MUSIC
Mission and Structure

The Monmouth College music major is a traditional major, patterned after the National Association of Schools of Music’s “Standards for the Liberal Arts Degree with a Major in Music” as well as “Competencies Common to all Professional Baccalaureate Degrees in Music and to all Undergraduate Degrees Leading to Teacher Certification.” The goal of the major is to provide a broad coverage of music with studies developing musicianship, an intellectual grasp of the art, and performance abilities. For the student who is not interested in pursuing a graduate music degree or the more traditional careers of performance or education, the general music major may lead to careers in such fields as arts management, music merchandising, broadcasting and journalism, music criticism, or entertainment law.

The curriculum has a course structure centered around the following elements:

1. Courses in music fundamentals, theory, aural skills, and analysis
2. Courses in the history and literature of both Western and non-Western musical traditions
3. Courses dealing with individual and group performance skills, including Improvisation
4. Senior independent study
5. Technological applications

The department supports the general education curriculum at Monmouth by providing:

1. Courses in appreciation and interpretation
2. Courses in participation in the creative process

The department in turn supports the mission and purposes of the college by seeking to create and maintain a learning environment which is aesthetically inspiring and culturally diverse and by attempting to prepare students for rich personal and professional lives. In addition, the department seeks to develop creativity and skills in artistic expression while likewise preparing students to understand the methods of inquiry and expression in the arts.

Assessment of Student Learning in the Major

The achievement of the music curriculum goals is assessed in a variety of ways. Students receive grades for all music courses, and these grades are arrived at through such practices as course exams, papers, presentations, and discussion. In addition, performance assessment is arrived at through evaluation of individual, applied lessons, and in the preparation for and performance in jury, recital, and concert appearances.

The small size of the department and its classes (especially with respect to individual music lessons) promotes close interaction between faculty and students. Weekly staff meetings are an ideal setting for monitoring student performance. In addition, Sophomore Evaluations and Senior Exit Exams provide invaluable data on students’ progress mid-way and at the end of the program. Transcripts of graduating seniors are evaluated by the department to determine departmental honors.

Because a large percentage of our graduates are involved in the music education program, we feel that the teacher certification exam is a meaningful end-point measure of our program. Data received from this process is used in two major ways: First, the overall performance of our students in relation to students statewide is evaluated to determine whether the current program meets general expectations. Second, the areas of study and types of questions found in the certification exams help to determine whether new information needs to be incorporated into existing courses or whether new courses need to be formulated. This in turn guides the department in its interactions with the campus curriculum and budget processes.

The faculty-generated questions on the student evaluation form as well as the jury exam form provide additional data. In addition, because all of our public events are recorded, the department can also rely on this wealth of audio data to monitor the general musicianship and performance level of our majors.

Assessment of Major Goals

<table>
<thead>
<tr>
<th>Goals of the Music Major</th>
<th>Most Relevant Courses</th>
</tr>
</thead>
<tbody>
<tr>
<td>Means of Assessment</td>
<td></td>
</tr>
<tr>
<td>1. Hear, identify, and work Course exams, papers, conceptually with the elements discussions, presentations of music--rhythm, melody, harmony, and form.</td>
<td>Music Theory Sequence</td>
</tr>
<tr>
<td>2. Understand compositional Course exams, papers,</td>
<td>(121-122/221-222)</td>
</tr>
</tbody>
</table>

Music Theory Sequence
processes, aesthetic properties discussions, presentations of style, and the ways these shape and are shaped by artistic and cultural forces.

3. Be acquainted with a wide Course exams, papers, selection of musical literature, discussions, presentations the principal style periods, genres, and cultural sources.

4. Be able to develop and defend Course exams, papers, musical judgments. discussions, presentations, Senior Exit Exam

Music History Sequence (321-322)

Independent Study (420)

Music History (321-322)

3.89
<table>
<thead>
<tr>
<th>Goals of the Music Major</th>
<th>Most Relevant Courses</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Means of Assessment</strong></td>
<td></td>
</tr>
<tr>
<td>5. Have ability in performance</td>
<td>Applied Lessons and Ensembles Evaluation of individual areas appropriate to the lessons and juries, student's needs and interests. Recordings of recital and ensemble performances,</td>
</tr>
<tr>
<td>Sophomore Evaluation</td>
<td></td>
</tr>
<tr>
<td>6. Be able to sight-read.</td>
<td>Applied Lessons and Ensembles Evaluation of individual lessons and juries</td>
</tr>
</tbody>
</table>
| 7. Understand procedures for realizing a variety of music lessons and juries, styles. Recordings of recital and concert performances. | Applied Lessons and Ensembles Evaluation of individual

3.90
3.91