one area of music technology through the creation of a professional-level final project.</p>
MUSIC THEORY	MMus	<p>1. Students must demonstrate advanced capabilities in musical analysis including the ability to produce and discuss analytical work from an independent perspective. This includes the ability to compare and evaluate the results of various analytical procedures.</p> <p>2. Knowledge and skills outside the major: courses taken outside of music theory (e.g. music history, performance, ensembles, electives in non-music programs)</p> <p>3. Final project: a research paper supervised by a graduate faculty member</p>
MUSIC THERAPY	BMUS	<p>1: Student will demonstrate the ability to play functional music on piano using various styles appropriate for the genre being performed.</p> <p>02: Students will demonstrate ability to sight-sing and take aural dictation.</p> <p>03: Students will demonstrate skills in voice, especially as related to group singing. Ability to communicate using a basic repertory of traditional, folk, and popular songs.</p> <p>04: Students will demonstrate guitar skills sufficient to accompany self and ensembles with an ability to perform a basic repertory of traditional, folk, and popular songs in several keys, with or without printed music.</p> <p>05: Students will demonstrate knowledge of and performance ability on percussion and other instruments sufficient to facilitate rhythm-based music experiences for individuals and groups.</p> <p>06: Students must demonstrate conducting skills adequate for repertory and leadership of small and large vocal or instrumental ensembles.</p> <p>07: Students will demonstrate composition and arranging skills sufficient to: Compose songs with simple accompaniment; arrange, transpose, and simplify music compositions for small vocal and non-symphonic instrumental ensembles.</p> <p>08: Students must demonstrate basic movement skills to direct and move expressively in structured rhythmic and improvisatory movement experiences.</p> <p>09: Students must demonstrate knowledge of the basic principles of normal human development, exceptionality and psychopathology, principles of therapy, and the therapeutic relationship.</p> <p>10. Students must demonstrate knowledge of the basic foundations and principles of music therapy, including history and philosophy; the psychological, physiological, and sociological bases for the use of music as therapy; music therapy methods, techniques and materials with their appropriate applications to various client populations.</p> <p>11: Students must demonstrate knowledge of various client populations; client assessment; treatment planning; therapy implementation and evaluation; clinical documentation (both oral and written) and termination/discharge planning.</p> <p>12: Students must demonstrate knowledge of professional standards of clinical practice; professional role and ethics; interdisciplinary collaboration in designing and implementing treatment programs; supervision and administration.</p> <p>13: Students must demonstrate knowledge of basic research methods to be able to interpret information, demonstrate basic knowledge of quantitative and qualitative research, and to apply research findings to clinical practice in music therapy.</p>
MUSIC THERAPY	MMT	<p>01: Students must demonstrate knowledge of music therapy theory, which may include principles, foundations, current theories of music therapy practice, supervision, education, implications for research.</p>

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MUSIC THERAPY (CONT'D)	MMT (CONT'D)	<p>02: Students must demonstrate knowledge and understanding of advanced clinical specializations and skills, including knowledge of clinical and supervisory roles of the music therapist.</p> <p>03: Students must demonstrate advanced skills in music therapy research.</p>
MUSIC THERAPY	PHD	<p>1: Students must demonstrate advanced insights and skills in practicing medical music therapy and music psychotherapy.</p> <p>2: Students must demonstrate an understanding of qualitative, quantitative and mixed methods research methods.</p> <p>3: Students must demonstrate an understanding of empirical and theoretical foundations of medical music therapy and music psychotherapy.</p> <p>4: Students must demonstrate an understanding of issues in higher education in music therapy.</p> <p>5: Students must demonstrate an ability to develop and evaluate theories of music therapy.</p>
MUSIC THERAPY/JAZZ	BMUS	<p>01: Student will demonstrate the ability to play functional music on piano using various styles appropriate for the genre being performed.</p> <p>02: Students will demonstrate ability to sight-sing and take aural dictation.</p> <p>03: Students will demonstrate skills in voice, especially as related to group singing. Ability to communicate using a basic repertory of traditional, folk, and popular songs.</p> <p>04: Students will demonstrate guitar skills sufficient to accompany self and ensembles with an ability to perform a basic repertory of traditional, folk, and popular songs in several keys, with or without printed music.</p> <p>05: Students will demonstrate knowledge of and performance ability on percussion and other instruments sufficient to facilitate rhythm-based music experiences for individuals and groups.</p> <p>06: Students must demonstrate conducting skills adequate for repertory and leadership of small and large vocal or instrumental ensembles.</p> <p>07: Students will demonstrate composition and arranging skills sufficient to: Compose songs with simple accompaniment; arrange, transpose, and simplify music compositions for small vocal and non-symphonic instrumental ensembles.</p> <p>08: Students must demonstrate basic movement skills to direct and move expressively in structured rhythmic and improvisatory movement experiences.</p> <p>09: Students must demonstrate knowledge of the basic principles of normal human development, exceptionality and psychopathology, principles of therapy, and the therapeutic relationship.</p> <p>10: Students must demonstrate knowledge of the basic foundations and principles of music therapy, including history and philosophy; the psychological, physiological, and sociological bases for the use of music as therapy; music therapy methods, techniques and materials with their appropriate applications to various client populations.</p> <p>11: Students must demonstrate knowledge of various client populations; client assessment; treatment planning; therapy implementation and evaluation; clinical documentation (both oral and written) and termination/discharge planning.</p> <p>12: Students must demonstrate knowledge of professional standards of clinical practice; professional role and ethics; interdisciplinary collaboration in designing and implementing treatment programs; supervision and administration.</p> <p>13: Students must demonstrate knowledge of basic research methods to be able to interpret information, demonstrate basic knowledge of quantitative and qualitative research, and to apply research findings to clinical practice in music therapy.</p>
OPERA	MMus	<p>1: Develop advanced capacities to work independently and make effective artistic and intellectual judgments and professional decisions in the area of specialization.</p> <p>2: Students demonstrate advanced competencies in voice and opera performance, including integration of the vocal, musical, theatrical, and diction skills required.</p> <p>3: Students will demonstrate knowledge and skills in one or more fields of music outside the major such as theory and analysis, history and literature, musicology, and pedagogy.</p> <p>4: Students will be able to demonstrate advanced skills in acting.</p>
Performance: Historic Keyboard Instruments	DMA	<p>01. Students must demonstrate intellectual awareness and curiosity sufficient to predict continued growth and contribution to the discipline.</p>

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Performance: Historic Keyboard Instruments (CONT'D)	DMA (CONT'D)	02. Students must demonstrate significant advanced, professional-level accomplishment in performance, composition, scholarship, or conducting.
		03. Students must demonstrate knowledge of the techniques of music theory sufficient to perform advanced analysis.
		04. Students must demonstrate knowledge of representative literature and composers of each major period of music history.
		05. Students must acquire knowledge of general bibliographical resources in music.
		06. Students must demonstrate considerable depth of knowledge in some aspect of music, such as an historical period, an aspect of theory, performance practice, or compositional styles of theory, performance practice, or compositional styles.
		07. Students must demonstrate sufficient writing and speaking skills to communicate clearly and effectively to members of the scholarly community and the wider community, and especially in teaching situations.
		08. The doctoral degree program in performance emphasizes performance skills at the highest
		09. Program is new this year (2017-2018), in future years, this SLO can be deleted.
PhD in Music	PHD	<p>1. Students must demonstrate broad practical ability and/or research knowledge within their major area of specialization (either composition, music, musicology, or music theory).</p> <p>2. Students must demonstrate artistic and intellectual engagement beyond the major area of specialization.</p> <p>3. Students must be able to communicate effectively orally and in writing as music practitioners and/or scholars within the area of specialization.</p>
PhD in Music (Composition)	PHD	<p>1. The doctoral degree program in composition stresses creative activity emphasizing the development of a personal aesthetic expressible in sound.</p> <p>2. Competencies also include a broad knowledge of historical and contemporary compositional practices, music theory, history and criticism, and creative approaches to relationships of these to the compositional process.</p>
PhD Music (Music/Theory/History)	PHD	<p>1. Students must show an understanding of the organization, language, and grammar of music.</p> <p>2. Students must show command of music history, aesthetics, and research tools necessary to conduct an original contribution to the field.</p>
PIANO PEDAGOGY	BMUS	classroom and practical experience in teaching piano to various levels
PIANO PEDAGOGY	MMUS	1. Students demonstrate advanced competencies in pedagogical principles of piano.
		2. Students develop skills and knowledge in fields of history, theory.
		3. Students must demonstrate knowledge of repertoire and performance practices
		4. As a culminating demonstration of professional capability, the student performs a public final recital.
Piano Performance	BMUS	1. Students must demonstrate knowledge of applicable solo and ensemble literature.
		2. Students demonstrate knowledge and experience with the fundamentals of pedagogy
		3. Students demonstrate ability with solo and ensemble performance in a variety of formal and informal settings.
		4. Students demonstrate the ability to work independently to prepare performances at the highest possible level.
Piano Performance	MMUS	Students demonstrate advanced competencies in performance
		Students gain knowledge and skills in one or more fields of music outside the major such as theory and analysis, history and literature, musicology and ethnomusicology, and pedagogy
		Students will demonstrate in-depth knowledge of specific repertoire through either a written paper or oral presentation before a keyboard department committee.
PROFESSIONAL STUDIES	GRPM	1. Students must demonstrate a professional level of performance competence that is beyond the Master's exit level.
		2. Students must demonstrate advanced knowledge in one or more areas related to performance, such as repertoire, chamber music, ensemble performance, or opera.

Boyer College of Music and Dance

Academic Program Student Learning Outcomes

Program Description	Program Degree	Student Learning Outcomes
STRING PEDAGOGY	MMus	3: Students must produce a final project or some equivalent reviewed by more than one faculty member that demonstrates competency in string pedagogy knowledge.
		1: Students must demonstrate advanced competencies in pedagogy of a specific performance area and its repertoire, before peers and faculty.
		2: Students must demonstrate knowledge and skills in one or more fields of music outside the major, such as orchestration, music history and literature, musicology and ethnomusicology, performance, or composition.
THEORY	BMUS	1. Advanced capabilities in musical analysis including the ability to produce and discuss analytical work from an independent perspective. This includes the ability to compare and evaluate the results of various analytical procedures.
		An understanding of the relationships between theory and composition. This includes original and imitative work in composition and a basic understanding of the relationships among
		Ability to use the tools of theoretical work including keyboard skills, spoken and written language, research techniques, and applicable technologies.
VOCAL ARTS	MMUS	An opportunity for independent study that culminates in a senior project or thesis is strongly recommended. Students complete two analytical papers on two different topics by enrolling in two sections of Theory Seminar II.
		1. Students must demonstrate advanced competencies in vocal performance.
		2. Students demonstrate knowledge and skills in one or more fields of music outside the vocal major, such as vocal literature, vocal pedagogy, music theory and analysis, music literature, music education, or musical theater.
		3. Students must demonstrate choral repertoire and choral singing technique gained through participation in choral ensembles while enrolled in this degree program.