**Department Name:**
Crane: Music Theory, History, and Composition Department

**Date Submitted and Academic Year:**
September 22, 2013 for AY 2013-2014

**Department Mission Statement:**
The Crane School of Music is a community of musician-educators committed to fostering a vital musical society. Thriving programs in performance, composition, music business, and the academic disciplines of Music History and Music Theory enrich our long-standing heritage of leadership in music education. Our undergraduate programs are designed to provide a strong and comprehensive foundation across all areas of study, whereas our graduate programs bring greater depth and focus within these areas. In keeping with SUNY-Potsdam's mission as a student-centered institution, Crane students and faculty collaborate in pursuing a broad range of opportunities for artistic, personal, and professional growth. Blending proven traditional approaches and promising educational innovations in a uniquely supportive and cooperative learning community, the Crane School equips students with both the foundations and flexibility needed for the challenges of the 21st Century.

**Department Assessment Coordinator or Faculty Member Completing this Form:**
John McGinness, Associate Professor of Music Theory

**Update on prior years’ Application of Assessment Results:**
N/A: no previous assessment results available
**Intended Student Learning Outcome #1**
Students will demonstrate knowledge of musical styles and analytic procedures. A solid music historical background is essential, especially in the area of specialization. While students may choose to focus upon an individual composer, style, or upon a specific musical work, a thorough bibliographic study should serve as a foundation. Students will be able to read and respond to academic work besides their own. An understanding that all individual scholarly work, even in the early stages, should represent an attempt to contribute to the existing body of scholarship is essential. All music analysis should be undertaken within the sphere of a wider intellectual spectrum, including aspects of aesthetics, performance, reception, etc.

**Connection to Univ/Dept Mission**
“A strong comprehensive foundation across all areas of study” is fundamental to the Crane mission. The Music Theory student, through the comprehensive nature of the training they receive at Crane, will have the well-rounded musical and intellectual background to “judge and evaluate, in matters ethical, aesthetic, empirical and logical.”

* “The Potsdam Graduate Learning Outcomes”

**Links with other programs/departments**
*Gen Ed Component*

*Related Courses:* Music Theory/Aural Skills I-IV; Literature and Style I-III; Ensembles; studio.

**Measurable Criteria and Assessment Method(s)**
After successful completion of the core curriculum, the student will begin working with a faculty advisor during their junior year, in order to choose a topic and begin the bibliographic foundation for their final project (most likely a paper/thesis, although other options can be approved by the advisor.) The advisor will evaluate and comment upon the preparatory activities leading up to this stage, most likely beginning with the writing assignments completed during the core Literature and Style sequence.

**Data Source/Results & Analysis**
N/A: no previous results available.

**Application of Results/Action Plan for Improvement**
When reviewing student work from the core curriculum, completed during the sophomore year, the faculty advisor will evaluate student strengths and weaknesses, with special attention given to writing ability and critical thinking. The advisor will then suggest a course of study designed to remediate any problems (for example, by sending the student to the College Writing Center.)
Intended Student Learning Outcome #2
Upper division electives will be chosen in consultation with the advisor, in order to guide the student to the study of material most relevant to their interests and final topic. It may be necessary for the student to undertake independent study of appropriate methods of music analysis, depending on the capstone topic. Students will demonstrate competence in using these methods of analysis and by presenting their ideas in an appropriately scholarly writing style.

Connection to Univ/Dept Mission
The SUNY Potsdam mission and National Study of Student Engagement (NSSE) encourage a challenging learning environment, writing, and out-of-class interaction with professors and advisors.

Links with other programs/departments
Work will be undertaken in other departments and programs depending on student interest and relevance to the final project.

Measurable Criteria and Assessment Method(s)
The faculty advisor will assess the student’s work in upper division courses. Especially significant at this stage is the student’s ability to connect analytical (or positivistic) competence to some kind of musical/humanistic framework. This type of evaluation must be done on a case-by-case basis; individual interaction with the advisor is essential.
Intended Student Learning Outcome #3
Students will demonstrate a high level of critical thinking, the ability to use analytic methods in ways that illuminate and refine the musical experience, and the ability to connect different aspects of the musical/theoretical experience to other humanistic disciplines.

Connection to Univ/Dept Mission
To repeat the information cited under Outcome #1: “A strong comprehensive foundation across all areas of study” is fundamental to the Crane mission. The Music Theory student, through the comprehensive nature of the training they receive at Crane, will have the well-round musical and intellectual background to “judge and evaluate, in matters ethical, aesthetic, empirical and logical.”

* “The Potsdam Graduate Learning Outcomes”

Measurable Criteria and Assessment Method(s) A senior thesis, or other project of similar dimension, is required for students who choose a Music Theory concentration. Student work will be assessed based on the formation of the thesis question, types of research undertaken, originality of thought, and the ability to effectively addresses the various issues identified in the central argument.